

Illinois Licensure Testing System

STUDY GUIDE

Agricultural
Education (170)

**This test is now delivered
as a computer-based test.**

**See www.il.nesinc.com for
current program information.**

Illinois State Board of Education

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois

TABLE OF CONTENTS

GENERAL INFORMATION ABOUT THE ILLINOIS LICENSURE TESTING SYSTEM

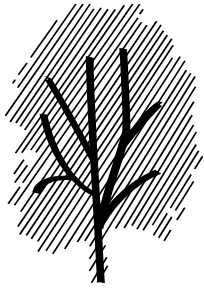
PROGRAM OVERVIEW	1-1
For Further Information	1-2
Description of the Tests	1-3
Test Administration	1-4
Score Reports	1-4
HOW TO PREPARE FOR THE TEST	1-5
Assess Your Knowledge and Test Skills	1-5
Practice Your Test-Taking Skills	1-5
THE DAY OF THE TEST: HELPFUL HINTS	1-5
Preparation	1-5
Test-Taking Tips	1-5
TEST DIRECTIONS	1-7

FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
Test Subareas and Objectives	2-1
Practice Test Questions	2-2
TEST OBJECTIVES	2-3
PRACTICE TEST QUESTIONS	2-13
ANSWER KEY	2-18
EXPLANATION OF THE TEST SCORE REPORT	2-19
Overview	2-19
Reading Your Report: A Sample	2-20

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

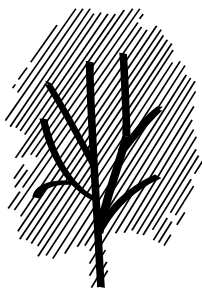
Copyright © 2012 by the Illinois State Board of Education
Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).



General Information About the Illinois Licensure Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Licensure Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

AGRICULTURAL EDUCATION TEST OBJECTIVES

- I. Agriculture Education Programs
- II. Animal Science
- III. Plant and Soil Science
- IV. Horticulture
- V. Agricultural Resources
- VI. Agricultural Mechanics
- VII. Agricultural Business

SUBAREA I—AGRICULTURE EDUCATION PROGRAMS

0001 Understand the foundations of work and the career development process.

For example:

- Demonstrate an understanding of the history, organization, and future of work and how work relates to needs and functions of the economy and society.
- Recognize career development concepts and the relationship between work and learning, and apply career planning procedures.
- Identify career areas, career opportunities, and job specialties in agriculture and related fields.
- Demonstrate knowledge of educational and other prerequisites for agricultural occupations and workplace skill requirements.
- Demonstrate an understanding of procedures for securing and maintaining employment in agriculture.
- Identify sources of information related to agriculture and agricultural careers (e.g., Illinois Occupational Skill Standards, journals, the Internet, agricultural professional organizations, career and technical education professional organizations).

0002 Understand how to develop and implement a comprehensive agriculture education program.

For example:

- Demonstrate knowledge of the factors and steps involved in developing and implementing a comprehensive agriculture program that reflects student, community, and industry interaction (e.g., the effective use of agricultural advisory councils, agricultural literacy programs, partnerships with business and other constituent support groups).
- Identify appropriate references and resources used in agricultural education.
- Demonstrate an understanding of student and industry needs in career and technical education and of strategies for developing effective pre-kindergarten to adult education programs in agriculture.
- Recognize the importance of experiential learning through planned, comprehensive Supervised Agricultural Experiences (SAEs) and identify the characteristics and procedural requirements of effective SAEs (e.g., curriculum and career linked, individualized and student managed, documented using record keeping and analysis).
- Demonstrate knowledge of safe practices related to agricultural education.

0003 Understand the principles of leadership.

For example:

- Demonstrate knowledge of the advisory and supervisory roles of the agricultural education teacher with regard to National FFA Organization activities.
- Identify the role, characteristics, and activities of the FFA in agriculture education programs.
- Recognize procedures related to planning and conducting student, chapter, and community development activities in the FFA.

