



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 6
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 6 2023
Mathematics Test
Session 1
May 2–4, 2023

Pwogram Egzamen
Eta Nouyòk
Egzamen Matematik
Seyans 1

6 YÈM ANE

Sòti 2 Me pou rive
4 Me 2023

RELEASED QUESTIONS

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Seyans 1



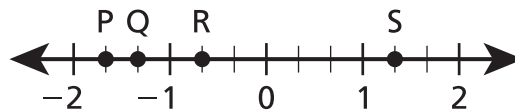
KONSÈY POU FÈ EGZAMEN AN

Men kèk sijesyon pou ede ou pi byen konpoze:

- Li chak kesyon avèk atansyon epi reflechi sou chak repons anvan ou fè chwa ou.
- Nou ba w enstriman matematik (yon règ, ak yon rapòtè) epi gen yon fèy referans ladan l pou sèvi pandan egzamen an. Se ou ki pou konnen kilè pou sèvi ak chak grenn enstriman ak fèy referans la tou. Ou dwe sèvi ak enstriman matematik yo avèk fèy referans lan tou nenpòt lè w panse l ap ede w reponn yon kesyon.

2

Pwen P, Q, R, ak S trase sou dwat nimerik ki parèt anba a.



Ki pwen ki reprezante pozisyon valè $-1\frac{1}{3}$?

- A pwen P
- B pwen Q
- C pwen R
- D pwen S

3

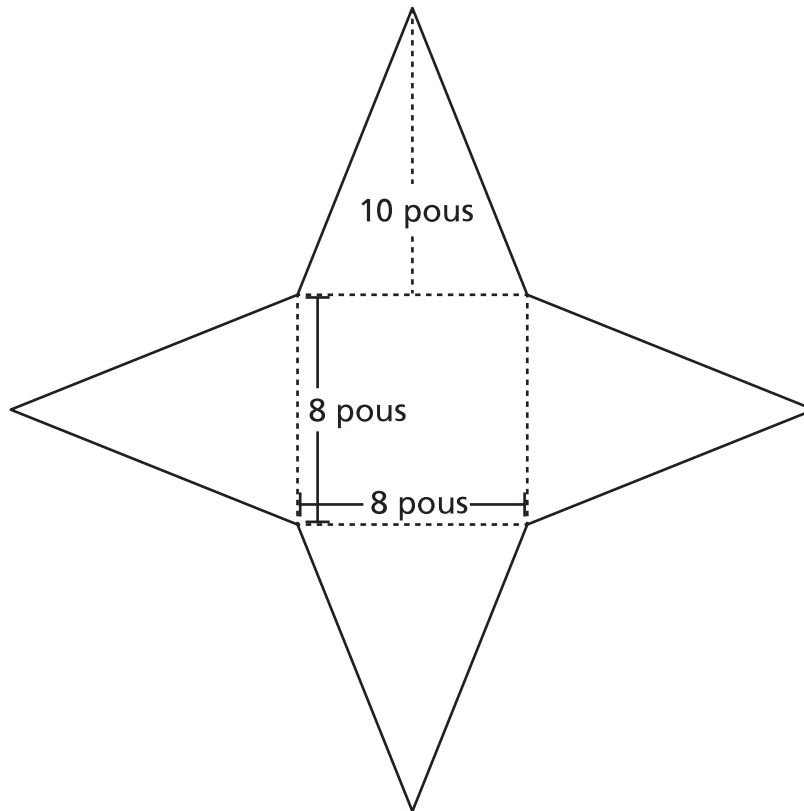
Yon pwopriyetè boulanje kuit 450 bonbon chak jou. Ki ekwasyon ki kapab itilize pou detèmine kantite bonbon, c , pwopriyetè boulanje a kuit pou tout jou yo, d ?

- A $c = d + 450$
- B $d = c + 450$
- C $450d = c$
- D $450c = d$

KONTINYE

7

Nou montre filè yon piramid kare dwat anba a.



