



**NSCAS** NEBRASKA STUDENT-CENTERED  
ASSESSMENT SYSTEM

# **Alternate Assessment**

## **Online Tools Training Administration Manual**

### **Grades 6-8**

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



## Table of Contents

<b>Part I. General Information.....</b>	<b>1</b>
Introduction .....	1
Training Instructions for All Grades .....	1
Online Functionality.....	2
Troubleshooting.....	2
Additional Questions .....	2
<b>Part II. Administering the Online Tools Training .....</b>	<b>4</b>
Signing In .....	4
Training .....	8
English Language Arts.....	8
Mathematics.....	17
Science .....	26

# Part I. General Information

## Introduction

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

The training introduces the online tools that will be available during testing and allows students an interactive opportunity to become familiar with the tools before testing. While the tools are the same across grades and content areas, the questions used to practice are focused on grade-bands 3 to 5, 6 to 8, and 11. The training provides students with questions to practice using the same tools, buttons, and options.

## Training Instructions for All Grades

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

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

## Online Functionality

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

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

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

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

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

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

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

To access **What's This?**, choose the **Help** button () and then choose **What's This?** from the menu. Choose any object that has a question mark () to show **Help** for that object. To close **Help**, choose the red close button () in the upper-right corner of the **Help** window.

## Troubleshooting

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

### Common Troubleshooting Tips:

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

## Additional Questions

If you have any additional questions not covered in this *Nebraska Student-Centered Assessment System (NSCAS) Alternate Assessment Online Tools Training Administration Manual*, please contact DRC Customer Service at 1-866-342-6280 or email [necustomerservice@datarecognitioncorp.com](mailto:necustomerservice@datarecognitioncorp.com).

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

## Part II. Administering the Online Tools Training

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

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

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

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

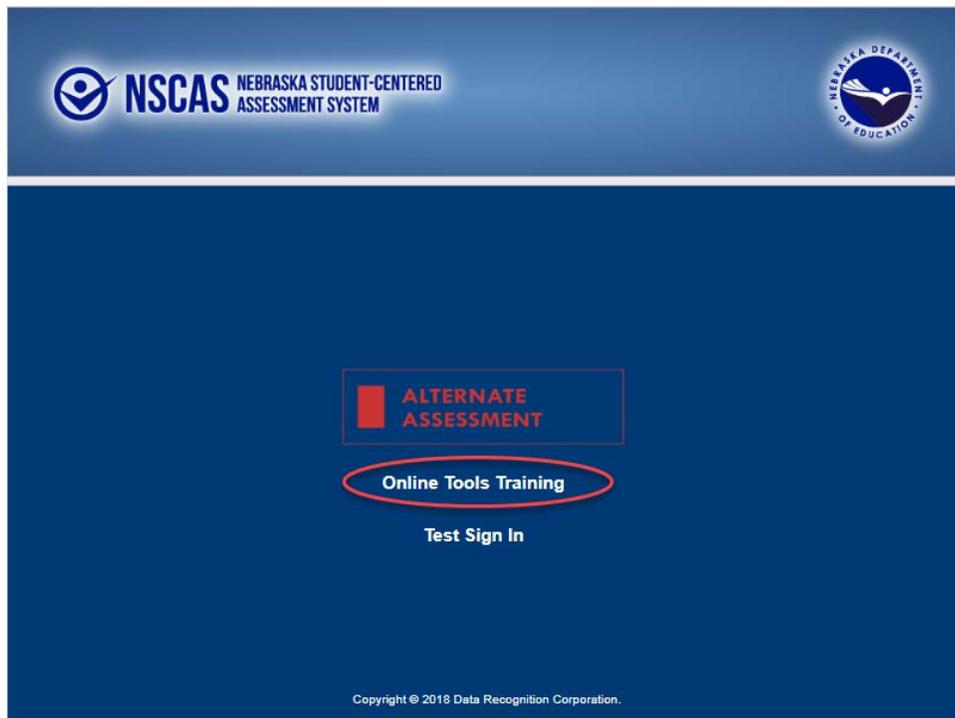
### Signing In

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

- Select the DRC INSIGHT icon on the screen.

