

Strengthening SBAC Skills:

10 Key Online Testing Terms

Complete the table by converting the repeating decimals to fractions.



Repeating Decimal	Fraction
$0.\overline{09}$	<input type="checkbox"/>
$0.\overline{27}$	<input type="checkbox"/>
$0.\overline{45}$	<input type="checkbox"/>
$0.\overline{63}$	<input type="checkbox"/>
$0.\overline{72}$	<input type="checkbox"/>

“Complete”

Understanding SBAC Vocab is Vital to Student Success

It is always important for students to get a chance to familiarize themselves with testing techniques and vocabulary prior to any assessment.

The **Smarter Balanced (SBAC) Online Math Assessment** will take this importance to a new height because of its computer—adaptive nature.

This PDF resource profiles *10 key testing terms* students will need to know prior to sitting down at their computer or tablet to take the online SBAC math test.

“Enter”

“Write”

“Plot”

1) "Select"

Let's start with an easy one. "Select" means the student must use either his/her **mouse cursor or finger** (on a touchscreen) to choose a specified item (or items), including numbers, points, etc.

6,030,007

6,000,000

70

30,000

7


600,000

Select the numbers that would make up the expanded form of the number above, and then se

2) “Choose”

Much like “select”, this action asks the students to “choose”, i.e. click, the correct option between a series of two or more choices.

Look at the number below **Choose** True or False for each statement.

 88,248

The digit in the ten thousands place is 8.	True	False
The written form of this number is eighty-eight thousand, two hundred forty-eight.	True	False
In expanded form, this number would be written $88 + 248$.	True	False
The value of the 2 in the hundreds place is 800.	True	False

3) “Drag”

Students must click down on, and hold, the specified item(s) and then “**drag**” **the item to the correct location** with their mouse or finger.

“Drag” is sometimes coupled with “release”, referring to the drag–and–drop motion of picking up and letting go of an one–screen object.

Look at the number below. Match each digit with its correct place value by **dragging** each digit into the correct box.

