



Our Students. Their Moment.

**New York State Testing Program
Grade 4
Mathematics Test**

Released Questions

June 2019

New York State administered the Mathematics Tests in May 2019 and is now making approximately 75% of the questions from these tests available for review and use.



New York State Testing Program Grades 3–8 Mathematics

Released Questions from 2019 Exams

Background

In 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and rigor demanded by the new New York State P-12 Learning Standards in Mathematics. To help in this transition to new assessments, the New York State Education Department (SED) has been releasing an increasing number of test questions from the tests that were administered to students across the State in the spring. This year, SED is again releasing large portions of the 2019 NYS Grades 3-8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2019, included in these released materials are at least 75 percent of the test questions that appeared on the 2019 tests (including all constructed-response questions) that counted toward students' scores. Additionally, SED is also providing a map that details what each released question measures and the correct response to each question. These released materials will help students, families, educators, and the public better understand the tests and the New York State Education Department's expectations for students.

Understanding Math Questions

Multiple-Choice Questions

Multiple-choice questions are designed to assess the New York State P-12 Learning Standards for Mathematics. Mathematics multiple-choice questions will be used mainly to assess standard algorithms and conceptual standards. Multiple-choice questions incorporate both the grade-level standards and the "Standards for Mathematical Practices." Many questions are framed within the context of real-world applications or require students to complete multiple steps. Likewise, many of these questions are linked to more than one standard, drawing on the simultaneous application of multiple skills and concepts.

Short-Response Questions

Short-response questions require students to complete tasks and show their work. Like multiple-choice questions, short-response questions will often require multiple steps, the application of multiple mathematics skills, and real-world applications. Many of the short-response questions will cover conceptual and application of the standards.

Extended-Response Questions

Extended-response questions ask students to show their work in completing two or more tasks or a more extensive problem. Extended-response questions allow students to show their understanding of mathematical procedures, conceptual understanding, and application. Extended-response questions may also assess student reasoning and the ability to critique the arguments of others.

The scoring rubric for short and extended constructed-response questions can be found in the grade-level Educator Guides at <https://www.engageny.org/resource/test-guides-english-language-arts-andmathematics>.

New York State P-12 Learning Standards Alignment

The alignment(s) to the New York State P-12 Learning Standards for Mathematics is/are intended to identify the primary analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including a balanced combination of procedure and conceptual understanding. For example, two-point and three-point constructed-response questions require students to show an understanding of mathematical procedures, concepts, and applications.

These Released Questions Do Not Comprise a “Mini Test”

To ensure future valid and reliable tests, some content must remain secure for possible use on future exams. As such, this document is *not* intended to be representative of the entire test, to show how operational tests look, or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the test reflects the demands of the New York State P-12 Learning Standards.

The released questions do not represent the full spectrum of the standards assessed on the State tests, nor do they represent the full spectrum of how the standards should be taught and assessed in the classroom. It should not be assumed that a particular standard will be measured by an identical question in future assessments. Specific criteria for writing test questions, as well as additional assessment information, are available at <http://www.engageny.org/common-core-assessments>.

Non: _____



Haitian Creole Edition
Grade 4 2019
Mathematics Test
Session 1
May 1–3, 2019

Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 1

Ane **4**

1–3 Me 2019

RELEASED QUESTIONS

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Seyans 1

KONSEY POU PRAN EGZAMEN AN

Men kèk sijesyon pou ede ou bay pi bon rannman:

- Li chak kesyon avèk atansyon epi reflechi sou chak repons anvan ou fè chwa ou.
- Yo ba w zouti matematik (yon règ ak yon rapòtè) pou itilize pandan tès la. Ou kapab deside lè ou panse chak zouti kapab itil ou. Ou ta dwe sèvi ak zouti matematik yo nenpòt lè ou panse l ap ede w reponn kesyon an.

1

Tatum mache ak chen li an $\frac{2}{3}$ mil chak jou apre lekòl. Konbyen mil li mache ak chen li an nan 5 jou?

A $\frac{7}{3}$

B $\frac{10}{3}$

C $\frac{2}{15}$

D $\frac{10}{15}$

2

Kantite pwen Jaden fè nan yon je mwens pase 45, epitou li se yon miltip 7. Konbyen pwen Jaden te ka fè?

A 17

B 35

C 52

D 70

3

Ki konparezon ki kòrèk?

