New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program
Grade 3
Mathematics Test
Chinese (Simplified)

Released Questions

2024

New York State administered the Mathematics Tests in May 2024 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 2024 Exams

Background

As in past years, SED is releasing large portions of the 2024 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2024, included in these released materials are at least 75 percent of the test questions that appeared on the 2024 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.

姓名：_____

Chinese (Simplified) Edition

Grade 3 2024

Mathematics Test

Session 1

Spring 2024

纽约州测试计划
数学测试
第 1 部分

3 年级

2024 年春季

RELEASED QUESTIONS

第 1 部分

第 1 部分

参加本次考试的提示

以下是一些可以帮助你做到最好的建议：

- 仔细阅读每道题目。慢慢来，别着急。
- 已为你提供了尺子，如果对你答题有帮助，则可在考试中使用。

1 一张纸上有 40 个贴纸。这些贴纸成行排列，每行有 8 个贴纸。哪个表达式表示如何计算这张纸上贴纸的行数？

A $40 \div 8$

B $40 - 8$

C 40×8

D $40 + 8$

2 某个数字被四舍五入到最接近的十位。结果为 300。哪个数字可能是四舍五入之前的数字？

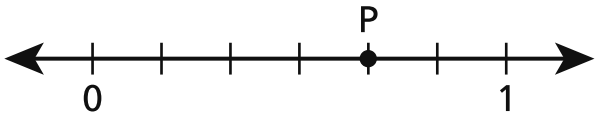
A 289

B 296

C 308

D 315

4 以下数轴上的点 P 代表哪个分数?



A $\frac{2}{6}$

B $\frac{4}{6}$

C $\frac{3}{7}$

D $\frac{5}{7}$

8 一位图书管理员有 9 箱书。每箱有 8 本书。哪个表达式表示如何计算该图书管理员拥有的书籍总数?

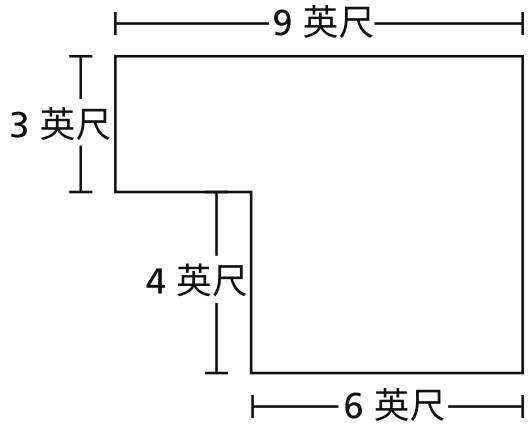
A $9 - 8$

B $9 + 8$

C $9 \div 8$

D 9×8

9 以下显示了一个花园的图表。



这个花园的总面积是多少平方英尺?

A 22

B 27

C 51

D 54

继续

12 哪个分数等于 3？

A $\frac{1}{3}$

B $\frac{3}{1}$

C $\frac{3}{3}$

D $\frac{6}{3}$

13 一位教师在一面墙壁上贴满了学生制作的 100 张正方形图画。这些图画尺寸相同，该墙壁被完全覆盖，没有任何间隙或重叠之处。每张图画的边长均为 1 英尺。这面墙壁的总面积是多少？

A 1 英尺

B 100 英尺

C 1 平方英尺

D 100 平方英尺

18 哪个表达式等于 5×4?

