



NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM

NSCAS–Alternate Practice Test

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

Grade 5 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"> Place student test page in front of the student. Call student's attention to the page. 	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**

Administrator's Test Booklet	Indicator LA_E.5.RP.4 Summarize DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	<p>Follow along as I read this story. <i>Indicate.</i></p> <p>Sarah went to the store. She bought eggs, flour, and sugar. She also bought chocolate chips. Sarah used the ingredients to bake cookies for her friends. Her friends enjoyed eating the cookies.</p>
ASK	<p>Which sentence is a summary of the story? <i>Indicate and read answers.</i></p> <p>A. Sarah bought eggs at the store. B. Sarah used many ingredients. C. Sarah made cookies for her friends.</p>

Sarah went to the store. She bought eggs, flour, and sugar. She also bought chocolate chips. Sarah used the ingredients to bake cookies for her friends. Her friends enjoyed eating the cookies.

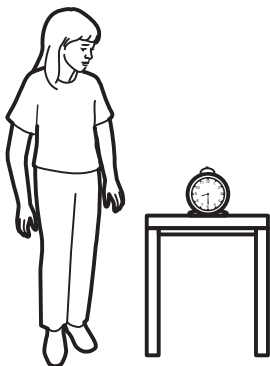
Sarah bought eggs at the store.

Sarah used many ingredients.

Sarah made cookies for her friends.

Administrator's Test Booklet	Indicator LA_E.5.RP.6 Inferential Questions DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> • Place student test page in front of the student. • Call student's attention to the page.
SAY	<p>Follow along as I read this story. <i>Indicate.</i> Maddie looks at the clock. The school art show begins in one hour. Her art teacher picked two of her drawings to be in the show. Maddie likes to draw flowers. She uses many bright colors. Maddie hopes to win another ribbon.</p>
ASK	<p>How does the reader know that Maddie is good at art? <i>Indicate and read answers.</i> A. Maddie looks at the clock. B. Maddie likes to draw flowers. C. Maddie hopes to win another ribbon.</p>

Maddie looks at the clock. The school art show begins in one hour. Her art teacher picked two of her drawings to be in the show. Maddie likes to draw flowers. She uses many bright colors. Maddie hopes to win another ribbon.



Maddie looks at the clock.



Maddie likes to draw flowers.



Maddie hopes to win another ribbon.

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"> Place student test page in front of the student. Call student's attention to the page.
SAY	Follow along as I read this paragraph. <i>Indicate.</i> 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.
ASK	<p>Why did the author write this paragraph? <i>Indicate and read answers.</i></p> <p>A. to tell a story about someone working B. to give information about tall buildings C. to convince people to live in apartments</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.

to tell a story about someone working

to give information about tall buildings

to convince people to live in apartments

Administrator's Test Booklet	Indicator LA_E.5.RI.4 Text Features DOK Level 1, Stage 2
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	<p>Here is part of a glossary from a book about volcanoes. <i>Indicate.</i> The glossary gives the meanings of some words in the book. Follow along as I read this glossary from the book about volcanoes. <i>Indicate.</i> Glossary. Ash, small pieces of rocks and minerals that blow out of a volcano. Lava, hot melted rock that erupts from a volcano. Vent, the opening where lava and ash escape.</p>
ASK	<p>Where can a reader find the meanings of unknown words? <i>Indicate and read answers.</i></p> <p>A. title page B. glossary C. chapter headings</p>

Glossary

ash—small pieces of rocks and minerals that blow out of a volcano

lava—hot melted rock that erupts from a volcano

vent—the opening where lava and ash escape

**title
page**

glossary

**chapter
headings**

Administrator's Test Booklet	Indicator LA_E.5.V.1.b Affixes DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> • <i>Place student test page in front of the student.</i> • <i>Call student's attention to the page.</i>
SAY	<p>Follow along as I read this sentence. Indicate. Mr. Jones drove <u>nonstop</u> from Omaha to Kansas City. The prefix "non-" has a line under it. Indicate. The prefix "non-" means "not."</p>
ASK	<p>What is the meaning of "nonstop" in this sentence? <i>Indicate and read answers.</i></p> <p>A. long stops B. no stops C. many stops</p>