A $\frac{2}{3} = \frac{8}{12}$

B $\frac{4}{9} = \frac{8}{9}$

C $\frac{3}{4} > \frac{9}{10}$

D $\frac{2}{4} > \frac{2}{3}$

KONTINYE

4

Gen twa seksyon diferan pou chita nan yon pak bezbòl. Nou dekri kantite moun ki ka chita nan chak seksyon anba a.

- seksyon wouj la ka pran 200 moun
- seksyon ble a ka pran 20 moun anmwens seksyon wouj la
- seksyon vèt la ka pran 2 fwa kantite moun nan seksyon ble a

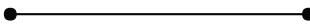
Konbyen moun otal ki ka chita nan pak bezbòl la?

- A 260
B 380
C 640
D 740

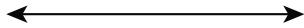
5

Ki figi jewometrik ki se yon egzant yon segman?

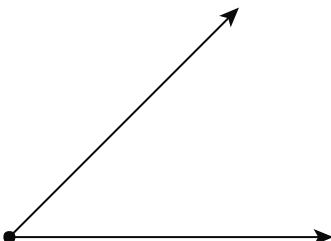
A



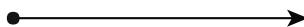
C



B

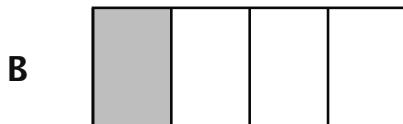
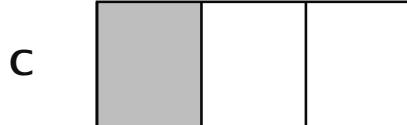
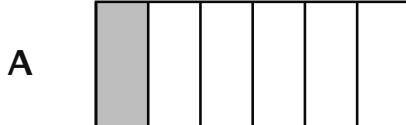


D

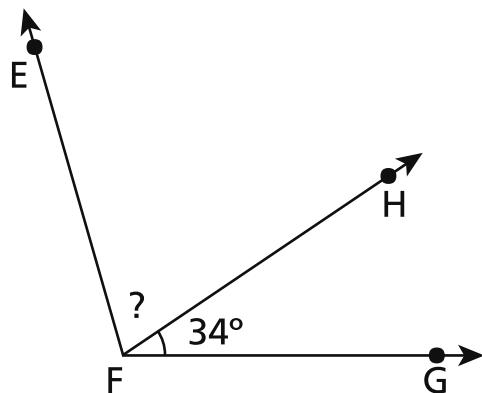


KONTINYE

8 Ki modèl fraksyon ki gen yon pati kolore an gri ki ekivalan ak $\frac{3}{12}$?



9 Mezi ang EFG ki anba la a se 106 degré.



Konbyen degré mezi ang EFH ye?

- A 34
- B 56
- C 72
- D 140

15 Kisa ki valè ekspresyon ki anba la a?

$$2.816 \times 7$$

- A 14.572
- B 14.672
- C 19.612
- D 19.712

16 Kisa ki kosyan an pou ekspresyon $2.314 \div 4$?

- A 508
- B 508 r2
- C 578
- D 578 r2

17 Yon pwofesè achte katab yo ki nan lis anba a.

- 5 bwat katab wouj ak 36 katab nan chak bwat
- 6 bwat katab ble ak 32 katab nan chak bwat

Ki nonb ki **pi pre** kantite total katab wouj ak ble pwofesè a te achte?

- A 275
- B 380
- C 440
- D 550

KONTINYE

20

Ki de nonb ki toude awondi a 1.500 ki pi pre a lè ou awondi yo sou santèn ki pi pre a?

A 1.399 ak 1.599

B 1.449 ak 1.549

C 1.457 ak 1.547

D 1.489 ak 1.589

21

Mesye Fuller vle mete yon kloti ozalantou lakou li ki gen yon fòm rektangilè. Lajè lakou a se 55 pye epi longè a se 75 pye. Konbyen pye kloti Mesye Fuller bezwen?

A 130

B 260

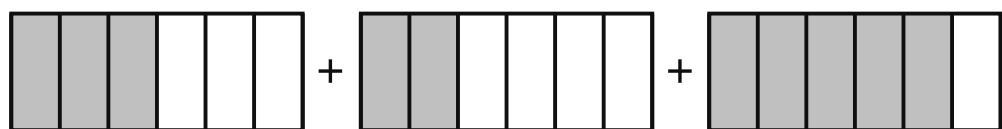
C 3.905

D 4.125

KONTINYE

27

Twa modèl yo ki anba la a kolore an gri pou reprezante yon fraksyon diferan.

