Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 28.0 Differentiate between animal welfare and animal rights.

Benchmark: 28.01 Define animal welfare and animal rights.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to animal welfare and animal rights.

Stimulus Attributes:

Stimulus may include the descriptions of animal welfare and animal rights.
Stimulus may ask for a definition of animal welfare and/or animal rights.

Response Attributes:

Responses may be correct and incorrect definitions of animal welfare and animal rights.
Responses may include examples of animal rights or beliefs of animal rights activists.

Sample Item:

What is the **BEST** definition of animal welfare?

	A.	a government funded program to provide food and shelter for homeless animals
	B.	animals being treated as people
*	C.	rules that govern how animals are handled and cared for especially in research facilities
	D.	government statistics of homeless or abandoned animals

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 28.0 Differentiate between animal welfare and animal rights.

Benchmark: 28.02 Compare and contrast between animal welfare and animal rights.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to topics related to animal welfare and animal rights.

Stimulus Attributes:

Stimulus may include scenarios that describe the actions and beliefs of animal rights activists.
Stimulus may include scenarios related to animal welfare.
Stimulus may include tables or diagrams that contain information about animal welfare and animal rights.

Response Attributes:

Responses may describe similarities and/or differences between animal welfare and animal rights.
Responses may describe behaviors related to animal welfare and/or animal rights.

Sample Item:

Which statement accurately contrasts animal welfare and animal rights groups?

*   A.   Animal welfare dictates that humans have the responsibility to care for animals, while animal rights believe that humans are no greater than animals and all should be equal.
      B.   Animal welfare mandates that animals used in movies should have a break every 6 hours, but animal rights discourages the use of animals in movies.
      C.   Animal welfare rules the county animal shelter, but animal rights control the humane society.
      D.   Animal welfare requires veterinarians to care for all pets even if the owner cannot pay, while animal rights restrict the ability of veterinarians to euthanize pets.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 28.0 Differentiate between animal welfare and animal rights.

Benchmark: 28.03 Identify animal welfare and animal rights advocate groups.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to common animal welfare rights and advocacy groups. Local groups should not be considered or specifically identified.

Stimulus Attributes:

Stimulus may include names or acronyms of animal welfare and animal rights advocate groups.
Stimulus may include descriptions of the beliefs, actions, mission statements, or major historical events related to animal welfare and animal rights advocate groups.
Stimulus should include information or narratives concerning PETA or other large organization like HSUS and issues they face.
Stimulus should include animal welfare and care and how these organizations have impacted industry and research.

Response Attributes:

Responses may include names or acronyms of animal welfare and animal rights advocate groups.
Responses may include descriptions of what the animal rights and animal welfare advocacy group believes.
Responses may be important events in the history of the organization.

Sample Item:

Which animal rights organization has the slogan, **"**Animals are not ours to eat, wear, experiment on, or use for entertainment"?

	A.	MFA
	B.	PAL
*	C.	PETA
	D.	WEEAC

Item Specifications

Standard: 28.0 Differentiate between animal welfare and animal rights.

Benchmark: 28.04 Debate current events concerning animal welfare and animal rights.

Depth of Knowledge: High complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to current topics related to animal welfare and animal rights. Items should not include historical events related to animal welfare and rights.

Stimulus Attributes:

Stimulus may include contemporary articles from various reputable sources about issues that affect the way animals are cared for or other animal rights related issues.
Stimulus may include guidelines and instructions for a debate.

Response Attributes:

Responses may present arguments for and against animal rights.
Responses may reference quotes from the article.
Responses may be recordings of a debate.

Sample Item:

Item Specifications

Task: Select a current event topic related to animal welfare or animal rights. Choose a side to research and present in your debate. Debate your topic with another classmate. Your ideas should be supported with at least three facts and/or information that can be referenced.

Rubric:

4 Points	The student demonstrates a thorough and complete understanding of the selected topic. The student presents a clear, logical, and organized argument. The presentation permits the listener to easily follow the presentation. Support includes at least three correct and relevant facts and/or information to support the student's position.
3 Points	The student demonstrates a correct understanding of the selected topic. The student presents a mostly clear, logical, and organized argument. The presentation permits the listener to mostly follow the presentation. Support includes at least two correct and relevant facts and/or information to support the student's position.
2 Points	The student demonstrates a partially correct understanding of the selected topic that tends to be vague. The student presents a partially clear and logical argument, but the argument lacks organization of ideas. The presentation may not permit the listener to follow the presentation easily. Support includes at least one correct and relevant fact and/or information to support the student's position.
1 Point	The student demonstrates a mostly incorrect understanding of the selected topic. The student may not present a clear, logical, or organized argument. The presentation may not permit the listener to follow the presentation easily. The response may not include support through the use of relevant facts and/or information.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 28.0 Differentiate between animal welfare and animal rights.

Benchmark: 28.05 Describe animal cruelty and the consequences of cruel treatment of animals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should cover local laws on neglect and inhumane treatment of animals. Items are limited to state guidelines for standards of care. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

> Stimulus may provide examples of animal cruelty.
> Stimulus may discuss inhumane standards of care for animals.
> Stimulus should not contain explicit descriptions of animal cruelty.

Response Attributes:

> Responses may include examples of animal cruelty.
> Responses may describe the consequences of the cruel treatment of animals, as required by Florida law.

Sample Item:

What is the consequence for being found guilty of intentionally kicking and hitting a dog in the state of Florida?

	A.	Fine of $1000, imprisonment up to 1 year, prohibits animal ownership for 5 years.
*	B.	Fine up to $10,000, imprisonment up to 5 years.
	C.	Fine up to $25,000, imprisonment up to 3 years.
	D.	Fine up to $100,000, imprisonment up to 18 months, 90 days mandatory.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 28.0 Differentiate between animal welfare and animal rights.

Benchmark: 28.06 Prepare a press release based on an animal cruelty case.

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to local laws on neglect and inhumane treatment of animals. The press release should discuss animal abuse and cruelty to animals that has occurred in their community. The press release may be factual or fictitious but realistic.

Stimulus Attributes:

Stimulus may be related to animal abuse and cruelty to animals which has occurred in the community.
Stimulus may cover local laws on neglect and inhumane treatment of animals.
Stimulus may include a partial press release.

Response Attributes:

Responses may be related to an animal cruelty case presented in the stimulus.
Responses may follow general guidelines for a press release.
Responses may be factual or fictitious but realistic.

Sample Item:

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Item Specifications

Stimulus: Create a press release about a recent animal cruelty case. The press release includes facts or statistics to support major points. The press release needs to include the identification of the case and how the law was interpreted in that case.

Rubric:

4 Points   The student demonstrates a thorough and correct understanding of animal cruelty by explaining the recent animal cruelty case and about how the law was interpreted. The response includes a clear, logical, and organized press release. All major aspects of the press release are supported with facts and/or statistics to support the claims.

3 Points   The student demonstrates a correct understanding of animal cruelty by explaining the recent animal cruelty case and about how the law was interpreted. The response includes a partially clear and logical press release that may lack good organizational structure. Most aspects of the press release are supported with facts and/or statistics to support the claims.

2 Points   The student demonstrates a partial understanding of animal cruelty by explaining the recent animal cruelty case. The response includes a partially clear and logical press release that may lack organizational structure. Few aspects of the press release are supported with facts and/or statistics to support the claims.

1 Point   The student demonstrates little or no understanding of animal cruelty by failing to explain the recent animal cruelty case. The response may not include clarity, logic, or organizational structure of the press release. Many or all of the aspects of the press release are not supported with facts and/or statistics.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 28.0 Differentiate between animal welfare and animal rights.

Benchmark: 28.07 Debate the use of euthanasia in animals.

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to local guidelines for standards of care. Items should be related to using euthanasia in animals. A debate may include an exchange of written ideas.

Stimulus Attributes:

Stimulus may include a description of the process of euthanasia in animals, what the animal would experience, or concepts related to humane ending of suffering.
Stimulus may include the instructions for debate and related scoring criteria.
Stimulus may include the transcript of a debate related to euthanasia.
Stimulus may include questions that spark the debate, such as: Who is best suited to determine quality of life and when is the right time to perform euthanasia?

Response Attributes:

Responses may be statements from a debater.
Responses may be related to the pros and cons of euthanasia in animals.
Responses may take a position on one side or the other of the argument.

Sample Item:

Item Specifications

Task: There are different ideas about when or if an animal should be euthanized. Take a stand on euthanasia and present your ideas to the class. You should have at least four different sources of evidence and/or references to support your stance.

Rubric:

4 Points   The student demonstrates a thorough knowledge of their selected position on euthanasia. The response is thoroughly supported with at least four different sources of evidence and/or references that directly relates to their specific stance on euthanasia in animals.

3 Points   The student demonstrates knowledge of their selected position on euthanasia. The response is supported with at least three sources of evidence and/or references that directly relates to their specific stance on euthanasia in animals.

2 Points   The student demonstrates partial knowledge of their selected position on euthanasia. The response is partially supported with at least two sources of evidence and/or reference that relates to their stance on euthanasia.

1 Point   The student demonstrates little or no knowledge of their selected position on euthanasia. The response may not be supported with evidence and/or references that relate to their stance on euthanasia.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 29.0 Explain the role of animals in research.

Benchmark: 29.01 Describe the history of the role of animals in research.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be related to the history of animals in research. Items can address ancient history through current times. Items should cover topics most relevant to veterinary medicine, human medicine, psychology, and food production. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may provide a timeline of relevant events related to animals in research.
Stimulus may include important dates, people, events, or organizations related to the role of animals in research.

Response Attributes:

Responses may be events, dates, or people related to the history of animals in research.
Responses may be descriptions of the role of animal in research.
Responses may describe advancements in veterinary medicine, human medicine and psychology, and food production.

Sample Item:

Which is **NOT** a major example of the historical role of animals in research?

*   A.   frogs tested to determine the functions of the pancreas in producing insulin
        B.   monkeys used to isolate the polio virus
        C.   dogs taught to associate the sound with food
        D.   a horse used to demonstrate the measurement of blood pressure

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 29.0 Explain the role of animals in research.

Benchmark: 29.02 Discuss medical advances made possible through the use of animals in research.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be related to medical advances made possible through the use of animals in research. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may describe a medical advance made as a result of using animals in research. Stimulus should be relevant to veterinary medicine, human medicine and psychology, and food production.

Response Attributes:

Responses may describe medical advances made as a result of using animals in research. Responses may include medical benefits for humans and animals as a result of using animals in research.

Sample Item:

Major medical advancements have occurred due to research with animals which benefit both humans and animals. Which major medical advancement only benefited animals?

	A.	diabetes and insulin development
	B.	cancer treatment and drugs
*	C.	the development of FIV vaccine
	D.	safety studies on silicone tissue implants

Item Specifications

Standard: 29.0 Explain the role of animals in research.

Benchmark: 29.03 Define USDA and explain its roles in using animals for research.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the role of the USDA as it relates to animals in research.

Stimulus Attributes:

Stimulus may include descriptions of the USDA.
Stimulus may include guidelines for animal care and food production set forth by the USDA.

Response Attributes:

Responses may be related to the roles of the USDA in using animals for research.
Responses may be correct and incorrect definitions for the USDA.
Responses may be examples of guidelines for care and for relief of pain and suffering in animals implemented by the USDA.

Sample Item:

What is a major role that the USDA plays in the use of animals for research?

	A.	The USDA operates an animal research center to increase the efficiency of livestock production.
	B.	The USDA conducts studies about food borne illness related to red meat.
	C.	The USDA researches animal care and illness.
*	D.	The USDA licenses researchers and facilities that use animals.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 29.0 Explain the role of animals in research.

Benchmark: 29.04 Describe the role of the Institute of Animal Care and Use Committee (IACUC) with regard to animal research facilities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to issues and topics related to the IACUC, including the AALAS (The American Association for Laboratory Animal Science), a membership association that advances responsible laboratory animal care and use to benefit humans and animals. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may discuss the documentation required for utilizing animals in research.
Stimulus may identify research and its value to society.
Stimulus may describe care that will be provided to animals.
Stimulus may include acronyms.

Response Attributes:

Responses may be descriptions of the role of the IACUC with regard to animal research facilities.

Sample Item:

What is the primary role of the IACUC?

        A.   to set adoption guidelines for the humane groups
        B.   to fund animal welfare groups and animal research in the United States
*   C.   to establish guidelines for care of animals utilized in research environments
        D.   to provide legal services for animal rights groups

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 29.0 Explain the role of animals in research.

Benchmark: 29.05 Explain the controversy over using animals in research.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be restricted to common issues related to animals in research. Items should be sensitive to potential negative reactions of students. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include text that shares one or more viewpoints related to using animals in research.
Stimulus may present a dilemma regarding animal research.

Response Attributes:

Responses may describe a bias position.
Responses may identify pros and cons of the use of animals in research.

Sample Item:

What is the major reason why people are opposed to using animals in research?

A.   Animals do not feel pain the same way that humans do.
B.   Animals are abundant and reproduce quickly.
C.   Animals are cheap to purchase for research.
*   D.   Animals have the right to a life without pain and suffering.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 29.0 Explain the role of animals in research.

Benchmark: 29.06 Identify organizations that are in favor of and those that are against the use of animals in research.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to common organizations such as HSUS and PETA, SPCA research facilities, pharmaceutical companies, and governmental agencies. Items may include an identification of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include common organizations such as HSUS and PETA, SPCA research facilities, pharmaceutical companies, and governmental agencies.

Response Attributes:

Responses may include names of common organizations that have a firm, public stance on animals in research.
Responses may describe various organization's stance on the use of animals in research.

