



# **NSCAS**

## **NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM**

### **NSCAS–Alternate Practice Test**

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

# **Grade 8 ADMINISTRATION MANUAL**

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

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## 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**

Administrator's Test Booklet	Indicator LA_E.8.RP.2 Key Detail 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	Follow along as I read this story. <i>Indicate.</i> Marco wants to play a board game. He chooses his favorite one. Marco spreads the game out on a table. He notices a piece is missing. He decides to play a different game.
ASK	Which detail identifies the problem in the story? <i>Indicate and read answers.</i> A. He chooses his favorite one. B. He notices a piece is missing. C. He decides to play a different game.

Marco wants to play a board game. He chooses his favorite one. Marco spreads the game out on a table. He notices a piece is missing. He decides to play a different game.

**He chooses his favorite one.**

**He notices a piece is missing.**

**He decides to play a different game.**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.8.RP.6 Inferential Questions 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 this story. <i>Indicate.</i></b>  <b>Jordan is making muffins. First, he gathers the ingredients and measuring tools. Next, he follows the recipe to make the muffin batter. Then, he fills the cups in the muffin pan with batter. Jordan puts the pan into the oven and sets a timer. When the timer goes off, Jordan transfers the muffins to a rack to cool.</b></p>
<b>ASK</b>	<p><b>What does the timer remind Jordan to do?</b>  <i>Indicate and read answers.</i></p> <p>A. <b>put more batter in the cups</b>  B. <b>take the pan out of the oven</b>  C. <b>continue to bake the muffins</b></p>

Jordan is making muffins. First, he gathers the ingredients and measuring tools. Next, he follows the recipe to make the muffin batter. Then, he fills the cups in the muffin pan with batter. Jordan puts the pan into the oven and sets a timer. When the timer goes off, Jordan transfers the muffins to a rack to cool.

**put more batter in the cups**

**take the pan out of the oven**

**continue to bake the muffins**

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

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**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.8.V.1.b Affixes and Roots 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 these sentences. Indicate.</b>  <b>Amal tells his friends basketball is the best sport. His friends <u>disagree</u>. They think soccer is better than basketball.</b>  <b>The prefix "dis-" is underlined. Indicate.</b>  <b>The prefix "dis-" means "opposite of." Indicate.</b></p>
<b>ASK</b>	<p><b>What is the meaning of "disagree"?</b>  <i>Indicate and read answers.</i></p> <p>A. <b>run quickly</b>  B. <b>speak loudly</b>  C. <b>think differently</b></p>

Amal tells his friends basketball is the best sport. His friends disagree. They think soccer is better than basketball.

Prefix	Definition
dis-	opposite of

**run quickly**

**speak loudly**

**think differently**



Administrator's Test Booklet	Indicator LA_E.8.V.2.c Word Relationships 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>Here is the word "produce." <i>Indicate.</i></p> <p>The word "produce" has more than one meaning. The word is always spelled the same but pronounced differently depending on the meaning.</p> <p>Follow along as I read one definition of the word "produce." <i>Indicate.</i></p> <p>produce (noun): fresh fruits and vegetables</p> <p>Follow along as I read this sentence with the meaning of "fresh fruits and vegetables." <i>Indicate.</i></p> <p>The fall <u>produce</u> is colorful and tasty, especially the vegetables.</p> <p>The word "produce" is underlined. <i>Indicate.</i></p>
ASK	<p>Which sentence has the same meaning of "produce" as in the definition above?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>Red peppers are a type of produce.</b></p> <p>B. <b>Students in theater produce a play.</b></p> <p>C. <b>Wind turbines produce electricity.</b></p>

produce (noun): fresh fruits and vegetables

The fall produce is colorful and tasty,  
especially the vegetables.

**Red peppers are a type of produce.**

**Students in theater produce a play.**

**Wind turbines produce electricity.**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.8.V.2.c Synonyms 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>	<p><b>Follow along as I read this story. Indicate.</b>  <b>Dad packed our cooking supplies in a <u>durable</u> bag. He hoped the bag would not rip when he put it on the shelf.</b>  <b>The word "durable" is underlined. Indicate.</b></p>
<b>ASK</b>	<p><b>Which word means the same as "durable"?</b>  <i>Indicate and read answers.</i></p> <p>A. <b>large</b>  B. <b>round</b>  C. <b>strong</b></p>

Dad packed our cooking supplies in a durable bag. He hoped the bag would not rip when he put it on the shelf.

**large**

**round**

**strong**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.8.W.1.a Capitalize Proper Nouns 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>Follow along as I read this sentence. Indicate.</b> <b>Mount everest is one of the tallest mountains in the world.</b> <b>The specific name of a person, place, or thing should be capitalized.</b>
<b>ASK</b>	<b>Which word in the sentence should begin with a capital letter?</b> <i>Indicate and read answers.</i> A. <b>everest</b> B. <b>mountains</b> C. <b>world</b>

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

### Question 7

STUDENT TEST BOOK  
ELA Grade 8

Mount everest is one of the tallest mountains in the world.

