

# TESTING 101

**STRATEGIES FOR PREPARING STUDENTS  
FOR THE END OF YEAR EXAM**



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# GENERAL DISCLAIMERS

- THE LESSONS WE ARE TEACHING CAN BE FOUND IN MULTIPLE COURSES AND ARE OFTEN REPEATING STANDARDS; THEREFORE, SOME OF OUR IDEAS MAY HAVE BEEN DONE IN PREVIOUS COURSES
- YES, WE HAVE ALWAYS SAID THE EVERYTHING OLD IS NEW AGAIN. WE ARE EXPERIENCED TEACHERS THAT HAVE TAKEN SOME OLD IDEAS AND MODERNIZED AND IMPROVED ON THEM. HOWEVER, FOR THE MOST PART THESE IDEAS ARE “BRAND, SPANKING” NEW
- SAFETY IS THE UPMOST. MAKE SURE STUDENTS ARE MONITORED AT ALL TIMES WHEN PERFORMING ACTIVITIES. THERE MIGHT NOT BE MANY OR ANY OF THESE TYPES OF ACTIVITIES
- BEFORE PERFORMING AND AFTER EVERY ACTIVITY MAKE SURE YOU STRESS TO YOUR STUDENTS THEIR HANDS SHOULD BE WASHED
- RUBRICS SHOULD BE USED ONLY IF THEY APPLY TO YOU AND YOUR CLASS. SOMETIMES, THE TEACHERS HAVE SKILLS SHEETS/COMPETENCIES WHICH ARE BETTER SUITED TO EVALUATE STUDENTS

# GEORGIA STANDARDS

- HS-HIS -1.1 DEMONSTRATE EMPLOYABILITY SKILLS REQUIRED BY BUSINESS AND INDUSTRY.
  - EXAMPLES – PERSON TO PERSON ETIQUETTE, OBTAINING FEEDBACK, GIVING AND RECEIVING FEEDBACK, SMALL AND LARGE GROUP COMMUNICATION, INVOLVING THE AUDIENCE, VIRTUAL MEETINGS, ETC.
- HS-HIS - 1.2 DEMONSTRATE CREATIVITY BY ASKING CHALLENGING QUESTIONS AND APPLYING INNOVATIVE PROCEDURES AND METHODS.
  - CREATIVE THINKING
  - TAKING RISKS
  - BUILDING TEAM SKILLS
- SUPPORT OF CTAE FOUNDATION COURSE STANDARDS AND GEORGIA STANDARDS OF EXCELLENCE  
ELACC9-10SL4: PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE, AUDIENCE, AND TASK.



# GEORGIA STANDARDS (CONT.)

- HS-IHS-5 EVALUATE THE IMPACT OF DIVERSITY AND ETHICS ON HEALTHCARE DELIVERY.
  - 5.1 EVALUATE HOW DIVERSITY AFFECTS HEALTHCARE DELIVERY.
  - 5.2 COMPARE AND CONTRAST PERSONAL AND WORKPLACE ETHICS.
  - 5.3 RECOGNIZE ETHICAL ISSUES AND THEIR IMPLICATIONS RELATED TO HEALTHCARE.
  - 5.4 EXAMINE ETHICAL DILEMMAS THAT MAY OCCUR IN HEALTHCARE.
  - 5.5 DEMONSTRATE RESPECTFUL AND EMPATHETIC TREATMENT OF ALL PATIENTS/CLIENTS (PATIENT/CUSTOMER SERVICE).



# GIVING YOUR ALL

- DO THE STUDENTS UNDERSTAND?  
COMPREHEND?
- WHERE DID YOU LOSE THEM?
- WHY ARE YOU EXHAUSTED AND THEY ARE NOT?
- DOES THE ASSESSMENT SCORE REFLECT  
WHAT YOU TAUGHT OR WHAT THEY  
LEARNED?



# ACTIVITIES

- FLIPPING THE CLASSROOM
  - EXPLAINED
  - BEFORE, DURING & AFTER
- (PAT) PRETEACH → ACCESS → TEACH
  - EDPUZZLES
  - FORMATIVE & SUMMATIVE ASSESSMENTS (ZIPGRADE)
  - CASE STUDIES, BOARD GAMES, DEBATE, ETC.
- INTERACTIVE NOTEBOOK





# FLIPPING THE CLASSROOM

- TRADITIONAL CLASSROOM

- TEACHER CENTERED
- TEACHER INITIAL INSTRUCTOR FOR CONCEPT
- STUDENT RECEIVES ADDITIONAL SUPPORT (HANDOUT, LAB, ETC.)
- ASSESSMENT
- EVALUATE AND REFLECT
- RETEACH CONCEPT

- FLIPPED CLASSROOM

- CONCEPT CENTERED
- ORIGINAL CONCEPT INITIALLY TAUGHT OUTSIDE THE CLASSROOM (HOMEWORK\*)
- APPLICATION
- ASSESSMENT
- TEACH
- REASSESSMENT



# CONS OF FLIPPING

- CONS

- TECHNOLOGY ACCESS
  - STUDENTS MAY NOT HAVE ACCESS TO TECHNOLOGY - CELLPHONE
- EVERYTHING IS PREPLANNED
  - A LOT OF TIME TO PREPARE
- WHAT IF STUDENTS DON'T DO THEIR PART?
- SCALE (IS THIS FOR A LESSON? UNIT? ENTIRE CLASS?)

