


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.	<input type="checkbox"/> True	<input type="checkbox"/> False
The written form of this number is eighty-eight thousand, two hundred forty-eight.	<input type="checkbox"/> True	<input type="checkbox"/> False
In expanded form, this number would be written $88 + 248$.	<input type="checkbox"/> True	<input type="checkbox"/> False
The value of the 2 in the hundreds place is 800.	<input type="checkbox"/> True	<input type="checkbox"/> 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.

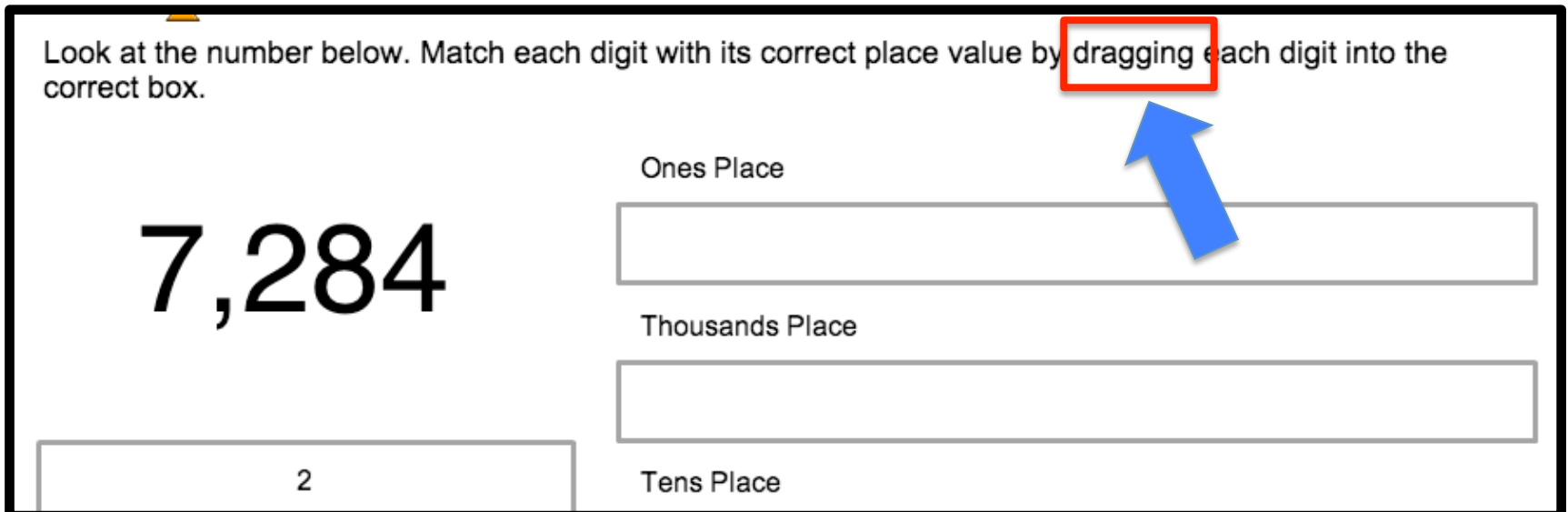
7,284

Ones Place

Thousands Place

