



CompTIA CTT+™



Candidate Handbook of Information Classroom Trainer Certification



Table of Contents

TABLE OF CONTENTS.....	2
INTRODUCTION	3
ABOUT COMPTIA.....	3
ABOUT COMPTIA CERTIFICATION PROGRAMS	3
COMPTIA CTT+ EXAMINATION: AN OVERVIEW.....	3
COMPTIA CTT+ OBJECTIVES	5
TYPES OF EXAM, SCORE REPORTS AND INTERPRETATION	13
CTT+ ESSENTIALS: COMPUTER-BASED TEST	14
TEST/REGISTRATION INFORMATION	14
PRACTICE QUESTIONS FOR COMPTIA CTT+ ESSENTIALS.....	15
CLASSROOM TRAINER EXAM (PERFORMANCE BASED)	17
PLANNING, PREPARING & SUBMITTING YOUR RECORDING	17
TIPS FOR A SUCCESSFUL RECORDED SESSION	21
SCORING GUIDE	23
HOW ARE THE RECORDINGS / DOCUMENTATION FORMS SCORED?.....	33
PERFORMANCE BASED EXAM RECORDING CHECKLIST FOR QUALITY CONTROL	34
RETEST POLICY.....	36
FORM A.....	37
RELEASE FORM – FORM B	38
SUBMISSION DOCUMENTATION FORM C.....	39
PAYMENT FORM	42
PERFORMANCE BASED EXAM MAILING ADDRESS.....	43
FIVE-STEP PROCESS TO CERTIFICATION	44



Introduction

About CompTIA

The Computing Technology Industry Association (CompTIA) is the voice of the world's \$3 trillion information technology (IT) industry. CompTIA membership extends into more than 100 countries and includes companies at the forefront of innovation; the channel partners and solution providers they rely on to bring their products to market; and the professionals responsible for maximizing the benefits organizations receive from their technology investments.

About CompTIA Certification Programs

CompTIA serves the IT industry as the world's largest developer of vendor-neutral IT certification exams. Since establishing the certification program in 1993, more than one million CompTIA certifications have been earned worldwide. Currently, CompTIA offers certifications in PC hardware, networking, server technology, convergence, project management, training, Linux, security, digital home technology, document imaging and RFID.

For more information, please visit www.comptia.org.

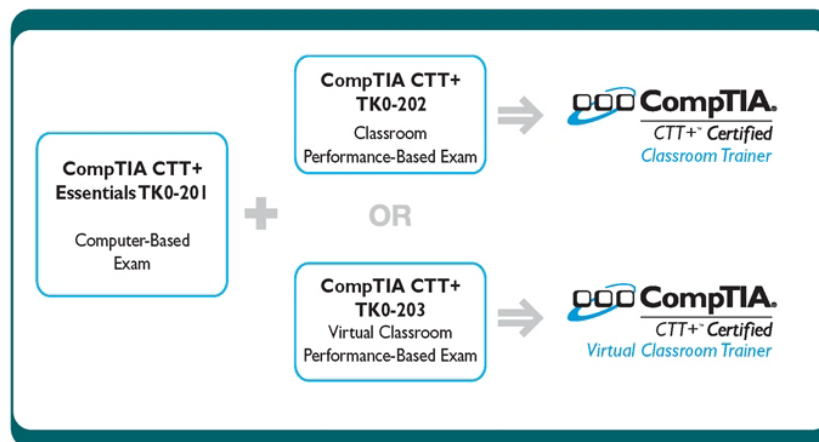
CompTIA CTT+ Examination: An Overview

The CTT+ certificate is a cross-industry credential providing recognition that an instructor has attained a standard of excellence in the training industry. The examinations are based on a set of objectives designed to measure the core knowledge and skills that competent instructors must demonstrate to complete an instructional assignment successfully both in a classroom and a virtual classroom environment.

This cross-industry certification is available to all training professionals. The CTT+ Program was created to eliminate redundancies among various instructor certification programs in computer training and education.

While it is significant that the computer industry is the first to endorse the CTT+ Program, the wider impact is that the certification can be applied to all industries that provide technical training, non-technical training and education.

To earn the CTT+ designation, candidate must pass both a computer-based test (CTT+ Essentials TK0-201) that assesses knowledge and a Performance Based exam (TK0-202 or TK0-203) in which the candidate demonstrates prescribed skills.





Candidates interested in earning CompTIA CTT+ with the Classroom Trainer designation will take the CompTIA CTT+ Essentials (CompTIA CTT+ TK0-201) and then submit a recording of a classroom training session (CompTIA CTT+ TK0-202) and be evaluated and scored by certified scorers.

Candidates interested in earning CompTIA CTT+ with the Virtual Classroom Trainer designation will take the CompTIA CTT+ Essentials (CompTIA CTT+ TK0-201) and then submit a recording, (via a file on CD/DVD) of a virtual classroom training session (CompTIA CTT+ TK0-203) and be evaluated and scored by certified scorers.

Trainers can be CompTIA CTT+ certified with both designations by taking CompTIA CTT+ Essentials TK0-201 and then completing both CompTIA CTT+ TK0-202 and TK0-203 performance-based exams.

The CTT+ Essentials portion of the exam is in the conventional linear format. There are 95 questions on the exam and the candidate has 90 minutes to complete the exam. The CTT+ Essentials exam is available in English, German and Japanese; the Classroom Trainer (Performance Based) exam recording can be submitted in English, German, Dutch, Japanese and Korean; the Virtual Classroom Trainer (Performance Based) exam recording can be submitted in English, German, Dutch, Japanese and Korean. The recording for the performance based exam should be at least 17 minutes, and no more than 22 minutes in duration. After 22 minutes, the scoring judges will not continue watching. The recording can be somewhat briefer, but fewer than 17 or 18 minutes may not allow candidates sufficient time to fully demonstrate the required objectives.

How much does it cost to take the CTT+ examination?

