

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 20.0 Demonstrate knowledge of animal control and humane societies.

Benchmark: 20.01 Differentiate between animal control agencies and humane societies.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on general information on animal control agencies and humane societies such as funding, goals, kill/no kill policies, and how animals are obtained.

Stimulus Attributes:

Stimulus may include the purpose of a humane society.

Stimulus may include the purpose of an animal control agency.

Stimulus may compare humane societies and animal control agencies.

Stimulus may direct the student to write a description of the differences and similarities between animal control agencies and humane societies.

Response Attributes:

Responses may include examples of purposes of a human society.

Responses may include examples of purposes of an animal control agency.

Responses may compare humane societies and animal control agencies.

Responses may include a written description of the differences and similarities between animal control agencies and humane societies.

Sample Item:

What is the difference between Animal Control and Humane Societies?

- * A. Humane societies protect animals from mistreatment and animal control keeps animals from interfering with humans.
- B. Humane societies provide safe comfortable housing for stray animals in the community and animal control simply provides housing for stray animals.
- C. Humane societies provide animal training and animal control focuses on punishing individuals that mistreat animals.
- D. Humane societies regulate laws governing animal ownership and animal control regulates laws governing mistreatment of animals.

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Item Specification

Standard: 20.0 Demonstrate knowledge of animal control and humane societies.

Benchmark: 20.02 Describe the responsibilities and goals of animal control agencies and humane societies.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address animal control and humane societies as they relate to overpopulation. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should include the responsibilities and goals of a humane society.

Stimulus should include the responsibilities and goals of an animal control agency.

Stimulus may include comparing the responsibilities and goals of humane societies and animal control agencies.

Stimulus may direct the student to describe in writing the responsibilities and goals of animal control agencies and humane societies.

Response Attributes:

Responses may include knowing the responsibilities of an animal control agency.

Responses may include knowing the responsibilities of a humane society.

Responses may compare humane societies and animal control agencies.

Responses may include a written description of the responsibilities and goals of animal control agencies and humane societies.

Sample Item:

What is the primary goal of a humane society?

- A. regulating and imposing city/county ordinances with regards to animal ownership
- * B. providing safe comfortable housing for unwanted animals in the community and finding new homes for them
- C. providing animal training and educational experiences for residents
- D. regulating laws governing the import of exotic animals into pet shops and treating sick animals

Item Specification

Standard: 20.0 Demonstrate knowledge of animal control and humane societies.

Benchmark: 20.03 Explain the laws governing each organization.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address state statutes for regulation or indicate that local laws govern the regulation of animal control and humane societies. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus attributes:

Stimulus may include the laws governing humane societies.

Stimulus may include the laws governing animal control agencies.

Stimulus may include the scope of legal authority of an animal control agency, as opposed to a humane society.

Stimulus should not include the names of specific laws.

Stimulus may direct the student to explain in writing the laws governing animal control and humane societies.

Response Attributes:

Responses may include statements regarding regulations that are enforced by animal control agencies.

Responses may include statements regarding legal limitations that are placed on humane societies.

Responses may include statements regarding the scope of authority that an animal control agency has in search/seizure of abused animals.

Responses should not include the name of specific laws.

Responses may include a written explanation of the laws governing animal control and humane societies.

Sample Item:

Florida law requires the Humane Society to hold a licensed animal for a longer period of time than a non-licensed animal. What is the reason for the difference?

- A. A licensed animal is more likely to be adopted.
- * B. A licensed animal is more likely to be free of contagious disease.
- C. A licensed animal is more likely to be found by its owner.
- D. A licensed animal is more likely to be pure bred.

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Item Specification

Standard: 20.0 Demonstrate knowledge of animal control and humane societies.

Benchmark: 20.04 Identify and locate local animal control agencies and humane societies.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

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

Stimulus Attributes:

Stimulus may address procedures for identifying local animal control agencies and humane societies.

Stimulus may address procedures for locating local animal control agencies and humane societies.

Stimulus may direct the student to identify in writing local animal control agencies and humane societies.

Response Attributes:

Responses may include examples of ways in which to locate and identify local animal control agencies and humane societies.

Responses may include a written identification of local animal control and humane societies.

Sample Item:

Which is the best source to locate your local animal control agency?

- A. your neighbor
- B. the local police station
- * C. the telephone book
- D. the newspaper

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Item Specification

Standard: 21.0 Describe the problems, causes, and solutions of animal overpopulation.

Benchmark: 21.01 Explain the concept of overpopulation of companion animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the overpopulation of dogs, cats and rabbits. An explanation may include written ideas of the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address the basic breeding process of companion animals, including multiple births.

Stimulus may address what happens to unwanted companion animals.

Stimulus may address the impact of unwanted and homelessness on companion animals and on society in general.

Stimulus may direct the student to explain overpopulation of companion animals in writing.

Response Attributes:

Responses may include reasons for overpopulation.

Responses may include explanations of how an animal breed becomes overpopulated.

Responses may include what owners should do to prevent their pets from breeding.

Responses may include a written explanation.

Sample Item:

Item Specification

Stimulus: In a three paragraph essay, describe what is meant by the term overpopulation in the context of animals and describe what can be done to correct the problem.

Rubric:

4 Points	The response demonstrates a thorough explanation of animal overpopulation and appropriate solutions. The response clearly describes overpopulation and is supported with details and examples. The solution provided is accurate and related to the problem. The solution is thoroughly described with supporting details. The writing is clear with few grammatical errors.
3 Points	The response demonstrates a partial explanation of animal overpopulation and appropriate solutions. The response describes overpopulation and is supported with limited details or examples. There may be slight errors in the description. The solution provided is accurate and related to the problem. The solution is adequately described but the supporting details are limited or may contain slight errors. The writing is somewhat clear and may contain some grammatical errors.
2 Points	The response demonstrates a minimal explanation of animal overpopulation and appropriate situations. The response describes overpopulation but is supported with few or incorrect details. The solution provided may not be accurate or related to the problem. The solution description is limited with few supporting details or may contain errors. The writing is somewhat unclear and may contain multiple grammatical errors.
1 Point	The response demonstrates a poor explanation of animal overpopulation and appropriate solutions. The response describes overpopulation incorrectly or contains limited or generally incorrect support. The solution provided is not accurate or related to the problem. The writing is generally unclear and may contain major grammatical errors.

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Course Number: 8111550

Item Specification

Standard: 21.0 Describe the problems, causes, and solutions of animal overpopulation.

Benchmark: 21.02 Describe the causes of animal overpopulation and the problem it creates.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address causes and problems that arise from overpopulation of dogs and cats. Items may address spaying and neutering animals for prevention of overpopulation. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address what happens to unwanted companion animals.

Stimulus may address the profitability of companion animal breeding and how unregulated breeding exacerbates the overpopulation issues.

Stimulus may address the impact that being unwanted and homelessness has on companion animals and on society in general.

Stimulus may direct the student to describe in writing the causes of overpopulation and its related problems.