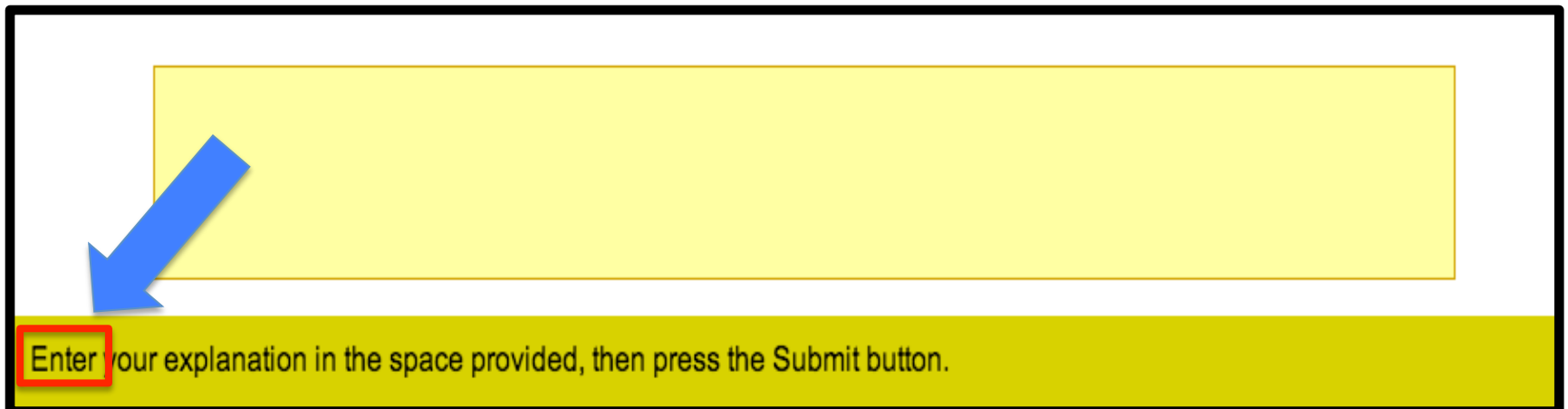
Tens Place

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).

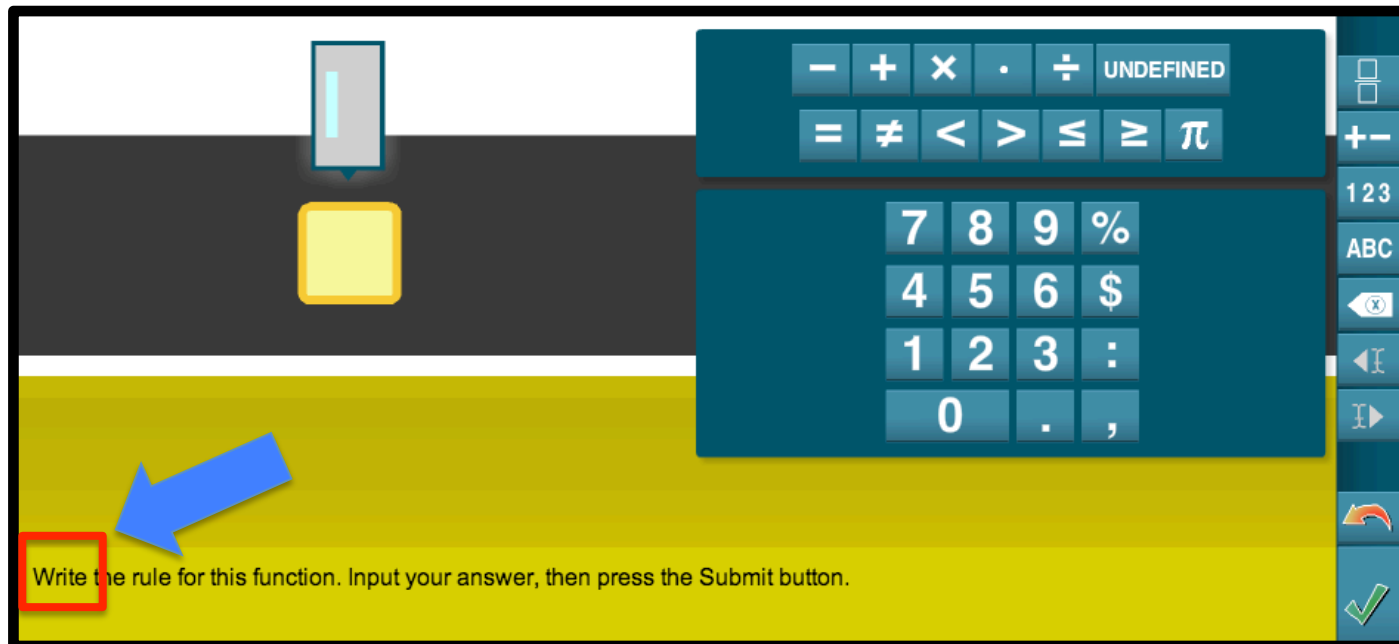


The diagram shows a rectangular form with a black border. At the top is a large, empty yellow rectangular box. A blue arrow points from the bottom-left corner of this box down to the word "Enter" in the instruction bar below. The instruction bar is a yellow horizontal bar at the bottom of the form, containing the text "Enter your explanation in the space provided, then press the Submit button." The word "Enter" is highlighted with a red square border.

