

# General Equine Assistant

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## Study Guide

Assessments:  
6102 General Equine Assistant

Endorsed by Oklahoma Quarter  
Horse Association, Thoroughbred  
Racing Association of Oklahoma,  
and Oklahoma Quarter Horse  
Racing Association



## Overview

This study guide is designed to help students prepare for the Equine: General Equine Assistant Assessment. It not only includes information about the assessment, but also the skills standards upon which the assessment is based and test taking strategies. The assessment measures a student's ability to apply knowledge of the skills necessary for success in the Equine field.

Each of the four sections in this guide provides useful information for students preparing for the General Equine Assistant assessment.

- CareerTech and Competency-Based Education: A Winning Combination
- General Equine Assistant Assessment
  - ▶ Assessment Information
  - ▶ Standards and Test Content
  - ▶ Sample Questions
  - ▶ Abbreviations, Symbols, and Acronyms
- Strategies for Test Taking Success
- Notes

The General Equine Assistant assessment is endorsed by the Oklahoma Quarter Horse Association (OQHA), Oklahoma Quarter Horse Racing Association (OQHRA), and the Thoroughbred Racing Association of Oklahoma (TRAO).

The OQHA is an affiliate of the American Quarter Horse Association, the world's largest equine breed registry and membership organization. The OQHA encourages the humane and dignified breeding, ownership and treatment of Oklahoma-bred racehorses, promotes and protects racing opportunities in the state, and represents the interests of the association's members at the state capitol. For more information about the OQHA, go to **[www.okqha.org](http://www.okqha.org)**.

The OQHRA's goal is to encourage the breeding and ownership of Oklahoma-bred racehorses, to promote and protect racing opportunity in Oklahoma, and represent its members' interest at the state capitol. Information about the OQHRA can be found at **[www.oqhra.com](http://www.oqhra.com)**.

The TRAO's mission is to improve horse racing at all levels, including providing benevolent assistance to members, negotiating contracts with the racetracks, and influencing legislation at the state and national levels. For more information about the TRAO, go to **[www.traoracing.com](http://www.traoracing.com)**.

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## CareerTech and Competency-Based Education: A Winning Combination

Competency-based education uses learning outcomes that emphasize both the application and creation of knowledge and the mastery of skills critical for success. In a competency-based education system, students advance upon mastery of competencies, which are measurable, transferable outcomes that empower students.

Career and technology education uses industry professionals and certification standards to identify the knowledge and skills needed to master an occupation. This input provides the foundation for development of curriculum, assessments and other instructional materials needed to prepare students for wealth-generating occupations and produce comprehensively trained, highly skilled employees demanded by the work force.

### Tools for Success

CareerTech education relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

**Skills standards** provide the foundation for competency-based instruction and outline the knowledge and skills that must be mastered in order to perform related jobs within an industry. Skills standards are aligned with national skills standards and/or industry certification requirements; therefore, a student trained to the skills standards is equally employable in local, state and national job markets.

**Curriculum materials and textbooks** contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources include supplemental activities that enhance learning by providing opportunities to apply knowledge and demonstrate skills.

**Certification Assessments** test the student over material outlined in the skills standards and taught using the curriculum materials and textbooks. When used with classroom performance evaluations, certification assessments provide a means of measuring occupational readiness.

Each of these components satisfies a unique purpose in competency-based education and reinforces the knowledge and skills students need to gain employment and succeed on the job.

### Measuring Success

Evaluation is an important component of competency-based education. Pre-training assessments measure the student's existing knowledge prior to receiving instruction and ensure the student's training builds upon this knowledge base. Formative assessments administered throughout the training process provide a means of continuously monitoring the student's progress towards mastery.

Certification assessments provide a means of evaluating the student's mastery of knowledge and skills. Coaching reports communicate assessment scores to students and provide a breakdown of assessment results by standard area. The coaching report also shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

# General Equine Assistant Assessment Information

## What is the General Equine Assistant assessment?

The General Equine Assistant assessment is an end-of-program assessment for students in Equine programs. The assessment provides an indication of student mastery of basic knowledge and concepts necessary for success in careers in this area.

## How was the assessment developed?

The assessment was developed by the CareerTech Testing Center. The assessment is endorsed by the Oklahoma Quarter Horse Association, the Oklahoma Quarter Horse Racing Association, and the Oklahoma Thoroughbred Association. Items were developed and reviewed by a committee of subject matter experts.