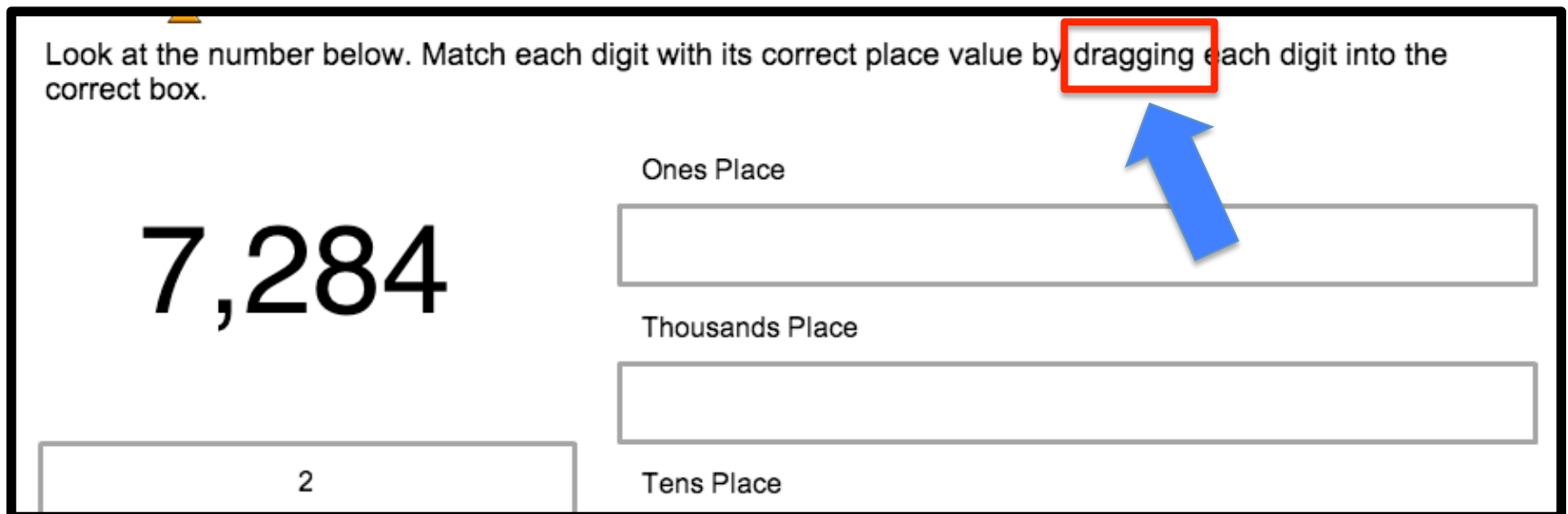
7,284

Ones Place

Thousands Place

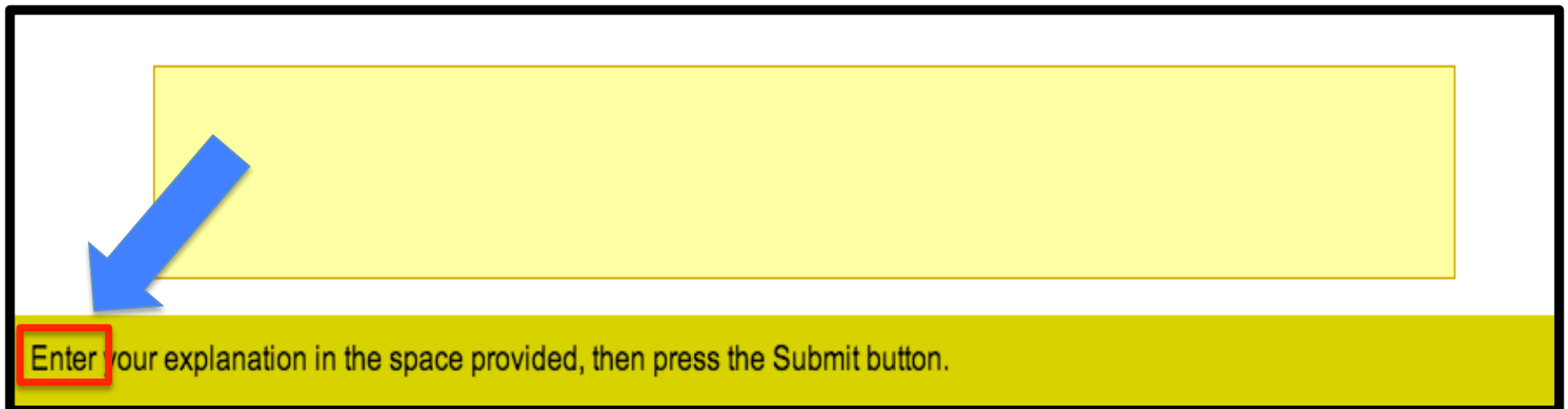
Tens Place

2



4) “Enter”

This action asks the student to use their keypad/ keyboard to “**enter**” the result of a question or prompt in the answer box (often a number, words, or digit).



The diagram illustrates a student interface. It features a large, empty yellow rectangular box for entering an answer. Below this box is a yellow bar containing the text "Enter your explanation in the space provided, then press the Submit button." A blue arrow points from the bottom-left corner of the yellow answer box to the word "Enter" in the instruction bar. The word "Enter" is highlighted with a red square border.

5) “Write”

When a student is asked to “**write**”, he or she must **create an equation or expression** in the answer box using the given interactive tools (often a number pad and set of operation symbols).

The screenshot shows a digital math interface. At the top, there is a white box with a vertical line and a yellow box below it. To the right of these boxes is a toolbar with two rows of buttons: the first row contains $-$, $+$, \times , \cdot , \div , and UNDEFINED ; the second row contains $=$, \neq , $<$, $>$, \leq , \geq , and π . Below the toolbar is a numeric keypad with buttons for digits 0-9, $\%$, $\$$, and $:$. On the far right, there is a vertical sidebar with buttons for $\frac{\Box}{\Box}$, $+-$, 123 , ABC , a delete button, undo, redo, and a checkmark. At the bottom, a yellow box contains the text "Write the rule for this function. Input your answer, then press the Submit button." A red rectangle highlights the first few words of this text, and a blue arrow points to it.

Write the rule for this function. Input your answer, then press the Submit button.

6) “Complete”

Just like a “fill-in-the-blank” problem, this action asks the student to **choose or enter the correct terms and operations** to “**complete**” a true number sentence, sequence, or pattern on the screen.