A $(5 + 2) \times (5 + 2)$

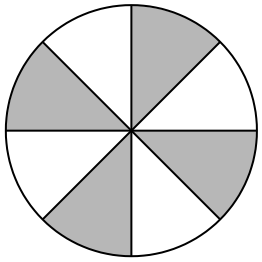
B $(5 \times 2) + (5 \times 2)$

C $(5 + 2) + (5 + 2)$

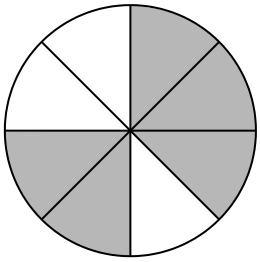
D $(5 \times 2) \times (5 \times 2)$

21 在哪个模型中将整体的一部分变为阴影来表示分数 $\frac{3}{8}$？

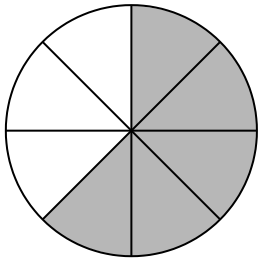
A



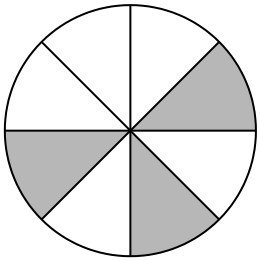
C



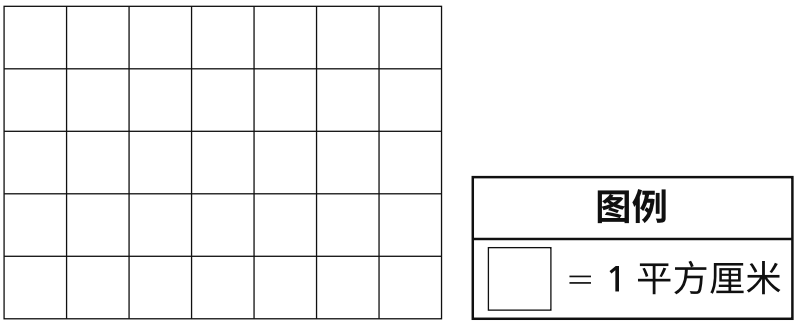
B



D



23 以下显示了一个矩形。



哪个表达式**不能**用来求该矩形的面积（单位：平方厘米）？

A $5+5+5+5+5+5+5$

B $7+7+7+7+7$

C $5\times7\times5\times7$

D 7×5

继续

25 什么数字乘以 8 等于 48？

A 4

B 6

C 7

D 8

停止

3 年级
数学测试
第 1 部分
2024 年春季

Grade 3
Mathematics Test
Session 1
Spring 2024

姓名：_____

Chinese (Simplified) Edition

Grade 3 2024

Mathematics Test

Session 2

Spring 2024

纽约州测试计划
数学测试
第 2 部分

3 年级

2024 年春季

RELEASED QUESTIONS

第 2 部分

第 2 部分

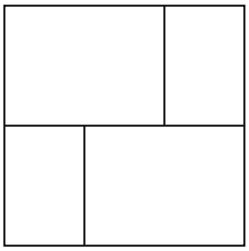
参加本次考试的提示

以下是一些可以帮助你做到最好的建议：

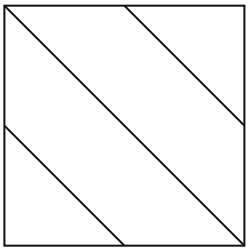
- 仔细阅读每道题目。慢慢来，别着急。
- 已为你提供了尺子，如果对你答题有帮助，则可在考试中使用。
- 如果有相关要求，回答时务必写出你的演算过程。
- 如果有相关要求，回答时务必解释你的答案。

26 哪个正方形看起来被分成了几个部分且每个部分的面积均为整体的 $\frac{1}{4}$？

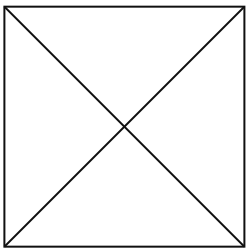
A



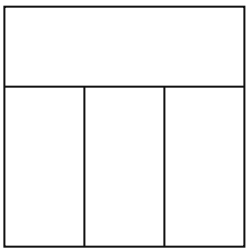
C



B



D



27 以下显示了一个数字模式。

1、5、9、13、. . .

