



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 4
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.



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 4 2025

Mathematics Test

Session 1

Spring 2025



紐約州測驗計劃 數學考試 第 1 卷

4 年級

2025 年春季

RELEASED QUESTIONS

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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和一個量角器，如果對你答題有幫助，你可以在測試中使用。

2 哪個表達式具有與 $\frac{28}{6}$ 相同的值？

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

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

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

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

繼續

5 下面顯示一個表達式。

$$542 \times 9$$

請問這個表達式的值是多少？

A 4,568

B 4,578

C 4,868

D 4,878

繼續

13 哪個表達式與分數 $\frac{13}{10}$ 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 四捨五入到最接近一萬美元的房屋價格是 \$220,000 美元。哪個數字可能是該房屋的價格？

A \$213,690

B \$224,830

C \$227,310

D \$230,150

繼續

- 17 山姆購買了 4 包棒球卡。每包有 12 張卡。山姆將所有這些棒球卡送給 3 個朋友。每個朋友收到相同數量的卡。可使用哪一組方程式來確定每個朋友獲得的棒球卡數量 c ？

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

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

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

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

- 18 哪個表達式等同於 $8 \times \frac{3}{5}$ ？

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 哪個數值中的數字 7 代表的值是數值 27,325 中數字 7 所代表的值的十倍？

A 95,724

B 87,615

C 74,538

D 62,479

22 羅布畫了一個長 6 英寸、面積為 24 平方英寸的矩形。羅布畫的矩形的寬度是多少英寸？

A 4

B 6

C 18

D 30

繼續

24 哪個比較是正確的？

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 塊餅乾。餅乾的數量是朋友人數的 2 倍。可使用哪個方程式來確定分享這些餅乾的朋友人數 f ？

A $6 \div 2 = f$

B $6 - 2 = f$

C $6 + 2 = f$

D $6 \times 2 = f$

繼續

27 哪個值可以代替此未知數使以下所示的方程式成立？

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

A $\frac{3}{4}$

B $\frac{5}{4}$

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

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

繼續

28 $4,523 \div 4$ 的商是多少？

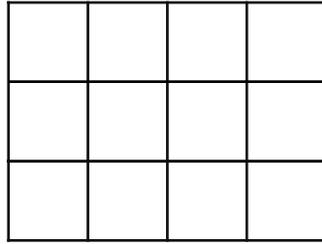
- A 1,130
- B 1,130 餘 3
- C 1,131
- D 1,131 餘 3

29 哪個數字是 8 的倍數並且因數是 3？

- A 16
- B 18
- C 32
- D 48

30

下圖所示的模型代表一個整體，被分成十二個相等的部分。



該模型中的十二個相等部分中有多少個應為陰影才能表示相當於整體 $\frac{3}{4}$ 的分數？

- A 3
- B 6
- C 9
- D 12

停止作答

**4年級
數學測驗
第 1 卷
2025 年春季**

**Grade 4
Mathematics Test
Session 1
Spring 2025**

姓名: _____



Chinese (Traditional) Edition

Grade 4 2025

Mathematics Test

Session 2

Spring 2025

**紐約州測驗計劃
數學考試
第 2 卷**

4年級

2025 年春季

RELEASED QUESTIONS

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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和一個量角器，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。

31 下面顯示了四個四邊形。



圖 A

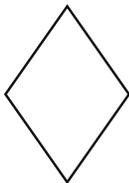


圖 B

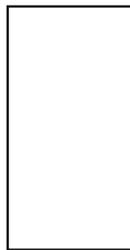


圖 C



圖 D

哪兩個四邊形看起來是矩形？

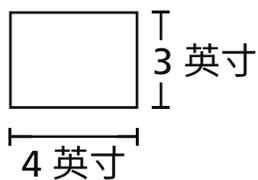
- A 圖 B 和圖 D
- B 圖 A 和圖 C
- C 圖 B 和圖 C
- D 圖 A 和圖 D

32 表達式 87×36 的值是多少？

- A 522
- B 783
- C 2,932
- D 3,132

繼續

- 33 下面顯示了一個矩形。



以下形狀中哪個與矩形面積相同但周長不同？



- 34 $570 \div 6$ 的值是多少？

- A 93
- B 94
- C 95
- D 96

35

下面列出了兩所不同學校的三年級學生和四年級學生人數。

- G 學校有 126 名三年級學生。
- H 學校的三年級學生人數是 G 學校的 2 倍。
- G 學校有 174 名四年級學生。
- H 學校的四年級學生人數是 G 學校的 3 倍。