Ki sipèfisi, an pous kare, piramid kare a?

- A 64
- B 80
- C 224
- D 384

KONTINYE

12

Ki ekspresyon ki ekivalan ak 14 ki mwens pase pwodui 8 ak y ?

A $14 - 8y$

B $14 - \frac{y}{8}$

C $8y - 14$

D $\frac{y}{8} - 14$

KONTINYE

13 Ki pi piti miltip komen 9 ak 12 ?

- A 3
- B 36
- C 72
- D 108

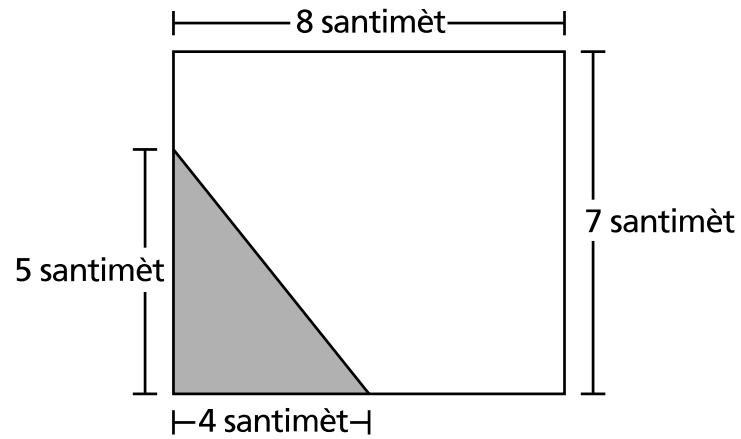
14 Ki valè ekspresyon an $\frac{3(7 - 2) + 5^3}{2}$?

- A 15
- B 17
- C 70
- D 72

KONTINYE

15

Figi ki anba a montre yon triyang ki kolore an gri anndan yon rektang.



Ki sipèfisi, an santimèt kare, pati rektang lan ki pa kolore an gri?

- A 36
- B 46
- C 56
- D 66

KONTINYE

17

Lukas te anrejistre elevasyon, an pye, kat (4) aktivite pandan li nan vakans. Tablo anba a montre elevasyon chak aktivite, an rapò ak nivo lanmè a.

NIVO ELEVASYON

Aktivite	Elevasyon
Monte Bisiklèt	83 pye
Plonje	-122 pye
Randone	456 pye
Naje	-17 pye

Ki aktivite ki gen elevasyon ki pi pwòch ak nivo lanmè a?

- A monte bisiklèt
- B plonje
- C randone
- D naje

18

Gen yon ekspresyon pi ba a.

$$5z + (9 \div 3)$$

Ki koyefisyan varyab la nan ekspresyon sa a?

- A 5
- B z
- C 9
- D 3

KONTINYE

21

Yo desine yon kwadrilatè sou yon plan kowòdone avèk pwèn $A(-4, 8)$, $B(6, 8)$, $C(6, 4)$, ak $D(-4, 4)$. Ki longè, an inite, kote AB a?

A 2

B 6

C 10

D 16

KONTINYE

22 Ki valè ekspresyon $5b + c^3$ lè $b = 7$ ak $c = 4$?

A 24

B 47

C 76

D 99

24 Ki ekspresyon ki ekivalan ak $8(2a + 3b) - 2b$?

A $16a + b$

B $16a + 8b$

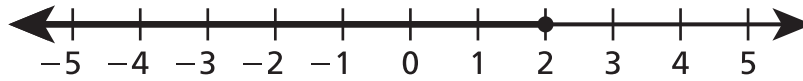
C $16a + 22b$

D $16a + 24b$

KONTINYE

30

Ki inegalite, nan tèm x , ki reprezante grafikman sou dwat nimerik ki anba a?