该模式中接下来的三个数字是什么？

A 16、19、22

B 16、20、24

C 17、20、23

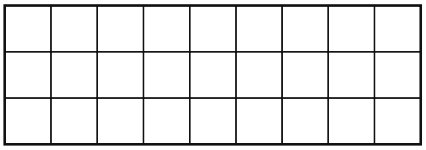
D 17、21、25

继续

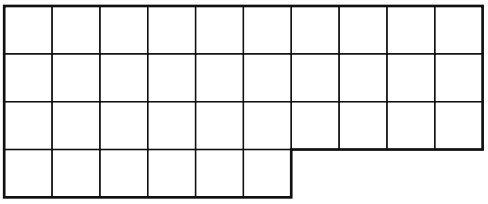
28 某个浴室地板的面积为 36 平方英尺。哪个图能够表示该浴室地板的面积?

图例
□ = 1 平方英尺

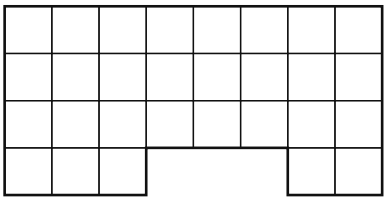
A



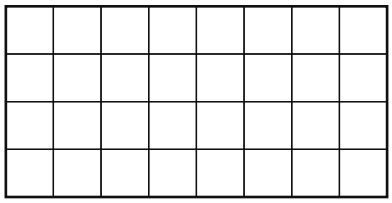
C



B



D



29 塞西莉亚正在花园里挖坑并种下种子。她有 12 粒玉米种子和 15 粒豆类种子，她将种下所有这些种子。如果塞西莉亚在每个坑中放入完全相同的 3 粒同类种子，则可使用哪组方程式来计算总坑数 h?

A

$$12 \div 3 = 4$$
$$15 \div 3 = 5$$
$$h = 4 + 5$$

B

$$12 \div 3 = 4$$
$$15 \div 3 = 5$$
$$h = 4 \times 5$$

C

$$12 - 3 = 9$$
$$15 - 3 = 12$$
$$h = 9 + 12$$

D

$$12 - 3 = 9$$
$$15 - 3 = 12$$
$$h = 9 \times 12$$

30 哪两个分数是相等的?

A $\frac{2}{3}$ 和 $\frac{3}{6}$

B $\frac{1}{4}$ 和 $\frac{4}{8}$

C $\frac{2}{4}$ 和 $\frac{3}{6}$

D $\frac{1}{2}$ 和 $\frac{2}{8}$

继续

31 **这道题值 1 个学分。**

海蒂从家步行到学校需要 15 分钟。如果早上 8:35 出门，海蒂将几点到学校?

答案 早上 _____ 点

32 **这道题值 1 个学分。**

使用展开式写出数字 3,194。

答案 _____

继续

33 **这道题值 1 个学分。**

盖尔在一项活动中赢得 32 张票。她用所有这些票购买 4 个奖品，并且购买每个奖品使用的票数相同。盖尔使用多少张票来购买每个奖品?

答案 _____ 张票

34 **这道题值 2 个学分。**

林赛女士和阿博特先生正在比较他们公告板的大小。林赛女士的公告板长 6 英尺，宽 5 英尺。艾伯特先生的公告板长 7 英尺，宽 4 英尺。哪个公告板面积更大？务必在你的答案中包含每个公告板的面积（单位：平方英尺）。

解释你是如何找到答案的。

35 **这道题值 2 个学分。**

以下显示了一个分数列表。

$$\frac{2}{8}, \frac{1}{3}, \frac{3}{4}, \frac{2}{6}$$

该列表中哪**两个**分数相等？务必在你的答案中包含你对分数的了解。

解释你如何知道你的答案是正确的。

36 **这道题值 2 个学分。**

一位图书管理员正在订购新书。以下显示了各类型书籍的单价。

书籍费用

书籍种类	费用
图画书	$5
章节书	$6
参考书	$8

该图书管理员订购了 20 本图画书、30 本章节书和 10 本参考书。该图书管理员订购的所有这些书籍的总费用是多少?

写出你的演算过程。

答案 $ _____

继续

37 **这道题值 2 个学分。**

汤普森女士为一个项目购买了 3 包粘土。每包重 25 磅。5 组学生中每组得到的粘土量相等。每组得到多少磅粘土?

