New York State
EDUCATION DEPARTMENT
Knowledge ❯ Skill ❯ Opportunity

New York State Testing Program
Grade 4
Mathematics Test
(Haitian Creole)

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.

Non: _____

Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 1

Ane 4

v202

Released Questions

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 fè chwa ou.

- Yo ba w zouti matematik (yon règ ak yon rapòtè) pou itilize pandan tès la. Ou kapab deside lè ou panse chak zouti kapab itil ou. Ou ta dwe sèvi ak zouti matematik yo nenpòt lè ou panse l ap ede w reponn kesyon an.

1 Tatum mache ak chen li an $\frac{2}{3}$ mil chak jou apre lekòl. Konbyen mil li mache ak chen li an nan 5 jou?

A $\frac{7}{3}$

B $\frac{10}{3}$

C $\frac{2}{15}$

D $\frac{10}{15}$

2 Kantite pwen Jaden fè nan yon je mwens pase 45, epitou li se yon miltip 7. Konbyen pwen Jaden te ka fè?

A 17

B 35

C 52

D 70

3 Ki konparezon ki kòrèk?

A $\frac{2}{3} = \frac{8}{12}$

B $\frac{4}{9} = \frac{8}{9}$

C $\frac{3}{4} > \frac{9}{10}$

D $\frac{2}{4} > \frac{2}{3}$

KONTINYE

Seyans 1

**4** Gen twa seksyon diferan pou chita nan yon pak bezbòl. Nou dekri kantite moun ki ka chita nan chak seksyon anba a.
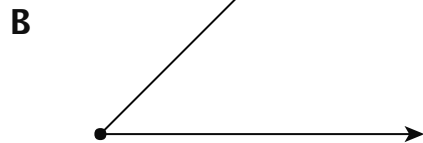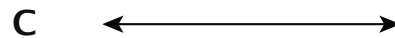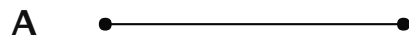
- seksyon wouj la ka pran 200 moun

- seksyon ble a ka pran 20 moun anmwens seksyon wouj la

- seksyon vèt la ka pran 2 fwa kantite moun nan seksyon ble a

Konbyen moun ototal ki ka chita nan pak bezbòl la?

A 260

B 380

C 640

D 740

5 Ki figi jewometrik ki se yon egzanp yon segman?

A

C

B

D
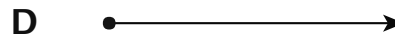
6 Fanmi Izzy gen pye zoranj nan lakou yo. Yo keyi 126 zoranj. Yo kenbe 10 zoranj epi yo pataje rès yo egalego pami 4 lòt fanmi. Ki ekwasyon ou te ka itilize pou detèmine n, kantite zoranj lòt fanmi yo te resevwa?

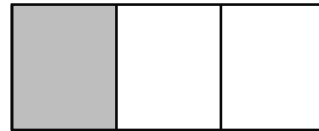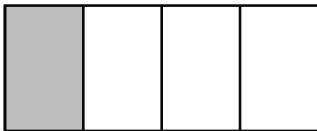**A** $(126 - 4) \div 10 = n$

B $(126 - 10) \div 4 = n$

C $(126 + 10) \div 4 = n$

D $(126 + 4) \div 10 = n$

7 Ki modèl fraksyon ki gen yon pati kolore an gri ki ekivalan ak $\dfrac{3}{12}$?

A

C

B

D

KONTINYE

8 Mezi ang EFG ki anba la a se 106 degre.
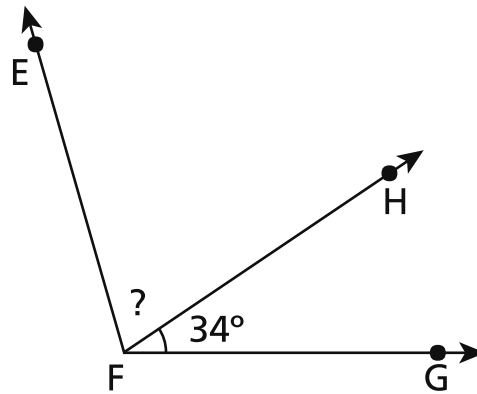
Konbyen degre mezi ang EFH ye?

A   34

B   56

C   72

D   140

9 Ki lis fraksyon nan lòd nimerik kòmanse ak sa ki pi piti rive sou sa ki pi gran valè a?

A $\dfrac{1}{2}, \dfrac{1}{4}, \dfrac{3}{4}$

B $\dfrac{1}{4}, \dfrac{1}{2}, \dfrac{3}{4}$

C $\dfrac{1}{4}, \dfrac{3}{4}, \dfrac{1}{2}$

D $\dfrac{1}{2}, \dfrac{3}{4}, \dfrac{1}{4}$

10 Betsy gen $4\frac{1}{3}$ tas limonad nan yon po. Li vide $1\frac{2}{3}$ tas nan yon vè. Konbyen limonad ki rete nan po a?

