



# Facilities Maintenance Technician

## Study Guide

**Assessments:**  
**3705 Facilities Maintenance Technician**

*career*tech ✓  
**Testing**  
*The Provider of Online Testing Solutions*



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## Overview

This study guide is designed to help students prepare for the Facilities Maintenance Technician assessment. It includes information about the assessment, the skills standards upon which the assessment is based and test taking strategies.

Each of the four sections in this guide provides useful information for students preparing for the Facilities Maintenance Technician assessment.

- CareerTech and Competency-Based Education: A Winning Combination
- Accounting Services assessments
  - ▶ Assessment Information
  - ▶ Standards and Test Content
  - ▶ Sample Questions
  - ▶ Abbreviations, Symbols, and Acronyms
- Strategies for Test Taking Success
- Notes

This assessment measures a student's ability to apply knowledge of the skills necessary for success in the Facilities Maintenance sector.

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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.

# Facilities Maintenance Technician Assessment Information

## What is the Facilities Maintenance Technician assessment?

The Facilities Maintenance Technician assessment is an end-of-program assessment for students in any facilities maintenance program. The assessment provides an indication of student mastery of basic knowledge and skills necessary for success in careers in this area.

## How was the assessment developed?

The assessment was developed by the CareerTech Testing Center. Items were 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:

### Facilities Maintenance Technician - 55 questions

Demonstrate Employability Skills	11%
Provide Customer Service	5%
Demonstrate General Safety Requirements	19%
Demonstrate Knowledge of Hazard Communication	5%
Perform General Cleaning Services	26%
Perform Bare Floor Care	5%
Perform Carpet Care	5%
Perform Restroom Care	11%
Perform Health Care Facility Maintenance	13%

## What are the benefits of using these assessments?

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 the assessments as soon as possible after receiving all standards-related instruction, rather than waiting until the end of the school year.

## **Are the assessments timed?**

No. However, most students finish the assessment within one hour.

## **What resources can students use on these assessments?**

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 students 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. Students 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 Facilities Maintenance Technician

## Demonstrate Employability Skills (6 questions)

### 1. Demonstrate personal characteristics desired by employers: **(3/2)**

- confidence
- commitment
- cooperative
- drug free/alcohol free
- detail-oriented
- flexible
- goal-oriented
- good attendance
- high self-esteem
- honest/ethical
- initiative
- neat appearance
- positive attitude
- responsible
- self-management



### 2. Demonstrate clear, effective communication skills: **(3/2)**

- email/online
- interpersonal
- telephone techniques
- written

### 3. Interpret and follow oral directions **(3/3)**

### 4. Demonstrate customer service skills **(3/2)**

### 5. Develop skills in handling criticism and feedback **(2/2)**

### 6. Determine how to handle conflict in the workplace **(2/2)**

### 7. Understand workplace harassment (identification, prevention and reporting) **(2/3)**

### 8. Understand cultural diversity in the workplace **(1/2)**

### 9. Use critical thinking skills in workplace situations **(3/2)**

### 10. Develop time management skills and use time management tools **(3/1)**

### 11. Determine how to deal with interruptions and distractions **(3/2)**

### 12. Develop skills in planning and prioritization **(2/2)**

### 13. Develop daily/weekly/monthly/yearly work goals **(2/2)**

14. Learn techniques for multitasking **(2/1)**
15. Develop record-keeping skills **(3/2)**
16. Develop a budget **(1/1)**
17. Discuss how cleaning can generate revenue **(1/1)**
18. Use job-related terminology, symbols, and abbreviations **(3/2)**
19. Understand organization structure and employee roles **(2/2)**
20. Recognize the importance of team work and participate as a team member **(3/2)**
21. Explore opportunities for advanced training **(2/2)**
22. Participate in computer literacy training, when applicable **(1/1)**
23. Perform self-evaluation to establish/modify career goals **(1/1)**
24. Identify employment opportunities **(1/2)**
25. Identify levels of training recommended for related careers **(1/1)**
26. Understand salary, wages, and benefits packages **(1/2)**
27. Complete an employment application **(1/2)**
28. Prepare a resume **(1/3)**
29. Complete an employment interview **(1/3)**
30. Complete a W-4 form **(1/2)**
31. Develop and set career goals **(1/2)**





