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Our Students. Their Moment.

New York State Testing Program
Grade 4 Common Core
Mathematics Test
(Haitian Creole)

Released Questions

June 2018

New York State administered the Mathematics Tests in May 2018
and is now 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 2018 Exams

Background

In 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and rigor demanded by the new New York State P-12 Learning Standards in Mathematics. To help in this transition to new assessments, the New York State Education Department (SED) has been releasing an increasing number of test questions from the tests that were administered to students across the State in the spring. This year, SED is again releasing large portions of the 2018 NYS Grades 3-8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2018, included in these released materials are at least 75 percent of the test questions that appeared on the 2018 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 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.

Short-Response Questions

Short-response questions require students to complete tasks and show their work. Like multiple-choice questions, short-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 of the standards.

Extended-Response Questions

Extended-response questions ask students to show their work in completing two or more tasks or a more extensive problem. Extended-response questions allow students to show their understanding of mathematical procedures, conceptual understanding, and application. Extended-response questions may also assess student reasoning and the ability to critique the arguments of others.

The scoring rubric for short and extended constructed-response questions can be found in the grade-level Educator Guides at https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics.

New York State P-12 Learning Standards Alignment

The alignment(s) to the New York State P-12 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-point and three-point 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 future valid and reliable tests, some content must remain secure for possible use on future exams. As such, 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 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. Specific criteria for writing test questions, as well as additional assessment information, are available at http://www.engageny.org/common-core-assessments.

Non: _____

Haitian Creole Edition
Grade 4 2018
Mathematics Test
Session 1
May 1–3, 2018

Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 1

Ane 4

1–3 Me 2018

Released Questions

Developed and published under contract with the New York State Education Department by Questar Assessment Inc., 5550 Upper 147th Street West, Minneapolis, MN 55124.

Seyans 1

KONSÈY POU PRAN EGZAMEN AN

Men kèk sijesyon pou ede ou bay pi bon rannman:

- Li chak kesyon avèk atansyon epi reflechi sou chak repons anvan ou fè chwa ou.
- Yo ba w zouti matematik (yon règ ak yon rapòtè) pou itilize pandan tès la. Ou kapab deside lè ou panse chak zouti kapab itil ou. Ou ta dwe sèvi ak zouti matematik yo nenpòt lè ou panse l ap ede w reponn kesyon an.

1 Jean te voye yon balon sòfbòl nan yon distans 9 pye. Lee te voye yon balon sòfbòl nan yon distans 3 fwa distans Jean. Ki ekwasyon ou te ka itilize pou detèmine distans, d, Lee te voye balon an?

A $d \times 3 = 9$

B $d + 3 = 9$

C $3 + 9 = d$

D $3 \times 9 = d$

2 Natasha ak Evan ap ekri yon redaksyon 5 paj yo chak. Natasha fini $\frac{3}{5}$ nan redaksyon li a nan maten epi $\frac{2}{5}$ nan redaksyon li a nan apremidi. Evan fini $\frac{4}{5}$ nan redaksyon li a apre lekòl. Konbyen nan redaksyon total lan Natasha te fè plis pase Evan?

A $\frac{1}{5}$

B $\frac{2}{5}$

C $\frac{4}{5}$

D $\frac{9}{5}$

KONTINYE

3 Yon nonb, lè yo awondi li nan mil ki pi pre a, se 47.000. Ki nonb ki te kapab nonb yo te awondi a?

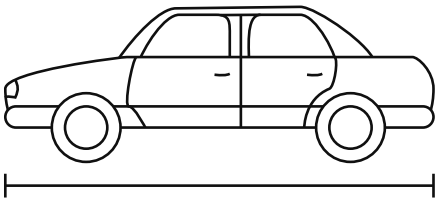
A 46.295

B 46.504

C 47.520

D 47.924

4 Ki longè, an pous, ti machin jwèt nou montre anba la a?



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

B $2\frac{1}{2}$

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

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

12 Ki mezi a, an degre, ang ki reprezante $\frac{50}{360}$ yon sèk?

A 50°

B 90°

C 310°

D 360°

13 Madmwazèl Larsen ap achte 2 kamyonèt livrezon pou biznis li. Nou montre pri premye kamyonèt la anba la a.

$16.257

Chif 2 nan pri dezyèm kamyonèt la se 10 fwa valè chif 2 nan pri premye kamyonèt la. Konbyen ki te ka pri dezyèm kamyonèt la?

