New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program
Grade 4
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 4 2025

Mathematics Test

Session 1

Spring 2025

纽约州测试计划
数学测试
第 1 部分

4 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。
- 已为你提供了尺子和量角器，如果对你答题有帮助，则可在考试中使用。

2 哪个表达式具有与 $\frac{28}{6}$ 相同的值?

A $14 \times \frac{1}{2}$

B $14 \times \frac{1}{6}$

C $28 \times \frac{1}{2}$

D $28 \times \frac{1}{6}$

继续

5 以下显示了一个表达式。

542×9

该表达式的值是多少?

A 4,568

B 4,578

C 4,868

D 4,878

13 哪个表达式与分数 $\frac{13}{10}$ 具有相同的值?

A $\frac{8}{5} + \frac{5}{5}$

B $\frac{8}{5} + \frac{2}{5} + \frac{3}{10}$

C $\frac{8}{10} + \frac{5}{5}$

D $\frac{8}{10} + \frac{2}{10} + \frac{3}{10}$

14 四舍五入到最接近一万美元的房屋价格是 $220,000 美元。哪个数字可能是该房屋的价格?

A $213,690

B $224,830

C $227,310

D $230,150

17 山姆购买了 4 包棒球卡。每包有 12 张卡。山姆将所有这些棒球卡送给 3 个朋友。每个朋友收到相同数量的卡。可使用哪一组方程式来确定每个朋友获得的棒球卡数量 c？

A $12 + 4 = 16$
$16 \times 3 = c$

B $12 \times 4 = 48$
$48 \times 3 = c$

C $12 + 4 = 16$
$16 \div 3 = c$

D $12 \times 4 = 48$
$48 \div 3 = c$

18 哪个表达式等同于 $8 \times \frac{3}{5}$？

A $11 \times \frac{1}{5}$

B $11 \times \frac{3}{5}$

C $24 \times \frac{1}{5}$

D $24 \times \frac{3}{5}$

19 哪个数中的数字 7 代表的值是数值 27,325 中数字 7 所代表的值的十倍?

A 95,724

B 87,615

C 74,538

D 62,479

22 罗布画了一个长 6 英寸、面积为 24 平方英寸的矩形。罗布画的矩形的宽度是多少英寸?

A 4

B 6

C 18

D 30

继续

24 哪个比较是正确的?

A $\frac{1}{3} = \frac{4}{6}$

B $\frac{2}{5} < \frac{4}{10}$

C $\frac{3}{4} > \frac{7}{8}$

D $\frac{5}{10} = \frac{3}{6}$

25 一群朋友正在分享 6 块饼干。饼干的数量是 2 乘以朋友人数。可使用哪个方程式来确定分享这些饼干的朋友人数 f ?

A $6 \div 2 = f$

B $6 - 2 = f$

C $6 + 2 = f$

D $6 \times 2 = f$

27 哪个值可以代替此未知数使以下所示的方程式成立?

$$3\frac{2}{4} + \underline{\quad ? \quad} = 4\frac{1}{4}$$

A $\frac{3}{4}$

B $\frac{5}{4}$

C $7\frac{1}{4}$

D $7\frac{3}{4}$

继续

28 4,523 ÷ 4的商是多少?

A 1,130

B 1,130 余 3

C 1,131

D 1,131 余 3

29 哪个数字是 8 的倍数并且因数是 3？

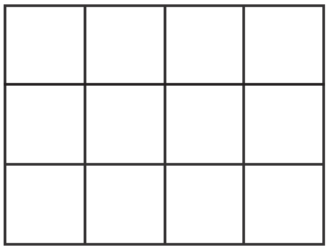
A 16

B 18

C 32

D 48

30 下图所示的模型代表一个整体，被分成十二个相等的部分。



该模型中的十二个相等部分中有多少个应为阴影才能表示相当于整体 $\frac{3}{4}$ 的分数?

A 3

B 6

C 9

D 12

停止

4 年级
数学测试
第 1 部分
2025 年春季

Grade 4
Mathematics Test
Session 1
Spring 2025

姓名：_____

Chinese (Simplified) Edition

Grade 4 2025

Mathematics Test

Session 2

Spring 2025

纽约州测试计划
数学测试
第 2 部分

4 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。
- 已为你提供了尺子和量角器，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。

31 下面显示了四个四边形。

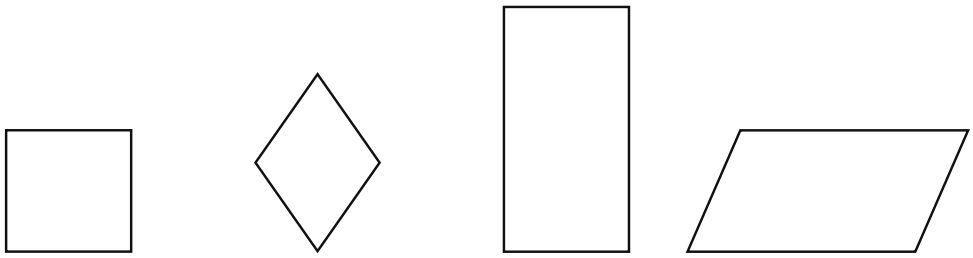


图 A　　图 B　　图 C　　图 D

哪两个四边形看起来是矩形?

A 图 B 和图 D

B 图 A 和图 C

C 图 B 和图 C

D 图 A 和图 D

32 表达式 87×36 的值是多少?