## **Provide Customer Service (3 questions)**

1. Identify the customer and their expectations **(2/2)**
2. Define customer service and its importance in the service industry **(2/3)**
3. Explain how to make a positive first impression: **(3/3)**
  - appearance
  - attitude/energy
  - body language
  - communication (verbal vs. nonverbal)
  - courteous
  - listening skills
  - politeness
  - professional greeting
4. State methods to determine and address a customer's needs **(2/3)**
5. Determine how to meet and exceed a customer's basic needs **(2/3)**
6. Examine and resolve customer complaints **(2/3)**
7. Explain how to deal with an angry customer: **(3/3)**
  - remain calm
  - listen
  - sympathize
  - apologize
  - find a solution
8. Explain when to utilize the different forms of communication: (advantages and disadvantages) **(3/3)**
  - electronic
  - in-person
  - telephone
9. Demonstrate etiquette: **(2/2)**
  - electronic (email)
  - telephone
10. Demonstrate the ability to take a phone message **(2/2)**

## **Demonstrate General Safety Requirements (10 questions)**

1. Explain the purpose for safety policies **(2/3)**
2. Participate in safety training **(2/3)**
3. Comply with company safety policies **(3/3)**
4. Demonstrate ergonomic body positioning while performing work related tasks **(3/3)**
5. Demonstrate appropriate lifting and transporting techniques **(2/3)**

6. Define personal protective equipment (PPE) and its importance/limitations **(3/3)**
7. Describe circumstances when personal protective equipment (PPE) is necessary **(2/3)**
8. Select appropriate PPE when required **(3/3)**

9. Identify components of PPE: **(3/3)**

- body suits
- coveralls
- disposable masks
- earplugs/muffs
- gloves
- hard hats
- safety glasses
- shoes
- vests
- wet floor signs and/or caution tape



10. Properly put on, adjust, wear and remove PPE **(3/3)**
11. Properly maintain and care for PPE **(2/3)**
12. Properly dispose of PPE **(2/3)**
13. Create a slip and fall prevention program that includes: **(2/3)**
  - risks of falling
  - prevention
  - proper warning signage for wet floors
14. Follow established methods of mopping and mop bucket movement that limits spillage and negates dangerous situations **(3/3)**
15. Follow guidelines for electrical cord management **(3/2)**
16. Explain the proper steps in reporting an accident or emergency **(2/3)**
17. Demonstrate knowledge concerning OSHA's hazard communications standards: **(2/3)**
  - location and understanding of Safety Data Sheets (SDS)
  - understanding of chemical labels
18. Discuss the importance of proper ventilation (i.e. janitorial closet) **(2/3)**
19. Discuss requirements to safely store chemicals **(2/3)**
20. Discuss and identify the potential risks of hazardous cleaning chemicals **(2/3)**
21. Discuss and identify the potential risks of mixing hazardous cleaning chemicals **(2/3)**
22. Identify the difference between concentrated and diluted solutions **(2/3)**
23. Discuss the importance of accurate dilution and use of dilution control equipment **(2/3)**

24. Discuss importance of emergency planning and prevention: **(2/3)**
  - accidents
  - chemical spills, leaks, and exposure
  - fire
25. Demonstrate appropriate use of a ground fault circuit interrupter **(2/2)**
26. State the importance of emergency tools, resources and facilities: **(2/3)**
  - chemical spill control kit
  - emergency phone numbers
  - evacuation routes and exits
  - eyewash fountain
  - fire alarms
  - fire extinguisher
  - first aid kit
  - safety shower
27. Follow procedures in case of an emergency: **(2/3)**
  - chemical exposure (i.e. skin and/or eye)
  - chemical spills
  - fire
  - gas leaks
28. Identify biological hazards and steps for properly cleaning: **(2/3)**
  - blood (blood borne pathogens)
  - feces
  - urine
  - vomit
  - other potentially infectious material (OPIM)
29. Demonstrate safe operation of: **(2/3)**
  - electrical equipment
  - ladders/lifts
  - power tools
30. Demonstrate use of a fall harness arrest when ascending higher than nine feet **(1/2)**
31. Demonstrate knowledge of hazards associated with compressed gas and compressed gas cylinders **(1/2)**

### **Demonstrate Knowledge of Hazard Communication (3 questions)**

1. Define the goals, processes and procedures for Hazard Communication (HazCom) **(2/2)**
2. Understand the requirements for the Globally Harmonized System (GHS) of classification and labeling of chemicals **(2/3)**
3. Understand the risks associated with working with hazardous chemicals **(2/3)**

