Item Specifications

Standard: 10.0 Describe animal science and the role of animals in society.

Benchmark: 10.01 Describe animal science and the role of animals in society.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items will be limited to animal science, the role of animals in society, and/or the animal industry. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address animal science and roles in society.
Stimulus may examine what is animal science.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect the animal science and roles in society addressed in the stimulus.

Sample Item:

Animal science is the study of:

*	A.	the science and business of producing domestic livestock species, including but not limited to beef cattle, dairy cattle, horses, poultry, sheep, and swine.
	B.	the science of altering genetic and reproductive processes in animal.
	C.	the science of producing food and fiber from animals.
	D.	the systematic observation of natural events and conditions in order to discover facts about them and to formulate laws and principles based on these facts.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 10.0 Describe animal science and the role of animals in society.

Benchmark: 10.02 Locate and obtain informational materials on animal-related topics or issues.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items will be limited to the resources that are available on animal-related topics or issues.

Stimulus Attributes:

Stimulus may address animal issues at local level.
Stimulus may examine where to find locate information about animal issues.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.
Stimulus may contain data related to animal-related topic.

Response Attributes:

Responses may reflect the animal issues addressed in the stimulus.
Responses may contain names of places about where to find information about animal issues.
Responses may contain data gleaned from charts, diagrams, pictures, or graphs pertaining to animal-related topics.

Sample Item:

Item Specifications

Task: Locate (at least 3) sources of informational materials on the over-population of feral cats in the United States. Present an oral presentation of 3-5 minutes. The presentation should state where the student located the information and the sources that they found that had relevant information on the over-population of feral cats in the United States.

 Rubric:

4 Points   Student presents an oral presentation of 3-5 minutes in length. Student presents an oral presentation based on at least 3 sources of relevant information pertaining to the topic. Student articulates where they located the information that would be used to complete a report on feral cat over-population.

3 Points   Student presents an oral presentation of 3-5 minutes in length. Student presents an oral presentation based on at least 2 sources of relevant information pertaining to the topic. Student articulates where they located the information that would be used to complete a report on feral cat over-population.

2 Points   Student presents an oral presentation of 3-5 minutes in length. Student presents an oral presentation based on at least 1 source of relevant information pertaining to the topic. Student may or may not articulate where they located the information that would be used to complete a report on feral cat over-population.

1 Point   Student presents an oral presentation of 3-5 minutes in length. Student may or may not present an oral presentation based on at least 1 source of relevant information pertaining to the topic. Student may or may not articulate where they located the information that would be used to complete a report on feral cat over-population.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 11.0 Identify careers in the animal industry.

Benchmark: 11.01 Locate and obtain information on animal-industry careers and career opportunities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address information on animal-industry career opportunities.

Stimulus Attributes:

Stimulus may address careers in animal science.
Stimulus may examine different career types.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may include names of occupations in animal-industry careers.
Responses may include data pertaining to interpretation of charts, graphs, diagrams, or pictures.

Sample Item:

Which career is in the animal sciences area?

	A.	arborist
*	B.	chicken sexer
	C.	habitat specialist
	D.	botanist

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 11.0 Identify careers in the animal industry.

Benchmark: 11.02 Compare and contrast various careers in the animal industry including training requirements for entry and advancement in animal-industry careers.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the training requirements for entry and advancement in animal-industry careers.

Stimulus Attributes:

Stimulus may address training requirements for entry and advancement in animal-industry careers.
Stimulus may examine relationships among the training requirement for various careers in animal industry.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may address training requirements for entry and advancement in animal-industry careers.
Responses may include data pertaining to interpretation of graphs, charts, diagrams or pictures.

Sample Item:

Item Specifications

Stimulus: Considering a career in veterinary medicine, compare and contrast at least four similarities and four differences between the training, education, and advancement opportunities for a veterinarian and a veterinary technician. Compare and contrast the training, education, and advancement opportunities of a veterinarian and a veterinarian technician.

Rubric:

4 Points   Response includes a thorough understanding of the two career options. Response includes all aspects of training, education, and advancement opportunities in the comparison. Response is clearly written with few errors.

3 Points   Response includes a partial understanding of the two career options. Response includes aspects of at least two of the three areas of training, education, and advancement opportunities in the comparison. The writing is somewhat clear and has minimal errors.

2 Points   Response includes a minimal understanding of the two career options. Response includes aspects of at least one of the three areas of training, education, and advancement opportunities in the comparison. The writing is somewhat unclear and may contain multiple errors.

1 Point   Response includes a poor understanding of the two career options. Response may not include a comparison of the two career options. Response may not include aspects of training, education, and advancement opportunities. The writing is generally unclear and may have many errors.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 11.0 Identify careers in the animal industry.

Benchmark: 11.03 Examine professional organizations and trade journals in the animal industry.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should reflect information about professional organizations and trade journals in the animal industry.

Stimulus Attributes:

Stimulus may address professional organizations and trade journals in the animal industry.
Stimulus may examine different professional organizations and trade journals in the animal industry.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may include descriptions about professional organizations and trade journals in the animal industry addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.
Responses may include names of professional organizations.
Responses may include relationships among the types of professional organizations or professional trade journals.

Sample Item:

Which organization is designed for animal science professionals?

*   A.   The American Society of Animal Science
          B.   The American Animal Science Association
          C.   National Society of Science Professionals
          D.   Association of Animal Science Professionals

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.01 Practice safe procedures when working with animal-related equipment and in laboratory settings.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should reflect safety procedures when working with animal-related equipment and laboratory settings.

Stimulus Attributes:

Stimulus may address safe procedures when working with animal-related equipment.
Stimulus may examine safe procedures when working with animals in lab setting.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect the safe procedures when working with animal-related equipment addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

Which statement is true about any material taken from animals for laboratory examination?

*   A.   The animal material should be transported in approved leak-proof containers.
       B.   The material should be taken only in the presence of an OSHA representative.
       C.   All materials should be buried when experimentation is completed.
       D.   Anyone participating in the project can take animal materials.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.02 Practice safety precautions around animals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to safety precautions around large production animals.

Stimulus Attributes:

Stimulus may address safety precautions around animals.
Stimulus may examine safety precautions around animals.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect the safety precautions around animals addressed in the stimulus.
Responses may include data from graphs, charts, diagrams or pictures.

Sample Item:

In order to avoid potential safety hazards, how should you approach a horse?

	A.	from behind slowly
*	B.	from the left side by the front shoulder
	C.	from the right side by the back leg
	D.	from the side at a 90 degree angle

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.03 Discuss the impact of unsafe procedures.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items must be limited to unsafe procedures related to animal-related industry and service topics. Items may include a discussion of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address impact of unsafe procedures related to animal-related industry and service. Stimulus may examine unsafe procedures related to animal-related industry and service topics. Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may describe the impact of unsafe procedures addressed in the stimulus. Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

Stimulus: Safety procedures are designed to help keep workers safe. Describe four or more potential impacts if workers do not follow safety procedures in the workplace.

