



# **NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM**

## **NSCAS–Alternate Administration Manual**

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

## **Grades 6-8 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.

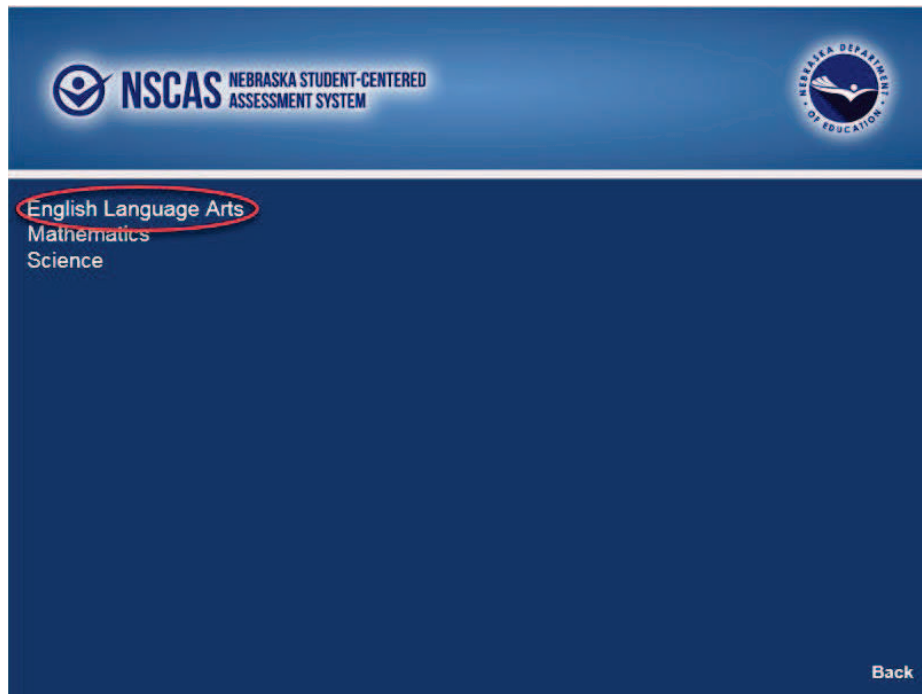


- Select the **Online Tools Training** link.



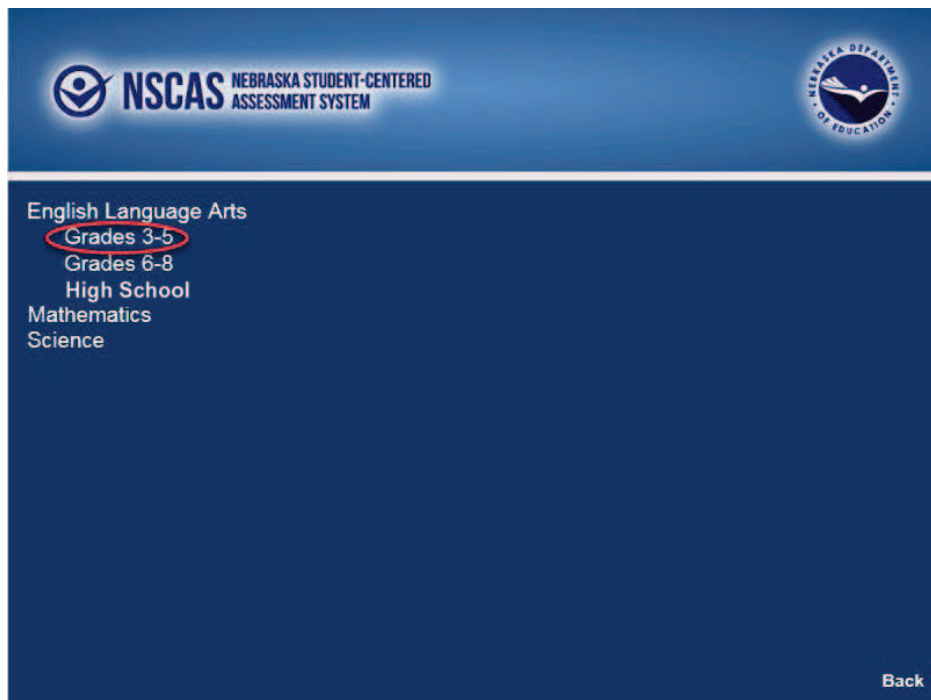
A screen with links to the OTT for each content area will appear.

- 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.