**everest**

**mountains**

**world**

<b>Administrator's Test Booklet</b>	<b>Indicator LA_E.8.W.1.b End Punctuation 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>Here are three sentences.</b> <i>Indicate.</i>
<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>

**What is your address**

**My favorite food is pizza**

**The puppy played in the yard**



**NSCAS-ALTERNATE  
MATHEMATICS**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.8.N.1.b Exponents 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>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> A. <b>five times three times three</b> B. <b>five times three times four</b> C. <b>five times five times five</b>

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

### Question 1

STUDENT TEST BOOK  
Mathematics Grade 8

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

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

$$5 \times 3 \times 3$$

$$5 \times 3 \times 4$$

$$5 \times 5 \times 5$$

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.8.N.2.a Squares of Whole Numbers 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>Here is a table that shows three squared is equal to nine. Indicate. To find the square of a number, multiply the number times itself. Indicate middle column.</b>
<b>ASK</b>	<b>What is four squared?</b> <i>Indicate and read answers.</i> A. <b>seven</b> B. <b>twelve</b> C. <b>sixteen</b>

NSCAS ALTERNATE  
Indicator # MA\_E.8.N.2.a

**Question 2**

STUDENT TEST BOOK  
Mathematics Grade 8

$3^2$	$3 \times 3$	9
$4^2$	$4 \times 4$	

**7**

**12**



**16**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.8.A.2.a Two-Step 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>Amy made necklaces on Tuesday and Thursday. She made three necklaces each day. Indicate.</b> <b>Later, she made four more necklaces. Indicate.</b>
<b>ASK</b>	<b>Which expression shows how to find the total number of necklaces Amy made?</b> <i>Indicate and read answers.</i> A. <b>two times three plus four</b> B. <b>two plus three times four</b> C. <b>two plus three minus four</b>

NSCAS ALTERNATE  
Indicator # MA\_E.8.A.2.a

### Question 3

STUDENT TEST BOOK  
Mathematics Grade 8

Tuesday	
Thursday	



$$2 \times 3 + 4$$

$$2 + 3 \times 4$$

$$2 + 3 - 4$$



<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.8.A.2.b Rate of Change 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>Here is a table that shows a proportional relationship. Indicate.</b>  <b>One package of snacks serves fifty people. Indicate.</b>  <b>Two packages of snacks serve one hundred people. Indicate.</b>  <b>Three packages of snacks serve one hundred fifty people. Indicate.</b></p>
<b>ASK</b>	<p><b>What is the rate of change in this proportional relationship?</b>  <i>Indicate and read answers.</i></p> <p>A. <b>fifty</b>  B. <b>one hundred</b>  C. <b>one hundred fifty</b></p>

<b>Snacks</b>					
packages	1	2	3	4	5
number of people	50	100	150	200	250

**50**

**100**

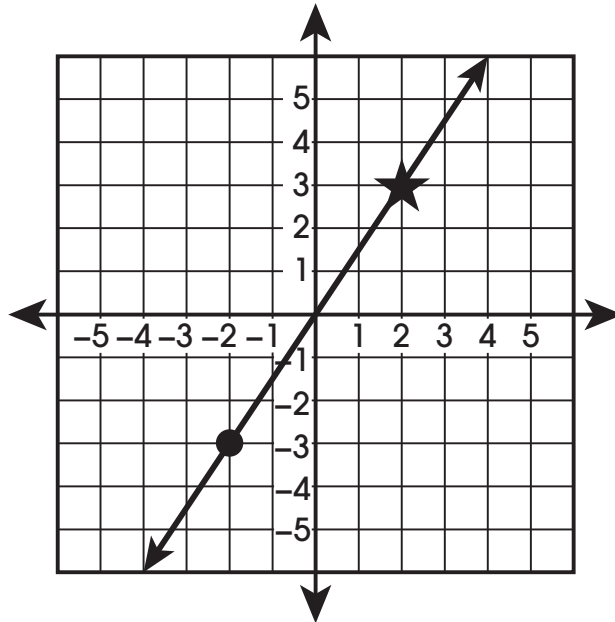
**150**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.8.A.2.c</b> <b>Points on a Line</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><b>Here is a coordinate plane with a line that goes through the origin. Indicate.</b></p> <p><b>A dot and a star are on the line. Indicate dot and star.</b></p>
<b>ASK</b>	<p><b>What is the location of the star?</b></p> <p><i>Indicate and read answers.</i></p> <p>A. <b>negative two, three</b></p> <p>B. <b>two, three</b></p> <p>C. <b>five, three</b></p>

NSCAS ALTERNATE  
Indicator # MA\_E.8.A.2.c

**Question 5**

STUDENT TEST BOOK  
Mathematics Grade 8

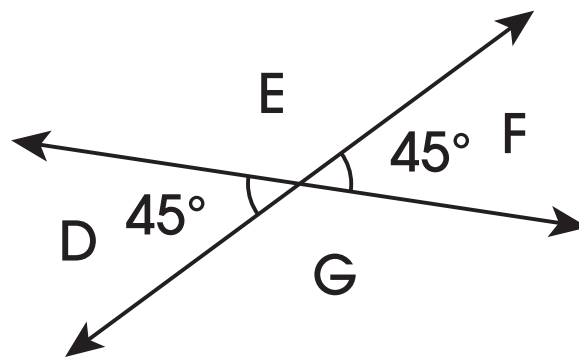


**(-2, 3)**

**(2, 3)**

**(5, 3)**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.8.G.1.b Congruent Angles 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 are two intersecting lines. Indicate. Angle D and angle F are congruent angles because they are both forty-five degrees. Indicate.</b>
<b>ASK</b>	<b>Which angle is congruent to angle D?</b> <i>Indicate and read answers.</i> A. <b>E</b> B. <b>F</b> C. <b>G</b>



