Livestock Evaluation

CDE Guide

Livestock Evaluation – JH Sheppard

This activity provides participants with an opportunity to test their skills in the judging and selection of livestock. This contest has been designated as our state contest and the team to represent North Dakota in the National FFA Career Development Event will be determined here.

Contest Objectives

1. To measure the student's knowledge in the following categories:
   (a) to make accurate observations of livestock
   (b) to determine the desirable traits in animals
   (c) to make logical decisions based on these observations
   (d) to discuss and defend their decisions for their placing
   (e) to install an appreciation for desirable human selection, management and marketing techniques
   (f) to gain a basic understanding of the livestock industry
2. To develop the ability to select, and market livestock that will satisfy consumer demands, provide increased economic returns to producers, as well as meet the needs of the industry.
3. To understand and interpret the value of performance data based on industry standards.
4. To become proficient in communicating in the terminology of the industry and the consumer.
5. To provide an opportunity for contestants to become familiar with professionals in the industry.

General Plan

- Each FFA Chapter may enter up to five participants. The team score will be determined by adding the three highest individual scores from the chapter.

- Participants shall meet the general eligibility requirements for FFA members as set up in the North Dakota
  FFA Career Development Guide.

- Members who have judged in the National FFA Livestock Judging Event may continue to compete for individual awards only and must be so designated upon entry. They will be entered as an individual and their score will not be a part of the team score from their chapter.
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  Time – 12 minutes will be allowed for placing non-reason classes and 15 minutes for reasons classes. Reasons should be approximately two minutes in length. One performance appraisal class based on written data will be included in the contest. Twelve minutes will be allowed to complete this section. 30 Minutes will be provided to complete the written exam.

Event Sections

1. Selection of classes to be judged is left to the division superintendent. Seven classes of livestock of four animals each will be placed using the Livestock Form #: 476-3. There will be two classes each of beef, sheep, and swine. There will be one meat goat non-reasons class. Classes may be either breeding or market classes, subject to availability of stock. Classes may be shown loose or by holders.
2. Three sets of oral reasons, one for each species of livestock (not meat goats), will be required for all contestants. Reasons will be presented, after all classes have been placed. Additional placing cards will be provided to individuals to be handed to the official reasons taker at the time of presenting reasons. Only their placing and squad number may be written on this card. Notes are allowed in the reasons taking rooms, but with a score deduction expected.
3. A general knowledge exam will be given to evaluate students individually in the area of livestock knowledge.

The exam will consist of 25 questions weighted at 2 points a question. 30 minutes.

- **Rotation for even years** "Domestication of Livestock and Sheep Production" reference, 8th or 9th Edition Modern Livestock and Poultry Production. Unit 1-Domestication and Importance of Livestock, 4-Livestock and the Environment, 26-Selection of sheep.
- **Rotation for odd years** "Beef and Swine Production" reference, 8th or 9th Edition Modern Livestock and Poultry Production. Unit 13-Breeds of beef cattle, 14-Selection and judging of beef, 20-Breeds of swine and 21-Selection and judging of swine.

4. Keep/cull classes: There will be one class that may be comprised of beef, swine, or sheep. This class will be made up of eight breeding animals. Participants will be required to select the four best animals from the eight, using visual appraisal and performance data. Performance data will be provided.

Production/performance data (including EPD's) may be used in the keep/cull classes of beef, swine, or sheep.

Performance criteria, when used, shall be based on current industry standards. (50 points/class, 150 points total) Plus any other data that may be relevant to selection.

Awards

1. All gold individuals will receive state gold livestock judging medals, silver and bronze individuals will receive ribbons. The high individual will receive a State FFA "Baby Bison" Trophy, the Mel Kirkeide award plaque. When the high individual is on the championship team, they will be awarded a Scholarship, otherwise they may choose either the scholarship or the travel stipend.

2. Gold teams will receive ebony state plaques or will add their names to their existing plaques. Bronze and silver teams will receive team rosettes. The high team will receive possession of the Traveling Trophy. The high team members each will receive a travel stipend to attend the National FFA Convention and represent North Dakota in the National Career Development Event. Team TIES will be broken by the team Reasons score, Team placing's, followed by the team Cull/Keep score (top three individuals). *Individual ties will not be broken*.