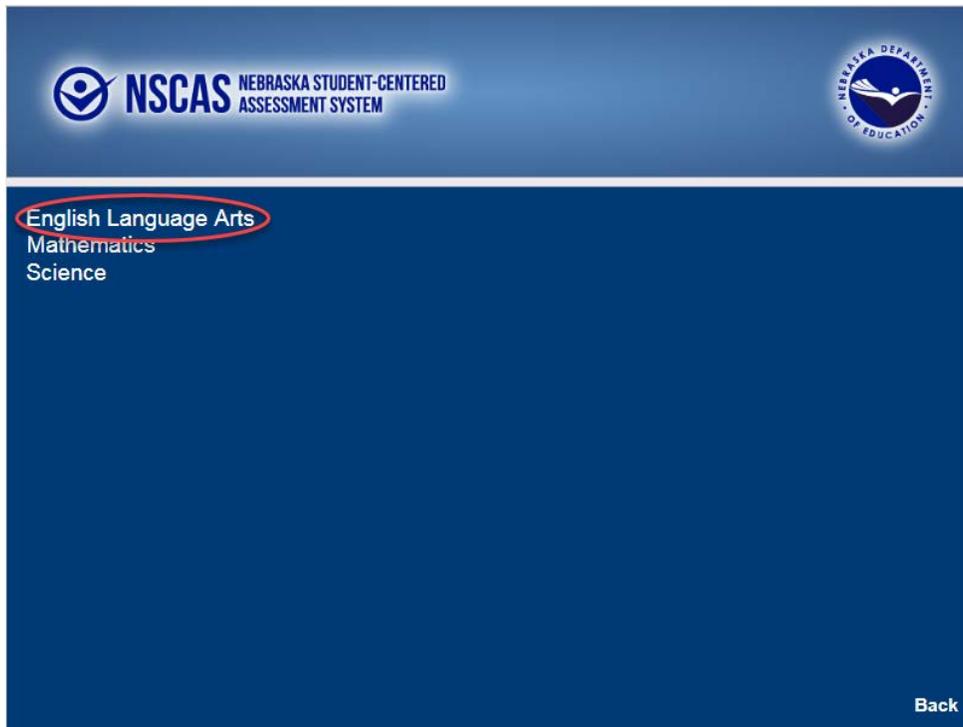


- Select the **Online Tools Training** link.



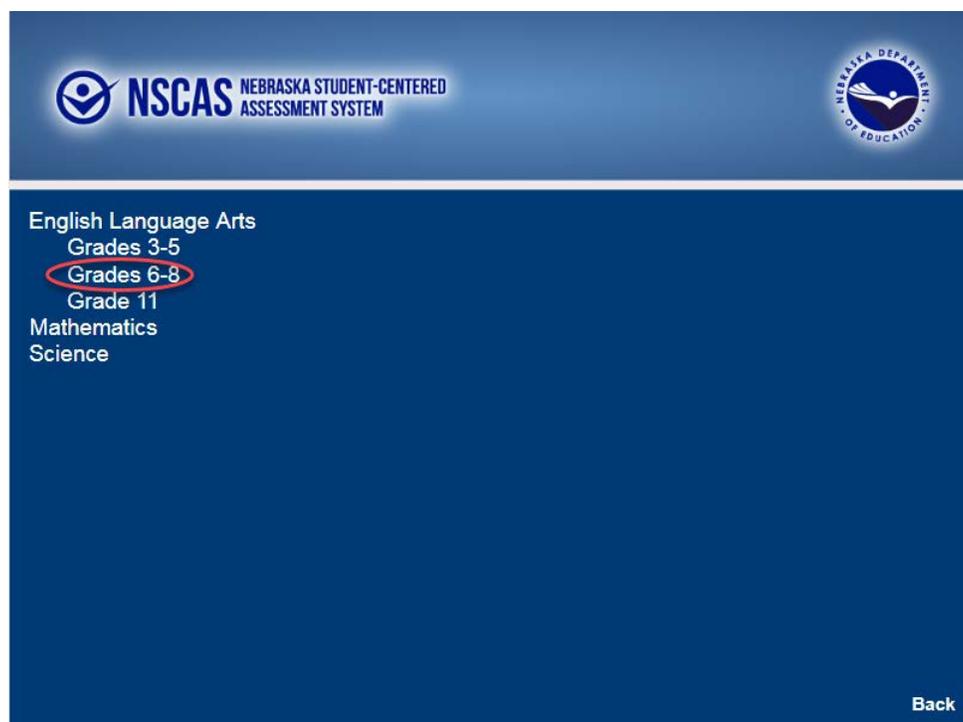
A screen with links to the OTT for each content area will appear.

