



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

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

**Released Questions**

**2023**

New York State administered the Mathematics Tests in May 2023  
and is 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 2023 Exams

### **Background**

As in past years, SED is releasing large portions of the 2023 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2023, included in these released materials are at least 75 percent of the test questions that appeared on the 2023 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 Next Generation 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.

#### **One-Credit Constructed-Response Questions**

One-credit constructed-response questions require students to complete a task and provide only their final answer. These one-credit questions will often require multiple steps, assessing procedural skills, as well as conceptual understanding and application. While students may show how they arrived at their final answer, only the final answer will be scored.

#### **Two-Credit Constructed-Response Questions**

Two-credit constructed-response questions require students to complete tasks and show their work. These two-credit 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 standards.

#### **Three-Credit Constructed-Response Questions**

Three-credit constructed-response questions ask students to show their work in completing two or more tasks or a more extensive problem. These three-credit response questions allow students to show their understanding of mathematical procedures, conceptual understanding, and application. Three-credit response questions may also assess student reasoning and the ability to critique the arguments of others. The scoring rubric for all constructed-response questions can be found in the grade-level Educator Guides at <http://www.nysed.gov/state-assessment/grades-3-8-ela-and-math-test-manuals>.

## **New York State P–12 Next Generation Learning Standards Alignment**

The alignment(s) to the New York State P–12 Next Generation 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-credit and three-credit 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 it is possible to develop future tests, some content must remain secure. 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 Next Generation 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.

Non: \_\_\_\_\_



**Haitian Creole Edition**  
**Grade 4 2023**  
**Mathematics Test**  
**Session 1**  
**May 2–4, 2023**

# Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 1

# 4 YÈM ANE

Sòti 2 Me pou rive  
4 Me 2023

**RELEASED QUESTIONS**

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# Seyans 1



## KONSEY POU FÈ EGZAMEN AN

Men kèk sijesyon pou ede ou pi byen konpoze:

- Li chak kesyon avèk atansyon epi reflechi sou chak repons anvan chwazi.
- Yo ba w enstriman matematik (yon règ ak yon rapòtè) pou itilize pandan tès la. Se ou ki pou konnen kilè pou sèvi ak gress enstriman. Ou ta dwe sèvi ak enstriman matematik yo nenpòt lè ou panse y ap ede w reponn kesyon an.

**1** Ki valè ki ekivalan ak  $700.000 + 5.000 + 200 + 10 + 9$  ?

A  $705.209$

B  $705.219$

C  $750.209$

D  $750.219$

**2** Jen fè 8 tou yon pis pandan li ap kouri. Carol fè 2 fwa plis tou pase Jen.  
Ki ekwasyon ou kapab itilize pou detèmine kantite tou Carol fè?

A  $8 \div 2 = \underline{?}$

B  $8 - 2 = \underline{?}$

C  $8 + 2 = \underline{?}$

D  $8 \times 2 = \underline{?}$

**KONTINYE**

**5** Ki pwodui  $432$  ak  $6$  ?

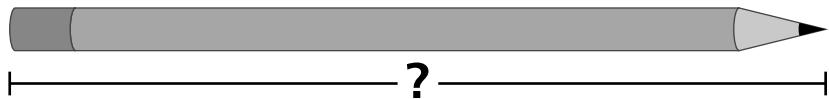
- A 2.482
- B 2.492
- C 2.582
- D 2.592

**6** Ki deklarasyon konsènan yon triyang egi ki kòrèk?

- A Li gen yon ang ki egzakteman  $90$  degre.
- B Li gen yon ang ki pi plis pase  $90$  degre.
- C Li gen ang ki gen mwens pase  $90$  degre yo chak.
- D Li gen ang ki pi gran pase  $90$  degre yo chak.

**9**

Yo montre yon kreyon anba a.



Ki longè kreyon an ye an pouz?

A  $4\frac{1}{4}$

B  $4\frac{1}{2}$

C  $5\frac{1}{4}$

D  $5\frac{1}{2}$

**10**

Ki nonb misk ki ekivalan ak  $\frac{13}{3}$  ?

