



Construction

Study Guide

Assessment:
300 I Construction Trainee

Aligned to NCCER
National Standards and
HBI Residential Standards
& Key Requirements

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Overview

This study guide is designed to help students prepare for the Construction Trainee assessment. It not only includes information about the assessment, but also the skill standards upon which the assessment is based, resources that can be used to prepare for the assessment, and test taking strategies.

Each of the four sections in this guide provides useful information for students preparing for the Construction Trainee assessment.

- CareerTech and Competency-Based Education: A Winning Combination
- Construction Trainee assessment
 - ▶ Assessment Information
 - ▶ Standards and Test Content
 - ▶ Sample Questions
 - ▶ Textbook/Curriculum Crosswalk
 - ▶ Abbreviations, Symbols, and Acronyms
- Strategies for Test Taking Success
- Notes

This assessment was developed and aligned with the National Center for Construction Education and Research (NCCER) Core Assessment. NCCER develops standardized construction and maintenance curricula and assessments with portable credentials. The assessment is also aligned to the National Association of Home Builders (NAHB) Residential Carpentry Standards which include key activities and knowledge required by all residential carpentry specialties. It also includes NAHB's Applied Academic Skills, Safety Skills, and Basic Tool Knowledge.

The Construction Trainee assessment measures a student's ability to apply general knowledge and skills in a construction-related career. The Construction Trainee assessment is structured to cover the same modules required by NCCER and determines a student's ability to succeed on the NCCER Core assessment.

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CareerTech and Competency-Based Education: A Winning Combination

Competency-based education uses learning outcomes that emphasize both the application and creation of knowledge and the mastery of skills critical for success. In a competency-based education system, students advance upon mastery of competencies, which are measurable, transferable outcomes that empower students.

Career and technology education uses industry professionals and certification standards to identify the knowledge and skills needed to master an occupation. This input provides the foundation for development of curriculum, assessments and other instructional materials needed to prepare students for wealth-generating occupations and produce comprehensively trained, highly skilled employees demanded by the work force.

Tools for Success

CareerTech education relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

Skills standards provide the foundation for competency-based instruction and outline the knowledge and skills that must be mastered in order to perform related jobs within an industry. Skills standards are aligned with national skills standards and/or industry certification requirements; therefore, a student trained to the skills standards is equally employable in local, state and national job markets.

Curriculum materials and textbooks contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources include supplemental activities that enhance learning by providing opportunities to apply knowledge and demonstrate skills.

Certification Assessments test the student over material outlined in the skills standards and taught using the curriculum materials and textbooks. When used with classroom performance evaluations, certification assessments provide a means of measuring occupational readiness.

Each of these components satisfies a unique purpose in competency-based education and reinforces the knowledge and skills students need to gain employment and succeed on the job.

Measuring Success

Evaluation is an important component of competency-based education. Pre-training assessments measure the student's existing knowledge prior to receiving instruction and ensure the student's training builds upon this knowledge base. Formative assessments administered throughout the training process provide a means of continuously monitoring the student's progress towards mastery.

Certification assessments provide a means of evaluating the student's mastery of knowledge and skills. Coaching reports communicate assessment scores to students and provide a breakdown of assessment results by standard area. The coaching report also shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Construction Trainee Assessment Information

What is the Construction Trainee assessment?

The Construction Trainee assessment is an end-of-program assessment for students in any construction-related programs. The assessment provides an indication of student mastery of basic knowledge and skills necessary for success in careers in construction.

How was the assessment developed?

The assessment was developed by the CareerTech Testing Center in alignment with NCCER National Craft Assessment and Certification Program Specifications and NAHB Residential Carpentry Standards. A committee of industry representatives and educators validated the modules covered on the assessment. The assessment content was developed and reviewed by a committee of subject matter experts.

The committee assigned frequency and criticality ratings to each skill, which determines the significance of each task for test development:

Frequency: represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

1 = less than once a week 2 = at least once a week 3 = once or more a day

Criticality: denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

1 = slight 2 = moderate 3 = extreme

What does the assessment cover?

