



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

**New York State Testing Program**  
**Grade 8**  
**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: \_\_\_\_\_



*Haitian Creole Edition*  
*Grade 8 2024*  
*Mathematics Test*  
*Session 1*  
*Spring 2024*

**Pwogram Egzamen  
Eta Nouyòk  
Egzamen Matematik  
Seyans 1**

**8yèm ane**

**Prentan 2024**

**RELEASED QUESTIONS**

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# Seyans 1



## KONSÈY POU FÈ EGZAMEN AN

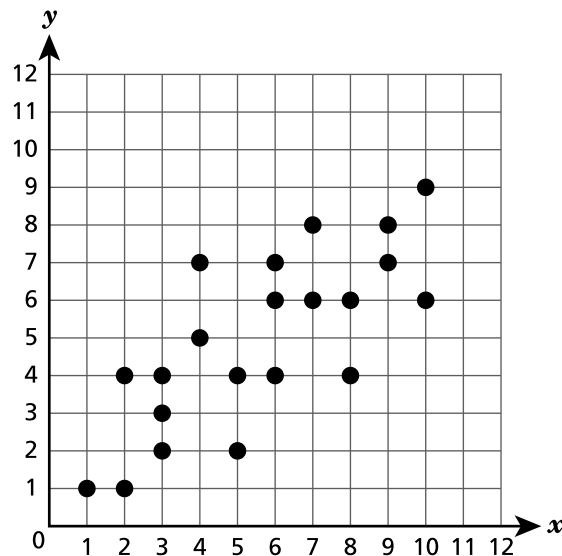
Men kèk ide k ap ede ou fè ekzamen an pi byen:

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

1 Gen yon gwoup zanmi ki ale nan sinema epi peye \$15,00 pou chak tikè fim. Gwoup zanmi yo pataje yon sachè pòpkòn ki koute \$8,99. Ki ekwasyon nou kapab itilize pou detèmine sa li koute an total,  $c$ , pou  $n$  tikè ak sachè pòpkòn nan?

- A  $c = 15n + 8,99$
- B  $c = 8,99n + 15$
- C  $c = 15(n + 8,99)$
- D  $c = 8,99(n + 15)$

2 Yo montre yon dyagram dispèsyon anba a.



Ki pè pwen nou kapab itilize pou trase yon liy ki plis pi byen reprezante relasyon ant done yo?

- A (4,7) ak (8,4)
- B (3,3) ak (9,7)
- C (2,4) ak (6,4)
- D (3,2) ak (3,4)

**KONTINYE**

4 Triyang lan ABC vire  $90^\circ$  sou orijin nan epi li reflete sou aks  $y$  la pou fòme triyang lan  $A'B'C'$ . Youn nan ang nan triyang lan ABC gen yon mezi  $115^\circ$ . Youn nan ang nan triyang lan  $A'B'C'$  gen yon mezi  $40^\circ$ . Ki mezi yon ang nan triyang lan ABC ?

- A  $25^\circ$
- B  $75^\circ$
- C  $155^\circ$
- D  $180^\circ$

5 Ki valè  $x$  nan ekwasyon an  $\frac{2}{3}x - 7 = 5 - \frac{3}{5}x$  ?

- A  $3\frac{18}{19}$
- B  $9\frac{9}{19}$
- C  $15\frac{1}{5}$
- D  $19\frac{1}{5}$

**KONTINYE**



7

De elektrisyen, Elektrisyen A ak Elektrisyen B ofri plan pri yo pou travay yo a. Chak elektrisyen fè peye yon frè inisyèl lè w rele l pou yon frè sèvis ak yon to pou chak èdtan. Yo reprezante frè pou chak elektrisyen nan ekwasyon ak nan tablo yo montre anba a.

### ELEKTRISYEN A

$$C = 25x + 50$$

### ELEKTRISYEN B

Tan (èdtan)	Frè Total (an dola)
3	130
4	150
5	170

Ki deklarasyon ki konpare tarif pou chak elektrisyen ki vrè?

- A Elektrisyen A gen yon frè inisyèl ak yon tarif chak èdtan ki toulède mwens pase Elektrisyen B a.
- B Elektrisyen A gen yon frè inisyèl ak yon tarif chak èdtan ki toulède pi gwo pase Elektrisyen B a.
- C Elektrisyen A gen yon frè inisyèl ki mwens pase frè Elektrisyen B a. Frè chak èdtan pou Elektrisyen A pi gwo pase frè Elektrisyen B a.
- D Elektrisyen A gen yon frè inisyèl ki pi gwo pase frè Elektrisyen B a. Frè chak èdtan pou Elektrisyen A mwens pase frè Elektrisyen B a.