A  $3\frac{1}{3}$

B  $3\frac{2}{3}$

C  $4\frac{1}{3}$

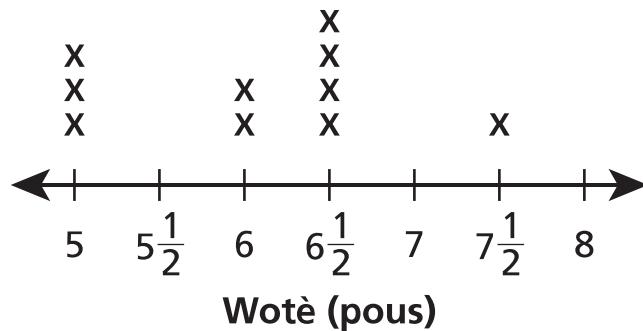
D  $4\frac{2}{3}$

**KONTINYE**

**13**

Graf lineyè yo montre anba a reprezante wotè dis (10) plant diferan.

### **WOTÈ PLANT YO**



Ki diferans wotè, an pouς, ki genyen ant plant ki pi wo a ak youn nan plant ki pi kout yo?

- A**  $2\frac{1}{2}$
- B** 3
- C** 4
- D**  $6\frac{1}{2}$

**KONTINYE**

**17**

Ki règ ki koresponn ak modèl nonb yo montre anba a?

64, 32, 16, 8, . . .

- A soustrè 8
- B divize pa 2
- C divize pa 8
- D miltiplier pa 2

**19**

Ki valè ki manke nan ekwasyon ki anba a?

$$\underline{?} \times \frac{3}{6} = 15 \times \frac{1}{6}$$

- A 3
- B 5
- C 12
- D 18

**KONTINYE**

**20**

Tiffany gen 5 fwa pòm wouj pase pòm vèt. Li genyen 20 pòm wouj, konbyen pòm vèt li genyen?

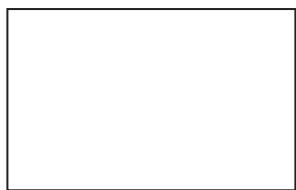
- A 4
- B 15
- C 25
- D 100

**KONTINYE**

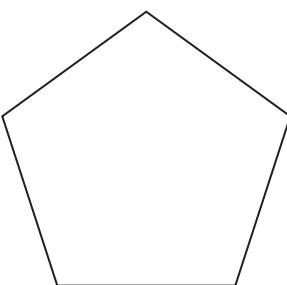
**23**

Ki figi ki sanble gen egzakteman de dwat simetrik?

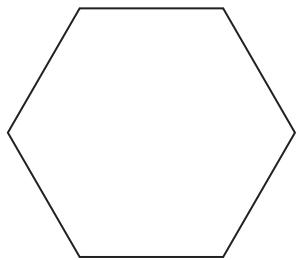
**A**



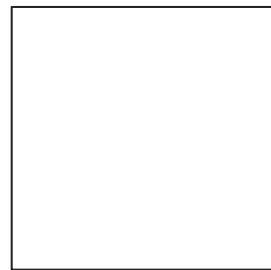
**C**



**B**



**D**



**KONTINYE**

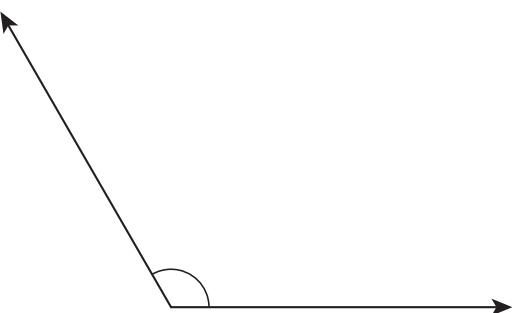
25

Ki ang ki mezire  $60^\circ$  ?

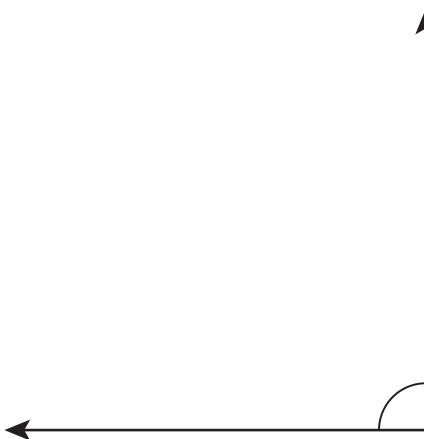
A



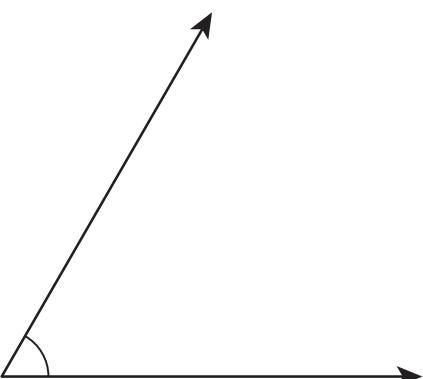
C



B



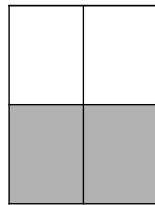
D



**KONTINYE**

**29**

Pati fonse nan modèl yo montre anba a reprezante yon fraksyon nan modèl antye a.