- ◆ The fee in North America for taking the CompTIA CTT+ Essentials examination is \$239 for Non-CompTIA Corporate Members and \$191 for CompTIA Corporate Members. For international pricing, please visit <http://certification.comptia.org/resources/registration.aspx>.
- ◆ The CompTIA CTT+ performance based exams for
 - Non-CompTIA Corporate Members is:
 - \$258 for English, German and Dutch
 - ¥ 28,432 for Japanese and Korean
 - ZAR1792.00 for South Africa (this excludes VAT at 14%)
 - Corporate CompTIA Members is:
 - \$208 for English, German and Dutch
 - ¥ 22,067 for Japanese and Korean
 - ZAR1437.00 for South Africa (this excludes VAT at 14%)

CompTIA is a trade association that offers many different benefits to the IT industry, one of which is certification. Linked to certification is CompTIA Corporate Membership. One of the benefits of being a CompTIA Corporate Member is eligibility to receive discounts on certification exams. If your company is a CompTIA Corporate Member, you are eligible for a discount on CTT+ Essentials exam and both the performance-based exams. Please be sure to include your CompTIA Corporate Membership number when you submit your Payment Form to receive the discount benefit. If your company is not a CompTIA Corporate Member and would like to become one, please complete the application form at <http://www.comptia.org/joinnow>.



CompTIA CTT+ Objectives

	Percent of Test
Domain 1: Planning Prior to the Course	13%
1A: Review of Organizational Needs and Learners' Backgrounds in Relationship to Course Objectives	
1B: Instructional Environment in Relationship to Learning Objectives	
Domain 2: Methods and Media for Instructional Delivery	14%
2A: Selection and Implementation of Instructional Methods	
2B: Use of Presentation and Instructional Media	
Domain 3: Instructor Credibility and Communications	10%
3A: Instructor Delivery Competence and Content Expertise	
3B: Instructor Communication and Presentation Skills	
Domain 4: Group Facilitation	45%
4A: Establishment and Management of a Learner-Centered Environment	
4B: Promotion of Learner Engagement and Participation	
4C: Assessment of Learners' Needs for Additional Explanation and Encouragement	
4D: Motivation and Positive Reinforcement of Learners	
Domain 5: Evaluate the Training Event	18%
5A: Evaluation of Learner Performance during and at Close of Instruction	
5B: Evaluation of Instructor and Course	

Please note that CTT+ objectives cover both Classroom and Virtual Classroom Trainer Certification. The examples included within the sub-domains represent classroom, virtual classroom or both environments.



DOMAIN 1: PLANNING PRIOR TO THE COURSE

1A: Review of Organizational Needs and Learners' Backgrounds in Relationship to Course Objectives

Knowledge of:

- Key content points likely to cause learner questions
- Points in the content where learner resistance may occur
- Objectives and information not specified in the materials but desired by the client or learner
- Types of needs assessments, such as surveys or interviews with trainees supervisors
- Situations in which it is appropriate to modify learning materials and delivery tools based on commonly accepted practice or theory
- Techniques used to adjust instructional activities to meet the needs of the group and the situation
- Learning objectives to ensure that content and design retain their original integrity
- Content, audience, and/or situation requirements that are learner centered, rather than instructor centered
- Techniques to ensure that an adequate range of learner characteristics have been addressed (for example, conduct audience analysis)
- Instructional design techniques to create customized training
- Available instructional resources and delivery tools in classroom or virtual session room

Skills to:

- Research additional content information to address potential points of confusion or resistance.
- Assess learner's current skill level and compare results with course prerequisites.
- Assess organizational needs for additional learning outcomes.
- Analyze results of needs assessment of the learner in relation to learning objectives.
- Modify learning materials to meet specific needs of organization, learner, situation or delivery tools without compromising original course design.

1B: Instructional Environment in Relationship to Learning Objectives

Knowledge of:

- Logistical needs prior to the instructional session (for example, dates of the offering; how materials will be provided (ship to learner or site, send instructions and link to download, space arrangements; adequacy of the facility; equipment; materials; learner registrations; pre-course assignments. For Virtual trainer, this would include creating a session room, sending login instructions to users, setting user privileges, loading and testing session materials, testing all equipment).
- Logistical needs after the instructional session (for example, equipment and materials are returned, discarded, or made available for their next use; facilities are left in an acceptable condition; problems with the facility, equipment, furniture or materials are communicated to appropriate authorities. For Virtual Trainer, this includes stopping recording, saving files, closing session rooms, running attendance reports, updating learner status, document session, follow up on technical problems)
- Optimal seating arrangements to provide a viable learning environment consistent with the instructional design
- Optimal virtual arrangements to provide a viable learning environment consistent with the instructional design (for example, network connection, tool capability to handle audience size, system check)
- Optimal organization of learner supplies, references, and materials (for example, neatly organized and located at each learner's seat or at a convenient central location. For virtual trainer, consolidate emails and files sent to participants.)
- Equipment set up techniques that ensure a safe environment (for example, computer terminals; video monitors; power cords, learner emotional safety, for example, appropriateness of chat)

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- Physical environmental needs to maximize learner comfort and safety (for example, ventilation; temperature; lighting; sound; noise; cleanliness; location of restrooms, telephones; rules for smoking; dress and conduct requirements)
- Virtual environmental needs to maximize learner comfort and safety (for example, distractions, popup windows, background noise, mute rules, quiet work zone use do not disturb sign,
- Corrective actions that should be communicated to appropriate authorities (for example, assessment of environmental problems that need to be corrected)

Skills to:

- Review pre-course communications with learners (for example, course announcement, confirmation, description or agenda, and prerequisites and pre-course assignments, system check activity, support/helpdesk information, download instructions for materials).
- Alter recommended physical or virtual classroom set-up according to specific learner and organizational needs
- Confirm timings and logistics for course (for example, scheduled breaks, meal arrangements, labs, and activities outside of classroom, time zones for virtual training, materials receipt).
- Ensure that learning-related tools and equipment are properly set-up and working, and verify that all learner exercises can be completed as intended (for example, hands on practice, on-line tool use).
- Establish a safe learning environment (for example, physical, auditory, chat, agreements, proprietary client information).
- Confirm with learners that the learning environment, both physical and virtual, is comfortable (for example, lighting, sound, conference call or VoIP audio, on-line tool is functioning well,).
- Prepare contingency plans for unique class events (for example, fire drill in classroom, loss of connection, some users not able to view materials).