- **CONS ANSWERED**

- EDPUZZLE



- VIDEOS NO LONGER THAN 15 MINUTES/CONCEPT
- LABOR INTENSIVE AT FIRST BUT CAN BE USED YEARLY
- STUDENTS WILL HAVE TO DO IT IN CLASS BEFORE THEY ARE ASSIGNED TO A GROUP, BUT CANNOT GO INTO TOP GROUP
- START WITH A LESSON, PROGRESS TO A UNIT BEFORE FLIPPING ENTIRE CLASS

# PROS OF FLIPPING

- INDIVIDUALIZED INSTRUCTION
  - CAN BETTER ASSESS STUDENT'S STRENGTHS AND WEAKNESSES
- HOMEWORK DONE BEFORE STARTING. WHATEVER THEY DO NOT KNOW, YOU CAN TEACH JUST THAT
- INCREASE LEARNING COMPREHENSION
- INCREASE PEER COLLABORATION
- INCREASE STUDENT PROBLEM - SOLVING
- INCREASED INDEPENDENT HELP WITH STUDENTS WHO NEED IT THE MOST

# SCALE OF FLIPPING

## LESSON

- ONE CONCEPT WHERE STUDENTS MAY PERFORM AT DIFFERENT ABILITY LEVELS
- LIMITED SUPPLIES

## UNIT

- CONCEPTS MAY BE VERY DIFFERENT, YET IMPORTANT, FOR STUDENTS TO COMPREHEND, AND UNDERSTANDING OF CONCEPT IS VITAL FOR THE COURSE
- NOT A FAN FAVORITE
- TRY SOMETHING DIFFERENT

## CLASS

- ORDER
- SYSTEM FOR LEARNING



# ASSESSMENT

## PREASSESS

HOMEWORK

TEACHER CENTERED **VS**  
CONTENT CENTERED

TC- TEACHER TAUGHT IT,  
STUDENT REINFORCES AT  
HOME- PROS AND CONS

CC- HOMEWORK FIRST,  
ANALYZED FOR DEFICITS

## BACKWARD DESIGN

BEGIN WITH THE END IN MIND  
(TEACHING FOR THE TEST)

HOW TO YOU TEACH FOR A TEST  
YOU DID NOT DESIGN?

HOW DO YOU TEACH FOR A  
TEST YOU CANNOT SEE?

TEACH THE STANDARDS

IF POSSIBLE KNOW THE  
PERCENTAGES

## REFLECTION AND EVALUATION

UNPACK THE STANDARDS

EVERY ASSESSMENT QUESTION (FORMATIVE OR  
SUMMATIVE) HAS A PURPOSE.

PERCENTAGES

HOW MANY QUESTIONS ON EOC ON  
THIS TOPIC?

HOW MANY QUESTIONS STUDENTS  
NEED TO ANSWER TO BE PROFICIENT?

- BEGINNING
- DEVELOPING
- PROFICIENT



# DINOSAURS

- HOW MUCH TIME TO TEACH ABOUT DINOSAURS?
- HOW MANY QUESTIONS ABOUT DINOSAURS ON EOC SUMMATIVE ASSESSMENT?
- STUDENT/TEACHER INTEREST





Question	Answer	Standard
Medicaid is run by the ____ government.	State	3.1
Medication management is an example of what component of the health care delivery system?	Services	3.3
Patient satisfaction, productivity, cost effectiveness and efficiency are known as what?	Measures of success in a health care system	3.4
Mark's insurance pays 100% of physician visits after a deductible of \$250. Mark has already paid \$100 of the deductible. The next time Mark visits his physician, the physician charges \$125. How much is Mark responsible for paying?	\$125	3.5
In ancient times, which of the following helped to slow the spread of disease?	Development of sewer systems	3.2

Taken from Quizlet



# UNPACKING AND ALIGNING STANDARDS



National Health Science Assessment  
32 Sample Questions

1. Which of the following accurately describes the rhythm and volume of a pulse?  
(circle the correct answer)
- A. Irregular and weak
  - B. 60/min and thready
  - C. Deep and regular
  - D. Strong and 80/min

**Standard 10.1 - Tech. Skills**

2. An autoclave kills pathogens, viruses and spores using:  
(circle the correct answer)
- A. a mixture of gas and chemicals.
  - B. radiation.
  - C. steam under pressure.
  - D. dry heat.

