New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program
Grade 4
Mathematics Test
(Spanish)

Released Questions

2021

New York State administered the Mathematics Tests in May 2021 and is now making the questions from Session 1 of these tests available for review and use. Only Session 1 was required in 2021.

New York State Testing Program
Grades 3–8 Mathematics

Released Questions from 2021 Tests

Background

In 2013, New York State (NYS) 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 (NYSED) 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 2021 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

In February 2021, with the ongoing COVID-19 pandemic still forcing restrictions on all educational and learning activities statewide, NYSED submitted two federal waiver requests related to state assessment and accountability requirements. The waiver requests addressed the unique circumstances caused by the pandemic that have resulted in many students receiving some or all of their instruction remotely.

Later that month, the United States Department of Education (USDE) informed states that it would not grant a blanket waiver for state assessments. However, the USDE agreed to uncouple state assessments from the Every Student Succeeds Act (ESSA) accountability requirements so that test results will be used solely as a measure of student learning. Additionally, it was decided that NYSED would administer only Session 1 of the Grades 3–8 ELA and Mathematics Tests for the Spring 2021 administration and that the tests would include previously administered questions.

The decision to use previously administered test questions in this extraordinary year was based on guidance from nationally recognized experts in the assessment field and was recommended in a publication from the Council of Chief State School Officers to state education departments. Reusing test questions provided the benefit of having established scale scores and stable item parameters. Using previously administered test questions also ensured that it will be possible to develop new test forms for 2022 and beyond. Although it was not the driver of the decision, the reuse of previously administered test questions provided an opportunity for cost savings during these unique circumstances where the instructional models used by schools varied throughout the State.

For 2021, the entire Session 1 booklet is being released as this is all that students were required to take. Additionally, NYSED is providing a map that details what learning standards 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 NYSED'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.

New York State P–12 Learning Standards Alignment

The alignment to the New York State P–12 Learning Standards for Mathematics is intended to identify the primary analytic skills necessary to successfully answer each question. 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.

Nombre: _____

Spanish Edition
Grade 4
Mathematics Test
Session 1
v202

Programa de Exámenes del Estado de Nueva York
Examen de Matemáticas
Sesión 1

Grado 4

v202

Released Questions

Sesión 1

CONSEJOS PARA TOMAR EL EXAMEN

Aquí le damos algunas sugerencias para ayudarle a obtener los mejores resultados posibles:

- Lea atentamente cada pregunta y piense la respuesta antes de elegirla.
- Se le han proporcionado herramientas matemáticas (una regla y un transportador) para usar durante el examen. Usted decidirá cuándo le resulte útil cada herramienta. Debe utilizar las herramientas matemáticas cuando considere que le ayudarán a responder la pregunta.

1 Tatum pasea a su perro $\frac{2}{3}$ de milla cada día después de la escuela. ¿Cuántas millas pasea a su perro en 5 días?

A $\frac{7}{3}$

B $\frac{10}{3}$

C $\frac{2}{15}$

D $\frac{10}{15}$

2 La cantidad de puntos que anotó Jaden en un partido es menos de 45, y también es múltiplo de 7. ¿Cuántos puntos podría haber anotado Jaden?

A 17

B 35

C 52

D 70

3 ¿Qué comparación es verdadera?

A $\frac{2}{3} = \frac{8}{12}$

B $\frac{4}{9} = \frac{8}{9}$

C $\frac{3}{4} > \frac{9}{10}$

D $\frac{2}{4} > \frac{2}{3}$

SIGA

4 En un parque de béisbol, hay tres secciones diferentes para sentarse. La cantidad de personas que pueden sentarse en cada sección se describe a continuación.

- en la sección roja se pueden sentar 200 personas
- en la sección azul se pueden sentar 20 personas menos que en la sección roja
- en la sección verde se pueden sentar 2 veces más personas que en la sección azul

¿Cuál es el número total de personas que se pueden sentar en el parque de béisbol?

A 260

B 380

C 640

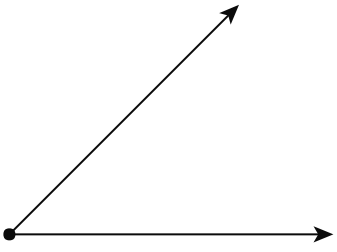
D 740

5 ¿Qué figura es un ejemplo de un segmento lineal?

A

C

B



D

6 La familia de Izzy tiene naranjos en el patio. Recolectaron 126 naranjas. Se guardaron 10 naranjas para ellos y compartieron el resto equitativamente entre 4 otras familias. ¿Qué ecuación se puede usar para determinar n, la cantidad de naranjas que recibió cada una de las otras familias?

A $(126 - 4) \div 10 = n$

B $(126 - 10) \div 4 = n$

C $(126 + 10) \div 4 = n$

D $(126 + 4) \div 10 = n$

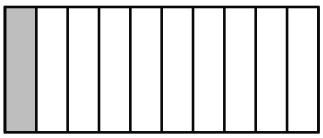
7 ¿Qué modelo de fracción tiene un área sombreada equivalente a $\frac{3}{12}$?

A

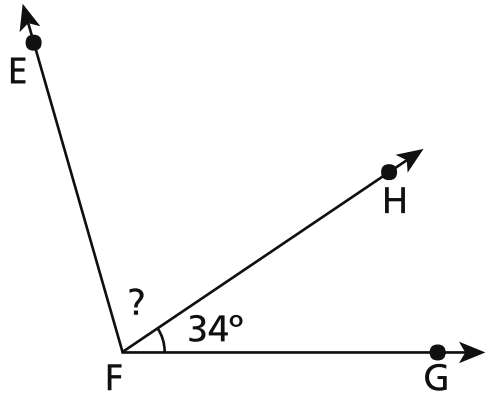
C

B

D



8 La medida del ángulo EFG que se muestra a continuación es de 106 grados.



¿Cuál es la medida, en grados, del ángulo EFH ?

A 34

B 56

C 72

D 140

9 ¿Qué lista de fracciones está en orden de menor a mayor valor?

A $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$

B $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$

C $\frac{1}{4}, \frac{3}{4}, \frac{1}{2}$

D $\frac{1}{2}, \frac{3}{4}, \frac{1}{4}$

10 Betsy tiene $4\frac{1}{3}$ tazas de limonada en una jarra. Sirve $1\frac{2}{3}$ tazas en un vaso. ¿Cuánta limonada queda en la jarra?

A $2\frac{2}{3}$ tazas

B $3\frac{1}{3}$ tazas

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

D $5\frac{3}{6}$ tazas

11 ¿Cuál es el valor de la siguiente expresión?

$2{,}816 \times 7$

A $14{,}572$

B $14{,}672$

C $19{,}612$

D $19{,}712$

12 ¿Cuál es el cociente para la expresión $2{,}314 \div 4$?

A 508

B 508 r2

C 578

D 578 r2

SIGA

13 Un maestro compra las carpetas que se muestran a continuación.

- 5 cajas de carpetas rojas con 36 carpetas en cada caja
- 6 cajas de carpetas azules con 32 carpetas en cada caja

¿Qué número es el **más cercano** al número total de carpetas rojas y azules que compra el maestro?

A 275

B 380

C 440

D 550

14 ¿Qué número es 9 veces mayor que 400 ?

A 391

B 409

C 3,600

D 3,609

15 ¿Cuáles son los dos números que se redondean a 1,500 cuando se los redondea a la centena más cercana?

A 1,399 y 1,599

B 1,449 y 1,549

C 1,457 y 1,547

D 1,489 y 1,589

16 El señor Fuller quiere poner una cerca alrededor de su patio rectangular. El ancho del patio es de 55 pies y la longitud es de 75 pies. ¿Cuántos pies de cerca necesita el señor Fuller?

A 130

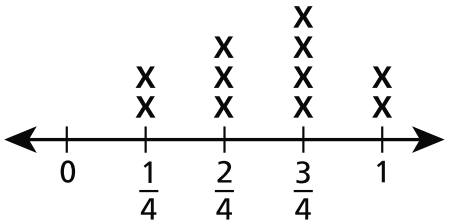
B 260

C 3,905

D 4,125

17 Algunos alumnos en la clase de la señora Baker registraron sus alturas durante cuatro meses. El siguiente diagrama lineal muestra cuánto creció cada alumno al finalizar los cuatro meses.

CRECIMIENTO DE LOS ALUMNOS



Longitud (pulgadas)

¿Cuál es la diferencia de crecimiento, en pulgadas, entre los alumnos que más crecieron y los alumnos que menos crecieron?

A $\frac{1}{4}$

B $\frac{2}{4}$

C $\frac{3}{4}$

D 1

18 El valor del dígito 9 en el número 29,461 es 10 veces el valor del dígito 9, ¿en qué número?

A 46,195

B 53,982

C 89,354

D 93,610

19 La siguiente serie numérica sigue una regla.

2, 8, 32, 128, . . .

¿Qué serie numérica sigue la misma regla?

A 4, 8, 12, 16, . . .

B 1, 4, 16, 64, . . .

C 3, 7, 11, 15, . . .

D 6, 12, 24, 48, . . .

20 Los tres modelos a continuación están sombreados para representar una fracción diferente cada uno.

¿Cuál es la suma de las fracciones que representan las partes sombreadas de los modelos?

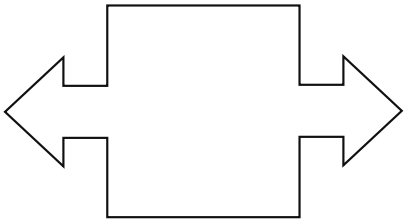
A $\frac{10}{18}$

B $\frac{8}{10}$

C $\frac{10}{8}$

D $\frac{10}{6}$

21 ¿Cuál es la mayor cantidad de líneas de simetría que se pueden dibujar en la siguiente figura?



A 0

B 1

C 2

D 4

22 ¿Cuánto mide, en grados, un ángulo que es equivalente a $\frac{1}{360}$ de un círculo?

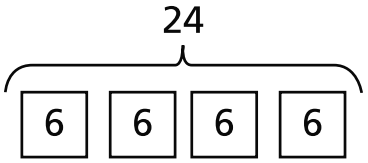
A 1

B 90

C 180

D 360

23 ¿Qué afirmación de comparación describe el siguiente modelo?



A 6 es 24 veces más que 4

B 24 es 4 veces más que 6

C 4 veces más que 24 es 6

D 6 veces más que 6 es 24

PARE

Grado 4

Examen de Matemáticas

Sesión 1

v202

Grade 4

Mathematics Test

Session 1

v202

THE STATE EDUCATION DEPARTMENT

THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

2021 Mathematics Tests Map to the Standards

Grade 4 Released Questions

Question	Type	Key	Points	Standard	Cluster	Subscore	Secondary Standard(s)
Session 1							
1	Multiple Choice	B	1	CCSS.Math.Content.4.NF.B.4c	Number and Operations - Fractions	Number and Operations - Fractions	
2	Multiple Choice	B	1	CCSS.Math.Content.4.OA.B.4	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
3	Multiple Choice	A	1	CCSS.Math.Content.4.NF.A.2	Number and Operations - Fractions	Number and Operations - Fractions	
4	Multiple Choice	D	1	CCSS.Math.Content.4.OA.A.2	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
5	Multiple Choice	A	1	CCSS.Math.Content.4.G.A.1	Geometry		
6	Multiple Choice	B	1	CCSS.Math.Content.4.OA.A.3	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
7	Multiple Choice	B	1	CCSS.Math.Content.4.NF.A.1	Number and Operations - Fractions	Number and Operations - Fractions	
8	Multiple Choice	C	1	CCSS.Math.Content.4.MD.C.7	Measurement and Data		
9	Multiple Choice	B	1	CCSS.Math.Content.4.NF.A.2	Number and Operations - Fractions	Number and Operations - Fractions	
10	Multiple Choice	A	1	CCSS.Math.Content.4.NF.B.3c	Number and Operations - Fractions	Number and Operations - Fractions	
11	Multiple Choice	D	1	CCSS.Math.Content.4.NBT.B.5	Number and Operations in Base Ten	Number and Operations in Base Ten	
12	Multiple Choice	D	1	CCSS.Math.Content.4.NBT.B.6	Number and Operations in Base Ten	Number and Operations in Base Ten	
13	Multiple Choice	B	1	CCSS.Math.Content.4.OA.A.3	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
14	Multiple Choice	C	1	CCSS.Math.Content.4.OA.A.1	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
15	Multiple Choice	C	1	CCSS.Math.Content.4.NBT.A.3	Number and Operations in Base Ten	Number and Operations in Base Ten	
16	Multiple Choice	B	1	CCSS.Math.Content.4.MD.A.3	Measurement and Data		
17	Multiple Choice	C	1	CCSS.Math.Content.4.MD.B.4	Measurement and Data		
18	Multiple Choice	B	1	CCSS.Math.Content.4.NBT.A.1	Number and Operations in Base Ten	Number and Operations in Base Ten	
19	Multiple Choice	B	1	CCSS.Math.Content.4.OA.C.5	Operations and Algebraic Thinking	Operations and Algebraic Thinking	
20	Multiple Choice	D	1	CCSS.Math.Content.4.NF.B.3a	Number and Operations - Fractions	Number and Operations - Fractions	
21	Multiple Choice	C	1	CCSS.Math.Content.4.G.A.3	Geometry		
22	Multiple Choice	A	1	CCSS.Math.Content.4.MD.C.5a	Measurement and Data		
23	Multiple Choice	B	1	CCSS.Math.Content.4.OA.A.1	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.