Mr. Jones drove nonstop from Omaha to Kansas City.

long stops

no stops

many stops

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

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.W.1.b Commas in a Series DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none">• <i>Place student test page in front of the student.</i>• <i>Call student's attention to the page.</i>
SAY	Commas are used to separate three or more items in a list. Here are three sentences that list bread, cheese, and milk at the end of each sentence. Indicate.
ASK	Which sentence uses commas correctly? <i>Indicate and read answers by pointing to and pausing at each comma.</i> A. She will buy bread, cheese, and milk. B. She will buy, bread cheese and milk. C. She will buy bread cheese and, milk.

She will buy bread, cheese, and milk.

She will buy, bread cheese and milk.

She will buy bread cheese and, milk.

Administrator's Test Booklet	Indicator LA_E.5.W.3.b Precise Words DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none">• <i>Place student test page in front of the student.</i>• <i>Call student's attention to the page.</i>
SAY	Follow along as I read this sentence. Indicate. The juice from the <u>food</u> dripped down my chin. The word "food" has a line under it. Indicate.
ASK	Which word is more precise than the word "food"? <i>Indicate and read answers.</i> A. bread B. crackers C. fruit

The juice from the food dripped down my chin.

bread

crackers

fruit



**NSCAS-ALTERNATE
MATHEMATICS**

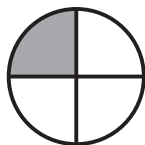
Administrator's Test Booklet	Indicator MA_E.5.N.2.a Equivalent Fractions DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Follow along as I read these sentences. Indicate. Laura is eating a cookie. She ate one-half of her cookie. Here is Laura's cookie. Indicate.
ASK	Which picture shows a fraction that is equal to one-half? <i>Indicate and read answers.</i> A. one-fourth B. two-fourths C. three-fourths

NSCAS ALTERNATE
Indicator # MA_E.5.N.2.a

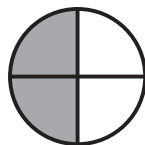
Question 1

STUDENT TEST BOOK
Mathematics Grade 5

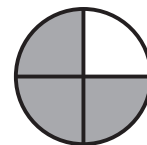
Laura is eating a cookie.
She ate $\frac{1}{2}$ of her cookie.
Here is Laura's cookie.



$\frac{1}{4}$



$\frac{2}{4}$



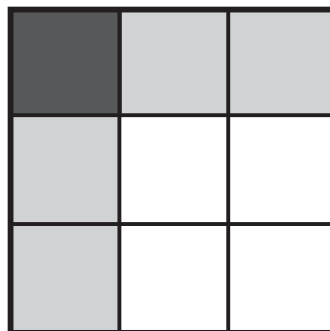
$\frac{3}{4}$

Administrator's Test Booklet	Indicator MA_E.5.N.3.b Multiply Fractions DOK Level 1, Stage 2
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	<p>Here is a model of one-third times one-third equals one-ninth. <i>Indicate.</i></p> <p>Here is the problem one-third times one-third equals one-ninth. <i>Indicate.</i></p>
ASK	<p>What is the answer to one-third times one-third? <i>Indicate and read answers.</i></p> <p>A. one-third B. one-ninth C. five-ninths</p>

NSCAS ALTERNATE
Indicator # MA_E.5.N.3.b

Question 2

STUDENT TEST BOOK
Mathematics Grade 5



$$\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$$

$$\frac{1}{3}$$

$$\frac{1}{9}$$

$$\frac{5}{9}$$

Administrator's Test Booklet	Indicator MA_E.5.N.3.d Authentic Fraction Problems DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	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.
ASK	How much of the granola bar did Andy eat altogether? <i>Indicate and read answers.</i> A. two-fifths B. three-fifths C. four-fifths