- A $x > 2$
- B $x < 2$
- C $x \geq 2$
- D $x \leq 2$

6yèm ane

2023

Egzamen Matematik

Seyans 1

Sòti 2 Me pou rive 4 Me 2023

Grade 6

2023

Mathematics Test

Session 1

May 2–4, 2023

姓名： _____

Chinese (Traditional) Edition

Grade 6 2023

Mathematics Test

Session 2

May 2–4, 2023



**紐約州測驗計劃
數學考試
第2卷**

6年級

2023年5月2–4日

RELEASED QUESTIONS

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第 2 卷



應考建議

以下建議可協助你充分發揮實力：

- 在作出選擇或寫下答案之前，請仔細閱讀每一試題，好好思考後再作答。
- 本次考試提供數學工具（一把尺、一個量角器和一個計算器）和一張參考資料供你使用。你可以自行決定何時使用各個工具和參考資料。考試當中你隨時可以使用數學工具和參考資料來協助你題。
- 如果有相關要求，請寫出你的計算過程。

31 數字60是哪個數字的75%？

- A 45
- B 80
- C 120
- D 125

32 下表顯示一個學校的教師人數與學生人數的比。教師和學生的比是恒定的。表格中遺失三個數字。

教師和學生

教師人數	2	?	8	12	?
學生人數	5	15	?	30	75

哪個表格顯示上表中正確的遺失數字？

教師和學生

A

教師人數	2	6	8	12	37
學生人數	5	15	16	30	75

教師和學生

C

教師人數	2	12	8	12	72
學生人數	5	15	11	30	75

教師和學生

B

教師人數	2	6	8	12	30
學生人數	5	15	20	30	75

教師和學生

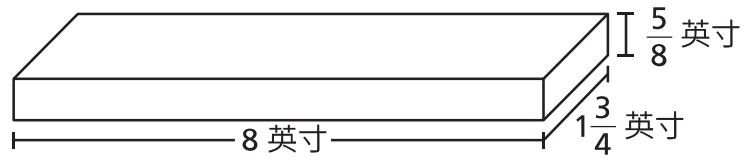
D

教師人數	2	6	8	12	32
學生人數	5	15	20	30	75

繼續

33

下圖顯示的是一個直立矩形棱柱。



該直立矩形棱柱的體積是多少立方英寸？

- A $6\frac{3}{4}$
- B $8\frac{3}{4}$
- C $10\frac{3}{8}$
- D $14\frac{5}{8}$

34

碼數與英里數的比為3,520: 2。5英里等於多少碼？

- A 1,760
- B 5,280
- C 7,040
- D 8,800

繼續

35 哪個運算式相當於 $4(3m + 1)$ ？

- A $7m + 1$
- B $7m + 5$
- C $12m + 1$
- D $12m + 4$

36 馬克在60分鐘內跑了8英里。如果馬克繼續以同樣的速度跑步，他需要多少分鐘才能跑完12英里？

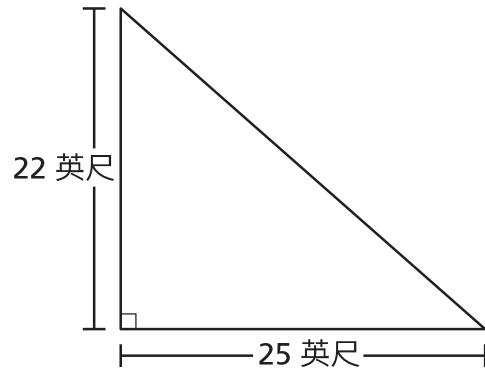
- A 48
- B 72
- C 90
- D 96

繼續

37

答對這道題可獲得1個積分。

以下是一個直角三角形。



該直角三角形的面積是多少平方英尺？

答案 _____ 平方英尺

繼續

38

答對這道題可獲得1個積分。

下面列出兩個州各自的最低溫度記錄。

-27°F 和 -35°F

用 $<$ 、 $>$ 、 \leq 或 \geq 寫出一個語句來比較兩個州的溫度記錄。

答案 _____

繼續

39

答對這道題可獲得1個積分。

一組形狀如下所示。



圓圈的數量與形狀總數的比是多少？

答案 _____

40

答對這道題可獲得2個積分。

李藉由將三個拼塊並排放在一起（拼塊之間沒有任何空隙），做成一個長方形的拼塊圖案。下面的清單描述每個拼塊的形狀和放置的順序。

- 第一塊拼塊的形狀是正方形，邊長為 x 英寸。
- 中間的拼塊形狀像一個長方形，寬度為 x 英寸，長度為 $3x$ 英寸。
- 第三個拼塊的形狀像一個正方形，邊長為 x 英寸。

