



# **NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM**

## **NSCAS–Alternate Practice Test**

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

# **Grade 4 ADMINISTRATION MANUAL**

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

P.O. Box 94987      Lincoln, Nebraska 68509      (402) 314-3013

## GENERAL INTRODUCTION

The Nebraska Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned to the state assessment system. These tools include Table of Specifications documents, administration manuals, and grade-specific practice tests. This practice test is a useful tool for Nebraska educators in the preparation of local instructional programs and the statewide NSCAS Alternate Assessment.

## PURPOSE AND USES

This practice test contains test questions (items) that have been written to align to the assessment extended indicators that are based on the Nebraska College- and Career-Ready Standards. The test questions provide examples of the types of questions that will appear on an operational NSCAS Alternate Assessment in ELA, mathematics, and science. All practice test questions have been through a rigorous review process to ensure alignment with the assessment extended indicators. The purpose of the practice test is to ensure that students and test administrators have the opportunity to become familiar with a variety of items and to confirm that each student has appropriate access to any accommodations needed prior to test day.

## DOK

In addition to being aligned to the extended indicators, the practice test items were also developed with a particular emphasis on cognitive complexity, or depth of knowledge (DOK). The DOK level is provided for each item in this practice test in the Administrator's Test Booklet information. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail. NSCAS Alternate items are classified based on DOK stages—subsets of the four DOK levels. The stages include responding, reproducing, recalling at DOK 1, and basic reasoning at DOK 2.

- **Level 1, Stage 2** requires students to display the ability to copy, replicate, repeat, reenact, mirror, or match text.
- **Level 1, Stage 3** requires the ability to recite or recall facts or information.
- **Level 2, Stage 4** requires processing beyond recall and observation. This requires both comprehension and subsequent processing of text as well as making decisions on how to approach a problem. It also involves ordering and classifying text as well as identifying patterns, relationships, and main points.

## ITEM FORMAT

The NSCAS Alternate is composed of multiple-choice (MC) items to assess the student's mastery of the Nebraska College- and Career-Ready Extended Indicators. All MC items have three answer choices: two distractors and one correct answer. Distractors represent common misconceptions, incorrect logic, common misinterpretations, unsound reasoning, casual reading, etc. A correct response to an MC item is worth one point.

## DESCRIPTION OF PRACTICE TEST ITEMS

The practice tests contain the test administrator's directions for each item with the information outlined below. The practice tests are organized by content area in a given grade with the Administrator's Test Booklet for all items appearing first, followed by the Student Test Book at the end.

Administrator's Test Booklet	Indicator #LA_E.3.V.1.a Context Clues DOK Level 1, Stage 3	This information is provided to support the test administration process. LA_E.3.V.1 indicates the assigned indicator to which the item is aligned. Context Clues indicates the focus of the skills in this domain. DOK Level 1, Stage 3 indicates the DOK level and stage.
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>	The text in italics is only for the Test Administrator and is <i>not</i> to be read aloud.
SAY	<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>	The text in bold print must be read aloud <i>word-for-word</i> by the Test Administrator.
ASK	<p>Which picture shows a "gate"?  <i>Indicate (but do not read) answers.</i>          A. a gate          B. a doghouse          C. a door</p>	This information appears only in the print-on-demand student test book. Test Administrators should instruct students to disregard this information if they ask.

Letters corresponding to response options are only on the Test Administrator's page.

NSCAS ALTERNATE	Question 1	STUDENT TEST BOOK
Indicator #LA_E.3.V.1.a		ELA Grade 3

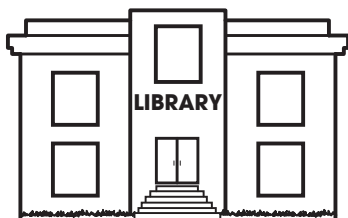
The dog runs through the gate and down the sidewalk.



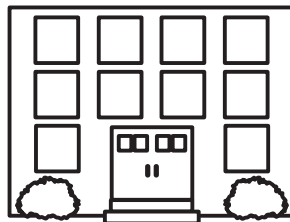
**NSCAS–ALTERNATE  
English Language Arts**

<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><b>Follow along as I read this story.</b> <i>Indicate.</i></p> <p><b>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.</b></p>
<b>ASK</b>	<p><b>Where does this story take place?</b> <i>Indicate and read answers.</i></p> <p>A. <b>a library</b> B. <b>a school</b> C. <b>a house</b></p>

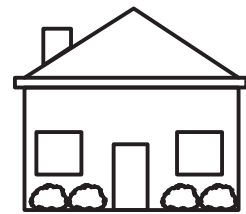
Jan and her brother go to the library.  
Jan needs to find a book about tigers.  
She has to write a report for school.  
Her brother helps her find a book.  
Now they can walk home.