DOMAIN 2: METHODS AND MEDIA FOR INSTRUCTIONAL DELIVERY

Skill 2A: Selection and Implementation of Instructional Methods

Knowledge of:

- Instructional methods as described by course designers
- Pros and cons of each instructional method
- Learning styles associated with adult-learning theory (Malcolm Knowles)
- Learning styles such as auditory, kinesthetic, visual
- Various learning styles for technical learners
- Various learning methods for non-technical content
- Techniques for delivering instruction in a classroom environment
- Techniques for delivering instruction in a technology-delivered environment (computer-lab)
- Techniques for delivering instruction in a virtual environment

Skills to:

- Use delivery methods as intended by the course designers.
- Adapt delivery methods to meet a variety of learning styles.
- Engage learners through multiple delivery techniques as appropriate to the material, the learners and , the situation
- Organize and introduce content in a variety of ways (for example, compare and contrast, steps in a process, advantages and disadvantages).
- Identify and implement learning activities that are relevant to the course objectives.
- Monitor learner comfort level during the use of participatory activities.
- Stimulate interest and enhance learner understanding through appropriate examples, demonstrations, media clips, slides, anecdotes, stories, analogies, and humor.
- Use activities that allow learners to contribute to the discussion and review and apply content at appropriate intervals.

2B: Use of Presentation and Instructional Media

Knowledge of:

- Types of media that can be used to support and enhance instructional delivery (for example, a graphic display; text display; handouts, shared computer applications, graphics files supported by the specific virtual classroom software)
- Types of media that support and enhance content needs
- Pros and cons of each media type
- Technology limitations associated with e-learning (for example, use of video where Low bandwidth slows delivery and access to websites that are blocked for some organizations)

Skills to:

- Use a variety of media/tools to support learning objectives and meet learner needs.
- Handle minor problems associated with each particular medium
- Enhance, substitute or create media as appropriate to support the learning objectives



DOMAIN 3: INSTRUCTOR CREDIBILITY AND COMMUNICATIONS

3A: Instructor Delivery Competence and Content Expertise

Knowledge of:

- Personal conduct acceptable to clients and learners (for example, timeliness, clothing, grooming, appropriate use of humor and/or language are appropriate to the learners and situation)
- Acceptable manners and behaviors for learners
- Consistency of values and actions is demonstrated; responsibility is accepted where appropriate without blaming or belittling others, the learning materials, or management (acceptable self-disclosure techniques)
- Instructional content (course material)
- How learners use course content post-training (analysis of the business needs)

Skills to:

- Maintain consistent behavior with all learners.
- Demonstrate confidence with and mastery of subject matter.
- Provide and elicit from learners practical examples of how knowledge and skills will transfer to their workplaces.
- Handle relevant learner inquiries on topics for which the instructor has limited expertise.
- Maintain positive atmosphere and avoid criticizing other members of the training team, the training materials, or the tools.

3B: Instructor Communication and Presentation Skills

Knowledge of:

- Grammar and syntax (for example, arrangement of words and sentences logically; proper use of vocabulary)
- Colloquialisms, technical terms, acronyms, and organizational jargon used for clarification at the appropriate level for the content and the group
- Use of voice (for example, tempo; rhythm; volume; inflection; rate of speech, use of Audio optimization options)
- Vocalization (for example, avoidance of distracting expressions and utterances)
- Nonverbal communication (for example, eye contact, gestures, silence/pauses, body movement, and facial nuances are used to emphasize and clarify content points)
- Technical non-verbal tools such as emoticons

Skills to:

- Pronounce words correctly at appropriate tempo and use suitable grammar and syntax, recognizing potential for an international audience.
- Explain and clarify content points through inflection, emphasis, and pauses.
- Ensure verbal and non-verbal communication is free of bias (for example, sexual, racial, religious, cultural, and age).
- Employ purposeful pointers, body language and/or vocal intonation to enhance learning and call attention to critical points.
- Minimize distracting trainer behaviors (for example, playing with object in hand, making noise with change in a pocket, or nervously rocking or pacing, excessive mouse movement, background noise on audio, key board noise).
- For the classroom trainer, use body language and other non-verbal techniques to minimize or eliminate learner disruptions. For virtual trainer, use private chat and group agreements to mitigate disruptions.
- Use course overviews, advanced organizers and session summaries at appropriate times to orientate learners and link key learning points.



DOMAIN 4: GROUP FACILITATION

4A: Establishment and Management of a Learner-Centered Environment

Knowledge of:

- Group dynamics
- Group development phases (e.g. Cog's ladder or Tuckman's model—"forming, storming, norming, performing")
- Group facilitation techniques (e.g. Block's process-consultation)
- Techniques to engage learners (for example, present, show, question, elicit, personalize, participate)

Skills to:

- Open a training session in a positive way.
- Communicate the course plan to the learners.
- Communicate learner performance objectives as indicated by course design. Obtain input from the learners about their personal objectives and expectations.
- Reconcile any discrepancies between learning objectives and learner expectations.
- Establish an environment that supports learning and maintains focus on meeting stated learning objectives.
- Establish a learning environment free of bias, favoritism, and criticism that optimizes the productive participation of all the learners.
- Manage course flow and pace activities based on learner needs while ensuring that all learning objectives are met.
- Provide opportunities and assistance for learners to identify and achieve initial, intermediate and terminal objectives.
- Facilitate group dynamics in a positive way, including encouraging interactions that are respectful of the rights of individual learners, and redirecting unproductive digressions.
- Create opportunities for learners to work with and learn from each other to attain the learning objectives while building individual learner confidence.
- Handle learner disruptions as discreetly as possible.
- Use Virtual class tools like Chat and polling to optimize learner contribution
- Use Virtual class tools to achieve learning objectives

4B: Promotion of Learner Engagement and Participation

Knowledge of:

- Active listening techniques
- Types and uses of questions (e.g. Merrill)
- Pros and cons of each type of question (e.g. Gagne)
- Cognitive levels (e.g. Bloom's taxonomy)
- Frequency of elicitation and interactions (avoid student multitasking during sessions)
- Understand the value of social learning

Skills to:

- Use active listening techniques to acknowledge and understand learner contributions.
- Use a variety of types and levels of questions to challenge learners, involve them and monitor their progress.
- Use questions that lead learners from recall to application of content.
- Direct questions appropriately.
- Create opportunities for learners to contribute to the discussion.
- Employ activities to encourage learners to ask and answer questions themselves



4C: Assessment of Learners' Needs for Additional Explanation and Encouragement

Knowledge of:

- Tools and techniques for determining learners' need for clarification (e.g. body language, learner questions or comments, asking learner to perform the application, emoticons, polling/surveying/quizzing, private chat)
- Techniques for providing positive and negative feedback

Skills to:

- Interpret and confirm learners' verbal and non-verbal communication to identify those who need clarification and feedback.
- Determine how and when to respond to learners' needs for clarification and/or feedback.
- Provide feedback that is specific to learners' needs.
- Elicit learner feedback on the adequacy of trainer responses

4D: Motivation and Positive Reinforcement of Learners

Knowledge of:

