New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program
Grade 5
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 5
Mathematics Test
Session 1
v202

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

Grado 5

v202

Released Questions

Planilla de referencia de matemáticas para grado 5

CONVERSIONES

1 milla = 5,280 pies
1 milla = 1,760 yardas

1 libra = 16 onzas
1 tonelada = 2,000 libras

1 taza = 8 onzas líquidas
1 pinta = 2 tazas
1 cuarto = 2 pintas
1 galón = 4 cuartos
1 litro = 1,000 centímetros cúbicos

FÓRMULAS

Prisma rectangular recto	$V = Bh$ o $V = lwh$

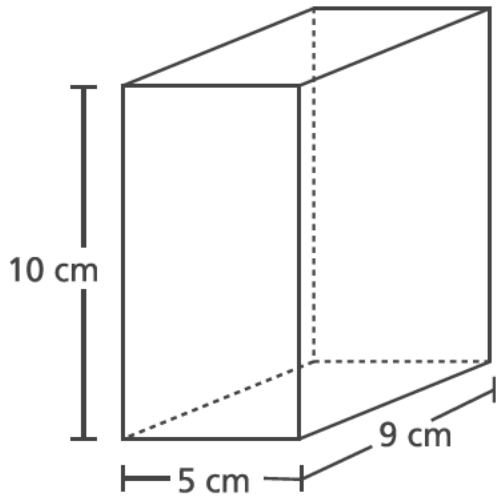
Sesión 1

CONSEJOS PARA TOMAR EL EXAMEN

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

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

1 Una caja de regalo tiene forma de prisma rectangular recto, como se muestra a continuación.



¿Cuál es el volumen, en centímetros cúbicos, de la caja de regalo?

A 24

B 45

C 225

D 450

2 ¿Cuál es la suma de $\frac{2}{10} + \frac{6}{100}$?

A $\frac{8}{10}$

B $\frac{8}{100}$

C $\frac{26}{10}$

D $\frac{26}{100}$

SIGA

3 El sábado, Mark vendió $2\frac{7}{8}$ galones de limonada. El mismo día, Regan vendió $\frac{2}{3}$ de la cantidad de limonada que vendió Mark. ¿Cuánta limonada, en galones, vendió Regan?

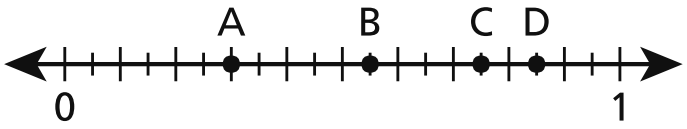
A $1\frac{5}{16}$

B $1\frac{11}{12}$

C $2\frac{7}{12}$

D $4\frac{5}{16}$

4 ¿Qué punto de la recta numérica a continuación representa un valor de 0.75?



A punto A

B punto B

C punto C

D punto D

5 ¿Qué comparación es verdadera?

A $2.919 > 2.94$

B $0.99 < 0.569$

C $1.27 > 1.189$

D $3.861 < 3.75$

6 Betty tiene 3 gatos y 4 perros. Para alimentarlos, le da a cada uno una cucharada de comida dos veces por día. ¿Qué expresión puede usarse para mostrar con cuántas cucharadas Betty alimenta a sus mascotas en un día?

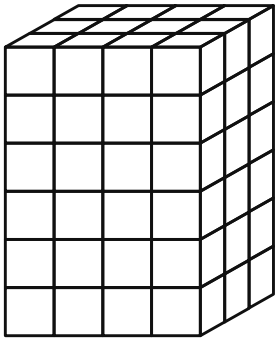
A $(2 \times 3) \times 4$

B $(2 \times 3) + 4$

C $2 + (3 + 4)$

D $2 \times (3 + 4)$

7 A continuación, se muestra el diagrama de un prisma rectangular lleno de cubos de unidades. La longitud de cada lado del cubo de unidad es de 1 pie.



¿Cuál es el volumen, en pies cúbicos, del prisma rectangular?

A 12

B 13

C 54

D 72

8 ¿Cuál es el valor de la siguiente expresión?

$$[(3 \times 4) - 6] + 4 \times 2$$

A 4

B 14

C 20

D 30

9 La señora Reed prepara aderezo para ensalada combinando aceite y vinagre. Combina 8 onzas líquidas de aceite y 3 onzas líquidas de vinagre para preparar una tanda. La señora Reed prepara 3 tandas de aderezo para ensalada. ¿Cuántas tazas de aderezo para ensalada prepara en total?

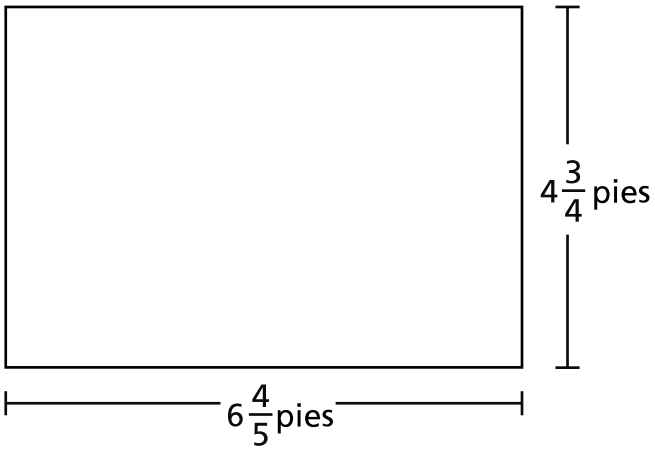
A $1\frac{3}{8}$ tazas

B $2\frac{1}{16}$ tazas

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

D $4\frac{1}{8}$ tazas

10 ¿Cuál es el área, en pies cuadrados, del rectángulo que se muestra a continuación?



A $11\frac{11}{20}$

B $24\frac{12}{20}$

C $27\frac{4}{20}$

D $32\frac{6}{20}$

SIGA

11 Ed caminó 3 kilómetros el sábado y nadó 2 kilómetros el domingo. ¿Cuántos metros en total caminó y nadó Ed el sábado y el domingo?

A 50

B 500

C 5,000

D 50,000

12 ¿Qué expresión puede usarse para averiguar el valor de la siguiente expresión?

$1,284 \div 4$

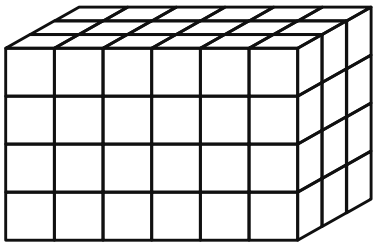
A $(1,200 \div 4) \times (84 \div 4)$

B $(1,200 \div 4) \div (84 \div 4)$

C $(1,200 \div 4) + (84 \div 4)$

D $(1,200 \div 4) - (84 \div 4)$

13 ¿Qué expresión **no** puede usarse para determinar el volumen del prisma rectangular que se muestra a continuación?



A 12×6

B 18×4

C $6 \times 3 \times 4$

D $6 \times 4 \times 6$

14 ¿Cuánto es 15.74 redondeado al número entero más cercano?

A 10

B 15

C 16

D 20

15 Jack pone $\frac{1}{3}$ de libra de semillas en el comedero para pájaros cada vez que lo llena.

¿Cuántas veces puede Jack llenar el comedero para pájaros con 4 libras de semillas?

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

B $3\frac{2}{3}$

C 11

D 12

16 Carlos prepara 1 libra de mezcla de refrigerios con nueces, pasas y cereal. La siguiente lista muestra la cantidad de libras de nueces y pasas que usa.

- $\frac{1}{3}$ de libra de nueces
- $\frac{2}{5}$ de libra de pasas

¿Cuánto cereal, en libras, usa Carlos?

A $\frac{3}{8}$

B $\frac{5}{8}$

C $\frac{4}{15}$

D $\frac{11}{15}$

17 Tara vive a $\frac{3}{4}$ de milla del parque. Nikhil vive $6\frac{2}{3}$ veces más lejos que Tara del parque.

¿A qué distancia del parque, en millas, vive Nikhil?

A 2

B 5

C $5\frac{1}{6}$

D $8\frac{8}{9}$

18 ¿Qué afirmación describe el producto de la expresión $5 \times \frac{1}{2}$?

A Es menor que $\frac{1}{2}$.

B Es mayor que 5.

C Está entre 5 y 6.

D Está entre $\frac{1}{2}$ y 5.

19 ¿Cuál es el valor de la expresión $\frac{1}{7} \div 5$?

A $\frac{1}{12}$

B $\frac{1}{35}$

C $\frac{5}{7}$

D $\frac{6}{7}$

20 Cole tiene un jardín rectangular que ocupa un área de 16.02 metros cuadrados. La longitud del jardín es de 4.5 metros. ¿Cuál es el ancho, en metros, del jardín?

A 3.56

B 11.52

C 16.12

D 20.52

21 Una escuela recaudó un total de $1,648 para comprar libros nuevos. El dinero recaudado se compartirá en partes iguales entre 8 aulas diferentes. ¿Cuál es la cantidad total de dinero que recibirá cada aula?

A $206

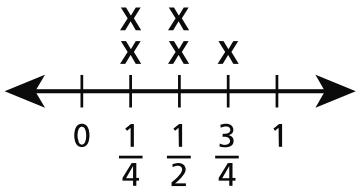
B $207

C $260

D $270

22 El siguiente diagrama lineal muestra la cantidad de cereal que comió Shyanne en 5 días.

CEREAL COMIDO



Cantidad (tazas)

¿Cuál es la cantidad total de tazas de cereal que comió Shyanne en los 5 días?

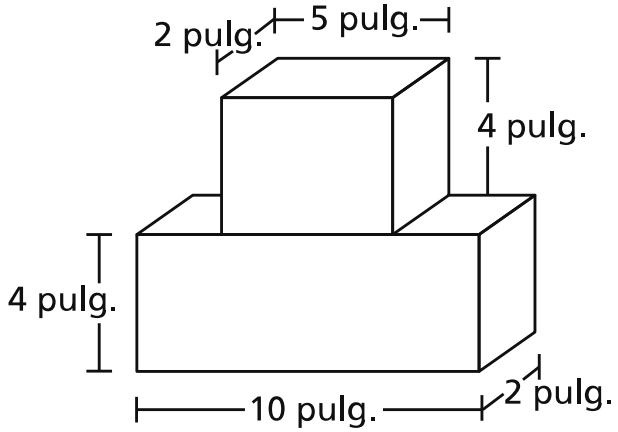
A $1\frac{1}{2}$

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

C $1\frac{4}{6}$

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

23 Lana usó los dos bloques que se muestran en el diagrama para construir una torre.



TORRE DE LANA

¿Cuál es el volumen total, en pulgadas cúbicas, de la torre que construyó Lana?

A 27

B 80

C 116

D 120

PARE

Grado 5

Examen de Matemáticas

Sesión 1

v202

Grade 5

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 5 Released Questions

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

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.