**a library**



**a school**



**a house**

<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>• <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>Follow along as I read this story.</b> <i>Indicate.</i> <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>
<b>ASK</b>	<b>Which word describes the characters in this story?</b> <i>Indicate and read answers.</i> A. <b>curious</b> B. <b>helpful</b> C. <b>nervous</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.

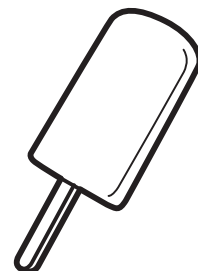
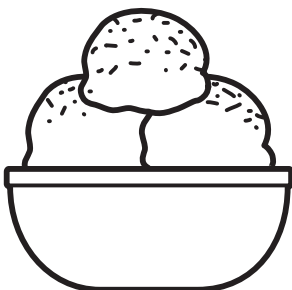
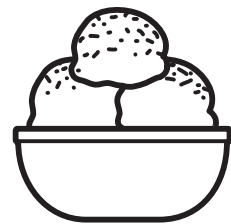
**curious**

**helpful**

**nervous**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.4.RP.6 Literal Questions 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>Follow along as I read this story. <i>Indicate.</i>  Robin and her mother go for an ice-cream treat. Robin orders ice cream with sprinkles. Her mother cannot decide between an ice-cream shake and an ice-cream bar.</p>
<b>ASK</b>	<p>Which picture shows Robin's ice cream?  <i>Indicate and read answers.</i>  A. ice cream with sprinkles  B. ice-cream shake  C. ice-cream bar</p>

Robin and her mother go for an ice-cream treat. Robin orders ice cream with sprinkles. Her mother cannot decide between an ice-cream shake and an ice-cream bar.



<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.4.RP.7 Identify a Similarity DOK Level 2, Stage 4</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>	<p><b>Follow along as I read these sentences. Indicate.</b>  <b>Jamal's teacher is getting supplies for a science investigation. There are too many things to carry. Jamal offers to carry some.</b>  <b>Trena's friend does not understand a math assignment. Trena offers to explain how to solve the problems.</b></p>
<b>ASK</b>	<p><b>How do BOTH Jamal and Trena show they are kind?</b>  <i>Indicate and read answers.</i></p> <p>A. <b>by stepping aside</b>  B. <b>by helping others</b>  C. <b>by collecting things</b></p>

Jamal's teacher is getting supplies for a science investigation. There are too many things to carry. Jamal offers to carry some.

Trena's friend does not understand a math assignment. Trena offers to explain how to solve the problems.

**by stepping  
aside**

**by helping  
others**

**by collecting  
things**

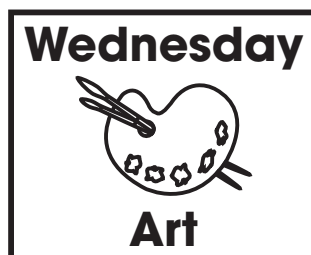
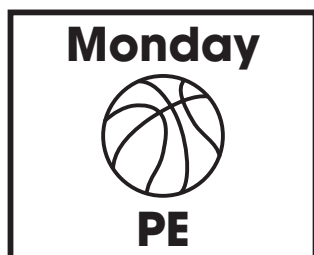
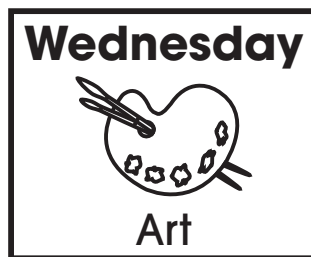


<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.4.RI.4 Text Features DOK Level 1, Stage 2</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<b>Here is part of Maggie's schedule for Wednesday. Indicate.</b>
<b>ASK</b>	<b>What does Maggie have on Wednesday?</b> <i>Indicate (but do not read) answers.</i> A. Monday, PE B. Wednesday, Art C. Friday, Music

