Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 13.0 Demonstrate basic first aid for humans.

Benchmark: 13.01 Locate and use a first aid kit.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address knowledge of first aid kits and their use. A demonstration of using tools may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may address knowledge of first aid.
Stimulus may address typical contents of a first aid kit.
Stimulus may address purpose for using a first aid kit.
Stimulus may address procedures for locating a first aid kit.
Stimulus may include minor injuries or conditions that might be treated with a first aid kit.
Stimulus may include a short video presenting an accident and response.
Stimulus may direct the student to demonstrate use of items in a first aid kit.

Response Attributes:

Responses may include examples of a first aid kit's contents, types of minor injuries that a first aid kit would be used for, and locations of first aid kits.
Responses may include the identification of correct and incorrect actions in a first aid video.
Responses may include a student demonstrating use of items in a first aid kit.

Sample Item:

Mary was working in the vet's office when a coworker cut her hand. Which is the **BEST** item to use in the first aid kit to reduce the risk of disease transmission when caring for open, bleeding wounds?

	A.	an ice pack
	B.	antibacterial wash
	C.	band aides
*	D.	latex gloves

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 13.0 Demonstrate basic first aid for humans.

Benchmark: 13.02 Recognize allergic reactions and toxicity in humans.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of allergies, hypersensitivity, toxic reactions and various modes of contact in humans.

Stimulus Attributes:

Stimulus may address differences between contact and inhalation, i.e. inhaled, direct contact, splash back.
Stimulus may address knowledge of and types of allergic reactions and its possible causes.
Stimulus may address types of toxic reactions and its possible causes.
Stimulus may include the use of photographs and videos of allergic reactions.
Stimulus may direct students to write a description of allergic reactions.

Response Attributes:

Responses may include examples of allergic and toxicity reactions.
Responses may include types of allergens common to people such as food allergies, hay fever, contact allergies, insect bites or animal related allergies.
Responses may include a description of allergic reactions.

Sample Item:

Clara works at a veterinary clinic. A coworker has a rash on their hands after wearing latex gloves. What type of hypersensitivities has most likely occurred?

*   A.   contact allergy
       B.   inhalation allergy
       C.   food allergy
       D.   insect bite

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 13.0 Demonstrate basic first aid for humans.

Benchmark: 13.03 Describe proper use of eyewash solution.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of eyewash solutions and their proper use. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

       Stimulus may address the proper use of eyewash solution.
       Stimulus may address the location of eyewash stations.
       Stimulus may refer to the use of MSDS.
       Stimulus may include a short video demonstrating correct and incorrect use of eyewash stations.
       Stimulus may describe a proper eyewash solution.
       Stimulus may direct the student to write a description of correct methods to use an eyewash solution.

Response Attributes:

       Responses may include examples of the proper use of eyewash solutions.
       Responses may include reasons for using eyewash stations.
       Responses may refer to the use of MSDS.
       Responses may address types of eyewash solutions or correct and incorrect solutions.
       Responses may include a written description of the correct use of an eyewash solution.

Sample Item:

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Item Specification

Stimulus: While cleaning the surgical equipment, Henry accidentally splashed some chemicals in his eyes. Describe all of the steps required to safely wash the chemicals from Henry's eyes.

Rubric:

4 Points	The student demonstrated a thorough understanding of using the eye wash. The description was complete. The steps were correct and clearly stated. There may be few errors in the writing.
3 Points	The student demonstrated a partial understanding of using the eye wash. The description was generally complete and correct but the steps may be partially described. There may be some errors in the writing.
2 Points	The student demonstrated a minimal understanding of using the eye wash. The description was somewhat incomplete with some errors. The steps may be partially described.
1 Point	The student demonstrated a poor understanding of using the eye wash. The description was generally incomplete with many errors. The steps were poorly described and the writing may contain many errors.

Item Specification

Standard: 13.0 Demonstrate basic first aid for humans.

Benchmark: 13.04 Control minor hemorrhage and/or trauma.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address knowledge of traumatic injury, minor blood loss and wound care as it relates to minor wounds such as cuts, scrapes, abrasions, animal bites. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

> Stimulus may address universal precautions and the risks associated with blood borne pathogens.
> Stimulus may address the steps necessary to stop or limit blood loss from a wound.
> Stimulus may address how to identify and treat an injury or wound.
> Stimulus may address the effects of excessive blood loss.
> Stimulus may include a short video.
> Stimulus may direct the student to demonstrate procedures to control a minor hemorrhage.

Response Attributes:

> Responses should be related to hemorrhages and traumatic injuries.
> Responses may include ways to protect oneself from blood-borne pathogens.
> Responses may include the identification of correct and incorrect procedures from a video.
> Responses may include a student demonstration of correct procedures.

Sample Item:

Item Specification

Stimulus: While cleaning out animal kennels, Ben impaled his arm on a rusty rod from an old cage. In a two paragraph response, describe what type of injury Ben has suffered, what the best practice for treatment of Ben's injury, and list at least 3 potential impacts if his injury is not controlled properly?

Rubric:

4 Points	Response demonstrates a correct and thorough understanding of the best practice for treating an injury of this type. Response indicates the correct description of the type of injury Ben has suffered. Response includes at least 3 correct potential impacts to Ben if the injury is not controlled properly. Response has few grammatical errors.
3 Points	Response demonstrates a partial understanding of the best practice for treating an injury of this type. Response indicates the correct description of the type of injury Ben has suffered. Response includes at least 2 correct potential impacts to Ben if the injury is not controlled properly. Response may have some grammatical errors.
2 Points	Response demonstrates an understanding of the best practice for treating an injury of this type and may contain errors or omissions. Response may indicate the correct description of what type of injury Ben has suffered. Response includes at least 1 correct potential impact to Ben if the injury is not controlled properly.
1 Point	Response demonstrates little to no understanding of the best practice for treating an injury of this type. Response may indicate the incorrect description of the type of injury Ben has suffered. Response does not include a correction potential impact to Ben if the injury is not controlled properly.

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 13.0 Demonstrate basic first aid for humans.

Benchmark: 13.05 Practice emergency procedures.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of emergency situations common in a veterinary practice, such as fire, local disaster preparedness (i.e.: hurricane, tornado, flooding). When demonstrating skills by practice, the selection of correct behaviors or performing the required behaviors may be required.