**E**

**F**

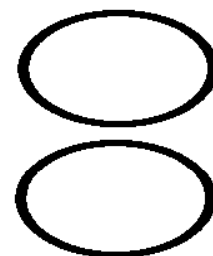
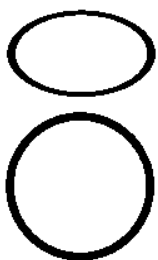
**G**

<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.8.G.2.b Congruent Shapes 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>Here are three sets of shapes. Indicate.</b>
<b>ASK</b>	<b>Which set of shapes is congruent?</b> <i>Indicate (but do not read) answers.</i> A. <i>oval, circle</i> B. <i>small circle, larger circle</i> C. <i>ovals the same size</i>

NSCAS ALTERNATE  
Indicator # MA\_E.8.G.2.b

### Question 7

STUDENT TEST BOOK  
Mathematics Grade 8

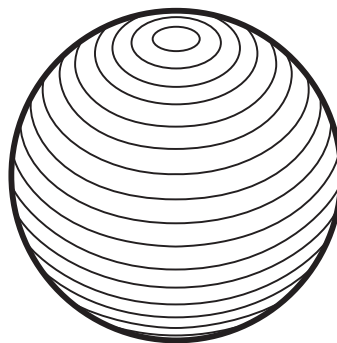
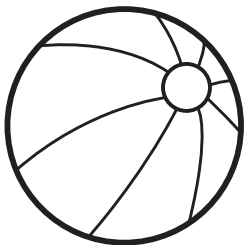


<b>Administrator's Test Booklet</b>	<b>Indicator MA_E.8.G.3.d</b> <b>Volume</b> <b>DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"><li>• <i>Place student test page in front of the student.</i></li><li>• <i>Call student's attention to the page.</i></li></ul>
<b>SAY</b>	<b>Here are three spheres: a beach ball, an exercise ball, and a soccerball.</b> <i>Indicate each sphere.</i>
<b>ASK</b>	<b>Which sphere has the greatest volume?</b> <i>Indicate (but do not read) answers.</i> A. <i>beach ball</i> B. <i>exercise ball</i> C. <i>soccerball</i>

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

### Question 8

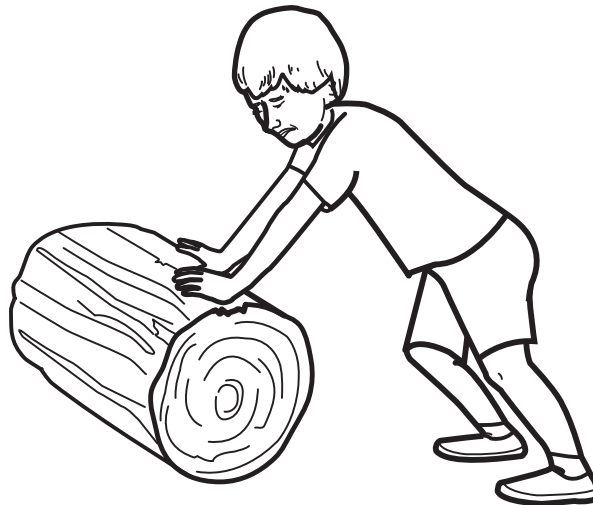
STUDENT TEST BOOK  
Mathematics Grade 8





**NSCAS-ALTERNATE  
SCIENCE**

<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.1.1.C-c Force 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 pictures of a boy picking up a branch (indicate) and a boy trying to move a log (indicate).</b>
<b>ASK</b>	<p><b>How much force is the boy picking up the branch using compared to the boy trying to move the log?</b>  <i>Indicate and read answers.</i></p> <p>A. <b>less force</b>  B. <b>the same force</b>  C. <b>more force</b></p>



**less force**

**the same force**

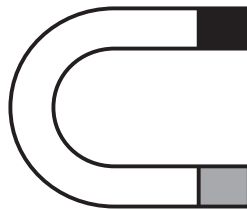
**more force**

<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.1.1.D-c Magnetic Forces 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>This is a magnet. Indicate.</b> <b>A magnet attracts objects made of metal.</b>
<b>ASK</b>	<b>Which object will a magnet attract?</b> <i>Indicate and read answers.</i> A. <b>bird feather</b> B. <b>tree leaf</b> C. <b>iron nail</b>

NSCAS ALTERNATE  
Indicator # SC\_E.8.1.1.D-c

## Question 2

STUDENT TEST BOOK  
Science Grade 8



**bird feather**



**tree leaf**



**iron nail**

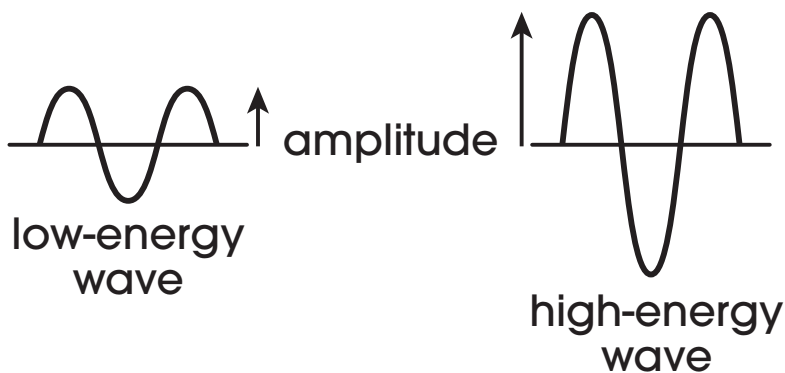


<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.2.2.A-a Waves DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"><li>Place student test page in front of the student.</li><li>Call student's attention to the page.</li></ul>
<b>SAY</b>	<b>Here are two waves with different amounts of energy: a low-energy wave, and a high-energy wave. <i>Indicate.</i></b> <b>The arrows show the height, or amplitude, of each wave. <i>Indicate.</i></b>
<b>ASK</b>	<b>What happens to the amplitude of a wave when the energy of the wave increases?</b> <i>Indicate and read answers.</i> A. <b>It increases.</b> B. <b>It decreases.</b> C. <b>It stays the same.</b>