Sample Item:

Which three organizations in the United States are in favor of the use of animals in research?

	A.	AALAS, PETA, AAHA
	B.	PETA, IACUC, NIH
	C.	AAALAC, HSUS, PETA
*	D.	IUCAC, AALAS, AAALAC

Item Specifications

Standard: 29.0 Explain the role of animals in research.

Benchmark: 29.07 Develop a personal position on the use of animals in research and support that position.

Depth of Knowledge: High Complexity

Item Types: Constructed Response

Content Limits: Items are limited to personal opinions and supporting research related to the use of animals in research.

Stimulus Attributes:

Stimulus may include a text that describes the use of animals in research.
Stimulus may include instructions for a project, poster, lecture, or essay which require the student to develop a personal position related to the use of animals in research.

Response Attributes:

Responses may state a personal position on the topic.
Responses may include support for the position from veritable resources.

Sample Item:

Item Specifications

Stimulus: Explain your personal position on the use of animals in research. Support your position with research and documentation.

Rubric:

4 Points	The student identifies his/her personal position on the use of animals in research. The student demonstrates a thorough understanding of most of the major issues and presents a convincing and cohesive presentation supporting his/her position. The response includes multiple elements of support including information and documentation.
3 Points	The student identifies his/her personal position on the use of animals in research. The student demonstrates an understanding of many of the major issues and presents a partially convincing and cohesive presentation supporting his/her position. The response includes one or two elements of support including information and/or documentation.
2 Points	The student identifies his/her personal position on the use of animals in research. The student demonstrates an understanding of some of the major issues and presents a partially complete presentation that may not fully support his/her position. The response includes an element of support through information or documentation.
1 Point	The student may not identify his/her personal position on the use of animals in research. The student may not demonstrate understanding of any of the major issues and may not present a presentation supporting his/her position. The response may not include support through information or documentation.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 29.0 Explain the role of animals in research.

Benchmark: 29.08 Explain how biotechnology has affected animal research.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to biotechnology, including, but not limited to genetics and selective breeding processes to maintain a superior gene pool, cloning, tissue regeneration, stem cell research, uses of byproducts of both animal related and non-animal related industries, the use of recombinant DNA, cell fusion, and new bioprocessing techniques. An explanation may include written ideas of the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may describe the relationship between biotechnology and animal research.
Stimulus may describe animal research prior to the use of biotechnology.
Stimulus may describe a biotechnology product or technique.

Response Attributes:

Responses may describe the relationship between biotechnology and animal research.
Responses may describe how biotechnology has changed.
Responses may include various types of biotechnology.
Responses may include names of biotechnology products and techniques such as vaccines, antibiotics, insulin, interferon, recombinant DNA, and techniques such as waste recycling.

Sample Item:

Which major disease are we still unable to protect a pet from despite biotechnical research advances in vaccines and immunology?

	A.	FELV, FIV, FVRCP
	B.	Rabies, DHPP, Bordetella
	C.	Lyme Disease, Leptosporosis
*	D.	Cancer, TVT, EPM

Item Specifications

Standard: 29.0 Explain the role of animals in research.

Benchmark: 29.09 Debate the use of cloning for research purposes.

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to the use of cloning for research purposes.

Stimulus Attributes:

Stimulus may include instructions for a debate about cloning for research purposes.
Stimulus may include statements for or against using cloning in animal research.
Stimulus may include a text that introduces one position related to cloning for research purposes.

Response Attributes:

Responses may include statements for or against using cloning in animal research.
Responses may include research citations, quotes from experts, or other supporting documentation.

Sample Item:

Item Specifications

Task: Adopt a position either in favor of or opposed to the cloning of animals for research. Debate your position with another student. Response should include at least four sources of documentation to support your ideas.

Rubric:

4 Points   The student demonstrates a thorough understanding of most of the major issues surrounding the cloning of animals and presents a clear and logical view point. The response includes at least four sources to support his/her opinion.

3 Points   The student demonstrates a complete understanding of many of the major issues surrounding the cloning of animals and presents a logical view point. The response includes two or three sources to support his/her opinion.

2 Points   The student demonstrates an understanding of at least two of the major issues surrounding the cloning of animals. The response includes one source that supports his/her opinion.

1 Point   The student may demonstrate an understanding of less than two of the major issues surrounding the cloning of animals. The response may not include sources that support his/her opinion.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 30.0 Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.01 Demonstrate acceptable work habits and attitudes.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to attributes and behaviors of a quality employee working in a veterinarian's office or hospital. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

> Stimulus may include a scenario related to work habits and attitudes of an employee working in a veterinarian's office or hospital.
> Stimulus may include a graphic or video clip demonstrating acceptable or unacceptable work habits and attitudes.

Response Attributes:

> Responses may include statements related to, descriptions, or examples of professional appearance, professional conduct in and out of the work place, professional written communications.
> Responses may include positive work behaviors and appearances.
> Responses may include graphics related to acceptable work habits in a veterinarian's office or hospital.

Sample Item:

Johnny is working in the local vet's office as a receptionist. How should he answer the phone professionally?

	A.	"Hey there, this is the vet's office. How may I be of assistance to you?"
	B.	"Hey, this is Dr. Smith's Clinic. My name is Johnny. Can I help you?"
	C.	"Hello, you've reached the vet's office. How may I direct your call?"
*	D.	"Hello, Dr. Smith's Veterinary Clinic. This is Johnny. How can I assist you today?"

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Item Specifications

Standard: 30.0 Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.02 Follow oral and written directions with understanding; ask questions that clarify directions, as needed.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to realistic situations encountered in true career situations. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

> Stimulus may be a series of oral or written medical orders from a veterinarian.
> Stimulus may include common veterinary terminology and abbreviations.
> Stimulus may present oral or written directions that require clarification.

Response Attributes:

> Responses may be correct and incorrect ways of following the directions.
> Responses may include clarifying questions.

Sample Item:

Jonathan is employed at a veterinary hospital. The veterinarian asked him to prepare a cat for surgery. Jonathan wasn't exactly sure of all the steps to prepare the cat. What should he do?

	A.	Jonathan should complete the steps that he is aware of.
	B.	Jonathan should look on the internet to find out what to do.
*	C.	Jonathan should go over the steps with the veterinarian.
	D.	Jonathan should ask the office manager what he should do.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 30.0 Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.03 Communicate effectively in verbal, written, and nonverbal modes; demonstrate effective telephone skills.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to real life situations that might occur in a veterinarian's office or hospital. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include a scenario between the customer and the veterinary assistant.
Stimulus may present a realistic challenge related to office procedures, patient care, or other topics covered in a veterinarian's office or hospital.
Stimulus may be examples of effective or ineffective verbal or written communication.
Stimulus may include a graphic or image related to communication.

Response Attributes:

Responses may demonstrate a positive assertive attitude.
Responses may communicate invoice and treatment plans.
Responses may use veterinary medical terminology.
Responses may include examples of effective and ineffective verbal or written communication.

Sample Item:

Brandi is taking the history of a new pet that has been brought to the veterinary clinic. The pet owner explained that his cat urinates in the toilet. What would be the best comment for Brandi to make to the pet owner?

	A.	"I sure wouldn't want to use the same toilet."
*	B.	"It must be nice to not have cat litter to change."
	C.	"I have never heard of a cat doing that!"
	D.	"Many people think that a cat can't be trained"

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 30.0 Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.04 Recognize and demonstrate listening skills and assertive communications skills in the workplace.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to real life situations that might be found at a veterinarian's office or hospital. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

      Stimulus may include a scenario found at a veterinarian's office or hospital.
      Stimulus may be a recording of interactions at a vet's office or hospital.

Response Attributes:

      Responses may include appropriate and inappropriate ways to communicate in a professional setting.
      Responses may be names of listening skills.
      Responses may include statements that represent assertive communication.

Sample Item:

A client arrived at the veterinarian's office ten minutes ago. The client is getting angry because his dog has not been seen by the veterinarian yet. What is the **BEST** way to handle this situation?

	A.	Tell the client to leave the office and come back when they have more time to wait.
*	B.	Calmly approach the client and advise them that their dog will be seen as soon as possible.
	C.	Ignore the situation, as it will resolve itself when the vet gets to the dog in question.
	D.	Call the difficult client to the back, so the vet can see their pet immediately.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 30.0   Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.05 Conduct small, informal, formal, and group meetings.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to scenarios such as staff meetings in veterinary oriented careers. Items may simulate an actual meeting. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

> Stimulus may present a scenario found at a veterinarian's office which might require a meeting to address the issue.

Response Attributes:

> Responses may be examples of meeting notes, descriptions of meetings, PowerPoint presentations or other technology used during meetings.

Sample Item:

Dr. Jones would like to implement a new office procedure for his veterinarian technicians. What is the best way to communicate this to the staff?

	A.	Hold a formal staff meeting that all are required to attend.
	B.	Talk to each veterinarian technician individually.
*	C.	Call a meeting of only the veterinarian technicians.
	D.	Send a memo to the staff inviting them to the meeting.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 30.0 Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.06 Identify the opportunities for leadership development available through an appropriate students and/or professional organization.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to student and professional organizations, conferences, workshops, programs, etc. related to veterinary medicine. Items may include selection of the appropriate opportunities or descriptions of appropriate opportunities.

Stimulus Attributes:

Stimulus may include the names or descriptions of student or professional organizations related to veterinary care.
Stimulus may describe a scenario related to leadership development.

Response Attributes:

Responses may be names or acronyms of professional or student organizations related to veterinary care.

Sample Item:

Item Specifications

Stimulus: Research professional development opportunities available in the AVMA that may help you to become a more effective leader. Write a paragraph describing at least three of the opportunities that may interest you. Explain how participating in each of these opportunities would help you to develop as a leader.

Rubric:

4 Points	The response shows thorough understanding of the elements of leadership development. The response provides a comprehensive and detailed description of at least three different professional development opportunities in the AVMA that would help the student to develop as a leader. The response thoroughly and accurately explains how participation in the AVMA will allow a student to develop as a leader.
3 Points	The response shows an understanding of the leadership development opportunities in the AVMA. The response provides a description of at least three different professional development opportunities in the AVMA that would help the student to develop as a leader. The response explains how participation in the AVMA will allow a student to develop as a leader.
2 Points	The response shows a partial understanding of the leadership development opportunities in the AVMA. The response provides a description of at least two different professional development opportunities in the AVMA that would help the student to develop as a leader. The response partially explains how participation in the AVMA will allow a student to develop.
1 Point	The response shows little or no understanding of the leadership development opportunities in the AVMA. The response provides a description of less than two different professional development opportunities in the AVMA that would help the student to develop as a leader. The response may not explain how participation in the AVMA will allow a student to develop as a leader.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 30.0   Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.07 Demonstrate acceptable employee hygiene habits.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to descriptions of appropriate and inappropriate dress and hygiene in a veterinary work place. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may describe appropriate dress for various jobs in the veterinary career pathways.
Stimulus may include a scenario related to hygiene habits in a veterinarian's office.

Response Attributes:

Responses may include acceptable and unacceptable employee hygiene habits.
Responses may be images or graphics of acceptable and unacceptable employee hygiene habits.

Sample Item:

Joanna is about to see her first patient so she washes her hands. Why are good hygiene habits important in this situation?

	A.	clean hands are easier to put gloves onto than dirty ones
	B.	because it will prevent records from becoming dirty
*	C.	as to not create contamination or spread germs
	D.	to prevent cross contamination of food

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 30.0 Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.08 Demonstrate appropriate responses to criticism from employer, supervisor, and peers.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to situations in a veterinarian's office or hospital. Items should not include inappropriate or other offensive language. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include scenarios in which an employee is receiving criticism from a supervisor, employer, or peers at a veterinarian's office.

Response Attributes:

Responses may include appropriate and inappropriate responses to criticism from an employer, supervisor, or peers.

Sample Item:

Your supervisor said that you are rude to clients. What would be the best response?

	A.	"I am sorry but you are wrong."
*	B.	"My apology. Could you please explain what you mean?"
	C.	"When did you see me acting rude?"
	D.	"I don't remember being rude to someone"

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 30.0 Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.09 Complete pertinent forms for employment, such as a resume, a job application, a W-4 form.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to typical employment forms, such as a resume, a job application, or a W-4 form. Items may include a demonstration of knowledge for the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

> Stimulus may include a template or a blank W-4 form or job application.
> Stimulus may include instructions for creating a resume.

Response Attributes:

> Responses may include examples of completed resumes, job applications and W-4's.
> Responses may include descriptions of the correct and incorrect components of a resume, job application, or W4 form.

Sample Item:

What should be included in your resume?

*	A.	your past employers
	B.	your political party affiliation
	C.	your religion
	D.	your means of transportation

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 30.0 Demonstrate human-relations, communications, leadership and employability skills.

Benchmark: 30.10 Demonstrate job interview techniques.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to realistic situations related to job interviews for a position at a veterinarian's office or hospital. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

> Stimulus may include responses to practice job interviews.
> Stimulus may include practice interviews given by both students and adults.
> Stimulus may include job interview questions.

Response Attributes:

> Responses may be related to job interviews.
> Responses may include student role plays of job interviews.

Sample Item:

How should you dress for a job interview as a Veterinary Assistant?

*	A.	You should dress professionally in a shirt and tie or a dress blouse.
	B.	You should dress casually in shorts and a collared shirt.
	C.	You should dress in a lab coat like the employees.
	D.	You should dress in a tuxedo or formal gown to impress the boss.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 31.0 Maintain and analyze records**.**

Benchmark: 31.01 Maintain and analyze animal records.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to animal records. Items should include information that is typically available in animal records.