- Theories of learner motivation (for example, goal orientation; activity orientation; learning orientation)
- Personality and learning style differences of learners
- Relevance of learning to job requirements
- Techniques for motivating learners (for example, praise, rewards, access to the application)

Skills to:

- Encourage and match learner achievement to learner and organizational needs and goals.
- Determine and apply appropriate motivational strategies for individual learners.
- Plan and use a variety of reinforcement techniques during training.
- Engage and invite relevant participation throughout the session



DOMAIN 5: EVALUATE THE TRAINING EVENT

5A: Evaluation of Learner Performance during and at Close of Instruction

Knowledge of:

- Performance assessment methodology
- Need for multiple observations and evaluations of each learner
- Need for the same evaluation standards across learners
- Evaluation techniques including both formative and summative
- Post-course support methods to communicate with learners

Skills to:

- Monitor learner progress during training.
- Develop, select, and administer appropriate assessments that are in compliance with recognized and accepted measurement principles.
- Gather objective and subjective information that demonstrates learner knowledge acquisition and skill transfer.
- Compare learner achievements with learning objectives.
- Suggest additional training or resources to reinforce learning objectives.

5B: Evaluation of Instructor and Course

Knowledge of:

- Methods to evaluate instructional delivery
- Types of evaluation (e.g. Kirkpatrick's levels of evaluation)
- Legal requirements associated with preparing reports on learners
- Organizational requirements for end-of-course reports
- required record-keeping of individual learner activity and behavior, such as attendance

Skills to:

- Evaluate the success of the course design, including modifications made during delivery.
- Critique one's own preparation for and delivery of a training event.
- Evaluate impact of external influences on the training event.
- Evaluate the effectiveness of the training to meet the learning objectives.
- Use evaluation results to adjust and improve one's own performance in next training event.
- Prepare a report documenting end-of-course information.
- Report recommended revisions and changes to existing materials and suggestions for new programs and activities, as appropriate.
- Report information about learning, physical and virtual environments.
- Submit reports to customers in accordance with contractual agreements or requests.



Types of Exam, Score Reports and Interpretation

A score report will be provided to test takers immediately upon completion of CompTIA CTT+ Essentials exam (computer-based exam). Those submitting a recording for the CompTIA CTT+ performance based exam will be notified of their pass/fail status in a score report from CompTIA after their recording has been received and scored.

CTT+ Essentials: Computer-Based Exam

Candidates should have some degree of familiarity with the subject matter of each question on the computer-based test. Each question is scored separately, and only correct responses contribute to a candidate's final score. Candidates should choose the best answer for each question.

Final scores on the CompTIA CTT+ Essentials exam are determined by converting the number of questions answered correctly to a scale that ranges from 100 to 900. The minimum passing score of 655, which corresponds to the minimum level of achievement that represents mastery, was decided by a panel of judges.

Performance Based Exam

The final score on the CompTIA CTT+ Performance based Exam (skills examination) is computed by totaling the final objective ratings. Each of the 12 skills areas will be rated. The ratings for each skill will be given on a four-point scale, in which a 1 indicates seriously deficient performance and a 4 indicates outstanding performance (Please review the scoring guide included in this handbook).

A score of 1 (seriously deficient) on any of the 12 skills being assessed on the recording or on the documentation will cause an automatic failure for the skills examination.

To pass the performance based exam, two criteria must be met: (1) an averaged total score of at least 36 points must be attained; and (2) a minimum of a 2 must be attained in each individual competency area. As with the Essentials, the minimum passing score for the skills assessment was set by a panel of judges following the CTT+ beta test. Candidates must pass both CompTIA CTT+ Essentials Exam and a Performance Based Exam to earn CompTIA CTT+ certification.

Training

Though CompTIA itself does not directly offer training, there are many training providers either recognized by CompTIA or who have demonstrated training capabilities mapping to CompTIA objectives. For a listing of such training providers, please visit the CompTIA Web site at http://certification.comptia.org/resources/find_providers.aspx.



CTT+ Essentials: Computer-Based Test

Test/Registration Information

For the CompTIA CTT+ computer-based test, only correct answers contribute to the candidate's score. This means that there is no penalty for incorrect answers. It is to the candidate's advantage to try to answer every question. If a candidate is unsure of the correct answer to a question, he or she should try to rule out one or two of the answer choices and then make the best guess from among the remaining choices.

The computer allows candidates to mark questions for later review. Useful advice to candidates is to go through the entire examination once, answering those questions that can be answered immediately and marking the other questions for later review. After going through the entire examination, candidates may spend the remaining time answering the questions they marked for review.

Candidates can register for the CompTIA CTT+ certification exam via phone or online.

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Guam	61 2 9640 5851	Malaysia	1800 18 3377	Thailand	61 2 9640 5875
Honk Kong	800 96 6375	New Zealand	0800 44 1603		
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Online Registration: www.prometric.com/CompTIA

VUE

Americas

US and Canada Toll Free 877-551-PLUS (7587)

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Asia Pacific

Australia 1800-356-022

Hong Kong 800-930-988

Japan 0120-355-173

Korea 00308-610-021

Malaysia 1800-808-578

New Zealand 0800-445-884

Philippines 1800-1611-0155

Singapore 800-6161-888

Taiwan 0080-611-289

Europe/Middle East/Africa

Austria 0800-292150

Belgium Dutch 0800-74174

Belgium French 0800-74175

France 0800-904757

Germany 0800-0826499

Ireland 1-800-552131

Israel 1-800-9453797

Italy 800-790521

Netherlands 0800-0235323

Portugal 0800-831429

South Africa 0800-995044

Spain 900-993190

Sweden 020-798690

Switzerland-French 0800-837549

Switzerland-German 0800-837550

Switzerland-Italian 0800-837551

Turkey 0080031929149

United Kingdom 0800-7319905

Online Registration: www.vue.com/comptia

To obtain a duplicate copy of your official CompTIA CTT+ computer-based exam score report candidates will need to contact the testing provider where they took their Computer Based Exam (Pearson Vue 1-877-551-7587 or Prometric 1-800-776-4276). To obtain an additional copy of their CompTIA CTT+ certificate, candidates should contact CompTIA's Customer Service Department at (630) 678-8300, or e-mail: questions@comptia.org. There will be a \$15.00 reprint fee for certificate.



Practice Questions for CompTIA CTT+ Essentials

Practice Questions for the CompTIA CTT+ Knowledge Test

The following four questions are similar in format and content to the questions of the CompTIA CTT+ knowledge test. These questions are intended for practice, that is, to allow you to become familiar with the way the questions are asked. Read each question; select an answer and then check your response with the explanations beginning on the next page.