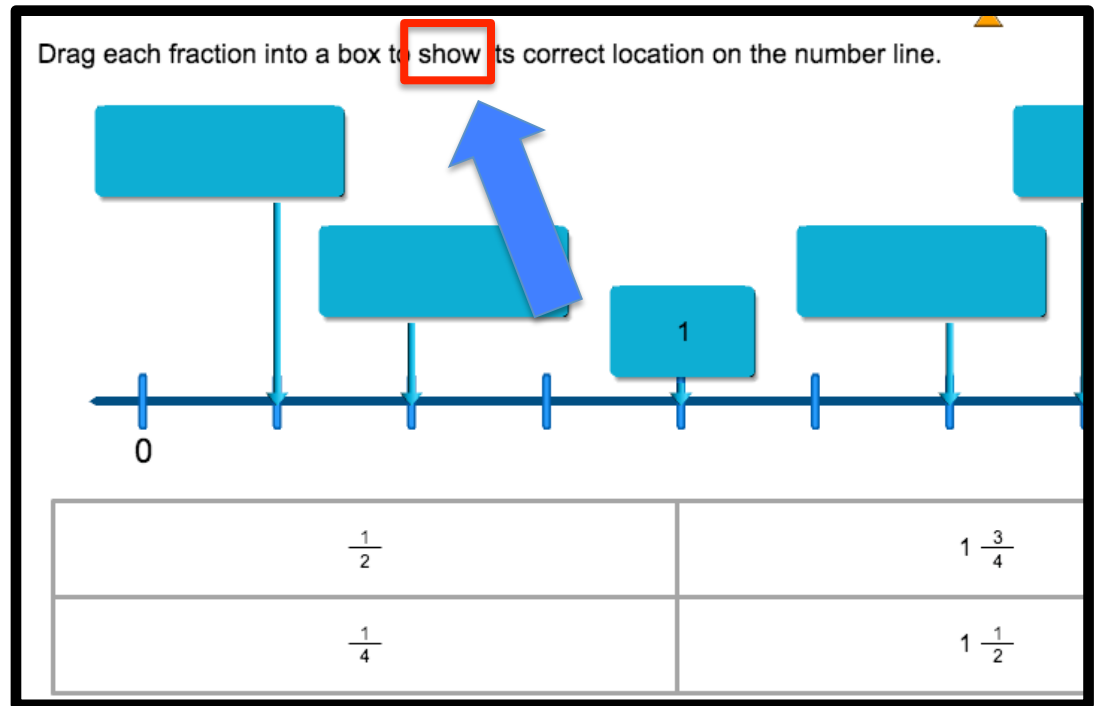
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7) “Show”

This is a twist on a math classic. The action asks the students to **use on-screen buttons or manipulatives** to **“show”** how they came to a result, conclusion, and/or estimate.



8) "Create"

The action word "**create**" asks the student to utilize an on-screen tool (manipulative, number/symbol bank) to **make a specified shape, grid, area, sequence, etc.** in the answer box(es).

The screenshot shows a math problem interface. On the left, a grid contains a vertical line segment with a length of 6, and two empty yellow squares. A blue arrow points to the bottom-right yellow square. On the right, a tool palette is visible with three rows of buttons: the first row contains geometric symbols (rectangle, circle, square, triangle, line, square root, cube root, fraction, degree, and R); the second row contains arithmetic symbols (minus, plus, multiply, divide, and an 'UNDEFINED' button); the third row contains comparison symbols (equals, not equals, less than, greater than, less than or equal to, greater than or equal to, and pi). Below the grid, a yellow bar contains the text: "Fill in the table by **creating** equivalent ratios of $\frac{3}{5}$, using the factors on the left side of the table, then press the Submit button."

Fill in the table by **creating** equivalent ratios of $\frac{3}{5}$, using the factors on the left side of the table, then press the Submit button.

9) “Explain”

This action asks the student to “**explain**” how he/she arrived at a result, conclusion, or estimate **via typed words in an answer box instead** of digits or operation symbols.

Lana wrote down a three-digit number. Use the following clues to figure out what number she wrote down. **Explain** how you found your answer.