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



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

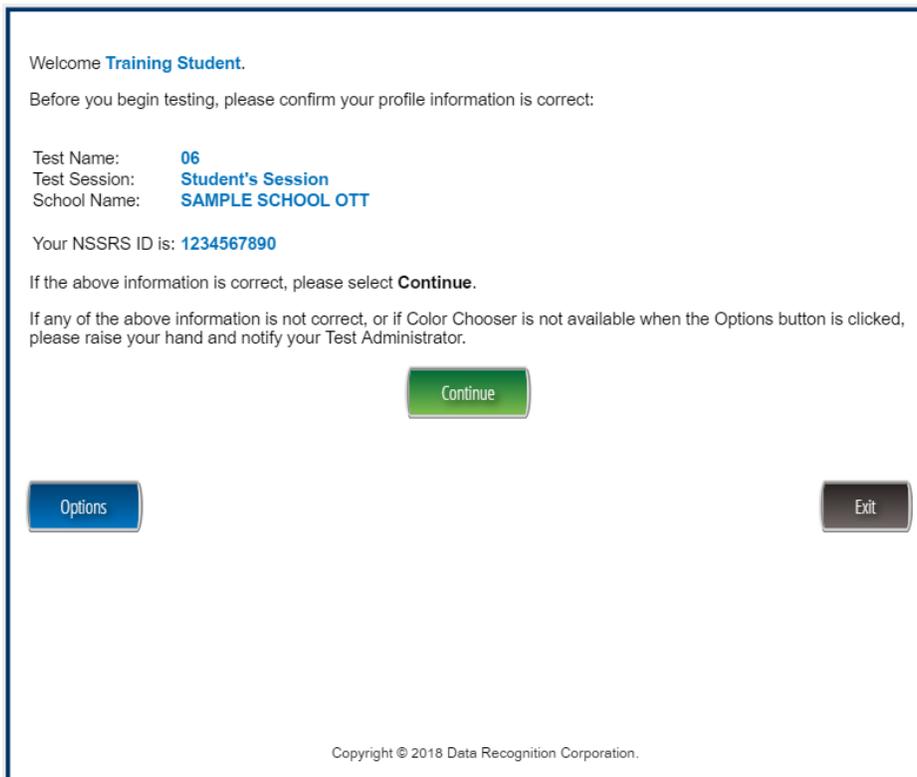
- Select the appropriate grade-band. In this example, the link to grades 6 to 8 is used.



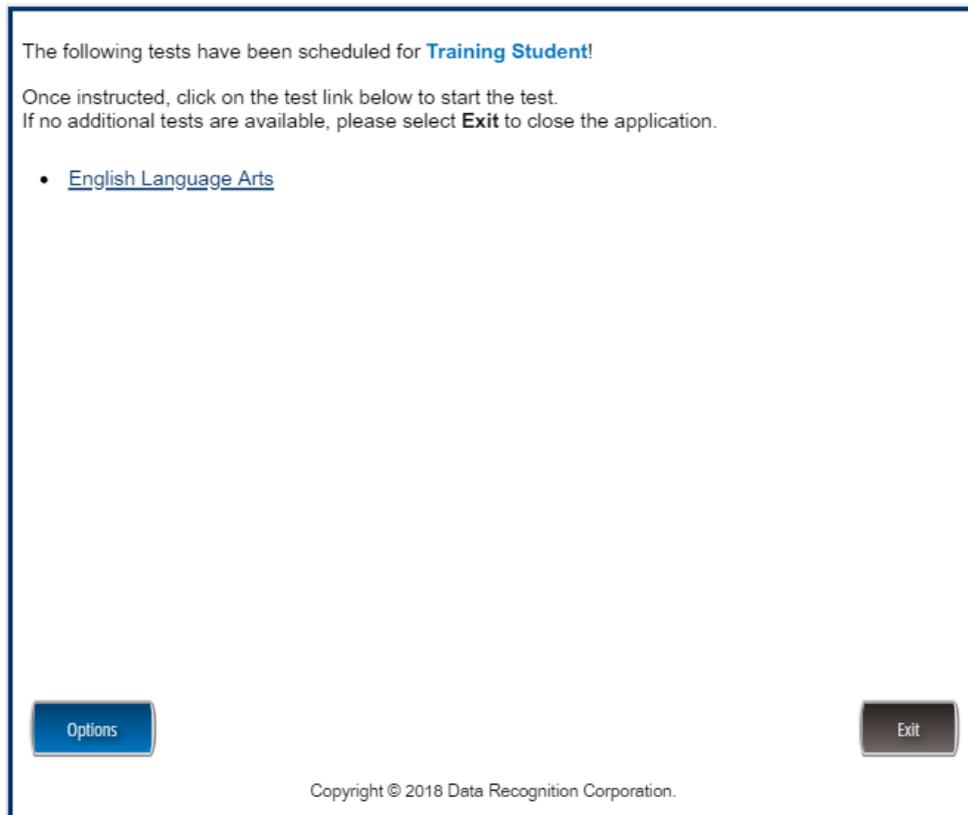
- Enter the generic Username and Password that appear on the screen.
- Select the **Sign In** button to submit the Username and Password.