0004 Understand the scientific method of investigation.

For example:

- Demonstrate knowledge of processes of scientific inquiry and the scientific method.
- Identify and apply principles of experimental design to test hypotheses in agriculture.
- Apply scientific procedures for gathering, organizing, reporting, and interpreting agricultural data.
- Demonstrate an understanding of the use of models in explaining and investigating agricultural questions.
- Demonstrate familiarity with the use of tools, equipment, and materials used in scientific investigations in agriculture.

SUBAREA II—ANIMAL SCIENCE

0005 Understand domesticated animals and their uses.

For example:

- Recognize characteristics of production and companion animals.
- Identify products derived from domesticated animals, the uses of domesticated animals, and the uses of domesticated animal products in society.
- Demonstrate an understanding of principles and procedures for evaluating production and companion animals.
- Identify and apply procedures used in processing, grading, and packaging domesticated animal products.

0006 Understand the anatomy and physiology of animals, including the nutritional requirements of domesticated animals.

For example:

- Identify major organs and organ systems, their functions, physiology, and interrelationships in production and companion animals.
- Analyze the relationship of animal anatomy and physiology to the care of domesticated animals (e.g., the relationship of the digestive system to feeding practices).
- Analyze factors that influence nutritional requirements and feed options for domesticated animals.
- Identify the uses of various feeds for specific species and apply procedures for the selection of appropriate feed and feeding schedules.
- Analyze the composition, classification, and nutritional value of various types of feed and recognize symptoms of nutrient deficiencies.
- Identify types, functions, and effects of feed additives.

0007 Understand and apply knowledge of domesticated animal reproduction and genetics.

For example:

- Demonstrate knowledge of reproductive processes.
- Demonstrate an understanding of the basic principles of inheritance and genetics (e.g., Mendelian genetics, function of genes) and their application to selective breeding.
- Describe the processes of meiosis, fertilization, and mitosis.
- Recognize factors involved in selecting breeding stock and identify breeding methods and procedures.
- Analyze factors that influence breeding decisions (e.g., phenotype, genotype, hybrid vigor).
- Identify and apply procedures for the care of animals during pregnancy and parturition.
- Demonstrate an understanding of the application of biotechnology in animal reproduction.

0008 Understand facilities management and practices for handling domesticated animals and maintaining their health.

For example:

- Identify types and characteristics of facilities, tools, and equipment used to provide or maintain appropriate environments.
- Demonstrate familiarity with procedures for the safe and humane handling of production and companion animals, including methods of castrating, dehorning, branding, marking, ear notching, tagging, tattooing, docking, and medicating animals.
- Analyze types, symptoms, causes, prevention, and treatment of common infectious and noninfectious diseases.
- Demonstrate an understanding of procedures for the ethical management and treatment of animals.

SUBAREA III—PLANT AND SOIL SCIENCE

0009 Understand characteristics, components, and properties of soil.

For example:

- Identify soil components, composition, and characteristics of different types of soil.
- Analyze factors that affect the ability of soil to support plant growth and methods for improving this capacity.
- Recognize symptoms of soil deficiencies, apply procedures for testing soil, and interpret soil test results.
- Analyze the importance of major nutrients to plant growth and the use of fertilizers in plant production.
- Analyze soil management practices, including drainage, irrigation, and conservation.

0010 Understand plant anatomy and physiology, including plant reproduction and genetics.

For example:

- Identify plant structures, organs, and organ systems and their functions and interactions.
- Demonstrate an understanding of the processes of photosynthesis, respiration, and transpiration.
- Recognize environmental requirements for plant growth and development.
- Recognize the processes of sexual and asexual reproduction in plants.
- Apply principles of plant breeding, hybridization, genetics, and grafting.
- Demonstrate an understanding of the application of biotechnology in plant growth and reproduction.