Response Attributes:

Responses may include the definition of overpopulation.

Responses may address what owners can do to prevent their pets from breeding.

Responses may address aspects of responsible pet ownership and its impact on overpopulation.

Responses may include what happens to unwanted, homeless companion animals.

Responses may include a student written description of the causes of overpopulation and the related problems.

Sample Item:

Item Specification

Stimulus: Animal overpopulation has created a problem in the United States. In a 3 paragraph essay, describe a cause of animal overpopulation and explain at least 3 problems overpopulation creates.

Rubric:

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| 4 Points | The response demonstrates a thorough understanding of animal overpopulation. The response accurately describes a cause of animal overpopulation with supporting details. A detailed explanation of three correctly identified problems related to overpopulation is included with supporting details. The description is clear and is generally free of grammatical errors. |
| 3 Points | The response demonstrates a partial understanding of animal overpopulation. The response describes a cause of animal overpopulation with some supporting details. There may be slight errors in the details. The explanation includes three correct problems related to overpopulation. The problem explanation may contain some supporting details or may include minimal errors. The description is somewhat clear and may contain minor grammatical errors. |
| 2 Points | The response demonstrates a minimal understanding of animal overpopulation. The response describes a cause of animal overpopulation that may be partially incorrect or contain errors in the details. The explanation includes at least two correct problems related to overpopulation. The problem explanation may be brief, somewhat incorrect, and contain few supporting details. The description is somewhat unclear and may contain multiple grammatical errors. |
| 1 Point | The response demonstrates a poor understanding of animal overpopulation. The response may not describe a correct cause of animal overpopulation. The explanation may not include any correct problems related to overpopulation. The description is generally unclear and may contain major grammatical errors. |

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Item Specification

Standard: 21.0 Describe the problems, causes, and solutions of animal overpopulation.

Benchmark: 21.03 Define euthanasia and describe its role in animal overpopulation.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address euthanasia's role in animal overpopulation. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include that millions of unwanted animals are euthanized each year in our country.

Stimulus may include understanding what euthanasia means.

Stimulus may include that irresponsible pet ownership and overbreeding are directly responsible for the millions of euthanasia procedures.

Stimulus may direct the student to write a definition of euthanasia and describe in writing its role in animal overpopulation.

Response Attributes:

Responses should include understanding why mass euthanasia is necessary in our country.

Responses should include understanding what owners can do to prevent unnecessary extermination of companion animals.

Responses may include a written definition of euthanasia.

Responses may include a written description of the role of euthanasia in animal overpopulation.

Sample Item:

What is the definition of euthanasia?

- A. the procedure used to anesthetize animals for surgery
- B. the procedure used to repair a broken bone in an animal
- C. the procedure used to calm a stressed animal
- * D. the procedure used to end an animal's life

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Item Specification

Standard: 21.0 Describe the problems, causes, and solutions of animal overpopulation.

Benchmark: 21.04 Identify organizations involved in the public education of animal overpopulation.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address humane societies' or animal care organizations' roles in the education of overpopulation of animals.

Stimulus Attributes:

Stimulus may include state and national organizations that are social based and work in public education of pet overpopulation.

Stimulus may include state and national organizations that are science based and work in public education of pet overpopulation.

Stimulus may direct the student to write about organizations involved in the education of the public concerning animal overpopulation.

Response Attributes:

Responses may include knowing the state and national organizations that are social and/or science based and work to combat pet overpopulation.

Responses may include knowing the state and national organizations that are social and/or science based and work on educating the public about pet overpopulation.

Responses may include addressing spaying and neutering companion animals.

Responses may include written information about organizations involved in the education of the public concerning animal overpopulation.

Sample Item:

What does the acronym SPCA stand for?

- A. Social Prevention of Cremation of Animals
- B. Social Place for Companion Animals
- C. Society for Placing Companion Animals
- * D. Society for the Prevention of Cruelty to Animals

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Item Specification

Standard: 21.0 Describe the problems, causes, and solutions of animal overpopulation.

Benchmark: 21.05 Explain the pet owners' and society's responsibilities concerning animal overpopulation.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items will focus on responsible pet ownership and societal responsibilities to adopt homeless animals, and divert ownership focus from pure bred and designer pets to all pets. An explanation may include written ideas of the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the pet owner's role in the animal overpopulation problem.

Stimulus may include knowledge of society's role in animal overpopulation.

Stimulus may include examples of animal overpopulation.

Stimulus may direct the student to write an explanation about responsibilities concerning animal overpopulation.

Response Attributes:

Responses may include examples of animal overpopulation.

Responses may include causes and/or solutions of animal overpopulation.

Responses may include a written explanation about responsibilities concerning animal overpopulation.

Sample Item:

Item Specification

Stimulus: Animal overpopulation has created a problem in the United States. In a three paragraph essay, describe at least two responsibilities a pet owner has concerning animal overpopulation. Explain at least two responsibilities that society has concerning animal overpopulation.

Rubric:

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| 4 Points | The response demonstrates a thorough understanding of pet owner and society responsibility concerning animal overpopulation. The response accurately describes two responsibilities of a pet owner and two responsibilities of society concerning animal overpopulation. The explanation includes supporting details and is clear and generally free of grammatical errors. |
| 3 Points | The response demonstrates a partial understanding of pet owner and society responsibility concerning animal overpopulation. The response describes two responsibilities of a pet owner and two responsibilities of society concerning animal overpopulation but may contain brief supporting details or the responsibilities may be slightly incorrect. The explanation may be somewhat clear and may contain minor grammatical errors. |
| 2 Points | The response demonstrates a minimal understanding of pet owner and society responsibility concerning animal overpopulation. The response describes at least one correct responsibility of a pet owner and one correct responsibility of society concerning animal overpopulation. Some of the responsibilities may be incorrect or the response fails to include details. The explanation may be somewhat unclear and may contain multiple grammatical errors. |
| 1 Point | The response demonstrates a poor understanding of pet owner and society responsibility concerning animal overpopulation. The response may not correctly describe the responsibilities of a pet owner and of society concerning animal overpopulation. A correct description is not supported with details or only incorrect details are given. The explanation may be generally unclear and may contain major grammatical errors. |

Item Specification

Standard: 21.0 Describe the problems, causes, and solutions of animal overpopulation.

Benchmark: 21.06 Discuss the medical benefits of spay and neutering.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to health benefits and not behavioral issues of spaying and neutering. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address the concerns of cancer in cats and dogs that are not spayed or neutered.
Stimulus may address the facts/myths associated with spaying and neutering of dogs and cats.
Stimulus may outline method for decreasing cancer of the mammary system in dogs and cats.
Stimulus may outline methods for decreasing testicular cancer in dogs and cats.
Stimulus may address the medical benefits of spay and neutering dogs and cats.
Stimulus may include data, graphs, charts and images.
Stimulus may direct the student to discuss, in writing, the medical benefits of spaying and neutering.