NSCAS ALTERNATE
Indicator # MA_E.5.N.3.d

Question 3

STUDENT TEST BOOK
Mathematics Grade 5



$$\frac{2}{5}$$



$$\frac{3}{5}$$



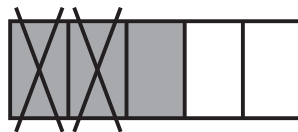
$$\frac{4}{5}$$

Administrator's Test Booklet	Indicator MA_E.5.N.3.e Subtract Fractions DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Here is a model of three-fifths minus two-fifths. Indicate.
ASK	What is three-fifths minus two-fifths? <i>Indicate and read answers.</i> A. one-fifth B. two-fifths C. three-fifths

NSCAS ALTERNATE
Indicator # MA_E.5.N.3.e

Question 4

STUDENT TEST BOOK
Mathematics Grade 5



$$\frac{3}{5} - \frac{2}{5}$$

$$\frac{1}{5}$$

$$\frac{2}{5}$$

$$\frac{3}{5}$$

Administrator's Test Booklet	Indicator MA_E.5.A.1.a Multiplication DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none">• <i>Place student test page in front of the student.</i>• <i>Call student's attention to the page.</i>
SAY	Here is the multiplication problem eleven times two. Indicate.
ASK	What is eleven times two? <i>Indicate and read answers.</i> A. nine B. fifteen C. twenty-two

NSCAS ALTERNATE
Indicator # MA_E.5.A.1.a

Question 5

STUDENT TEST BOOK
Mathematics Grade 5

$$11 \times 2$$

9

15

22

Administrator's Test Booklet	Indicator MA_E.5.A.1.c Estimate the Sum of Decimals DOK Level 1, Stage 2
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	<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>
ASK	<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. two</p> <p>B. six</p> <p>C. eight</p>

NSCAS ALTERNATE
Indicator # MA_E.5.A.1.c

Question 6

STUDENT TEST BOOK
Mathematics Grade 5

$$2.4 + 5.7 = \underline{\quad}$$
$$\boxed{2} + \boxed{6} = 8$$

2

6

8

Administrator's Test Booklet	Indicator MA_E.5.A.1.d Order of Operations DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none">• <i>Place student test page in front of the student.</i>• <i>Call student's attention to the page.</i>
SAY	Here is the expression one plus three times four. Indicate. There are parentheses around one plus three. Indicate. The parentheses indicate the first step to evaluating this expression.
ASK	What is the first step to evaluating this expression? <i>Indicate and read answers.</i> A. one plus four B. one plus three C. four times four

NSCAS ALTERNATE
Indicator # MA_E.5.A.1.d

Question 7

STUDENT TEST BOOK
Mathematics Grade 5

$$(1 + 3) \times 4$$

$$1 + 4$$

$$1 + 3$$

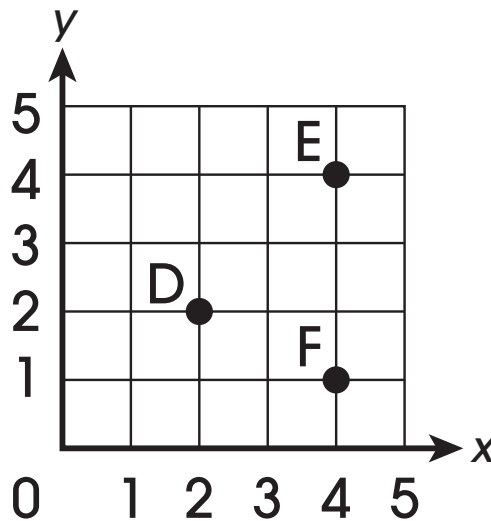
$$4 \times 4$$

Administrator's Test Booklet	Indicator MA_E.5.G.2.c Ordered Pairs DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Here is a coordinate plane with three points plotted. Indicate.
ASK	What is the location of point D? <i>Indicate point D and read answers.</i> A. two, two B. four, four C. four, one

NSCAS ALTERNATE
Indicator # MA_E.5.G.2.c

Question 8

STUDENT TEST BOOK
Mathematics Grade 5



(2, 2)

(4, 4)

(4, 1)



