



ND FFA Association

LIVESTOCK EVALUATION

CDE Handbook

Purpose

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

Contest Objectives

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

Awards

1. All gold individuals will receive state gold livestock judging medals, silver and bronze individuals will receive ribbons. The high individual will receive a State FFA "Baby Bison" Trophy, the Mel Kirkeide award plaque. When the high individual is on the championship team, they will be awarded a travel stipend.
2. Gold teams will receive ebony state plaques or will add their names to their existing plaques. Bronze and silver teams will receive team rosettes. The high team will receive

possession of the Traveling Trophy. The high team members each will receive a travel stipend from the ND FFA Foundation to attend the National FFA Convention and represent North Dakota in the National Career Development Event. Team TIES will be broken by the team Reasons score, Team placing's, followed by the team Cull/Keep score (top three individuals). *Individual ties will not be broken.*

General Rules

1. Each FFA Chapter may enter up to five participants. The team score will be determined by adding the three highest individual scores from the chapter.
2. Participants shall meet the general eligibility requirements for FFA members as set up in the North Dakota FFA General Rules and Career Development Guide.
3. Members who have judged in the National FFA Livestock Evaluation Event may continue to compete for individual awards only and must be so designated upon entry. They will be entered as an individual and their score will not be a part of the team score from their chapter.
4. Time – 10 minutes will be allowed for placing non-reason classes with flexibility to increase the time when a market lamb class is used to allow for handling of the lambs and 15 minutes for reasons classes. Reasons should be approximately two minutes in length. One performance appraisal class based on written data will be included in the contest. Twelve minutes will be allowed to complete this section. 20 minutes will be provided to complete the written exam.

Event Outline

1. Selection of classes to be judged is left to the division superintendent. The event will contain six classes of livestock comprised of Beef, Sheep, Swine, or Meat Goats. Classes will be Breeding or Market, subject to availability of livestock. Performance data could be used. The six classes of livestock will consist of four animals each and will be placed using the Livestock Form #: 476-3. Classes may be shown loose or by holders.
2. Three sets of oral reasons, one for each species of livestock (not meat goats), will be required for all contestants. Reasons will be presented, after all classes have been placed. Additional placing cards may be used by contestants to be handed to the official reason taker at the time of presenting reasons or the official reason taker may record scores on a spreadsheet. Only the contestant's identification number, squad number, and placing may be written on these documents. Notes are allowed in the reasons taking rooms, but with a score deduction expected.

4. Keep/Cull classes: There will be one class that may be comprised of beef, swine, or sheep. This Class will be made up of eight breeding animals. Participants will be required to select the four best animals from the eight, using visual appraisal and performance data. Performance data will be provided. Production/performance data (including EPD's) may be used in the keep/cull classes of beef, swine, or sheep. Production/performance data, when used, shall be based on current industry standards. (50 points/class, 150 points total) Plus any other data that may be relevant to selection.

Scoring

Activity	Individual Points	Team Points
Placing Classes (6-50 points each)	300	900
Oral Reasons (3-50 points each)	150	450
Keep/Cull Class	50	150
Total Points	500	1500

