



# **NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM**

## **NSCAS–Alternate Administration Manual**

**English Language Arts (NSCAS-AAELA),  
Mathematics (NSCAS-AAM), and Science (NSCAS-AAS)**

## **Grades 3-5 OTT**

Assessments for the Nebraska Student-Centered Assessment System are administered by the  
Nebraska Department of Education (NDE)

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# Part I. General Information

## Introduction

The *Nebraska Student-Centered Assessment System (NSCAS) Alternate Assessment Online Tools Training Administration Manual* is intended for use by Test Administrators responsible for administering the training for the Nebraska Alternate Assessment Online Tools Training (OTT).

The training introduces the online tools that will be available during testing and allows students an interactive opportunity to become familiar with the tools before testing. While the tools are the same across grades and content areas, the questions used to practice are focused on grade-bands 3 to 5, 6 to 8, and high school. The training provides students with questions to practice using the same tools, buttons, and options.

## Training Instructions for All Grades


To ensure that all students will be able to understand and use the tools correctly on the day of the test, Test Administrators should review the tools, buttons, and options in a one-student-to-one-adult (teacher or trained para-educator) setting.

- **Test Administrators should determine the level of student interaction with the technology. This decision should be based on the needs and abilities of the individual student.**
- Test Administrators may choose the order in which tools, buttons, and options are shown to students. However, all the buttons, tools, and options should be shown and explained to students prior to the actual test.
- Test Administrators may stop and then return to the training based upon the individual student needs and can repeat items to show and explain tools, buttons, and options multiple times.
- A script is provided as a guide to use during the training, but Test Administrators may use different wording. However, when reading the questions, Test Administrators should read the exact wording in the script to simulate the actual test.
- Test Administrators should read aloud **word for word** the text that is printed in **bold type**. *The text that is italicized is information for the Administrator, and it should not be read to the student.*
- The student's primary mode of communication is always recognized and accommodated. Training and response methods may be adapted to meet individual student needs.
- The training process may be concluded when the student has had the opportunity to learn and practice using the tools, buttons, and options that will be available during the test. Test Administrators may decide to stop and discontinue the training based on the individual student needs.
- Test Administrators can use the *Online Tools Training Student Booklet* for a corresponding grade-band as a resource if they believe it will help the student to understand and practice using the tools. Since the training is not scored, Test Administrators do not need to record answers if the student uses the paper-based questions. In actual test conditions, if the student answers the questions using the print-on-demand paper test, Test Administrators will need to record the answers and enter them online for the student to receive a score. Instructions on this process will be provided in the *Nebraska Student-Centered Assessment System (NSCAS) Alternate Assessment Administration Manual* for each year's operational test.


## Online Functionality

The student will use only certain buttons, tools, and options during the test. However, it is essential that Test Administrators are aware of and understand the functionality of all tools, buttons, and options that will be available during the training and the test.

Test Administrators can access the OTT before administering the training to learn about the main buttons and tools that they will be helping the student learn and use.



- Sign in to the Online Tools Training (which is the same process as signing in a student), and navigate through the screens until the first question.
- Select the **Help** button (  ) in the upper-right corner of the screen.

Across the top of the **Help** window, there are tabs for different areas of information within **Help**. Once an area is chosen, the left pane will list the topics available for that area. Once a topic is chosen, the content for that topic will be shown in the right pane of the **Help** window.

The **Help** library for some of the question types and tools can be accessed by choosing the question mark icon (  ) that appears in the upper-right corner of the question type or tool. When this icon is chosen, the **Help** information for that question type or tool will be shown.

To close **Help**, choose the red close button (  ) in the upper-right corner of the **Help** window.

- To quickly find help for certain features, access the **What's This?** feature.

To access **What's This?**, choose the **Help** button (  ) and then choose **What's This?** from the menu. Choose any object that has a question mark (  ) to show **Help** for that object.

To close **Help**, choose the red close button (  ) in the upper-right corner of the **Help** window.

## Troubleshooting

If you see an error message during training, please contact your local IT staff as soon as a problem occurs or as soon as possible following the training. They can contact Nebraska Customer Service at (866) 342-6280 or email [necustomerservice@datarecognitioncorp.com](mailto:necustomerservice@datarecognitioncorp.com) if they need additional help to resolve the issue.

### Common Troubleshooting Tips:

1. Exit INSIGHT and re-launch the software.
2. Restart the computer and re-launch INSIGHT.
3. Move to a different computer.
4. Note the computer or touchscreen device experiencing the issue. Technical staff may need to access the specific computer or touchscreen device to investigate and resolve the issue.

## Additional Questions

If you have any additional questions not covered in this *Nebraska Student-Centered Assessment System (NSCAS) Alternate Assessment Online Tools Training Administration Manual*, please contact Nebraska Customer Service at (866) 342-6280 or email [necustomerservice@datarecognitioncorp.com](mailto:necustomerservice@datarecognitioncorp.com).

DRC representatives will always try to answer your questions when you call. If they are not able to answer your questions immediately, they will return your call within 24 hours. The representatives will log each call and will record the nature of the question or problem reported, whether a resolution has been made, and whether a return call is needed. Representatives are available from 8:00 a.m. to 5:00 p.m. central time (7:00 a.m. to 4:00 p.m. mountain time), Monday through Friday. Customer service hours expand to 7:00 a.m. to 5:00 p.m. central time (6:00 a.m. to 4:00 p.m. mountain time) one week before and after the testing window.

## Part II. Administering the Online Tools Training

The OTT process is the same for all content areas, with eight content-specific and grade-band-focused questions for the student to practice using the tools. All content areas have the same tools, buttons, and options in the OTT.

**NOTE:** The INSIGHT client must be installed on the computer or touchscreen device to be used during the training prior to administering the training.

**SAY:** Today, you will be learning and practicing the use of online tools that will be available when you take the actual test. We will use questions to practice.

