



Our Students. Their Moment.

**New York State Testing Program  
Grade 3 Common Core  
Mathematics Test  
(Haitian Creole)**

**Released Questions**

**June 2018**

New York State administered the Mathematics Tests in May 2018 and is now making approximately 75% of the questions from these tests available for review and use.



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

## **New York State Testing Program Grades 3-8 Mathematics**

### **Released Questions from 2018 Exams**

#### ***Background***

In 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and rigor demanded by the new New York State P-12 Learning Standards in Mathematics. To help in this transition to new assessments, the New York State Education Department (SED) has been releasing an increasing number of test questions from the tests that were administered to students across the State in the spring. This year, SED is again releasing large portions of the 2018 NYS Grades 3-8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2018, included in these released materials are at least 75 percent of the test questions that appeared on the 2018 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 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.

##### **Short-Response Questions**

Short-response questions require students to complete tasks and show their work. Like multiple-choice questions, short-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 of the standards.

##### **Extended-Response Questions**

Extended-response questions ask students to show their work in completing two or more tasks or a more extensive problem. Extended-response questions allow students to show their understanding of mathematical procedures, conceptual understanding, and application. Extended-response questions may also assess student reasoning and the ability to critique the arguments of others.

The scoring rubric for short and extended constructed-response questions can be found in the grade-level Educator Guides at <https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>.

### **New York State P-12 Learning Standards Alignment**

The alignment(s) to the New York State P-12 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-point and three-point 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 future valid and reliable tests, some content must remain secure for possible use on future exams. As such, 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 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. Specific criteria for writing test questions, as well as additional assessment information, are available at <http://www.engageny.org/common-core-assessments>.

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



*Haitian Creole Edition*  
*Grade 3 2018*  
*Mathematics Test*  
*Session 1*  
*May 1–3, 2018*

# Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 1

Ane **3**

**1–3 Me 2018**

Released Questions



# Seyans 1



## KONSÈY POU PRAN EGZAMEN AN

Men kèk sijasyon pou ede ou bay pi bon rannman:

- Li chak kesyon avèk atansyon epi reflechi sou chak repons anvan ou fè chwa ou.
- Yo ba w yon règ pou w itilize pandan egzamen an. Sèvi ak règ la nenpòt lè ou panse l ap ede w reponn kesyon an.

**1**

Ki ekspresyon ki yon lòt fason pou montre  $8 \times 6$  ?

**A**  $(2 + 4) + 6$

**B**  $(2 + 4) \times 6$

**C**  $(2 \times 4) + 6$

**D**  $(2 \times 4) \times 6$

**2**

Distans ant Chikago ak Vil Nouyòk se 794 mil. Kisa ki 794 awondi a santèn ki pi pre a?

**A** 700

**B** 794

**C** 800

**D** 894

**3**

Ki nimewo ki fè ekwasyon an vrè?

$$4 = \underline{\quad ? \quad} \div 7$$

**A** 11

**B** 21

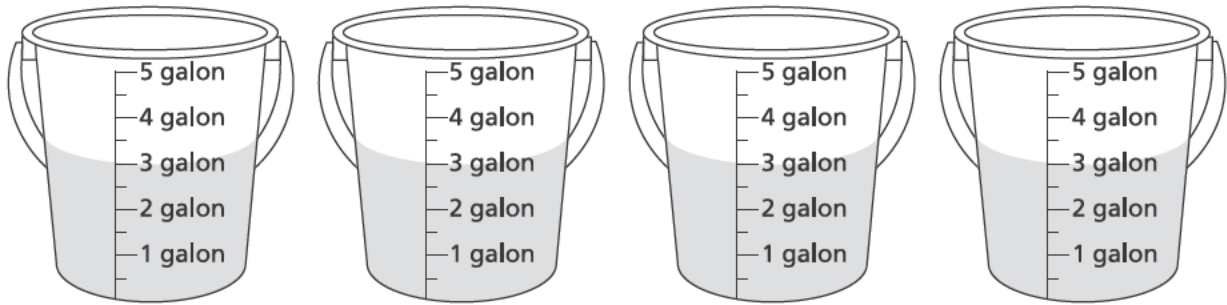
**C** 28

**D** 32

***KONTINYE***

6

Yon klas twazyèm ane ap fè yon aktivite lave machin. Yo mete menm kantite dlo a nan chak bokit, jan nou montre anba la a.



