

Item Specifications

Standard: 1.0 Describe veterinary science and the role of animals in society.

Benchmark: 1.01 Define veterinary science.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to veterinary science.

Stimulus Attributes:

Stimulus should include terms related to veterinary science.

Stimulus may include correct and incorrect definitions of veterinary science.

Stimulus may direct the student to create a definition.

Response Attributes:

Response may include correct and incorrect definitions of veterinary science.

Response may include correct and incorrect terms associated with veterinary science.

Response may include a written definition.

Sample Item:

Which is the **BEST** definition of veterinary science?

- A. The study and interpretation of the experiences, activities and social behaviors of animals.
- B. The intellectual and practical activity encompassing the systematic study of the structure and behavior of the body.
- * C. The diagnosis and treatment of disease and the maintenance of health in animals.
- D. The science or practice of the diagnosis, treatment and prevention of disease.

Item Specifications

Standard: 1.0 Describe veterinary science and the role of animals in society.

Benchmark 1.02 Write a brief history of the domestication of animals.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response

Content Limits: Items are limited to domesticated animals.

Stimulus Attributes:

Stimulus should include specific instructions on the animal(s) to be described.
Stimulus should provide direction on the focus of the history.

Response Attributes:

Responses should include student produced work that explains the history of the domestication of animals.
Responses may include a historical time line, charts or diagrams.

Sample Item:

Select an animal that has been domesticated. Describe the history and process of domestication of your animal including the reasons and benefits of domestication. You may include a timeline, pictures, and charts in your history.

Rubric:

4 Points	The student description shows a thorough understanding of the history of domestication of their animal including the reasons for domestication and benefits of domestication. The student writing is clear and presents a logical explanation. There may be few errors in the student writing.
3 Points	The student description shows a partial understanding of the history of domestication of their animal including reasons for domestication and benefits of domestication. The student writing is somewhat clear and presents a basic explanation. There may be minimal errors in the student writing.
2 Points	The student description shows a minimal understanding of the history of domestication of their animal including few or incorrect reasons for domestication and benefits of domestication. The student writing is somewhat clear and presents a basic explanation. There may be substantial errors in the student writing.
1 Point	The student description shows a poor understanding of the history of domestication of their animal including many incorrect reasons for domestication or benefits of domestication. The student writing is unclear and presents a limited explanation. There may be substantial errors in the student writing.

Course Name: Veterinary Assisting 1

Course Number: 8111510

Item Specifications

Standard: 1.0 Describe veterinary science and the role of animals in society.

Benchmark: 1.03 Choose the top three issues facing the animal industry today and describe the effect of each on society.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on issues related to livestock and companion animals (contamination, poor handling during production). Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address current issues related to the animal industry.

Stimulus may address issues related to the effect the animal industry has on society.

Stimulus may direct the student to write about the effects of the animal industry on society.

Response Attributes:

Responses may include examples of issues facing the animal industry today.

Responses may include examples of the effects the animal industry has on society.

Responses may include a written explanation.

Sample Item:

Item Specifications

Stimulus: List three major issues currently facing the animal production industry. Describe in detail each problem and the potential effect on society.

Rubric:

4 Points	The student demonstrates a thorough understanding of animal related issues by correctly selecting three major issues and describing their specific effects on society. The student writing is clear and presents a logical description of the problem and effects on society.
3 Points	The student demonstrates a partial understanding of animal related issues by selecting three issues and describing some of their specific effects on society. The selected issues are correct but may not be major issues. The description of the effect on society is generally correct. The student writing is somewhat clear and presents a logical description. There may be minimal errors to the student writing.
2 Points	The student demonstrates a minimal understanding of animal related issues by selecting three issues and describing some of their specific effects on society. The selected issues may not be major issues or may be non-issues. The description of the effect on society is partially correct or includes errors. The student writing is somewhat unclear and presents a limited description. There may be many errors to the student writing.
1 Point	The student demonstrates a poor understanding of animal related issues by selecting three issues and describing few specific effects on society. The selected issues may not be major issues or may be non-issues. The description of the effect on society is incorrect or very limited. The student writing is unclear and presents a limited description. There may be substantial errors to the student writing.

People enjoy cats and dogs as pets; however, this has led to overpopulation issues. Which is the example of a societal problem related to the overpopulation of dogs or cats?

- *
 - A. feral cat colonies living in human communities
 - B. dog fighting has become more prominent
 - C. designer dogs are being breed for family pets
 - D. guard dogs are in great demand

Course Name: Veterinary Assisting 1

Course Number: 8111510

Item Specifications

Standard: 2.0 Describe the socioeconomic role of veterinary sciences on the livestock industry.

Benchmark: 2.01 Prepare a report on the history of veterinary sciences, companion animal and livestock industry.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response

Content Limits: Items should focus on pet care and medicine as well as farm animal medicine.

Stimulus Attributes:

Stimulus may address knowledge of veterinary medicine.

Stimulus may address the history of veterinary sciences, companion animal and livestock industry.

Stimulus may describe a scenario which includes pet versus farm animal care.

Stimulus may direct students to create a written explanation.

Response Attributes:

Responses may address veterinary medicine as it relates to pet and food animals.

Responses may include specific events, places or people important in the history of veterinary science.

Responses may include a written document that describes the history of veterinary sciences.

Sample Item:

Item Specifications

Stimulus: Select one person who made a major contribution to the field of veterinary science. In two paragraphs, list at least 3 contributions and explain each contribution to veterinary science that your selected person had on veterinary science.

Rubric:

4 Points	The student description shows a thorough understanding of the contributions of specific individuals to the field of veterinary science. The selected individual made a major contribution to veterinary sciences. The student writing is clear and presents a logical description.
3 Points	The student description shows a partial understanding of the contributions of specific individuals to the field of veterinary science. The selected person made a contribution to the field of veterinary science but the contribution may have been minor or the student incorrectly described some of their contributions. The student writing is somewhat clear and presents a logical description. There may be minimal errors to the student writing.
2 Points	The student description shows a minimal understanding of the contributions of specific individuals to the field of veterinary science. The selected person made a contribution to the field of veterinary science but the contribution may have been minor or the student incorrectly described their contributions. The student writing is somewhat unclear and presents a limited description. There may be many errors to the student writing.
1 Point	The student description shows a poor understanding of the contributions of specific individuals to the field of veterinary science. The selected person may not have made a contribution to the field of veterinary science or the student incorrectly described their contribution. The student writing is basically unclear and presents a limited description. There may be substantial errors to the student writing.

Item Specifications

Standard: 2.0 Describe the socioeconomic role of veterinary sciences on the livestock industry.

Benchmark: 2.02 Assess the impact of companion animals on the veterinary science industry.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should refer to small or companion animals, not livestock species.

Stimulus Attributes:

Stimulus may define companion animals.

Stimulus may address general knowledge of veterinary science industry.

Stimulus may address the impact of companion animals on the veterinary science industry.

Stimulus may include images, charts or descriptions.

Stimulus may direct the student to write about the impact of companion animals on veterinary science.

Response Attributes:

Responses may include general knowledge of veterinary science industry.

Responses may include general knowledge of companion industry.

Response may list examples of the impact of companion animals in the veterinary science industry.

Responses can include reasons for animal impact on veterinary science.

Responses may include the specific impact of one or more animals.

Responses may include written descriptions of the impact of companion animals on the veterinary science industry.

Sample Item:

Sam was driving through his town and he noticed that a new animal feed store had opened and that there was a new veterinarian in town. He also noticed a flyer advertising a new pet grooming business. What is the **BEST** explanation for the new businesses in town?

- A. The economy in the town is getting better.
- * B. More people have pets in their homes.
- C. People want to have their own business.
- D. There is an interest in animal careers.

Course Name: Veterinary Assisting 1

Course Number: 8111510

Item Specifications

Standard: 2.0 Describe the socioeconomic role of veterinary sciences on the livestock industry.

Benchmark: 2.03 Discuss the role of the animal industry in the interaction of population, food, energy and the environment.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to livestock or animal agriculture. Items may include a discussion that includes an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address knowledge of how the livestock industry affects population, food, energy, and the environment.

Stimulus may address statistics related to population, food, energy, and the environment with respect to the livestock industry.

Stimulus may direct the student to write about the role of the animal industry.

Response Attributes:

Responses may include statistics.

Responses may include the effects of the livestock industry on population, food, energy and the environment.

Responses may include a written description of the role of the animal industry.

Sample Item:

Item Specifications

Stimulus: Florida has experienced an increasing population for the last 40 years. In a paragraph, discuss how the increased population has impacted the cattle farmers in the state and the production of Florida beef.

Rubric:

4 Points	The student description shows a thorough understanding of the impact of growth on the production of food. The student writing is clear and presents a logical description.
3 Points	The student description shows a partial understanding of the impact of growth on the production of food. Major issues are included but there may be minimal errors in the description. The student writing is somewhat clear and presents a logical description. There may be minimal errors to the student writing.
2 Points	The student description shows a minimal understanding of the impact of growth on the production of food. The student may have included incorrect or minor concerns. The student writing is somewhat unclear and presents a limited description. There may be many errors to the student writing.
1 Point	The student description shows a poor understanding of the impact of growth on the production of food. The student discussion is generally incorrect. The student writing is basically unclear and presents a limited description. There may be substantial errors to the student writing.

Course Name: Veterinary Assisting 1

Course Number: 8111510

Item Specifications

Standard: 3.0 Discuss the human-animal bond and its effects on human health.

