

## **Equestrian Science**

**Annual Assessment Report 2016-2017  
Created on the Assessment Insight System**

## Annual Assessment

### Equestrian Science

#### Program Profile

##### Program Mission Statement

*Please insert your program mission statement here*

The Equestrian Studies division is committed to the welfare of the horse, the diversity of the industry, and assisting our students in finding their voice in the equestrian community.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

##### Students Majors 2015-2016

96

##### Student Minors 2015-2016

47

##### Student Majors 2016-2017

81

##### Student Minors 2016-2017

58

##### Concentrations 2015-2016

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

##### Concentrations 2016-2017

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

#### Student Demographics

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

As a unique program, the equestrian studies majors draw students with many different skills and many different career goals. As a department we look at students who persist in any one of the equestrian majors as a success as well as students who enter the university as equestrian majors and persist as majors in another department. It is important that these students are tracked as the overwhelming majority of our student all begin as Equestrian Science majors. It is challenging to help incoming students understand the reality of what it takes to be successful as an equestrian science major until they have the opportunity to explore what the equine industry has to offer. Much of this "career counseling" occurs during EQU 111 Introduction to the Horse Industry taken their first or second semester at WWU. At this point some students decide that an Equine Administration or Equestrian General Studies major is more suited to their career goals.

### Is the Program Externally Accredited

Yes

No (selected)

#### External Accreditation

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

There is not currently an accrediting body for equestrian programs at this time. However, we have remained active with the National Association of Equine Affiliated Academics and this organization is moving toward development of national standards.

## Program Assessment

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
EQS.1	Understand the dynamics of the equine industry.
EQS.2	Understand the theories and demonstrate practical skills in equine management.
EQS.3	Recognize signs of illness and administer proper treatment for equine health management and general maintenance.
EQS.4	Demonstrate proficiency in riding, conditioning and training of horses.

<b>EQS.5</b>	Develop and practice applied riding and teaching methodology in private and group settings.
<b>EQS.6</b>	Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.
<b>EQS.7</b>	Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.
<b>EQS.8</b>	Analyze and justify legal, ethical, and industry issues in the specific riding disciplines

### **General Education Alignment to Program**

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

#### **Critical Analysis: (9 credit hours)**

- Critical Thinking (3 credit hours) Students are challenged to consider multiple viewpoints, analyze courses and synthesize information related to the field throughout their program of study.
- Ethical Reasoning (3 credit hours) Equestrian students regularly consider ethical problems both in class and in practical experiences both on and off campus. They examine the role of conflict and competing interests and use a variety of models or theories related to ethical reasoning in solving or approaching moral dilemmas related to the equine industry.
- Meaning (3 credit hours) Students are required to analyze texts and identify central themes and interpret underlying meaning using discipline and industry topics in multiple courses.

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

#### **Creative Expression: (12 credit hours)**

- Communication (9 credit hours) Students develop and practice communicating through written and oral formats related to the field.
- Fine & Performing Arts (3 credit hours) Students examine products of human creativity through the observation and analysis of creative works related to the horse.

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

#### **Quantitative Inquiry: (10 credit hours)**

- Natural Sciences (7 credit hours) Equestrian students understand the natural world through observation of systems, formation and testing of hypotheses during both practical and theory based equestrian coursework.
- Mathematics (3 credit hours) Equestrian students analyze data and statistics and identify quantitative relationships through the study of industry and discipline specific topics at multiple levels of the program.

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

#### **Society & the Individual: (12 credit hours)**

- Social Science (3 credit hours) Equestrian students study the behavior of people and employ principles of science to explain their observations through case study and course projects in a variety of equestrian courses.

- Diversity (3 credit hours) Equestrian students are challenged to explore and develop their understanding of traditions and cultures in which horses are used for work, sport and recreation.
- Historical Perspective (6 credit hours) Equestrian students are challenged in many equestrian courses to think historically. This requires them reflect on how the past has shaped the equine industry and all related components.

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed

I - Introduced

R - Reinforced

M - Master

### Equestrian Science

	SPR	<b>BUS 206</b>	<b>EQS 212</b>	<b>EQS 306</b>	<b>EQS 328</b>	<b>EQS 404</b>	<b>EQS 411</b>	<b>EQU 111</b>	<b>EQU 117</b>	<b>EQU 118</b>	<b>EQU 201</b>	<b>EQU 221</b>	<b>EQU 391</b>	<b>EQU 405</b>	<b>EQU 415</b>	<b>EQS 230</b>
<b>EQS.1</b> Understand the dynamics of the equine industry.			I	R	R		M	I	I	I		R	R	M, A	M, A	
<b>EQS.2</b> Understand the theories and demonstrate practical skills in equine management.			I	R		M	M		I	I	R, A	R	M, A		M, A	I
<b>EQS.3</b> Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	A					R	M		I	I	R		M, A		M, A	I

<b>EQS.4</b> Demonstrate proficiency in riding, conditioning and training of horses.	A			R, A			M, A	I			R			M, A		
<b>EQS.5</b> Develop and practice applied riding and teaching methodology in private and group settings.							M, A							M, A	I	
<b>EQS.6</b> Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	A	I	I	I			M	I			R	A, R	R	M	M, A	I
<b>EQS.7</b> Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.				R, A	M, A		M	I						M, A		
<b>EQS.8</b> Analyze and justify legal, ethical, and industry issues in the specific riding disciplines			I	I	R		M	I					M	M, A		

	EQS 231	EQS 232	EQS 235	EQS 335	EQS 340	EQS 341	EQS 342	EQS 345	EQS 351	EQS 352	EQS 353	EQS 355	EQS 330	EQS 331	EQS 332	EQR 101
<b>EQS.1</b> Understand the				M									M	M	M	

dynamics of the equine industry.																
<b>EQS.2</b> Understand the theories and demonstrate practical skills in equine management.	I	I	I	R					R	R	R	R	R	R	R	I
<b>EQS.3</b> Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	I	I	I	R	R	R	R	R	R	R	R	R	R	R	R	R
<b>EQS.4</b> Demonstrate proficiency in riding, conditioning and training of horses.				R									R	R	R	I
<b>EQS.5</b> Develop and practice applied riding and teaching methodology in private and group settings.	I	I	I		R	R	R	R	R	R	R	R				I
<b>EQS.6</b> Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	I	I	I	R	R	R	R	R	R	R	R	R	R	R	R	
<b>EQS.7</b> Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.				M									M	M	M	R
<b>EQS.8</b> Analyze and justify legal, ethical, and industry issues in				M, A									M, A	M, A	M, A	

the specific riding disciplines

	EQR 325	EQR 327	EQR 420	EQR 421	EQR 422	EQR 425	EQR 427	PED 104	EQA 305	EQA 320	EQA 420	EQS 200	EQS 205
<b>EQS.1</b> Understand the dynamics of the equine industry.									R	R	M	I	R
<b>EQS.2</b> Understand the theories and demonstrate practical skills in equine management.	R	R	R	R	R	R	R		R		M		R
<b>EQS.3</b> Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	R	R	R	R	R	R	R						
<b>EQS.4</b> Demonstrate proficiency in riding, conditioning and training of horses.	R	R	R	R	R	R	R						R
<b>EQS.5</b> Develop and practice applied riding and teaching methodology in private and group settings.	R	R	R	R	R	R	R	I					
<b>EQS.6</b> Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.									R	M	M		R
<b>EQS.7</b> Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.	R	R	R	R	R	R	R						R
<b>EQS.8</b> Analyze and justify legal, ethical, and industry issues in the specific riding disciplines									R	M	M		R

	EQS 304	EQS 311	EQS 400	EQS 320
--	---------	---------	---------	---------

<b>EQS.1</b> Understand the dynamics of the equine industry.	R			R
<b>EQS.2</b> Understand the theories and demonstrate practical skills in equine management.	R	R		R
<b>EQS.3</b> Recognize signs of illness and administer proper treatment for equine health management and general maintenance.				
<b>EQS.4</b> Demonstrate proficiency in riding, conditioning and training of horses.	R			
<b>EQS.5</b> Develop and practice applied riding and teaching methodology in private and group settings.				
<b>EQS.6</b> Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.				
<b>EQS.7</b> Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.	R			
<b>EQS.8</b> Analyze and justify legal, ethical, and industry issues in the specific riding disciplines	R			R

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Equestrian Science

<b>EQS.1 Understand the dynamics of the equine industry.</b>				
Assessment Measures				
<b>EDU 401</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Business Plan assignment scores from EQU 405 Equine Business Practices 85% of students from fall and spring with a score of 83% and above been met	5/6 students 83% earned benchmark scores Fall 2016 21/21 students 100% earned benchmark scores Spring 2017 26/27 96% for the 16-17 academic year	EQU_405_business_plan.PN G	

	yet? Met			
--	-------------	--	--	--

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion Portfolio Objective #1—85% of students with a score of 73% or above from both assessors for objective #1 been met yet? Met	5/5 students 100% earned benchmark scores Fall 2016 6/7 students 85% earned benchmark scores Spring 2017 11/12 91% for the 16-17 year	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	

<b>EQS.2 Understand the theories and demonstrate practical skills in equine management.</b>				
Assessment Measures				
<b>EQU 201</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion EQU 201 85% of students with an average practical horse keeping score of 73% or above been met yet? Met	Fall 2016--100% 18/18 earned benchmark scores Spring 2017--100% earned benchmark scores	Unit_Scores_EQU_201_and_391.doc x	

<b>EQU 391</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Class Assignment	Has the criterion EQU 391 85% of students with an average practical horse keeping score of 73% or above been met yet? Met	Fall 2016--100% 12/12 earned benchmark scores Spring 2017--100% 6/6 earned benchmark scores	Unit_Scores_EQU_201_and_391.doc x	
---------------------------	--	---	-----------------------------------	--

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #2—85% of graduating seniors earning 73% or above from both assessors for objective #2 been met yet? Met	5/5 students 100% earned benchmark scores Fall 2016 6/7 85% earned benchmark scores Spring 2017 11/12 91% for the 16-17 year	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	

<b>EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.</b>				
Assessment Measures				
<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Written Exam	Has the criterion 75% of post proficiency candidates (juniors and seniors) with scores of 80% or above been met yet? Not met	8/14 post proficiency candidates earned scores of 80% or better on the proficiency exam (57%)	EQS_Assessment_Grades_2017_.xlsx	- Curriculum Revision: Juniors and Seniors still struggled to retain the information they reviewed as Sophomores during the proficiency test sequence. While we do not expect the same level of performance as students who are

				using the test bank to prepare, we also hoped for a higher level of accuracy. The 80% benchmark may need to be revised as only 2/14 earned below a C on the test.
--	--	--	--	---

<b>EQU 391</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Video	Has the criterion EQU 391 Vital Signs Video 85% of students with a score of 83% or above on the assignment been met yet? Not met	Fall 2016--50%(5/10) earned benchmark scores on the video (One student of the 10 included in the count did not submit a video, and therefore earned a 0%. This dragged down the average significantly. 2) One student was injured and unable to produce a video. She will complete the work next semester. This score was not included in the above averages.) Spring 2017 5/6 (83%) earned benchmark scores.		

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #3—85% of graduating seniors earning 73% or above from both assessors for objective #3 been met yet? Met	5/5 students 100% earned benchmark scores Fall 2016 6/7 students 85% earned benchmark scores Spring 2017 11/12 91% for the 16-17 year	Via____Equestrian_Senior_Portfolio____01____FUL____3____Spring_1617_Scores_05_12_2017_122131.csv	

**EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.**
**Assessment Measures**

<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Riding Exam	Has the criterion Proficiency Applied Exam-- 80% of proficiency candidates score proficient (100% compulsory skills and 83% on all others) during the riding exam been met yet? Not met	71% earned scores of proficient or better Fall 2016 66% 6/9 students earned scores of proficient or better Spring 2017	proficiency_workbook.xls x	- Enrollment Requirements: Students continue to struggle to achieve proficient scores on the applied riding exam. The test has been revised to allow for multiple attempts and skill sets identified clearly. Instructors are spending a great deal of time working on developmental riding skills before they can move toward the sophomore level technical riding skills that the proficiency exam is designed to demonstrate.

**EQS 306**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion EQS 306 Condition Paper—85% of students with a score of 73% or above been met yet? Met	100% 8/8 earned benchmark scores Fall 2016		

<b>EQS 411</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Video	Has the criterion EQS 411 Riding Video--85% of EQS 411 students complete the required video with a score of 83% or above been met yet? Met	5/5 100% earned benchmarks scores Fall 2016 7/7 100% earned benchmark scores Spring 2017	Via____Teaching_Techniques_Seminar____01____FUL____3____Spring_1617_Activity_Assessments_Riding_Per_Group_Member_05_12_2017_132332.pdf Via____Teaching_Techniques_Seminar____01____FUL____2____Fall_1617_Activity_Assessments_Riding_Per_Group_Member_05_12_2017_132532.pdf	

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #4—85% of graduating seniors earning 73% or above from both assessors for objective #4 been met yet? Met	5/5 students 100% earned benchmark scores Fall 2016 6/7 85% earned benchmark scores Spring 2017 11/12 91% for the 16-17 year	Via____Equestrian_Senior_Portfolio____01____FUL____3____Spring_1617_Scores_05_12_2017_122131.csv	

<b>EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.</b>				
Assessment Measures				
<b>EQS 411</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Video	Has the criterion Teaching Video--	5/5 earned benchmark scores	Via____Teaching_Techniques_Semina	

	85% of EQS 411 students earn scores of 83% or above on the teaching video been met yet? Met	Fall 2016 7/7 earned benchmark scores Spring 2017	r_01_FUL_2_Fall_1617_Activity_Assessments_Per_Group_Member_05_12_2017_132433.pdf Via_Teaching_Techniques_Seminar_01_FUL_3_Spring_1617_Activity_Assessments_Per_Group_Member_05_12_2017_132229.pdf	
Direct - Journal Entry	Has the criterion 85% of EQS 411 students earn scores of 90% or above on the student teaching journal been met yet? Met	5/5 100% earned benchmark scores Fall 2016	EQS_411_Journal.png	

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #5—85% of graduating seniors earning 83% or above from both assessors for objective #5 been met yet? Met	5/5 students 100% earned benchmark scores Fall 2016 7/7 100% earned benchmark scores Spring 2017 100% for the 16-17 year	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	

<b>EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.</b>				
Assessment Measures				
Student Performance Review				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Proficiency Interview	Has the criterion Proficiency Interview--80% of proficiency candidates score proficiently (85%) during the interview phase of the exam been met yet? Met	8/8 earned proficient scores Fall 2016 9/13 earned proficient scores Spring 2017 80% earned proficient scores 16-17	HJ_D_Rider_Interview_2015.doc Saddle_Seat_Rider_Interview_2015.doc Western_Rider_Interview_2015.doc	
--------------------------------	---	---	---	--

<b>EQU 221</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Stable Management Project—85% of students score 73% or above been met yet? Met	Fall 2016: 23/25 92% earned benchmark scores Spring: 18/19 94% earned benchmark scores	EQU_221_stable_management.png	

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #6—85% of graduating seniors earning 73% or above from both assessors for objective #6 been met yet? Met	5/5 students 100% earned benchmark scores Fall 2016 6/7 85% earned benchmark scores Spring 2017 11/12 91% for the 16-17 year	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	

<b>EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.</b>
---

## Assessment Measures

**EQS 306**

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion EQS 306 final exam--80% of students score 73% or better on the final exam been met yet? Not met	6/8 students or 75%		

**EQS 328**

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion EQS 328 Final Exam--80% of students score 73% or better on the final exam been met yet? Met	84% 11/13 students earned benchmark scores	EQS_328_final.png	

**EQU 415**

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #7—85% of graduating seniors earning 73% or above from both assessors for objective #7 been met yet? Met	4/5 students 80% earned benchmark scores Fall 2016 7/7 100% earned benchmark scores Spring 2017 11/12 91% earned benchmark scores 16-17 year	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	

**EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines**

## Assessment Measures

**EQS 330**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion EQS 335, 330, 331, 332 Issues Rulebook Artifact--80% of students score 73% or above on the case study assignment been met yet? Met	88% earned 73% or better on the rule book artifact	Dressage_Issues_Rule_book_quiz.jpg	

**EQS 331**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion EQS 335, 330, 331, 332 Issues Rulebook Artifact--80% of students score 73% or above on the case study assignment been met yet? Met	Fall 2016: 90% 9/10 earned benchmark scores		

**EQS 332**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion EQS 335, 330, 331, 332 Issues Rulebook Artifact--80% of students score 73% or above on the case study assignment been met yet? Met	4/5 80% earned benchmark scores		

**EQS 335**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion EQS 335, 330, 331, 332 Issues Rulebook Artifact--80% of students score 73% or above on the case	Fall 2016—12/13 92% earned scores of 73% or better on Worksheet #2 (rule		

	study assignment been met yet? Met	book artifact and case study)		
--	--	----------------------------------	--	--

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #8—85% of graduating seniors earning 73% or above from both assessors for objective #8 been met yet? Met	5/5 students 100% earned benchmark scores Fall 2016 6/7 85% earned benchmark scores Spring 2017 11/12 91% for the 16-17 year	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	

### **Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

### **Improvement Narrative List**

#### **Assessment Findings for the Assessment Measure level**

Standard/Outcome	EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.						
Legend	A						
Course/Event	Student Performance Review						
Assessment Measure	Direct - Proficiency Written Exam						
Assessment Findings	Not met						
Improvement Narrative	<table border="1"> <thead> <tr> <th><b>Improvement Type</b></th> <th><b>Summary</b></th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>Juniors and Seniors still struggled to retain the information they reviewed as Sophomores during the proficiency test sequence. While we do not expect the same level of performance as students who are using the test bank to prepare, we also hoped for a higher level of accuracy. The 80% benchmark may need to be revised as only 2/14 earned below a C on the test.</td> </tr> </tbody> </table>			<b>Improvement Type</b>	<b>Summary</b>	Curriculum Revision	Juniors and Seniors still struggled to retain the information they reviewed as Sophomores during the proficiency test sequence. While we do not expect the same level of performance as students who are using the test bank to prepare, we also hoped for a higher level of accuracy. The 80% benchmark may need to be revised as only 2/14 earned below a C on the test.
<b>Improvement Type</b>	<b>Summary</b>						
Curriculum Revision	Juniors and Seniors still struggled to retain the information they reviewed as Sophomores during the proficiency test sequence. While we do not expect the same level of performance as students who are using the test bank to prepare, we also hoped for a higher level of accuracy. The 80% benchmark may need to be revised as only 2/14 earned below a C on the test.						