Stimulus Attributes:

Stimulus may address knowledge of emergency procedures as related to veterinary practice.
Stimulus may include steps to put emergency procedures into practice as related to veterinary practice.
Stimulus may direct the student to describe in writing correct emergency procedures.

Response Attributes:

Responses may be related to emergency procedures.
Responses may include a list of the emergency procedure steps.
Responses may include a written description of correct emergency procedures.

Sample Item:

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Stimulus: While cleaning the surgical room at the veterinary clinic, Barbara smelled smoke. She noticed that there was an electrical fire in the surgical room. Describe, in detail, what Barbara should do as a result of the fire.

Rubric:

4 Points	The student demonstrated a thorough understanding of emergency procedures. The description was complete, correct and clearly stated. The writing may have few errors.
3 Points	The student demonstrated a partial understanding of emergency procedures. The description was generally complete and correct but the steps were only partially described. The writing may have some errors.
2 Points	The student demonstrated a minimal understanding of emergency procedures. The description was somewhat incomplete with some errors. The steps were only partially described. The writing may have many errors.
1 Point	The student demonstrated a poor understanding of emergency procedures. The description was generally incomplete with many errors. The steps were poorly described. The writing may have multiple errors.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 13.0 Demonstrate basic first aid for humans.

Benchmark: 13.06 Discuss the proper procedures of basic first aid and (CPR).

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of basic first aid procedures as they relate to basic wound care in a veterinary practice setting. Items should address knowledge of cardiopulmonary resuscitation and the Heimlich maneuver. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

> Stimulus may address knowledge of the treatment of minor cuts or wounds.
> Stimulus may address the knowledge of cardiopulmonary resuscitation and the proper procedures for administering it.
> Stimulus may address the procedures necessary to stabilize an injured person.
> Stimulus may include a short video or scenario of first aid procedures.
> Stimulus may direct the student to describe in writing the correct procedures of basic first aid.

Response Attributes:

> Responses may be related to cardiopulmonary resuscitation and the procedures for basic wound care.
> Responses may be correct and incorrect issues presented in scenario or video.
> Responses may include a written description of basic first aid procedures.

Sample Item:

Ariel is on her way to work and she sees a car accident. There are several bystanders watching at the scene. One person from the car accident is on the ground and doesn't seem to be breathing. Additionally, the person is seriously bleeding from various places on their body. What sequence would be the **BEST** approach for Ariel to take upon arrival at the accident scene?

*   A.   assess the situation, have the bystander call 9-1-1, have the bystander apply pressure to the wounds, perform CPR, and await medical assistance
         B.   call 9-1-1, assess the situation, perform CPR, have the bystander apply pressure to the wounds, and await medical assistance
         C.   assess the situation, perform CPR, call 9-1-1, assess the situation, have the bystander apply pressure to the wounds, and await medical assistance
         D.   stop the bleeding, begin CPR, use the bystanders as needed, and await medical assistance

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 14.0 Demonstrate basic first aid for companion and livestock animals.

Benchmark: 14.01 Evaluate emergency health (physical and behavioral) status.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address knowledge of emergency situations in companion animals and/or livestock as related to vehicular accidents, animal bites, heat stroke, or shock and toxin exposure. When demonstrating skills by practice, the selection of correct behaviors or performing the required behaviors may be required.

Stimulus Attributes:

Stimulus may address the knowledge necessary to recognize emergency situations as related to companion animals and/or livestock.
Stimulus may address the knowledge necessary to treat emergency situations as related to companion animals and/or livestock.
Stimulus may include a short video.
Stimulus may direct the student to respond to a simulated emergency situation.

Response Attributes:

Responses may be related to proper procedures for emergency care of companion animals and/or livestock.
Responses may include examples or videos of emergency situations and types of treatment.
Responses may include a student reaction to a simulated emergency situation.

Sample Item:

A dog presents to your facility with heavy panting, difficulty breathing, red mucous membranes, and a rectal temperature of 105°. The owner reports that the dog was left in the car with the windows up for about an hour. As the veterinarian you suspect heat stroke. What is your **FIRST** course of action?

    A.   Report the owner to the police and animal control for abuse and neglect.
    B.   Cover the dog with a warm towel so he does not cool off too quickly.
    C.   Place the dog in a metal isolation cage to cool off and monitor him every few minutes.
*   D.   Spray the dog with cool water, or layer him with wet cool towels to drop his body temperature.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard 14.0 Demonstrate basic first aid for companion and livestock animals.

Benchmark: 14.02 Restrain and move injured animals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address light to moderate injuries as related to dogs, cats, cows and horses. When demonstrating skills by practice, the selection of correct behaviors or performing the required behaviors may be required.

Stimulus Attributes:

Stimulus may address the major types of restraints for each of the following: dogs, cats, cows, and horses.
Stimulus may address how to safely restrain and move injured animals.
Stimulus may address how to properly identify signs of an injured animal.
Stimulus may include an image, description, short video, or scenario of an injury.
Stimulus may direct the student to demonstrate the procedures to restrain or move an injured animal.

Response Attributes:

Responses may include major types of restraints and proper use.
Responses may include images, videos, or descriptions of a restraint.
Responses may include procedures used to restrain or move injured animals.
Responses may include a student demonstration of the procedure to restrain or move an animal.

Sample Item:

When an injured dog presents to the clinic, what is the **FIRST** consideration before moving the pet from the owner's vehicle?

      A.   Use a leash to restrain the dog to protect yourself as the dog may be in pain.
      B.   Place a bag on the head of the dog to protect yourself as the dog may be in pain.
*   C.   Place a muzzle over its snout to protect yourself as the dog may be in pain.
      D.   Use a reassuring voice to calm the pet to protect yourself as the dog may be in pain.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 14.0 Demonstrate basic first aid for companion and livestock animals.

Benchmark: 14.03 Demonstrate hemorrhage control.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should demonstrate knowledge of how hemorrhage control can be used with companion animals and/or livestock. Items should focus on controlling light to medium hemorrhaging. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may address the varieties of hemorrhages in companion animals and/or livestock and areas that are prone to injury.
Stimulus may address methods to control hemorrhages in companion animals and/or livestock.
Stimulus may include differentiating between major and minor hemorrhages and the different steps that must be taken.
Stimulus may include a video.
Stimulus may direct the student to demonstrate the correct methods to control a hemorrhage in a companion animal or livestock.