First, I will sign you in to do the training.

### Signing In

Test Administrators will sign in the student to access the OTT by completing the following process.

- Select the DRC INSIGHT icon on the screen.

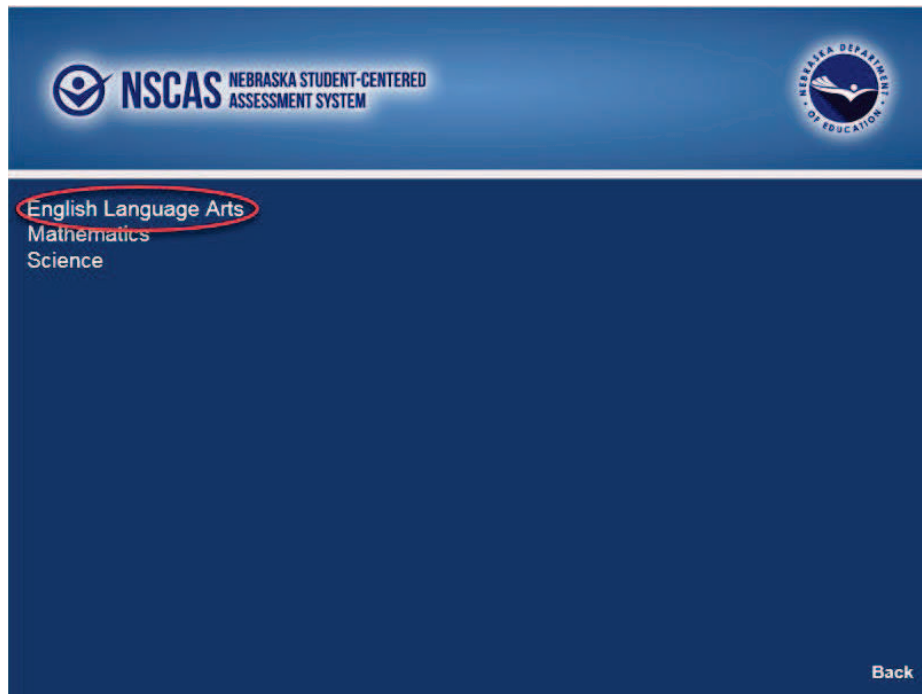


- Select the **Online Tools Training** link.



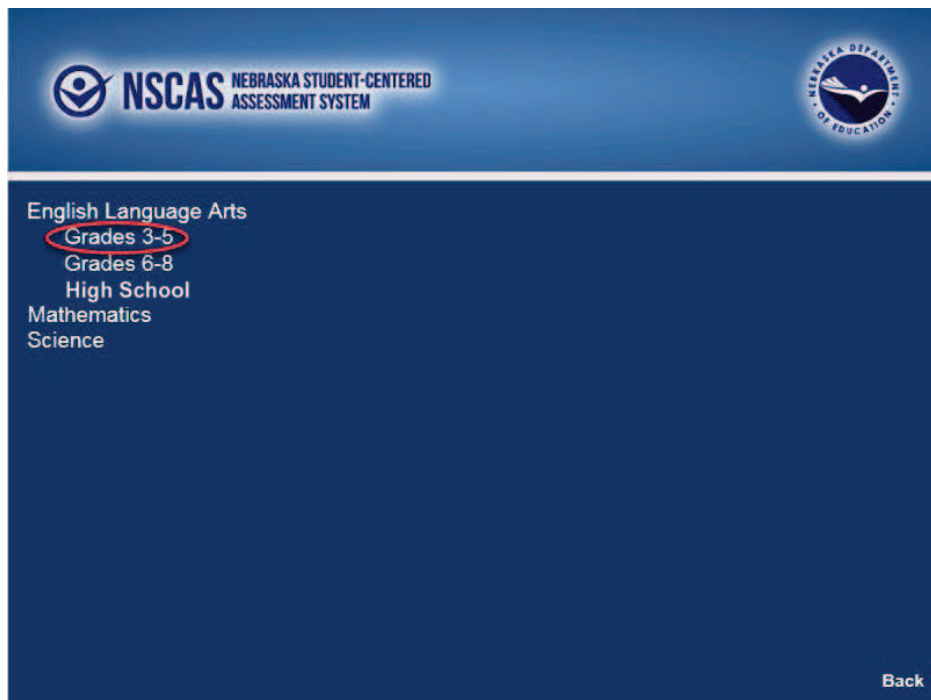
A screen with links to the OTT for each content area will appear.

- Select the appropriate content area. In this example, the link to English Language Arts is used.



A screen with links to different grade-bands for that content will appear.

- Select the appropriate grade-band. In this example, the link to grades 3 to 5 is used.