--	--

Standard/Outcome	EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.					
Legend	A					
Course/Event	Student Performance Review					
Assessment Measure	Direct - Proficiency Riding Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Enrollment Requirements</td> <td>Students continue to struggle to achieve proficient scores on the applied riding exam. The test has been revised to allow for multiple attempts and skill sets identified clearly. Instructors are spending a great deal of time working on developmental riding skills before they can move toward the sophomore level technical riding skills that the proficiency exam is designed to demonstrate.</td> </tr> </tbody> </table>		Improvement Type	Summary	Enrollment Requirements	Students continue to struggle to achieve proficient scores on the applied riding exam. The test has been revised to allow for multiple attempts and skill sets identified clearly. Instructors are spending a great deal of time working on developmental riding skills before they can move toward the sophomore level technical riding skills that the proficiency exam is designed to demonstrate.
Improvement Type	Summary					
Enrollment Requirements	Students continue to struggle to achieve proficient scores on the applied riding exam. The test has been revised to allow for multiple attempts and skill sets identified clearly. Instructors are spending a great deal of time working on developmental riding skills before they can move toward the sophomore level technical riding skills that the proficiency exam is designed to demonstrate.					

## Program Activities

### Student Performance Review

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

EQA, EQS and EQGS sophomores and transfers complete a multi-phase test. The proficiency sequence consists of a written exam, an interview and for the EQS students an applied riding exam. The interview is evaluated by two faculty members using criteria that the students have in advance. Students must earn 85% or better on the proficiency exam to pass. The written test includes 50 questions pulled from a test bank of 250 questions given to the students in advance. Students must earn a 90% on the written exam to pass this phase of the proficiency test. During students performance days, the freshman, juniors and seniors take the same written proficiency exam but without access to the test bank. This gives the division a method to compare different classes of student against the testing sophomores. Historically the EQA and EQGS upper classman have performed much weaker against the test. We suspect that this was because they had no sophomore level proficiency exam that pushed them to review previous coursework and information in a high stakes testing situation. We are anxious to see if the addition of the EQA and EQGS proficiency exam improves upperclassman performance in subsequent years.

### **Student Performance Review Schedule**

*Upload the program schedule for students during Performance Reviews.*

EQA\_EQGS\_INTERVIEWS\_SENIORS.docx

2017\_Student\_Performance\_Days\_EQS\_EQA\_EQGS.docx

senior\_interview\_instructions.docx

### **Senior Showcase**

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

Our seniors present a project of their choice during senior showcase. They are scored for their seminar course, but are able to select a project from any course or experience that relates to their major. The variety of projects demonstrates the scope of the program. Students are required to present and dress in professional attire--something that we have at times struggled with. We were pleased with the projects and presentations during the 16-17 year.

### **Assessment Rubrics**

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

HJ\_D\_Rider\_Interview\_2017.doc

Saddle\_Seat\_Rider\_Interview\_2017.doc

Western\_Rider\_Interview\_2017.doc

Western\_Score\_Sheet.xlsx

HJ\_proficiency\_scoresheets.xlsx

Proficiency\_Score\_sheet\_2015\_SS.docx

### **Service Learning**

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes (selected)

No

### **Service Learning Component**

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

Although not a formal component included in syllabi, the equestrian division is active in assisting the community. The division hosted the annual 4H and FFA judging clinic in February which is run by faculty and the students on the judging team. In addition the judging students and faculty met with FFA and 4H groups individually from all over the state of Missouri to help mentor and prepare them for their district and state competitions. WWU western hosted a practice judging contest for the state FFA conference in Columbia, Missouri. The equestrian facility host many local and regional educational tours for kindergarten through adults with special needs throughout the year.

### **LEAD Events**

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

21 LEAD events sponsored by equestrian program faculty during the 16-17 year.

8/19 Think Like a College Student (Equestrian student event)

9/24 Western Club Fall Show

10/1 Hunter Jumper Derby

10/7 Parade of Disciplines

11/5-6 Completely Relaxed Dressage Show

12/1 Show Me the Carfax--Equine Pre-Purchase Tool

2/1 The Legacy of Sheila Varian

2/6 50 to 1: The True Story of Mine That Bird

2/8 Tribute to African American Saddle Horse Trainers

2/21 Paddock Club Trivia Contest

2/25-26 Spring Horse Show

3/2 Buck Brannaman the Horse Whisperer

3/25-26 Completely Relaxed Spring Schooling Dressage Show

4/1 Equine Event Management Fun Show

4/6 and 4/11 Teaching and Training--George Morris

4/8 Spring Western Club Show

4/18 The Science of Riding

4/19 An Interview with George Morris

4/21 The Art and Science of Horseshoeing

4/24 Jumping and Equitations Clinic

5/2 The Horse with the Flying Tail

### **Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

November 2016 Saddle Seat students earn multiple American Royal Championships

November 2016 Western students earn multiple Color Congress Championships

2016 U.S. National Champion Senior Judging Team

October 2016 Hunter Jumper students earn championships at American Royal

March--Carthage, MO Heart of America Show top 5 ribbons

April--Lexington, KY Springtime Premier Horse Show--top 5 ribbons

April--WWU Pinto Show--high points and championships

## Annual Assessment Rubric

Total Score: 12/12 (100.00%)

	<b>3.000 Assessment Reflects Best Practices</b>	<b>2.000 Assessment Meets the Expectations of the University</b>	<b>1.000 Assessment Needs Development</b>	<b>0.000 Assessment is Inadequate</b>	<b>N/A</b>
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> <li>✓ • Detailed, measurable program learning objectives</li> <li>• Objectives are shared with students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Measurable program learning objectives.</li> <li>• Learning objectives are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Program learning objectives are identified and are generally measurable</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Program learning objectives are not clear or measurable</li> </ul>	✓ N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> <li>✓ • Multiple measures are used to assess a student-learning objectives.</li> <li>• Rubrics or guides are used for the measures.</li> <li>• All measurements are clearly described.</li> <li>• External evaluation of student learning included.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Assessment measures relate to program learning objectives.</li> <li>• Various measures are used to assess student learning.</li> <li>• Measures chosen provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Assessment focuses on class content only.</li> <li>• Minimal description of how the assessment relates to the objective.</li> <li>• Minimal assessment measures established.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Assessment measures not connected to objectives.</li> <li>• Assessment measures are not clear.</li> <li>• No assessment measures are established.</li> </ul>	N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> <li>✓ • All objectives are assessed annually, or a rotation schedule is provided.</li> <li>• Data are collected and analyzed to show learning over time.</li> <li>• Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Most objectives assessed annually.</li> <li>• Data collected and analyzed showing an annual snapshot of student learning.</li> <li>• Data are used to highlight gaps in student learning.</li> <li>• Some data from non-course based content.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Data collected for at least one program objective.</li> <li>• Data collection is incomplete.</li> <li>• Gaps in student learning not identified.</li> <li>• Lacking external data to support course data.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Learning objectives are not routinely assessed.</li> <li>• Routine data is not collected.</li> <li>• No discussion on gaps in student learning.</li> <li>• No use of external data to support student learning.</li> <li>• Assessment data not yet collected.</li> </ul>	✓ N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> <li>✓ • Data is shared that incorporates multiple faculty from the program.</li> <li>• Discussions on data results incorporate multiple faculty.</li> <li>• Opportunities for adjunct faculty to participate.</li> <li>• Includes input from external sources when possible.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Multiple program faculty receive assessment results.</li> <li>• Assessment results are discussed.</li> <li>• Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Minimal faculty input about results is sought.</li> <li>• Data not used to determine success or not to the objective.</li> <li>• Minimal conclusions made.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Faculty input is not sought.</li> <li>• Conclusions about student learning are not identified.</li> <li>• N/A Program recently started or too few graduates to suggest any changes.</li> </ul>	✓ N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> <li>✓ • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included.</li> <li>• Changes to assessment are inclusive of multiple faculty.</li> <li>• Description of changes is detailed and linked to assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li> <li>• Changes to assessment measures is highlighted.</li> <li>• Changes are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ • At least one change to improve learning or assessment is identified.</li> <li>• The proposed action(s) relates to faculty conclusions about areas for improvement.</li> <li>• Adjustments to the assessment are proposed but not clearly connected to data</li> </ul>	<ul style="list-style-type: none"> <li>✓ • Lacking actions to improve student learning.</li> <li>• Actions discussed lack supportive data.</li> <li>• Lacking discussion of the effectiveness of the assessment plan</li> </ul>	✓ N/A
Comment:					

## Student Performance Days 2017

Tuesday February 21<sup>th</sup>

Time	Large EQS Classroom	Small EQS Classroom
9:00	<b>EQS, EQA and EQGS Proficiency Written Exam (declared proficiency candidates only)</b>	EQA and EQGS Senior Interviews  (you must sign up for time to complete your senior interview—sign up sheet is outside of the front office)
10:00	<b>Proficiency Test Continued</b>	EQA and EQGS Senior Interviews  (you must sign up for time to complete your senior interview—sign up sheet is outside of the front office)
11:00		EQA and EQGS Senior Interviews  (you must sign up for time to complete your senior interview—sign up sheet is outside of the front office)
12:00	EQS, EQA and EQGS First Year Students—Program advising, Q and A	
1:00		
2:00	EQS Sophomores, Juniors Portfolio Preparation workshop  Bring a pen and something to take notes	
3:00	EQA/EQGS Sophomores, Juniors Portfolio Preparation workshop  Bring a pen and something to take notes	
4:00		
5:00		
6:00	6:30 Paddock Club Trivia Contest LEAD event but limited to the first 5 teams of 6 to register on the sign up outside of the front office (Aldridge 6:30-8:00)	

Wednesday February 22<sup>th</sup>

Time	Large EQS Classroom	Small EQS Classroom
9:00	EQS Seniors and Juniors—Written Competency Test and Skills Inventory  Bring a pen	<b>EQS Saddle Seat Proficiency interviews FRONT OFFICE (see interview schedule)</b>  <b>EQS Western Proficiency Interviews SMALL CLASSROOM</b>
10:00	EQS Freshman/non-Proficiency Sophomore Written Competency Test and Skills Inventory  Bring a pen	<b>EQS Dressage and HJ Proficiency Interviews Smith's office</b>  <b>EQS Western Proficiency Interviews SMALL CLASSROOM</b>
11:00	EQA ALL EXCEPT PROFICIENCY STUDENTS Skills Inventory/Competency Test  Bring a pen	<b>EQS Dressage and HJ Proficiency Interviews Smith's office</b>
12:00	EQGS ALL EXCEPT PROFICIENCY STUDENTS Skills Inventory/Competency Test  Bring a pen	
1:00		<b>EQA and EQGS Proficiency Interviews (see interview schedule)</b>
2:00		<b>EQA and EQGS Proficiency Interviews (see interview schedule)</b>
3:00	Annex Open House—Meet in the classroom to learn more about applying to live at the annex. Last chance to apply for the annex position for the 17-18 academic year!	
4:00		
5:00		
6:00		<b>Western Proficiency Applied Exam UPHA</b>
7:00		<b>Western Proficiency Applied Exam UPHA</b>

You are here: None > Equestrian Science - EQS > Dressage Issues > EQS 330 01 FUL - Dressage Issues > Coursework

## Coursework

 [Access](#)  [Options](#) 

### Rule Book Quiz 3

Exam in Rule Book Quiz

 due Friday 5/5, Closed

 Edit all grades

[More ▾](#)

### Student Results

▲ Student	Grade
Browning, Clare	22/25, B (88%)
Dunn-Crouch, Annie	23/25, A (92%)
Isoda, Amanda	22/25, B (88%)
Kasun, Lauren	23/25, A (92%)
O'Melia, Emily Ann	21/25, B (84%)
O'Rourke, Sarah Elizabeth	24/25, A (96%)
Smith, Leana	23/25, A (92%)
Vaa, Rachel	18/25, C (72%)
Woods, Alex	19/25, C (76%)

 Scored out of 25 points

100% have been graded

Average score: 21.67/25, B

High score: 24/25 (Sarah Elizabeth O'Rourke)

Low score: 18/25 (Rachel Vaa)

 Rule Book Quiz 3  
Exam in Rule Book Quiz

**EQA/EQGS Senior Interview Schedule**

**Tuesday February 21<sup>st</sup> Small EQS Classroom**

9:00-9:20 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5.

9:30-9:50 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5.

10:00-10:20 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5.

10:30-10:50 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5.

SEE REVERSE SIDE

11:00-11:20 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5.