Rubric:

4 Points	Response includes a thorough and accurate description of four or more potential impacts associated with the failure to follow safety procedures.
3 Points	Response includes a description of four or more potential impacts associated with the failure to follow safety procedures. Response may have minor errors in the description of the impact.
2 Points	Response includes a description of two or more potential impacts associated with the failure to follow safety procedures. Response may have incorrect impacts on incomplete descriptions of impacts.
1 Point	Response may or may not include a description of one or more potential impacts associated with the failure to follow safety procedures. Response provides a limited understanding of safety procedures and fails to describe potential impacts of not following procedures.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.04 Define zoonosis and investigate selected zoonotic diseases.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice

Content Limits: Items should be limited to Zoonotic diseases in livestock animals (cattle, hogs, sheep, goats, horse, poultry and rabbits).

Stimulus Attributes:

Stimulus may address the relationships among various zoonotic diseases.
Stimulus may examine zoonotic diseases in types of animals.
Stimulus may include graphs, charts, diagrams or pictures that describe or enhance the definition of zoonosis.

Response Attributes:

Responses may reflect the zoonotic diseases in livestock addressed in the stimulus.
Responses may include the definition of zoonosis.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

The term *zoonosis* means a

*   A.   disease that can be transmitted to humans from animals or to animals from humans.
       B.   disease that cannot be transmitted to humans from animals.
       C.   disease that can only be transmitted to animals from humans.
       D.   disease that can only be transmitted to animals from animals.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.05 Discuss OHSA as it relates to the animal industry.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should reflect topics about OSHA regulation as it relates to animal industry in Florida.

Stimulus Attributes:

Stimulus may address OSHA regulation and how it relates to animal science industry.
Stimulus may examine OSHA regulations.
Stimulus may include graphs, charts, diagrams or pictures.

Response Attributes:

Responses may reflect OSHA regulations.
Responses may be related to impacts of OSHA regulations on animal science industry.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

Stimulus: In two paragraphs, describe the role of OSHA as it relates to the animal industry. Response should include at least four important roles that OSHA plays.

Rubric:

4 Points	Response includes a thorough and accurate understanding of what OSHA is and how it relates to the animal industry. Response includes an accurate description of at least four important roles OSHA plays. Response is clearly written with few errors.
3 Points	Response includes an understanding of what OSHA is and how it relates to the animal industry. Response includes an accurate description of at least three important roles OSHA plays. Response is somewhat clear with minimal errors.
2 Points	Response includes an understanding of what OSHA is and how it relates to the animal industry. Response includes the accurate description of at least one important role OSHA plays. Response is somewhat unclear and may have multiple errors.
1 Point	Response includes a poor understanding of what OSHA is and how it relates to the animal industry. Response does not include the description of at least one important role OSHA plays. Response is generally unclear and may have many errors.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.06 Recognize signs of aggressive animal behaviors.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should relate to the aggressive behaviors in large and small animals.

Stimulus Attributes:

Stimulus may examine signs of aggressive animal behaviors.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect aggressive animal behaviors addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

What would be a sign of an aggressive pig?

*   A.   charging at you
           B.   rooting the ground up
           C.   rubbing itself on you
           D.   walking around in circles

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0Practice animal and human first aid and laboratory safety.

Benchmark: 12.07 Develop and use a first aid kit.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be related to the development and use of a basic first aid kit.

Stimulus Attributes:

Stimulus may address use of a first aid kit.
Stimulus may examine what is needed in basic first aid kit.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect the development of a first aid kit addressed in the stimulus.
Responses may reflect the use of a basic first-aid kit.
Responses may describe procedures that involve the use of a first-aid kit.
Responses may include data interpreted from graphs, charts, diagrams or pictures that reflect the use of first-aid kits.

Sample Item:

Item Specifications

Stimulus: List at least ten items that you would find in a first aid kit in an agricultural themed lab. Describe a scenario in which the items that you list could be used for treatment of an injury.

Rubric:

4 Points	Response includes listing at least ten correct items found in a first aid kit. Response includes the accurate and complete description of a scenario in which the items could be used to treat an injury. Response is clearly written.
3 Points	Response includes listing at least eight correct items found in a first aid kit. Response includes the description of a scenario in which the items could be used to treat and injury. The description may have minor errors. The response is somewhat clear and may have minimal grammatical errors.
2 Points	Response includes listing at least six correct items found in a first aid kit. Response includes the description of a scenario in which the items could be used to treat an injury. The description is minimal and may be somewhat unclear. The writing may have multiple grammatical errors.
1 Point	Response includes listing at least four correct items found in a first aid kit. Response may not include the description of a scenario in which the items could be used to treat an injury. The description is incomplete or unclear. The writing may have major grammatical errors.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.08 Recognize allergic reactions.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the possible allergic reactions that occur in the animal science and service fields.

Stimulus Attributes:

Stimulus may address possible allergic reactions among animals.
Stimulus may examine the possible allergic reactions between humans and animals.
Stimulus may examine mitigation methods for allergic reactions.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect descriptions of allergic reactions.
Responses may describe procedures for improving allergic reactions.
Responses may include methods of mitigating allergic reactions.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

What is the definition of an allergic reaction?

*   A.   A person's immune system reacts to normally harmless substances in the environment.
      B.   A hypersensitivity disorder of the immune system exists.
      C.   The cardiovascular system that helps fight infection over-reacts.
      D.   An infection by bacteria or fungi can result in systemic signs and symptoms.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.09 Describe proper use of eye wash solution.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should reflect the proper use of eye wash procedures. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

> Stimulus may address proper use of eye wash solution.
> Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

> Responses may reflect the proper use of eye wash solution addressed in the stimulus.
> Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

How long should you flush your eyes at an eye wash station to remove mild chemicals?

	A.	3–5 minutes
	B.	5–10 minutes
*	C.	15–20 minutes
	D.	30–50 minutes

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.10 Control minor hemorrhage and/or trauma.

Depth of Knowledge: Moderate Complexity, High complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to minor hemorrhage and trauma.

Stimulus Attributes:

Stimulus may address the control of a minor hemorrhage and/or trauma.
Stimulus may examine how to control minor hemorrhage and/or trauma.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect the control minor hemorrhage and/or trauma addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

Task: Describe a hemorrhage and discuss at least three things that you can do to control and treat this type of trauma.