Specifically, the test includes 55 multiple-choice test items over the following areas:

| | | | |
|------------------------------------|-----|---|----|
| Basic Safety | 23% | Intro to Blueprints/Construction Drawings | 7% |
| Intro to Construction Math | 10% | Basic Rigging | 7% |
| Make Accurate Measurements | 25% | Basic Communication Skills | 3% |
| Introduction to Hand & Power Tools | 16% | Basic Employability Skills | 9% |

What are the benefits of using the assessment?

Students receive a certificate for each assessment that he/she passes. This certificate may be included in his/her portfolio and used to communicate the student's mastery of the subject matter to potential employers.

When should the assessment be taken?

The CareerTech Testing Center recommends that students take this assessment as soon as possible after receiving all standards-related instruction, rather than waiting until the end of the school year.

Is the assessment timed?


No. Although students may take as long as they need, most finish the assessment within one hour.

What resources can students use on the assessment?

Students are allowed to use calculators and scratch paper on CTTC assessments; however, these items must be provided by the testing proctor and returned to the proctor before the student's exam is submitted for scoring. Calculator apps on cell phones and other devices may not be used on these assessments.

What accommodations can be made for students with Individualized Education Plans (IEPs)?

Accommodations are allowed for students with an Individualized Education Plan. Examples of allowable accommodations include:

- Extended time — This assessment is not timed; therefore, students may take as much time as needed to finish. The assessment must be completed in one testing session.
- Readers — A reader may be used to read the assessment to a student who has been identified as needing this accommodation.
- Enlarged text — Students needing this accommodation can activate this feature by clicking the  icon in the upper right corner of the screen.

What can students expect on Test Day?

All CTTC assessments are web-based and delivered exclusively by a proctor in the school's assessment center. The proctor **cannot** be an instructor or anyone who was involved with the student during instruction.

Assessments are delivered in a question-by-question format. When a question is presented, the student can select a response or leave the question unanswered and advance to the next question. Student may also flag questions to revisit before the test is scored. All questions must be answered before the test can be submitted for scoring.

After the assessment is scored, the student will receive a score report that not only shows the student's score on the assessment, but also how the student performed in each standard area.

Can students retake the test?

Students may retake the test unless their school or state testing policies prohibit retesting. Students who can retest must wait at least three days between test attempts.

Standards and Test Content

Basic Safety (13 questions)

1. Explain the role that safety plays in the construction crafts. **(3/3)**
2. Identify causes of accidents and the impact of accident costs. **(3/3)**
3. Explain the role of OSHA in job-site safety. **(3/3)**
4. Recognize hazard recognition and risk assessment techniques. **(3/3)**
 - Identify struck-by hazards and demonstrate safe working procedures
 - Identify caught-in-between hazards and demonstrate safe working procedures
5. Demonstrate the use and care of appropriate personal protective equipment. **(3/3)**
6. Follow safe procedures for lifting heavy objects. **(3/3)**
7. Explain fall protection, ladder, stair, and scaffold procedures and requirements. **(3/3)**
8. Describe and demonstrate knowledge of the Occupational Safety and Health Act (OSHA). **(3/3)**
 - HazCom and SDS
 - Bloodborne pathogens
9. Describe fire prevention and fire fighting techniques. **(3/3)**
10. Define safe work procedures around electrical hazards. **(3/3)**
11. Identify and establish procedures for material handling loads **(3/3)**

Introduction to Construction Math (6 questions)

1. Add, subtract, multiply, and divide whole numbers, with a calculator. **(3/3)**
2. Use a standard ruler, metric ruler, and a measuring tape to measure. **(3/3)**
3. Add, subtract, multiply, and divide fractions. **(3/3)**
4. Add, subtract, multiply, and divide decimals, with a calculator. **(2/2)**
5. Convert decimals to percents and percents to decimals. **(2/2)**
6. Convert fractions to decimals and decimals to fractions. **(2/2)**
7. Recognize and use standard/metric units of length, weight, volume, and temperature. **(1/1)**
8. Recognize some of the basic shapes used in the construction industry and apply basic geometry to measure them. **(1/1)**



