



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 3
Mathematics Test
(Korean)

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

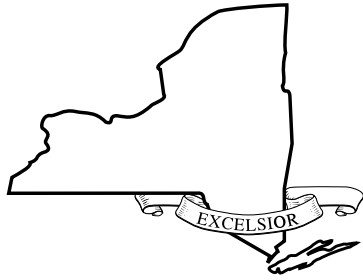
The alignment(s) to the New York State P–12 Next Generation Learning Standards for Mathematics is/are intended to identify the primary analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including a balanced combination 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.

이름: _____



Korean Edition
Grade 3 2024
Mathematics Test
Session 1
Spring 2024

뉴욕주 시험 프로그램
수학 시험
세션 1

3학년

2024년 봄

RELEASED QUESTIONS

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세션 1



시험 관련 도움말

다음은 시험을 치를 때 실력을 최고로 발휘하는 데 도움이 되는 사항들입니다.

- 모든 문제를 주의 깊게 읽으십시오. 너무 서두르지 말고 시간을 잘 배분하십시오.
- 문제를 푸는데 도움이 된다면 자를 사용할 수 있습니다.

1 종이 한 장에 스티커 40개가 있습니다. 스티커는 여러 줄로 나열되어 있는데 각 줄마다 스티커 8개가 있습니다. 다음 중 이 종이에 있는 스티커의 줄 수를 구하는 방법을 나타내는 수식은 무엇인가요?

A $40 \div 8$

B $40 - 8$

C 40×8

D $40 + 8$

2 한 숫자를 가까운 십의 자리로 반올림합니다. 그 결과는 300입니다. 반올림하기 전의 수가 될 수 있는 수는 어떤 것인가요?

A 289

B 296

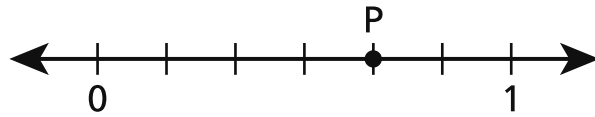
C 308

D 315

계속

4

아래 수직선에서 점 P가 표시하는 분수는 무엇인가요?



- A $\frac{2}{6}$
- B $\frac{4}{6}$
- C $\frac{3}{7}$
- D $\frac{5}{7}$

계속

8

한 사서가 책이 든 상자를 9개 가지고 있습니다. 각 상자에는 책이 8권씩 들어 있습니다. 다음 중 사서가 가지고 있는 책이 모두 몇 권인지 구하는 방법을 나타내는 수식은 무엇인가요?

A $9 - 8$

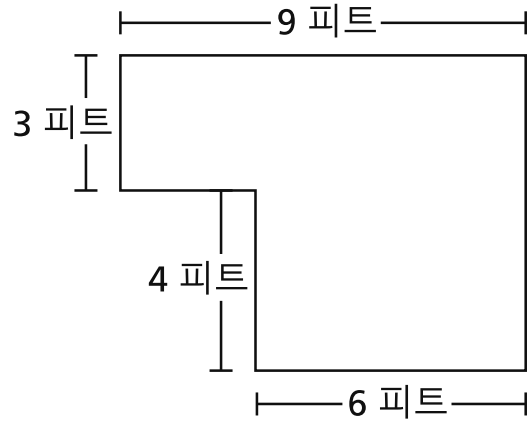
B $9 + 8$

C $9 \div 8$

D 9×8

9

아래와 같은 꽃밭의 전개도가 있습니다.



꽃밭의 총면적은 몇 제곱피트인가요?

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

계속

12 다음 중 3과 동등한 분수는 무엇인가요?

A $\frac{1}{3}$

B $\frac{3}{1}$

C $\frac{3}{3}$

D $\frac{6}{3}$

13 한 선생님이 학생들이 만든 정사각형 그림 100장으로 벽을 덮습니다. 그림의 크기는 동일하고 벽은 틈이 생기거나 겹치는 부분 없이 완전히 덮여 있습니다. 각 그림의 변 길이는 1피트입니다. 벽의 총 면적은 얼마인가요?

A 1피트

B 100피트

C 1제곱피트

D 100제곱피트

계속

18 다음 5×4 와 같은 값을 가지는 수식은 무엇인가요?