Stimulus Attributes:

Stimulus may include an example of animal records, including those designed by the FFA and 4H.
Stimulus may address procedures and policies for record keeping for animals.
Stimulus may include terms found in record keeping materials.
Stimulus may address record keeping for a business.

Response Attributes:

Responses may include an analysis of an animal record.
Responses may include the completion of an animal record.
Responses may be related to animal record keeping.

Sample Item:

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Item Specifications

Refer to the records below.

<table>
<tr><td>

ABC ANIMAL HOSPITAL

DATE: 11-4-2XX1

NAME: Rufus   WEIGHT: 50 lbs.

BREED: English Bulldog

AGE: 3

SHOT(S):   rabies, bordatella, parvo

TEST(S):   Heart worm neg.

COMMENTS: Rufus is in good health. Rufus is at optimum weight. Owner says he exercises regularly. Recommended new dog food to maintain weight.

</td><td>

ABC ANIMAL HOSPITAL

DATE: 11-10-2XX2

NAME: Rufus   WEIGHT: 60 lbs.

BREED: English Bulldog

AGE: 4

SHOT(S):   rabies, bordatella

TESTS(S):   Heart worm neg.

COMMENTS: Rufus is in good overall health. Rufus is overweight. Owner has no concerns. Rufus is on the vet recommended food since last year.

</td></tr>
<tr><td>

ABC ANIMAL HOSPITAL

DATE: 11-6-2XX3

NAME: Rufus   WEIGHT: 65 lbs.

BREED: English Bulldog

AGE: 5

SHOT:

TEST:

COMMENTS: In for annual check-up.

</td><td>

</td></tr>
</table>

Analyze the records for Rufus for the previous years of 2XX1 and 2XX2. What would be the initial concern for the vet based on the 2XX3 annual visit's information?

*   A.   Rufus has gained weight and needs to change his diet.
        B.   Rufus is underweight for his age.
        C.   Rufus should have check-ups more frequently.
        D.   Rufus may need a new heart worm medicine.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 31.0 Maintain and analyze records**.**

Benchmark: 31.02 Discuss the legal requirements of maintaining animal health records, and maintain and analyze animal health records.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to the legal requirements for maintaining animal health records as determined by Florida law and federal laws. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include animal health records on various animals.
Stimulus may include forms developed to maintain animals' health records.
Stimulus may include computer research on laws regarding animal health records.
Stimulus may include contacting veterinary hospitals and asking about maintaining animal health records.

Response Attributes:

Responses may relate to animal health records.

Sample Item:

What type of record is a veterinary office in Florida **NOT** required to maintain?

	A.	record of controlled substance prescriptions
	B.	x-rays and blood test results
*	C.	record of animal's behavior and temperament
	D.	a copy of a rabies exemption form, if applicable

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 31.0 Maintain and analyze records**.**

Benchmark: 31.03 Maintain and analyze basic business records (inventory, depreciation, receipts, expenses), using computer applications.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to business records related to the veterinary field. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include record keeping systems that will help maintain and analyze records.
Stimulus may include record keeping that allows for quick recall of data.
Stimulus may include incomplete business records.

Response Attributes:

Responses may relate to the field of veterinary business record keeping.
Responses may include completed business records.

Sample Item:

You started a pet grooming business and bought a vehicle to travel to groom your clients. Your vehicle is now worth less than it was when you first bought it. What term describes the change in the value of the vehicle?

	A.	appreciation
*	B.	depreciation
	C.	receipt
	D.	inventory

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 31.0 Maintain and analyze records**.**

Benchmark: 31.04 Describe the duties of an office or hospital staff member as outlined by NAVTA which includes: Greeting clients, Scheduling appointments, Admitting patients, Basic filing, Basic veterinary medical record keeping procedures, basic invoicing,(billing and payment on account procedures), Telephone etiquette, Inventory and restock supplies, maintain laboratory logs.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the duties of an office or hospital staff member as outlined by National Association of Veterinary Technicians Assistants. Items should address real-life situations. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

      Stimulus may include descriptions of the duties of office or hospital staff.
      Stimulus may include realistic scenarios that may occur at a hospital or office.
      Stimulus may include basic forms, logs, schedules, processes, procedures, records, etc. that are related to the veterinary office or hospital.

Response Attributes:

      Responses may be descriptions of the duties of an office or hospital staff member.
      Responses may be names of duties or tasks that an office or hospital staff member must complete.
      Responses may include items related to working in a veterinary office with clients.

Sample Item:

What is covered in the National Association of Veterinary Technicians Assistants (NVATA) materials related to the duties of hospital staff?

*	A.	The material covers greeting clients, scheduling appointments, and admitting patients.
	B.	The material covers feeding and washing cats and dogs.
	C.	The material covers washing equipment and windows.
	D.	The material covers getting the client pet from their house to the office.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.01 Describe the importance of preventive medicine for animal health.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to preventive medicine for animal health. Items should include general preventive medicine commonly in practice. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may describe preventive medicine techniques.
Stimulus may include scenarios related to preventive medicine for animal health.

Response Attributes:

Responses may include reasons for preventive medicine.
Responses may include techniques or examples of preventive medicine.

Sample Item:

Stephanie just got two new kittens. What is one preventive health care measure she can take?

*   A.   Get the kittens their vaccines.
        B.   Start the kittens on an antibiotic.
        C.   Change their water once a week.
        D.   Keep them in a kennel daily.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.02 Recognize healthy animals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to domestic animals seen in a veterinary clinic such as dogs, cats, horses, birds, snakes, ferrets, and rabbits. Items should address commonly healthy signs and behaviors.

Stimulus Attributes:

Stimulus may include descriptions of healthy and or unhealthy animals.
Stimulus may include graphics of healthy and unhealthy animals.

Response Attributes:

Responses may include names or pictures of the healthy or unhealthy animals.
Responses may include descriptions of healthy or unhealthy animals.
Responses may include characteristics or features of a healthy or unhealthy animal.

Sample Item:

Which characteristic is indicative of a healthy cat?

	A.	a cat that loses patches of fur when petted
	B.	a cat that is suddenly hiding in a closet
*	C.	a cat who plays, eats, and sleeps
	D.	a cat that gets sick right after eating

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.03 Describe common infectious and noninfectious diseases of animals to include bacterial, viral, fungal, prion and zoonotic.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to common infectious and noninfectious diseases of animals to include bacterial, viral, fungal, prion, and zoonotic. Items may include common signs and symptoms of diseases. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include a graphic of the image of an animal with an infectious or non-infectious disease.
Stimulus may include names of various infectious and non-infectious diseases of animals.
Stimulus may include descriptions of infectious and non-infectious diseases of animals.

Response Attributes:

Responses may include descriptions of infectious and non-infectious diseases.
Responses may include names of infectious and non-infectious diseases of animals.

Sample Item:

What is one symptom of chlamydia in cats?

*   A.   weepy eyes
        B.   diarrhea
        C.   bloody nose
        D.   dry patchy skin

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.04 Describe vaccinations available for disease prevention and vaccination procedures.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to vaccinations available for disease prevention procedures. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should be related to common vaccinations available for animals.
Stimulus may describe procedures for administering vaccinations.
Stimulus may name or describe various vaccinations and their purpose.
Stimulus may describe side effects related to vaccinations.

Response Attributes:

Responses may be correct and incorrect procedures for administering vaccinations to animals.
Responses may name or describe various vaccinations and their purpose.
Responses may include details about when, where, and how often to administer the vaccination.

Sample Item:

How old should a kitten be when receiving the panleukopenia vaccine?

	A.	3 weeks old
*	B.	6 weeks old
	C.	10 weeks old
	D.	12 weeks old

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control**.**

Benchmark: 32.05 Recognize health conditions of animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be related to the health conditions of animals. Only common health conditions should be included. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

> Stimulus may include graphics or images of animals with a variety of health conditions. Stimulus may include a client's description of his/her concerns related to the animal, or observations of the animal's behaviors.

Response Attributes:

> Responses may include descriptions of animals with a variety of health conditions.

Sample Item:

Johnny is concerned about his pet turtle. It hasn't been eating lately and its shell is molting. It also has a red spot on his head. What could be wrong with Johnny's turtle?

	A.	Turtles molt when their shell grows.
*	B.	Turtles frequently stop eating when their shell molts.
	C.	The turtle probably has an infection and needs to be examined.
	D.	The turtle probably has pneumonia and should be placed in a warm dry area.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control**.**

Benchmark: 32.06 Describe isolation procedures for new or sick animals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed response

Content Limits: Items should be limited to isolation procedures for new or sick animals. Items should not address or focus on diagnosing the disease. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

> Stimulus may describe correct and incorrect isolation procedures for new or sick animals.
> Stimulus may describe a realistic scenario that may occur at a veterinarian's office or hospital.

Response Attributes:

> Responses may include reasons why procedures are followed.
> Responses may include correct and incorrect isolation procedures for new or sick animals.

Sample Item:

Chelsea, a Weimaraner, was boarding at the Canine Castle boarding and veterinary facility when it was discovered at night that she had kennel cough. As the veterinary assistant on duty, what is your course of action prior to the veterinarian arriving in the morning?

> A. Call the dog's owners and have them pick up Chelsea immediately. If the owner is unavailable, call the Humane Society to pick up the dog.
> B. Monitor Chelsea's condition throughout the night and if it gets worse, contact the veterinarian.
> C. Immediately administer a Bordatella shot to Chelsea to help her recover from the kennel cough.

*   D. Remove Chelsea from the general population and place her in an isolation room where she can't get other dogs sick.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.07 Recognize normal and abnormal vital signs of livestock and companion animals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to topics related to livestock and companion animals. Items should include a variety of vital signs such as heart and respiration rates, blood and lab results.

Stimulus Attributes:

Stimulus may include descriptions of the vital signs of livestock and companion animals.
Stimulus may include images or graphics of livestock and companion animals.
Stimulus may include data from a vital signs check.

Response Attributes:

Responses may include descriptions of normal and abnormal vital signs of livestock and companion animals.
Responses may include names of livestock or companion animals.

Sample Item:

When measuring the respiration of a dog, what is the normal rate of respiration and the correct way to conduct this measurement?

*   A.   18 breaths per minute taken when the dog is resting
       B.   60 beats per minute taken when the dog is panting
       C.   10 beats per minute taken when the dog is laying down
       D.   35 breaths per minute taken when the dog is sleeping

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.08 Demonstrate and record temperature, pulse, respiration, mucous membrane color, (MM) and capillary refill time (CRT) and weight of animals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address temperature, pulse, respiration, mucous membrane color (MM), and capillary refill time (CRT) and weight of animals commonly seen in a veterinary clinic such as dogs, cats, horses, birds, ferrets, snakes, and rabbits. Items should not focus on the interpretation of data recorded for an animal. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

>   Stimulus may include the instructions for taking and recording temperature, pulse, respiration, mucous membrane color (MM), capillary refill time (CRT), and weight of animals.

Response Attributes:

>   Responses may be related to temperature, pulse, respiration, mucous membrane color (MM), capillary refill time (CRT), and weight of animals.
>   Responses may include a completed animal records chart.

Sample Item:

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Item Specifications

Task: Demonstrate how to correctly take the temperature, pulse, and respiration of a dog.

Rubric:

4 Points	The student demonstrates a correct and thorough understanding of the procedures for examining the temperature, pulse, and respiration of a dog. Temperature should be taken using a rectal thermometer. Temperature taker should use their arm under the belly of the dog to hold it still while placing a well lubricated thermometer 1- 1 ½ inches into the rectum (normal rates are 99-102.5). Pulse should be taken by placing your hand under the armpit of the dog and using a flat hand along the chest. Count the number of beats for 15 seconds and multiply it by 4 (normal rates are 60-150 for adult dogs and 180-220 for puppies). Respiration rates should be taken by counting the number of breaths a dog takes over a 15 second period and multiplying it by 4 (normal rates are between 20-24 per minute).
3 Points	The student demonstrates a mostly correct understanding of the procedures through the demonstration of two of the three procedures for examining the temperature, pulse, and respiration of a dog.
2 Points	The student demonstrates the correct procedures of one of the three elements for examining the temperature, pulse, and respiration of a dog.
1 Point	The student demonstrates little or no understanding of the correct procedures for examining the temperature, pulse, and respiration of a dog.

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.09 Collect urine and feces samples for analysis.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to procedures for collecting urine and feces samples of animals. Items should focus on a variety of animals commonly seen in a veterinary clinic or hospital. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may be instructions for taking urine and feces samples from an animal.
Stimulus may include a scenario with correct and incorrect procedures.

Response Attributes:

Responses should include a student performance of collecting feces and urine samples from animals.

Sample Item:

Item Specifications

Task: A cat has entered the veterinary office with frequent urination. The veterinarian asked you, the veterinary assistant, to collect urine from the cat in order to check for a possible infection. Demonstrate the correct procedures to collect urine.

Rubric:

4 Points
The student demonstrates a thorough understanding of the correct procedures for collecting urine from the cat. The student correctly collects the sample with the required amount of urine, in an approved container, labeled correctly, and stored the sample in the correct location.

3 Points
The student demonstrates an understanding of the procedures for correctly collecting urine from the cat. The student correctly collects the sample with most of the required elements including: the amount of urine; using an approved container; the container labeled correctly; and storing the sample in the correct location.

2 Points
The student demonstrates a partial understanding of the procedures for collecting urine from the cat. The student collects the sample with some of the required elements including: the amount of urine; using an approved container; the container labeled correctly; and storing the sample in the correct location.

1 Point
The student demonstrates little or no understanding of the procedures and was unable to collect urine from the cat or collected it in an incorrect manner. The student was unable to collect the sample with one or less of the required elements including: the amount of urine; using an approved container; the container labeled correctly; and storing the sample in the correct location.