NSCAS ALTERNATE  
Indicator # LA\_E.4.RI.4

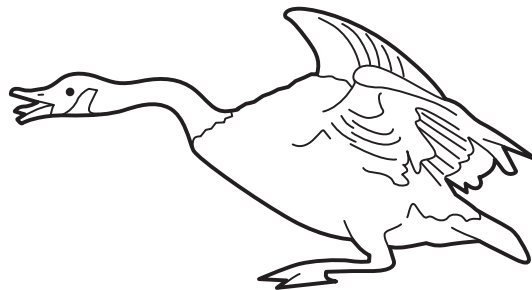
### Question 5

STUDENT TEST BOOK  
ELA Grade 4



<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.4.V.2.a</b> <b>Onomatopoeia</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>Follow along as I read this sentence. <i>Indicate.</i></p> <p>The mother goose raised her wings and <u>hissed</u> at us as we passed by her nest.</p> <p>The word "hissed" has a line under it. <i>Indicate.</i></p>
<b>ASK</b>	<p>What does the word "hissed" help the reader understand?</p> <p><i>Indicate and read answers.</i></p> <p>A. the size of the goose</p> <p>B. the location of the goose</p> <p>C. the sound the goose made</p>

The mother goose raised her wings and hissed at us as we passed by her nest.



**the size of  
the goose**

**the location  
of the goose**

**the sound the  
goose made**

Administrator's Test Booklet	Indicator LA_E.4.W.1.a Capitalization 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	Follow along as I read this sentence. Indicate. <b>brady helps his sister by drying the dishes.</b>
ASK	Which word should begin with a capital letter? Indicate and read answers. A. <b>brady</b> B. <b>sister</b> C. <b>dishes</b>

**brady helps his sister by drying the dishes.**

**brady**

**sister**

**dishes**

<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>• <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>Follow along as I read this sentence. Indicate.</b> <b>Dillon eats a good <u>meal</u> in the morning.</b> <b>The word "meal" has a line under it. Indicate.</b>
<b>ASK</b>	<b>Which word is more precise than "meal"?</b> <i>Indicate and read answers.</i> A. <b>breakfast</b> B. <b>food</b> C. <b>treat</b>

Dillon eats a good meal in the morning.

**breakfast**

**food**

**treat**



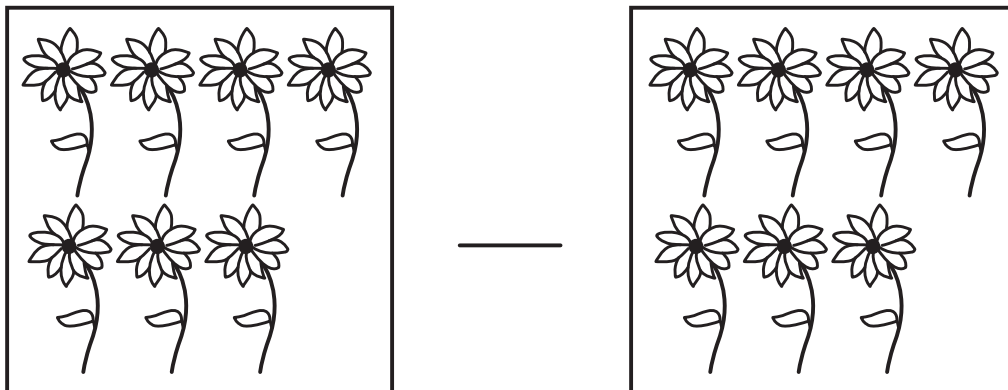
**NSCAS–ALTERNATE  
MATHEMATICS**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.4.N.1.b</b> <b>Compare 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>Here are two groups of flowers.</b> <i>Indicate.</i>
<b>ASK</b>	<b>Which sign goes in the "blank"?</b> <i>Indicate and read answers.</i> A. <b>greater than</b> B. <b>less than</b> C. <b>equal to</b>

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

### Question 1

STUDENT TEST BOOK  
Mathematics Grade 4



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<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>• <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>Here is the number sentence ten is greater than "blank."</b> <i>Indicate.</i>
<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>

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

## Question 2

STUDENT TEST BOOK  
Mathematics Grade 4

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

**6**

**12**

**15**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.4.N.4.b Factors 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>Here is a multiplication equation. Indicate.</b> <b>Two and three are factors of six. Indicate.</b>
<b>ASK</b>	<b>Which numbers are factors of six?</b> <i>Indicate and read answers.</i> A. <b>one and five</b> B. <b>two and three</b> C. <b>four and two</b>