0011 Understand characteristics and uses of agronomic crops.

For example:

- Recognize types, characteristics, and uses of major agronomic crops, including major grain, hay, and pasture crops grown in Illinois.
- Identify the distribution and growth habits of agronomic crops.
- Identify crop varieties and evaluate market grades of agronomic crops.
- Demonstrate knowledge of crop product processing, including types of crop products, types and quality of product packaging, and principles of quality control.
- Demonstrate an understanding of the uses of agronomic crops through biotechnology.

0012 Understand methods and procedures for planting, caring for, and harvesting agronomic crops.

For example:

- Analyze environmental requirements for different types of agronomic crops.
- Evaluate types of tillage systems and analyze factors in seed bed preparation, irrigation, planting, and caring for different types of crops.
- Apply procedures for identifying and controlling plant pests, pathogens, and weeds that affect agronomic crops (including integrated pest management methods and procedures for the safe storage, application, and disposal of pesticides).
- Recognize pollutants that are harmful to plants and their symptoms and effects.
- Identify appropriate crop rotation schedules.
- Evaluate methods of harvesting major types of agronomic crops.

SUBAREA IV—HORTICULTURE

0013 Understand characteristics, propagation, and care of fruit and vegetable crops.

For example:

- Identify types, characteristics, and uses of various fruit and vegetable crops.
- Identify environmental factors that affect the growth of fruits and vegetables (e.g., temperature, humidity, wind, hardiness zone).
- Analyze environmental requirements for different types of fruit and vegetable crops.
- Demonstrate an understanding of procedures for seed bed preparation, seeding, propagating, transplanting, hardening, and caring for different types of fruits and vegetables.
- Demonstrate knowledge of procedures for identifying and controlling plant pests, pathogens, and weeds that affect fruits and vegetables (including integrated pest management methods and procedures for the safe storage, application, and disposal of pesticides).
- Demonstrate an understanding of methods of harvesting and processing major types of fruits and vegetables.

0014 Understand greenhouse and nursery management.

For example:

- Identify types, characteristics, and uses of various types and varieties of plants produced in greenhouses and nurseries.
- Demonstrate knowledge of facilities, tools, and equipment used in greenhouses and nurseries, including methods of regulating the greenhouse and nursery environments.
- Analyze factors that affect the growth of greenhouse and nursery crops (e.g., nutrients, soil, water, light, temperature, and humidity).
- Identify types, components, characteristics, and uses of artificial and soil-based growth media.
- Demonstrate an understanding of procedures for the preparation of growth media, seed bed preparation, seeding, propagating, transplanting, hardening, and caring for greenhouse and nursery plants.
- Demonstrate knowledge of procedures for identifying and controlling plant pests, pathogens, and weeds that affect greenhouse and nursery plants (including integrated pest management methods and procedures for the safe storage, application, and disposal of pesticides).
- Demonstrate an understanding of practices related to the production, preparation, handling, and shipping of plants in greenhouses and nurseries (e.g., forcing, temperature control after harvesting).

0015 Understand and apply principles of landscaping and turf management.

For example:

- Identify basic elements and principles of landscape planning, design, construction, and maintenance.
- Analyze factors that influence design choices and decisions.
- Demonstrate an understanding of landscape design tools and equipment, their uses, and principles of operation.
- Apply procedures for installing, protecting, and caring for shrubs, turf, and other plants used in landscaping.
- Recognize types and characteristics of grasses.
- Demonstrate an understanding of factors that affect the selection of turf (e.g., environmental conditions, projected uses).
- Identify signs and symptoms of common turf pests and diseases and evaluate alternative turf maintenance practices.
- Demonstrate an understanding of landscaping and turf management tools and equipment, their uses, and principles of operation.