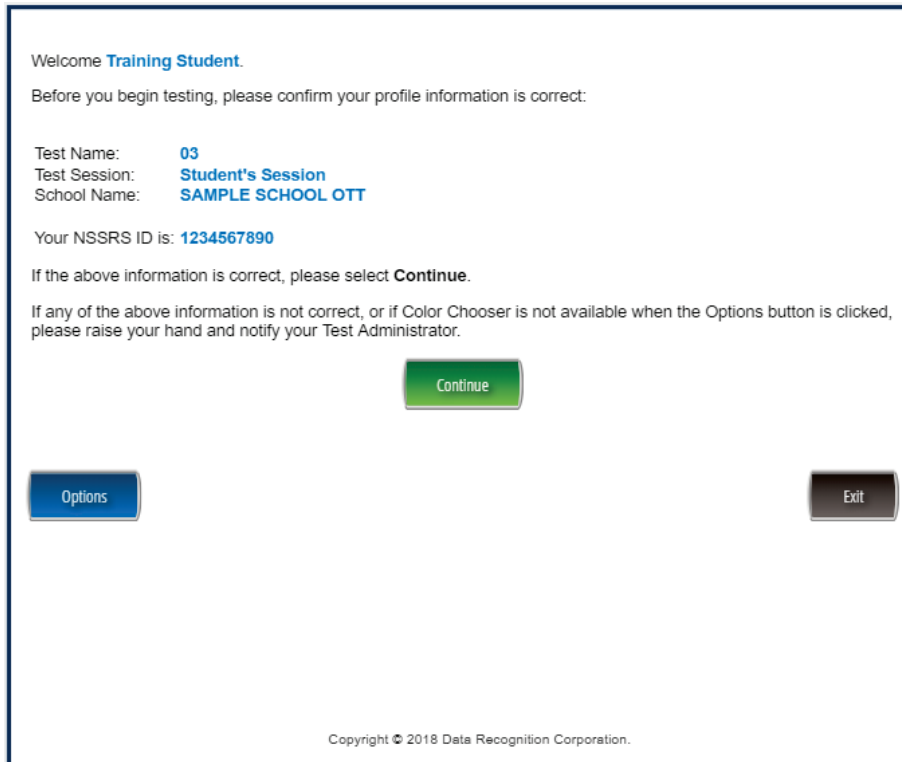




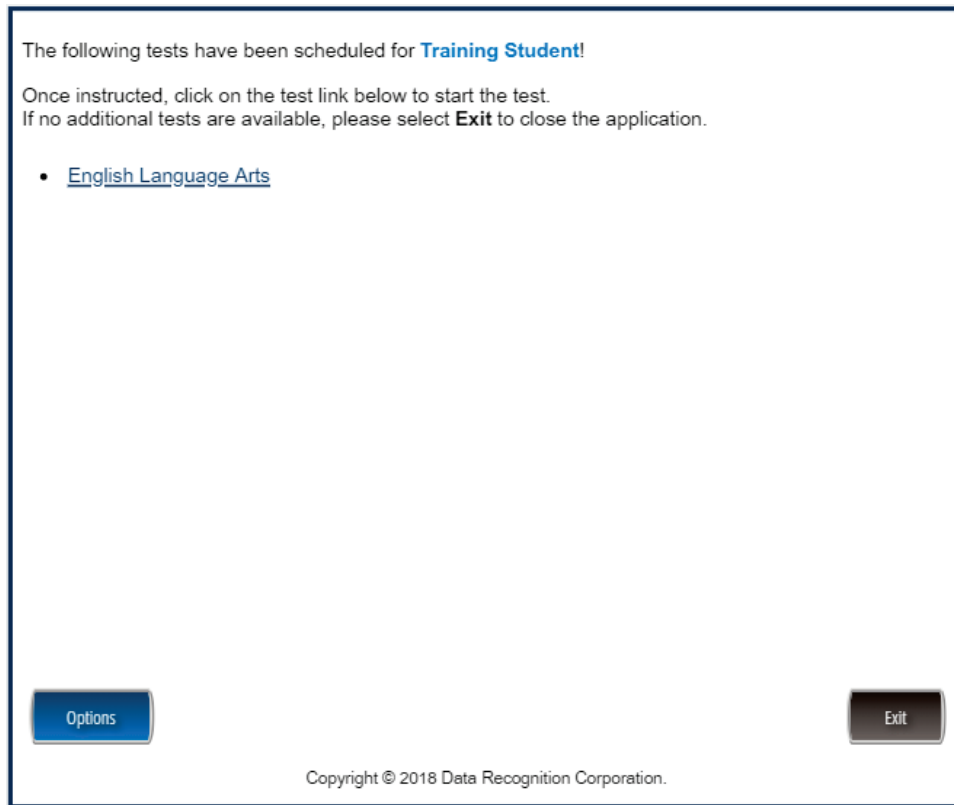
- Enter the generic Username and Password that appear on the screen.
- Select the **Sign In** button to submit the Username and Password.



- Verify all the student information that appears on the Student Verification page. In this training, the generic name **Training Student** will appear, with information about the OTT. The Test Name will display the selected content area. (The example below displays a number.)
- Select the **Continue** button.



- Select the link to the test that has been scheduled for the student. In this example, the link to the OTT for English Language Arts will appear.



This completes the access to the Online Tools Training. This process is the same to access each of the links to the OTT for a specific content area.

# Training

## English Language Arts

Once in the OTT, Test Administrators will read the content displayed on the screen and explain and show the functionality of tools, buttons, and options.

Test Administrators will determine the level of student interaction with the technology based on the needs and abilities of each student.

**SAY: You are now signed in to the training.**

*Read the directions that appear on the first screen.*

NOTE: The content area that corresponds to the training is indicated by the title. However, the directions are the same for all content areas.

*Remember that you can assist the student as needed in selecting and using the tools, buttons, and options.*

**SAY: This screen contains general directions to complete the training for English Language Arts. Follow along as I read the directions.**

### **Directions – English Language Arts**

**There are eight practice questions. You will need to follow along as the questions are read to you.**

**Each question has a practice hint. The practice hint tells you which tool to use in that question.**

**After you have answered all eight questions, the online tools training is complete.**

**Select the Begin the Test button when you are ready to begin the training.**

*Pause.*

**SAY: Do you have any questions?**

*Answer the questions. Continue after the Begin the Test button is selected.*

**SAY: Now, follow along as I read the questions.**

*Remember that you must read the text in bold exactly as it appears in the script to mimic testing conditions as closely as possible.*

*First, read the Practice Hint exactly as it appears in the script. Use your knowledge of individual student needs to determine whether to interrupt the training and explain and/or demonstrate the functionality of the tool/button, or to allow the student to work independently. Then, read the question and answer choices.*

*Repeat this process until the student has completed the training for all questions.*

The following pages contain the questions corresponding to English Language Arts for grades 3 to 5.

