

WebXam pretest and goal setting

Your goal: Take an ungraded baseline WebXam pretest for 072040 Human Anatomy & Physiology to see where you start, then set a mastery goal and reflect on week 1.

One product: Baseline WebXam pretest complete (ungraded) + a written mastery goal and a two-routine reflection.

Question: How can I set an honest goal when my real baseline result is not available?

Start the work

Use the matching rule, note only checks you perform, and ask for missing safety or access directions before starting that work.

1. Give a neutral Rose and Thorn reflection and name one specific skill. Read H1/E1 and record any needed session or policy confirmations.
2. Your HBS exam is 072040 Human Anatomy and Physiology. Follow the teacher-authorized baseline pretest route and permitted aids. If it is unavailable, complete the directed written preparation without reporting a test result.
3. Use E2 to write a semester mastery goal from permitted actual feedback, or the one-week S1 fictional practice goal if no result is available. Do not do both.
4. Record two routines and one question. Use the check for your branch and keep actual feedback private.
5. Save the goal and reflection. Follow the confirmed assignment route; written practice does not count as taking the actual pretest.

If the enrolled assignment is unavailable, open Schoology and ask the teacher for the correct assignment. Save the dated preparation. Use the provisional fictional goal for practice; write a result-derived goal only from a real result the teacher permits you to review.

Words you will use

baseline

A starting record before instruction.

score

A report of performance under stated conditions.

ungraded for correctness

Correct answers do not determine the classroom grade for the stated task.

pretest

An assessment used before instruction.

assessment

A task used to gather evidence about learning.

WebXam

The assessment system named in today's local lesson; the actual HBS exam route needs teacher confirmation.

exam code

An identifier used to distinguish an assessment.

mastery

Meeting a stated standard for a skill.

skill

An action you can demonstrate.

goal

What you aim to be able to do.

evidence

A record supporting a claim.

criterion

A written requirement used to check work.

observation

Something actually noticed in a record.

need

What a design should help someone do.

limit

What the available record cannot establish.

provisional

Subject to change when better evidence arrives.

result-derived goal

A goal based on a genuine permitted assessment result.

routine

A repeatable set of actions.

cue

A prompt for recall.

recall

Bringing an idea to mind.

revision

A change made after checking work.

reflection

A review of experience used to choose a next action.

Next action

A specific action to take after identifying the evidence or input you need.

confirmation

Actual evidence that an action occurred.

submission

Sending work to the assigned destination.

allowed aid

A tool or resource permitted by the real assessment rules.

boost

A grading adjustment mentioned by the dated lesson whose actual policy is unconfirmed.

uncertainty

Something the available evidence does not settle.

anatomy

Study of body structures.

physiology

Study of how body structures function.

H1: Today's written preparation

Today's objective, product and five steps describe the intended lesson. The teacher must confirm the real assessment route before those steps can be carried out. This page supplies original, non-exam practice only.

A baseline is a starting record before instruction. A score reports performance under stated conditions. Ungraded for correctness means correct answers do not determine a classroom grade for that task. It does not mean there are no correct answers.

A skill is an action you can demonstrate. Mastery means meeting a stated standard for that skill. A goal names what you aim to do. Evidence is the record that supports a claim.

For Rose and Thorn, name one good thing and one hard thing about week 1. You may use a neutral class-routine example; no personal disclosure is needed.

Answer both opening questions: why take a baseline seriously when correctness is not graded, and what one specific skill do you want to develop? Use the distinction above when answering the first question.

The teacher selects today's route. For no result, complete all six written tasks below. For the actual test, use H1/E1 before testing, E2 for your real goal afterward, then R1 and P1.

The actual-test route does not require S1, M1 or the fictional goal. Keep your genuine goal and feedback on the teacher-approved private route. No prior reading is assigned.

E1: Confirm the real assessment first

Today's lesson names 072040 Human Anatomy & Physiology. The teacher must confirm that it is the district-assigned exam.

Today's lesson describes an ungraded baseline and mentions mastery plus a boost. Ask the teacher to confirm the actual session, code, grading policy and any boost. This page supplies no boost formula or grade guarantee.

Also confirm allowed aids, what to do with unknown items, and the rules for interruptions or resuming. Today's step says to skip unknown items; do that only if the teacher's actual test rules allow it.

