

Preparing for PARCC:

10 Key Online Testing Terms

“Write”

“Drag”

“Select”

“Explain”

Wozzers®

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

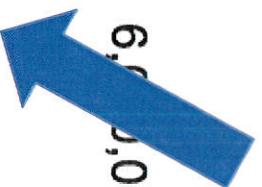
6,000,000

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

2

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)



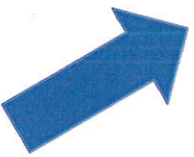
The screenshot shows a mobile application interface for a math problem. At the top, there is a dark grey header with a white speech bubble icon and a yellow square icon. Below this is a dark grey area containing a calculator keypad. The keypad has several rows of buttons: the first row contains minus, plus, multiply, divide, and an 'UNDEFINED' button; the second row contains equals, less than, greater than, less than or equal to, and greater than or equal to; the third row contains pi; the fourth row contains digits 7, 8, 9 and symbols %, \$; the fifth row contains digits 4, 5, 6 and a colon; the sixth row contains digits 1, 2, 3 and a comma; the seventh row contains digits 0 and a decimal point. Below the calculator keypad is a yellow text input area. A blue arrow points from the text input area to a red-bordered box containing the instruction: "Write the rule for this function. Input your answer, then press the Submit button." At the bottom of the screen, there is a navigation bar with icons for a checkmark, a home button, and navigation arrows, along with text labels for "ABC", "123", and "+-".

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

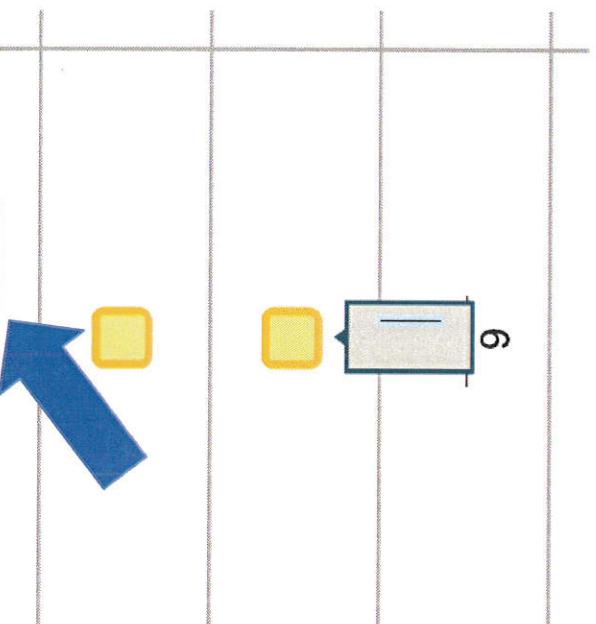
the table by converting the repeating decimals to fractions.



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

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).



Fill in the table by **creating** equivalent ratios of $\frac{3}{6}$, using the factors on the left side of the table, then press the Submit button.

6) “Enter”

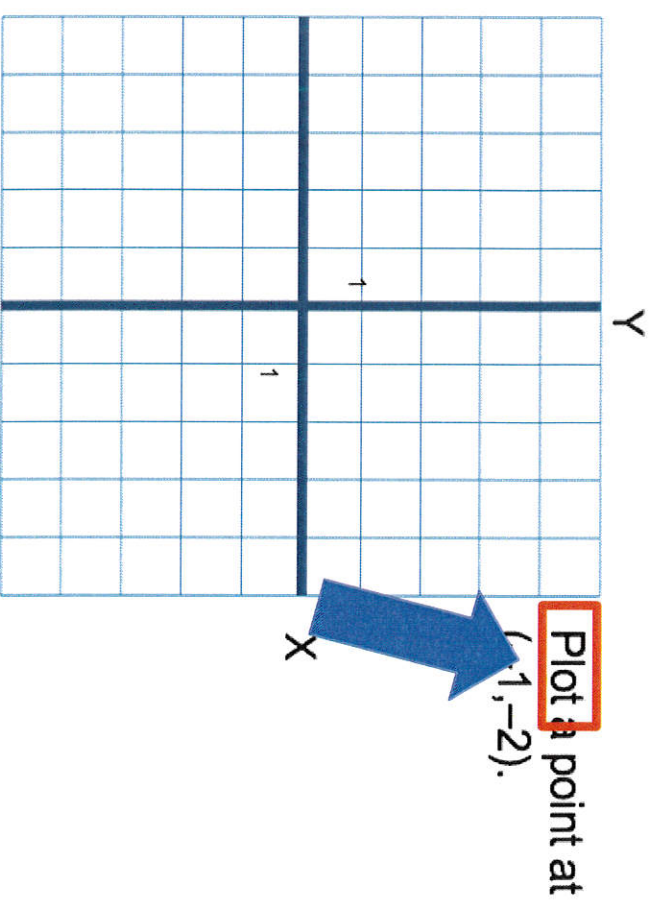
This action asks the student to use their keypad/keyboard to “enter” the result of a question or prompt in the answer box (often a number, words, or digit).



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

7) “Plot”

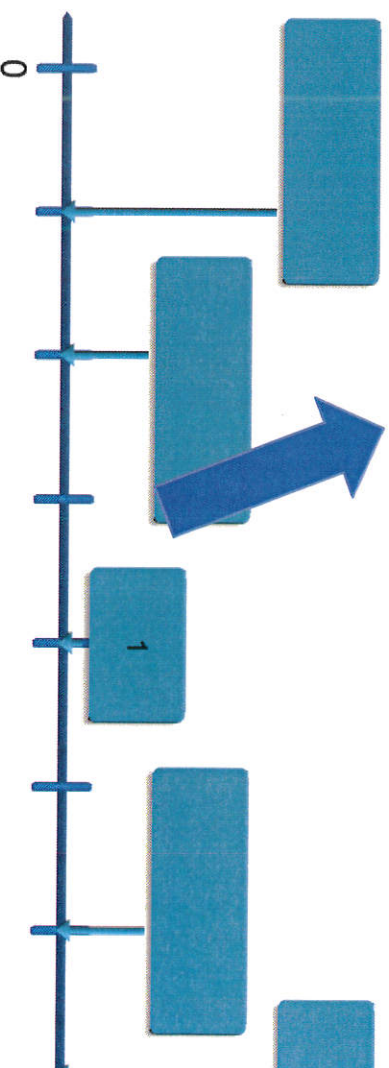
This action asks the students to “**plot**” a point (or multiple points) on a grid or graph by **clicking on the point with their mouse cursor or finger** on a touch screen.



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.

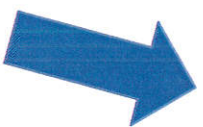


$\frac{1}{2}$	$1\frac{3}{4}$
$\frac{1}{4}$	$1\frac{1}{2}$

9)

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 Mowzers PARCC—mirroring math quizzes!

To sign up for a free PARCC Pilot Program from Mowzers Online Math, visit:

info.mowzers.com/p-pilot

or call the Mowzers Team at 312-273-1340!

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

Plot a point at $(-1, -2)$.

Fill in the table by creating equivalent ratios of $\frac{3}{4}$. Using the factors on the left side of the table, then press the Submit button.

4	5	6	\$
1	2	3	:
0	.	,	

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