NSCAS ALTERNATE  
Indicator # SC\_E.8.2.2.A-a

### Question 3

STUDENT TEST BOOK  
Science Grade 8



**It increases.**

**It decreases.**

**It stays the same.**

<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.2.2.C-b Digital and Analog Waves 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>Follow along as I read these sentences. Indicate.</b> <b>People send messages across distances by using digital communication tools. Some examples of digital communication tools are text messaging, email, and social media.</b>
<b>ASK</b>	<b>Which way of communicating is an example of digital communication?</b> <i>Indicate and read answers.</i> A. <b>email</b> B. <b>letter</b> C. <b>talking</b>

People send messages across distances by using digital communication tools. Some examples of digital communication tools are text messaging, email, and social media.

**email**

**letter**

**talking**

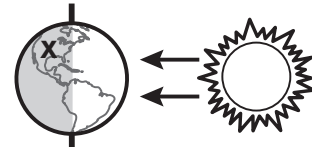
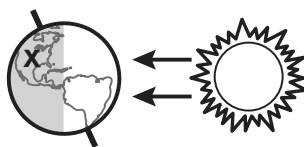
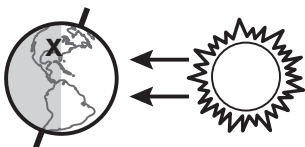
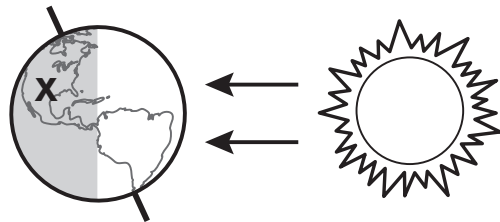
<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.11.6.A-a</b> <b>Tilt of Earth</b> <b>DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>Here is 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>Which model shows Earth and the Sun when it is summer in Nebraska?</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 5

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.



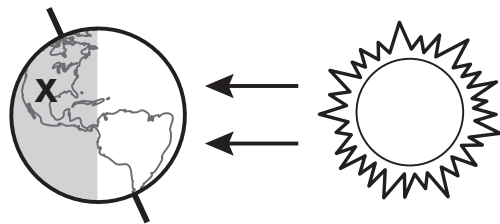
<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.11.6.A-a</b> <b>Tilt of Earth</b> <b>DOK Level 2, Stage 4</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>Here is 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>According to this model, what is the season in Nebraska?</b></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>

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Indicator # SC\_E.8.11.6.A-a

### Question 6

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**

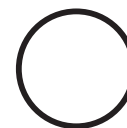
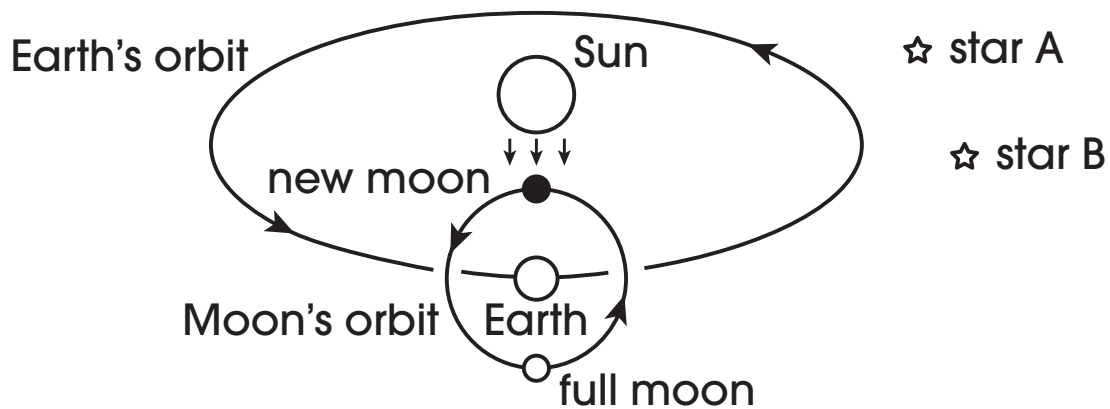
**winter**

<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.11.6.A-b Moon Phases 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>Here is a model of objects that can be seen in the sky: Sun, Earth, new moon, full moon, star A, star B. Indicate each object.</p> <p>There are many stars in the sky. The Sun is a star that shines light on Earth and the Moon. As Earth orbits the Sun (indicate orbital path), the Moon orbits Earth (indicate orbital path). These orbits affect how much of the lit moon can be seen from Earth.</p>
<b>ASK</b>	<p>Which picture shows a full moon? Indicate (but do not read) answers.</p> <p>A. waning crescent moon B. first quarter moon C. full moon</p>

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Indicator # SC\_E.8.11.6.A-b

