



Our Students. Their Moment.

**New York State Testing Program  
Grade 6  
Mathematics Test**

**Released Questions**

**June 2019**

New York State administered the Mathematics Tests in May 2019 and is now 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 2019 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 2019 NYS Grades 3-8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2019, included in these released materials are at least 75 percent of the test questions that appeared on the 2019 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-andmathematics>.

#### **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 6 2019**  
**Mathematics Test**  
**Session 1**  
**May 1–3, 2019**

# Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 1

Ane **6**

**1–3 Me 2019**

**RELEASED QUESTIONS**

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## Ane 6 Fèy Referans Matematik

### KONVÈSYON

1 pou = 2,54 santimèt

1 mèt = 39,37 pou

1 mil = 5.280 pye

1 mil = 1.760 yad

1 mil = 1,609 kilomèt

1 kilomèt = 0,62 mil

1 liv = 16 ons

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1 pent = 2 tas

1 ka = 2 pent

1 galon = 4 ka

1 galon = 3,785 lit

1 lit = 0,264 galon

1 lit = 1.000 santimèt kib

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### FÒMIL

Triyang

$$A = \frac{1}{2}bh$$

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Prism Rektangilè Dwa

$$V = Bh \text{ oswa } V = lwh$$

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# Seyans 1

## KONSEY POU PRAN EGZAMEN AN

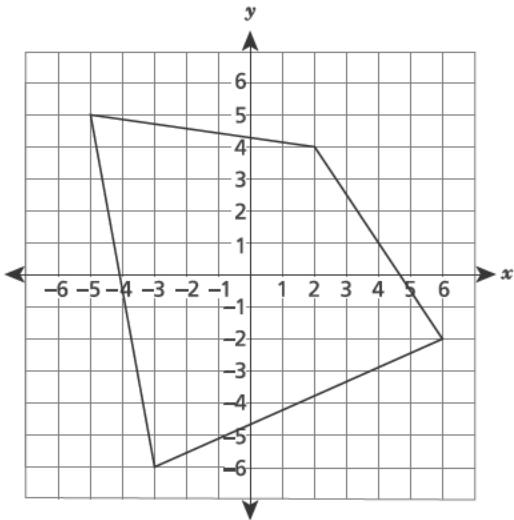
Men kèk sijesyon pou ede ou bay pi bon rannman:

- Li chak kesyon avèk atansyon epi reflechi sou chak repons anvan ou fè chwa ou.
- Yo ba w enstriman jeometri (yon règ, ak yon rapòtè) epi yon papye ki gen fòmil yo ladan pou w sèvi pandan egzamen an. Se ou k pou konnen kilè pou sèvi ak chak gress nan enstriman jeometri yo avèk papye fòmil la tou. Ou ka sèvi ak enstriman jeometri yo avèk papye fòmil la tou nenpòt ki lè w panse l ap ede w reponn yon kesyon.

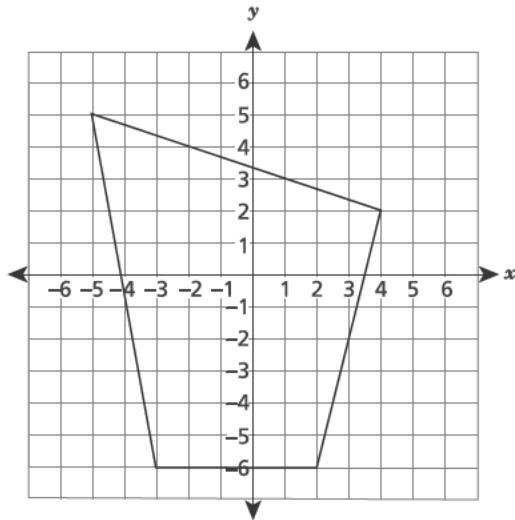
1

Ki plan kowòdone ki montre yon poligòn ak kat somè yo trase nan  $(-5, 5)$ ,  $(2, 4)$ ,  $(6, -2)$ , ak  $(-3, -6)$  ?