Enter your explanation in the space provided, then press the Submit button.

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 image shows a digital interface for a math problem. At the top, there is a white box with a vertical line and a yellow square below it. To the right is a calculator interface with two rows of operation symbols: the first row contains minus, plus, multiply, divide, and an 'UNDEFINED' label; the second row contains equals, not equal, less than, greater than, less than or equal to, greater than or equal to, and pi. Below these are rows of numbers and symbols: 7, 8, 9, %; 4, 5, 6, \$; 1, 2, 3, :; and 0, ., ,. On the far right is a vertical toolbar with icons for a grid, plus/minus, 123, ABC, a clear button, left and right arrows, a redo button, 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 square highlights the start of the text, and a blue arrow points to it from the left.

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.

Complete the table by converting the repeating decimals to fractions.



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$0.\overline{72}$	<input type="checkbox"/>

7) "Show"

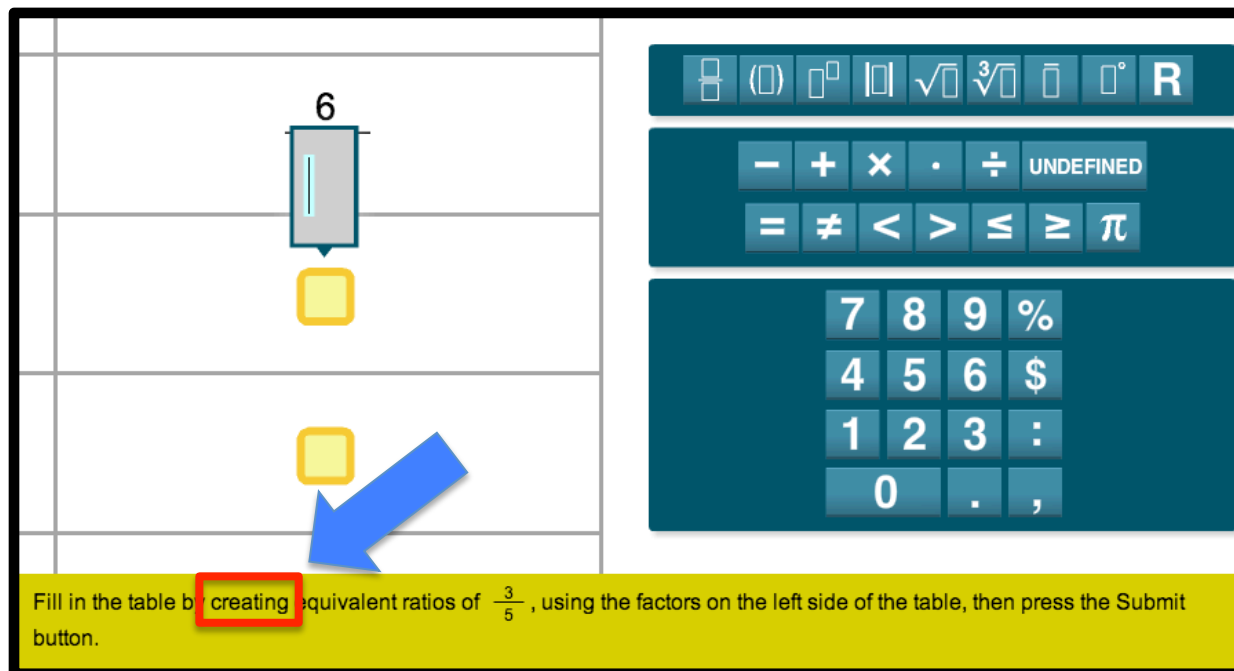
This is a twist on a math classic. The action asks the students to **use on-screen buttons or manipulatives** to **"show"** how they came to a result, conclusion, and/or estimate.