**Standard 7.1 - Infection Control**

3. What should a healthcare worker do FIRST when assisting a client into a wheelchair?  
(circle the correct answer)
- A. Prepare the lap belt.
  - B. Lock the brakes on the wheelchair.
  - C. Adjust the footrests to a comfortable position.
  - D. Raise the bed to the wheelchair level.

**Standard 7.3 Infection Control**

## STANDARDS UNPACKED

Standard	% of Test	Time Spend
1. Anatomy and Physiology	28%	1 Month*
2. Communication	6%	5 days
3. Healthcare Delivery Systems	6%	5 days
4. Employability Skills	12%	12 days
5. Legal Responsibilities	3%	3 days
6. Ethics	9%	7 days
7. Infection Control	16%	14 days
8. Teamwork	3%	3 days
9. Healthy Behaviors	3%	3 days
10. Technical Skills	6%	5 days
11. Healthcare IT	6%	5 days

# WHAT IS THE NATIONAL HEALTH SCIENCE ASSESSMENT AND HOW DO YOU PREPARE STUDENTS?

DEVELOPED BY NATIONAL  
CONSORTIUM FOR HEALTH  
SCIENCE

NCHSE DEVELOPED 11 FOUNDATION  
STANDARDS TO GIVE HEALTH SCIENCE  
TEACHERS GUIDANCE IN TEACHING  
THEIR STUDENTS.

STRUCTURE – 105 TEST QUESTIONS

TOTAL = 110 POINTS

## EXAM PREPARATION

TWO KEY COMPONENTS

1. INTRODUCE KEY SKILLS AND CONCEPTS USING A CURRICULUM WITH LP, STUDENT ACTIVITIES, AND “HANDS ON SKILLS”
2. WHEN STUDENTS UNDERSTAND CONCEPTS USE TEST QUESTIONS AND PREP MATERIALS TO SOLIDIFY STUDENT INFORMATION
3. 80% OF PEOPLE FORGET ABOUT 80% OF WHAT THEY LEARN AFTER 72 HOURS WITHOUT PROPER REINFORCEMENT

## PRECISION EXAMS

RESOURCES:

[HTTPS://WWW.AESEducation.COM/HEALTHCENTER21/WHAT-IS-THE-NATIONAL-HEALTH-SCIENCE-ASSESSMENT-HOW-DO-YOU-PREPARE-STUDENTS-FOR-IT?UTM\\_SOURCE=NCHSE-CERT-PAGE](https://www.aeseducation.com/healthcenter21/what-is-the-national-health-science-assessment-how-do-you-prepare-students-for-it?utm_source=nchse-cert-page)

NATIONAL HEALTH SCIENCE ASSESSMENT

[HTTPS://WWW.CTEONLINE.ORG/OUTLINES/7CUWMJ/INTRODUCTION-TO-HEALTH-SCIENCE-AND-MEDICAL-TECHNOLOGY-CTE-ONLINE-MODEL](https://www.cteonline.org/outlines/7CUWMJ/introduction-to-health-science-and-medical-technology-cte-online-model)

FREE FREE FREE – LESSON PLANS, TEST QUESTIONS, ACTIVITIES, AND ALL THAT YOU CAN ASK FOR!!!

# MORE STUFF!

## NATIONAL HEALTH SCIENCE ASSESSMENT

[HTTPS://INFO.AESEDUCATION.COM/  
NCHSE-NATIONAL-HEALTH-  
SCIENCE-ASSESSMENT-  
GUIDE?HSCTATRACKING=BD86400  
5-E357-4338-A93B-  
1D3F02AE103B%7CD0610C9A-  
D186-4FDB-9DE5-  
DD6B4F4CA686](https://info.aeseducation.com/nchse-national-health-science-assessment-guide?hsctatracking=BD864005-E357-4338-A93B-1D3F02AE103B%7CD0610C9A-D186-4FDB-9DE5-DD6B4F4CA686)

FILL OUT INFO FOR A FREE  
ASSESSMENT GUIDE

## QUIZLET

[HTTPS://QUIZLET.COM/322827605/100-  
QUESTIONS-HEALTH-SCIENCE-FINAL-  
EXAM-NCHSE-FLASH-CARDS/](https://quizlet.com/322827605/100-questions-health-science-final-exam-nchse-flash-cards/)

100 QUESTIONS

YOU WILL NEED TO SIGN UP TO GET  
MORE QUESTIONS

ALSO, CAN CREATE YOUR OWN

[HTTPS://QUIZLET.COM/366430708/TEST  
-QUESTIONS-HEALTH-CARE-DELIVERY-  
SYSTEMS-FLASH-CARDS/](https://quizlet.com/366430708/test-questions-health-care-delivery-systems-flash-cards/)