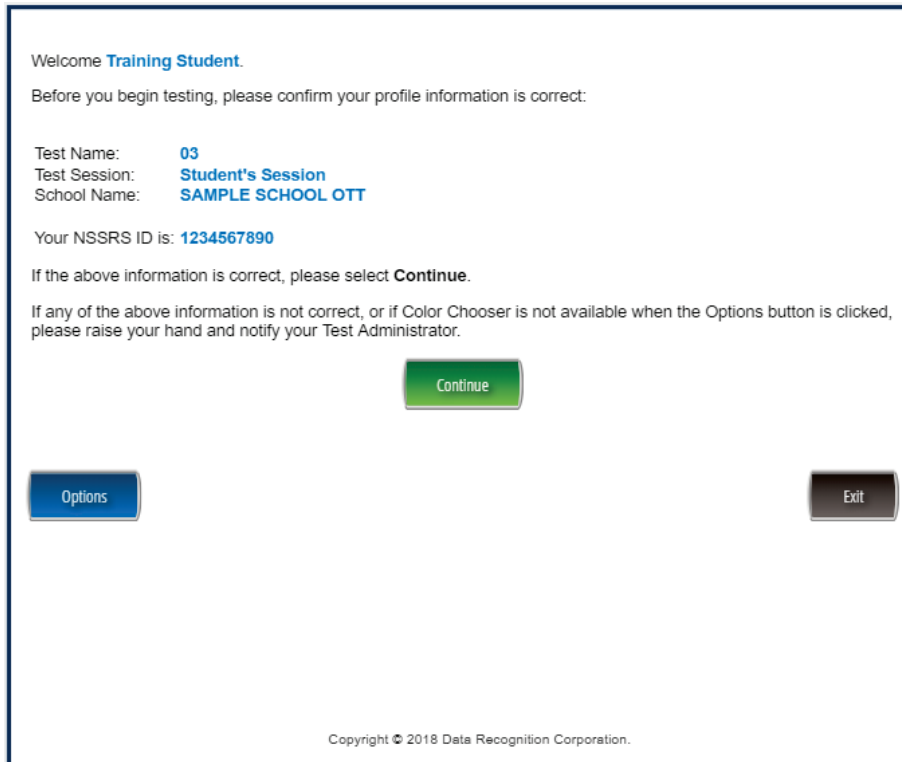




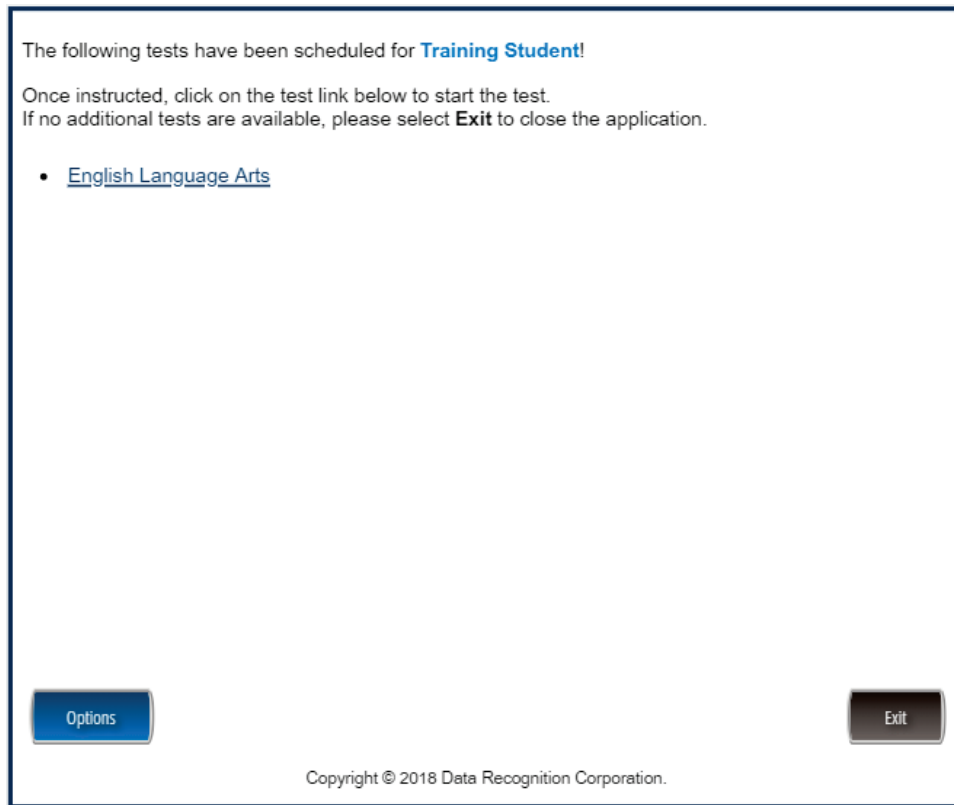
- Enter the generic Username and Password that appear on the screen.
- Select the **Sign In** button to submit the Username and Password.



- 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 6 to 8.

Administrator's Test Booklet	Indicator LA_E.6.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 Line Guide tool to help you keep track of each line in a story.)</p> <p>Follow along as I read this paragraph. <i>Indicate.</i></p> <p>My dog is easy to take care of. He follows directions. He likes to go for walks. He only barks when someone rings the doorbell.</p>
ASK	<p>Why did the author write this paragraph?</p> <p><i>Indicate and read answers.</i></p> <p>A. to tell readers something funny</p> <p>B. to let readers know about a pet</p> <p>C. to convince readers to walk more</p>

NSCAS ALTERNATE  
Indicator # LA\_E.6.RI.3

## Question 1

STUDENT TEST BOOK  
ELA Grade 6

My dog is easy to take care of. He follows directions. He likes to go for walks. He only barks when someone rings the doorbell.