Make Accurate Measurements (14 questions)

1. Identify measuring instruments. **(3/3)**
 - Tape measure
 - Folding rule
 - Framing & Speed squares
 - Plumb bob and level
2. Read measuring instruments **(3/3)**
3. Identify the appropriate units of measurement for a task. **(3/3)**
4. Identify the appropriate formula for a measurement task. **(3/3)**
5. Communicate measurements using proper symbols/words. **(3/3)**
6. Use formulas to determine perimeter, circumference, area, volume, and surface area. **(3/3)**
7. Use appropriate measuring instruments to measure distances. **(3/3)**
8. Use distances to solve problems. **(3/3)**
9. Use appropriate measuring instruments to determine angles and slopes. **(2/2)**
10. Draw and construct angles and radius. **(2/2)**
11. Identify and construct 30-60-90 and 45-45-90 triangles. **(2/2)**
12. Use methods to determine right angles and squareness (6-8-10, diagonal method). **(3/3)**
13. Use a plumb bob or level to determine if an object or structure is plumb and level. **(3/3)**



Introduction to Hand Tools (5 questions)

1. Identify commonly used hand tools of the construction trade. **(3/3)**
2. Use these tools safely. **(3/3)**
3. Explain how to maintain the hand tools properly. **(3/3)**

Introduction to Power Tools (4 questions)

1. Identify commonly used power tools of the construction trade. **(3/3)**
2. Use these tools safely. **(3/3)**
3. Explain how to maintain the power tools properly. **(2/3)**



Introduction to Blueprints/Construction Drawings (4 questions)

1. Recognize and identify basic blueprint terms, components, and symbols. **(3/3)**
2. Relate information on blueprints to actual locations on the print. **(2/2)**
3. Recognize different classifications of drawings. **(2/2)**
4. Interpret and use drawing dimensions. **(2/2)**

Basic Rigging (2 questions)

1. Identify and describe the use of slings and common rigging hardware. **(1/2)**
2. Describe basic inspection techniques and rejection criteria used for slings and hardware. **(1/2)**
3. Describe basic hitch configurations and their proper connections. **(1/2)**
4. Describe basic load-handling safety practices. **(2/3)**
5. Demonstrate proper use of ASME hand signals. **(1/2)**

Basic Communication Skills (2 questions)

1. Demonstrate the ability to understand information and instructions that are presented in both written and verbal form. **(3/3)**
2. Demonstrate the ability to communicate effectively in on the job situations using written and verbal skills. **(3/3)**
3. Demonstrate the ability to communicate effectively on the job using electronic communication devices. **(3/3)**

Basic Employability Skills (5 questions)

1. Explain the construction industry, the role of the companies that make up the industry, and the role of individual professionals in the industry. **(1/1)**
2. Demonstrate critical thinking skills and the ability to solve problems using those skills. **(3/3)**
3. Demonstrate knowledge of computer systems and explain common uses for computers in the construction industry. **(1/1)**
4. Demonstrate effective relationship skills with teammates and supervisors, exhibit the ability to work on a team, and demonstrate appropriate leadership skills. **(3/3)**
5. Recognize workplace issues such as sexual harassment, stress, and substance abuse. **(2/3)**



Sample Questions

- _____ 1. When stepping off a ladder onto a platform, the top of the ladder should extend above the roof by _____.
- 1'
 - 3'
 - 6'
 - 8'
- _____ 2. What device is attached to scaffolding to provide a larger work area?
- putlogs
 - outriggers
 - broad boards
 - cleats
- _____ 3. What device is used to make accurate inside measurements?
- tape measure
 - folding rule
 - line level
 - framing square
- _____ 4. What unit of measurement is used to estimate the quantity of flooring required for a room?
- cubic feet
 - cubic inches
 - square feet
 - linear feet
- _____ 5. Which type of fire extinguisher is used on an electrical fire?
- A
 - B
 - C
 - D
- _____ 6. Which federal agency determines the standards for indoor air quality?
- ASHRAE
 - DOT
 - EPA
 - SMACNA



