New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program

Grade 3
Mathematics Test
(Chinese Traditional)

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 (Traditional) Edition

Grade 3 2025

Mathematics Test

Session 1

Spring 2025

紐約州測驗計劃
數學考試
第1卷

3年級

2025 年春季

RELEASED QUESTIONS

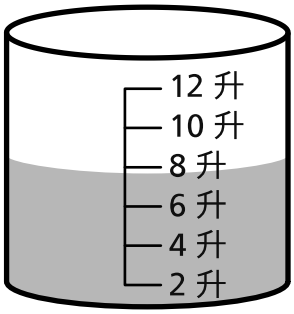
第 1 卷

應考建議

以下是一些建議，可以幫助你做到最好：

- 仔細閱讀每道題目。慢慢來，別著急。
- 已向你提供了一把尺子，如果對你答題有幫助，你可以在測試中使用。

5 下圖顯示了一個容器中的水。



該容器中的水總量是多少（精確到升）？

A 4

B 6

C 8

D 12

6 運算式 $54 \div 6$ 可表示哪個故事問題？

A 有 54 塊糖果，吃掉了 6 塊。

B 有 6 輛公共汽車，每輛公共汽車上有 54 名學生。

C 米拉的袋子裡有 6 顆彈珠，她又往袋子裡放了 54 顆彈珠。

D 斯科特有 54 輛玩具車，他給了 6 個朋友中的每個人相同數量的玩具車。

7 哪個分數的值等於 3 ？

A $\frac{1}{3}$

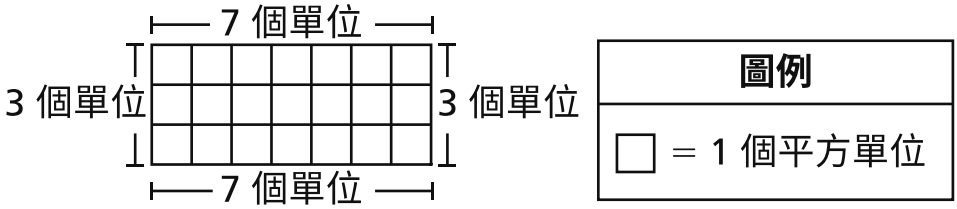
B $\frac{3}{3}$

C $\frac{6}{3}$

D $\frac{9}{3}$

繼續

12 以下顯示了一個由單位正方形組成的矩形。



請問矩形的總面積是多少個平方單位？

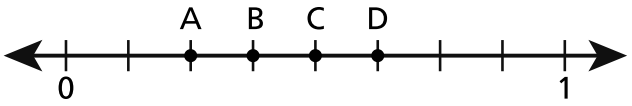
A 10

B 14

C 20

D 21

13 以下顯示了一個帶有四個點的數軸。



該數軸上的哪個點表示分數 $\frac{3}{8}$？

A 點 A

B 點 B

C 點 C

D 點 D

繼續

15 莎拉一家在三天內總共行駛了 198 英里。第 1 天，他們行駛了 62 英里。第 2 天，他們行駛了 69 英里。哪個值**最接近**莎拉一家在第 3 天行駛的英里數？

A 60

B 70

C 130

D 200

17 3,958 的十位數是多少？

A 3

B 5

C 8

D 9

繼續

19 派特 5 天內每天喝 2 杯水。瑪麗 5 天內每天喝 4 杯水。可使用哪一組方程式來得出派特和瑪麗在這些天喝水的總杯數 g？

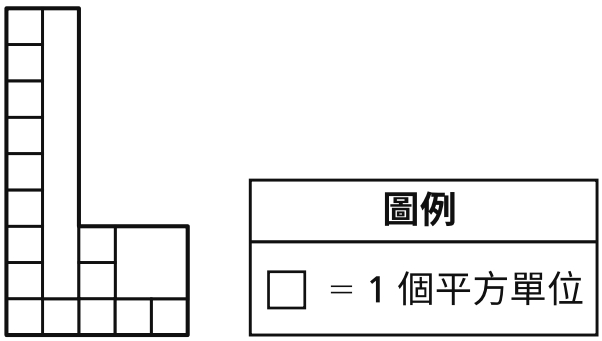
A
$2 + 5 = 7$
$4 + 5 = 9$
$7 + 9 = g$

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幾個單位正方形覆蓋，並且沒有任何間隙或重疊。



該模型完全被單位正方形覆蓋後，其面積將是多少平方單位？

A 14

B 15

C 27

D 45

繼續

24 韋恩女士有 12 升檸檬水。她將所有檸檬水等量放入 6 個容器中。韋恩女士在每個容器中放入了多少升檸檬水？

A 2

B 6

C 18

D 72

25 哪兩個分數的值都大於 $\frac{2}{4}$？

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 $\frac{2}{6}$

停止作答

3年級
數學測驗
第 1 卷
2025 年春季

Grade 3
Mathematics Test
Session 1
Spring 2025

姓名：_____

Chinese (Traditional) Edition

Grade 3 2025

Mathematics Test

Session 2

Spring 2025

紐約州測驗計劃
數學考試
第2卷

3年級

2025 年春季

RELEASED QUESTIONS

第 2 卷

應考建議

以下是一些建議，可以幫助你做到最好：

- 仔細閱讀每道題目。慢慢來，別著急。
- 已向你提供了一把尺子，如果對你答題有幫助，你可以在測試中使用。
- 如果有相關要求，請寫出你的計算過程。
- 如果有相關要求，回答時務必解釋你的答案。

