

## Test-Taking Vocabulary

Test-Taking Vocabulary Video: <https://www.flocabulary.com/unit/test-taking-vocabulary/>

<i>Describe</i>	<i>Identify</i>	<i>Explain</i>	<i>Infer</i>	<i>Develop</i>	<i>Evaluate</i>
<i>Compare</i>	<i>Contrast</i>	<i>Justify</i>	<i>Outline</i>	<i>Summarize</i>	
	<i>Conclude</i>	<i>Interpret</i>	<i>Evidence</i>	<i>Analyze</i>	

When you're asked to **describe**, you need to give specific and relevant details about something, or write more information about it.

When a prompt asks you to **identify** something, you need to find or recognize whatever the question is asking for. So if you see the word identify, you'll know that the answer is already there on the page--you just have to find it.

**Explain** is similar to describe, but it involves a little bit more description of *why* something is the way it is. When you explain, make sure to include important and relevant details that support your reasons. Questions that include explain usually require a response of at least a paragraph, and often more.

**Infer** is a fancy word for making an educated guess. When you make an inference, you draw a conclusion by putting together the pieces of evidence provided, and you find the implied meaning. Like a detective, you have to figure out what's going on because it wasn't said directly. Make sure that your inference is based on the evidence; as long as you look at the evidence, there could be multiple correct inferences.

**Develop** is a test-taking word that often signals that you're about to do a good amount of writing. When you develop something, you say more about it and expand it into something larger. In the same way that a baby develops and grows into an adult, when you develop an idea, you explain the different parts of it in greater detail, and it becomes more significant.

When you are asked to **evaluate** something, you need to make a thoughtful judgment about it. You're being asked to determine the value or significance of something. When a doctor evaluates a patient, she looks at all the important parts of his body and then forms an overall opinion about whether the patient is well or sick. When critics review a movie or album, they are evaluating it. Similarly, when you are writing the answer to an "evaluate" question, you should give opinions about specific parts of what you need to judge and then reach an overall conclusion.

When you **compare** two things, you say how they are similar, and when you **contrast**, you say how the two things are different. Get specific in your comparison and contrast by referencing details from the two things you're discussing. These two words often come in a pair. If you need to write a compare and contrast essay, spend the first section writing about similarities, and the second section writing about differences. (Note: If a question just uses "compare," you should feel free to talk about similarities and differences. But if it just says "contrast," only talk about the differences.)

If you're asked to **justify** something, you need to provide factual information and evidence to show why something is right or true. Make sure that you explain how your supporting details prove, or justify, your point.

Depending on how it is used, the word **outline** can be used literally or figuratively, asking you to do two different things. If you're asked to make an outline or outline an essay, you should organize your thoughts for an essay in a rough list format so that you'll know what to write once you start the actual essay. In this case, you don't need to use complete sentences. But if you're asked to briefly outline your ideas or outline what happened, this is more figurative, and here you're being asked to give a brief description, including only the most important details. (If you're not sure which "**outline**" you are supposed to do, ask your teacher!)

When you **summarize** something, you should write about the main points in a brief form. When you're asked to just write a summary (without a full essay), you may want to include a few brief, specific examples. But if you're asked to summarize the main points from a larger essay that you wrote, you can just paraphrase your key points.

Like fortune tellers and weathermen, when you're asked to **predict**, you should make a guess about what will happen next. Like fortune tellers and weathermen, you might be wrong. But you should explain what information led you to make your prediction.

When you **conclude**, you reach a decision or result after evaluating different ideas. The conclusion should be based on facts, and you should explain how you came to the decision based on those facts. A conclusion is similar to an inference, since different people can look at the same facts and make different informed conclusions or inferences.

When you **interpret**, you explain the meaning of words, actions or information. People can have different interpretations of the same facts, so it is important to explain *why* you think that something has the meaning you say.

**Evidence** isn't just clues at a crime scene. When you use facts to support your point or conclusion, that's evidence. Depending on your topic, evidence can take the form of words, actions, images and more. And you should always explain how your evidence supports the point.

The word **analysis** means the separation of a whole into parts. So when you analyze something, you're breaking a larger idea down into sections and explaining how each part relates to the others. When you see "analyze" in a question, chances are you'll have to write an essay.