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Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.10 Describe the process for collecting blood samples for analysis.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the processes for collecting blood samples for analysis. Items should focus on animals typically seen in a veterinary clinic or hospital. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include restraints used for blood collection sites.
Stimulus may include pictures of diagrams of vein puncture sites.

Response Attributes:

Responses may describe the process for collecting blood samples of animals.
Responses may include correct and incorrect sites of blood collection.
Responses may include examples of blood collection tubes.

Sample Item:

Which site would be correct to use for the collection of a large volume of blood?

	A.	medial saphenous vein
	B.	lateral saphenous vein
	C.	cephalic vein
*	D.	jugular vein

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.11 Administer prescribed oral medications.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to oral medications for animals seen in veterinary clinics such as dogs, cats, horses, rabbits, snakes, birds, and ferrets. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include techniques to administer oral medications.
Stimulus may include procedures to administer oral medications.

Response Attributes:

Responses may include correct and incorrect techniques and procedures of administer oral medications.

Sample Item:

What is **NOT** the best method to give a dog a pill?

	A.	Crush the pill and put it in the dog food.
	B.	Put the pill in the very back of the dog's throat.
	C.	Cover the pill with a favorite food and give the dog the pill.
*	D.	Insert the pill in the dog's anus.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.12 Describe the process for administering medications by injection, oral, nasal and topical.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to injection, oral, nasal, and topical medications. Items should be limited to animals typically seen in a veterinary clinic or hospital. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

> Stimulus may address correct and incorrect procedures to administer medications by injection, orally, through nasal injection, or topically.
> Stimulus may include a scenario in which an animal needs a medication.
> Stimulus may include common medications for animals.

Response Attributes:

> Responses may include correct and incorrect procedures for administering medication by injection, orally, through nasal injection, or topically.
> Responses may include multiple correct responses in which one answer is more correct.

Sample Item:

What are the three types of injections?

```
*       A.      intramuscular, subcutaneous, and intervenes
        B.      intramuscular subcutaneous, and oral
        C.      oral, intramuscular, and topical
        D.      intervenes, oral, and topical
```

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.13 Describe the procedure for safe disposal of medications.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to commonly-used veterinary drugs and medications. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address safe and unsafe procedures for the disposal of medications**.**

Response Attributes:

Responses may be related to safe and unsafe procedures for the disposal of medications.

Sample Item:

Which is an unsafe disposal method for unused medication?

      A.   Place it in the trash at the veterinary clinic.
      B.   Mix the medicine with an undesirable substance such as used coffee grounds.
      C.   Follow the disposal instructions on the label.
*   D.   Give the medication to a friend to put in the trash.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.14 Discuss the terms immunology and active and passive immunity.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to immunity in normal healthy animals. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may correctly and incorrectly define the terms immunology, active immunity, and passive immunity.
Stimulus may describe the process animals develop active and passive immunity through vaccines or colostrums.
Scenarios may be used to describe immunity.

Response Attributes:

Responses may include correct and incorrect definitions to the terms immunology, active immunity, and passive immunity.
Responses may describe correct and incorrect methods that animals develop active and passive immunity.

Sample Item:

Your pet dog has all of its vaccinations and has just delivered a litter of healthy puppies. What type of immunity is present in the puppies?

	A.	activity immunity
*	B.	passive immunity
	C.	acquired immunity
	D.	immunological immunity

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.15 Describe procedures for periodic health check-up.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to average or routine health checks, not emergencies. Items should address the common components of a healthy check-up. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address reasons for a periodic health check.
Stimulus may address correct and incorrect procedures or items to include in a periodic health check.
Stimulus may address appetite, behavior, weight, vitals, and overall appearance of healthy animals.

Response Attributes:

Responses may include correct and incorrect reasons for a health check-up.
Responses may include correct and incorrect procedures for a health check-up.

Sample Item:

Why is it important to get an accurate weight of an animal during an annual examination?

	A.	to determine if the pet is sick
*	B.	to calculate drug dosages
	C.	to identify obesity problems
	D.	to prevent dental disease

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark : 32.16 Define zoonosis.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to zoonosis in companion animals and livestock. Only common diseases transmitted to humans should be included.

Stimulus Attributes:

Stimulus may include correct and incorrect definitions of zoonosis.
Stimulus may include terms to be defined.

Response Attributes:

Responses may include correct and incorrect definitions of zoonosis.
Responses may include correct and incorrect terms.

Sample Item:

What is the definition of zoonosis?

*   A.   a disease passed from animals to humans
       B.   a disease passed from human to human
       C.   a disease passed from humans to animals
       D.   a disease passed from animal to animal

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.17 Describe selected zoonotic diseases.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to rabies, toxoplasmosis, Lyme disease, brucellosis, ringworm, scabies, hookworms, roundworms, and coccidian. Items should address symptoms, methods of transmission and treatment of zoonotic diseases. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include correct and incorrect names, signs, symptoms, and preventive measures for zoonotic diseases and parasites.

Response Attributes:

Responses may include correct and incorrect names, signs, symptoms, and preventive measures.

Sample Item:

Which diseases are caused by protozoan parasites?

	A.	coccidosis and Lyme disease
	B.	roundworms and ringworms
*	C.	toxoplasmosis and coccidiosis
	D.	Lyme disease and ringworms

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Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.18 Demonstrate proper sanitation techniques for an examination room, hospital facilities, surgical suites, kennel, cattery, paddock, rabbitry, and zoo.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to sanitation techniques including physical cleaning, disinfecting, sanitizing, and hygiene. Items should address equipment and generic sanitation products. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

> Stimulus should address correct and incorrect sanitation techniques.
> Stimulus should include physical cleaning, disinfecting, sanitizing, and hygiene.

Response Attributes:

> Responses should include correct and incorrect sanitation techniques.

Sample Item:

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Task: Demonstrate the proper procedures to sanitize an examination room.

Rubric:

4 Points	The student demonstrates a correct and thorough understanding of the procedures to sanitize an examination room by following all the procedures required. The student uses the proper sanitization chemicals and materials, and performs the demonstration completely and correct. The student does not make any errors or omit any of the procedures.
3 Points	The student demonstrates an understanding of the procedures to sanitize an examination room by following most of the procedures required. The student uses the proper sanitization chemicals and/or materials, and performs the demonstration correctly. The student makes only minor errors or omissions.
2 Points	The student demonstrates a partial understanding of the procedures to sanitize an examination room by following some of the procedures required. The student uses most of the proper sanitization chemicals and/or materials, and performs the demonstration mostly correct. The student makes several errors or omissions.
1 Point	The student demonstrates little or no understanding of the procedures to sanitize an examination room by following little or none of the procedures required. The student may not use the proper sanitization chemicals or materials, and fails to perform the demonstration correctly. The student makes major errors or omissions.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.19 Describe methods of preventive medicine and quarantine for disease control in a kennel, cattery, paddock, rabbitry, and zoo.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to preventive and quarantine procedures in a kennel, cattery, paddock, rabbitry, or zoo. Preventive methods include vaccinations, deworming, health checks, and nutrition. Items should include equipment and procedures but should not include any manufacturer's names or specific products. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

> Stimulus may include correct and incorrect methods of preventive medicine.
> Stimulus may include correct and incorrect methods to quarantine animals.

Response Attributes:

> Responses may include correct and incorrect methods of preventive medicine.
> Responses may include correct and incorrect methods to quarantine animals.

Sample Item:

What type of upper respiratory vaccine should be given to a dog housed in a kennel?

*	A.	Bordatella
	B.	Parvo
	C.	Lyme
	D.	Corona

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.20 Determine methods to observe animals for medicine side effects or allergies.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the most typically encountered reactions to commonly used medications.

Stimulus Attributes:

Stimulus may describe common side effects and allergic reactions to vaccinations.
Stimulus may include the names of common medications used to treat animals such as topicals, antibiotics, anti-fungals, etc.

Response Attributes:

Responses may include observation methods for animals.
Responses may include behaviors and responses to medications.

Sample Item:

What side effect could pose the **GREATEST** threat to an animal that has been given a vaccination?

*   A.   fever and swelling
        B.   painful urination
        C.   lameness in limbs
        D.   vomiting and diarrhea

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.21 Describe methods for testing new medications.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to understanding basic information regarding the process and clinical trial portion of a study for a new drug. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

> Stimulus may address the governmental process for development of new products (set by the U.S. Food and Drug Administration).
> Stimulus may include information about clinical trials that are commonly performed following laboratory studies.
> Stimulus may include common side effects and allergic reactions to medications.

Response Attributes:

> Responses may include correct and incorrect government procedures for developing new products.
> Responses may include side effects and allergic reactions to medications.

Sample Item:

A new antibiotic has been created to treat a common infection in cats. What is the **FIRST** step in the process to obtain approval of the antibiotic?

	A.	Try the antibiotic in clinical trials.
*	B.	Perform lab studies with the antibiotic.
	C.	Prescribe the new antibiotic to cats.
	D.	Monitor the results in cats.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 32.0 Demonstrate knowledge of preventive medicine and disease control.

Benchmark: 32.22 Debate the role of biotechnology plays in creating new medications.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to biotechnological techniques developed through research and common pharmaceutical companies and biotech companies.

Stimulus Attributes:

Stimulus may include defining what biotechnology is.
Stimulus may include a discussion about genetics and selective breeding processes to maintain superior gene pool.
Stimulus may include the concept of cloning, tissue regeneration, stem cell research, uses of byproducts of both animal related and non-animal related industries.
Stimulus may recognize biotechnology as a broad field of science that focuses on biological techniques developed through basic research and now applied to research and product development. In particular, the use of recombinant DNA, cell fusion, and new bioprocessing techniques.
Stimulus may include awareness that there is a governmental process for development of new products (FDA). Clinical trials commonly performed following laboratory studies should include understanding of common side effects and allergic reactions to vaccination, and common medications used to treat animals such as topical, antibiotics, antifungals, etc.
Stimulus may include common organizations such as pharmaceutical companies, biotech companies, research facilities, and governmental agencies.

Response Attributes:

Responses may be related to biotechnology as it relates to genetic research and vaccinations.
Responses may include common organizations such as pharmaceutical companies, biotech companies, and research facilities.

Sample Item:

Item Specifications

Task: Debate the role of biotechnology from the perspective of a pharmaceutical representative.

Rubric:

4 Points	The response shows a correct and thorough understanding of the role of biotechnology in creating new medications from the perspective of a pharmaceutical representative. The response uses four or more relevant details and facts to support their argument.
3 Points	The response shows a correct understanding of the role of biotechnology in creating new medications from the perspective of a pharmaceutical representative. The response uses three or more relevant details and facts to support their argument.
2 Points	The response shows a partial understanding of the role of biotechnology in creating new medications from the perspective of a pharmaceutical representative. The response uses two or more relevant details and/or facts to support their argument.
1 Point	The response shows little or no understanding of the role of biotechnology in creating new medications from the perspective of a pharmaceutical representative. The response uses less than two, if any, relevant details or facts to support their argument.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 33.0 Describe internal and external parasites and control methods**.**

Benchmark: 33.01 Describe the internal and external parasites of selected animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the following parasites: hookworm, roundworm, whipworm, coccida, tapeworm, strongyles, mites, lice, fleas, and ticks. Items should address the transmission of parasites. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address the appearance of adult parasites and parasite eggs under a microscope.
Stimulus may address the differences between internal and external parasites.

Response Attributes:

Responses may include correct and incorrect parasite eggs or external parasites.
Responses may include correct and incorrect differences between parasites.

Sample Item:

Which parasite is a vector for tapeworms?

	A.	roundworms
*	B.	fleas
	C.	ticks
	D.	hookworms

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 33.0 Describe internal and external parasites and control methods.

Benchmark: 33.02 Describe the methods of parasite prevention.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to ways to decrease exposure to parasites. Items may include medication and other methods to avoid parasites. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include examples of correct and incorrect parasite preventatives.
Stimulus may include correct and incorrect ways to manage parasites in the environment.

Response Attributes:

Responses may include correct and incorrect parasite preventatives.
Responses may include correct and incorrect methods to manage parasites in the environment.

Sample Item:

Rex has a flea problem. What is the **BEST** way to treat his fleas and prevent further infestations?

	A.	Place a flea collar on Rex and give him a bath.
	B.	Apply a mosquito repellant to Rex and trim his nails to keep fleas from getting under his nails.
*	C.	Use a flea comb on Rex and steam clean all carpets.
	D.	Give Rex dog food that is high in proteins and dust the house of all fleas.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 33.0 Describe internal and external parasites and control methods.

Benchmark: 33.03 Describe the methods of parasite control.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to broad de-wormer categories and should avoid using brand names. Items should address medication and other methods of parasite control. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include ways to control or treat parasites.
Stimulus may include the correct and incorrect selection of a de-wormer and frequency of use.

Response Attributes:

Responses may include correct and incorrect methods to treat parasites.
Responses may include correct and incorrect de-wormers and frequency of use.

Sample Item:

How frequently should a dog be given a heartworm preventative?

	A.	daily
	B.	weekly
*	C.	monthly
	D.	yearly

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 33.0 Describe internal and external parasites and control methods**.**

Benchmark: 33.04 Use a microscope for selected practices.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include common uses of a standard/general microscope for fecal, blood smears, and cytology analysis. Items should address focusing the microscope, adjusting the diaphragm, and inserting a slide.

Stimulus Attributes:

Stimulus may include the correct and incorrect use of parts of a microscope such as the stage, eye piece, diaphragm, lens, objective, oil immersion, fine focus, course focus, and magnification. Stimulus may include the use of a microscope.