写出你的演算过程。

答案 _____ 磅粘土

38 **这道题值 3 个学分。**

以下列表描述了曼尼的家与学校和公园之间的距离。

- 他家与学校之间的距离是 $\frac{3}{4}$ 英里。
- 他家与公园之间的距离是 $\frac{3}{8}$ 英里。

曼尼的住处离学校近还是离公园近？务必在你的答案中包含你对分数的了解。

解释你的答案。

皮拉尔的家与同一公园之间的距离是 $\frac{5}{8}$ 英里。谁的住处离公园近，曼尼还是皮拉尔？

务必在你的答案中包含你对分数的了解。

解释你的答案。

停止

3 年级
数学测试
第 2 部分
2024 年春季

Grade 3
Mathematics Test
Session 2
Spring 2024

THE STATE EDUCATION DEPARTMENT

THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

2024 Mathematics Tests Map to the Standards

Grade 3

Question	Type	Key	Points	Standard	Cluster	Subscore	Secondary Standard(s)
Session 1							
1	Multiple Choice	A	1	NGLS.Math.Content.NY-3.OA.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
2	Multiple Choice	B	1	NGLS.Math.Content.NY-3.NBT.1	Number and Operations in Base Ten		
4	Multiple Choice	B	1	NGLS.Math.Content.NY-3.NF.2b	Number and Operations - Fractions	Number and Operations - Fractions	
8	Multiple Choice	D	1	NGLS.Math.Content.NY-3.OA.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
9	Multiple Choice	C	1	NGLS.Math.Content.NY-3.MD.7d	Measurement and Data	Measurement and Data	
12	Multiple Choice	B	1	NGLS.Math.Content.NY-3.NF.3c	Number and Operations - Fractions	Number and Operations - Fractions	
13	Multiple Choice	D	1	NGLS.Math.Content.NY-3.MD.5b	Measurement and Data	Measurement and Data	
18	Multiple Choice	B	1	NGLS.Math.Content.NY-3.OA.5	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
21	Multiple Choice	D	1	NGLS.Math.Content.NY-3.NF.1	Number and Operations - Fractions	Number and Operations - Fractions	
23	Multiple Choice	C	1	NGLS.Math.Content.NY-3.MD.7a	Measurement and Data	Measurement and Data	
25	Multiple Choice	B	1	NGLS.Math.Content.NY-3.OA.6	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
Session 2							
26	Multiple Choice	B	1	NGLS.Math.Content.NY-3.G.2	Geometry		
27	Multiple Choice	D	1	NGLS.Math.Content.NY-3.OA.9	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
28	Multiple Choice	C	1	NGLS.Math.Content.NY-3.MD.6	Measurement and Data	Measurement and Data	
29	Multiple Choice	A	1	NGLS.Math.Content.NY-3.OA.8a	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
30	Multiple Choice	C	1	NGLS.Math.Content.NY-3.NF.3b	Number and Operations - Fractions	Number and Operations - Fractions	
31	Constructed Response	n/a	1	NGLS.Math.Content.NY-3.MD.1	Measurement and Data	Measurement and Data	
32	Constructed Response	n/a	1	NGLS.Math.Content.NY-3.NBT.4b	Number and Operations in Base Ten		
33	Constructed Response	n/a	1	NGLS.Math.Content.NY-3.OA.3	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
34	Constructed Response	n/a	2	NGLS.Math.Content.NY-3.MD.7b	Measurement and Data	Measurement and Data	
35	Constructed Response	n/a	2	NGLS.Math.Content.NY-3.NF.3b	Number and Operations - Fractions	Number and Operations - Fractions	
36	Constructed Response	n/a	2	NGLS.Math.Content.NY-3.NBT.3	Number and Operations in Base Ten		NGLS.Math.Content.NY-3.OA.8a
37	Constructed Response	n/a	2	NGLS.Math.Content.NY-3.OA.3	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
38	Constructed Response	n/a	3	NGLS.Math.Content.NY-3.NF.3d	Number and Operations - Fractions	Number and Operations - Fractions	

*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.