New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program
Grade 3
Mathematics Test
Chinese (Simplified)

Released Questions

2021

New York State administered the Mathematics Tests in May 2021 and is now making the questions from Session 1 of these tests available for review and use. Only Session 1 was required in 2021.

New York State Testing Program
Grades 3–8 Mathematics

Released Questions from 2021 Tests

Background

In 2013, New York State (NYS) 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 (NYSED) 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 2021 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

In February 2021, with the ongoing COVID-19 pandemic still forcing restrictions on all educational and learning activities statewide, NYSED submitted two federal waiver requests related to state assessment and accountability requirements. The waiver requests addressed the unique circumstances caused by the pandemic that have resulted in many students receiving some or all of their instruction remotely.

Later that month, the United States Department of Education (USDE) informed states that it would not grant a blanket waiver for state assessments. However, the USDE agreed to uncouple state assessments from the Every Student Succeeds Act (ESSA) accountability requirements so that test results will be used solely as a measure of student learning. Additionally, it was decided that NYSED would administer only Session 1 of the Grades 3–8 ELA and Mathematics Tests for the Spring 2021 administration and that the tests would include previously administered questions.

The decision to use previously administered test questions in this extraordinary year was based on guidance from nationally recognized experts in the assessment field and was recommended in a publication from the Council of Chief State School Officers to state education departments. Reusing test questions provided the benefit of having established scale scores and stable item parameters. Using previously administered test questions also ensured that it will be possible to develop new test forms for 2022 and beyond. Although it was not the driver of the decision, the reuse of previously administered test questions provided an opportunity for cost savings during these unique circumstances where the instructional models used by schools varied throughout the State.

For 2021, the entire Session 1 booklet is being released as this is all that students were required to take. Additionally, NYSED is providing a map that details what learning standards 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 NYSED'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.

New York State P–12 Learning Standards Alignment

The alignment to the New York State P–12 Learning Standards for Mathematics is intended to identify the primary analytic skills necessary to successfully answer each question. 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.

姓名: _____

Chinese (Simplified) Edition

Grade 3

Mathematics Test

Session 1

v202

纽约州测试项目

数学测试

第 1 部分

3 年级

v202

Released Questions

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第 1 部分

考试提示

以下是一些建议，可以帮助你做到最好：

- 仔细阅读每一道题目，并在做出选择前思考答案。
- 已向你提供一把尺子供你在考试中使用。你应当在认为尺子对你答题有帮助时使用。

1 以下哪个表达式是表达 8 × 6 的另一种方式?

A (2 + 4) + 6

B (2 + 4) × 6

C (2 × 4) + 6

D (2 × 4) × 6

2 芝加哥距离纽约市 794 英里。794 四舍五入到最接近的百位数是多少?

A 700

B 794

C 800

D 894

3 哪个数字能使方程式成立?

4 = __?__ ÷ 7

A 11

B 21

C 28

D 32

续下页

4 哪个分数等于 $\frac{4}{6}$？

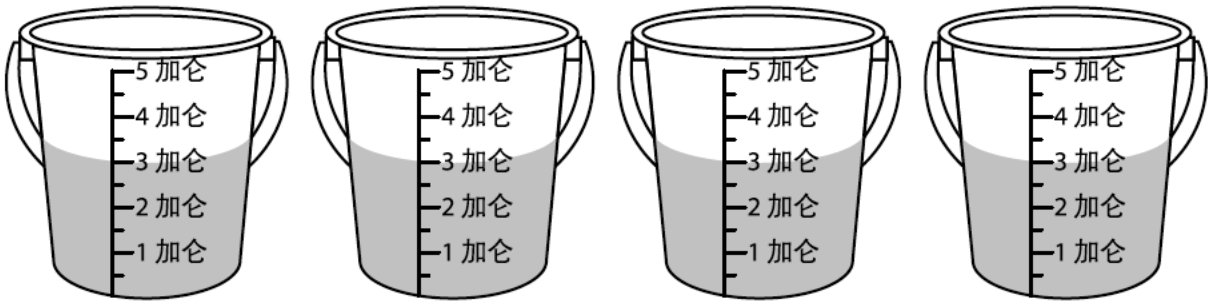
A $\frac{1}{2}$

B $\frac{2}{3}$

C $\frac{3}{4}$

D $\frac{6}{8}$

5 三年级的学生正在洗车。他们在每个水桶中放入等量的水，如图所示。



以下哪个表达式能够用来求出所有水桶中的总水量，以加仑为单位？

A 4×3

B 5×3

C 4×4

D 5×4

续下页

6 一个公告板可以用 30 张正方形的纸张完全覆盖，没有任何缝隙或重叠。如果每张纸的边长是 1 英尺，这个公告板的总面积是多少?

A 1 英尺

B 30 英尺

C 1 平方英尺

D 30 平方英尺

7 一位老师在一个盒子里放了 16 个回形针，在另一个盒子里放了 48 个回形针。这位老师将所有回形针分成 8 等份。每份有几个回形针?

A 6

B 8

C 24

D 64

8 哪个数字能使下面的方程式成立?

$80 \times 7 = \underline{\quad ? \quad}$

A 56

B 87

C 150

D 560

续下页

9 哪个数字能使这两个方程式成立?

$9 \times \underline{\quad ? \quad} = 45$

$45 \div 9 = \underline{\quad ? \quad}$

A 4

B 5

C 7

D 8

10 一个学生收集了 72 张棒球卡片。所有这些卡片都放在一个相册里，每页有 8 张卡片。以下哪个表达式能够用来求出该学生的相册里共有多少页棒球卡片?