0016 Understand and apply principles of floriculture and floristry.

For example:

- Identify practices related to the production of cut flowers and flowering plants.
- Demonstrate knowledge of the preparation, care, and handling of flowers and recognize signs and symptoms of common flower pests and diseases.
- Identify materials used in floral arrangements.
- Apply elements and principles of floral design.

SUBAREA V—AGRICULTURAL RESOURCES

0017 Understand relationships among agriculture, the environment, and society.

For example:

- Recognize the importance of different types of renewable and nonrenewable natural resources (e.g., soil, water, forests, wildlife) and problems associated with depletion of natural resources.
- Analyze how various agricultural practices affect the environment (e.g., pollution of ground and surface water by fertilizer, animal wastes, and pesticides; increase in soil salinity due to irrigation; soil erosion).
- Demonstrate knowledge of methods of soil and water conservation in agriculture.
- Evaluate economic factors that affect environmental practices in agriculture.

0018 Understand the role of forest and agricultural management in protecting habitats and species.

For example:

- Demonstrate an understanding of the ecological concepts of niche, community, and ecosystem.
- Recognize the dependence of wildlife species on specific habitats and identify the effects of forestry and agricultural practices in preserving or altering wildlife habitats.
- Evaluate the benefits and liabilities of nondomesticated species for agricultural operations.
- Apply methods of conserving plants, forests, wildlife, and their habitats.
- Analyze current issues related to protection of wildlife and wildlife habitats (e.g., minimum habitat size required by different species, effects of increasing crop diversity, genetically-altered crop varieties).

0019 Understand issues of land and water use, including principles of land classification and management.

For example:

- Identify different types of land use in Illinois and the United States and analyze the loss of farm land to non-farm uses.
- Demonstrate an understanding of principles of land classification and land-management planning, including multiple-use land management.
- Identify causes and characteristics of various kinds of erosion and evaluate strategies and procedures for controlling soil erosion.
- Analyze issues involving available reserves and usage patterns of land and water (e.g., effects of diversion of water for agricultural and non-agricultural purposes).
- Demonstrate an understanding of the role of government agencies and public service organizations in land and water management.

SUBAREA VI—AGRICULTURAL MECHANICS

0020 Understand the uses, principles of operation, and maintenance of agricultural machinery and technology.

For example:

- Demonstrate knowledge of the principles and concepts of power and equipment in agricultural applications.
- Identify the types, characteristics, uses, and components of agricultural machinery and technology.
- Demonstrate knowledge of maintenance procedures for small engines and power equipment.
- Analyze common problems and demonstrate familiarity with procedures for troubleshooting, diagnosing, and repairing agricultural machinery and technology.
- Apply knowledge of safety procedures when working with agricultural machinery and technology.

0021 Understand procedures related to agricultural surveying.

For example:

- Recognize basic principles of surveying, types and uses of surveying equipment, and applications of surveying to agriculture.
- Demonstrate knowledge of reading and evaluating legal land descriptions.
- Perform mathematical calculations related to measurement and surveying.

0022 Understand agricultural structures and construction processes.

For example:

- Demonstrate an understanding of basic principles and techniques of woodworking and carpentry, masonry, plumbing, electricity, and welding (e.g., types and characteristics of materials, material and tool selection for various applications, specific skills related to various types of construction).
- Identify operating principles related to tools and equipment used in agricultural construction.
- Apply techniques used to design, construct, repair, and maintain physical structures in agricultural operations.
- Identify safety issues related to construction and apply knowledge of safe operating principles of tools and equipment used in agricultural construction.

SUBAREA VII—AGRICULTURAL BUSINESS

0023 Understand the application of economic principles to agricultural business, including the role of government economic policies.

For example:

- Apply economic principles (e.g., supply and demand, diminishing returns, competitive advantage, resource substitution) to agricultural business.
- Analyze factors (e.g., production costs, labor availability, interest rates, capital investment) that affect profit and loss in various agricultural operations.
- Recognize the importance of international trade and interstate commerce to agricultural businesses in Illinois, including the role played by federal and state trade policies.
- Identify agricultural products commonly imported and exported and assess the economic impact of leading commodities.
- Identify the role of federal and state agencies in regulating agricultural business practices and analyze the effects of government economic policies (e.g., crop subsidies, government-secured loans, tax policies) on agricultural businesses in Illinois.

0024 Understand financial management and decision making in agricultural business.

For example:

- Apply basic accounting and record-keeping procedures to agricultural operations.
- Demonstrate familiarity with standard banking procedures and assess the types, sources, and costs of credit in agricultural business.
- Evaluate types of insurance (e.g., life, health, accident, business, employment) and their benefits.
- Analyze factors that affect decisions about financial planning and management in agricultural business.
- Demonstrate knowledge of methods of cost-benefit analysis and risk assessment in agricultural business.

0025 Understand agricultural business management practices.

For example:

- Identify types of agricultural businesses and forms of business ownership and their characteristics.
- Analyze principles of entrepreneurship and the role and importance of entrepreneurs in agricultural business.
- Apply procedures for budgeting, scheduling, forecasting market conditions, calculating production costs, and supervising personnel.
- Demonstrate knowledge of state and federal regulations governing agricultural business practices (e.g., regulations relating to safety, animal welfare, environmental protection).
- Describe the role of computer technology in agricultural business operations (e.g., common applications of computer technology in agriculture, types and characteristics of computer hardware and software used in agricultural businesses).

0026 Understand principles related to purchasing, marketing, and merchandising in agricultural business.

For example:

- Analyze factors involved in making purchasing decisions.
- Identify characteristics of various types of market outlets and apply strategies for pricing and marketing agricultural products (e.g., hedging, futures, forward contracting, options, cash markets).
- Demonstrate familiarity with types, uses, and costs of advertising and with design and merchandising strategies for product display.
- Apply strategies for effective sales and service in agricultural applications.
- Evaluate the role of government agencies, programs, and regulations (e.g., labeling requirements) in agricultural marketing.

AGRICULTURAL EDUCATION PRACTICE TEST QUESTIONS

1. A student who is in a high school agricultural program is applying for summer employment at a nursery. In addition to completing an application, the student should also submit a:

 - A. birth certificate.
 - B. résumé.
 - C. recent photograph.
 - D. school transcript.
2. Community business leaders can best support an agricultural education program by providing:

 - A. full-time employment opportunities for students.
 - B. loans and recommendations for continued education in agriculture.
 - C. resources and educational opportunities.
 - D. substitute teachers.
3. In an agricultural experiment, researchers are subjecting 80 pigs to four different treatments. The experimental design calls for four groups of pigs with 20 pigs in each group. All of the 80 pigs are fed corn soaked in a food additive that may improve feed conversion efficiency, but the concentration of additive in which the corn is soaked is different for each of the four groups. Which of the following would be most appropriate for a control group in this experiment?

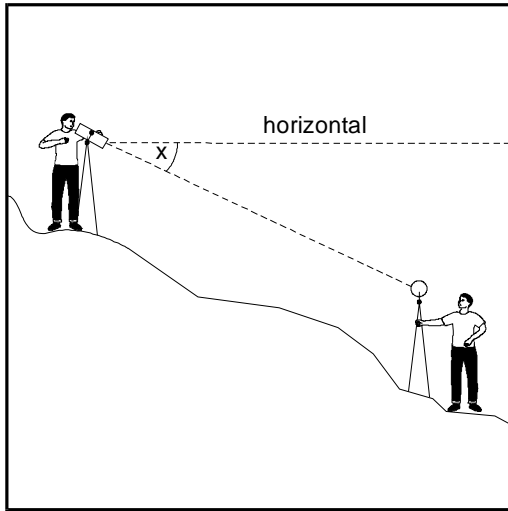
 - A. a fifth group that is fed on treated feed other than corn
 - B. a fifth group that is fed some corn from each of the other four groups
 - C. a fifth group that is fed on untreated feed other than corn
 - D. a fifth group that receives corn that is not soaked in the additive
4. In judging breeding cattle, the term *condition* is closest in meaning to which of the following market-class terms?