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



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



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

# Training

## English Language Arts

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

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

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

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

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

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

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

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

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

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

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

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

*Pause.*

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

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

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

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

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

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

The following pages contain the questions corresponding to English Language Arts for grades 6 to 8.

Administrator's Test Booklet	Indicator LAE.6.1.6.e Main Idea DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.)</p> <p>Follow along as I read this paragraph. <i>Indicate.</i></p> <p>Plants need several things to grow. They need sunlight. They need good soil and the right amount of water. Plants will live a long time if they get good care.</p>
ASK	<p>What is the main idea of this paragraph?</p> <p><i>Indicate and read answers.</i></p> <p>A. <b>Plants grow best in pots.</b></p> <p>B. <b>Plants can grow from seeds.</b></p> <p>C. <b>Plants need proper care to grow.</b></p>

NSCAS ALTERNATE Indicator #	<b>Question 1</b>	STUDENT TEST BOOK Grade 6
<p>Plants need several things to grow. They need sunlight. They need good soil and the right amount of water. Plants will live a long time if they get good care.</p> <p><b>Plants grow best in pots.</b></p> <p><b>Plants can grow from seeds.</b></p> <p><b>Plants need proper care to grow.</b></p>		



Administrator's Test Booklet	Indicator LAE.7.1.6.c Literary Devices DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</p> <p>Follow along as I read this sentence. <i>Indicate.</i> Stars are like sparkling diamonds in the sky.</p>
ASK	<p>Why does an author use this sentence in a story? <i>Indicate and read answers.</i></p> <p>A. to describe the brightness of the stars B. to compare the size of the diamonds C. to tell about the darkness of the night</p>

NSCAS ALTERNATE Indicator # LAE.7.1.6.c	<b>Question 3</b>	STUDENT TEST BOOK Grade 7
<p>Stars are like sparkling diamonds in the sky.</p> <p><b>to describe the brightness of the stars</b></p> <p><b>to compare the size of the diamonds</b></p> <p><b>to tell about the darkness of the night</b></p>		

Administrator's Test Booklet	Indicator LAE.8.2.1.h Edit Writing/Punctuation DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	(Practice Hint: Use the Masking tool to block off parts of a test question.) Here are three sentences. <i>Indicate.</i>
ASK	Which sentence should end with a question mark? <i>Indicate and read answers without inflecton.</i> A. <b>What is your address</b> B. <b>My favorite food is pizza</b> C. <b>The puppy played in the yard</b>

NSCAS ALTERNATE Indicator # LAE.8.2.1.h	<b>Question 4</b>	STUDENT TEST BOOK Grade 8
<p><b>What is your address</b></p> <p><b>My favorite food is pizza</b></p> <p><b>The puppy played in the yard</b></p>		

Administrator's Test Booklet	Indicator LAE.6.1.6.a Author's Purpose DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.)</p> <p>Follow along as I read this story. <i>Indicate.</i></p> <p>My dog is easy to take care of. He follows directions. He likes to go for walks. He only barks when someone rings the doorbell.</p>
ASK	<p>Why did the author write this story?</p> <p><i>Indicate and read answers.</i></p> <p>A. to tell readers something funny</p> <p>B. to let readers know about a pet</p> <p>C. to convince readers to walk more</p>

NSCAS ALTERNATE Indicator # LAE.6.1.6.a	<b>Question 5</b>	STUDENT TEST BOOK Grade 6
<p>My dog is easy to take care of. He follows directions. He likes to go for walks. He only barks when someone rings the doorbell.</p> <p><b>to tell readers something funny</b></p> <p><b>to let readers know about a pet</b></p> <p><b>to convince readers to walk more</b></p>		

Administrator's Test Booklet	Indicator LAE.7.1.6.i Inferential Questions DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</p> <p>Follow along as I read this paragraph. <i>Indicate.</i> Deserts are the driest places on Earth. Some deserts are hot. Some deserts are cold. Because deserts receive little rain or snow, all deserts are dry.</p>
ASK	<p>What is the same about all deserts? <i>Indicate and read answers.</i></p> <p>A. <b>They are dry.</b> B. <b>They are hot.</b> C. <b>They are cold.</b></p>