Ki ekspresyon nou kapab itilize pou jwenn kantite total dlo, an galon, ki genyen nan tout bokit yo?

- A  $4 \times 3$
- B  $5 \times 3$
- C  $4 \times 4$
- D  $5 \times 4$

7

Ou ka kouvri tout yon pano afichaj ak 30 kare moso papye san okenn kote pa vid oswa sipèpoze. Si chak moso papye gen longè kote ki 1 pye, kisa ki sifas total pano afichaj la?

- A 1 pye
- B 30 pye
- C 1 pye kare
- D 30 pye kare

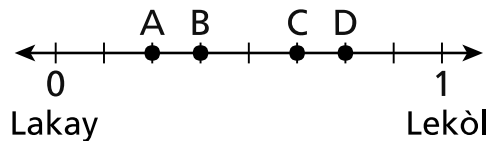
**KONTINYE**



- 17** Joe ak Mike te kouri nan menm kous la. Joe te fini kous la 4 minit avan Mike. Si Mike te fini kous la a 4:02 p.m., a ki lè Joe te fini kous la?

**A** 3:58 p.m.  
**B** 4:06 p.m.  
**C** 8:02 p.m.  
**D** 12:02 p.m.

- 18** Distans ant kay Liam ak lekòl li a se egzakteman 1 mil, jan nou montre nan dwat nimerik ki anba la a.

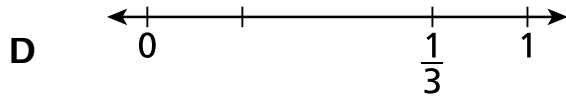
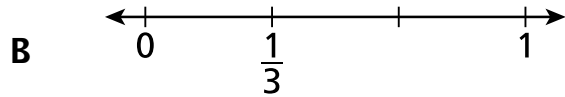
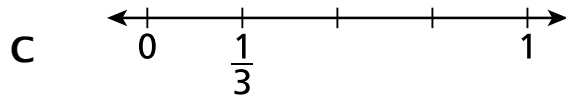
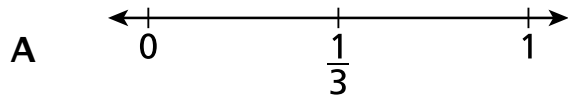


Liam achte yon ti goute nan yon magazen ki yon distans  $\frac{3}{8}$  mil ak lakay li. Ki pwen sou dwat nimerik la ki montre pozisyon magazen an?

**A** pwen A  
**B** pwen B  
**C** pwen C  
**D** pwen D

**KONTINYE**

22 Ki dwat nimerik ki montre fraksyon  $\frac{1}{3}$  plase kòrèkteman?



23 Yon magazen gen 8 rezèvw pwason ki gen 40 lit dlo yo chak. Kisa ki kantite total lit dlo ki genyen nan tout rezèvw pwason yo?

- A 5
- B 48
- C 280
- D 320

24 Semèn pase, Paul te manje 2 bonbon chak jou pou 5 jou. Semèn sa a, li te manje 2 bonbon chak jou pou 4 jou. Ki ekspresyon ou ka itilize pou reprezante kantite total bonbon Paul te manje nan de semèn sa yo?

- A  $2 \times (5 \times 4)$
- B  $2 \times (5 + 4)$
- C  $(2 \times 5) \times (2 \times 4)$
- D  $(2 + 5) \times (2 + 4)$

**KONTINYE**

Kay ak Juanita yo chak gen yon jaden ki menm gwo sè ak menm fòm.