11:30-11:50 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5,

## Coursework

[Access](#)[Options](#)[Settings](#)

### Final Exam

Exam in Week #16

15 due **Tuesday 5/2, Closed**

[Edit all grades](#)[More ▾](#)

#### Student Results

▲ Student	Grade
Belke, Melissa	133.5/150, B (89%)
Bik, Alexa	116.5/150, C (77.67%)
Brown, Katie	99/150, D (66%)
Endrijaitis, Maddie	106.5/150, D (71%)
Mathews, Maggie	120/150, C (80%)
McElwee, Kristy	111/150, C (74%)
Philbrick, Margaret	116/150, C (77.33%)
Rush, Olivia	122/150, C (81.33%)
Shaughnessy, Madison	132/150, B (88%)
Thompson, Lauren	142/150, A (94.67%)
Trafton, Claire	139/150, A (92.67%)
Whitley, Mary	120/150, C (80%)
Wilson, Jennifer	126/150, B (84%)

Scored out of 150 points

100% have been graded

Average score: 121.81/150, C

High score: 142/150 (Lauren Thompson)

Low score: 99/150 (Katie Brown)

Show withdrawn and emulated students



### Final Exam

Exam in Week #16

## Coursework

 [Access](#)  [Options](#)  [Settings](#)

<a href="#">Final Journal</a>					<a href="#">◀ Previous</a>	<a href="#">Other</a>
Homework in Week 9-16						
 <b>due Friday 5 / 5, Closed</b>		 <a href="#">Download all files</a>		 <a href="#">Edit all grades</a>	<a href="#">More ▾</a>	
<b>Student Results</b>						
▲ Student		Files	Grade		Turned in	
Belke, Melissa	1	94/100, A (94%)			5/4/2017 6:29:25 PM	
Boster, Marissa	1	94/100, A (94%)			5/4/2017 10:07:23 PM	
Boyer, Taylor	1	70/100, D (70%)			5/5/2017 2:27:00 PM	
Branch, Mackenzie	1	95/100, A (95%)			5/4/2017 5:45:13 PM	
Bromeling, Kelsey	1	94/100, A (94%)			5/4/2017 9:32:48 PM	
Brown, Katie	1	96/100, A (96%)			5/4/2017 11:27:13 PM	
Thompson, Lauren	1	96/100, A (96%)			4/30/2017 7:20:54 PM	

Show withdrawn and emulated students



Scored out of 100 points

100% of students are finished

100% have been graded



General	EQS FR (27)	EQS SOPH (8)	EQS JR/SR (13)	EQA FR (8)	EQA SOPH (5)	EQA JR/SR (12)	EGS FR (6)	EGS SOPH (5)	EGS JR/SR (20)	TOTAL: 102	
Cleaned u	27	8	13	8	3	12	6	5	17	99	97%
Mucked S	13	4	7	4	1	8	2	4	13	43	42%
Bedded S	27	7	13	8	3	12	6	5	19	100	98%
Worked it	8	5	11	3	1	11	1	3	15	58	57%
lead hors	25	7	11	6	2	12	5	5	15	88	86%
taken apa	10	5	11	2	2	10	2	3	9	54	53%
Hooked u	17	4	9	5	3	10	2	3	10	63	61%
hooked u	6	3	9	3	2	6	1	4	9	43	42%
Driven a t	7	4	8	3	2	10	2	2	5	43	42%
Stacked h	20	7	12	8	3	8	4	4	14	80	78%
Cleaned a	22	7	13	8	2	12	4	4	17	89	87%
mucked s	27	8	12	8	3	12	6	5	19	100	98%
banked st	25	7	13	8	3	12	5	5	18	96	94%
unclogged	12	5	9	5	2	12	3	5	12	65	63%
driven a t	12	6	9	4	3	11	2	1	9	57	55%
driven a l	14	5	6	4	3	6	1	3	6	48	47%
Worked a	27	8	13	8	3	12	6	5	18	100	98%
led a skitt	25	8	13	8	3	11	6	5	18	97	95%
applied a	20	6	13	2	1	12	3	2	16	75	73%
cleaned a	12	5	13	2	3	12	1	4	16	68	66%
body clip	10	5	12	3	1	10	2	3	13	62	60%
are comf	23	8	13	8	3	12	6	5	18	96	94%
heald a jc	21	7	13	7	3	12	5	5	17	90	88%
loaded a l	20	7	13	8	3	9	5	5	14	84	82%
lunged a l	23	8	13	7	3	11	5	5	18	93	91%
lunged a l	13	4	11	6	1	6	2	4	11	76	74%
Worked a	15	8	13	8	3	12	5	5	18	87	85%
bathed a l	24	8	13	8	3	12	6	5	18	97	95%
applied a	20	8	13	3	2	12	4	4	19	85	83%
washed, c	18	8	12	4	2	8	4	3	15	74	73%
clipped a	10	6	13	3	1	10	3	4	14	64	62%
can stand	10	6	12	2	1	11	3	4	13	62	60%
Heald for	22	6	12	8	3	11	5	5	16	88	86%
loaded a l	16	6	10	7	1	8	4	5	13	70	69%
long lined	7	5	9	3	1	5	1	3	14	48	47%
driven a t	9	4	8	1	0	5	3	1	12	43	42%
turned ou	26	7	11	8	3	12	6	3	17	93	91%
managed	21	6	11	7	2	12	4	3	15	81	79%
Managed	14	5	10	4	1	12	1	2	11	60	59%
Braided a	9	4	5	3	0	3	1	2	7	34	33%
French br	11	5	6	2	1	5	2	3	7	69	67%
braided a	20	5	6	6	3	8	4	2	13	67	65%
banded a	10	4	9	2	2	7	1	1	10	56	64%
put in a fc	7	3	9	2	0	1	2	0	8	32	31%

#### Re-Ocurring test question problems

Roughage & forage being listed as a type of hay/nutrient  
Amino acids & supplements being listed as a nutrient group  
Tetanus Spelling: Tetinitis, Tetruss, tetnitus,  
some wrote Cold Poltice: Shrinks the muscles  
Foot Falls not being numbered just drawings of feet.  
Pony maximum height being 14.3 or above. Might be confused thinking the pony has to be under 14.3 instead of 14.2. Many wrote 14.3.  
Calling the croup the weakest region of the back or getting it mixed up with the loin.  
Alf cubes/alfalfa being a roughage supplement when the answer is beetpulp.  
Dose syringe being 10/12/14 CC. Hardly any wrote 60 CC  
Had a hard time circling all three of question #1 about skeleton growth  
Front Weight distribution normally too high 75%+  
Labeling the leg as Hoof, Pastern, and ergot not internal structures  
Confused roaring with heaves/COPD  
Thinking that de-worming happens every few weeks/months  
Collection: Slowing down, smaller steps, on the bit, head in, balled up.  
Spelling: Hawk, superdistal, beef bulk  
Writing "Hoof wall" for the edge of the sensitive laminae where it combines with the insensitive and is visible as we pick up a horses foot.  
No one knew what AEP stood for. Or did not understand to write it.  
Many said the structures you avoid in IM shot are the arteries and veins. Not much nuchal ligament knowledge and mislabeled on the drawings. I.e spine on the top.  
Diagonal aids is the riders right side and the horses left side working together. For example, the right leg of the rider goes the front left leg of the horse.



## Final Project Barn Upload

Homework in Projects & Homework

15 due **Tuesday 4/18, Closed**

Download all files

Edit all grades

[More ▾](#)

### Student Results

▲ Student	Files	Grade	Turned in
Barker, Emily	4	150/150, A (100%)	4/17/2017 11:08:14 PM
Blevins, Makenna Louise	1	148/150, A (98.67%)	4/18/2017 5:04:44 PM
Brison, Morgan	2	142/150, A (94.67%)	4/18/2017 3:13:50 PM
Cartee, Kassandra Ann	1	139/150, B (92.67%)	4/19/2017 9:18:19 PM
D'Angelo, Marie	1	126/150, B (84%)	4/18/2017 1:35:50 PM
Engel, Erica Ann	1	143/150, A (95.33%)	4/17/2017 8:56:34 PM
Kloehn, Kayla	1	131/150, B (87.33%)	4/18/2017 12:22:37 PM
Lee, Alley	1	147/150, A (98%)	4/18/2017 8:03:14 AM
Mathis, Alyssa	1	143/150, A (95.33%)	4/18/2017 1:39:30 PM
Nance, Sarah Michele	4	135/150, B (90%)	4/18/2017 12:19:04 PM
O'Rourke, Sarah Elizabeth	2	148/150, A (98.67%)	4/19/2017 8:42:56 PM
Overbay, Nicole	1	150/150, A (100%)	4/18/2017 6:16:34 AM
Peterson, Abby	1	140/150, A (93.33%)	4/18/2017 8:24:51 AM
Riddle, Crystal Nicole	1	136/150, B (90.67%)	4/18/2017 11:57:58 AM
Roettges, Kiana	1	137/150, B (91.33%)	4/18/2017 12:57:46 PM
Struck, Lucia Pulcino	1	146/150, A (97.33%)	4/16/2017 1:29:35 PM
Vinton, Chrissy N	5	144/150, A (96%)	4/18/2017 2:00:00 PM
Walker, Sara	2	136/150, B (90.67%)	4/18/2017 9:42:13 AM
Wasylenko, Rachel	1	51/150, F (34%)	4/18/2017 9:11:16 AM

**Student Results**

▲	Student	Grade	
	Barnes, Grace	99.5/100, A (99.5%)	
	Belke, Melissa	100/100, A (100%)	
	Boster, Marissa	98/100, A (98%)	
	Boyer, Taylor	95/100, A (95%)	
	Brack, Sara	98/100, A (98%)	
	Bradley, Rachel	94/100, A (94%)	
	Branch, Mackenzie	98.5/100, A (98.5%)	
	Bromeling, Kelsey	99.5/100, A (99.5%)	
	Brown, Katie	95/100, A (95%)	
	Endrijaitis, Maddie	85/100, B (85%)	
	Ensz, Annabelle	98.5/100, A (98.5%)	
	Finkel, Taylor	98/100, A (98%)	✓ ✓ ✘
	Harvey, Josie	95/100, A (95%)	
	Johnson, Anna	94/100, A (94%)	
	Kloehn, Kayla	75/100, C (75%)	
	McRae, Sarah	99/100, A (99%)	
	Philbrick, Margaret	85/100, B (85%)	
	Reddish, Addy	94/100, A (94%)	
	Robert, Rebecca	74/100, C (74%)	
	Rush, Olivia	82/100, C (82%)	
	Thompson, Lauren	98/100, A (98%)	

## **Proposed GE Cluster Descriptions – FINAL Version**

### **Critical Analysis: (9 credit hours)**

- Critical Thinking (3 credit hours)
- Ethical Reasoning (3 credit hours)
- Meaning (3 credit hours)

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

### **Creative Expression: (12 credit hours)**

- Communication (9 credit hours)
- Fine & Performing Arts (3 credit hours)

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

### **Quantitative Inquiry: (10 credit hours)**

- Natural Sciences (7 credit hours)
- Mathematics (3 credit hours)

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

### **Society & the Individual: (12 credit hours)**

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

## Proficiency HJ/D Rider Interview

Student: \_\_\_\_\_

Judge: \_\_\_\_\_

### **Hat/Hair**

Score	Criteria	Score
10	Hat is appropriate for the discipline – clean, stylish, well-fitting, and meeting industry standards. Safety harness is properly adjusted and attached. Hair is properly contained under the hat with no wisps of hair escaping. The student is able to explain with 100% accuracy and poise current industry standards for hat type, quality and style. .	
9-8	Hat is appropriate for the discipline, but lacking in one of the following qualifications: clean, stylish, well-fitting, and meeting industry standards. Safety harness is properly adjusted and attached. Hair is properly contained under the hat with no wisps of hair escaping. *Or* the hat meets all qualifications, but the student is unclear on answers regarding hat-use rules in the showring.	
7-6	Hat is appropriate for the discipline, but lacking in two or three of the following qualifications: clean, stylish, well-fitting, and meeting industry standards. Safety harness is properly adjusted and attached. Hair is properly contained under the hat with no wisps of hair escaping. *Or* the hat meets most qualifications, but the student is unclear on answers regarding hat-use rules in the showring.	
5 and under	Hat is inappropriate for the discipline, and/or lacking in three or more of the following qualifications: clean, stylish, well-fitting, and meeting industry standards. Safety harness is properly adjusted and attached. Hair is properly contained under the hat with no wisps of hair escaping. *Or* the hat meets most qualifications, but the student gives clearly incorrect answers to questions regarding hat-use rules in the showring.	

### **Shirt/Neckwear**

Score	Criteria	Score
10	Shirt is appropriate for the discipline – clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Neckware (choker, stocktie or ascot) is properly attached and, if stockpin or other jewelry is used, is correctly attached. The student is able to explain with 100% accuracy and poise current industry standards for shirt and neckwear use and fashion.	
9-8	Shirt is appropriate for the discipline but lacks one of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* neckware (choker, stocktie or ascot) is properly but sloppily attached or, if stockpin or other jewelry is used, is incorrectly attached. The student is able to explain with 100% accuracy and poise current industry standards and fashion for shirt and neckwear use.	
7-6	Shirt is appropriate for the discipline but lacks two or more of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* neckware (choker, stocktie or ascot) is properly but sloppily attached or, if stockpin or other jewelry is used, is incorrectly attached. The student is mostly able to explain with accuracy and poise current industry standards and fashion for shirt and neckwear use, but may be unclear on answers regarding shirts and neckwear.	
5 and under	Shirt is inappropriate for the discipline and/or lacks three or more of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Neckware (choker, stocktie or ascot) is improperly and sloppily attached and/or, if stockpin or other jewelry is used, is incorrectly attached. *Or* the shirt/neckware meets most qualifications, but the student gives clearly incorrect answers to questions regarding shirts/neckwear in the showring.	

### **Breeches**

Score	Criteria	Score
10	Breeches are appropriate for the discipline – clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Belt (if applicable) is well-fitting and appropriate for the discipline. The student is able to explain with 100% accuracy and poise current industry standards and fashions for breeches.	
9-8	Breeches are appropriate for the discipline but lack one of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* belt is inappropriate. The student is able to explain with 100% accuracy and poise current industry standards and fashions for breeches.	
7-6	Breeches are appropriate for the discipline but lack two or three of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *And/or* belt is inappropriate. The student is mostly able to explain with accuracy and poise current industry standards and fashions for breeches and belt use, but may be unclear on answers regarding breeches and belts.	
5 and under	Breeches are inappropriate for the discipline and/or lack three or more of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Belt is inappropriate. *Or* the breeches meet most qualifications, but the student gives clearly incorrect answers to questions regarding breeches/belts in the showring.	

## Boots

Score	Criteria	Score
10	Boots are appropriate for the discipline – clean, stylish, well-fitting, highly polished, and meeting industry standards. Field boots are properly laced. The student is able to explain with 100% accuracy and poise current industry standards and fashions for boots.	
9-8	Boots are appropriate for the discipline but lack one of the following qualifications: clean, stylish, well-fitting, highly polished, and meeting industry standards. *Or* field boots are improperly laced. The student is able to explain with 100% accuracy and poise current industry standards and fashions for boots.	
7-6	Boots are appropriate for the discipline but lack two or three of the following qualifications: clean, stylish, well-fitting, highly polished, and meeting industry standards. *And/or* field boots are laced incorrectly. The student is mostly able to explain with accuracy and poise current industry standards and fashions for boots, but may be unclear on answers regarding boots.	
5 and under	Boots are inappropriate for the discipline and/or lack three or more of the following qualifications: clean, stylish, well-fitting, polished, and meeting industry standards. Field boots are improperly laced. *Or* the breeches meet most qualifications, but the student gives clearly incorrect answers to questions regarding boots in the showring.	

## Coat

score x2

Score	Criteria	Score
10	Coat is appropriate for the discipline – clean, stylish, well-fitting, properly colored, and meeting industry standards. Coat is correctly buttoned, pocket flaps lie flat, color is down. The student is able to explain with 100% accuracy and poise current industry standards and fashions for coats.	
9-8	Coat is appropriate for the discipline but lacks one of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. The student is able to explain with 100% accuracy and poise current industry standards and fashions for coats.	
7-6	Coat is appropriate for the discipline but lacks two or three of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. The student is mostly able to explain with accuracy and poise current industry standards and fashions for coats, but may be unclear on answers regarding coats.	
5 and under	Coat is inappropriate for the discipline and/or lacks three or more of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* the coat meets most qualifications, but the student gives clearly incorrect answers to questions regarding coats in the showring.	

## Gloves/Whips/Spurs

Score	Criteria	Score
10	Gloves/whip/spurs are appropriate for the discipline – clean, stylish, well-fitting, properly colored, and meeting industry standards. Gloves are appropriate color, whip/bat/crop is correct length and style for discipline, spurs straps are clean, spurs are polished and meet industry standards. The student is able to explain with 100% accuracy and poise current industry standards and fashions for gloves/whips/spurs.	
9-8	Gloves/whip/spurs are appropriate for the discipline but lack one of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Gloves are appropriate color, whip/bat/crop is correct length and style for discipline, spurs straps are clean, spurs are polished and meet industry standards. The student is able to explain with 100% accuracy and poise current industry standards and fashions for gloves/whips/spurs.	
7-6	Gloves/whip/spurs are appropriate for the discipline but lack two or three of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Gloves are appropriate color, whip/bat/crop is correct length and style for discipline, spurs straps are clean, spurs are polished and meet industry standards. The student is mostly able to explain with accuracy and poise current industry standards and fashions for gloves/whips/spurs.	
5 and under	Gloves/whip/spurs are inappropriate for the discipline and/or lack more than three of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* the student gives clearly incorrect answers to questions regarding gloves/whips/spurs in the showring.	