拼塊圖案的周長是60英寸。拼塊圖案中 x 的值是多少？

請寫出你的計算過程。

答案 _____ 英寸

繼續

41

答對這道題可獲得2個積分。

下面的清單顯示同一種蠟燭在兩家不同商店的售價。

- 商店ABC以\$12.00的價格出售6支這樣的蠟燭。
- 商店XYZ以\$14.00的價格出售8支這樣的蠟燭。

哪家商店出售的蠟燭的單價較低？

請解釋你是如何確定自己的答案的。

繼續

42

答對這道題可獲得2個積分。

一個盒子裡有 $8\frac{1}{4}$ 杯麥片。一份麥片是 $\frac{3}{4}$ 杯。盒子裡有多少份麥片？

請寫出你的計算過程。

答案 _____ 份

繼續

43

答對這道題可獲得2個積分。

運算式 $7 \times (5 - 3)^3 - 20 \div 4$ 的值是多少？

請寫出你的計算過程。

答案 _____

繼續

44

答對這道題可獲得2個積分。

下面的表格顯示汽車A和汽車B行駛的距離與時間的比。

汽車 A

時間 (小時)	距離 (英里)
2	130
4	260
6	390

汽車 B

時間 (小時)	距離 (英里)
3	186
5	310
7	434

如果兩輛車都保持其的速率，8小時後，A車和B車行駛的距離（以英里為單位）有多少差異？

請寫出你的計算過程。

答案 _____ 英里

繼續

45

答對這道題可獲得2個積分。

一個直立矩形棱柱形狀的船運貨櫃，其底部面積為42平方英尺。船運貨櫃的高度為 $5\frac{3}{4}$ 英尺。船運貨櫃的體積是多少立方英尺？

請寫出你的計算過程。

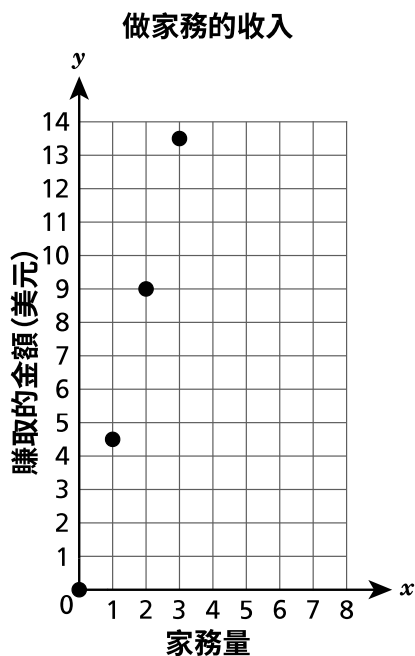
答案 _____ 立方英尺

繼續

46

答對這道題可獲得3個積分。

羅根完成家務就能賺錢。下圖表示他完成的家務量 x 和他所賺的錢 y 之間的關係。



根據該圖，請解釋羅根完成的家務量與他所賺的錢之間的關係。請確保在你的答案中指明應變數和自變數。

請解釋你的答案。

確定羅根在完成9項家務事後將獲得的總金額。

答案 \$ _____

停止作答

6年級

2023

數學測驗

第 2 卷

2023年5月2-4日

Grade 6

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 6 Released Questions

Question	Type	Key	Points	Standard	Cluster	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)
Session 1									
2	Multiple Choice	B	1	NGLS.Math.Content.NY-6.NS.6c	The Number System		0.6313		
3	Multiple Choice	C	1	NGLS.Math.Content.NY-6.EE.9	Expressions and Equations		0.4641		
7	Multiple Choice	C	1	NGLS.Math.Content.NY-6.G.4	Geometry		0.4141		
12	Multiple Choice	C	1	NGLS.Math.Content.NY-6.EE.2a	Expressions and Equations		0.4894		
13	Multiple Choice	B	1	NGLS.Math.Content.NY-6.NS.4	The Number System		0.4402		
14	Multiple Choice	C	1	NGLS.Math.Content.NY-6.EE.1	Expressions and Equations		0.6059		
15	Multiple Choice	B	1	NGLS.Math.Content.NY-6.G.1	Geometry		0.2707		
17	Multiple Choice	D	1	NGLS.Math.Content.NY-6.NS.7c	The Number System	NGLS.Math.Content.NY-6.NS.5	0.6673		
18	Multiple Choice	A	1	NGLS.Math.Content.NY-6.EE.2b	Expressions and Equations		0.5137		
21	Multiple Choice	C	1	NGLS.Math.Content.NY-6.G.3	Geometry		0.5655		