- Kay plante flè nan  $\frac{1}{6}$  jaden li an.
- Juanita plante flè nan  $\frac{1}{3}$  jaden li an.

Ki deklarasyon ki montre yon konparezon kòrèk pou seksyon flè ki te plante nan jaden Kay la ak sa ki te plante nan jaden Juanita a?

- A**  $\frac{1}{6} > \frac{1}{3}$
- B**  $\frac{1}{6} < \frac{1}{3}$
- C**  $\frac{1}{3} = \frac{1}{6}$
- D**  $\frac{1}{3} + \frac{1}{6}$

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**Ane 3**

**2018**

**Egzamen Matematik**

**Seyans 1**

**1 – 3 Me 2018**

**Grade 3**

**2018**

**Mathematics Test**

**Session 1**

**May 1 – 3, 2018**

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



***Haitian Creole Edition***  
***Grade 3 2018***  
***Mathematics Test***  
***Session 2***  
***May 1–3, 2018***

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

**Ane 3**

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**1–3 Me 2018**

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Released Questions



# Seyans 2



## KONSÈY POU PRAN EGZAMEN AN

Men kèk sijesyon pou ede ou bay pi bon rannman:

- Li chak kesyon avèk atansyon epi reflechi sou chak repons anvan ou chwazi oswa ou ekri repons ou.
- Yo ba w yon règ pou w itilize pandan egzamen an. Sèvi ak règ la nenpòt lè ou panse l ap ede w reponn kesyon an.
- Pa bliye montre kijan w fè jwenn repons lan lè yo mande ou sa.

26 Ki nimewo ki fè toude ekwasyon yo kòrèk?

$$6 \times \underline{\quad ? \quad} = 48$$

$$48 \div 6 = \underline{\quad ? \quad}$$

- A 7
- B 8
- C 42
- D 54

27 Yon pwofesè mete 5 pake papye atizana nan yon bifèt. Chak pake gen 80 fèy papye. Kisa ki kantite total fèy atizana pwofesè a te mete nan bifèt la?

- A 40
- B 85
- C 400
- D 450

***KONTINYE***



28 Jaime gen yon ti veso ki kenbe egzakteman  $\frac{1}{4}$  tas manje chen. Konbyen fwa Jaime ta dwe ranpli veso a epi vide li nan bòl chen an pou garanti chen an jwenn egzakteman  $\frac{1}{2}$  tas maje?

A  $\frac{1}{4}$

B  $\frac{1}{2}$

C 2

D 4

29 Ki sitiyasyon nou ka rezoud ak ekwasyon sa a  $21 \div 3$  ?

A jwenn kantite mayo lè gen 3 gwoup 21 mayo

B jwenn kantite wòb lè yo mete 21 plis wòb sou yon etajè ak 3 wòb

C jwenn kantite jakèt ki rete lè yo vann 3 jakèt sou 21 jakèt

D jwenn kantite jip sou chak etajè lè yo mete yon total 21 jip egalego sou 3 etajè

**KONTINYE**

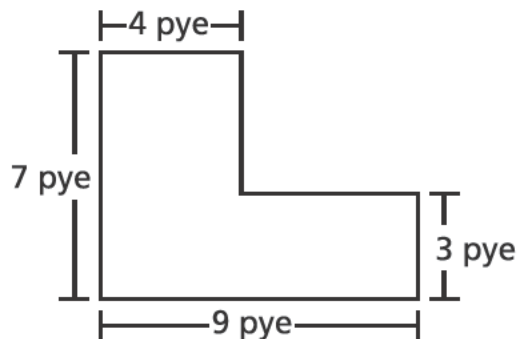
30 Nou montre yon modèl nimerik anba la a.

5, 9, 13, 17, 21, 25, 29

Ki règ nou te kapab itilize pou kreye modèl la?

