



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

**New York State Testing Program
Grade 8
Mathematics Test
(Haitian Creole)**

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.



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.

Non: _____



Haitian Creole Edition
Grade 8 2025
Mathematics Test
Session 1
Spring 2025

**Pwogram Egzamen
Eta Nouyòk
Egzamen Matematik
Seyans 1**

8yèm ane

Prentan 2025

RELEASED QUESTIONS

Seyans 1



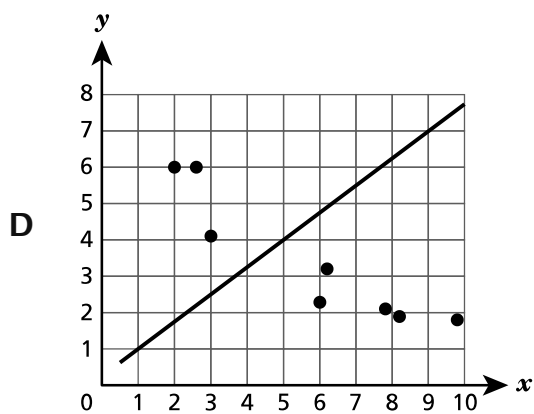
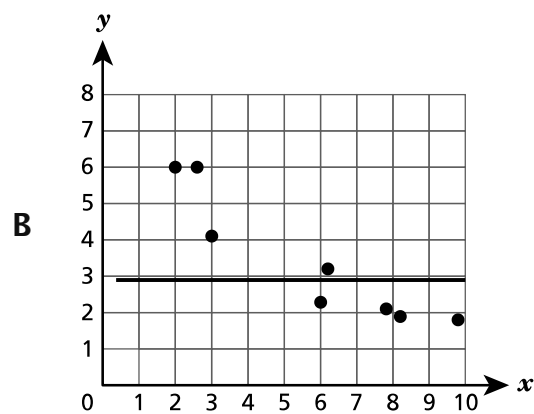
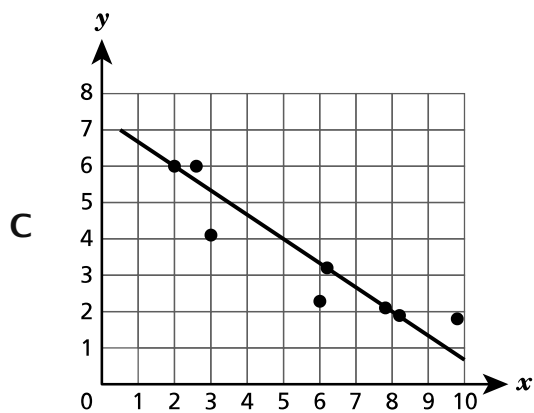
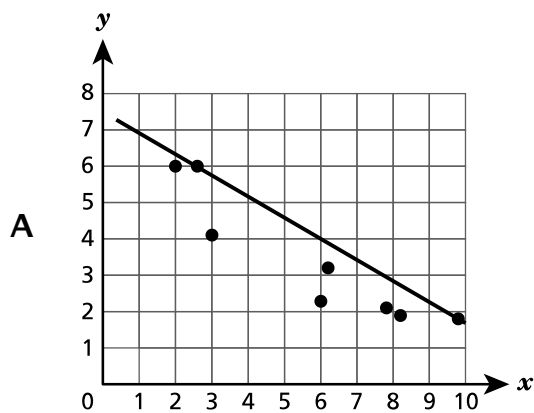
KONSÈY POU FÈ EGZAMEN AN

Men kèk ide k ap ede ou fè ekzamen an pi byen:

- Li chak kesyon ak atansyon. Pran tan ou.
- Ou genyen yon règ, yon rapòtè, ak yon fèy referans, ak yon kalkilatri ou ka itilize pandan ekzamen an si yo ka ede ou reponn kesyon an.

2

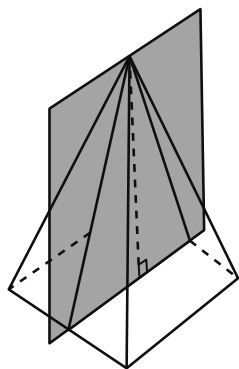
Yo mete an grafik yon ansanm done sou yon dyagram dispèsyon. Ki dyagram dispèsyon pou done yo ki montre yon liy yo kapab itilize pou plis pi **byen** kreye modèl relasyon pou done yo?



KONTINYE

4

Yon plan vètikal fè yon entèseksyon ak yon piramid rektangilè dwa jan yo montre l anba a.



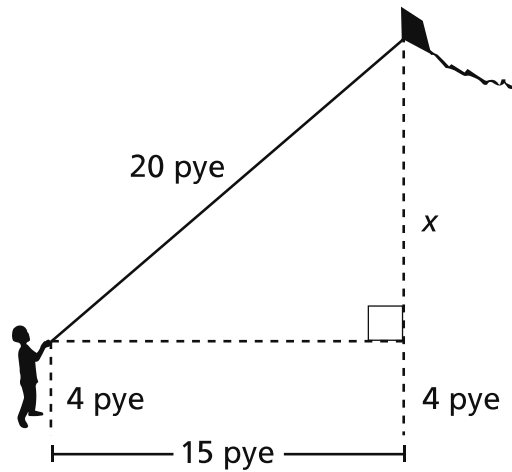
Ki fòm ki gen de dimansyon ki kreye kòm rezilta entèseksyon an ant plan an ak piramid la?