Rubric:

4 Points	Response includes a thorough and comprehensive description of what a hemorrhage is. Response includes a thorough discussion of at least three correct ways to treat the trauma.
3 Points	Response includes a description of what a hemorrhage is. Response includes a description of at least three correct ways to treat the trauma. The description may be incomplete or include minor errors.
2 Points	Response includes a description of what a hemorrhage is. Response includes a description of at least two correct ways to treat the trauma. The description may include multiple errors or omissions.
1 Point	Response includes a poor description of what a hemorrhage is. Response includes a description of at least one correct way to treat the trauma. The description may include many errors.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 12.0 Practice animal and human first aid and laboratory safety.

Benchmark: 12.11 Practice emergency procedures.

Depth of Knowledge: Moderate Complexity

Item Types: Performance Task

Content Limits: Items should be limited to emergency procedures for fire, chemical spill, or natural disasters.

Stimulus Attributes:

Stimulus may address emergency procedures for fire, a chemical spill, or natural disaster.
Stimulus may examine emergency procedures for fire, a chemical spill, or disaster.
Stimulus may include trauma and injuries to humans or animals.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect emergency procedures addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Scenario: Role-play a scenario in which students are given an emergency situation in which an animal escaped from a lab. The student must properly identify the procedures to follow in accordance with the situation.

Rubric:

4 Points   Response demonstrates thorough understanding of the emergency situation. Response demonstrates effective and accurate steps to take to handle the situation. Response demonstrates that the student remains in control of the situation throughout the role-play.

3 Points   Response demonstrates understanding of the emergency situation. Response demonstrates correct steps to take to handle the situation. Response demonstrates that the student remains in control of the situation during the role-play.

2 Points   Response demonstrates partial understanding of the emergency situation. Response demonstrates steps to take to handle the situation. Response may or may not demonstrate that the student remains in control of the situation during the role-play.

1 Point   Response may or may not demonstrate partial understanding of the emergency situation. Response may or may not demonstrate steps to take to handle the situation. Response may or may not demonstrate that the student remains in control of the situation during the role-play.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 13.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 13.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. (SHE 1.0)

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to personal and jobsite safety rules and regulations. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

> Stimulus may address personal and jobsite safety rules and regulations.
> Stimulus may examine personal and jobsite safety rules and regulations.
> Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

> Responses may reflect personal and jobsite safety rules and regulations addressed in the stimulus.
> Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

While repairing agricultural machinery, what safety device is essential?

*	A.	safety glasses
	B.	heavy boots
	C.	long sleeves
	D.	a back brace

Item Specifications

Standard: 13.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 13.02 Explain emergency procedures to follow in response to workplace accidents.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include emergency procedures in response to accidents. Items may include an explanation of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address emergency procedures to follow in response to workplace accidents.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect emergency procedures in response to workplace accidents addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

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Item Specifications

Stimulus: Hay has caught on fire in the barn containing livestock. The fire alarm sounds. In an essay, describe the appropriate emergency procedures to follow in order to respond to this workplace - incident.

Rubric:

4 Points   Response includes a thorough and comprehensive understanding of the situation and the most appropriate manner for handling it. Response describes a series of logical steps to take in accordance with the emergency.

3 Points   Response includes a partial understanding of the situation and the most appropriate manner for handling it. Response describes a series of logical steps to take in accordance with the situation. Description may have minor errors or omissions.

2 Points   Response includes a minimal understanding of the situation and the most appropriate manner for handling it. Response describes series take in accordance with the situation. The steps may be inappropriate or may have multiple errors.

1 Point   Response does not include a basic understanding of the situation and the most appropriate manner for handling it. Response may describe incorrect steps or incomplete steps.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 13.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 13.03 Create a disaster and/or emergency response plan. (SHE 2.0)

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to Florida disaster types or emergencies.

Stimulus Attributes:

Stimulus may address emergency response plan.
Stimulus may examine disaster and/or emergency response plan.
Stimulus may include graphs, charts, diagrams or pictures.

Response Attributes:

Responses may reflect the emergency response plan addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

Task: Student must create and explain an emergency response plan to deal with a potential fire in the classroom. Response plan should include all essential information and diagrams that would be necessary for someone in the situation.

Rubric:

4 Points	Response demonstrates a strong knowledge of the essential aspects of creating an emergency response plan. Response includes emergency routes, phone numbers, and identification of a safe meeting place outside of the classroom.
3 Points	Response demonstrates a partial knowledge of the essential aspects of creating an emergency response plan. Response includes emergency routes, phone numbers, and identification of a safe meeting place outside of the classroom.
2 Points	Response demonstrates a minimal knowledge of the essential aspects of creating an emergency response plan. Response may not include all essential elements including emergency routes, phone numbers, and identification of a safe meeting place outside of the classroom.
1 Point	Response does not demonstrate minimal knowledge of the essential aspects of creating an emergency response plan. Response may not include emergency routes, phone numbers, and identification of a safe meeting place outside of the classroom.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 14.0 Identify parts and functions of various systems of selected animals.

Benchmark: 14.01 Identify parts of the skeletal system of selected animals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items will be limited to identifying parts of the skeletal system for cattle sheep, hog, poultry, horse, rabbit and/or goats.

Stimulus Attributes:

Stimulus may address skeletal system of included animals.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.
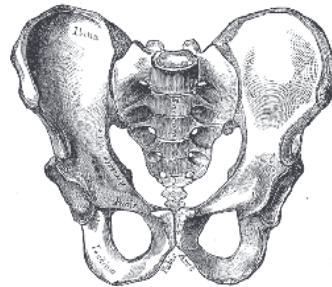
Response Attributes:

Responses may reflect skeletal system of selected animals addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

What cow bone is displayed in the picture?

	A.	shoulder
	B.	femur
	C.	skull
*	D.	pelvis

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 14.0 Identify parts and functions of various systems of selected animals.

Benchmark: 14.02 Compare human skeletal system to that of other animals.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the relationship between human and cattle, sheep, hog, poultry, horse, rabbit, and/or goats.

Stimulus Attributes:

Stimulus may address the comparison between human skeletal systems to that of other animals.
Stimulus may examine human skeletal system to that of other animals.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect the difference between human skeletal system and that of other animals addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Stimulus: Select a common farm animal and compare at least four similarities and at least four differences between the skeletal system of the selected animal and the human skeletal system.

Rubric:

4 Points	Response includes a thorough understanding of the human skeletal system and of the chosen animal. Response includes the identification of an animal for comparison. Response includes at least four correct differences between skeletal systems. Response is clearly written with few errors.
3 Points	Response includes a partial understanding of the human skeletal system and the chosen animal. Response includes the identification of an animal for comparison. Response includes at least three correct differences between skeletal systems. Response is somewhat clear and may have minimal grammatical errors.
2 Points	Response includes a minimal understanding of the human skeletal system and the chosen animal. Response includes the identification of an animal for comparison. Response includes at least two correct differences between skeletal systems. Response is somewhat unclear and may have minimal grammatical errors.
1 Point	Response includes a poor understanding of the human skeletal system and the chosen animal. Response includes the identification of an animal for comparison. Response does not include at least one correct difference between skeletal systems. Response may be incomplete or incorrect. Response is generally unclear and may have many grammatical errors.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 14.0 Identify parts and functions of various systems of selected animals.