Agriculture, Food, and Natural Resources Content Standards

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.		
AS.01.01.01.c. Evaluate the implications of animal adaptations on production practices and the environment.	Livestock evaluation and placing Team activity - questions	HS-LS4-3
AS.01.01.02.c. Predict trends and implications of future developments within different animal industries on production practices and the environment.	Livestock evaluation and placing Team activity - questions	HS-LS4-3
AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.		
AS.01.02.01.c. Evaluate the effectiveness of different production methods and defend the use of selected methods using data and evidence.	Livestock evaluation and placing Oral reasons Team activity - questions	AFNR Career Cluster, Statement 1 AFNR Career Cluster – Animal Systems Pathway, Statement 3 STEM Career Cluster, Statement 1 Buying Goods and Services, Benchmarks: Grade 12, Statement 1 Buying Goods and Services, Benchmarks: Grade 12, Statement 3
AS.02.02. Performance Indicator: Analyze procedures to ensure that animal products are safe for consumption.		
AS.02.02.01.b. Utilize tools, technology and equipment to perform animal husbandry and welfare tasks.	Keep/cull classes	HS-ETS1-2
AS.02.02.01.c. Select, evaluate and defend the use of specific tools, technology or equipment used to perform animal husbandry and welfare tasks.	Livestock evaluation and placing Oral reasons	HS-ETS1-2
AS.04.01. Performance Indicator: Evaluate animals for breeding readiness and soundness.		
AS.04.01.01.c. Select breeding animals based on characteristics of the reproductive organs.	Keep/cull classes Livestock evaluation and placing Oral reasons	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
AS.04.01.02.c. Evaluate and select animals for reproductive readiness.	Keep/cull classes Livestock evaluation and placing Oral reasons	CCSS.MATH.CONTENT.HSS.MD.A.3 HS-LS3-2 HS-LS3-3
AS.04.01.03.c. Treat or cull animals with reproductive problems.	Keep/cull classes Livestock evaluation and placing Oral reasons	CCSS.MATH.CONTENT.HSS.MD.A.3 HS-LS3-2 HS-LS3-3
AS.04.02. Performance Indicator: Apply scientific principles to select and care for breeding animals.		
AS.04.02.01.c. Select and evaluate a breeding system based on the principles of genetics.	Keep/cull classes Livestock evaluation and placing Oral reasons	CCSS.MATH.CONTENT.HSS.MD.A.3 HS-LS3-2 HS-LS3-3
AS.04.02.02.c. Select and evaluate breeding animals and determine the probability of a given trait in their offspring.	Keep/cull classes Livestock evaluation and placing Oral reasons	CCSS.MATH.CONTENT.HSS.MD.A.3 HS-LS3-2 HS-LS3-3
AS.04.02.03.b. Analyze how DNA analysis can detect genetic defects in breeding stock.	Keep/cull classes Livestock evaluation and placing	CCSS.MATH.CONTENT.HSS.MD.A.3 HS-LS3-2 HS-LS3-3
AS.04.02.04.a. Identify and summarize different needs of breeding animals based on their growth stages (e.g., newborn, parturition, gestation, gestation lengths, etc.).		CCSS.MATH.CONTENT.HSS.MD.A.3 HS-LS3-2 HS-LS3-3
AS.04.03 Performance Indicator: Apply scientific principles to breed animals.		
AS.04.03.01.c. Select animal breeding methods based on reproductive and economic efficiency.	Keep/cull classes Livestock evaluation and placing	
AS.04.03.02.a. Analyze the materials, methods and processes of artificial insemination.	Keep/cull classes Livestock evaluation and placing	
AS.04.03.04.c. Select and assess animal performance based on quantitative breeding values for specific characteristics.	Keep/cull classes Livestock evaluation and placing	
AS.06.01. Performance Indicator: Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).		
AS.06.01.02.c. Recommend different uses for an animal species based upon an analysis of local market needs.	Keep/cull classes Livestock evaluation and placing	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
AS.06.02. Performance Indicator: Apply principles of comparative anatomy and physiology to uses within various animal systems.		
AS.06.02.03.c. Apply knowledge of anatomical and physiological characteristics of animals to make production and management decisions.	Keep/cull classes Livestock evaluation and placing Oral reasons	HS-LS1-2
AS.06.03. Performance Indicator: Select animals for specific purposes and maximum performance based on anatomy and physiology.		
AS.06.03.01.c. Evaluate and select animals to maximize performance based on anatomical and physiological characteristics that affect health, growth and reproduction.	Keep/cull classes Livestock evaluation and placing Oral reasons	STEM Career Cluster, Statement 5
AS.06.03.02.a. Evaluate an animal against its optimal anatomical and physiological characteristics.	Keep/cull classes Livestock evaluation and placing	STEM Career Cluster, Statement 5
AS.06.03.03.c. Evaluate and select animals to produce superior animal products based on industry standards.	Keep/cull classes Livestock evaluation and placing	STEM Career Cluster, Statement 5
CS.01.02. Performance Indicator: Examine technologies and analyze their impact on AFNR systems.		
CS.01.02.01.c. Solve problems in AFNR workplaces or scenarios using technology.	Keep/cull classes Livestock evaluation and placing	
CS.02.01. Performance Indicator: Research geographic and economic data related to AFNR systems.		