Question 1

During a group discussion, a learner asks how the content being discussed would apply to a situation in the learner's workplace. Which of the following is the BEST solution for the instructor to handle the situation?

- a) Tell the learner how the content applies to a more generic situation.
- b) Ask the learner how the content might apply in the workplace.
- c) Ask the class members to discuss how the content applies in their situation.
- d) Gather more information on the situation and then provide a response.

Question 2

For this question, decide whether the action makes it likely or unlikely that the trainer will achieve the goal. Select the best statement of the reason that the action is likely or unlikely to accomplish the goal.

GOAL: To reinforce the key points of a large group discussion that just took place.

ACTION: Ask one or more of the learners to summarize the discussion.

- a) LIKELY, because the learners are actively involved in the summary.
- b) LIKELY, because the instructor will not add bias to the summary.
- c) UNLIKELY, because the learners may emphasize minor points in their summary.
- d) UNLIKELY, because the instructor loses control of the key points to be included.

Question 3

For this question, decide whether the action makes it likely or unlikely that the trainer will achieve the goal. Select the best statement of the reason that the action is likely or unlikely to accomplish the goal.

GOAL: To evaluate the amount of knowledge acquired by the participants as a result of the training session.

ACTION: Ask the participants to describe how much they believe they have learned as part of the end-of-course evaluation questionnaire.

- a) LIKELY, because the anonymity of the evaluation will permit the participants to tell the truth.
- b) LIKELY, because the results of the questionnaire can be summarized as part of the end-of-course report.
- c) UNLIKELY, because a self-reported description fails to provide quantifiable acquisition of knowledge.
- d) UNLIKELY, because course participants have to use the knowledge presented during the course on the job.

Question 4

An instructor wants to capture ideas during a large group discussion for later reference in a training session, but acknowledges that handwriting on a chart is a problem. The BEST approach to this problem is to:

- a) Divide the large group into smaller groups and have each group chart their ideas and report back.
- b) Ask for a volunteer with good flip chart skills to write the group's ideas on a flip chart during the discussion.
- c) Write the group's ideas on a transparency and project them on the available overhead projector.
- d) Provide the learners with a simple form to jot down the group's ideas during the discussion.



Answers and Rationale

Answer 1

The correct answer is "c".

Relates to the objective 4B, Use a Variety of Question Types and Techniques.

Rationale: Option "c" involves the participants, giving them the opportunity to make the connection between the skill and its application, which contributes to motivation to learn the skill. Secondly, participants can relate to the particulars of the situation and how the content applies. Options "a" and "d" put the instructor in the role of "content application expert"—a dangerous position. Option "b" is somewhat condescending because it should be assumed that the learner has already tried to apply the content to the situation and cannot see the connection.

Answer 2

The correct answer is "a".

Relates to objective 4A, Establish and Maintain a Learner-Centered Environment.

Rationale: Option "a" offers a learner-centered approach to a task that is often quickly covered by the instructor. It also permits the instructor to confirm that learning has occurred. Option "b" is incorrect because whether instructor bias occurs or not is not relevant to the goal. Options "c" and "d" are wrong because of the unlikely response. It should be noted that the instructor needs to guide the summary process but should not be concerned if minor points are included as well as major points. If the instructor manages the class effectively, control should not be lost.

Answer 3

The correct answer is "c".

Relates to objective 5B, Evaluate Trainer Performance and Delivery of Course.

Rationale: Option "c" suggests that a more systematic measurement is required, such as creating pre- and post-training tests. Options "a" and "b" are wrong because it is not likely that an end-of-course questionnaire can be used effectively to measure knowledge. Both refer to characteristics of a good end-of-course evaluation but the goal is to create a quantified level of knowledge required. Option "d" is partially true; in that good training results in the capability to use what has been part of the course on the job. However, it is not the reason the action will be unsuccessful.

Answer 4

The correct answer is "b".

Relates to objective 2B, Evaluate Learner Performance throughout the Training Event.

Rationale: Option "b" has the greatest reliability that the ideas will be easily retrievable later in the lesson. It might also offer a way to get a learner involved in a way that might be less threatening than leading a discussion or some other direct activity. Option "a" is incorrect because it will take more time and will have less guidance from the facilitator. Option "c" is incorrect because using an overhead projector is more difficult to reference later on. Option "d" leaves the instructor with nothing to reference that is common to the entire group (the learners all have their own lists, and all will be different).



Classroom Trainer Exam (performance based)

Planning, Preparing & Submitting your recording

All CompTIA CTT+ candidates must successfully complete the CTT+ Essentials exam (computer-based test) prior to submitting a recording for scoring.

Preparing the Classroom Trainer recording for the Performance Based exam

The CompTIA CTT+ program allows considerable flexibility as to the kind of training that is recorded, the way in which it is presented, and the kinds of media or instructional strategies used, so long as the session lets candidates fully demonstrate the required competencies.

Because this is an unedited showcase performance, candidates will need to plan the recording carefully. Filming any 20-minute slice of instruction will not necessarily provide evidence of candidates' ability to perform the required skills.

Outlining the presentation and rehearsing it several times before videotaping will help in creating a successful recording. Another possibility is to video several presentations and select the best, critiquing the performance on the basis of the CompTIA CTT+ Classroom Trainer Performance based Exam Scoring Guide. As candidates critique their performance, they should use the CompTIA CTT+ Scoring Guide to consider how well the recording reflects upon their ability to perform the following required skills.

1. Performing all of the required skills for each competency

Many of the presentation skills described in the objectives are interrelated. Even though candidates will be assessed on each objective, the same behavior could provide evidence for a number of objectives. For a successful recording, it is important that candidates plan a seamless, integrated module rather than one that abruptly switches from one objective to another.

*Remember: Just a statement in the Performance based Exam Documentation Form testifying that candidates involved the learners in group activities in a training segment not shown on the recording cannot substitute for showing the actual interaction.

2. Engaging (not merely talking at) the learners — student-centered learning

The scoring judges are looking not only at how well candidates understand the material but, more importantly, how well candidates help the learners understand the material. If candidates instruct primarily by lecture or demonstration, it is critical to incorporate strategies designed to engage the learners and, at the same time, let candidates know how well they are learning the material.