- A paralelogram
- B rektang
- C trapèz
- D triyang

KONTINYE

7

Dyagram anba a montre yon moun k ap monte yon kap. Yo lache 20 pye fisèl, epi yo kenbe pwent fisèl la a 4 pye pa rapò ak atè a. Kap la dirèkteman anwo yon pwent atè a ki a 15 pye distans pa rapò ak kote yo kanpe a.



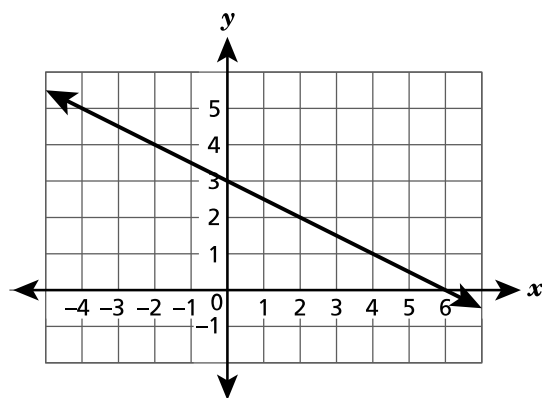
Ki ekwasyon yo kapab itilize pou detèmine valè pou x ?

- A $x^2 = 20^2 + 15^2$
- B $24^2 = 15^2 + x^2$
- C $20^2 = 19^2 + x^2$
- D $20^2 = 15^2 + x^2$

KONTINYE

8

Yo montre grafik la pou yon dwat anba a.



Kisa ki ekwasyon dwat la?

- A $y = -2x + 3$
- B $y = -2x + 6$
- C $y = -\frac{1}{2}x + 3$
- D $y = -\frac{1}{2}x + 6$

KONTINYE

12

Yon boul foutbòl gen yon dyamèt 23 santimèt. Ki volim lan, nan santimèt kib ki pi pre a, pou boul foutbòl la?

- A 1.593
- B 6.371
- C 12.741
- D 50.965

14

Yo montre yon ekwasyon anba a.

$$-6(x - 4) + 5x = -9x$$

Ki valè pou x ki rann ekwasyon an vre?

- A -3
- B $-2,4$
- C $0,5$
- D 3

KONTINYE

15

Yo montre yon ansanm nonb anba a.

$$\left\{ \frac{1}{3}, 1,1\bar{3}, \sqrt{5}, \frac{5}{2} \right\}$$

Ki nonb yo ta dwe retire nan ansanm lan, konsa ansanm lan kapab genyen sèlman nonb rasyonèl?

- A $\frac{1}{3}$
- B $1,1\bar{3}$
- C $\sqrt{5}$
- D $\frac{5}{2}$

16

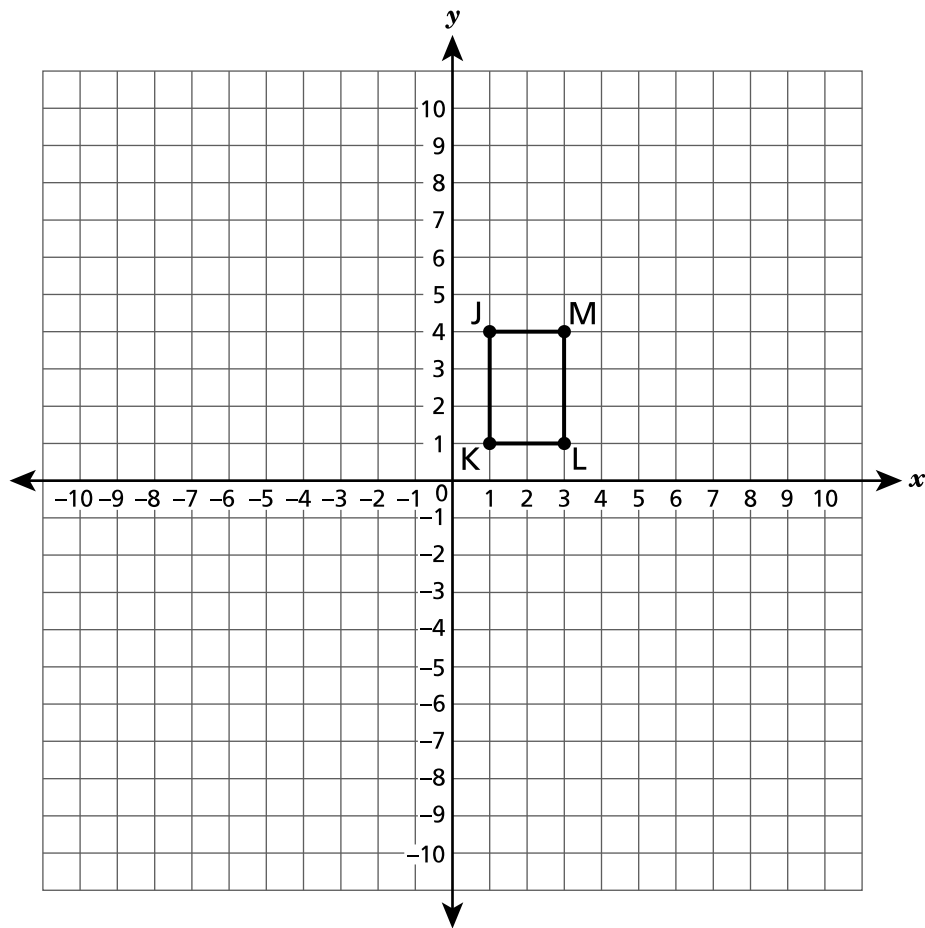
Ki ekspresyon ki ekivalan ak 3^5 ?