**KONTINYE**

9

Ki pant dwat la sou yon plan kowòdone ki pase atravè pwen  $(2, 2)$  ak  $(-1, -2)$  ?

A  $-\frac{4}{3}$

B  $-\frac{3}{4}$

C  $\frac{3}{4}$

D  $\frac{4}{3}$

***KONTINYE***

**10**

Gen yon glòb ki gen yon reyon 4 pous. Yon kòn gen yon reyon ki se 3 pous ak yon wotè 8 pous. Ki ekspresyon ki reprezante diferans nan volim, an pous kib, ant glòb la ak kòn la?

**A**  $\pi \left[ \frac{4}{3}(4^3) - \frac{1}{3}(3^2)(8) \right]$

**B**  $\pi \left[ \frac{4}{3}(4^2) - \frac{1}{3}(3^2)(8) \right]$

**C**  $\pi \left[ \frac{4}{3}(4^3) - \frac{1}{3}(8)^2(3) \right]$

**D**  $\pi \left[ \frac{4}{3}(4^2) - \frac{1}{3}(8)^2(3) \right]$

***KONTINYE***

12

Ki valè  $x$  ki fè ekwasyon  $x^3 = 64$  lan vrè?

A 4

B 8

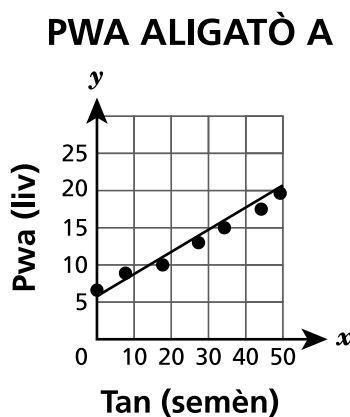
C 16

D 32

***KONTINYE***

18

Dyagram dispèsyon anba a montre montre pwa, an liv, yon aligatò pandan l ap grandi nan yon zoo. Yo te desinen liy  $y = 0,3x + 5,8$  lan pou **plis pi byen** reprezante relasyon ant pwa aligatò a ak tan li pran pou grandi.



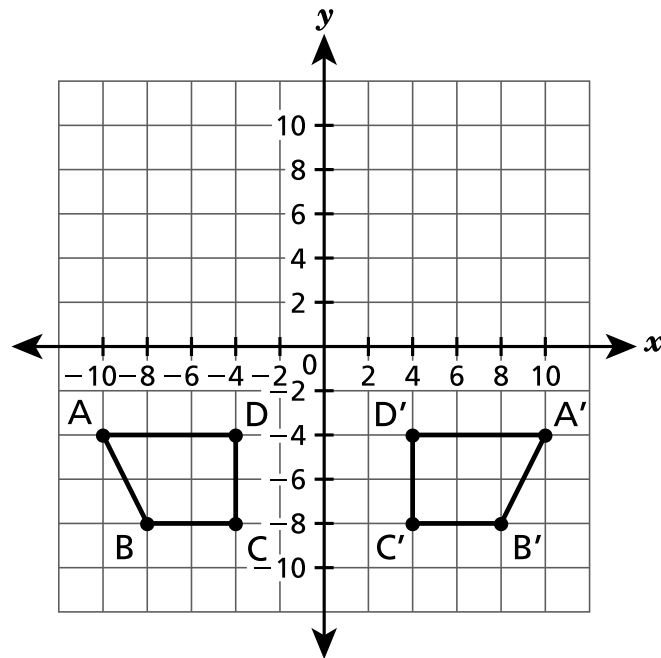
Ki deklarasyon ki **plis pi byen** dekri kisa nonb 0,3 nan ekwasyon an reprezante nan sitiyaasyon sa a?

- A Pwa inisyèl, an liv, pou aligatò a.
- B Nonb pwa apwoximatif aligatò an pran chak semèn.
- C Nonb maksimòm liv aligatò a pran chak semèn.
- D Mwayèn kantite liv manje aligatò a resevwa chak semèn.

**KONTINYE**

19

Yo montre sou plan kowòdone anba a yon trapèz ABCD ak imaj li A'B'C'D'.