Sample Questions — Key

1. When stepping off a ladder onto a platform, the top of the ladder should extend above the roof by _____.
- a. 1' Wrong, but plausible
 - b. 3' Correct
 - c. 6' Wrong, but plausible
 - d. 8' Wrong, but plausible
2. What device is attached to the scaffolding to provide a larger work area?
- a. putlogs Incorrect by definition
 - b. outriggers Correct by definition
 - c. broad boards Incorrect by definition
 - d. cleats Incorrect by definition
3. What device is used to make accurate inside measurements?
- a. tape measure Incorrect by definition
 - b. folding rule Correct by definition
 - c. line level Incorrect by definition
 - d. framing square Incorrect by definition
4. What unit of measurement is used to estimate the quantity of flooring required for a room?
- a. cubic feet Wrong, but plausible
 - b. cubic inches Wrong, but plausible
 - c. square feet Correct
 - d. linear feet Wrong, but plausible
5. Which type of fire extinguisher is used on an electrical fire?
- a. A Incorrect by definition
 - b. B Incorrect by definition
 - c. C Correct by definition
 - d. D Incorrect by definition
6. Which federal agency determines the standards for indoor air quality?
- a. ASHRAE Correct by definition
 - b. DOT Incorrect by definition
 - c. EPA Incorrect by definition
 - d. SMACNA Incorrect by definition

Curricula Crosswalk

Crosswalk to NCCER Modules, NAHB-HBI Residential Standards & Key Activities, Multistate Academic and Vocational Curriculum Consortium (MAVCC) & Curriculum and Instructional Materials (CIMC) Fundamentals Series

The following crosswalk is intended for guidance purposes only. It does not represent all curricula or resource materials that may be used for construction trainee programs. It is intended as a reference for curriculum planning and mapping standards to available curricula.

Curriculum/Resource Titles:

- 1) CIMC Fundamentals of Construction
- 2) CIMC Fundamentals of Carpentry
- 3) MAVCC Basic Wiring
- 4) MAVCC Residential Wiring
- 5) MAVCC Commercial and Industrial Wiring
- 6) CIMC Fundamentals of Bricklaying
- 7) CIMC Brick and Block Masonry
- 8) NCCER Core Curriculum Trainee Guide
- 9) NAHB-HBI Residential Standards & Key Activities

For more information about CIMC or MAVCC curricula, please go to www.okcimc.com.

| Module Name — Objective | Chapter | Assignment Sheet | Job/Skill Sheet |
|---|---|------------------|-------------------------------|
| Basic Safety | 1) B1 2) A2 3) all 4) all 5) all 6) A2 8) Module 00101 9) Applied Communication, Safety, Hand Tools, Carpentry | | 8) LINCCT28 Performance Tasks |
| 1. Explain the role that safety plays in the construction crafts. | 1) B1.1 2) A2.1 6) A2.2-A2.3 | 2) A2-1 & A2-2 | 2) A2-1 |
| 2. Identify causes of accidents and the impact of accident costs | 1) A2.4, A2.19-A2.20 | 1) A2-1 & A2-2 | |

