New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program
Grade 5
Mathematics Test
(Haitian Creole)

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.

Non: _____

Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 1

5yèm ane

Prentan 2024

RELEASED QUESTIONS

KONSÈY POU FÈ EGZAMEN AN

Men kèk ide k ap ede ou fè ekzamen an pi byen:

- Li chak kesyon ak atansyon. Pran tan ou.
- Ou genyen yon règ, yon rapòtè, ak yon fèy referans ou ka itilize pandan ekzamen an si yo ka ede ou reponn kesyon an.

1 Carlos mache 3,65 kilomèt nan samdi epi li mache 1,46 kilomèt nan dimanch. Konbyen kilomèt total Carlos mache samdi ak dimanch?

A   2,19

B   2,29

C   5,01

D   5,11

2 Ki ekspresyon ki ekivalan ak $5 \times \dfrac{3}{4}$?

A $\dfrac{5}{1} + \dfrac{3}{4}$

B $\dfrac{5}{1} - \dfrac{3}{4}$

C $\dfrac{3}{4} + \dfrac{3}{4} + \dfrac{3}{4} + \dfrac{3}{4} + \dfrac{3}{4}$

D $\dfrac{3}{4} \times \dfrac{3}{4} \times \dfrac{3}{4} \times \dfrac{3}{4} \times \dfrac{3}{4}$

KONTINYE

3 Dyagram yo montre anba a reprezante yon pris rektangilè dwat ki fèt a inite kib.
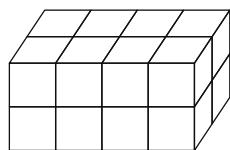
MO KLE
= 1 inite kib

Ki mezi pris rektangilè dwat la ki egal ak nonb total kib yo?

A sifas

B wotè

C perimèt

D volim

4 Ki chif ki reprezante 34,275 awondi nan santyèm ki pi pwòch lan?

A 34,0

B 34,3

C 34,27

D 34,28

7 Yon gwoup moun 4 k ap travay nan min lò jwenn 10 ons lò. Moun k ap travay nan min yo pataje lò a yon fason ki egal. Ki kantite lò, an ons, chak moun k ap travay nan min lan resevwa?

A $\dfrac{1}{4}$

B $\dfrac{4}{10}$

C $2\dfrac{2}{10}$

D $2\dfrac{1}{2}$

9 Yo montre pi ba a yon dyagram pou yon figi ki gen twa (3) dimansyon.
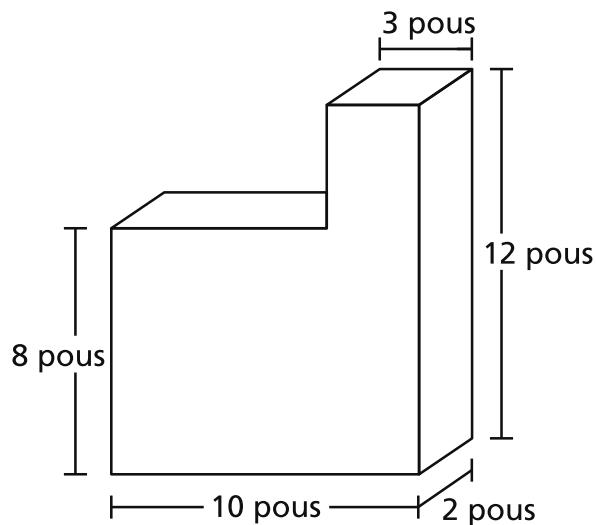
Ki volim, an pous kib, figi a ye?

A   35

B   72

C   184

D   240

10 Steven gen 3 gode rezen. Li pataje tout rezen yo yon fason ki egal ant li menm ak zanmi li yo. Si chak moun jwenn $\frac{1}{4}$ tas rezen, konbyen moun, an total, ki jwenn rezen?

A   1

B   4

C   7

D   12

KONTINYE

Seyans 1

12 Saul gen $6,00 an pyès monnen 25 santim. Li itilize tout pyès monnen 25 santim yo pou jwe jwèt videyo. Si chak jwèt mande pou li gen 3 pyès monnen 25 santim, ki kantite total jwèt videyo Saul ap jwe?

A   2

B   8

C   12

D   18

15 Yon konpayi gen yon piknik pou anplwaye li fè chak ane. Konpayi a lwe bis pou transpòte anplwaye yo nan zòn piknik la. Gen 1.320 anplwaye. Chak bis pote yon total 54 anplwaye. Ki nonb bis **minimòm** konpayi a bezwen pou li pote tout anplwaye yo nan zòn piknik lan?

