

# MEDICAL Terminology

**Contest Date:**

**Test Window: March 8-12, 2021**

**(Test MUST BE PROCTORED AT SCHOOL LOCATION)**

**Contest Link:**

<https://www.classmarker.com/online-test/start/?quiz=xca602593f6215ac>



(Only registered contestants for the 2021 SkillsUSA Ohio State Championships may take the test)

## PURPOSE

To evaluate the knowledge of medical terminology and abbreviations of an individual preparing for employment in the health occupation field and to recognize outstanding students for excellence and professionalism.

## ELIGIBILITY

Open to active SkillsUSA members enrolled in a health care science technology program. 3 contestants per region based on regional competitions, in accordance with the SkillsUSA Ohio Program Guidelines.



## CLOTHING REQUIREMENTS

Official SkillsUSA dress or business attire.

Men	Official red blazer or jacket, black dress slacks, white dress shirt, plain black tie with no pattern or SkillsUSA black tie, black socks and black shoes.
Women	Official red blazer or jacket; black dress skirt (knee length) or slacks with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone hose and black shoes.

**Note:** Contestants must wear their contest clothing to the contest orientation meeting.

## OBSERVER RULE

The contest is closed to observers.

## TOOLS PROVIDED BY CONTESTANTS

- #2 pencils (sharpened)
- Eraser

## SPECIAL INFORMATION:

No smart watches or phones are permitted during the contest.

## SCOPE OF THE CONTEST

### Knowledge of Performance

This contest involves successful completion of a written medical terminology knowledge test. Content for the test is based on the Core Standards from the National Health Care Core Skills Standards Project.

### Skills Performance

Contestants will demonstrate knowledge of medical word roots, prefixes, suffixes, medical word building and medical abbreviations by successfully answering the questions.

## Judging Criteria

See the Rubric for Medical Terminology for detailed description of each category.

## STANDARDS AND COMPETENCIES

### Ohio Technical Standards

number	description
1.1.1	Identify the knowledge, skills and abilities necessary to succeed in careers.
1.1.5	Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.1.7	Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
1.2.14	Use motivational strategies to accomplish goals.

### Ohio Academic Standards

#### English Language Arts

##### Reading

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.7	RI.9-10.2	Analyze informational text development. <ol style="list-style-type: none"> <li>a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details</li> <li>b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</li> </ol>
1.1.7	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
1.1.7	RI.11-12.2	Analyze informational text development. <ol style="list-style-type: none"> <li>a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.</li> <li>b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.</li> </ol>
1.1.7	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

##### Writing

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.5	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.1.5	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.1.1	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## Speaking and Listening

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.1	SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision- making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
1.1.7	SL.9-10.2	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
1.1.1	SL.11-12.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
1.1.7	SL. 11-12.2	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

## Mathematics

None identified.

## Science

TBD