



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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

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 (Traditional) Edition

Grade 3

Mathematics Test

Session 1

v202

紐約州考試計劃

數學考試

第 1 卷

3 年級

v202

Released Questions

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第 1 卷



考試建議

以下建議可協助你獲得好成績：

- 在作出選擇之前，請仔細閱讀每一試題，好好思考後再作答。
- 本次考試提供一把尺子讓你使用。考試中如有需要使用，可以使用尺子。

1

請問哪個表達式是 8×6 的另一種表示方式？

A $(2 + 4) + 6$

B $(2 + 4) \times 6$

C $(2 \times 4) + 6$

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

2

從芝加哥到紐約市的距離為 794 英里。794 四捨五入到最接近的百位數等於多少？

A 700

B 794

C 800

D 894

3

哪個數字可以使以下方程式成立？

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

A 11

B 21

C 28

D 32

繼續

4 哪個分數等於 $\frac{4}{6}$?

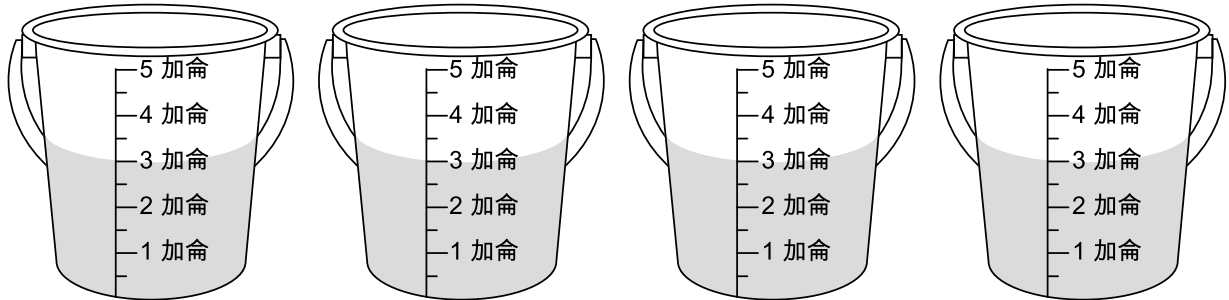
A $\frac{1}{2}$

B $\frac{2}{3}$

C $\frac{3}{4}$

D $\frac{6}{8}$

5 三年級有個班要洗車。他們在每個桶中放入了相同數量的水，如下所示。



請問哪個表達式可用來計算所有水桶中一共有多少加侖水？

A 4×3

B 5×3

C 4×4

D 5×4

繼續

6

一個公告欄可用 30 張正方形的紙完全覆蓋，沒有任何空隙或重疊。如果每張紙的邊長為 1 英尺，請問該公告欄的總面積是多少？

- A 1 英尺
- B 30 英尺
- C 1 平方英尺
- D 30 平方英尺

7

一位教師有兩盒迴紋針，其中一盒有 16 個迴紋針，另一盒有 48 個迴紋針。該教師將所有迴紋針分成了 8 組，每組數量相同。請問每組有多少個迴紋針？

- A 6
- B 8
- C 24
- D 64

8

哪個數字可以使以下方程式成立？

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

- A 56
- B 87
- C 150
- D 560

繼續

9

哪個數字可以使以下兩個方程式成立？

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

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

- A 4
- B 5
- C 7
- D 8

10

一位學生收集了 72 張棒球卡。所有卡都存放在一本相冊中，每頁放 8 張卡。請問哪個表達式可用來計算該學生的相冊中總共用了多少頁來存放棒球卡？

- A $72 + 8$
- B $72 - 8$
- C 72×8
- D $72 \div 8$

11

艾瑪和其他 5 個孩子平均地共用一張矩形的大桌子。每個孩子能分到桌子的幾分之幾？

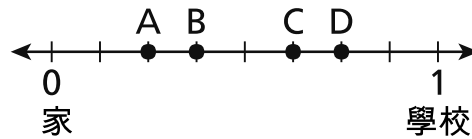
- A $\frac{1}{6}$
- B $\frac{1}{5}$
- C $\frac{1}{4}$
- D $\frac{1}{2}$

繼續

- 12 喬和麥克跑步的距離相同。喬跑完的時間比麥克早 4 分鐘。如果麥克在下午 4:02 跑完，那麼喬在什麼時間跑完？

- A 下午 3:58
- B 下午 4:06
- C 下午 8:02
- D 下午 12:02

- 13 連姆家與學校的準確距離為 1 英里，如以下數軸中所示。



連姆在離家 $\frac{3}{8}$ 英里的商店裡買了一份零食。請問數軸上的哪個點表示商店的位置？

- A 點 A
- B 點 B
- C 點 C
- D 點 D

繼續

14

一個水桶中有 54 個水球。這些水球被分給 9 個隊伍。每隊得到的水球數量相同。請問每隊得到多少個水球？

- A 6
- B 7
- C 45
- D 63

15

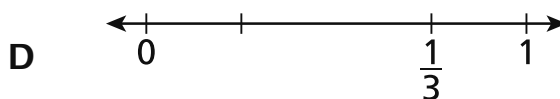
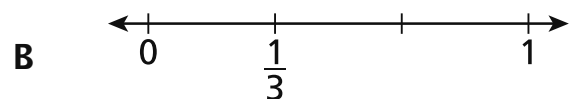
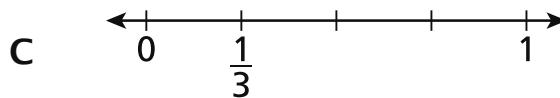
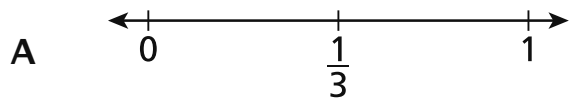
請問以下數字模式的規律是什麼？

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

- A 加 2
- B 減 2
- C 除以 2
- D 乘以 2

16

請問以下哪個數軸能夠正確地表示分數 $\frac{1}{3}$ ？



繼續

17

某家商店有 8 個魚缸，每個魚缸有 40 升水。請問所有魚缸中一共有多少升水？

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

18

上個星期，保羅每天吃 2 塊餅乾，共吃了 5 天。這個星期，他每天吃 2 塊餅乾，共吃了 4 天。請問哪個表達式可用來表示保羅在這兩個星期所吃的餅乾總數？

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

繼續

19

凱和朱莉塔的花園大小、形狀相同。

- 凱用花園的 $\frac{1}{6}$ 來種花。
- 朱莉塔用花園的 $\frac{1}{3}$ 來種花。

請問以下哪個陳述能夠正確地比較凱和朱莉塔在花園中的種花部分？

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

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

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

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

停止作答

3 年級
數學考試
第 1 卷
v202

Grade 3
Mathematics Test
Session 1
v202

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.