4. Read and understand hazard information on chemical products, including: **(2/3)**
  - labels
  - pictograms
  - signal words
  - symbols
5. Locate and access Safety Data Sheets (SDS) **(2/3)**
6. Appropriately read and understand SDS **(2/3)**
7. Locate a list of chemicals used in a facility **(2/3)**
8. Identify the importance and reasons for using only chemicals that are included on a facility's chemical list **(2/3)**
9. Describe the difference between concentrated and diluted solutions **(2/3)**
10. Identify risks of the specific hazardous chemicals used in the facility **(2/3)**
11. Identify differences between types of labels (supplier vs. workplace labels) where applicable and required **(2/3)**
12. Identify differences between hazard and precautionary statements (when required to comply with the GHS) **(2/3)**
13. Demonstrate knowledge of blood borne pathogens and other potentially infectious materials (OPIM) and the steps for cleaning spills **(2/3)**

### **Perform General Cleaning Services (14 questions)**

1. Discuss the relationship between cleaning and health **(2/2)**
2. Discuss the relationship between cleaning and absenteeism **(1/2)**
3. Discuss the relationship between cleaning and productivity **(2/2)**
4. Discuss the relationship between cleaning and asset preservation (carpeting and hard surface floors) **(2/2)**
5. Demonstrate proper ergonomic body positioning when performing cleaning services (including fatigue, noise and vibration from power equipment) **(2/2)**
6. Demonstrate good hand hygiene and state its impact on cross contamination **(2/3)**
7. Discuss the use of alcohol-based, waterless hand sanitizers and their alternative to traditional hand washing **(2/2)**
8. Locate, read, and understand Safety Data Sheets (SDS) **(2/2)**
9. Perform dusting **(2/2)**
10. Discuss the differences between microfiber and cotton cloths (or mops) **(2/2)**

11. Fold cloths in a manner that will maximize cleaning efficiency and effectiveness **(2/2)**
12. Launder microfiber cloths and mops **(2/2)**
13. Identify “high touch points” and common surfaces that have a high probability of contamination **(2/2)**

14. Clean corners and crevices using: **(2/2)**

- backpack vacuum
- battery sonic-type scrubber and chemical
- hand dusting tool
- hand-held duster vacuum
- tank/canister vacuum
- toy broom
- trigger sprayer and cloth
- upright vacuum with tools



15. Perform dust mopping **(2/2)**

16. Perform mopping with a mop bucket and wringer **(2/2)**

17. Perform vacuuming by use of a/an: **(2/2)**

- backpack vacuum
- large area push-type vacuum
- tank/canister type vacuum
- upright vacuum

18. Properly use disinfectants (product dwell time) **(2/2)**

19. Demonstrate methods to clean the following surfaces: (all surfaces shall be clean and free of dust, dirt, streaks, spots, smudges, watermarks, hand marks, oils, rust and encrustation) **(2/2)**

- aluminum
- brass
- copper
- glass
- natural stone
- porcelain
- stainless steel
- wood

20. Demonstrate methods to clean the following items: (all surfaces shall be clean and free of dust, smudges, marks, dirt, cobwebs, and spots with no discolorations) **(2/2)**

- |                      |  |
|----------------------|--|
| • ceilings           | • trash cans   |
| • drinking fountains | • vents  |
| • furniture          | • walls  |
| • hand rails         | • window blinds  |
| • light fixtures     | • windows  |
| • mirrors            | • window sashes, sills, woodworks and other surroundings |
| • overhead surfaces  |  |

21. Perform high cleaning (surfaces above 70 inches) **(2/2)**
  - Surfaces shall be free from dust, dirt, and cobwebs
22. Remove trash from wastebaskets and ash receptacles **(3/3)**
  - trash containers shall be emptied and kept clean, odor-free and free of dirt, dust, debris, residues, and spilled materials
  - plastic liners for all trash and debris containers shall not be torn, worn, or contain residue
  - all ash receptacles shall be free of dust, ashes, odors, tar, streaks, and tobacco residues
23. Clean stairwells, elevators, and escalators **(2/2)**
  - clean stairwells using a damp mop, dust mop, and/or vacuum
  - door tracks shall be clean and free of dirt, debris, built up grime, dust, smudges, and other extraneous matter
  - surfaces shall be clean and free of finger marks, smudges, and spills
  - carpets and floors shall be free of removable spots, dirt, and debris. Floors requiring a finish will be maintained at a high luster
  - stairways, elevators, escalators, entrances, landings, railings, risers, ledges, grills, doors, radiators, and surrounding areas shall be free of dirt, dust, litter, and debris
24. Demonstrate how to top scrub floors to extend the time frame between stripping and finishing a floor **(2/3)**
25. Police inside areas and remove all trash and other discarded materials **(3/3)**
26. Care for interior plants **(2/2)**
  - free of dust
  - dead leaf removal
  - hydration
27. Clean concession areas: (areas shall be clean, sanitized, free of spillages, food crumbs, spots, smudges, marks, and soil) **(3/3)**
  - cafeteria furniture
  - seating areas
  - snack bars
  - vending machine
  - floors (in serving and kitchen areas)
28. Clean exterior hard surface areas: (all surfaces shall be clean and free of dirt, debris, gum, litter, gravel, weeds, oils, and grease. No residual dirt shall remain after the removal of the debris) **(2/2)**
  - sidewalks
  - brick areas
  - hard surfaces
  - parking lots
  - surface parking
  - garages
  - docks