Benchmark: 3.01 Explain the human-animal bond.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on the uses of canines and horses for service and therapy. Items may include an explanation of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address the use of canines and horses for service.

Stimulus may address the use of canines and horses for therapy.

Stimulus may address the impact of using canines and horses for service and therapy.

Stimulus may direct the student to write about the human-animal bond.

Response Attributes:

Responses may include examples of canine and horse use for service.

Responses may include examples of canine and horse use for therapy.

Responses may include a written description of the human-animal bond.

Sample Item:

Item Specifications

Stimulus: Select one animal that is used in therapeutic settings. In two paragraphs, explain how the animal-human relationship is beneficial to the human.

Rubric:

- | | |
|----------|--|
| 4 Points | The student description shows a thorough understanding of the human-animal bond in the service and therapy field. The student example is an exemplary example of the human-animal bond. The student writing is clear and presents a thorough description. There are few errors to the student writing. |
| 3 Points | The student description shows a partial understanding of the human-animal bond in the service and therapy field. The student provided an example of the human-animal bond. The student writing is clear with limited breaks in logic. There are some errors to the student writing. |
| 2 Points | The student description shows a minimal understanding of the human-animal bond in the service and therapy field. The student provided a poor example of the human-animal bond. The student writing is unclear with numerous breaks in logic. There are many errors to the student writing. |
| 1 Point | The student description shows a poor understanding of the human-animal bond in the service and therapy field. The student provided a poor or incorrect example of the human-animal bond. The student writing is unclear with major breaks in logic. There are substantial errors to the student writing. |

Item Specifications

Standard: 3.0 Discuss the human-animal bond and its effects on human health.

Benchmark: 3.02 Discuss the positive health effects on people resulting from their interaction with animals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on domestic animals and horses. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address the positive health benefits of canines and horses on people.

Stimulus may address the interaction with canines and horses with people.

Stimulus may direct the student to write about the benefits of canines and horses on people.

Response Attributes:

Responses may include examples of health benefits.

Responses may include examples of canines and horses.

Responses may include writing about the health benefits of canines and horses on people.

Sample Item:

What is one of the benefits to a person receiving hippotherapy?

- * A. improved coordination
- B. increased sense of smell
- C. increased verbal communication skills
- D. improved appetite

Which is the **BEST** example of the human-animal interaction that benefits individuals with a health problem or a disability?

- * A. seizure alert dog
- B. explosive detection dog
- C. search and rescue dog
- D. police canine

Course Name: Veterinary Assisting 1

Course Number: 8111510

Item Specifications

Standard: 3.0 Discuss the human-animal bond and its effects on human health.

Benchmark: 3.03 Discuss programs that use human-animal interaction as a therapy tool.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on names of organizations that provide animal therapy. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address programs that provide animal therapy.

Stimulus may address ways to find animal therapy programs.

Stimulus may direct the student to write about animal therapy programs.

Response Attributes:

Responses may include examples of animal therapy programs.

Responses may include examples of sources for locating animal therapy programs.

Responses may include student writing about animal therapy programs.

Sample Item:

Item Specifications

Stimulus: Select two programs in which animals are used for therapy with an individual. In one page, explain how the programs are beneficial as a therapy tool.

Rubric:

- | | |
|----------|--|
| 4 Points | The student description shows a thorough understanding of the human benefit of animal therapy programs. The student description includes a thorough explanation with specific information on the human benefit. The student writing is clear and presents a thorough description. There are few errors to the student writing. |
| 3 Points | The student description shows a partial understanding of the human benefit of the animal therapy programs. The student description includes specific information on the program and the human benefit. The descriptions may have some missing or incorrect information. The student writing mostly clear and presents an adequate description. There are some errors to the student writing. |
| 2 Points | The student description shows a minimal understanding of the human benefit of the animal therapy programs. The student description includes limited or incorrect information about the program and on the human benefit. The student writing somewhat unclear and presents a brief description. There are many errors to the student writing. |
| 1 Point | The student description shows a poor understanding of the human benefit of animal therapy programs. The student description includes limited or mostly incorrect information on the programs and on the human benefit. The student writing unclear and presents a brief description. There are many errors to the student writing. |

Item Specifications

Standard: 3.0 Discuss the human-animal bond and its effects on human health.

Benchmark: 3.04 Describe the characteristics of animals used in the animal-facilitated therapy programs.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on training and breeds used in animal-facilitated therapy programs. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address the training of animals used in animal therapy.
Stimulus may address the type of breeds used in animal therapy.
Stimulus may address the characteristics of animals used in animal therapy.
Stimulus may address types of animal therapy programs.
Stimulus may direct the student to write about the characteristics of animals used in therapy.

Response Attributes:

Responses may include examples of animals.
Responses may include characteristics of animals.
Responses may include animal therapy programs.
Responses may include a written description of the characteristics of animals used in therapy.

Sample Item:

What traits make Labrador Retrievers good candidates for therapy dogs?

- A. a labrador likes to swim and can be used to teach swimming
- * B. a labrador is a calm dog and can handle the therapy environment
- C. a labrador is a dog that most people are not allergic to
- D. a labrador is a commonly available dog that is generally healthy

What characteristic should be avoided when selecting animals used for therapy?

- * A. excitable
- B. calm
- C. intelligent
- D. alert

Item Specifications

Standard: 3.0 Discuss the human-animal bond and its effects on human health.

Benchmark: 3.05 Describe national and local programs that use animal-facilitated therapy.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address national and local organizations. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address national and local programs that use animal-facilitated therapy.

Stimulus may address services provided by animal-facilitated therapy programs.

Stimulus may direct the student to write a description of an animal-facilitated therapy program.

Response Attributes:

Responses may include examples of national and local programs.

Responses may include examples of services provided by animal-facilitated therapy programs.

Responses may include a written description of an animal-facilitated therapy program.

Sample Item:

An intervention in which animals are integrated as part of the treatment process for patients with autism is an example of which type of program?

- * A. Hippotherapy
- B. Animal-Assisted Therapy
- C. Paws for Friendship
- D. Independent Assistance Dogs

Item Specifications

Standard: 3.0 Discuss the human-animal bond and its effects on human health.

Benchmark: 3.06 Discuss grief-response and emotional impact of animal loss.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address stages of grief and memorials. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address common grief responses.

Stimulus may address memorial services for animals.

Stimulus may direct the student to write about common grief responses.

Response Attributes:

Response may include examples of the stages of the grief process.

Responses may include examples of animal memorial services.

Responses may include written descriptions of common grief responses.

Sample Item:

Megan's dog, Barney, has just passed away due to illness. Barney has been with her family for over 12 years and has always been at Megan's side. Megan has been very sad for the past week. What is the **MOST** likely cause of her sadness?

- * A. She is grieving the loss of her dog.
- B. She is wondering where she will purchase a new dog.
- C. She is worried her other dog is lonely.
- D. She doesn't have the money for a new dog.

Item Specifications

Standard: 4.0 Demonstrate the proper use of veterinary science terminologies.

Benchmark: 4.01 Define common veterinary and medical terminology.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address directional terms commonly used in a veterinary clinic.

Stimulus Attributes:

Stimulus may address knowledge of directional terms used in a veterinary clinic.

Stimulus may include images, diagram and descriptions.

Stimulus may direct the student to write a definition of common veterinary terms.

Response Attributes:

Responses may include terms used in a veterinary clinic.

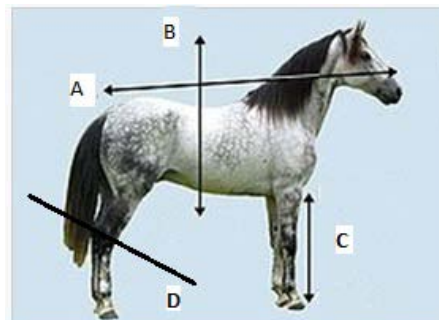
Responses may include descriptions of terms.

Responses may include a written description of common veterinary terms.

Sample Item:

Which arrow indicates the dorsal and ventral axis?

- * A. A
B. B
C. C
D. D



Item Specifications

Standard: 4.0 Demonstrate the proper use of veterinary science terminologies.

Benchmark: 4.02 Compile a list of prefixes and suffixes for veterinary medical terminology.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address terms commonly used in a veterinary clinic.

Stimulus Attributes:

Stimulus may address knowledge of terms used in a veterinary clinic.

Stimulus may include images, diagram and descriptions.

Stimulus may direct the student to compile a list of veterinary prefixes and suffixes.

Response Attributes:

Responses may include terms used in a veterinary clinic.

Responses may include descriptions of terms.

Responses may include a list of veterinary prefixes and suffixes.

Sample Item:

Veterinary medicine uses a variety of prefixes that have a common meaning and aid in communication. What is the meaning of the prefix *hypo*?

- * A. under or beneath
- B. water or wet
- C. above or high
- D. extended

Item Specifications

Standard: 4.0 Demonstrate the proper use of veterinary science terminologies.

Benchmark: 4.03 Categorize gender and species related terminology.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice

Content Limits: Items should address terminology used for companion animals and/or livestock.

Stimulus Attributes:

Stimulus may address terms commonly used to categorize gender of companion animals and/or livestock.

Stimulus may address terms commonly used to categorize species of companion animals and/or livestock.

Response Attributes:

Responses may list animals.

Responses may list terms.

Sample Item:

Which animal is a bovine?

- * A. cow
- B. dog
- C. horse
- D. snake

What term is used for a baby male horse?

- A. gelding
- B. stallion
- * C. colt
- D. filly

Item Specifications

Standard: 5.0 Identify careers in the animal industry.