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.3.W.1.b</b> <b>End Punctuation</b> <b>DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<b>(Practice Hint: Use the Masking tool to block off parts of a test question.)</b> <b>Follow along as I read this sentence.</b> <i>Indicate and read without inflection.</i> <b>Did you like the movie</b>
<b>ASK</b>	<b>Which mark should go at the end of this sentence?</b> <i>Indicate and read answers.</i> A. <b>exclamation point</b> B. <b>period</b> C. <b>question mark</b>

NSCAS ALTERNATE  
Indicator # LA\_E.3.W.1.b

## Question 1

STUDENT TEST BOOK  
ELA Grade 3

Did you like the movie

!

.

?

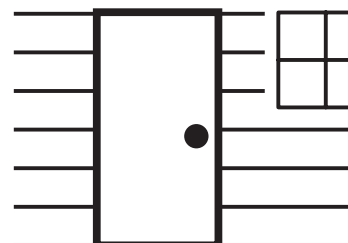
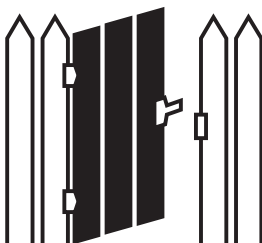
<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.3.V.1.a</b> <b>Context Clues</b> <b>DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p><b>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</b></p> <p>Follow along as I read this sentence. <i>Indicate.</i>  The dog runs through the <u>gate</u> and down the sidewalk.  The word "gate" has a line under it. <i>Indicate.</i></p>
<b>ASK</b>	<p><b>Which picture shows a "gate"?</b></p> <p><i>Indicate (but do not read) answers.</i></p> <p>A. a gate  B. a doghouse  C. a door</p>

NSCAS ALTERNATE  
Indicator # LA\_E.3.V.1.a

## Question 2

STUDENT TEST BOOK  
ELA Grade 3

The dog runs through the gate and down the sidewalk.



<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.4.RP.2 Characters DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p><b>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.)</b></p> <p><b>Follow along as I read this story. <i>Indicate.</i></b></p> <p><b>Art class was about to begin. Eva saw glue and paper on the teacher's desk. Eva asked to pass out the supplies. Then Alex noticed that the paper box was empty. He offered to fill the box.</b></p>
<b>ASK</b>	<p><b>Which word describes the characters in this story?</b></p> <p><i>Indicate and read answers.</i></p> <p>A. <b>curious</b></p> <p>B. <b>helpful</b></p> <p>C. <b>nervous</b></p>

NSCAS ALTERNATE  
Indicator # LA\_E.4.RP.2

### Question 3

STUDENT TEST BOOK  
ELA Grade 4

Art class was about to begin. Eva saw glue and paper on the teacher's desk. Eva asked to pass out the supplies. Then Alex noticed that the paper box was empty. He offered to fill the box.

**curious**

**helpful**

**nervous**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.4.W.3.b Precise Words DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Color Preferences option to change the background color of the test window.)</p> <p>Follow along as I read this sentence. <i>Indicate.</i></p> <p>The man is calling the cows into the barn.</p> <p>The word "man" has a line under it.</p>
<b>ASK</b>	<p>What is a more precise word for "man"?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>adult</b></p> <p>B. <b>farmer</b></p> <p>C. <b>person</b></p>

NSCAS ALTERNATE  
Indicator # LA\_E.4.W.3.b

### Question 4

STUDENT TEST BOOK  
ELA Grade 4

The man is calling the cows into the barn.

**adult**

**farmer**

**person**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.4.RP.2</b> <b>Setting</b> <b>DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Masking tool to block off parts of a test question.)</p> <p>Follow along as I read this story. <i>Indicate.</i></p> <p>Jan and her brother go to the library. Jan needs to find a book about tigers. She has to write a report for school. Her brother helps her find a book. Now they can walk home.</p>
<b>ASK</b>	<p><b>Where does this story take place?</b></p> <p><i>Indicate and read answers.</i></p> <p>A. <b>a library</b></p> <p>B. <b>a school</b></p> <p>C. <b>a house</b></p>

NSCAS ALTERNATE  
Indicator # LA\_E.4.RP.2

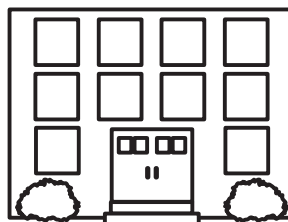
### Question 5

STUDENT TEST BOOK  
ELA Grade 4

Jan and her brother go to the library.  
Jan needs to find a book about tigers.  
She has to write a report for school.  
Her brother helps her find a book.  
Now they can walk home.



**a library**



**a school**



**a house**



Administrator's Test Booklet	Indicator LA_E.4.W.6.b Identify Sources of Information DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
SAY	(Practice Hint: Use the Color Preferences option to change the background color of the test window.) Destiny is writing a report about why trees are important to the environment.
ASK	Which website should Destiny use to find facts for her report? <i>Indicate and read answers.</i> A. one about the parts of trees B. one about how to draw trees C. one about how trees help Earth

NSCAS ALTERNATE  
Indicator # LA\_E.4.W.6.b

### Question 6

STUDENT TEST BOOK  
ELA Grade 4

**one about the parts of trees**

**one about how to draw trees**

**one about how trees help Earth**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.5.V.2.c Synonyms DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Line Guide to help you keep track of each line in a story.)</p> <p>Follow along as I read this story. <i>Indicate.</i></p> <p>I watched our dog <u>race</u> across the yard. He tried to catch a rabbit. The rabbit found a bush and crawled under it. The word "race" has a line under it.</p>
<b>ASK</b>	<p>Which word means the same as "race"?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>drag</b></p> <p>B. <b>lift</b></p> <p>C. <b>run</b></p>

NSCAS ALTERNATE  
Indicator # LA\_E.5.V.2.c

### Question 7

STUDENT TEST BOOK  
ELA Grade 5

I watched our dog race across the yard.  
He tried to catch a rabbit. The rabbit found  
a bush and crawled under it.