**to tell readers something funny**

**to let readers know about a pet**

**to convince readers to walk more**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.6.W.3.d 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>Anna needs many ingredients to make the cookies.</p> <p>The word "many" is underlined. <i>Indicate.</i></p>
<b>ASK</b>	<p>Which word is more precise than "many"?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>three</b></p> <p>B. <b>strange</b></p> <p>C. <b>different</b></p>

NSCAS ALTERNATE  
Indicator # LA\_E.6.W.3.d

## Question 2

STUDENT TEST BOOK  
ELA Grade 6

Anna needs many ingredients to make the cookies.

**three**

**strange**

**different**

Administrator's Test Booklet	Indicator LA_E.6.RI.1 Central Idea 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 Line Guide tool to help you keep track of each line in a story.)</p> <p>Follow along as I read this paragraph. <i>Indicate.</i></p> <p>Plants need several things to grow. They need sunlight. They need good soil and the right amount of water. Plants will live a long time if they get good care.</p>
ASK	<p>What is the central idea of this paragraph?</p> <p><i>Indicate and read answers.</i></p> <p>A. Plants grow best in pots.</p> <p>B. Plants can grow from seeds.</p> <p>C. Plants need proper care to grow.</p>

NSCAS ALTERNATE  
Indicator # LA\_E.6.RI.1

### Question 3

STUDENT TEST BOOK  
ELA Grade 6

Plants need several things to grow. They need sunlight. They need good soil and the right amount of water. Plants will live a long time if they get good care.

**Plants grow best in pots.**

**Plants can grow from seeds.**

**Plants need proper care to grow.**

Administrator's Test Booklet	Indicator LA_E.7.W.6.b Research a Topic 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 Masking tool to block off parts of a test question.) Jia is writing a report about how important regular exercise is for good health.
ASK	Which website would have the best facts for Jia's report? <i>Indicate and read answers.</i> A. one about getting a dog for exercise B. one about the cost of exercise gyms C. one about how exercise helps the heart

NSCAS ALTERNATE  
Indicator # LA\_E.7.W.6.b

### Question 4

STUDENT TEST BOOK  
ELA Grade 7

**one about getting a dog for exercise**

**one about the cost of exercise gyms**

**one about how exercise helps the heart**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.7.RP.6 Inferential Questions 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 Magnifier tool to increase the size of words and pictures.)</b></p> <p><b>Follow along as I read these sentences. <i>Indicate.</i></b></p> <p><b>Carlos told his sister, "Stop bugging me! I need to finish my book."</b></p>
<b>ASK</b>	<p><b>What does Carlos want his sister to do?</b></p> <p><i>Indicate and read answers.</i></p> <p>A. <b>to leave him alone</b></p> <p>B. <b>to bring him something</b></p> <p>C. <b>to talk to him</b></p>

NSCAS ALTERNATE  
Indicator # LA\_E.7.RP.6

## Question 5

STUDENT TEST BOOK  
ELA Grade 7

Carlos told his sister, "Stop bugging me!  
I need to finish my book."

**to leave him alone**

**to bring him something**

**to talk to him**



<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.8.W.1.b</b> <b>End Punctuation</b> <b>DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>• <i>Place student test page in front of the student.</i></li> <li>• <i>Call student's attention to the page.</i></li> </ul>
<b>SAY</b>	<b>(Practice Hint: Use the Masking tool to block off parts of a test question.)</b> <b>Here are three sentences. Indicate.</b>
<b>ASK</b>	<b>Which sentence should end with a question mark?</b> <i>Indicate and read answers without inflection.</i> A. <b>What is your address</b> B. <b>My favorite food is pizza</b> C. <b>The puppy played in the yard</b>

NSCAS ALTERNATE  
Indicator # LA\_E.8.W.1.b

## Question 6

STUDENT TEST BOOK  
ELA Grade 8

**What is your address**

**My favorite food is pizza**

**The puppy played in the yard**

Administrator's Test Booklet	Indicator LA_E.8.V.1.a Context Clues 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 Color Preferences option to change the background color of the test window.)</p> <p>Follow along as I read this paragraph. <i>Indicate.</i></p> <p>Mountains are rare in Nebraska. The land is mostly flat. Nebraska's flat land is good for planting crops.</p> <p>The word "rare" is underlined. <i>Indicate.</i></p>
ASK	<p>What is the meaning of the word "rare" in this paragraph?</p> <p><i>Indicate and read answers.</i></p> <p>A. not tall</p> <p>B. not many</p> <p>C. not interesting</p>

NSCAS ALTERNATE  
Indicator # LA\_E.8.V.1.a

### Question 7

STUDENT TEST BOOK  
ELA Grade 8

Mountains are rare in Nebraska. The land is mostly flat. Nebraska's flat land is good for planting crops.

**not  
tall**

**not  
many**

**not  
interesting**

Administrator's Test Booklet	Indicator LA_E.8.RP.1 Theme 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 story. <i>Indicate.</i></p> <p>David has a part in the school play. He knows learning his lines will not be easy, but he is determined. He practices each day after school. David even chooses to practice his lines instead of going to a movie with his friends. When it is time for the performance, David remembers all his lines! He feels proud.</p>
ASK	<p>What is the theme of this story?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>Achieving a goal takes hard work.</b></p> <p>B. <b>It is important to have good friends.</b></p> <p>C. <b>Be patient when working with others.</b></p>

NSCAS ALTERNATE  
Indicator # LA\_E.8.RP.1

### Question 8

STUDENT TEST BOOK  
ELA Grade 8

David has a part in the school play. He knows learning his lines will not be easy, but he is determined. He practices each day after school. David even chooses to practice his lines instead of going to a movie with his friends. When it is time for the performance, David remembers all his lines! He feels proud.