HEALTH CARE DELIVERY

## PRECISION EXAM NCHSE

[HTTPS://WWW.YOUSCIENCE.COM/  
NCHSE/WELCOME/FILE/NHSA-30-  
SAMPLE-TEST-QUESTIONS.PDF](https://www.youscience.com/nchse/welcome/file/nhsa-30-sample-test-questions.pdf)

32 SAMPLE QUESTIONS

ANOTHER SITE FOR HEALTHCARE  
DELIVERY

[HTTP://HEALTHADMIN.JBPUB.COM  
/USHEALTHCARE/QUIZ.CFM?CHAP  
TER=8&STEP=2](http://healthadmin.jbpub.com/ushealthcare/quiz.cfm?chapter=8&step=2)



# HOSA CAN HELP – SHOUT OUT TO NATIONAL AND STATE

## NATIONAL HOSA

[HTTPS://HOSA.ORG](https://hosa.org)

NATIONAL COMPETITION IS  
THE BOMB

[HTTPS://HOSA.ORG/COMPETITION/](https://hosa.org/competition/)

## CULTURAL DIVERSITY

[HTTPS://HOSA.ORG/WP-  
CONTENT/UPLOADS/2021/02/20-21-  
CULTURALDIVERSITY-AUG29.PDF](https://hosa.org/wp-content/uploads/2021/02/20-21-culturaldiversity-aug29.pdf)

CULTURAL FOUNDATIONS 15%

HEALTH DISPARITIES & DIVERSITY 20%

HEALTH TRADITIONS & CULTURAL  
COMPETENCE 15%

RELIGION, RITUALS, HEALTH AND ILLNESS

NATIVE AMERICAN HERITAGE 10%

ASIAN HERITAGE 10%

AFRICAN HERITAGE 10%

HISPANIC/LATINO HERITAGE 10%

EUROPEAN HERITAGE 10%

## KILLING 2 BIRDS WITH 1 STONE

### SAMPLE TEST QUESTIONS

AS DESCRIBED BY O'NEIL, WHAT IS THE TERM  
FOR THE CULTURAL AND SOMETIMES  
PHYSICAL CHARACTERISTICS USED TO  
CLASSIFY PEOPLE INTO GROUPS OR  
CATEGORIES CONSIDERED TO BE  
SIGNIFICANTLY DIFFERENT FROM OTHERS?

