

Course: 5883 Textbook:Introduction to Medical Terminology Publisher:Cengage ISBN:9781133951742

Criteria: Curriculum					
1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding	1	2	3	4	Evidence
The program is closely aligned with the CTE Standards.				X	All standards are covered thoroughly
Standards and learning targets are clearly defined in each lesson.				X	Objectives are clearly presented at the beginning of each section.
The content is carefully sequenced to maximize deep learning.				X	Materials is broken down and then developed into more rigorous manner.
Lessons are made up of engaging activities and tasks that are rigorous and worthwhile, providing multiple entry points for all students.				X	Each chapter provides questions as well as case studies.
There is a balance of conceptual understanding, skill, application, and opportunity for reflection.				X	Key points are listed throughout the chapter
The text is engaging with effective use of primary sources and/or meaningful connections.				X	Connections are made throughout the chapters and each provides case studies.
Score for Curriculum					24

Additional Comments:

Criteria: Instruction					
1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding	1	2	3	4	Evidence
Instruction is balanced among conceptual understanding, skill, and application,				X	Chapters are presented with diversity.
Communication is a focus of the program- i.e. understanding is developed through classroom discourse, visuals and reading/writing.				X	Questions with case studies for discussion are available.

Lessons include questions that are aligned with standards and that encourage students to think deeply about a topic and defend their claims.				X	Questions are aligned with standards
There is a range of support to accommodate the varying levels of students' abilities.				X	Resources available to help students learn with various manner
Instruction is presented to meet various learning styles of students.				x	There are varied instructional options throughout the chapters.
There is an appropriate balance of depth and breadth of content coverage.				x	Content starts with basic learning and progresses to deeper learning.
Score for Instruction 24					

Additional Comments:

Criteria: Assessment					
1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding	1	2	3	4	Evidence
Assessment is aligned to the instruction.				X	Assessment questions at the end of the chapter reflect material presented in chapters.
Assessment reflect the rigor of the CTE				X	Rigor is matched to CTE rigor.

assessments.					
Ongoing/formative assessments are strategically placed within lessons and units to inform instruction.				x	Practice assessments are provided intermittently throughout the chapter to assure that students are meeting learning objectives.
Assessments are provided in a variety of formats and mimic the functions and formats (i.e. multiple choice, short answer, open-ended, technology enhanced).				x	All varieties of assessments are presented.
Assessments are well organized and easy to use.				X	Each chapter ends with assessments and provides additional options as well.
Performance-based and Constructed Response assessments that allow students to apply concepts, skills, reasoning, and problem-solving are provided.			X		Other than case student options, most assessments are basic memory.
A test generator is available that allows teachers to generate tests and manage student data.				X	Tests provided to instructors.
Score for Assessment 27					

Additional Comments: