New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program

Grade 3
Mathematics Test

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.

Name: _____

New York State Testing Program

Mathematics Test
Session 1

Grade 3

Spring 2025

RELEASED QUESTIONS

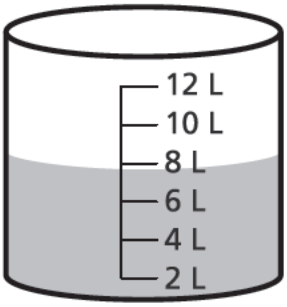
Session 1

TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read each question carefully. Take your time.
- You have a ruler that you can use on the test if it helps you answer the question.

5 The picture below shows water in a container.



What is the total amount of water, to the nearest liter, in the container?

A 4

B 6

C 8

D 12

6 Which story problem can be represented by the expression $54 \div 6$?

A There are 54 pieces of candy and 6 are eaten.

B There are 6 buses with 54 students on each bus.

C Mila has 6 marbles in a bag and puts 54 more marbles into the bag.

D Scott has 54 toy cars and gives an equal number of toy cars to each of 6 friends.

7 Which fraction has a value equivalent to 3 ?

A $\frac{1}{3}$

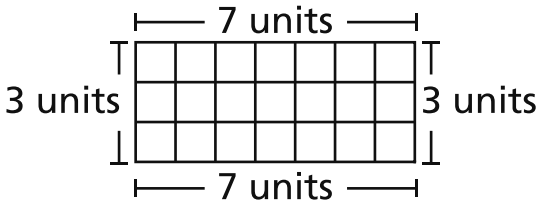
B $\frac{3}{3}$

C $\frac{6}{3}$

D $\frac{9}{3}$

GO ON

12 A rectangle made of unit squares is shown below.



KEY
☐ = 1 square unit

What is the area, in square units, of the rectangle?

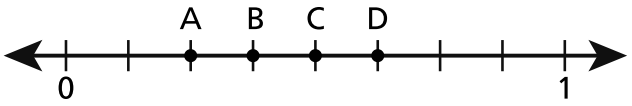
A 10

B 14

C 20

D 21

13 A number line with four points is shown below.



What point on the number line represents the fraction $\frac{3}{8}$?

A point A

B point B

C point C

D point D

GO ON

15 Sarah's family drives a total of 198 miles over three days. On Day 1, they drive 62 miles. On Day 2, they drive 69 miles. Which value is **closest** to the number of miles Sarah's family drives on Day 3 ?

A 60

B 70

C 130

D 200

17 What digit is in the tens place in the number 3,958 ?

A 3

B 5

C 8

D 9

GO ON

19 Pat drinks 2 glasses of water each day for 5 days. Mary drinks 4 glasses of water each day for 5 days. Which set of equations can be used to find the total number of glasses of water, g, that both Pat and Mary drink on those days?

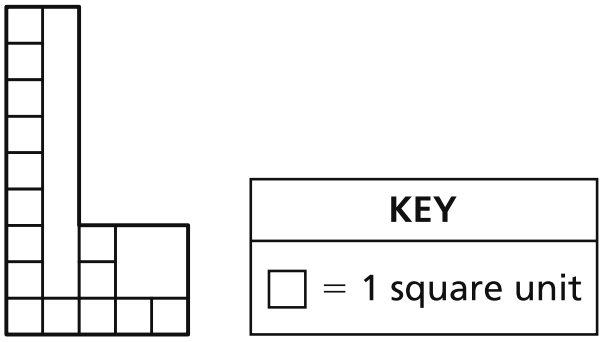
A
$$2 + 5 = 7$$
$$4 + 5 = 9$$
$$7 + 9 = g$$

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 Part of the model shown below has been covered with unit squares without any gaps or overlaps.



What will be the area, in square units, of the model after it is completely covered with unit squares?

A 14

B 15

C 27

D 45

GO ON

24 Ms. Wayne has 12 liters of lemonade. She puts an equal amount of all the lemonade into 6 containers. How many liters of lemonade does Ms. Wayne put into each container?

A 2

B 6

C 18

D 72

25 Which two fractions each have a value greater than $\frac{2}{4}$?

A $\frac{1}{4}$ and $\frac{2}{6}$

B $\frac{3}{4}$ and $\frac{2}{3}$

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

D $\frac{3}{4}$ and $\frac{2}{6}$

STOP

Grade 3
Mathematics Test
Session 1
Spring 2025

Name: _____

New York State Testing Program

Mathematics Test
Session 2

Grade 3

Spring 2025

RELEASED QUESTIONS

Session 2

TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read each question carefully. Take your time.
- You have a ruler that you can use on the test if it helps you answer the question.
- Be sure to show your work when asked.
- Be sure to explain your answer when asked.