Drag each fraction into a box to show its correct location on the number line.

$\frac{1}{2}$	$1\frac{3}{4}$
$\frac{1}{4}$	$1\frac{1}{2}$

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 bar with the number 6 above it, and two empty yellow boxes below it. A blue arrow points to the bottom yellow box. On the right, there is a calculator interface with three rows of buttons: the top row contains symbols for fraction, decimal, square root, cube root, pi, degree, and R; the middle row contains arithmetic operators (-, +, x, ., ÷) and UNDEFINED; the bottom row contains comparison operators (=, ≠, <, >, ≤, ≥) and pi. Below the grid, a yellow banner 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."

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.

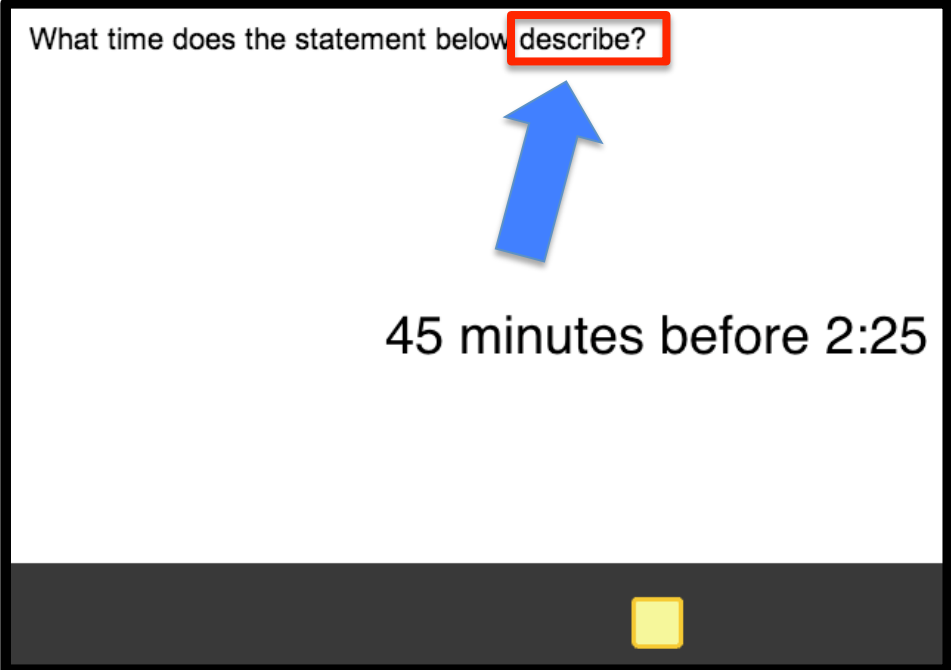


- A. The digit in the ones place is the same as the digit in the hundreds place.
- B. The digit in the tens place is a 4.
- C. The digit in the hundreds place is 2 greater than the digit in the tens place.

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”.



What time does the statement below describe?

45 minutes before 2:25

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or call the Wowzers Team at
312-273-1240!

The screenshot displays a math quiz interface with three main components:

- Calculator:** A digital calculator interface with a keypad containing symbols for addition (+), subtraction (-), multiplication (x), division (÷), and an "UNDEFINED" button. It also features a numeric keypad (0-9), a percentage sign (%), and a pi symbol (π).
- Coordinate Plane:** A Cartesian coordinate system with a grid. The x and y axes are labeled "X" and "Y" respectively. Tick marks are labeled "1" on both axes. A text prompt to the right of the grid reads: "Plot a point at (-1,-2)."
- Table:** A table with a header row containing the numbers 4, 5, 6, and 8. Below the header, the first column contains the number 1, and the second column contains the number 2. A text prompt below the table reads: "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."

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