A $2\frac{2}{3}$ tas

B $3\frac{1}{3}$ tas

C $5\frac{3}{3}$ tas

D $5\frac{3}{6}$ tas

11 Kisa ki valè ekspresyon ki anba la a?

2.816×7

A 14.572

B 14.672

C 19.612

D 19.712

12 Kisa ki kosyan an pou ekspresyon $2.314 \div 4$?

A 508

B 508 r2

C 578

D 578 r2

KONTINYE

13 Yon pwofesè achte katab yo ki nan lis anba a.

- 5 bwat katab wouj ak 36 katab nan chak bwat

- 6 bwat katab ble ak 32 katab nan chak bwat

Ki nonb ki **pi pre** kantite total katab wouj ak ble pwofesè a te achte?

A   275

B   380

C   440

D   550

14 Ki nonb ki 9 fwa menm kantite ak 400 ?

A   391

B   409

C   3.600

D   3.609

15 Ki de nonb ki toude awondi a 1.500 ki pi pre a lè ou awondi yo sou santèn ki pi pre a?

A   1.399 ak 1.599

B   1.449 ak 1.549

C   1.457 ak 1.547

D   1.489 ak 1.589

KONTINYE

16 Mesye Fuller vle mete yon kloti ozalantou lakou li ki gen yon fòm rektangilè. Lajè lakou a se 55 pye epi longè a se 75 pye. Konbyen pye kloti Mesye Fuller bezwen?

    A   130

    B   260

    C   3.905

    D   4.125

17 Kèk elèv nan klas Madmwazèl Baker a te anrejistre wotè yo pou kat mwa. Dyagram lineyè ki anba la a montre konbyen elèv yo te grandi avan fen kat mwa yo.

KWASANS ELÈV

Longè (pous)
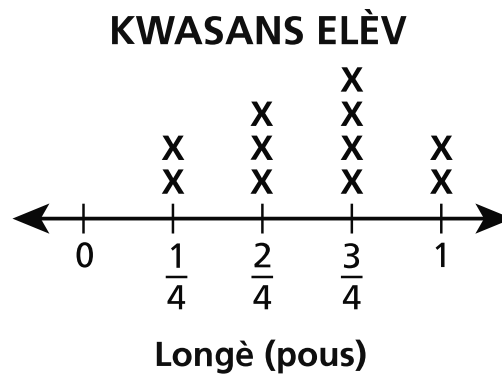
Ki diferans ki genyen nan kwasans, an pous, ant elèv ki te grandi plis yo ak elèv ki te grandi mwens yo?

    A $\dfrac{1}{4}$

    B $\dfrac{2}{4}$

    C $\dfrac{3}{4}$

    D   1

KONTINYE

18 Valè chif 9 nan nonb 29.461 se 10 fwa valè chif 9 nan ki nonb?

  A 46.195

  B 53.982

  C 89.354

  D 93.610

19 Modèl nimerik anba a swiv yon règ.

        2, 8, 32, 128, . . .

Ki modèl nimerik ki swiv menm règ la?

  A 4, 8, 12, 16, . . .

  B 1, 4, 16, 64, . . .

  C 3, 7, 11, 15, . . .

  D 6, 12, 24, 48, . . .

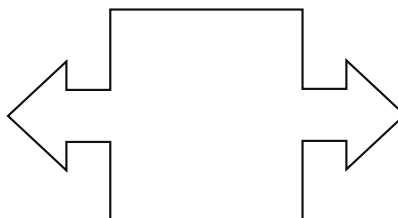**20** Twa modèl yo ki anba la a kolore an gri pou reprezante yon fraksyon diferan.

Konbyen sòm fraksyon yo ki reprezante ak pati ki kolore an gri nan modèl yo?

A $\frac{10}{18}$

B $\frac{8}{10}$

C $\frac{10}{8}$

D $\frac{10}{6}$

21 Kisa ki pi gran kantite dwat simetri ou ka trase nan figi jewometri ki anba la a?

A 0

B 1

C 2

D 4

KONTINYE

22 Konbyen degre mezi yon ang ki ekivalan ak $\dfrac{1}{360}$ yon sèk ye?

    A   1

    B   90

    C   180

    D   360

23 Ki deklarasyon konparezon ki dekri modèl ki anba la a?

$$24$$

| 6 | 6 | 6 | 6 |
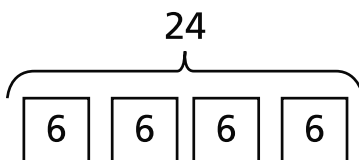
    A   6 se 24 fwa otan kantite ak 4

    B   24 se 4 fwa otan kantite ak 6

    C   4 fwa otan kantite ak 24 se 6

    D   6 fwa otan kantite ak 6 se 24

Ane 4

Egzamen Matematik
Seyans 1

v202

Grade 4

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 4 Released Questions

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