



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 5
Mathematics Test

Released Questions

2025

New York State administered the Mathematics Tests in Spring 2025 and is 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 2025 Exams

Background

As in past years, SED is releasing large portions of the 2025 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2025, included in these released materials are at least 75 percent of the test questions that appeared on the 2025 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 Next Generation 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.

One-Credit Constructed-Response Questions

One-credit constructed-response questions require students to complete a task and provide only their final answer. These one-credit questions will often require multiple steps, assessing procedural skills, as well as conceptual understanding and application. While students may show how they arrived at their final answer, only the final answer will be scored.

Two-Credit Constructed-Response Questions

Two-credit constructed-response questions require students to complete tasks and show their work. These two-credit 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 standards.

Three-Credit Constructed-Response Questions

Three-credit constructed-response questions ask students to show their work in completing two or more tasks or a more extensive problem. These three-credit response questions allow students to show their understanding of mathematical procedures, conceptual understanding, and application. Three-credit response questions may also assess student reasoning and the ability to critique the arguments of others. The scoring rubric for all constructed-response questions can be found in the grade-level Educator Guides at <https://www.nysed.gov/state-assessment/grades-3-8-ela-and-math-test-manuals>.

New York State P–12 Next Generation Learning Standards Alignment

The alignment(s) to the New York State P–12 Next Generation 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-credit and three-credit 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 it is possible to develop future tests, some content must remain secure. 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 Next Generation 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.

Name: _____



New York State Testing Program

Mathematics Test Session 1

Grade **5**

Spring 2025

RELEASED QUESTIONS

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Session 1

Session 1



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read each question carefully. Take your time.
- You have a ruler, a protractor, and a reference sheet that you can use on the test if they help you answer the question.

3

What is the quotient of $2,550 \div 25$?

A 100

B 102

C 105

D 120

5

Which number has a 2 in the tens place?

A 0.26

B 2.09

C 3.726

D 425.9

GO ON

9 Which expression is equivalent to $\frac{3}{4} \times 7$?

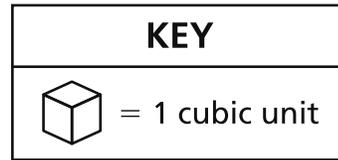
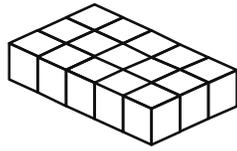
A $3 \times 4 \div 7$

B $3 \times 7 \div 4$

C $3 \div 4 \div 7$

D $3 \times 7 \times 4$

- 10** The first layer of a right rectangular prism is shown below. Each small cube has a volume of 1 cubic unit.



The height of the entire right rectangular prism is 6 unit cubes. What is the volume, in cubic units, of this prism?

- A 15
- B 23
- C 60
- D 90
- 11** A baker has $\frac{1}{4}$ of a box of muffin mix. He pours all the muffin mix equally into 3 bowls.

What fraction of the whole box of muffin mix is in each bowl?

- A $\frac{1}{12}$
- B $\frac{3}{4}$
- C $2\frac{3}{4}$
- D $3\frac{1}{4}$

GO ON

13 Jamie has aquarium rocks that come in bags that weigh $2\frac{2}{5}$ pounds each. She has $1\frac{1}{2}$ bags of rocks. What is the total weight, in pounds, of the aquarium rocks that Jamie has?

- A $1\frac{3}{5}$
- B $3\frac{3}{7}$
- C $3\frac{3}{5}$
- D $3\frac{9}{10}$

14 What is the value of $\frac{34}{100} + \frac{2}{10}$?

- A $\frac{54}{100}$
- B $\frac{54}{10}$
- C $\frac{36}{100}$
- D $\frac{36}{10}$