Response Attributes:

Responses may include examples of types of hemorrhages.
Responses may include examples of areas prone to hemorrhages.
Responses may include methods to control hemorrhaging.
Responses may include a student demonstration of the methods to control a hemorrhage.

Sample Item:

Item Specification

Stimulus: A cat presents to the clinic with a bleeding laceration to its paw while the veterinarian is out to lunch. Demonstrate the procedures to treat the laceration. Describe the steps to treat the cat while treating the laceration.

Rubric:

4 Points   The student demonstrated a thorough understanding of hemorrhage control. The description was complete, correct, and clearly stated and included the proper steps to treat the cat. The paper may have a few grammatical errors.

3 Points   The student demonstrated a partial understanding of hemorrhage control. The description was partially complete and correct, but the steps were only partially described and may have been incorrect. The paper may have some grammatical errors.

2 Points   The student demonstrated a minimal understanding of hemorrhage control. The description was mostly incomplete with some errors. The steps were only partially described and may have been incorrect. The paper may have multiple grammatical errors.

1 Point   The student demonstrated a poor understanding of hemorrhage control. The description was mostly incomplete with many errors. The steps were poorly describe and incorrect. The paper may have many grammatical errors.

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 14.0 Demonstrate basic first aid for companion and livestock animals.

Benchmark: 14.04 Dress wounds and punctures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address procedures for dressing minor wounds and punctures on companion animals and/or livestock. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may address the varieties of wounds and punctures in companion animals and/or livestock and areas that are prone to injury.
Stimulus may include the knowledge of and procedures for dressing minor wounds and punctures in companion animals and/or livestock.
Stimulus may include images or descriptions of an injury.
Stimulus may include a short video or short written passages.

Response Attributes:

Responses should be related to dressing wounds and punctures in companion animals and/or livestock.
Responses may include correct or incorrect techniques.

Sample Item:

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Item Specification

Stimulus: Jose's horse has a large wound to his lower forelimb that was caused by a barbed-wire fence. Describe the steps that Jose should follow to bandage the wound.

Rubric:

4 Points	The student demonstrates a thorough understanding of wound bandage procedures. All the steps are listed and the description is complete, correct, and clearly stated. The paper may have few grammatical errors.
3 Points	The student demonstrates a partial understanding of wound bandage procedures. The steps are listed, but the description was partially complete and correct. The paper may have some grammatical errors.
2 Points	The student demonstrates a minimal understanding of wound bandage procedures. The steps are incomplete and only partially described with some errors. The paper has multiple grammatical errors.
1 Point	The student demonstrates a poor understanding of wound bandage procedures. The description was mostly incomplete with many errors. The steps were poorly described. The steps are incomplete or incorrect and are poorly described. The paper has many grammatical errors.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 14.0 Demonstrate basic first aid for companion and livestock animals.

Benchmark: 14.05 Demonstrate the correct emergency procedures for shock, burns, heatstroke and fractures.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should demonstrate emergency procedures for shock, burns, heatstroke and fractures in companion animals and/or livestock. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus should include a variety of companion animals and/or livestock.
Stimulus may address correct and incorrect procedures for each of the injuries: shock, burns, heatstroke, and fractures.
Stimulus may include images or descriptions related to the most common causes of shock, burns, heatstroke and fractures.
Stimulus may include a video or short passages.
Stimulus may direct the student to perform correct emergency procedures in a simulation.

Response Attributes:

Responses may be related to emergency procedures for shock, burns, heatstroke and fractures in companion animals and/or livestock.
Responses may include causes related to the most common causes of shock, burns, heatstroke and fractures in companion animals and/or livestock.
Responses may include correct and incorrect procedures.
Responses may include a performance simulation.

Sample Item:

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Course Number: 8111540

Item Specification

Task: A dog is presented to the office with white gums, a rapid heartbeat and a bleeding wound. You determine that the dog is in hypovolemic shock. Demonstrate the correct procedures to treat the dog for shock.

Rubric:

4 Points   The student demonstrates a thorough understanding of treating animal shock. The demonstration was complete, correct and clearly described all the procedures. Only minor errors or omissions may be evident.

3 Points   The student demonstrates a partial understanding of treating animal shock. The demonstration was complete and correct but the steps were only partially described. Some errors or omissions may be evident.

2 Points   The student demonstrates a minimal understanding of treating animal shock. The demonstration is incomplete with some errors. The steps are only partially described. Many errors or omissions may be evident.

1 Point   The student demonstrated a poor understanding of treating animal shock. The demonstration was incomplete with many errors or omissions. The steps were poorly described or omitted.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 14.0 Demonstrate basic first aid for companion and livestock animals.

Benchmark: 14.06 Describe and access up-to-date information on animal health.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should describe ways to access up-to-date health information on companion animals.   Items should address knowledge of the process of collecting stats on companion animals. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should address the variety of ways to access up-to-date health information on companion animals.
Stimulus may include the procedures for collecting statistics on animals.
Stimulus may include a variety of technologies, websites and other avenues available to assist in gathering this information.
Stimulus may direct the student to describe in writing the methods to access health information.

Response Attributes:

Responses may include various sources on animal health.
Responses may include a written description of methods to access health information.

Sample Item:

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Course Number: 8111540

Item Specification

Stimulus: You have noticed lately that your dog has stopped eating and isn't as playful as usual. You are concerned that there is something wrong. Describe the procedures that you would use to obtain reliable information to help you evaluate what could be wrong.

Rubric:

4 Points   The student demonstrates a thorough understanding of accessing animal health information. The description is complete, correct and clearly described. The information is reliable. The paper may have a few grammatical errors.

3 Points   The student demonstrates a partial understanding of accessing animal health information. The description is complete and correct but the procedures are only partially described. The information may not be reliable. The paper may have some grammatical errors.

2 Points   The student demonstrates a minimal understanding of accessing animal health information. The description is incomplete with some errors. The procedures are only partially described and the information is not reliable or incorrect. The paper may have multiple grammatical errors.