Benchmark: 5.01 Compile a list of major animal-industry careers.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address companion animal and/or livestock producer careers.

Stimulus Attributes:

Stimulus may address animal-industry careers as it relates to companion animal and/or livestock.

Stimulus may address tasks commonly performed in animal-industry careers as it relates to companion animal and/or livestock.

Stimulus may direct the student to create a list of animal-industry related careers.

Response Attributes:

Responses may include examples of animal-industry careers.

Responses may include tasks performed in animal-industry careers.

Responses may include a written list of animal-industry related careers.

Sample Item:

Which career is **NOT** in the animal care area?

- A. zoologist
- B. veterinary technician
- C. groomer
- * D. taxidermist

Item Specifications

Standard: 5.0 Identify careers in the animal industry.

Benchmark: 5.02 Describe training requirements for entry and advancement in animal-industry careers.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to veterinary careers dealing with companion animals and/or livestock. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus will include various education components necessary for an animal-industry career.
Stimulus may direct the student to write a description of training requirements.

Response Attributes:

Responses may include examples of types of schools.
Responses may include steps needed to pursue various careers.
Responses may include a written description of training requirements.

Sample Item:

Suzanne has always wanted to take care of animals and work in a veterinary office. Which activity would **LEAST** prepare Suzanne for her desired job?

- A. volunteering at the humane society
- B. taking veterinary assist classes in high school
- C. serving as a walker at the kennel club show
- * D. watching the Animal Planet

Item Specifications

Standard: 5.0 Identify careers in the animal industry.

Benchmark: 5.03 Identify professional organizations and trade journals in the animal industry.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address journals, organizations and websites related to the veterinary field.

Stimulus Attributes:

Stimulus may address the purpose of professional organizations in the veterinary field.

Stimulus may address procedures for joining professional organizations in the veterinary field.

Stimulus may address identifying various trade journals in the veterinary field.

Stimulus should include the name of organizations, not acronyms only.

Stimulus may direct the student to write about animal industry professional organizations.

Response Attributes:

Responses may include examples of professional organizations.

Responses may include examples of trade journals.

Responses may include examples of ways to join professional organizations.

Responses should include the name of organizations, not acronyms only.

Responses may include a written identification of professional organization or trade journals in the animal industry.

Sample Item:

Which professional organization should you join in order to keep up to date in the field of caring for cats?

- * A. American Association of Swine Practitioners
- B. American Association of Feline Practitioners
- C. American Association of Bovine Practitioners
- D. Association of Avian Veterinarians

Course Name: Veterinary Assisting 1

Course Number: 8111510

Item Specifications

Standard: 5.0 Identify careers in the animal industry.

Benchmark: 5.04 Investigate career opportunities in the veterinary science, companion animal and large animal industry and identify educational experiences needed to prepare for those careers.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address career opportunities as they pertain to the field of veterinary science or the companion animal and large animal industry.

Stimulus Attributes:

Stimulus may address career opportunities in the field of veterinary science.

Stimulus may address educational experiences needed to prepare for a career in the field of veterinary science.

Stimulus may direct the student to write about their investigation about careers in the veterinary science field.

Response Attributes:

Responses may include careers.

Responses may include educational experiences.

Responses may include student demonstrations resulting from their investigation about careers in veterinary science fields.

Sample Item:

Item Specifications

Stimulus: Choose a career in the veterinary science industry and create a presentation highlighting the educational experiences needed to prepare for that career.

Rubric:

- | | |
|----------|---|
| 4 Points | The student demonstrates a thorough understanding of the career by creating a presentation that includes the description of the career with correct education preparation required. Examples of career preparation opportunities are shown. The presentation is clear with few grammar errors. |
| 3 Points | The student demonstrates a partial understanding of the career by creating a presentation that includes the brief description of the career with correct education preparation required. Examples of career preparation opportunities are brief. The presentation is somewhat clear with some grammar errors. |
| 2 Points | The student demonstrates a minimal understanding of the career by creating a presentation that includes a brief description of the career with correct and incorrect education preparation required. Examples of career preparation opportunities are missing. The presentation is somewhat unclear with some grammar errors. |
| 1 Point | The student demonstrates a poor understanding of the career by creating a presentation that includes a brief description of the career with incorrect education preparation required. Examples of career preparation opportunities are missing or incorrect. The presentation is unclear with many grammar errors. |

Item Specifications

Standard: 5.0 Identify careers in the animal industry.

Benchmark: 5.05 Using AVMA (American Veterinary Medical Association) as a reference, distinguish between a veterinary assistant, veterinary technician and veterinary technologist.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of veterinary assistant, veterinary technician and veterinary technologist careers using AVMA as a reference.

Stimulus Attributes:

Stimulus may address the similarities between veterinary assistant, veterinary technician and veterinary technologist careers.

Stimulus may address the difference between veterinary assistant, veterinary technician and veterinary technologist careers.

Stimulus may address the job responsibilities of veterinary assistant, veterinary technician or veterinary technologist.

Stimulus may address CVA (Certified in Veterinary Assistant) programs offered in high schools.

Stimulus may direct the student to write about the similarities and differences between veterinary assistant, veterinary technician and veterinary technologist careers.

Response Attributes:

Responses may include job responsibilities.

Responses may include careers.

Responses may include programs.

Responses may include a written description of the similarities and differences between veterinary assistant, veterinary technician and veterinary technologist careers.

Sample Item:

Item Specifications

Stimulus: Distinguish the differences between a veterinary assistant, veterinary technician, and veterinary technologist, according to the AVMA. In three paragraphs describe at least three typical duties that each position would perform on a regular basis, the educational requirements of each position, and any other distinguishable differences between positions.

Rubric:

4 Points	The student demonstrates a thorough understanding of multiple positions within a veterinary situation. The response includes at least three typical duties that each position would perform on a regular basis. The response includes details of the educational requirements of each of the three positions. The response includes a comprehensive review of the differences between the three positions.
3 Points	The student demonstrates an understanding of multiple positions within a veterinary situation. The response includes at least two typical duties that each position would perform on a regular basis. The response includes details of the educational requirements of at least two of the three positions. The response includes a detailed review of the differences between the three positions.
2 Points	The student demonstrates an partial understanding of multiple positions within a veterinary situation. The response includes at least one typical duty that at least two of the three positions would perform on a regular basis. The response includes details of the educational requirements of at least one of the three positions. The response includes a review of the differences between two of the three positions.
1 Point	The student demonstrates little to no understanding of multiple positions within a veterinary situation. The response includes at least one typical duty that at least one of the three positions would perform on a regular basis. The response may not include details of the educational requirements of at least one of the three positions. The response may include a review of the differences between two of the three positions.

Item Specifications

Standard: 6.0 Practice safety.

Benchmark: 6.01 List the most common causes of animal related accidents.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to small animals and livestock. Items could include injuries to animals or animals harming people.

Stimulus Attributes:

Stimulus may address common causes of animal related accidents in small animals or livestock.
Stimulus may address ways to avoid animal related accidents in small animals or livestock.
Stimulus may direct the student to write about causes of animal related accidents.

Response Attributes:

Responses may include causes of animal related accidents.
Responses may include examples of animal related accidents.
Responses may include a written description of causes of animal related accidents.

Sample Item:

Vincent has been called to Sunny Dale Farm to take care of Mr. McDonald's cow. Since cows sometimes get nervous when they are approached, what part of the cow should Vincent try to avoid to prevent injury?

- * A. the right side of the cow
- B. the left side of the cow
- C. the front of the cow
- D. the back of the cow

What would the technician in a veterinary clinic do first when restraining a dog that might bite?

- A. get down so you are at the same level as the dog
- B. talk loudly to the dog so it knows who is in charge
- * C. place a muzzle on the dog
- D. turn the dog's head away from the veterinarian

Item Specifications

Standard: 6.0 Practice safety.

Benchmark: 6.02 Discuss the importance of following proper safety precautions in the animal industry.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to small animals and livestock. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address knowledge of safety precautions used in the animal industry.
Stimulus may address consequences of not following safety precautions used in the animal industry.
Stimulus may address terms associated with safety.
Stimulus may direct the student to write about the importance of animal safety.

Response Attributes:

Responses may include safety precautions.
Responses may include consequences.
Responses may include terms associated with safety.
Responses may include a written description of the importance of animal safety.

Sample Item:

Jane works at a pet grooming business. Why is it important that she wash her hands frequently during the day?

- * A. to protect against flea bites
- B. to prevent zoonotic diseases
- C. to avoid getting hookworm
- D. to stop the spread of rabies

Item Specifications

Standard: 6.0 Practice safety.

Benchmark: 6.03 Demonstrate safety procedures used in the classroom, laboratory and workplace.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address small animal, research and livestock industries. A demonstration may include a description of the processes or steps as well as an actual performance.

Stimulus Attributes:

Stimulus may address knowledge of safety procedures used in the classroom, laboratory, and workplace as it relates to the animal industry.

Stimulus may address consequences of not following safety procedures used in the classroom, laboratory, and workplace as it relates to the animal industry.

Stimulus may address terms associated with safety.

Stimulus may direct the student to perform a task safely.

Response Attributes:

Responses may include safety procedures used in the classroom, laboratory, and workplace.

Responses may include consequences for not using correct procedures used in the classroom, laboratory, and workplace.

Responses may include terms associated with safety.

Responses may include a student performance of safely completing a task.

Sample Item:

Item Specifications

Task: Select an animal from your veterinary class laboratory. Demonstrate the proper safety procedure for collecting a blood sample.