Ki fraksyon ki ekivalan ak valè pati ki fonse nan modèl ki reprezante a?

A  $\frac{4}{2}$

B  $\frac{2}{1}$

C  $\frac{1}{2}$

D  $\frac{1}{4}$

**30**

Ki valè  $7.225 \div 6$  ?

A 1.204

B 1.204 r1

C 1.205

D 1.205 r1

**KANPE LA**

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**4yèm ane**

**2023**

**Egzamen Matematik  
Seyans 1**

Sòti 2 Me pou rive 4 Me 2023

**Grade 4**

**2023**

**Mathematics Test  
Session 1**

May 2–4, 2023

Non: \_\_\_\_\_



**Haitian Creole Edition**  
*Grade 4 2023*  
*Mathematics Test*  
*Session 2*  
*May 2–4, 2023*

# Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 2

# 4 YÈM ANE

Sòti 2 Me pou rive  
4 Me 2023

**RELEASED QUESTIONS**

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# Seyans 2

## KONSEY POU FÈ EGZAMEN AN

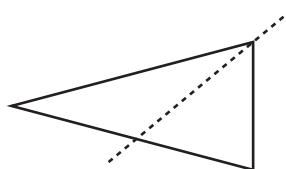
Men kèk sijesyon pou ede ou pi byen konpoze:

- Li chak kesyon avèk atansyon epi reflechi sou repons lan anvan ou chwazi oswa ekri repons ou an.
- Yo ba w enstriman matematik (yon règ ak yon rapòtè) pou itilize pandan tès la. Se ou ki pou konnen kilè pou sèvi ak gress enstriman. Ou ta dwe sèvi ak enstriman matematik yo nenpòt lè ou panse y ap ede w reponn kesyon an.
- Pa blyie montre kijan w fè jwenn repons lan lè yo mande ou sa.

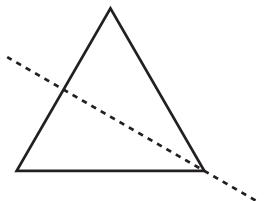
**31**

Nan ki triyang liy pwentiye a sanble se yon dwat simetri?

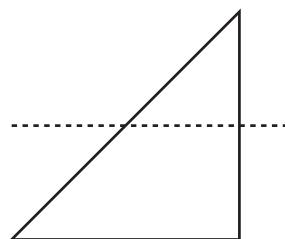
**A**



**B**



**C**



**D**



**32**

Ki konparezon ki kòrèk?

**A**  $\frac{1}{4} < \frac{2}{8}$

**B**  $\frac{1}{3} > \frac{3}{6}$

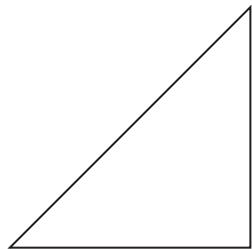
**C**  $\frac{3}{6} = \frac{5}{8}$

**D**  $\frac{2}{3} = \frac{4}{6}$

**KONTINYE**

**33**

Ki deklarasyon konsènan figi yo montre anba a ki kòrèk?



- A Sanble tout ang li yo egi.
- B Sanble tout ang li yo obti.
- C Sanble li gen de (2) kote paralèl.
- D Sanble li gen de (2) kote pèpandikilè.

**34**

Tim gen 3 pakè makè. Chak pakè genyen 12 makè. Ki ekwasyon ou kapab itilize pou jwenn kantite total makè,  $n$ , Tim genyen?

- A  $12 \times n = 3$
- B  $3 \times 12 = n$
- C  $3 \div n = 12$
- D  $12 \div 3 = n$

**35**

Ki valè  $24 \times 11$  ?

- A 35
- B 48
- C 264
- D 364

**KONTINYE**

**36**

**Kesyon sa a vo 1 kredi.**

Rosie te melanje  $1\frac{3}{4}$  galon ji jenjanm ak  $\frac{3}{4}$  galon ji pòm pou li fè ji fwi. Konbyen galon ji fwi Rosie rive fè avèk ji jenjanm la ak ji pòm nan?