## Self Presentation

Score	Criteria	Score
10	Student presents themselves in appearance, demeanor and response to questions in an exemplary manner. Answers to questions are presented with an attitude of confidence and authority, and the student speaks and moves during the inspection with professionalism at all times.	
9-8	Student presents themselves in appearance, demeanor and response to questions in an above average manner. Answers to questions are presented with confidence and authority the majority of the time, but the student sometimes speaks and moves with some hesitation during the inspection.	
7-6	Student presents themselves in appearance, demeanor and response to questions with limited confidence and poise. Answers to questions are hesitant the majority of the time and lacks authority in both answers and movements during the inspection.	
5 and under	Student is unable to present themselves in a professional manner during the inspection. Answers and movements lack confidence and the student is hesitant and unsure of themselves throughout the inspection.	

## Knowledge

score X 2

Score	Criteria	Score
10	Student understands all requirements for showring, understands current fashions, and is able to describe in detail different style and color options for each item of clothing. Student understands rulebook and can quote rules and exceptions. Student has a clear understanding of what "ideal" is.	
9-8	Student understands most requirements for showring, understands current fashions, and is able to describe in detail different style and color options for each item of clothing. Student is mostly clear regarding the rulebook and can quote rules and exceptions. Student has an understanding of what "ideal" is.	
7-6	Student has rudimentary understanding of requirements for showring, or is unclear on current fashions, or is unable to describe in detail different style and color options for each item of clothing. Student is mostly clear regarding the rulebook and can quote rules and exceptions. Student has only the most marginal understanding of what "ideal" is.	
5 and under	Student lacks understanding of most requirements for showring, is unclear on current fashions, and is unable to describe in detail different style and color options for each item of clothing. Student has no clear knowledge regarding rules for attire in the showring. Student is not able to articulate an understanding of what "ideal" is.	

Total points possible: 100

Total Points : \_\_\_\_\_

## Proficiency HJ/D Rider Interview

Student: \_\_\_\_\_

Judge: \_\_\_\_\_

### **Hat/Hair**

Score	Criteria	Score
10	Hat is appropriate for the discipline – clean, stylish, well-fitting, and meeting industry standards. Safety harness is properly adjusted and attached. Hair is properly contained under the hat with no wisps of hair escaping. The student is able to explain with 100% accuracy and poise current industry standards for hat type, quality and style. .	
9-8	Hat is appropriate for the discipline, but lacking in one of the following qualifications: clean, stylish, well-fitting, and meeting industry standards. Safety harness is properly adjusted and attached. Hair is properly contained under the hat with no wisps of hair escaping. *Or* the hat meets all qualifications, but the student is unclear on answers regarding hat-use rules in the showring.	
7-6	Hat is appropriate for the discipline, but lacking in two or three of the following qualifications: clean, stylish, well-fitting, and meeting industry standards. Safety harness is properly adjusted and attached. Hair is properly contained under the hat with no wisps of hair escaping. *Or* the hat meets most qualifications, but the student is unclear on answers regarding hat-use rules in the showring.	
5 and under	Hat is inappropriate for the discipline, and/or lacking in three or more of the following qualifications: clean, stylish, well-fitting, and meeting industry standards. Safety harness is properly adjusted and attached. Hair is properly contained under the hat with no wisps of hair escaping. *Or* the hat meets most qualifications, but the student gives clearly incorrect answers to questions regarding hat-use rules in the showring.	

### **Shirt/Neckwear**

Score	Criteria	Score
10	Shirt is appropriate for the discipline – clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Neckware (choker, stocktie or ascot) is properly attached and, if stockpin or other jewelry is used, is correctly attached. The student is able to explain with 100% accuracy and poise current industry standards for shirt and neckwear use and fashion.	
9-8	Shirt is appropriate for the discipline but lacks one of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* neckware (choker, stocktie or ascot) is properly but sloppily attached or, if stockpin or other jewelry is used, is incorrectly attached. The student is able to explain with 100% accuracy and poise current industry standards and fashion for shirt and neckwear use.	
7-6	Shirt is appropriate for the discipline but lacks two or more of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* neckware (choker, stocktie or ascot) is properly but sloppily attached or, if stockpin or other jewelry is used, is incorrectly attached. The student is mostly able to explain with accuracy and poise current industry standards and fashion for shirt and neckwear use, but may be unclear on answers regarding shirts and neckwear.	
5 and under	Shirt is inappropriate for the discipline and/or lacks three or more of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Neckware (choker, stocktie or ascot) is improperly and sloppily attached and/or, if stockpin or other jewelry is used, is incorrectly attached. *Or* the shirt/neckware meets most qualifications, but the student gives clearly incorrect answers to questions regarding shirts/neckwear in the showring.	

### **Breeches**

Score	Criteria	Score
10	Breeches are appropriate for the discipline – clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Belt (if applicable) is well-fitting and appropriate for the discipline. The student is able to explain with 100% accuracy and poise current industry standards and fashions for breeches.	
9-8	Breeches are appropriate for the discipline but lack one of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* belt is inappropriate. The student is able to explain with 100% accuracy and poise current industry standards and fashions for breeches.	
7-6	Breeches are appropriate for the discipline but lack two or three of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *And/or* belt is inappropriate. The student is mostly able to explain with accuracy and poise current industry standards and fashions for breeches and belt use, but may be unclear on answers regarding breeches and belts.	
5 and under	Breeches are inappropriate for the discipline and/or lack three or more of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Belt is inappropriate. *Or* the breeches meet most qualifications, but the student gives clearly incorrect answers to questions regarding breeches/belts in the showring.	

## Boots

Score	Criteria	Score
10	Boots are appropriate for the discipline – clean, stylish, well-fitting, highly polished, and meeting industry standards. Field boots are properly laced. The student is able to explain with 100% accuracy and poise current industry standards and fashions for boots.	
9-8	Boots are appropriate for the discipline but lack one of the following qualifications: clean, stylish, well-fitting, highly polished, and meeting industry standards. *Or* field boots are improperly laced. The student is able to explain with 100% accuracy and poise current industry standards and fashions for boots.	
7-6	Boots are appropriate for the discipline but lack two or three of the following qualifications: clean, stylish, well-fitting, highly polished, and meeting industry standards. *And/or* field boots are laced incorrectly. The student is mostly able to explain with accuracy and poise current industry standards and fashions for boots, but may be unclear on answers regarding boots.	
5 and under	Boots are inappropriate for the discipline and/or lack three or more of the following qualifications: clean, stylish, well-fitting, polished, and meeting industry standards. Field boots are improperly laced. *Or* the breeches meet most qualifications, but the student gives clearly incorrect answers to questions regarding boots in the showring.	

## Coat

score x2

Score	Criteria	Score
10	Coat is appropriate for the discipline – clean, stylish, well-fitting, properly colored, and meeting industry standards. Coat is correctly buttoned, pocket flaps lie flat, color is down. The student is able to explain with 100% accuracy and poise current industry standards and fashions for coats.	
9-8	Coat is appropriate for the discipline but lacks one of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. The student is able to explain with 100% accuracy and poise current industry standards and fashions for coats.	
7-6	Coat is appropriate for the discipline but lacks two or three of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. The student is mostly able to explain with accuracy and poise current industry standards and fashions for coats, but may be unclear on answers regarding coats.	
5 and under	Coat is inappropriate for the discipline and/or lacks three or more of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* the coat meets most qualifications, but the student gives clearly incorrect answers to questions regarding coats in the showring.	

## Gloves/Whips/Spurs

Score	Criteria	Score
10	Gloves/whip/spurs are appropriate for the discipline – clean, stylish, well-fitting, properly colored, and meeting industry standards. Gloves are appropriate color, whip/bat/crop is correct length and style for discipline, spurs straps are clean, spurs are polished and meet industry standards. The student is able to explain with 100% accuracy and poise current industry standards and fashions for gloves/whips/spurs.	
9-8	Gloves/whip/spurs are appropriate for the discipline but lack one of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Gloves are appropriate color, whip/bat/crop is correct length and style for discipline, spurs straps are clean, spurs are polished and meet industry standards. The student is able to explain with 100% accuracy and poise current industry standards and fashions for gloves/whips/spurs.	
7-6	Gloves/whip/spurs are appropriate for the discipline but lack two or three of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. Gloves are appropriate color, whip/bat/crop is correct length and style for discipline, spurs straps are clean, spurs are polished and meet industry standards. The student is mostly able to explain with accuracy and poise current industry standards and fashions for gloves/whips/spurs.	
5 and under	Gloves/whip/spurs are inappropriate for the discipline and/or lack more than three of the following qualifications: clean, stylish, well-fitting, appropriately colored, and meeting industry standards. *Or* the student gives clearly incorrect answers to questions regarding gloves/whips/spurs in the showring.	

## Self Presentation

Score	Criteria	Score
10	Student presents themselves in appearance, demeanor and response to questions in an exemplary manner. Answers to questions are presented with an attitude of confidence and authority, and the student speaks and moves during the inspection with professionalism at all times.	
9-8	Student presents themselves in appearance, demeanor and response to questions in an above average manner. Answers to questions are presented with confidence and authority the majority of the time, but the student sometimes speaks and moves with some hesitation during the inspection.	
7-6	Student presents themselves in appearance, demeanor and response to questions with limited confidence and poise. Answers to questions are hesitant the majority of the time and lacks authority in both answers and movements during the inspection.	
5 and under	Student is unable to present themselves in a professional manner during the inspection. Answers and movements lack confidence and the student is hesitant and unsure of themselves throughout the inspection.	

## Knowledge

score X 2

Score	Criteria	Score
10	Student understands all requirements for showring, understands current fashions, and is able to describe in detail different style and color options for each item of clothing. Student understands rulebook and can quote rules and exceptions. Student has a clear understanding of what "ideal" is.	
9-8	Student understands most requirements for showring, understands current fashions, and is able to describe in detail different style and color options for each item of clothing. Student is mostly clear regarding the rulebook and can quote rules and exceptions. Student has an understanding of what "ideal" is.	
7-6	Student has rudimentary understanding of requirements for showring, or is unclear on current fashions, or is unable to describe in detail different style and color options for each item of clothing. Student is mostly clear regarding the rulebook and can quote rules and exceptions. Student has only the most marginal understanding of what "ideal" is.	
5 and under	Student lacks understanding of most requirements for showring, is unclear on current fashions, and is unable to describe in detail different style and color options for each item of clothing. Student has no clear knowledge regarding rules for attire in the showring. Student is not able to articulate an understanding of what "ideal" is.	

Total points possible: 100

Total Points : \_\_\_\_\_

Name: \_\_\_\_\_

Horse #2 \_\_\_\_\_

Pass	Fail	Skill Set
		Rider is able to demonstrate control, a hunter frame and an overall quality of proficient horsemanship in their warm up for an over fences round.
		Rider demonstrates control, proper ring etiquette and usefulness in their use of warm up over a schooling fence.
		Rider demonstrates mounting with ease, safety and confidence. Mounting block to be used
		Rider demonstrates knowledge of the course
		Fence #1 - Rider approaches on the correct lead, has a workmanlike position over the fence.
		Fence #2 - Rider approaches on the correct lead, has a workmanlike position over the fence. Can be a simple change approach
		Fence #3 - Rider approaches correctly and has a workmanlike position over the fence.
		Fence #4 - Rider approaches on the correct lead, has a workmanlike position over the fence. Can be a simple change approach
		Fence #5 - Rider approaches on the correct lead, has a workmanlike position over the fence. Can be a simple change approach
		Fence #6 - Rider approach correctly and has a workmanlike position over the fence.
		Rider displays the proper end of the course, coming down from the canter to the walk.
		Rider Demonstrates a halt.
		Rider is able to demonstrate confidence and control in the ride.
		Rider is dressed in appropriate clinic attire with hair properly affixed in helmet, gloves, boots and or 1/2 chaps.
		Horse is properly groomed and tacked up in correct manner as appropriate to horse

Name: \_\_\_\_\_

Horse #1 \_\_\_\_\_

Pass	Fail	Skill Set
		Warm up consists of quality exercises to prepare the horse both mentally and physically for the riding exam. Rider is able to demonstrate control, a hunter frame and an overall quality of proficient horsemanship.
		Walk to trot transitions demonstrating smoothness, ease and promptness to transitions.
		Trot to walk transitions demonstrating smoothness, ease and promptness to transitions.
		Walk to canter transitions, demonstrating smoothness, ease and promptness to transitions
		Canter to walk transitions demonstrating smoothness, ease and promptness to transitions.
		Dropping and picking up stirrups simultaneously at the trot while maintaining balance, control and not having to look down to pickup the stirrups.
		Perform work at the walk, trot and canter without irons, while maintaining balance and control.
		Rider performs a turn on the forehand demonstrating correct aids.
		Rider demonstrates a leg yield using the correct aids in direction determined by testers.
		Immediate identification of diagonals.
		Simple lead change across the diagonal demonstrating control and ease of lead change.
		Dismount demonstrating ease of dismount, safety and correctness of dismount
		Rider rode with balance and confidence throughout the test.
		Rider demonstrated control of their horse and effective guiding and safe arena etiquette
		Overall consistent frame of horse a proficient level for the rider
		Correct hand placement on the reins with appropriate rein length.
		Demonstrate proficient equitations and position throughout test
		Rider is able to identify any incorrect diagonals and does not consistently trot on the wrong diagonal.
		Rider is able to identify any incorrect leads and does not allow the horse to consistently canter on the wrong lead.
		Horse is properly groomed and tack up in the correct manner as appropriate to horse.
		Rider is dressed in proper clinic attire, with hair properly affixed in helmet, gloves, boots or 1/2 chaps

NAME: \_\_\_\_\_

HORSE #1 \_\_\_\_\_

Pass	Fail	Skill Set
		Warm-up consists of quality warm-up exercises to both mentally and physically prepare the horse for the ridden exam. Rider is able to maintain control, frame and an overall quality way of going while demonstrating proficient horsemanship skills.
		Walk to trot transitions demonstrating smoothness, ease & promptness to transitions
		Trot to walk transitions demonstrating smoothness, ease & promptness to transitions
		Walk to canter transitions demonstrating smoothness, ease & promptness to transitions
		Halt to canter transitions demonstrating smoothness, ease & promptness to transitions
		Canter to walk transitions demonstrating smoothness, ease & promptness to transitions
		Dropping and picking up of stirrups simultaneously at the trot while maintaining balance, control & not having to look down for the stirrups.
		Perform the no-stirrups pattern work while maintaining balance and control
		Pattern figures were symmetrical and smoothly executed
		Immediate identification of diagonals
		Simple lead change while demonstrating control and ease of lead change
		Dismount demonstrating ease of dismount, safety and correctness of dismount
		Rider was able to ride with balance and confidence throughout the test
		Rider was able to keep control of their horse with effective guiding and safe arena etiquette
		Overall consistent frame of the horse at a proficient level for the rider
		Correct hand placement on the reins with appropriate rein length
		Demonstration of proficient equitation/position throughout the test
		Rider is able to identify any incorrect diagonals & does not consistently trot on the wrong diagonal
		Rider is able to identify any incorrect leads & does not allow the horse to consistently canter on the wrong lead
		Pattern is ridden with accuracy demonstrating preparation & understanding of the pattern
		Pattern is ridden demonstrating ideal equitation
		Pattern is ridden making reasonable decisions to make the pattern the best it can be