**drag**

**lift**

**run**

Administrator's Test Booklet	Indicator LA_E.5.RI.3 Author's Purpose DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</p> <p>Follow along as I read this paragraph. <i>Indicate.</i></p> <p>Skyscrapers are very tall buildings with many floors. They are usually found in big cities. It takes many people to build a skyscraper. Some people work in skyscrapers. People also live in apartments that are skyscrapers.</p>
ASK	<p>Why did the author write this paragraph?</p> <p><i>Indicate and read answers.</i></p> <p>A. to tell a story about someone working</p> <p>B. to give information about tall buildings</p> <p>C. to convince people to live in apartments</p>

NSCAS ALTERNATE  
Indicator # LA\_E.5.RI.3

### Question 8

STUDENT TEST BOOK  
ELA Grade 5

Skyscrapers are very tall buildings with many floors. They are usually found in big cities. It takes many people to build a skyscraper. Some people work in skyscrapers. People also live in apartments that are skyscrapers.

**to tell a story about someone working**

**to give information about tall buildings**

**to convince people to live in apartments**

## Mathematics

- Repeat the Sign In process.
- Select the OTT link corresponding to Mathematics.

Once in the OTT, Test Administrators will read the content displayed on the screen and explain and show the functionality of tools, buttons, and options.

**Test Administrators will determine the level of student interaction with the technology based on the needs and abilities of each student.**

**SAY: You are now signed in to the training.**

*Read the directions that appear on the first screen.*

NOTE: The content area that corresponds to the training is indicated by the title. However, the directions are the same for all content areas.

*Remember that you can assist the student as needed in selecting and using the tools, buttons, and options.*

**SAY: This screen contains general directions to complete the training for Mathematics. Follow along as I read the directions.**

### **Directions – Mathematics**

**There are eight practice questions. You will need to follow along as the questions are read to you.**

**Each question has a practice hint. The practice hint tells you which tool to use in that question.**

**After you have answered all eight questions, the online tools training is complete.**

**Select the Begin the Test button when you are ready to begin the training.**

*Pause.*

**SAY: Do you have any questions?**

*Answer the questions. Continue after the Begin the Test button is selected.*

**SAY: Now, follow along as I read the questions.**

*Remember that you must read the text in bold exactly as it appears in the script to mimic testing conditions as closely as possible.*

*First, read the Practice Hint exactly as it appears in the script. Use your knowledge of the individual student needs to determine whether to interrupt the training and explain and/or demonstrate the functionality of the tool/button, or to allow the student to work independently. Then, read the question and answer choices.*

*Repeat this process until the student has completed the practice for all questions.*

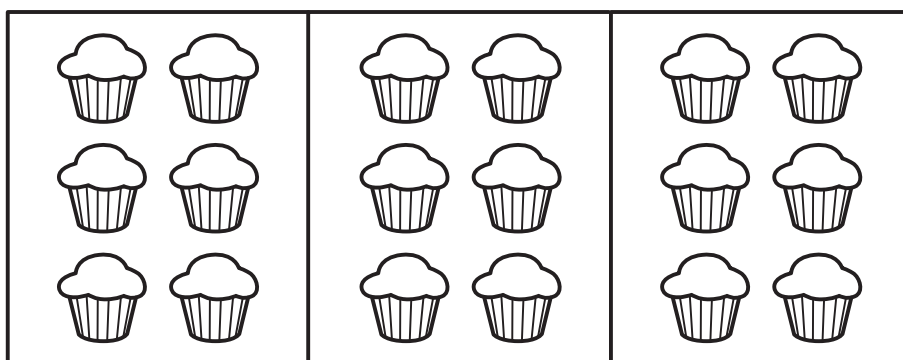
The following pages contain the questions corresponding to Mathematics for grades 3 to 5.

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.3.N.1.a</b> <b>Whole Numbers</b> <b>DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<b>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</b> <b>Here are some muffins. Indicate.</b>
<b>ASK</b>	<b>Which number shows how many muffins there are?</b> <i>Indicate (but do not read) answers.</i> A. fifteen B. eighteen C. twenty

NSCAS ALTERNATE  
Indicator # MA\_E.3.N.1.a

### Question 1

STUDENT TEST BOOK  
Mathematics Grade 3



**15**

**18**

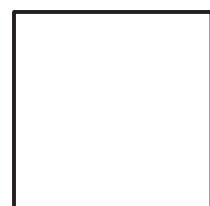
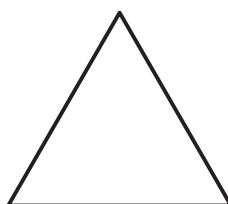
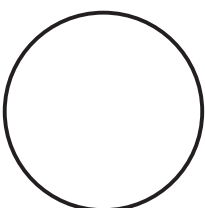
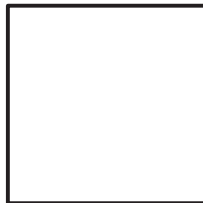
**20**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.3.G.1.a</b> <b>Two-Dimensional Shapes</b> <b>DOK Level 1, Stage 2</b>
<b>Prepare</b>	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
<b>SAY</b>	<b>(Practice Hint: Use the Masking tool to block off parts of a test question.)</b> <b>Here is a square.</b> <i>Indicate.</i>
<b>ASK</b>	<b>Which shape is a square?</b> <i>Indicate (but do not read) answers.</i> A. circle B. triangle C. square

NSCAS ALTERNATE  
Indicator # MA\_E.3.G.1.a

## Question 2

STUDENT TEST BOOK  
Mathematics Grade 3









<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.3.D.1.a</b> <b>Characteristics of a Graph</b> <b>DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a test question.)</p> <p>Here is a graph titled "Tomatoes Picked." <i>Indicate.</i></p> <p>The graph shows the numbers of tomatoes picked by Ruth and Chloe. <i>Indicate and read the first column in the graph.</i></p>
<b>ASK</b>	<p><b>How many tomatoes did Ruth pick?</b></p> <p><i>Indicate and read answers.</i></p> <p>A. <b>two</b></p> <p>B. <b>four</b></p> <p>C. <b>six</b></p>