Response Attributes:

Responses may include correct and incorrect use of a microscope.

Sample Item:

Item Specifications

Task: Set up a microscope with a slice sample. Focus the microscope and identify the parasite eggs.

Rubric:

4 Points   The student demonstrates a correct and thorough understanding of using a microscope by following all the procedures necessary including the set up and focusing correctly. The student correctly identifies the parasite eggs by focusing in on the parasite eggs and positioning the slide to optimize the view. The response includes the correct procedure for all four of the elements: set up; focusing the microscope; positioning the slide; and identification of parasite eggs.

3 Points   The student demonstrates a correct understanding of using a microscope by following most of the procedures necessary including the set up and focusing effectively. The student correctly identifies the parasite eggs by focusing in on the parasite eggs and positioning the slide properly. The response includes the correct procedure for three of the four elements: set up; focusing the microscope; positioning the slide; and identification of parasite eggs.

2 Points   The student demonstrates a partially correct understanding of using a microscope by following some of the procedures necessary including the set up and/or focusing. The student may not correctly identify the parasite eggs due to improper focusing or positioning of the slide. The response includes the correct procedure for two of the four elements: set up; focusing the microscope; positioning the slide; and identification of parasite eggs.

1 Point   The student demonstrates little or no understanding of using a microscope by following few, if any, of the procedures of set up or focusing. The student may not correctly identify the parasite eggs due to improper focusing and/or positioning of the slide. The response includes the correct procedure for less than two of the four elements: set up; focusing the microscope; positioning the slide; and identification of parasite eggs.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 33.0 Describe internal and external parasites and control methods**.**

Benchmark: 33.05 Describe the process for fecal sample collection, slide preparation, and examination.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should focus on a fecal float and fecal direct smear. Items should include the equipment and process required to prepare a slide. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include the correct and incorrect processes of a fecal sample collection.
Stimulus may include the correct and incorrect processes of a slide preparation.
Stimulus may include the correct and incorrect processes of examining a slide.

Response Attributes:

Responses may include the correct and incorrect processes of a fecal sample collection.
Responses may include the correct and incorrect processes of a slide preparation.
Responses may include the correct and incorrect processes of examining a slide.

Sample Item:

What equipment may be used in a fecal floatation?

* A. centrifuge, test tube, and microscope
B. refractometer, microscope, and test tube
C. ophthalmoscope, microscope, and test tube
D. stethoscope, test tube, and microscope

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Course Name: Veterinary Assisting 4
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Item Specifications

Standard: 33.0 Describe internal and external parasites and control methods**.**

Benchmark: 33.06 Determine containment procedures and treatment for an epidemic.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to vector borne diseases commonly encountered at veterinary facilities, farms, and research labs. Items should include the containment and treatment of common epidemic situations.

Stimulus Attributes:

Stimulus may include Lyme disease, equine infectious diseases, West Nile virus, and malaria. Stimulus may include treatment of diseases.

Response Attributes:

Responses may include correct and incorrect treatments of vector borne diseases.

Sample Item:

Coggins is a required test for the movement of horses. What specific disease of horses does this detect?

*	A.	Equine Infectious Anemia
	B.	West Nile virus
	C.	Microfloria
	D.	Lyme disease

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 34.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 34.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Responses

Content Limits: Items should be limited to jobsite safety rules and regulations related to a veterinarian's office or hospital including personal protective equipment, professional dress, and lifting techniques, employer and OSHA rules. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include jobsite safety rules and regulations related to a veterinarian's office or hospital.
Stimulus may include scenarios that provide examples of job safety rules and regulations.
Stimulus may include the correct and incorrect applications of the rules.
Stimulus may include correct and incorrect descriptions of healthy work environments.

Response Attributes:

Responses may include the correct and incorrect application of safety rules and regulations related to a veterinary office or hospital.

Sample Item:

What would **NOT** be a consideration in why an animal hospital would have a sign posted prohibiting unauthorized access to an area?

*	A.	keep clients from watching the veterinarian examine his/her animal
	B.	keep clients from an area where medicines are stored
	C.	keep people from taking animals into areas where they may be harmed
	D.	keep animals from escaping from their cages or treatment areas

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 34.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 34.02 Explain emergency procedures to follow in response to workplace accidents.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to minor accidents and emergencies that may occur in a veterinary office or hospital situation such as first aide for cuts scratches, bites, burns, chemical exposure, and toxic substances. Universal precautions with human blood and body fluids may be addressed. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include correct and incorrect procedures to respond to workplace accidents.

Response Attributes:

Responses may include items related to correct and incorrect emergency responses to workplace accidents.

Sample Item:

Jack works at a veterinary hospital and was scratched by a cat. What is the **FIRST** thing that should be done?

*	A.	Wash the scratch with soap and water.
	B.	Put medication on the wound.
	C.	Tell your employer.
	D.	Wrap the wound with gauze.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 34.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 34.03 Create a disaster and/or emergency response plan.

Depth of Knowledge: High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to plans for hurricanes, fire, flood, and tornadoes. Items may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include the locations of water, gas, electric shut-offs; the location of exits, fire extinguishers; emergency numbers- police, fire department, animal control.
Stimulus may include shelter information.

Response Attributes:

Responses may include a disaster or emergency response plan.

Sample Item:

A hurricane has been forecast to hit your county. There is a 30 year old horse barn with 15 horses in the county. What is the **BEST** response of the horse barn manager if the winds are predicted to reach over 130 miles per hour?

	A.	Feed all of the horses hay and leave them locked in the barn.
*	B.	Release the horses into the pasture.
	C.	Sedate all of the horses and leave them in the barn.
	D.	Close the windows of the barn and leave the horses in their stalls.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 34.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 34.04 Discuss OHSA as it relates to the animal industry.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should define OSHA and its purposes. Items should address the roles and responsibilities of OSHA. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may inquire as to OSHA's relationship within the veterinary industry.

Response Attributes:

Responses may include OSHA roles in the workplace.
Responses may include OSHA regulations.

Sample Item:

What is the role of OSHA in the animal industry?

	A.	OSHA makes certain that animals are properly cared for.
	B.	OSHA licenses veterinary clinics and hospitals.
*	C.	OSHA protects the safety of employees working in the animal industry.
	D.	OSHA regulates the training of veterinary assistants.

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Item Specifications

Standard: 34.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 34.05 Extract pertinent information from a pesticide label and Material Safety Data Sheet (MSDS).

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include general questions about what can be found on a label and MSDS, but not specific chemical information. Items may address the MSDS in general or specific labels.

Stimulus Attributes:

Stimulus may include a pesticide label and/or a Material Safety Data Sheet.
The MSDS contains: product name, manufacturer info, hazardous ingredients/identity info, physical/chemical characteristics, fire/explosion hazard data, reactivity data, health hazard data, precautions for handling and use, control measures.
Stimulus may inquire as to procedures to follow in the event of an accident based on MSDS information.

Response Attributes:

Responses may be procedures to follow in an accidental exposure to chemicals.

Sample Item:

Item Specifications

Read the label for a pesticide. What should you do if a dog is accidently sprayed with the pesticide?

Insect Growth Regulator

Specimen Label

Active Ingredients: Methoprene 1.5%

Precautionary Statements
Hazards to Humans and Domestic Animals
Caution

FIRST AID	
If in eyes	Hold eye open and rinse slowly and gently with water for 15-20 minutes. Remove contact lenses, if present, after the first 5 minutes, then continue rinsing eye.
If on skin, clothing, or fur	Take off contaminated clothing. Rinse skin or fur immediately with plenty of water for 15-20 minutes.

Call a poison control center or doctor for treatment advice. Have the product container or label with you when calling a poison control

      A.   Nothing, it is only harmful to humans.
      B.   Call the poison control center.
      C.   Wash the fur of the dog in warm soapy water.
*   D.   Rinse the dog fur for 15 to 20 minutes.

Item Specifications

Standard: 34.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 34.06 Explain the "Right-To-Know" law.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include general questions on the law and hazards but should not address specific chemicals. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may inquire about OSHA training and the Right-To-Know station in the workplace. This station should have information about the Right-To-Know law, a binder with MSDS and product info for all chemicals/substances used in the workplace, safety plan, evacuation plan, and emergency plan. Employers must inform employees of potential workplace hazards (physical, chemical, zoonotic, and biological).

Response Attributes:

Responses may be OSHA or MSDS rules, regulations, and/or information.

Sample Item:

On your first day on the job, what should your employer do **FIRST**?

	A.	obtain fingerprints
*	B.	conduct MSDS/OSHA training
	C.	perform drug testing
	D.	update the phone list

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 34.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 34.07 Describe hazardous waste and sharps disposal.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to bio-hazardous waste and sharp materials. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include items related to hazardous waste and sharps disposal.
Stimulus may contain items that will cause scratches, puncture, or cut (needles, blades, and glass).
Stimulus may inquire as to procedures for handling biohazards.

Response Attributes:

Responses may contain incorrect bio-hazardous materials and sharps disposal.

Sample Item:

What is the proper procedure for disposing of a blood tube after the blood sample has been processed?

*	A.	Place the blood tube in the bio-hazard sharps container.
	B.	Place the blood tube in the daily trash container.
	C.	Place the blood tube in the sterile instruments box.
	D.	Clean and sterilize the tube so it can be reused.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 34.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 34.08 Select, mix, and apply a non-restricted chemical according to the label (including Environmental Protection Agency (EPA), MSDS, and Worker Protection Standard).

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to chemicals commonly associated with veterinary science. A performance may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

> Stimulus may include sample labels from a non-restricted chemical, measurement conversions, understanding non-restricted and restricted chemicals.

Response Attributes:

> Responses may include correct or incorrect mix ratios, solutions, or suspensions. Responses may include a sample label from a non-restricted chemical, measurement conversions, understanding non-restricted and restricted chemicals.

Sample Item:

Which of the items listed are **NOT** found on the MSDS?

	A.	melting and boiling point
	B.	health effects and first aid
	C.	flash point and reactivity
*	D.	molecular data and spread sheet safety

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 35.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas**.**

Benchmark: 35.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address communication concepts and strategies that enhance oral and written communication in the workplace. Items should include real world examples of veterinary related work place communications.

Stimulus Attributes:

Stimulus may include scenarios requiring oral and written communication in the workplace. Stimulus may require evaluating communication strategies.

Response Attributes:

Responses may be venues for communication, such as email, mail, memos, phone calls, web posts, etc.
Responses may be appropriate or inappropriate etiquette in using specific communication methods within the workplace.

Sample Item:

Your company has been contacted by the media to have a story run about it. The media has asked for your response to a list of email questions that they are sending. When preparing a reply, which behavior displays the **MOST** appropriate communication strategy?

	A.	provide vague answers so that you are not held accountable for any differences
	B.	be as brief as possible to help them determine your answers
	C.	stress how good your company is compared to the competition
*	D.	use factual information and omit questions that you can't answer

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 35.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas**.**

Benchmark: 35.02 Locate, organize and reference written information from various sources.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to sources relevant to veterinary science. Sources may include electronic, printed, or audio information. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include utilizing the ability to locate, organize and reference written information from various sources.
Stimulus may include scenarios in which citations may be appropriate.
Stimulus may require students to write a works cited or bibliography.

Response Attributes:

Responses may be correct or incorrect citations.
Responses may be work cited or bibliographies.
Responses may be sources.

Sample Item:

Item Specifications

Stimulus: Locate four sources on feline leukemia and vaccinations. In two to three paragraphs, write a brief description of the information that you discovered in each of the four sources.

Rubric:

4 Points	The research sources are all written at the appropriate level. The connection between the sources and the topic are clear in all cases. The response includes locating and utilizing at least four sources that discuss feline leukemia and vaccines.
3 Points	The research sources are all written at the appropriate level. The connection between the sources and the topic are clear in most cases. The response includes locating and utilizing three or more sources that discuss feline leukemia and vaccines.
2 Points	The research sources lack variety and some sources are not at the appropriate level. The connection between the sources and the topic are unclear in some cases. The response includes locating and utilizing two or more sources that discuss feline leukemia and vaccines.
1 Point	The research sources lack variety and some sources are not at the appropriate level. The connection between the sources and the topic are unclear in most cases. The response includes locating and utilizing less than two sources that discuss feline leukemia and vaccines.

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Item Specifications

Standard: 35.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas**.**

Benchmark: 35.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to topics relevant to veterinary science. A presentation may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may provide a topic in which the student must design and present using media methods of their choosing.
Stimulus may require the use of specific media venues.
Stimulus may provide information on a topic, or require student research.

Response Attributes:

Responses may be multimedia presentations.
Responses may be articles, slide shows, or video intended to be given as a presentation.

Sample Item:

Task: Create and present a multimedia presentation on the health-care of a favorite animal to the class.

Rubric:

4 Points   The presentation is correct, thorough, well designed, on topic, and informative. The presentation effectively use of media. Presentation engages and informs the audience.

3 Points   The presentation is mostly correct, well designed, mostly on topic, and informative. The presentation uses media. Presentation engages and informs the audience.

2 Points   The presentation is partially correct, somewhat focuses on topic, but not very informative. The presentation partially demonstrates the use of media. Presentation does not engage and inform the audience.

1 Point   The presentation is mostly incorrect, shows little focus on topic, and is not informative. The presentation does not demonstrate the use of media. Presentation does not engage or inform the audience.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 35.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas**.**

Benchmark: 35.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to verbal and nonverbal cues common to the workplace environment.

Stimulus Attributes:

Stimulus may include interpreting verbal and nonverbal cues/behaviors that enhance communication.
Stimulus may include scenarios in which communication is taking place between individuals.
Stimulus may include videos or pictures of behaviors.