**Frequency:** represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

1 = less than once a week      2 = at least once a week      3 = once or more a day

**Criticality:** denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

1 = slight                              2 = moderate                              3 = extreme

## What does the assessment cover?

Specifically, the test includes multiple-choice test items over the following areas:

### General Equine Assistant (70 Questions)

Utilize Safety Procedures When Working with the Horse	10%	Perform General Horse Handling	7%
Handle, Groom, and Perform General Care	19%	Maintain Horse Nutrition	3%
Manage Horse Health	11%	Evaluate Horses	3%
Care for Feet and Legs	7%	Evaluate Equine Genetics	3%
Identify the Horse, Select and Market the Horse	7%	Work with the Stallion	7%
Maintain Physical Facilities	6%	Work with the Mare	7%
Identify and Care for Tack and Equipment	6%	Parturition of the Mare	4%

## What are the benefits of using this assessment?

Students receive a certificate for each assessment that he/she passes. This certificate may be included in his/her portfolio and used to communicate the student's mastery of the subject matter to potential employers.

## **When should the assessment be taken?**

The CareerTech Testing Center recommends that students take this assessment as soon as possible after receiving all standards-related instruction, rather than waiting until the end of the school year.

## **Is the assessment timed?**


No. However, most students finish the assessment within one hour.

## **What resources can students use on these assessments?**

Students are allowed to use calculators and scratch paper on CTTC assessments; however, these items must be provided by the testing proctor and returned to the proctor before the student's exam is submitted for scoring. Calculator apps on cell phones and other devices may not be used on these assessments.

## **What accommodations can be made for students with Individualized Education Plans (IEPs)?**

Accommodations are allowed for students with an Individualized Education Plan. Examples of allowable accommodations include:

- Extended time — This assessment is not timed; therefore, students may take as much time as needed to finish. The assessment must be completed in one testing session.
- Readers — A reader may be used to read the assessment to a student who has been identified as needing this accommodation.
- Enlarged text — Students needing this accommodation can activate this feature by clicking the  icon in the upper right corner of the screen.

## **What can students expect on Test Day?**

All CTTC assessments are web-based and delivered exclusively by a proctor in the school's assessment center. The proctor **cannot** be an instructor or anyone who was involved with the student during instruction.

Assessments are delivered in a question-by-question format. When a question is presented, the student can select a response or leave the question unanswered and advance to the next question. Students may also flag questions to revisit before the test is scored. All questions must be answered before the test can be submitted for scoring.

After the assessment is scored, the student will receive a score report that not only shows the student's score on the assessment, but also how the student performed in each standard area.

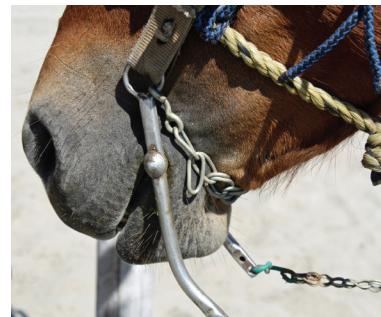
## **Can students retake the test?**

Students may retake the test unless their school or state testing policies prohibit retesting. Students who can retest must wait at least three days between test attempts.

## Standards and Test Content

### Utilize Safety Procedures When Working with the Horse (7 questions)

1. Analyze descriptions involving horse behavior and body language **(3/3)**
2. Tie a quick release knot **(3/3)**
3. Analyze horse handling procedures for correct and incorrect safety practices **(3/3)**
4. Distinguish between abuse and neglect **(1/1)**
5. Wear appropriate dress when working around horses **(3/3)**
6. Understand types of restraints and safety considerations **(3/3)**
7. Utilize safety procedures **(3/3)**
  - Student safety
  - Horse safety
  - Equipment/machinery safety
  - Hazards
  - Loading/unloading issues
8. Use safety practices during breeding situations **(3/3)**
  - Foal safety
  - Restraint



### Handle, Groom, and Provide General Care (13 questions)

1. Halter a horse **(3/3)**
2. Groom a horse **(3/3)**
3. Bathe a horse **(3/2)**
4. Feed and water horse on a regular schedule and be aware of eating habits of the horse **(3/3)**
5. Check health of horse for any signs of illness and injury **(3/3)**
6. Wrap legs **(3/3)**
7. Prepare hair coat **(2/2)**
8. Prepare mane and tail **(2/2)**
9. Braid and wrap a horse's tail **(2/2)**
10. Present horse for observation in a professional manner **(2/2)**
11. Recognize quality feedstuff **(3/3)**
12. Understanding conditioning **(3/3)**
  - Different exercise programs
13. Load a horse **(3/2)**
14. Understand clipping techniques **(3/3)**





15. Prepare mare for breeding **(2/2)**
  - Wash in preparation for breeding
  - Prepare tail
16. Prepare stallion for breeding **(2/2)**
  - Wash stallion in preparation for breeding
17. Demonstrate proper use of restraints during breeding **(3/3)**
18. Understand teasing methods and techniques **(2/2)**