Response Attributes:

Responses may include facts/myths associated with spaying and neutering of dogs and cats.
Responses may include health benefits of spaying and neutering of dogs and cats.
Responses may include methods for decreasing cancer in dogs and cats.
Responses may include behavioral benefits for spaying and neutering of dogs and cats.
Responses may include statistics related to the benefits for spaying and neutering of dogs and cats.
Responses may include a written discussion of the benefits of spaying and neutering.

Sample Item:

Spaying a bitch before her first heat cycle will reduce her chances of which disease?

- A. thyroid deficiency
- B. colon cancer
- C. hip dysplasia
- * D. mammary cancer

Item Specification

Standard: 22.0 Locate and interpret animal-related laws.

Benchmark: 22.01 Describe local animal control laws.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to animal control laws in the state of Florida. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address local animal control laws.
Stimulus may address penalties for not following local animal control laws.
Stimulus may address the history of the number of attacks on a yearly basis.
Stimulus may break down the number attacks each year into human age groups.
Stimulus may include laws associated with animal abuse and animal neglect.
Stimulus may include scenarios requiring knowledge of animal control laws.
Stimulus may direct the student to write a description of animal control laws.

Response Attributes:

Responses may include laws associated with animal control or animal attacks.
Responses may address local animal control laws.
Responses may include information associated with animal abuse and animal neglect.
Responses may include data associated with animal control laws.
Responses may include a written description of animal control laws.

Sample Item:

Your dog, Roscoe, has a history of getting out of your fenced back yard. Roscoe jumped the fence and attacked another dog being walked on a leash in front of your house. Who should be responsible for medical bills for the dog on the leash?

- A. The owner of the dog on the leash. They shouldn't have walked by your house.
- * B. You are responsible for all bills related to the attack.
- C. The bill should be divided equally. Both parties could have made better decisions.
- D. The bill should be divided: 25% to the owner of dog on leash and 75% to you.

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Item Specification

Standard: 22.0 Locate and interpret animal-related laws.

Benchmark: 22.02 Describe permitting requirements for exotic and wildlife animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address permitting and enclosure requirements for exotic and wildlife animals found in the state of Florida. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address problems associated with unpermitted wild and exotic animals.

Stimulus may examine the problem of exotic animals that are released into native habitat.

Stimulus may include permit requirements for exotic and wildlife animals found in the state of Florida.

Stimulus may direct the student to write a description of animal permitting requirements.

Response Attributes:

Responses may include exotic and wildlife animals.

Responses may include permitting requirements for exotic and wildlife animals.

Responses may include knowledge of the problems associated with exotic animals that are released into native habitat.

Responses may include a student written description of animal permitting requirements.

Sample Item:

Which animal would require the owner to obtain a wildlife permit in Florida?

- A. a ferret
- B. a chinchilla
- C. a hedgehog
- * D. a coyote

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Item Specification

Standard: 22.0 Locate and interpret animal-related laws.

Benchmark: 22.03 Demonstrate knowledge of local and state animal regulations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to animal regulations in the state of Florida for small and large animals. Items should not include exotic or wildlife. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may address local and state regulations for large and small animals but not exotic or wildlife.

Stimulus may address the reasons for local and state animal regulations.

Stimulus may include knowledge of local and state animal regulations.

Stimulus may direct the students to demonstrate in writing knowledge of animal regulations.

Response Attributes:

Responses may address local and state animal regulations.

Responses may list types of animals affected by local and state animal regulations.

Responses may include a written description of animal regulations.

Sample Item:

How frequently does the law require a dog to have a rabies shot?

- A. once per year
- * B. once every 3 years
- C. once every 5 years
- D. once in a dog's lifetime

Item Specification

Standard: 22.0 Locate and interpret animal-related laws.

Benchmark: 22.04 Determine the legal limitations of duties of an employee in the animal services industry.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should discuss legal limitations of employees in a veterinary clinic.

Stimulus Attributes:

Stimulus may address legal issues related to a veterinary clinic and its employees.
Stimulus may address the ramifications of an employee's unethical behavior.
Stimulus may address confidentiality laws related to a veterinary clinic and its employees.
Stimulus may present scenarios describing employee behaviors.
Stimulus may direct the student to write about animal services employee duties.

Response Attributes:

Responses may include confidentiality laws related to a veterinary clinic and its employees.
Responses may include legal and ethical situations related to a veterinary clinic and its employees.
Responses may include a written description of animal services employee duties.

Sample Item:

Mr. Williams enters the clinic with his Labrador Retriever, Walnut. The receptionist greets Mr. Williams and asks how she can help. Mr. Williams explains Walnut has had trouble walking lately. He is stiff and has been having difficulty standing up for the last three months. The receptionist writes all the information down and responds by saying, "Oh, that's terrible. I think Walnut has hip dysplasia but the doctor will see you as soon as possible to schedule surgery."

What illegal action did the receptionist perform?

- A. The receptionist wrote down information on Walnut's chart. It is not her responsibility to write on the chart; that is a task for a veterinary technician.
- B. The receptionist did not immediately call the vet when Mr. Williams talked about the stiffness. The problem could have been life threatening.
- * C. The receptionist diagnosed the problem. There wasn't a thorough exam and only a veterinarian can make a diagnosis or recommend treatment.
- D. The receptionist did not ask the proper questions of Mr. Williams. The questions should have gathered more information such as the age of animal.

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Item Specification

Standard: 22.0 Locate and interpret animal-related laws.

Benchmark: 22.05 Identify when an Animal Health Certificate is required.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of animal health certificates.

Stimulus Attributes:

Stimulus may address what animals are required to have a health certificate.

Stimulus may address the length of time a health certificate is valid.

Stimulus may address when a health certificate is required and who can write the health certificate.

Stimulus may direct the student to write about the requirements for an Animal Health Certificate.

Response Attributes:

Responses may include knowledge of personnel permitted to issue health certificates.

Responses may list animals required to have a health certificate.

Responses may include lengths of time health certificates are valid.

Responses may include a written identification of the requirements for an Animal Health Certificate.

Sample Item:

When is it necessary for an animal to have an Animal Health Certificate?

- A. when the owner takes the animal to the dog park
- B. when the owner boards the animal in a kennel
- * C. when the owner travels out of the state with the animal
- D. when the owner wants to take the pet to a public place

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Item Specification

Standard: 22.0 Locate and interpret animal-related laws.

Benchmark: 22.06 Explain the laws governing the sale of animals and the disposal of animals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on the regulation of animal sales and disposal. An explanation may include written ideas of the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address laws related to animal disposal.

Stimulus may examine reasons for animal disposal laws.

Stimulus may include knowledge of the laws governing the sale of animals.

Stimulus may direct the student to write an explanation.

Response Attributes:

Responses may address animal disposal laws.

Responses may include lists of proper and improper ways to dispose of animals.

Responses may include names of laws governing the sale and disposal of animals.

Responses may include a written explanation.

Sample Item:

Item Specification

Stimulus: Explain at least one law governing the sale of animals and one law for the disposal of animals. In a two paragraph essay, describe the law pertaining to each area. Detail what the law requires/restricts and how that particular law can be effective.