- A $\frac{(3^6 \cdot 3^4)}{3^2}$
- B $(3^2)^2 \cdot 3$
- C $(3^3)^2$
- D $\frac{3^{15}}{3^3}$

KONTINYE

17

Yo trase rektang JKLM sou plan kowòdone yo montre anba a. Rektang JKLM ap sibi yon translasyon 5 inite adwat ak 2 inite anwo pou pwodwi rektang J'K'L'M'.



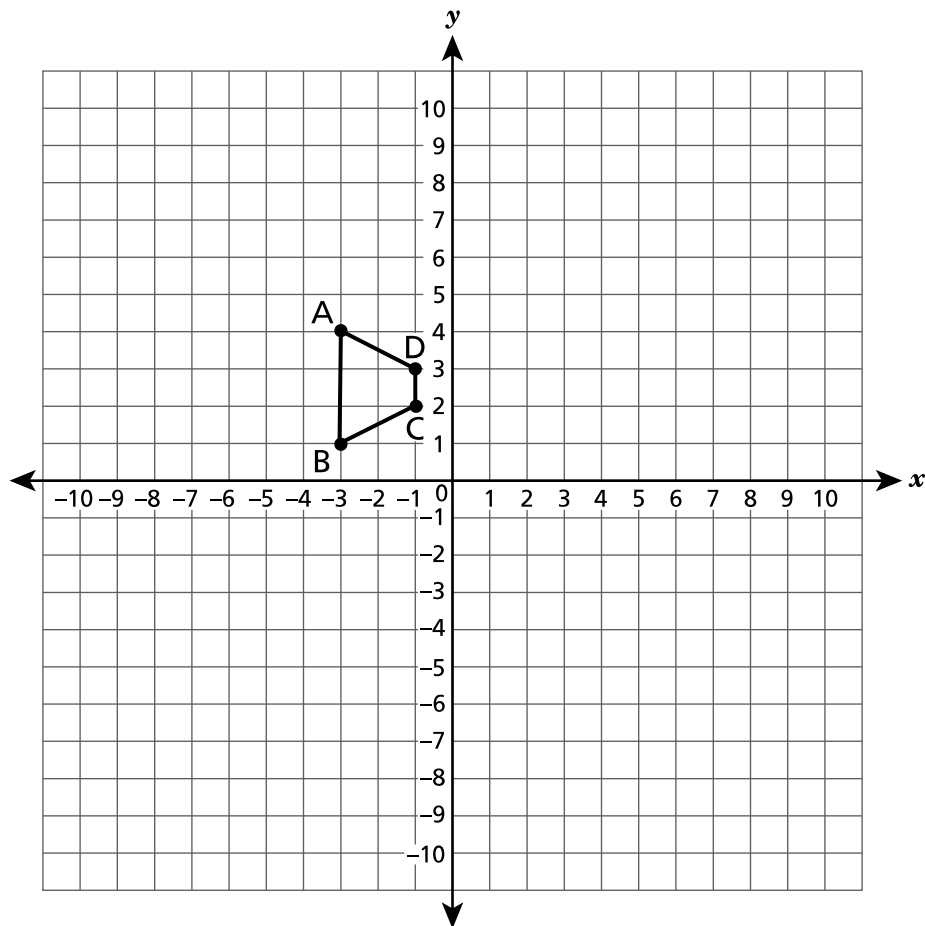
Ki deklarasyon sou liy segman yo nan rektang J'K'L'M' ki vre?

- A $\overline{J'K'} \parallel \overline{J'M'}$
- B $\overline{J'K'} \parallel \overline{L'M'}$
- C $\overline{K'L'} \parallel \overline{J'K'}$
- D $\overline{K'L'} \parallel \overline{L'M'}$

KONTINYE

19

Yo montre figi ABCD sou plan kowòdone anba a. Figi a ap dilate pa yon faktè echèl pou 2, avèk sant pou dilatasyon an nan orijin lan. Imaj y ap jwenn kòm rezilta se ap figi $A'B'C'D'$.



