New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program
Grade 3
Mathematics Test
(Spanish)

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.

Nombre: _____

Spanish Edition
Grade 3
Mathematics Test
Session 1
v202

Programa de Exámenes del Estado de Nueva York
Examen de Matemáticas
Sesión 1

Grado 3

v202

Released Questions

Sesión 1

CONSEJOS PARA TOMAR EL EXAMEN

Aquí le damos algunas sugerencias para ayudarle a obtener los mejores resultados posibles:

- Lea cada pregunta cuidadosamente y piense en la respuesta antes de elegirla.
- Se le ha provisto una regla para usar durante el examen. Utilice la regla cuando considere que le ayudará a responder la pregunta.

1 ¿Qué expresión es otra forma de mostrar 8×6 ?

A $(2 + 4) + 6$

B $(2 + 4) \times 6$

C $(2 \times 4) + 6$

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

2 La distancia entre Chicago y la ciudad de Nueva York es de 794 millas. ¿Cuánto es 794 redondeado a la centena más cercana?

A 700

B 794

C 800

D 894

3 ¿Qué número hace que la ecuación sea verdadera?

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

A 11

B 21

C 28

D 32

4 ¿Qué fracción es equivalente a $\frac{4}{6}$?

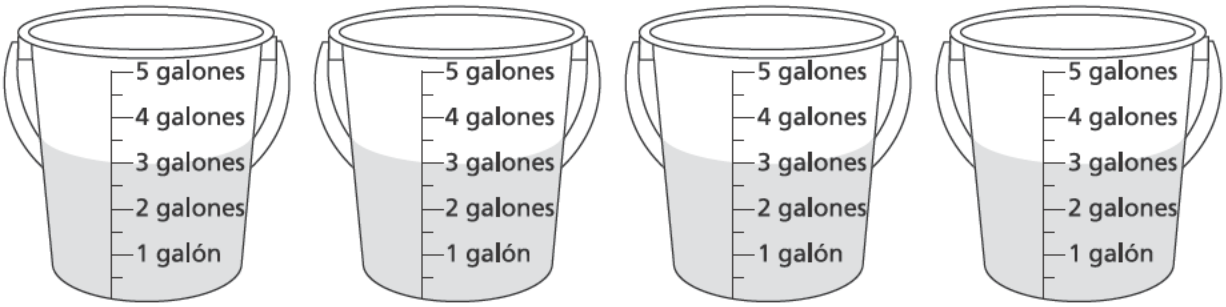
A $\frac{1}{2}$

B $\frac{2}{3}$

C $\frac{3}{4}$

D $\frac{6}{8}$

5 Una clase de tercer grado está lavando autos. Ponen la misma cantidad de agua en cada cubeta, como se muestra.



¿Qué expresión se puede utilizar para averiguar la cantidad total de agua, en galones, que hay en todas las cubetas?

A 4×3

B 5×3

C 4×4

D 5×4

6 Un tablero de anuncios se puede cubrir por completo con 30 hojas cuadradas de papel sin espacios vacíos ni superposiciones. Si cada uno de los lados de la hoja de papel tiene una longitud de 1 pie, ¿cuál es el área total del tablero de anuncios?

A 1 pie

B 30 pies

C 1 pie cuadrado

D 30 pies cuadrados

7 Una maestra tiene 16 sujetapapeles en una caja y 48 sujetapapeles en otra caja. La maestra separa todos los sujetapapeles en 8 grupos iguales. ¿Cuántos sujetapapeles hay en cada grupo?

A 6

B 8

C 24

D 64

8 ¿Qué número hace que la siguiente ecuación sea verdadera?

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

A 56

B 87

C 150

D 560

SIGA

9 ¿Qué número hace que estas dos ecuaciones sean verdaderas?

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

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

A 4

B 5

C 7

D 8

10 Un alumno tiene una colección de 72 tarjetas de béisbol. Todas las tarjetas se guardan en un álbum con 8 tarjetas en cada folio. ¿Qué expresión se puede utilizar para averiguar la cantidad total de folios con tarjetas de béisbol del álbum del alumno?

A $72 + 8$

B $72 - 8$

C 72×8

D $72 \div 8$

11 Emma y otros 5 niños comparten por igual una mesa rectangular grande. ¿Qué fracción de la mesa obtiene cada niño?

A $\frac{1}{6}$

B $\frac{1}{5}$

C $\frac{1}{4}$

D $\frac{1}{2}$

12 Joe y Mike corrieron la misma carrera. Joe terminó la carrera 4 minutos antes que Mike. Si Mike terminó la carrera a las 4:02 p. m., ¿a qué hora terminó Joe la carrera?

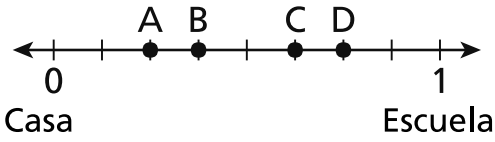
A 3:58 p. m.

B 4:06 p. m.

C 8:02 p. m.

D 12:02 p. m.

13 La distancia entre la casa de Liam y su escuela es exactamente 1 milla, como se muestra en la recta numérica a continuación.



Liam compra un refrigerio en una tienda que está a $\frac{3}{8}$ de milla de su casa. ¿Qué punto en la recta numérica muestra la ubicación de la tienda?

A punto A

B punto B

C punto C

D punto D

14 Hay 54 globos con agua en una cubeta. Los globos se reparten entre 9 equipos. Cada equipo obtiene la misma cantidad de globos. ¿Cuántos globos con agua recibe cada equipo?

A 6

B 7

C 45

D 63

15 ¿Qué regla se usó para la siguiente serie numérica?

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

A sumar 2

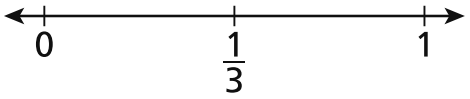
B restar 2

C dividir por 2

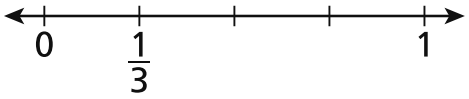
D multiplicar por 2

16 ¿Qué recta numérica muestra la fracción $\frac{1}{3}$ marcada correctamente?

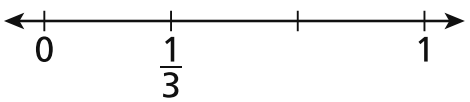
A



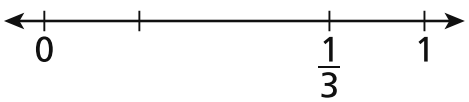
C



B



D



17 Una tienda tiene 8 peceras y cada una tiene 40 litros de agua. ¿Cuál es la cantidad total de litros de agua en todas las peceras?

A 5

B 48

C 280

D 320

18 La semana pasada, Paul comió 2 galletas cada día durante 5 días. Esta semana, él comió 2 galletas cada día durante 4 días. ¿Qué expresión se puede usar para representar la cantidad total de galletas que comió Paul en estas dos semanas?

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

B $2 \times (5 + 4)$

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

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

19 Kay y Juanita tienen cada una un jardín con el mismo tamaño y la misma forma.

- Kay siembra flores en $\frac{1}{6}$ de su jardín.
- Juanita siembra flores en $\frac{1}{3}$ de su jardín.

¿Qué afirmación muestra una comparación correcta de las secciones sembradas con flores en el jardín de Kay y en el jardín de Juanita?

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

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

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

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

Grado 3

Examen de Matemáticas

Sesión 1

v202

Grade 3

Mathematics Test

Session 1

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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.