**Achieving a goal takes hard work.**

**It is important to have good friends.**

**Be patient when working with others.**

## 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.*

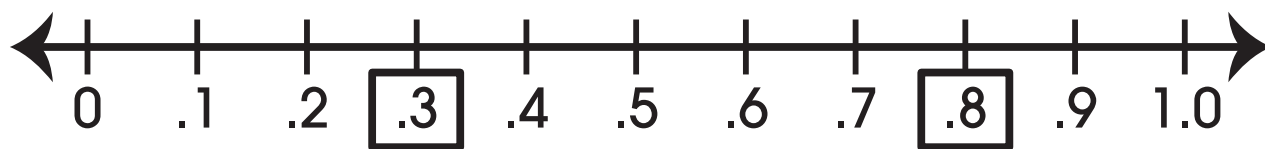
The following pages contain the questions corresponding to Mathematics for grades 6 to 8.

Administrator's Test Booklet	Indicator MA_E.6.N.1.e Compare/Order Tenths 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 Magnifier tool to increase the size of words and pictures.)</p> <p>Here is a number line divided into tenths. <i>Indicate.</i></p> <p>There is a box around three-tenths and a box around eight-tenths. <i>Indicate each box.</i></p>
ASK	<p>Which sentence is true?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>Three-tenths is equal to eight-tenths.</b></p> <p>B. <b>Three-tenths is less than eight-tenths.</b></p> <p>C. <b>Three-tenths is greater than eight-tenths.</b></p>

NSCAS ALTERNATE  
Indicator # MA\_E.6.N.1.e

### Question 1

STUDENT TEST BOOK  
Mathematics Grade 6



$$.3 = .8$$

$$.3 < .8$$

$$.3 > .8$$

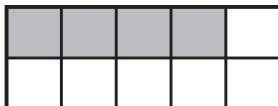
<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.6.R.1.d Fractions and Decimals DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<b>(Practice Hint: Use the Color Preferences option to change the background color of the test window.)</b> <b>Here is the fraction four-tenths. Indicate.</b> <b>Here is a model of four-tenths. Indicate.</b>
<b>ASK</b>	<b>What is four-tenths as a decimal?</b> <i>Indicate (but do not read) answers.</i> A. four B. four-tenths C. four-hundredths

NSCAS ALTERNATE  
Indicator # MA\_E.6.R.1.d

## Question 2

STUDENT TEST BOOK  
Mathematics Grade 6

$$\frac{4}{10}$$



**4.0**

**0.4**

**0.04**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.6.A.1.b Evaluate Expressions 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 Magnifier tool to increase the size of words and pictures.)</b> <b>Here is the expression two plus <math>n</math>. Indicate.</b> <b>In this expression, <math>n</math> equals five. Indicate.</b>
<b>ASK</b>	<b>What is the answer to two plus <math>n</math>?</b> <i>Indicate and read answers.</i> A. <b>three</b> B. <b>six</b> C. <b>seven</b>

NSCAS ALTERNATE  
Indicator # MA\_E.6.A.1.b

### Question 3

STUDENT TEST BOOK  
Mathematics Grade 6

$$2 + n$$

$$n = 5$$

**3**

**6**

**7**

Administrator's Test Booklet	Indicator MA_E.7.A.1.d Distributive Property 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 Line Guide tool to help you keep track of each line in a test question.)</p> <p>Here are expressions that show the distributive property. <i>Indicate.</i> Six times the quantity five plus one (<i>indicate</i>) is the same as six times five plus six times one (<i>indicate</i>).</p>
ASK	<p>Which expression is also the same? <i>Indicate and read answers.</i></p> <p>A. <b>six plus one</b> B. <b>twelve plus six</b> C. <b>thirty plus six</b></p>