Ki seri transfòmasyon ki kapab aplike pou transfòme trapèz ABCD an trapèz A'B'C'D' ?

- A refleksyon atravè aks  $x$ - lan epi apresa yon wotasyon  $180^\circ$  sou orijin nan
- B refleksyon atravè aks  $x$ - lan epi apresa yon wotasyon  $90^\circ$  sou orijin nan
- C refleksyon atravè aks  $y$ - lan epi apresa yon wotasyon  $180^\circ$  sou orijin nan
- D refleksyon atravè aks  $y$ - lan epi apresa yon wotasyon  $90^\circ$  sou orijin nan

20

Ki ekwasyon ki reprezante yon fonksyon lineyè?

- A  $y = \frac{1}{2}x - 3$
- B  $y = x^2 + 5$
- C  $y = x^2 + 2x$
- D  $y = \frac{1}{5}x^3$

**KONTINYE**

**22**

Sou yon plan kowòdone, triyang lan ap a  $ABC$  vire  $90$  degre nan sans yon mont zegwi toutotou orijin nan, epi apresa li dilate avèk yon faktè echèl ki  $2$  santre nan orijin nan pou fòme triyang lan  $A'B'C'$ . Ki deklarasyon ki dekri relasyon ant triyang  $ABC$  ak triyang  $A'B'C'$  ?

- A** Yo similè epi yo kongriyan.
- B** Yo similè men yo pa kongriyan.
- C** Yo kongriyan men yo pa similè.
- D** Yo pa ni kongriyan ni similè.

**23**

Youn nan ang nan yon triyang mezire  $x$  degre. Yon lòt ang nan triyang lan mezire  $y$  degre. Ki ekspresyon ki reprezante mezi a, an degre, pou twazyèm ang triyang lan?

- A**  $180 - (x + y)$
- B**  $180 - x + y$
- C**  $x + y - 180$
- D**  $x + y + 180$

**KONTINYE**

27 Ki ekspresyon ki ekivalan ak  $3^5$  ?

A  $\frac{3^{10}}{3^5}$

B  $\frac{3^{15}}{3^3}$

C  $\frac{9^{10}}{3^5}$

D  $\frac{9^3}{9^5}$

***KONTINYE***



30

Ki lis nonb ki ta kapab reprezante longè kote yon triyang rektang?

A 5, 10, 13

B 5, 12, 17

C 10, 24, 26

D 10, 24, 68

**KANPE LA**

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**8yèm ane**  
**Egzamen Matematik**  
**Seyans 1**  
**Prentan 2024**

**Grade 8**  
**Mathematics Test**  
**Session 1**  
**Spring 2024**

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



*Haitian Creole Edition*  
*Grade 8 2024*  
*Mathematics Test*  
*Session 2*  
*Spring 2024*

**Pwogram Egzamen  
Eta Nouyòk  
Egzamen Matematik  
Seyans 2**

**8yèm ane**

**Prentan 2024**

**RELEASED QUESTIONS**

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# Seyans 2



## 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, ak yon kalkilatri 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.

Tablo anba a reprezante yon fonksyon.

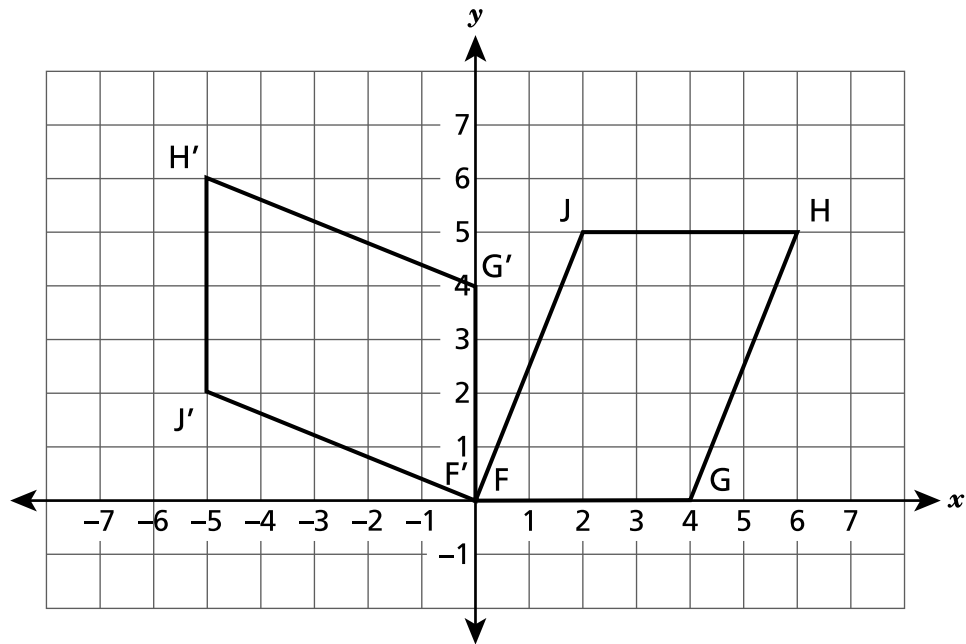
$x$	$y$
2,5	7,5
3,5	10,5
4,5	13,5
5,5	16,5