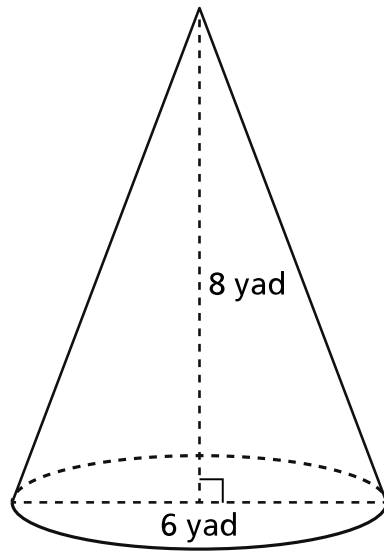
Kisa ki ap kowòdone yo pou somè A' ?

- A $(-5, 6)$
- B $(-3, 6)$
- C $(-3, 8)$
- D $(-6, 8)$

KONTINYE

27

Yo montre dyagram yon kòn dwat anba a.



Ki volim, an yad kibik, kòn lan?

- A 14π
- B 24π
- C 72π
- D 96π

28

Yon transfòmasyon fè $\triangle ABC$ koresponn ak $\triangle A'B'C'$. Si $\triangle A'B'C'$ similè men li pa kongriyan ak $\triangle ABC$, ki transfòmasyon ki fèt?

- A yon wotasyon sou orijin nan
- B yon refleksyon atravè aks y
- C yon dilatasyon avèk yon faktè echèl ki pa egal ak 1
- D yon translasyon pou 1 inite nan toude direksyon x ak y

KONTINYE

30

Yo montre yon ekwasyon anba a.

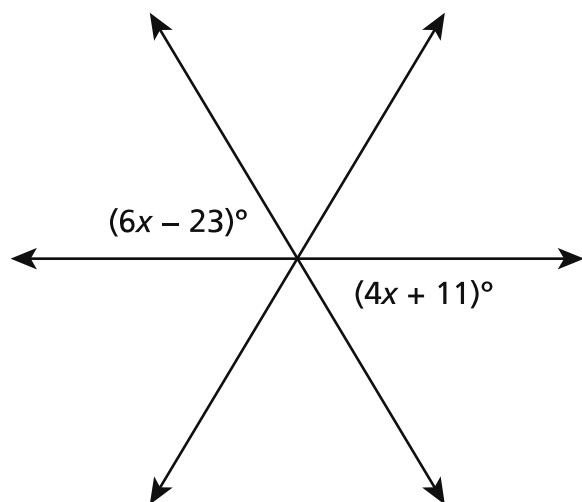
$$8 - 12x = h(3x - 4)$$

Pou ki valè h ekwasyon sa a p ap gen solisyon?

- A** -4
- B** -2
- C** 3
- D** 4

KONTINYE

Dyagram anba a montre twa liy entèseksyon.



Ki valè x genyen?

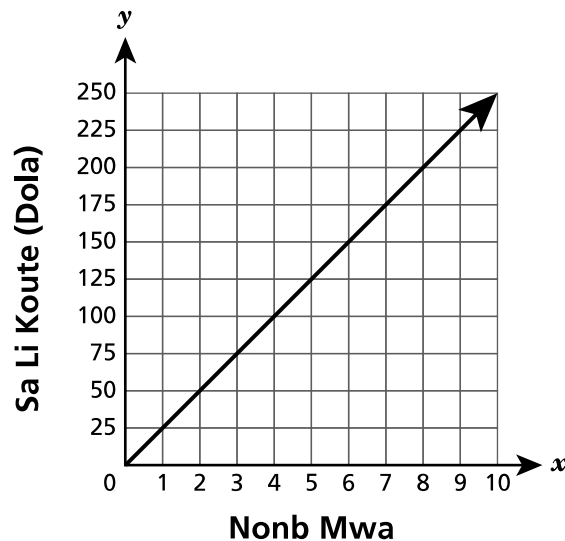
- A 6
- B 10,2
- C 17
- D 19,2

KONTINYE

Alex ak Taylor ap konpare sa li koute pou abònman klèb espò yo a.

- Sa li koute an total la, y , an dola, pou abònman klèb espò Alex la pou x mwa reprezante pa ekwasyon $y = 15x$.
- Grafik yo montre anba a reprezante sa li koute an total pou abònman klèb espò Taylor la.

ABÒNMAN KLÈB ESPÒ TAYLOR



Ki deklarasyon ki idantifye abònman pou klèb espò ki koute mwens kòb pa mwa?

- A** Abònman klèb espò Alex la koute \$10,00 pa mwa
- B** Abònman klèb espò Alex la koute \$15,00 pa mwa
- C** Abònman klèb espò Taylor koute \$15,00 pa mwa
- D** Abònman klèb espò Taylor koute \$25,00 pa mwa

8yèm ane
Egzamen Matematik
Seyans 1
Prentan 2025

Grade 8
Mathematics Test
Session 1
Spring 2025

Non: _____



Haitian Creole Edition
Grade 8 2025
Mathematics Test
Session 2
Spring 2025

**Pwogram Egzamen
Eta Nouyòk
Egzamen Matematik
Seyans 2**

8yèm ane

Prentan 2025

RELEASED QUESTIONS

Developed and published under contract with the New York State Education Department by NWEA, a division of HMH, 14720 Energy Way, Apple Valley, MN 55124. Copyright © 2025 by the New York State Education Department.