## **Manage Horse Health (8 questions)**

1. Apply medication and bandages **(2/3)**
2. Discuss first aid kits used in various situations **(3/3)**
3. Take vital signs **(3/3)**
4. Understand proper injection techniques and their sites
  - Intramuscular
  - Subcutaneous
  - Intravenous
5. Complete record forms on a horse **(3/3)**
6. Identify characteristics of a healthy horse **(3/3)**
  - Vital signs and their normal ranges
7. Discuss internal and external parasite control **(3/3)**
8. Identify infectious and noninfectious diseases **(3/3)**
9. Recognize health issues relating to breeding soundness **(3/3)**

## **Care for Feet and Legs (5 questions)**

1. Lift, clean, and check a horse's foot **(3/3)**
2. Recognize indications and location of lameness **(3/3)**
3. Remove a shoe **(2/2)**
4. Trim hooves **(1/1)**
5. Identify internal and external parts of the foot and lower leg **(3/3)**
6. Wrap a leg **(3/3)**
7. Discuss types of shoeing for specific uses **(2/2)**
  - Effective shoeing guidelines



## Identify the Horse, Select and Market the Horse (5 questions)

1. Read and interpret registration forms and papers **(3/3)**
2. Determine height and weight **(3/3)**
3. Determine age of horse by examining teeth **(2/2)**
4. Identify external parts of a horse **(3/3)**
5. Discuss color and markings **(3/3)**
6. Develop a marketing plan for a horse **(3/3)**

## Maintain Physical Facilities (4 questions)

1. Repair fencing **(3/2)**
2. Clean stalls and pens **(3/3)**
3. Identify types of bedding **(3/3)**
4. Identify facility requirements for specific discipline **(3/3)**
5. Identify specific facility needs for a breeding program **(3/3)**



## Identify and Care for Tack and Equipment (4 questions)

1. Clean and store tack **(3/3)**
2. Identify equipment **(3/3)**
  - Track
  - English
  - Western
3. Bridle a horse **(3/3)**
4. Select tack for a specific activity **(3/3)**

## Perform General Horse Handling (5 questions)

1. Halter breaking **(3/3)**
2. Teach horse to stand tied **(2/3)**
3. Teach horse to longe **(2/3)**
4. Teach horse to drive **(3/3)**
5. Saddle a horse **(3/3)**
6. Use hot walker **(2/3)**





## **Maintain Horse Nutrition (2 questions)**

1. Understand and identify parts and functions of digestive and anatomy physiology **(2/3)**
2. Understand nutrient properties **(3/3)**
3. Recognize quality feedstuff **(2/3)**

## **Evaluate Horses (2 questions)**

1. Evaluate horse form for intended function **(3/3)**
2. Discuss results of the evaluation **(2/2)**

## **Evaluate Equine Genetics (2 questions)**

1. Evaluate breeding systems **(2/3)**
2. Examine a pedigree **(2/3)**
3. Understand genetic testing **(1/2)**

## **Work with the Stallion (6 questions)**

1. Handle a breeding stallion **(3/3)**
2. Wash a stallion for breeding or collection **(3/3)**
3. Assist in a live cover or collection **(3/3)**
4. Analyze stallion semen **(3/3)**
5. Use a densimeter **(3/3)**

## **Work with the Mare (4 questions)**

1. Understand mare cycles **(3/3)**
2. Handle mare during teasing **(3/3)**
  - Teasing methods
3. Prepare a mare for breeding **(3/3)**
4. Handle a mare during breeding **(3/3)**
5. Discuss care for a pregnant mare **(2/3)**

## **Understand Parturition of the Mare (3 questions)**

1. Prepare for parturition **(3/3)**
2. Provide care during parturition **(3/3)**
3. Provide post-partum care **(3/3)**



## Sample Questions

- \_\_\_\_\_ 1. Which of the following forms of restraints is the least suitable for a mature horse?
- a. choking down with a lariat
  - b. sedation
  - c. twisting the ear
  - d. using a halter and lead
- \_\_\_\_\_ 2. What is the best method for restraining an unbroken suckling foal?
- a. cradle the neck
  - b. cradle the neck and hold the tail
  - c. handle the foal next to its mother
  - d. use a halter and lead rope
- \_\_\_\_\_ 3. What is the best method to bathe a horse?
- a. apply water at the feet area first
  - b. apply shampoo starting at the feet and work upward
  - c. apply shampoo starting behind the ears and work downward
  - d. apply water at the face area first
- \_\_\_\_\_ 4. In a horse that becomes cyanotic, the oxygen level in its blood has:
- a. decreased.
  - b. increased.
  - c. fluctuated up and down.
  - d. stayed the same.
- \_\_\_\_\_ 5. The length of the mane and tail of a horse in competition is determined by the:
- a. horse's gender.
  - b. owner's preference.
  - c. performance event.
  - d. season.
- \_\_\_\_\_ 6. What is a common leg marking on a Quarter Horse?
- a. boots
  - b. coronet
  - c. ermine spots
  - d. half-cannon