Rubric:

4 Points	The student demonstrates a thorough understanding of collecting blood by following all of the required steps including safety procedures. The steps are implemented without any necessary direction or corrections.
3 Points	The student demonstrates a partial understanding of collecting blood by following most of the required steps including safety procedures. The steps are implemented with minor corrections or reminders of procedures.
2 Points	The student demonstrates a minimal understanding of collecting blood by following some of the required steps including safety procedures. The steps are implemented with corrections or reminders of procedures.
1 Point	The student demonstrates a poor understanding of collecting blood by following some of the required steps including safety procedures. The steps are implemented with major corrections or reminders of procedures.

Item Specifications

Standard: 6.0 Practice safety.

Benchmark: 6.04 Practice safety procedures when working with animal-related equipment in the laboratory setting.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address small animal lab equipment. Items may require the student to select the best safety practices.

Stimulus Attributes:

Stimulus may address proper and improper ways to handle small animal lab equipment used in a laboratory setting.

Stimulus may address safety procedures needed when working with animal-related equipment in a laboratory setting.

Stimulus may address terms associated with safety.

Stimulus may direct the student to perform a task safely with equipment.

Response Attributes:

Responses may include procedures for using equipment.

Responses may include results from not using equipment properly.

Responses may include terms associated with safety.

Responses may include a student performance of safely completing a task with equipment.

Sample Item:

What is the **MOST** important safety procedure to follow when using a centrifuge?

- *
 - A. Keep your hands away when operating.
 - B. Hold the centrifuge when operating.
 - C. Use at the highest speed setting during each use.
 - D. Insert the test tube while it is spinning.

Item Specifications

Task: Janet has a job in a veterinary clinic and must collect a stool sample to analyze. Demonstrate the correct use of the equipment to safely collect and analyze the sample.

Rubric:

4 Points	The student demonstrates a thorough understanding of safely using the equipment to collect and analyze a stool sample. The safety procedures for all equipment are correctly implemented without any necessary direction or corrections.
3 Points	The student demonstrates a partial understanding of safely using the equipment to collect and analyze a stool sample. The safety procedures for all equipment are implemented with minor corrections or reminders of procedures.
2 Points	The student demonstrates a minimal understanding of safely using the equipment to collect and analyze a stool sample. The safety procedures are implemented with major corrections or reminders of procedures.
1 Point	The student demonstrates a poor understanding of safely using the equipment to collect and analyze a stool sample. The safety procedures are not implemented correctly without major corrections or reminders of procedures.

Item Specifications

Standard: 6.0 Practice safety.

Benchmark: 6.05 Practice safety precautions around animals.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address companion animals and/or livestock. Items may require the student to select the best safety practices.

Stimulus Attributes:

Stimulus may address proper and improper safety precautions used around animals.

Stimulus may address terms associated with safety.

Stimulus may direct the student to use correct safety precautions around animals.

Response Attributes:

Responses may include safety precautions.

Responses may include animals.

Responses may include terms associated with safety.

Responses may include a student performance of safety precautions around animals.

Sample Item:

James works in a veterinary clinic where several dogs have recently escaped from the kennel due to the cage doors not closing properly. There are concerns for the safety of the escaped dog as well as the visitors to the clinic. What could James do to reduce the risk of this happening in the future?

- A. keep doors to rooms shut to confine the area a dog can get to
- * B. install self-locking doors on kennels
- C. have staff be wary of potential animals being on the loose
- D. install cameras to see animals as soon as they escape

Item Specifications

Standard: 6.0 Practice safety.

Benchmark: 6.06 Discuss the impact of unsafe procedures.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address safety and the consequences of not practicing safety in the veterinary setting. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address safety procedures used in the veterinary setting.

Stimulus may address consequences of not practicing safety in the veterinary setting.

Stimulus may direct the student to write about the consequences of unsafe procedures.

Response Attributes:

Responses may include safety procedures used.

Responses may include reasons for following safety procedures.

Responses may include consequences of not practicing safety.

Responses may include a written description of the consequences of unsafe procedures.

Sample Item:

While working at a veterinary hospital, you are the primary technician responsible for obtaining radiographs. You have been doing this job for so long that you have become relaxed and no longer wear personal protective gear (PPG). What is a possible consequence of your failure to wear protective gear?

- *
 - A. You could suffer long term medical effects from exposure to radiation.
 - B. You will most likely obtain better x-rays because the PPG is cumbersome.
 - C. Nothing bad will happen because you are careful to stay out of the primary beam.
 - D. Nothing bad will happen because you always use the collimator to minimize scatter radiation.

Item Specifications

Stimulus: During Caitlyn's work with a rabbit she accidentally got stuck with a needle. Describe in one paragraph, the steps Caitlyn should take after the needle prick?

Rubric:

- | | |
|----------|--|
| 4 Points | The student demonstrates a thorough understanding of safety procedures by correctly identifying the steps to follow after a needle prick. All major steps have been correctly included and described. The student writing is clear and logical with few grammar errors. |
| 3 Points | The student demonstrates a partial understanding of safety procedures by correctly identifying most of the steps to follow after a needle prick. There may be minor omissions or incorrect information. Some of the steps may be poorly described. The student writing is clear and may have some grammar errors. |
| 2 Points | The student demonstrates a minimal understanding of safety procedures by correctly identifying a few of the steps to follow after a needle prick. There may be major omissions or incorrect information. Many of the steps may be poorly described. The student writing is basic and may have many grammar errors. . |
| 1 Point | The student demonstrates a poor understanding of safety procedures by correctly identifying a few of the steps to follow after a needle prick. There may be major omissions or incorrect information. Most of the steps may be poorly described. The student writing is unclear and may have many grammar errors. |

Item Specifications

Standard: 7.0 Recognize normal and abnormal animal behaviors.

Benchmark: 7.01 Distinguish between instinctive and learned behaviors.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address companion animals and/or livestock.

Stimulus Attributes:

Stimulus may address characteristics of instinctive behavior of companion animals and/or livestock.

Stimulus may address characteristics of learned behavior of companion animals and/or livestock.

Stimulus may direct the student to write about instinctive and/or learned behaviors.

Response Attributes:

Responses may include characteristics of behaviors.

Responses may include animals.

Responses may include examples of behaviors.

Responses may include student written descriptions of instinctive and/or learned behaviors.

Sample Item:

Where does instinctive behavior come from?

- A. It is taught by the pet owner.
- B. through experimentation
- * C. It is inherited from the animal parents.
- D. through observation

You adopted a six month old retriever puppy from the local animal shelter. You were very surprised at the skills of the dog. Which is a behavior of the puppy that is a learned behavior?

- A. The puppy catches balls.
- B. The puppy knows how to swim.
- C. The puppy chews on his toys.
- * D. The puppy sits when commanded.

Course Name: Veterinary Assisting 1

Course Number: 8111510

Item Specifications

Standard: 7.0 Recognize normal and abnormal animal behaviors.

Benchmark: 7.02 Recognize normal and abnormal behavioral characteristics of animals through observations.

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address companion animals and/or livestock.

Stimulus Attributes:

Stimulus may address normal and abnormal behavioral characteristics of companion animals and/or livestock.

Stimulus may include videos of animal normal and abnormal behaviors.

Stimulus may include a description of normal and/or abnormal animal behaviors.

Stimulus may direct the student to write about normal and abnormal animal behaviors based on an observation.

Response Attributes:

Responses may include characteristics of normal and abnormal behavior.

Responses may include reasons abnormal behavior is occurring.

Responses may include a written description of normal and abnormal animal behaviors.

Sample Item:

Item Specifications

Stimulus: In a two paragraph response, describe an abnormal behavior in two different animals. Determine what the characteristics of that behavior are and provide an example of the opposite normal behavior in that animal.

Rubric:

4 Points	Response correctly and thoroughly describes an abnormal behavior in two different animals. Response thoroughly describes at least two characteristics for each abnormal behavior. Response provides an example of the normal behavior that is opposite the abnormal behavior that is being discussed in both animals.
3 Points	Response correctly describes an abnormal behavior in two different animals. Response describes at least two characteristics for each abnormal behavior. Response provides an example of the normal behavior that is opposite the abnormal behavior that is being discussed in both animals.
2 Points	Response partially describes an abnormal behavior in two different animals. Response describes at least one characteristic for each abnormal behavior. Response provides an example of the normal behavior that is opposite the abnormal behavior that is being discussed in one of the two animals.
1 Point	Response fails to describe an abnormal behavior in two different animals. Response describes at least one characteristic of abnormal behavior. Response does not provide an example of the normal behavior that is opposite the abnormal behavior.

Item Specifications

Standard: 7.0 Recognize normal and abnormal animal behaviors.

Benchmark: 7.03 Recognize signs of aggressive animal behaviors.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address behaviors found in companion animals and/or livestock.

Stimulus Attributes:

Stimulus may address signs of aggressive behaviors found in companion animals and/or livestock.

Stimulus may include a video of aggressive and non-aggressive behaviors.

Stimulus may direct the student to write about aggressive animal behaviors.

Response Attributes:

Responses may include descriptions of behaviors.

Responses may list animals.

Responses may include a student written description of the signs of aggressive behaviors.

Sample Item:

Which animal is displaying an aggressive behavior?

- * A. a corralled horse running along the fence line
- B. a cat with his ears pinned back and hair standing
- C. a dog licking your face after your ate
- D. a cow moving to the back corner of the pasture

Item Specifications

Standard: 7.0 Recognize normal and abnormal animal behaviors.