A. ETHNICITY

B. CULTURE

C. RACE

D. NATIONALITY

# ASSESSMENT RESOURCES

**Edpuzzle**

**Nearpod**

**Canvas**

**Kahoot**

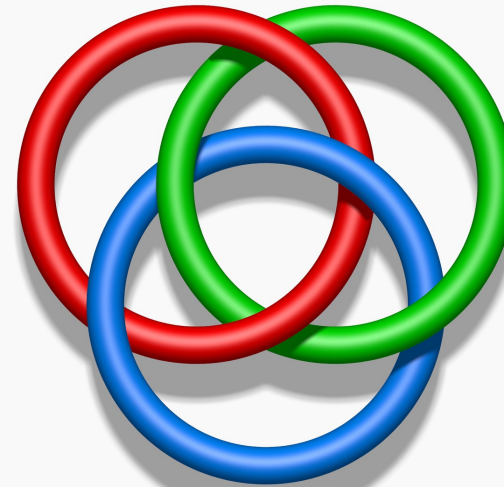
**Quizlet**

**Pear  
Deck**

**PROFICIENT- 90% OR HIGHER**  
**DEVELOPING-74 - 89%**  
**BASIC- 73% OR LOWER**

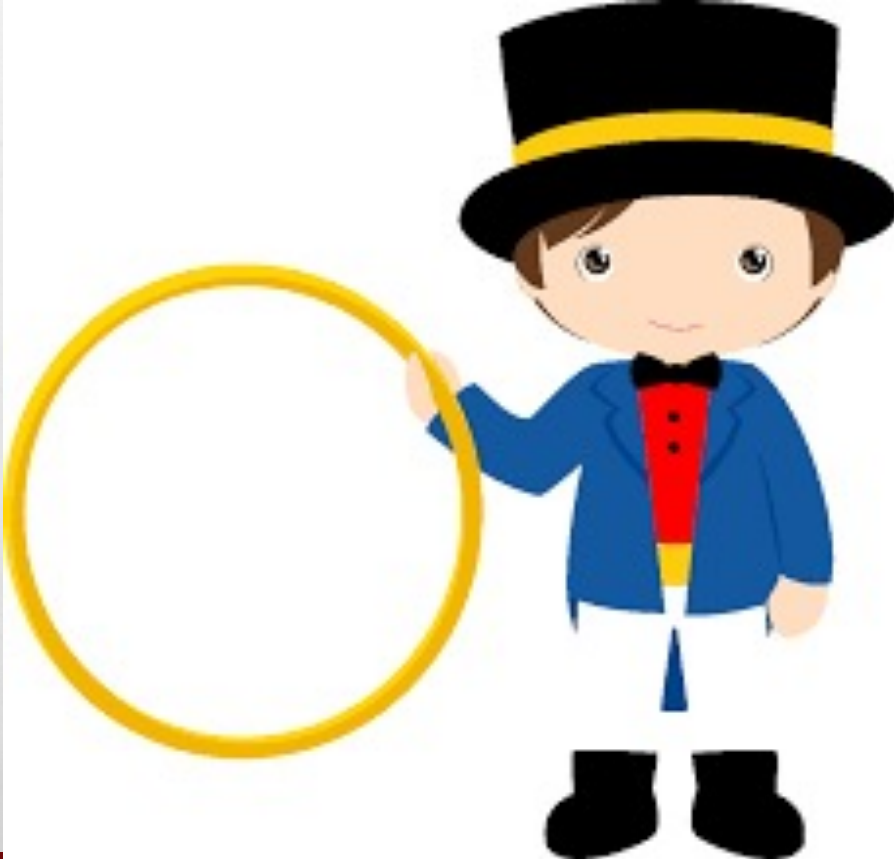
**OR DID NOT DO/COMPLETE ASSESSMENT**

**ABILITY GROUP VS DIFFERENTIATION**





# RINGMASTER OF A 3 RING CIRCUS



- ACROBATS (PROFICIENT)
  - THE HIGH - FLYERS/ SELF MOTIVATED
  - START AT THE TOP OF THE CURRICULUM STANDARDS
- MAGICIANS (DEVELOPING)
  - LIKE MAGIC, CONCEPT IS ENGROSSING & CONFUSING
  - UNDERSTAND STUDENT'S STRENGTHS & WEAKNESSES
- \_\_\_\_\_(BASIC)
  - UNPREDICTABLE, ALOOF, MISUNDERSTOOD, SOLITARY & VOCAL
  - STANDARDS & TEACHER CENTERED GROUP
  - "TRADITIONAL TEACHING" BUT WITH A SMALLER GROUP

# What does flipped class look like?

## BEFORE

EDPUZZLE KHAN ACADEMY-  
HEALTHCARE SYSTEMS (8:01)

- DISSECT THIS VIDEO FOR THE STANDARDS THAT GO WITH THE QUESTIONS.
- ANALYZE STUDENT'S MISSED QUESTIONS.
- USE RESULTS TO PLACE STUDENTS IN GROUPS

## DURING

- PLACE STUDENTS IN GROUPS BASED ON EDPUZZLE RESULTS

- GROUP 1- INDEPENDENT WORKERS CAN DO ACTIVITY. EX- TIMELINE ON HISTORY OF MEDICINE TO POST IN THE ROOM
- GROUP 2- ANALYZE QUESTIONS MISSED IN GROUP TEST (PEER LEARNING)
- TEST TAKING SKILLS
- GROUP 3- INTENSE ONE ON ONE WITH THE STUDENTS

