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# **Animal Systems**

## General Assessment Information

### Blueprint Contents

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**Test Type:** The Animal Systems industry-based credential is included in NOCTI's Foundational assessment battery. Foundational assessments measure occupational awareness and fundamental competencies within a specific field, providing insight into a learner's progress toward job readiness. Foundational assessments include a written component only and can be used at the secondary and post-secondary levels. Foundational assessments can be delivered in an online or paper/pencil format.

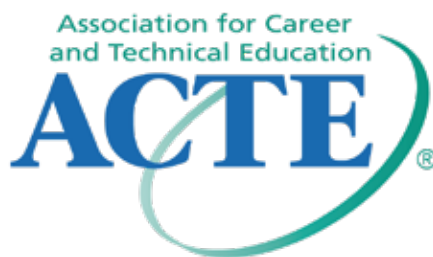
**Revision Team:** The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Idaho, Montana, Nevada, New York, Oklahoma, and Wyoming.



01.0999-Animal Sciences, Other



Career Cluster 1-Agriculture, Food,  
and Natural Resources



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!



NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE  
University of the State of New York - Regents Research Fund

In the lower division  
baccalaureate/associate degree  
category, 3 semester hours in  
Animal Science or Systems

## Written Assessment

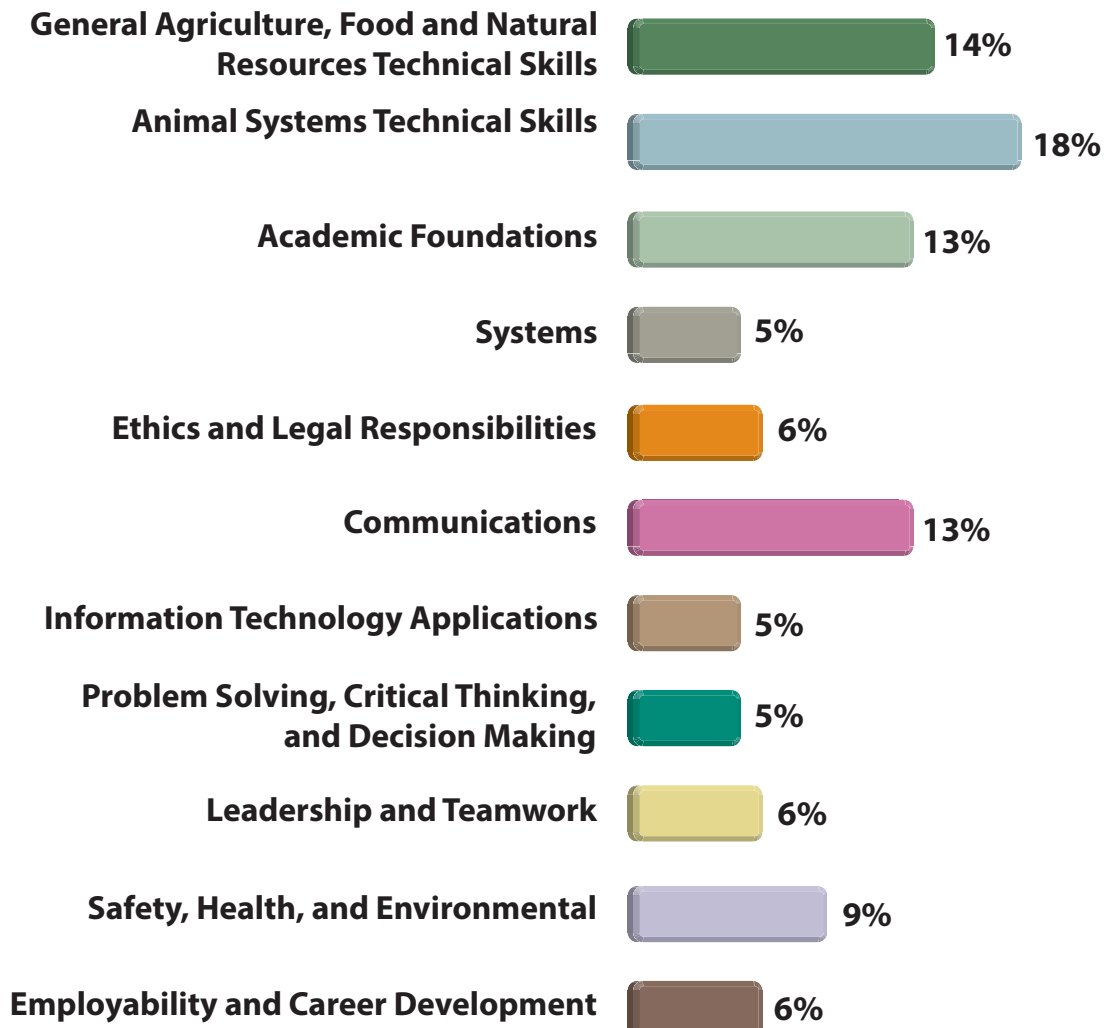
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 2 hours