Response Attributes:

Responses may be interpretations of appropriate or inappropriate behaviors during communication.
Responses may be verbal and nonverbal cues.

Sample Item:

When speaking with your employer, what is the **MOST** important behavior for you to practice?

	A.	Keep your hands at your side.
	B.	Speak quickly because you employer is very busy.
*	C.	Look your employer in the eyes when speaking.
	D.	Avoid conversations with your employer to keep out of trouble.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 35.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas**.**

Benchmark: 35.05 Apply active listening skills to obtain and clarify information.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to communication typical of the workplace environment. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

> Stimulus may include scenarios in which active listening skills may benefit in communication.
> Stimulus may require evaluating listening skills.
> Stimulus may include a video or picture.

Response Attributes:

> Responses may be listening skills.
> Responses may be correct or incorrect evaluations of listening skills.

Sample Item:

Shayla's boss is giving her directions for prepping a saline solution. How might Shayla indicate she is listening?

	A.	nod as her boss speaks to her
	B.	ask her boss to repeat the directions
*	C.	repeat the boss's directions back to her
	D.	stare at her boss while she complete the task

Item Specifications

Standard: 35.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas**.**

Benchmark: 35.06 Develop and interpret tables and charts to support written and oral communications.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to data common to veterinary science. An interpretation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include tables or charts.
Stimulus may inquire as to the effectiveness of tables or charts in supporting communication.
Stimulus may require interpreting tables or charts.

Response Attributes:

Responses may be evaluations or interpretations of tables or charts.
Responses may be the creation of tables and/or charts and interpretation of data.

Sample Item:

Item Specifications

Stimulus: A mother and her four-year-old daughter, Suzanne, came into the pet store that you work at part time, to inquire about buying a dog. They would like a dog that will stay small, live indoors at their apartment, and doesn't need a lot of exercise. They know very little about dog breeds, but recently saw a baby Golden Retriever and a baby Boxer that they liked a lot. Create a table and/or chart to show the mother regarding the specific criteria about these two breeds as well as two breeds that you feel are suited to their needs to help her make an informed decision. In one paragraph, select the most appropriate dog using the information in your chart/table and explain why that dog is the best choice for Suzanne and her mother to own.

Rubric:

4 Points	The response includes a chart and/or table that contains all pertinent information that was mentioned by Suzanne and her mother. The response includes four breeds, of which, the two breeds mentioned are included. The response includes the selection and thorough and complete description of the correct dog for the family that is supported by multiple references to the data contained in the chart/table.
3 Points	The response includes a chart and/or table that contains most of the pertinent information that was mentioned by Suzanne and her mother. The response includes four breeds, of which, the two breeds mentioned are included. The response includes the selection and description of the correct dog for the family that is supported by several references to the data contained in the chart/table.
2 Points	The response includes a chart or table that contains some of the pertinent information that was mentioned by Suzanne and her mother. The response includes at least two breeds, of which, at least one of the two breeds mentioned are included. The response includes the selection and may not include a description of the correct dog for the family to own.
1 Point	The response includes a chart or table that contains little or none of the pertinent information that was mentioned by Suzanne and her mother. The response includes at least one breed that was mentioned. The response may not include the selection or a description of the best dog for the family.

Item Specifications

Standard: 35.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas**.**

Benchmark: 35.07 Exhibit public relations skills that aid in achieving customer satisfaction.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to oral and written communication skills common in the workplace environment. Items may respond to a specific situation where a customer is unhappy. A performance may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

> Stimulus may include scenarios in which oral or written communication is necessary.
> Stimulus may require written communication or an evaluation of written communication.
> Stimulus may require evaluation of oral communication.
> Stimulus may include a video.

Response Attributes:

> Responses may include written or oral communications.
> Responses may be evaluations of written or oral communications.
> Responses may be videotaped.

Sample Item:

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Item Specifications

Stimulus: Ms. Smith had been waiting at Happy Paws Animal Clinic for her appointment. She was very upset that the DVM was 45 minutes behind schedule. She wrote a letter to the clinic expressing her frustration about the wait. Pretending that you were the DVM, compose a letter to Ms. Smith that appropriately addresses Ms. Smith's frustration and gives a reason for the wait.

Rubric:

4 Points	The letter shows correct and thorough understanding of the appropriate public relations skills that aid in achieving customer satisfaction. The letter is professional, shows empathy, and explains the DVM's situation clearly. The letter lends itself to improving customer satisfaction or repairing customer unhappiness.
3 Points	The letter shows correct understanding of the public relations skills that aid in achieving customer satisfaction. The letter is professional, shows empathy, and explains the DVM's situation clearly. The letter mostly lends itself to improving customer satisfaction or repairing customer unhappiness.
2 Points	The letter shows partial understanding of the public relations skills that aid in achieving customer satisfaction. The letter is somewhat professional, may not show empathy, and may not adequately explain the DVM's situation. The letter partially lends itself to improving customer satisfaction or repairing customer unhappiness.
1 Point	The letter shows little to no understanding of the public relations skills that aid in achieving customer satisfaction. The letter may not be professional, may not show empathy, and may not adequately explain the DVM's situation. The letter may not lend itself to improving customer satisfaction or repairing customer unhappiness.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 36.0 Use information technology tools.

Benchmark: 36.01 Use Personal Information Management (PIM) applications to increase workplace efficiency.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to PIM applications common to the workplace. Items should only include personal information management systems with wide scale use. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include scenarios in which PIM applications are beneficial.
Stimulus may require identifying the most appropriate applications for a given task.
Stimulus may require evaluating the appropriateness of a given application.

Response Attributes:

Responses may be applications.
Responses may be evaluations of applications.

Sample Item:

Jessica is a receptionist at Happy Paws Animal Clinic. There will be an emergency staff meeting tomorrow. What is the **BEST** way to inform all employees?

*   A.   email
        B.   telephone
        C.   social network
        D.   mail letters

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 36.0 Use information technology tools.

Benchmark: 36.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email and internet applications.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications common to veterinary workplace environments. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include scenarios in which technological tools may expedite workflow.
Stimulus may require identifying the most appropriate technology for a given task.
Stimulus may require evaluating the appropriateness of a technology for a given task.

Response Attributes:

Responses may be technologies such as: word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
Responses may be evaluations of technologies such as: word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.

Sample Item:

Donatello has been asked to send a memo to all the vet assistants in the office. The director wants the memo to be personalized for each vet assistant with the vet assistant's name in the greeting and has given you a spread sheet with all the vet assistant's names. Which technological tool will **EASILY** allow the personalization of the memo?

	A.	email and word processing
*	B.	word processing and mail merge
	C.	spreadsheet and email
	D.	mail merge and email

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 36.0 Use information technology tools.

Benchmark: 36.03 Employ computer operations applications to access, create, manage, integrate and store information.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to computer applications common to the veterinary workplace setting. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include scenarios in which computer operations are needed to access, create, manage, integrate, and store information.
Stimulus may ask to choose the best technology.

Response Attributes:

Responses may include computer operations that are needed to access, create, manage, integrate, and store information.
Multiple reasonable answers may be included, but one choice should be more correct than the others.

Sample Item:

The front office of a veterinary hospital needs to keep a log of who visited the office and provide a total number of visitors at the end of the day. What computer application is **BEST** suited to this task?

	A.	word processing
*	B.	spread sheet
	C.	digital slide show
	D.	web editor

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 36.0 Use information technology tools.

Benchmark: 36.04 Employ collaborative/groupware applications to facilitate group work.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to groupware applications used in the veterinary workplace setting. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include scenarios in which groupware applications are needed to facilitate group work.
Stimulus may ask to choose the best technology.

Response Attributes:

Responses may include groupware applications or communication technologies.

Sample Item:

Mr. Gates wants you to create a digital resource in which veterinarians can share medical procedures. He wants all veterinarians to be able to modify and add content to the resource from across the world. Which application is suited for this task?

	A.	word processing document
	B.	blog
	C.	social network
*	D.	wiki

Item Specifications

Standard: 37.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 37.01 Employ leadership skills to accomplish organizational goals and objectives.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to goals and objectives common to high school age students. Items should focus on the leadership skills rather than the goals and objectives. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may require the student to identify organizational goals and objectives.
Stimulus may examine leadership skills to accomplish organizational goals and objectives.
Stimulus may include graphs, charts, diagrams, or pictures.

Response Attributes:

Responses may be recorded observations of student's leadership skills.

Sample Item:

Item Specifications

Task: Demonstrate participation in an organization where you can utilize leadership skills to motivate others to work towards specific goals and/or objectives.

Rubric:

4 Points	The student demonstrates mastery of a variety of leadership skills such as organization, coordination, and problem solving. The student excels at fostering positive group dynamics and resolving conflicts. The student may demonstrate actions such as assigning roles, defining goals, prioritizing and coordinating tasks, producing a high quality product, and motivating others.
3 Points	The student demonstrates a complete understanding of leadership skills. The student may excel at some leadership skills such as: organization, coordination, and problem solving. The student fosters positive group dynamics and resolves conflicts. The student may demonstrate actions such as assigning roles, defining goals, prioritizing and coordinating tasks, producing a high quality product, and motivating others.
2 Points	The student demonstrates a partial understanding of leadership skills. The student may attempt some leadership skills such as: organization, coordination, and problem solving. The student has little success with leadership skills. The student demonstrates basic skills of fostering positive group dynamics and conflict resolution. The student may not demonstrate actions such as assigning roles, defining goals, prioritizing and coordinating tasks, producing a high quality product, and motivating others.
1 Point	The student demonstrates little to no understanding of leadership skills. The student may attempt, but has little or no success with leadership skills such as: organization, coordination, and problem solving. The student fails to demonstrate basic skills of fostering positive group dynamics and conflict resolution. The student may not demonstrate actions such as assigning roles, defining goals, prioritizing and coordinating tasks, producing a high quality product, and motivating others.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 37.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 37.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to objectives and tasks that are typical of high school age students. Items should focus on behaviors to maintain working relationships rather than the objectives and tasks.

Stimulus Attributes:

    Stimulus may ask students to identify objectives or tasks to be achieved.
    Stimulus may examine effective working relationships with others.

Response Attributes:

    Responses may be recorded observations of students working with others to accomplish objectives and tasks.

Sample Item:

Item Specifications

Task: Work in a group of two to three other students. Work together as a team to restrain a cow or similar animal so that the teacher can inspect the animal (similar to how a veterinarian would). Utilize communication and group skills in order to accomplish the objectives/task.

Rubric:

4 Points	The student demonstrates mastery of communication skills by working together in the group and effectively use verbal and non-verbal communication. The objectives/task are accomplished because of communication and teamwork. The student communicates effectively with team members and fosters a positive work attitude and behavior.
3 Points	The student demonstrates effective communication skills by working together in the group and effectively use verbal and/or non-verbal communication. The objectives/task are accomplished because of communication and teamwork. The student mostly communicates effectively with team members and fosters a positive work attitude and behavior.
2 Points	The student demonstrates partially effective communication skills by working in the group and use verbal and/or non-verbal communication. The objectives/task are accomplished. The student partially communicates with team members but may not foster a positive work attitude and behavior.
1 Point	The student demonstrates ineffective communication skills. The objectives/task may not be accomplished. The student may not communicate with team members and may not foster a positive work attitude and behavior.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 37.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 37.03 Conduct and participate in meetings to accomplish work tasks.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to meetings that may be observed in the classroom or a school club meeting. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include conducting and participating in meetings.
Stimulus may examine interpersonal communication skills, teamwork, and leadership.

Response Attributes:

Responses may include recorded observations or logs of participating in or conducting meetings.

Sample Item:

Item Specifications

Task: Participate and lead meetings within various organizations. Utilize communication skills to conduct a meeting within the school community where work tasks are being addressed.

Rubric:

4 Points	The student does a thorough, complete, and effective job of conducting multiple meetings. The meetings are all well organized, timely, and follow an agenda. All important agenda items are covered. The student leader utilizes communication skills by listening well, addressing the concerns of the attendees, and keeping participants actively engaged.
3 Points	The student does a complete and mostly effective job of conducting multiple meetings. Most meetings are all well organized, timely, and follow an agenda. Most important agenda items are covered. The student leader utilizes communication skills by listening well, addressing the concerns of the attendees, and keeping participants actively engaged in most meetings.
2 Points	The student does a partially effective job of conducting multiple meetings. Some meetings are well organized, timely, and follow an agenda. Important agenda items are not usually fully covered. The student leader utilizes communication skills by listening and addressing the attendees.
1 Point	The student does an ineffective job of conducting multiple meetings. Most meetings may not be well organized, timely, or follow an agenda. Important agenda items are not usually covered. The student leader utilizes few effective communication skills.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 37.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 37.04 Employ mentoring skills to inspire and teach others.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to mentorship of peers in the school environment or in FFA.

Stimulus Attributes:

Stimulus may examine mentorships skills in the school environment.
Stimulus may require the student to summarize how they have inspired or taught another.

Response Attributes:

Responses may be recorded observations of peer mentoring.
Responses may be student summaries of peer mentoring.

Sample Item:

Task: Participate as a peer mentor. Utilize skills through a structured mentorship or tutoring program within a school setting.