*Repons* \_\_\_\_\_ galon

**KONTINYE**

**37**

**Kesyon sa a vo 1 kredi.**

Ki nonb 88.678 ki awondi nan milyèm ki pi pre a?

*Repons* \_\_\_\_\_

**KONTINYE**

**38**

**Kesyon sa a vo 1 kredi.**

Konbyen ang yon (1) degré ki genyen nan yon sèk konplè?

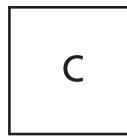
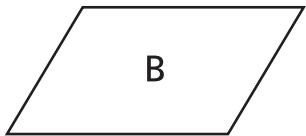
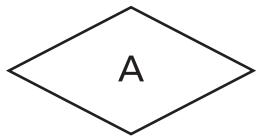
*Repons* \_\_\_\_\_ ang yon (1) degré

**KONTINYE**

**39**

**Kesyon sa a vo 2 kredi.**

Kiyès nan kwadrilatè yo montre anba a ki sanble se rektang? Asire w ou ajoute sa ou konnen konsènan ang ak kote yo nan repons ou an.



*Eksplike kijan ou fè konnen repons ou an kòrèk.*

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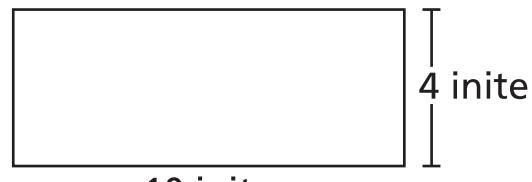
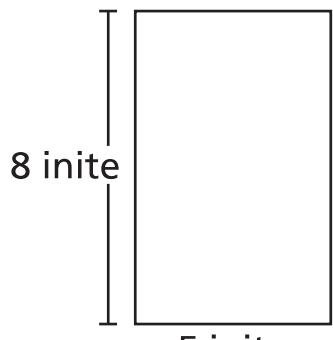
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**KONTINYE**

40

Kesyon sa a vo 2 kredi.

Yon elèv desinen de (2) rektang yo montre anba a.



Elèv la panse de (2) rektang yo genyen menm sipèfisi, men perimèt yo diferan.  
Èske sa elèv la di kòrèk? Asire w ou bay sipèfisi ak perimèt toude figi yo nan repons ou an.

*Eksplike repons ou an.*

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**KONTINYE**

41

Kesyon sa a vo 2 kredi.

Ki fraksyon yo kapab ajoute nan ekspresyon yo montre anba a pou li genyen valè total yon antye?

$$\frac{2}{12} + \frac{7}{12}$$

*Montre kijan ou fè pou jwenn repons lan.*

*Repons* \_\_\_\_\_

**KONTINYE**

42

**Kesyon sa a vo 2 kredi.**

Stacey te jwe menm jwèt la de (2) fwa. Li te fè 36 pwen dezyèm fwa li te jwe a, ki se 4 fwa kantite pwen li te fè premye fwa li te jwe a. Konbyen pwen Stacey te fè premye fwa li te jwe a?

***Eksplike kijan ou fè konnen repons ou an kòrèk.***

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**KONTINYE**

43

Kesyon sa a vo 2 kredi.

Madam Leonard gen \$110 pou achte yon boutèy penti atizana nan boutik la. Chak boutèy koute \$9. Ki pi gwo kantite boutèy Madam Leonard kapab achte avèk kantite lajan li genyen an?

*Montre kijan ou fè pou jwenn repons lan.*

*Repons* \_\_\_\_\_ boutèy

**KONTINYE**

44

### Kesyon sa a vo 3 kredi.

Mesye Benson ap prepare anmbègè sou baz enfòmasyon ki anba yo.

- Li genyen 4 liv vyann.
- Li itilize  $\frac{1}{4}$  liv vyann pou chak anmbègè.
- Li fè 9 anmbègè.

Konbyen liv vyann Mesye Benson te kite aprè li fin fè tout anmbègè yo?