NSCAS ALTERNATE  
Indicator # MA\_E.7.A.1.d

### Question 4

STUDENT TEST BOOK  
Mathematics Grade 7

$$6(5 + 1)$$

$$(6 \times 5) + (6 \times 1)$$

$$6 + 1$$

$$12 + 6$$

$$30 + 6$$

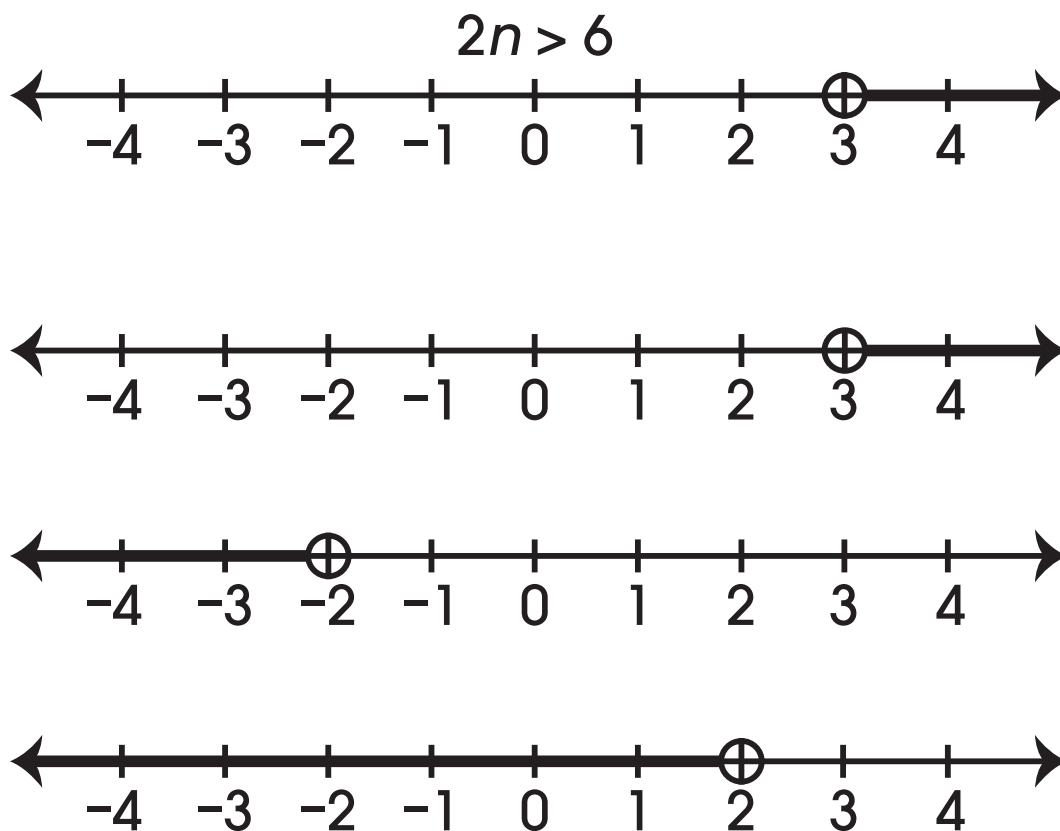


Administrator's Test Booklet	Indicator MA_E.7.A.1.e One-Step Inequalities DOK Level 1, Stage 2
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a test question.)</p> <p>Here is the inequality two <math>n</math> is greater than six. <i>Indicate.</i></p> <p>Here is a number line that shows the answers for two <math>n</math> is greater than six. <i>Indicate.</i></p>
ASK	<p>Which number line shows the answers for two <math>n</math> is greater than six?</p> <p><i>Indicate (but do not read) answers.</i></p> <p>A. number line A</p> <p>B. number line B</p> <p>C. number line C</p>

NSCAS ALTERNATE  
Indicator # MA\_E.7.A.1.e

### Question 5

STUDENT TEST BOOK  
Mathematics Grade 7

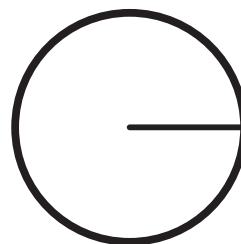
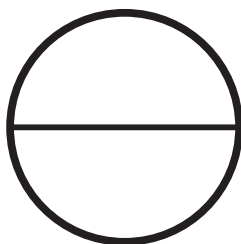
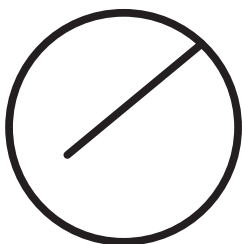
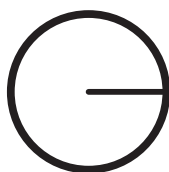


Administrator's Test Booklet	Indicator MA_E.7.G.3.c Radius DOK Level 1, Stage 2
Prepare	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
SAY	(Practice Hint: Use the Masking tool to block off parts of a test question.) This line shows the radius of the circle. <i>Indicate.</i>
ASK	Which circle has a line that shows the radius? <i>Indicate (but do not read) answers.</i> A. circle A B. circle B C. circle C

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Indicator # MA\_E.7.G.3.c

### Question 6

STUDENT TEST BOOK  
Mathematics Grade 7



<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.8.N.1.b</b> <b>Exponents</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 Masking tool to block off parts of a test question.)</b> <b>Four to the power of three equals four times four times four. Indicate.</b> <b>Five to the power of three equals "blank." Indicate.</b>
<b>ASK</b>	<b>What is five to the power of three?</b> <i>Indicate and read answers.</i> <b>A. five times three times three</b> <b>B. five times three times four</b> <b>C. five times five times five</b>

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Indicator # MA\_E.8.N.1.b

### Question 7

STUDENT TEST BOOK  
Mathematics Grade 8

$$4^3 = 4 \times 4 \times 4$$

$$5^3 = \underline{\quad ? \quad}$$

$$5 \times 3 \times 3$$

$$5 \times 3 \times 4$$

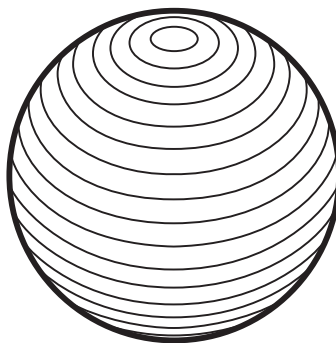
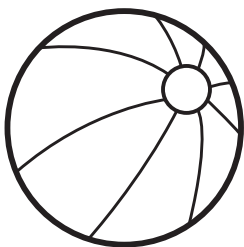
$$5 \times 5 \times 5$$