Proficiency Exam FALL 2016							Letter?	
Name	MAJOR	Seat	attempt	Riding	Interview	Written/score		
Lauren Thompson	EQS	SS	retake	PASS	100%	96%	L	
Maddie Endrijaitis	EQS	HJ	retake	PASS	85.20%	94.50%	L	
Seva Perniciano	EQS	HJ	challenge	no attempt	99.70%	83%	L	
Mary Whitley	EQS	W	retake	100%/85.7% PASS	88.00%	89%		
Margaret Philbrick	EQS	SS	retake	NO CREDIT	99.50%	86.50%	L	
Emma Caruso	EQS	SS	challenge	PASS	100.00%	99%	L	
Amanda Isoda	EQS	SS	Retake	NO CREDIT	98%	73.25%	L	
Abby Peterson	EQS	SS	challenge	PASS	98%	96%	L	
					83%	90%		
Proficiency Exam Spring 2017							Notes	
253085	Crystal Riddle	EQS	W	1ST	NO CREDIT	85%	87%	L
281951	Kristi Schones	EQS	W	1ST	PASS	72%	92%	L
250938	Megan Manning	EQS	SS	1ST	NO ATTEMPT	82%	86.50%	L
332152	Victoria Hodges	EQS	D	1ST		94%	60.00%	L
270560	Leana Smith	EQS	D	1ST	PASS	99%	94.00%	L
251219	Anna Johnson	EQS	HJ	1ST		98%	81%	L
280545	Natalie Ciciva	EQA		1ST		100%	86%	L
280545	Natalie Ciciva	EQS	W	1ST	NO CREDIT	82.00%	95.5 EQS%	L
282253	Jennah Arrington	EQS	HJ	1ST	PASS	98.00%	97%	
	Kassi Cartee	EQGS		1ST		91.00%	85.50%	L
	Alyssa Mathis	EQGS		1ST		99.00%	76.50%	L
239017	Alison Heying	EQA		1ST		100.00%	92%	L
239017	Alison Heying	EQS	W	1ST	PASS	87.00%	96.5 EQS%	L
	Marie D'Angelo	EQGS		1ST		100.00%	77.00%	L
256551	Michaela Hibler	EQS	W	RETAKE (2ND)	PASS	81%	83%	L
337324	Rachel Holsteen	EQGS		1ST		100%	92%	L
331385	Lucia Struck	EQGS		1ST		99%	99%	L
333139	Sarah O'Rourke	EQS	D	1ST		98%	88.50%	L
	Kiana Roettgers	EQGS		1ST		no show		
	Margaret Philbrick	EQS	SS	RETAKE (3RD)	NO CREDIT	fall 16	95%	L
	Clare Browning	EQS	D	1ST	PASS	98	90	L
	Annie Dunn-Crouch	EQS	D	1ST		98	94.5	
	Sarah Nance	EQA		1ST		100	75	L
	Koriie Van Winkle	EQGS		1ST		100	76.5	L
	Alyssa Walkley	EQGS		1ST		no show		
	Mary Whitley	EQS	W	RETAKE (3RD)	FALL 16	fall 16	92%	L

## Proficiency Saddle Seat Rider Interview

Student: \_\_\_\_\_

Judge: \_\_\_\_\_

### **HAT/HAIR/MAKE-UP**

Score	Criteria	Score
<b>5</b>	The student is able to explain with 100% accuracy and poise current industry standards for hat shape, style, and purpose. Student demonstrates with confidence their ability to present themselves with hair and make-up that is show ring ready. The student is able to answer questions related to hats, hair, and make-up with 100% accuracy and confidence.	
<b>4</b>	The student is able to explain with 100% accuracy and poise current industry standards for hat shape, style, and purpose. Student demonstrates with confidence their ability to present themselves with hair and make-up that is show ring ready but may need minor adjustments. The student is able to answer questions related to hat, hair and make-up with 100% accuracy but may lack confidence.	
<b>3</b>	The student is able to explain current industry standards for hat shape, style, and purpose but makes one incorrect statement. The student is unable to demonstrate show ring ready hair and make-up without one or more major adjustments. The student answers 1 or 2 related questions incorrectly.	
<b>2 and under</b>	The student is unable to explain current industry standards for hat shape, style, and purpose. Student makes 2 or more incorrect statements. The student fails to demonstrate show ring ready hair and make-up. The student answers 3 or more questions related to hat shape, style, and purpose or hair and make-up standards incorrectly.	

**Additional Comments:** \_\_\_\_\_

### **COAT**

Score	Criteria	Score
<b>10</b>	The student is able to explain with 100% accuracy and poise current industry standards of Saddle Seat coats. Student will be able to explain proper fit as well as the purpose of a formal coat as opposed to an informal coat. Student is able to discuss with confidence and accuracy coat trends, and styles within different Saddle Seat breeds.	
<b>9-8</b>	The student is able to explain with 100% accuracy current industry standards of Saddle Seat coats. The student is able to discuss with accuracy proper fit as well as the purpose of a formal coat as opposed to an informal coat but may lack confidence when speaking. The student is able to discuss limitedly different trends in coats within the different Saddle Seat breeds and is unsure of their answers.	
<b>7-6</b>	The student is able to give a general description of Saddle Seat coats, but makes 1 or 2 incorrect statements, or answers. Student is unable to discuss the proper fit of a coat and cannot tell the differences between an informal and formal coat. Student lacks confidence when answering questions about coat trends in other Saddle Seat breeds.	
<b>5 and below</b>	The student is unable to give a general description of Saddle Seat coats. Student is unaware of fit or differences in informal and formal coats. Student is hesitant and lacks confidence when answering all questions, and cannot discuss trends within the different Saddle Seat breeds.	

**Additional Comments:** \_\_\_\_\_

### **SHIRT/VEST/TIE**

Score	Criteria	Score
<b>5</b>	Student is able to explain with 100% accuracy and poise current trends in shirts, vests, and ties. Student will be confident answering all questions related to shirt, vest, and tie combinations. Knowledge of appropriate fabrics and colors is apparent. Student will be able to describe with 100% accuracy industry standards for these items, and their appropriate application.	
<b>4</b>	Student is able to explain with 100% accuracy current trends in shirts, vests, and ties but may lack confidence with their answers. Student may be hesitant when describing industry standards for these items, and their appropriate application.	
<b>3</b>	Student is able to explain current trends in shirts, vest, and ties but has no knowledge of appropriate fabrics or colors. Student has 1 incorrect statement. Student displays limited knowledge of industry standards, and has 1 or 2 incorrect answers related to shirts, vests, and ties.	
<b>2 and under</b>	Student is unable to discuss current trends in shirts, vests, and ties. Student struggles with knowledge of appropriate fabrics and industry standards. The student has 3 or more incorrectly answered questions.	

**Additional Comments:** \_\_\_\_\_

## JODPHURS

Score	Criteria	Score
<b>10</b>	Student is able to explain with 100 % accuracy the proper fit of show jodphurs. The student is able to discuss differences in type, material, and fit as to function in the show ring. The student is able to answer questions related to show jodphurs with 100% accuracy and confidence.	
<b>9-8</b>	Student is able to explain with 100% accuracy the proper fit of show jodphurs. The student is able to discuss differences in type, material, and fit as to function in the show ring, but may be unsure of some answers. The student is able to answer questions related to show jodphurs with 100% accuracy but may be unsure and lacks confidence with some answers.	
<b>7-6</b>	Student is able to give a general description of the proper fit of show jodphurs. The student makes 1 or 2 incorrect statements, or has 1 or 2 incorrect answers. The student is unable to discuss differences in type, material, and fit as to function in the show ring. Student seems hesitant or unsure of answers.	
<b>5 and under</b>	The student is unable to give a general description of the proper fit of show jodphurs. The student makes 2 or more incorrect statements, or has 2 or more incorrect answers. Student is unable to discuss type, material and fit of the show jodhpur, and is hesitant and lacks knowledge when answering questions.	

**Additional Comments:** \_\_\_\_\_

## BOOTS

Score	Criteria	Score
<b>5</b>	The student is able to explain with 100% accuracy and poise current trends in boots for the Saddle Seat discipline. The student is able to discuss differences in style, color, and material with authority. The student is able to answer questions related to boots with 100% accuracy and confidence.	
<b>4</b>	The student is able to explain with 100% accuracy current trends in boots for the Saddle Seat discipline. The student is able to discuss differences in style, color, and material. The student is able to answer questions related to boots with 100% accuracy but may seem unsure of answers.	
<b>3</b>	The student is able to explain current trends in boots for the Saddle Seat discipline but has 1 incorrect statement. The student is able to discuss differences in style, color, and material but isn't always accurate. Student responds to general questions related to boots with 1 or 2 incorrect answers.	
<b>2 and under</b>	The student is unable to explain current trends in boots for the Saddle Seat discipline, and makes 2 or more incorrect statements. The student struggles to discuss differences in style, color, or material. The student has 3 or more incorrect answers related to boots and may lack confidence and authority.	

**Additional Comments:** \_\_\_\_\_

## GLOVES/SPURS

Score	Criteria	Score
<b>5</b>	Student is able to explain with 100% accuracy and poise the proper use of gloves and spurs when showing the Saddle Seat horse. Student can describe what types of spurs and gloves are appropriate for what classes. Student is able to answer questions related to gloves and spurs with 100% accuracy.	
<b>4</b>	Student is able to explain with 100% accuracy the proper use of gloves and spurs when showing the Saddle Seat horse. Student can describe what types of spurs and gloves are appropriate for what classes. The student is able to answer questions about gloves and spurs with 100% accuracy but may seem unsure of answers.	
<b>3</b>	Student is able to explain the proper use of gloves and spurs when showing the Saddle Seat horse. Student struggles with what types of gloves and spurs are appropriate for the show ring and makes 1 incorrect statement. The student responds to general questions about gloves and spurs but may have 1 or 2 incorrect answers.	
<b>2 and under</b>	Student is unable to explain the proper use of gloves and spurs when showing the Saddle Seat horse. Student is unable to explain appropriate usage of gloves and spurs in the show ring and has 3 or more incorrect answers.	

**Additional Comments:** \_\_\_\_\_

## SELF PRESENTATION

Score	Criteria	Score
<b>5</b>	The student presents themselves as a professional in dress, action, and speech throughout the interview. The student demonstrates their attention to detail and a thorough knowledge of Saddle Seat personal presentation methods. The student is able to answer questions with confidence, authority, and accuracy.	
<b>4</b>	The student presents themselves as a professional in dress, action, and speech throughout the interview. The student demonstrates their attention to detail and a thorough knowledge of Saddle Seat personal presentation methods. The student is able to answer all of the questions accurately but may lack confidence in some areas.	
<b>3</b>	The student presents themselves in an average manner in dress, action, and speech throughout the interview. The student does not display an attention to detail in their appearance, and has 1 or 2 incorrect answers.	
<b>2 and under</b>	The student is unable to present themselves in a professional manner. A lack of attention to detail is apparent. The student answers 3 or more questions incorrectly and lacks confidence, poise, and authority.	

**Additional Comments:** \_\_\_\_\_

## CORRECTNESS OF ATTIRE

Score	Criteria	Score
<b>5</b>	Student presents themselves in suitable competition attire and is able to answer questions with 100% accuracy while maintaining poise and confidence.	
<b>4</b>	Student presents themselves in suitable competition attire but it needs one minor adjustment. Student able to answer questions with 100% accuracy but is unsure or hesitant with some answers.	
<b>3</b>	Student presents themselves in competition attire that needs one major adjustment. Student gives one incorrect statement or answer, and is hesitant and unsure.	
<b>2 and under</b>	Student presents themselves in attire that would not be suitable for the show ring. Attire could not be adjusted enough to be suitable for the show ring. Student gives two or more incorrect answers, and is not able to answer with confidence or authority.	

**Additional Comments:** \_\_\_\_\_

**TOTAL SCORE:** \_\_\_\_\_

## Proficiency Saddle Seat Rider Interview

Student: \_\_\_\_\_

Judge: \_\_\_\_\_

### **HAT/HAIR/MAKE-UP**

Score	Criteria	Score
<b>5</b>	The student is able to explain with 100% accuracy and poise current industry standards for hat shape, style, and purpose. Student demonstrates with confidence their ability to present themselves with hair and make-up that is show ring ready. The student is able to answer questions related to hats, hair, and make-up with 100% accuracy and confidence.	
<b>4</b>	The student is able to explain with 100% accuracy and poise current industry standards for hat shape, style, and purpose. Student demonstrates with confidence their ability to present themselves with hair and make-up that is show ring ready but may need minor adjustments. The student is able to answer questions related to hat, hair and make-up with 100% accuracy but may lack confidence.	
<b>3</b>	The student is able to explain current industry standards for hat shape, style, and purpose but makes one incorrect statement. The student is unable to demonstrate show ring ready hair and make-up without one or more major adjustments. The student answers 1 or 2 related questions incorrectly.	
<b>2 and under</b>	The student is unable to explain current industry standards for hat shape, style, and purpose. Student makes 2 or more incorrect statements. The student fails to demonstrate show ring ready hair and make-up. The student answers 3 or more questions related to hat shape, style, and purpose or hair and make-up standards incorrectly.	

**Additional Comments:** \_\_\_\_\_

### **COAT**

Score	Criteria	Score
<b>10</b>	The student is able to explain with 100% accuracy and poise current industry standards of Saddle Seat coats. Student will be able to explain proper fit as well as the purpose of a formal coat as opposed to an informal coat. Student is able to discuss with confidence and accuracy coat trends, and styles within different Saddle Seat breeds.	
<b>9-8</b>	The student is able to explain with 100% accuracy current industry standards of Saddle Seat coats. The student is able to discuss with accuracy proper fit as well as the purpose of a formal coat as opposed to an informal coat but may lack confidence when speaking. The student is able to discuss limitedly different trends in coats within the different Saddle Seat breeds and is unsure of their answers.	
<b>7-6</b>	The student is able to give a general description of Saddle Seat coats, but makes 1 or 2 incorrect statements, or answers. Student is unable to discuss the proper fit of a coat and cannot tell the differences between an informal and formal coat. Student lacks confidence when answering questions about coat trends in other Saddle Seat breeds.	
<b>5 and below</b>	The student is unable to give a general description of Saddle Seat coats. Student is unaware of fit or differences in informal and formal coats. Student is hesitant and lacks confidence when answering all questions, and cannot discuss trends within the different Saddle Seat breeds.	

**Additional Comments:** \_\_\_\_\_

### **SHIRT/VEST/TIE**

Score	Criteria	Score
<b>5</b>	Student is able to explain with 100% accuracy and poise current trends in shirts, vests, and ties. Student will be confident answering all questions related to shirt, vest, and tie combinations. Knowledge of appropriate fabrics and colors is apparent. Student will be able to describe with 100% accuracy industry standards for these items, and their appropriate application.	
<b>4</b>	Student is able to explain with 100% accuracy current trends in shirts, vests, and ties but may lack confidence with their answers. Student may be hesitant when describing industry standards for these items, and their appropriate application.	
<b>3</b>	Student is able to explain current trends in shirts, vest, and ties but has no knowledge of appropriate fabrics or colors. Student has 1 incorrect statement. Student displays limited knowledge of industry standards, and has 1 or 2 incorrect answers related to shirts, vests, and ties.	
<b>2 and under</b>	Student is unable to discuss current trends in shirts, vests, and ties. Student struggles with knowledge of appropriate fabrics and industry standards. The student has 3 or more incorrectly answered questions.	

**Additional Comments:** \_\_\_\_\_

## JODPHURS

Score	Criteria	Score
<b>10</b>	Student is able to explain with 100 % accuracy the proper fit of show jodphurs. The student is able to discuss differences in type, material, and fit as to function in the show ring. The student is able to answer questions related to show jodphurs with 100% accuracy and confidence.	
<b>9-8</b>	Student is able to explain with 100% accuracy the proper fit of show jodphurs. The student is able to discuss differences in type, material, and fit as to function in the show ring, but may be unsure of some answers. The student is able to answer questions related to show jodphurs with 100% accuracy but may be unsure and lacks confidence with some answers.	
<b>7-6</b>	Student is able to give a general description of the proper fit of show jodphurs. The student makes 1 or 2 incorrect statements, or has 1 or 2 incorrect answers. The student is unable to discuss differences in type, material, and fit as to function in the show ring. Student seems hesitant or unsure of answers.	
<b>5 and under</b>	The student is unable to give a general description of the proper fit of show jodphurs. The student makes 2 or more incorrect statements, or has 2 or more incorrect answers. Student is unable to discuss type, material and fit of the show jodhpur, and is hesitant and lacks knowledge when answering questions.	

**Additional Comments:** \_\_\_\_\_

## BOOTS

Score	Criteria	Score
<b>5</b>	The student is able to explain with 100% accuracy and poise current trends in boots for the Saddle Seat discipline. The student is able to discuss differences in style, color, and material with authority. The student is able to answer questions related to boots with 100% accuracy and confidence.	
<b>4</b>	The student is able to explain with 100% accuracy current trends in boots for the Saddle Seat discipline. The student is able to discuss differences in style, color, and material. The student is able to answer questions related to boots with 100% accuracy but may seem unsure of answers.	
<b>3</b>	The student is able to explain current trends in boots for the Saddle Seat discipline but has 1 incorrect statement. The student is able to discuss differences in style, color, and material but isn't always accurate. Student responds to general questions related to boots with 1 or 2 incorrect answers.	
<b>2 and under</b>	The student is unable to explain current trends in boots for the Saddle Seat discipline, and makes 2 or more incorrect statements. The student struggles to discuss differences in style, color, or material. The student has 3 or more incorrect answers related to boots and may lack confidence and authority.	