Rubric:

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| 4 Points | Response includes the correct identification of a law pertaining to the sale of animals as well as a correct law pertaining to the disposal of animals. Response includes a thorough and comprehensive explanation of what both laws require/restrict. Response includes an accurate and comprehensive synthesis of how each particular law can be effective. The description is clear and contains few grammatical errors. |
| 3 Points | Response includes the correct identification of a law pertaining to the sale of animals as well as a correct law pertaining to the disposal of animals. Response includes a complete description of what both laws require/restrict. Response includes an accurate and partially comprehensive synthesis of how each particular law can be effective. There may be minor errors in the law description or synthesis. The response is generally clear and may contain minor grammatical errors. |
| 2 Points | Response includes the correct identification of a law pertaining to the sale of animals or a correct law pertaining to the disposal of animals. Response includes a partial description of what both laws require/restrict. Response includes a synthesis of how each particular law can be effective. There may be major errors in the law description or synthesis. The response is somewhat unclear and may contain multiple grammatical errors. |
| 1 Point | Response includes the correct identification of a law pertaining to the sale of animals or a correct law pertaining to the disposal of animals. Response includes a partial description of what either of the laws require/restrict. There may be major errors in the description of the law. The response is generally unclear and may contain major grammatical errors. Response does not include a synthesis of how each particular law can be effective. |

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Course Number: 8111550

Item Specification

Standard: 23.0 Identify the different digestive systems of animals and the nutritional requirements of selected species.

Benchmark: 23.01 Differentiate between ruminants and non-ruminants.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the differences between ruminants and non-ruminants of companion animals and/or livestock.

Stimulus Attributes:

Stimulus may address the differences between a ruminant and non-ruminant.
Stimulus may compare and contrast nutritional requirements of ruminants and non-ruminants.
Stimulus should identify the compartments of a ruminant stomach and the function of each compartment.
Stimulus may include the types of animals.
Stimulus may include images or diagrams.
Stimulus may direct the student to write an explanation.

Response Attributes:

Responses may reflect the difference between ruminants and non-ruminants.
Responses should address ruminants and non-ruminants.
Responses may list different types of animals.
Responses may list the parts of a ruminant.
Responses may include a written explanation.

Sample Item:

Which animal is considered a ruminant?

- * A. cows
 B. fish
 C. horses
 D. pigs

Item Specification

Standard: 23.0 Identify the different digestive systems of animals and the nutritional requirements of selected species.

Benchmark: 23.02 Differentiate between omnivores, carnivores, and herbivores.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should refer to what and how different types of animals eat.

Stimulus Attributes:

Stimulus may address the differences between omnivores, carnivores and herbivores.

Stimulus may compare and contrast nutritional requirements omnivores, carnivores and herbivores.

Stimulus may reflect the understanding of the differences between omnivores, carnivores and herbivores.

Stimulus may include pictures or diagrams.

Stimulus may examine the teeth of omnivores, carnivores and herbivores.

Stimulus may direct the student to write an explanation.

Response Attributes:

Responses may reflect the differences between omnivores, herbivores and carnivores.

Responses may address herbivores, carnivores and omnivores.

Responses may include lists of animals or foods.

Responses may include a written description.

Sample Item:

Why is a horse classified as a herbivore instead of a carnivore?

- * A. It only eats grasses and plants.
- B. It only eats meat.
- C. It eats both plants and meats.
- D. It only eats eggs.

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Item Specification

Standard: 23.0 Identify the different digestive systems of animals and the nutritional requirements of selected species.

Benchmark: 23.03 Describe the basic nutritional requirements of selected species.

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

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address nutritional requirements of equine, canine, feline, bovine or porcine. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address nutritional requirements of canine, feline, equine and bovine.
Stimulus may include data, images or descriptions related to the nutritional requirements.
Stimulus may direct the student to write a description.

Response Attributes:

Responses may include positive or negative examples of nutritional requirements.
Responses may include a written description.

Sample Item:

What are the general nutritional requirements for porcine?

- * A. water, amino acids, carbohydrates, vitamins and minerals
- B. oats, water, vitamins and minerals
- C. fat, water, carbohydrates, and vitamins
- D. Pigs can eat the same food as cattle or horses.

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 23.0 Identify the different digestive systems of animals and the nutritional requirements of selected species.

Benchmark: 23.04 Analyze different feed labels and identify feed ingredients.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include feed labels and feed ingredients for companion animals and/or livestock. Identify ingredients based on how much is used in the feed preparation. Use guaranteed analysis to allow students to select the best feed for a particular case study (ie: pregnant mother, baby, etc.).

Stimulus Attributes:

- Stimulus may address the most common feed ingredients.
- Stimulus may include data or images of actual labels.
- Stimulus may include descriptions of ingredients and their nutritional benefits.
- Stimulus may direct the student to write a description of their analysis.

Response Attributes:

- Responses may include examples of food labels and common ingredients.
- Responses may include data or descriptions of ingredients and their nutritional benefits.
- Responses may include a written description of an analysis.

Sample Item:

Item Specification

Stimulus: Your mare has just had her first foal and you are trying to determine which feed will meet the foal's nutritional needs. Analyze the two charts and explain why you would choose one over the other.

Guaranteed Analysis A

CRUDE PROTEIN	MIN	15.50	%
LYSINE	MIN	1.00	%
CRUDE FAT	MAX	9.50	%
CRUDE FIBER	MIN	13.00	%
CALCIUM (CA)	MIN	1.40	%
CALCIUM (CA)	MAX	1.90	%
PHOSPHORUS	MIN	0.70	%
COPPER (CU)	MIN	90	PPM
SELENIUM (SE)	MIN	0.60	PPM
ZINC (ZN)	MIN	270	PPM
VITAMIN A	MIN	3400	IU/LB
VITAMIN E	MIN	150	IU/LB

Guaranteed Analysis B

CRUDE PROTEIN	MIN	10.00	%
LYSINE	MIN	0.60	%
CRUDE FAT	MAX	4.50	%
CRUDE FIBER	MIN	10.00	%
CALCIUM (CA)	MIN	0.90	%
CALCIUM (CA)	MAX	1.20	%
PHOSPHORUS	MIN	0.45	%
COPPER (CU)	MIN	35	PPM
SELENIUM (SE)	MIN	0.60	PPM
ZINC (ZN)	MIN	140	PPM
VITAMIN A	MIN	3000	IU/LB
VITAMIN E	MIN	100	IU/LB

Rubric:

- 4 Points The student demonstrates a thorough understanding of food requirements by selecting a food for the foal. The determination is correctly based on what is required for the foal and what food components are unnecessary. The student has selected 2 or more correct food components and 2 or more incorrect food components.
- 3 Points The student demonstrates a partial understanding of food requirements by selecting a food for the foal. The determination is correctly based on what is required for the foal and what food components are unnecessary. The student has selected 1 or more correct food components and 1 or more incorrect food components. There may be an error in one food component.
- 2 Points The student demonstrates a minimal understanding of food requirements by selecting a food for the foal. The determination is based on what is required for the foal or what food components are unnecessary. The student has selected 1 or more correct food components or 1 or more incorrect food components. There may be more than one error in the food components selected.
- 1 Point The student demonstrates a poor understanding of food requirements by selecting a food for the foal. The determination is based on what is required for the foal or what food components are unnecessary. The student has selected 1 or more correct food components or 1 or more incorrect food components. There may be many errors in the food components selected.