| Module Name — Objective | Chapter | Assignment Sheet | Job/Skill Sheet |
|---|---|-------------------------|------------------------|
| 3. Explain the role of OSHA in job-site safety. | 1) B1.2 6) A2.4,A2.19-A2.20 9) Applied Communication 7 | 6) A2-1 & A2-2 | |
| 4. Recognize hazard recognition and risk assessment techniques. | 1) B1.4-B1.7 5) all 6) A2 9) Applied Communication 7 | | |
| 5. Demonstrate the use and care of appropriate personal protective equipment. | 1) B1.8 6) A2.18 9) Safety 3.1, 3.5, 3.6, 3.8 Hand Tools 4.2, 4.3, 4.4, 4.5, 4.6 | | |
| 6. Follow safe procedures for lifting heavy objects. | 1) B1.11 6) A2.21 9) Applied Communication 1 | | 1) B1-1 6) A2-1 |
| 7. Explain fall protection, ladder, stair, and scaffold procedures and requirements. | 6) A2.21 | 6) C3-1 | 1) D2-1 |
| 8. Describe and demonstrate knowledge of the Occupational Safety and Health Act (OSHA). | 9) Applied Communication 1 | | |
| 9. Describe fire prevention and fire fighting techniques. | 1) B1.10 3) all 4) all 5) all 6) A2.9 | 1) B1-2 | |
| 10. Define safe work procedures around electrical hazards. | 3) all 4) all 5) all 6) A2.4 9) Safety 3.3 | | |

| Module Name — Objective | Chapter | Assignment Sheet | Job/Skill Sheet |
|---|--|------------------------------|-----------------|
| Introduction to Construction Math | 1) B2 2) B1 6) B1 8) Module 00102 9) Applied Measurement, Applied Math | | |
| 1. Add, subtract, multiply, and divide whole numbers, with a calculator. | 1) B2.3 2) B1.3-1.7 6) B1.1-B1.7 9) Applied Measurement I Applied Math 2, 3 | 1) B2-1 2) B1-1 to B1-4 | |
| 2. Use a standard ruler to measure. | 9) Applied Math 2 | | |
| 3. Add, subtract, multiply, and divide fractions. | 1) B2.4 2) B1.8-B1.14 6) B1.8-B1.15 9) Applied Math 2, 4 | 1) B2-2 2) B1-5 to B1-11 | |
| 4. Add, subtract, multiply, and divide decimals, with a calculator. | 1) B2.5 2) B1.15-B1.20 6) B1.16-B1.20 9) Applied Math 2 | 1) B2-3 2) B1-12 to B1-15 | |
| 5. Convert decimals to percents and percents to decimals. | 1) B2.6 2) B1.21 6) B1.21-B1.24 9) Applied Math 2 | 1) B2-4 2) B1-16 | |
| 6. Convert fractions to decimals and decimals to fractions. | 1) B2.6 2) B1.23-B1.24 6) B1.21-B1.24 9) Applied Math 2 | 1) B2-4 2) B1-17 | |
| 7. Recognize and use standard units of length, weight, volume, and temperature. | 1) B2.8 6) B1.25-B1.30 9) Applied Math I, 2, 8, 10 | 1) B2-6 | |
| 8. Recognize some of the basic shapes used in the construction industry and apply basic geometry to measure them. | 1) B2.7 2) B1.25-B1.31 6) B1.25-B1.26 9) Applied Measurement 8 Applied Math 2, 5 | 1) B2-5 2) B1-18 to B1-21 | |

| Module Name — Objective | Chapter | Assignment Sheet | Job/Skill Sheet |
|---|--|----------------------------|--------------------|
| Make Accurate Measurements | 1) C1 2) B1, B2 6) B2, C4 8) Module 00103 9) Applied Measurement, Applied Math | | |
| 1. Identify measuring instruments. | 1) C1.2 2) B2.2, E1.1-1.4 9) Applied Measurement 1, 2, 3, 5 | | |
| 2. Read measuring instruments. | 1) C1.4-C1.6 2) B2.5, B2.10, B2.15,, E1.20 6) B2.1-B2.5 9) Applied Measurement 1, 2, 3, 5 | 1) C1-1 to C1-2 2) B2-4 | 2) E1-1 |
| 3. Identify the appropriate units of measurement for a task. | 2) B1.27 6) B2.1-B2.10 9) Applied Measurement 9 | | |
| 4. Identify the appropriate formula for a measurement task. | 9) Applied Math 7, 10 | | |
| 5. Communicate measurements using proper symbols/words. | 9) Applied Math 5 | | |
| 6. Use formulas to determine perimeter, circumference, area, volume, and surface area. | 2) B1.25, B1.28-B1.29 6) B1.25-B1.30 9) Applied Math 8, 10 | 1) B1-18 & B1-19 | |
| 9. Use appropriate measuring instruments to determine angles and slopes. | 9) Applied Measurement 6, 7 | | |
| 12. Use methods to determine right angles and squareness (6-8-10, diagonal method). | 2) E2.6 6) B2.11, B2.18 9) Applied Math 9 | 6) B2-1 | |
| 13. Use a plumb bob or level to determine if an object or structure is plumb and level. | 2) E1.23 6) C4.13D 9) Applied Measurement 6, 7 | | 2) E1-4 6) C4-4 |