Administrator's Test Booklet	Indicator MA_E.8.G.3.d Volume 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 of the test window.) Here are three spheres: a beach ball, an exercise ball, and a soccerball. Indicate each sphere.
ASK	Which sphere has the greatest volume? Indicate (but do not read) answers. A. beach ball B. exercise ball C. soccerball

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Indicator # MA\_E.8.G.3.d

### Question 8

STUDENT TEST BOOK  
Mathematics Grade 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.*

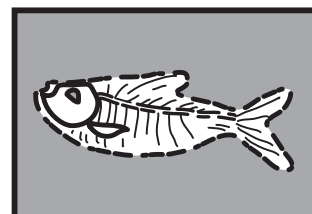
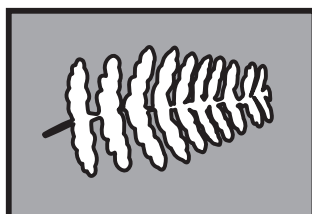
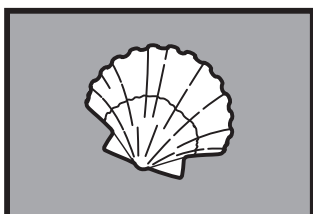
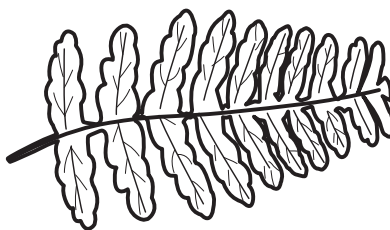
The following pages contain the questions corresponding to Science for grade 8.

<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.10.5.B-c</b> <b>Recognize an Organism that Formed a Fossil</b> <b>DOK Level 1, Stage 2</b>
<b>Prepare</b>	<ul style="list-style-type: none"><li>• <i>Place student test page in front of the student.</i></li><li>• <i>Call student's attention to the page.</i></li></ul>
<b>SAY</b>	<b>(Practice Hint: Use the Color Preferences option to change the background of the test window.)</b> <b>Here is a picture of a leaf. Indicate.</b>
<b>ASK</b>	<b>Which fossil most likely formed from this leaf?</b> <i>Indicate (but do not read) answers.</i> A. <i>seashell fossil</i> B. <i>leaf fossil</i> C. <i>fish fossil</i>

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Indicator # SC\_E.8.10.5.B-c

### Question 1

STUDENT TEST BOOK  
Science Grade 8



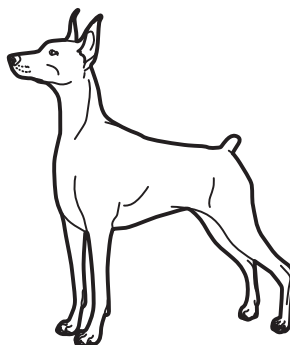
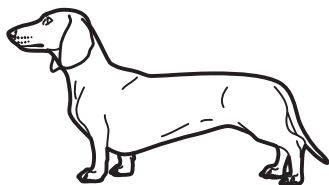
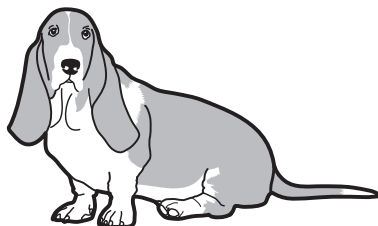
Administrator's Test Booklet	Indicator SC_E.8.9.4.B-c Trait That Fits Need DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Masking tool to block off parts of a test question.)</p> <p>Follow along as I read these sentences. <i>Indicate.</i></p> <p>The long, floppy ears of this dog prevent insects from crawling into the dog's ears. <i>Indicate ears.</i></p>
ASK	<p>Which picture shows a dog with ears that prevent insects from crawling into them?</p> <p><i>Indicate (but do not read) answers.</i></p> <p>A. dog with long ears</p> <p>B. dog with pointy ears</p> <p>C. dog with straight ears</p>

NSCAS ALTERNATE  
Indicator # SC\_E.8.9.4.B-c

## Question 2

STUDENT TEST BOOK  
Science Grade 8

The long, floppy ears of this dog prevent insects from crawling into the dog's ears.



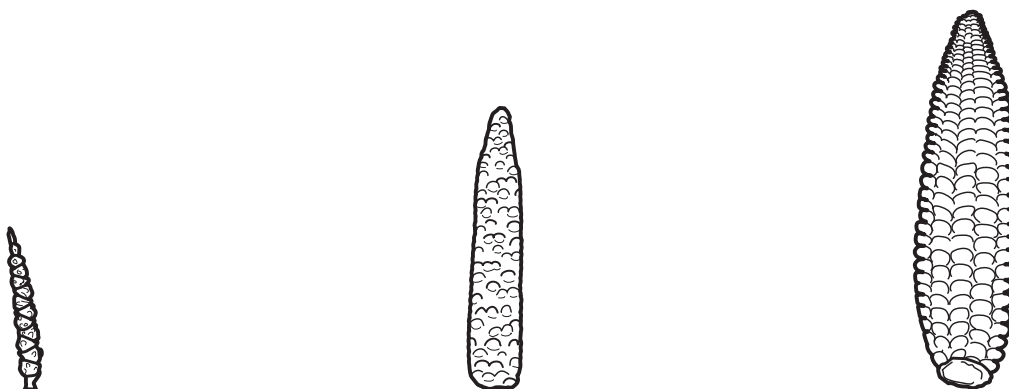
<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.9.4.B-b Inheritance and Variation of Traits DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice 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>The corn plant has changed over time. In the past, corn plants produced small cobs of corn with only a few kernels. Over time, farmers replanted only plants that produced large cobs of corn with many kernels.</p>
<b>ASK</b>	<p><b>Which cob of corn is likely to produce large cobs with many kernels?</b></p> <p><i>Indicate (but do not read) answers.</i></p> <p>A. small corn cob</p> <p>B. medium corn cob</p> <p>C. large corn cob</p>