29. Police and clean outside areas: (all areas, including unimproved areas and fence lines shall be clean of gum, litter, debris, papers, trash, and other discarded materials) **(2/2)**
  - table surfaces shall be clean, with no dirt, dust, residues, streaks, spots, soiled substances, discolorations, or rust
  - remove graffiti using normal cleaning methods
  - remove excrement from steps, stairs, entrances, sidewalks, arcades, landings, balconies, and ledges
30. Perform snow and ice removal **(1/2)**
31. Define the differences between battery, electric, and propane powered equipment **(1/2)**
32. Properly operate vehicles (i.e. RTV, etc.) **(2/2)**
33. Demonstrate use of low-impact powered cleaning equipment **(2/2)**
34. Properly operate a cleaning machine (i.e. auto scrubber, sweeper, etc.) **(1/2)**
35. Correctly change pads on an auto-scrubber **(1/3)**
36. Demonstrate how to clean tools after performing tasks **(2/3)**
37. Demonstrate how to change a: **(2/2)**
  - dust mop
  - vacuum bags, filters or canisters
  - wet mop
38. Demonstrate proper method to store tools and supplies **(2/2)**
39. Locate the list of chemicals used in a site and state how this list should be posted or shared with stakeholders **(2/2)**
40. Demonstrate proper storage and care of cleaning chemicals **(2/3)**
41. Identify the potential hazards associated with cleaning chemicals **(2/3)**
42. Identify environmentally preferred cleaning chemicals and equipment **(2/3)**
43. Demonstrate how to effectively use cleaning chemicals **(2/3)**
44. Demonstrate the proper application of cleaning chemicals **(2/3)**
45. State the difference between concentrated and ready-to-use chemicals **(3/3)**
46. Demonstrate techniques for diluting concentrated chemicals **(3/3)**
47. Follow safe procedures when cleaning chemical spills **(2/3)**
48. Demonstrate the proper disposal of cleaning chemicals **(2/3)**
49. Identify process to reduce energy, water and noise **(2/2)**
50. Discuss processes to improve indoor air quality (IAQ) **(1/2)**
51. Use high-efficiency HEPA filters and vacuums to improve IAQ **(1/2)**

52. Discuss the importance of sound levels during cleaning activities **(1/2)**
53. Provide information on recycling (pre-consumer vs. post-consumer) **(1/2)**
54. Discuss length and use entrance mats to assist in floor protection **(1/2)**
55. Identify and manage pest populations **(1/2)**
56. Develop methods to monitor surface contamination and monitor cleaning performance **(1/1)**
  - direct observation
  - fluorescent markers

### **Perform Bare Floor Care (3 questions)**

1. Use ergonomic body positioning while providing floor care **(2/2)**
2. Determine length and use entrance mats to provide floor protection **(2/2)**
3. Identify floor surface type **(1/2)**
4. Perform sweeping using a: **(2/3)**
  - push broom
  - push sweeper machine
  - rider sweeper
5. Perform baseboard cleaning **(1/2)**
6. Demonstrate how to move a mop bucket without spilling **(2/2)**
7. Perform damp mopping with a: **(2/3)**
  - single bucket and wringer
  - double bucket and wringer
  - flat microfiber mop and bucket
8. Damp mopping shall be the only method of wet cleaning for floors containing asphalt material **(2/2)**
9. Perform wet mopping and rinsing **(2/3)**
10. Demonstrate how to scrub a bare floor with a: **(3/3)**
  - low speed buffer
  - automatic scrubber
11. Demonstrate the ability to perform both wet stripping and dry stripping (to remove old finish or wax) **(2/3)**
12. Apply a floor finish/seal by using a: (sealant must be adhere to the floor and be evenly coated) **(2/3)**
  - mop
  - lambswool applicator
  - gravity-feed applicator
  - battery-operated applicator
  - back pack applicator and microfiber mop
  - rolling bucket ergonomic handle and flat microfiber mop