Rubric:

4 Points	The mentor meets weekly with the mentee. The mentor provides a good role model for the mentee. The mentor demonstrates positive behaviors when interacting with the mentee and fosters open and honest communication. The mentor provides objective observations and offers helpful feedback and support.
3 Points	The mentor meets biweekly with the mentee. The mentor provides a good role model for the mentee. For the most part, the mentor demonstrates positive behaviors when interacting with the mentee and fosters open and honest communication. The mentor provides objective observations and offers helpful feedback and support.
2 Points	The mentor meets monthly with the mentee; the mentor provides a decent role model for the mentee. The mentor inconsistently demonstrates positive behaviors when interacting with the mentee and, in general, does not foster open and honest communication. The mentor provides limited, subjective feedback and offers some support.
1 Point	The mentor rarely meets with the mentee. The mentor is not a good role model and provides little to no support to the mentee.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 38.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 38.01 Identify and demonstrate positive work behaviors needed to be employable.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to the employability skills relevant to the veterinary workplace. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include workplace scenarios.
Stimulus may require the identification of appropriate or inappropriate workplace behaviors.

Response Attributes:

Responses should be workplace behaviors.

Sample Item:

Dr. Small is looking for a new employee to fill a receptionist position. Which qualities would be **BEST** suited for the position?

	A.	shy and quiet
	B.	outgoing and very talkative
	C.	noisy and loud
*	D.	engaging and well organized

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 38.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 38.02 Develop personal career plan that includes goals, objectives and strategies.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to career plans with goals to no further than 10 years after college.

Stimulus Attributes:

Stimulus may require students to identify career goals and develop long or short term career plans.
Stimulus may require students to evaluate another's career plan and goals.

Response Attributes:

Responses may be career plans or evaluations of career plans.

Sample Item:

Task: Set a career goal and then develop a 10 year plan to achieve that goal or take you closer to achieving that goal.

Rubric:

4 Points   The student identifies a career goal and develops a feasible 10 year plan. The plan is detailed and includes specific objectives and strategies for meeting the goal. The plan demonstrates progressive professional growth.

3 Points   The student identifies a career goal and develops a 10 year plan with minor flaws. The plan is somewhat detailed, but objectives may or may not be specific. The plan shows progressive growth.

2 Points   The student identifies a career goal and develops a 10 year plan with significant flaws. The plan lacks details and the objectives are not specific. The plan does not allow for progressive growth.

1 Point   The student may not set a career goal. The student develops a 10 year plan with major flaws. The plan is minimal and vague, lacking specific details and objectives.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 38.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 38.03 Examine licensing, certification and industry credentialing requirements.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to licensing, certification, and industry credentialing requirements for veterinary assistance, or veterinary science.

Stimulus Attributes:

Stimulus may require identifying licensing, certification, and industry credentialing requirements for veterinary assistance, or veterinary science.

Response Attributes:

Responses may be licenses or certifications.
Responses may be credentialing requirements.

Sample Item:

What certification is available through some high school veterinary assisting programs?

*   A.   CVA (Certified Veterinary Assistant)
        B.   CVT (Certified Veterinary Technician)
        C.   DVM (Doctor of Veterinary Medicine)
        D.   LVT (Licensed Veterinary Technologist)

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Item Specifications

Sample Item 2:

Stimulus: Explain the requirements for becoming a Certified Veterinary Technician (CVT) in the State of Florida. Include the education and assessment requirements, as well as how to maintain your certification.

Rubric:

4 Points	The response shows a thorough understanding of the requirements for becoming a Certified Veterinary Technician in Florida. The response includes the correct names and a brief description of the assessments and educational requirements. The response also includes an accurate explanation of how to maintain one's certification.
3 Points	The response shows a basic understanding of the requirements for becoming a Certified Veterinary Technician in Florida. The response includes the correct names of the assessments and educational requirements. The response also includes a brief explanation of how to maintain one's certification. The response may have minor inaccuracies.
2 Points	The response shows a partial understanding of the requirements for becoming a Certified Veterinary Technician in Florida. The response includes the names of the assessments and educational requirements but these are reported with some inaccuracies. The response may or may not include a brief explanation of how to maintain one's certification.
1 Point	The response shows a poor understanding of the requirements for becoming a Certified Veterinary Technician in Florida. The response includes incorrect names of the assessments and educational requirements. The response does not include a brief explanation of how to maintain one's certification.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 38.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 38.04 Maintain a career portfolio to document knowledge, skills, and experience.

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to individual student achievements/accomplishments.

Stimulus Attributes:

Stimulus may require the development of a portfolio.
Stimulus may include documentation in the form of documents or video recordings.

Response Attributes:

Responses may be portfolio or elements of a portfolio.

Sample Item:

Stimulus: Maintain a portfolio of your supervised veterinary experience projects and work. Your portfolio should contain activity logs, as well as documentation of completed work and projects.

4 Points	The student provides a comprehensive portfolio of veterinary experience projects and work. The portfolio contains at least ten complete activity logs and documentation of completed work and projects from throughout the year. The portfolio demonstrates growth as well as experience in a variety of situations.
3 Points	The student provides a good portfolio of veterinary experience projects and work. The portfolio contains eight or nine complete activity logs and documentation of completed work and projects from throughout the year. The portfolio demonstrates growth as well as experience in a variety of situations.
2 Points	The student provides a satisfactory portfolio of veterinary experience projects and work. Portfolio contains five to seven activity logs and documentation of completed work and projects from throughout the year. The selected work included in the portfolio may or may not be complete and/or show a variety of experience. Some documentation may be missing.
1 Point	The student provides an incomplete portfolio. The portfolio includes less than five pieces of documentation.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 38.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 38.05 Evaluate and compare employment opportunities that match career goals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Item is limited to employment opportunities and career goals associated with the veterinary industry.

Stimulus Attributes:

Stimulus may include scenarios of employment opportunities.
Stimulus may require evaluating employment opportunities in conjunction with a career goal.
Stimulus may require the comparison of two employment opportunities.

Response Attributes:

Responses may be evaluations of an employment opportunity.
Responses may be correct or incorrect comparisons of two employment opportunities.
Responses may be employment opportunities.

Sample Item:

Tucker has some experience working in a veterinary clinic, and he really enjoyed it. However, he wishes to work more on the business side of operating the clinic. Compare potential employment opportunities and select which employment opportunity would be the **BEST** match for Tucker's career goals.

	A.	kennel attendant
	B.	veterinary assistant
	C.	office receptionist
*	D.	veterinary office manager

Item Specifications

Standard: 38.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 38.06 Identify and exhibit traits for retaining employment.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to the traits needed to work in the veterinary industry. Items may require the selection of appropriate behaviors or the performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios involving the workplace environment.
Stimulus may require the identification of appropriate or inappropriate traits for the veterinary assisting field.

Response Attributes:

Responses may include personal or employable traits.

Sample Item:

Francesca is a new veterinary assistant. She wants to make sure that she does well on her 90-day probationary evaluation, what traits would she want to ensure that she maintains?

*   A.   honest, reliable, and prompt
        B.   distrustful, reliable, and prompt
        C.   disgruntled, reliable, and prompt
        D.   tardy, reliable, and prompt

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 38.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 38.07 Identify opportunities and research requirements for career advancement.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to opportunities and requirements for veterinary careers.

Stimulus Attributes:

Stimulus may include scenarios relevant to veterinary science or veterinary school.
Stimulus may require identification of opportunities or requirements for career advancement in veterinary science.

Response Attributes:

Responses may be opportunities for career advancement.
Responses may be requirements for career advancement.

Sample Item:

How many years of school does it usually take to obtain a DVM to practice Veterinary Medicine?

	A.	2 years
	B.	4 years
	C.	6 years
*	D.	8 years

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Item Specifications

Sample Item 2:

Stimulus: A student took four years of Veterinary Assisting in high school and upon graduation became a Certified Veterinary Assistant (CVA) working in a veterinarian's office for a year. He has decided that he would like to become a fully certified veterinarian. Write a detailed paragraph explaining how this student should proceed. Include education and assessment requirements.

Rubric:

4 Points	The response shows a thorough understanding of the requirements for becoming a veterinarian. The response includes all the appropriate education and assessment requirements necessary to go from a CVA to a certified veterinarian. The response is thorough and includes a detailed explanation of the next steps the student should take in this process.
3 Points	The response shows a complete understanding of the requirements for becoming a veterinarian. The response includes three or more of the appropriate education and/or assessment requirements necessary to go from a CVA to a certified veterinarian. The response is complete and includes a detailed explanation of the next steps the student should take in this process.
2 Points	The response shows a partial understanding of the requirements for becoming a veterinarian. The response includes one or two of the appropriate education and/or assessment requirements necessary to go from a CVA to a certified veterinarian. The response includes an explanation of the next steps the student should take in this process.
1 Point	The response shows little or no understanding of the requirements for becoming a veterinarian. The response may not include the appropriate education or assessment requirements necessary to go from a CVA to a certified veterinarian. The response may not include an explanation of the next steps the student should take in this process.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 38.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 38.08 Research the benefits of ongoing professional development.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to professional development that pertains to the field of veterinary medicine and assistance.

Stimulus Attributes:

Stimulus may require identifying the benefits of professional development.
Stimulus may require identifying the professional development opportunities.

Response Attributes:

Responses may be benefits of professional development.
Responses may be professional development opportunities.

Sample Item:

Which is **NOT** an example of a major benefit that results from ongoing professional development?

	A.	improved ability to treat patients
	B.	recertification in your field of study
*	C.	making new friends to help with your career
	D.	keeping current with industry trends

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Stimulus: Imagine you are working at a veterinary clinic and you would like to participate in some professional development. Research various opportunities for professional development in veterinary medicine. These opportunities could include professional organizations, conferences, or workshops. Select one opportunity and in two paragraphs, explain why it would be beneficial for you to attend or join.

Rubric:

4 Points	The response shows a thorough understanding of the selected professional development opportunity. The response includes a complete and comprehensive argument for why this opportunity would be beneficial to the student. The response is detailed and provides numerous examples and evidence to support his/her opinion.
3 Points	The response shows complete understanding of the selected professional development opportunity. The response includes a complete argument for why this opportunity would be beneficial to the student. The response is detailed and provides two or three examples and evidence to support his/her opinion.
2 Points	The response shows a partial understanding of the selected professional development opportunity. The response includes an argument for why this opportunity would be beneficial to the student. The response provides less than two examples and evidence to support his/her opinion.
1 Point	The response shows little to no understanding of the selected professional development opportunity. The response may not include an argument for why this opportunity would be beneficial to the student. The response provides less than two examples and evidence to support his/her opinion.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 38.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 38.09 Examine and describe entrepreneurship opportunities as a career planning option.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to animal related entrepreneurship.

Stimulus Attributes:

Stimulus may include scenarios in which career opportunities present themselves.
Stimulus may require identification of entrepreneurial opportunities that meet a career goal.
Stimulus may require matching career goals with an entrepreneurial opportunity.

Response Attributes:

Responses may include career goals.
Responses may include entrepreneurial opportunities.

Sample Item:

Which entrepreneurship opportunity will **NOT** help with your career planning if you would like to work with animals?

	A.	working with a veterinarian
	B.	working with a cattle producer
	C.	working with a pet shop owner
*	D.	working with a horticulturalist

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 39.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment**.**

Benchmark: 39.01 Describe the nature and type of business organizations.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to business organizations related to veterinary medicine fields. The description may include the selection of appropriate ideas or written ideas.

Stimulus Attributes:

>Stimulus may require the identification of organizations given their function.
>Stimulus may require identifying the nature and type of a given business organization.

Response Attributes:

>Responses may be businesses.
>Responses may be business natures or types.

Sample Item:

What is the function of the Animal Agriculture Alliance?

>A.   support animal rights and provide a venue to inform the community
>B.   provide a network for veterinarians to communicate with each other
>* C.   inform the consumer and media about animal welfare and biotechnology
>D.   notify the community about the cruelties of using animals as a food source

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 39.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment**.**

Benchmark: 39.02 Explain the effect of key organizational systems on performance and quality.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to organizational systems common to veterinary science. Explanations may include the selection of appropriate ideas or the written expression of ideas.

Stimulus Attributes:

Stimulus may require the identification of organization systems based on their function. Stimulus may require the identification of the effects organizational systems have on performance and quality.

Response Attributes:

Responses may be organizational systems. Responses may be effects of organizational systems on performance and quality.

Sample Item:

Which of the following may **NOT** be an effect of quality organizational systems within the leadership of your FFA?

	A.	a competitive veterinary assisting team at the state level
	B.	a rise in the number of students from FFA being accepted to post-secondary institutions
*	C.	a retention rate of 25% of the students to the veterinary assisting program
	D.	an increase of students joining judging teams in your FFA

Item Specifications

Standard: 39.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment**.**

Benchmark: 39.03 List and describe quality control systems and/or practices common to the workplace.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to quality control systems and practices in a veterinary setting.

Stimulus Attributes:

> Stimulus may include quality control measures put in place for animal safety.
> Stimulus may include OSHA regulations for using common chemicals.
> Stimulus may include preventive health measures.

Response Attributes:

> Responses may include OSHA regulations.
> Responses may include animal safety quality control measures.

Sample Item:

In the past week, three dogs have escaped from your kennel facility. What is the first thing the kennel owner should do?

	A.	Terminate all employees and hire new staff.
*	B.	Determine how the animals got out.
	C.	Have a meeting to interview all the staff to see who is at fault.
	D.	Close the kennel because it is not safe.

Item Specifications

Stimulus: Imagine you are a veterinary assistant at a small animal veterinarian's office. Today a dog has come in with special dietary needs, and another dog has come in with some medicine allergies. Explain the quality control procedures that should be in place to ensure that these animals receive appropriate care. Include in your response, details of how each dog will have their unique needs met.

