

Preparing for PARCC: 10 Key Online Testing Terms

“Write”

“Drag”

“Select”

“Explain”

Wowzers®

Understanding PARCC Vocab is Vital to Student Success

As you know, it's very important for students to get a chance to familiarize themselves with testing techniques and vocabulary prior to any assessment. The [PARCC Online Math Assessment](#) will take this importance to a new height because of its interactive digital nature.

This eBook profiles ten key testing terms students will need to know prior to sitting down at their computer or tablet to take the online PARCC math test.

Flip through the next 10 pages to see explanations and visual examples of these important PARCC terms!

“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) "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. Also noted as **"dragging"**.

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

3) "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 rectangular input field. Below it is a yellow square button. To the right of these 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 the operation symbols is a numeric keypad with buttons for digits 0-9, a decimal point, a comma, a percent sign, and a dollar sign. On the far right, there is a vertical toolbar with icons for a grid, plus/minus, numbers 123, letters ABC, a clear button, left and right arrow buttons, a redo button, and a checkmark button. At the bottom of the interface, there is a yellow text input field with a red border. A blue arrow points to this field from the left. Below the input field, the text reads: "Write the rule for this function. Input your answer, then press the Submit button."

4) "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.



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"/>

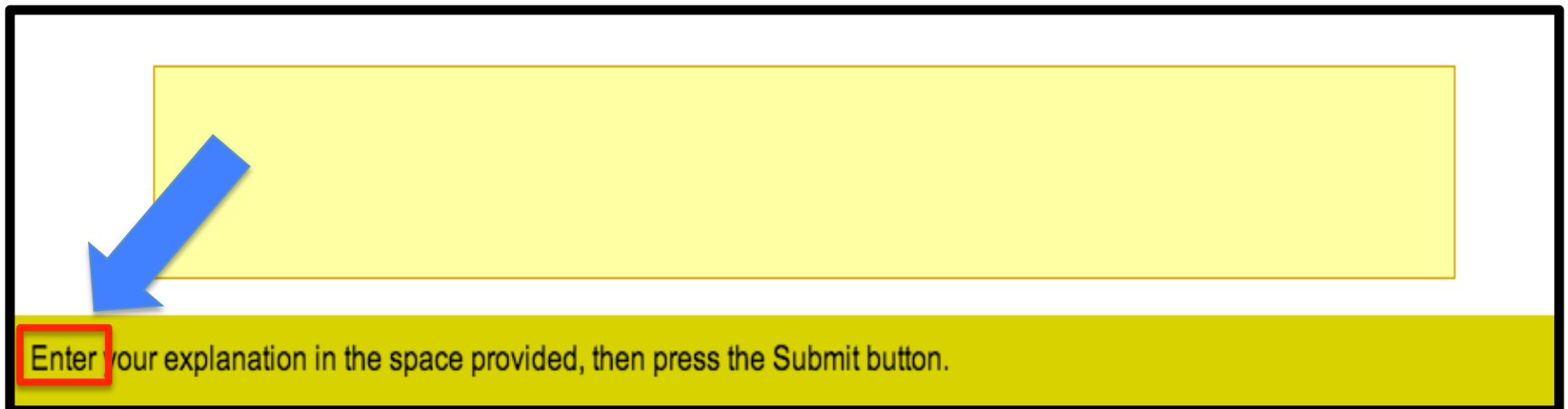
5) “Create”

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 4x4 grid is displayed. The top-right cell contains the number 6. Below it, a vertical bar with a downward-pointing arrow is shown, with a yellow square below it. Another yellow square is located in the bottom-right cell of the grid, with a blue arrow pointing to it. On the right side, there is a tool palette with three rows of buttons: the first row contains symbols for fraction, decimal, square root, cube root, pi, degree, and R; the second row contains arithmetic operators (-, +, x, ·, ÷) and UNDEFINED; the third row contains comparison operators (=, ≠, <, >, ≤, ≥) and pi. Below the tool palette is a numeric keypad with buttons for digits 0-9, %, \$, and a comma/decimal point. At the bottom, 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."