22	Multiple Choice	D	1	NGLS.Math.Content.NY-6.EE.2c	Expressions and Equations		0.6058		
24	Multiple Choice	C	1	NGLS.Math.Content.NY-6.EE.3	Expressions and Equations		0.4951		
30	Multiple Choice	D	1	NGLS.Math.Content.NY-6.EE.8	Expressions and Equations		0.4636		
Session 2									
31	Multiple Choice	B	1	NGLS.Math.Content.NY-6.RP.3c	Ratios and Proportional Relationships		0.6013		
32	Multiple Choice	B	1	NGLS.Math.Content.NY-6.RP.3a	Ratios and Proportional Relationships		0.5538		
33	Multiple Choice	B	1	NGLS.Math.Content.NY-6.G.2	Geometry		0.5475		
34	Multiple Choice	D	1	NGLS.Math.Content.NY-6.RP.3b	Ratios and Proportional Relationships	NGLS.Math.Content.NY-6.RP.3d	0.5502		
35	Multiple Choice	D	1	NGLS.Math.Content.NY-6.EE.3	Expressions and Equations		0.4899		
36	Multiple Choice	C	1	NGLS.Math.Content.NY-6.RP.3b	Ratios and Proportional Relationships		0.6124		
37	Constructed Response		1	NGLS.Math.Content.NY-6.G.1	Geometry			0.5400	0.5400
38	Constructed Response		1	NGLS.Math.Content.NY-6.NS.7b	The Number System			0.5679	0.5679
39	Constructed Response		1	NGLS.Math.Content.NY-6.RP.1	Ratios and Proportional Relationships			0.6482	0.6482
40	Constructed Response		2	NGLS.Math.Content.NY-6.EE.7	Expressions and Equations	NGLS.Math.Content.NY-6.EE.3		0.4131	0.2065
41	Constructed Response		2	NGLS.Math.Content.NY-6.RP.2	Ratios and Proportional Relationships			0.3635	0.1818
42	Constructed Response		2	NGLS.Math.Content.NY-6.NS.1	The Number System			0.3784	0.1892
43	Constructed Response		2	NGLS.Math.Content.NY-6.EE.1	Expressions and Equations			0.4028	0.2014
44	Constructed Response		2	NGLS.Math.Content.NY-6.RP.3b	Ratios and Proportional Relationships			0.3767	0.1884
45	Constructed Response		2	NGLS.Math.Content.NY-6.G.2	Geometry			0.3540	0.1770
46	Constructed Response		3	NGLS.Math.Content.NY-6.EE.9	Expressions and Equations	NGLS.Math.Content.NY-6.RP.3b		0.2549	0.0850

*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.