1 Point   The student demonstrates a poor understanding of accessing animal health information. The description is incomplete with many errors. The procedures are poorly described and the information is not reliable or incorrect. The paper may have many grammatical errors.

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 14.0 Demonstrate basic first aid for companion and livestock animals.

Benchmark: 14.07 Demonstrate animal CPR.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

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

Stimulus Attributes:

> Stimulus should address the proper steps for performing CPR on companion animals and/or livestock.
> Stimulus may include images, descriptions and scenarios.
> Stimulus for constructed response may include videos and images.
> Stimulus may direct the student to perform animal CPR.

Response Attributes:

> Responses should include procedures for performing CPR on companion animals and/or livestock.
> Responses may include a video demonstrating CPR.
> Responses may include a demonstration of the student performing CPR.

Sample Item:

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Course Number: 8111540

Item Specification

Stimulus: Describe in a paragraph, the correct procedures to perform CPR.

Rubric:

4 Points   The student demonstrates a thorough understanding of animal CPR. The response is complete and describes all the steps clearly and correctly. The response may have few grammatical errors.

3 Points   The student demonstrates a partial understanding of animal CPR. The response is complete and the steps are correct, but only partially described. The paper may have some grammatical errors.

2 Points   The student demonstrates a minimal understanding of animal CPR. The response is complete and the steps are incorrect and only partially described. The paper has multiple grammatical errors.

1 Point   The student demonstrates a poor understanding of animal CPR. The response is incomplete with many errors and steps are incorrect or omitted. The paper has many grammatical errors.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 15.0 Apply scientific and technological principles to the veterinary sciences and companion animal industry.

Benchmark: 15.01 Discuss the importance of scientific classification in veterinary science.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should discuss the importance of scientific classification as it relates to veterinary science. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should address scientific classification and its importance as it relates to the field of veterinary science.
Stimulus may include images or descriptions depicting classifications used in veterinary science.
Stimulus may include terms or charts of species and genus.
Stimulus may direct the student to describe in writing the importance of scientific classification.

Response Attributes:

Responses may include veterinary science classifications.
Responses may address the importance of scientific classification in veterinary science.
Responses may include terms that represent species and genus.
Responses may include a written description of the importance of scientific classification.

Sample Item:

How can the classification system of animals help you understand a specific animal?

	A.	All animals in the same genus eat the same food.
	B.	All animals in the same genus live in the same part of the country.
*	C.	All animals in the same genus share common characteristics.
	D.	All animals in the same genus have the same genetics.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Stimulus: Explain how you can use scientific classification information to help you understand animals of the same species.

Rubric:

4 Points	Response demonstrates a correct and thorough understanding of scientific classification and how to apply that information. Response is clearly stated with few errors.
3 Points	Response demonstrates a partial understanding of scientific classification. Response is complete but only partially describes use of the system. Response may have some errors.
2 Points	Response demonstrates a minimal understanding of scientific classification and its use. The description may be incorrect or incomplete. Response may have multiple errors.
1 Point	Response demonstrates a poor understanding of scientific classification and its use. Response is incomplete and incorrect with many errors.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 15.0 Apply scientific and technological principles to the veterinary sciences and companion animal industry.

Benchmark: 15.02 Review taxonomy and nomenclature.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address taxonomy and nomenclature as it relates to the veterinary science field.

Stimulus Attributes:

Stimulus should address taxonomy and nomenclature as it relates to the field of veterinary science.
Stimulus may include images or descriptions of different types of animals as related to veterinary science.
Stimulus may direct students to describe in writing the taxonomy and nomenclature.

Response Attributes:

Responses may include terms used in taxonomy and nomenclature in veterinary science.
Responses may include a written description of the taxonomy and nomenclature.

Sample Item:

A hawk is in the class Aves and the order Falconiformes. Birds in the order Falconiformes are birds of prey. While studying about the ospreys that nest around Tampa Bay, you discovered that the osprey was also in the order Falconiformes. What is a correct conclusion that you can make about an osprey?

	A.	A hawk and an osprey are the same birds.
*	B.	An osprey is also a bird of prey.
	C.	All birds are considered birds of prey.
	D.	A hawk and an osprey will look alike.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 15.0 Apply scientific and technological principles to the veterinary sciences and companion animal industry.

Benchmark: 15.03 Use the scientific method to solve problems in veterinary science.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the use of scientific method to solve problems in veterinary medicine. When demonstrating skills by practice or use, the selection of correct behaviors or performing the required behaviors may be required.

Stimulus Attributes:

Stimulus may address the steps in the scientific method as it relates to veterinary science.
Stimulus may examine scientific and technological discoveries related to the scientific method in veterinary medicine.
Stimulus may include graphs, charts, pictures and diagrams.
Stimulus may direct the student to write a description of problem solving with the scientific method.

Response Attributes:

Responses may include the steps found in the scientific method as it relates to veterinary science.
Responses should address the scientific method as used in veterinary medicine.
Responses may include a written description of problem solving with the scientific method.

Sample Item:

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Course Number: 8111540

Item Specification

Stimulus: The horses at the local racetrack are sick with fevers, dry cough, and stiffness. As the track veterinarian, it is important to use scientific method to help control the problem from becoming wide spread. In a 3 paragraph response describe at least 4 steps that you would take to address the situation. Include in the response any suspected causes for determining the steps that you are taking.

4 Points   Response includes a thorough understanding of the situation from the scenario. Response includes the correct identification of at least 4 steps to address the situation. Response includes a correct correlation between the suspected cause(s) and the steps taken to control the problem. Response is clearly written with few errors.

3 Points   Response includes a mostly correct understanding of the situation from the scenario. Response includes the correct identification of at least 3 steps to address the situation. Response includes a correlation between the suspected cause(s) and the steps taken to control the problem. Response may include multiple errors.

2 Points   Response includes a partially correct understanding of the situation from the scenario. Response includes the correct identification of at least 2 steps to address the situation. Response includes a correlation between the suspected cause(s) and the steps taken to control the problem.

1 Point   Response includes an incorrect understanding of the situation from the scenario. Response includes the correct identification of at least 1 step to address the situation. Response includes an incorrect correlation between the suspected cause(s) and the steps taken to control the problem. Response may include many grammatical errors.

