New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York State Testing Program
Grade 4
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 4

Spring 2025

RELEASED QUESTIONS

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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 and a protractor that you can use on the test if they help you answer the question.

2 Which expression has the same value as $\frac{28}{6}$?

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

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

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

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

GO ON

5 An expression is shown below.

542×9

What is the value of the expression?

A 4,568

B 4,578

C 4,868

D 4,878

13 Which expression has the same value as the fraction $\frac{13}{10}$?

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 The price of a house rounded to the nearest ten thousand dollars is $220,000. Which number could be the price of the house?

A $213,690

B $224,830

C $227,310

D $230,150

17 Sam buys 4 packages of baseball cards. Each package has 12 cards. Sam gives all of the baseball cards to 3 friends. Each friend receives the same number of cards. Which set of equations can be used to determine the number of cards, c, each friend receives?

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

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

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

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

18 Which expression is equivalent to $8 \times \frac{3}{5}$?

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 In which number does the digit 7 represent a value that is ten times greater than the value represented by the digit 7 in the number 27,325 ?

A 95,724

B 87,615

C 74,538

D 62,479

22 Rob draws a rectangle with a length of 6 inches and an area of 24 square inches. What is the width, in inches, of Rob's rectangle?

A 4

B 6

C 18

D 30

GO ON

24 Which comparison is true?

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 A group of friends is sharing 6 cookies. The number of cookies is 2 times the number of friends. Which equation can be used to determine the number of friends, f, that are sharing the cookies?

A $6 \div 2 = f$

B $6 - 2 = f$

C $6 + 2 = f$

D $6 \times 2 = f$

27 Which value can replace the unknown to make the equation shown below true?

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

A $\frac{3}{4}$

B $\frac{5}{4}$

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

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

GO ON

28 What is the quotient of $4{,}523 \div 4$?

A 1,130

B 1,130 r3

C 1,131

D 1,131 r1

29 Which number is a multiple of 8 and has a factor of 3 ?

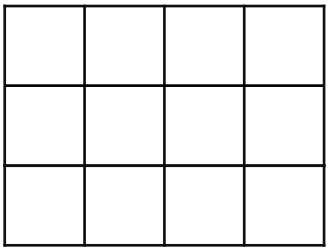
A 16

B 18

C 32

D 48

30 The model shown below represents one whole and is divided into twelve equal parts.



How many of the twelve equal parts in the model should be shaded to represent a fraction equivalent to $\frac{3}{4}$ of the whole?

A 3

B 6

C 9

D 12

STOP

Grade 4
Mathematics Test
Session 1
Spring 2025

Name: _____

New York State Testing Program

Mathematics Test
Session 2

Grade 4

Spring 2025

RELEASED QUESTIONS

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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 and a protractor that you can use on the test if they help you answer the question.
- Be sure to show your work when asked.
- Be sure to explain your answer when asked.

31 Four quadrilaterals are shown below.

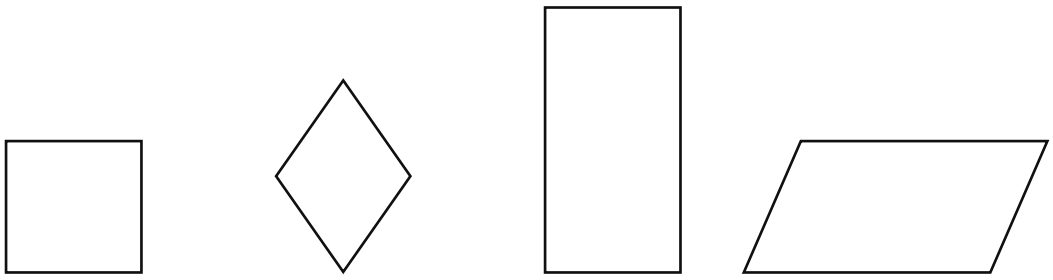


Figure A Figure B Figure C Figure D

Which two quadrilaterals appear to be rectangles?

A Figure B and Figure D

B Figure A and Figure C

C Figure B and Figure C

D Figure A and Figure D

32 What is the value of the expression 87×36 ?

A 522

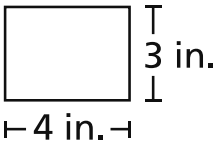
B 783

C 2,932

D 3,132

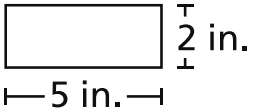
GO ON

33 A rectangle is shown below.

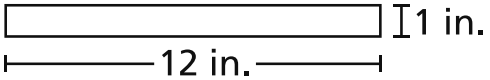


Which of these shapes has the same area as the rectangle but a different perimeter?