Ki deklarasyon ki dekri fonksyon an?

- A Pwen entèseksyon ak aks  $y$  se 0
- B Fonksyon an lineyè paske to chanjman an konstan.
- C Pwen entèseksyon ak aks  $y$  se yon valè konstan.
- D Fonksyon an pa lineyè paske to chanjman an pa konstan.

**KONTINYE**

Kwadrilatè a  $FGHJ$  ap vire toutotou orijin nan pou fòmè yon kwadrilatè  $F'G'H'J'$ .



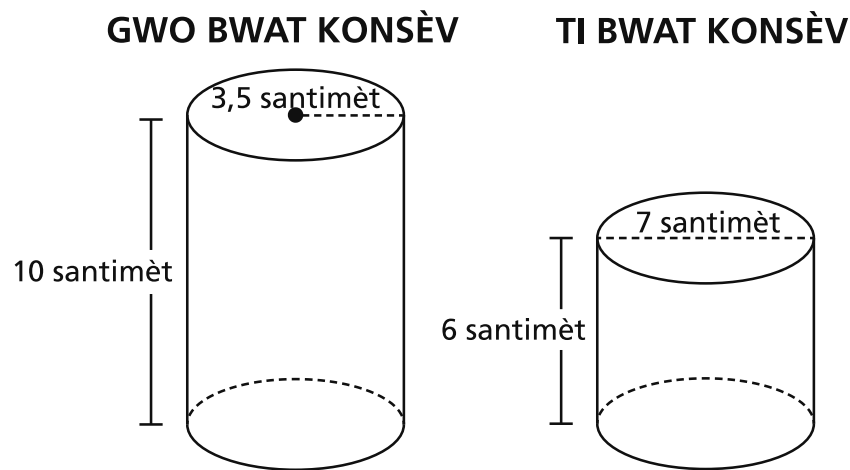
Ki de kote ki gen menm longè?

- A  $\overline{FG}$  ak  $\overline{F'J'}$
- B  $\overline{JF}$  ak  $\overline{H'J'}$
- C  $\overline{GH}$  ak  $\overline{H'G'}$
- D  $\overline{HG}$  ak  $\overline{H'J'}$

**KONTINYE**

35

Gen yon fabrikan ki pwodwi bwat konsèy silendrik an de gwosè. Yo montre dimansyon chak bwat konsèy nan dyagram anba a.



Ki diferans ki genyen ant volim yo, an santimèt kib, pou gwo bwat konsèy ak ti bwat konsèy nan tèm  $\pi$  ?

- A  $4\pi$
- B  $49\pi$
- C  $73,5\pi$
- D  $155,5\pi$

36

Yo montre yon ekwasyon anba a.

$$2(3x + 1) = x + 1 + 5x$$

Ki deklarasyon konsènan ekwasyon an ki vrè?

- A Li pa gen solisyon.
- B Li gen egzakteman yon solisyon.
- C Li gen egzakteman de solisyon.
- D Li gen yon kantite solisyon enfini.

**KONTINYE**



37 Ki deklarasyon ki **plis pi byen** dekri valè  $\sqrt{2}$  ?

- A ant 0,5 ak 1,0
- B ant 1,5 ak 2,0
- C ant 1,0 ak 1,5 men li pi pwòch ak 1,0
- D ant 1,0 ak 1,5 men li pi pwòch ak 1,5

38 Yo montre yon ansanm pè òdone anba a.

$$\{(-3,3), (1,1), (4,2), (-1,-1), (-2,-1), (3,1), (-2,3)\}$$

Ki pè òdone nou ta dwe retire pou ansanm nan vin yon fonksyon?

