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| **Learning Objective** | **Potential Formative Assessment Technique** | **Potential Summative Assessment Technique** |
| Conduct an assessment and compile a report of findings, following professional principles. | Provide a simulated assessment protocol to the class and ask small groups of students to work together to submit the report based on what they learned in class and the information found in the simulation. Share feedback to the full class either in a synchronous discussion or asynchronous post – highlighting examples of sections of the report that were particularly well done by different groups.  Provide a partially completed report with opportunities for students to fill in sections based on what was learned during that class period – providing quick feedback on those sections using a rubric.  While teaching about interpreting assessment results and writing this form of report, students keep a running project going with a provided set of assessment data. After learning about each section of the report, students complete that portion in the ongoing example. Quick feedback can be provided as a group (synchronously or asynchronously) - highlighting areas that (in general) you noticed that needed improving and highlighting examples of well-developed sections from the current or previous classes. | Students submit a full report that is graded with a rubric for effective use of professional principles and assessment techniques taught in the course. This can be done individually or in small groups. The rubric can be made available in advance. |
| Respect different perspectives and communicate effectively with diverse groups of people. | Watch video clips that show interactions among diverse groups of people in real-life settings, cinema, simulations, etc. Students identify examples and non examples of people in the videos respecting different perspectives and communicating effectively. (Note, this is not an exact practice of the objective – but one step removed. They are watching others rather than practicing themselves. Not ideal – but at times – may be the best option. | Establish times to observe students as they communicate in specific instances that require a respect for different perspectives – feedback provided with a rubric.  In group projects, include this as one of the elements of the feedback rubric group members submit about one another. |
| Describe the basic structure and function of nucleic acids. | Online auto-graded quiz questions. Counts for small part of class grade. Students can take multiple times.  Breakout groups in synchronous class – practice with a partner | Open ended test question, graded with rubric.  Develop graphic (structure) with annotations (functions)  Develop a skit, song, video, TikTok, demonstration, etc. … all graded with the same rubric |
| Understand, discuss, and analyze the concept of contextualized language instruction. | Discuss and analyze in a discussion board dialogue – feedback given to full group at the end – highlighting especially well-developed comments/responses in the feedback summary. | Written assignment requiring students to discuss and analyze contextualized language instruction (open ended essay, discussion board, paper, etc.)  Presentation (video, multimedia, animated video, etc.) graded with a rubric |
| Distinguish the major anatomical structures visible with imaging approaches such as X-ray, Ultrasound, MR  and CT scans. | Provide video or images from each device, and have students identify, diagram, label, etc the major anatomical structures visible. After doing so, they can check their own responses with a provided key.  Game (e.g. Kahoot) during synchronous class | Written or oral test that requires hands on utilization of these imaging approaches and distinguishing major anatomical structures when doing so.  Presentation (individual or group) that requires students to distinguish structures visible while the equipment is being used. |