Benchmark: 14.03 Identify parts and functions of the following systems of selected animals:

- respiratory system
- urinary system
- digestive system
- cardiovascular system
- reproductive system
- nervous system

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to large animal species (cattle, sheep, hog, poultry, horse, rabbit, and/or goats).

Stimulus Attributes:

Stimulus may address digestive system, cardiovascular system, reproductive system, and nervous system.
Stimulus may examine digestive system, cardiovascular system, reproductive system, and nervous system for cattle, sheep, hog, poultry, horse, rabbit, and goats.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect the digestive system, cardiovascular system, reproductive system, and nervous system addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

What system in the body is responsible for passing messages around the body and what is a major organ associated with that particular system?

      A.   respiratory system, lungs
      B.   digestive system, stomach
      C.   reproductive system, udder
*   D.   nervous system, spinal cord

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 14.0 Identify parts and functions of various systems of selected animals.

Benchmark: 14.04 Employ correct terminologies for the variety of animal species and conditions within those species.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to terminologies associated with cattle, sheep, hog, poultry, horse, rabbit and/or goats.

Stimulus Attributes:

Stimulus may address correct terminologies for the variety of animal species and conditions within those species.
Stimulus may examine correct terminologies for the variety of animal species and conditions within those species.
Stimulus may include graphs, charts, diagrams or pictures.

Response Attributes:

Responses may reflect correct terminologies for the variety of animal species and conditions within those species addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

What is the definition of a stag?

*   A.   a male animal swine was castrated after reaching sexual maturity and shows physical traits of the uncastrated male
         B.   a male bovine that was castrated before reaching sexual maturity
         C.   a male swine castrated while young, in which physical traits of boar has not developed
         D.   a male swine that has not been castrated

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Course Name: Animal Science and Services 2
Course Number: 8106210
Item Specifications

Standard: 15.0 Recognize normal and abnormal animal behaviors.

Benchmark: 15.01 Distinguish between instinctive and learned behaviors.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to instinctive and learned behaviors in cattle, sheep, hog, poultry, horse, rabbit and/or goats.

Stimulus Attributes:

Stimulus may address the differences between instinctive and learned behaviors.
Stimulus may identify patterns among instinctive and/or learned behaviors.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may contain descriptions of behaviors addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

Which animal behavior is learned?

*   A.   building a nest correctly
         B.   returning accurately to one's home or native area from a distance
         C.   passing the winter in a resting state
         D.   moving from one country, place, or locality to another

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 15.0 Recognize normal and abnormal animal behaviors.

Benchmark: 15.02 Recognize normal and abnormal behavioral characteristics of animals through observations.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to recognizing normal and abnormal behavioral characteristics of animals through observations of cattle sheep, hog, poultry, horse, rabbit and/or goats.

Stimulus Attributes:

Stimulus may address normal and abnormal behavioral characteristics of animals.
Stimulus may include graphs, charts, diagrams, video clips, or pictures of normal and abnormal behavioral characteristics of animals.

Response Attributes:

Responses may reflect normal and abnormal behavioral characteristics of animals addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Stimulus: Observe an animal for behavioral characteristics. Define at least ten characteristics of the observation that are classified as normal or abnormal behaviors. Describe at least two common abnormal behaviors of the animal type (may not be witnessed) and detail reasons why an animal of that type may have these characteristics.

Rubric:

4 Points Response includes a thorough description of at least ten correct behavioral characteristics. Response includes correctly categorizing each behavioral characteristic as normal or abnormal. Response includes at least two correct common abnormal behaviors and details the possible cause of the behavior.

3 Points Response includes a description of at least ten correct behavioral characteristics. Response includes categorizing each behavioral characteristic as normal or abnormal. Response includes at least one correct common abnormal behavior and details the possible cause of the behavior. Response may include some incorrect characteristics or categories.

2 Points Response includes a description of at least five correct behavioral characteristics. Response may not correctly categorize each behavioral characteristic as normal or abnormal. Response may not include a common abnormal behavior or incorrectly details the possible cause of the behavior.

1 Point Response includes the description of at least five correct behavioral characteristics. Response may not correctly categorize each behavioral characteristic as normal or abnormal. Response may not include a common abnormal behavior or detail the possible cause of the behavior.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 15.0 Recognize normal and abnormal animal behaviors.

Benchmark: 15.03 Identify behavioral problems.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to behavioral problems in livestock cattle, sheep, hog, poultry, horse, rabbit and/or goats.

Stimulus Attributes:

Stimulus may address behavioral problems in livestock animals.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect behavioral problems addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

Which cattle behavior would be abnormal?

	A.	grazing in the heat of the day
	B.	chewing its cud in the late afternoon
	C.	moving as a herd to water
*	D.	steer mounting a cow that is in heat

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 16.0 Differentiate between animal welfare and animal rights.

Benchmark: 16.01 Define animal welfare and animal rights.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to welfare and/or animal rights associated with cattle, sheep, hog, poultry, horse, rabbit and/or goats.

Stimulus Attributes:

Stimulus may address animal rights and animal welfare of included animals.
Stimulus may examine what is animal rights and animal welfare.
Stimulus may include graphs, charts, diagrams or pictures.

Response Attributes:

Responses may reflect animal rights and animal welfare addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

What is the meaning of animal welfare?

*   A.   treating animals well and considering their well being
         B.   giving animals the same right as people
         C.   treating people the same as animals
         D.   giving animals fewer rights than people

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 16.0 Differentiate between animal welfare and animal rights.

Benchmark: 16.02 Explain the differences between animal welfare and animal rights.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to comparing animal welfare and animals for the following: cattle, sheep, hog, poultry, rabbit and/or goats. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address differences between animal welfare and animal rights.
Stimulus may examine the differences between animal welfare and animal rights.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect the differences between animal welfare and animal rights addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

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Item Specifications

Stimulus: In a recent newspaper article, a group was seeking the elimination of the cruel factory farming practice of confining calves in veal crates. Determine if this situation would be categorized as an animal rights or animal welfare issue. In a two paragraph response indicate which category the scenario belongs to and describe your justification for the categorization.

Rubric:

4 Points	Response indicates a thorough understanding of the situation. Response correctly categorizes the situation. Response includes a comprehensive and accurate justification for why the category was chosen. Response is well written.
3 Points	Response indicates a partial understanding of the situations. Response correctly categorizes the situation. Response includes an accurate justification for why the category was chosen, but may be limited in support and details.
2 Points	Response indicates a minimal understanding of the situation. Response does not correctly categorize the situation. Response may include an incorrect category. Response includes a justification for why the category was chosen. Response may include incorrect justification or few details and support.
1 Point	Response indicates a poor understanding of the situation. Response does not correctly categorize the situation. Response may not include a justification for why the category was chosen.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 16.0 Differentiate between animal welfare and animal rights.

