

SSE Skills Assessment Tool

Industry Area: General Agriculture Cluster

<p>EXCEEDS = Deep understanding of skill or content. Student can demonstrate...</p> <ul style="list-style-type: none"> ▪ One really solid, high-level example (can explain the what and the why) ▪ Or, using the same skill applied in multiple contexts
<p>MEETS = Basic understanding of skill or content. Student can demonstrate...</p> <ul style="list-style-type: none"> ▪ One example of the skill at a basic level (can explain the what – but maybe not the why) ▪ Participation in one Career Development Event, performing at a basic or proficient level
<p>NOT YET = Understanding of content or skill not yet evident.</p> <ul style="list-style-type: none"> ▪ No examples, unable to address skill

RATING	KNOWLEDGE/SKILLS	...MIGHT LOOK LIKE/SOUND LIKE...	NOTES
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet	Use oral and written communication skills in creating, expressing and interpreting agricultural information and ideas including technical terminology.	<ul style="list-style-type: none"> ▪ Evidence of research conducted-identify or using appropriate technical terminology relevant to SAE. ▪ Use written material, charts, or graphs to convey information ▪ Evidence of oral communication skills used utilizing appropriate terminology (Any CDE that involves communication) ▪ Agriscience Fair ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet	Use leadership skills in collaborating with others to accomplish agriculture related organizational goals and objectives	<ul style="list-style-type: none"> ▪ Working independently and with others-on the job or serving as an officer or committee chairperson ▪ Identify barriers in relationships when serving in a position and how they overcame them ▪ Identify, evaluate mistakes and how they will influence future planning. ▪ Developing and utilizing project plans identifying goals, activities, outcomes, timelines, and budgets. ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet	Use tools, equipment, machinery, and technology to work in areas related to agriculture	<ul style="list-style-type: none"> ▪ Evidence of proper selection and safe use of tools and equipment ▪ Safety of all equipment used (instruction, tests) ▪ Safety tests and/or certifications acquired ▪ Safe operation of tractors and implements ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet		<ul style="list-style-type: none"> ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet		<ul style="list-style-type: none"> ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet		<ul style="list-style-type: none"> ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet		<ul style="list-style-type: none"> ▪ 	

SSE Skills Assessment Tool

Industry Area: Animal Sciences

Use this guide when determining the rating for each of the skills

<p>EXCEEDS = Deep understanding of skill or content. Student can demonstrate...</p> <ul style="list-style-type: none"> ▪ One solid, high-level example (can explain the what and the why) ▪ Or, an example of the same skill applied in multiple contexts
<p>MEETS = Basic understanding of skill or content. Student can demonstrate...</p> <ul style="list-style-type: none"> ▪ One example of the skill at a basic level (can explain the what – but maybe not the why) ▪ Participation in one Career Development Event, performing at a basic or proficient level
<p>NOT YET = Understanding of content or skill not yet evident.</p> <ul style="list-style-type: none"> ▪ No examples, unable to address skill

RATING	KNOWLEDGE/SKILLS	...MIGHT LOOK LIKE/SOUND LIKE...	NOTES
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet	Classify, evaluate, select, and manage animals based on anatomical and physiological characteristics.	<ul style="list-style-type: none"> ▪ Participation in the Livestock Judging CDE ▪ Perform a necropsy on an animal ▪ Create a breeding or management program for a specific animal to obtain maximum potential. ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet	Provide for the proper health care of animals	<ul style="list-style-type: none"> ▪ Identify/diagnose sick animals ▪ Treat sick animals (giving specific examples) ▪ Perform surgical procedures on an animal, using sanitary methods (castration, dehorning, prolapses) ▪ Utilize preventative measures in animal health (vaccination program, deworming,) ▪ Develop a bio-security plan for their SAE. ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet	Apply principles of animal nutrition to ensure the proper growth, development, reproduction and economic production of animals	<ul style="list-style-type: none"> ▪ Feed selection for specific animals using nutrient requirement tables ▪ Formulate a ration, using Pearson Square ▪ Conducting a cost analysis for feeding programs ▪ Compare different feeds or top dresses and additives ▪ Conducting a feed trial- comparing the impact of nutrition on an animal's performance. ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet	Outline handling procedures for the safety of animals, producers and consumers of animal products	<ul style="list-style-type: none"> ▪ Demonstrate safe handling methods when working with and showing an animal ▪ Design an animal welfare program ▪ Develop or explain an animal ID plan ▪ Trace food from farm to fork, outlining policies implemented to help protect the food supply. ▪ Utilize quality assurance methods in the production of food through their SAE (market animal) ▪ 	

N O R T H C L A C K A M A S S C H O O L S

<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet	Analyze environmental factors associated with animal production	<ul style="list-style-type: none"> ▪ Develop a waste management plan for a facility ▪ Monitor the environment for their animal (SAE) ▪ Develop a pasture management plan for a facility ▪ 	
<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Not Yet	Identify contentious issues in animal science	<ul style="list-style-type: none"> ▪ Develop a disaster relief program ▪ Develop an animal ID plan, identify the pros and cons ▪ Organize and facilitate an open forum on a current issue effecting agriculture (COOL, Animal Welfare, etc)-Ag Issues team ▪ Participate in the Parliamentary Procedure contest, identifying the topics researched and debated ▪ 	