Seyans 2



KONSÈY POU FÈ EGZAMEN AN

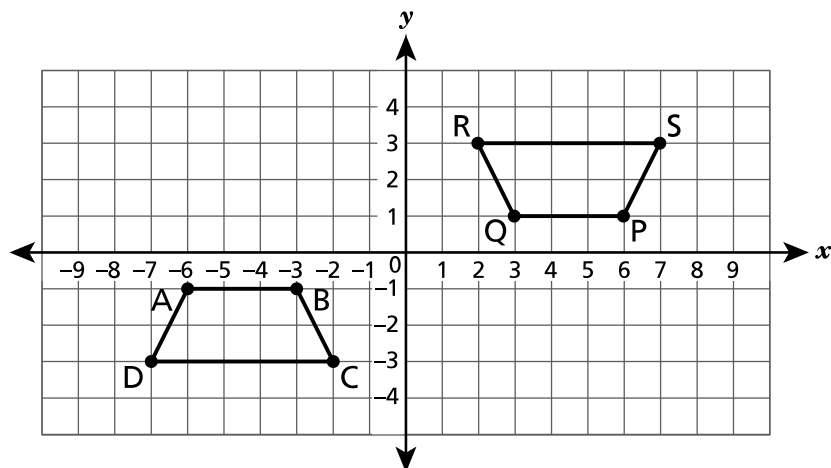
Men kèk ide k ap ede ou fè ekzamen an pi byen:

- Li chak kesyon ak atansyon. Pran tan ou.
- Ou genyen yon règ, yon rapòtè, ak yon fèy referans, ak yon kalkilatri ou ka itilize pandan ekzamen an si yo ka ede ou reponn kesyon an.
- Asire w ou montre kijan w fè jwenn repons lan lè yo mande ou sa.
- Asire w ou eksplike repons ou an lè yo mande ou pou fè sa.

33 Ki valè ekspresyon an $2^5 \cdot 10^0 \cdot 3^{-2}$ genyen?

- A -288
- B -90
- C $\frac{0}{9}$
- D $\frac{32}{9}$

34 Trapèz ABCD sibi yon wotasyon 180° pa rapò ak orijin lan pou kreye trapèz PQRS, jan yo montre l anba a.



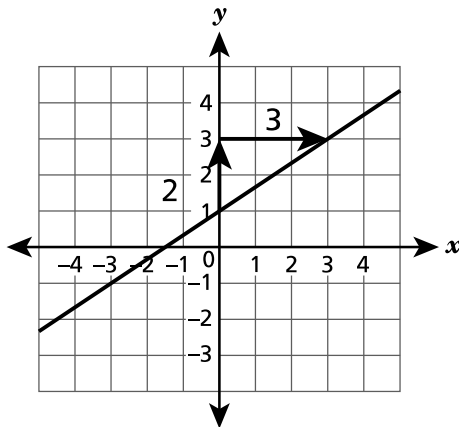
Ki deklarasyon sou chak trapèz ki vre?

- A Ang A kongriyan ak ang S.
- B Ang C kongriyan ak ang Q.
- C Kote BC kongriyan ak kote QR.
- D Kote DC kongriyan ak kote RQ.

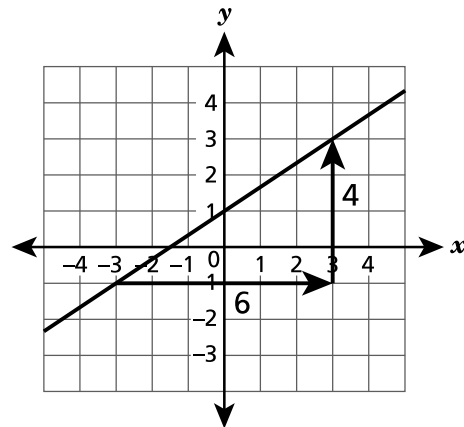
KONTINYE

Yo te mande Brayden ak Hannah kalkile pant lan pou menm liy la. Brayden kalkile pant lan se $\frac{2}{3}$ epi Hannah kalkile pant lan se $\frac{4}{6}$. Yo montre travay yo pi ba a.

TRAVAY BRAYDEN



TRAVAY HANNAH



Ki deklarasyon ki vre?

- A Se sèlman Brayden ki kalkile pant lan kòrèkteman.
- B Se sèlman Hannah ki kalkile pant lan kòrèkteman.
- C Hannah ak Brayden toude kalkile pant lan kòrèkteman.
- D Ni Hannah oswa Brayden pa kalkile pant lan kòrèkteman.

KONTINYE

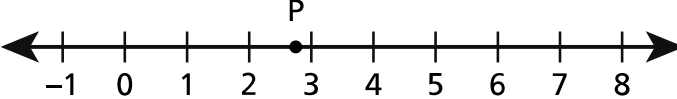
Tablo valè yo montre anba a reprezante yon relasyon.

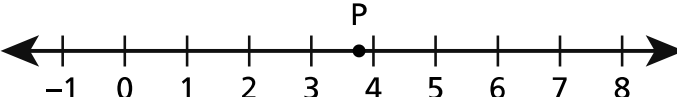
x	y
-2	-12
-1	-7
0	-2
1	3
2	8

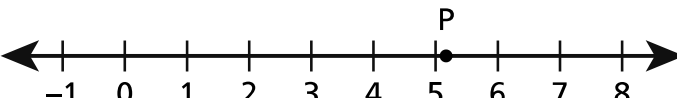
Ki deklarasyon ki dekri relasyon an?

