New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program
Grade 5
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 5 2025

Mathematics Test

Session 1

Spring 2025

纽约州测试计划
数学测试
第 1 部分

5 年级

2025 年春季

RELEASED QUESTIONS

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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。
- 你已获得一把尺子、一个量角器和一张参考表，如果它们对你答题有帮助，则可在测试中使用。

3 2,550 ÷ 25 的商是多少?

A 100

B 102

C 105

D 120

5 哪个数的十位上有 2？

A 0.26

B 2.09

C 3.726

D 425.9

9 哪个表达式等于 $\frac{3}{4} \times 7$？

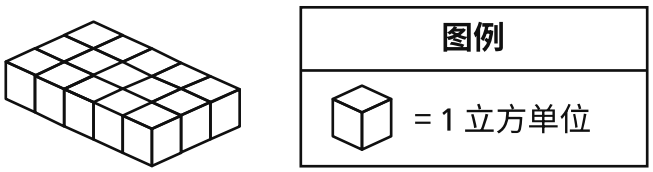
A $3 \times 4 \div 7$

B $3 \times 7 \div 4$

C $3 \div 4 \div 7$

D $3 \times 7 \times 4$

10 以下显示了一个直角矩形棱柱的第一层。每个小立方体的体积为 1 立方单位。



整个直角矩形棱柱的高度为 6 个单位立方体。这个棱柱的体积是多少立方单位?

A 15

B 23

C 60

D 90

11 一位面包师有 $\frac{1}{4}$ 盒松饼粉。他将所有松饼粉均匀地倒入 3 个碗中。每个碗中的松饼粉是整盒松饼粉的几分之几?

A $\frac{1}{12}$

B $\frac{3}{4}$

C $2\frac{3}{4}$

D $3\frac{1}{4}$

继续

13 杰米有一些装在袋子里的水族箱岩石，每袋重 $2\frac{2}{5}$ 磅。她有 $1\frac{1}{2}$ 袋岩石。杰米拥有的水族箱岩石的总重量是多少磅？

A $1\frac{3}{5}$

B $3\frac{3}{7}$

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

D $3\frac{9}{10}$

14 $\frac{34}{100} + \frac{2}{10}$ 的值是多少？

A $\frac{54}{100}$

B $\frac{54}{10}$

C $\frac{36}{100}$

D $\frac{36}{10}$

15 哪种形状的四条边总是等长?

A 矩形

B 菱形

C 平行四边形

D 梯形

继续

20 将 63.4368 四舍五入到最接近的百分位是多少?

A 63.4

B 63.43

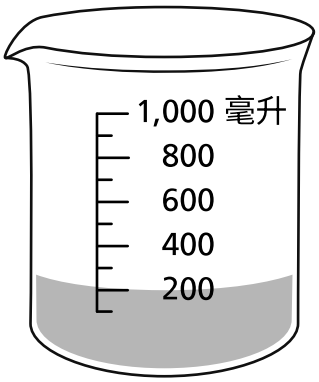
C 63.44

D 63.437

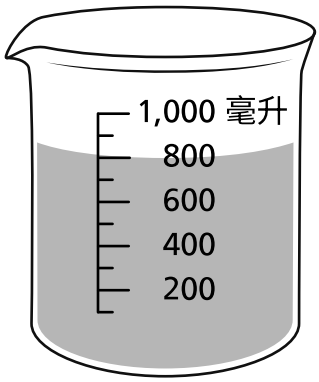
继续

24 一个容器装有 1 升水。从该容器取出整整 800 毫升的水。哪张图可显示该容器中剩余的水量?

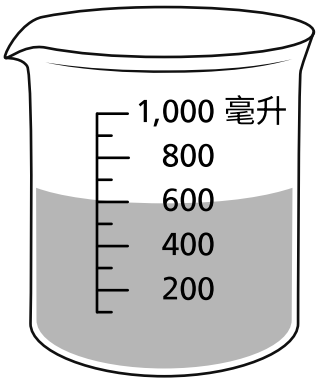
A



C



B



D

25 罗莉使用 12 磅火鸡制作 60 个三明治。每个三明治使用的火鸡肉量相同。每个三明治中火鸡的总肉量是多少?