**NSCAS-ALTERNATE
SCIENCE**

Administrator's Test Booklet	Indicator SC_E.5.3.1.D-b Mixed Substance DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none">• <i>Place student test page in front of the student.</i>• <i>Call student's attention to the page.</i>
SAY	Here is a picture that shows water mixed with flour to form a new substance called paste. <i>Indicate.</i> A new substance is formed when two or more substances are mixed together and cannot be taken apart.
ASK	Which other combination makes a new substance? <i>Indicate and read answers.</i> A. vinegar and baking soda B. peanuts and raisins C. buttons and beads

NSCAS ALTERNATE
Indicator # SC_E.5.3.1.D-b

Question 1

STUDENT TEST BOOK
Science Grade 5



vinegar and baking soda

peanuts and raisins

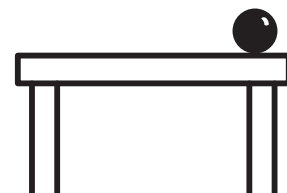
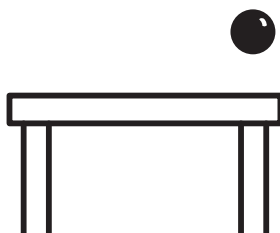
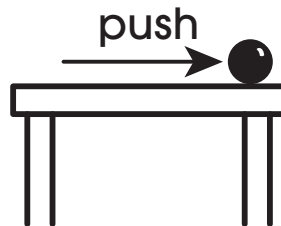
buttons and beads

Administrator's Test Booklet	Indicator SC_E.5.11.3.A-c Gravitational Force DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Here is a picture of a ball on a table. Indicate.
ASK	What will happen to the ball if it is pushed? <i>Indicate and read answers.</i> A. The ball will float above the table. B. The ball will fall to the floor. C. The ball will stay where it is.

NSCAS ALTERNATE
Indicator # SC_E.5.11.3.A-c

Question 2

STUDENT TEST BOOK
Science Grade 5



Administrator's Test Booklet	Indicator SC_E.5.11.3.B-c Difference in Brightness DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none">• <i>Place student test page in front of the student.</i>• <i>Call student's attention to the page.</i>
SAY	Here is a picture of a lamp and a candle. Indicate. They both produce light.
ASK	What is true about the light produced? <i>Indicate and read answers.</i> A. The lamp is brighter. B. The candle is brighter. C. The brightness is the same.



The lamp is brighter.

The candle is brighter.

The brightness is the same.

Administrator's Test Booklet	Indicator SC_E.5.11.3.C-a Seasonal Differences DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Here is a table titled "Daylight in Nebraska." Indicate. The table shows about how many hours of daylight there are for one day in each season. Indicate and read each row in the table.
ASK	Which season has the most hours of daylight? <i>Indicate and read answers.</i> A. winter B. summer C. autumn

Daylight in Nebraska

Season	Day	Daylight Hours
 winter	December 22	9 hours
 spring	March 22	12 hours
 summer	June 22	15 hours
 autumn	September 22	12 hours



winter



summer



autumn

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">Place student test page in front of the student.Call student's attention to the page.
SAY	Follow along as I read these sentences. <i>Indicate.</i> 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.
ASK	What happens when eggs, flour, sugar, and oil are mixed together and baked in the oven? <i>Indicate and read answers.</i> A. The ingredients do not mix. B. A new food item is created. C. Oil separates and sits on top.

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.

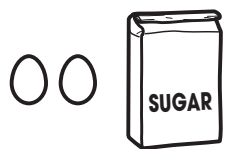
The ingredients do not mix.

A new food item is created.

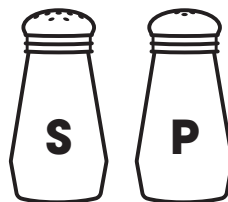
Oil separates and sits on top.

Administrator's Test Booklet	Indicator SC_E.5.3.1.A-b Properties of Matter DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	<p>Follow along as I read these sentences. Indicate. 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>Which ingredients are parts of the cake Monica and her uncle made? <i>Indicate and read answers.</i></p> <p>A. eggs and sugar B. salt and pepper C. milk and water</p>

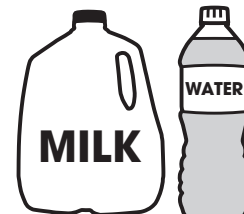
Monica and her uncle are making a cake. They mix together eggs, flour, sugar, and oil. Then they put the mixture into a pan and place it in the oven to bake. When the cake is done, they take it out of the oven and eat it.