NSCAS ALTERNATE Indicator # LAE.7.1.6.i	<b>Question 6</b>	STUDENT TEST BOOK Grade 7
<p>Deserts are the driest places on Earth. Some deserts are hot. Some deserts are cold. Because deserts receive little rain or snow, all deserts are dry.</p> <p><b>They are dry.</b></p> <p><b>They are hot.</b></p> <p><b>They are cold.</b></p>		

Administrator's Test Booklet	Indicator LAE.6.2.2.d Precise Words DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Color Choices option to change the background color of the test window.) Follow along as I read this sentence. <i>Indicate.</i> Anna needs <u>many</u> ingredients to make the cookies. The word "many" is underlined. <i>Indicate.</i></p>
ASK	<p>Which word is more precise than "many"? <i>Indicate and read answers.</i></p> <p>A. <b>three</b> B. <b>strange</b> C. <b>different</b></p>

NSCAS ALTERNATE Indicator # LAE.6.2.2.d	<b>Question 7</b>	STUDENT TEST BOOK Grade 6
<p>Anna needs <u>many</u> ingredients to make the cookies.</p>		
<b>three</b>	<b>strange</b>	<b>different</b>

Administrator's Test Booklet	Indicator LAE.7.2.1.c Relevant Evidence DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	(Practice Hint: Use the Masking tool to block off parts of a test question.) Jia is writing a report about how important regular exercise is for good health.
ASK	Which website would have the best facts for Jia's report? <i>Indicate and read answers.</i> A. one about getting a dog for exercise B. one about the cost of exercise gyms C. one about how exercise helps the heart

NSCAS ALTERNATE Indicator # LAE.7.2.1.c	<b>Question 8</b>	STUDENT TEST BOOK Grade 7
<p><b>one about getting a dog for exercise</b></p> <p><b>one about the cost of exercise gyms</b></p> <p><b>one about how exercise helps the heart</b></p>		

## Mathematics

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

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

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

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

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

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

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

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

### **Directions – Mathematics**

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

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

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

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

*Pause.*

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

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

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

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

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

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

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

Administrator's Test Booklet	Indicator MAE.7.1.2.d Add Integers/Positive and Negative DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.)</p> <p>At eight o'clock in the morning, the temperature was negative four degrees. <i>Indicate.</i></p> <p>By eleven o'clock, the temperature had gone up six degrees.</p>
ASK	<p>What was the temperature at eleven o'clock?</p> <p><i>Indicate and read answers.</i></p> <p>A. two degrees B. three degrees C. five degrees</p>

NSCAS ALTERNATE  
Indicator # MAE.7.1.2.d
**Question 1**
STUDENT TEST BOOK  
Grade 7

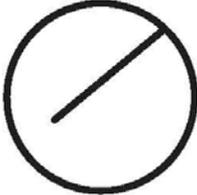
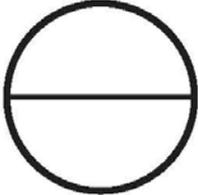
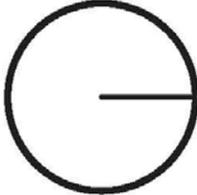
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**2°**
**3°**
**5°**

Administrator's Test Booklet	Indicator MA_E.6.1.2.d Addition of Decimals DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Masking tool to block off parts of a test question.)</p> <p>Here is the addition problem four and two-tenths plus three and six-tenths. <i>Indicate.</i></p>
ASK	<p>What is the sum?</p> <p><i>Indicate and read answers.</i></p> <p>A. one and four-tenths B. seven and eight-tenths C. ten and five-tenths</p>

NSCAS ALTERNATE Indicator # MA_E.6.1.2.d	<b>Question 2</b>	STUDENT TEST BOOK Grade 6
$\begin{array}{r} 4.2 \\ + 3.6 \\ \hline \end{array}$		
<b>1.4</b>	<b>7.8</b>	<b>10.5</b>

<b>Administrator's Test Booklet</b>	Indicator MAE.7.3.3.c Radius/Diameter DOK Level 1, Stage 2
<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>	(Practice Hint: Use the Color Choices option to change the background color of the test window.) This line shows the radius of the circle. <i>Indicate.</i>
<b>ASK</b>	<p>Which circle has a line that shows the radius?</p> <p><i>Indicate (but do not read) answers.</i></p> <p>A. circle with a line B. circle with a diameter C. circle with a radius</p>

NSCAS ALTERNATE Indicator # MAE.7.3.3.c	<b>Question 3</b>	STUDENT TEST BOOK Grade 7
		
		
		
		

