

ASNRM3 Students will demonstrate an understanding of range resources and management.

- ASNRM3-2: Students will evaluate:
 - Livestock use of rangeland
 - Wildlife use of rangeland
 - Range plant succession

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <p>How would a student showcase advanced understanding, based on the score 3.0 descriptor you developed?</p> <p>Use level 5 & 6 of Bloom's Taxonomy for help: https://drive.google.com/a/crb2.org/file/d/1Gylw3Ym53Djl01w1B7LA6dR16s4h0jSp/view?usp=sharing</p>	Assessment:
	<p><i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i></p>	
Score 3.0	<p>ASNRM3 Students will demonstrate an understanding of range resources and management.</p> <ul style="list-style-type: none"> • ASNRM3-2: Students will evaluate: <ul style="list-style-type: none"> ○ Livestock use of rangeland ○ Wildlife use of rangeland ○ Range plant succession <p>What specific skills or activities do students need to show understanding of this skill? List all.</p>	
	<p><i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i></p>	
Score 2.0	<p>Vocab that students will have to know to be successful with this standard?</p> <p>What are base skills or activities that students would have to know to reach the 3.0 descriptor?</p>	
	<p><i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i></p>	
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p>	
Score 0.0	<p>Even with help, no success</p>	

ASPS5 Students will demonstrate an understanding of plant structure and function.

- ASPS5-2 Students will analyze the function of the stem, roots and leaves

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <p>How would a student showcase advanced understanding, based on the score 3.0 descriptor you developed?</p> <p>Use level 5 & 6 of Bloom's Taxonomy for help: https://drive.google.com/a/crb2.org/file/d/1Gylw3Ym53Djl01w1B7LA6dR16s4h0jSp/view?usp=sharing</p>	Assessment:
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>ASPS5 Students will demonstrate an understanding of plant structure and function.</p> <ul style="list-style-type: none"> ASPS5-2 Students will analyze the function of the stem, roots and leaves <p>What specific skills or activities do students need to show understanding of this skill? List all.</p>	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	<p>Vocab that students will have to know to be successful with this standard?</p> <p>What are base skills or activities that students would have to know to reach the 3.0 descriptor?</p>	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

ASAS1 Students will understand animal anatomy, physiology, and health of domesticated animals.

- ASAS1-1 Students will understand the major internal body systems

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <p>How would a student showcase advanced understanding, based on the score 3.0 descriptor you developed?</p> <p>Compare the different types of internal body systems between different animals (ie: ruminants vs monogastrics vs poultry)</p> <p>Construct a model of an internal body system</p> <p>Use level 5 & 6 of Bloom's Taxonomy for help: https://drive.google.com/a/crb2.org/file/d/1Gylw3Ym53DjI01w1B7LA6dR16s4h0jSp/view?usp=sharing</p>	Assessment:
	<p><i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i></p>	
Score 3.0	<p>ASAS1 Students will understand animal anatomy, physiology, and health of domesticated animals.</p> <ul style="list-style-type: none"> • ASAS1-1 Students will understand the major internal body systems <p>What specific skills or activities do students need to show understanding of this skill? List all.</p> <ul style="list-style-type: none"> • Labeling diagrams • Parts ID • Creating a model • Labs/dissections 	
	<p><i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i></p>	
Score 2.0	<p>Vocab that students will have to know to be successful with this standard?</p> <ul style="list-style-type: none"> • Digestive system <ul style="list-style-type: none"> ○ Ruminant ○ Monogastric ○ Hindgut fermenter ○ Poultry ○ **Parts of the system and their function based on the type of animal being discussed • Reproductive system <ul style="list-style-type: none"> ○ Parts of the reproductive systems dependent on species and location ○ Function of all part of the system • Musculoskeletal system <ul style="list-style-type: none"> ○ Name/location of specific muscles important to 	

	<p>meat production (EX: which cuts of meat come from the loin)</p> <ul style="list-style-type: none"> ○ Important bones/muscles/etc that determine structure and soundness in an animal ● Basic external anatomy <ul style="list-style-type: none"> ○ In relation to internal anatomy <p>What are base skills or activities that students would have to know to reach the 3.0 descriptor?</p> <ul style="list-style-type: none"> ● Vocabulary ● Basic models/diagrams ● Basic external anatomy 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

ASAS4 Students will demonstrate management practices for specific species of animals.

- ASAS4-4 Students will identify the nutritional requirements

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <p>How would a student showcase advanced understanding, based on the score 3.0 descriptor you developed?</p> <p>Use level 5 & 6 of Bloom's Taxonomy for help: https://drive.google.com/a/crb2.org/file/d/1Gylw3Ym53Djl01w1B7LA6dR16s4h0iSp/view?usp=sharing </p>	Assessment:
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>ASAS4 Students will demonstrate management practices for specific species of animals.</p> <ul style="list-style-type: none"> ● ASAS4-4 Students will identify the nutritional requirements <p>What specific skills or activities do students need to show understanding of this skill? List all.</p>	

	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	Vocab that students will have to know to be successful with this standard? What are base skills or activities that students would have to know to reach the 3.0 descriptor?	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	