- \_\_\_\_\_ 7. In which of the following locations is an IM injection given?
- a. deltoid
  - b. femoral
  - c. latismus dorsi
  - d. trapezius
- \_\_\_\_\_ 8. Which of the following types of fencing requires the most maintenance?
- a. barbed wire
  - b. electric
  - c. pipe and cable
  - d. wooden posts and boards
- \_\_\_\_\_ 9. What is an example of an artificial aid?
- a. hands
  - b. martingale
  - c. voice
  - d. weight
- \_\_\_\_\_ 10. Which of the following criteria is used to check for semen quality?
- a. soluble solids
  - b. progressive motility
  - c. breeding season
  - d. estrous cycle

## Sample Questions — Key

1. Which of the following forms of restraints is the least suitable for a mature horse?

- a. choking down with a lariat Correct
- b. sedation Incorrect
- c. twisting the ear Incorrect
- d. using a halter and lead Incorrect

2. What is the best method for restraining an unbroken suckling foal?

- a. cradle the neck Wrong, but plausible
- b. cradle the neck and hold the tail Correct
- c. handle the foal next to its mother Wrong, but plausible
- d. use a halter and lead rope Wrong, but plausible

3. What is the best method to bathe a horse?

- a. apply water at the feet area first Incorrect
- b. apply shampoo starting at the feet and work upward Incorrect
- c. apply shampoo starting behind the ears and work downward Correct
- d. apply water at the face area first Incorrect

4. In a horse that becomes cyanotic, the oxygen level in its blood has:

- a. decreased. Correct
- b. increased. Incorrect
- c. fluctuated up and down. Incorrect
- d. stayed the same. Incorrect

5. The length of the mane and tail of a horse in competition is determined by the:

- a. horse's gender. Wrong, but plausible
- b. owner's preference. Wrong, but plausible
- c. performance event. Correct
- d. season. Wrong, but plausible

6. What is a common leg marking on a Quarter Horse?

- a. boots Incorrect
- b. coronet Correct
- c. ermine spots Incorrect
- d. half-cannon Incorrect

7. In which of the following locations is an IM injection given?

- a. deltoid Incorrect
- b. femoral Incorrect
- c. latismus dorsi Incorrect
- d. trapezius Correct

8. Which of the following types of fencing requires the most maintenance?

- a. barbed wire Incorrect
- b. electric Incorrect
- c. pipe and cable Incorrect
- d. wooden posts and boards Correct

9. What is an example of an artificial aid?

- a. hands Incorrect
- b. martingale Correct
- c. voice Incorrect
- d. weight Incorrect

10. Which of the following criteria is used to check for semen quality?

- a. soluble solids Incorrect
- b. progressive motility Correct
- c. breeding season Incorrect
- d. estrous cycle Incorrect





## Abbreviations, Symbols and Acronyms

The following is a list of abbreviations, symbols, and acronyms used in the General Equine Assistant study guide and General Equine Assistant assessment.

°	Degree
'	Feet
IV	Four
"	Inches
I	One
%	Percentage
III	Three
II	Two
AQHA	American Quarter Horse Association
C	Celsius
CID	Combined Immunodeficiency Disease
CS <sub>2</sub>	Carbon Disulfide
cwt	100 lbs
EIA	Equine Infectious Anemia
EPM	Equine Protozoal Myeloencephalitis
F	Fahrenheit
g	Gram
HYPP	Hyperkalemic Paralysis
IEP	Individualized Education Plan
IM	Intramuscular
ml	Milliliter
OQHA	Oklahoma Quarter Horse Association
OQHRA	Oklahoma Quarter Horse Racing Association
PPZ	Piperazine
T	Trichlorfon
TRAO	Thoroughbred Racing Association of Oklahoma
x	By

## Test Taking Strategies

This section of the study guide contains valuable information for testing success and provides a common-sense approach for preparing for and performing well on any test.

### General Testing Advice

1. Get a good night's rest the night before the test — eight hours of sleep is recommended.
2. Avoid junk food and “eat right” several days before the test.
3. Do not drink a lot or eat a large meal prior to testing.
4. Be confident in your knowledge and skills!
5. Relax and try to ignore distractions during the test.
6. Focus on the task at hand — taking the test and doing your best!
7. Listen carefully to the instructions provided by the exam proctor. If the instructions are not clear, ask for clarification.

### Testing Tips

1. Read the entire question before attempting to answer it.
2. Try to answer the question before reading the choices. Then, read the choices to determine if one matches, or is similar, to your answer.
3. Do not change your answer unless you misread the question or are certain that your first answer is incorrect.
4. Answer questions you know first, so you can spend additional time on the more difficult questions.
5. Check to make sure you have answered every question before you submit the assessment for scoring — unanswered questions are marked incorrect.



## NOTES

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