- A Kòmanse ak 0. Ajoute 4 chak fwa pou jwenn pwochen nonb lan.
- B Kòmanse ak 0. Ajoute 5 chak fwa pou jwenn pwochen nonb lan.
- C Kòmanse ak 5. Ajoute 4 chak fwa pou jwenn pwochen nonb lan.
- D Kòmanse ak 5. Ajoute 5 chak fwa pou jwenn pwochen nonb lan.

31 Nou montre fòm jaden flè Cindy a anba la a.



Kisa ki sifas jaden flè Cindy a, an pye kare?

- A 23
- B 32
- C 43
- D 47

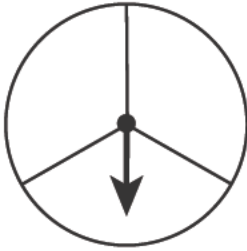
**KONTINYE**

32

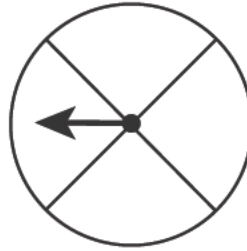
Fanmi Diaz te itilize yon jiwèt pou jwe yon jwèt. Jiwèt la te gen fòm yon sèk.

Chak seksyon jiwèt la te  $\frac{1}{4}$  tout sèk la. Ki foto ki montre yon jiwèt fanmi Diaz te itilize?

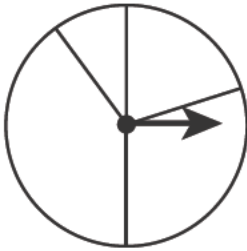
A



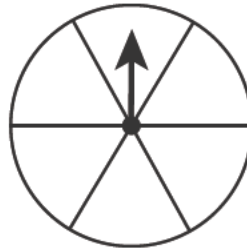
C



B



D



33

Ki fraksyon ki ekivalan ak 4?

A  $\frac{1}{4}$

B  $\frac{8}{4}$

C  $\frac{4}{4}$

D  $\frac{4}{1}$

**KONTINYE**

34

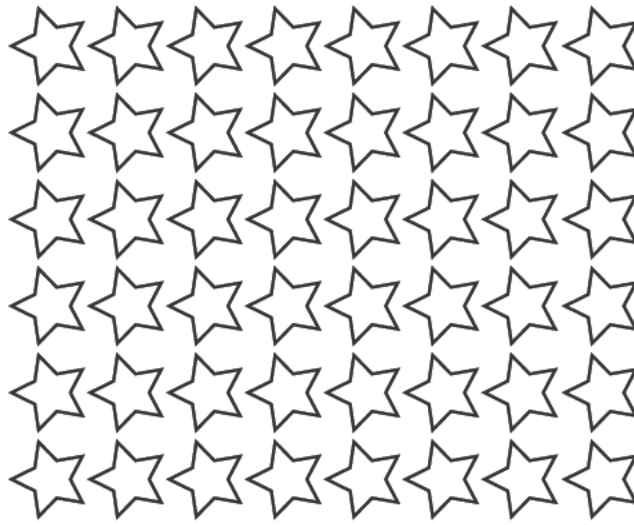
Beth te rankontre ak zanmi li yo nan bibliyotèk la a 4:30 p.m. Li te pran li 24 minit pou li mache soti lakay li pou rive nan bibliyotèk la. A ki lè Beth te kite lakay li pou li rive nan bibliyotèk la egzakteman a 4:30 p.m. ?

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

***Repons*** \_\_\_\_\_ p.m.

***KONTINYE***

Ethan fè aranjman ki anba la a pou montre pwodwi  $6 \times 7$ .



Èske modèl Ethan nan montre pwodwi  $6 \times 7$ ? Eksplike poukisa.

**Repons**

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**KONTINYE**

De pwofesè achte pitza pou yon fèt. Tout pitza yo gen menm gwosè a.

- Yo te koupe pitza Pwofesè A a an 6 tranch egalego.
- Yo te koupe pitza Pwofesè B a an 8 tranch egalego.

Pitza ki pwofesè yo te koupe an pi gran tranch? Itilize sa ou konnen sou fraksyon pou eksplike repons ou a.

***Repons***

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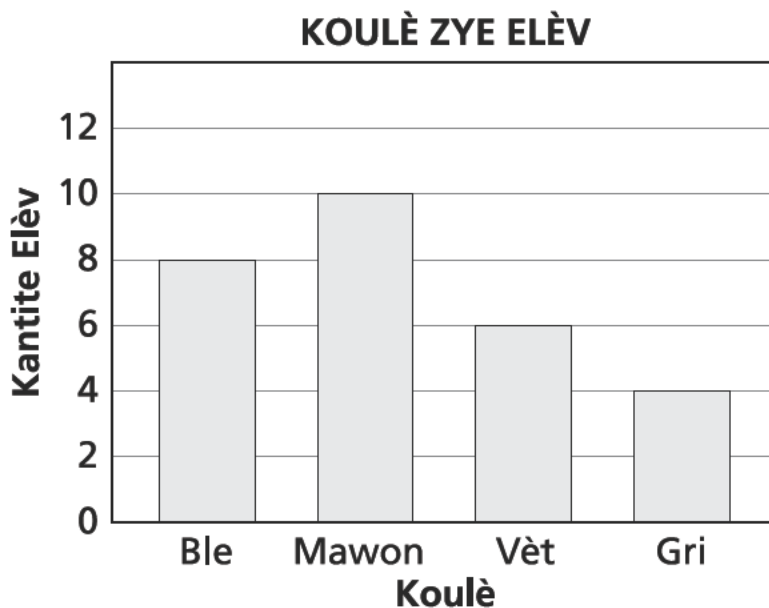
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***KONTINYE***

37

Dyagram an kolòn ki anba la a montre enfòmasyon elèv klas twazyèm ane te kolekte sou koulè zye elèv nan klas yo.



Konbyen mwens elèv ki gen zye vèt pase elèv ki gen zye ble ak zye mawon mete ansanm?

*Montre kijan ou fè pou jwenn repons la.*

**Repons** \_\_\_\_\_ mwens elèv

**KONTINYE**

38

Yon antrenè tenis achte 8 bwat bal tenis. Genyen 3 bal tenis nan chak bwat. Yo pral pataje bal tenis yo egalego pami 6 jwè. Konbyen bal tenis chak jwè pral jwenn?

*Montre kijan ou fè pou jwenn repons la.*

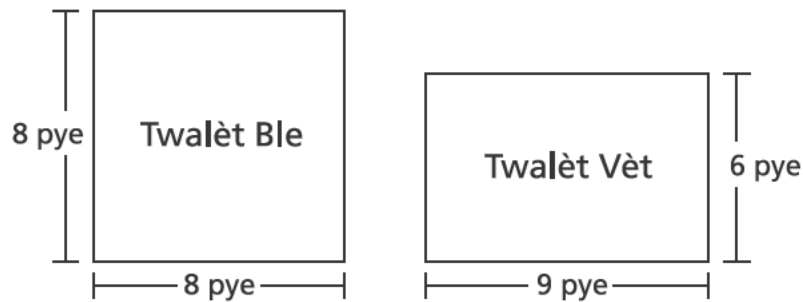
*Repons* \_\_\_\_\_ bal tenis

**KONTINYE**



39

Nou montre gwochè planche de twalèt nan kay Beth anba la a.



Beth di sifas planche twalèt vèt la pi gran pase sifas planche twalèt ble a. Èske deklarasyon Beth la vrè? Poukisa?

***Eksplike repons ou.***

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***KONTINYE***

Edwin itilize 4 woulo riban vèt ak 8 woulo riban mov pou yon pwojè.

- Chak woulo riban vèt gen yon longè 90 pye.
- Chak woulo riban mov gen yon longè 60 pye.

Kisa ki diferans nan longè, an pye, ant montan total riban vèt ak montan total riban mov Edwin itilize?