NSCAS ALTERNATE  
Indicator # MA\_E.4.N.4.b

### Question 3

STUDENT TEST BOOK  
Mathematics Grade 4

$$2 \times 3 = 6$$

**1 and 5**

**2 and 3**

**4 and 2**

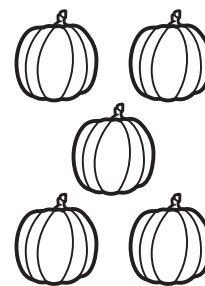
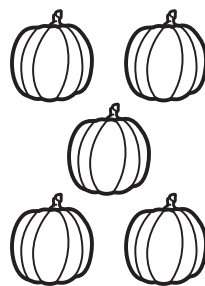
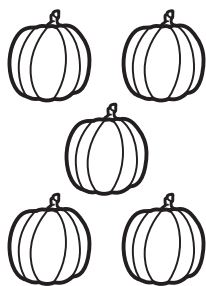


<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.4.A.1.b Multiplication DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<b>Here are three groups of five pumpkins. Indicate.</b> <b>Here is the multiplication problem three times five. Indicate.</b>
<b>ASK</b>	<b>What is the answer to three times five?</b> <i>Indicate and read answers.</i> A. <b>five</b> B. <b>ten</b> C. <b>fifteen</b>

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

**Question 4**

STUDENT TEST BOOK  
Mathematics Grade 4



$3 \times 5$

**5**

**10**

**15**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.4.A.1.b Multiplication DOK Level 2, Stage 4</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>Here is the multiplication problem two times three. Indicate.</b>
<b>ASK</b>	<b>What is two times three?</b> <i>Indicate and read answers.</i> A. <b>one</b> B. <b>four</b> C. <b>six</b>

NSCAS ALTERNATE  
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**

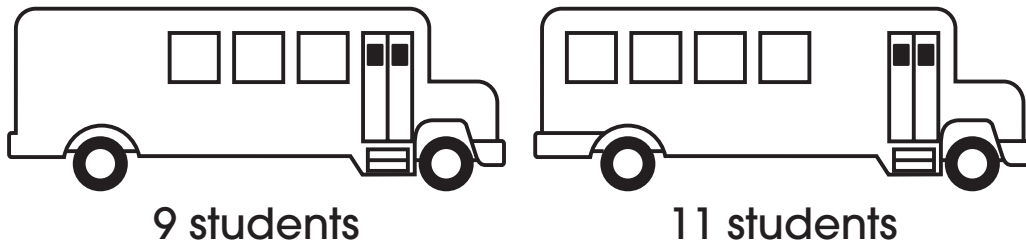
**6**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.4.A.1.d Estimate Multiplication 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>Two buses are taking students on a field trip. Indicate.</b>  <b>There are nine students in one bus (indicate) and eleven students in the other bus (indicate).</b>  <b>There are about ten students in each bus.</b></p>
<b>ASK</b>	<p><b>Which multiplication expression could be used to find the total number of students going on the field trip?</b>  <i>Indicate and read answers.</i></p> <p>A. <b>ten times two</b>  B. <b>twelve times two</b>  C. <b>twenty times two</b></p>

NSCAS ALTERNATE  
Indicator # MA\_E.4.A.1.d

**Question 6**

STUDENT TEST BOOK  
Mathematics Grade 4



**10 × 2**

**12 × 2**

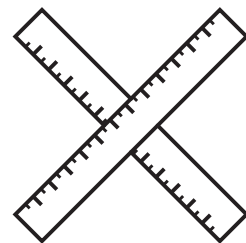
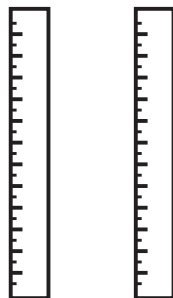
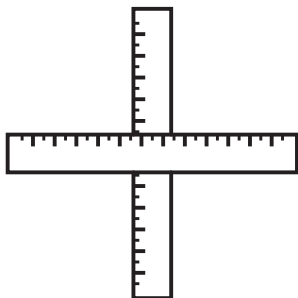
**20 × 2**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.4.G.1.a Parallel Lines 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>A student has two rulers. She arranges the rulers in three different ways. Indicate.</b>
<b>ASK</b>	<b>Which way shows the rulers parallel to each other?</b> <i>Indicate (but do not read) answers.</i> A. <i>perpendicular</i> B. <i>parallel</i> C. <i>intersecting</i>