Item Specification

Standard: 23.0 Identify the different digestive systems of animals and the nutritional requirements of selected species.

Benchmark: 23.05 Formulate animal food products for healthy and ill animals.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address dog, cat, bovine and equine food. Items may require the student to actually develop food products or to select appropriate food products.

Stimulus Attributes:

Stimulus may address the formulation of food products for animals.

Stimulus may address causes of illness in animals.

Stimulus may include data, images or descriptions of food products.

Stimulus may include data, images or descriptions of animal illnesses.

Stimulus may direct the student to describe in writing their animal food formulation.

Response Attributes:

Responses may include descriptions of animal illness.

Responses may include descriptions of food products for animals.

Responses may include a written description of animal food products.

Sample Item:

A steer is has diarrhea. What is one of the first steps you can take food wise to fix the problem?

- A. cut out feeding the steer hay
- * B. increase the amount of hay available for feeding
- C. increase the amount of feed available
- D. change the type of feed given

An elderly overweight cat presents to the clinic after not eating for several days.

What is the likely response of your veterinarian?

- A. let the cat continue not eating because she needs to lose weight
- B. give the cat milk and cream because cats usually like it and it will keep her weight up
- C. give the cat fluids and vitamins because she will eventually start eating on her own
- * D. encourage the cat to eat anything because not eating may lead to fatty liver disease

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 23.0 Identify the different digestive systems of animals and the nutritional requirements of selected species.

Benchmark: 23.06 Schedule feeding times for selected animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address feeding times for 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 recommended amount of times to feed as well as recommend times of the day.

Stimulus should include the appropriate environment for companion animals and/or livestock in scheduling feeding times.

Stimulus may include data, images or descriptions of schedules.

Stimulus may direct the student to describe, in writing, a feeding schedule.

Response Attributes:

Responses may include examples of feeding schedules and amounts of time.

Responses may include animals.

Responses may include a written description of a feeding schedule.

Sample Item:

Ideally, how many times a day should a dog be fed?

- A. once a day
- * B. twice a day
- C. three times a day
- D. continuously

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.01 Describe the male and female reproductive systems.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

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

Stimulus Attributes:

Stimulus may address the reproductive anatomy of companion animals and/or livestock.
Stimulus may include data, images or descriptions related to the anatomy of companion animals and/or livestock.
Stimulus may include comparisons and contrasts between male and female reproductive systems.
Stimulus may direct the student to write a description of reproductive systems.

Response Attributes:

Responses may include diagrams, images or descriptions related to the anatomy of companion animals and/or livestock.
Responses may include names of reproductive parts.
Responses may include the functions on the reproductive parts.
Responses may include a written description of reproductive systems.

Sample Item:

During the development of male and female anatomy, which two structures have a similar function?

- * A. testicle and ovary
- B. scrotum and mammary
- C. prostate and urethra
- D. urethra and scrotum

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.02 Determine gender of animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address companion animals and/or livestock. In class, this includes the physical exam and visual identification. To have a multiple choice question for determining the gender of animals, this question should focus on identifying gender without visual signs such as the use of DNA for gender identification (Avian). A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may include procedures for gender identification of companion animals and/or livestock.

Stimulus may include data, images or descriptions related to the anatomy of companion animals and/or livestock.

Stimulus may direct the student to examine an animal to determine the gender.

Response Attributes:

Responses may include procedures for gender identification of companion animals and/or livestock.

Responses may include gender characteristics of companion animals and/or livestock.

Responses may include a student demonstration to determine the gender of an animal.

Sample Item:

Which animals require an internal examination to determine their gender?

- A. dogs and cats
- B. horses and mice
- C. ferrets and cows
- * D. snakes and birds

Examine the picture of a cat. What is the gender of the cat and how can you determine the gender?

- A. The cat is a male because it has testicles.
- * B. The cat is a female because it has ovaries.
- C. The cat is a male because it has a penis.
- D. The cat is a female because it has teats.



Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.03 Determine appropriate age for breeding.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address appropriate breeding age for companion animals and/or livestock.

Stimulus Attributes:

Stimulus may address the industry accepted appropriate breeding ages for companion animals and/or livestock.

Stimulus may include data, images, or descriptions.

Stimulus may direct the student to determine, in writing, the appropriate age to breed an animal.

Response Attributes:

Responses may include examples of ages of companion animals and/or livestock.

Responses may include types of animals.

Responses may include a written description concerning age to breed animals.

Sample Item:

What is an accepted age to begin breeding cats?

- * A. 12- 18 months
- B. 18 - 24 months
- C. 24 - 36 months
- D. 36 - 48 months

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.04 Identify gestation length.

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 the gestation lengths of companion animals and/or livestock.

Stimulus may include data, images or charts.

Stimulus may direct the student to describe in writing the gestation length of specific animals.

Response Attributes:

Responses may include gestation lengths of companion animals and/or livestock.

Responses may include lists of animals.

Responses may include a written description of the gestation length of specific animals.

Sample Item:

What is the average gestation length for cattle?

- A. 61 days
- B. 63 days
- * C. 280 days
- D. 336 days

What is the typical gestation period of a dog?

- A. 121 days
- B. 97 days
- * C. 63 days
- D. 46 days

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.05 Describe estrous cycle.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice

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 the varying stages of the estrous cycle in companion animals and/or livestock.

Stimulus may include images, diagrams or charts.

Stimulus may direct the student to describe in writing the estrous cycle of a specific animal.

Response Attributes:

Responses may include the stages of the estrous cycle.

Responses may include names of animals.

Responses may include a written description of the estrous cycle of a specific animal.

Sample Item:

What is the first phase of the estrous cycle?

- A. diestrus
- B. estrus
- C. metestrus
- * D. proestrus

Approximately how many days after a dog begins her estrus cycle is she ready to be bred?

- A. 4 days
- * B. 9 days
- C. 15 days
- D. 21 days

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.06 Describe breeding techniques.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to artificial insemination of companion animals and/or livestock. Items are limited to semen collection using artificial vaginas of livestock. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include proper procedures for breeding techniques of companion animals and/or livestock.

Stimulus may include illustrations or images for breeding techniques.

Stimulus may direct the student to write a description of different breeding techniques.

Response Attributes:

Responses may include procedures for breeding.

Responses may include descriptions or examples of types of breeding techniques.

Responses may include a written description of different breeding techniques.

Sample Item:

What is the **MOST** important factor in successful artificial insemination in cows?