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 16.0 Demonstrate the use of tools, equipment and instruments in the veterinary science and companion animal industry.

Benchmark: 16.01 Identify and select the proper tools, equipment and instruments for a specific job.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include common tools, equipment and instruments used in veterinary practice. When demonstrating skills by practice or use, the selection of correct behaviors or performing the required behaviors may be required.

Stimulus Attributes:

> Stimulus should address tools used for a specific job as it relates to veterinary science.
> Stimulus may examine the use of common tools, equipment and instruments as it relates to veterinary science.
> Stimulus may include pictures and diagrams.
> Stimulus may direct the student to demonstration the selection of correct tools.

Response Attributes:

> Responses may include identification of common tools used in a veterinary practice.
> Responses may include the purpose of common tools used in a veterinary practice.
> Responses may include specific jobs in which tools will be used.
> Responses may include the student selecting the correct tool for a given situation.

Sample Item:

An ophthalmoscope is used to check what part of an animal's body?

	A.	ears
*	B.	eyes
	C.	heart
	D.	lungs

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 16.0 Demonstrate the use of tools, equipment and instruments in the veterinary science and companion animal industry.

Benchmark: 16.02 Describe the principles of selected mechanical applications as it relates to large animal restraint equipment.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should refer to large animal restraint equipment. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

   Stimulus should address tools used for restraining large animals.
   Stimulus may examine the use of tools for a specific animal.
   Stimulus may include pictures and diagrams.
   Stimulus may direct the student to describe in writing the principals of animal restraint equipment.

Response Attributes:

   Responses may include common tools used in a large animal veterinary practice.
   Responses should reflect knowledge of principles used in selection of mechanical applications for specific task and animals.
   Responses may include a written description of the principals of animal restraint equipment.

 Sample Item:

This piece of equipment would be used to restrain what type of animal?

*   A.   cattle
        B.   horses
        C.   sheep
        D.   swine

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 16.0 Demonstrate the use of tools, equipment and instruments in the veterinary science and companion animal industry.

Benchmark: 16.03 Demonstrate the ability to use an equipment or instrument manual.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Based

Content Limits: Items should refer to equipment or instrument manuals commonly found in a veterinarian's office. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

> Stimulus may address the correct use of equipment or instruments based on their manual.
> Stimulus may include charts, pictures and diagrams.
> Stimulus may include text related to equipment maintenance.
> Stimulus may direct the student to use a particular piece of equipment in a simulation.

Response Attributes:

> Responses may include correct procedures for using the equipment or instruments in a veterinarian's office.
> Responses may include correct and incorrect procedures to maintain common equipment.
> Responses may include a simulation in which a student demonstrates the use of a piece of equipment.

Sample Item:

Item Specification

Before use

Ensure no items have been left by previous users, especially sharps or other items that could pose a hazard. Remove these items or contact the Biology technical staff to have items removed.

Clean the strainer before loading the autoclave.

Ensure the material to be autoclaved does not contain any hazardous or radioactive material. Contact Emergency Health Services at x7233 for instructions on how to dispose of hazardous or radioactive material.

Loosen bottle caps before loading to prevent them from shattering; DO NOT over-fill liquids; ensure containers are free of cracks.

Ensure any plastic materials are compatible with the autoclave, so that they maintain their integrity with autoclave temperatures and pressure.

Place solids into a labeled "autoclave bag"; ensure that solids have at least 100 ml of liquid present with the load to effectively sterilize them.

Place a metal drip pan underneath items to catch spills.

Place autoclave indicator tape on every item autoclaved and check the tape to see if a color change has occurred after the run is complete. The indicator tape confirms that the run achieved the proper temperature and pressure to inactivate biological material.

Close the autoclave door before using.

During use

Autoclave when there are fewer people around to minimize odor complaints.

Set the proper time for the material that is being autoclaved. Most liquids and dry goods can be autoclaved in 15 minutes. Check the protocol.

Autoclave waste liquids or solids for 45 minutes to properly inactivate biological material.

Liquids can be disposed down the drain as long as no hazardous materials are present.

Do not drain dispose agar or any material that can solidify and clog the drain. Solidify agar in a beaker and put in the regular trash.

Place the autoclave bags into regular opaque plastic bags and take directly to the outside dumpsters.

What is the correct procedure for loading containers with bottle caps into an autoclave?

*   A.   loosen the bottle cap
         B.   replace bottle cap with plastic wrap
         C.   take the cap off of the bottle
         D.   tighten the cap as much as possible

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 16.0 Demonstrate the use of tools, equipment and instruments in the veterinary science and companion animal industry.

Benchmark: 16.04 Demonstrate the use of selected tools, equipment and instruments.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should refer to selected tools, equipment and instruments commonly used in a veterinary office. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

> Stimulus may include the proper procedures for using selected tools, equipment and instruments used in a veterinary office.
> Stimulus may address proper and improper use of equipment found in a veterinary office.
> Stimulus should include knowledge of the common tools, equipment and instruments found in a veterinary office.
> Stimulus may include charts, pictures and diagrams.
> Stimulus may direct the student to use a particular piece of equipment in a simulation.

Response Attributes:

> Responses may include examples of common tools, equipment and instruments found in a veterinary office.
> Responses may include procedures for the use of common tools, equipment and instruments found in a veterinary office.
> Responses may include a simulation in which a student demonstrates the use of a piece of equipment.

Sample Item:

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Item Specification

What is this proper procedure for utilizing this tool?

      A.   grasp apparatus by one of the holes and place it in a vertical direction over a wound
      B.   grasp apparatus using fingers in each hole and grasp edge of wound and slightly pull back
      C.   grasp apparatus using a finger from each hand to open, lock onto object, and then pull
*   D.   grasp apparatus by each hole and clamp onto an object

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 16.0 Demonstrate the use of tools, equipment and instruments in the veterinary science and companion animal industry.

Benchmark: 16.05 Service, maintain and store tools, equipment, instruments and supplies.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Based

Content Limits: Items should address common tools, equipment, instruments and supplies commonly used in a veterinary office. A performance may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus should address tools, equipment, instruments and supplies commonly used in a veterinary office.
Stimulus may address proper and improper use and care of tools, equipment, instruments and supplies commonly found in a veterinary office.
Stimulus may include charts, pictures and diagrams.
Stimulus may direct the student to demonstrate care of tools, equipment, instruments or supplies.