- A  $(-3,3)$
- B  $(4,2)$
- C  $(-2,-1)$
- D  $(3,1)$

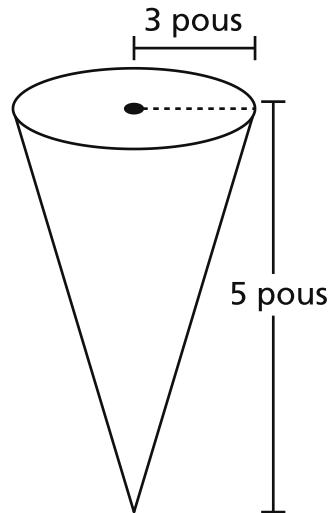
**KONTINYE**

39

Kesyon sa a vo 1 kredi.

Yon sinema ap vann pòpkòn nan yon vesò ki gen fòm kòn jan yo montre l anba a.

### SACHÈ PÒPKÒN



Ki volim, an pous kib vesò ki gen pòpkòn nan? Awondi repons ou nan dizyèm ki pi pre a.

Repons \_\_\_\_\_ pous kib

**KONTINYE**

40

**Kesyon sa a vo 1 kredi.**

Sipèfisi yon jaden ki gen fòm kare se 324 mètr kare. Ki longè, an pye, chak kote jaden an?

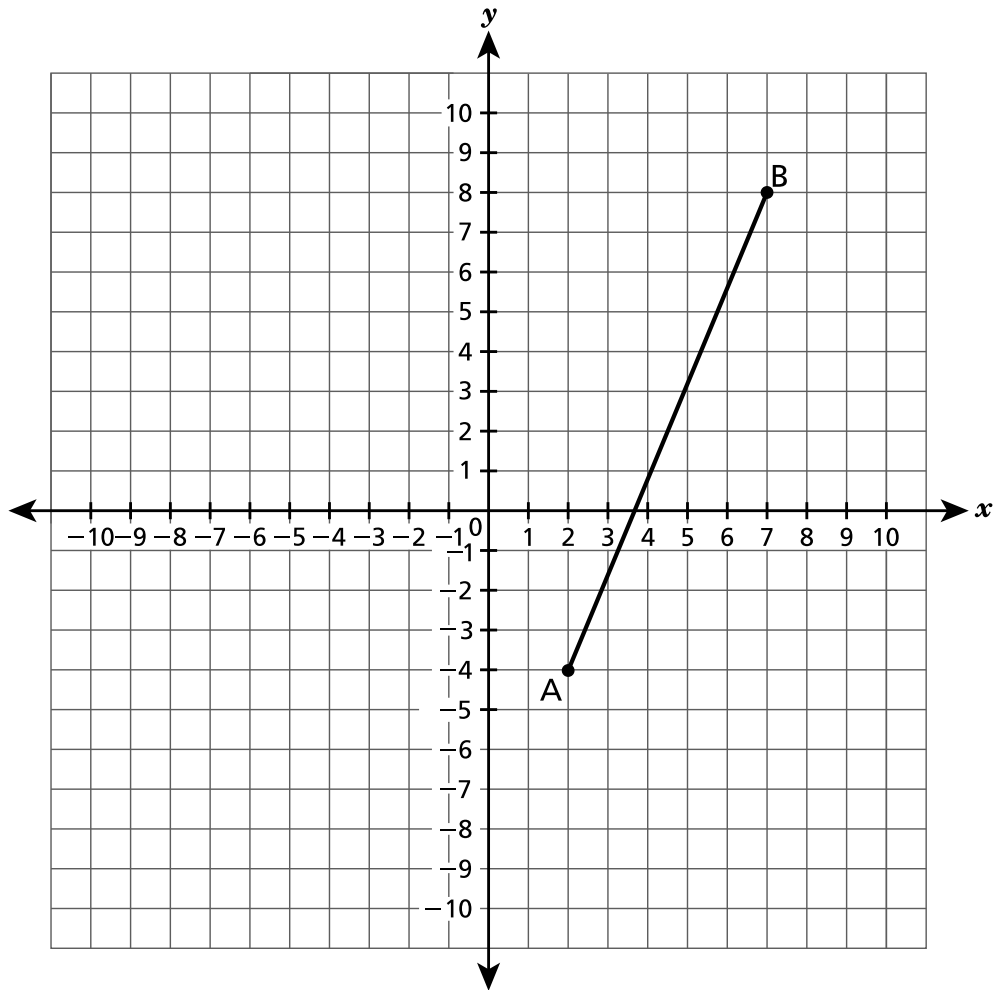
*Repons* \_\_\_\_\_ pye

***KONTINYE***

41

Kesyon sa a vo 1 kredi.