Benchmark: 16.03 Identify and examine animal welfare and animal rights advocate groups.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to animal welfare and animal rights advocate groups for cattle, sheep, hog, poultry, horse, rabbit, and/or goats.

Stimulus Attributes:

Stimulus may address the identification of animal welfare and animal rights advocate groups for the livestock industry.
Stimulus may examine the purposes of animal welfare and animal rights advocate groups for the livestock industry.
Stimulus may include graphs, charts, diagrams, video clips, or pictures pertaining to animal welfare and animal rights advocate groups for the livestock industry.

Response Attributes:

Responses may include the names of the various animal welfare and animal rights advocate groups addressed in the stimulus.
Responses may include the purposes of the various animal welfare and animal rights advocate groups addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

What does PETA stand for?

	A.	Protecting Endangered Territory of Animals
	B.	Prohibiting the Eating of Territorial Animals
*	C.	People for the Ethical Treatment of Animals
	D.	Proper treatment of Endangered Test Animals

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 16.0 Differentiate between animal welfare and animal rights.

Benchmark: 16.04 Debate current events concerning animal welfare and animal rights.

Depth of Knowledge: High Complexity

Item Types: Performance Task

Content Limits: Items are limited to current events concerning animal welfare and animal rights for the livestock industry: cattle, sheep, hog, poultry, horse, rabbit and/or goats.

Stimulus Attributes:

Stimulus may address current events concerning animal welfare and animal rights.
Stimulus may examine the differences of current events concerning animal welfare and animal rights for the livestock industry.
Stimulus may include graphs, charts, diagrams, video clips, or pictures pertaining to current events concerning animal welfare and animal rights for the livestock industry.

Response Attributes:

Responses may reflect current events concerning animal welfare and animal rights addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures.

Sample Item:

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Item Specifications

Task: Debate a current event stance taken PETA as to whether the stance takes an animal rights or animal welfare approach. Discuss the stance of PETA and compare that to the opposing side's stance and talk about the rationale that each side takes in defense of their stance.

Rubric:

4 Points   Student includes a comprehensive and thorough description of PETA's stance on an issue. Student includes debating a current event that pertains to topics covered by PETA. Student thoroughly discusses the rationale that each side of the debate would take.

3 Points   Student includes a thorough description of PETA's stance on an issue. Student includes debating a current event that pertains to topics covered by PETA. Student discusses the rationale that each side of the debate would take.

2 Points   Student includes a description of PETA's stance on an issue. Student includes debating a current event that pertains to topics covered by PETA. Student may or may not discuss the rationale that each side of the debate would take.

1 Point   Student may or may not include a description of PETA's stance on an issue. Student debates a current event that may or may not pertain to topics covered by PETA. Student may or may not discuss the rationale that each side of the debate would take.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 16.0 Differentiate between animal welfare and animal rights.

Benchmark: 16.05 Describe animal cruelty and the consequences of cruel treatment of animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to animal cruelty and the consequences of cruel treatment of in the livestock industry, such as, animals raised for food or other products, or kept for use, especially for cattle, sheep, hog, poultry, horse, rabbit and/or goats. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address the conditions of animal cruelty in the livestock industry.
Stimulus may address the consequences of cruel treatment of livestock animals.
Stimulus may include graphs, charts, diagrams, video clips, or pictures pertaining to animal cruelty and the consequences of cruel treatment of animals.

Response Attributes:

Responses may describe the conditions, effects, or the consequences of animal cruelty addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures addressed in the stimulus.

Sample Item:

What is animal cruelty?

*   A.   the infliction of suffering or harm upon non-human animals, for purposes other than self-defense
    B.   thinking that animals should be treated well and that their comfort and well-being should be considered in their production
    C.   thinking that animals should have the same rights as people
    D.   practicing roping, lassoing, or dragging

Item Specifications

Standard: 17.0 Demonstrate knowledge of animal control and humane societies.

Benchmark: 17.01 Differentiate between animal control agencies and humane societies.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to animal control agencies and humane societies in Florida.

Stimulus Attributes:

Stimulus may address the purposes of animal control agencies and humane societies.
Stimulus may address the differences among animal control agencies and humane societies.
Stimulus may include graphs, charts, diagrams, video clips, or pictures that pertain to animal control agencies and humane societies.

Response Attributes:

Responses may reflect animal control agencies and humane societies addressed in the stimulus.
Responses may describe the differences among the animal control agencies and humane societies.
Responses may include data interpreted from graphs, charts, diagrams or pictures addressed in the stimulus.

Sample Item:

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Stimulus: Contrast animal control agencies and humane societies. In a one-page response, describe the primary focus of each organization and include at least 3 differences between the two groups.

Rubric:

4 Points	Response includes a thorough comparison of the two organizations. Response includes a description of at least 3 correct differences between the organizations. Response includes listing the primary focus of each organization. Response is clearly written with few grammatical errors.
3 Points	Response includes a comparison of the two organizations. Response includes a description of at least 3 correct differences between the organizations. The description may be incorrect or incomplete. Response includes listing the primary focus of each organization and may include some errors. Response is somewhat clear with minimal grammatical errors.
2 Points	Response includes a minimal comparison of the two organizations. Response includes a description of at least 1 correct difference between the organizations. Response may not include listing the primary focus of each organization. Response is somewhat unclear and may include multiple grammatical errors.
1 Point	Response includes a partial comparison of the two organizations. Response does not include a description of at least 1 correct difference between the organizations. Response may not include listing the primary focus of each organization. Response is generally unclear and includes many grammatical errors.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 17.0 Demonstrate knowledge of animal control and humane societies.

Benchmark: 17.02 Describe the responsibilities and goals of animal control agencies and humane societies.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the goals and responsibilities of animal control agencies and humane societies in Florida. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address responsibilities and goals of animal control agencies and humane societies. Stimulus may include graphs, charts, diagrams or pictures that pertain to animal control agencies and humane societies.

Response Attributes:

Responses may reflect goal of animal control agencies and humane societies addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures addressed in the stimulus.

Sample Item:

What is one of the responsibilities of the Humane Society?

	A.	to sell lost animals for a profit
	B.	to arrest individual for improper care of animals
	C.	to breed found animals
*	D.	to find homes for lost animals

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 17.0 Demonstrate knowledge of animal control and humane societies.

Benchmark: 17.03 Explain the laws governing each organization.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to laws governing animal control and humane societies. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address laws governing animal control agencies and humane societies.
Stimulus may include graphs, charts, diagrams or pictures.

Response Attributes:

Responses may reflect laws governing animal control agencies and humane societies addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures addressed in the stimulus.

Sample Item:

Under what conditions can the humane societies euthanize animals before the minimum holding period of five days?

	A.	when an owner cannot be found after 24 hours
	B.	when the Humane Society is over crowded
*	C.	when the animal is extremely sick
	D.	when the Humane Society doesn't have enough personnel

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 17.0 Demonstrate knowledge of animal control and humane societies.

Benchmark: 17.04 Identify and locate local animal control agencies and humane societies.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to locating and/or identifying animal control and humane societies in Florida.

Stimulus Attributes:

Stimulus may address the names and location of local animal control agencies and humane societies.
Stimulus may include graphs, charts, diagrams or pictures.

Response Attributes:

Responses may reflect the names and locations of local animal control agencies and humane societies addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures addressed in the stimulus.

Sample Item:

What would be the **MOST** effective way to find information about the local humane society's hours of operation?

	A.	Call 411.
	B.	Call 911.
*	C.	Use the internet.
	D.	Drive there to find the information.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 18.0 Demonstrate employability and interpersonal skills.

Benchmark: 18.01 Demonstrate appropriate responses to criticisms from employer, supervisor, and peers.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to demonstrations of appropriate responses to criticisms from employer, supervisor, and peers responses to situations commonly found in the workplace. Items may include a demonstration of the selection of appropriate ideas or performing the required behaviors.

Stimulus Attributes:

Stimulus may address appropriate responses to criticisms from employers, supervisors, and peers. Stimulus may include graphs, charts, diagrams, video clips, or pictures pertaining to employability and interpersonal skills.

Response Attributes:

Responses may describe appropriate responses to criticisms from employers, supervisors or peers addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures addressed in the stimulus.

Sample Item:

Two students are talking about an upcoming project. One student shares their project topic and their idea for approaching the project while the other is providing constructive criticism. What is the **BEST** example of a constructive criticism approach that could be taken?

*   A.   Advise the student that a different approach could be taken to improve the project.
         B.   Suggest the student is wrong and that their project topic should be changed.
         C.   Tell the student that their idea may work on paper but not in the real world.
         D.   Help the student to clarify the meaning of ideas used in the project.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 18.0 Demonstrate employability and interpersonal skills.

Benchmark: 18.02 Complete pertinent forms for employment, such as resume, job applications, W-4 forms.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to employment forms and records. Items may include a selection of information to compete a form or completion of an actual form.

Stimulus Attributes:

> Stimulus may address all forms necessary to obtain a career in the animal science industry.
> Stimulus may examine the differences among forms.
> Stimulus may address the proper protocol of the forms needed for employment.
> Stimulus may include graphs, charts, diagrams or pictures.

Response Attributes:

> Responses may reflect the contents of forms necessary to obtain a career in the animal science industry addressed in the stimulus.
> Responses may address procedures in completing forms for employment.
> Responses may include data interpreted from graphs, charts, diagrams or pictures addressed in the stimulus.

Sample Item:

What is the purpose of a resume?

	A.	to tell a story about yourself
	B.	to describe your hobbies, interests, favorite books and movies
	C.	to create a biography
*	D.	to provide a summary of your skills, abilities and accomplishments

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 18.0 Demonstrate employability and interpersonal skills.

Benchmark: 18.03 Demonstrate job interview techniques.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to job interview techniques that are relevant to careers in the animal science industry. Items may include a demonstration of the selection of appropriate ideas or performing the required behaviors.

Stimulus Attributes:

Stimulus may address interview techniques for specific jobs in animal science.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect job interview techniques addressed in the stimulus.
Responses may include data interpreted from graphs, charts, diagrams or pictures addressed in the stimulus.

Sample Item:

Item Specifications

Stimulus: In a one-page essay, describe at least three effective job interview techniques.

Rubric:

4 Points	Response includes a thorough and comprehensive understanding of effective techniques for job interviews. Response includes a detailed description of at least three effective techniques that may be used before or during the interview. Response is well written.
3 Points	Response includes an understanding of effective techniques for job interviews. Response includes a brief description of at least two effective techniques used before or during the interview. Response may include some errors.
2 Points	Response includes a partial understanding of effective techniques for job interviews. Response includes a brief description of at least two techniques used before or during the interview. Response may include ineffective techniques.
1 Point	Response includes a minimal understanding of effective techniques for job interviews. Response includes a description of at least one technique used before or during the interview. Response is generally unclear with many errors.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 19.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 19.01 Employ leadership skills to accomplish organizational goals and objectives.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items will be limited to leadership skills for organizations commonly found in the animal science industry.

Stimulus Attributes:

Stimulus may address leadership skills to accomplish team goals and objectives.
Stimulus may address the common skills among various teamwork styles that intend to accomplish goals and objectives.
Stimulus may include graphs, charts, diagrams, video clips, or pictures depicting accomplishing goals and objectives.

Response Attributes:

Responses may reflect the types of leadership skills addressed in the stimulus.
Responses may describe the leadership skills necessary to accomplish goals and objectives.
Responses may include data interpreted from graphs, charts, diagrams or pictures addressed in the stimulus.

Sample Item:

Item Specifications

Stimulus: Describe at least five leadership skills that can be used to accomplish organizational goals and objectives within the animal science industry.

Rubric:

4 Points	Response includes a thorough and comprehensive description of at least five correct leadership skills. Response is well written with few errors.
3 Points	Response includes a partial description of at least five correct leadership skills. Response may include an incorrect skill or lack of details. Response is somewhat clear with minimal errors.
2 Points	Response includes a minimal description of at least five correct leadership skills. Response may include incorrect or ineffective skills. Response may be lacking detailed description. Response is somewhat unclear.
1 Point	Response includes a weak description of leadership skills. Response does not include five skills. Skills includes may be incorrect or ineffective.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 19.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives .

Benchmark: 19.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to social and professional relationships in the animal science industry.

Stimulus Attributes:

      Stimulus may address effective working relationships with others in order to accomplish objectives and tasks.
      Stimulus may demonstrate effective working relationships with others to accomplish objectives and tasks.
      Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

      Responses may reflect effective working relationships with others in order to accomplish objectives and task addressed in the stimulus.
      Responses may include graphs, charts, diagrams or pictures depicting accomplishing goals and objectives.

Sample Item:

What is necessary to have a good working relationship with others?

  *   A.   communication skills
          B.   leadership skills
          C.   organizational structures
          D.   optimizing approaches

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 19.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 19.03 Conduct and participate in meetings to accomplish work tasks.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to participation in meetings for organizations in animal science industry.

Stimulus Attributes:

Stimulus may address procedures in conducting a meeting.
Stimulus may examine unacceptable ways to conduct a meeting.
Stimulus may address parliamentary procedures as they apply to animal industry organizations.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect conducting a meeting addressed in the stimulus.
Responses may demonstrate ways to conduct a meeting.
Responses may include graphs, charts, diagrams or pictures depicting accomplishing goals and objectives.

Sample Item:

During a formal meeting, the farm manager met with his staff to discuss the upcoming quarterly livestock sales goals. Represented at the meeting were the purchasing agent, sales representative, and operations manager. What would the manager need to do in order to achieve the goal of the meeting?

	A.	keep the meeting to the agenda topics
*	B.	get feedback and ideas from each person during the meeting
	C.	ask the sales representative what she needs to do to meet the sales goals
	D.	encourage the operations manager to reduce the operations costs

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 19.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 19.04 Employ mentoring skills to inspire and teach others.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to mentoring skills appropriate to the animal science industry.

Stimulus Attributes:

Stimulus may address topics on how to motivate others to complete tasks.
Stimulus may demonstrate appropriate mentoring skills.
Stimulus may describe methods of mentoring, inspiring, or teaching others.

Response Attributes:

Responses may reflect how to motivate someone addressed in the stimulus.
Responses may depict appropriate motivation techniques addressed in the stimulus.
Responses may include data gathered from graphs, charts, diagrams, video clips, or pictures.

Sample Item:

Stimulus: In an essay, describe at least five mentoring skills appropriate to the animal science industry that can be used to inspire and teach others.

Rubric:

4 Points	Response includes a thorough understanding of mentoring skills. Response includes a thorough and comprehensive description of at least five correct mentoring skills. Response is detailed and well written.
3 Points	Response includes a partial understanding of mentoring skills. Response includes a description of at least five mentoring skills; however one of the skills may be incorrect. Response is generally clear with few grammatical errors.
2 Points	Response includes minimal understanding of mentoring skills. Response includes a description of at least two correct mentoring skills. Response is somewhat unclear.
1 Point	Response includes a poor understanding of mentoring skills. Response includes at least one correct mentoring skill. Response is lacking in details and is generally unclear.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 20.0 Demonstrate language arts knowledge and skills.

Benchmark: 20.01 Locate, comprehend and evaluate key elements of oral and written information.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to oral and written information in the context of the animal science industry.

Stimulus Attributes:

Stimulus may address key elements of oral and written information.
Stimulus may allow for demonstrating the comprehension and appropriate use of the key elements of oral and written information.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may describe the key elements of oral and written information addressed in the stimulus.
Responses may include data gathered from graphs, charts, diagrams or pictures.

Sample Item:

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

The following information was obtained from the Federal Department of Labor website.

Projections Data

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Agricultural and food scientists	19-1010	31,000	35,900	4,800	16
Animal scientists	19-1011	3,700	4,200	500	13
Food scientists and technologists	19-1012	13,400	15,600	2,200	16
Soil and plant Scientists	19-1013	13,900	16,100	2,200	15

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.

Earnings

Median annual wages of food scientists and technologists were $59,520 in May 2008. The middle 50 percent earned between $43,600 and $81,340. The lowest 10 percent earned less than $33,790, and the highest 10 percent earned more than $104,520. Median annual wages of soil and plant scientists were $58,390 in May 2008. The middle 50 percent earned between $44,150 and $78,080. The lowest 10 percent earned less than $34,260, and the highest 10 percent earned more than $105,340. In May 2008, median annual wages of animal scientists were $56,030.

The average Federal salary in 2009 was $104,184 in animal science and $79,158 in soil science.

According to the National Association of Colleges and Employers, beginning salary offers in July 2009 for graduates with a bachelor's degree in animal sciences averaged $33,732 a year; plant sciences, $33,456 a year; and in other agricultural sciences, $34,699 a year.

Using the information above, determine which of the three sub-category occupations present the **BEST** option for someone just entering the agricultural and food science industry who is concerned about entry income as well as earning potential.

* A. animal scientists
  B. food scientists and technologists
  C. soil and plant Scientists
  D. food and plant scientists

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 20.0 Demonstrate language arts knowledge and skills.

Benchmark: 20.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response

Content Limits: Items should be limited to using correct grammar, punctuation and vocabulary.

Stimulus Attributes:

Stimulus may address editing written documents.
Stimulus may include graphs, charts, diagrams or pictures.

Response Attributes:

Responses may reflect editing written documents addressed in the stimulus.
Responses may include data gathered from graphs, charts, diagrams or pictures.

Sample Item:

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Stimulus: You are reporting on the results of a recent animal exhibition. In a one-page essay, describe the outcome of the exhibition and the details of at least three different showings while employing correct grammar, punctuation, structure, and vocabulary.

Rubric:

4 Points	Response includes a thorough and comprehensive understanding of essay writing. Response includes the description of at least three different showings from the animal exhibition. Response includes the use correct use of grammar, punctuation, structure, and industry appropriate vocabulary. Response is detailed and well organized.
3 Points	Response includes a reasonable understanding of essay writing. Response includes the description of at least three different showings from the animal exhibition. Response may include some grammar and/or punctuation errors. Response utilizes industry appropriate vocabulary. Response has some details and is somewhat clear.
2 Points	Response includes an understanding of essay writing. Response includes the description of at least three different showings from the animal exhibition. Response includes some grammar and/or punctuation errors. Response utilizes industry appropriate vocabulary. Response is lacking in details and is somewhat unclear.
1 Point	Response includes a minimal understanding of essay writing. Response may not include the description of at least three different showings from the animal exhibitions. Response includes multiple grammar and/or punctuation errors. Response does not utilize industry appropriate vocabulary. Response is generally unclear.

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 20.0 Demonstrate language arts knowledge and skills.

Benchmark: 20.03 Present information formally and informally for specific purposes and audiences.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to information and situations of communication with various audiences using various modes of communication.

Stimulus Attributes:

Stimulus may address presenting information formally and informally within the context of various modes of communication.
Stimulus may require a demonstration of formal or informal presentations in situations of various mode of communication.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect the how to present information formally and informally addressed in the stimulus.
Responses may include data gleaned from graphs, charts, diagrams, video clips, or pictures.

Sample Item:

Why would you present the same content to two groups in two different manners?

*	A.	because you want to improve understanding
	B.	because the classes are grouped by skill level
	C.	because you are accessing prior knowledge of the group
	D.	because the assumption is that change is good

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 21.0 Demonstrate mathematics knowledge and skills.

Benchmark: 21.01 Demonstrate knowledge of arithmetic operations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to mathematical operations commonly encountered in the workplace. Items may include a demonstration of the selection of appropriate behaviors or performing required behaviors.

Stimulus Attributes:

Stimulus may address arithmetic operations.
Stimulus may examine basic arithmetic operations.
Stimulus may include graphs, charts, or diagrams.

Response Attributes:

Responses may reflect basic arithmetic operations addressed in the stimulus.