Response Attributes:

Responses should reflect common tools used in a veterinary practice.
Responses may address the service, maintenance and storage of tools used in a veterinary office.
Responses may include a student demonstrating care of tools, equipment, instruments or supplies.

Sample Item:

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Task: Student is required to clean and maintain a set of kennels/cages. The student should demonstrate advanced knowledge and skills associated with procedures and best practices.

Rubric

4 Points   The student demonstrates a comprehensive and thorough understanding of procedures and best practices associated with cleaning and maintaining kennels/cages. The student demonstrates effective procedures for cleaning and maintaining kennels/cages. Only minor errors or omissions may be evident.

3 Points   The student demonstrates a complete understanding of procedures and best practices associated with cleaning and maintaining kennels/cages. The student demonstrates partial procedures for cleaning and maintaining kennels/cages. Some errors or omissions may be evident.

2 Points   The student demonstrates a partial understanding of procedures and best practices associated with cleaning and maintaining kennels/cages. The student demonstrates procedures for cleaning and maintaining kennels/cages. Many errors or omissions may be evident.

1 Point   The student demonstrates a poor understanding of procedures and best practices associated with cleaning and maintaining kennels/cages. The student demonstrates incorrect or partial procedures for cleaning and maintaining kennels/cages. Major errors and omissions are evident.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 17.0 Identify common breeds of livestock animals.

Benchmark: 17.01 Identify bovine breed characteristics.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to bovine breed characteristics.

Stimulus Attributes:

      Stimulus may address common breeds of beef cattle.
      Stimulus may address common breeds of dairy cattle.
      Stimulus may address characteristics of the bovine breeds.
      Stimulus may include milk production/carcass results.
      Stimulus may include charts, pictures and diagrams.
      Stimulus may direct the student to describe in writing bovine characteristics.

Response Attributes:

      Responses should reflect common breeds of beef and dairy cattle.
      Responses should address breeds and characteristics of beef and dairy animals.
      Responses may include a written description of bovine characteristics.

Sample Item:

Which hybrid is bred in Florida to be tolerant of the environmental conditions?

      A.   Angus
      B.   Boran
*   C.   Brangus
      D.   Simmental

4/17/2012

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 17.0 Identify common breeds of livestock animals.

Benchmark: 17.02 Identify ovine breeds.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to ovine breed characteristics.

Stimulus Attributes:

Stimulus may address common breeds of ovine.
Stimulus may address characteristics of the ovine breeds.
Stimulus may include charts, pictures and diagrams.
Stimulus may direct the student to describe in writing ovine characteristics.

Response Attributes:

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

Sample Item:

You are looking to purchase sheep that are known to produce medium wool. Which breed of sheep should you consider?

	A.	Cotswold
	B.	Debouillet
	C.	Lincoln
*	D.	Suffolk

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 17.0 Identify common breeds of livestock animals.

Benchmark: 17.03 Identify caprine breed characteristics.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to caprine breed characteristics.

Stimulus Attributes:

Stimulus may address common breeds of caprine.
Stimulus may address characteristics of the caprine breeds.
Stimulus may include charts, pictures and diagrams.
Stimulus may direct the student to describe in writing caprine characteristics.

Response Attributes:

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

Sample Item:

Which is a characteristic of a pygmy goat?

	A.	It is typically used for meat.
	B.	It is typically used for milk.
*	C.	It is typically 16 to 23 inches at withers.
	D.	It typically weighs 150-200 pounds.

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 17.0 Identify common breeds of livestock animals.

Benchmark: 17.04 Identify porcine breed characteristics.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to porcine breed characteristics.

Stimulus Attributes:

Stimulus may address common breeds of porcine.
Stimulus may address characteristics of the porcine breeds.
Stimulus may include charts, pictures and diagrams.
Stimulus may direct the student to describe in writing porcine characteristics.

Response Attributes:

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

Sample Item:

What is a typical color for a Hampshire?

	A.	black
	B.	white
*	C.	black and white
	D.	red and white

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 17.0 Identify common breeds of livestock animals.

Benchmark: 17.05 Identify equine breed characteristics.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to equine breed characteristics.

Stimulus Attributes:

>   Stimulus may address common breeds of equine.
>   Stimulus may address characteristics of the equine breeds.
>   Stimulus may include charts, pictures and diagrams.
>   Stimulus may direct the student to describe in writing equine characteristics.

Response Attributes:

>   Responses should reflect common breeds of equine.
>   Responses should address breeds and characteristics of equine.
>   Responses may include a written description of equine characteristics.

Sample Item:

What is the primary use of a Clydesdale draft horse?

*   A.   pulling loads
        B.   barrel racing
        C.   dressage
        D.   jumping

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 17.0 Identify common breeds of livestock animals.

Benchmark: 17.06 Identify poultry breed characteristics.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the Identification of poultry breed characteristics.

Stimulus Attributes:

Stimulus may address common breeds of poultry.
Stimulus may address characteristics of the poultry breed.
Stimulus may include charts, pictures and diagrams.
Stimulus might include a short passage discussing characteristics of different breeds.
Stimulus may direct the student to describe in writing poultry characteristics.

Response Attributes:

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

Sample Item:

What is typically the approximate time for hens to begin laying eggs?

	A.	10-14 weeks of age
*	B.	18-22 weeks of age
	C.	26-30 weeks of age
	D.	30-34 weeks of age

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 18.0 Identify parts and functions of various systems of selected animals.

Benchmark: 18.01 Identify internal and external anatomy of selected animals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should identify internal and external anatomy of companion animals and/or livestock.

Stimulus Attributes:

Stimulus may include knowledge and function of the internal and external anatomy of companion animals and/or livestock.
Stimulus may include a labeled picture, diagram of internal and external anatomy of companion animals and/or livestock.
Stimulus may direct the student to describe in writing the internal and external anatomy of an animal.