A $12.987

B $15.927

C $17.257

D $21.579

14 Kisa ki règ pou modèl nimerik ki anba la a?

41, 38, 35, 32, 29, . . .

A divize pa 3

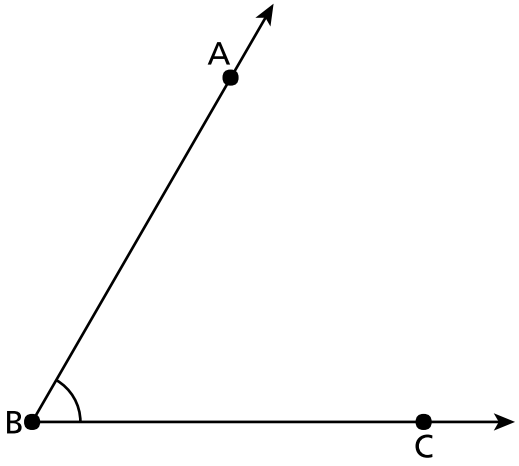
B divize pa 4

C soustrè 3

D soustrè 4

KONTINYE

17 Kisa mezi ang ABC ye?



A 60°

B 70°

C 110°

D 120°

18 Ki ekspresyon ki gen menm valè ak $\frac{7}{12}$?

A $\frac{2}{12} + \frac{3}{12} + \frac{3}{12}$

B $\frac{7}{12} + \frac{7}{12} + \frac{7}{12}$

C $\frac{2}{12} + \frac{1}{12} + \frac{2}{12} + \frac{1}{12}$

D $\frac{2}{12} + \frac{1}{12} + \frac{2}{12} + \frac{2}{12}$

KONTINYE

23 Kisa ki kosyan $1.248 \div 7$?

A 177 epi rete 9

B 168 epi rete 2

C 178 epi rete 2

D 178 epi rete 3

24 Ki fraz nimerik ki konpare de nonb sa yo kòrèkteman?

A karann-sis mil twa san kenz < 46.350

B $29.073 = 20.000 + 9.000 + 700 + 3$

C $10.000 + 6.000 + 400 >$ sèz mil kat san dis

D $86.502 = 80.000 + 6.000 + 500 + 20$

25 Ki ekspresyon ki gen menm valè ak $7 \times \frac{3}{4}$?

A $21 \times \frac{3}{4}$

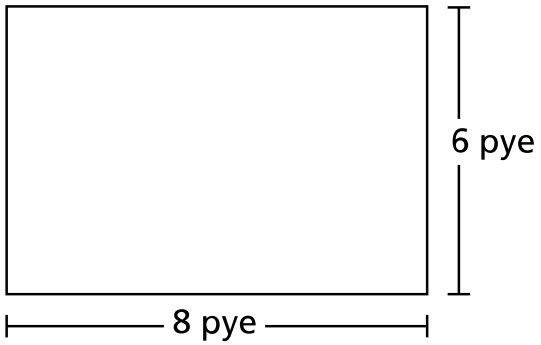
B $21 \times \frac{3}{28}$

C $21 \times \frac{1}{4}$

D $21 \times \frac{1}{28}$

KONTINYE

27 Klas atizana Megan nan pentire de miray ki gen yon fòm rektang. Nou montre gwosè premye miray la anba la a.



Dezyèm miray la te gen menm sifas ak premye miray la, men li te gen yon diferan perimèt. Ki mezi ki ta ka longè kote yo nan dezyèm miray la?

A 8 pye ak 6 pye

B 5 pye ak 9 pye

C 4 pye ak 12 pye

D 4 pye ak 10 pye

28 Jack keyi 60 pòm sou yon pye pòm. Li itilize 12 nan pòm yo pou fè sòs pòm. Li ranje rès pòm yo egalego nan 6 pànye kado. Ki ekwasyon ou ka itilize pou detèmine kantite pòm, a, Jack ranje nan chak pànye kado?

A $(60 \div 6) - 12 = a$

B $(60 - 12) \div 6 = a$

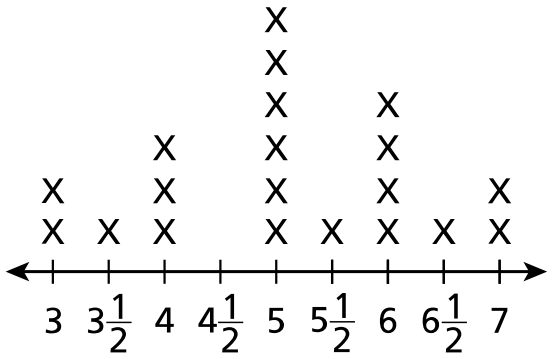
C $(60 - 6) - 12 = a$

D $(60 + 12) \div 6 = a$

KONTINYE

29 Yon fwa pa semèn, elèv nan yon sal klas mezire wotè plant tomat yo te plante nan jaden lekòl la. Dyagram lineyè ki anba la a montre wotè plant yo nan fen dezyèm semèn nan.

