



New York State  
**EDUCATION DEPARTMENT**  
Knowledge > Skill > Opportunity

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

**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 (Traditional) Edition*

*Grade 3 2024*

*Mathematics Test*

*Session 1*

*Spring 2024*



**紐約州測驗計劃**

**數學考試**

**第 1 卷**

**3 年級**

**2024 年春季**

**RELEASED QUESTIONS**

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# 第 1 卷



## 應考建議

以下是一些建議，可以幫助你做到最好：

- 仔細閱讀每道題目。慢慢來，別著急。
- 已向你提供了一把尺子，如果對你答題有幫助，你可以在測試中使用。

1 一張紙上有 40 個貼紙。這些貼紙成行排列，每行有 8 個貼紙。哪個運算式表示如何計算這張紙上貼紙的行數？

A  $40 \div 8$

B  $40 - 8$

C  $40 \times 8$

D  $40 + 8$

2 某個數字被四捨五入到最接近的十位。結果是 300。哪個數字可能是被四捨五入之前的數字？

A 289

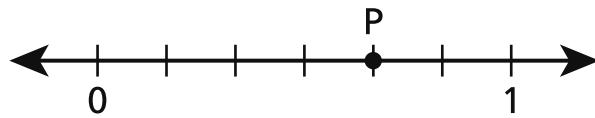
B 296

C 308

D 315

繼續

4 以下數軸上的點 P 代表哪個分數？



A  $\frac{2}{6}$

B  $\frac{4}{6}$

C  $\frac{3}{7}$

D  $\frac{5}{7}$

繼續



8

一位圖書管理員有 9 箱書。每箱有 8 本書。哪個運算式表示如何計算該圖書管理員所擁有的圖書總數？

A  $9 - 8$

B  $9 + 8$

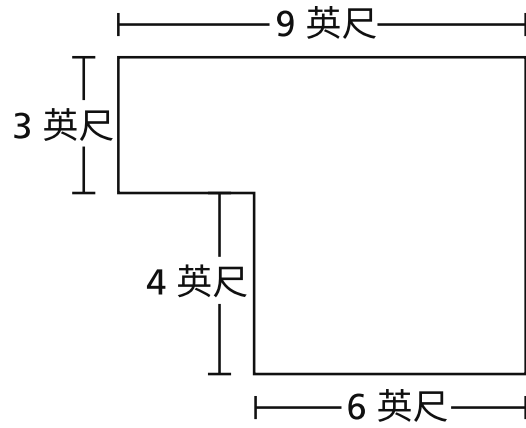
C  $9 \div 8$

D  $9 \times 8$

繼續

9

以下顯示了一個花園的圖表。



這個花園的總面積是多少平方英尺？

- A 22
- B 27
- C 51
- D 54

繼續

12 哪個分數等於 3？

A  $\frac{1}{3}$

B  $\frac{3}{1}$

C  $\frac{3}{3}$

D  $\frac{6}{3}$

13 一位教師在一面牆壁上貼滿了學生製作的 100 張正方形圖畫。這些圖畫尺寸相同，該牆壁被完全覆蓋，沒有任何間隙或重疊之處。每張圖畫的邊長均為 1 英尺。這面牆壁的總面積是多少？

A 1 英尺

B 100 英尺

C 1 平方英尺

D 100 平方英尺

繼續

18 哪個運算式等於  $5 \times 4$  ?

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

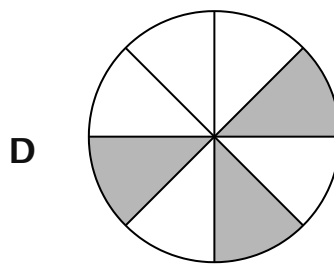
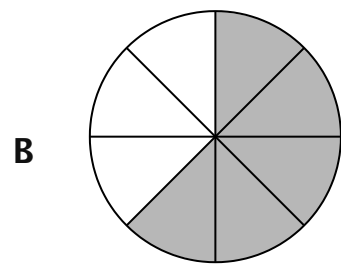
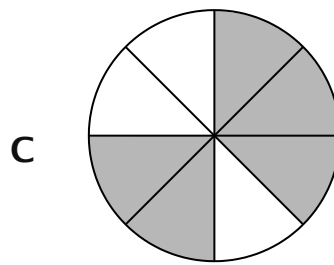
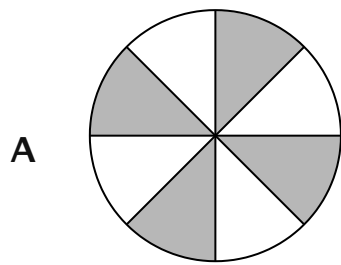
B  $(5 \times 2) + (5 \times 2)$