Use only the teacher-approved assessment route. This exercise contains no WebXam questions, answers or actual results. Do not copy secured questions or put a name, score, account detail or private record into a general chat.

Ask the teacher when and how to take the real pretest if its session is unavailable. The teacher decides what work fits that reserved time. Written preparation does not count as taking the pretest.

E2: A rule for a useful goal

A criterion is a written requirement used to check work. An observation is something actually noticed in a record. A provisional goal can change when better evidence arrives.

Use this sequence: identify a visible gap, choose one skill, state a criterion, plan practice, and name a time and method for a check. A limit states what the record cannot prove.

Use this sentence frame: By [time], I will [specific action]. I chose this because [record ID and observation]. I will practice by [action and schedule]. I will check by [method and criterion]. This is provisional because [missing evidence].

For the fictional practice below, choose a deadline within one week and two short practice sessions. These are exercise choices, not new classroom deadlines. One practice record cannot prove a person's overall ability or exam readiness.

For the actual semester goal, begin: by the end of this course I will be able to. Choose a skill from permitted real feedback, with a practice plan and teacher-confirmed check. Do not copy private feedback here.

S1: Fictional HBS skill record for your decision

S1 is wholly invented non-exam practice. It concerns organizing a design note, not medical care or an actual learner. No test score is supplied.

The task criterion requires three labeled parts: observation, need and limit. An observation reports what was noticed. A need names what a design should help someone do. A limit states what is not yet known.

Supplied situation: in a fictional clinic diagram, a sign is behind a tall cabinet. The drawing shows neither visitors nor their behavior. No waiting times or health outcomes were measured.

Invented draft: Observation: the cabinet blocks the sign in the drawing. Need: make the sign visible from the entrance.

Review method: compare each labeled part of the draft with the three-part criterion and name any part that is absent. Nothing in this record shows a WebXam result, a real clinic problem or a medical effect.

Choose one skill goal from this gap. Cite S1, state the missing criterion, plan two short practice sessions, and describe a check within one week. Explain why it remains a provisional practice goal.

R1: Keep two routines and one question

A routine is a repeatable set of actions. A cue prompts recall; recall means bringing an idea to mind. Revision means changing work after a check.

Routine menu: after class, write one cue question, answer from memory, check the supplied notes and revise. Before a submission, match the course and assignment, check the intended file, then look for actual confirmation.

Name two routines from week 1 that you will keep, when you will use each, and what each helps you do. If you have not used two yet, label the missing one planned rather than retained.

Write one unresolved question. It may concern an assessment rule, assignment route or course skill. Do not include private test content. The fictional menu gives usable choices without claiming you already performed them.

Q1: Solo check and recovery

No-result route: check your S1 goal against five fields: skill and deadline, record evidence, criterion, practice plan, and checking method. Add the limit. Repair a missing field before finishing.

Answer: what does a baseline help describe, and what does ungraded for correctness mean? Answer check: compare your answer with H1's score and grade distinction. Actual local policy still needs confirmation.

Correct this claim: My practice goal proves I finished the pretest. Answer check: name what the practice goal actually shows, then name the evidence that actual pretest completion and a result-derived goal would need.

If stuck on S1, begin: within one week I will be able to. Name one visible action from S1 and finish the full goal using E2. The actual semester mastery goal needs genuine permitted feedback.

If interrupted during a real assessment, ask the administrator how to resume. For extension, use only teacher-permitted topic feedback to discuss skipped topics and a possible future unit. Use that extension only with feedback the teacher permits you to review.

Actual-test route: check that your genuine goal names a skill, permitted evidence basis, practice plan and teacher-confirmed check. Keep it private. Then complete R1 and P1; the S1 checks do not apply.

P1: Check your evidence and next actions

Use six short rows: written S1 practice, reflection and question, actual pretest, permitted result review, actual result-derived goal, and Schoology submission. Note a check you performed or a specific next action. Give a brief evidence pointer for your check or a specific next action.

On the actual-test route, mark S1 not assigned. On the no-result route, ask for the actual task or permitted result before using it. Add brief checks or next actions as you work; review them at closing without copying goals or private results.

If no result is available, write: ask for the actual pretest or permitted result before writing a result-derived goal. The S1 goal is provisional fictional practice. When the teacher provides permitted feedback, make a separate personal goal through the approved private route.

Today's directions say the pretest records automatically. The teacher must confirm actual completion and recording; saving this page supplies neither. Do not invent a score or screenshot.