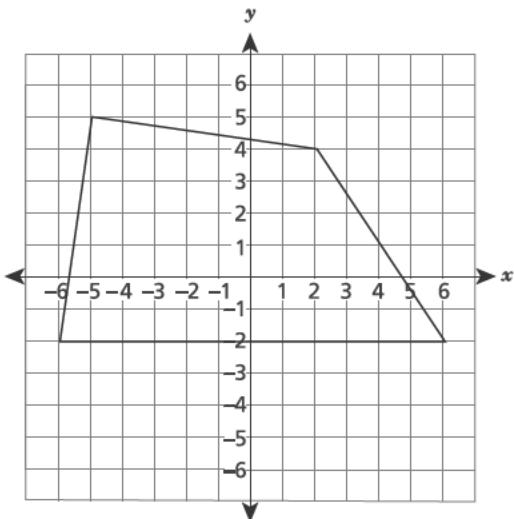
A



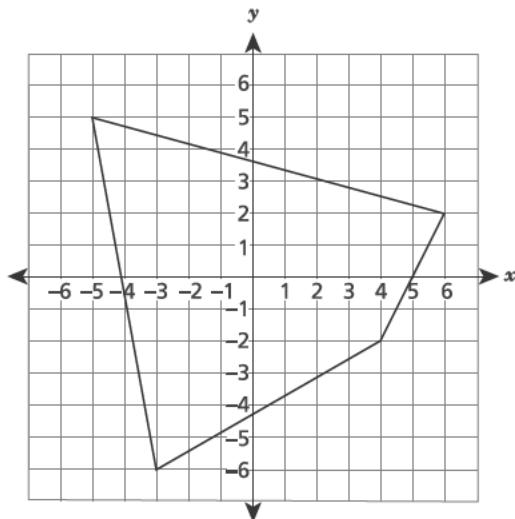
C



B



D



**KONTINYE**

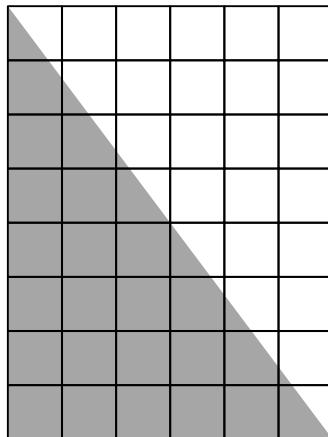
**2**

Ki valè ekspresyon  $\frac{3^2 \cdot (2^3 + 4)}{2^2}$ ?

- A** 10
- B** 15
- C** 19
- D** 27

**3**

Griy ki anba la a nan fòm yon rektang.



Konbyen inite kare sifas pati ki kolere an gri nan rektang la ye?

- A** 14
- B** 24
- C** 28
- D** 48

**4**

Debnil gen 6 ti kiyè sèl. Rapò ti kiyè ak gwo kiyè se 3 : 1. Konbyen gwo kiyè sèl Debnil genyen?

A  $\frac{1}{18}$

B  $\frac{1}{2}$

C 2

D 18

**KONTINYE**

7

Ki ekspresyon ki ekivalan ak fraz ki anba la a?

kosyan sòm  $2t$  ak 2, ak de fwa kib  $s$

A  $2t + \frac{2}{3s^2}$

B  $2t + \frac{2}{2s^3}$

C  $\frac{2t + 2}{3s^2}$

D  $\frac{2t + 2}{2s^3}$

**KONTINYE**

**10**

Yon gadyen gen plan pou repentire kèk bibliyotèk. Li gen  $5\frac{1}{4}$  galon penti. Tout bibliyotèk se menm gwosè a epi yo chak bezwen  $\frac{3}{4}$  galon penti. Konbyen bibliyotèk gadyen an ap ka repentire ak kantite penti sa a?

- A** 3
- B** 4
- C** 7
- D** 15

**KONTINYE**

**13**

Carly te achte  $9\frac{1}{2}$  pent krèm glase pou yon fèt. Si yo pral sèvi chak envite egzakteman  $\frac{3}{5}$  pent krèm glase, ki pi gran kantite envite Carly ap ka sèvi?

- A** 5
- B** 9
- C** 15
- D** 16

**KONTINYE**

**16**

Nan yon estasyon bis, bis yo kòmanse chemen yo a 6:00 a.m. Orè pou de bis baze sou entèval tan ki anba la a.

- Bis A gen yon chemen ki long epi li kite estasyon an chak 75 minit.
- Bis B gen yon chemen ki kout epi li kite estasyon an chak 15 minit.