Benchmark: 7.04 Identify behavioral problems.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address companion animals and/or livestock.

Stimulus Attributes:

Stimulus may address behavior problems in companion and/or livestock.

Stimulus may address solutions to behavior problems in companion and/or livestock.

Stimulus may include video demonstrating animal behavior problems.

Stimulus may direct the student to write about behavioral problems that have been identified.

Response Attributes:

Responses may include examples of behavior problems.

Responses may include solutions to behavior problems.

Responses may list animals.

Responses may include a written description of identified animal behavior problems.

Sample Item:

Paula's cat Muffin has been scratching the furniture, carpets and drapes to the point that much of it needs to be replaced. Which is **NOT** a reason for cats scratching?

- * A. Muffin wants to go outside to play.
- B. Muffin needs to sharpen her claws.
- C. Muffin is marking her territory.
- D. Muffin needs to stretch.

Item Specifications

Standard: 7.0 Recognize normal and abnormal animal behaviors.

Benchmark: 7.05 Describe behavioral changes due to aging.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address companion animals and/or livestock. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address signs of behaviors changes due to aging in companion animals and/or livestock.

Stimulus may address causes of behavior changes due to aging in companion animals and/or livestock.

Stimulus may include a video demonstrating age-related animal behavior.

Stimulus may direct the student to write a description of age-related behavioral changes in animals.

Response Attributes:

Responses may include behavior changes.

Responses may list animals.

Responses may include student written descriptions of age-related behavioral changes in animals.

Sample Item:

Item Specifications

Stimulus: Sue raises Australian Shepherds. She currently has 3 puppies that are 10 weeks old, their mother who is 4 years old, and their grandmother who is 8 years old. Compare and contrast the behavior of the 3 generations of Australian Shepherds.

Rubric:

4 Points	The student demonstrates a thorough understanding of age-related behaviors by providing an extensive description of behavioral similarities and differences in the three generations. The student writing is clear and logical with few grammar errors.
3 Points	The student demonstrates a partial understanding of age-related behaviors by providing a basic description of behavioral similarities and differences in the three generations. Some of the behaviors may be poorly described. The student writing is basic with some grammar errors.
2 Points	The student demonstrates a minimal understanding of age-related behaviors by providing a brief description of behavioral similarities and differences in the three generations. Some of the behaviors may be poorly described or incorrect. The student writing may be unclear with some grammar errors.
1 Point	The student demonstrates a poor understanding of age-related behaviors by providing a brief description of behavioral similarities and differences in the three generations. Many of the behaviors are poorly described or incorrect. The student writing may be unclear with many grammar errors.

Item Specifications

Standard: 8.0 Restrain and control companion and livestock animals.

Benchmark: 8.01 Recognize signs of aggressive behaviors in animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address behaviors found in companion animals and/or livestock.

Stimulus Attributes:

Stimulus may address signs of aggressive behaviors found in companion animals and/or livestock.

Stimulus may include a video demonstrating aggressive behavior.

Stimulus may direct the student to write about the signs of animal aggressive behaviors.

Response Attributes:

Responses may include descriptions of behaviors.

Responses may list animals.

Responses may include a written description of the signs of animal aggressive behaviors.

Sample Item:

Stimulus: Choose between a pig, goat, horse, or cow and describe at least 3 signs of aggressive behavior. In a two paragraph response, provide an example of how one of those aggressive behaviors could have been avoided and/or minimized.

Rubric:

4 Points	Response contains the selection of one of the 4 provided animals. Response provides at least 3 signs of aggressive behavior. Response includes a comprehensive example of how an aggressive behavior could have been avoided and/or minimized.
3 Points	Response contains the selection of one of the 4 provided animals. Response provides at least 2 signs of aggressive behavior. Response includes an example of how an aggressive behavior could have been avoided and/or minimized.
2 Points	Response contains the selection of one of the 4 provided animals. Response provides at least 1 sign of aggressive behavior. Response does not include an example of how an aggressive behavior could have been avoided and/or minimized.
1 Point	Response contains the selection of one of the 4 provided animals. Response fails to provide at least 1 sign of aggressive behavior. Response does not include an example of how an aggressive behavior could have been avoided and/or minimized.

Item Specifications

Standard: 8.0 Restrain and control companion and livestock animals.

Benchmark: 8.02 Explain the appropriate restraining methods for specific behaviors.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address restraining companion animals and/or livestock. An explanation may include written ideas of the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address types of restraining methods used to control companion animals and/or livestock.

Stimulus may address types of restraints used to control companion animals and/or livestock.

Stimulus may address reasons to select restraints based on animal behavior.

Stimulus may include images, diagrams or descriptions.

Stimulus may direct the student to write an explanation of restraint methods for specific animal behaviors.

Response Attributes:

Responses may include types of restraints.

Responses may include types of behaviors.

Responses may list animals.

Responses may include images, diagrams or descriptions.

Responses may include a written description of restraint methods for specific animal behaviors.

Sample Item:

What type of restraint is used to control a cow after it is has been placed in a chute?

- * A. rope halter
- B. nose tongs
- C. tail restraint
- D. front leg hobble

What is the main use for a breeding hobble?

- * A. to prevent a mare from kicking effectively
- B. to prevent a horse from eating bedding
- C. to prevent dogs from breeding
- D. to prevent cats from breeding

Item Specifications

Standard: 8.0 Restrain and control companion and livestock animals.

Benchmark: 8.03 Match the appropriate level of restraint needed for a given animal and situation.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address restraints needed for companion animals and/or livestock.

Stimulus Attributes:

Stimulus may address appropriate level of restraint needed given the situation.

Stimulus may address types of restraining methods used to control companion animals and/or livestock.

Stimulus may address types of restraints used to control companion animals and/or livestock.

Stimulus may address reasons to select restraints based on animal behavior.

Stimulus may include images, diagram or descriptions.

Stimulus may require the student to write about restraint levels.

Response Attributes:

Responses may include types of restraints.

Responses may include types of behaviors.

Responses may list animals.

Responses may include images, diagrams or descriptions.

Responses may include a written description of animal restraint levels.

Sample Item:

Which situation would **NOT** be appropriate to use a chemical restraint?

- A. when the animal is likely to cause harm to itself or to a human caring for the animal
- B. when the animal has just awakened from a surgical procedure and is acting aggressively
- * C. when the animal is extremely docile
- D. when the animal is likely to bite

Item Specifications

Standard: 8.0 Restrain and control companion and livestock animals.

Benchmark: 8.04 Demonstrate verbally and physically restraining animals, including:

Place, remove, and restrain a caged animal

Restraint a tabled small animal

Apply muzzle, E-collar and restraint pole

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address restraints needed for companion animals and/or livestock. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may address steps to verbally restrain animals.

Stimulus may address steps to physically restrain animals.

Stimulus may require the student to perform the restraint of an animal.

Response Attributes:

Responses may include steps to verbally restrain animals.

Responses may include steps to physically restrain animals.

Responses may include a student demonstration restraining an animal.

Sample Item:

Task: Select one caged animal in your veterinary assisting lab. Demonstrate how to place, restrain, and remove your animal.

Rubric:

4 Points	The student demonstrates a thorough understanding of both verbal and physical restraints. The student is independently able to correctly apply physical restraints and verbal restraints.
3 Points	The student demonstrates a partial understanding of both verbal and physical restraints. The student is able to apply physical restraints and verbal restraints with some direction or with minimal errors.
2 Points	The student demonstrates a minimal understanding of both verbal and physical restraints. The student is able to apply physical restraints and verbal restraints with significant direction or with many errors.
1 Point	The student demonstrates a minimal understanding of both verbal and physical restraints. The student is unable to apply physical restraints and verbal restraints with significant direction or with many errors.

Course Name: Veterinary Assisting 1

Course Number: 8111510

Item Specifications

Standard: 8.0 Restrain and control companion and livestock animals.

Benchmark: 8.05 Demonstrate the appropriate restraining methods for the following large animals:

halter, tie and lead horses and cattle

apply twitch, nose tongs

restrain sheep and swine

load large animals

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address restraints for livestock. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may address techniques used to restrain livestock.

Stimulus may address types of restraints used to control livestock.

Stimulus may include images, diagrams or descriptions.

Stimulus may require the student to demonstrate restraining an animal.

Response Attributes:

Responses may include steps to restrain livestock.

Responses may include images, diagrams or descriptions.

Responses may include a student demonstration restraining an animal.

Sample Item:

Item Specifications

Task: Student will select the appropriate tool(s) and effectively restrain a bull, swine, and halter, tie, and lead a horse.

Rubric:

- | | |
|----------|--|
| 4 Points | The student properly selects the appropriate tool for each of the 3 selected animals. The student demonstrates a thorough understanding of the method associated with restraining a bull and swine. The student demonstrates a thorough understanding of the method of haltering, tying, and leading a horse. |
| 3 Points | The student properly selects the appropriate tool for two of the 3 selected animals. The student demonstrates a partial understanding of the method associated with restraining a bull or a swine. The student demonstrates a partial understanding of the method of haltering, tying, and leading a horse. |
| 2 Points | The student properly selects the appropriate tool for one of the 3 selected animals. The student demonstrates a partial understanding of the method associated with restraining a bull or a swine. The student demonstrates a partial understanding of the method of two elements of haltering, tying, or leading a horse. |
| 1 Point | The student was not able to properly select the appropriate tool for any of the selected animals. The student demonstrates a mostly incorrect understanding of the method associated with restraining a bull and a swine. The student demonstrates a mostly incorrect understanding of the method of two elements of haltering, tying, or leading a horse. |

Item Specifications

Standard: 8.0 Restrain and control companion and livestock animals.

