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# HORSEMANSHIP ASSESSMENT: INTRODUCTION

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The assessment tools you are about to work through with your leader will give you a better idea of where you are needing to work with your horse for the project year. Regardless of your age and experience, you should work through these tools from the start. New members and experienced riders alike should make certain that all the skills listed have been mastered.

The levels have been set up to ensure safety for the horse and rider and to build a strong foundation for your future in riding, wherever it may take you. One of the project goals is to ensure riders are safe and effective in groundwork and riding skills as well as knowledge of their horse and equipment used. Your love for horses and the skills you gain through your project work will be of great benefit to you for your whole life.

## **How to use your Assessment Checklists**

Keep your checklists up-to-date. Review each level with your leader to determine which skills you have already mastered and highlight the ones you are working on. Keep going back and reviewing the lists. This will be a useful tool to move you to the next level of Horsemanship. Happy riding!

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## LEVEL SIX: **DISMOUNTED SKILLS**

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- Explain and demonstrate coat, mane and tail care for your area of interest (English or Western). For example pulling manes, clipping, banding and braiding.
- Explain how your horse's four senses other than sight may affect his behavior.
- Describe the digestive system of the horse.
- Explain the causes, symptoms, and treatment of colic
- Explain and demonstrate how to safely give a horse an oral medication.
- Describe the life cycle of two internal parasites.
- Show how and where to give your horse an injection and explain safety precautions.
- Explain three types of lameness - causes, symptoms, diagnosis of location, and prevention or treatment.
- Give three reasons why a saddle may not fit a rider. Give three reasons why a saddle may not fit a horse.
- Name and describe three types of Western or English saddles and explain how they differ to suit their purpose.
- Name any pieces of auxiliary tack that you use for your special area of riding interest. What is its purpose and how should it fit.
- Judge and place two conformation classes of four horses and present written reasons for one and oral reasons for the other.
- Explain safe driving practices for a loaded horse trailer
- Give three things to take into consideration on a long haul.

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## LEVEL SIX: MOUNTED SKILLS

**To assess the rider levels:** Before you can assess, we must make sure that we are using a progressive format in lesson planning. That means the riding instructor should include a warm-up with each lesson and a review of previously taught skills so both rider and horse can progress. At every skill taught, we need to reinforce basic position, balance, suppleness, focus, timing and appropriate aids. We suggest that the individual skills be assessed first and only those who are successful at these skills be invited to ride the pattern. At all rider levels, the skills may be performed with two hands on the reins unless there is a reference to neck reining. Our preference would be that snaffle bits be used, but because safety is our number one concern, any humane bit may be used or refer to the standard set by your regional committee. To help the riders with pattern accuracy, please place  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  markers down the sides of the riding area and one at the middle of each end.

- Warm-up** – demonstrate your own warm-up including at least everything in the rider 5 warm-up plus shoulder in.
- Demonstrate a **haunches-in** of at least 6 strides at a **sit trot/jog**. Go both ways.
- Demonstrate **haunches-in halt to lope transition** in both directions.
- Demonstrate **haunches-in** at the **lope/canter** in both directions.
- Execute a **turn on the haunches** of at least 6 fluid crossovers with the horse correctly shaped or **walk pirouette** (English) in both directions.
- a) Explain and demonstrate 3 lead up exercises to produce a **two track/half pass**. b) Show a two-track/half pass of at least 3 strides in both directions 1) at a **walk** and, 2) at a **jog** or **sitting trot**. The lead up exercises may be used in the demonstration.
- Explain and demonstrate a **counter canter** on a curved and straight line in both directions.

- From a lope/canter, ride a **controlled gallop** (Western) or **hand gallop** (English) of at least 10 strides in both directions, then go back to a lope/canter with a smooth downward transition.
  
- Demonstrate: a) two or three **lateral exercises** in succession that will allow you to produce a smooth lope/canter transition and collection. Demonstrate that transition. b) Western riders demonstrate 2 lateral exercises using neck reining.
  
- a) Explain and demonstrate the aids to produce a **flying lead change**. b) Demonstrate a flying lead change in both directions.
  
- Ride the attached **pattern**. Include a **tack check, mount** and **dismount**. May be ridden 1 or 2 handed.

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# RIDER 6: **PATTERN**

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## **MAKE YOUR OWN PATTERN!**