26 Which number sentence is true?

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 An equation is shown below.

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

Which equation can be used to solve for the unknown?

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

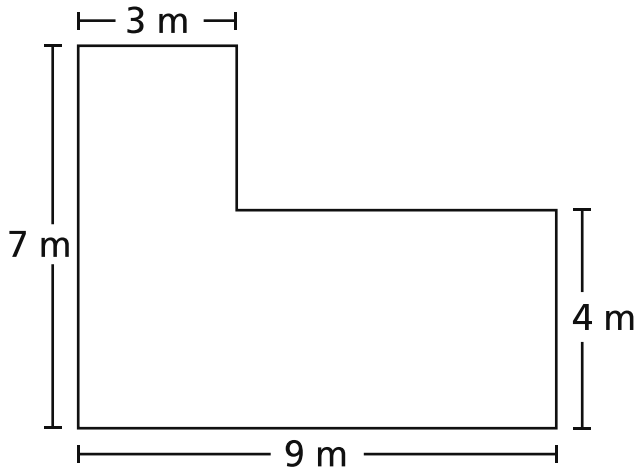
B $32 + 8 = \underline{\ ?\ }$

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

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

GO ON

28 The side lengths of a playground are shown below.



What is the area, in square meters, of the playground?

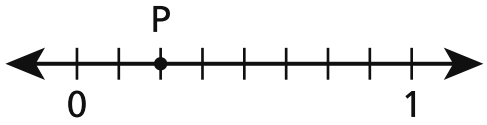
A 23

B 32

C 45

D 63

29 Point P is shown on the number line below.



Which fraction is equivalent to the value represented by point P ?

A $\frac{1}{3}$

B $\frac{1}{4}$

C $\frac{3}{8}$

D $\frac{6}{8}$

30 How many unit squares are needed to cover a rectangle with an area of 15 square units without any gaps or overlaps?

A 3

B 5

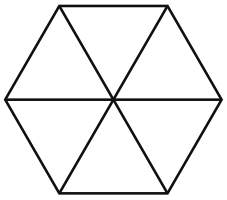
C 15

D 30

GO ON

31 **This question is worth 1 credit.**

The model shown below is made of triangles of the same size and shape.



Each triangle is what fraction of the entire area of the model?

Answer _____

32 **This question is worth 1 credit.**

What number belongs in the blank to make the equation shown below true?

$5 \times 5 = (5 \times 2) + (5 \times \underline{\quad ? \quad})$

Answer _____

GO ON

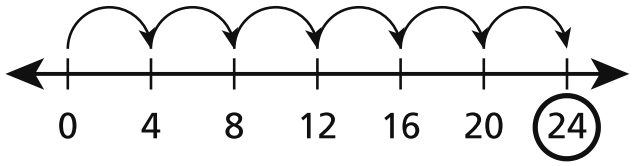
33 **This question is worth 1 credit.**

What is the number 17,984 rounded to the nearest hundred?

Answer _____

34 **This question is worth 2 credits.**

Pam uses the number line shown below to represent a multiplication equation.



Write a multiplication equation that can be represented by Pam's number line.

Explain how you know your answer is correct.

35 **This question is worth 2 credits.**

What is the value of 8×90 ? Be sure to include how place value or groups of ten can be used to find your answer.

Explain how you know your answer is correct.

36 **This question is worth 2 credits.**

A whole pie is cut into equal-sized pieces. Each piece of the pie is $\frac{1}{8}$ of the whole.

How many pieces is the pie cut into? Be sure to include what you know about fractions or parts of a whole in your answer.

Explain how you found your answer.

37 **This question is worth 2 credits.**

Cassandra wakes up at a quarter past 6 a.m. Her bus comes one-half hour later. At what time does Cassandra's bus come?

Show your work.

Answer _____ a.m.

38 **This question is worth 3 credits.**

Sam bakes cookies and puts all of the cookies into bags. If he puts 6 cookies into each of 6 bags, how many cookies does Sam bake?

Show your work.

Answer _____ cookies

Sam also bakes the same number of brownies as cookies. He puts all of the brownies into bags with 4 brownies in each bag. How many bags does Sam use for all of the brownies?

Show your work.

Answer _____ bags

STOP

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.