NSCAS ALTERNATE  
Indicator # SC\_E.8.9.4.B-b

### Question 3

STUDENT TEST BOOK  
Science Grade 8

The corn plant has changed over time. In the past, corn plants produced small cobs of corn with only a few kernels. Over time, farmers replanted only plants that produced large cobs of corn with many kernels.



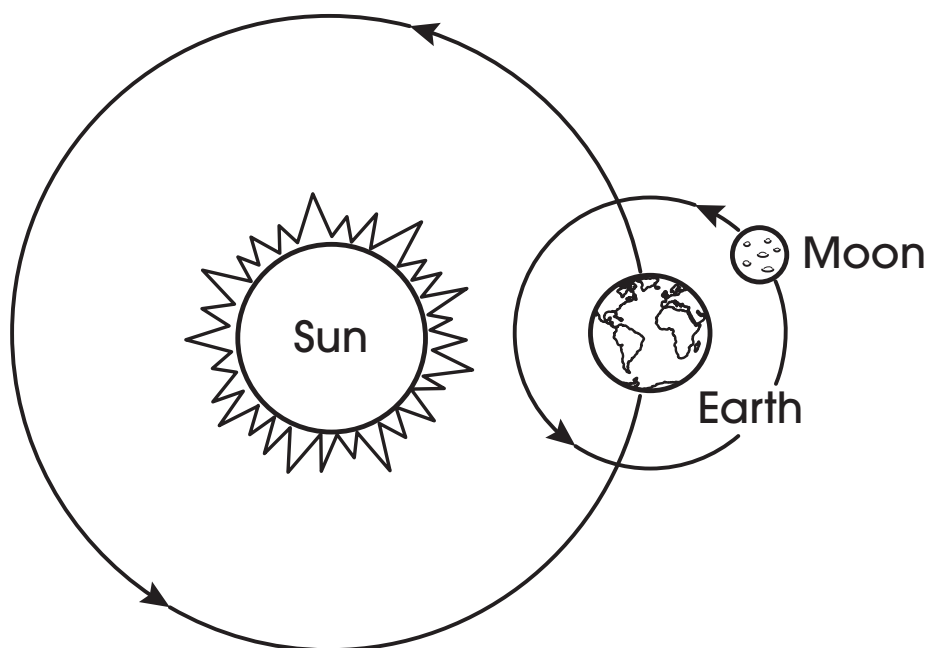


<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.11.6.C-b</b> <b>Identify Relative Size of Sun, Earth, and Moon</b> <b>DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
<b>SAY</b>	<b>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</b> <b>This picture shows the Sun (indicate), Earth (indicate), and the Moon (indicate) that are part of the solar system.</b>
<b>ASK</b>	<b>Which of these objects in our solar system is the smallest?</b> <i>Indicate and read answers.</i> A. <b>Moon</b> B. <b>Earth</b> C. <b>Sun</b>

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Indicator # SC\_E.8.11.6.C-b

### Question 4

STUDENT TEST BOOK  
Science Grade 8



**Moon**

**Earth**

**Sun**

<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.10.5.C-a</b> <b>Traits Helpful/Harmful for Survival</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 story.)</p> <p>Follow along as I read this paragraph. <i>Indicate.</i></p> <p>Giraffes have long necks that help them reach leaves to eat high in trees. Giraffes have patterned fur that helps them blend in the shade of trees for safety. Giraffes also have split hooves on their feet that help them walk easily.</p>
<b>ASK</b>	<p><b>Which trait helps a giraffe reach the leaves high in trees?</b></p> <p><i>Indicate and read answers.</i></p> <p>A. <b>long neck</b></p> <p>B. <b>patterned fur</b></p> <p>C. <b>split hooves</b></p>

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Indicator # SC\_E.8.10.5.C-a

### Question 5

STUDENT TEST BOOK  
Science Grade 8

Giraffes have long necks that help them reach leaves to eat high in trees. Giraffes have patterned fur that helps them blend in the shade of trees for safety. Giraffes also have split hooves on their feet that help them walk easily.