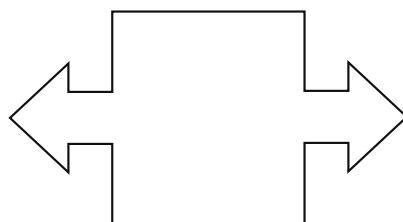


Konbyen sòm fraksyon yo ki reprezante ak pati ki kolore an gri nan modèl yo?

- A $\frac{10}{18}$
- B $\frac{8}{10}$
- C $\frac{10}{8}$
- D $\frac{10}{6}$

28

Kisa ki pi gran kantite dwat simetri ou ka trase nan figi jewometri ki anba la a?



- A 0
- B 1
- C 2
- D 4

KONTINYE

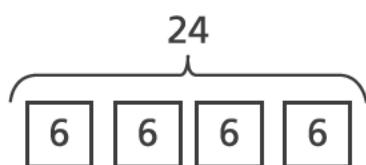
29

Konbyen degre mezi yon ang ki ekivalan ak $\frac{1}{360}$ yon sèk ye?

- A 1
- B 90
- C 180
- D 360

30

Ki deklarasyon konparezon ki dekri modèl ki anba la a?



- A 6 se 24 fwa otan kantite ak 4
- B 24 se 4 fwa otan kantite ak 6
- C 4 fwa otan kantite ak 24 se 6
- D 6 fwa otan kantite ak 6 se 24

KANPE LA

Ane 4
2019
Egzamen Matematik
Seyans 1
1–3 Me 2019

Grade 4
2019
Mathematics Test
Session 1
May 1–3, 2019

Non: _____



*Haitian Creole Edition
Grade 4 2019
Mathematics Test
Session 2
May 1–3, 2019*

Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 2

Ane **4**

1–3 Me 2019

RELEASED QUESTIONS

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Seyans 2

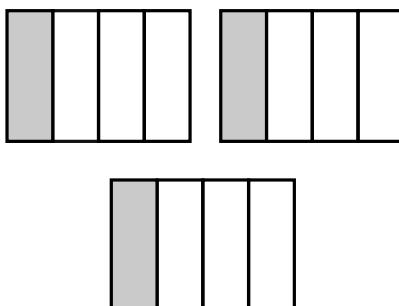
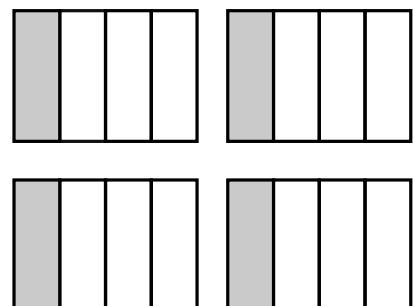
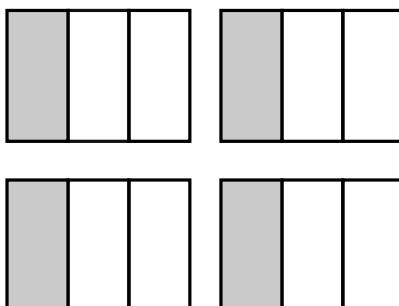
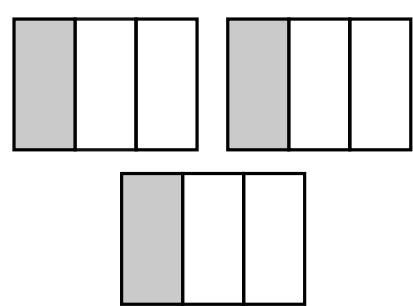
KONSEY POU PRAN EGZAMEN AN

Men kèk sijesyon pou ede ou bay pi bon rannman:

- Li chak kesyon avèk atansyon epi reflechi sou chak repons anvan fè chwa ou oswa ekri repons ou.
- Yo ba w zouti matematik (yon règ ak yon rapòtè) pou itilize pandan tès la. Ou kapab deside lè ou panse chak zouti kapab itil ou. Ou ta dwe sèvi ak zouti matematik yo nenpòt lè ou panse l ap ede w reponn kesyon an.
- Pa blyie montre kijan w fè jwenn repons lan lè yo mande ou sa.

31

Nan ki modèl pati ki an gri a te ka reprezante $4 \times \frac{1}{3}$?

A**C****B****D****32**

Yon kamyon gare akote yon pyebwa. Wotè kamyon an se 6 pye. Wotè pye bwa a se 3 fwa wotè kamyon an. Ki ekwasyon ou te ka itilize pou jwenn wotè pye bwa a?