13. Perform spray buffing/polishing with a rotary floor machine **(1/3)**
14. Perform dry burnishing **(2/2)**
15. Perform dust mopping or vacuuming with a: **(2/2)**
  - dust treatment chemical
  - microfiber dust mop
  - vacuum
16. Review bare floor care and ensure: **(2/3)**
  - floors, base moldings and grout are clean and free of debris (i.e. dirt, water streaks, mop marks, strings, gum, tar and other foreign matter)
  - floors maintain their natural luster (not a dull appearance)

### **Perform Carpet Care (3 questions)**

1. Use ergonomic body positioning while providing carpet care **(2/2)**
2. Demonstrate how to test and identify carpet fiber **(1/1)**
3. Prevent soil damage to carpets by use of: **(2/2)**
  - entrance mats
  - carpet protector chemical
4. Perform vacuuming by use of a/an: **(2/2)**
  - backpack vacuum
  - large area push-type vacuum
  - tank/canister type vacuum
  - upright vacuum
  - wet pick-up with tank wet vacuum
5. Demonstrate vacuum cord management **(2/2)**
6. Demonstrate effective spot removal **(2/2)**
7. Apply carpet pre-treatment using a: **(1/2)**
  - pump tank sprayer
  - electric sprayer
8. Dry clean carpets using a/an: **(1/2)**
  - upright vacuum
  - dry chemical
9. Demonstrate extraction using a: **(1/2)**
  - portable machine.
  - direct hook-up high flow machine
  - self-propelled machine (battery or electric)
  - non-propelled machine
  - encapsulation cleaning



10. Perform rotary shampooing **(1/2)**
11. Demonstrate ability to rinse and extract shampoo **(1/2)**
12. Scrub carpets using a: **(1/2)**
  - one-pass machine
  - dual counter rotating brush machine
13. Perform dry foam cleaning with a machine with: **(1/2)**
  - separate foam pickup
  - simultaneous foam pickup.
14. Perform bonnet cleaning (with a rotary floor machine) using two methods: **(1/2)**
  - spray-on
  - immersion
15. Clean floor mats and runners **(2/2)**
  - Mats and runners shall be free of removable spots, soiled traffic patterns, dirt, debris, gum and crusted materials
  - There shall be no areas of deterioration or fuzzing resulting from harsh brushing or scrubbing
16. Review carpet care and ensure carpet and rugs are free from: **(2/2)**
  - dirt, dust and other debris
  - spots, smears, crusted material and/or spills
  - fuzz caused by harsh rubbing or brushing of carpet

### **Perform Restroom Care (6 questions)**

1. Discuss methods to prevent cross contamination when cleaning **(3/3)**
2. Identify biological hazards, i.e. urine, feces, vomit, blood (bloodborne pathogens) and other potentially infectious material (OPIM) **(2/3)**
3. Demonstrate how to clean and disinfect a: **(3/3)**
  - sink
  - toilet
  - urinal
4. Remove hard water/scale under or around: **(3/3)**
  - sink/faucets
  - toilet rim and seat hinges
5. Demonstrate how to clean: **(3/3)**
  - mirrors
  - hand dryers
  - paper towel dispensers
  - walls
  - stalls
6. Demonstrate ability to remove graffiti from different surfaces **(1/3)**

7. Perform trash removal **(3/3)**
8. Check, replace and store consumables: **(3/3)**
  - toilet tissue
  - toilet seat covers
  - hand soap
  - hand towels
9. Perform restroom floor care: **(3/3)**
  - sweeping
  - mopping
  - floor drain cleaning
  - grout cleaning
10. Demonstrate ability to clean floors with a cleaning machine system **(2/3)**
11. Clean and disinfect shower stalls **(2/2)**
12. Review restroom care and ensure: **(3/3)**
  - areas have been cleaned with a disinfectant cleaner
  - fixtures maintain a high level of luster and be free of dust, mold, mildew, streaks, and encrustations
  - partitions, doors, vents, sills, and walls shall be free of dust, dirt, bodily fluids, and waste and graffiti
  - materials and trash shall be emptied and discarded to prevent the containers from overflowing