The assignment is Wk2 WebXam practice: WebXam pretest and goal setting. Use your enrolled HBS section and confirm the current assignment before uploading. Save locally if the route is unavailable.

The recorded routes are HBS 1292: <https://app.schoology.com/assignment/8544531721/info> and HBS 6792: <https://app.schoology.com/assignment/8544531736/info> . These identify different sections; they do not prove current access or submission.

The intended submission is the genuine goal and reflection. Keep the pretest's own completion record separate. The folder is Class Records. Nothing new in myPLTW is assigned today, and no homework is due before this class.

January 25 is the preceding safety lesson. January 27 is catch-up; January 28 is the next course launch. Ask the teacher how to address earlier work you still need.

M1: no-result route model for a different non-exam skill goal

Use this model only on the no-result route. The actual-test route uses your genuine permitted feedback and does not require this fictional example.

This invented model concerns checking a notebook route. Its criterion is to record the course, assignment description and intended file before submission. Model record M1 shows course and file, but no assignment description.

Model goal: within one week, I will record all three route checks on two fictional notebook examples. M1 lacks the assignment-description check, so that is my practice target.

Model plan: on two separate days, spend three minutes making a course, assignment-description and file checklist from paper route cards. Compare each finished list with the three-part criterion. If a part is absent, revise it and check again.

Model limit: this is provisional practice. No real upload or exam result is supplied. The goal cannot establish my pretest completion or exam readiness.

Apply the goal structure to S1 yourself. M1's route-check target does not address S1's own gap.

Try the decision

On the no-result route, what does a completed S1 goal support?

- The model supplies written goal practice; ask for the real pretest and permitted result before writing its result-derived goal.
- Completing every field in the fictional goal establishes that the real pretest is complete.
- Missing S1 content proves low ability on the district exam, without needing an actual test result.

Explain your choice using the reading. Discuss it or say it to yourself. This practice does not add another submission.

Your 80-minute flow

0–6 minutes	Give a neutral reflection and name one specific skill.
6–15 minutes	Read H1/E1 and record the needed confirmations. No prior reading is required.
15–55 minutes	Follow the real authorized assessment route, or use H1 through Q1 for written preparation as directed.
55–70 minutes	Use E2 to write a genuine semester goal from permitted feedback, or the one-week S1 practice goal if no result is available. Do not do both.
70–80 minutes	Record two routines and one question. Use the check for your branch and update the brief checks and next actions already started. Keep actual feedback private.

Your response record

Use these labels on paper or in your document. The space below also works when this page is printed.

Both routes: opening questions

Complete Rose and Thorn and both H1 opening questions. Give one specific course skill.

Read H1's score and grade distinction first. Neutral class examples are enough.

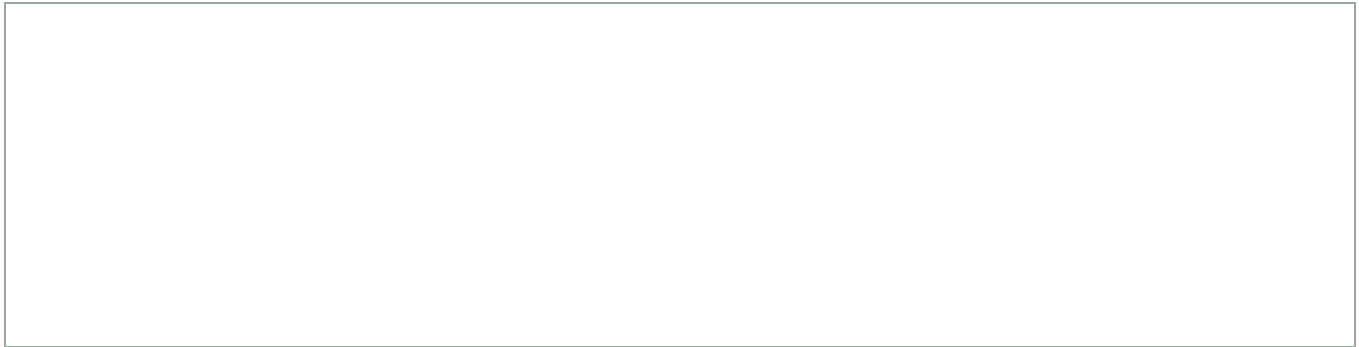
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Both routes: confirm the assessment boundary

Use E1 to explain why 072040 still needs teacher confirmation. Name four confirmations needed before the actual session.