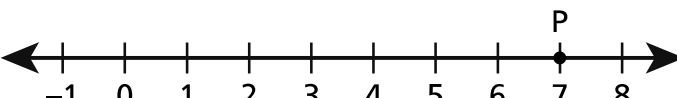
- A Tablo a reprezante yon fonksyon paske chak antre gen sèlman yon sòti.
- B Tablo a reprezante yon fonksyon paske chak sòti gen sèlman yon antre.
- C Tablo a pa reprezante yon fonksyon paske chak antre gen sèlman yon sòti.
- D Tablo a pa reprezante yon fonksyon paske chak sòti gen sèlman yon antre.

Sou ki dwat nimerik pwen P a reprezante valè a pou ekspresyon $\sqrt{4} + \sqrt{10}$?

- A 

A number line with arrows at both ends, labeled from -1 to 8. A point labeled P is located halfway between 2 and 3.
- B 

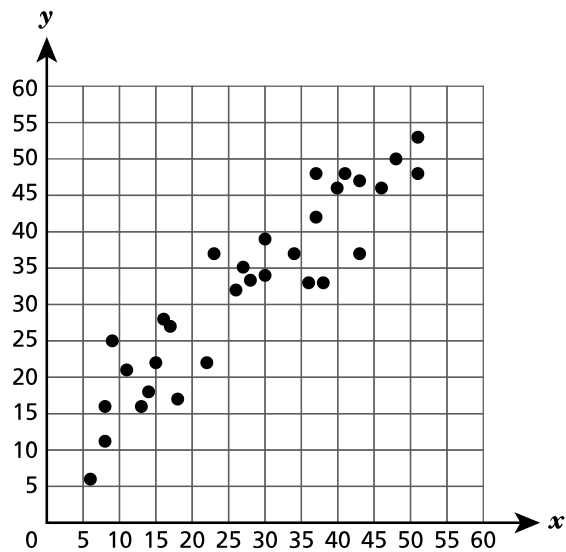
A number line with arrows at both ends, labeled from -1 to 8. A point labeled P is located halfway between 3 and 4.
- C 

A number line with arrows at both ends, labeled from -1 to 8. A point labeled P is located exactly at 5.
- D 

A number line with arrows at both ends, labeled from -1 to 8. A point labeled P is located exactly at 7.

KONTINYE

Yo montre yon dyagram dispèsyon anba a.



Ki deklarasyon ki **pi byen** dekri asosyasyon ant x ak y ?

- A Gen yon asosyasyon pozitif, lineyè.
- B Gen yon asosyasyon negatif, lineyè.
- C Gen yon asosyasyon pozitif, non lineyè.
- D Gen yon asosyasyon negatif, non lineyè.

KONTINYE

39**Kesyon sa a vo 1 kredi.**

Yo montre yon tablo ak valè pou yon fonksyon lineyè anba a.

x	y
-18	-6
-8	-1
0	3
4	5
6	6

Ki to chanjman pou fonksyon sa a?

Repons _____***KONTINYE***

40

Kesyon sa a vo 1 kredi.

Yon tablo sikilè pou tire flèchèt gen yon sikonferans ki se $17,75\pi$ pous. Ki reyon, an pous, tablo pou tire flechèt la?

Repons _____ pous

KONTINYE

Kesyon sa a vo 1 kredi.

David ak Lisa fè lajan pandan y ap tonn gazon. Yo toulède fè moun yo peye yon grenn frè pou mentnans ak yon frè pou chak èdtan. Chaj total David yo, baze sou kantite èdtan li fè ap tonn yon gazon, reprezante nan tablo anba a. Chaj total yo, y , an dola, pou Lisa tonn gazon an pou x èdtan reprezante pa ekwasyon lan $y = 6x + 12$.

CHAJ DAVID

Tan Li Pase Ap Tonn Gazon (èdtan)	Chaj Total (dola)
0,5	17,50
1	20,00
2	25,00

Ki diferans, an dola, ant grenn frè mentnans David fè moun yo peye a ak grenn frè mentnans Lisa fè moun yo peye a?

Repons \$ _____

KONTINYE

42

Kesyon sa a vo 2 kredi.

Klase $\sqrt{1,44}$ kòm rasyonèl oswa irasyonèl.

Eksplike kijan ou fè konnen repons ou an kòrèk.

KONTINYE

43

Kesyon sa a vo 2 kredi.

Yo montre ekwasyon yo pou de fonksyon anba a.