## **Perform Health Care Facility Maintenance (7 questions)**

1. Demonstrate a general knowledge of infection control **(2/3)**
2. Demonstrate how to put on and remove personal protective equipment (PPE) **(3/3)**
3. Demonstrate communication skills with: **(2/2)**
  - health care professionals
  - patients (how to greet, state reason for room entry, managing upset patients)
4. Demonstrate knowledge and understanding of protocol for patient emergencies **(1/3)**
5. Understand importance of hand hygiene **(3/3)**
6. Discuss methods to prevent cross contamination **(3/3)**
7. Identify biological hazards, i.e. urine, feces, vomit, blood (bloodborne pathogens) and other potentially infectious material (OPIM) **(3/3)**
8. Demonstrate knowledge in blood spill clean up **(2/3)**
9. Perform linen replacement **(2/3)**
10. Check, replace and store consumables: **(2/3)**
  - toilet tissue
  - hand soap
  - hand towels

11. Properly use disinfectants (product dwell time) **(2/3)**

12. Demonstrate how to properly clean and disinfect a restroom: **(3/3)**

- bathtub
- bathtub fixtures
- sink
- sink fixtures
- soap dispensers
- shower stalls
- shower fixtures
- toilet
- whirlpool

13. Demonstrate how to properly clean: **(2/2)**

- bassinets (nursery)
- bed frames
- bedside tables
- blinds
- blood pressure cuff/sphygmomanometers
- call switches
- ceilings
- curtains
- cupboards
- doors
- examination lights
- examination tables
- footstools
- gurneys
- hand rails
- housekeeper carts
- intercom panels
- lights
- linen hampers
- mattresses
- operating room tables
- overhead lights
- privacy curtains
- refrigerators
- scales
- seating
- shelving
- telephones
- trash containers
- walls
- wheelchairs
- windows



## Sample Questions

- \_\_\_\_\_ 1. The Americans with Disabilities Act protects workers from:
- A. discrimination in the workplace.
  - B. poor working conditions.
  - C. safety hazards.
- \_\_\_\_\_ 2. Why should safety glasses be properly fitted?
- A. correct vision
  - B. improved style
  - C. maximize eye safety
- \_\_\_\_\_ 3. Trash cans should be emptied daily, spot cleaned and disinfected:
- A. as needed.
  - B. daily.
  - C. weekly.
- \_\_\_\_\_ 4. Be aware of falling dust and debris when cleaning:
- A. light fixtures.
  - B. mirrors.
  - C. vents.
- \_\_\_\_\_ 5. When dust mopping using a microfiber dust mop:
- A. change directions without lifting the mop off the floor.
  - B. drag the mop back towards you after ending a pass.
  - C. lift the mop and pivot when changing direction.

## Sample Questions – Key

1. The Americans with Disabilities Act protects workers from:
  - A. discrimination in the workplace.\* **Correct**
  - B. poor working conditions. **Wrong, but plausible**
  - C. safety hazards. **Wrong, but plausible**
  
2. Why should safety glasses be properly fitted?
  - A. correct vision **Wrong, but plausible**
  - B. improved style **Wrong, but plausible**
  - C. maximize eye safety\* **Correct**
  
3. Trash cans should be emptied daily, spot cleaned and disinfected:
  - A. as needed.\* **Correct**
  - B. daily. **Wrong, but plausible**
  - C. weekly. **Wrong, but plausible**
  
4. Be aware of falling dust and debris when cleaning:
  - A. light fixtures.\* **Correct**
  - B. mirrors. **Wrong, but plausible**
  - C. vents. **Wrong, but plausible**
  
5. When dust mopping using a microfiber dust mop:
  - A. change directions without lifting the mop off the floor.\* **Correct**
  - B. drag the mop back towards you after ending a pass. **Wrong, but plausible**
  - C. lift the mop and pivot when changing direction. **Wrong, but plausible**

## Abbreviations, Symbols and Acronyms

When abbreviations, symbols or acronyms are more commonly used in written and verbal communications within the drafting industry than the words they represent, they will also be used on the written examination required for competency. The following is a list of abbreviations, symbols and acronyms used on the drafting examinations.

GHS	Globally Harmonized System
HazCom	Hazard Communication
HEPA	High-Efficiency Particulate Air
IAQ	Indoor Air Quality
OPIM	Other Potentially Infectious Materials
OSHA	Occupational Safety and Health Administration
PPE	Personal Protective Equipment
RTV	Rough Terrain Vehicle
SDS	Safety Data Sheets

## 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.