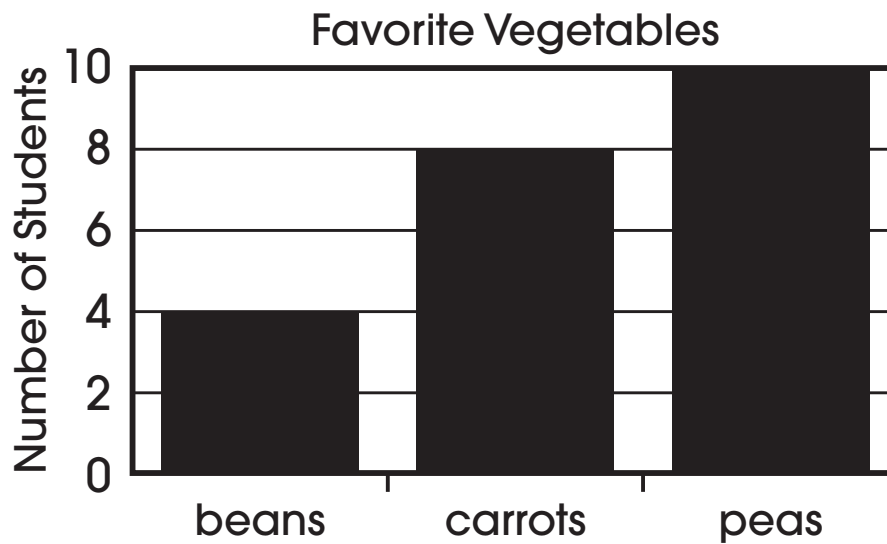
NSCAS ALTERNATE  
Indicator # MA\_E.4.G.1.a

### Question 7

STUDENT TEST BOOK  
Mathematics Grade 4



<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.4.D.2.a</b> <b>Bar Graphs</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>Students in fourth grade were asked to choose their favorite vegetable. Here is a graph titled "Favorite Vegetables."</b> <i>Indicate and read each label on the graph.</i>
<b>ASK</b>	<b>How many more students like peas than like carrots?</b> <i>Indicate and read answers.</i> A. <b>two</b> B. <b>nine</b> C. <b>eighteen</b>



**2**

**9**

**18**

**NSCAS–Alternate**  
**Grade 4**  
**Practice Administration Manual**

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**NSCAS** NEBRASKA STUDENT-CENTERED  
ASSESSMENT SYSTEM

## **NSCAS–Alternate Practice Test**

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

# **STUDENT TEST BOOKLET**

## **Grade 4**

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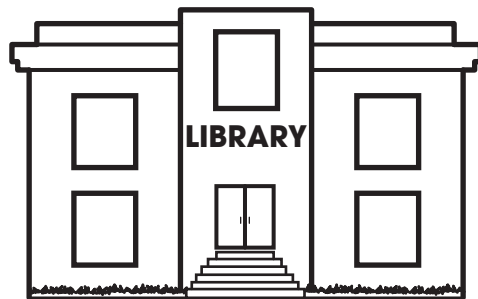


**NSCAS-ALTERNATE**  
**English Language Arts**

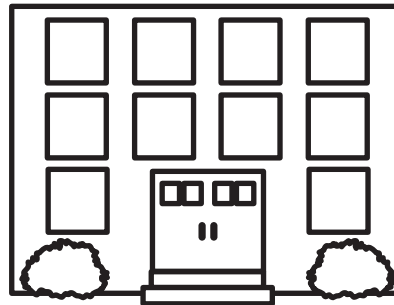


### Question 1

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**

**Question 2**

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.

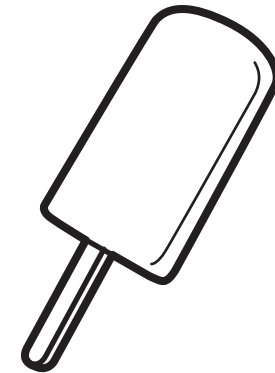
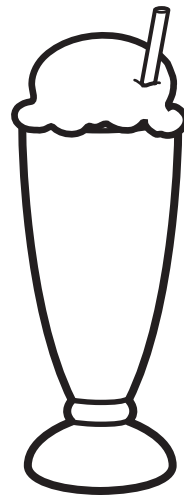
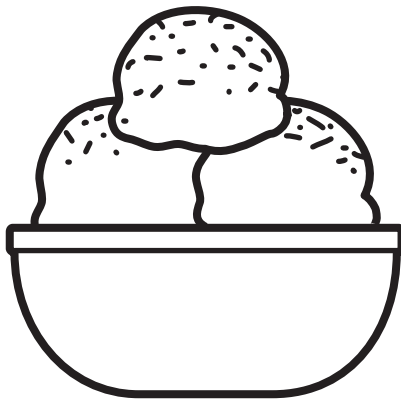
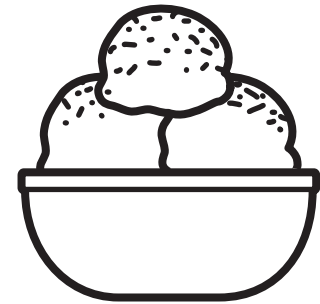
**curious**