Administrator's Test Booklet	Indicator MA_E.6.1.1.c Compare/Order Tenths DOK Level 2, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</p> <p>Here is a number line divided into tenths. <i>Indicate.</i> There is a box around three-tenths and a box around eight-tenths. <i>Indicate each box.</i></p>
ASK	<p>Which sentence is true? <i>Indicate and read answers.</i></p> <p>A. Three-tenths is equal to eight-tenths. B. Three-tenths is less than eight-tenths. C. Three-tenths is greater than eight-tenths.</p>

NSCAS ALTERNATE  
Indicator # MA\_E.6.1.1.c
**Question 4**
STUDENT TEST BOOK  
Grade 6

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A horizontal number line with arrows at both ends, ranging from 0 to 1.0. Major tick marks are labeled 0, .1, .2, .3, .4, .5, .6, .7, .8, .9, and 1.0. The numbers .3 and .8 are each enclosed in a square box.

**.3 = .8**

**.3 < .8**

**.3 > .8**

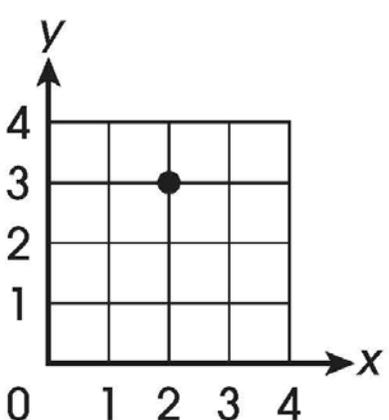
Administrator's Test Booklet	Indicator MA_E.6.3.2.c Points on a Grid DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.) Here is a grid. <i>Indicate.</i> There is a dot on the grid. <i>Indicate.</i>
ASK	Where is the dot located? <i>Indicate and read answers.</i> A. (two, three) B. (two, four) C. (three, two)

NSCAS ALTERNATE  
Indicator # MA\_E.6.3.2.c

**Question 5**

STUDENT TEST BOOK  
Grade 6

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**(2, 3)**

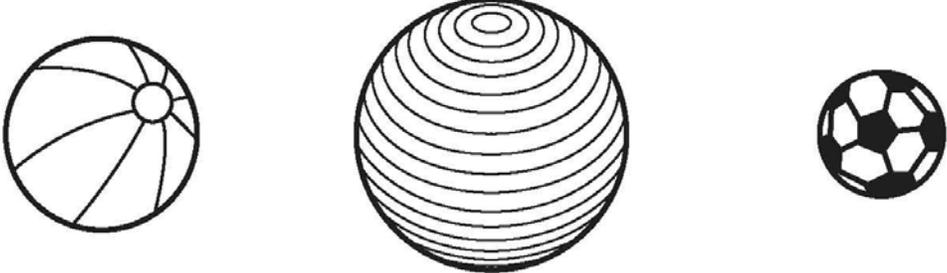
**(2, 4)**

**(3, 2)**

Administrator's Test Booklet	Indicator MAE.8.1.1.b Exponents DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	(Practice Hint: Use the Masking tool to block off parts of a test question.) Four to the power of three equals four times four times four. <i>Indicate.</i>
ASK	<p>What is five to the power of three? <i>Indicate and read answers.</i></p> <p>A. <b>five times three times three</b>  B. <b>five times three times four</b>  C. <b>five times five times five</b></p>

NSCAS ALTERNATE Indicator # MAE.8.1.1.b	<b>Question 6</b>	STUDENT TEST BOOK Grade 8
$4^3 = 4 \times 4 \times 4$ $5^3 = \underline{\quad ? \quad}$		
<b>5 × 3 × 3</b>	<b>5 × 3 × 4</b>	<b>5 × 5 × 5</b>

Administrator's Test Booklet	Indicator MAE.8.3.3.d Volume/Sphere DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Color Choices option to change the background color of the test window.)</p> <p>Here are three spheres: a beach ball, an exercise ball, and a soccer ball. Indicate each sphere.</p>
ASK	<p>Which sphere holds the most air?</p> <p>Indicate (but do not read) answers.</p> <p>A. beach ball</p> <p>B. exercise ball</p> <p>C. soccer ball</p>

NSCAS ALTERNATE Indicator # MAE.8.3.3.d	<b>Question 7</b>	STUDENT TEST BOOK Grade 8
		

Administrator's Test Booklet	Indicator MAE.7.2.2.c Evaluate Expressions DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	<p>(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.)</p> <p>Here is the expression two plus <math>n</math>. Indicate.  <math>n</math> equals five. Indicate.</p>
ASK	<p>What is the answer when <math>n</math> equals five?  Indicate and read answers.</p> <p>A. <b>three</b>  B. <b>six</b>  C. <b>seven</b></p>