Benchmark: 8.06 Discuss chemical restraints of animals.

Depth of Knowledge: Low Complexity, Moderated Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to chemical restraints. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include types of chemical restraints.

Stimulus may address procedures for the use of chemical restraints.

Stimulus may direct the student write about chemical restraints.

Response Attributes:

Responses may include types of chemical restraints.

Responses may include methods to use chemical restraints.

Responses may include a student written description of chemical restraints.

Sample Item:

When using a chemical restraint, which method of administration is the fastest acting?

- A. subcutaneous
- B. intramuscular
- * C. intravenous
- D. orally

Item Specifications

Standard: 8.0 Restrain and control companion and livestock animals.

Benchmark: 8.07 Describe complications encountered when restraining animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to complications related to chemical or physical restraints. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include types of chemical or physical restraints.

Stimulus may include images of restraints.

Stimulus may address procedures for the use of chemical or physical restraints.

Stimulus may include examples of complications from chemical or physical restraints.

Stimulus may include video demonstrating intended and unintended consequences of restraining an animal.

Stimulus may include a written description of complications resulting from animal restraints.

Response Attributes:

Responses may include types of chemical restraints.

Responses may include examples of complications from chemical restraints.

Responses may include correct and incorrect procedures for using chemical restraints.

Responses may include a written description of complications resulting from animal restraints.

Sample Item:

Ben's dog has a piece of glass stuck in its paw. Since it will require stitches, the vet must sedate it. He may use xylazine or medetomidine.

What is a complication that may arise from the sedation?

- * A. decreased respiratory rate
- B. cardiac arrest
- C. seizures
- D. increase in blood pressure

Item Specifications

Standard: 9.0 Identify common breeds of companion animals.

Benchmark: 9.01 Identify canine breeds and list breed characteristics.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to canine breeds and information.

Stimulus Attributes:

Stimulus may address common breeds of canine.

Stimulus may address characteristics of the different canine.

Stimulus may include charts, pictures and diagrams.

Stimulus may direct the student to write characteristics of canine breeds.

Response Attributes:

Responses should reflect common breeds of canine.

Responses should address breeds and characteristics of canine.

Responses may include a written description of canine breed characteristics.

Sample Item:

Which dog makes a good family pet and could also be used for hunting water birds?

- * A. Weimaraner
- B. Scottish Terrier
- C. American Bulldog
- D. Standard Poodle

What breed of dog is shown in the picture?

- * A. English Bulldog
- B. Pug
- C. Shar Pei
- D. Pekingese



Item Specifications

Standard: 9.0 Identify common breeds of companion animals.

Benchmark: 9.02 Identify feline breeds and list breed characteristics.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to feline breeds.

Stimulus Attributes:

Stimulus may address common breeds of feline.
Stimulus may address characteristics of the different feline.
Stimulus may include charts, pictures and diagrams.
Stimulus may direct the student to write characteristics of feline breeds.

Response Attributes:

Responses should reflect common breeds of feline.
Responses should address breeds and characteristics of feline.
Responses may include a written description of feline breed characteristics.

Sample Item:

In the United States, there are two major breeds of cats: the short-haired breed and long-haired breed.
Which list includes common short-haired breeds found in the United States?

- * A. Abyssinian, Burmese, Havana Brown, Korat, Manx, Rex, Russian Blue, and Siamese
- B. Maine Coon, Angora, American Curl, Ragdoll, American Shorthair
- C. Abyssinian, American Shorthair, Burmese, Havana Brown, Maine Coon, Angora, American Curl
- D. Maine Coon, Angora, American Curl, Ragdoll, Manx, Rex, Russian Blue, and Siamese.

What breed of cat is shown in the picture?

- A. Siamese
- B. Himalayan
- C. Persian
- * D. Russian Blue



Item Specifications

Standard: 9.0 Identify common breeds of companion animals.

Benchmark: 9.03 Identify breeds of rabbits and list their primary use.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to characteristics of rabbit breeds.

Stimulus Attributes:

Stimulus may address common breeds of rabbits.

Stimulus may address characteristics of the different rabbit breeds.

Stimulus may include charts, pictures and diagrams.

Stimulus may direct the student to describe rabbit breeds and uses.

Response Attributes:

Responses should reflect common breeds of rabbits

Responses should address breeds and characteristics of rabbits.

Responses may include a written description of rabbit uses.

Sample Item:

Marta wants a pet rabbit. She is looking for one that will get no bigger than 3-4 pounds and has long hair. Which rabbits should she choose from?

- * A. American Sable and an American Chinchilla
- B. Himalayan and Jersey Wooly
- C. Holland Lop and a Mini Lop
- D. American Sable and Himalayan

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.01 Describe techniques of caring for canine breeds.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to techniques on the care of canines. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of canines.

Stimulus may address common illnesses of canines.

Stimulus may include data, images and descriptions of canines.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for canine breeds.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of canines.

Responses may include specific requirements for the care of canines.

Responses may address common illnesses of canines.

Responses may include a written description about techniques for caring for canine breeds.

Sample Item:

Why is it important to have your dog on a feeding schedule?

- * A. It makes it easier to control the food portion.
- B. It keeps the dog from begging for food.
- C. It helps the owner keep on his schedule.
- D. It helps to avoid having a fussy eater.

Which canine breed should be clipped regularly?

- A. Jack Russell Terrier
- B. Italian Greyhound
- C. Boxer
- * D. Shih Tsu

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.02 Describe techniques in caring for feline breeds.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Responses

Content Limits: Items are limited to techniques in caring for felines. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of felines.

Stimulus may address common illnesses of felines.

Stimulus may include data, images and descriptions of felines.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for feline breeds.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of felines.

Responses may include specific requirements for the care of felines.

Responses may address common illnesses of felines.

Responses may include a written description about techniques for caring for feline breeds.

Sample Item:

Myra just adopted a cat and brought it home. The cat is a short haired Tabby and will live inside. What describes the level of grooming care needed to be performed by Myra?

- * A. short haired cats require no grooming care
- B. short haired cats require regular brushing
- C. short haired cats require regular brushing and bathing
- D. short haired cats require regular brushing and nail cutting

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.03 Describe techniques used in the care of rabbits.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to techniques used in the care of rabbits. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of rabbits.

Stimulus may address common illnesses of rabbits.

Stimulus may include data, images and descriptions of rabbits.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for rabbits.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of rabbits.

Responses may include specific requirements for the care of rabbits.

Responses may address common illnesses of rabbits.

Responses may include a written description about techniques for caring for rabbits.

Sample Item:

What is **NOT** a requirement when caring for a rabbit at home?

- * A. weekly fur washing
- B. clean their ears
- C. monthly nail clipping
- D. clean their scent gland

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.04 Describe techniques used in care of hamsters.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to techniques used in the care of hamsters. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of hamsters.

Stimulus may address common illnesses of hamsters.

Stimulus may include data, images and descriptions of hamsters.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for hamsters.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of hamsters.

Responses may include specific requirements for the care of hamsters.

Responses may address common illnesses of hamsters.

Responses may include a written description about techniques for caring for hamsters.

Sample Item:

What is the **BEST** material to use for hamster bedding?

- A. cedar and pine shavings
- B. shredded newspaper
- * C. aspen wood shavings
- D. cat litter

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.05 Describe techniques used in the care of gerbils.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the care of gerbils. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of gerbils.

Stimulus may address common illnesses of gerbils.

Stimulus may include data, images and descriptions of gerbils.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for gerbils.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of gerbils.

Responses may include specific requirements for the care of gerbils.

Responses may address common illnesses of gerbils.

Responses may include a written description about techniques for caring for gerbils.

Sample Item:

What is the **BEST** reason to provide a sterilized bone, twig or chew toy for your gerbil to gnaw?

- A. to prevent it from chewing on the wire cage
- B. to prevent it from chewing on your furniture
- * C. to prevent it from having dental problems
- D. to prevent it from biting people

Why should you separate a male gerbil from the female gerbil following birth?

- A. The male gerbil will likely eat the offspring.
- * B. It prevents the female from becoming immediately pregnant.
- C. The female will be aggressive toward the males.
- D. The male will interfere with the care of the offspring.

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.06 Describe techniques used in the care of rats and mice.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the care of rats and mice. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of rats and mice.

Stimulus may address common illnesses of rats and mice.

Stimulus may include data, images and descriptions of rats and mice.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for rats and mice.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of rats and mice.

Responses may include specific requirements for the care of rats and mice.

Responses may address common illnesses of rats and mice.

Responses may include a written description about techniques for caring for rats and mice.

Sample Item:

What is the **MOST** appropriate housing for rats and mice?

- A. a wire cage
- * B. a glass aquarium
- C. a wooden cage
- D. a cardboard box

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.07 Describe techniques used in the care of bovine.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the care of bovine species. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of bovine.

Stimulus may address common illnesses of bovine.

Stimulus may address specific breeds of bovine.

Stimulus may include data, images and descriptions of bovine.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for bovine.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of bovine.

Responses may include specific breeds of bovine.

Responses may include specific requirements for the care of bovine.

Responses may address common illnesses of bovine.

Responses may include a written description about techniques for caring for bovine.

Sample Item:

Juan noticed his cow was limping. The vet said it was suffering from hoof rot. What steps should be taken to prevent hoof rot in cattle?