| Module Name — Objective | Chapter | Assignment Sheet | Job/Skill Sheet |
|--|---|------------------|-----------------------------|
| Introduction to Hand Tools | 1) DI 2) CI 3) all 4) all 5) all 6) CI 8) Module 00103 9) Applied Communications, Hand Tools, Carpentry | | 8) NCCT00 Performance Tasks |
| 1. Identify some of the basic hand tools used in the construction trade. | 1) DI.2, DI.4-DI.6 2) CI 6) CI.1-CI.3 9) Hand Tools 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16 Carpentry 5.1, 5.2, 5.3, 5.4 | 2) CI-1 to CI-5 | |
| 2. Use these tools safely. | 1) DI.7 2) CI.2 3) all 4) all 5) all 6) CI.4-CI.12, CI.16A-CI.16D | | 6) CI-1 to CI-4 |
| 3. Explain how to maintain the hand tools properly. | 6) CI.13-CI.15 9) Applied Communication 5 | | |

| Module Name — Objective | Chapter | Assignment Sheet | Job/Skill Sheet |
|---|---|-----------------------------|-----------------------------|
| Introduction to Power Tools | 1) D1 2) C2 6) C2 3) all 4) all 5) all 4) Module 00103 9) Applied Communication, Safety, Carpentry | | 8) NCCT00 Performance Tasks |
| 1. Identify commonly used power tools of the construction trade. | 1) D1.3 2) C2 6) C2.1 9) Carpentry 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 | | |
| 2. Use these tools safely. | 3) all 4) all 5) all 6) C2.2, C2.6 9) Safety 3.4 | | |
| 3. Explain how to maintain the power tools properly. | 6) C2.4-C2.5 9) Applied Communication 5 | | |
| Introduction to Blueprints/ Construction Drawings | 1) C2 2) B3 6) B3 8) Module 00105 9) Applied Math | | 8) Performance Tasks |
| 1. Recognize and identify basic blueprint terms, components, and symbols. | 1) C2.1-C2.2 2) B3 | 2) B3-1 to B3-5 | |
| 2. Relate information on blueprints to actual locations on the print. | 2) B3 | | |
| 3. Recognize different classifications of drawings. | 1) C2.1-C2.2 2) B3, 6) B3.2 | | |
| 4. Interpret and use drawing dimensions. | 1) C2.3-C2.4 2) B3, 6) B3.13-B3.17 9) Applied Math 6 | 1) C2-1 6) B3-1 to B3-17 | |