Use code/session, aids, skipping/resuming, and grading/boost. Do not choose an exam or supply a score.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

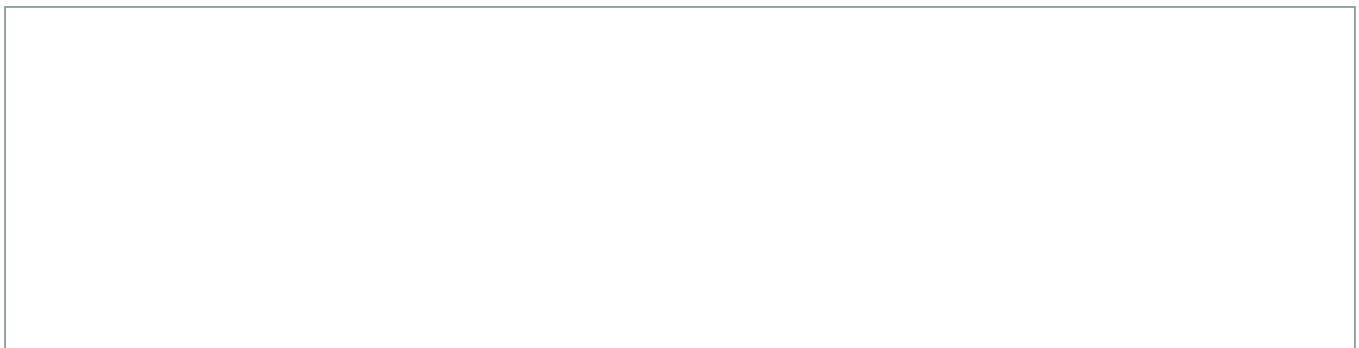


No-result route only: build an S1 practice goal

No-result route only. Use S1 and E2 to write all five goal fields and a limit. Include two practice sessions and a check within one week. The actual-test route does not require this task.

Use M1 for the structure, then select S1's own missing criterion.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Both routes: two routines and a question

Use R1 to name two routines, when you will use each, and why. Add one unresolved question.

Mark a routine planned if you have not used it. Keep test content private.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

No-result route only: solo check and repair

No-result route only. Complete Q1's five-field check, baseline question and false-completion correction. Revise one gap or explain why all fields are supported. The actual-test route does not require this task.

The supplied answer checks support solo work; they do not give actual exam answers.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Both routes: note checks and next actions

Use P1's six short rows for checks and next actions as you work, then review them at closing. Mark S1 not assigned on the actual-test route. On the no-result route, ask for the actual task or permitted result before using it.

Do not put private scores, names, credentials or secured items on this page. Save locally if the route is missing.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

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Check your product

- On the no-result route, the S1 goal identifies the missing criterion and supplies all five fields plus a limit.
- Two routines and one question are recorded honestly.
- Follow the teacher's actual exam directions. Review only a permitted result and use that result for its goal; check Schoology after uploading.
- On the actual-test route, use genuine permitted feedback for the semester goal on the private route. S1 and its checks are not required.

Keep the limit: Original non-exam preparation supports practice goal writing only. It cannot select the district exam, provide actual results, confirm administration or grading rules, complete the real pretest or replace a genuine result-derived goal.

Turn in your work

Submit the genuine goal and reflection to Wk2 WebXam practice: WebXam pretest and goal setting. HBS 1292: <https://app.schoology.com/assignment/8544531721/info> . HBS 6792: <https://app.schoology.com/assignment/8544531736/info> . Confirm your enrolled section and how this written preparation attaches. The folder is Class Records. The pretest has a separate completion record.

If the enrolled assignment is unavailable, open Schoology and ask the teacher for the correct assignment. Save the dated preparation. Use the provisional fictional goal for practice; write a result-derived goal only from a real result the teacher permits you to review.

[Section 1292: Wk2 WebXam practice: WebXam pretest and goal setting](#)

[Section 6792: Wk2 WebXam practice: WebXam pretest and goal setting](#)

Carry forward

Link a specific goal to observed evidence, plan a check and ask for missing results instead of inventing them.

Bring one specific skill goal, its evidence and a next action to the January 28 HBS course launch. What evidence will help you choose the next action toward your skill goal?

Sources and resources

[Open today's page](#)