Ki pwochen lè Bis A ak Bis B pral kite estasyon bis la menm lè a?

- A 7:00 a.m.  
B 7:15 a.m.  
C 7:30 a.m.  
D 8:30 a.m.

**17**

Ki nonb ki gen yon valè absoli ki plis pase 5 ?

- A -6  
B -5  
C 0  
D 5

**KONTINYE**

**26**

Yon boulanjri fè 9 gato ak 3 sak farin. Boulanjri a itilize menm relasyon ant gato yo ak kanite farin yo itilize pou fè tout gato yo. Ki tablo valè ki montre relasyon ant kantite gato boulanjri a fè ak kantite sak farin boulanjri a itilize?

**GATO KI TE FÈT****A**

<b>Gato</b>	1	2	3	4	5
<b>Sak Farin</b>	3	6	9	12	15

**C**

<b>Gato</b>	7	8	9	10	11
<b>Sak Farin</b>	1	2	3	4	5

**GATO KI TE FÈT****B**

<b>Gato</b>	3	6	9	12	15
<b>Sak Farin</b>	1	2	3	4	5

**D**

<b>Gato</b>	1	2	3	4	5
<b>Sak Farin</b>	7	8	9	10	11

**27**

Yo ka detèmine volim,  $V$ , nenpòt kib ak yon longè kote,  $s$ , ak fòmil  $V = s^3$ . Konbyen santimèt kib volim yon kib ki gen yon longè kote 2,3 santimèt?

- A** 5,29
- B** 6,9
- C** 8,027
- D** 12,167

**KONTINYE**

**28**

Mesye Tola gen yon bout bwa ki se  $8\frac{1}{4}$  pye nan longè. Li vle koupe li an ti moso kote yo chak se  $\frac{3}{4}$  pye an longè. Konbyen moso bwa  $\frac{3}{4}$  pye Mesye Tola ka fè?

A 7

B 8

C 9

D 11

**29**

Yon zou gen 15 toukan ak 60 jako. Kisa ki rapò kantite toukan ak kantite jako ki nan zou a?

A 1 : 4

B 1 : 5

C 4 : 1

D 4 : 5

**30**

Yon restoran te itilize 231 ze semèn pase. Nan tout ze sa yo, 46 te gen koulè mawon. Rès ze yo te gen koulè blan. Ki ekwasyon ou te itilize pou rezoud pou  $w$ , kantite ze blan yo te itilize semèn pase?

A  $231 + 46w = 0$

B  $46 + w = 231$

C  $w = 231 + 46$

D  $231 = 46w$

**31**

Ki ekspresyon ki ekivalan ak  $9(9m + 3t)$  ?

A  $18m + 3t$

B  $81m + 3t$

C  $18m + 12t$

D  $81m + 27t$

**KANPE LA**

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**Ane 6**  
**2019**  
**Egzamen Matematik**  
**Seyans 1**  
1–3 Me 2019

**Grade 6**  
**2019**  
**Mathematics Test**  
**Session 1**  
May 1–3, 2019

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



*Haitian Creole Edition*  
*Grade 6 2019*  
*Mathematics Test*  
*Session 2*  
*May 1–3, 2019*

# Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 2

Ane **6**

1–3 Me 2019

RELEASED QUESTIONS

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1 lit = 1.000 santimèt kib

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### FÒMIL

Triyang

$$A = \frac{1}{2}bh$$

---

Prism Rektangilè Dwa

$$V = Bh \text{ oswa } V = lwh$$

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# Seyans 2

## KONSEY 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 fè chwa ou oswa ekri repons ou.
- Yo ba w enstriman jeometri (yon règ, yon rapòtè ak yon kalkilatris) epi yon papye ki gen fòmil yo ladan pou w sèvi pandan egzamen an. Se ou k pou konnen kilè pou w sèvi ak chak gress nan enstriman jewometri yo avèk papye fòmil la tou. Ou ka sèvi ak enstriman jeometri yo avèk papye fòmil la tou nenpòt ki lè w panse l ap ede w reponn yon kesyon.
- Pa blyie montre kijan w fè jwenn repons lan lè yo mande ou sa.

**32**

Ki ansanm valè ki fè inegalite  $n \geq -5$  kòrèk?