- A. pasture the cattle in a wet area but provide a concrete pen and feed the cattle antibiotics
- B. keep the cattle in concrete pens and check for puncture wounds in the hoof
- C. limit that cleaning of the feed area and utilize foot baths to keep hoof from excess moisture
- * D. avoid muddy wet pasture areas and areas with stubble, check for puncture wounds and keep the hoof trimmed

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.08 Describe techniques used in the care of ovine.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the care of sheep. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of ovine.

Stimulus may address common illnesses of ovine.

Stimulus may address specific breeds of ovine.

Stimulus may include data, images and descriptions of ovine.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for ovine.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of ovine.

Responses may include specific breeds of ovine.

Responses may include specific requirements for the care of ovine.

Responses may address common illnesses of ovine.

Responses may include a written description about techniques for caring for ovine.

Sample Item:

In caring for his pet sheep, Juan noticed his favorite sheep had a bare spot on its side. Upon closer examination, he saw scaly, crusted, yellowish sores and wool loss. Juan knows that the sheep has scabies. How should Juan treat the scabies?

- A. Shear the sheep to remove the infected wool.
- B. Dip the sheep in a sulfur and lime treatment.
- C. Nothing, the scabies mites will die quickly.
- * D. Give the sheep an antibiotic.

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.09 Describe techniques used in the care of caprine.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the care of caprine. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of caprine.

Stimulus may address specific breeds of caprine.

Stimulus may include data, images and descriptions of caprine.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for caprine.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of caprine.

Responses may include specific breeds of caprine.

Responses may include specific requirements for the care of caprine.

Responses may include a written description about techniques for caring for caprine.

Sample Item:

What is the purpose of Elastrators, C-bands, and disbudding irons in the care of goats?

- A. branding goats
- B. castrating goats
- * C. dehorning goats
- D. trimming a goat's hoof

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.10 Describe techniques used in the care of porcine.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to care of porcine. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of porcine.

Stimulus may include specific breeds of porcine.

Stimulus may include data, images and descriptions of porcine.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for porcine.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of porcine.

Responses may include specific breeds of porcine.

Responses may include specific requirements for the care of porcine.

Responses may include a written description about techniques for caring for porcine.

Sample Item:

When should you clip the teeth of a piglet?

- * A. when the teeth interfere with nursing
- B. when the piglet bites other piglets
- C. when the piglet bites caregivers
- D. when the gums of the piglet get infected

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.11 Describe techniques used in the care of equine.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to care of equine. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of equine.

Stimulus may include specific breeds of equine.

Stimulus may include data, images and descriptions of equine.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for equine.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of equine.

Responses may include specific breeds of equine.

Responses may include specific requirements for the care of equine.

Responses may include a written description about techniques for caring for equine.

Sample Item:

What is the purpose of shoeing a horse?

- * A. to protect the horse hooves
- B. to keep the horse hooves short
- C. to allow the horse to run faster
- D. to allow the horse to walk on hard surfaces

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.12 Describe the techniques used in the care of Llamas (cameline).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the care of Llama species. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of llamas.

Stimulus may include specific breeds of llamas.

Stimulus may include data, images and descriptions of llamas.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for llamas.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of llamas.

Responses may include requirements for the care of llamas.

Responses may include specific breeds of llamas.

Responses may include a written description about techniques for caring for llamas.

Sample Item:

In caring for llamas, it is important to

- * A. have an electric fence to keep them from trying to escape.
- B. have at least two llamas at the same time since they are social animals.
- C. be aware of the ovulating cycles if you are trying to breed.
- D. have a climate controlled enclosure to house them.

Item Specifications

Standard: 10.0 Investigate the common husbandry practices and daily care of several species of companion animals.

Benchmark: 10.13 Describe the techniques used in the care of poultry.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the care of poultry. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the techniques used in the care of poultry.

Stimulus may include specific breeds of poultry.

Stimulus may include data, images and descriptions of poultry.

Stimulus may include scenarios.

Stimulus may direct the student to write about techniques for caring for poultry.

Response Attributes:

Responses may include correct and incorrect techniques used in the care of poultry.

Responses may include specific breeds of poultry.

Responses may include a written description about techniques for caring for poultry.

Sample Item:

In caring for baby chicks, what are the **most** important factors to consider?

- * A. adequate ventilation and a heat source
- B. a heat source and a feeder
- C. adequate bedding and ventilation
- D. roosting poles and a heat source

Is it necessary to breed a hen with a rooster to induce the production of edible eggs?

- * A. Yes. The hen will not lay eggs without a rooster to fertilize the eggs.
- B. No. The hen will naturally produce eggs that are not fertilized.
- C. Yes. The eggs will not have a yolk without a rooster.
- D. No. The hens will lay eggs and chicks will hatch.

Item Specifications

Standard: 11.0 Demonstrate human-relations, communications and leadership through FFA activities.

Benchmark: 11.01 Conduct formal and informal meetings using correct parliamentary procedure skills.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to parliamentary procedures as related to FFA meetings.

Stimulus Attributes:

Stimulus may include a scenario.

Stimulus may include parliamentary procedures.

Stimulus may include the role of the parliamentarian.

Stimulus may direct the student to conduct a meeting using parliamentary procedures.

Response Attributes:

Responses may include correct and incorrect procedures.

Responses may include role of parliamentarian.

Responses may include names of parliamentary rules.

Responses may include the student conducting an actual meeting using parliamentary procedures.

Sample Item:

What does it mean to adjourn a meeting according to parliamentary procedure?

- A. to begin a meeting
- B. postpone the discussion until a later time
- * C. to close a meeting
- D. discuss the topic on the table

Item Specifications

Task: Conduct a meeting in your veterinary class following correct parliamentary procedures.

Rubric:

4 Points	The student demonstrated a thorough understanding of parliamentary procedures by conducted a class meeting. The major parliamentary procedures were correctly followed and required few or no assistance from the teacher.
3 Points	The student demonstrated a partial understanding of parliamentary procedures by conducted a class meeting. The major parliamentary procedures were correctly followed and with some assistance and coaching from the teacher.
2 Points	The student demonstrated a minimal understanding of parliamentary procedures by conducted a class meeting. The major parliamentary procedures were followed with major assistance and coaching from the teacher.
1 Point	The student demonstrated a poor understanding of parliamentary procedures by conducted a class meeting. The major parliamentary procedures were not followed correctly, even with major assistance and coaching from the teacher.

Item Specifications

Standard: 11.0 Demonstrate human-relations, communications and leadership through FFA activities.

Benchmark: 11.02 Identify the opportunities for leadership development available through the National FFA Organization and/or professional organizations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to leadership development available through FFA or other organizations that are widely available.

Stimulus Attributes:

Stimulus may include examples of opportunities for leadership development available through the National FFA Organization and the local chapter.

Stimulus may identify leadership positions.

Stimulus may include requirements and or procedures for leadership positions.

Stimulus may include scenarios related to FFA activities.

Stimulus may direct the student to write about leadership opportunities in organizations.

Response Attributes:

Response may include names of leadership positions.

Response may include requirements for leadership positions.

Response may include procedures for leadership development.

Responses may include activities related to leadership development.

Responses may include a written description of leadership opportunities in organizations.

Sample Item:

As an officer in a local FFA chapter, what opportunities are available to develop your leadership skills?

- * A. Washington Leadership Conference, Colt Conference, and the 360° Conference
- B. Washington Leadership Conference, Blast Off, and New Century Farmer Conference
- C. Washington Leadership Conference, Blast Off, and NCLSCO
- D. Colt Conference, Blast Off, and the NCLSCO

Item Specifications

Standard: 11.0 Demonstrate human-relations, communications and leadership through FFA activities.

Benchmark: 11.03 Delineate the major events in the history of the FFA.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to FFA history of events.

Stimulus Attributes:

Stimulus may include names of people related to major events in the history of the FFA.

Stimulus may include the major events in the history of the FFA.

Stimulus may include general knowledge of the history of FFA.

Stimulus may direct the student to write about major history events of the FFA.

Response Attributes:

Response may include names of people related to major events in the history of the FFA.

Response may include the major and minor events in the history of the FFA.

Response may include general knowledge of the history of FFA.

Responses may include a written description of major history events of the FFA.

Sample Item:

Stimulus: Choose a major event in the history of FFA and explain its importance.

Rubric:

4 Points	The student demonstrated a thorough understanding of FFA history by selecting a major event and clearly describing its importance. The student described the importance of the event clearly and with few writing errors.
3 Points	The student demonstrated a partial understanding of FFA history by selecting a major event and partially describing its importance. The student described the importance of the event with some errors or incorrect information and with some writing errors.
2 Points	The student demonstrated a minimal understanding of FFA history by selecting an event and partially describing its importance. The student described the importance of the event with many errors or incorrect information and with many writing errors.
1 Point	The student demonstrated a poor understanding of FFA history by selecting an event and briefly describing its importance. The student described the importance of the event with many errors or incorrect information and with many writing errors.

Item Specifications

Standard: 11.0 Demonstrate human-relations, communications and leadership through FFA activities.

Benchmark: 11.04 Develop, implement and maintain work-based learning through a Supervised Agricultural Experience (SAE) program.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to SAE potential projects and recordkeeping skills check.

Stimulus Attributes:

Stimulus will include teacher-directed guidelines.

Stimulus may include a student demonstration of their SAE project.

Response Attributes:

Response should include all requirements of the SAE project.

Response may include the student SAE project.

Sample Item:

Task: Student will present, exhibit, and/or discuss his SAE project with the class.