**eggs and
sugar**



**salt and
pepper**



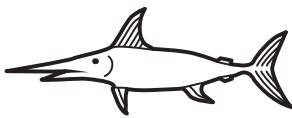
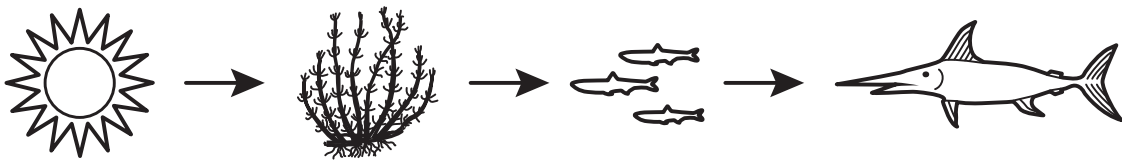
**milk and
water**

Administrator's Test Booklet	Indicator SC_E.5.8.2.C-a Flow of Energy DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Here is a food chain. Indicate. Some fish get energy from eating plants. Other fish get energy from eating smaller fish.
ASK	What gets energy from the plant? <i>Indicate and read answers.</i> A. big fish B. Sun C. small fish

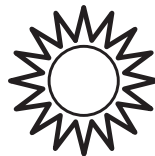
NSCAS ALTERNATE
Indicator # SC_E.5.8.2.C-a

Question 7

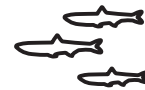
STUDENT TEST BOOK
Science Grade 5



big fish

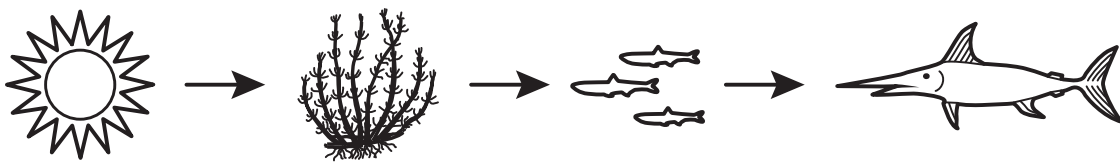


Sun



small fish

Administrator's Test Booklet	Indicator SC_E.5.8.2.C-c Food Chains DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> Place student test page in front of the student. Call student's attention to the page.
SAY	Here is a food chain. Indicate. Some fish get energy from eating plants. Other fish get energy from eating smaller fish.
ASK	What will happen to the small fish if plants are removed? <i>Indicate and read answers.</i> A. The small fish will eat the big fish. B. The small fish will have no food. C. The small fish will get energy from the Sun.



The small fish will eat the big fish.

The small fish will have no food.

The small fish will get energy from the Sun.

NSCAS–Alternate
Grade 5
Practice Administration Manual

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NSCAS NEBRASKA STUDENT-CENTERED
ASSESSMENT SYSTEM

NSCAS–Alternate Practice Test

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

STUDENT TEST BOOKLET

Grade 5

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



NSCAS-ALTERNATE
English Language Arts

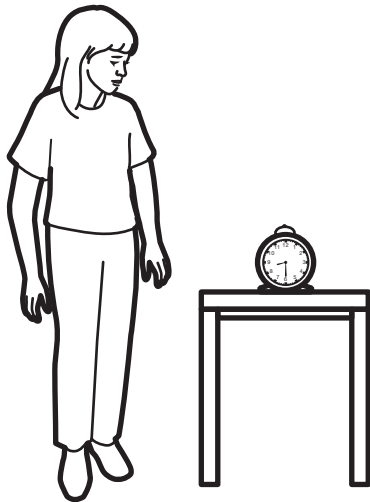
Sarah went to the store. She bought eggs, flour, and sugar. She also bought chocolate chips. Sarah used the ingredients to bake cookies for her friends. Her friends enjoyed eating the cookies.