- A  $\{-5, -5, 5, -6\}$
- B  $\{-5, -4, 5, -3\}$
- C  $\{-6, 0, 5\}$
- D  $\{-6, -7, -8\}$

**33**

Yon boutik krèm glase te vann 48 lèt frape gou vaniy nan yon jou, ki se 40% kantite total lèt frape yo te vann jounen sa a. Ki kantite total lèt frape boutik krèm glase sa a te vann jou sa a?

- A 60
- B 72
- C 100
- D 120

**34**

Ki ekspresyon ki reprezante fraz ki anba la a?

3 mwens pase yon nimewo,  $p$

- A  $3 - p$
- B  $p \div 3$
- C  $3 \div p$
- D  $p - 3$

**KONTINYE**

**35**

Ki nimewo ki **pa** fè pati ansanm solisyon pou inegalite ki anba a?

$$w - 10 \leq 16$$

**A** 11

**B** 15

**C** 26

**D** 27

**36**

Kowòdone somè triyang ABC se A(1, -1), B(1, 4), ak C(8, 4). Konbyen inite longè segman ki konekte ak somè A ak somè Bye?

**A** 1

**B** 4

**C** 5

**D** 7

**37**

Ken ak Tami ap fè kolye. Ken fè 25 kolye. Tami fè  $m$  kolye plis pase Ken. Ki ekspresyon ki reprezante kantite kolye Ken ak Tami te fè?

**A**  $25 + (25 + m)$

**B**  $25 + 25m$

**C**  $25 + m$

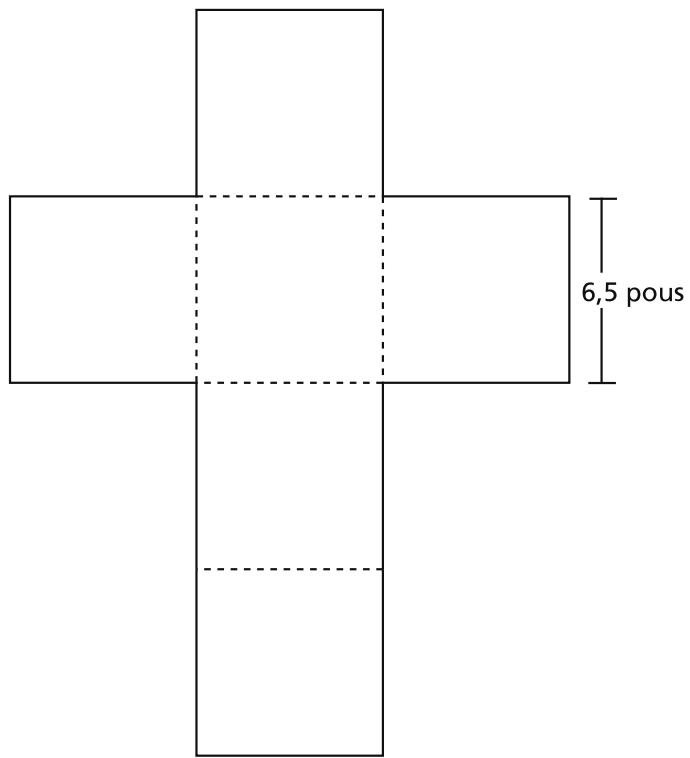
**D**  $25m$

**KONTINYE**

**38**

Kira dekore bò deyò yon bwat kado ki gen fòm yon kib. Figi ki pi ba a montre filè bwat kado a.

**FILÈ BWAT KADO KIRA A**



Konbyen pouss kare sipèfisi bwat kado Kira dekore a ye?

**A** 91,0

**C** 253,5

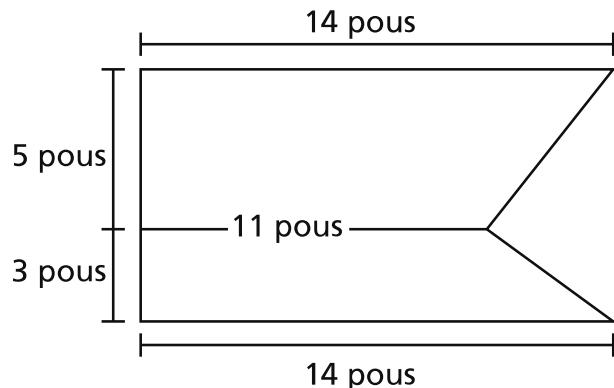
**B** 169,0

**D** 274,6

**KONTINYE**

**39**

David fè yon bandwòl pou klas li a ak yon gwo moso papye rektangilè. Li koupe yon moso triyangilè sou yon bò, jan ou wè nan foto ki anba a.