| Module Name — Objective | Chapter | Assignment Sheet | Job/Skill Sheet |
|---|---|-------------------------|------------------------|
| Basic Rigging | 1) D3 2) C3 6) C3 8) Module 00106 9) Applied Communications, Safety | | 8) Performance Tasks |
| 1. Identify and describe the use of slings and common rigging hardware. | 1) D3.1-D3.2 2) D1.1, D1.8-D1.10, D1.12-D1.16 6) C3.1, 3.11-C3.12, C3.14 9) Safety 3.9 | 2) D1-1 to D1-6 | |
| 2. Describe basic inspection techniques and rejection criteria used for slings and hardware. | 2) D1.6-D1.7 9) Safety 3.9 | | |
| 3. Describe basic hitch configurations and their proper connections. | 1) D3.6 2) D1.3-D1.5 9) Safety 3.9 | | 1) D3-1 |
| 4. Describe basic load-handling safety practices. | 1) D3.3-3.4 2) D1.1, D1.6, D1.14 6) C3.19b to C3.19d 9) Safety 3.9 | 1) D3-1 & D3-2 | 6) C3-2 to C3-4 |
| 5. Demonstrate proper use of ASME hand signals. | 1) D3.5, D3.7 2) C3.6, D1.11 6) C3.15-C3.17 9) Applied Communication 6 | 1) D3-3 2) C3-1 | 1) D3-2 |
| Basic Communication Skills | 8) Module 00107 | | 8) Performance Tasks |
| 1. Demonstrate the ability to understand information and instructions that are presented in both written and verbal form. | 9) Applied Communication 2 | | |
| 2. Demonstrate the ability to communicate effectively in on-the-job situations using written and verbal skills. | 9) Applied Communication 3 | | |
| Basic Employability Skills | 8) Module 00108 | | 8) Performance Tasks |

Abbreviations, Symbols and Acronyms

The following is a list of abbreviations, symbols, and acronyms used in the Construction study guide and on the Construction Trainee assessment.

| | |
|-----------------|--|
| ° | Degree |
| °F | Degree Fahrenheit |
| \$ | Dollars |
| ' | Foot/feet |
| ” | Inch/inches |
| Ω | Ohms |
| % | Percent |
| # | Pound |
| ACI | American Concrete Institute |
| ANSI | American National Standards Institute |
| ASHRAE | American Society of Heating, Refrigerating, and Air-Conditioning Engineers |
| ASME | American Society of Mechanical Engineers |
| BOCA | Building Officials and Code Administrators |
| CDX | CD Exposure I Plywood |
| CPR | Cardiopulmonary Resuscitation |
| DOT | Department of Transportation |
| EPA | Environmental Protection Agency |
| ft ² | Feet Squared |
| ft ³ | Cubic Feet |
| HAZCOM | Hazard Communication |
| I.D. | Inside Diameter |
| lb | Pound/Pounds |
| LVL | Laminated Veneer Lumber |
| MDF | Medium Density Fiberboard |
| mm | Millimeter |
| MSHA | Mine Safety and Health Administration |
| NAHB | National Association of Home Builders |
| NCCER | National Center for Construction Education and Research |
| NIOSH | National Institute for Occupational Safety and Health |
| O.C. | On Center |
| OSB | Oriented Strand Board |
| OSHA | Occupation Safety and Health Act |
| SDS | Safety Data Sheet |
| SMACNA | Sheet Metal and Air-Conditioning Contractor's National Association |
| WWF | Welded-wire Fabric |
| yd ³ | Cubic Yards |

Test Taking Strategies

This section of the study guide contains valuable information for testing success and provides a common-sense approach for preparing for and performing well on any test.

General Testing Advice

1. Get a good night's rest the night before the test — eight hours of sleep is recommended.
2. Avoid junk food and “eat right” several days before the test.
3. Do not drink a lot or eat a large meal prior to testing.
4. Be confident in your knowledge and skills!
5. Relax and try to ignore distractions during the test.
6. Focus on the task at hand — taking the test and doing your best!
7. Listen carefully to the instructions provided by the exam proctor. If the instructions are not clear, ask for clarification.

Testing Tips

1. Read the entire question before attempting to answer it.
2. Try to answer the question before reading the choices. Then, read the choices to determine if one matches, or is similar, to your answer.
3. Do not change your answer unless you misread the question or are certain that your first answer is incorrect.
4. Answer questions you know first, so you can spend additional time on the more difficult questions.
5. Check to make sure you have answered every question before you submit the assessment for scoring — unanswered questions are marked incorrect.