**helpful**

**nervous**

### Question 3

Robin and her mother go for an ice-cream treat. Robin orders ice cream with sprinkles. Her mother cannot decide between an ice-cream shake and an ice-cream bar.



**Question 4**

Jamal's teacher is getting supplies for a science investigation. There are too many things to carry. Jamal offers to carry some.

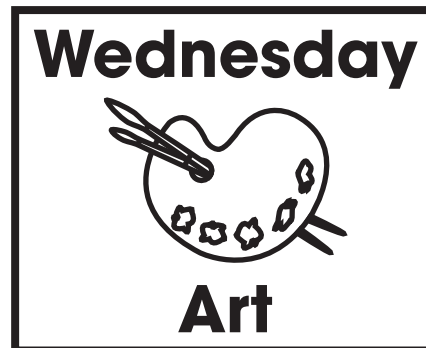
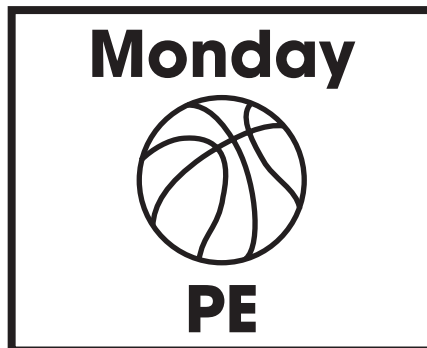
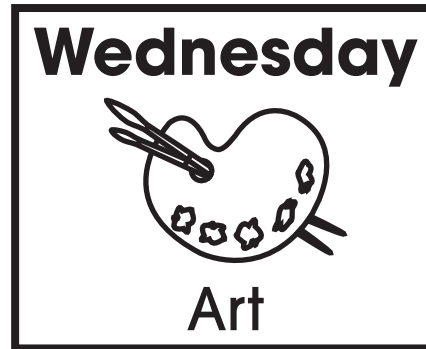
Trena's friend does not understand a math assignment. Trena offers to explain how to solve the problems.

**by stepping  
aside**

**by helping  
others**

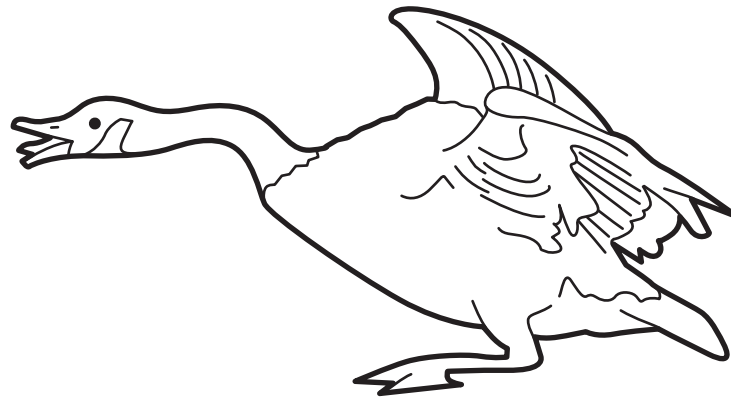
**by collecting  
things**

**Question 5**



**Question 6**

The mother goose raised her wings and hissed at us as we passed by her nest.



**the size of  
the goose**

**the location  
of the goose**

**the sound the  
goose made**

brady helps his sister by drying the dishes.

**brady**

**sister**

**dishes**

Dillon eats a good meal in the morning.