A $6 + 3 = \underline{\quad}$

B $6 \times 3 = \underline{\quad}$

C $(6 \times 3) + 3 = \underline{\quad}$

D $(6 \times 3) + 6 = \underline{\quad}$

KONTINYE

33

Ki ekspresyon ou ka itilize pou rezoud ekwasyon ki anba la a?

$$4.600 \div 5 = \underline{?}$$

- A** $(46 \div 5) + (100 \div 5)$
- B** $(400 \div 5) - (600 \div 5)$
- C** $(4.000 \div 5) - (60 \div 5)$
- D** $(4.000 \div 5) + (600 \div 5)$

34

Ki deklarasyon konsènan yon objè k ap vire 90 degré ozalantou nan yon sèk ki kòrèk?

- A** Li tounen $\frac{1}{4}$ ozalantou nan yon sèk.
- B** Li tounen $\frac{2}{4}$ ozalantou nan yon sèk.
- C** Li tounen $\frac{3}{4}$ ozalantou nan yon sèk.
- D** Li tounen $\frac{4}{4}$ ozalantou nan yon sèk.

35

Ki deklarasyon ki reprezante fraz nimerik ki anba la a?

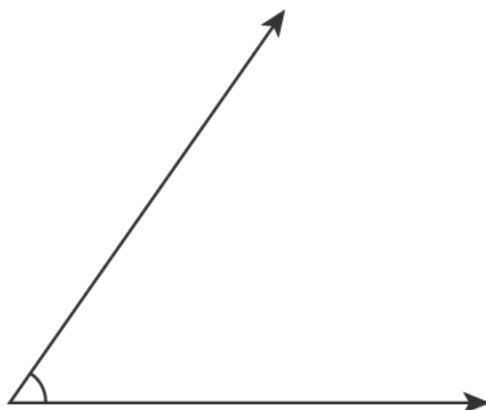
$$8 = 4 \times 2$$

- A** 4 se 8 fwa otan kantite ak 2
- B** 4 se 2 fwa otan kantite ak 8
- C** 8 se 2 fwa otan kantite ak 2
- D** 8 se 4 fwa otan kantite ak 2

KONTINYE

36

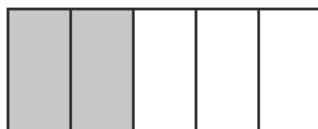
Konbyen degré mezi ang ki anba a ye?



- A 55
- B 65
- C 125
- D 135

37

Modèle anba a kolore an gri pou reprezante yon fraksyon.

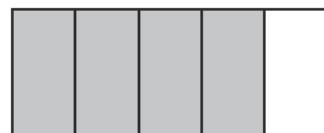


Ki modèle fraksyon ki an gri pou reprezante yon fraksyon ki ekivalan?

A



C



B



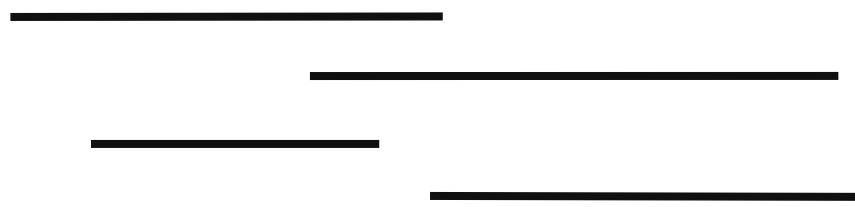
D



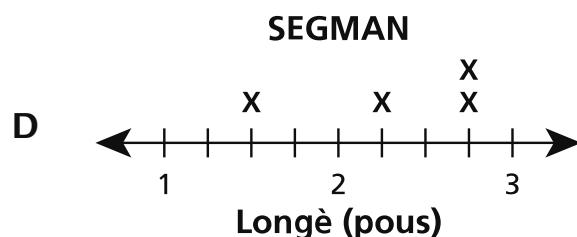
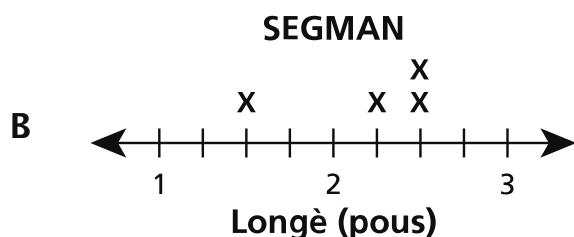
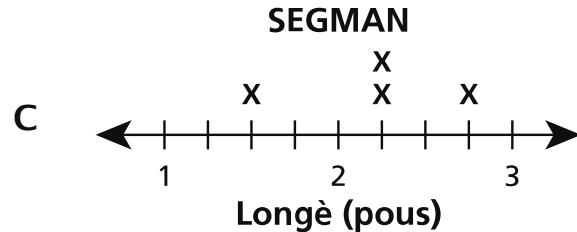
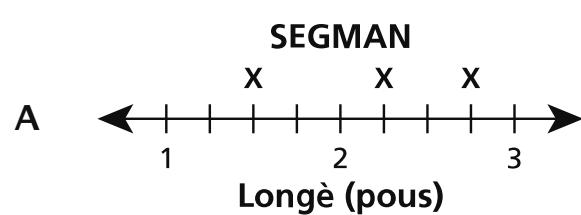
KONTINYE