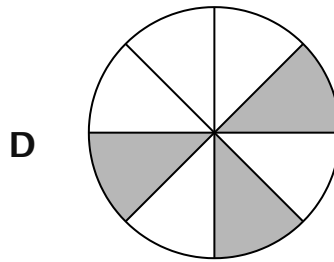
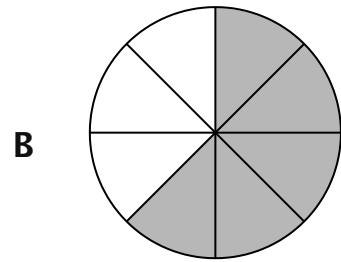
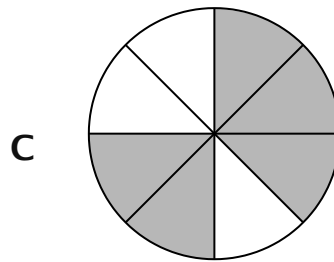
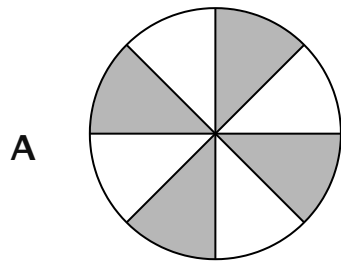
A $(5 + 2) \times (5 + 2)$

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

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

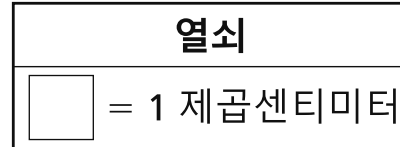
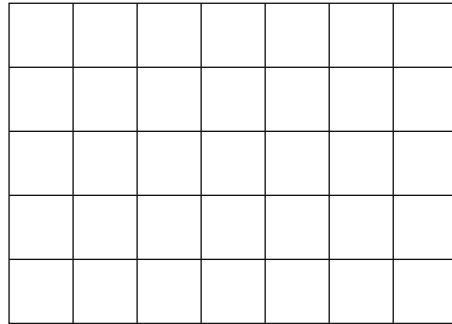
D $(5 \times 2) \times (5 \times 2)$

21 다음 중 전체에서 회색으로 칠해진 부분이 분수 $\frac{3}{8}$ 을 나타내는 모델은 무엇인가요?



23

아래와 같은 직사각형이 있습니다.



다음 중 직사각형의 면적(제곱센티미터)을 구하는 데 사용할 수 **없는** 수식은 무엇인가요?

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

계속

25 어떤 숫자에 8을 곱하면 48이 되나요?

A 4

B 6

C 7

D 8

3학년
수학 시험
세션 1
2024년 봄

Grade 3
Mathematics Test
Session 1
Spring 2024

Non: _____



Haitian Creole Edition
Grade 3 2024
Mathematics Test
Session 2
Spring 2024

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

3 yèm ane

Prentan 2024

RELEASED QUESTIONS

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Seyans 2

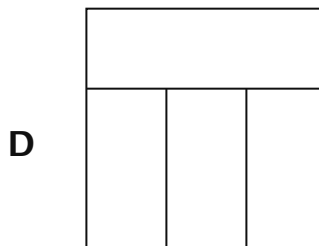
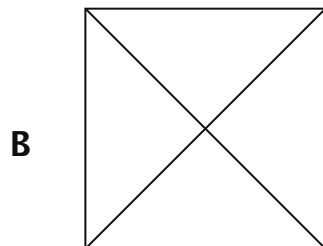
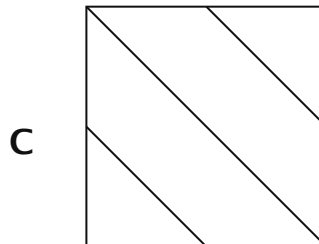
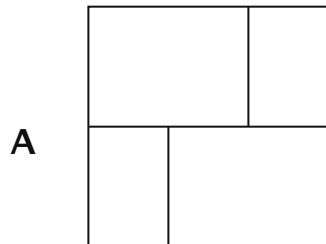


KONSÈY POU FÈ EGZAMEN AN

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

- Li chak kesyon ak atansyon. Pran tan ou.
- Ou genyen yon règ ou kapab itilize pandan ekzamen an si sa 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.

26 Ki kare ki sanble divize an pati kote chak sifas egal ak $\frac{1}{4}$ nan antye a?



27 Nou montre yon modèl nimerik anba la a.

1, 5, 9, 13, ...

Ki pwochen twa (3) nonb ki nan modèl lan?

A 16, 19, 22

B 16, 20, 24

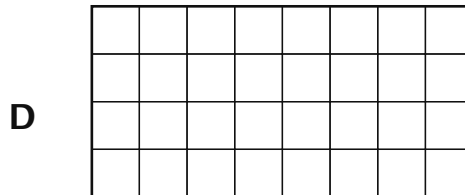
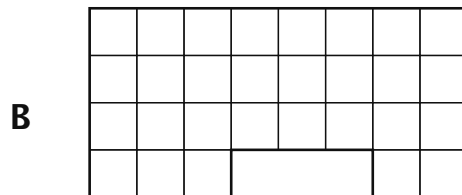
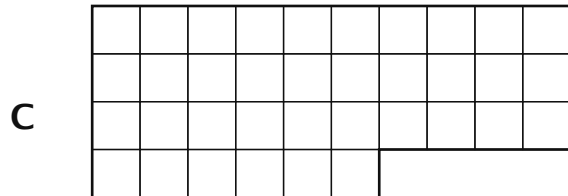
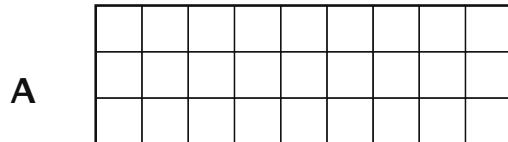
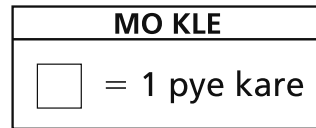
C 17, 20, 23

D 17, 21, 25

KONTINYE

28

Atè yon saldeben genyen yon sifas 36 pye kare. Ki chif ki ta ka reprezante sifas atè saldeben an?