Response Attributes:

Responses may include names of internal and external body parts of companion animals and/or livestock.
Responses may include examples of the functions of the internal and external body parts of companion animals and/or livestock.
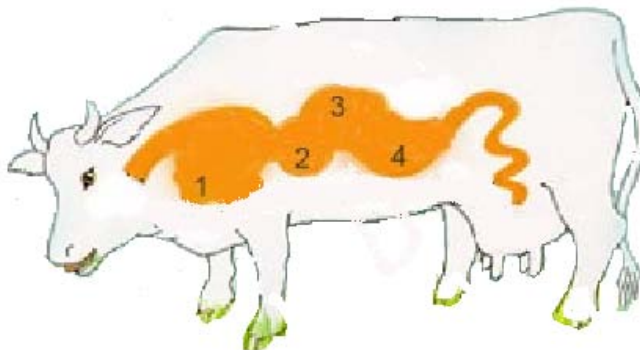Responses may include pictures, diagrams of internal and external anatomy of companion animals and/or livestock.
Responses may include a written description of internal and external animal anatomy.

Sample Item:

Look at the picture of the internal anatomy of a cow. What numbered part is the reticulum?

	A.	1
	B.	2
*	C.	3
	D.	4

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 18.0 Identify parts and functions of various systems of selected animals.

Benchmark: 18.02 Identify parts of the skeletal system of selected animals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address different parts of the skeletal system of companion animals and/or livestock.

Stimulus Attributes:

Stimulus should address knowledge of the skeletal system of selected animals.
Stimulus may include a labeled picture, diagram, or description of skeletal parts of selected animals.
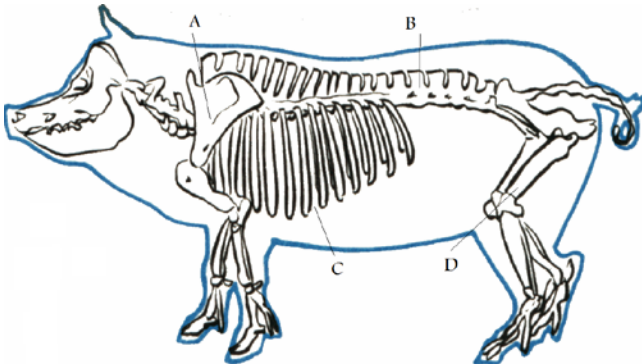Stimulus may direct the student to describe in writing the skeleton of an animal.

Response Attributes:
Responses should include parts of the skeletal system of selected animals.
Responses may include a written description of the skeleton of an animal.

Sample Item:

Look at the skeleton of a pig. Which bone is the scapula?

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

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 18.0 Identify parts and functions of various systems of selected animals.

Benchmark: 18.03 Compare the human skeletal system to that of other animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should compare the human skeletal system to the skeletal systems of companion animals and/livestock.

Stimulus Attributes:

Stimulus may include the purpose and/or function of the skeletal parts of the human skeletal system.
Stimulus may include the purpose and/or function of the skeletal parts of companion animals and/livestock.
Stimulus may include a labeled pictures, diagrams, illustrations of skeletal parts of a human skeletal system and selected animals.
Stimulus may direct the student to describe in writing similarities and differences in the skeleton of a human and an animal.

Response Attributes:

Responses may address the purpose and/or function of the skeletal systems of humans and selected animals.
Responses should compare the skeletal systems and selected animals.
Responses may include a written description of similarities and differences in the skeleton of a human and an animal.

Sample Item:

Which bone is **NOT** present in the human skeletal system?

*   A.   os penis
         B.   femur
         C.   humerus
         D.   radius

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 18.0 Identify parts and functions of various systems of selected animals.

Benchmark: 18.04 Identify parts and functions of the following systems of selected animals: respiratory system, urinary system, digestive system, cardiovascular system, reproductive system, nervous system, muscular system, immune system, integumentary system, endocrine and exocrine system.

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

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the following systems in terms of companion animals and/or livestock: respiratory system, urinary system, digestive system, cardiovascular system, reproductive system, nervous system, muscular system, immune system, integumentary system, endocrine and exocrine system.

Stimulus Attributes:

> Stimulus may include functions of the system parts as related to companion animals and/or livestock.
> Stimulus may include descriptions, labeled pictures or diagrams of specific body systems.
> Stimulus may direct the student to describe the animal systems in writing.

Response Attributes:

> Responses may include specific parts and/or functions of a specified system.
> Responses may include a written description of animal systems.

Sample Item:

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Stimulus: In a one page essay, describe the components of the digestive system of a non-ruminant and discuss how the components interact with one another.

Rubric:

4 Points   Response demonstrates a thorough understanding of the components of the digestive system of an animal and how they interact. Response identifies the 4 correct main components of an animal digestive system. Response includes a comprehensive explanation of how the components interact with one another. Response is clearly written with few errors.

3 Points   Response demonstrates and understanding of the components of the digestive system. Response identifies at least 3 correct main components of an animal digestive system. Response includes an explanation of how the components interact with one another.

2 Points   Response demonstrates a partial understanding of the components of the digestive system. Response identifies at least 2 correct main components of an animal digestive system. Response includes a partial explanation of how the components interact with one another.

1 Point   Response demonstrates a minimal understanding of the components of the digestive system. Response identifies at least 1 correct or less main component of an animal digestive system. Response includes a minimal explanation of the how components interact with one another that is mostly incorrect.

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 18.0 Identify parts and functions of various systems of selected animals.

Benchmark: 18.05 Employ correct terminologies for the variety of animal species and conditions within those species.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to livestock and companion animal terms, medical terminology related to each system, and charts and diagrams of systems.

Stimulus Attributes:

Stimulus may include examples of medical terminology in reference to companion animals and/or livestock.
Stimulus may include knowledge of correct terminology for a variety of conditions within companion animals and/or livestock.
Stimulus may include pictures, diagrams and charts.
Stimulus may direct the student use the correct terminology for animals in writing.

Response Attributes:

Responses may include medical terms related to companion animals and/or livestock.
Reponses may include descriptions of conditions common to companion animals and/or livestock.
Responses may include student writing using correct animal terminology.

Sample Item:

Dipylidium canium and taenia pisiformis is a parasite often found in the intestines of cats and dogs. What is its common name?

        A.   fleas
        B.   hookworm
        C.   heartworm
    *   D.   tapeworm

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 19.0 Investigate the common husbandry practices and daily care of companion animals and exotic animals and fish.