38

Foto ki anba la a montre segman longè diferan, an pouz.



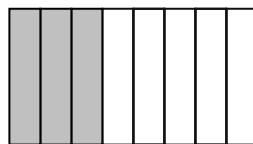
Mezire chak segman. Ki dyagram lineyè ki montre kòrèkteman longè segman yo?



KONTINYE

39

Pati ki an gri nan modèl ki anba la a reprezante fraksyon yon bonbon Jill te manje.



Tom gen yon bonbon ki menm gwosè a. Li manje 2 fwa kantite sa Jill te manje a. Ki fraksyon bonbon an Tom te manje?

Montre kijan ou fè pou jwenn repons la.

Repons _____ bonbon an

KONTINYE

40

Itilize chak chif ki parèt anba a pou kreye yon nonb 5 chif ak pi gran valè a epi yon nonb 5 chif ak pi piti valè a. Ou ka itilize chak chif yon sèl fwa nan chak nonb. Epi apresa itilize yon fraz nimerik kote ou itilize $>$, $<$, oswa = pou konpare de nonb ou te kreye yo.

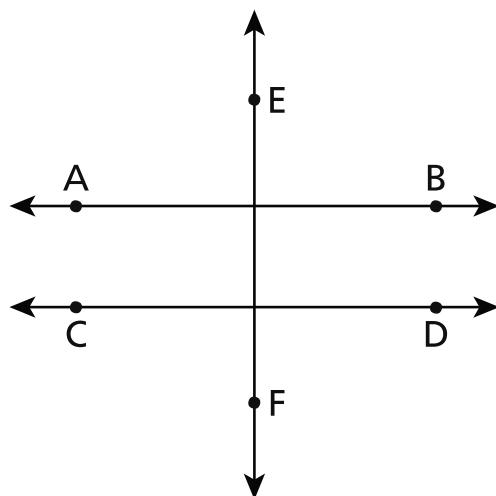
2, 9, 1, 3, 8

Montre kijan ou fè pou jwenn repons la.

KONTINYE

41

Dyagram ki anba la a montre dwat AB, dwat CD, ak dwat EF.



Identifie **de** dwat sou dyagram nan ki sanbe yo youn pèpandikilè ak lòt.

Eksplike kijan ou te fè pou jwenn repons la.

KONTINYE

42

Mick ak Jackie achte yon gwo sandwich pou pataje. Yo chak manje $\frac{2}{5}$ sandwich la.

Konbyen nan sandwich la ki rete?

Montre kijan ou fè pou jwenn repons la.

Repons _____ nan sandwich la

KONTINYE

43

Kijan ou konpare valè chif 3 ki nan nonb 63.297 ak valè chif 3 ki nan nonb 60.325 la? Pa blyie mete konesans ou sou valè pozisyon nan repons ou.

Eksplike repons ou.

KONTINYE

44

Madmwazèl Peterson vle ranplase tout kawo kare nan kizin li. Planche kizin nan gen yon longè 12 pye ak yon lajè 7 pye. Si Madmwazèl Peterson deja gen 45 kawo kare ki yon pye, konbyen lòt kawo yon pye li bezwen pou li kouvri tout planche kizin nan nèt?

Montre kijan ou fè pou jwenn repons la.

Repons _____ kawo kare an plis

KONTINYE

45

Wotè Montay P se 1.086 pye. Wotè Montay Q se 4 fwa wotè Montay P. Modèl sifas ki anba a reprezante yon fason pou jwenn wotè Montay Q.

1.000 B 6

4	A	320	C
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Kisa ki valè ki manke pou A, B, ak C nan modèl sifas la?

Montre kijan ou fè pou jwenn repons la.