A $\frac{1}{6}$ 磅

B $\frac{1}{5}$ 磅

C 5 磅

D 6 磅

继续

26 雪莉步行 $1\frac{1}{3}$ 英里去商店。她从商店步行 $\frac{2}{5}$ 英里去朋友家。雪莉步行的总距离是多少英里?

A $\frac{8}{15}$

B $\frac{6}{8}$

C $1\frac{3}{8}$

D $1\frac{11}{15}$

28 哪个数值中的数字 6 代表的值是数值 506.42 中数字 6 所代表的值的十分之一?

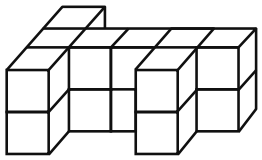
A 504.26

B 540.62

C 560.42

D 604.25

29 以下所示的图形由单位立方体组成。该图的底层与顶层相同。



该图形的体积是多少立方单位?

A 16

B 20

C 24

D 30

5 年级
数学测试
第 1 部分
2025 年春季

Grade 5
Mathematics Test
Session 1
Spring 2025

姓名：_____

Chinese (Simplified) Edition

Grade 5 2025

Mathematics Test

Session 2

Spring 2025

纽约州测试计划
数学测试
第 2 部分

5 年级

2025 年春季

RELEASED QUESTIONS

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第 2 部分

第 2 部分

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- 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 一位公司老板花费 $1,488 购买棒球比赛的门票。每张门票的价格为 $24。该公司老板买了多少张门票?

A 62

B 68

C 74

D 75

32 一位美术老师将 2 夸脱黄色颜料和 3 品脱蓝色颜料混合制成绿色颜料。该美术老师制作了多少杯绿色颜料?

A 7

B 10

C 14

D 20

33 哪个表达式等于 $1\frac{5}{14} - \frac{3}{4}$?

A $\frac{15}{14} - \frac{13}{14}$

B $\frac{33}{28} - \frac{3}{28}$

C $\frac{38}{28} - \frac{21}{28}$

D $\frac{19}{56} - \frac{3}{56}$

34 杰拉正在一家商店购买她最喜欢的糖果。每块糖果的价格为 $0.63。杰拉买了 5 块糖果。她用一张 $5 的钞票付款。应找给她的零钱总金额是多少?

A $1.55

B $1.85

C $3.05

D $3.15

35 关于平行四边形，哪个陈述是正确的?

A 所有平行四边形都是正方形。

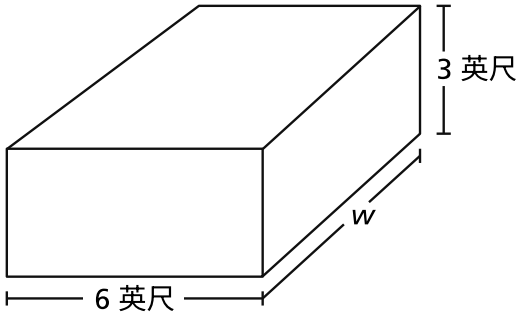
B 所有平行四边形都是矩形。

C 所有平行四边形都是菱形。

D 所有平行四边形都是四边形。

36 **这道题 1 分。**

以下显示了一个直角矩形棱柱。



该棱柱的体积为 90 立方英尺。该棱柱的宽度 w 是多少英尺?

答案 $w =$ _____ 英尺

继续

37 **这道题 1 分。**

上周，南希徒步行走了 $7\frac{3}{4}$ 英里。本周，她游泳的距离是上周徒步行走距离的 $\frac{2}{3}$。南希本周游了多少英里?

答案 _____ 英里

38 **这道题 1 分。**

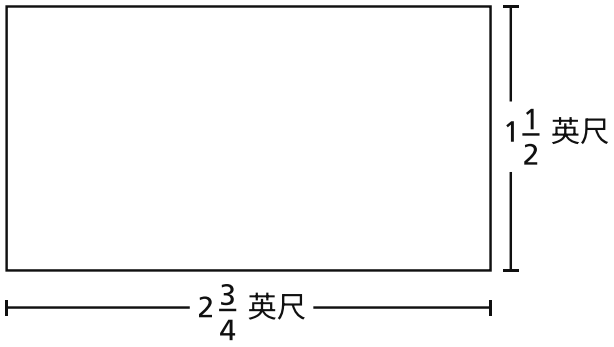
莱娅有 5 磅巧克力，她将把这些巧克力放入袋子中。她在每个袋子中放入 $\frac{1}{3}$ 磅巧克力。莱娅将这些巧克力放入了多少个袋子中?