### Question 7

STUDENT TEST BOOK  
Science Grade 8

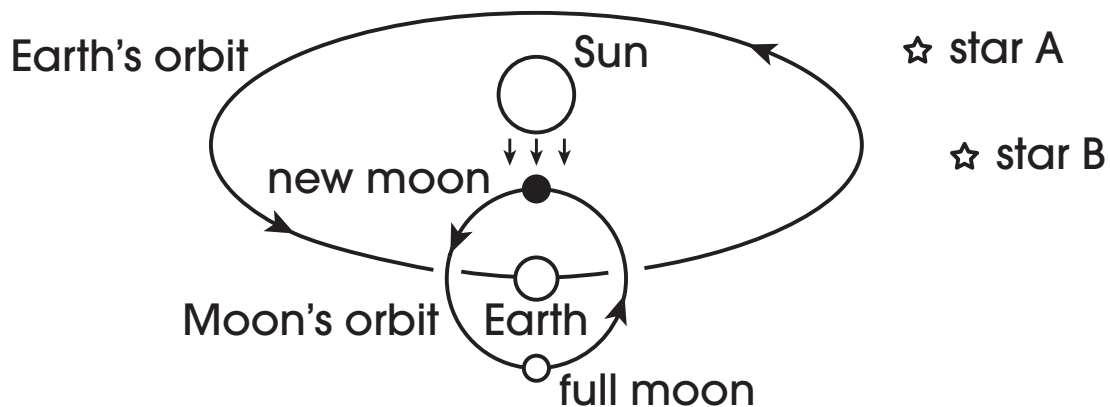


<b>Administrator's Test Booklet</b>	<b>Indicator SC_E.8.11.6.A-a Illumination of the Moon DOK Level 1, Stage 3</b>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>Here is a model of objects that can be seen in the sky: Sun, Earth, new moon, full moon, star A, star B. Indicate each object.</p> <p>There are many stars in the sky. The Sun is a star that shines light on Earth and the Moon. As Earth orbits the Sun (indicate orbital path), the Moon orbits Earth (indicate orbital path). These orbits affect how much of the lit moon can be seen from Earth.</p>
<b>ASK</b>	<p>Which object provides light so the Moon can be seen on Earth? Indicate and read answers.</p> <p>A. <b>star A</b> B. <b>star B</b> C. <b>the Sun</b></p>

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

### Question 8

STUDENT TEST BOOK  
Science Grade 8



**star A**

**star B**

**the Sun**

**NSCAS–Alternate**  
**Grade 8**  
**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 8**

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**

Marco wants to play a board game. He chooses his favorite one. Marco spreads the game out on a table. He notices a piece is missing. He decides to play a different game.

**He chooses his favorite one.**

**He notices a piece is missing.**

**He decides to play a different game.**

Jordan is making muffins. First, he gathers the ingredients and measuring tools. Next, he follows the recipe to make the muffin batter. Then, he fills the cups in the muffin pan with batter. Jordan puts the pan into the oven and sets a timer. When the timer goes off, Jordan transfers the muffins to a rack to cool.

**put more batter in the cups**

**take the pan out of the oven**

**continue to bake the muffins**

**Question 3**

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**

**Question 4**

Amal tells his friends basketball is the best sport. His friends disagree. They think soccer is better than basketball.

Prefix	Definition
dis-	opposite of

**run quickly**

**speak loudly**

**think differently**

produce (noun): fresh fruits and vegetables

The fall produce is colorful and tasty,  
especially the vegetables.

**Red peppers are a type of produce.**

**Students in theater produce a play.**

**Wind turbines produce electricity.**

**Question 6**

Dad packed our cooking supplies in a durable bag. He hoped the bag would not rip when he put it on the shelf.

**large**

**round**

**strong**

Mount everest is one of the tallest mountains in the world.