H 學校的三年級和四年級學生比 G 學校多了多少人？

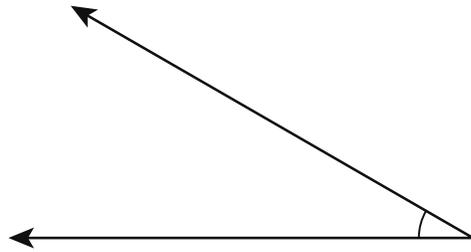
- A 254
- B 474
- C 554
- D 774

繼續

36

答對這道題可獲得 1 個積分。

下圖顯示了共用一個公共點的兩條射線。



顯示的圖形是什麼類型？

答案 _____

繼續

37 答對這道題可獲得 1 個積分。

以下顯示了一句陳述。

三十六是九的四倍

寫一個代表該陳述的方程式。

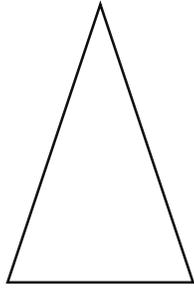
答案 _____

繼續

38

答對這道題可獲得 1 個積分。

以下顯示了一個三角形。



根據角的大小，這種三角形的名稱是什麼？

答案 _____

39 答對這道題可獲得 2 個積分。

如何能夠使用分數 $\frac{1}{2}$ 來比較分數 $\frac{3}{5}$ 和 $\frac{4}{10}$ ？在你的答案中務必包含使用符號 $>$ 、 $<$ 或 $=$ 的數字句型來比較分數 $\frac{3}{5}$ 和 $\frac{4}{10}$ 。

請解釋你是如何確定自己的答案的。

繼續

40

答對這道題可獲得 2 個積分。

下面描述了一個數字。

其有四個一千和三十個十。

該數字的標準形式是什麼？

請解釋你是如何確定自己的答案的。

繼續

41

答對這道題可獲得 2 個積分。

正方形有多少條對稱線？務必在答案中包含您對對稱性的瞭解。

請解釋你如何確認你的答案正確。

繼續

42

答對這道題可獲得 2 個積分。

以下顯示了一個模式中的前三個數字。

1, 4, 7, ...

該模式中的第十個數字是偶數還是奇數？

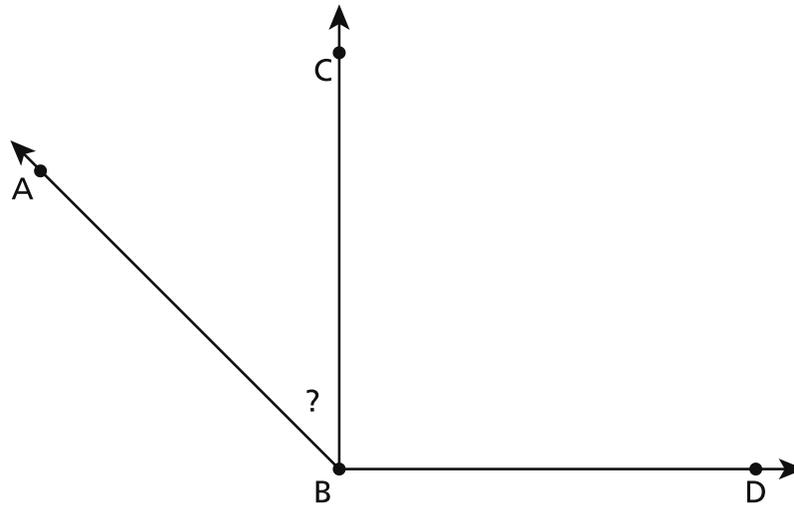
請解釋你是如何確定自己的答案的。

繼續

43

答對這道題可獲得 2 個積分。

下圖顯示了角 ABD 被分為兩個角 ABC 和 CBD。



角 ABD 的測量值是 135° ，角 CBD 的測量值是 90° 。寫出一個方程式並解答，以確定角 ABC 的度數。

請寫出你的計算過程。

答案 _____。

繼續

44

答對這道題可獲得 3 個積分。

一群學生每週 5 天一起步行去學校和公園。每天，他們從蒂亞的家開始，到蒂亞的家結束。以下描述了他們每天行走的英里數。

- 從蒂亞家到學校是 $\frac{7}{8}$ 英里
- 從他們的學校到公園是 $\frac{5}{8}$ 英里
- 從公園到蒂亞家是 $\frac{3}{8}$ 英里

在這 5 天裡，這群學生一起行走的總距離是多少英里？

請寫出你的計算過程。

答案 _____ 英里

停止作答

**4年級
數學測驗
第 2 卷
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.