**breakfast**

**food**

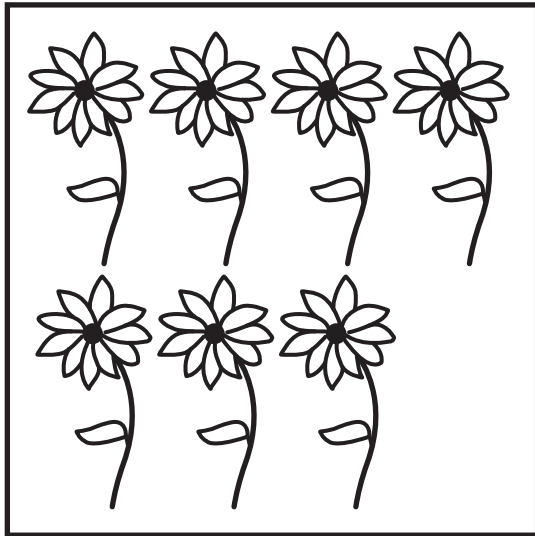
**treat**



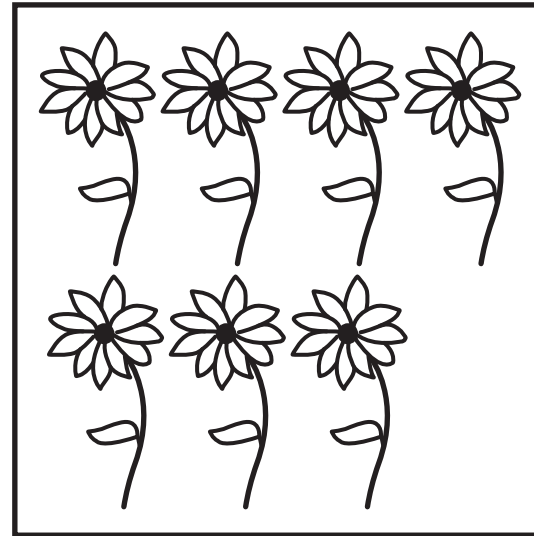


**NSCAS-ALTERNATE  
MATHEMATICS**

### Question 1



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>

>

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**Question 2**

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

**6**

**12**

**15**

**Question 3**

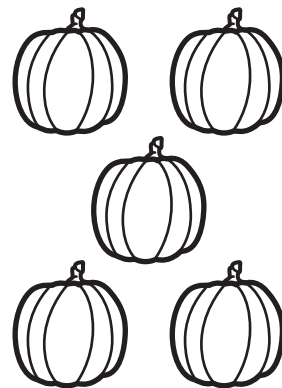
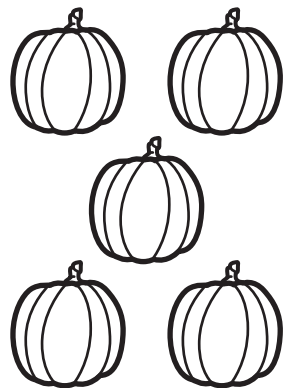
$$2 \times 3 = 6$$

**1 and 5**

**2 and 3**

**4 and 2**

**Question 4**



$$3 \times 5$$

**5**

**10**

**15**

**Question 5**

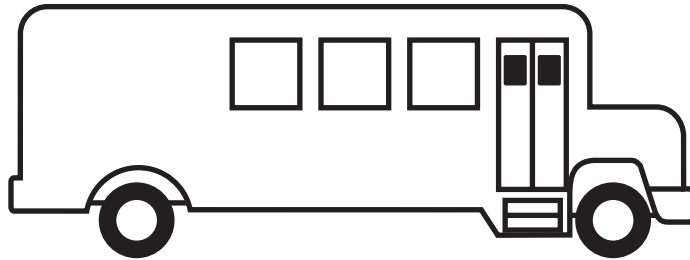
$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