NSCAS ALTERNATE  
Indicator # MA\_E.3.D.1.a

### Question 3

STUDENT TEST BOOK  
Mathematics Grade 3

#### Tomatoes Picked

Ruth	   
Chloe	 

**2**

**4**

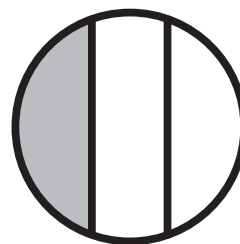
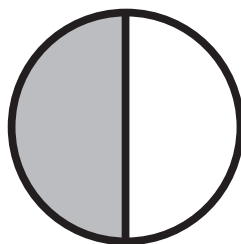
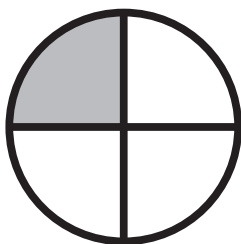
**6**

Administrator's Test Booklet	Indicator MA_E.3.N.2.a Unit Fractions DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
SAY	(Practice Hint: Use the Color Preferences option to change the background color of the test window.) Here are three circles. Indicate.
ASK	Which circle is one-fourth shaded? Indicate (but do not read) answers. A. circle A B. circle B C. circle C

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Indicator # MA\_E.3.N.2.a

### Question 4

STUDENT TEST BOOK  
Mathematics Grade 3





Administrator's Test Booklet	Indicator MA_E.4.A.1.b Multiplication DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
SAY	(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.) Here is the multiplication problem two times three. <i>Indicate.</i>
ASK	What is two times three? <i>Indicate and read answers.</i> A. <b>one</b> B. <b>four</b> C. <b>six</b>

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Indicator # MA\_E.4.A.1.b

### Question 5

STUDENT TEST BOOK  
Mathematics Grade 4

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

**1**

**4**

**6**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.4.N.1.b</b> <b>Compare Whole Numbers</b> <b>DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<b>(Practice Hint: Use the Masking tool to block off parts of a test question.)</b> <b>Here is the number sentence ten is greater than "blank." Indicate.</b>
<b>ASK</b>	<b>Which number makes this number sentence true?</b> <i>Indicate and read answers.</i> A. <b>six</b> B. <b>twelve</b> C. <b>fifteen</b>

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Indicator # MA\_E.4.N.1.b

### Question 6

STUDENT TEST BOOK  
Mathematics Grade 4

$$10 > \underline{\quad}$$

**6**

**12**

**15**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.5.N.3.d</b> <b>Authentic Fraction Problems</b> <b>DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Color Preferences option to change the background color of the test window.)</p> <p><b>Andy ate two-fifths of a granola bar before school. Indicate two-fifths. After school, he ate one-fifth more of the same granola bar. Indicate one-fifth.</b></p>
<b>ASK</b>	<p><b>How much of the granola bar did Andy eat altogether?</b></p> <p><i>Indicate and read answers.</i></p> <p>A. <b>two-fifths</b>  B. <b>three-fifths</b>  C. <b>four-fifths</b></p>

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Indicator # MA\_E.5.N.3.d

### Question 7

STUDENT TEST BOOK  
Mathematics Grade 5



$\frac{2}{5}$



$\frac{3}{5}$



$\frac{4}{5}$


<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.5.A.1.c</b> <b>Estimate the Sum of Decimals</b> <b>DOK Level 1, Stage 2</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a test question.)</p> <p>Here is the number sentence two and four tenths plus five and seven tenths equals "blank." <i>Indicate.</i></p> <p>Two and four tenths is close to two. <i>Indicate.</i></p> <p>Five and seven tenths is close to six. <i>Indicate.</i></p> <p>Two plus six equals eight. <i>Indicate.</i></p>
<b>ASK</b>	<p>What is the estimated answer for two and four tenths plus five and seven tenths?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>two</b></p> <p>B. <b>six</b></p> <p>C. <b>eight</b></p>

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Indicator # MA\_E.5.A.1.c

### Question 8

STUDENT TEST BOOK  
Mathematics Grade 5

$$2.4 + 5.7 = \underline{\quad}$$



$$\boxed{2} + \boxed{6} = 8$$

**2**

**6**

**8**

## Science

- Repeat the Sign In process.
- Select the OTT link corresponding to Science.

Once in the OTT, Test Administrators will read the content displayed on the screen and explain and show the functionality of tools, buttons, and options.

**Test Administrators will determine the level of student interaction with the technology based on the needs and abilities of each student.**

**SAY: You are now signed in to the training.**

*Read the directions that appear on the first screen.*

NOTE: The content area that corresponds to the training is indicated by the title. However, the directions are the same for all content areas.

*Remember that you can assist the student as needed in selecting and using the tools, buttons, and options.*

**SAY: This screen contains general directions to complete the training for Science. Follow along as I read the directions.**

### **Directions – Science**

**There are eight practice questions. You will need to follow along as the questions are read to you.**

**Each question has a practice hint. The practice hint tells you which tool to use in that question.**

**After you have answered all eight questions, the online tools training is complete.**

**Select the Begin the Test button when you are ready to begin the training.**

*Pause.*

**SAY: Do you have any questions?**

*Answer the questions. Continue after the Begin the Test button is selected.*

**SAY: Now, follow along as I read the questions.**

*Remember that you must read the text in bold exactly as it appears in the script to mimic testing conditions as closely as possible.*

*First, read the Practice Hint exactly as it appears in the script. Use your knowledge of the individual student needs to determine whether to interrupt the training and explain and/or demonstrate the functionality of the tool/button, or to allow the student to work independently. Then, read the question and answer choices.*

*Repeat this process until the student has completed the practice for all questions.*

The following pages contain the questions corresponding to Science for grade 5.

