



OHIO INFECTIOUS DISEASE BUREAU

WEBXAM 072130 · GENETICS OF DISEASE

Medical Interventions · take-home exam

FORM NO. WX-MI-PRE-01

SPECIMEN NO. 2026-09-

03

REV. 2026-27

PAGE ____ OF ____

FOR EDUCATIONAL USE

OHIO INFECTIOUS DISEASE BUREAU

CLINICAL SPECIMEN · SIMULATED

WEBXAM PRETEST DEBRIEF AND STUDY PLAN

Take-home exam · 100 points · Assessment category

OFFICIAL

ASSESSMENT · 100 POINTS

GRADED ON COHERENCE, NOT ON YOUR SCORE

DUE TUESDAY, SEPTEMBER 8, 11:29 PM IN SCHOOLGY

DIRECTIONS, IN PLAIN ENGLISH

SEC 00

Earn 100 points with a **coherent study plan**, a plan whose parts fit together. Your pretest score cannot lower this grade. Use available evidence to choose three concepts, practice each one, and check your progress.

Start with your private WebXam report in Schoology. If you have not tested, use the **SIMULATED report** linked on the portal lesson. Label its numbers "simulated." Revise your plan in class after your make-up test. If you cannot find your report, tell me; do not use someone else's.

What you turn in. One PDF, built from the Google Doc template linked on the portal day page, with these five parts in this order: (1) your baseline, (2) three priority concepts with evidence, (3) your weekly routine, (4) your graphs and growth line, (5) your checkpoints and proof. Name the file: *FirstName LastName - WebXam Pretest Debrief and Study Plan - 2026-09-03.pdf*. Put the same line in the document header.

Test security. Do not copy, photograph, or share any test question. Use only the scores and broad concept areas actually provided in your report. Mark absent fields "not reported"; do not guess.

THE TEST YOU ARE PLANNING FOR

SEC 01

WebXam 072130 is this course's end-of-course test. A score of **65 percent** passes. I will announce the testing date. Each weight shows about how much of the test covers that domain.

DOMAIN	NAME	WEIGHT	IN PLAIN ENGLISH
Domain 1	Molecular and Genetic Technology	about 58 of 100	DNA, genes, mutations, testing methods, gene therapy
Domain 2	Culturing	about 16 of 100	growing and identifying microorganisms
Domain 3	Laboratory Standard Operational Procedures	about 14 of 100	aseptic technique, reagents, protocols
Domain 4	Biotechnology Research and Experiments	about 11 of 100	investigations, data, statistics

Test weights are not your results. Name a lowest domain only when your scores support it.



Choose a resource you can open and name a specific action. If a resource will not open, use your class notes or ask me for help.

CATEGORY	YOUR CHOICES
1. Baseline (what your report says)	Copy the total and domain percentages actually reported. Mark missing fields "not reported," not zero or an estimate. Name the lowest domain only if the scores support it; name the biggest-weight domain from the table above. Label simulated values "simulated."
2. Priority concepts (choose three)	If scores identify your two weakest domains, choose one concept from each plus one of your choice. Otherwise choose three course concepts and label them "practice priorities, not report-identified weaknesses." Use broad concept names from the report or course menu, never test questions. For each, give one sentence of evidence from available report data or classwork.
3. Resources (choose one per concept)	The portal day pages and guided notes. The printed pack, SEC 02 Background and briefing. The lab simulations (ELISA, Serial Dilution, Kirby-Bauer Disk Diffusion, Gel Electrophoresis, Microarray). The Anki flashcard deck for this course. The NotebookLM study guide. The lab manual procedures. Your Investigative Notebook.
4. Action (choose one per concept, from the 6 Rs)	Record a one-page Cornell note from the resource. Reduce it to ten flashcards. Review the flashcards from memory. Reflect : write what still confuses you. Recite : teach the concept aloud to someone in two minutes. Revise : redo a simulation or a practice set and correct your errors.
5. Schedule	A fixed day and time each week for each concept, at least 20 minutes, for example "Tuesday 7:00 PM, 20 minutes." Twelve weeks, from September 4 to November 27.
6. Target and growth line	A target score for the end of November of at least 65 percent. Graph reported baseline scores against the 65 pass line; leave unavailable bars blank. Draw the straight-line growth plan from week 0 to week 12, with the rate in points per week. Equal weekly gain is a planning assumption, not a promise.
7. Checkpoints and proof	October 2 (week 4) and October 30 (week 8). At each, one proof of learning you can show: a practice-set score, a photo of corrected flashcards, a teach-back recording, a simulation completion, or a self-check score. Write the score your line predicts at each checkpoint.
8. The honest limitation	One sentence naming the assumption your line makes (equal gain every week) and what you will change if the October 2 checkpoint comes in low.



Each criterion is scored on the descriptors below. A plan can score full marks with a low pretest score; the score is data, the plan is the work.

CRITERION	FULL (POINTS SHOWN)	PARTIAL (ABOUT HALF)	NOT YET (0)
A. Honest baseline 15 points	All available scores copied in percent; unavailable fields marked "not reported"; simulated values labeled. Lowest domain named only when scores support it; heaviest domain named from the test table.	An available score omitted, a simulated value unlabeled, or a supported lowest-domain comparison omitted. Correctly marking an unavailable field "not reported" is not a deduction.	No baseline, or numbers that do not match the report.
B. Three priority concepts, each with evidence 20 points	Three concepts with one evidence sentence each. Use the two weakest domains when reported scores identify them. Otherwise label course concepts as practice priorities and use available report data or classwork as evidence.	Three concepts but one lacks evidence, or reported weak domains are ignored when available. Missing domain data alone is not a deduction.	Fewer than three concepts, or concepts copied from a classmate's report, or a test question quoted.
C. Weekly routine that fits the concepts 30 points	For each concept: one resource, one 6 Rs action, a fixed day and time, at least 20 minutes, and the action really practices that concept (a flashcard deck for vocabulary, a simulation for a procedure).	Routine present but an action does not fit its concept, a time is missing, or a resource is vague.	"Study more" with no resource, action, or time.
D. Graphs and growth line 20 points	Bar graph of available scores with the axis at zero and the 65 pass line; unavailable bars blank. Growth plan from week 0 to week 12 to a target of at least 65; rate in points per week with arithmetic shown; checkpoint predictions from the line.	Graphs present but an axis does not start at zero, the rate is missing, or a checkpoint prediction is not shown.	No graphs, or a target below the pass line.
E. Coherence and the limitation 15 points	The five parts agree: available evidence leads to concepts, concepts to actions, and actions to checkpoint proof. Plain English names equal gain as a planning assumption, not guaranteed growth, and a concrete change if October 2 comes in low.	Parts mostly agree but one contradicts another, or the limitation is generic ("I will try harder").	Parts do not connect, or no limitation.

Scoring note. Partial credit is awarded per criterion. A plan built from the simulated report can earn full marks; its baseline row must say "simulated" and the plan is rewritten after the make-up test.