**1**

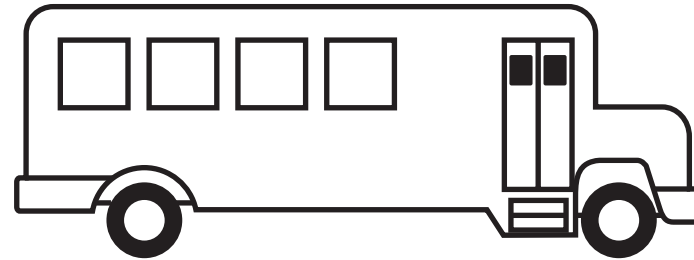
**4**

**6**

**Question 6**



9 students



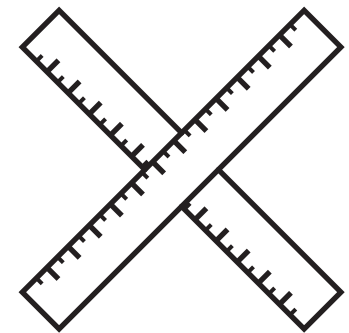
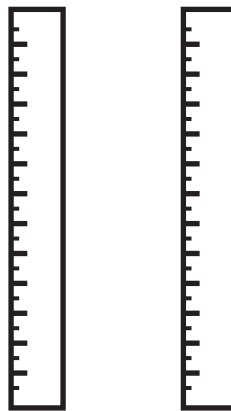
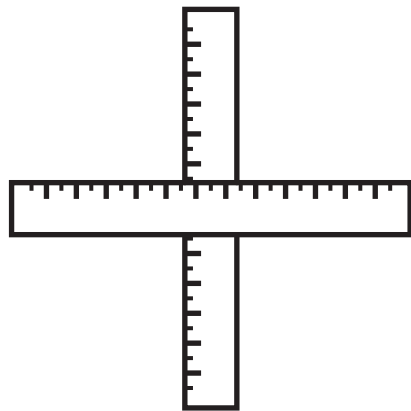
11 students

**$10 \times 2$**

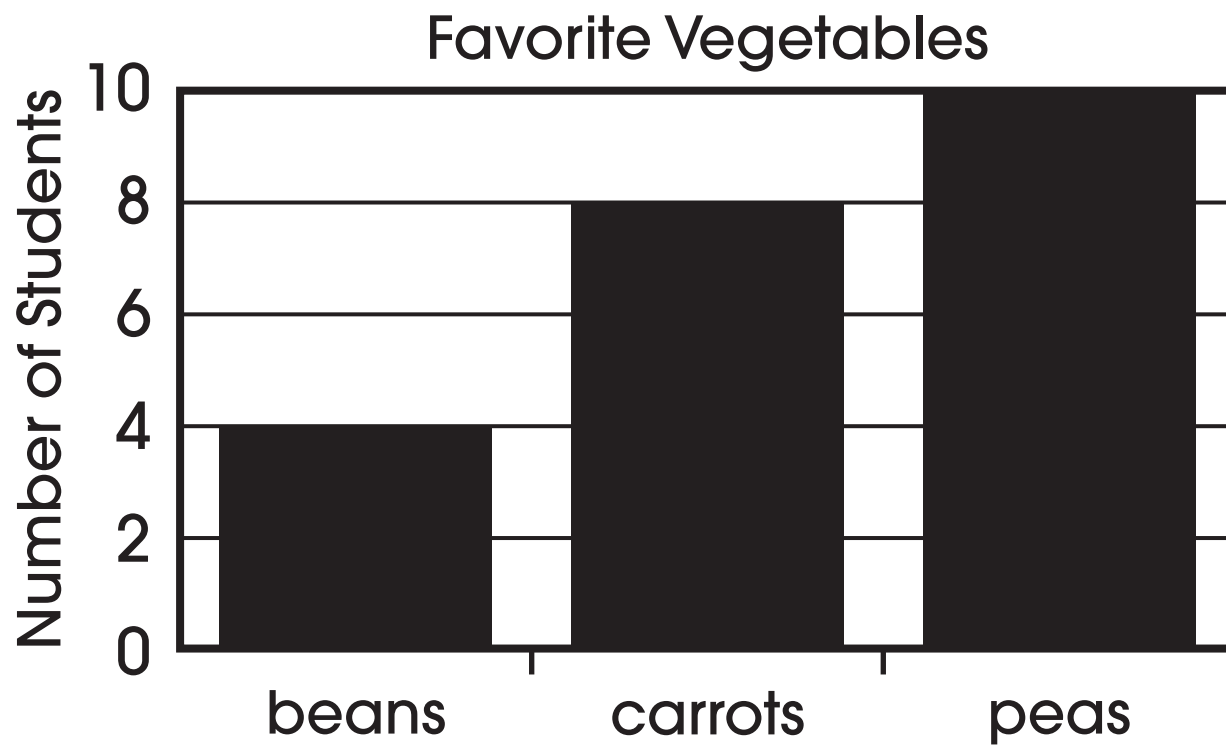
**$12 \times 2$**

**$20 \times 2$**

### Question 7







**2**

**9**

**18**

**NSCAS–Alternate**  
**Grade 4**  
**Student Practice Test Booklet**

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