New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program

Grade 3
Mathematics Test
(Chinese Simplified)

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.

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

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.

姓名：_____

Chinese (Simplified) Edition

Grade 3 2025

Mathematics Test

Session 1

Spring 2025

纽约州测试计划
数学测试
第1部分

3年级

2025 年春季

RELEASED QUESTIONS

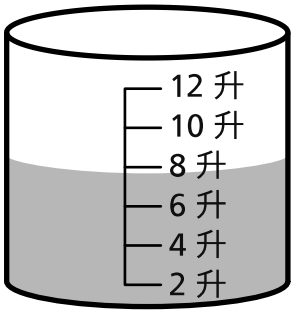
第1部分

参加本次考试的提示

以下是一些可以帮助你做到最好的建议：

- 仔细阅读每道题目。慢慢来，别着急。
- 已为你提供了尺子，如果对你答题有帮助，则可在考试中使用。

5 下图显示了一个容器中的水。



该容器中的水总量是多少（精确到升）？

A 4

B 6

C 8

D 12

6 表达式 $54 \div 6$ 可表示哪个应用题?

A 有 54 块糖果，吃掉了 6 块。

B 有 6 辆公共汽车，每辆公共汽车上有 54 名学生。

C 米拉的袋子里有 6 颗弹珠，她又往袋子里放了 54 颗弹珠。

D 斯科特有 54 辆玩具车，他给 6 个朋友每人相同数量的玩具车。

7 哪个分数的值等于 3？

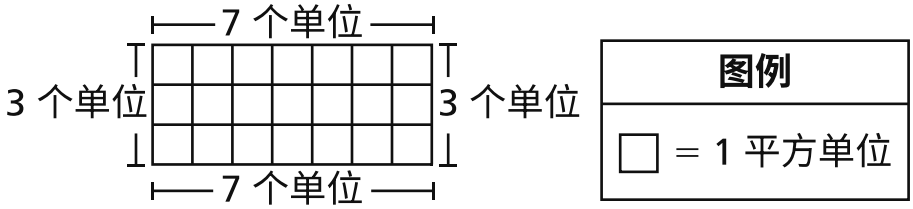
A $\frac{1}{3}$

B $\frac{3}{3}$

C $\frac{6}{3}$

D $\frac{9}{3}$

12 以下显示了一个由单位正方形组成的矩形。



该矩形的面积是多少平方单位?

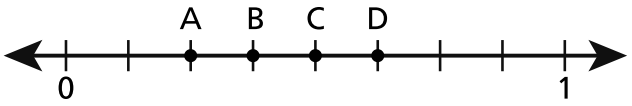
A 10

B 14

C 20

D 21

13 以下显示了一个带有四个点的数轴。



该数轴上的哪个点表示分数 $\frac{3}{8}$?

A 点 A

B 点 B

C 点 C

D 点 D

继续

15 莎拉一家在三天内总共行驶了 198 英里。第 1 天，他们行驶了 62 英里。第 2 天，他们行驶了 69 英里。哪个值**最接近**莎拉一家在第 3 天行驶的英里数？

A 60

B 70

C 130

D 200

17 3,958 的十位数是哪个数字?

A 3

B 5

C 8

D 9

继续

19 帕特 5 天内每天喝 2 杯水。玛丽 5 天内每天喝 4 杯水。可使用哪一组方程式求出帕特和玛丽在这些天喝水的总杯数 g？

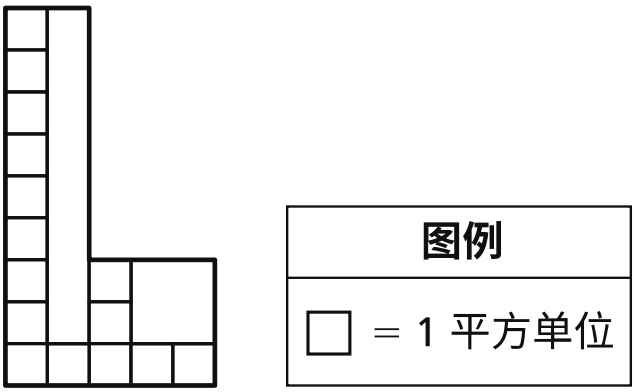
A
$2 + 5 = 7$
$4 + 5 = 9$
$7 + 9 = g$

B
$2 + 5 = 7$
$4 + 5 = 9$
$7 \times 9 = g$

C
$2 \times 5 = 10$
$4 \times 5 = 20$
$10 + 20 = g$

D
$2 \times 5 = 10$
$4 \times 5 = 20$
$10 \times 20 = g$

20 以下所示模型的一部分已被几个单位正方形覆盖，并且没有任何间隙或重叠。



该模型完全被单位正方形覆盖后，其面积将是多少平方单位?

A 14

B 15

C 27

D 45

继续

24 韦恩女士有 12 升柠檬水。她将所有柠檬水等量装入 6 个容器中。韦恩女士在每个容器中装入了多少升柠檬水?