**everest**

**mountains**

**world**



**What is your address**

**My favorite food is pizza**

**The puppy played in the yard**



**NSCAS-ALTERNATE  
MATHEMATICS**

**Question 1**

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

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

**5 × 3 × 3**

**5 × 3 × 4**

**5 × 5 × 5**

**Question 2**



$3^2$	$3 \times 3$	9
$4^2$	$4 \times 4$	

**7**

**12**

**16**

**Question 3**

Tuesday	
Thursday	



**$2 \times 3 + 4$**

**$2 + 3 \times 4$**

**$2 + 3 - 4$**

**Question 4**

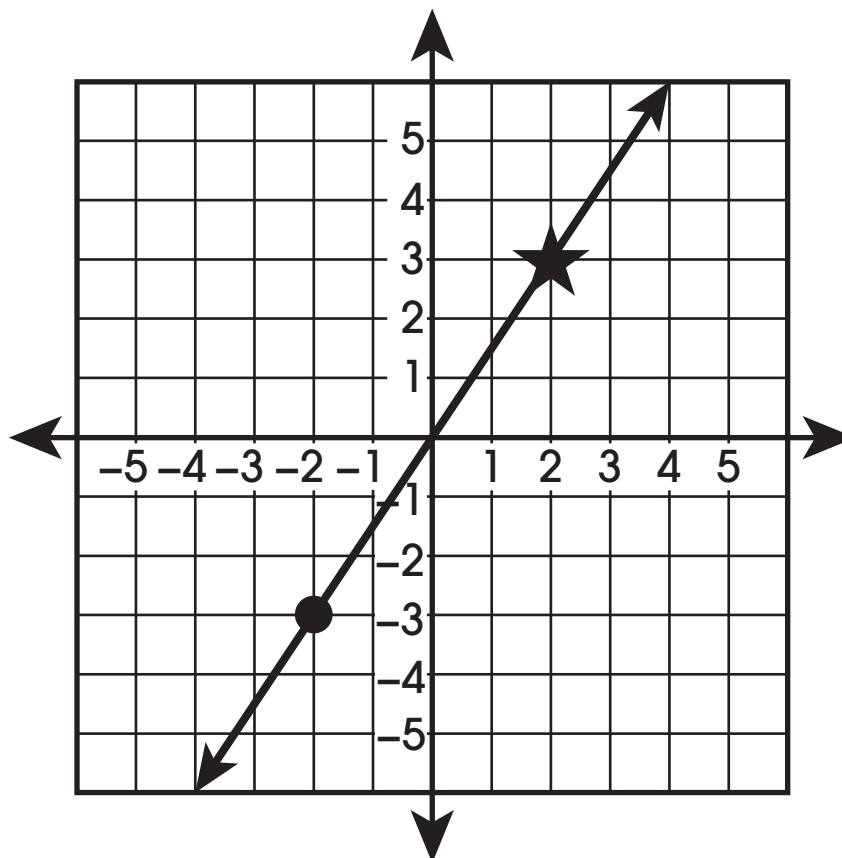
<b>Snacks</b>					
packages	1	2	3	4	5
number of people	50	100	150	200	250

**50**

**100**

**150**

### Question 5

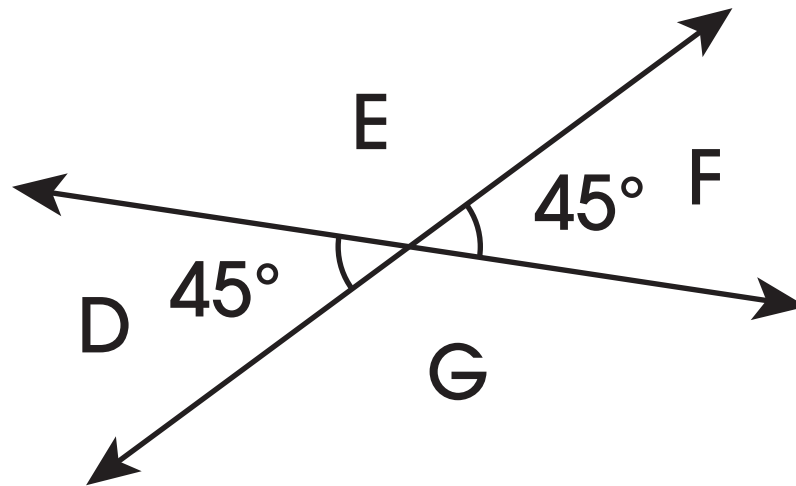


**$(-2, 3)$**

**$(2, 3)$**

**$(5, 3)$**

**Question 6**



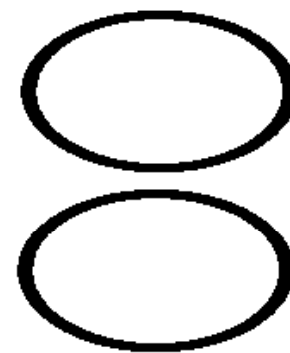
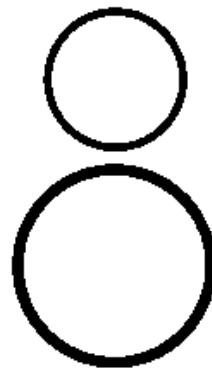
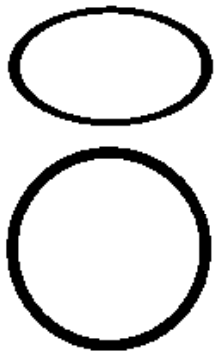
**E**

**F**

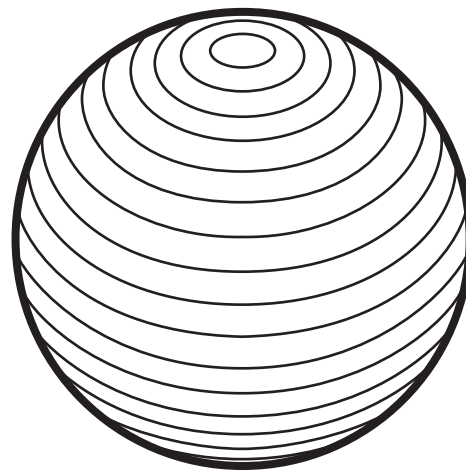
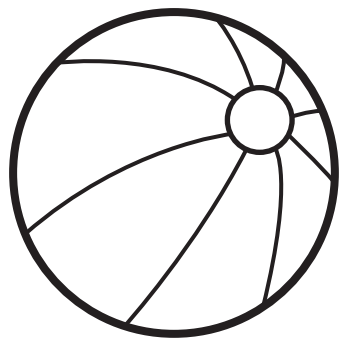
**G**