Rubric:

4 Points	The response shows a thorough and comprehensive understanding of the quality control procedures at the veterinarian's office. The response includes multiple relevant details and examples. The response clearly discusses how each animal mentioned will be dealt with appropriately.
3 Points	The response shows a complete understanding of the quality control procedures at the veterinarian's office. The response includes a few relevant details and examples. The response discusses how each animal mentioned will be dealt with appropriately.
2 Points	The response shows a partial understanding of the quality control procedures at the veterinarian's office. The response includes only a couple of relevant details or examples. The response may not discuss how each animal mentioned will be dealt with appropriately.
1 Point	The response shows little to no understanding of the quality control procedures at the veterinarian's office. The response may not include relevant details or examples. The response may not discuss how each animal mentioned will be dealt with appropriately.

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 39.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment**.**

Benchmark: 39.04 Explain the impact of the global economy on business organizations.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the impact on veterinary and animal related fields.

Stimulus Attributes:

Stimulus may include how worldwide financial markets affect local companies.
Stimulus may include how droughts in other countries effect our food production.
Stimulus may include how our country's imports and exports are determined by overseas markets.

Response Attributes:

Responses may include knowledge of imports and exports.
Responses may include understanding global business systems.

Sample Item:

Heartworm treatment medication has been manufactured in one plant in the U.S. and one plant in Europe. Veterinarians were recently notified that due to "technical difficulties" the U.S. plant would no longer be manufacturing the medication. What is the **MOST** plausible effect that this will have on your clinic?

	A.	It will have no effect on the clinic because the European plant will probably just make more.
	B.	It will have no effect because more people will use heartworm preventative.
*	C.	It could cause massive shortages as not enough product will be sent to the global marketplace.
	D.	It could cause the European plant to shut down because employees don't want to work overtime.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 40.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 40.01 Identify and describe the services and legal responsibilities of financial institutions.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the legal responsibilities of financial institutions common to veterinarians.

Stimulus Attributes:

Stimulus may include scenarios regarding loans or transferring of funds either electronically or by check.
Stimulus may require identifying services provided by an institution.
Stimulus may require identifying legal responsibilities of a financial institution.

Response Attributes:

Responses may be legal responsibilities of financial institutions.
Responses may be services provided by financial institutions.

Sample Item:

You and a business partner have $150,000 dollars in a joint account at a FDIC insured bank. The bank goes bankrupt! How much is your account insured for by the FDIC?

	A.	$50,000
	B.	$100,000
*	C.	$150,000
	D.	$200,000

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 40.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 40.02 Describe the effect of money management on personal and career goals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the personal and career goals related to veterinary medicine.

Stimulus Attributes:

>   Stimulus may include a bank statement or checkbook ledger.
>   Stimulus may include a scenario describing money expenditure and/or savings.
>   Stimulus may discuss college tuition and fees.

Response Attributes:

>   Responses may involve financial reasoning toward a goal.
>   Responses may discuss financial obligations and debt schedules.

Sample Item:

You decided you would like to go to college to become a veterinarian. You researched the requirements and found that it is rather costly. What is **NOT** the best choice to reduce the financial burden of your education?

>   A.   Keep your existing car so that you don't have to have a car payment.
>   B.   Live at home with your parents while going to school so that you can save on room and board.
>   C.   Go to school part time so you can work part time.
> * D.   Take out the maximum student loan so you won't have to work and can finish school sooner.

Item Specifications

Standard: 40.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 40.03 Develop a personal budget and financial goals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the financial scenarios common to high school students and recent college graduates.

Stimulus Attributes:

Stimulus may include a bank statement or checkbook ledger.
Stimulus may include a scenario describing money expenditure and/or savings.
Stimulus may discuss college tuition and fees.
Stimulus may give a financial goal.

Response Attributes:

Responses may involve financial reasoning toward a goal.
Responses may discuss financial obligations and debt schedules.
Responses may include steps for achieving a financial goal.

Sample Item:

Spenser has decided to start saving money for college. What is **NOT** a consideration for achieving this goal?

	A.	the amount of time he has to save
	B.	the amount of money he needs to save
	C.	what is his current expenditures
*	D.	what courses he will choose within his major

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Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Stimulus: You will be graduating from high school in a few short months, and you plan to take a year off to work and save money for college. Prepare a personal budget that summarizes your typical monthly expenses. Assume that you are single, live alone, and have a job working as a CVA (Certified Vet Assistant). Complete the following budget worksheet, researching categories such as renters insurance, health insurance, etc. to estimate realistic and appropriate costs.

Personal Budget Worksheet

Name: _____

Category

Monthly Income		$ __2,375.00__
Total Monthly Taxes	-	$ __356.25__
Net Monthly Income	=	**$ __2,018.75__**

Retirement Savings   **$ _____**

Monthly Expenses

    A.   Health Insurance $ _____

    B.   Apartment Rent $ _____

    C.   Renter's Insurance $ _____

    D.   Automobile Payment $ _____ (if applicable)

    E.   Auto Insurance $ _____

    F.   Auto Maintenance $ _____

    G.   Utilities $ _____

    H.   Telephone $ _____ (optional)

    I.   Television/Internet $ _____

    J.   Food $ _____

    K.   Clothing $ _____

    L.   Misc./Personal $ _____

    M.   Recreation $ _____

Total Monthly Expenses   **$ _____**

Net Savings   **$ _____**

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Item Specifications

Rubric:

4 Points   The student completes the budget in its entirety. The amounts in the budget are realistic and allow the student to save money for college.

3 Points   The student completes the budget, but may leave out several categories. The amounts in the budget are mostly realistic, and the student is still able to save some money for college.

2 Points   The student completes the budget, but leaves out many categories. The amounts in the budget may not be realistic, and/or the student is able to save only a minimal
amount   for college.

1 Point   The student budget is minimally complete. The student budget is unrealistic and does not allow for any savings.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 40.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 40.04 Complete financial instruments for making deposits and withdrawals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to deposits, withdrawals, and check writing. Items may include selection of appropriate components or completing actual instruments.

Stimulus Attributes:

Stimulus may include a bank statement or checkbook ledger.
Stimulus may inquire as to how to properly fill the fields in a check or deposit slip.

Response Attributes:

Response may include the selection of appropriate components or fields to complete in a check or deposit slip.

Sample Item:

All of the following information is permitted when you write a check **EXCEPT**:

	A.	the numerical dollar amount
	B.	the written dollar amount
*	C.	back-dating or post-dating a check
	D.	your signature

Item Specifications

Stimulus: You want to deposit a check for $50.00, but you would like to keep $10.00 in cash.
Complete the following deposit slip for this transaction.

Rubric:

4 Points	The student has correctly filled in all parts of the deposit slip to appropriately deposit $50 and receive $10 in cash.
3 Points	The student has filled in the deposit slip. The deposit slip has some errors. The student's mistakes allow the transaction to be completed, but the student may not receive the appropriate amount in cash.
2 Points	The student has partially completed the deposit slip. The deposit slip has some errors which may not allow the transaction to be completed.
1 Point	The student fails to correctly complete the deposit slip. The mistakes are major and the slip would be rejected.

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Item Specifications

Standard: 40.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 40.05 Maintain financial records.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to financial records utilized in the field of veterinary medicine.

Stimulus Attributes:

Stimulus may include a bank statement or checkbook ledger.
Stimulus may inquire as to how to properly fill the fields in a check or deposit slip.
Stimulus may include use of financial software.

Response Attributes:

Responses may be completed or correctly filled in checks and checkbook ledgers.
Responses may be a correctly filled in deposit slip.

Sample Item:

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Item Specifications

Stimulus: Fill out the check for Maggie's Feed store in the amount of $105.23, then enter the check into the ledger and balance the checkbook.

Date	Check #	Particulars	Withdrawals	Deposits	Balance	Notes	Total Balance =
	Balance forward			324.59	324.59		324.59

```
Kids' Bank Checks                              # _____
Pretend checks. No actual value.
                                        _____ 20____

PAY TO THE
ORDER OF  _____  $ [          ]

_____ / 100 dollars

MEMO _____   _____
```

Rubric:

4 Points   The check and ledger are correctly filled out. The checkbook is balanced correctly.

3 Points   The student shows minor errors in filling out the check or ledger, but the calculations are correct.

2 Points   The student shows significant errors in completing the check or ledger. The calculations may not be correct.

1 Point   There are significant errors in both the ledger and the check. The calculations are incorrect and the account is not balanced.

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Item Specifications

Standard: 40.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 40.06 Read and reconcile financial statements.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to financial records related to veterinary science.

Stimulus Attributes:

Stimulus may include actual financial statements including record books from animal projects.
Stimulus may include scenarios of financial situations.
Stimulus may require keeping electronic financial records.
Stimulus may require defining terminology used to keep financial records.

Response Attributes:

Responses may include basic calculations.
Responses may be financial records.
Responses may be definition of financial terms.

Sample Item:

What does it mean to reconcile an item in your ledger?

	A.	The funds have been transferred in or out of your account.
*	B.	The transaction has been matched to your bank statement and balanced.
	C.	A dispute of funds has been cleared with your bank.
	D.	You have entered the item into your ledger and are awaiting clearance.

Item Specifications

Standard: 40.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 40.07 Research, compare and contrast investment opportunities.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to investment information related to animal related topics.

Stimulus Attributes:

Stimulus may include descriptions of various investment opportunities.
Stimulus may include instructions for researching investment opportunities.
Stimulus may include scenarios related to investment opportunities.
Stimulus may include promotional materials related to investment opportunities.

Response Attributes:

Responses may include a list of investment opportunities.
Responses may include comparisons of investment opportunities.
Responses may include documentation related to researching investment opportunities.

Sample Item:

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Item Specifications

Stimulus: For the upcoming year, you are considering buying two dozen cattle. When you consult the Farmer's Almanac, it predicts an extremely warm and dry climate this coming year. Using this information compare and contrast two breeds of cattle; one that is suited to this climate; and one that is not. The response should address at least three similarities and three differences. In two to three sentences, discuss the potential impact to your cattle investment if you select the wrong type of cattle for this purchase.

Rubric:

4 Points   The response includes the correct identification of two cattle breeds. The response includes the identification of one breed that is suited to a warm and dry climate and one that is not. The response includes the identification of at least three similarities and three differences between the breeds. The response includes a thorough understanding about the potential impact to cattle investment the selection of an improper breed could have to a farmer.

3 Points   The response includes the correct identification of two cattle breeds. The response includes the identification of one breed that is suited to a warm and dry climate and one that is not. The response includes the identification of one or two similarities and one or two differences between the breeds. The response includes an understanding about the potential impact to cattle investment the selection of an improper breed could have to a farmer.

2 Points   The response includes the correct identification of two cattle breeds. The response includes the identification of at one similarity or one difference between the breeds. The response may not include an understanding about the potential impact to cattle investment the selection of an improper breed could have to a farmer.

1 Point   The response may not include the correct identification of two cattle breeds. The response may not include the identification of a similarity or a difference between the two breeds. The response may not include an understanding about the potential impact to cattle investment the selection of an improper breed could have to a farmer.

Course Name: Veterinary Assisting 4
Course Title: 811520

Item Specifications

Standard: 41.0 Demonstrate science knowledge and skills**.**

Benchmark: 41.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be related to veterinary medicine and issues within the field.

Stimulus Attributes:

> Stimulus may inquire about the scientific method.
> Stimulus may include scenarios in which the scientific method may be employed.

Response Attributes:

> Responses may include reasons for which creativity is integral in the various parts of the scientific method.

Sample Item:

Why is it important that scientific questions are creative?

	A.	Creativity is entertaining and keeps the researcher from being bored.
*	B.	Creatively inspires new knowledge and discovery.
	C.	Creatively helps to thoroughly reinvestigate a problem to prove it is accurate.
	D.	Creativity is not important; we already know most things.

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Item Specifications

Standard: 41.0 Demonstrate science knowledge and skills

Benchmark: 41.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data and develop scientific recommendations based on findings.

Depth of Knowledge: High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be related to animal medicine. Items may require the student to conduct a research project from start to finish; however it is not required. Items may require the student to comprehend existing research and develop or select appropriate scientific recommendations. Items may require the student to conduct only part of the research process.

Stimulus Attributes:

> Stimulus may include instructions for completing a research project related to veterinary medicine.
> Stimulus may include data from a scientific investigation.
> Stimulus may describe a problem or situation that one must investigate.
> Stimulus may include a research report that is missing a section.

Response Attributes:

> Responses may be about to research done on veterinary medicine.
> Responses may include research questions, descriptions of the research procedures followed, the data collected during the investigation and the analysis of the data, and recommendations based on the research.
> Responses may include a research paper, journal article, poster, or other presentation which demonstrates the research process the students underwent.

Sample Item:

Item Specifications

Read the passage and answer the question.

Sustained insecticide release devices such as flea collars and long-lived insecticide residues for premises possibly contribute to the development of resistance. New systemic and topical insecticides, especially when given prophylactically, may act similarly. Eliminating insecticides prevents insecticide resistance but necessitates application of biorational tactics incorporating mechanical, environmental, and cultural controls. Using high temperatures, low humilities, host grooming and such tactics as decreasing doses, increasing action thresholds, rotating insecticides, and leaving spatial and temporal refugia may suppress cat flea resistance.

Abstract
J Med Entomol. 1998 Jul;35(4):415-22.
Review of insecticide resistance in cat fleas (Siphonaptera: Pulicidae).
Bossard RL, Hinkle NC, Rust MK.

Source
Department of Entomology, Kansas State University, Manhattan 66506, USA

With regards to topical flea products, what may be a valid prediction for its use over time?

    A.   Topical flea products will remain extremely effective as fleas will not evolve to be resistant.

*   B.   Topical flea products will become less effective because fleas will evolve to be resistant to them.

    C.   Topical flea products will be replaced by biorational tactics.

    D.   Super fleas will evolve that are resistant to all chemical or mechanical means.