A 2

B 6

C 18

D 72

25 哪两个分数的值都大于 $\frac{2}{4}$?

A $\frac{1}{4}$ 和 $\frac{2}{6}$

B $\frac{3}{4}$ 和 $\frac{2}{3}$

C $\frac{2}{3}$ 和 $\frac{1}{4}$

D $\frac{3}{4}$ 和 $\frac{2}{6}$

停止

3年级
数学测试
第1部分
2025 年春季

Grade 3
Mathematics Test
Session 1
Spring 2025

姓名：_____

Chinese (Simplified) Edition

Grade 3 2025

Mathematics Test

Session 2

Spring 2025

纽约州测试计划
数学测试
第2部分

3年级

2025 年春季

RELEASED QUESTIONS

第2部分

第 2 部分

参加本次考试的提示

以下是一些可以帮助你做到最好的建议：

- 仔细阅读每道题目。慢慢来，别着急。
- 已为你提供了尺子，如果对你答题有帮助，则可在考试中使用。
- 如果有相关要求，回答时务必写出你的演算过程。
- 如果有相关要求，回答时务必解释你的答案。

26 哪个数字句型是正确的?

A $\frac{1}{8} = \frac{2}{4}$

B $\frac{2}{3} = \frac{4}{6}$

C $\frac{3}{4} = \frac{3}{6}$

D $\frac{1}{2} = \frac{2}{8}$

27 以下显示了一个方程式。

$$32 \div \underline{\quad ? \quad} = 8$$

可使用哪个方程用来解该未知数?

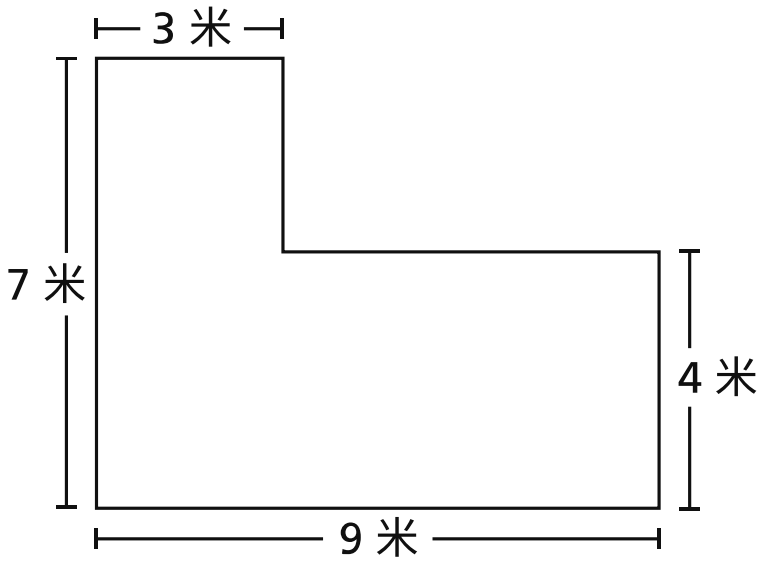
A $32 \times 8 = \underline{\quad ? \quad}$

B $32 + 8 = \underline{\quad ? \quad}$

C $8 \times \underline{\quad ? \quad} = 32$

D $8 + \underline{\quad ? \quad} = 32$

28 以下显示了一个操场的边长。



该操场的面积是多少平方米?

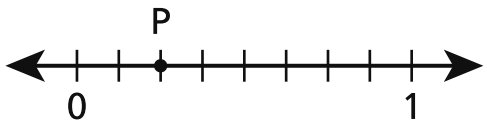
A 23

B 32

C 45

D 63

29 以下数轴上显示了点 P。



哪个分数等于点 P 表示的值?

A $\frac{1}{3}$

B $\frac{1}{4}$

C $\frac{3}{8}$

D $\frac{6}{8}$

30 在没有任何间隙或重叠的情况下，需要多少个单位正方形才能覆盖面积为 15 平方单位的矩形?

A 3

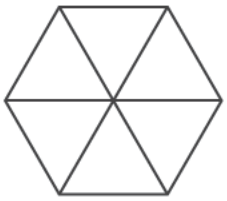
B 5

C 15

D 30

31 **这道题 1 分。**

下图所示的模型由相同大小和形状的三角形组成。



每个三角形占该模型整个面积的几分之几?

答案 _____

32 **这道题 1 分。**

空白处应填入什么数字才能使以下所示的方程式成立?

$5 \times 5 = (5 \times 2) + (5 \times \underline{\quad ? \quad})$

答案 _____

继续

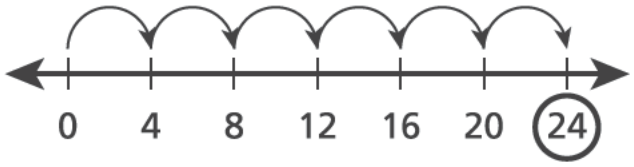
33 **这道题 1 分。**

将数字 17,984 四舍五入到最接近的百位是多少?