3. Keeping the learners focused on the subject

The most successful recording includes a brief introduction that tells the learners and the scoring judges what will be covered in the next 20 minutes. To satisfy the requirements for organization and motivation, candidates will need to provide a kind of road map that keeps the instruction—and the learning—on track. The road map can be visual or verbal, obvious or subtle.

Do not feel that you need to rush through a module to reach closure. It may be sufficient to summarize what the learners have covered to that point or better yet ask the learners to recapitulate what they have learned.

4. Providing real training

One question likely to arise concerns authenticity: Should trainers plant certain kinds of behavior or questions within the class so that you can provide evidence of how they respond? The answer is a definitive no. Be assured that the scoring judges are looking for the big picture with each objective.



Classroom Trainer Exam (performance based)

Planning the Performance Based Recording

The CompTIA CTT+ performance based exam provides candidates with the opportunity to showcase their skills in training. Plan the session carefully. Make sure that all the objectives are addressed. Be sure to consider the following when preparing your submission.

Content

Because the CompTIA CTT+ certification is recognized in many industries, it is important for the program to establish and maintain consistent and credible standards. The instructional content of the recording should be clearly professional in nature and be of sufficient complexity to provide the depth and scope for scoring judges to assess the performance adequately in each of the objectives.

Structure

The Performance based examination must show candidates demonstrating all 12 objectives. The instructional module should be complete, with a clear beginning, middle, and end. The module, of course, may be a portion within a longer class, but it should have its own instructional objective(s). If it is part of a larger class, be sure to provide information about how this segment fits into the larger class. **Only one trainer should provide instruction per recording.**

Setting

For the training event, choose a quiet, well-lit site that allows a video camera to record voices clearly and to show media or other instructional materials that candidates use, and that captures candidates' movements, and class interactions.

Class size

A minimum of **five** adult learners **must** appear on the recording. The camera should occasionally pan the room so the scoring judges can confirm the learners' presence and interactions.

Authenticity

The learning situation, to the extent possible, should be authentic. The participants actually should be learning new knowledge and skills. Highly artificial or contrived situations could reduce the instructor's credibility.

Duration

The entire recording should not exceed 22 minutes. After 22 minutes, the scoring judges will not continue watching. The recording can be somewhat briefer, but fewer than 17 or 18 minutes may not allow candidates sufficient time to fully demonstrate the required objectives.

Editing

No editing of the recording is allowed. The CompTIA CTT+ program defines **editing** as cutting and splicing of tape. However, candidates may stop and restart the recording **one time** during the recording segment to allow learners sufficient time to practice a new skill. Under very specialized circumstances, a second stop may be accepted. For example, if the class must move locations for a "lab" exercise, a second stop would be permitted. Be sure that enough of the activity is visible before the tape is stopped and resume filming as the practice session comes to a close to show how the transition occurs from one activity to the next. The recorded instruction module **must** be presented in the sequence in which it was given.



Classroom Trainer Exam (performance based)

Skills

The recording and accompanying documentation need to provide clear evidence of the candidate's skills to perform the objectives listed on earlier in this document.

Review

Using the Scoring Guide included in this handbook, view and score the recording before submitting it in for official scoring. Check to make sure that all of the objectives will be evident to the viewer (the scoring judges). Are the learners visible? Are the visual aids clear and visible? Is the picture clear? Is the sound clear?

Submitting the recording in the Appropriate Format

Listed below are some guidelines to follow when creating the recording. The recording must show approximately 20 minutes of instruction. The scoring judges will not watch more than 22 minutes.

Option 1: Online Upload

You may upload your forms and recording at the following site depending on your payment option.

- Payment by PayPal/Credit card: please use the following link: <http://CTTSubmission.com>
- Payment by voucher:
 - **Non-member:** please use the following link:
http://CTTSubmission.com/profile/register.php?q_paypal=1
 - **Member:** please use the following link:
http://CTTSubmission.com/profile/register.php?q_paypal=0

Your recordings need to be you converted to a digital format that can be uploaded. We accept MPEG, MPEG4 or FLV formats. *NOTE: We do not recommend using a wireless network for making uploads. Please visit the site for more detailed directions.*

Option 2: Mail/Courier

Please note starting January 2010, there will be an additional charge of \$25 for recordings that are mailed and not uploaded at the www.CTTSubmission.com site. Accepted formats are:

Cassette size: Please note we no longer accept cassettes.

CD: Windows Media Player Acceptable Format. Recordings submitted on CD must be in MPEG, MPEG4, or FLV formats.

DVD: Recordings submitted on DVD must be supplied on DVD-R (DVD minus R) media. Note: Must be playable on a standalone DVD player or PC with DVD playing software. DVD's cannot be plain media files that require a PC for review. DVD's should be region free or region one (North America).

Equipment

Using the best videotaping equipment will help ensure that the recording turns out well. The training site or school might have video equipment designed for this specific purpose and might be able to provide someone who has good



working knowledge of videotaping who can assist with the taping. However, candidates may need to use personal equipment. Many hand-held cameras can produce the quality that is needed.



Classroom Trainer Exam (performance based) Tips for a Successful Recorded Session

- Use a new, unused video/CD or DVD for this submission.
- Use a tripod. A wobbly recording will distract the viewer.
- Graphics, blackboard writing, etc., should be clear and legible. Writing legible to the human eye may not be legible to the camera's eye. Be careful of glare from chalkboards or white-boards. Use markers on non-glossy paper taped to the board.
- Use only one camera. Positioning the camera at the side of the classroom will enable candidates to capture the learners as well as the candidate.
- If moving the camera during taping, set the zoom lens to its widest setting. This will reduce the shakiness of the picture.
- More light will improve the picture quality. Candidates may want to use a camera light to enhance the quality of the submission. However, do not shoot into the light source. For example, if the blinds are open, shoot with the windows behind the camera.
- Sound presents one of the most difficult issues for videotaping. It may be very difficult to hear the trainer and the learners. What is discernible to the human ear in person may not be so on recording.
- Test the sensitivity of the microphone by doing a few practice tapings. Instruct class members to speak up. Candidates may want to attach a separate external microphone to help produce better-quality sound.
- Candidates may want to turn off any fans, air conditioners, or laboratory equipment. Candidates may need to sacrifice light from a window source if taping near the windows picks up outside noises, particularly from traffic. Using an external microphone (not the microphone on the camera) will help reduce extraneous noises.
- Make sure that the camera is running before instruction commences. A few seconds' delay in the beginning can cause the loss of important information.