Fonksyon A: $y = 3x + 8$

Fonksyon B: $y = x^2 + 2$

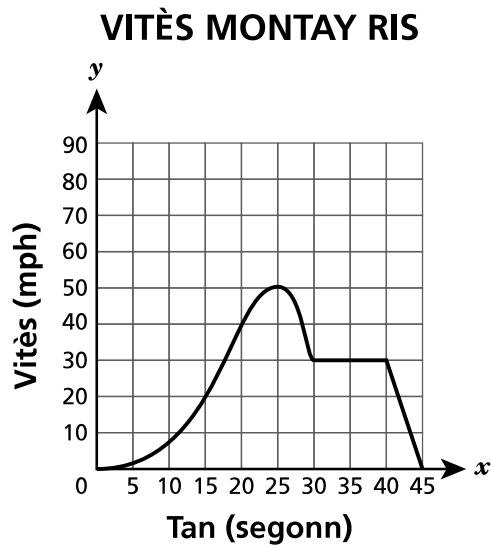
Klase chak fonksyon kòm lineyè oswa non lineyè.

Eksplike kijan ou te fè pou jwenn repons lan.

KONTINYE

Kesyon sa a vo 2 kredi.

Grafik yo montre anba a reprezante tan ak vitès yon montay ris pandan dire a pou trajè a okonplè.



Selon grafik la, pandan ki entèval tan, an segonn, vitès la, an mil pa èdtan, pou montay ris la rete konstan? Asire w ou enkli kisa vitès konstan an ye, an mil pa èdtan, pou entèval sa a nan repons ou an.

Eksplike repons ou an.

KONTINYE

45**Kesyon sa a vo 2 kredi.**

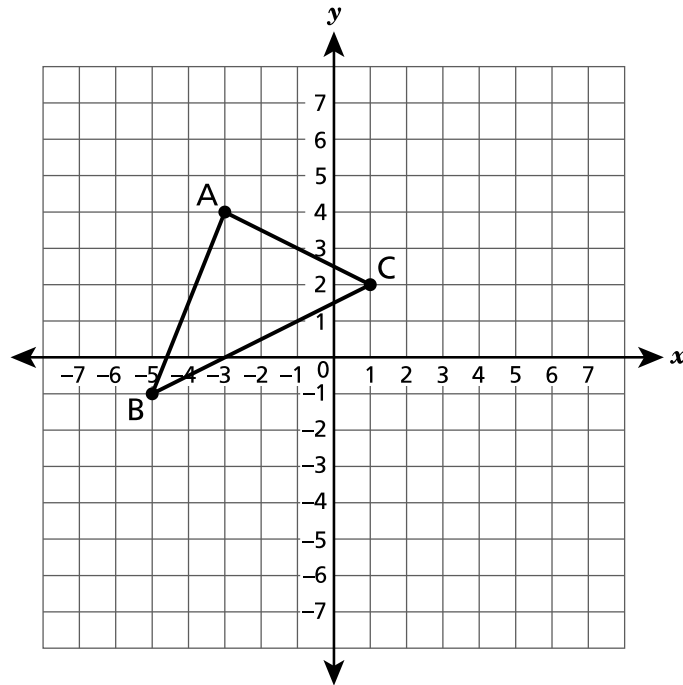
Yo montre yon ekwasyon anba a.

$$\frac{2}{3}(3x + 9) = x - 4$$

Ki valè x k ap fè ekwasyon an vre?***Montre kijan ou fè pou jwenn repons lan.******Repons*** $x =$ _____***KONTINYE***

Kesyon sa a vo 2 kredi.

Yo mete an grafik yon triyang ABC sou plan kowòdone yo montre anba a. Triyang ABC ap gen yon refleksyon atravè aks y pou kreye triyang $A'B'C'$.



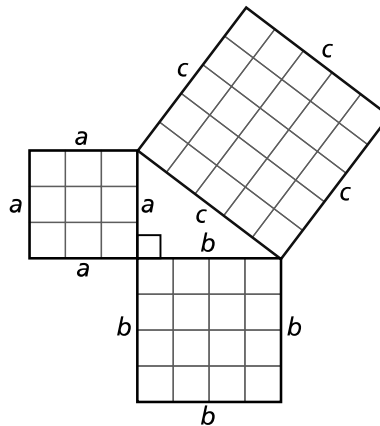
Kisa ki ap kowòdone yo pou somè A' ?

Eksplike kijan ou te fè pou jwenn repons lan.

KONTINYE

Kesyon sa a vo 2 kredi.

Yon elèv itilize dyagram yo montre anba a pou sipòte travay yo an pou reprezante relasyon ant longè yo pou kote yo, an inite, nan yon triyang dwat.



Après, elèv la montre kòman dyagram la lye ak teyorem Pitagò la, men li fè yon erè jan yo montre l anba a.

$$a^2 + b^2 = c^2$$

$$5^2 + 4^2 = 3^2$$

$$25 + 16 \neq 9$$

$$41 \neq 9$$

Ki erè elèv la fè epi ki etap kòrèk elèv la bezwen swiv pou montre fason teyorem Pitagò a montre relasyon ki genyen ant longè yo pou kote yo, an inite, nan triyang dwat la?

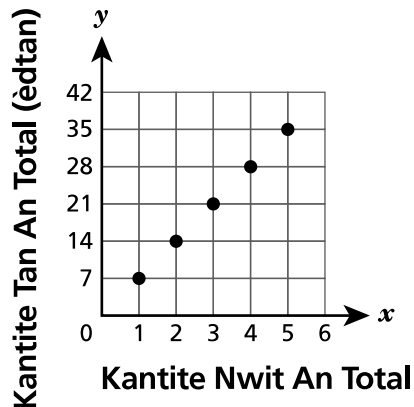
Eksplike repons ou an.

