

Veterinary Triage Evidence Record

NAME _____ DATE _____ PERIOD _____

Optional structured scaffold

The default student work is *Find Your Future* pp. 96-99, including the response space on p. 99. Use this record only when a student needs a more structured layout or does not have the workbook. This activity practices evidence comparison. It does not teach students to diagnose or treat a real animal. A real animal emergency belongs with a veterinarian or emergency clinic.

Step 1: Compare each patient with the correct species reference

PATIENT FINDING	REFERENCE FACT OR RANGE	NORMAL, EXPECTED, OR CONCERNING?	WHY IT MATTERS
Leo 1			
Leo 2			
Barnaby 1			
Barnaby 2			

Step 2: Separate appearance from evidence

One detail that looks alarming but the reference identifies as expected:

One detail that the reference identifies as outside the normal range or urgent:

Step 3: Make and defend the triage decision

Word bank: triage = triaje · observation = observación · range = rango · priority = prioridad

Frame: I would report [patient] first because [detail 1] and [detail 2]. The veterinarian still decides [diagnosis or treatment].

Who should the fictional clinic team see first? _____

Evidence 1 from a patient chart:

Evidence 2 from the normal-range reference:

Why the other patient's appearance should not control the decision by itself:

Step 4: State the limit

What can this evidence support? What decision or diagnosis still belongs to the veterinarian?

Final check

- ☐ I used the correct species reference for each patient.
- ☐ I cited at least two case details.
- ☐ I explained the difference between appearance and evidence.
- ☐ I did not invent a diagnosis or treatment.