A $72 + 8$

B $72 - 8$

C 72×8

D $72 \div 8$

11 艾玛和另外 5 个孩子平均共用一张大的长方形桌子。每个孩子使用桌子的几分之几?

A $\frac{1}{6}$

B $\frac{1}{5}$

C $\frac{1}{4}$

D $\frac{1}{2}$

续下页

12 乔和麦克参加相同的跑步比赛。乔比麦克提前 4 分钟完成比赛。如果麦克在下午 4:02 完成比赛，那么乔完成比赛的时间是几点?

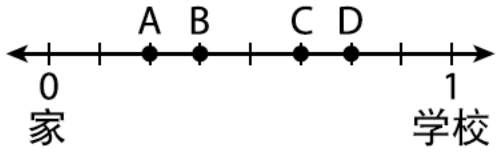
A 下午 3:58

B 下午 4:06

C 下午 8:02

D 下午 12:02

13 里亚姆的家距离他的学校刚好是 1 英里，如以下数字线所示。



里亚姆在距离他家 $\frac{3}{8}$ 英里的商店买零食。数字线上的哪一点表示商店的位置?

A A 点

B B 点

C C 点

D D 点

续下页

14 在一个桶中有 54 个水球。将水球分给 9 支队伍。每支队伍获得相同数量的水球。每支队伍将获得多少个水球?

A 6

B 7

C 45

D 63

15 下面的数列使用了什么规则?

64, 32, 16, 8, 4, 2, . . .

A 加 2

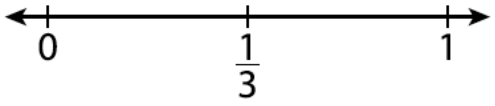
B 减 2

C 除以 2

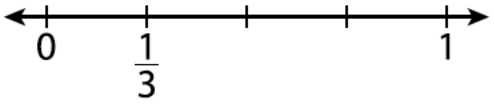
D 乘以 2

16 哪个数字线正确显示了分数 $\frac{1}{3}$?

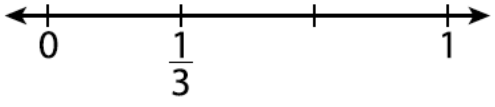
A



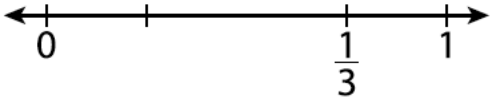
C



B



D



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17 一家商店有 8 个鱼缸，每个鱼缸中有 40 升水。所有鱼缸共有多少升水?

A 5

B 48

C 280

D 320

18 上周，保罗每天吃 2 块饼干，共吃了 5 天。这周，他每天吃 2 块饼干，共吃了 4 天。以下哪个表达式能够用来表示保罗在这两周中共吃了多少块饼干?

A $2 \times (5 \times 4)$

B $2 \times (5 + 4)$

C $(2 \times 5) \times (2 \times 4)$

D $(2 + 5) \times (2 + 4)$

续下页

19 凯和胡安妮塔各拥有一个相同尺寸和形状的花园。

- 凯把她的花园的 $\frac{1}{6}$ 种上了花。
- 胡安妮塔把她的花园的 $\frac{1}{3}$ 种上了花。

以下哪个表述正确比较了凯的花园和胡安妮塔的花园种花的面积?

A $\frac{1}{6} > \frac{1}{3}$

B $\frac{1}{6} < \frac{1}{3}$

C $\frac{1}{3} = \frac{1}{6}$

D $\frac{1}{3} + \frac{1}{6}$

结束

3 年级
数学测试
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v202

Grade 3
Mathematics Test
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THE STATE EDUCATION DEPARTMENT

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

2021 Mathematics Tests Map to the Standards

Grade 3 Released Questions

Question	Type	Key	Points	Standard	Cluster	Subscore	Secondary Standard(s)
Session 1							
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	
4	Multiple Choice	B	1	CCSS.Math.Content.3.NF.A.3b	Number and Operations— Fractions	Number and Operations— Fractions	
5	Multiple Choice	A	1	CCSS.Math.Content.3.OA.A.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
6	Multiple Choice	D	1	CCSS.Math.Content.3.MD.C.5b	Measurement and Data	Measurement and Data	
7	Multiple Choice	B	1	CCSS.Math.Content.3.OA.D.8	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
8	Multiple Choice	D	1	CCSS.Math.Content.3.NBT.A.3	Numbers and Operations in Base Ten		
9	Multiple Choice	B	1	CCSS.Math.Content.3.OA.B.6	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
10	Multiple Choice	D	1	CCSS.Math.Content.3.OA.A.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
11	Multiple Choice	A	1	CCSS.Math.Content.3.G.A.2	Geometry		
12	Multiple Choice	A	1	CCSS.Math.Content.3.MD.A.1	Measurement and Data	Measurement and Data	
13	Multiple Choice	B	1	CCSS.Math.Content.3.NF.A.2b	Number and Operations— Fractions	Number and Operations— Fractions	
14	Multiple Choice	A	1	CCSS.Math.Content.3.OA.A.3	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
15	Multiple Choice	C	1	CCSS.Math.Content.3.OA.D.9	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
16	Multiple Choice	B	1	CCSS.Math.Content.3.NF.A.2a	Number and Operations— Fractions	Number and Operations— Fractions	
17	Multiple Choice	D	1	CCSS.Math.Content.3.MD.A.2	Measurement and Data	Measurement and Data	
18	Multiple Choice	B	1	CCSS.Math.Content.3.OA.B.5	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
19	Multiple Choice	B	1	CCSS.Math.Content.3.NF.A.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.