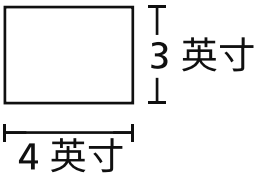
A 522

B 783

C 2,932

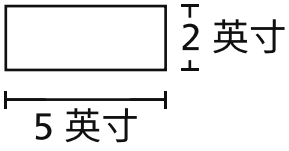
D 3,132

33 以下显示了一个矩形。

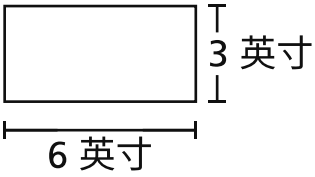


以下形状中哪个与矩形面积相同但周长不同?

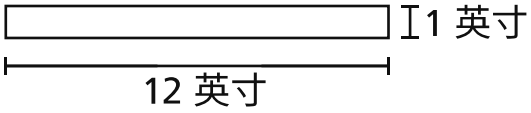
A



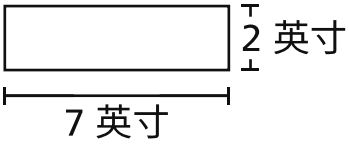
C



B



D



34 570 ÷ 6的值是多少?

A 93

B 94

C 95

D 96

35 下面列出了两所不同学校的三年级学生和四年级学生人数。

- G 学校有 126 名三年级学生。
- H 学校的三年级学生人数是 G 学校的 2 倍。
- G 学校有 174 名四年级学生。
- H 学校的四年级学生人数是 G 学校的 3 倍。

H 学校的三年级和四年级学生比 G 学校多了多少人？

A 254

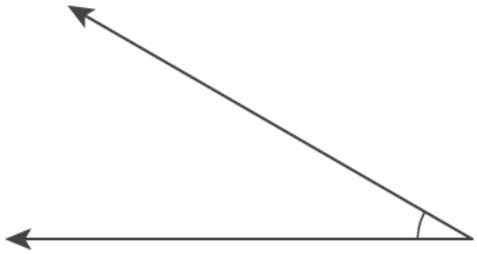
B 474

C 554

D 774

36 **这道题值 1 分。**

下图显示了共享一个公共点的两条射线。



显示的图形是什么类型?

答案 _____

37 **这道题值 1 分。**

以下显示了一句陈述。

三十六是九的四倍

写出代表该陈述的方程式。

答案 _____

继续

38 **这道题值 1 分。**

以下显示了一个三角形。

根据角的大小，这种三角形的名称是什么？

答案 _____

39 **这道题值 2 分。**

如何使用分数 $\frac{1}{2}$ 来比较分数 $\frac{3}{5}$ 和 $\frac{4}{10}$？ 请务必在答案中包含使用符号 $>$、$<$ 或 $=$ 的数字语句来比较分数 $\frac{3}{5}$ 和 $\frac{4}{10}$。

解释你是如何确定答案的。

继续

40 **这道题值 2 分。**

下面描述了一个数字。

其有四个一千和三十个十。

该数字的标准形式是什么?

解释你是如何确定答案的。

41 **这道题值 2 分。**

正方形有多少条对称线？请务必在答案中说明你对对称性的了解。

解释你如何知道你的答案是正确的。

继续

42 **这道题值 2 分。**

以下显示了一个模式中的前三个数字。

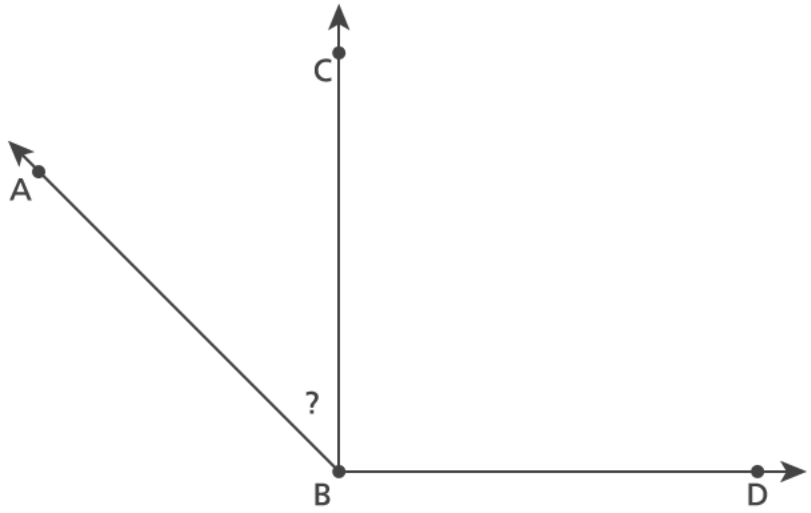
1, 4, 7, . . .

该模式中的第十个数字是偶数还是奇数?

解释你是如何确定答案的。

43 **这道题值 2 分。**

下图显示了角 ABD 被分为两个角 ABC 和 CBD。



角 ABD 的测量值是 135°，角 CBD 的测量值是 90°。写出并解出一个方程式，用于确定角 ABC 的度数。

写出你的演算过程。

答案 _____ °

44 **这道题值 3 分。**

一群学生每周 5 天一起步行去学校和公园。每天，他们从蒂亚的家开始，回到蒂亚的家结束。以下描述了他们每天行走的英里数。

- 从蒂亚家到学校是 $\frac{7}{8}$ 英里
- 从他们的学校到公园是 $\frac{5}{8}$ 英里
- 从公园到蒂亚家是 $\frac{3}{8}$ 英里

在这 5 天里，这群学生一起行走的总距离是多少英里？

写出你的演算过程。

答案 _____ 英里

停止

4 年级
数学测试
第 2 部分
2025 年春季

Grade 4
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 4

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