- * A. The cow must be in heat.
- B. The cow has never reproduced.
- C. The semen must be frozen.
- D. The cow must be restrained.

What is the **LEAST** likely reason to artificially inseminate cows and horses?

- * A. The cow cannot successfully breed on its own.
- B. Cross breeding cows can improve stock quality.
- C. It ensure successful breeding and animal safety.
- C. It decreases the risk of transmittable diseases.

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.07 Select male and female for breeding.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address companion animals and/or livestock. Items may include a demonstration of knowledge through the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may address selection techniques for breeding companion animals and/or livestock.

Stimulus may address characteristics of candidates for breeding.

Stimulus may include data, images and descriptions.

Stimulus may direct the students to describe, in writing, the selection of males and females for breeding.

Response Attributes:

Responses may include techniques for breeding.

Responses may include characteristics of various breeds.

Responses may include a written description of the selection of males and females for breeding.

Sample Item:

Which factor should **NOT** be considered when selecting an animal for breeding purposes?

- A. age and size of the animal
- B. health of the animal
- C. genetic qualities
- * D. popularity of the breed

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.08 Care of breeding stock.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address 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 procedures for caring for animals before and after breeding.

Stimulus may include discussion of the caring of the offspring.

Stimulus may include data, images or descriptions.

Stimulus may direct the student to write a description on the care of breeding animals.

Response Attributes:

Responses should include procedures for the care of breeding stock.

Responses may include data.

Responses may include a written description of the care of breeding animals.

Sample Item:

Item Specification

Stimulus: Describe the steps an owner should take to ensure a cow carries to full gestation?

Rubric:

- | | |
|----------|--|
| 4 Points | The student demonstrates a thorough understanding of animal care by describing the steps necessary for the cow to successfully carry to full gestation. The response also includes a thorough description of things to avoid while caring for a pregnant cow. The student uses correct terminology. The response is clearly written and contains few grammatical errors. |
| 3 Points | The student demonstrates a partial understanding of animal care by describing some of the steps necessary for the cow to successfully carry to full gestation. There may be slight errors or omissions in the description of the care of the cow. The response also includes some of the things to avoid while caring for a pregnant cow. The student uses some terminology correctly. The response is generally clear and may contain minor grammatical errors. |
| 2 Points | The student demonstrates a minimal understanding of animal care by describing a few of the steps necessary for the cow to successfully carry to full gestation. The description may contain major errors or omit important procedures. The response also includes a few of the things to avoid while caring for a pregnant cow. The student uses some terminology correctly and other terminology incorrectly. The response is somewhat unclear and may contain multiple grammatical errors. |
| 1 Point | The student demonstrates a poor understanding of animal care by describing a few of the steps necessary for the cow to successfully carry to full gestation. Incorrect steps are also included. The response includes a few of the things to avoid while caring for a pregnant cow, some incorrectly. The student uses some terminology correctly and some incorrectly. The response is generally unclear and may contain major grammatical errors. |

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.09 Care of newborn

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

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

Stimulus Attributes:

Stimulus may describe the proper procedures for the care of newborn animals.

Stimulus may include data, images and descriptions of newborn animals.

Stimulus may direct the student to explain in writing how to care for a newborn animal.

Response Attributes:

Responses may include proper and improper procedures for the care of newborn animals.

Responses may include types of animals.

Responses may include a written description on the care of newborn animals.

Sample Item:

Tanika's dog had a litter of five puppies. After two days, Tanika noticed that one of the puppies is not nursing. What should Tanika do to care for the puppy that won't nurse?

- * A. Remove the puppy from the litter and bottle feed it every two hours.
- B. Remove the other puppies so this one can feed from the mother.
- C. Place the puppy on the mother's teat to nurse.
- D. Place the mother and the litter in a bigger crate with more room to nurse.

Item Specification

Standard: 24.0 Explain the reproductive system and breeding of selected animals.

Benchmark: 24.10 Explain the differences and similarities between reproduction in animal species.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

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

Stimulus Attributes:

Stimulus may include differences and similarities between reproduction in animal species.

Stimulus may include charts, diagrams and descriptions of reproduction in specific animal species.

Stimulus may direct the student to describe animal species reproduction in writing.

Response Attributes:

Constructed responses may include charts, diagrams and descriptions of reproduction in specific animal species.

Responses may include differences and similarities between reproduction in animal species.

Responses may include a written description of animal species reproduction.

Sample Item:

Mary has a cat and a snake. She would like to breed both animals. Which statement accurately describes a similarity and a difference in the reproduction of a cat and a snake?

- A. Cats and snakes can have multiple litters from a single mating; cats give live birth while snakes lay eggs.
- * B. Both cats and snakes can have live births; cats usually bond strongly with young while snakes often leave shortly after birth.
- C. Kittens and snakes have the same gestation period; male cats have one sex organ while snakes have two sex organs.
- D. Both cats and snakes feed their newborns; kittens are born blind while snakes can see.

Item Specification

Standard: 25.0 Identify common breeds of small and exotic animals.

Benchmark: 25.01 Identify characteristics of avian.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to avian common to Florida and those species commonly kept as pets. Item is limited to external anatomy (beak, feathers, crest), and digestive tract.

Stimulus Attributes:

Stimulus may include diagrams, illustrations, images and descriptions of birds.

Stimulus may include characteristics of the external anatomy of avian.

Stimulus may include characteristics of the avian digestive tract.

Stimulus may direct the student to write a description of the characteristics of avian.

Response Attributes:

Responses may include diagrams, illustrations, images and descriptions of birds.

Responses may include characteristics of the external anatomy of avian.

Responses may include characteristics of the avian digestive tract.

Responses may include a written description of avian characteristics.

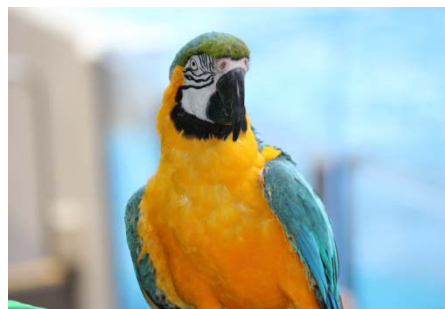
Sample Item:

Juanita was looking at birds in the pet store. She was most fascinated by the different feathers. Which type of feather is responsible for supporting the bird during flight?

- A. bristles
- B. coverts
- C. rectrices
- * D. remiges

What is this exotic species of bird shown in this picture?

- * A. Macaw
- B. Cockatoo
- C. Cockatiel
- D. Blue Fronted Parrot



Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 25.0 Identify common breeds of small and exotic animals.

Benchmark: 25.02 Identify characteristics of reptiles.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to reptiles native to Florida and those commonly kept as pets. Items are limited to physical characteristics.

Stimulus Attributes:

Stimulus should include characteristics of reptiles.

Stimulus may include images, diagrams and descriptions of reptiles.

Stimulus may include general knowledge of reptiles.

Stimulus may direct the student to write a description of the characteristics of reptiles.