29

Cecilia ap fouye twou pou plante semans nan jaden li. Li genyen 12 semans mayi ak 15 semans pwa epi li pral plante tout grenn yo. Ki ansanm ekwasyon yo kapab itilize pou jwenn kantite twou total, h , Cecilia pral genyen pou fouye si li mete ekzakteman 3 semans nan menm kategori nan chak twou?

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

$$12 - 3 = 9$$

$$15 - 3 = 12$$

$$h = 9 \times 12$$

KONTINYE

30 Kiyès nan de (2) fraksyon yo ki egal?

A $\frac{2}{3}$ ak $\frac{3}{6}$

B $\frac{1}{4}$ ak $\frac{4}{8}$

C $\frac{2}{4}$ ak $\frac{3}{6}$

D $\frac{1}{2}$ ak $\frac{2}{8}$

KONTINYE

31

Kesyon sa a vo 1 kredi.

Heidi pran 15 minit pou li mache sòti lakay li pou ale lekòl. Si li kite lakay li apati 8:35 a.m, a kilè Heidi pral rive nan lekòl lan?

Repons _____ a.m.

KONTINYE

32

Kesyon sa a vo 1 kredi.

Ekri nonb 3.194 lan nan fòm devlope.

Repons _____

KONTINYE

33

Kesyon sa a vo 1 kredi.

Gayle genyen 32 tikè pandan yon aktivite. Li itilize tout tikè li yo pou achte 4 prim epi li itilize menm kantite tikè yo pou achte chak prim. Ki kantite tikè Gayle itilize pou achte chak prim?

Repons _____ tikè

KONTINYE

34

Kesyon sa a vo 2 kredi.

Madanm Linsey ak Mesye Abbott ap konpare gwo tablo afichaj yo genyen an. Tablo afichaj Madanm Linsey lan genyen 6 pye longè epi 5 pye lajè. Tablo afichaj Mesye Abbott lan genyen 7 pye longè epi 4 pye lajè. Ki tablo afichaj ki genyen pi gwo sifas? Sonje ajoute sifas lan, an pye kare, pou chak tablo afichaj nan repons ou an.

Eksplike kijan ou te fè pou jwenn repons la.

KONTINYE

35

Kesyon sa a vo 2 kredi.

Yo montre yon lis fraksyon anba la.

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

Kiyès nan **de (2)** fraksyon nan lis lan ki egal? Sonje ajoute sa w konnen sou fraksyon nan repons ou an.

Eksplike kijan ou fè konnen repons ou an kòrèk.

KONTINYE

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

Yon bibliyotekè ap kòmande nouvo liv. Yo montre pri yon liv nan chak kategori anba la.

PRI LIV LA

Kalite liv la	Pri
Liv imaj la	\$5
Liv pa chapit la	\$6
Liv referans la	\$8

Bibliyotekè a kòmande 20 liv imaj, 30 liv an chapit, epi 10 liv referans. Ki pri total tout liv bibliyotekè a kòmande?

Montre kijan ou fè pou jwenn repons lan.

Repons \$ _____

KONTINYE

37

Kesyon sa a vo 2 kredi.

Madanm Thompson achte 3 pake ajil pou yon pwojè. Chak pake peze 25 liv. Yo te bay chak nan 5 gwoup elèv yo yon kantite egal nan tout ajil la. Ki kantite liv ajil chak gwoup elèv jwenn?

Montre kijan ou fè pou jwenn repons lan.

Repons _____ liv ajil

KONTINYE

Kesyon sa a vo 3 kredi.

Lis ki anba la dekri distans ki genyen ant kay Manny, lekòl li, ansanm ak yon pak.

- Distans ki genyen ant lakay li ansanm ak lekòl li se $\frac{3}{4}$ mil.
- Distans ki genyen ant lakay li ansanm ak pak lan se $\frac{3}{8}$ mil.

Èske Manny abite pi pre lekòl lan oswa pi pre pak lan? Sonje ajoute sa w konnen sou fraksyon nan repons ou an.

Eksplike repons ou an.

Distans ki genyen ant kay Pilar ansanm ak menm pak lan se $\frac{5}{8}$ mil. Kiyès k ap viv pi pre pak lan, Manny oswa Pilar? Sonje ajoute sa w konnen sou fraksyon nan repons ou an.

Eksplike repons ou an.

3yèm ane
Egzamen Matematik
Seyans 2
Prentan 2024

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.