

Medical Assisting Standards



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Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



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The development of Nevada career and technical education (CTE) standards and assessments is a collaborative effort sponsored by the Nevada Department of Education (NDE) Office of Career Readiness, Adult Learning, and Education Options. The Nevada Department of Education relies on educators and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. More importantly, the NDE would like to recognize the time and commitment by the writing team members in developing the career and technical standards for Medical Assisting.

Standards Development Members

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|---------------------------------|---|--------------------------------------|--|
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Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives, or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content, or (3) nationally recognized standards currently endorsed by business and industry.

The Medical Assisting standards were validated through active participation of business and industry representatives on the development team.

Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Medical Assisting program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalks and alignment sections of the document show where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Medical Assisting program perform learning activities that connect with and support the academic content standards that are listed. The crosswalks and alignments are not intended to teach academic standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Medical Assisting program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the skills needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard, and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, MA is the Standards Reference Code for Medical Assisting. For Content Standard 2, Performance Standard 3, and Performance Indicator 4, the Standards Reference Code would be MA.2.3.4.

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)***Performance Standard 1.1: Explore the History and Organization of CTSOs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law
- 1.1.2 Research nationally recognized CTSOs
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

Performance Standard 1.2: Develop Leadership Skills

- 1.2.1 Discuss the purpose of parliamentary procedure
- 1.2.2 Demonstrate the proper use of parliamentary procedure
- 1.2.3 Differentiate between an office and a committee
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

Performance Standard 1.3: Participate in Community Service

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity
- 1.3.3 Engage with business and industry partners for community service

Performance Standard 1.4: Develop Professional and Career Skills

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™
- 1.4.4 Participate in authentic contextualized instructional activities
- 1.4.5 Demonstrate technical skills in various student organization activities/events

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

- 1.5.1 Make a connection between program standards to career pathway(s)
- 1.5.2 Explain the importance of participation and completion of a program of study
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs

*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

CONTENT STANDARD 2.0: UNDERSTANDING THE MEDICAL ASSISTING PROFESSION**Performance Standard 2.1: Define Medical Terminology**

- 2.1.1 Define three-word elements used in medical terms
- 2.1.2 Define vocabulary for each body system, procedures, and processes
- 2.1.3 Describe accepted abbreviations used in healthcare
- 2.1.4 Write using correct medical terminology and abbreviations

Performance Standard 2.2: Demonstrate Knowledge of Human Anatomy and Physiology

- 2.2.1 Describe all major body systems
- 2.2.2 Explain the structures and functions of body systems
- 2.2.3 Discuss the impact of disease processes on each body system

Performance Standard 2.3: Describe the Medical Assisting Profession

- 2.3.1 Describe the duties and responsibilities of a medical assistant
- 2.3.2 Explain the personal and professional attributes of a medical assistant
- 2.3.3 Describe the educational processes for becoming a medical assistant in Nevada
- 2.3.4 Describe the elements for certification and registration in Nevada
- 2.3.5 Explain the professional organizations associated with medical assisting
- 2.3.6 Analyze employment opportunities for a medical assistant

CONTENT STANDARD 3.0: DESCRIBE GENERAL OPERATIONS IN THE MEDICAL ENVIRONMENT

Performance Standard 3.1: Implement Effective Medical Assistant Communication

- 3.1.1 Describe types of nonverbal and verbal communication
- 3.1.2 Define effective nonverbal and verbal communication
- 3.1.3 Analyze and identify the elements of the communication loop
- 3.1.4 Describe ways to promote effective and safe transmission of data
- 3.1.5 Identify barriers and solutions to effective and safe communication
- 3.1.6 Demonstrate effective and safe communication skills

Performance Standard 3.2: Identify the Healthcare Team

- 3.2.1 Define the health care team
- 3.2.2 Identify the members of the healthcare team
- 3.2.3 Summarize the duties and responsibilities of the health care team
- 3.2.4 Demonstrate an effective healthcare team
- 3.2.5 Describe the medical assistant role in the healthcare team

Performance Standard 3.3: Discuss Legal and Ethical Considerations

- 3.3.1 Define federal, state (Nevada Administrative Code and Nevada Revised Statutes), and local laws and regulations governing health care as it pertains to the scope of practice of a medical assistant (NRS 630.0129)
- 3.3.2 Explain standards for Health Insurance Portability and Accountability Act (HIPAA) regulations
- 3.3.3 Explore ethical considerations as applied to the medical assistant
- 3.3.4 Outline standards for harassment, labor, and employment laws in Nevada

Performance Standard 3.4: Maintain Medical Office Safety and Compliance

- 3.4.1 Apply professional standards for the use of Personal Protective Equipment (PPE) and standard precautions
- 3.4.2 Describe Occupational Safety and Health Administration (OSHA) regulations as they apply to healthcare
- 3.4.3 Describe how to comply with quality assurance