答案 _____ 个袋子

继续

39 **这道题 2 分。**

以下显示了一个具有给定尺寸的矩形图。



该矩形的面积是多少平方英尺?

写出你的演算过程。

答案 _____ 平方英尺

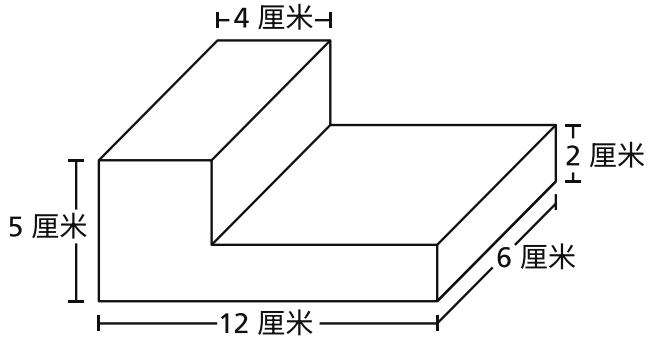
40 **这道题 2 分。**

使用 >、< 或 = 写一个比较语句，以表示数字 157.890 与 157.809 之间的关系。

解释你如何知道你的答案是正确的。

41 **这道题 2 分。**

两个直角矩形棱柱组合成下图所示的图形。



该图形的总体积是多少立方厘米?

写出你的演算过程。

答案 _____ 立方厘米

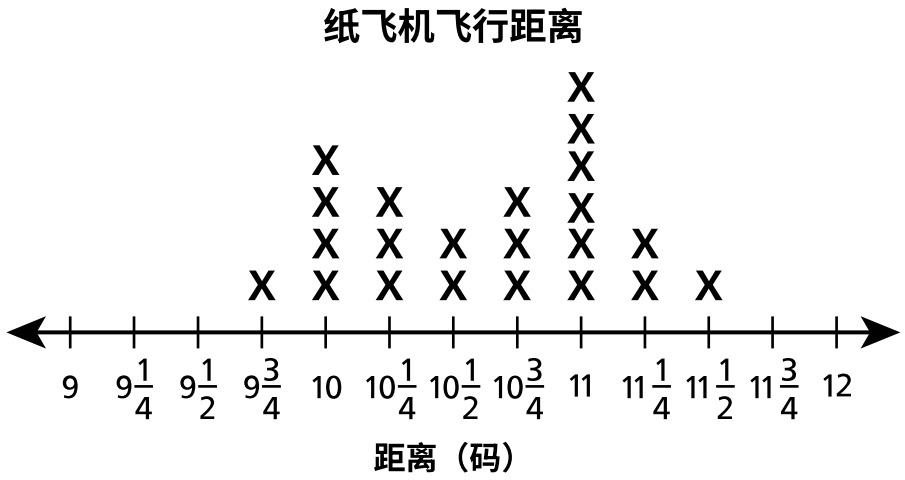
42 **这道题 2 分。**

一位教师在黑板上写下了方程式 $6 \times \frac{3}{3} = 6$。一名学生说这个方程式是错误的，因为 6 乘以分数得到的乘积小于 6。这名学生说得对吗?

解释你的答案。

43 **这道题 2 分。**

科学俱乐部通过测量纸飞机的飞行距离来测试纸飞机的设计。结果记录在以下所示的折线图中。



最长与最短的飞行距离相差多少码?

写出你的演算过程。

答案 _____ 码

44 **这道题 3 分。**

约什正在进行赛跑训练。以下显示了他三个月内每月跑步的英里数。

- 约什三月份跑了 12.35 英里。
- 约什四月份跑步的英里数是三月份的 3 倍。
- 约什五月份跑步的英里数比三月份多 43.1 英里。

约什这三个月总共跑了多少英里?

写出你的演算过程。

答案 _____ 英里

停止

5 年级
数学测试
第 2 部分
2025 年春季

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.