Yo reprezante grafikman segman AB a sou plan kowòdone yo montre anba a.



Ki longè, an inite, liy segman AB a?

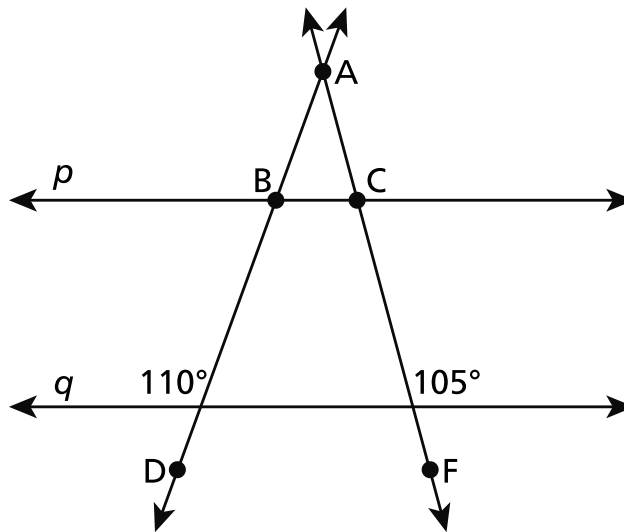
Repons \_\_\_\_\_ inite

**KONTINYE**

42

Kesyon sa a vo 2 kredi.

Nan figi anba a, liy  $p$  paralèl ak liy  $q$  ak liy  $AD$  ak  $AF$  transvèsal



Ki mezi  $a$ , an degre, pou  $\angle BAC$  ?

*Montre kijan ou fè pou jwenn repons lan.*

Repons \_\_\_\_\_ degre

**KONTINYE**

43

**Kesyon sa a vo 2 kredi.**

Yo itilize ekwasyon an  $y = 1,5x + 29$  lan pou reprezante salè anyèl,  $y$ , yon anplwaye, an milye dola, kote  $x$  se nonb ane anplwaye a pase ap travay nan konpayi a. Kisa pant liy lan reprezante nan sitiyasyon sa a?

***Eksplike repons ou an.***

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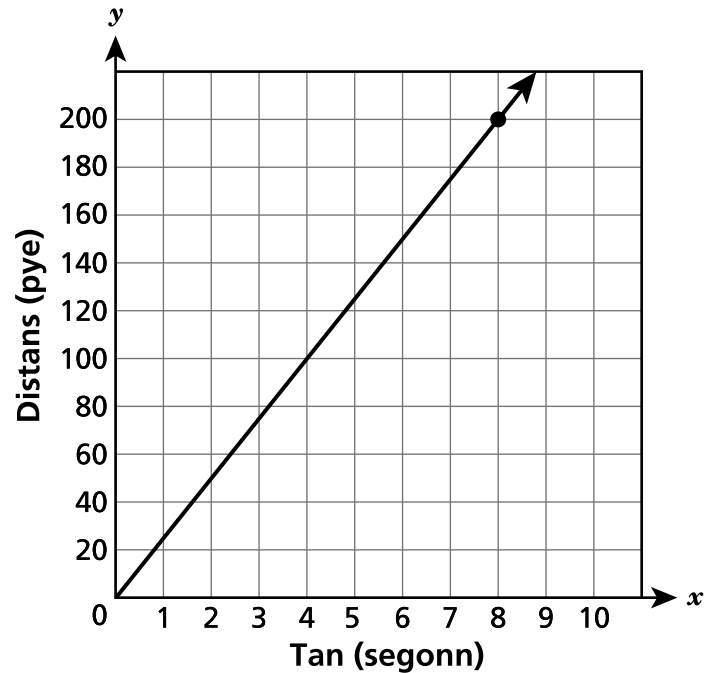
***KONTINYE***

**Kesyon sa a vo 2 kredi.**

Yon pwopriyetè chyen kolekte done pou wè kiyès nan de (2) chyen li yo ki kouri ak yon vitès ki pi rapid. Grafik ak tablo ki anba a montre relasyon ant tan an, an segond, ak distans, an pye, chak chyen te kouri.