Performance Standard 3.5: Explore Diverse Patient Populations and Sensitivity

- 3.5.1 Define sensitivity to social and cultural differences to obtain competency
- 3.5.2 Define diverse patient populations
- 3.5.3 Describe how to recognize and respect diverse patient populations
- 3.5.4 Demonstrate understanding and display sensitivity to the needs of diverse patient populations
- 3.5.5 Integrate cultural diversity and sensitivity amongst the healthcare team

Performance Standard 3.6: Explore Special Needs of the Patients

- 3.6.1 Identify patients with physical, mental, cognitive, and social or other needs as it impacts the delivery of healthcare
- 3.6.2 Describe accommodations for patients with special needs
- 3.6.3 Describe safety issues related to patients with special needs
- 3.6.4 Demonstrate understanding and display sensitivity to patients with special needs

CONTENT STANDARD 4.0: UNDERSTAND ADMINISTRATIVE PROCEDURES**Performance Standard 4.1: Implement Communication Methods**

- 4.1.1 Identify other allied healthcare professionals associated with patient care
- 4.1.2 Discuss the role of a medical assistant as a liaison between healthcare provider and patient and other healthcare providers
- 4.1.3 Demonstrate professional telephone techniques and interpersonal skills
- 4.1.4 Demonstrate an appointment scheduling system
- 4.1.5 Discuss the role of a medical assistant as a patient advocate
- 4.1.6 Determine available local community and public health resources

Performance Standard 4.2: Identify Uses of Technology

- 4.2.1 Identify and operate basic office equipment (e.g., copy machine, computers, fax machine)
- 4.2.2 Research and troubleshoot the most common issues with basic office equipment
- 4.2.3 Discuss Health Insurance Portability and Accountability Act (HIPAA) in regard to file storage, communication, and security measures
- 4.2.4 Identify inappropriate use of social media in the medical field
- 4.2.5 Discuss workplace operations and security
- 4.2.6 Discuss both physical and electronic medical record organization and storage
- 4.2.7 Describe operations and use of equipment to be used by medical assistants
- 4.2.8 Demonstrate competency of electronic medical records (EMR) program systems

Performance Standard 4.3: Understanding the Medical Insurance Process

- 4.3.1 Identify different types of healthcare insurance coverage
- 4.3.2 Define common insurance terminology
- 4.3.3 Summarize billing, claims, processing, and fee schedules
- 4.3.4 Describe patient co-pays and deductibles
- 4.3.5 Prepare and process posting patient charges, super bill, encounter form, and claim form
- 4.3.6 Define International Classification of Diseases (ICD) and Current Procedural Terminology (CPT) codes

Performance Standard 4.4: Understanding Accounting Practices

- 4.4.1 Describe collection laws
- 4.4.2 Calculate and process balance sheets, day sheets, and ledger sheets
- 4.4.3 Calculate and process deposits, payroll, accounts receivable, accounts payable, and adjustments

CONTENT STANDARD 5.0: UNDERSTANDING CLINICAL PROCEDURES**Performance Standard 5.1: Implement Aseptic and Infection Control Procedures**

- 5.1.1 Describe and understand the chain of infection
- 5.1.2 Apply aseptic and infection control measures
- 5.1.3 Differentiate between surgical and medical aseptic procedures
- 5.1.4 Define standard precautions
- 5.1.5 Demonstrate standard precautions procedures
- 5.1.6 Identify the regulations of the Centers for Disease Control and Prevention (CDC) including Bloodborne Pathogen Standards
- 5.1.7 Outline procedures for biohazard and waste disposal

Performance Standard 5.2: Explain the Patient History and Documentation Process

- 5.2.1 Identify components of a comprehensive medical history
- 5.2.2 Utilize and demonstrate appropriate patient interviewing skills
- 5.2.3 Obtain a comprehensive medical history
- 5.2.4 Differentiate between charting methods used in the healthcare field
- 5.2.5 Apply accurate documentation on medical records
- 5.2.6 Recognize and implement legal documentation guidelines of medical records
- 5.2.7 Report and document changes in patient status

Performance Standard 5.3: Understand and Measure Vital Signs

- 5.3.1 Define vital signs
- 5.3.2 Explain why vital signs are measured
- 5.3.3 Summarize the normal ranges and characteristics of each vital sign
- 5.3.4 Describe factors influencing vital signs
- 5.3.5 Describe procedures for measuring vital signs
- 5.3.6 Practice vital sign measurements
- 5.3.7 Report and document vital signs
- 5.3.8 Compute conversions between different measurement systems

Performance Standard 5.4: Assisting With the Physical Examination Process

- 5.4.1 Identify the purpose and components of a physical examination
- 5.4.2 Prepare the patient and room for the examination
- 5.4.3 Follow procedures for patient safety and privacy during examination
- 5.4.4 Identify the necessary equipment for each examination
- 5.4.5 Describe the role of the medical assistant during examination
- 5.4.6 Outline post-examination procedures

Performance Standard 5.5: Assisting With Specialty Examinations and Procedures

- 5.5.1 Describe the role of the medical assistant in specialty examinations
- 5.5.2 Describe the role of the medical in office surgical procedures
- 5.5.3 Describe the role of the medical assistant in specimen collections and office laboratory procedures
- 5.5.4 Describe the role of the medical assistant in treatment procedures
- 5.5.5 Outline federal, state, and local laboratory regulations and safety procedure

Performance Standard 5.6: Understanding Basic Pharmacology

- 5.6.1 Identify the medical assistant role in medication and pharmacology
- 5.6.2 State the purpose of the “Rights” of drug administration
- 5.6.3 Identify classifications, actions, and use of medications
- 5.6.4 Calculate medication dosages using various systems of measurement
- 5.6.5 Identify different routes of medication administrations and delivery systems
- 5.6.6 Identify and report adverse reactions to medications
- 5.6.7 Identify the parts of a prescription and prescription writing
- 5.6.8 Describe prescription refill procedures
- 5.6.9 Outline duties and responsibilities associated with dispensing and administering medications
- 5.6.10 Participate in patient education
- 5.6.11 Identify and report medication administration errors

Performance Standard 5.7: Explore Complementary and Alternative Medicine

- 5.7.1 Research the role of nutrition in patient care
- 5.7.2 Define complementary and alternative medicine
- 5.7.3 Outline different types of complementary and alternative medicine
- 5.7.4 Demonstrate patient education and use of complementary and alternative medicine within the scope of a medical assistant

CONTENT STANDARD 6.0: PREPARE FOR MEDICAL OFFICE EMERGENCIES

Performance Standard 6.1: Responding to Patient Emergencies

- 6.1.1 Summarize patient medical emergencies
- 6.1.2 Discuss patient psychological and behavioral emergencies
- 6.1.3 Demonstrate medical emergency management as it relates to the medical assistant
- 6.1.4 Discuss intervention techniques for psychological and behavioral emergencies

Crosswalks and Alignments

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses.

Crosswalks (Academic Standards)

The crosswalks of the Medical Assisting Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Medical Assisting program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Medical Assisting Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Medical Assisting program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Medical Assisting Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Medical Assisting program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Medical Assisting Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Medical Assisting program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Medical Assisting Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

**Crosswalk of Medical Assisting Standards
and the Nevada Academic Content Standards**

Content Standard 1.0: Integrate Career and Technical Student Organizations (CTSOs)

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 1.1.1 | <p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.2 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> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| 1.1.2 | <p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.2 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> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 1.1.3 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 1.2.1 | <p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.2 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> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| 1.2.4 | <p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.2 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> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| 1.2.5 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| 1.4.1 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 1.4.2 | <p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.2 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> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 1.4.3 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 1.4.4 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |
| 1.4.5 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|---|
| 1.5.2 | <p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a 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. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

Content Standard 2.0: Understanding the Medical Assisting Profession

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 2.1.1 | English Language Arts: Language Standards L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 2.1.2 | English Language Arts: Language Standards L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| 2.1.4 | English Language Arts: Language Standards L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| 2.2.1 | English Language Arts: Writing Standards W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 2.2.2 | English Language Arts: Writing Standards W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |
| 2.2.3 | English Language Arts: Writing Standards W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| 2.3.2 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 2.3.5 | English Language Arts: Speaking and Listening Standards SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) |

Content Standard 3.0: Describe General Operations in the Medical Environment

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 3.1.3 | English Language Arts: Speaking and Listening Standards SL.11-12.1c 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. |
| 3.2.1 | English Language Arts: Writing Standards W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 3.3.1 | English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |
| 3.3.2 | English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| 3.3.3 | English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 3.3.4 | English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| 3.4.2 | English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 3.5.1 | English Language Arts: Writing Standards W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 3.5.2 | English Language Arts: Writing Standards W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 3.5.4 | English Language Arts: Speaking and Listening Standards SL.11-12.1d 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. |
| 3.6.2 | English Language Arts: Writing Standards W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 3.6.3 | <p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> |

Content Standard 4.0: Understand Administrative Procedures

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 4.1.2 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 4.1.6 | English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| 4.2.2 | English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| 4.2.6 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 4.2.7 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 4.3.2 | English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |

Content Standard 5.0: Understanding Clinical Procedures

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 5.1.1 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Science: Science: HS. Life Sciences – HS. Structures and Function HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p> |
| 5.1.2 | <p>Science: Science: HS. Life Sciences – HS. Structures and Function HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> |
| 5.1.3 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> |
| 5.2.2 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> |
| 5.2.4 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> |
| 5.2.6 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> |
| 5.3.1 | <p>English Language Arts: Writing Standards W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> |
| 5.3.2 | <p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| 5.3.4 | <p>English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 5.3.5 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 5.3.7 | Math: Statistics and Probability – Making Inferences and Justifying Conclusions SIC.B.6 Evaluate reports based on data. |
| 5.3.8 | Math: Number & Quantity – Quantities NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 5.4.5 | English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 5.4.6 | English Language Arts: Writing Standards 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.) |
| 5.5.1 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 5.5.2 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 5.5.3 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 5.5.4 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 5.5.5 | English Language Arts: Writing Standards 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.) |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 5.6.4 | Math: Number & Quantity – Quantities NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 5.6.8 | English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 5.6.9 | English Language Arts: Writing Standards 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.) |
| 5.7.1 | English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.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. |
| 5.7.2 | English Language Arts: Language Standards L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 5.7.3 | English Language Arts: Writing Standards 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.) |

Content Standard 6.0: Prepare for Medical Office Emergencies

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 6.1.1 | English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| 6.1.2 | English Language Arts: Speaking and Listening Standards SL.11-12.2 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. |
| 6.1.4 | English Language Arts: Speaking and Listening Standards SL.11-12.1a 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. |

**Alignment of Medical Assisting Standards
and the Mathematical Practices**

| Mathematical Practices | Medical Assisting Performance Indicators |
|---|--|
| 1. Make sense of problems and persevere in solving them. | 5.3.7, 5.3.8 |
| 2. Reason abstractly and quantitatively. | 5.3.7, 5.3.8 4.4.2, 4.4.3 5.3.3 5.6.4 |
| 3. Construct viable arguments and critique the reasoning of others. | 1.2.1 4.1.1, 4.1.8 |
| 4. Model with mathematics. | 5.3.7, 5.3.8 4.4.2, 4.4.3 |
| 5. Use appropriate tools strategically. | 3.4.1; 4.2.1, 4.2.2, 4.2.6-4.2.8 |
| 6. Attend to precision. | 5.3.7, 5.3.8 4.4.2, 4.4.3 5.3.5-5.3.7 5.6.4 |
| 7. Look for and make use of structure. | 5.1.1-5.1.3 |
| 8. Look for and express regularity in repeated reasoning. | |

**Alignment of Medical Assisting Standards
and the Science and Engineering Practices**

| Science and Engineering Practices | Medical Assisting Performance Indicators |
|---|---|
| 1. Asking questions (for science) and defining problems (for engineering). | |
| 2. Developing and using models. | 2.2.2 |
| 3. Planning and carrying out investigations. | 4.2.2 5.3.7 |
| 4. Analyzing and interpreting data. | 4.3.3-4.3.5 4.4.2, 4.4.3 |
| 5. Using mathematics and computational thinking. | 4.3.3-4.3.5 4.4.2, 4.4.3 5.3.3-5.3.7 5.6.4 |
| 6. Constructing explanations (for science) and designing solutions (for engineering). | 5.1.1 |
| 7. Engaging in argument from evidence. | 3.5.1-3.5.4 |
| 8. Obtaining, evaluating, and communicating information. | 2.2.3; 2.3.1-2.3.5 3.1.3-3.1.6; 3.2.1-3.2.5; 3.3.1, 3.3.2; 3.4.2, 3.4.3 3.6.2, 3.6.3 5.2.5; 5.5.5 6.1.4 |

**Crosswalks of Medical Assisting Standards
and the Common Career Technical Core**

| Health Science Career Cluster | Performance Indicators |
|--|---|
| 1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career. | 2.3.3-2.3.6 |
| 2. Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system. | 2.3.1, 2.3.2; 3.2.1-3.2.5 |
| 3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace. | 3.4.1-3.4.3; 5.1.1-5.1.7 |
| 4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. | 3.2.1-3.2.5; 5.5.1-5.5.4 |
| 5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace. | 2.3.1; 3.3.1-3.3.4 |
| 6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare workplace. | 3.3.1-3.3.4; 3.5.1-3.5.5 3.6.1-3.6.4 |

| Therapeutic Services Career Pathway | Performance Indicators |
|---|--|
| 1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals. | 3.1.1-3.1.6; 3.5.4, 3.6.4 5.6.10, 5.7.4 |
| 2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care. | 4.2.6, 4.2.8; 5.2.6, 5.2.7 |
| 3. Utilize processes for assessing, monitoring, and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice. | 5.2.1-5.2.3; 5.6.8, 5.6.9 |
| 4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met. | 4.1.5; 5.6.10 |