答案 _____

34 **这道题 2 分。**

帕姆使用以下所示的数轴来表示一个乘法方程式。



请写出一个可由帕姆的数轴表示的乘法方程式。

解释你如何知道你的答案是正确的。

35 **这道题 2 分。**

8×90 的值是多少？请务必说明如何利用位值或十为一组来找到答案。

解释你如何知道你的答案是正确的。

36 **这道题 2 分。**

一整个馅饼被切成大小相等的几块。每一块是整个馅饼的 $\frac{1}{8}$。该馅饼被切成了多少块?

请务必在你的答案中包含你对整体的分数或部分的了解。

解释你是如何找到答案的。

继续

37 **这道题 2 分。**

卡桑德拉早上 6 点一刻起床。她的校车半小时后到达。卡桑德拉的校车什么时间到达?

写出你的演算过程。

答案 _____ 上午

38 **这道题 3 分。**

山姆烤了饼干，然后将所有饼干放入袋子中。如果他将这些饼干放入 6 个袋子中，每个袋子中放入 6 块，那么山姆烤了多少块饼干?

写出你的演算过程。

答案 _____ 块饼干

山姆还烤了与饼干相同数量的布朗尼蛋糕。他将所有这些布朗尼蛋糕放入几个袋子中，每个袋子中放入 4 个。山姆用了多少个袋子来装所有这些布朗尼蛋糕?

写出你的演算过程。

答案 _____ 个袋子

停止

3年级
数学测试
第2部分
2025 年春季

Grade 3
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 3

Question	Type	Key	Points	Standard	Cluster	Subscore	Secondary Standard(s)
Session 1							
5	Multiple Choice	C	1	NGLS.Math.Content.NY-3.MD.2a	Measurement and Data	Measurement and Data	
6	Multiple Choice	D	1	NGLS.Math.Content.NY-3.OA.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
7	Multiple Choice	D	1	NGLS.Math.Content.NY-3.NF.3c	Number and Operations - Fractions	Number and Operations - Fractions	
12	Multiple Choice	D	1	NGLS.Math.Content.NY-3.MD.7a	Measurement and Data	Measurement and Data	
13	Multiple Choice	B	1	NGLS.Math.Content.NY-3.NF.2b	Number and Operations - Fractions	Number and Operations - Fractions	
15	Multiple Choice	B	1	NGLS.Math.Content.NY-3.OA.8b	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
17	Multiple Choice	B	1	NGLS.Math.Content.NY-3.NBT.4a	Number and Operations in Base Ten		
19	Multiple Choice	C	1	NGLS.Math.Content.NY-3.OA.8a	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
20	Multiple Choice	C	1	NGLS.Math.Content.NY-3.MD.6	Measurement and Data	Measurement and Data	
24	Multiple Choice	A	1	NGLS.Math.Content.NY-3.MD.2b	Measurement and Data	Measurement and Data	NGLS.Math.Content.NY-3.OA.3
25	Multiple Choice	B	1	NGLS.Math.Content.NY-3.NF.3d	Number and Operations - Fractions	Number and Operations - Fractions	
Session 2							
26	Multiple Choice	B	1	NGLS.Math.Content.NY-3.NF.3b	Number and Operations - Fractions	Number and Operations - Fractions	
27	Multiple Choice	C	1	NGLS.Math.Content.NY-3.OA.6	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
28	Multiple Choice	C	1	NGLS.Math.Content.NY-3.MD.7d	Measurement and Data	Measurement and Data	
29	Multiple Choice	B	1	NGLS.Math.Content.NY-3.NF.3a	Number and Operations - Fractions	Number and Operations - Fractions	
30	Multiple Choice	C	1	NGLS.Math.Content.NY-3.MD.5b	Measurement and Data	Measurement and Data	
31	Constructed Response	n/a	1	NGLS.Math.Content.NY-3.G.2	Geometry		
32	Constructed Response	n/a	1	NGLS.Math.Content.NY-3.OA.5	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
33	Constructed Response	n/a	1	NGLS.Math.Content.NY-3.NBT.1	Number and Operations in Base Ten		
34	Constructed Response	n/a	2	NGLS.Math.Content.NY-3.OA.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
35	Constructed Response	n/a	2	NGLS.Math.Content.NY-3.NBT.3	Number and Operations in Base Ten		
36	Constructed Response	n/a	2	NGLS.Math.Content.NY-3.NF.1	Number and Operations - Fractions	Number and Operations - Fractions	
37	Constructed Response	n/a	2	NGLS.Math.Content.NY-3.MD.1	Measurement and Data	Measurement and Data	
38	Constructed Response	n/a	3	NGLS.Math.Content.NY-3.OA.3	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.