6) “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).

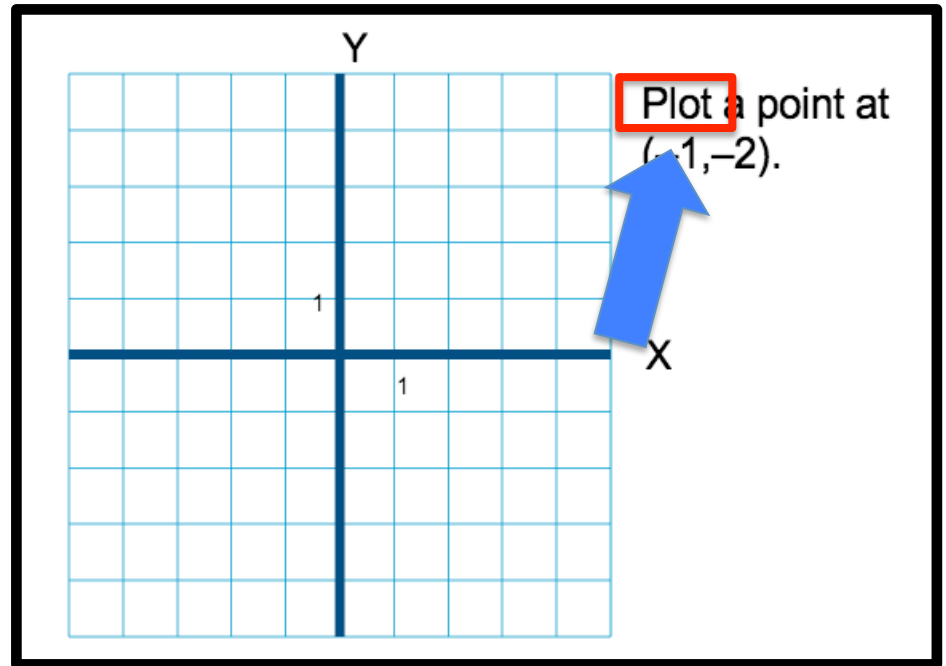


The diagram shows a rectangular form with a black border. At the top is a large, empty yellow rectangular box. A blue arrow points from the bottom-left corner of this box down to the word "Enter" in the instruction bar below. The instruction bar is a yellow horizontal bar at the bottom of the form, containing 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.

7) "Plot"

This action asks the students to "plot" a point (or multiple points) on a grid or graph by **clicking on the point with their mouse cursor or finger** on a touch screen.



8) "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.

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

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) “Show or Explain”

This last online testing term a combination of action #10 (“show”) and action #11 (“explain”). Students will often be presented with the option to “**Show or Explain**”, in which they can **choose** to either **show** their findings via digits/operations or **explain** them via written word.

PARCC Practice makes perfect!

The images in this eBook are taken directly from the Wowzers PARCC—mirroring math quizzes!

Learn more about how Wowzers can help prepare your students for the PARCC math assessments at:

info.wowzers.com/special-parcc-offer
or call the Wowzers Team at
312-273-1240!

The screenshot displays a math quiz interface with several components:

- Calculator:** A digital calculator interface is visible at the top right, featuring a keypad with symbols for addition (+), subtraction (-), multiplication (x), division (÷), and an "UNDEFINED" button. It also includes a numeric keypad (0-9), a decimal point, a percent sign, and a "123" button.
- Coordinate Plane:** A coordinate plane is shown in the center, with a grid and axes labeled "X" and "Y". The origin is marked with "1" on both axes. To the right of the grid, the instruction "Plot a point at (-1,-2)." is displayed.
- Text Input:** Below the calculator, there is a text input field with a yellow "Submit" button. The prompt reads: "Write the rule for this function. Input your answer, then press".
- Table:** Below the text input, there is a table with a yellow "Submit" button. The prompt 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." The table has a column with the number "6" and other empty cells.

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