NSCAS ALTERNATE Indicator # MAE.7.2.2.c	<b>Question 8</b>	STUDENT TEST BOOK Grade 7
$2 + n = \underline{\quad}$ $n = 5$		
<b>3</b>	<b>6</b>	<b>7</b>

## Science

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

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

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

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

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

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

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

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

### **Directions – Science**

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

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

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

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

*Pause.*

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

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

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

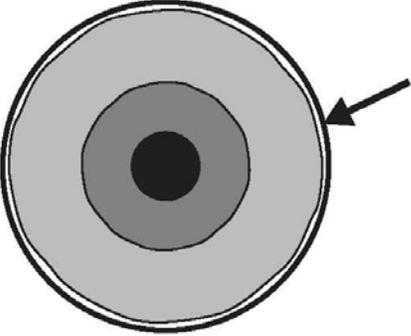
*Remember that you must read the text in bold exactly as it appears in the script to mimic testing conditions as closely as possible.*

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

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

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

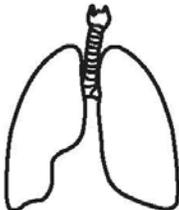
<b>Administrator's Test Booklet</b>	Indicator SCE.8.4.2 Earth's Structure/Systems/Processes DOK Level 2, Stage 4
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.) Here is a picture of the layers of Earth. <i>Indicate.</i>
<b>ASK</b>	Which layer is the arrow pointing to? <i>Indicate and read answers.</i> A. <b>core</b> B. <b>crust</b> C. <b>mantle</b>

NSCAS ALTERNATE Indicator # SCE.8.4.2	<b>Question 1</b>	STUDENT TEST BOOK Grade 8
		
<b>core</b>	<b>crust</b>	<b>mantle</b>

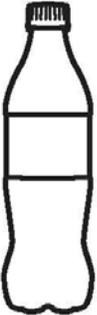
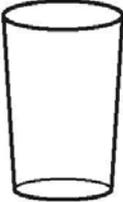
<b>Administrator's Test Booklet</b>	Indicator SCE.8.4.2 Earth's Structure/Systems/Processes DOK Level 2, Stage 4
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	(Practice Hint: Use the Color Choices option to change the background color of the test window.) Here are pictures of a bird, a magnet, and rain. <i>Indicate.</i>
<b>ASK</b>	Which picture shows precipitation? <i>Indicate and read answers.</i> A. bird B. magnet C. rain

NSCAS ALTERNATE Indicator # SCE.8.4.2	<b>Question 2</b>	STUDENT TEST BOOK Grade 8
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>bird</b></p> </div> <div style="text-align: center;">  <p><b>magnet</b></p> </div> <div style="text-align: center;">  <p><b>rain</b></p> </div> </div>		

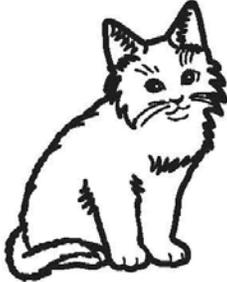
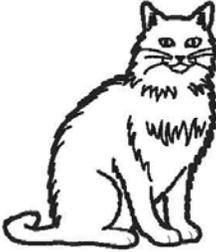
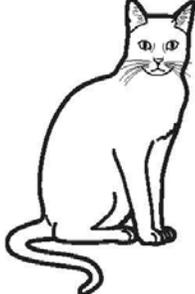
<b>Administrator's Test Booklet</b>	Indicator SCE.8.3.1 Living Things DOK Level 1, Stage 3
<b>Prepare</b>	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
<b>SAY</b>	<p>(Practice Hint: Use the Line Guide tool to help you keep track of each line in a story.)</p> <p>Follow along as I read this sentence. <i>Indicate.</i> The heart is part of the circulatory system.</p>
<b>ASK</b>	<p>Which picture shows a heart? <i>Indicate (but do not read) answers.</i></p> <p>A. heart B. lungs C. stomach</p>

NSCAS ALTERNATE Indicator # SCE.8.3.1	<b>Question 3</b>	STUDENT TEST BOOK Grade 8
<p>The heart is part of the circulatory system.</p>		
		