Appendix A: AFNR Career Cluster Content Standards-Livestock

	Performance Measurement Levels	Event Activities Addressing Measurements	Related Academic Standards
AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution.			Science: C3 Social Studies: 7h
	AS.01.01.01.c. Predict adaptations of animals to production practices and environments.	All activities	
AS.02.02. Performance Indicator: Apply principles of comparative anatomy and physiology to uses within various animal systems.			Science: C1, C5 and F2
	AS.02.02.01.c. Explain how the components and systems of animal anatomy and physiology relate to the production and use of animals.	All activities	
AS.02.03. Performance Indicator: Select animals for specific purposes and maximum performance based on anatomy and physiology.			Science: C5
	AS.02.03.01.c. Evaluate and select animals to maximize performance based on anatomical and physio- logical characteristics that affect health, growth and reproduction.	All activities	
	AS.02.03.02.b. Assess an animal to determine if it has reached its optimal performance level based on anatomical and physiological characteristics.	All activities	
AS.03.01. Performance Indicator: Prescribe and implement a prevention and treatment program for animal diseases, parasites and other disorders.			Science: C4, F1 and F5
	AS.03.01.01.a. Explain methods of determining animal health and disorders.	Exam	
AS.04.01. Performance Indicator: Formulate feed rations to provide for the nutritional needs of animals.			Math: 1C and 6B Science: A4 and C5
	AS.04.01.02.b. Appraise the adequacy of feed rations using data from the analysis of feedstuffs, animal requirements & performance.	Team activity, exam, performance class, keep/cull	
AS.05.01. Performance Indicator: Evaluate the male and female reproductive systems in selecting animals.			Science: C1 and C3
	AS.05.01.01.c. Select breeding animals based on characteristics of the reproductive organs.	All activities	
AS.05.02. Performance Indicator: Evaluate animals for breeding readiness and soundness.			Science: C6
	AS.05.02.01.c. Evaluate and select animals for reproductive readiness.	All activities	

	AS.05.02.02.c. Treat or cull animals with reproductive problems.	Keep/cull, performance class, placing classes, reasons	
AS.05.03. Performance Indicator: Apply scientific principles in the selection and breeding of animals.			Math: 6C Science: A4, C2 and E2
	AS.05.03.01.c. Select a breeding system based on the principles of genetics.	Performance class, team activity, keep/cull, exam	
	AS.05.03.02.c. Select animal breeding methods based on reproductive and economic efficiency.	Exam, team activity	
	AS.05.03.03.c. Select animals based on quantitative breeding values for specific characteristics.	Team activity, keep/cull, performance class	
	AS.05.03.04.b. Explain the processes of major reproductive management practices, including estrous synchronization, superovulation, flushing & embryo transfer.	Exam	
	AS.05.03.05.b. Explain the materials, methods and processes of artificial insemination.	Exam	
AS.06.01. Performance Indicator: Demonstrate safe animal handling and management techniques.			Science: C6
	AS.06.01.02.a. Explain the implications of animal welfare and animal rights for animal agriculture.	Exam, team activity	
AS.06.02. Performance Indicator: Implement procedures to ensure that animal products are safe.			Science: F1 and F5
	AS.06.02.01.a. Identify animal production practices that could pose health risks or are considered to pose risks by some.	Exam, team activity	
	AS.06.02.02.a. Describe how animal identification systems can track an animal's location, nutrition requirements, production progress and changes in health.	Exam, team activity	
AS.07.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.			Science: C6 and F6
	AS.07.01.01.a. Identify facilities needed to house and produce each animal species safely and efficiently.	Exam, team activity	
AS.08.02. Performance Indicator: Evaluate the effects of environmental conditions on animals.			Science: C6 and
	AS.08.02.01.b. Describe the effects of environmental conditions on animal populations and performance.	Team activity, exam, performance class, keep/cull	

Appendix B: Related Academic Standards-Livestock

National academic standards for mathematics, science, English language arts and social studies

related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the (AFNR).

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

Mathematics

1. Standard and Expectations: Number and Operations

    1C. Compute fluently and make reasonable estimates.

6. Standard and Expectations: Problem Solving

6B. Solve problems that arise in mathematics in other contexts.

6C. Apply and adapt a variety of appropriate strategies to solve problems.

Science

A. Content Standard: Science as an Inquiry

A4. Formulate and revise scientific explanations and models using logic and evidence.

C. Content Standard: Life Science

C1. The cell

C2. Molecular basis of heredity

C3. Biological evolution

C4. Interdependence of organisms

C5. Matter, energy and organization in living systems

C6. Behavior of organisms

E. Content Standard: Science and Technology

E2. Understanding about science and technology

F. Content Standard: Science in Personal and Social Perspectives

F1. Personal and community health

F2. Population growth

F4. Environmental quality

F5. Natural and human-induced hazards

F6. Science and technology in local, national and global challenges

English Language Arts

12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Social Studies

7. Thematic Strand: Production, Distribution and Consumption

7h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;