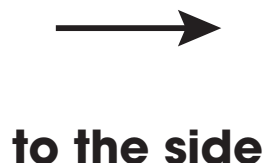
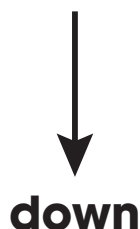
Administrator's Test Booklet	Indicator SC_E.5.11.3.A-c Gravity DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
SAY	(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.) Follow along as I read these sentences. <i>Indicate.</i> Mia is learning about gravity. She rolls her pencil toward the edge of her desk. The pencil falls off the desk.
ASK	In which direction does the pencil fall? <i>Indicate and read answers.</i> A. <b>down</b> B. <b>to the side</b> C. <b>up</b>

NSCAS ALTERNATE  
Indicator # SC\_E.5.11.3.A-c

### Question 1

STUDENT TEST BOOK  
Science Grade 5

Mia is learning about gravity. She rolls her pencil toward the edge of her desk. The pencil falls off the desk.

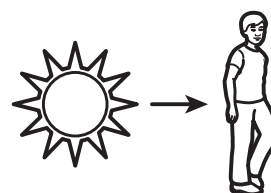
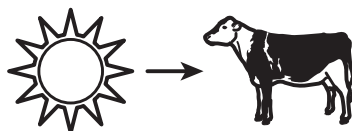
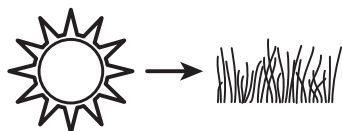
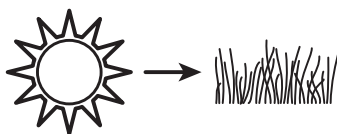


Administrator's Test Booklet	Indicator SC_E.5.8.2.C-c Flow of Energy DOK Level 1, Stage 2
Prepare	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
SAY	(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.) Here is a picture of grass getting energy from the Sun. <i>Indicate.</i>
ASK	Which picture shows grass getting energy from the Sun? <i>Indicate (but do not read) answers.</i> A. image of grass B. image of a cow C. image of a person

NSCAS ALTERNATE  
Indicator # SC\_E.5.8.2.C-c

## Question 2

STUDENT TEST BOOK  
Science Grade 5



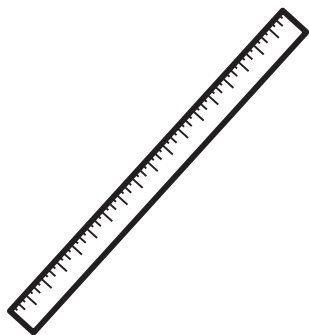
<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.5.3.1.B-c Conservation of Matter DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p><b>(Practice Hint: Use the Masking tool to block off parts of a test question.)</b></p> <p>Follow along as I read these sentences. <i>Indicate.</i>  <b>Tabitha carries her books in her backpack. She wants to know how much her backpack weighs with the books in it.</b></p>
<b>ASK</b>	<p><b>What should Tabitha use to weigh her backpack?</b>  <i>Indicate and read answers.</i></p> <p>A. <b>a yardstick</b>  B. <b>a scale</b>  C. <b>a thermometer</b></p>

NSCAS ALTERNATE  
Indicator # SC\_E.5.3.1.B-c

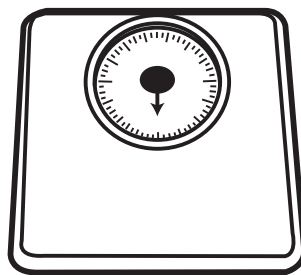
### Question 3

STUDENT TEST BOOK  
Science Grade 5

Tabitha carries her books in her backpack. She wants to know how much her backpack weighs with the books in it.



**yardstick**



**scale**



**thermometer**



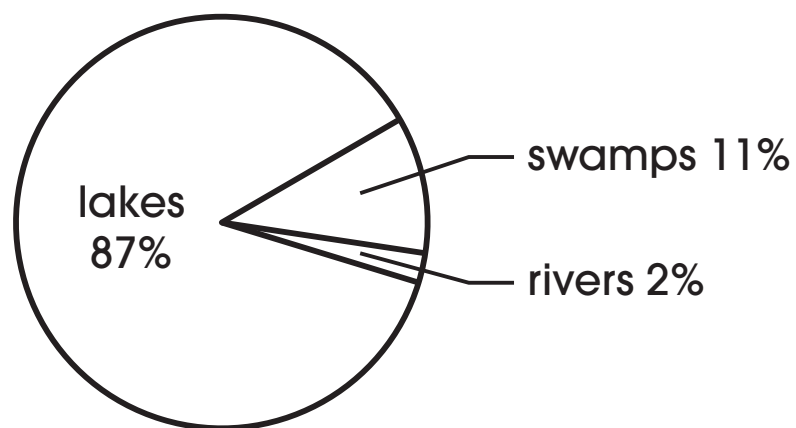
<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.5.13.4.B-a</b> <b>Water on Earth</b> <b>DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</p> <p>Follow along as I read this paragraph. <i>Indicate.</i></p> <p>Earth's surface is seventy percent water. Fresh water can be found on Earth's surface in lakes, swamps, and rivers.</p> <p>Here is a graph showing the percentages of fresh water found in lakes, swamps, and rivers. <i>Indicate each label.</i></p>
<b>ASK</b>	<p><b>What has the largest percentage of fresh water?</b></p> <p><i>Indicate and read answers.</i></p> <p>A. <b>lakes</b></p> <p>B. <b>swamps</b></p> <p>C. <b>rivers</b></p>

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Indicator # SC\_E.5.13.4.B-a

### Question 4

STUDENT TEST BOOK  
Science Grade 5

Earth's surface is 70% water. Fresh water can be found on Earth's surface in lakes, swamps, and rivers.