WOTÈ PLANT YO



Wotè (pous)

Selon dyagram lineyè a, konbyen plant wotè yo plis pase $4\frac{1}{2}$ pous?

A 0

B 6

C 14

D 20

30 Ki fraz matematik ki kòrèk?

A $\frac{4}{12} > \frac{5}{8}$ paske $\frac{5}{8}$ pi gran pase $\frac{1}{2}$ epi $\frac{4}{12}$ pi pre 1 pase $\frac{1}{2}$.

B $\frac{4}{12} < \frac{5}{8}$ paske $\frac{4}{12}$ pi piti pase $\frac{1}{2}$ epi $\frac{5}{8}$ plis pase $\frac{1}{2}$.

C $\frac{5}{8} > \frac{4}{12}$ paske $\frac{4}{12}$ ak $\frac{5}{8}$ toulède pi pre 1 pase $\frac{1}{2}$.

D $\frac{5}{8} < \frac{4}{12}$ paske $\frac{5}{8}$ ak $\frac{4}{12}$ toulède mwens pase $\frac{1}{2}$.

Ane 4

2018

Egzamen Matematik

Seyans 1

1–3 Me 2018

Grade 4

2018

Mathematics Test

Session 1

May 1–3, 2018

Non: _____

Haitian Creole Edition
Grade 4 2018
Mathematics Test
Session 2
May 1–3, 2018

Pwogram Egzamen Eta Nouyòk Egzamen Matematik Seyans 2

Ane 4

1–3 Me 2018

Released Questions

Seyans 2

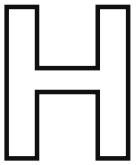
KONSÈY POU PRAN EGZAMEN AN

Men kèk sijesyon pou ede ou bay pi bon rannman:

- Li chak kesyon avèk atansyon epi reflechi sou chak repons anvan ou chwazi oswa ekri repons ou.
- Yo ba w zouti matematik (yon règ ak yon rapòtè) pou itilize pandan tès la. Ou kapab deside lè ou panse chak zouti kapab itil ou. Ou ta dwe sèvi ak zouti matematik yo nenpòt lè ou panse l ap ede w reponn kesyon an.
- Pa bliye montre kijan w fè jwenn repons lan lè yo mande ou sa.

31 Ki lèt ki gen **pi gran** kantite dwat simetri?

A 

C 

B 

D 

32 Ki lis ki montre tout faktè 36 yo?

A 1, 2, 3, 4, 9, 12, 18, 36

B 0, 1, 2, 3, 4, 9, 12, 18, 36

C 1, 2, 3, 4, 6, 9, 12, 18, 36

D 0, 1, 2, 3, 4, 6, 9, 12, 18, 36

33 Ki ekspresyon ki montre 125.206 ki ekri sou fòm devlope?

A 100.000 + 2.000 + 5.000 + 200 + 6

B 100.000 + 20.000 + 5.000 + 200 + 6

C 100.000 + 20.000 + 50.000 + 200 + 6

D 100.000 + 20.000 + 5.000 + 2.000 + 6

KONTINYE

34 Tablo a montre konbyen pous wotè kèk tifi nan klas Gina a te ogmante depi mwa pase jiska mwa sa a.

DE KONBYEN WOTÈ YO OGMANTE NAN 1 MWA

Non	De Konbyen Wotè yo Ogmante (pous)
Gina	$\frac{3}{8}$
Maxine	$\frac{2}{3}$
Shari	$\frac{2}{4}$
Vanessa	$\frac{3}{12}$

Wotè ki tifi ki te ogmante plis pase $\frac{1}{2}$ pous?

A Gina

B Maxine

C Shari

D Vanessa

35 Carl te itilize yon twal pou fè kouvèti yon chèz. Apresa li te itilize 8 fwa kantite twal la pou fè yon tant. Li te itilize 24 yad twal pou fè tant la. Ki ekwasyon nou kapab itilize pou konnen konbyen twal li te itilize pou fè kouvèti chèz la?