26 以下哪個數字句型是正確的？

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 下面顯示了一個方程式。

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

可使用哪個方程用來解該未知數？

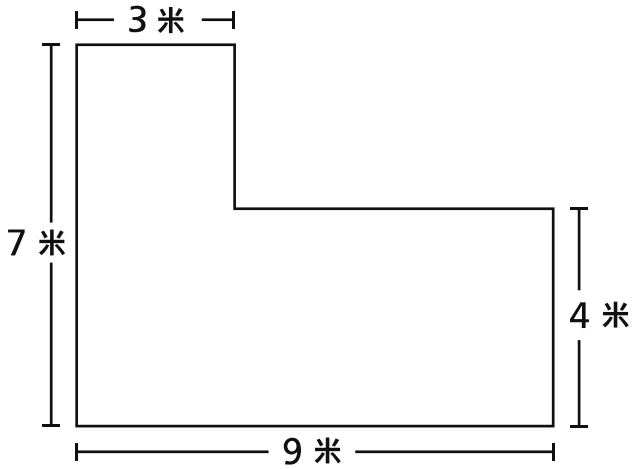
A $32 \times 8 = \underline{\quad ? \quad}$

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

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

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

28 以下顯示了一個操場的邊長。



該操場的面積是多少平方米？

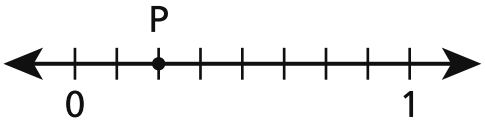
A 23

B 32

C 45

D 63

29 下面這根數軸上顯示著點 P。



哪個分數等於點 P 表示的值？

A $\frac{1}{3}$

B $\frac{1}{4}$

C $\frac{3}{8}$

D $\frac{6}{8}$

30 在沒有任何間隙或重疊的情況下，需要多少個單位正方形才能覆蓋面積為 15 平方單位的矩形？

A 3

B 5

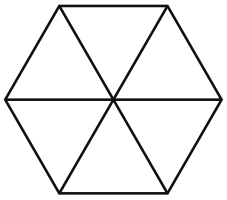
C 15

D 30

繼續

31 **答對這道題可獲得 1 個積分。**

下圖所示的模型由相同大小和形狀的三角形組成。



每個三角形占該模型整個面積的幾分之幾？

答案 _____

32 **答對這道題可獲得 1 個積分。**

在該空白處填什麼數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 _____

繼續

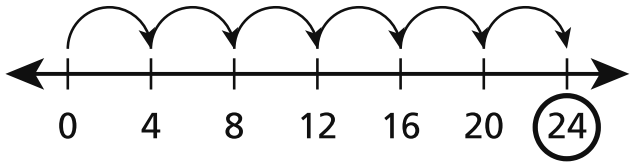
33 **答對這道題可獲得 1 個積分。**

將數字 17,984 四捨五入到最接近的百位是多少？

答案 _____

34 **答對這道題可獲得 2 個積分。**

帕姆使用以下所示的數軸來表示一個乘法方程式。



請寫出一個可由帕姆的數軸表示的乘法方程式。

請解釋你如何確認你的答案正確。

35 **答對這道題可獲得 2 個積分。**

8×90 的值是多少？務必說明如何利用位值或十組來找到答案。

請解釋你如何確認你的答案正確。

36 **答對這道題可獲得 2 個積分。**

一整個餡餅被切成大小相等的幾塊。每一塊是整個餡餅的 $\frac{1}{8}$。該餡餅被切成了多少塊？

請務必在答案中包含你對分數或整體部分的瞭解。

解釋你是怎麼確定自己的答案的。

繼續

37 **答對這道題可獲得 2 個積分。**

卡珊多拉早上 6 點一刻起床。半小時後公共汽車來了。卡珊多拉的公共汽車什麼時間來的？

請寫出你的計算過程。

答案 _____ 上午

38 **答對這道題可獲得 3 個積分。**

山姆烤了一些餅乾，然後將所有餅乾放入袋子中。如果他將這些餅乾放入 6 個袋子中，每個袋子中放入 6 塊，那麼山姆烤了多少塊餅乾？

請寫出你的計算過程。

答案 _____ 塊餅乾

山姆還烤了與餅乾相同數量的布朗尼蛋糕。他將所有這些布朗尼蛋糕放入幾個袋子中，每個袋子中放入 4 個。山姆用了多少個袋子來裝所有這些布朗尼蛋糕？

請寫出你的計算過程。

答案 _____ 個袋子

停止作答

3年級
數學測驗
第 2
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.