**lakes**

**swamps**

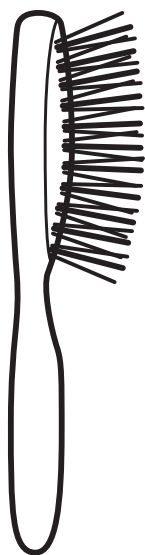
**rivers**

Administrator's Test Booklet	Indicator SC_E.5.13.4.E-c Designing a Solution DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
SAY	(Practice Hint: Use the Masking tool to block off parts of a test question.) Here are three tools. Indicate.
ASK	Which tool should be used to make a piece of string shorter? Indicate and read answers. A. brush B. hammer C. scissors

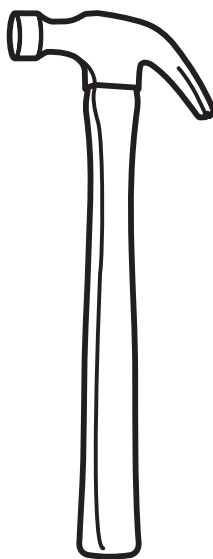
NSCAS ALTERNATE  
Indicator # SC\_E.5.13.4.E-c

### Question 5

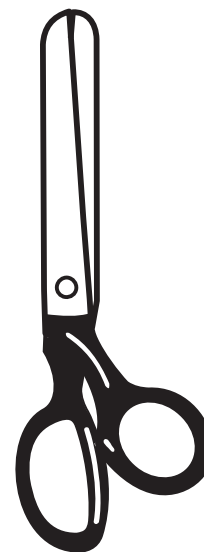
STUDENT TEST BOOK  
Science Grade 5



**brush**



**hammer**



**scissors**

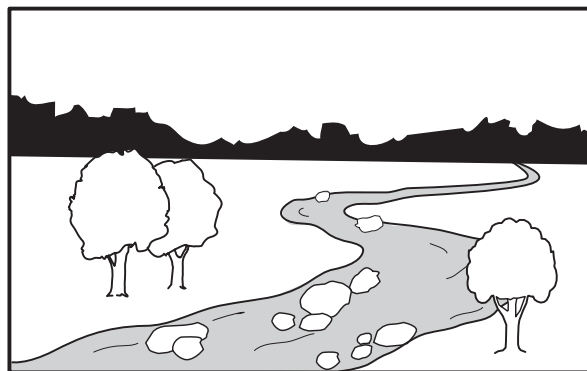
<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.5.13.4.A-a</b> <b>Earth Systems</b> <b>DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Color Preferences option to change the background of the test window.)</p> <p>Follow along as I read these sentences. <i>Indicate.</i></p> <p>Rough, dull rocks become part of a riverbed. Over time, these rocks become smooth and shiny.</p>
<b>ASK</b>	<p>Which part of an Earth system interacts with rocks in a riverbed to make them smooth and shiny?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>air</b></p> <p>B. <b>plants</b></p> <p>C. <b>water</b></p>

NSCAS ALTERNATE  
Indicator # SC\_E.5.13.4.A-a

### Question 6

STUDENT TEST BOOK  
Science Grade 5

Rough, dull rocks become part of a riverbed. Over time, these rocks become smooth and shiny.



**air**

**plants**

**water**

<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.5.3.1.A-b Properties of Matter DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.)</p> <p>Follow along as I read these sentences. <i>Indicate.</i></p> <p>Monica and her uncle are making a cake. They mix together eggs, flour, sugar, and oil. Then they put the mixture into a pan and place it in the oven to bake. When the cake is done, they take it out of the oven and eat it.</p>
<b>ASK</b>	<p>Which ingredients are parts of the cake Monica and her uncle made?</p> <p><i>Indicate and read answers.</i></p> <p>A. eggs and sugar</p> <p>B. salt and pepper</p> <p>C. milk and water</p>

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Indicator # SC\_E.5.3.1.A-b

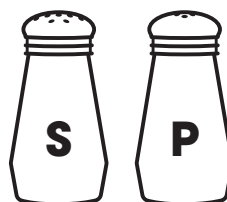
### Question 7

STUDENT TEST BOOK  
Science Grade 5

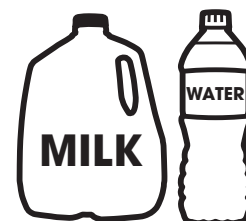
Monica and her uncle are making a cake. They mix together eggs, flour, sugar, and oil. Then they put the mixture into a pan and place it in the oven to bake. When the cake is done, they take it out of the oven and eat it.



**eggs and  
sugar**



**salt and  
pepper**



**milk and  
water**

Administrator's Test Booklet	Indicator SC_E.5.3.1.D-b Mixed Substances DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.)</p> <p>Follow along as I read these sentences. <i>Indicate.</i></p> <p>Monica and her uncle are making a cake. They mix together eggs, flour, sugar, and oil. Then they put the mixture into a pan and place it in the oven to bake. When the cake is done, they take it out of the oven and eat it.</p>
ASK	<p>What happens when eggs, flour, sugar, and oil are mixed together and baked in the oven?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>The ingredients do not mix.</b></p> <p>B. <b>A new food item is created.</b></p> <p>C. <b>Oil separates and sits on top.</b></p>

NSCAS ALTERNATE  
Indicator # SC\_E.5.3.1.D-b

### Question 8

STUDENT TEST BOOK  
Science Grade 5

Monica and her uncle are making a cake. They mix together eggs, flour, sugar, and oil. Then they put the mixture into a pan and place it in the oven to bake. When the cake is done, they take it out of the oven and eat it.

**The ingredients do not mix.**

**A new food item is created.**

**Oil separates and sits on top.**

**NSCAS–Alternate**  
**Grades 3-5 OTT**  
**Administration Manual**

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