Response Attributes:

Responses may include characteristics of reptiles.

Responses may include images, diagrams and descriptions of reptiles.

Responses may include general knowledge of reptiles.

Responses may include a written description of reptile characteristics.

Sample Item:

Maurice got a pet snake for his birthday. After two months he found a snake skin while cleaning its cage. His friend told him not to worry. Why did the snake shed its skin?

- * A. The snake sheds its skin so that it can grow longer and bigger.
- B. The snake doesn't have the proper diet and nutrition.
- C. The snake's body temperature is too high.
- D. The snake is pregnant.

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 25.0 Identify common breeds of small and exotic animals.

Benchmark: 25.03 Identify the characteristics of pocket pets.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to characteristics of rats/mice, hamsters, guinea pigs, chinchillas, hedgehogs, gerbils, and ferrets. Items should focus on basic handling and basic grooming.

Stimulus Attributes:

Stimulus may include characteristics of pocket pets.

Stimulus may include images, diagrams and descriptions of pocket pets.

Stimulus may include general knowledge of pocket pets.

Stimulus may direct the student to write a description of the characteristics of pocket pets.

Response Attributes:

Responses may include characteristics of pocket pets.

Responses may include images, diagrams and descriptions of pocket pets.

Responses may include general knowledge of pocket pets.

Responses may include a written description of pocket pet characteristics.

Sample Item:

How do chinchillas groom themselves?

- * A. with a tub with warm water
- B. by taking dust baths
- C. by taking a sand bath
- D. with a brush

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 25.0 Identify common breeds of small and exotic animals.

Benchmark: 25.04 Identify the characteristics of exotic species.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to exotic species commonly found in the state of Florida. Characteristics should focus on uses of exotics (food, clothing, zoos-education, conservation, circus, pets), appearance, husbandry and life expectancy.

Stimulus Attributes:

- Stimulus may include examples of uses of exotic species.
- Stimulus may include images, diagrams and descriptions of exotic species.
- Stimulus may include general knowledge of exotic species.
- Stimulus may direct the student to write a description of the characteristics of exotic species.

Response Attributes:

- Responses may include characteristics of exotic species.
- Responses may include images, diagrams and descriptions of exotic species.
- Responses may include general knowledge of exotic species.
- Responses may include a written description of exotic species characteristics.

Sample Item:

Although not a native species, pythons have thrived and survived in Florida. Which is **NOT** a characteristic of the python?

- *
 - A. A python is poisonous.
 - B. A python doesn't have any natural predators.
 - C. A python can lay 100 eggs at a time.
 - D. A python can grow to an average length of 16 feet and weigh 150 pounds.

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 26.0 Demonstrate language arts knowledge and skills.

Benchmark: 26.01 Locate, comprehend and evaluate key elements of oral and written information.
AF2.4

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address current topics in veterinary science, and should be limited to journal articles, medical records and common forms of written communication in the veterinary field. Items may also address directions and information related to employment.

Stimulus Attributes:

Stimulus may address current topics in veterinary science.
Stimulus may include references to journal articles, medical records and common forms of written communication in the veterinary field.
Stimulus may include charts, images, and descriptions.
Stimulus may include the use of technology.
Stimulus may direct the student to explain the answer in writing.

Response Attributes:

Responses may address current topics in veterinary science.
Responses may include a written answer.
Responses should NOT be restatements of located information.
Responses should require the student to interpret oral and written information.

Sample Item:

Review the W-4 form and the directions to complete the form. Who is allowed to claim a Head of Household exemption?

- A. anyone with income less than 50,000
- * B. a single parent with a child
- C. the individual who pays the rent
- D. a person with non-wage income

Item Specification

Sample Item:

Form W-4 (2012)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete **only** lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2012 expires February 18, 2013. See Pub. 505, Tax Withholding and Estimated Tax.

Note. If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds \$950 and includes more than \$300 of unearned income (for example, interest and dividends).

Basic instructions. If you are not exempt, complete the **Personal Allowances Worksheet** below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you can claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the **Personal Allowances Worksheet** below. See Pub. 505 for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity

income, see Pub. 505 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 505 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 505 to see how the amount you are having withheld compares to your projected total tax for 2012. See Pub. 505, especially if your earnings exceed \$130,000 (Single) or \$180,000 (Married).

Future developments. The IRS has created a page on IRS.gov for information about Form W-4, at www.irs.gov/w4. Information about any future developments affecting Form W-4 (such as legislation enacted after we release it) will be posted on that page.

----- Separate here and give Form W-4 to your employer. Keep the top part for your records. -----

Form W-4 Department of the Treasury Internal Revenue Service		Employee's Withholding Allowance Certificate		OMB No. 1545-0074
		▶ Whether you are entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.		2012
1	Your first name and middle initial	Last name	2 Your social security number	
Home address (number and street or rural route)		3 <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate.		
City or town, state, and ZIP code		Note. If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.		
		4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card. ▶ <input type="checkbox"/>		
5	Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)			5
6	Additional amount, if any, you want withheld from each paycheck			6 \$
7	I claim exemption from withholding for 2012, and I certify that I meet both of the following conditions for exemption. • Last year I had a right to a refund of all federal income tax withheld because I had no tax liability, and • This year I expect a refund of all federal income tax withheld because I expect to have no tax liability. If you meet both conditions, write "Exempt" here ▶			7
Under penalties of perjury, I declare that I have examined this certificate and, to the best of my knowledge and belief, it is true, correct, and complete.				
Employee's signature (This form is not valid unless you sign it.) ▶				Date ▶
8	Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)		9 Office code (optional)	10 Employer identification number (EIN)

For Privacy Act and Paperwork Reduction Act Notice, see page 2.

Cat. No. 10220Q

Form **W-4** (2012)

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 26.0 Demonstrate language arts knowledge and skills.

Benchmark: 26.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address current topics in veterinary science, and should be limited to journal articles, medical records and common forms of written communication in the veterinary field.

Stimulus Attributes:

Stimulus may address current topics in veterinary science.

Stimulus may include references to journal articles, medical records and common forms of written communication in the veterinary field.

Stimulus may include the use of technology.

Stimulus may direct the student to create a written document.

Response Attributes:

Responses may address current topics in veterinary science.

Responses may include examples of correct and incorrect grammar, punctuation, and vocabulary.

Responses may include a written document.

Sample Item:

Item Specification

Stimulus: Create a document promoting the upcoming shot clinic that a veterinarian would like to hold on March 3rd at 1 pm. The clinic will provide annual shots for household pets. The document should include correct grammar, punctuation, and vocabulary.

Rubric:

4 Points	Response demonstrates a comprehensive understanding of an appropriate promotional document. Response includes all essential elements including time, date, and location. The document includes appropriate language and contains few grammatical errors.
3 Points	Response demonstrates an understanding an appropriate promotional document. Response includes many of the essential elements of advertising including time, date, and location. The document may include minor errors in vocabulary section and may include minor grammatical errors.
2 Points	Response demonstrates at least a basic understanding of an appropriate promotional document. Response includes some of the essential element including time, date, and location. The document may include major errors in vocabulary selection and may include multiple grammatical errors. There may be errors in the elements.
1 Point	Response demonstrates a poor understanding of an appropriate promotional document. Response may not include all of the essential elements of advertising including time, date, and location. There may be errors in the elements. The document includes appropriate vocabulary or may include multiple grammatical errors.