15 Which shape always has four sides of equal length?

- A rectangle
- B rhombus
- C parallelogram
- D trapezoid

GO ON

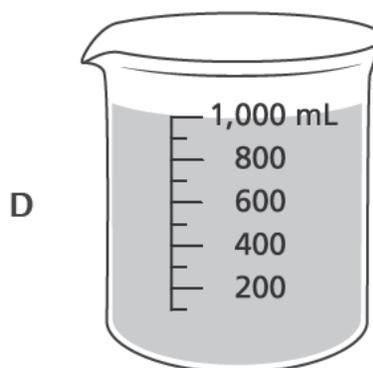
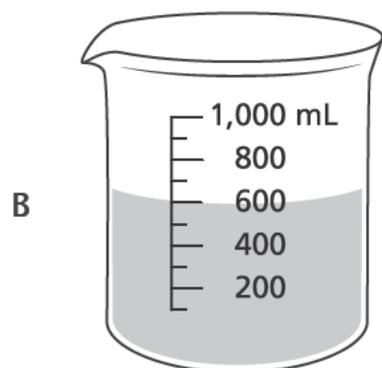
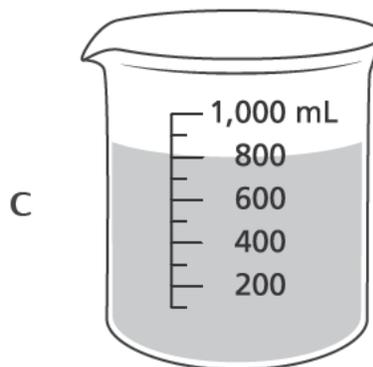
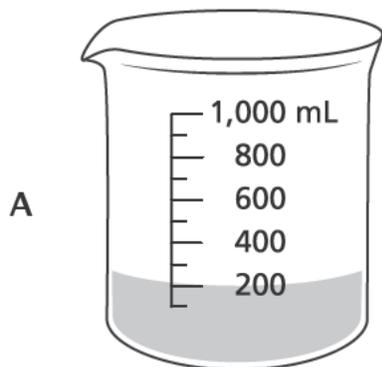
20 What is 63.4368 rounded to the nearest hundredth?

- A 63.4
- B 63.43
- C 63.44
- D 63.437

GO ON

24

A container had 1 liter of water. Exactly 800 milliliters of the water were removed from the container. Which picture shows the amount of water remaining in the container?



25

Lori uses 12 pounds of turkey to make 60 sandwiches. Each sandwich has the same amount of turkey. What is the total amount of turkey in each sandwich?

- A $\frac{1}{6}$ pound
- B $\frac{1}{5}$ pound
- C 5 pounds
- D 6 pounds

GO ON

- 26** Sheri walks $1\frac{1}{3}$ miles to the store. From the store she walks $\frac{2}{5}$ of a mile to a friend's house.

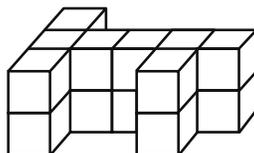
What is the total distance, in miles, that Sheri walks?

- A** $\frac{8}{15}$
- B** $\frac{6}{8}$
- C** $1\frac{3}{8}$
- D** $1\frac{11}{15}$

28 In which number does the digit 6 represent a value that is one tenth the value represented by the digit 6 in the number 506.42 ?

- A 504.26
- B 540.62
- C 560.42
- D 604.25

29 The figure shown below is made of unit cubes. The bottom layer of the figure is identical to the top layer.



What is the volume, in cubic units, of the figure?

- A 16
- B 20
- C 24
- D 30

GO ON

**Grade 5
Mathematics Test
Session 1
Spring 2025**

Name: _____



New York State Testing Program

Mathematics Test Session 2

Grade **5**

Spring 2025

RELEASED QUESTIONS

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Session 2



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read each question carefully. Take your time.
- You have a ruler, a protractor, and a reference sheet that you can use on the test if they help you answer the question.
- Be sure to show your work when asked.
- Be sure to explain your answer when asked.

31 A company owner spends \$1,488 for tickets to a baseball game. The price of each ticket is \$24. How many tickets does the company owner buy?

- A 62
- B 68
- C 74
- D 75

32 An art teacher makes green paint by combining 2 quarts of yellow paint and 3 pints of blue paint. How much green paint, in cups, does the art teacher make?

- A 7
- B 10
- C 14
- D 20

33 Which expression is equivalent to $1\frac{5}{14} - \frac{3}{4}$?

- A $\frac{15}{14} - \frac{13}{14}$
- B $\frac{33}{28} - \frac{3}{28}$
- C $\frac{38}{28} - \frac{21}{28}$
- D $\frac{19}{56} - \frac{3}{56}$

GO ON

34 Jaylah is buying her favorite candy at a store. The cost for each piece of candy is \$0.63. Jaylah buys 5 pieces of candy. She pays with a \$5.00 bill. What is the total amount of money she should get in change?

- A \$1.55
- B \$1.85
- C \$3.05
- D \$3.15

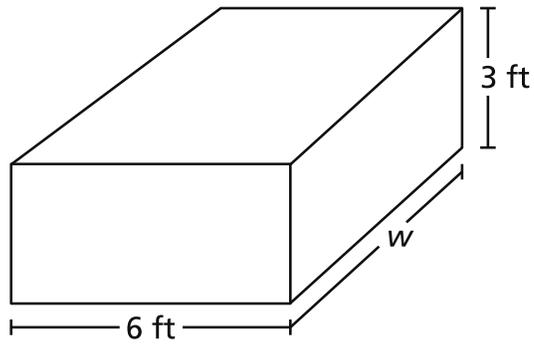
35 Which statement about parallelograms is true?