**Additional Comments:** \_\_\_\_\_

## GLOVES/SPURS

Score	Criteria	Score
<b>5</b>	Student is able to explain with 100% accuracy and poise the proper use of gloves and spurs when showing the Saddle Seat horse. Student can describe what types of spurs and gloves are appropriate for what classes. Student is able to answer questions related to gloves and spurs with 100% accuracy.	
<b>4</b>	Student is able to explain with 100% accuracy the proper use of gloves and spurs when showing the Saddle Seat horse. Student can describe what types of spurs and gloves are appropriate for what classes. The student is able to answer questions about gloves and spurs with 100% accuracy but may seem unsure of answers.	
<b>3</b>	Student is able to explain the proper use of gloves and spurs when showing the Saddle Seat horse. Student struggles with what types of gloves and spurs are appropriate for the show ring and makes 1 incorrect statement. The student responds to general questions about gloves and spurs but may have 1 or 2 incorrect answers.	
<b>2 and under</b>	Student is unable to explain the proper use of gloves and spurs when showing the Saddle Seat horse. Student is unable to explain appropriate usage of gloves and spurs in the show ring and has 3 or more incorrect answers.	

**Additional Comments:** \_\_\_\_\_

## SELF PRESENTATION

Score	Criteria	Score
<b>5</b>	The student presents themselves as a professional in dress, action, and speech throughout the interview. The student demonstrates their attention to detail and a thorough knowledge of Saddle Seat personal presentation methods. The student is able to answer questions with confidence, authority, and accuracy.	
<b>4</b>	The student presents themselves as a professional in dress, action, and speech throughout the interview. The student demonstrates their attention to detail and a thorough knowledge of Saddle Seat personal presentation methods. The student is able to answer all of the questions accurately but may lack confidence in some areas.	
<b>3</b>	The student presents themselves in an average manner in dress, action, and speech throughout the interview. The student does not display an attention to detail in their appearance, and has 1 or 2 incorrect answers.	
<b>2 and under</b>	The student is unable to present themselves in a professional manner. A lack of attention to detail is apparent. The student answers 3 or more questions incorrectly and lacks confidence, poise, and authority.	

**Additional Comments:** \_\_\_\_\_

## CORRECTNESS OF ATTIRE

Score	Criteria	Score
<b>5</b>	Student presents themselves in suitable competition attire and is able to answer questions with 100% accuracy while maintaining poise and confidence.	
<b>4</b>	Student presents themselves in suitable competition attire but it needs one minor adjustment. Student able to answer questions with 100% accuracy but is unsure or hesitant with some answers.	
<b>3</b>	Student presents themselves in competition attire that needs one major adjustment. Student gives one incorrect statement or answer, and is hesitant and unsure.	
<b>2 and under</b>	Student presents themselves in attire that would not be suitable for the show ring. Attire could not be adjusted enough to be suitable for the show ring. Student gives two or more incorrect answers, and is not able to answer with confidence or authority.	

**Additional Comments:** \_\_\_\_\_

**TOTAL SCORE:** \_\_\_\_\_

### **EQA/EQGS Senior Interviews**

Make sure that each senior has ONE assessors complete an interview rubric. We don't need double forms as this is more of a senior comparison to what the sophomores will be doing for their proficiency interview.

This interview can be done in a group/informal setting by asking the group to introduce themselves and then asking them to talk about their career goals. After hearing what their career goals are, you can ask them whatever industry question you think will give you some insight into their level of knowledge about the field.

They have not been asked the "dress" for an interview, so keep this in mind when scoring the back of the rubric (self-presentation). We want to use this to see if our added EQA and EQGS proficiency tests starts to boost our seniors in their interview ability.

The folder includes enough blank rubrics for all who signed up for an interview time and a few extras. I have scanned and emailed the sign-up sheet to all students who are interviewing tomorrow and a copy of the sheet it also in the folder.

Please fill in the next group of assessors so that they can keep things going!

**9-10 Karen and Laura**

**10-11 Liz and Sarah**

**11-12 Jean and Michele**

<b>10 = A 100-93%</b>	<b>9 = B 92-83%</b>	<b>8 = C 82-73%</b>	<b>7 = D 72-63%</b>	<b>6 = F 62% &amp; below</b>
I am proactive in maintaining flawless clipping, manes, and tails of all of the horses in my string.	Clipping, manes and tails have been taken care of in a manner that is above average	All of the horses in my string are clipped and their manes have been pulled or are appropriately maintained according to the instructions of my seat instructor. All of their tails are being appropriately cared for according to my seat instructor's wishes.	The horses in my string are sporadically maintained. Sometimes the horses are clipped according to the SI wishes. My horse's manes are in the process of being pulled. My horse's tails have been washed at some point during the semester. They might be falling out of the socks or the braids or are being rubbed and I must be reminded to fix them or manage them.	The horses in my string are not being well cared for. Their clipping, manes, and tails have been neglected and the seat instructor has to constantly remind the student to improve in this area of caretaking.
I am completely pro-active in the management of my horses' special needs (with the assistance of my seat instructor and the head keeper). I carry out very correctly any special instructions my SI or the HK may have until further notice regarding any of the horses in my string. My keeper log is updated each day and has all of the necessary information included in it.	I carry out correctly any special instructions of my SI or the HK may have regarding any of the horses in my string. I ask questions so that I may actively learn. My keeper log has all of the required information and is updated each week.	I carry out any special instructions my SI or the HK have given me until further notice regarding any of the horses in my string. My keeper log is updated and has all of the necessary information in it.	I am inconsistent in carrying out any special instructions my SI or the HK may have regarding any of the horses in my string. My keeper log is not updated regularly and does not have all necessary information in it.	I cannot manage my time well enough to carry out special instructions for any horses in my string. I make mistakes. I do not question, ask or try to understand what I have been asked to do. I do not keep satisfactory records for the horses in my string. I give my horses supplements or drugs that were not approved by my string instructor, or fail to give my horses required drugs or supplements.
My horses have current and completely legible feed cards at all times with current student information on them. The keeper maintains this level of excellence without prompting from the instructor.	My horses have current and completely legible feed cards at all times with current student information on them.	My horses have current and completely legible feed cards at all times with current student information on them according to the wishes of my seat instructor.	My horses have feed cards. They are not kept up to date and are sometimes legible sometimes not. I have to be reminded.	My horse's feed cards are seldom updated according to the wishes of my seat instructor. My feed cards are at times illegible. I have to be reminded several times.
I have not missed a single scheduled morning check, lunch or night meds feeding. I always show up at least 10 minutes before my scheduled chore time. I leave the barn immaculately clean. When I am finished I	I have not missed a single scheduled morning check, lunch or night meds feeding. I show up at least 5 minutes before my scheduled chore time. I	I have not missed a single scheduled morning check, lunch or night meds feeding. I show up at my scheduled time to do my barn duties. My barn chores are always	I have missed one scheduled morning check, lunch or night meds feeding. I am late to the barn to carry out my scheduled duties.	I have missed more than one scheduled morning check, lunch or night meds feeding. Sometimes I choose not to do my scheduled barn duties.

rake and sweep where I am supposed to.	clean up after myself and help others.	completed to a satisfactory level.		
My horses are turned out promptly and are always taken out of the turnout lots on time so that the turnout schedule stays in place. If there are fellow keepers who need assistance with their turnout horses I will always offer to help.	My horses are always turned out promptly and taken out of the turnout lots a little early so that the turnout schedule stays in place. They are always turned out appropriately and safely.	My horses are out of the turnout lot at the appropriate time and are turned out in a safe and appropriate manner.	My horses are frequently turned out late and/or left in the turnout lot until the last minute creating a problem for the other keepers. I demonstrate unsafe turnout practices.	I fail to turn out my horses and/or get my horses in from the turnout lots when I feel like it. I do not demonstrate concern for upsetting schedules and imposing on other keepers.
My horses are kept blanketed when temperatures are appropriate, and blankets are removed promptly when the temperature rises. My horses' blankets are always clean and fit well. I have the ability to communicate if any of my horses need a different blanket or if my blankets are dirty and need to be laundered.	My horses are kept blanketed when temperatures are appropriate, and blankets are removed promptly when the temperature rises. Each of my horses has a blanket that fits. I attempt to keep my blankets clean by brushing them off daily.	My horses are kept blanketed during the day when temperatures are appropriate, and blankets are removed promptly when the temperature rises. Each of my horses has a blanket that fits.	Sometimes my horses either need their blankets on or off and I need to be reminded to do so by my seat instructor. My horses have ill fitting blankets and I do not correct the problem. I let my blankets get dirty and unkempt. I leave them on the ground when not on the horse. I let them get dirty when hanging on the door of the stall.	My horses are left without blankets when it is too cold. My blankets have been left on when the weather is too hot. My blankets do not fit my horses. My blankets are dirty, left on the ground, dirty on the stall front, dirty when hanging on blanket racks. I show little effort in keeping them clean and ready to be used at any time.
I always volunteer for colic watches, appear at least 10 minutes before my scheduled time to determine current procedures, and take my responsibilities very seriously.	I always volunteer for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I volunteer reluctantly for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I have to be hunted down and forced to sign up for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I refuse to volunteer for colic watches and/or fail to appear at my scheduled time.
I communicate with my SI, the HK and my fellow keepers at all times. I am always available to help if needed. I present myself like a professional at all times. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I always respect the needs of the Equestrian Community when it comes to exercising the horses in my string. I take the initiative in all areas of my class, and make sure that my horses are always cared for at the highest level possible.	I communicate well with my SI, the HK and my fellow keepers. I am becoming consistent with my professional demeanor. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I am learning how to respect the needs of the Equestrian Community when it comes to exercising the horses in my string. I am learning how to take initiative in this class. My horses are cared for in a satisfactory manner.	I communicate well with my seat instructor and fellow students. I am working on developing a professional demeanor. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I am learning how to navigate the needs of the Equestrian Community when it comes to exercising the horses in my string. I will follow the instructions given to me by my SI and the HK. My horses are cared for in a satisfactory manner.	I have trouble communicating with my SI, the HK or my fellow keepers. My attitude and demeanor vary from good to bad according to my own needs. I disregard the rules pertaining to appropriate clothing worn to the barn. I do not pay attention to the needs of the Equestrian Community when it comes to exercising the horses in my string. I will decide if I want to follow the instructions given to me by my SI or the HK. My horses are somewhat cared for.	My communication skills are not good. I prefer to act immature and selfish when it comes to dealing with my fellow students. I disregard the rules pertaining to appropriate clothing worn to the barn. I do not pay attention to the needs of the Equestrian Community when it comes to exercising the horses in my string. I will decide if I want to follow the instructions given to me by my SI or the HK. I create problems for my fellow

	an above average manner.			students, my seat instructor, the HK and all other people involved in this class.
--	--------------------------	--	--	---

<b>10 = A 100-93%</b>	<b>9 = B 92-83%</b>	<b>8 = C 82-73%</b>	<b>7 = D 72-63%</b>	<b>6 = F 62% &amp; below</b>
I am proactive in maintaining flawless clipping, manes, and tails of all of the horses in my string.	Clipping, manes and tails have been taken care of in a manner that is above average	All of the horses in my string are clipped and their manes have been pulled or are appropriately maintained according to the instructions of my seat instructor. All of their tails are being appropriately cared for according to my seat instructor's wishes.	The horses in my string are sporadically maintained. Sometimes the horses are clipped according to the SI wishes. My horse's manes are in the process of being pulled. My horse's tails have been washed at some point during the semester. They might be falling out of the socks or the braids or are being rubbed and I must be reminded to fix them or manage them.	The horses in my string are not being well cared for. Their clipping, manes, and tails have been neglected and the seat instructor has to constantly remind the student to improve in this area of caretaking.
I am completely pro-active in the management of my horses' special needs (with the assistance of my seat instructor and the head keeper). I carry out very correctly any special instructions my SI or the HK may have until further notice regarding any of the horses in my string. My keeper log is updated each day and has all of the necessary information included in it.	I carry out correctly any special instructions of my SI or the HK may have regarding any of the horses in my string. I ask questions so that I may actively learn. My keeper log has all of the required information and is updated each week.	I carry out any special instructions my SI or the HK have given me until further notice regarding any of the horses in my string. My keeper log is updated and has all of the necessary information in it.	I am inconsistent in carrying out any special instructions my SI or the HK may have regarding any of the horses in my string. My keeper log is not updated regularly and does not have all necessary information in it.	I cannot manage my time well enough to carry out special instructions for any horses in my string. I make mistakes. I do not question, ask or try to understand what I have been asked to do. I do not keep satisfactory records for the horses in my string. I give my horses supplements or drugs that were not approved by my string instructor, or fail to give my horses required drugs or supplements.
My horses have current and completely legible feed cards at all times with current student information on them. The keeper maintains this level of excellence without prompting from the instructor.	My horses have current and completely legible feed cards at all times with current student information on them.	My horses have current and completely legible feed cards at all times with current student information on them according to the wishes of my seat instructor.	My horses have feed cards. They are not kept up to date and are sometimes legible sometimes not. I have to be reminded.	My horse's feed cards are seldom updated according to the wishes of my seat instructor. My feed cards are at times illegible. I have to be reminded several times.
I have not missed a single scheduled morning check, lunch or night meds feeding. I always show up at least 10 minutes before my scheduled chore time. I leave the barn immaculately clean. When I am finished I	I have not missed a single scheduled morning check, lunch or night meds feeding. I show up at least 5 minutes before my scheduled chore time. I	I have not missed a single scheduled morning check, lunch or night meds feeding. I show up at my scheduled time to do my barn duties. My barn chores are always	I have missed one scheduled morning check, lunch or night meds feeding. I am late to the barn to carry out my scheduled duties.	I have missed more than one scheduled morning check, lunch or night meds feeding. Sometimes I choose not to do my scheduled barn duties.

rake and sweep where I am supposed to.	clean up after myself and help others.	completed to a satisfactory level.		
My horses are turned out promptly and are always taken out of the turnout lots on time so that the turnout schedule stays in place. If there are fellow keepers who need assistance with their turnout horses I will always offer to help.	My horses are always turned out promptly and taken out of the turnout lots a little early so that the turnout schedule stays in place. They are always turned out appropriately and safely.	My horses are out of the turnout lot at the appropriate time and are turned out in a safe and appropriate manner.	My horses are frequently turned out late and/or left in the turnout lot until the last minute creating a problem for the other keepers. I demonstrate unsafe turnout practices.	I fail to turn out my horses and/or get my horses in from the turnout lots when I feel like it. I do not demonstrate concern for upsetting schedules and imposing on other keepers.
My horses are kept blanketed when temperatures are appropriate, and blankets are removed promptly when the temperature rises. My horses' blankets are always clean and fit well. I have the ability to communicate if any of my horses need a different blanket or if my blankets are dirty and need to be laundered.	My horses are kept blanketed when temperatures are appropriate, and blankets are removed promptly when the temperature rises. Each of my horses has a blanket that fits. I attempt to keep my blankets clean by brushing them off daily.	My horses are kept blanketed during the day when temperatures are appropriate, and blankets are removed promptly when the temperature rises. Each of my horses has a blanket that fits.	Sometimes my horses either need their blankets on or off and I need to be reminded to do so by my seat instructor. My horses have ill fitting blankets and I do not correct the problem. I let my blankets get dirty and unkempt. I leave them on the ground when not on the horse. I let them get dirty when hanging on the door of the stall.	My horses are left without blankets when it is too cold. My blankets have been left on when the weather is too hot. My blankets do not fit my horses. My blankets are dirty, left on the ground, dirty on the stall front, dirty when hanging on blanket racks. I show little effort in keeping them clean and ready to be used at any time.
I always volunteer for colic watches, appear at least 10 minutes before my scheduled time to determine current procedures, and take my responsibilities very seriously.	I always volunteer for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I volunteer reluctantly for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I have to be hunted down and forced to sign up for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I refuse to volunteer for colic watches and/or fail to appear at my scheduled time.
I communicate with my SI, the HK and my fellow keepers at all times. I am always available to help if needed. I present myself like a professional at all times. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I always respect the needs of the Equestrian Community when it comes to exercising the horses in my string. I take the initiative in all areas of my class, and make sure that my horses are always cared for at the highest level possible.	I communicate well with my SI, the HK and my fellow keepers. I am becoming consistent with my professional demeanor. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I am learning how to respect the needs of the Equestrian Community when it comes to exercising the horses in my string. I am learning how to take initiative in this class. My horses are cared for in a satisfactory manner.	I communicate well with my seat instructor and fellow students. I am working on developing a professional demeanor. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I am learning how to navigate the needs of the Equestrian Community when it comes to exercising the horses in my string. I will follow the instructions given to me by my SI and the HK. My horses are cared for in a satisfactory manner.	I have trouble communicating with my SI, the HK or my fellow keepers. My attitude and demeanor vary from good to bad according to my own needs. I disregard the rules pertaining to appropriate clothing worn to the barn. I do not pay attention to the needs of the Equestrian Community when it comes to exercising the horses in my string. I will decide if I want to follow the instructions given to me by my SI or the HK. My horses are somewhat cared for.	My communication skills are not good. I prefer to act immature and selfish when it comes to dealing with my fellow students. I disregard the rules pertaining to appropriate clothing worn to the barn. I do not pay attention to the needs of the Equestrian Community when it comes to exercising the horses in my string. I will decide if I want to follow the instructions given to me by my SI or the HK. I create problems for my fellow

	an above average manner.			students, my seat instructor, the HK and all other people involved in this class.
--	--------------------------	--	--	---