KONTINYE

Kesyon sa a vo 3 kredi.

Kaley ak Mark, yo chak kontwole kantite tan total yo fè ap dòmi, rive nan èdtan ki pi pre pre a, pou yon pwojè syans, epi yo detèmine kantite èdtan total yo dòmi a pwopòsyonèl ak kantite total pou nwit yo. Grafik ak tablo yo montre anba a reprezante kantite tan Kaley ak Mark fè ap dòmi.

TAN KALEY FÈ AP DÒMI



TAN MARK FÈ AP DÒMI

Kantite Nwit An Total	Kantite Tan An Total (èdtan)
2	18
3	27
4	36
5	45

Dapre grafik ak tablo a, detèmine kiyès ki detèmine kiyès ki dòmi pi plis pa nwit.

Eksplike kijan ou te fè pou jwenn repons lan.

8yèm ane
Egzamen Matematik
Seyans 2
Prentan 2025

Grade 8
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 8

Question	Type	Key	Points	Standard	Cluster	Subscore	Secondary Standard(s)	Multiple Choice Questions	Constructed-Response Questions	
								Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1										
2	Multiple Choice	C	1	NGLS.Math.Content.NY-8.SP.2	Statistics and Probability			0.82		
4	Multiple Choice	D	1	NGLS.Math.Content.NY-7.G.3	Geometry	Geometry		0.62		
7	Multiple Choice	D	1	NGLS.Math.Content.NY-8.G.7	Geometry	Geometry		0.47		
8	Multiple Choice	C	1	NGLS.Math.Content.NY-8.EE.6	Expressions and Equations	Expressions and Equations		0.57		
12	Multiple Choice	B	1	NGLS.Math.Content.NY-8.G.9	Geometry	Geometry		0.59		
14	Multiple Choice	A	1	NGLS.Math.Content.NY-8.EE.7b	Expressions and Equations	Expressions and Equations		0.49		
15	Multiple Choice	C	1	NGLS.Math.Content.NY-8.NS.1	Number Sense		NGLS.Math.Content.NY-8.EE.2	0.54		
16	Multiple Choice	B	1	NGLS.Math.Content.NY-8.EE.1	Expressions and Equations	Expressions and Equations		0.60		
17	Multiple Choice	B	1	NGLS.Math.Content.NY-8.G.1c	Geometry	Geometry		0.68		
19	Multiple Choice	D	1	NGLS.Math.Content.NY-8.G.3	Geometry	Geometry		0.42		
27	Multiple Choice	B	1	NGLS.Math.Content.NY-8.G.9	Geometry	Geometry		0.53		
28	Multiple Choice	C	1	NGLS.Math.Content.NY-8.G.4	Geometry	Geometry		0.55		
30	Multiple Choice	A	1	NGLS.Math.Content.NY-8.EE.7a	Expressions and Equations	Expressions and Equations		0.42		
31	Multiple Choice	C	1	NGLS.Math.Content.NY-7.G.5	Geometry	Geometry		0.55		
32	Multiple Choice	B	1	NGLS.Math.Content.NY-8.EE.5	Expressions and Equations	Expressions and Equations		0.46		
Session 2										
33	Multiple Choice	D	1	NGLS.Math.Content.NY-8.EE.1	Expressions and Equations	Expressions and Equations		0.68		
34	Multiple Choice	C	1	NGLS.Math.Content.NY-8.G.1a	Geometry	Geometry		0.81		
35	Multiple Choice	C	1	NGLS.Math.Content.NY-8.EE.6	Expressions and Equations	Expressions and Equations		0.43		
36	Multiple Choice	A	1	NGLS.Math.Content.NY-8.F.1	Functions	Functions		0.56		
37	Multiple Choice	C	1	NGLS.Math.Content.NY-8.NS.2	Number Sense			0.57		
38	Multiple Choice	A	1	NGLS.Math.Content.NY-8.SP.1	Statistics and Probability			0.67		
39	Constructed Response	n/a	1	NGLS.Math.Content.NY-8.F.4	Functions	Functions			0.29	0.29
40	Constructed Response	n/a	1	NGLS.Math.Content.NY-7.G.4	Geometry	Geometry			0.29	0.29
41	Constructed Response	n/a	1	NGLS.Math.Content.NY-8.F.2	Functions	Functions			0.23	0.23
42	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.EE.2	Expressions and Equations	Expressions and Equations	NGLS.Math.Content.NY-8.NS.1		0.86	0.43
43	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.F.3	Functions	Functions			0.68	0.34
44	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.F.5	Functions	Functions			0.88	0.44
45	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.EE.7b	Expressions and Equations	Expressions and Equations			0.88	0.44
46	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.G.3	Geometry	Geometry			0.68	0.34
47	Constructed Response	n/a	2	NGLS.Math.Content.NY-8.G.6	Geometry	Geometry			0.76	0.38
48	Constructed Response	n/a	3	NGLS.Math.Content.NY-8.EE.5	Expressions and Equations	Expressions and Equations			1.62	0.54

*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.