

SBAC ELA Tool Scavenger Hunt

1. Have students log into/open computers.
2. Say “You will soon be taking a special type of test that is on the computer. To prepare, we are going to learn about the different tools available within the test.

Today, we will just be focusing on learning **HOW the test WORKS**, not on the content. You will get to see some sample questions, but remember to pay attention to the different buttons and tools available to you so you know how everything works.”

3. Say “While you work on the training test, you will use this scavenger hunt sheet to record what you find out today about the tools. You are essentially creating a guide for yourself that will help you understand how to use the tools”
4. Pass out sheet and show students that there are pictures of each tool that they should find. They can choose to go in order, or bounce around the sheet.

They should also record something in each box to help them remember how to get to the tool, or how it might help them when taking the test

5. Model how students will access the SBAC Training Test while they do the same
 - a. Double-click “**Chrome**”
 - b. Click the “[SBAC Practice Tests](#)” Tab
 - c. Guest is already filled in- Click “**Sign in**”
 - d. Choose your **grade** and click “**Yes**”
 - e. Choose “Start **ELA** Grade ____ **Training Test**”
 - f. Don’t change any settings, just click “**Select**”
 - g. Click “**Yes, Start my test**”
 - h. Complete the sound check by clicking the **speaker** icon and then “**yes**”
 - i. Now you will see an instructions screen that shows you information about all of the tools. Point out to students that they can read this as a guide to the tools, or they can explore and figure them out for themselves. However, there is a tool that will bring them back to this page if they need help or a specific answer for a tool (i.e. the **flag tool**)
 - j. Click “**Begin test now**”

*If the “Plug-ins” (looks like a lego piece) pops up, click “Activate all plugins”

6. **Note:** Since students will need to bounce around to see all the questions, they will need to enter a “?” as an answer so they can skip to other questions (for multiple choice, they should just pick any answer) Stress that they would not do this on a real test- they would try their best- but for today’s goal, it is important to check out all the types of questions
7. **Independent/cooperative work:** Have students go ahead and begin to explore the tools. Encourage them to click on everything and talk to their neighbors about what they figure out.
8. **Share out:** Part way through- ask if students have figured out how to:
 - a. Highlight
 - b. Strike-through
 - c. Access the glossary

d. Use the flag tool (a common misconception is that this indicates a right/wrong answer- be sure to clarify that it is only to mark an answer that you would like to come back to)

9. **Share out:** Have them share out how they have used specific tools (or anything else) so that everyone knows
10. **Share out:** Have students share questions and answer each others questions
11. **Wrap-up:** Let students know that they will have further opportunities to actually use these new tools to practice answering questions. Send worksheets home with students so they can share with their families.