Konbyen pouss kare sifas bandwòl la ye?

*Montre kijan ou fè pou jwenn repons la.*

*Repons* \_\_\_\_\_ pouss kare

**KONTINYE**

**40**

Abdi gen de ansanm tren elektrik: A ak B. Chak tren gen pwòp chemen fè sikilè li. Li kòmanse toude tren yo menm lè a. Tren A retounen nan pwen depa li chak 12 segonn. Tren B retounen nan pwen depa li chak 9 segonn. Si tren yo kontinye deplase, kisa ki **pi piti** kantite tan, an segonn, toude tren yo pral rive nan pwen depa yo menm lè a?

*Montre kijan ou fè pou jwenn repons la.*

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

**KONTINYE**

**41**

Winston fè \$140,00 apre li te vann 56 òtdòg nan yon estann nan lekòl la. Ak menm to pou pri yon òtdòg, konbyen òtdòg anplis Winston t ap bezwen vann pou li fè yon total \$175,00 ?

*Montre kijan ou fè pou jwenn repons la.*

*Repons* \_\_\_\_\_ òtdòg

**KONTINYE**

**42**

Nan fen yon match bezbòl, yo te bay jwè yo chwa pou resevwa yon boutèy dlo oswa yon bwat ji. Nan tout jwè yo, 12 te chwazi yon boutèy dlo, ki se  $\frac{3}{4}$  kantite total jwè yo. Ekri epi rezoud yon ekwasyon pou detèmine  $p$ , kantite total jwè nan match bezbòl la.

*Montre kijan ou fè pou jwenn repons la.*

*Repons* \_\_\_\_\_ jwè

**KONTINYE**

**43**

Tristan ap konpare de modèl nimewo selon enfòmasyon ki anba la a.

- Toude modèl yo kòmanse ak nimewo 1.
- Modèl A swiv règ "ajoute 3" a.
- Modèl B swiv règ "ajoute 4" la.

Kijan chak nan premye 5 tèm nan Modèl A yo konpare ak premye 5 tèm nan Modèl B yo?  
Nan repons ou a, mete premye 5 tèm pou chak modèl.

*Eksplike repons ou.*

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**KONTINYE**

**44**

Mesye Jackson kòmande manje midi pou livre nan travay li pou tèt li ak kèk kolèg. Chak manje midi koute \$6,25. Answit gen yon frè livrezon \$3,50 yo bezwen peye yon sèl fwa pou livre manje midi yo. Ki ekspresyon Mesye Jackson te ka itilize pou jwenn pri pou kòmande *n* manje midi?

**Ekspresyon** \_\_\_\_\_

Itilize ekspresyon ou a pou jwenn pri total pou livre 5 manje midi.

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

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

**KONTINYE**

**45**

Yon resèt itilize  $1\frac{1}{4}$  tas lèt pou fè 10 pòsyon. Si yo itilize menm kantite lèt la pou chak pòsyon, konbyen pòsyon yo ka fè ak 1 galon lèt?

*Montre kijan ou fè pou jwenn repons la.*

*Repons* \_\_\_\_\_ pòsyon

**KONTINYE**

**46**

Yon magazen vann de pake baton lakòl diferan jan li dekri anba a.

- Pake A: 18 baton lakòl
- Pake B: 12 baton lakòl

Ekri yon ekwasyon pou Pake A epi yon ekwasyon pou Pake B ki reprezante kantite total baton lakòl,  $g$ , nan  $p$  pake.

*Pake A* \_\_\_\_\_

*Pake B* \_\_\_\_\_

Mesye Davis achte 5 pake baton lakòl ki soti nan Pake A. Madmwazèl Wilson achte 8 pake baton lakòl ki soti nan Pake B. Itilize ekwasyon ou yo pou jwenn diferans nan kantite total baton lakòl chak moun te achte.