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

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

**KANPE LA**

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**Ane 3**  
**2018**  
**Egzamen Matematik**  
**Seyans 2**  
1 – 3 Me 2018

**Grade 3**  
**2018**  
**Mathematics Test**  
**Session 2**  
May 1 – 3, 2018

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2018 Mathematics Tests Map to the Standards**  
**Grade 3 Released Questions on EngageNY**

Question	Type	Key	Points	Standard	Cluster	Subscore
<b>Session 1</b>						
1	Multiple Choice	D	1	CCSS.Math.Content.3.OA.B.5	Operations and Algebraic Thinking	Operations and Algebraic Thinking
2	Multiple Choice	C	1	CCSS.Math.Content.3.NBT.A.1	Numbers and Operations in Base Ten	
3	Multiple Choice	C	1	CCSS.Math.Content.3.OA.A.4	Operations and Algebraic Thinking	Operations and Algebraic Thinking
6	Multiple Choice	A	1	CCSS.Math.Content.3.OA.A.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking
7	Multiple Choice	D	1	CCSS.Math.Content.3.MD.C.5b	Measurement and Data	Measurement and Data
17	Multiple Choice	A	1	CCSS.Math.Content.3.MD.A.1	Measurement and Data	Measurement and Data
18	Multiple Choice	B	1	CCSS.Math.Content.3.NF.A.2b	Number and Operations— Fractions	Number and Operations— Fractions
22	Multiple Choice	B	1	CCSS.Math.Content.3.NF.A.2a	Number and Operations— Fractions	Number and Operations— Fractions
23	Multiple Choice	D	1	CCSS.Math.Content.3.MD.A.2	Measurement and Data	Measurement and Data
24	Multiple Choice	B	1	CCSS.Math.Content.3.OA.B.5	Operations and Algebraic Thinking	Operations and Algebraic Thinking
25	Multiple Choice	B	1	CCSS.Math.Content.3.NF.A.3d	Number and Operations— Fractions	Number and Operations— Fractions
<b>Session 2</b>						
26	Multiple Choice	B	1	CCSS.Math.Content.3.OA.A.4	Operations and Algebraic Thinking	Operations and Algebraic Thinking
27	Multiple Choice	C	1	CCSS.Math.Content.3.NBT.A.3	Numbers and Operations in Base Ten	
28	Multiple Choice	C	1	CCSS.Math.Content.3.NF.A.3a	Number and Operations— Fractions	Number and Operations— Fractions
29	Multiple Choice	D	1	CCSS.Math.Content.3.OA.A.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking
30	Multiple Choice	C	1	CCSS.Math.Content.3.OA.D.9	Operations and Algebraic Thinking	Operations and Algebraic Thinking
31	Multiple Choice	C	1	CCSS.Math.Content.3.MD.C.7d	Measurement and Data	Measurement and Data
32	Multiple Choice	C	1	CCSS.Math.Content.3.G.A.2	Geometry	
33	Multiple Choice	D	1	CCSS.Math.Content.3.NF.A.3c	Number and Operations— Fractions	Number and Operations— Fractions
34	Constructed Response		2	CCSS.Math.Content.3.MD.A.1	Measurement and Data	Measurement and Data
35	Constructed Response		2	CCSS.Math.Content.3.OA.A.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking
36	Constructed Response		2	CCSS.Math.Content.3.NF.A.1	Number and Operations— Fractions	Number and Operations— Fractions
37	Constructed Response		2	CCSS.Math.Content.3.MD.B.3	Measurement and Data	Measurement and Data
38	Constructed Response		2	CCSS.Math.Content.3.OA.A.3	Operations and Algebraic Thinking	Operations and Algebraic Thinking
39	Constructed Response		2	CCSS.Math.Content.3.MD.C.7b	Measurement and Data	Measurement and Data
40	Constructed Response		3	CCSS.Math.Content.3.OA.D.8	Operations and Algebraic Thinking	Operations and Algebraic Thinking

\*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.