**CHYEN A**

Tan, $x$ (segond)	Distans, $y$ (an pye)
2	56
4	112
6	168
8	224

**CHYEN B**

Ki diferans, an pye pa segond, ant vitès de (2) chyen yo?

*Montre kijan ou fè pou jwenn repons lan.*

Repons \_\_\_\_\_ pye pa segond

**KONTINYE**

45

**Kesyon sa a vo 2 kredi.**

Yo montre de pè òdone nan yon fonksyon lineyè anba a.

$$\left(2, 4\frac{1}{2}\right), \left(3, 5\frac{1}{4}\right)$$

Kisa to chanjman an ye pou fonksyon an?

***Montre kijan ou fè pou jwenn repons lan.***

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

***KONTINYE***



**46****Kesyon sa a vo 2 kredi.**Ki valè  $x$  ki fè ekwasyon yo montre anba a vrè?

$$\frac{1}{4}(3x - 8) + 4 = 2(x - 4)$$

**Montre kijan ou fè pou jwenn repons lan.****Repons**  $x =$  \_\_\_\_\_***KONTINYE***

47

**Kesyon sa a vo 2 kredi.**

Yo montre yon lis nonb anba a.

- $\sqrt{49}$
- $1,\bar{3}$
- $\sqrt{32}$
- $\frac{7}{2}$
- $1,234$

Klase chak nonb kòm rasyonèl oswa irasyonèl. Asire w ou enkli kòman ou fè konnen yon nonb rasyonèl.

***Eksplike repons ou an.***

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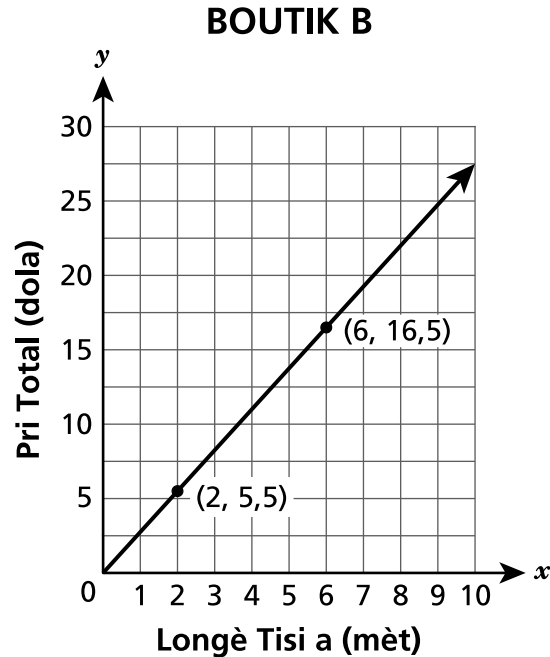
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***KONTINYE***

**Kesyon sa a vo 3 kredi.**

Boutik A ak Boutik B ap vann twal pou diferan pri. Ekwasyon  $y = 3,5x$  reprezante pri a,  $y$ , an dola pou  $x$  yad tisi nan Boutik A a. Grafik anba a reprezante pri a pou menm kalite tisi a nan Boutik B a.



Kisa ki to inite a pou pri tisi a, pa yad, nan chak boutik?

**Boutik A** \$ \_\_\_\_\_ pa yad tisi

**Boutik B** \$ \_\_\_\_\_ pa yad tisi

Konbyen kòb anplis 9 yad tisi nan Boutik A t ap koute pase nan Boutik B ?