A $24 = 8 \times \_?\_$

B $24 = 8 + \_?\_$

C $8 \times 24 = \_?\_$

D $8 + 24 = \_?\_$

36 Klas Madmwazèl Clark la te ale nan rekreyasyon a 12:00 p.m., jan nou montre anba la a.

Men ki endike minit la te vire 90 degre avan rekreyasyon te fini. A ki lè rekreyasyon a te fini?

A 12:15 p.m.

B 12:30 p.m.

C 12:45 p.m.

D 1:00 p.m.

KONTINYE

37 Andrew te ekri nonb 186.425 sou tablo a. Nan ki nonb valè chif 6 egzakteman 10 fwa valè chif 6 nan nonb Andrew te ekri a?

A 681.452

B 462.017

C 246.412

D 125.655

38 Ki nonb nou te ka mete nan espas vid la pou fè ekwasyon an vrè?

$$6 \times \frac{5}{6} = \underline{\quad ? \quad} \times \frac{1}{6}$$

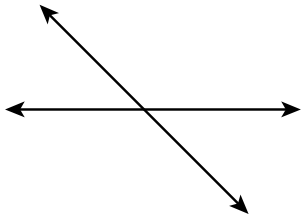
A 5

B 11

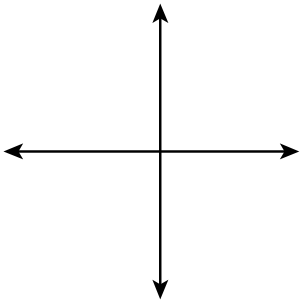
C 30

D 36

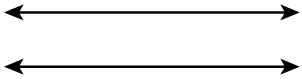
39 Ki dyagram anba a ki sanble li montre yon pè dwat pèpandikilè?



Dyagram A



Dyagram B



Dyagram C

Eksplike repons ou.

KONTINYE

40 Boutik Flè Cameron an ap mete 1.323 flè nan po flè pou yon fèt. Chak po flè dwe genyen egzakteman 8 flè. Ki kantite total po flè yo ka ranpli nèt?

Montre kijan ou fè pou jwenn repons la.

Repons _____ po flè

41 Samantha mache yon total $\frac{2}{3}$ mil pou ale ak soti lekòl chak jou. Ekri yon ekspresyon ou te ka itilize pou jwenn kantite mil total Samantha mache pou ale ak soti lekòl pandan 5 jou. Apresa evalye ekspresyon an.

Ekspresyon _____

Montre kijan ou fè pou jwenn repons la.

Repons _____ mil li te mache

KONTINYE

42 Cindy resikle 54 liv papye. Li te resikle 9 fwa kantite liv papye Monica te resikle. Ekri yon ekwasyon ou kapab itilize pou jwenn *m*, kantite liv papye Monica te resikle. Apresa rezoud ekwasyon pou jwenn kantite liv papye Monica te resikle.

Montre kijan ou fè pou jwenn repons la.

Repons *m* = _____ liv papye

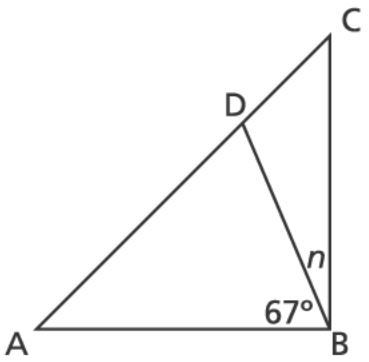
43 Pami tout bèt yo ki te nan yon espektak bèt kay, $\frac{3}{8}$ se te chat epi $\frac{4}{8}$ se te chen. Rès bèt yo se te lapen. Ki fraksyon bèt yo ki te nan espektak bèt kay la ki te lapen?

Montre kijan ou fè pou jwenn repons la.

Repons _____

KONTINYE

44 Nou montre triyang rektang ABC anba la a.



Ekri yon ekwasyon ou kapab itilize pou konnen konbyen degre mezi ang DBC ye. Kite *n* reprezante mezi ang DBC. Apresa detèmine mezi *n*.

Montre kijan ou fè pou jwenn repons la.

Repons $n =$ _____ degre

45 Yon pwofesè achte 8 pake gonm jòn abriko ak 6 pake gonm ble pou klas li a. Gen 24 gonm jòn abriko nan yon pake ak 28 gonm ble nan yon pake. Ki kantite total gonm pwofesè a te achte pou klas li a?