- A All parallelograms are squares.
- B All parallelograms are rectangles.
- C All parallelograms are rhombuses.
- D All parallelograms are quadrilaterals.

36

This question is worth 1 credit.

A right rectangular prism is shown below.



The volume of the prism is 90 cubic feet. What is the width, w , in feet, of the prism?

Answer $w =$ _____ feet

GO ON

37

This question is worth 1 credit.

Last week, Nancy hiked $7\frac{3}{4}$ miles. This week, she swam $\frac{2}{3}$ the distance she hiked last week.

How many miles did Nancy swim this week?

Answer _____ miles

GO ON

38

This question is worth 1 credit.

Leia has 5 pounds of chocolate that she will put into bags. She puts $\frac{1}{3}$ pound of the chocolate into each bag. Into how many bags does Leia put the chocolate?

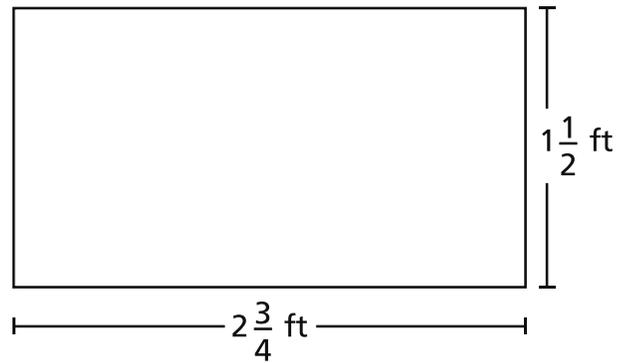
Answer _____ bags

GO ON

39

This question is worth 2 credits.

A diagram of a rectangle with given dimensions is shown below.



What is the area, in square feet, of the rectangle?

Show your work.

Answer _____ square feet

GO ON

40

This question is worth 2 credits.

Write a comparison statement using $>$, $<$, or $=$ that shows the relationship between the numbers 157.890 and 157.809.

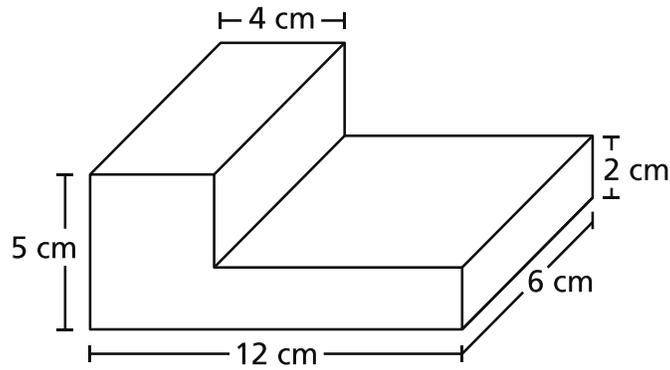
Explain how you know your answer is correct.

GO ON

41

This question is worth 2 credits.

Two right rectangular prisms were combined to make the figure shown below.



What is the total volume, in cubic centimeters, of the figure?

Show your work.

Answer _____ cubic centimeters

GO ON

42

This question is worth 2 credits.

A teacher writes the equation $6 \times \frac{3}{3} = 6$ on the board. A student says the equation is wrong because multiplying 6 by a fraction results in a product that is less than 6. Is the student correct?

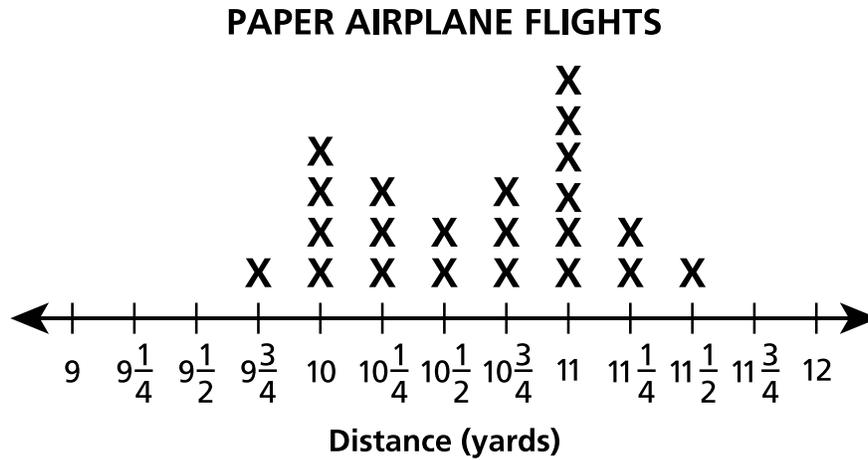
Explain your answer.

GO ON

43

This question is worth 2 credits.