Sarah bought eggs at the store.

Sarah used many ingredients.

Sarah made cookies for her friends.

Maddie looks at the clock. The school art show begins in one hour. Her art teacher picked two of her drawings to be in the show. Maddie likes to draw flowers. She uses many bright colors. Maddie hopes to win another ribbon.



**Maddie looks
at the clock.**



**Maddie likes to
draw flowers.**



**Maddie hopes
to win another
ribbon.**

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

Glossary

ash—small pieces of rocks and minerals that blow out of a volcano

lava—hot melted rock that erupts from a volcano

vent—the opening where lava and ash escape

**title
page**

glossary

**chapter
headings**

Question 5

Mr. Jones drove nonstop from Omaha to Kansas City.

long stops

no stops

many stops

Question 6

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

She will buy bread, cheese, and milk.

She will buy, bread cheese and milk.

She will buy bread cheese and, milk.

The juice from the food dripped down my chin.

bread

crackers

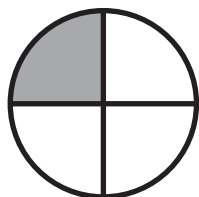
fruit



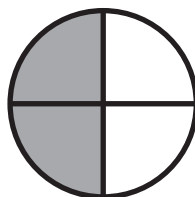
**NSCAS-ALTERNATE
MATHEMATICS**

Question 1

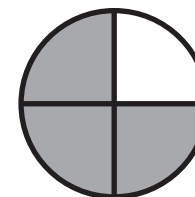
Laura is eating a cookie.
She ate $\frac{1}{2}$ of her cookie.
Here is Laura's cookie.