Sample Item:

The local feed store sells chicks. They sold 116 chicks on Monday for $2.35 each, 67 on Tuesday for $2.45 each, and 135 on Wednesday for $2.65 each. What is the average price per chick sold during the three days?

	A.	$2.45
	B.	$2.48
*	C.	$2.50
	D.	$2.54

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 21.0 Demonstrate mathematics knowledge and skills.

Benchmark: 21.02 Analyze and apply data and measurements to solve problems and interpret documents. (AF3.4)

Depth of Knowledge: High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to mathematical operations and calculations commonly found on business communication and forms.

Stimulus Attributes:

Stimulus may apply data and measurements to solve problems.
Stimulus may include graphs, charts, or diagrams.

Response Attributes:

Responses may reflect how to apply data and measurements to solve problems addressed in the stimulus.

Sample Item:

Which bull listed in the table, would be the **LEAST** likely to have dytocia problems when bred with first calf heifers?

Bull Tag	BW	WW	YW	SC
A	+1.2	+48	+28	32.5
B	+1.5	+20	+20	34.6
C	+0.9	+18	+18	32.0
D	+1.5	+32	+32	31.2

    A.   Tag A
    B.   Tag B
*   C.   Tag C
    D.   Tag D

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 21.0 Demonstrate mathematics knowledge and skills.

Benchmark: 21.03 Construct charts/tables/graphs using functions and data.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to functions and data that are commonly found in the context of business applications in the animal science industry.

Stimulus Attributes:

Stimulus may address the construction of charts/tables/graphs using functions and data in the context of animal science industry.
Stimulus may include graphs, charts, or diagrams that can be analyzed using data.
Stimulus may include the demonstration of the creation of charts, tables, or graphs using data found in the animal science industry.

Response Attributes:

Responses may reflect data found in charts/tables/graphs using the functions and data addressed in the stimulus.
Responses may describe the interpretation of the data found in charts/tables/graphs using the functions and data addressed in the stimulus.

Sample Item:

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Stimulus: Using the information below, construct a graph that depicts the trend of cattle prices and the supply of cattle to the market. The graph should be created so that information can be easily understood by non-industry laypersons.

Regional Information

Year	Cattle Supply	Cattle Sales	Cattle Price
2006	820,000	93,695,660	$114.25
2007	810,000	93,565,530	$115.50
2008	755,000	89,666,065	$118.75
2009	730,000	77,936,990	$106.75
2010	715,500	76,925,552	$107.50

Rubric:

4 Points   Response includes a graph accurately reflecting the price of cattle as well as the supply of cattle. Response includes the trend of cattle prices over the period of time. Response includes the correct use of legends, labels, and other graph elements necessary.

3 Points   Response includes a graph accurately reflecting the price of cattle as well as the supply of cattle. Response includes the trend of cattle prices over the period of time. Response includes the use of legends, labels, and/or other graph elements. Response may not accurately reflect the trend of cattle prices.

2 Points   Response includes a graph reflecting the price of cattle as well and/or the supply of cattle. Response may not include the trend of cattle prices over the period of time. Response may not include the correct use of legends, labels, and/or other graph elements.

1 Point   Response includes a graph which may not reflect both the price of cattle and the supply of cattle. Response does not include the trend of cattle prices over the period of time. Response does not include the use of legends, labels, and/or other graph elements.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 22.0 Demonstrate science knowledge and skills.

Benchmark: 22.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to scientific methods and/or questions in the animal science industry. Items may include a discussion of written behaviors or the selection of appropriate behaviors.

Stimulus Attributes:

Stimulus may address scientific questions, methods and explanations.
Stimulus may address methods of probing situations in animal science industry that lead to creativity in constructing scientific questions, methods, or explanations.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect descriptions of scientific questions, methods and explanations addressed in the stimulus.
Responses may include data gathered from graphs, charts, diagrams or pictures.

Sample Item:

Item Specifications

Stimulus: Crossbreeding of cattle can lead to new breeds of cattle. In one paragraph, discuss the role of creativity in the decision to selecting two breeds to crossbreed. Include information on the genetic make-up and the identification of the two breeds of cattle.

Rubric:

4 Points	Response includes the correct identification of two breeds of cattle. Response includes a thorough and comprehensive explanation on the role of creativity. Response includes information on the genetic make-up and rationale for the decision making of crossbreeding. Response includes multiple supports. Response is clear with few errors.
3 Points	Response includes the identification of two breeds of cattle. Response includes an explanation on the role of creativity. Response includes information on the genetic make-up and rationale for the decision making of crossbreeding. Response may have incorrect information or errors.
2 Points	Response includes the identification of two breeds of cattle. Response includes a minimal explanation of the role of creativity. Response may not include information on the genetic make-up and rationale for the decision making of crossbreeding. Response is somewhat unclear and may include multiple grammatical errors.
1 Point	Response includes a poor understanding of crossbreeding and the role of creativity in the decision making process. Response may not include the correct identification of two breeds of cattle. Response does not include an explanation on the role of creativity. Response may not include information on the genetic make-up and rationale for decision making of crossbreeding. Response is generally unclear and may include many grammatical errors.

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Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Standard: 22.0 Demonstrate science knowledge and skills.

Benchmark: 22.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response

Content Limits: Items should be limited to scientific methods, questions, or recommendations based on data in the animal science industry.

Stimulus Attributes:

Stimulus may address scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.
Stimulus may address the demonstration developing scientifically investigable questions.
Stimulus may include graphs, charts, diagrams, video clips, or pictures.

Response Attributes:

Responses may reflect scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings addressed in the stimulus.
Responses may include data from graphs, charts, diagrams or pictures.

Sample Item:

Course Name: Animal Science and Services 2
Course Number: 8106210

Item Specifications

Stimulus: In a one-page essay, create a scientifically investigable question that pertains to animal science. Discuss the collection techniques for data, evaluate the sample data, and discuss the findings of the data.

Rubric:

4 Points   Response includes a scientifically investigable question pertaining to animal science. Response includes correct collection techniques for the data. Response includes sample data. Response includes accurate rationale for the findings based on the data. Response is clearly written with few grammatical errors.

3 Points   Response includes a scientifically investigable question pertaining to animal science. Response includes correct collection techniques for the data. Response includes sample data. Response includes rationale for the findings based on the data. Response may include minor inaccuracies or lack details. Response is somewhat clear with minimal grammatical errors.

2 Points   Response includes a question pertaining to animal science. Response may not include collection techniques for the data. Response includes sample data. Response may not include rationale for the findings based on the data. Response may not have adequate details or accurate information. Response is somewhat unclear and may have multiple grammatical errors.

1 Point   Response may not include an investigable question pertaining to animal science. Response may not include collection techniques for the data. Response may not include complete sample data. Response may not include rationale for the findings based on the data. Response is generally unclear and has many grammatical errors.