**Number of Questions:** 112

**Number of Sessions:** This assessment may be administered in one, two, or three sessions.

### Areas Covered



## Specific Standards and Competencies Included in this Assessment

### General Agriculture, Food and Natural Resources Technical Skills

- Apply knowledge of the basics of animal systems
- Apply knowledge of the basics of plant and insect systems
- Apply knowledge of the basics of soil, water, and air systems
- Use, maintain, and store tools and equipment appropriately
- Analyze current issues in the fields of Animal Science, Natural Resources, and Agricultural Biotechnology

### Animal Systems Technical Skills

- Apply knowledge of anatomy and physiology to identify, produce, and manage animals in a domesticated or natural environment
- Provide proper nutrition, handling, and sanitation to maintain animal health
- Recognize animal behaviors, and employ precautions to facilitate working with animals safely

### Academic Foundations

- Apply reading skills in an Animal Science, Natural Resources, and/or Agricultural Biotechnology environment
- Apply writing skills in an Animal Science, Natural Resources, and/or Agricultural Biotechnology environment
- Apply mathematical skills in an Animal Science, Natural Resources, and/or Agricultural Biotechnology environment
- Apply science skills in an Animal Science, Natural Resources, and/or Agricultural Biotechnology environment



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## Specific Standards and Competencies (continued)

### Systems

- Understand the major governing bodies and groups that impact how Animal Science, Natural Resources, and/or Agricultural Biotechnology organizations function (e.g., EPA)
- Demonstrate knowledge of economic principles as applied to Animal Science, Natural Resources, and/or Agricultural Biotechnology systems (e.g., supply and demand, profit)

### Ethics and Legal Responsibilities

- Understand the major laws and regulations that impact the Animal Science, Natural Resources, and/or Agricultural Biotechnology industry
- Identify and practice ethical behavior in the workplace

### Communications

- Locate, organize, and reference written information from reliable sources to communicate with coworkers and clients
- Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences
- Apply listening skills and interpret verbal and nonverbal behaviors to enhance communication with coworkers and clients
- Interpret and use tables, charts, and graphics to support written and oral communication

### Information Technology Applications

- Use computers and software to increase general work efficiency
- Use information technology tools specific to Animal Science, Natural Resources, and/or Agricultural Biotechnology to access and manage information (e.g., GPS)

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## Specific Standards and Competencies (continued)

### **Problem Solving, Critical Thinking, and Decision Making**

- Use problem solving and critical thinking skills to locate sources of information about problems and determine appropriate methods for investigating causes
- Use problem solving and critical thinking skills to determine root causes of problems and suggest solutions

### **Leadership and Teamwork**

- Exhibit leadership practices to improve production and quality of work and work environment
- Work effectively in a team environment to improve the quality of work and the work environment

### **Safety, Health, and Environmental**

- Identify and practice appropriate environmental, health, and safety procedures for Animal Science, Natural Resources, and/or Agricultural Biotechnology occupations
- Demonstrate appropriate first aid knowledge and procedures for Animal Science, Natural Resources, and/or Agricultural Biotechnology occupations

### **Employability and Career Development**

- Demonstrate employability skills related to a career in Animal Science, Natural Resources, and/or Agricultural Biotechnology
- Pursue career development skills to advance in Animal Science, Natural Resources, and/or Agricultural Biotechnology careers



## Sample Questions

**Individual state Departments of Conservation and Natural Resources in conjunction with the U.S. Department of Agriculture manage**

- A. pesticides
- B. food safety
- C. timber
- D. pet stores

**The technique used to practice water conservation in creative landscapes is called**

- A. hardscaping
- B. xeriscaping
- C. landscaping
- D. greenscaping

**An agronomist is primarily concerned with what use of soil?**

- A. construction
- B. acting as a filter for the hydraulic cycle
- C. supporting crop growth
- D. natural beauty

**The thread-like structures that exist in pairs and carry genes are called**

- A. gametes
- B. mitosis
- C. meiosis
- D. chromosomes

**Selenium is added to animal feed to help prevent**

- A. mad cow disease
- B. white muscle disease
- C. dehydration
- D. avian flu

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### Sample Questions (continued)

**The purpose of a summary in a report is to emphasize**

- A. an introduction
- B. references and sources
- C. key points
- D. an autobiographical sketch

**Which of the following terms is correctly spelled?**

- A. genotype
- B. pheenotype
- C. consurvation
- D. biodeversity

**It is unethical to administer \_\_\_\_\_ to healthy animals.**

- A. steroids
- B. vitamins
- C. glucose
- D. electrolytes

**Meat inspection is the governmental responsibility of the**

- A. U.S. Department of Agriculture (USDA)
- B. Department of Homeland Security (DHS)
- C. Occupational Safety and Health Administration (OSHA)
- D. Cooperative Extension Services (CES)

**When approaching an injured horse, an animal caretaker should**

- A. stare directly in its eyes
- B. approach slowly and calmly while speaking softly
- C. walk quickly towards it
- D. approach the horse from the rear

## Notes