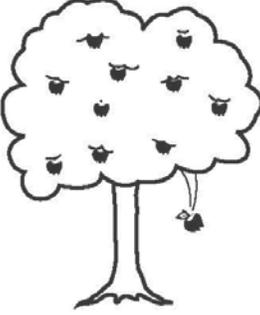
Administrator's Test Booklet	Indicator SCE.8.4.2 Earth's Structure/Systems/Processes DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	(Practice Hint: Use the Masking tool to block off parts of a test question.) Here are three objects. Indicate.
ASK	Which object is made of a material that is replaced by new growth? Indicate and read answers. A. plastic bottle B. wood board C. glass cup

NSCAS ALTERNATE Indicator # SCE.8.4.2	<b>Question 4</b>	STUDENT TEST BOOK Grade 8
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>plastic bottle</b></p> </div> <div style="text-align: center;">  <p><b>wood board</b></p> </div> <div style="text-align: center;">  <p><b>glass cup</b></p> </div> </div>		

Administrator's Test Booklet	Indicator SCE.8.3.2 Heredity DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	(Practice Hint: Use the Color Choices option to change the background color of the test window.) Here is a kitten with long fur. Long fur is inherited. Indicate
ASK	From which cat did the kitten get its long fur? Indicate (but do not read) answers. A. cat with long fur B. cat with short fur C. cat with short striped fur

NSCAS ALTERNATE Indicator # SCE.8.3.2	<b>Question 5</b>	STUDENT TEST BOOK Grade 8
		
		

Administrator's Test Booklet	Indicator SCE.8.4.1 Earth and the Solar System DOK Level 1, Stage 3
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	(Practice Hint: Use the Line Guide tool to help you keep track of each line in a test question.) Follow along as I read this sentence. <i>Indicate.</i> Gravity pulls all things toward the ground.
ASK	Which picture shows an object moving toward the ground? <i>Indicate and read answers.</i> A. bird flying upward B. apple falling down C. balloon floating up

NSCAS ALTERNATE Indicator # SCE.8.4.1	<b>Question 6</b>	STUDENT TEST BOOK Grade 8
Gravity pulls all things toward the ground.		
		
<b>bird flying upward</b>	<b>apple falling down</b>	<b>balloon floating up</b>

Administrator's Test Booklet	Indicator SCE.8.3.3 Ecosystems DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	(Practice Hint: Use the Magnifier tool to increase the size of words and pictures.) Producers make food and energy in an ecosystem. Here is a picture of a grassland ecosystem. <i>Indicate.</i>
ASK	What is a producer in the grassland? <i>Indicate and read answers.</i> A. butterfly B. cloud C. grass

NSCAS ALTERNATE Indicator # SCE.8.3.3

**Question 7**

STUDENT TEST BOOK  
Grade 8

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**butterfly**

**cloud**

**grass**

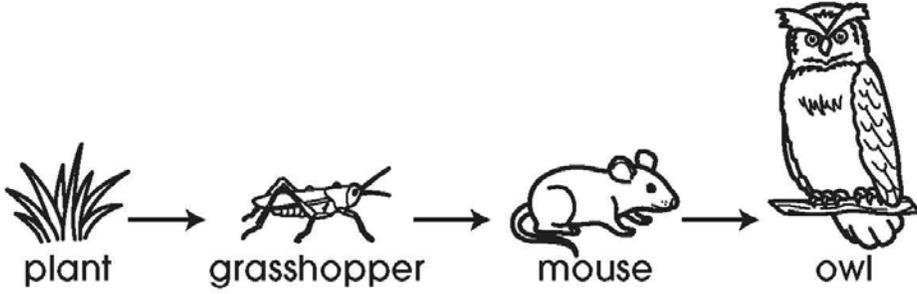
Administrator's Test Booklet	Indicator SCE.8.3.3 Ecosystems DOK Level 2, Stage 4
Prepare	<ul style="list-style-type: none"> <li>Place student test page in front of the student.</li> <li>Call student's attention to the page.</li> </ul>
SAY	(Practice Hint: Use the Masking tool to block off parts of a test question.) Here is a diagram of a food chain. <i>Indicate.</i>
ASK	<p>What provides energy for the owl? <i>Indicate and read answers.</i></p> <p>A. <b>plant</b> B. <b>grasshopper</b> C. <b>mouse</b></p>

NSCAS ALTERNATE  
Indicator # SCE.8.3.3

**Question 8**

STUDENT TEST BOOK  
Grade 8

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graph LR
    plant --> grasshopper
    grasshopper --> mouse
    mouse --> owl
  
```

plant      grasshopper      mouse      owl



**plant**



**grasshopper**



**mouse**



**Nebraska Student-Centered Assessment System  
Alternate Assessment  
Online Tools Training Administration Manual  
Grades 6-8**

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