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

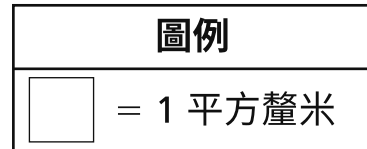
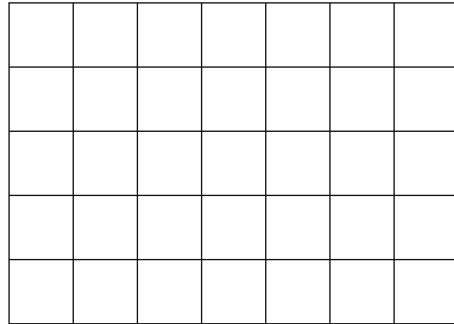
D  $(5 \times 2) \times (5 \times 2)$

繼續

21 在哪個模型中將整體的一部分變為陰影來表示分數  $\frac{3}{8}$  ?



23 下面顯示了一個矩形。



哪個運算式~~不能~~用來求該矩形的面積，單位為平方釐米？

- A  $5 + 5 + 5 + 5 + 5 + 5 + 5$
- B  $7 + 7 + 7 + 7 + 7$
- C  $5 \times 7 \times 5 \times 7$
- D  $7 \times 5$

繼續

25 什麼數字乘以 8 等於 48？

A 4

B 6

C 7

D 8

**停止作答**

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**3年級  
數學測驗  
第 1 卷  
2024 年春季**

**Grade 3  
Mathematics Test  
Session 1  
Spring 2024**



姓名: \_\_\_\_\_

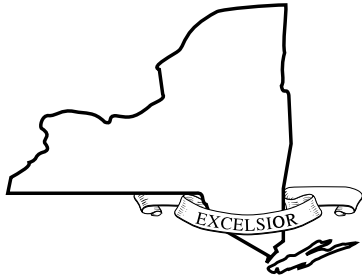
*Chinese (Traditional) Edition*

*Grade 3 2024*

*Mathematics Test*

*Session 2*

*Spring 2024*



# 紐約州測驗計劃

## 數學考試

### 第 2 卷

# 3 年級

2024 年春季

**RELEASED QUESTIONS**

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# 第 2 卷

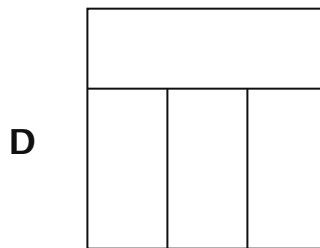
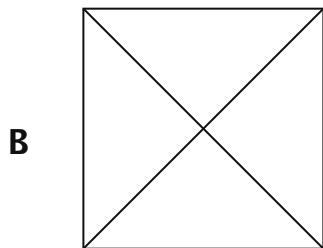
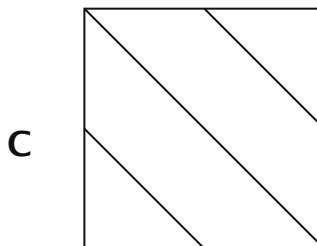
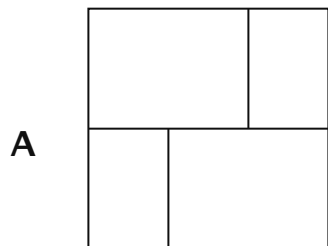


## 應考建議

以下是一些建議，可以幫助你做到最好：

- 仔細閱讀每道題目。慢慢來，別著急。
- 已向你提供了一把尺子，如果對你答題有幫助，你可以在測試中使用。
- 如果有相關要求，請寫出你的計算過程。
- 如果有相關要求，回答時務必解釋你的答案。

26 哪個正方形看起來被分成了幾個部分且每個部分的面積均為整體的  $\frac{1}{4}$  ?



27 下面顯示了一種數字模式。

1、5、9、13、...