*Eksplike kijan ou fè pou jwenn repons lan.*

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**KANPE LA**

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**4yèm ane**

**2023**

**Egzamen Matematik  
Seyans 2**

Sòti 2 Me pou rive 4 Me 2023

**Grade 4**

**2023**

**Mathematics Test  
Session 2**

May 2–4, 2023

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2023 Mathematics Tests Map to the Standards**  
**Grade 4 Released Questions**

Question	Type	Key	Points	Standard	Cluster	Subscore	Secondary Standard(s)	Multiple Choice Questions	Constructed Response Questions	
								Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
<b>Session 1</b>										
1	Multiple Choice	B	1	NGLS.Math.Content.NY-4.NBT.2a	Number and Operations in Base Ten	Number and Operations in Base Ten		0.85		
2	Multiple Choice	D	1	NGLS.Math.Content.NY-4.OA.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking	NGLS.Math.Content.NY-4.OA.2	0.92		
5	Multiple Choice	D	1	NGLS.Math.Content.NY-4.NBT.5	Number and Operations in Base Ten	Number and Operations in Base Ten		0.68		
6	Multiple Choice	C	1	NGLS.Math.Content.NY-4.G.2a	Geometry			0.78		
9	Multiple Choice	A	1	NGLS.Math.Content.NY-3.MD.4	Measurement and Data			0.5		
10	Multiple Choice	C	1	NGLS.Math.Content.NY-4.NF.3c	Number and Operations - Fractions	Number and Operations - Fractions	NGLS.Math.Content.NY-4.NF.3b	0.61		
13	Multiple Choice	A	1	NGLS.Math.Content.NY-4.MD.4	Measurement and Data			0.53		
17	Multiple Choice	B	1	NGLS.Math.Content.NY-4.OA.5	Operations and Algebraic Thinking	Operations and Algebraic Thinking		0.48		
19	Multiple Choice	B	1	NGLS.Math.Content.NY-4.NF.4b	Number and Operations - Fractions	Number and Operations - Fractions		0.7		
20	Multiple Choice	A	1	NGLS.Math.Content.NY-4.OA.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking		0.5		
23	Multiple Choice	A	1	NGLS.Math.Content.NY-4.G.3	Geometry			0.48		
25	Multiple Choice	D	1	NGLS.Math.Content.NY-4.MD.6	Measurement and Data			0.74		
29	Multiple Choice	C	1	NGLS.Math.Content.NY-4.NF.1	Number and Operations - Fractions	Number and Operations - Fractions		0.6		
30	Multiple Choice	B	1	NGLS.Math.Content.NY-4.NBT.6	Number and Operations in Base Ten	Number and Operations in Base Ten		0.68		
<b>Session 2</b>										
31	Multiple Choice	B	1	NGLS.Math.Content.NY-4.G.3	Geometry			0.79		
32	Multiple Choice	D	1	NGLS.Math.Content.NY-4.NF.2	Number and Operations - Fractions	Number and Operations - Fractions		0.64		
33	Multiple Choice	D	1	NGLS.Math.Content.NY-4.G.1	Geometry			0.47		
34	Multiple Choice	B	1	NGLS.Math.Content.NY-4.OA.3a	Operations and Algebraic Thinking	Operations and Algebraic Thinking		0.8		
35	Multiple Choice	C	1	NGLS.Math.Content.NY-4.NBT.5	Number and Operations in Base Ten	Number and Operations in Base Ten		0.83		
36	Constructed Response		1	NGLS.Math.Content.NY-4.NF.3d	Number and Operations - Fractions	Number and Operations - Fractions			0.66	0.66
37	Constructed Response		1	NGLS.Math.Content.NY-4.NBT.3	Number and Operations in Base Ten	Number and Operations in Base Ten			0.62	0.62
38	Constructed Response		1	NGLS.Math.Content.NY-4.MD.5a	Measurement and Data				0.59	0.59
39	Constructed Response		2	NGLS.Math.Content.NY-4.G.2c	Geometry				0.45	0.22
40	Constructed Response		2	NGLS.Math.Content.NY-3.MD.8b	Measurement and Data				0.88	0.44
41	Constructed Response		2	NGLS.Math.Content.NY-4.NF.3b	Number and Operations - Fractions	Number and Operations - Fractions			1.3	0.65
42	Constructed Response		2	NGLS.Math.Content.NY-4.OA.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking			1.2	0.6
43	Constructed Response		2	NGLS.Math.Content.NY-4.NBT.6	Number and Operations in Base Ten	Number and Operations in Base Ten			1.05	0.52
44	Constructed Response		3	NGLS.Math.Content.NY-4.NF.4c	Number and Operations - Fractions	Number and Operations - Fractions			0.98	0.33

\*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.