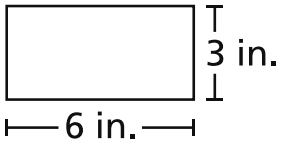
A



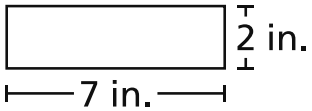
B



C



D



34 What is the value of $570 \div 6$?

A 93

B 94

C 95

D 96

35 The number of third-grade students and fourth-grade students at two different schools is listed below.

- School G has 126 third-grade students.
- School H has 2 times as many third-grade students as School G.
- School G has 174 fourth-grade students.
- School H has 3 times as many fourth-grade students as School G.

How many more third-grade and fourth-grade students are at School H than at School G ?

A 254

B 474

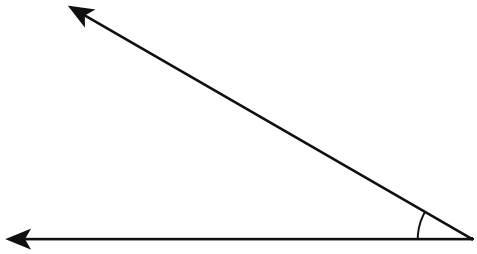
C 554

D 774

GO ON

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

The figure shown below has two rays that share a common point.



What type of figure is shown?

Answer _____

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

A statement is shown below.

thirty-six is four times as many as nine

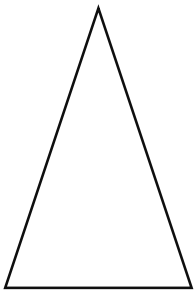
Write an equation that represents the statement.

Answer _____

GO ON

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

A triangle is shown below.



Based on the size of the angles, what is the name of this type of triangle?

Answer _____

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

How can the fraction $\frac{1}{2}$ be used to compare the fractions $\frac{3}{5}$ and $\frac{4}{10}$? Be sure to include a number sentence using the symbols $>$, $<$, or $=$ to compare the fractions $\frac{3}{5}$ and $\frac{4}{10}$ in your answer.

Explain how you determined your answer.

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

A number is described below.

It has four thousands and thirty tens.

What is the number in standard form?

Explain how you determined your answer.

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

How many lines of symmetry does a square have? Be sure to include what you know about symmetry in your answer.

Explain how you know your answer is correct.

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

The first three numbers in a pattern are shown below.

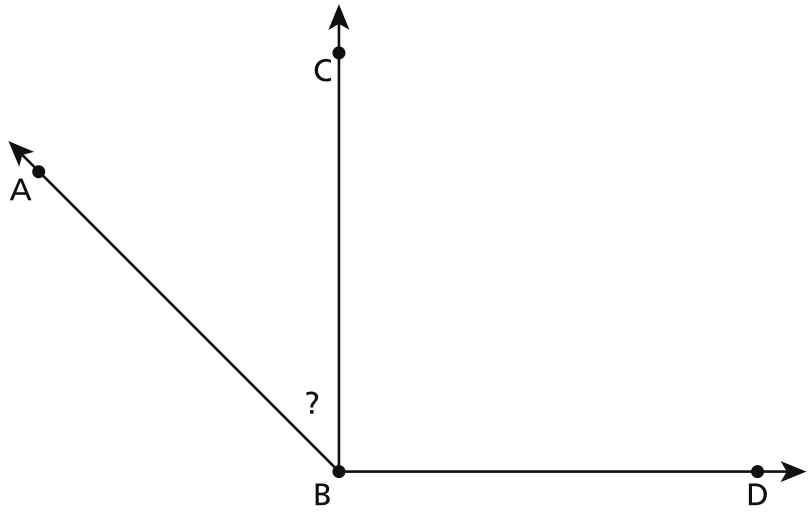
1, 4, 7, . . .

Will the tenth number in the pattern be an even number or an odd number?

Explain how you determined your answer.

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

The diagram below shows angle ABD divided into two angles, ABC and CBD.



The measure of angle ABD is $135°$ and the measure of angle CBD is $90°$. Write and solve an equation that can be used to determine the measure, in degrees, of angle ABC.

Show your work.

Answer _____ °

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

A group of students walk to school and to the park together 5 days a week. Each day, they start at Tia's home and end at Tia's home. The number of miles they walk each day is described below.

- from Tia's home to their school is $\frac{7}{8}$ mile
- from their school to the park is $\frac{5}{8}$ mile
- from the park to Tia's home is $\frac{3}{8}$ mile

What is the total distance, in miles, that the group of students walk together in those 5 days?

Show your work.

Answer _____ miles

STOP

Grade 4
Mathematics Test
Session 2
Spring 2025

THE STATE EDUCATION DEPARTMENT

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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.