A   24

B   25

C   26

D   27

16 Ki konparezon ki vre?

A $0,04 > 0,14$

B $0,83 > 0,92$

C $0,27 < 0,36$

D $0,52 < 0,49$

19 Ki deklarasyon konsènan relasyon ant paralelogram ak rektang yo ki vrè?

A Tout paralelogram yo se rektang, men se pa tout rektang ki se paralelogram.

B Tout rektang yo se paralelogram, men se pa tout paralelogram ki se rektang.

C Tout rektang yo se paralelogram, epi tout paralelogram yo se rektang.

D Se pa tout paralelogram ki se rektang, epi se pa tout rektang ki se paralelogram.

27 Ki valè ekspresyon an $\frac{1}{7} \div 5$ genyen?

A $\frac{1}{35}$

B $\frac{1}{12}$

C $\frac{5}{7}$

D $\frac{6}{7}$

28 Marcel gen $2\frac{1}{3}$ tas lèt. Li itilize $\frac{2}{3}$ tas pou sereyal li an epi $1\frac{1}{4}$ tas pou resèt penkek li a.

Ki kantite lèt, an tas, Marcel rete?

A $\frac{5}{12}$

B $\frac{7}{12}$

C $1\frac{1}{12}$

D $1\frac{11}{12}$

KONTINYE

30 Ki sifas, an inite kare, yon rektang ki gen kote yo ki gen longè $3\frac{3}{4}$ inite ak $9\frac{1}{2}$ inite?

A $13\frac{1}{4}$

B $27\frac{3}{8}$

C $35\frac{5}{8}$

D $47\frac{1}{2}$

5yèm ane
Egzamen Matematik
Seyans 1
Prentan 2024

Grade 5
Mathematics Test
Session 1
Spring 2024

Non: _____

Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 2

5yèm ane

Prentan 2024

RELEASED QUESTIONS

KONSÈY POU FÈ EGZAMEN AN

Men kèk ide k ap ede ou fè ekzamen an pi byen:

- Li chak kesyon ak atansyon. Pran tan ou.
- Ou genyen yon règ, yon rapòtè, ak yon fèy referans ou ka itilize pandan ekzamen an si yo ka ede ou reponn kesyon an.
- Asire w ou montre kijan w fè jwenn repons lan lè yo mande ou sa.
- Asire w ou eksplike repons ou an lè yo mande ou pou fè sa.

31 Rida ap mache sou yon santye ki gen 2,5 kilomèt longè. Li mache 0,72 kilomèt sou santye a jiskaprezan. Konbyen kilomèt anplis Rida bezwen mache toujou pou li konplete santye an?

    A   0,53

    B   0,97

    C   1,78

    D   3,22

32 Ki valè ekspresyon yo montre anba la?

$$\frac{1}{2} + \frac{2}{3} - \frac{1}{4}$$

    A $\dfrac{2}{1}$

    B $\dfrac{4}{9}$

    C $\dfrac{11}{12}$

    D $\dfrac{17}{12}$

33 Lisa te desinen yon fòm ki gen kat (4) kote, epi ki te gen egzakteman yon pè liy paralèl ak de (2) ang dwat. Ki lis ki kòrèkteman klasifye fòm Lisa te desinen an?

    A   kare, lozanj, kwadrilatè

    B   trapèz, kwadrilatè, poligòn

    C   rektang, paralelogram, poligòn

    D   lozanj, paralelogram, kwadrilatè

KONTINYE

34 Elsie gen de (2) sak diri ki gen menm gwosè. Gen yon (1) sak ki $\frac{1}{3}$ plen, epi lòt sak la $\frac{1}{5}$ plen. Li konbine sak diri yo nan youn nan sak yo. Kounye a ki fraksyon Elsie genyen pou yon sak diri konplè apre li fin konbine diri a?

A $\frac{1}{2}$

B $\frac{1}{4}$

C $\frac{2}{15}$

D $\frac{8}{15}$

35 Distans ki gen ant de (2) kay nan yon ri se 450 mèt. Kisa distans la ye lè w mezire li an kilomèt?

A   45

B   4,5

C   0,45

D   0,045

KONTINYE

36 **Kesyon sa a vo 1 kredi.**

Calvin gen yon bwat ki gen fòm yon pris rektangilè dwa. Li ranpli li ak inite kib pou detèmine volim li. Nou mete dimansyon bwat la anba a.

- longè: 16 pous
- lajè: 7 pous
- wotè: 8 pous

Chak inite kib reprezante 1 pous kib. Konbyen inite kib Calvin ap bezwen pou li fin plen bwat la nèt?

Repons _____ kib inite

KONTINYE

37 Kesyon sa a vo 1 kredi.

Yon fanmi pote yon gato nan yon fèt. Lè fanmi an pare pou li kite fèt la, $\frac{3}{4}$ nan gato a rete. Fanmi a kite $\frac{1}{2}$ rès gato a nan fèt la, epi yo pran sa k rete nan gato a pou ale lakay.

Ki fraksyon ki soti nan tout gato a fanmi a pote lakay li?

Repons _____ gato a

38 **Kesyon sa a vo 1 kredi.**

Yon pwofesè gen 55 fèy otokolan ki gen yon total 1.320 otokolan. Chak fèy gen menm kantite otokolan. Konbyen otokolan ki gen nan chak fèy?

Repons _____ otokolan

39 **Kesyon sa a vo 2 kredi.**

Elèv ki nan senkyèm ane epi ki nan kou matematik mezire longè 12 gòm. Dyagram lineyè ki anba a montre rezilta yo.

LONGÈ GÒM NAN

```
    X
    X
    X
    X   X   X
    X   X   X
    X   X   X
◄───┼───┼───┼───┼───►
    0   1   1   3   1
        ─   ─   ─
        4   2   4
```

Longè (pous)
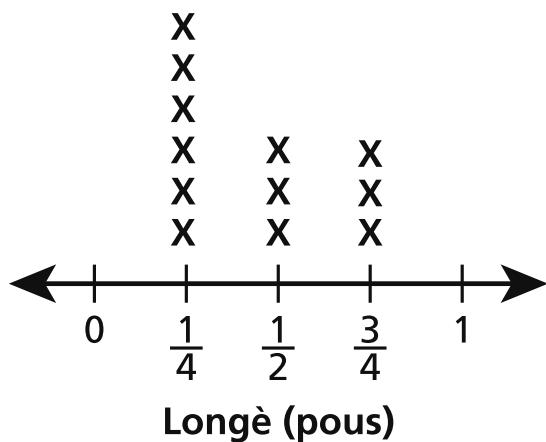
Ki longè total, an pous, tout gòm yo lè yo aliyen youn bò kote lòt?

Montre kijan ou fè pou jwenn repons lan.

Repons _____ pous

40 **Kesyon sa a vo 2 kredi.**

Pati anlè yon tab kouvri konplètman avèk yon kawo kare jan yo montre sa anba la. Chak

kawo an kare gen kote yo ki gen pou longè $\frac{1}{2}$ pye.

$\frac{1}{2}$ pye

$\frac{1}{2}$ pye
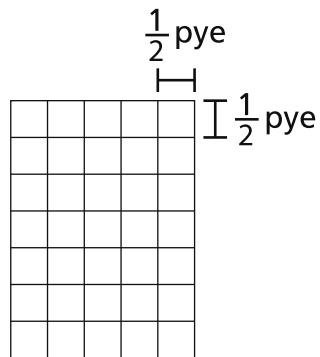
Ki sifas, an pye kare, pati anlè tab la?

Montre kijan ou fè pou jwenn repons lan.

Repons _____ pye kare

KONTINYE

41 **Kesyon sa a vo 2 kredi.**

Rosa ak Steve yo chak gen yon koleksyon kat bezbòl. Steve gen $\frac{1}{8}$ kantite kat bezbòl nan koleksyon li an konpare ak Rosa. Kiyès ki gen plis kat bezbòl? Pa bliye enkli sa w konnen sou fraksyon nan repons ou an.

Eksplike repons ou an.

_____

_____

_____

Kesyon sa a vo 2 kredi.

Nan fason enkòrèk, yon elèv ki te ekri nonb twa san swasann de ak kat san uit milyèm sou fòm devlope jan yo montre li anba a.

$$(3 \times 100) + (6 \times 10) + (2 \times 1) + \left(4 \times \frac{1}{10}\right) + \left(8 \times \frac{1}{100}\right)$$

Ki erè elèv la te fè lè l ap ekri nonb lan sou fòm devlope? Asire w ou enkli nonb ki kòrèk la sou fòm estanda nan repons ou an.

Eksplike repons ou an.

KONTINYE

43 **Kesyon sa a vo 2 kredi.**

Baz pris rektangilè dwat nou montre anba la ranpli ak inite kib.

MO KLE	
	= 1 inite kib
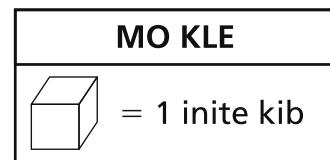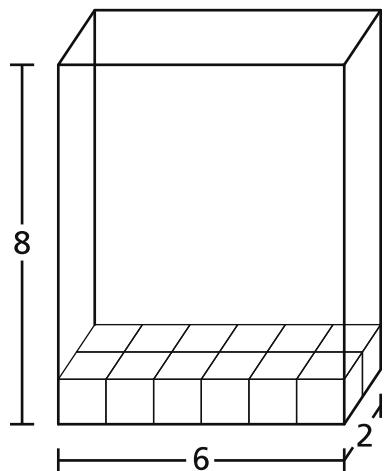
Konbyen inite kib anplis ou bezwen pou ranpli pris rektangilè dwat la konplètman?