**long neck**

**patterned fur**

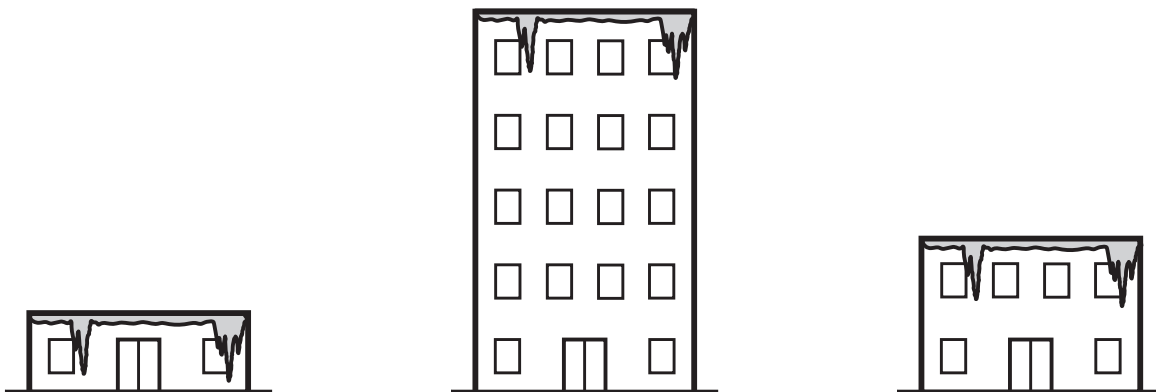
**split hooves**

<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.4.3.B-c Potential Energy 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><b>Here are pictures of three buildings with icicles hanging from the roof. Indicate.</b></p> <p><b>An icicle that is on top of the highest building will have the greatest potential energy.</b></p>
<b>ASK</b>	<p><b>An icicle that is on which building has the greatest potential energy?</b></p> <p><i>Indicate (but do not read) answers.</i></p> <p>A. one-story building</p> <p>B. five-story building</p> <p>C. two-story building</p>

NSCAS ALTERNATE  
Indicator # SC\_E.8.4.3.B-c

### Question 6

STUDENT TEST BOOK  
Science Grade 8



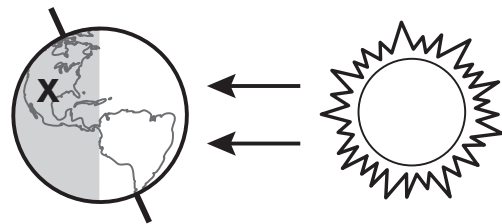
<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.11.6.A-a</b> <b>Tilt of Earth</b> <b>DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</p> <p>Here is a model of Earth and the Sun. <i>Indicate.</i></p> <p>Follow along as I read these sentences. <i>Indicate.</i></p> <p>The axis of Earth is tilted so that the northern part of Earth tilts away from the Sun. It is winter in Nebraska when the northern part of Earth is tilted away from the Sun.</p> <p>The X on Earth shows where Nebraska is located. <i>Indicate.</i></p>
<b>ASK</b>	<p>According to this model, what is the season in Nebraska?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>spring</b></p> <p>B. <b>summer</b></p> <p>C. <b>winter</b></p>

NSCAS ALTERNATE  
Indicator # SC\_E.8.11.6.A-a

### Question 7

STUDENT TEST BOOK  
Science Grade 8

The axis of Earth is tilted so that the northern part of Earth tilts away from the Sun. It is winter in Nebraska when the northern part of Earth is tilted away from the Sun.



**spring**

**summer**

**winter**

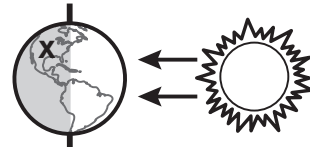
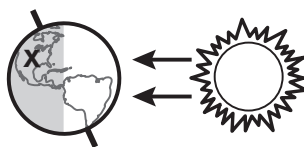
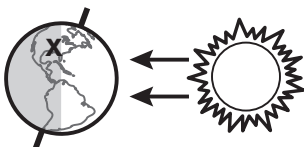
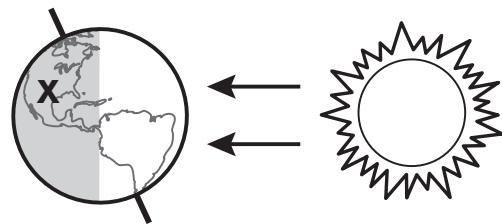
<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.11.6.A-a</b> <b>Tilt of Earth</b> <b>DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.)</p> <p>Here is a model of Earth and the Sun. <i>Indicate.</i></p> <p>Follow along as I read these sentences. <i>Indicate.</i></p> <p>The axis of Earth is tilted so that the northern part of Earth tilts away from the Sun. It is winter in Nebraska when the northern part of Earth is tilted away from the Sun.</p> <p>The X on Earth shows where Nebraska is located. <i>Indicate.</i></p>
<b>ASK</b>	<p><b>Which model shows Earth and the Sun when it is summer in Nebraska?</b></p> <p><i>Indicate (but do not read) answers.</i></p> <p>A. model with rays to Northern Hemisphere</p> <p>B. model with rays to Southern Hemisphere</p> <p>C. model with rays to equator</p>

NSCAS ALTERNATE  
Indicator # SC\_E.8.11.6.A-a

### Question 8

STUDENT TEST BOOK  
Science Grade 8

The axis of Earth is tilted so that the northern part of Earth tilts away from the Sun. It is winter in Nebraska when the northern part of Earth is tilted away from the Sun.



**NSCAS–Alternate**

**Grades 6-8 OTT**

**Administration Manual**

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