First Name	Last Name	UserID	Email	Objective 8 (	Objective 7 (	Objective 6 (	Objective 5 (	Objective 6 (	Objective 4 (	Objective 5 (	Objective 4 (	Objective 3 (	Objective 3 (	Objective 2 (	Objective 2 (	Total receive	Total possible score
Grace	Barnes	230732	gebarnes@owls.williamw	40		40		39	39		40	40		238	520		
Melissa	Belke	240181	MABelke@o	38	35	37		38	38	35.5	35		256.5	520			
Marissa	Boster	248888	MDBoster@t	40	36	37		36	40	37.5	40		266.5	520			
Taylor	Boyer	215446	TABoyer@ov	34	32	30		33	34	39	32		234	520			
Sara	Brack	233473	SEBrack@owls.williamwo	37		35		35	38	37.5	37.5	40	260	520			
Mackenzie	Branch	252456	MMBranch@	33	32	38		33	35	35	35.5		241.5	520			
Kelsey	Bromeling	234102	KTBromeling	34	33	31		39	38	38	37		250	520			
Katherine	Brown	254272	KMBrown@c	30	34	34	36	32	36	34	34	38.5	31	32	35	440.5	520
Rebecca	Griffith	248367	REGriffith@owls.williamwoods.edu					38	38	39	39		154	520			
Kayla	Kloehn	248489	KAKloehn@owls.williamw	34		33		32	35	32	34		200	520			
Lauren	Thompson	281895	LMThompson	40	40			34		38	34	39	37		262	520	

## Assessment Rubric1 (EQS 411 Teaching Video 2016)

Name	Follows Assignment Guidelines	Organization of Lesson	Accuracy of Content	Safety and Professionalism	Planning and Preparation
Casey, Christy	Exemplary	Exemplary	Proficient	Exemplary	Exemplary
Cordero, Ciera	Exemplary	Exemplary	Exemplary	Proficient	Exemplary
Johnson, Katherine	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
Rush, Olivia	Exemplary	Exemplary	Exemplary	Proficient	Proficient
Shahinian, Megan	Exemplary	Exemplary	Proficient	Exemplary	Proficient

■ Not Evident ■ Developing ■ Proficient ■ Exemplary

**Activity Assessments Per Group Member**

Generated by: Jennifer Petterson 05/12/2017

**Assessment Rubric1 (EQS 411 Riding Video 2016)**

Name	Assignment Instructions	Creativity and Aesthetic Value	Content	Editing and Proofing	Planning and Preparation
Casey, Christy	Exemplary	Exemplary	Proficient	Proficient	Exemplary
Cordero, Ciera	Exemplary	Exemplary	Exemplary	Proficient	Proficient
Johnson, Katherine	Exemplary	Exemplary	Exemplary	Proficient	Exemplary
Rush, Olivia	Exemplary	Exemplary	Exemplary	Developing	Developing
Shahinian, Megan	Exemplary	Exemplary	Exemplary	Proficient	Exemplary

 Not Evident   Developing   Proficient   Exemplary

Activity Assessments Per Group Member

Generated by: Jennifer Petterson 05/12/2017

Assessment Rubric (EQS 411 Teaching Video 2016)

Name	Follows Assignment Guidelines	Organization of Lesson	Accuracy of Content	Safety and Professionalism	Planning and Preparation
Belke, Melissa	Exemplary	Exemplary	Exemplary	Proficient	Proficient
Boster, Marissa	Exemplary	Proficient	Exemplary	Proficient	Proficient
Boyer, Taylor	Exemplary	Proficient	Proficient	Exemplary	Proficient
Branch, Mackenzie	Exemplary	Proficient	Proficient	Proficient	Proficient
Bromeling, Kelsey	Exemplary	Proficient	Proficient	Exemplary	Exemplary
Brown, Katherine	Proficient	Exemplary	Proficient	Exemplary	Proficient
Thompson, Lauren	Exemplary	Exemplary	Proficient	Exemplary	Exemplary

■ Not Evident ■ Developing ■ Proficient ■ Exemplary

Rubric (EQS 411 Teaching Video 2016)

Name	Follows Assignment Guidelines	Organization of Lesson	Accuracy of Content	Safety and Professionalism	Planning and Preparation
Belke, Melissa	-	-	-	-	-
Boster, Marissa	-	-	-	-	-
Boyer, Taylor	-	-	-	-	-
Branch, Mackenzie	Exemplary	Proficient	Proficient	Exemplary	Exemplary

Activity Assessments Per Group Member

Generated by: Jennifer Petterson 05/12/2017

---

Bromeling, Kelsey	-	-	-	-	-	-
Brown, Katherine	-	-	-	-	-	-
Thompson, Lauren	Exemplary	Exemplary	Proficient	Exemplary	Exemplary	Exemplary

 Not Evident  Developing  Proficient  Exemplary

Activity Assessments Per Group Member

Generated by: Jennifer Petterson 05/12/2017

Assessment Rubric (EQS 411 Riding Video 2016)

Name	Assignment Instructions	Creativity and Aesthetic Value	Content	Editing and Proofing	Planning and Preparation
Belke, Melissa	Exemplary	Exemplary	Exemplary	Proficient	Exemplary
Boster, Marissa	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
Boyer, Taylor	Exemplary	Exemplary	Exemplary	Proficient	Proficient
Branch, Mackenzie	Exemplary	Proficient	Exemplary	Proficient	Exemplary
Bromeling, Kelsey	Exemplary	Proficient	Exemplary	Proficient	Proficient
Brown, Katherine	Exemplary	Exemplary	Proficient	Exemplary	Proficient
Thompson, Lauren	Exemplary	Exemplary	Exemplary	Proficient	Exemplary

■ Not Evident ■ Developing ■ Proficient ■ Exemplary

Rubric (EQS 411 Riding Video 2016)

Name	Assignment Instructions	Creativity and Aesthetic Value	Content	Editing and Proofing	Planning and Preparation
Belke, Melissa	-	-	-	-	-
Boster, Marissa	N/A	N/A	N/A	N/A	N/A
Boyer, Taylor	-	-	-	-	-
Branch, Mackenzie	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary

Activity Assessments Per Group Member

Generated by: Jennifer Petterson 05/12/2017

Bromeling, Kelsey	-	-	-	-	-	-
Brown, Katherine	-	-	-	-	-	-
Thompson, Lauren	Exemplary	Exemplary	Proficient	Exemplary	Proficient	

■ Not Evident ■ Developing ■ Proficient ■ Exemplary

# Proficiency Western Rider Interview

Student: \_\_\_\_\_

Judge: \_\_\_\_\_

## Formal Attire: Classes Judged on the Horse

Score	Criteria	Score
10	The student is able to explain with 100% accuracy and poise current industry standards of rider attire for western pleasure, trail, western riding, reining and other western events where the horse is the priority when being judged. The student is able to discuss with confidence and accuracy the differences between what men, women and children might wear at various levels of competition.	
9-8	The student is able to explain with 100% accuracy current industry standards of rider attire for western pleasure, trail, western riding, reining and other western events where the horse is the priority when being judged, but may do so with some hesitation or lack of confidence. The student is able to discuss the differences between what men, women and children might wear at various levels of competition but seems unsure of answers.	
7-6	The student is able to give a general description of rider attire for western pleasure, trail, western riding, reining and other western events where the horse is the priority when being judged, but makes 1 or 2 incorrect statements or incorrect answers. The student cannot discuss differences in attire between men, women and children with confidence.	
5 and under	The student is unable to give a general description of rider attire for western pleasure, trail, western riding, reining and other western events where the horse is the priority when being judged and makes more than two incorrect statements or incorrect answers. The student is hesitant and lacks confidence when answering questions.	

Additional Comments \_\_\_\_\_

## Formal Attire: Classes Judged on the Rider

Score	Criteria	Score
10	The student is able to explain with 100% accuracy and poise current industry standards of rider attire for horsemanship and western equitation. The student is able to discuss with confidence and accuracy characteristics of horsemanship attire and the differences between trends in various western breeds.	
9-8	The student is able to explain with 100% accuracy current industry standards of rider attire for horsemanship and equitation, but may do so with some hesitation or lack of confidence. The student is able to discuss with accuracy characteristics of horsemanship attire and the differences between trends in various western breeds but may seem unsure or hesitant of answers.	
7-6	The student is able to give a general description of rider attire for horsemanship and equitation, but makes 1 or 2 incorrect statements or incorrect answers. The student cannot discuss characteristics of horsemanship attire and the differences between trends in various western breeds and may seem unsure or hesitant of answers.	
5 and under	The student is unable to give a general description of rider attire for horsemanship and equitation and makes more than two incorrect statements or incorrect answers. The student is hesitant and lacks confidence when answering questions.	

Additional Comments \_\_\_\_\_

## Hats

Score	Criteria	Score
10	The student is able to explain with 100% accuracy and poise current industry standards for hat shape, quality and style. The student is able to discuss with confidence characteristics of an exceptional quality hat and those of a lower quality. The student is quickly and confidently able to identify shaping problems when presented with various examples during the interview with 100% accuracy.	
9-8	The student is able to explain with 100% accuracy the current industry standards for hat shape, quality and style. The student is able to discuss characteristics of an exceptional quality hat and those of a lower quality. The student is able to identify shaping problems when presented with various examples during the interview with 100% accuracy but may lack confidence and poise.	
7-6	The student is able to explain with current industry standards for hat shape, quality and style but has 1 incorrect statement or incorrect answer. The student is able to discuss characteristics of an exceptional quality hat and those of a lower quality, but may seem unsure. The student is able to identify shaping problems when presented with various examples during the interview but misses 1 or 2 visible problems with the hats presented.	
5 and under	The student struggles to give a very general description of western hat shape, quality and style and has 2 or more incorrect answers or statements. The student is unable to discuss characteristics of an exceptional quality hat compared with a lower quality hat with accuracy or authority. The student is not able to accurately identify shaping problems in a majority of the hats presented during the interview.	

Additional Comments \_\_\_\_\_

**Chaps**

Score	Criteria	Score
5	The student is able to explain with 100% accuracy and poise current trends in chaps for western disciplines. The student is able to discuss differences in style, color and material with authority. The student can clearly explain proper fit and can give an accurate estimate what a quality pair of chaps might cost. The student is able to answer questions related to chaps with 100% accuracy and confidence.	
4	The student is able to explain with 100% accuracy and current trends in chaps for western disciplines, but may lack confidence. The student is able to discuss differences in style, color and material. The student can explain proper fit and can give an accurate estimate what a quality pair of chaps might cost. The student is able to answer questions related to chaps with 100% accuracy but may seem unsure of answers.	
3	The student is able to explain current trends in chaps for western disciplines, but may lack confidence and have 1 incorrect statement. The student is able to discuss differences in style, color and material but may seem unsure. The student struggles to explain proper fit and is unable to accurately estimate what a quality pair of chaps might cost. The student has 1 or 2 incorrect answers related to chaps and may lack confidence and authority.	
2 and under	The student is unable to explain current trends in chaps for western disciplines, and makes 2 or more incorrect statements. The student struggles to discuss differences in style, color and material. The student cannot clearly explain proper fit and is unable to accurately estimate what a quality pair of chaps might cost. The student has 3 or more incorrect answers related to chaps and may lack confidence and authority.	

Additional Comments \_\_\_\_\_

**Boots and Spurs**

Score	Criteria	Score
5	The student is able to explain with 100% accuracy and poise current trends in boots for western disciplines. The student is able to discuss differences in style, color and material with authority. The student can give an accurate estimate what a quality pair of boots might cost. The student can discuss appropriate styles and sizes of spurs and when they can and cannot be used in competition. The student is able to answer questions related to boots and spurs with 100% accuracy and confidence.	
4	The student is able to explain with 100% accuracy current trends in boots for western disciplines. The student is able to discuss differences in style, color and material. The student can give an accurate estimate what a quality pair of boots might cost. The student can discuss appropriate styles and sizes of spurs and when they can and cannot be used in competition. The student is able to answer questions related to boots and spurs with 100% accuracy but may seem unsure of answers.	
3	The student is able to explain current trends in boots for western disciplines, but has 1 incorrect statement. The student is able to discuss differences in style, color and material, but isn't always accurate. The student struggles to estimate what a quality pair of boots might cost. The student can discuss appropriate styles and sizes of spurs and when they can and cannot be used in competition, but has 1 incorrect answer or statement. The student responds to general questions related to boots and spurs with 1 or 2 incorrect answers.	
2 and under	The student is unable to explain current trends in chaps for western disciplines, and makes 2 or more incorrect statements. The student struggles to discuss differences in style, color and material. The student cannot clearly explain proper fit and is unable to accurately estimate what a quality pair of chaps might cost. The student has 3 or more incorrect answers related to boots and spurs and may lack confidence and authority.	

Additional Comments \_\_\_\_\_

**Ring Presentation: Neck Wear, Jewelry, Make-Up, Hair and Belts**

Score	Criteria	Score
5	The student is able to explain with 100% accuracy and poise current trends in neck wear, jewelry, make-up, hair and belts for both women and men. The student demonstrates with confidence their ability to present themselves with hair and make-up (if applicable), and jewelry (if applicable) that is competition ring ready. The student is able to answer questions related to neck wear, jewelry, make-up, hair and belts with 100% accuracy and confidence.	
4	The student is able to explain with 100% accuracy current trends in neck wear, jewelry, make-up, hair and belts for both women and men. The student demonstrates their ability to present themselves with hair and make-up (if applicable), and jewelry (if applicable) that is competition ring ready with only very minor adjustments. The student is able to answer questions related to neck wear, jewelry, make-up, hair and belts with 100% accuracy but may lack confidence.	
3	The student is able to explain current trends in neck wear, jewelry, make-up, hair and belts for both women and men, but makes 1 incorrect statement. The student is unable to demonstrate competition ready hair and make-up (if applicable), and jewelry (if applicable) that is competition ring ready without 1 or more major adjustments. The student answers 1 or 2 questions related to neck wear, jewelry, make-up, hair and belts incorrectly.	
2 and under	The student is unable to explain current trends in neck wear, jewelry, make-up, hair and belts for both women and men and makes 2 or more incorrect statements. The student fails to demonstrate competition ready hair and make-up (if applicable), and jewelry (if applicable). The student answers 3 or more questions related to neck wear, jewelry, make-up, hair and belts incorrectly.	