Note: Candidates should always keep a backup of the recording submitted. Although recordings are rarely lost or damaged, it is important that candidates have a backup to submit in the event that loss or damage does occur. **CompTIA will NOT return recorded submissions to candidates.**

Preparing the Performance Based Exam Documentation Form

As a precaution, candidates are advised to make several copies of the Documentation Form C so they can freely plan and revise the answers before writing the final version to submit with their recording. The handbook includes all three required forms for your review. The writable forms may be downloaded separately from the link below. Candidates are able to save it to a PC, and then edit and print it for inclusion with their submission.

<http://www.comptia.org/certifications/testprep/examobjectives.aspx>

Candidates need to ensure they are submitting the correct forms with the recording. For Classroom Trainer recording there are Classroom Trainer forms and similarly for Virtual Classroom Trainer recordings there are Virtual Classroom Trainer forms. The forms for the two exams are different.



Classroom Trainer Exam (performance based)

Quality Control

Evidence suggests that the most successful submissions are of the highest quality. We encourage all candidates to take quality control measures when recording their session.

What if a candidate fails the Performance Based Exam?

Candidates who are unsuccessful in completing the performance requirement can attempt the performance exam again. A candidate's computer-based exam will remain valid so long as the exam content/objectives do not change. Submission requirements for Performance Based Exam retests are the same as for first-time submissions.

If a candidate desires to appeal the scoring of a submitted recording, CompTIA will provide an independent review provided the request is submitted within 30 days of the score report. To request such a review, send a formal request in writing accompanied by a check for \$100 USD. Include in the letter the following information: name, date of submission, score report date and CompTIA Career ID Number/ Candidate ID Number (Number begins with COMP). Please send this information to the same address where your original recording was submitted.

Re-certification

In keeping with the standard CompTIA policies, there is no re-certification requirement for the CompTIA CTT+ Classroom Trainer certification.



Classroom Trainer Exam (performance based)

Scoring Guide

Domain 1: Planning Prior to the Course

<p>Subdomain 1A: Review of Organizational Needs and Learners' Backgrounds in Relationship to Course Objectives</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Research additional content information to address potential points of confusion or resistance. • Assess learner's current skill level and compare results with course prerequisites. • Assess organizational needs for additional learning outcomes. • Analyze results of needs assessment of the learner in relation to learning objectives. • Modify learning materials to meet specific needs of organization, learner, situation or delivery tools without compromising original course design. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p>	<p>Provides thorough assessment and detailed remarks about individual learners.</p> <p>Links learning objectives and individual learner knowledge or skill level to modifications made to the module based on needs assessment(s).</p>	<p>Provides evidence of results of a needs assessment of learners.</p> <p>Describes modifications to lesson or justifies appropriateness of not modifying lesson.</p> <p>Connects learning objectives to results of needs assessment(s).</p>	<p>Offers little or no evidence of an appropriate needs assessment.</p> <p>Fails to connect learning objectives to needs assessment.</p>	<p>Offers irrelevant or inappropriate or inaccurate remarks.</p> <p>Fails to complete paperwork.</p>



Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 1: Planning Prior to the Course

<p>Subdomain 1B: Instructional Environment in Relationship to Learning Objectives</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Review pre-course communications with learners (for example, course announcement, confirmation, description or agenda, and prerequisites and pre-course assignments, system check activity, support/helpdesk information, download instructions for materials). • Alter recommended physical or virtual classroom set-up according to specific learner and organizational needs • Confirm timings and logistics for course (for example, scheduled breaks, meal arrangements, labs, and activities outside of classroom, time zones for virtual training, materials receipt). • Ensure that learning-related tools and equipment are properly set-up and working, and verify that all learner exercises can be completed as intended (for example, hands on practice, on-line tool use). • Establish a safe learning environment (for example, physical, auditory, chat, agreements, proprietary client information). • Confirm with learners that the learning environment, both physical and virtual, is comfortable (for example, lighting, sound, conference call or VoIP audio, on-line tool is functioning well,). • Prepare contingency plans for unique class events (for example, fire drill in classroom, loss of connection, some users not able to view materials). 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p>	<p>Includes explanation of how room setup and equipment use links to learning outcomes and learner needs.</p> <p>Provides thorough explanation of trainer involvement in room and equipment setup.</p> <p>Provides detailed analysis of potential learner challenges based on pre-course material(s).</p>	<p>Provides evidence that instructor has made appropriate physical accommodations for learners.</p> <p>Describes process for confirming that setup of room and equipment is ready for instruction.</p> <p>Describes potential learner expectations based on pre-course material(s).</p>	<p>Offers limited description of setup and process for determining if classroom and equipment setup are adequate.</p> <p>Little evidence of adjusting room setup for learner needs.</p> <p>Provides little explanation of pre-course materials and their impact on course plan.</p>	<p>Offers irrelevant or inappropriate or inaccurate remarks.</p> <p>Fails to complete paperwork.</p>



Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 2: Methods and Media for Instructional Delivery

Subdomain 2A: Selection and Implementation of Instructional Methods	Skills to: <ul style="list-style-type: none"> • Use delivery methods as intended by the course designers. • Adapt delivery methods to meet a variety of learning styles. • Engage learners through multiple delivery techniques as appropriate to the material, the learners and the situation. • Organize and introduce content in a variety of ways (for example, compare and contrast, steps in a process, advantages and disadvantages). • Identify and implement learning activities that are relevant to the course objectives. • Monitor learner comfort level during the use of participatory activities. • Stimulate interest and enhance learner understanding through appropriate examples, demonstrations, media clips, slides, anecdotes, stories, analogies, and humor. • Use activities that allow learners to contribute to the discussion and review and apply content at appropriate intervals. 			
Score Value	4	3	2	1
Examples of Candidate Performance for Each Score Value	<p>Moves from one instructional activity to the next seamlessly.</p> <p>Addresses multiple learning styles through planned activities.</p> <p>Uses anecdotes, stories, analogies, and humor effectively.</p>	<p>Uses a variety of instructional methods.</p> <p>Uses relevant exercises that encourage learner engagement.</p> <p>Demonstrates awareness of differing learning styles.</p>	<p>Uses limited variety of instructional methods.</p> <p>Fails to use participatory exercises.</p>	<p>Uses a single instructional method.</p> <p>Fails to engage learners.</p> <p>Provides irrelevant activities.</p>