$$\frac{1}{4}$$

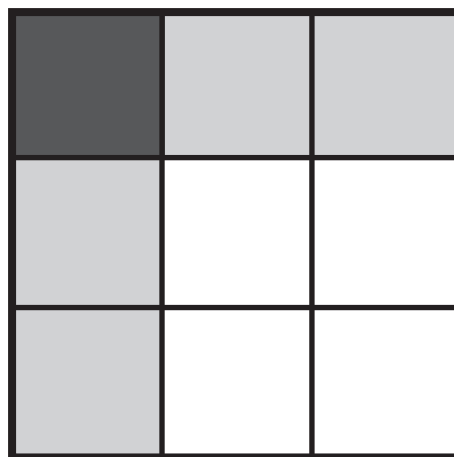


$$\frac{2}{4}$$



$$\frac{3}{4}$$

Question 2



$$\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$$

$$\frac{1}{3}$$

$$\frac{1}{9}$$

$$\frac{5}{9}$$

Question 3



$$\frac{2}{5}$$

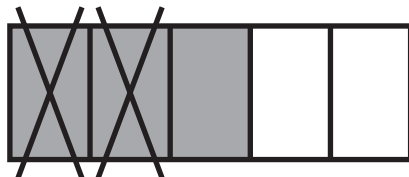


$$\frac{3}{5}$$



$$\frac{4}{5}$$

Question 4



$$\frac{3}{5} - \frac{2}{5}$$

$$\frac{1}{5}$$

$$\frac{2}{5}$$

$$\frac{3}{5}$$

Question 5

$$11 \times 2$$

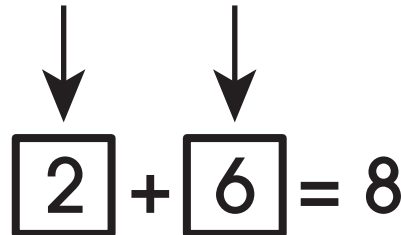
9

15

22

Question 6

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


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

2

6

8

Question 7

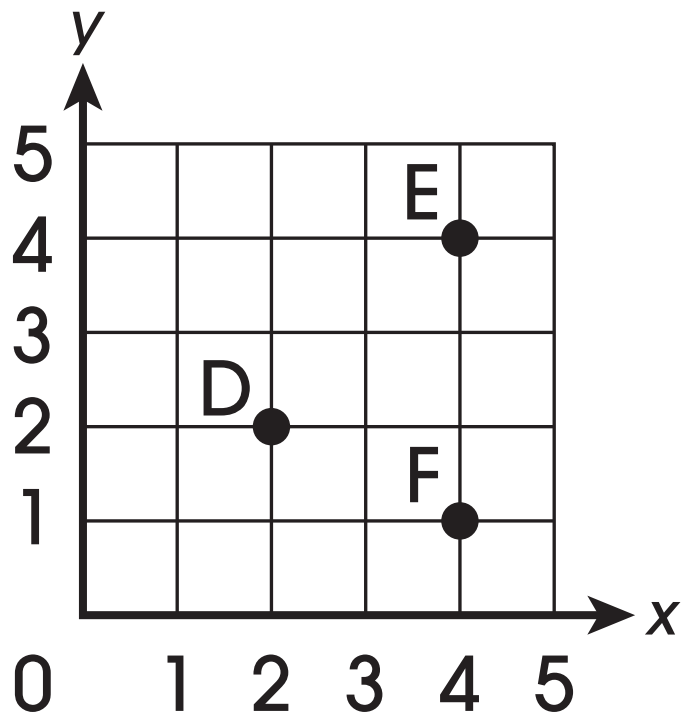
$$(1 + 3) \times 4$$

$$1 + 4$$

$$1 + 3$$

$$4 \times 4$$

Question 8



(2, 2)

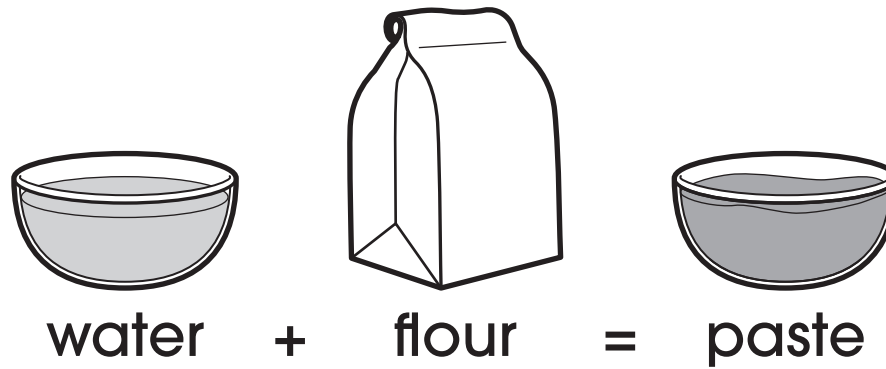
(4, 4)

(4, 1)



**NSCAS-ALTERNATE
SCIENCE**

Question 1

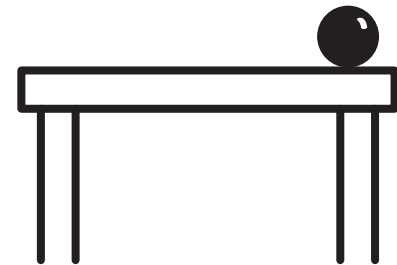
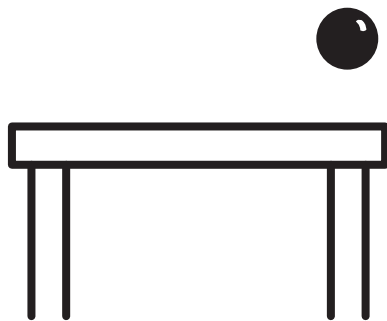
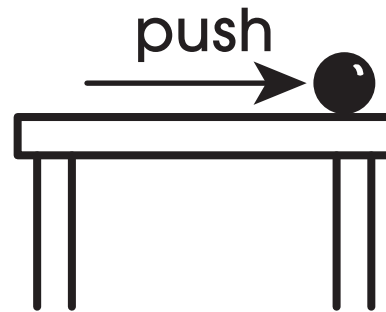


vinegar and baking soda

peanuts and raisins

buttons and beads

Question 2



Question 3



The lamp is brighter.

The candle is brighter.

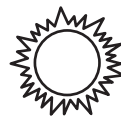
The brightness is the same.