該模式中接下來的三個數字是什麼？

A 16、19、22

B 16、20、24

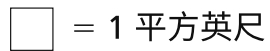
C 17、20、23

D 17、21、25

28

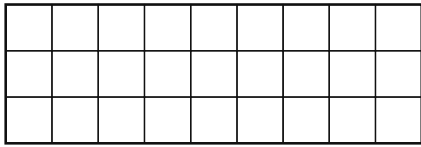
某個浴室地板的面積為 36 平方英尺。哪個圖能夠表示該浴室地板的面積？

圖例

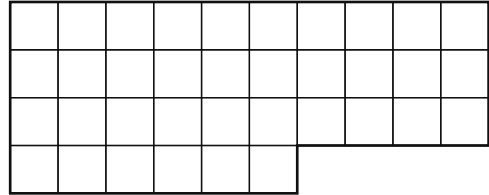


□ = 1 平方英尺

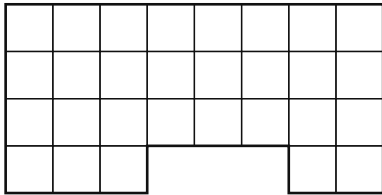
A



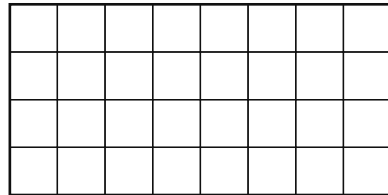
C



B



D



29

塞西莉亞正在花園裡挖坑並種下種子。她有 12 粒玉米種子和 15 粒豆類種子，她將種下所有這些種子。如果塞西莉亞在每個坑中放入完全相同的 3 粒同類種子，則可使用哪組方程式來計算總坑數  $h$ ？

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

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

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

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

繼續

30 哪兩個分數是相等的？

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  $\frac{2}{8}$

繼續

31 答對這道題可獲得 1 個積分。

海蒂從家步行到學校需要 15 分鐘。如果她早上 8:35 出門，海蒂將幾點到學校？

答案 早上\_\_\_\_\_

- 32 答對這道題可獲得 1 個積分。  
使用展開式寫出數字 3,194。

答案 \_\_\_\_\_

繼續



33

答對這道題可獲得 1 個積分。

蓋爾在一項活動中贏得 32 張票。她用所有這些票購買 4 個獎品，並且購買每個獎品使用的票數相同。蓋爾使用多少張票來購買每個獎品？

答案 \_\_\_\_\_ 張票

繼續

**34** 答對這道題可獲得 2 個積分。

琳賽女士和阿博特先生正在比較他們公告板的大小。琳賽女士的公告板長 6 英尺，寬 5 英尺。亞伯特先生的公告板長 7 英尺，寬 4 英尺。哪個公告板面積更大？務必在你的答案中包含每個公告板的面積，單位為平方英尺。

*解釋你是怎麼確定自己的答案的。*

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**繼續**

**35** 答對這道題可獲得 2 個積分。

以下顯示了一個分數清單。

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

該清單中哪兩個分數相等？務必在你的答案中包含你對分數的瞭解。

**請解釋你如何確認你的答案正確。**

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**36**

答對這道題可獲得 2 個積分。

一位圖書管理員正在訂購新書。以下顯示了各類型書籍的單價。

### 書籍費用

書籍的種類	費用
圖畫書	\$5
章節書	\$6
參考書	\$8

該圖書管理員訂購了 20 本圖畫書、30 本章節書和 10 本參考書。該圖書管理員訂購的所有這些書籍的總費用是多少？

請寫出你的計算過程。

答案 \$ \_\_\_\_\_

**繼續**

**37** 答對這道題可獲得 2 個積分。

湯普森女士為一個專案購買了 3 包黏土。每包重 25 磅。5 組學生中每組得到的黏土量相等。每組得到多少磅黏土？

請寫出你的計算過程。

答案 \_\_\_\_\_ 磅黏土

**繼續**

**38** 答對這道題可獲得 3 個積分。

以下清單描述了曼尼的家與學校和公園之間的距離。

- 他家與學校之間的距離是  $\frac{3}{4}$  英里。
- 他家與公園之間的距離是  $\frac{3}{8}$  英里。

曼尼的住處離學校近還是離公園近？請務必在答案中包含你對分數的理解。

**請解釋你的答案。**

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皮拉爾的家與同一公園之間的距離是  $\frac{5}{8}$  英里。誰的住處離公園近，曼尼還是皮拉爾？

請務必在答案中包含你對分數的理解。

**請解釋你的答案。**

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**停止作答**

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**3年級  
數學測驗  
第 2 卷  
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)
<b>Session 1</b>							
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	
<b>Session 2</b>							
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.