Rubric:

4 Points	The student demonstrated a thorough understanding of their SAE project by describing the project clearly and completely while presenting all required documents. All components of the project were correct.
3 Points	The student demonstrated a partial understanding of their SAE project by describing the project completely, with some coaching. The required documents were completed to an acceptable level.
2 Points	The student demonstrated a minimal understanding of their SAE project by describing the project completely, with much coaching. The required documents had some missing components or errors.
1 Point	The student demonstrated a poor understanding of their SAE project by describing the project with error and with much coaching. The required documents had some missing components or errors.

Item Specifications

Standard: 11.0 Demonstrate human-relations, communications and leadership through FFA activities.

Benchmark: 11.05 Collect, interpret and analyze data using an organized record-keeping system.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response, Performance Task

Content Limits: Items are limited to recordkeeping information as it relates to FFA activities.

Stimulus Attributes:

Stimulus may include tables or data.

Stimulus may include the use of scenarios related to FFA activities.

Stimulus may direct the student to write an analysis of data.

Response Attributes:

Response may include the use of technology.

Responses may include a written analysis of data.

Sample Item:

Stimulus: Buddy wants to show his pet hog at the state fair. He has been keeping track of the hog's weight gain since birth to make sure that the hog is gaining steadily. In preparation for the state fair he reviewed the weights of winning hogs from the last five years. The fair is one month away.

Explain how Buddy can use the data he has collected to determine if his hog has a chance of winning.

Rubric:

4 Points	The student demonstrated a thorough understanding of their data and projected the hog's weight correctly at fair time.
3 Points	The student demonstrated a partial understanding of their data. The data was interpreted with few errors and projected the hog's weight at fair time.
2 Points	The student demonstrated a minimal understanding of their data. The data was interpreted with some errors and the project weight of the hog at fair time was incorrect.
1 Point	The student demonstrated a poor understanding of their data. The data was interpreted with many errors and the project weight of the hog at fair time was incorrect or not projected.

Course Name: Veterinary Assisting 1

Course Number: 8111510

Item Specifications

Standard: 11.0 Demonstrate human-relations, communications and leadership through FFA activities.

Benchmark: 11.06 Demonstrate procedures for preparing, maintaining and exhibiting animals.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to animals for exhibition at FFA sponsored activities. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may address procedures for preparing, maintaining and exhibiting animals for FFA sponsored activities.

Stimulus may include scenarios related to exhibiting animals.

Stimulus may include charts, images and descriptions.

Stimulus may direct the student to demonstrate procedures to maintain or exhibit an animal.

Response Attributes:

Responses may include correct and incorrect FFA procedures for preparing, maintaining and exhibiting animals.

Responses may include a student demonstration of the procedures to maintain or exhibit an animal.

Sample Item:

Item Specifications

Stimulus: Johnny wants to show a pig at the county fair next year. Describe the steps that he must go through from selecting a piglet to showing the animal at the fair.

Rubric:

4 Points	The student demonstrated a thorough understanding of the procedures for showing an animal. All of the required procedures were correctly described. The description was extensive and generally correct. Only minor errors or omissions were evident.
3 Points	The student demonstrated a partial understanding of the procedures for showing an animal. The major procedures were correctly described. The description was generally correct but may have been brief. Only minor errors or omissions were evident.
2 Points	The student demonstrated a minimal understanding of the procedures for showing an animal. Some of the procedures were described. The description may have been brief or included multiple errors or omissions.
1 Point	The student demonstrated a poor understanding of the procedures for showing an animal. Few procedures were described. The description may have been brief or included multiple errors or omissions.

Item Specifications

Standard: 11.0 Demonstrate human-relations, communications and leadership through FFA activities.

Benchmark: 11.07 Cite requirements to show and exhibit selected animals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice

Content Limits: Items should focus on state fair requirements and regulations.

Stimulus Attributes:

Stimulus may address FFA requirements to show and exhibit selected animals.

Stimulus may include scenarios related to showing animals.

Stimulus may include charts, images and descriptions.

Response Attributes:

Responses may include correct and incorrect FFA requirements to show and exhibit selected animals.

Sample Item:

When showing a horse at an outdoor event as an FFA member, what is **NOT** an error that would cause you to have deductions in your score?

- * A. wearing black jeans
- B. jacket zipped halfway
- C. wearing a white t-shirt
- D. wearing a black tie

Item Specifications

Standard: 12.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 12.01 Employ leadership skills to accomplish organizational goals and objectives.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to leadership skills in a veterinary related area. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may present scenarios addressing ethical situations.

Stimulus may address leadership skills.

Stimulus may direct the student to describe steps to lead an organization.

Response Attributes:

Responses may include leadership skills.

Responses may include a written description of steps to lead an organization.

Sample Item:

You are the leader of your FFA team as they prepare for the state fair. As the team leader, which behavior is the most important for you to practice?

- A. Complete all the work yourself so that you know if gets completed.
- B. Yell at anyone who fails to complete their assignment.
- * C. Frequently check with the team on their progress with assignments.
- D. Ask your parents to help you get all of the work done on time.

Item Specifications

Stimulus: Your veterinary class has decided to raise some money to help cover the costs of animal care. Your class voted to make you the chairman of the project. Describe the steps that you would take as the class leader to accomplish the class goal of raising \$500.00.

Rubric:

- | | |
|----------|--|
| 4 Points | The student demonstrated a thorough understanding of leadership and team work by working with classmates to accomplish the goal. The student delegated work to classmates and monitored their work. The student worked to keep everyone involved with little or no assistance from the teacher. |
| 3 Points | The student demonstrated a partial understanding of leadership and team work by working with classmates to accomplish the goal. The student delegated some work to classmates but accomplished much of the work himself/herself. The student may have monitored student work. The student worked to keep everyone involved with some assistance from the teacher. |
| 2 Points | The student demonstrated a minimal understanding of leadership and team work by working with classmates to accomplish the goal. The student delegated little work to classmates but accomplished much of the work himself/herself. The student may have delegated work but didn't monitor progress regularly. The student worked to keep everyone involved with major assistance from the teacher. |
| 1 Point | The student demonstrated a poor understanding of leadership and team work by working with classmates to accomplish the goal. The student delegated little work to classmates and generally did not accomplish much of the work. The student may have delegated work but didn't monitor progress. The student did not work to keep everyone involved; major assistance was needed from the teacher. |

Item Specifications

Standard: 12.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 12.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to effective relationships. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may include scenarios related to effective working relationships.

Stimulus may include traits of effective working relationship.

Stimulus may direct the student to describe procedures to work effectively with others.

Response Attributes:

Responses may include effective and non-effective qualities and traits of working relationships.

Responses may include a written description of procedures to work effectively with others.

Sample Item:

You have been hired as a kennel attendant at your neighborhood veterinary office. You really like the job and want to be a good team member. What behavior is effective in maintaining a positive working relationship with your coworkers?

- * A. bringing in biscuits for all the dogs in the office and handing them out
- B. noticing certain medicines are low and letting the office know to order more
- C. deciding to reorganize the patient files yourself without being asked to
- D. taking the dogs for an extra-long walk instead of for the required time

Item Specifications

Standard: 12.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 12.03 Conduct and participate in meetings to accomplish work tasks.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to meeting information. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

- Stimulus may include procedures for holding meetings.
- Stimulus may include scenarios describing meeting situations.
- Stimulus may include a role play scenario.
- Stimulus may direct the student to conduct or participate in a work meeting.

Response Attributes:

- Response may include procedures for holding meetings.
- Response may include a role play scenario.
- Responses may include a student demonstration conducting or participating in a work meeting.

Sample Item:

Helen, Dr. Small's receptionist, scheduled a Monday morning meeting for all employees to train them on the new scheduling program that was recently installed at Happy Pets Clinic. All employees will be required to use the new system. Which are the **MOST** important steps for Helen to take to ensure that the meeting is successful?

- A. make sure that she has plenty of coffee and donuts so that everyone has breakfast
- B. make sure the system is up and running and you have handouts for everyone
- C. turn on the computers for everyone, review the handouts, and then leave so they can get to work
- * D. present an overview of the system, hand out materials, check that everyone can get on the system

Item Specifications

Standard: 12.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 12.04 Employ mentoring skills to inspire and teach others.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to mentoring/tutoring in the veterinary assisting class or in a veterinary practice. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus should include knowledge of mentoring skills.
Stimulus may include scenarios related to veterinary office classroom situation.
Stimulus may direct the student to demonstrate mentoring behaviors.

Response Attributes:

Responses may include correct and incorrect mentoring skills.
Responses may include a demonstration of mentoring behaviors.

Sample Item:

Stimulus: Eric just started working at the Happy Pets Clinic as the new veterinary assistant. This is his first job and he is very nervous. Cody has worked there for two years and was asked to mentor Eric. In three paragraphs, describe at least 4 ways in which Cody can employ mentoring skills to help Eric?

Rubric:

4 Points	Response includes a comprehensive description of at least 4 ways in which Cody can assist Eric. Response includes aspects pertaining to follow up assistance throughout the mentoring process.
3 Points	Response includes a thorough description of at least 4 ways in which Cody can assist Eric. Response includes aspects pertaining to follow up assistance throughout the mentoring process.
2 Points	Response includes a description of at least 2 ways in which Cody can assist Eric. Response includes aspects pertaining to follow up assistance throughout the mentoring process.
1 Point	Response may or may not include a description of at least 2 ways in which Cody can assist Eric. Response may or may not include aspects pertaining to follow up assistance throughout the mentoring process.