Daylight in Nebraska

Season	Day	Daylight Hours
 winter	December 22	9 hours
 spring	March 22	12 hours
 summer	June 22	15 hours
 autumn	September 22	12 hours



winter



summer



autumn

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.

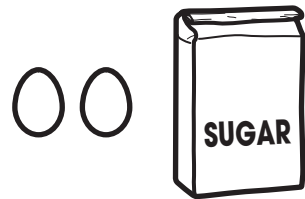
The ingredients do not mix.

A new food item is created.

Oil separates and sits on top.

Question 6

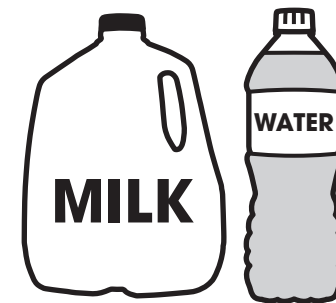
Monica and her uncle are making a cake. They mix together eggs, flour, sugar, and oil. Then they put the mixture into a pan and place it in the oven to bake. When the cake is done, they take it out of the oven and eat it.



**eggs and
sugar**

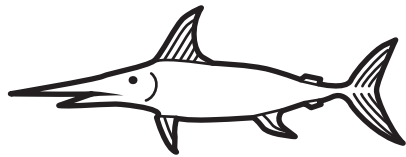
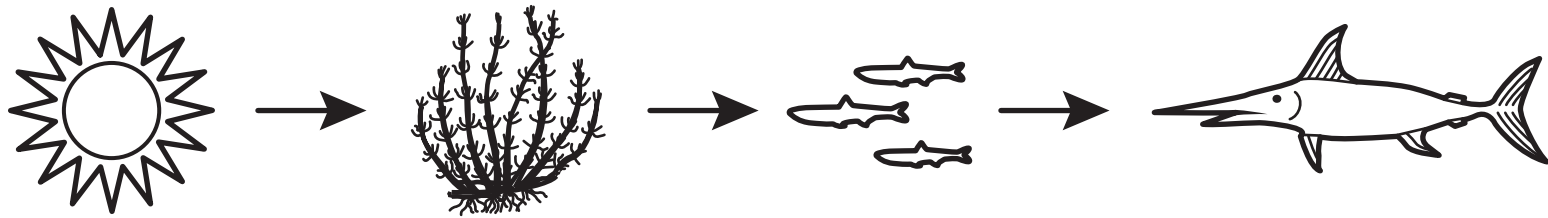


**salt and
pepper**

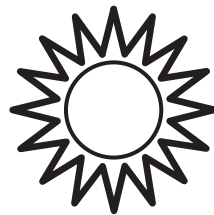


**milk and
water**

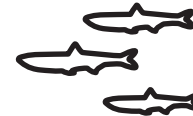
Question 7



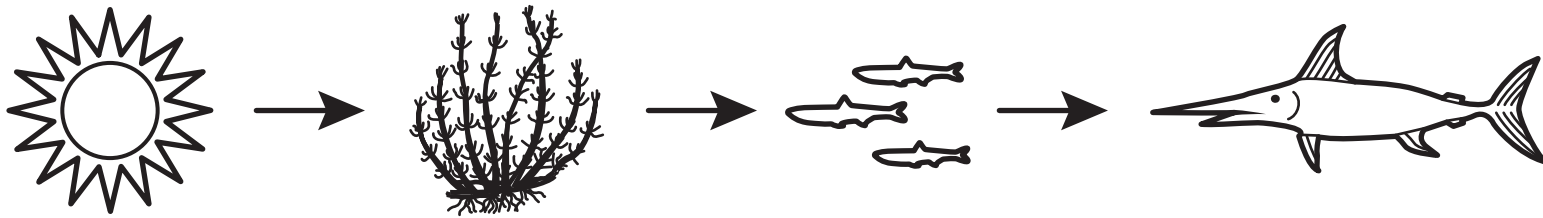
big fish



Sun



small fish



The small fish will eat the big fish.

The small fish will have no food.

The small fish will get energy from the Sun.

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