 - A. finish
 - B. muscling
 - C. type
 - D. balance

5. Soybean meal is most likely to be added to hog feed as an additional source of:
- A. protein.
 - B. minerals.
 - C. vitamins.
 - D. carbohydrates.
6. In sheep, white coat color is dominant and black coat color is recessive. A white sheep is crossed with a black sheep, producing a white sheep. A second white sheep is crossed with a second black sheep, again producing a white sheep. If the two second-generation white sheep are crossed, what is the probability that their first offspring will be black?
- A. 0
 - B. $1/4$
 - C. $1/3$
 - D. $1/2$
7. A worker is taking soil samples on agricultural land. The worker takes samples from representative sites, but all from a depth of just a few inches. The worker then takes samples, again from representative sites, but this time from a depth of a few feet. The second set of samples will most likely be used to test for:
- A. pH.
 - B. macronutrients.
 - C. micronutrients.
 - D. organic matter.
8. In order for a cleft graft to be successful, it is most important that:
- A. the scion and understock are from the same species.
 - B. the scion is collected while it is dormant.
 - C. the scion is of the same diameter as the understock.
 - D. the scion's cambium contacts the understock's cambium.
9. Which of the following crops has the greatest requirement for water?
- A. oats
 - B. sorghum
 - C. corn
 - D. wheat
10. A new shipment of lily bulbs arrives at a greenhouse in November. The greenhouse manager would like to force the bulbs to grow and flower in February. Which of the following steps should the manager take first?
- A. Set the bulbs and provide them with a constant 80°F temperature.
 - B. Set the bulbs and expose them to cold temperatures.
 - C. Set the bulbs in a heavily fertilized growing medium.
 - D. Set the bulbs in a growing medium that contains rooting hormone.

11. One of the main advantages that a rear-tine rototiller has over a front-tine rototiller is that the rear-tine rototiller:
- A. allows the operator to walk at the side of the machine.
 - B. uses the turning tines to propel the rototiller forward.
 - C. digs more deeply into the soil.
 - D. can be operated at variable speeds.
12. In a floral design, large flowers and strong color contrasts are typically used to:
- A. create rhythm.
 - B. provide asymmetrical balance.
 - C. develop a focal point.
 - D. ensure proper proportion.
13. Which of the following irrigation techniques is most likely to retard salinization of the soil?
- A. traditional flood irrigation
 - B. central-pivot system
 - C. surge flow method
 - D. drip irrigation system
14. When clearing a wooded area of brush, a landowner piles some of the brush into a long, loosely stacked pile and leaves it near the margin of the wooded area. This brush pile will most likely provide direct benefit to which of the following wildlife groups?
- A. birds of prey
 - B. small mammals
 - C. pollinating insects
 - D. deer
15. Which of the following would be found in a gas engine but not in a diesel engine?
- A. carburetor
 - B. piston ring
 - C. spark plug
 - D. fuel pump

16. Use the diagram below to answer the question that follows.



A surveyor intends to measure the average slope of land by siting a target held by an assistant. The surveyor will use the angle X as a measure of the slope of the land. Before using this procedure, the surveyor must ensure that:

- A. the target's height above ground is the same as the siting instrument's height above ground.
- B. the siting instrument has been properly calibrated for local magnetic declination.
- C. the horizontal control line is drawn with an allowance for the general slope of surrounding land.
- D. the target is being held by the assistant at the absolute lowest point on the slope.

17. A worker is using a reciprocating saw to cut pieces of 1-inch pine. In order to begin cutting a $\frac{1}{4}$ -inch metal bar, the worker will most likely need to make which of the following changes?
- A. Use a blade having a greater number of teeth per inch.
 - B. Increase the feed rate.
 - C. Use a blade having a greater diameter.
 - D. Increase the blade clearance.