The Science Club tests paper airplane designs by measuring how far they fly. The results are recorded in the line plot shown below.



What is the difference, in yards, between the longest and shortest flights?

Show your work.

Answer _____ yards

GO ON

44

This question is worth 3 credits.

Josh is training for a race. The number of miles he runs each month for three months is shown below.

- Josh runs 12.35 miles in March.
- Josh runs 3 times as many miles in April as in March.
- Josh runs 43.1 more miles in May than he ran in March.

What is the total number of miles Josh runs for these three months?

Show your work.

Answer _____ miles

STOP

**Grade 5
Mathematics Test
Session 2
Spring 2025**

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2025 Mathematics Tests Map to the Standards
Grade 5

Question	Type	Key	Points	Standard	Cluster	Subscore	Secondary Standard(s)
Session 1							
3	Multiple Choice	B	1	NGLS.Math.Content.NY-5.NBT.6	Number and Operations in Base Ten	Number and Operations in Base Ten	
5	Multiple Choice	D	1	NGLS.Math.Content.NY-5.NBT.1	Number and Operations in Base Ten	Number and Operations in Base Ten	
9	Multiple Choice	B	1	NGLS.Math.Content.NY-5.NF.4a	Number and Operations - Fractions	Number and Operations - Fractions	
10	Multiple Choice	D	1	NGLS.Math.Content.NY-5.MD.5a	Measurement and Data	Measurement and Data	
11	Multiple Choice	A	1	NGLS.Math.Content.NY-5.NF.7c	Number and Operations - Fractions	Number and Operations - Fractions	
13	Multiple Choice	C	1	NGLS.Math.Content.NY-5.NF.6	Number and Operations - Fractions	Number and Operations - Fractions	
14	Multiple Choice	A	1	NGLS.Math.Content.NY-4.NF.5	Number and Operations - Fractions	Number and Operations - Fractions	
15	Multiple Choice	B	1	NGLS.Math.Content.NY-5.G.4	Geometry		
20	Multiple Choice	C	1	NGLS.Math.Content.NY-5.NBT.4	Number and Operations in Base Ten	Number and Operations in Base Ten	
24	Multiple Choice	A	1	NGLS.Math.Content.NY-4.MD.2b	Measurement and Data	Measurement and Data	NGLS.Math.Content.NY-4.MD.1
25	Multiple Choice	B	1	NGLS.Math.Content.NY-5.NF.3	Number and Operations - Fractions	Number and Operations - Fractions	
26	Multiple Choice	D	1	NGLS.Math.Content.NY-5.NF.2	Number and Operations - Fractions	Number and Operations - Fractions	
28	Multiple Choice	B	1	NGLS.Math.Content.NY-5.NBT.1	Number and Operations in Base Ten	Number and Operations in Base Ten	
29	Multiple Choice	A	1	NGLS.Math.Content.NY-5.MD.4	Measurement and Data	Measurement and Data	
Session 2							
31	Multiple Choice	A	1	NGLS.Math.Content.NY-5.NBT.6	Number and Operations in Base Ten	Number and Operations in Base Ten	
32	Multiple Choice	C	1	NGLS.Math.Content.NY-5.MD.1	Measurement and Data	Measurement and Data	
33	Multiple Choice	C	1	NGLS.Math.Content.NY-5.NF.1	Number and Operations - Fractions	Number and Operations - Fractions	
34	Multiple Choice	B	1	NGLS.Math.Content.NY-5.NBT.7	Number and Operations in Base Ten	Number and Operations in Base Ten	
35	Multiple Choice	D	1	NGLS.Math.Content.NY-5.G.3	Geometry		
36	Constructed Response	n/a	1	NGLS.Math.Content.NY-5.MD.5b	Measurement and Data	Measurement and Data	
37	Constructed Response	n/a	1	NGLS.Math.Content.NY-5.NF.6	Number and Operations - Fractions	Number and Operations - Fractions	
38	Constructed Response	n/a	1	NGLS.Math.Content.NY-5.NF.7c	Number and Operations - Fractions	Number and Operations - Fractions	
39	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.NF.4b	Number and Operations - Fractions	Number and Operations - Fractions	
40	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.NBT.3b	Number and Operations in Base Ten	Number and Operations in Base Ten	
41	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.MD.5c	Measurement and Data	Measurement and Data	
42	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.NF.5b	Number and Operations - Fractions	Number and Operations - Fractions	
43	Constructed Response	n/a	2	NGLS.Math.Content.NY-5.MD.2	Measurement and Data	Measurement and Data	
44	Constructed Response	n/a	3	NGLS.Math.Content.NY-5.NBT.7	Number and Operations in Base Ten	Number and Operations in Base Ten	

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.