Additional Comments \_\_\_\_\_

## Self Presentation

Score	Criteria	Score
5	The student presents themselves as a professional in dress and in action and speech throughout the interview. Suitable clinic attire is worn with jeans or slacks ironed and the appropriate length, a belt, neatly fitted clean and pressed shirt and carefully cleaned boots. The student demonstrates their attention to detail in their presentation, wearing an outfit that is complimentary to the overall appearance of the student. The student is able to answer general attire questions with confidence, authority and accuracy.	
4	The student presents themselves as a professional in dress and in action and speech throughout the majority of the interview. Suitable clinic attire is worn with jeans or slacks, clean and the appropriate length, a belt, neatly fitted clean shirt and carefully cleaned boots. The student demonstrates attention to detail in all but 1 part of their overall presentation, and wears an outfit that is complimentary to the overall appearance of the student. The student is able to answer general attire questions accurately, but may seem unsure or hesitant.	
3	The student presents themselves in an average manner in dress, action and speech throughout the interview. Clinic attire is not suitable in all parts. Jeans or slacks may be ill-fitting or not clean or the appropriate length. The shirt may be ill fitting or have some wrinkles and boots do not show evidence of careful cleaning. The student does not demonstrate attention to detail in their presentation, and may be wearing an outfit detracts from the overall appearance of the student. The student answers 1 or 2 questions about general attire incorrectly.	
2 and under	The student is unable to demonstrate the ability to select and present themselves in suitable clinic attire. Clothing may be dirty or ill fitting, and lacks attention to detail in the majority of pieces. The student is wearing an outfit that detracts from the overall appearance of the student. The student answers 3 or more questions about general attire incorrectly and lacks confidence, poise and authority.	

Additional Comments \_\_\_\_\_

Other comments: \_\_\_\_\_

Total Score : \_\_\_\_\_

# Proficiency Western Rider Interview

Student: \_\_\_\_\_

Judge: \_\_\_\_\_

## Formal Attire: Classes Judged on the Horse

Score	Criteria	Score
10	The student is able to explain with 100% accuracy and poise current industry standards of rider attire for western pleasure, trail, western riding, reining and other western events where the horse is the priority when being judged. The student is able to discuss with confidence and accuracy the differences between what men, women and children might wear at various levels of competition.	
9-8	The student is able to explain with 100% accuracy current industry standards of rider attire for western pleasure, trail, western riding, reining and other western events where the horse is the priority when being judged, but may do so with some hesitation or lack of confidence. The student is able to discuss the differences between what men, women and children might wear at various levels of competition but seems unsure of answers.	
7-6	The student is able to give a general description of rider attire for western pleasure, trail, western riding, reining and other western events where the horse is the priority when being judged, but makes 1 or 2 incorrect statements or incorrect answers. The student cannot discuss differences in attire between men, women and children with confidence.	
5 and under	The student is unable to give a general description of rider attire for western pleasure, trail, western riding, reining and other western events where the horse is the priority when being judged and makes more than two incorrect statements or incorrect answers. The student is hesitant and lacks confidence when answering questions.	

Additional Comments \_\_\_\_\_

## Formal Attire: Classes Judged on the Rider

Score	Criteria	Score
10	The student is able to explain with 100% accuracy and poise current industry standards of rider attire for horsemanship and western equitation. The student is able to discuss with confidence and accuracy characteristics of horsemanship attire and the differences between trends in various western breeds.	
9-8	The student is able to explain with 100% accuracy current industry standards of rider attire for horsemanship and equitation, but may do so with some hesitation or lack of confidence. The student is able to discuss with accuracy characteristics of horsemanship attire and the differences between trends in various western breeds but may seem unsure or hesitant of answers.	
7-6	The student is able to give a general description of rider attire for horsemanship and equitation, but makes 1 or 2 incorrect statements or incorrect answers. The student cannot discuss characteristics of horsemanship attire and the differences between trends in various western breeds and may seem unsure or hesitant of answers.	
5 and under	The student is unable to give a general description of rider attire for horsemanship and equitation and makes more than two incorrect statements or incorrect answers. The student is hesitant and lacks confidence when answering questions.	

Additional Comments \_\_\_\_\_

## Hats

Score	Criteria	Score
10	The student is able to explain with 100% accuracy and poise current industry standards for hat shape, quality and style. The student is able to discuss with confidence characteristics of an exceptional quality hat and those of a lower quality. The student is quickly and confidently able to identify shaping problems when presented with various examples during the interview with 100% accuracy.	
9-8	The student is able to explain with 100% accuracy the current industry standards for hat shape, quality and style. The student is able to discuss characteristics of an exceptional quality hat and those of a lower quality. The student is able to identify shaping problems when presented with various examples during the interview with 100% accuracy but may lack confidence and poise.	
7-6	The student is able to explain with current industry standards for hat shape, quality and style but has 1 incorrect statement or incorrect answer. The student is able to discuss characteristics of an exceptional quality hat and those of a lower quality, but may seem unsure. The student is able to identify shaping problems when presented with various examples during the interview but misses 1 or 2 visible problems with the hats presented.	
5 and under	The student struggles to give a very general description of western hat shape, quality and style and has 2 or more incorrect answers or statements. The student is unable to discuss characteristics of an exceptional quality hat compared with a lower quality hat with accuracy or authority. The student is not able to accurately identify shaping problems in a majority of the hats presented during the interview.	

Additional Comments \_\_\_\_\_

**Chaps**

Score	Criteria	Score
5	The student is able to explain with 100% accuracy and poise current trends in chaps for western disciplines. The student is able to discuss differences in style, color and material with authority. The student can clearly explain proper fit and can give an accurate estimate what a quality pair of chaps might cost. The student is able to answer questions related to chaps with 100% accuracy and confidence.	
4	The student is able to explain with 100% accuracy and current trends in chaps for western disciplines, but may lack confidence. The student is able to discuss differences in style, color and material. The student can explain proper fit and can give an accurate estimate what a quality pair of chaps might cost. The student is able to answer questions related to chaps with 100% accuracy but may seem unsure of answers.	
3	The student is able to explain current trends in chaps for western disciplines, but may lack confidence and have 1 incorrect statement. The student is able to discuss differences in style, color and material but may seem unsure. The student struggles to explain proper fit and is unable to accurately estimate what a quality pair of chaps might cost. The student has 1 or 2 incorrect answers related to chaps and may lack confidence and authority.	
2 and under	The student is unable to explain current trends in chaps for western disciplines, and makes 2 or more incorrect statements. The student struggles to discuss differences in style, color and material. The student cannot clearly explain proper fit and is unable to accurately estimate what a quality pair of chaps might cost. The student has 3 or more incorrect answers related to chaps and may lack confidence and authority.	

Additional Comments \_\_\_\_\_

**Boots and Spurs**

Score	Criteria	Score
5	The student is able to explain with 100% accuracy and poise current trends in boots for western disciplines. The student is able to discuss differences in style, color and material with authority. The student can give an accurate estimate what a quality pair of boots might cost. The student can discuss appropriate styles and sizes of spurs and when they can and cannot be used in competition. The student is able to answer questions related to boots and spurs with 100% accuracy and confidence.	
4	The student is able to explain with 100% accuracy current trends in boots for western disciplines. The student is able to discuss differences in style, color and material. The student can give an accurate estimate what a quality pair of boots might cost. The student can discuss appropriate styles and sizes of spurs and when they can and cannot be used in competition. The student is able to answer questions related to boots and spurs with 100% accuracy but may seem unsure of answers.	
3	The student is able to explain current trends in boots for western disciplines, but has 1 incorrect statement. The student is able to discuss differences in style, color and material, but isn't always accurate. The student struggles to estimate what a quality pair of boots might cost. The student can discuss appropriate styles and sizes of spurs and when they can and cannot be used in competition, but has 1 incorrect answer or statement. The student responds to general questions related to boots and spurs with 1 or 2 incorrect answers.	
2 and under	The student is unable to explain current trends in chaps for western disciplines, and makes 2 or more incorrect statements. The student struggles to discuss differences in style, color and material. The student cannot clearly explain proper fit and is unable to accurately estimate what a quality pair of chaps might cost. The student has 3 or more incorrect answers related to boots and spurs and may lack confidence and authority.	

Additional Comments \_\_\_\_\_

**Ring Presentation: Neck Wear, Jewelry, Make-Up, Hair and Belts**

Score	Criteria	Score
5	The student is able to explain with 100% accuracy and poise current trends in neck wear, jewelry, make-up, hair and belts for both women and men. The student demonstrates with confidence their ability to present themselves with hair and make-up (if applicable), and jewelry (if applicable) that is competition ring ready. The student is able to answer questions related to neck wear, jewelry, make-up, hair and belts with 100% accuracy and confidence.	
4	The student is able to explain with 100% accuracy current trends in neck wear, jewelry, make-up, hair and belts for both women and men. The student demonstrates their ability to present themselves with hair and make-up (if applicable), and jewelry (if applicable) that is competition ring ready with only very minor adjustments. The student is able to answer questions related to neck wear, jewelry, make-up, hair and belts with 100% accuracy but may lack confidence.	
3	The student is able to explain current trends in neck wear, jewelry, make-up, hair and belts for both women and men, but makes 1 incorrect statement. The student is unable to demonstrate competition ready hair and make-up (if applicable), and jewelry (if applicable) that is competition ring ready without 1 or more major adjustments. The student answers 1 or 2 questions related to neck wear, jewelry, make-up, hair and belts incorrectly.	
2 and under	The student is unable to explain current trends in neck wear, jewelry, make-up, hair and belts for both women and men and makes 2 or more incorrect statements. The student fails to demonstrate competition ready hair and make-up (if applicable), and jewelry (if applicable). The student answers 3 or more questions related to neck wear, jewelry, make-up, hair and belts incorrectly.	

Additional Comments \_\_\_\_\_

## Self Presentation

Score	Criteria	Score
5	The student presents themselves as a professional in dress and in action and speech throughout the interview. Suitable clinic attire is worn with jeans or slacks ironed and the appropriate length, a belt, neatly fitted clean and pressed shirt and carefully cleaned boots. The student demonstrates their attention to detail in their presentation, wearing an outfit that is complimentary to the overall appearance of the student. The student is able to answer general attire questions with confidence, authority and accuracy.	
4	The student presents themselves as a professional in dress and in action and speech throughout the majority of the interview. Suitable clinic attire is worn with jeans or slacks, clean and the appropriate length, a belt, neatly fitted clean shirt and carefully cleaned boots. The student demonstrates attention to detail in all but 1 part of their overall presentation, and wears an outfit that is complimentary to the overall appearance of the student. The student is able to answer general attire questions accurately, but may seem unsure or hesitant.	
3	The student presents themselves in an average manner in dress, action and speech throughout the interview. Clinic attire is not suitable in all parts. Jeans or slacks may be ill-fitting or not clean or the appropriate length. The shirt may be ill fitting or have some wrinkles and boots do not show evidence of careful cleaning. The student does not demonstrate attention to detail in their presentation, and may be wearing an outfit detracts from the overall appearance of the student. The student answers 1 or 2 questions about general attire incorrectly.	
2 and under	The student is unable to demonstrate the ability to select and present themselves in suitable clinic attire. Clothing may be dirty or ill fitting, and lacks attention to detail in the majority of pieces. The student is wearing an outfit that detracts from the overall appearance of the student. The student answers 3 or more questions about general attire incorrectly and lacks confidence, poise and authority.	

Additional Comments \_\_\_\_\_

Other comments: \_\_\_\_\_

Total Score : \_\_\_\_\_

**Western Proficiency Riding Test***\* highlighted categories are mandatory to pass*

Back Number:

Name:

**TOTAL=****Horse #1 Name:**

Pass	Fail	Skill Set
		Warm-up consists of quality warm-up exercises to both mentally and physically prepare the horse for the ridden exam. Rider is able to maintain control, frame and an overall quality way of going while demonstrating proficient horsemanship skills.
		Collection of the walk demonstrating a clear shortening of the stride
		Extension of the walk demonstrating a clear lengthening of the stride
		Collection of the jog demonstrating a clear shortening of the stride
		Extension of the jog demonstrating a clear lengthening of stride
		Collection of the lope while demonstrating the correct lead, balance and control
		Extension of the lope demonstrating the correct lead, balance and control
		Halt/jog transitions demonstrating smoothness, ease & promptness to transitions
		Halt/lope transitions demonstrating smoothness, ease & promptness to transitions
		Dropping and picking up of stirrups simultaneously at the jog while maintaining balance, control & not having to look down to find stirrups
		Dropping and picking up of stirrups simultaneously at the lope while maintaining balance, control & not having to look down to find the stirrups
		One full lap at the jog without stirrups while maintaining balance and control
		One full lap lope without stirrups while maintaining balance and control
		Simple lead change while demonstrating control and ease of lead change
		Interrupted lead change while demonstrating control and ease of lead change
		Leg yield at the jog demonstrating clear lateral movement while maintaining control
		Haunches in at the jog demonstrating clear lateral movement while maintaining control
		Rollback demonstrating correct cues and understanding of a correct rollback
		Forehand turn demonstrating correct cues and understanding of a correct forehand turn
		Haunch turn demonstrating correct cues and understanding of a correct haunch turn
		Sidepass demonstrating correct cues and understanding of the sidepass
		Up to 3 laps two-point at the jog demonstrating balance, strength and ease of two-point
		Up to 3 laps posting without stirrups maintaining balance and a clear 2 beat rhythm to the post
		Dismount demonstrating ease of dismount, safety and correctness of dismount
		Rider was able to ride with balance and confidence throughout the test
		Rider was able to keep control of their horse with effective guiding and safe arena etiquette
		Overall consistent, correct frame of the horse at a proficient level (sophomore EQS major)
		Correct hand placement on the reins with appropriate rein length
		Demonstration of proficient equitation/position throughout the test
		Rider is able to identify any incorrect leads within 10 strides & does not allow the horse to consistently lop on the wrong lead
		Horse is groomed and tacked up in a professional and correct manner
		Rider is dressed professionally and to industry standards.

**Horse #2 Name:**

Pass	Fail	Skill Set
		Mount demonstrating ease of mount, safety and correctness of mount
		Warm-up consists of quality warm-up exercises to both mentally and physically prepare the horse for the ridden exam. Rider is able to maintain control, frame and an overall quality way of going while demonstrating proficient horsemanship skills.
		Collection of the walk demonstrating a clear shortening of the stride
		Extension of the walk demonstrating a clear lengthening of the stride
		Collection of the jog demonstrating a clear shortening of the stride
		Extension of the jog demonstrating a clear lengthening of stride
		Collection of the lope while demonstrating the correct lead, balance and control
		Extension of the lope demonstrating the correct lead, balance and control
		Halt/jog transitions demonstrating smoothness, ease & promptness to transitions
		Halt/lope transitions demonstrating smoothness, ease & promptness to transitions
		Dropping and picking up of stirrups simultaneously at the jog while maintaining balance, control & not having to look down for the stirrups
		Dropping and picking up of stirrups simultaneously at the lope while maintaining balance, control & not having to look down to find the stirrups
		One full lap jog without stirrups while maintaining balance and control
		One full lap lope without stirrups while maintaining balance and control
		Simple lead change while demonstrating control and ease of lead change
		Interrupted lead change while demonstrating control and ease of lead change
		Leg yield at the jog demonstrating clear lateral movement while maintaining control
		Haunches in at the jog demonstrating clear lateral movement while maintaining control
		Rollback demonstrating correct cues and understanding of a correct rollback
		Forehand turn demonstrating correct cues and understanding of a correct forehand turn
		Haunch turn demonstrating correct cues and understanding of a correct haunch turn
		Sidepass demonstrating correct cues and understanding of the sidepass
		Horsemanship pattern is ridden with accuracy, preparation & understanding of the pattern
		Horsemanship pattern is ridden demonstrating proficient equitation
		Horsemanship pattern demonstrates reasonable decisions to make the pattern the best it can be
		Up to 3 laps two-point at the jog demonstrating balance, strength and ease of two-point
		Up to 3 laps posting without stirrups maintaining balance and a clear 2 beat rhythm to the post
		Rider was able to ride with balance and confidence throughout the test
		Rider was able to keep control of their horse with effective guiding and safe arena etiquette
		Overall consistent frame of the horse at a proficient level for a sophomore level EQS major
		Correct hand placement on the reins with appropriate rein length
		Demonstration of proficient equitation/position throughout the test
		Rider is able to identify any incorrect leads within 10 strides & does not allow the horse to consistently lop on the wrong lead
		Horse is groomed and tacked up in a professional and correct manner
		Rider is dressed professionally and to industry standards.