Benchmark: 19.01 Describe techniques used in the care of guinea pigs.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of the various breeds and basic care of guinea pigs. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address common breeds of guinea pigs.
Stimulus may address characteristics of guinea pigs.
Stimulus may include procedures for the basic care of guinea pigs.
Stimulus may include images, diagrams and charts of guinea pigs.
Stimulus may direct the student to describe in writing the care of guinea pigs.

Response Attributes:

Responses should reflect common breeds of guinea pigs.
Responses should address breeds and characteristics of guinea pigs.
Responses may include a written description of the care of guinea pigs.

Sample Item:

What vitamin should be used as a treat to supplement a guinea pig's diet?

    A.   Vitamin A
    B.   Vitamin B
*   C.   Vitamin C
    D.   Vitamin D

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 19.0 Investigate the common husbandry practices and daily care of companion animals and exotic animals and fish.

Benchmark: 19.02 Describe techniques used in the care of chinchillas.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of the various breeds and basic care of chinchillas. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address common breeds of chinchillas.
Stimulus may address characteristics of chinchillas.
Stimulus may include procedures for the basic care of chinchillas.
Stimulus may include images, diagrams and charts of chinchillas.
Stimulus may direct the student to describe in writing the care of chinchillas.

Response Attributes:

Responses should reflect common breeds of chinchillas.
Responses should address breeds and characteristics of chinchillas.
Responses may include a written description of the care of chinchillas.

Sample Item:

What is **NOT** a common complaint for chinchillas being presented at a veterinary clinic?

	A.	broken bones
	B.	diarrhea
	C.	dental disease
*	D.	rabies

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 19.0 Investigate the common husbandry practices and daily care of companion animals and exotic animals and fish.

Benchmark: 19.03 Describe techniques used in the care of ferrets.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of the various breeds and basic care of ferrets. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

      Stimulus may address common breeds of ferrets.
      Stimulus may address characteristics of ferrets.
      Stimulus may include procedures for the basic care of ferrets.
      Stimulus may include images, diagrams and charts of ferrets.
      Stimulus may direct the student to describe in writing the care of ferrets.

Response Attributes:

      Responses should reflect common breeds of ferrets.
      Responses should address breeds and characteristics of ferrets.
      Responses may include a written description of the care of ferrets.

Sample Item:

When restraining a ferret for a nail trim, what is a common way to hold it?

*   A.   scruff it and let its body hang down
      B.   hold its head and forelimbs
      C.   hold all four limbs and lay it on its side
      D.   hold its head and hind limbs

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 19.0 Investigate the common husbandry practices and daily care of companion animals and exotic animals and fish.

Benchmark: 19.04 Describe techniques used in the care of amphibians.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of the various breeds and basic care of amphibians. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address common breeds of amphibians.
Stimulus may address characteristics of amphibians.
Stimulus may include procedures for the basic care of amphibians.
Stimulus may include images, diagrams and charts of amphibians.
Stimulus may direct the student to describe in writing the care of amphibians.

Response Attributes:

Responses should reflect common breeds of amphibians.
Responses should address breeds and characteristics of amphibians.
Responses may include a written description of the care amphibians.

Sample Item:

When restraining an iguana, hold its head and which other body part to avoid injury?

	A.	forelimbs
	B.	tail
*	C.	hind legs
	D.	just the head

Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 19.0 Investigate the common husbandry practices and daily care of companion animals and exotic animals and fish.

Benchmark:19.05 Describe techniques used in the care of reptiles.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Responses

Content Limits: Items should address knowledge of the various species and basic care of reptiles. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address common species of reptiles.
Stimulus may address characteristics of reptiles.
Stimulus may include procedures for the basic care of reptiles.
Stimulus may include images, diagrams and charts of reptiles.
Stimulus may direct the student to describe in writing the care of reptiles.

Response Attributes:

Responses should reflect common species of reptiles.
Responses should address breeds and characteristics of reptiles.
Responses may include a written description of the care of reptiles.

Sample Item:

Renee rescued a Florida Box Turtle and decided to keep it as a pet. Which is the **BEST** type of food for her turtle?

	A.	oats and hay
	B.	small rodents
	C.	chicken and hamburger
*	D.	fruits and green leafy vegetables

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 19.0 Investigate the common husbandry practices and daily care of companion animals and exotic animals and fish.

Benchmark: 19.06 Describe techniques used in the care of birds.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of the various species and basic care of birds. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address common species of birds.
Stimulus may address characteristics of birds.
Stimulus may include procedures for the basic care of birds.
Stimulus may include images, diagrams and charts of birds.
Stimulus may direct the student to describe in writing the care of birds.

Response Attributes:

Responses should reflect common species of birds.
Responses should address breeds and characteristics of birds.
Responses may include a written description of the care of birds.

Sample Item:

Glenn has just purchased a parakeet and bird cage. Where in his house should he place his cage?

.

     A.   next to a window so the bird is entertained
     B.   in the kitchen so the bird stays warm
     C.   near heat and air conditioning vents
*   D.   away from heat and air conditioning vents

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Course Name: Veterinary Assisting 2
Course Number: 8111540

Item Specification

Standard: 19.0 Investigate the common husbandry practices and daily care of companion animals and exotic animals and fish.

Benchmark: 19.07 Describe techniques used in the care of fish.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of the various breeds and basic care of fish. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address common breeds of fish.
Stimulus may address characteristics of fish.
Stimulus may include procedures for the basic care of fish.
Stimulus may include images, diagrams and charts of fish.
Stimulus may direct the student to describe in writing the care of fish.

Response Attributes:

Responses should reflect common breeds of fish.
Responses should address breeds and characteristics of fish.
Responses may include a written description of the care of fish.

Sample Item:

Jose visited the pet store and purchased two neon tetras for his home aquarium. What is the appropriate method to introduce the new fish to his currently populated tank?

	A.	Keep them in the bag of water and add the bag to the tank after one hour
	B.	Keep them in the bag of water and add the bag to the tank after one day
*	C.	Put them in a separate quarantine tank with water from the main tank for two weeks
	D.	Add them to the tank with the rest of the fish as soon as he gets home

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