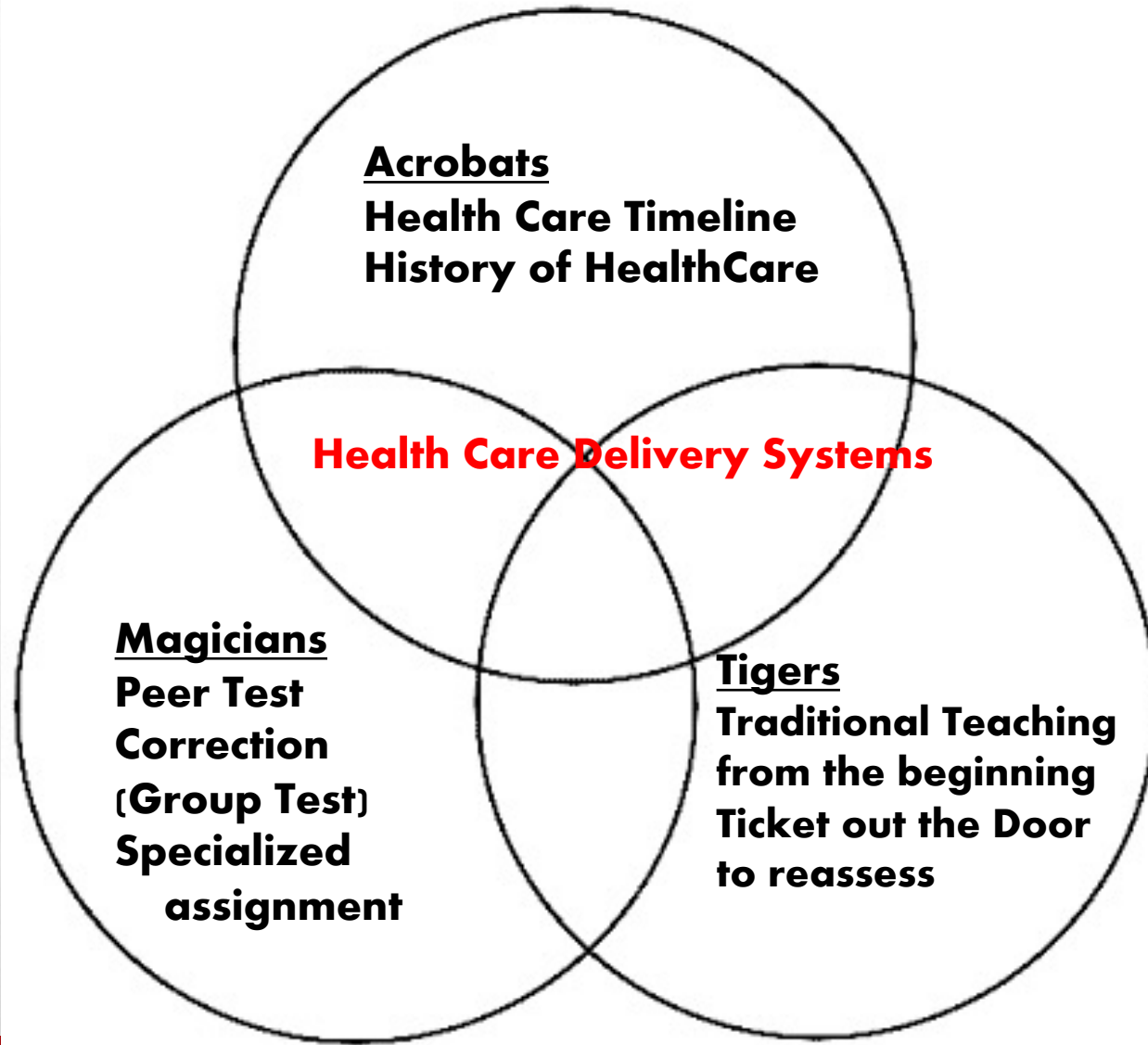
## AFTER

PREPARE FLIPPED VOCABULARY QUIZ

MEET STUDENTS WHERE THEY ARE

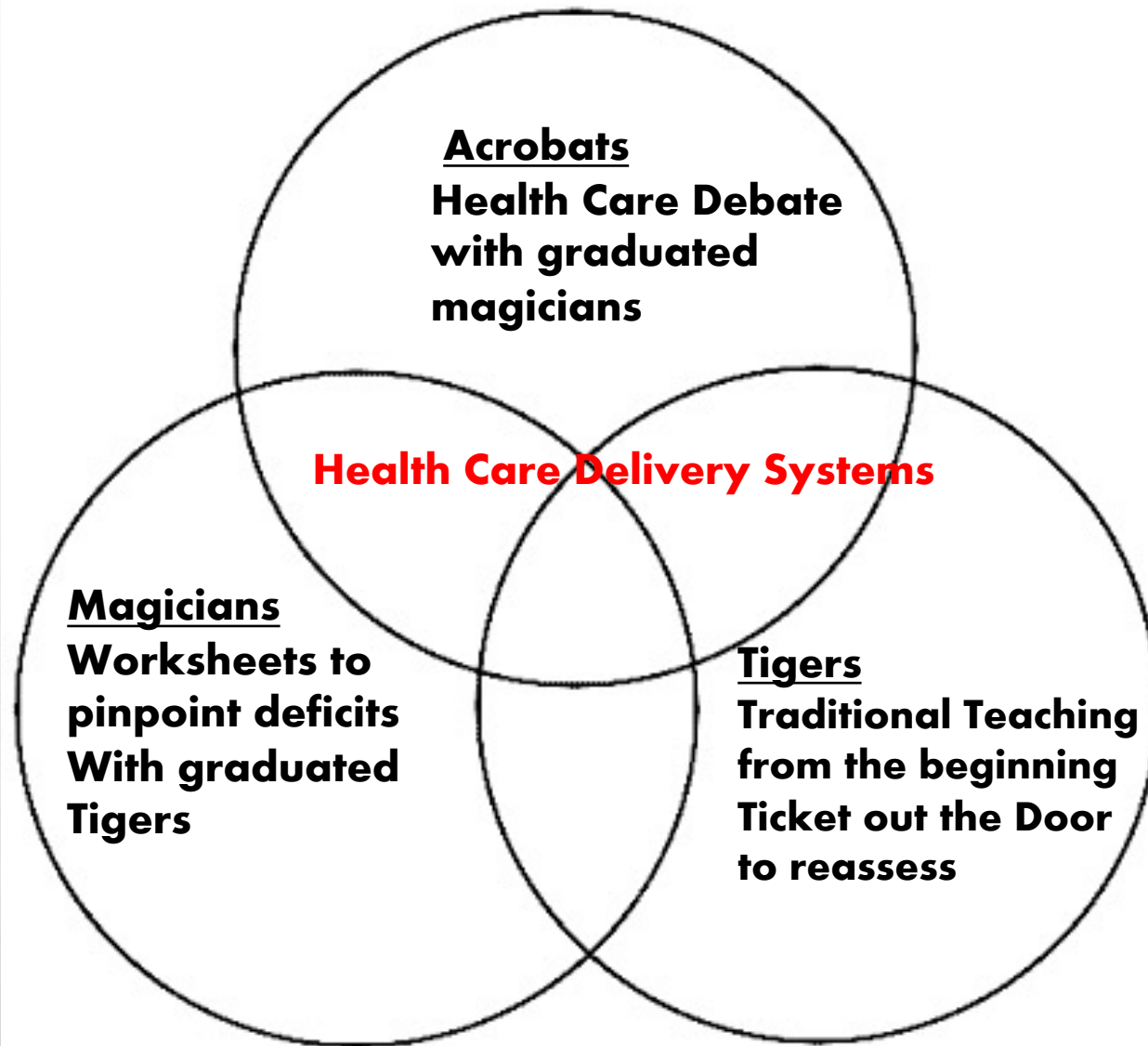
- GROUP 1- ANOTHER INDEPENDENT ACTIVITY FOR TOMORROW EX- WATCH AN EPISODE OF MEDICAL SHOW FOR TERMINOLOGY
- GROUP 2- ANALYZE QUESTIONS MISSED
- GROUP 3- INTENSE ONE ON ONE