**Question 7**



**Question 8**





**NSCAS-ALTERNATE  
SCIENCE**

**Question 1**



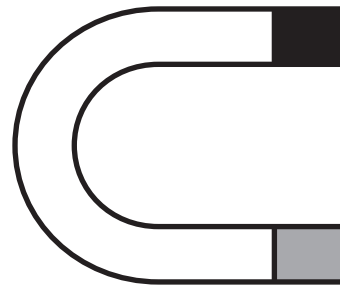
**less force**



**the same force**

**more force**

## Question 2



**bird feather**

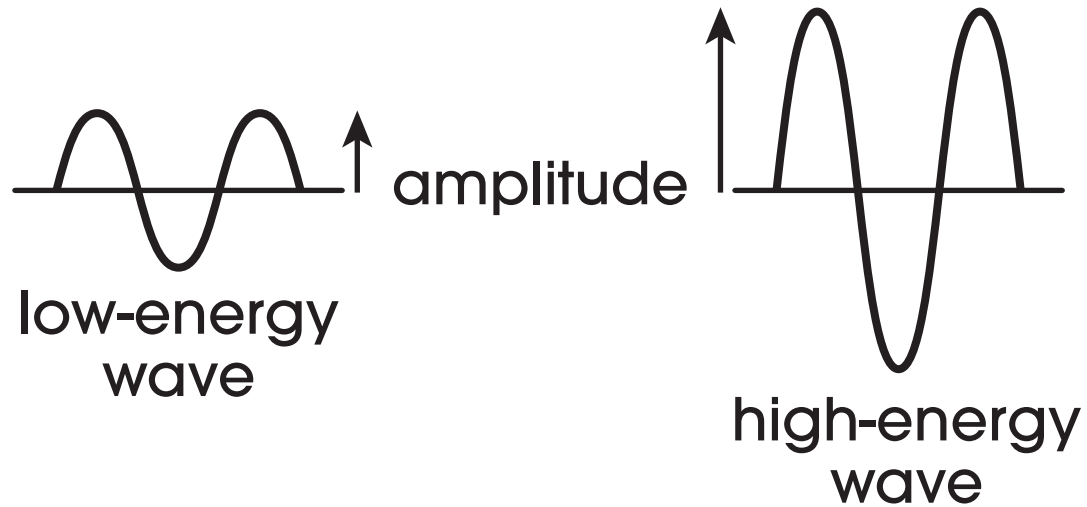


**tree leaf**



**iron nail**

**Question 3**



**It increases.**

**It decreases.**

**It stays the same.**

People send messages across distances by using digital communication tools. Some examples of digital communication tools are text messaging, email, and social media.

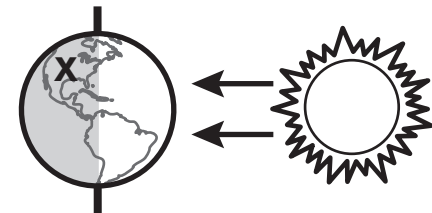
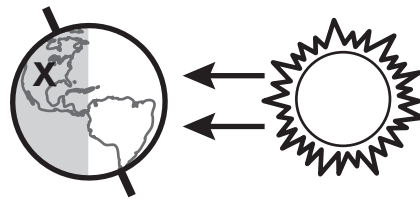
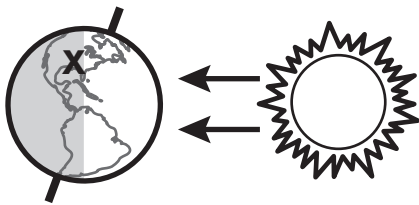
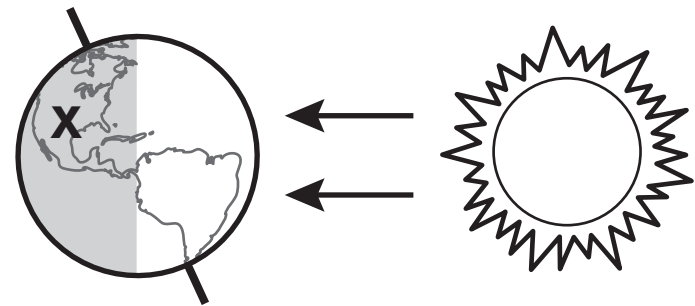
**email**

**letter**

**talking**

Question 5

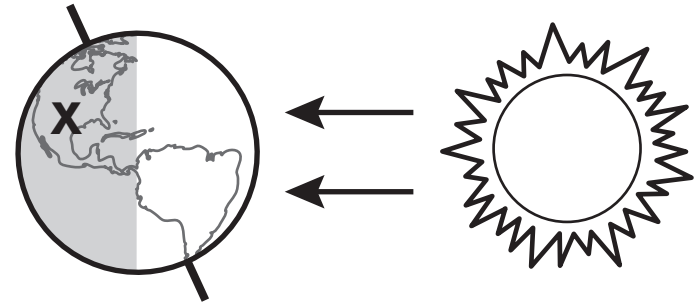
The axis of Earth is tilted so that the northern part of Earth tilts away from the Sun. It is winter in Nebraska when the northern part of Earth is tilted away from the Sun.





**Question 6**

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.