*Montre kijan ou fè pou jwenn repons la.*

*Repons* \_\_\_\_\_ baton lakòl

**KANPE LA**

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**Ane 6**  
**2019**  
**Egzamen Matematik**  
**Seyans 2**  
1–3 Me 2019

**Grade 6**  
**2019**  
**Mathematics Test**  
**Session 2**  
May 1–3, 2019

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2019 Mathematics Tests Map to the Standards**  
**Grade 6 Released Questions on EngageNY**

Question	Type	Key	Points	Standard	Cluster	Subscore
<b>Session 1</b>						
1	Multiple Choice	A	1	CCSS.Math.Content.6.G.A.3	Geometry	
2	Multiple Choice	D	1	CCSS.Math.Content.6.EE.A.1	Expressions and Equations	Expressions and Equations
3	Multiple Choice	B	1	CCSS.Math.Content.6.G.A.1	Geometry	
4	Multiple Choice	C	1	CCSS.Math.Content.6.RP.A.3d	Ratios and Proportional Relationships	Ratios and Proportional Relationships
7	Multiple Choice	D	1	CCSS.Math.Content.6.EE.A.2a	Expressions and Equations	Expressions and Equations
10	Multiple Choice	C	1	CCSS.Math.Content.6.NS.A.1	The Number System	The Number System
13	Multiple Choice	C	1	CCSS.Math.Content.6.NS.A.1	The Number System	The Number System
16	Multiple Choice	B	1	CCSS.Math.Content.6.NS.B.4	The Number System	The Number System
17	Multiple Choice	A	1	CCSS.Math.Content.6.NS.C.7d	The Number System	The Number System
26	Multiple Choice	B	1	CCSS.Math.Content.6.RP.A.3a	Ratios and Proportional Relationships	Ratios and Proportional Relationships
27	Multiple Choice	D	1	CCSS.Math.Content.6.EE.A.2c	Expressions and Equations	Expressions and Equations
28	Multiple Choice	D	1	CCSS.Math.Content.6.NS.A.1	The Number System	The Number System
29	Multiple Choice	A	1	CCSS.Math.Content.6.RP.A.1	Ratios and Proportional Relationships	Ratios and Proportional Relationships
30	Multiple Choice	B	1	CCSS.Math.Content.6.EE.B.7	Expressions and Equations	Expressions and Equations
31	Multiple Choice	D	1	CCSS.Math.Content.6.EE.A.3	Expressions and Equations	Expressions and Equations
<b>Session 2</b>						
32	Multiple Choice	B	1	CCSS.Math.Content.6.EE.B.5	Expressions and Equations	Expressions and Equations
33	Multiple Choice	D	1	CCSS.Math.Content.6.RP.A.3c	Ratios and Proportional Relationships	Ratios and Proportional Relationships
34	Multiple Choice	D	1	CCSS.Math.Content.6.EE.A.2a	Expressions and Equations	Expressions and Equations
35	Multiple Choice	D	1	CCSS.Math.Content.6.EE.B.5	Expressions and Equations	Expressions and Equations
36	Multiple Choice	C	1	CCSS.Math.Content.6.G.A.3	Geometry	
37	Multiple Choice	A	1	CCSS.Math.Content.6.EE.B.6	Expressions and Equations	Expressions and Equations
38	Multiple Choice	C	1	CCSS.Math.Content.6.G.A.4	Geometry	
39	Constructed Response		2	CCSS.Math.Content.6.G.A.1	Geometry	
40	Constructed Response		2	CCSS.Math.Content.6.NS.B.4	The Number System	The Number System

41	Constructed Response		2	CCSS.Math.Content.6.RP.A.2	Ratios and Proportional Relationships	Ratios and Proportional Relationships
42	Constructed Response		2	CCSS.Math.Content.6.EE.B.7	Expressions and Equations	Expressions and Equations
43	Constructed Response		2	CCSS.Math.Content.5.OA.B.3	Expressions and Equations	Expressions and Equations
44	Constructed Response		2	CCSS.Math.Content.6.EE.A.2a	Expressions and Equations	Expressions and Equations
45	Constructed Response		2	CCSS.Math.Content.6.RP.A.3d	Ratios and Proportional Relationships	Ratios and Proportional Relationships
46	Constructed Response		3	CCSS.Math.Content.6.EE.C.9	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.