# Teach: Day 1 of 5

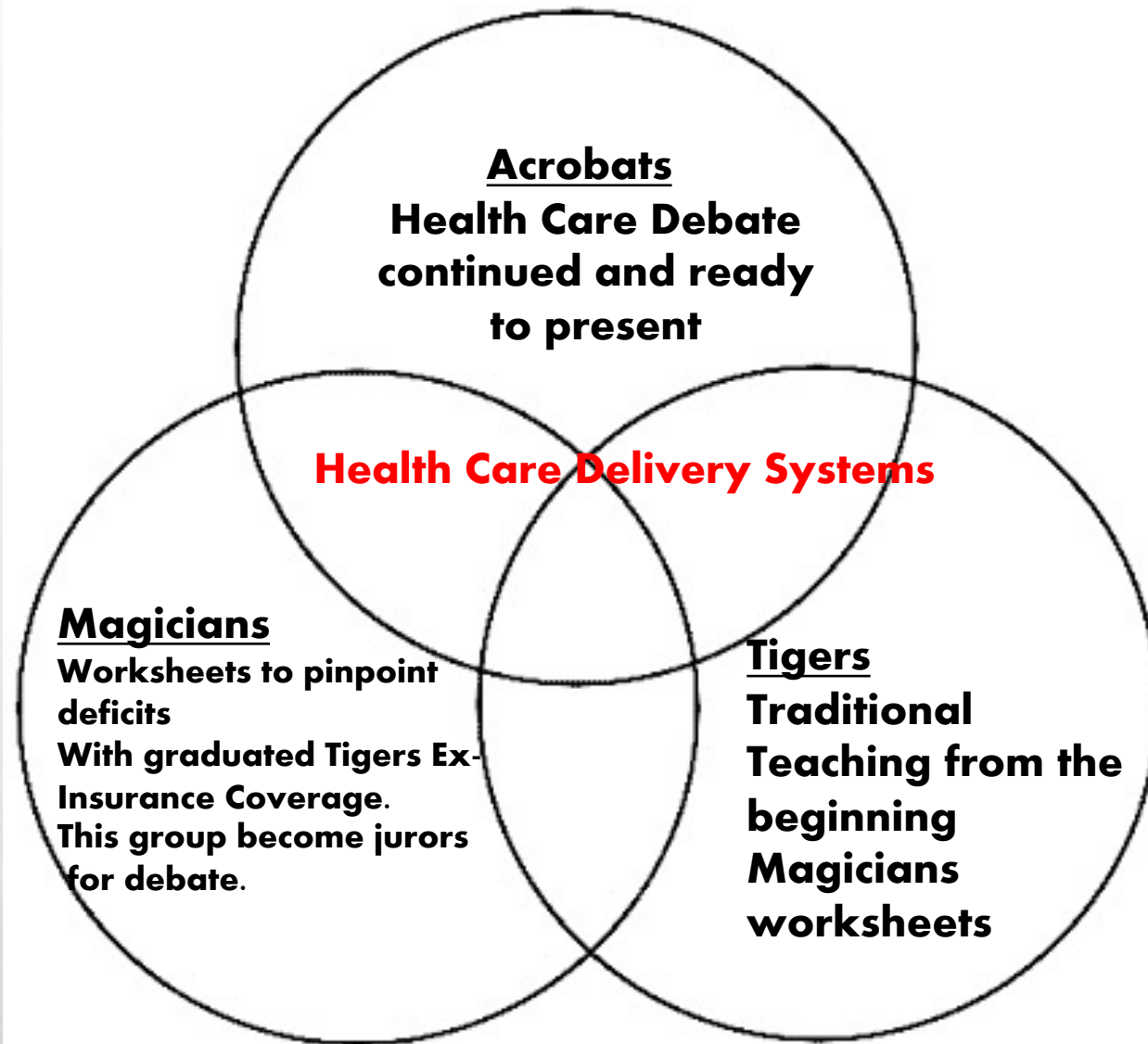




# Day 2 of 5



# Day 3 of 5



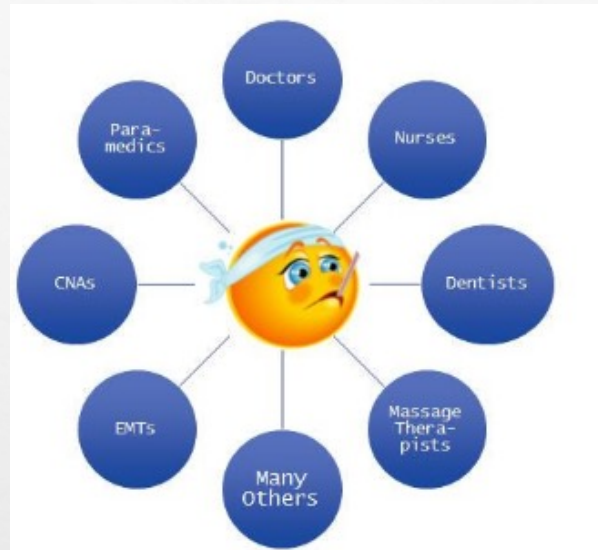


# DAY 4 OF 5



## KNOW

STUDENTS PLACE STICKY NOTES ON BOARD OR GIANT POSTER ABOUT WHAT THEY ALREADY KNEW



## WANT TO LEARN

STICKY PLACE NOTES WHERE THEY STILL HAVE QUESTIONS  
ABILITY TO ADD/BUILD ON UNIT INTEREST  
TEST TAKING POINTERS



## LEARNED

AFTER READING, WRITING, VIDEOS, MANIPULATIVES, ETC. WRITE WHAT THEY LEARNED AFTER COMPLETING MODULE 4 OR CONCEPT

# DAY 5: SUMMATIVE ASSESSMENT

KAHOOT



QUIZLET



ZIPGRADE



Easily graded  
Deficit clearly identified  
Minimize reteaching



# PAT DONE- NOW WHAT?

- ADDITIONAL ASSIGNMENTS TO ADDRESS DEFICITS
- PEER TEST
- EDPUZZLE/PREASSESSMENT FOR NEXT UNIT
- HOW DO STUDENTS RETAIN THIS?

# INTERACTIVE NOTEBOOK

- WHAT? STUDENT CREATED INDIVIDUAL “REVIEW TEXTBOOK”
  - SKILLS/COMPETENCY SHEETS
  - LABS
  - MODULES
  - FOLDABLES
  - SCRAPBOOK
  - GUIDED NOTES
  - SUMMATIVE AND FORMATIVE EVALUATIONS
  - HOSA/SKILLSUSA



# INTERACTIVE NOTEBOOK SETUP

- ✓ TABLE OF CONTENTS
- ✓ ORGANIZATION AND RULES
- ✓ MONDAY MAYBES/ FRIDAY FAVORITES
- ✓ TEST PRACTICE (BEFORE AND AFTER)
- ✓ SELF REFLECTION
- ✓ GRADE SHEET

**“OWNING” OF  
LEARNING IS  
PLACED ON  
THE STUDENT**





# FOLLOW US ON SOCIAL MEDIA

## MEDICAL SCIENCE 101 FOR HOMESCHOOL STUDENTS



Dr. Ellen Katzowitz is a recently retired educator who taught Medical Science, Biotechnology, and Internship in a magnet program. She has dedicated her life to helping her students pursue a career in healthcare. She has been the inspirational force in many of her students achieving their goals of becoming physicians, dentists, nurses, physical therapists, and even hospital administrators. She is eager to share her knowledge with your children. Dr. Ellen Katzowitz has a Doctor of Education from the University of Georgia.

Dr. Erika Ijames-Wilson has over 25 years of experiences in the science classroom and in a leadership role in high school. She has taught biology, physics, chemistry, zoology, and anatomy, just to name a few. She has taught valedictorians to students with special needs. Her years in leadership have allowed her access to college administrators looking for the ideal candidates for their institutions. She is an expert on college scholarships and the successful transition from high school to college.

- YOUTUBE VIDEOS, FACEBOOK, & WEBSITE @  
E2 EDUCATIONAL EXPERIENCES
- WEBSITE  
ESQUAREDHOMESCHOOL.COM
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# THANK YOU for coming to our webinar