18. In price-support programs administered by the federal government, farmers or processors receive nonrecourse loans. The collateral for these loans is usually:

- A. agricultural real estate.
- B. stored commodities.
- C. farm equipment.
- D. liquid assets.

19. A grower is most likely to use the futures market for which of the following purposes?
- A. securing a firm price for a crop
 - B. insuring a crop against loss due to weather
 - C. managing risk related to crop prices
 - D. arranging for a customer before planting the crop

20. In Illinois, a Local Emergency Planning Committee (LEPC) is most likely to have information concerning:
- A. medical conditions of local agricultural workers.
 - B. sources of agricultural loans available on short notice.
 - C. availability of medical insurance plans for agricultural workers.
 - D. hazardous chemicals stored on local property.

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	B	Understand the foundations of work and the career development process.
2.	C	Understand how to develop and implement a comprehensive agriculture education program.
3.	D	Understand the scientific method of investigation.
4.	A	Understand domesticated animals and their uses.
5.	A	Understand the anatomy and physiology of animals, including the nutritional requirements of domesticated animals.
6.	B	Understand and apply knowledge of domesticated animal reproduction and genetics.
7.	B	Understand characteristics, components, and properties of soil.
8.	D	Understand plant anatomy and physiology, including plant reproduction and genetics.
9.	C	Understand methods and procedures for planting, caring for, and harvesting agronomic crops.
10.	B	Understand greenhouse and nursery management.
11.	A	Understand and apply principles of landscaping and turf management.
12.	C	Understand and apply principles of floriculture and floristry.
13.	D	Understand relationships among agriculture, the environment, and society.
14.	B	Understand the role of forest and agricultural management in protecting habitats and species.
15.	C	Understand the uses, principles of operation, and maintenance of agricultural machinery and technology.
16.	A	Understand procedures related to agricultural surveying.
17.	A	Understand agricultural structures and construction processes.
18.	B	Understand the application of economic principles to agricultural business, including the role of government economic policies.
19.	C	Understand financial management and decision making in agricultural business.
20.	D	Understand agricultural business management practices.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

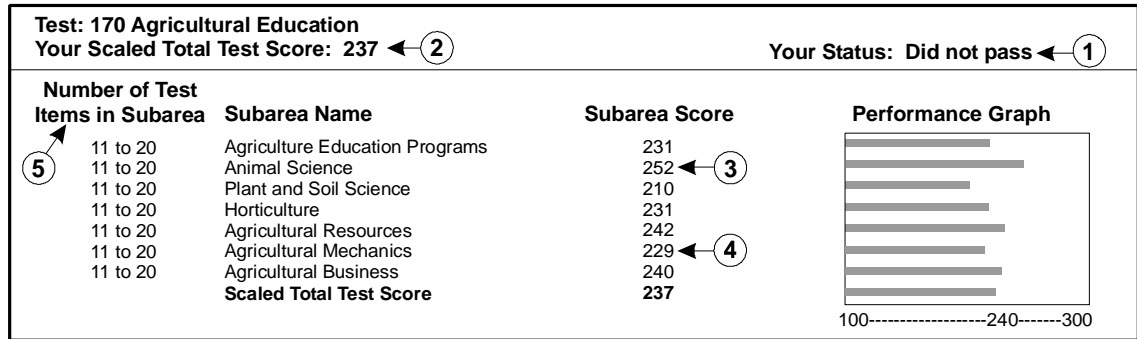
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of an Agricultural Education test score report is provided below.



According to the above sample, the examinee did not pass the Agricultural Education test ①, because the examinee's total test score of 237 ② is below the passing score of 240.

The examinee did better on the Animal Science section ③ of the test than on the Agricultural Mechanics section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.