Eksplike kijan ou te fè pou jwenn repons la.

_____

_____

_____

44

Kesyon sa a vo 3 kredi.

Liam fè epi li vann dra pou kouvri li fè ak men li. Li achte 18 yad twal ak pri $6,75 chak yad. Liam itilize 1,5 yad twal pou fè chak dra pou kouvri, epi li itilize tout twal yo. Liam vann chak dra pou kouvri a $18,75. Ki benefis Liam fè aprè li fin achte twal la epi vann tout dra pou kouvri yo?

Montre kijan ou fè pou jwenn repons lan.

Repons $ _____

KANPE LA

5yèm ane
Egzamen Matematik
Seyans 2
Prentan 2024

Grade 5
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 5

Question	Type	Key	Points	Standard	Cluster	Subscore	Secondary Standard(s)
Session 1							
1	Multiple Choice	D	1	NGLS.Math.Content.NY-5.NBT.7	Number and Operations in Base Ten	Number and Operations in Base Ten	
2	Multiple Choice	C	1	NGLS.Math.Content.NY-5.NF.4a	Number and Operations - Fractions	Number and Operations - Fractions	
3	Multiple Choice	D	1	NGLS.Math.Content.NY-5.MD.3a	Measurement and Data	Measurement and Data	
4	Multiple Choice	D	1	NGLS.Math.Content.NY-5.NBT.4	Number and Operations in Base Ten	Number and Operations in Base Ten	
7	Multiple Choice	D	1	NGLS.Math.Content.NY-5.NF.3	Number and Operations - Fractions	Number and Operations - Fractions	
9	Multiple Choice	C	1	NGLS.Math.Content.NY-5.MD.5c	Measurement and Data	Measurement and Data	
10	Multiple Choice	D	1	NGLS.Math.Content.NY-5.NF.7c	Number and Operations - Fractions	Number and Operations - Fractions	
12	Multiple Choice	B	1	NGLS.Math.Content.NY-4.MD.2a	Measurement and Data	Measurement and Data	
15	Multiple Choice	B	1	NGLS.Math.Content.NY-5.NBT.6	Number and Operations in Base Ten	Number and Operations in Base Ten	
16	Multiple Choice	C	1	NGLS.Math.Content.NY-5.NBT.3b	Number and Operations in Base Ten	Number and Operations in Base Ten	
19	Multiple Choice	B	1	NGLS.Math.Content.NY-5.G.3	Geometry		
27	Multiple Choice	A	1	NGLS.Math.Content.NY-5.NF.7a	Number and Operations - Fractions	Number and Operations - Fractions	
28	Multiple Choice	A	1	NGLS.Math.Content.NY-5.NF.2	Number and Operations - Fractions	Number and Operations - Fractions	
30	Multiple Choice	C	1	NGLS.Math.Content.NY-5.NF.4b	Number and Operations - Fractions	Number and Operations - Fractions	
Session 2							
31	Multiple Choice	C	1	NGLS.Math.Content.NY-5.NBT.7	Number and Operations in Base Ten	Number and Operations in Base Ten	
32	Multiple Choice	C	1	NGLS.Math.Content.NY-5.NF.1	Number and Operations - Fractions	Number and Operations - Fractions	
33	Multiple Choice	B	1	NGLS.Math.Content.NY-5.G.4	Geometry		
34	Multiple Choice	D	1	NGLS.Math.Content.NY-5.NF.2	Number and Operations - Fractions	Number and Operations - Fractions	
35	Multiple Choice	C	1	NGLS.Math.Content.NY-5.MD.1	Measurement and Data	Measurement and Data	
36	Constructed Response	n/a	1	NGLS.Math.Content.NY-5.MD.5a	Measurement and Data	Measurement and Data	
37	Constructed Response	n/a	1	NGLS.Math.Content.NY-5.NF.6	Number and Operations - Fractions	Number and Operations - Fractions	
38	Constructed Response	n/a	1	NGLS.Math.Content.NY-5.NBT.6	Number and Operations in Base Ten	Number and Operations in Base Ten	
39	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.MD.2	Measurement and Data	Measurement and Data	
40	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.NF.4b	Number and Operations - Fractions	Number and Operations - Fractions	
41	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.NF.5a	Number and Operations - Fractions	Number and Operations - Fractions	
42	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.NBT.3a	Number and Operations in Base Ten	Number and Operations in Base Ten	
43	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.MD.5a	Measurement and Data	Measurement and Data	
44	Constructed Response	n/a	3	NGLS.Math.Content.NY-5.NBT.7	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.