



# **Equine Science**

PRE-TEST/POST-TEST TEKS BLUEPRINT

# Pre-Test/Post-Test Development Overview

## TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

## Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

## Equine Science Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student develops a supervised agricultural experience program. The student is expected to:	(A) plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity;	Blue & Gold Experience: SAE Programs
(2) The student develops a supervised agricultural experience program. The student is expected to:	(B) use appropriate record-keeping skills as they relate to the supervised agricultural experience;	Blue & Gold Experience: SAE Programs
(2) The student develops a supervised agricultural experience program. The student is expected to:	(C) participate in youth agricultural leadership opportunities;	Blue & Gold Experience: Leadership
(2) The student develops a supervised agricultural experience program. The student is expected to:	(D) review and participate in a local program of activities; and	Blue & Gold Experience: Involvement
(2) The student develops a supervised agricultural experience program. The student is expected to:	(E) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.	Blue & Gold Experience: SAE Programs
(3) The student analyzes the history, domestication, and selection of equine. The student is expected to:	(B) describe the impacts of equine industries such as racing, rodeos, equestrian therapy, and the global food market; and	The Equine Industry
(3) The student analyzes the history, domestication, and selection of equine. The student is expected to:	(C) evaluate and select equine breeds based on purpose and conformation.	Horse Breed ID - I Horse Breed ID - II
(4) The student explains the anatomy and physiology of equine. The student is expected to:	(A) explain the function of the skeletal, muscular, respiratory, reproductive, digestive, and circulatory systems of equine;	Equine Anatomy & Physiology
(4) The student explains the anatomy and physiology of equine. The student is expected to:	(B) identify and interpret ranges for healthy equine vital signs; and	Equine Management: Nutrition, Health & Exercise
(4) The student explains the anatomy and physiology of equine. The student is expected to:	(C) compare normal and abnormal behavior of equine such as emotional and physical.	Equine Management: Psychology & Handling
(5) The student determines the nutritional requirements of equine. The student is expected to:	(A) compare the equine digestive system to the digestive systems of other species;	Equine Anatomy & Physiology
(5) The student determines the nutritional requirements of equine. The student is expected to:	(B) identify and describe sources of nutrients and classes of feed for equine;	Equine Management: Nutrition, Health & Exercise
(5) The student determines the nutritional requirements of equine. The student is expected to:	(C) identify and research vitamins, minerals, and feed additives for equine;	Equine Management: Nutrition, Health & Exercise
(5) The student determines the nutritional requirements of equine. The student is expected to:	(D) formulate feed rations based on the nutritional requirements of equine; and	Equine Management: Nutrition, Health & Exercise
(5) The student determines the nutritional requirements of equine. The student is expected to:	(E) identify and discuss equine feeding practices, grazing practices, and feed quality issues.	Equine Management: Nutrition, Health & Exercise
(6) The student understands how equine are affected by diseases and pests. The student is expected to:	(A) identify and describe how bacteria, fungi, viruses, genetics, and nutrition affect equine health;	Common Equine Diseases
(6) The student understands how equine are affected by diseases and pests. The student is expected to:	(B) identify signs, symptoms, and prevention of equine diseases;	Common Equine Diseases
(6) The student understands how equine are affected by diseases and pests. The student is expected to:	(C) identify parasites of equine and explain the signs, symptoms, treatment, and prevention of equine parasites; and	Common Equine Diseases
(7) The student analyzes the management of equine. The student is expected to:	(A) identify and select appropriate tools and equipment for grooming, riding, and training equine;	Equine Management: Grooming & Saddling
(7) The student analyzes the management of equine. The student is expected to:	(B) identify and select appropriate tools and equipment for safe handling and restraining of equine;	Equine Equipment & Facilities
(7) The student analyzes the management of equine. The student is expected to:	(C) identify and select appropriate equine facilities such as housing, performance, veterinary, and reproduction;	Equine Equipment & Facilities The Equine Industry
(7) The student analyzes the management of equine. The student is expected to:	(D) explain the procedures for breeding equine and caring for foals in accordance with industry standards;	Equine Reproduction
(7) The student analyzes the management of equine. The student is expected to:	(F) discuss effective equine management strategies such as financial planning, managing governmental regulations, and interpreting performance data; and	Equine Management: Nutrition, Health & Exercise Equine Management: Psychology & Handling
(7) The student analyzes the management of equine. The student is expected to:	(G) explain methods of maintaining equine health and soundness such as hoof care and dental health.	Equine Anatomy & Physiology Fundamental Horse Hoof Care

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(8) The student discusses issues affecting the equine industry. The student is expected to:	(A) describe biotechnology issues related to the equine industry;	The Equine Industry
(8) The student discusses issues affecting the equine industry. The student is expected to:	(B) research and explain animal welfare policy pertaining to equine industries such as racing, rodeos, equestrian therapy, the global food market, and pharmaceutical research; and	The Equine Industry
(8) The student discusses issues affecting the equine industry. The student is expected to:	(C) research and explain governmental regulations, environmental regulations, or current events that affect the equine industry.	The Equine Industry