CS.02.01.01.c. Evaluate geographic data and select necessary data sets to solve problems within AFNR systems.	Keep/cull classes Livestock evaluation and placing	
CS.02.01.02.b. Analyze a set of economic data and analyze how it impacts an AFNR system.	Keep/cull classes Livestock evaluation and placing	
CS.06.01. Performance Indicator: Explain foundational cycles and systems of AFNR.		
CS.06.01.02.c. Evaluate AFNR systems and predict how the systems may change or adapt in the future of food, fiber and fuel production based on current trends and data.	Entire event	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.		
CRP.01.01.01.a. Define personal responsibility and distinguish how it applies in workplace and community (e.g., make educated choices, listen and follow directions, ask for help when needed, meet expected standards, etc.).	Entire event	
CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.		
CRP.01.02.01.b. Assess the pros and cons of personal decisions based on their anticipated impact on self and others.	Keep/cull classes	
CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.		
CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved.	Entire event	
CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved.	Entire event	
CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.		
CRP.02.02.01.c. Apply technical concepts to solve problems in the workplace and reflect upon the results achieved.	Entire event	
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Oral reasons Team activity process	
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Oral reasons Team activity process	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.		
CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.	Keep/cull classes	
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Keep/cull classes Livestock evaluation and placing	
CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.		
CRP.05.02.01.c. Evaluate and defend decisions applied in the workplace and community situations.	Oral reasons	
CRP.05.02.02.c. Evaluate workplace and community situations and propose decisions to be made based upon the positive impact made on environment, social and economic areas.	Keep/cull classes Livestock evaluation and placing	
CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.		
CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information etc.) to challenge common assumptions in workplace and community situations.	Team activity process	
CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.		
CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.	Entire event	
CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives.	Entire event	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.		
CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community.	Keep/cull classes Livestock evaluation and placing	
CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.	Keep/cull classes Livestock evaluation and placing	
CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.		
CRP.08.03.02.c. Implement and evaluate plans to solve workplace and community problems.	Keep/cull classes Livestock evaluation and placing	
CRP.09.03. Performance Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).		
CRP.09.03.02.c. Model respectful and purposeful behaviors that contribute to positive morale and culture in the workplace and community (e.g., effectively communicating, recognizing accomplishments of others, etc.).	Team activity process	
CRP.10.03. Performance Indicator: Assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.		
CRP.10.03.01.c. Devise strategies to gather answers and information from career area experts to plan and execute goals.	Entire event	
CRP.10.03.02.c. Assimilate input and advice from experts and formulate plans to implement into career and personal goals for chosen career areas.	Entire event	
CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.		
CRP.11.01.01.b. Analyze advantages and disadvantages of new technologies, tools and applications to maximize productivity in the workplace and community.	Keep/cull classes Livestock evaluation and placing	
CRP.11.01.02.b. Select, apply and use new technologies, tools and applications in workplace and community situations to maximize productivity.	Keep/cull classes Livestock evaluation and placing	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.		
CRP.12.01.01.c. Evaluate the effectiveness of team-oriented projects at work and in the community and make recommendations for future improvements.	Team activity process	
CRP.12.01.02.c. Devise and implement methods to obtain feedback from team members on their experiences after completing workplace and community projects.	Team activity process	
CRP.12.01.03.c. Evaluate personal level of cultural and global competence and implement plans for growth and improvement in workplace and community situations.	Team activity process	
CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).		
CRP.12.02.01.b. Assess team dynamics and match strategies to increase team member engagement.	Team activity process	
CRP.12.02.02.c. Evaluate the effectiveness of strategies to engage team members in a variety of workplace and community situations.	Team activity process	