Montre kijan ou fè pou jwenn repons la.

Repons _____ gonm

KANPE LA

Ane 4
2018
Egzamen Matematik
Seyans 2
1–3 Me 2018

Grade 4
2018
Mathematics Test
Session 2
May 1–3, 2018

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2018 Mathematics Tests Map to the Standards
Grade 4 Released Questions on EngageNY

Question	Type	Key	Points	Standard	Cluster	Subscore
Book 1						
1	Multiple Choice	D	1	CCSS.Math.Content.4.OA.A.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking
2	Multiple Choice	A	1	CCSS.Math.Content.4.NF.B.3d	Number and Operations— Fractions	Number and Operations— Fractions
3	Multiple Choice	B	1	CCSS.Math.Content.4.NBT.A.3	Number and Operations in Base Ten	Number and Operations in Base Ten
4	Multiple Choice	A	1	CCSS.Math.Content.3.MD.B.4	Measurement and Data	
12	Multiple Choice	A	1	CCSS.Math.Content.4.MD.C.5a	Measurement and Data	
13	Multiple Choice	A	1	CCSS.Math.Content.4.NBT.A.1	Number and Operations in Base Ten	Number and Operations in Base Ten
14	Multiple Choice	C	1	CCSS.Math.Content.4.OA.C.5	Operations and Algebraic Thinking	Operations and Algebraic Thinking
17	Multiple Choice	A	1	CCSS.Math.Content.4.MD.C.6	Measurement and Data	
18	Multiple Choice	D	1	CCSS.Math.Content.4.NF.B.3b	Number and Operations— Fractions	Number and Operations— Fractions
23	Multiple Choice	C	1	CCSS.Math.Content.4.NBT.B.6	Number and Operations in Base Ten	Number and Operations in Base Ten
24	Multiple Choice	A	1	CCSS.Math.Content.4.NBT.A.2	Number and Operations in Base Ten	Number and Operations in Base Ten
25	Multiple Choice	C	1	CCSS.Math.Content.4.NF.B.4a	Number and Operations— Fractions	Number and Operations— Fractions
27	Multiple Choice	C	1	CCSS.Math.Content.3.MD.D.8	Measurement and Data	
28	Multiple Choice	B	1	CCSS.Math.Content.4.OA.A.3	Operations and Algebraic Thinking	Operations and Algebraic Thinking
29	Multiple Choice	C	1	CCSS.Math.Content.4.MD.B.4	Measurement and Data	
30	Multiple Choice	B	1	CCSS.Math.Content.4.NF.A.2	Number and Operations— Fractions	Number and Operations— Fractions
Book 2						
31	Multiple Choice	C	1	CCSS.Math.Content.4.G.A.3	Geometry	
32	Multiple Choice	C	1	CCSS.Math.Content.4.OA.B.4	Operations and Algebraic Thinking	Operations and Algebraic Thinking
33	Multiple Choice	B	1	CCSS.Math.Content.4.NBT.A.2	Number and Operations in Base Ten	Number and Operations in Base Ten
34	Multiple Choice	B	1	CCSS.Math.Content.4.NF.A.2	Number and Operations— Fractions	Number and Operations— Fractions
35	Multiple Choice	A	1	CCSS.Math.Content.4.OA.A.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking
36	Multiple Choice	A	1	CCSS.Math.Content.4.MD.C.5b	Measurement and Data	
37	Multiple Choice	B	1	CCSS.Math.Content.4.NBT.A.1	Number and Operations in Base Ten	Number and Operations in Base Ten
38	Multiple Choice	C	1	CCSS.Math.Content.4.NF.B.4b	Number and Operations— Fractions	Number and Operations— Fractions
39	Constructed Response		2	CCSS.Math.Content.4.G.A.1	Geometry	
40	Constructed Response		2	CCSS.Math.Content.4.NBT.B.6	Number and Operations in Base Ten	Number and Operations in Base Ten
41	Constructed Response		2	CCSS.Math.Content.4.NF.B.4c	Number and Operations— Fractions	Number and Operations— Fractions
42	Constructed Response		2	CCSS.Math.Content.4.OA.A.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking
43	Constructed Response		2	CCSS.Math.Content.4.NF.B.3c	Number and Operations— Fractions	Number and Operations— Fractions
44	Constructed Response		2	CCSS.Math.Content.4.MD.C.7	Measurement and Data	
45	Constructed Response		3	CCSS.Math.Content.4.NBT.B.5	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.