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 26.0 Demonstrate language arts knowledge and skills.

Benchmark: 26.03 Present information formally and informally for specific purposes and audiences.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address current topics in veterinary science, and should be limited to journal articles, medical records and common forms of written communication in the veterinary field. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may address current topics in veterinary science.

Stimulus may include references to journal articles, medical records and common forms of written communication in the veterinary field.

Stimulus may include the use of technology.

Response Attributes:

Responses may address current topics in veterinary science.

Responses may include written or oral presentations.

Sample Item:

Task: Prepare a presentation regarding current issues faced in the veterinary science industry. The presentation may include a power point, charts, or other visual aids. Present your product during your Veterinary Assisting class.

Rubric:

4 Points	The student demonstrates a thorough understanding of oral presentations with a clear, logical and organized presentation. The listener can easily follow the presentation. Any visual aids add to the understanding of the presentation.
3 Points	The student demonstrates a partial understanding of oral presentations with a generally clear and well organized presentation. A few ideas may be confusing to the listener. The visual aids were beneficial but may have been depended on by the presenter.
2 Points	The student demonstrates a minimal understanding of oral presentation with some ideas that are unclear and a less than organized presentation. The listener can follow the presentation with some effort. The visual aids may not have been beneficial.
1 Point	The student demonstrates a poor understanding of oral presentation with an unclear presentation that is difficult to follow. The visual aids may have been distracting and not beneficial.

Item Specification

Standard: 27.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 27.01 Evaluate and justify decisions based on ethical reasoning.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to laws and guidelines for ethical behaviors and practices as they pertain to veterinary science in the state of Florida.

Stimulus Attributes:

Stimulus may include laws and guidelines for ethical behaviors and practices in veterinary science.

Stimulus may present an ethical scenario for evaluation.

Stimulus may include graphs, diagrams and images.

Stimulus may direct the student to explain a decision in writing.

Response Attributes:

Responses may include examples of laws and guidelines for ethical behaviors and practices in veterinary science.

Responses may include examples of unethical and ethical behaviors.

Responses may include a written explanation of a decision.

Sample Item:

Mr. Williams paid \$150,000 for semen from the racehorse, Rocky Top. While the semen was being transported, the refrigeration on the truck broke down and the sperm thawed. The transporter stood to lose his 10% shipping fee if the owner found out, and the owner would lose the fee Mr. Williams had paid. The transporter decided to swap the sperm for another horse's sperm that he still had to pick up.

Why was the decision by the transporter a poor one?

- A. The transporter should have ensured that his truck had a backup system that would have protected the thawing from happening.
- B. It was a poor choice, but accidents happen. As long as the transporter doesn't accept the shipping fee it is acceptable.
- * C. It is immoral because Mr. Williams paid for a different product than what he will receive.
- D. The transporter should have delivered the correct sperm because it would not have been damaged.

Item Specification

Standard: 27.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 27.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to laws and guidelines for ethical behaviors and practices as they pertain to veterinary science in the state of Florida.

Stimulus Attributes:

Stimulus may include laws and guidelines for ethical behaviors and practices in veterinary science.

Stimulus may present an ethical scenario for evaluation.

Stimulus may direct the student to write about a workplace situation.

Response Attributes:

Responses may include workplace situations involving personal, professional, ethical, legal responsibilities, and employer policies.

Responses may include a written evaluation of a workplace situation.

Sample Item:

Mrs. Jones' dog is ill and needs treatment. The surgery costs \$500, but Mrs. Jones cannot afford to pay that amount. Instead of seeing the dog suffer, she decides to put the dog to sleep and leaves the dog with the veterinary assistant. The veterinary assistant decides to take the dog to another vet to have surgery to save the dog.

What would have been a more appropriate response from the veterinary assistant?

- * A. arrange for Mrs. Jones to pay the bill over time
- B. get some pain pills for the dog so it will not suffer
- C. perform the surgery when the vet is away from the office
- D. talk Mrs. Jones out of putting the dog to sleep

Course Name: Veterinary Assisting 3

Course Number: 8111550

Item Specification

Standard: 27.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 27.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to laws and guidelines for ethical behaviors and practices as they pertain to veterinary science in the state of Florida. An explanation may include written ideas of the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may identify illegal behaviors in the veterinary office.

Stimulus may identify the unethical behaviors in the veterinary office.

Stimulus may present an ethical scenario for evaluation.

Stimulus may direct the student to write an explanation about workplace behaviors.

Response Attributes:

Responses may include examples of legal and illegal behaviors.

Responses may include examples of ethical and unethical behaviors.

Responses may include consequences of illegal and/or unethical behaviors.

Responses may include a written explanation of workplace behaviors.

Sample Item:

Marcus works in the vet office cleaning after hours. He notices that the medicine cabinet was left unlocked today. He sees that they have the same drug that he is taking for depression. Since the cost of his prescription is high, he decides to take a few pills from one of the open bottles. He figures no one will notice that the pills are missing.

What is a potential consequence of Marcus' behavior?

- * A. Marcus will be fired from his job if they find out that he stole the medication.
- B. Marcus will be accused of leaving the cabinet unlocked.
- C. Marcus will become ill from taking animal medication.
- D. Marcus will become addicted to anti-depression medication.

Item Specification

Standard: 27.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 27.04 Interpret and explain written organizational policies and procedures.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to laws and guidelines for ethical behaviors and practices as they pertain to veterinary science the state of Florida. An explanation may include written ideas of the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may identify organizational policies in the veterinary office.
Stimulus may identify organizational procedures in the veterinary office.
Stimulus may present an ethical scenario for evaluation.
Stimulus may direct the student to write an explanation.

Response Attributes:

Responses may include examples of organizational policies.
Responses may include examples of organizational procedures.
Responses may include consequences of illegal and/or unethical behaviors.
Responses may include a written explanation.

Sample Item:

Sick Leave: Each 12 month employee is entitled to 4 days of sick leave as of the first day of employment and shall earn 1 day of sick leave for each month of employment thereafter, not to exceed 12 days per year. Sick leave is cumulative from year to year. Sick leave can only be used for an illness keeping you from performing your duty.

Personal Leave with Pay: Each 12 month employee is entitled to 6 days per year for personal leave. Personal leave is charged to sick leave and is not cumulative.

Marsha, a receptionist at Happy Pets, is getting married and wants to take time off. She reviews her contract to determine how many days she has accumulated. She has been working at Happy Pets for 2 years. If she hasn't taken any sick or personal days since she began working, what is the maximum number of days that she could take off and still be paid?

- A. 4
- * B. 6
- C. 24
- D. 30