**Montre kijan ou fè pou jwenn repons lan.**

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

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**8yèm ane**  
**Egzamen Matematik**  
**Seyans 2**  
**Prentan 2024**

**Grade 8**  
**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 8**

Question	Type	Key	Points	Standard		Cluster	Subscore	Secondary Standard(s)
<b>Session 1</b>								
1	Multiple Choice	A	1	NGLS.Math.Content.NY-8.F.4	NYNGMath.NY-8.F.4	Functions	Functions	
2	Multiple Choice	B	1	NGLS.Math.Content.NY-8.SP.2	NYNGMath.NY-8.SP.2	Statistics and Probability		
4	Multiple Choice	A	1	NGLS.Math.Content.NY-8.G.1b	NYNGMath.NY-8.G.1b	Geometry	Geometry	NGLS.Math.Content.NY-8.G.5
5	Multiple Choice	B	1	NGLS.Math.Content.NY-8.EE.7b	NYNGMath.NY-8.EE.7b	Expressions and Equations	Expressions and Equations	
7	Multiple Choice	C	1	NGLS.Math.Content.NY-8.F.2	NYNGMath.NY-8.F.2	Functions	Functions	
9	Multiple Choice	D	1	NGLS.Math.Content.NY-8.EE.6	NYNGMath.NY-8.EE.6	Expressions and Equations	Expressions and Equations	
10	Multiple Choice	A	1	NGLS.Math.Content.NY-8.G.9	NYNGMath.NY-8.G.9	Geometry	Geometry	
12	Multiple Choice	A	1	NGLS.Math.Content.NY-8.EE.2	NYNGMath.NY-8.EE.2	Expressions and Equations	Expressions and Equations	
19	Multiple Choice	A	1	NGLS.Math.Content.NY-8.G.2	NYNGMath.NY-8.G.2	Geometry	Geometry	
20	Multiple Choice	A	1	NGLS.Math.Content.NY-8.F.3	NYNGMath.NY-8.F.3	Functions	Functions	
22	Multiple Choice	B	1	NGLS.Math.Content.NY-8.G.4	NYNGMath.NY-8.G.4	Geometry	Geometry	
23	Multiple Choice	A	1	NGLS.Math.Content.NY-8.G.5	NYNGMath.NY-8.G.5	Geometry	Geometry	
27	Multiple Choice	A	1	NGLS.Math.Content.NY-8.EE.1	NYNGMath.NY-8.EE.1	Expressions and Equations	Expressions and Equations	
28	Multiple Choice	B	1	NGLS.Math.Content.NY-8.F.1	NYNGMath.NY-8.F.1	Functions	Functions	
30	Multiple Choice	C	1	NGLS.Math.Content.NY-8.G.6	NYNGMath.NY-8.G.6	Geometry	Geometry	
<b>Session 2</b>								
33	Multiple Choice	B	1	NGLS.Math.Content.NY-8.F.3	NYNGMath.NY-8.F.3	Functions	Functions	
34	Multiple Choice	C	1	NGLS.Math.Content.NY-8.G.1a	NYNGMath.NY-8.G.1a	Geometry	Geometry	
35	Multiple Choice	B	1	NGLS.Math.Content.NY-8.G.9	NYNGMath.NY-8.G.9	Geometry	Geometry	
36	Multiple Choice	A	1	NGLS.Math.Content.NY-8.EE.7a	NYNGMath.NY-8.EE.7a	Expressions and Equations	Expressions and Equations	
37	Multiple Choice	D	1	NGLS.Math.Content.NY-8.NS.2	NYNGMath.NY-8.NS.2	The Number System		
38	Multiple Choice	C	1	NGLS.Math.Content.NY-8.F.1	NYNGMath.NY-8.F.1	Functions	Functions	
39	Constructed Response	n/a	1	NGLS.Math.Content.NY-8.G.9	NYNGMath.NY-8.G.9	Geometry	Geometry	
40	Constructed Response	n/a	1	NGLS.Math.Content.NY-8.EE.2	NYNGMath.NY-8.EE.2	Expressions and Equations	Expressions and Equations	
41	Constructed Response	n/a	1	NGLS.Math.Content.NY-8.G.8	NYNGMath.NY-8.G.8	Geometry	Geometry	
42	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.G.5	NYNGMath.NY-8.G.5	Geometry	Geometry	
43	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.SP.3	NYNGMath.NY-8.SP.3	Statistics and Probability		
44	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.EE.5	NYNGMath.NY-8.EE.5	Expressions and Equations	Expressions and Equations	
45	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.F.4	NYNGMath.NY-8.F.4	Functions	Functions	
46	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.EE.7b	NYNGMath.NY-8.EE.7b	Expressions and Equations	Expressions and Equations	
47	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.NS.1	NYNGMath.NY-8.NS.1	The Number System		
48	Constructed Response	n/a	3	NGLS.Math.Content.NY-8.EE.5	NYNGMath.NY-8.EE.5	Expressions and Equations	Expressions and Equations	

\*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.