Repons A _____ , B _____ , ak C _____

Konbyen pye wotè Montay Q ye?

Montre kijan ou fè pou jwenn repons la.

Repons _____ pye

KANPE LA

Ane 4
2019
Egzamen Matematik
Seyans 2
1–3 Me 2019

Grade 4
2019
Mathematics Test
Session 2
May 1–3, 2019

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2019 Mathematics Tests Map to the Standards
Grade 4 Released Questions on EngageNY

Question	Type	Key	Points	Standard	Cluster	Subscore
Session 1						
1	Multiple Choice	B	1	CCSS.Math.Content.4.NF.B.4c	Number and Operations - Fractions	Number and Operations - Fractions
2	Multiple Choice	B	1	CCSS.Math.Content.4.OA.B.4	Operations and Algebraic Thinking	Operations and Algebraic Thinking
3	Multiple Choice	A	1	CCSS.Math.Content.4.NF.A.2	Number and Operations - Fractions	Number and Operations - Fractions
4	Multiple Choice	D	1	CCSS.Math.Content.4.OA.A.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking
5	Multiple Choice	A	1	CCSS.Math.Content.4.G.A.1	Geometry	
8	Multiple Choice	B	1	CCSS.Math.Content.4.NF.A.1	Number and Operations - Fractions	Number and Operations - Fractions
9	Multiple Choice	C	1	CCSS.Math.Content.4.MD.C.7	Measurement and Data	
15	Multiple Choice	D	1	CCSS.Math.Content.4.NBT.B.5	Number and Operations in Base Ten	Number and Operations in Base Ten
16	Multiple Choice	D	1	CCSS.Math.Content.4.NBT.B.6	Number and Operations in Base Ten	Number and Operations in Base Ten
17	Multiple Choice	B	1	CCSS.Math.Content.4.OA.A.3	Operations and Algebraic Thinking	Operations and Algebraic Thinking
20	Multiple Choice	C	1	CCSS.Math.Content.4.NBT.A.3	Number and Operations in Base Ten	Number and Operations in Base Ten
21	Multiple Choice	B	1	CCSS.Math.Content.4.MD.A.3	Measurement and Data	
27	Multiple Choice	D	1	CCSS.Math.Content.4.NF.B.3a	Number and Operations - Fractions	Number and Operations - Fractions
28	Multiple Choice	C	1	CCSS.Math.Content.4.G.A.3	Geometry	
29	Multiple Choice	A	1	CCSS.Math.Content.4.MD.C.5a	Measurement and Data	
30	Multiple Choice	B	1	CCSS.Math.Content.4.OA.A.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking
Session 2						
31	Multiple Choice	B	1	CCSS.Math.Content.4.NF.B.4a	Number and Operations - Fractions	Number and Operations - Fractions
32	Multiple Choice	B	1	CCSS.Math.Content.4.OA.A.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking
33	Multiple Choice	D	1	CCSS.Math.Content.4.NBT.B.6	Number and Operations in Base Ten	Number and Operations in Base Ten
34	Multiple Choice	A	1	CCSS.Math.Content.4.MD.C.5b	Measurement and Data	
35	Multiple Choice	D	1	CCSS.Math.Content.4.OA.A.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking
36	Multiple Choice	A	1	CCSS.Math.Content.4.MD.C.6	Measurement and Data	
37	Multiple Choice	D	1	CCSS.Math.Content.4.NF.A.1	Number and Operations - Fractions	Number and Operations - Fractions
38	Multiple Choice	C	1	CCSS.Math.Content.3.MD.B.4	Measurement and Data	

39	Constructed Response		2	CCSS.Math.Content.4.NF.B.4b	Number and Operations - Fractions	Number and Operations - Fractions
40	Constructed Response		2	CCSS.Math.Content.4.NBT.A.2	Number and Operations in Base Ten	Number and Operations in Base Ten
41	Constructed Response		2	CCSS.Math.Content.4.G.A.2	Geometry	
42	Constructed Response		2	CCSS.Math.Content.4.NF.B.3d	Number and Operations - Fractions	Number and Operations - Fractions
43	Constructed Response		2	CCSS.Math.Content.4.NBT.A.1	Number and Operations in Base Ten	Number and Operations in Base Ten
44	Constructed Response		2	CCSS.Math.Content.4.MD.A.3	Measurement and Data	
45	Constructed Response		3	CCSS.Math.Content.4.NBT.B.5	Number and Operations in Base Ten	Number and Operations in Base Ten

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including a balanced combination of procedural and conceptual understanding.