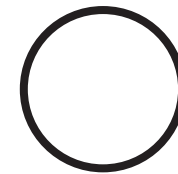
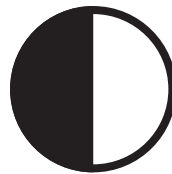
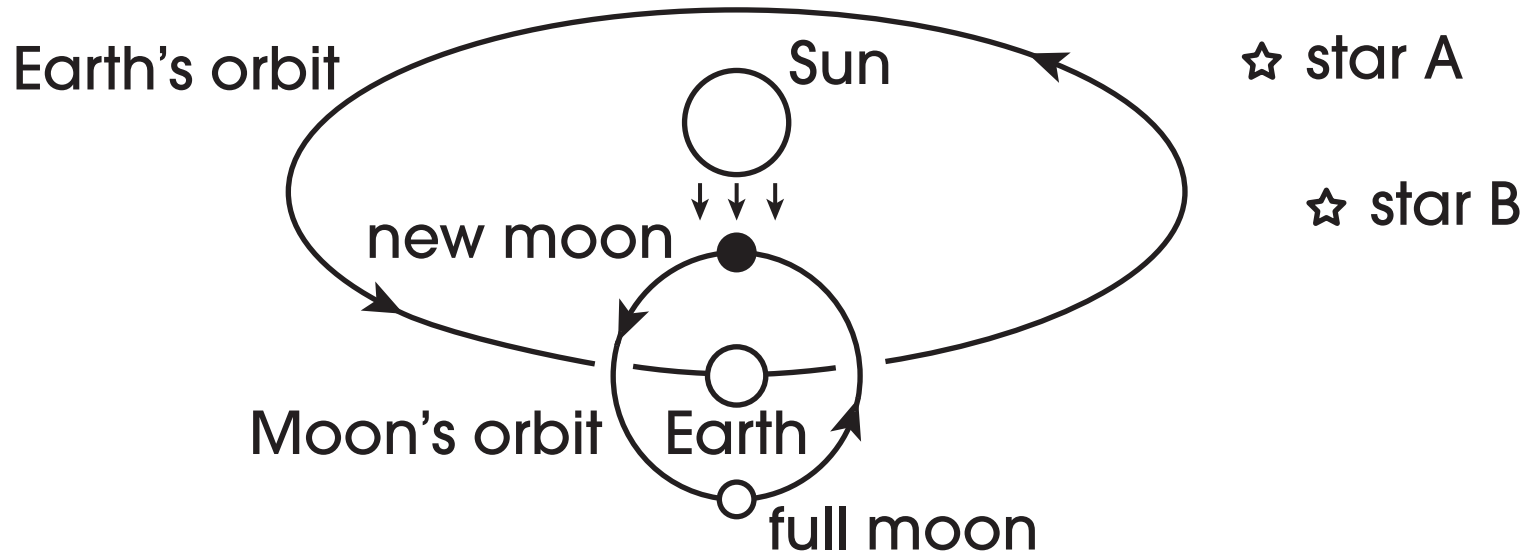


**spring**

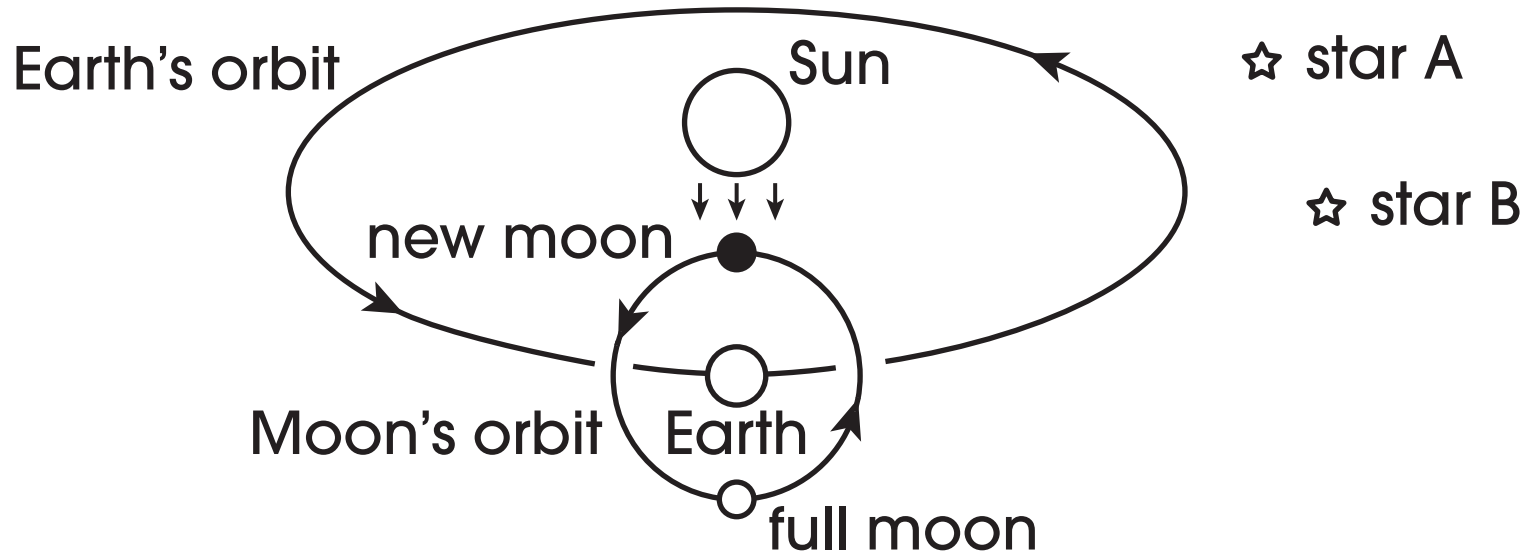
**summer**

**winter**

Question 7



Question 8



**star A**

**star B**

**the Sun**

**NSCAS–Alternate**  
**Grade 8**  
**Student Practice Test Booklet**

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