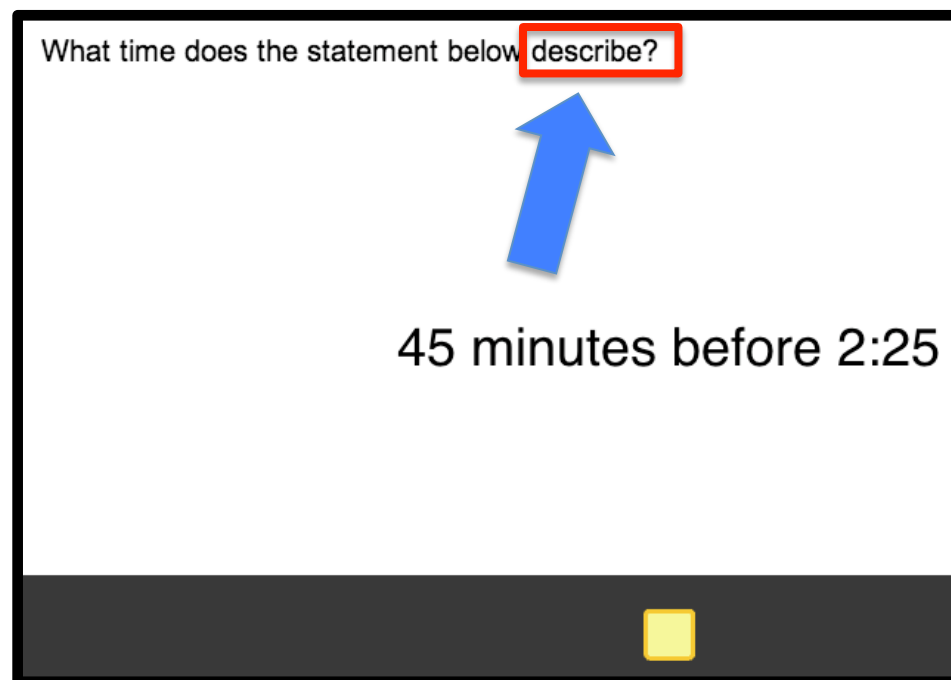


- A. The digit in the ones place is the same as the digit in the hundreds place.
- B. The digit in the tens place is a 4.
- C. The digit in the hundreds place is 2 greater than the digit in the tens place.

10) “Describe”

This action word is used **to point students** toward a specific math object, whether it be a word problem, equation, time, etc.

“**Describe**” is also utilized in written response questions in a similar function as “explain”.

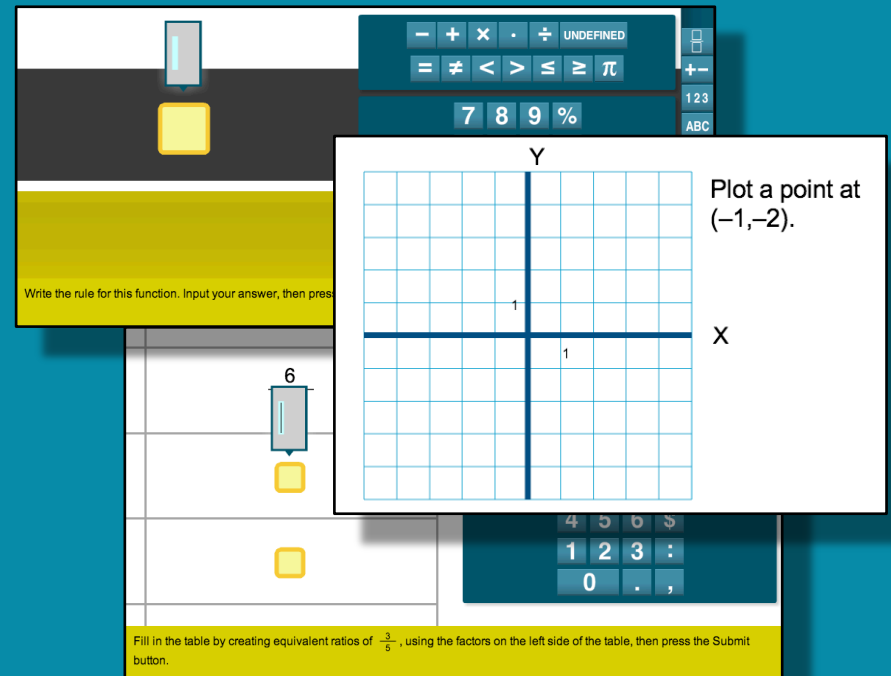


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