Subdomain 2B: Use of Presentation and Instructional Media	Skills to: <ul style="list-style-type: none"> • Use a variety of media/tools to support learning objectives and meet learner needs. • Handle minor problems associated with each particular medium • Enhance, substitute or create media as appropriate to support the learning objectives 			
Score Value	4	3	2	1
Examples of Candidate Performance for Each Score Value	<p>Presents a variety of media with smooth transitions.</p> <p>Uses each form of media skillfully.</p>	<p>Uses at least 2 different forms of media appropriately, including but not limited to props, handouts, whiteboard, technology, etc.</p> <p>Uses one medium very effectively.</p>	<p>Uses media inappropriately or incorrectly.</p>	<p>Fails to use media.</p>



Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 3: Instructor Credibility and Communications

<p>Subdomain 3A: Instructor Delivery Competence and Content Expertise</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Maintain consistent behavior with all learners. • Demonstrate confidence with and mastery of subject matter. • Provide and elicit from learners practical examples of how knowledge and skills will transfer to their workplaces. • Handle relevant learner inquiries on topics for which the instructor has limited expertise. • Maintain positive atmosphere and avoid criticizing other members of the training team, the training materials, or the tools. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p>	<p>Integrates content expertise into learner inquiries.</p> <p>Generates multiple yet specific examples as responses to learner inquiries, often making them unique to the individual learner.</p>	<p>Refers to notes or course text infrequently and only when linked to learner activity.</p> <p>Responds to learner questions effectively with relevant examples.</p>	<p>Frequently refers to notes in order to deliver content.</p> <p>Provides irrelevant or inappropriate responses to learner inquiries.</p>	<p>Reads directly from the training materials.</p> <p>Makes negative remarks about course design or training colleagues or organization or about learners themselves.</p>



Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 3: Instructor Credibility and Communications

<p>Subdomain 3B: Instructor Communication and Presentation Skills</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Pronounce words correctly at appropriate tempo and use suitable grammar and syntax, recognizing potential for an international audience. • Explain and clarify content points through inflection, emphasis, and pauses. • Ensure verbal and non-verbal communication is free of bias (for example, sexual, racial, religious, cultural, and age). • Employ purposeful pointers, body language and/or vocal intonation to enhance learning and call attention to critical points. • Minimize distracting trainer behaviors (for example, playing with object in hand, making noise with change in a pocket, or nervously rocking or pacing, excessive mouse movement, background noise on audio, key board noise). • For the classroom trainer, use body language and other non-verbal techniques to minimize or eliminate learner disruptions. For virtual trainer, use private chat and group agreements to mitigate disruptions. • Use course overviews, advanced organizers and session summaries at appropriate times to orientate learners and link key learning points. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p>	<p>Emphasizes and clarifies critical content points naturally, seamlessly, and effortlessly.</p> <p>Offers specific strategies to assist learners' transition from one content point to another.</p> <p>Uses body language including appropriate eye contact to actively engage learners.</p>	<p>Provides overview of content. Summarizes points appropriately.</p> <p>Positions self appropriately in terms of content being delivered.</p>	<p>Offers little explanation of content flow.</p> <p>Moves to new topics with little or no transition.</p> <p>Remains stationary or uses ineffective body language or movement.</p> <p>Uses incorrect grammar or vocabulary such that there is interference with learning.</p>	<p>Uses no organizational language such as introductory or concluding remarks.</p> <p>Sits at a computer console and does not move.</p> <p>Uses inappropriate or abusive vocabulary.</p>



Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 4: Group Facilitation

<p>Subdomain 4A: Establishment and Management of a Learner-Centered Environment</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Open a training session in a positive way. • Communicate the course plan to the learners. • Communicate learner performance objectives as indicated by course design. Obtain input from the learners about their personal objectives and expectations. • Reconcile any discrepancies between learning objectives and learner expectations. • Establish an environment that supports learning and maintains focus on meeting stated learning objectives. • Establish a learning environment free of bias, favoritism, and criticism that optimizes the productive participation of all the learners. • Manage course flow and pace activities based on learner needs while ensuring that all learning objectives are met. • Provide opportunities and assistance for learners to identify and achieve initial, intermediate and terminal objectives. • Facilitate group dynamics in a positive way, including encouraging interactions that are respectful of the rights of individual learners, and redirecting unproductive digressions. • Create opportunities for learners to work with and learn from each other to attain the learning objectives while building individual learner confidence. • Handle learner disruptions as discreetly as possible. • Use Virtual class tools like Chat and polling to optimize learner contribution. • Use Virtual class tools to achieve learning objectives. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p>	<p>Clearly links learning objectives to activities and content throughout the lesson.</p> <p>Continually focuses on maintaining learner involvement.</p> <p>Creates opportunities for all learners to contribute to the group dynamics.</p> <p>Uses timing effectively to achieve learning objectives.</p> <p>Conveys lesson objectives.</p> <p>Involves learners in the lesson.</p> <p>Uses activities that promote the learning objectives.</p>	<p>Links learning Objectives to activities and content.</p> <p>Focuses on maintaining learner involvement.</p> <p>Creates opportunities for many learners to contribute.</p> <p>Conveys lesson objectives.</p> <p>Involves learners in the lesson.</p> <p>Uses some activities that promote the learning objectives.</p>	<p>Fails to involve all learners in activities.</p> <p>Uses lecture as primary focus of lesson.</p> <p>Uses instructor-based demonstration as primary focus of lesson.</p> <p>Uses time ineffectively.</p> <p>Lesson is mostly instructor-focused.</p>	<p>Fails to achieve learning objectives.</p> <p>Lesson is entirely instructor-focused.</p>



Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 4: Group Facilitation

<p>Subdomain 4B: Promotion of Learner Engagement and Participation</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Use active listening techniques to acknowledge and understand learner contributions. • Use a variety of types and levels of questions to challenge learners, involve them and monitor their progress. • Use questions that lead learners from recall to application of content. • Direct questions appropriately. • Create opportunities for learners to contribute to the discussion. • Employ activities to encourage learners to ask and answer questions themselves. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p>	<p>Uses a wide variety of open-ended questions that result in more than one word responses from learners.</p> <p>Transitions or redirects a learner's question into a discussion tool for learning.</p> <p>Asks follow up questions to encourage reflection on the part of the learner.</p> <p>Involves all learners.</p>	<p>Asks open and closed questions. Pauses appropriately to allow learners to answer questions posed.</p> <p>Establishes environment that encourages learners to ask and answer questions.</p> <p>Demonstrates active listening techniques.</p>	<p>Uses yes-no questions exclusively.</p> <p>Fails to use questions that address content of the lesson (e.g. only asks "Do you understand?").</p> <p>Fails to allow learners time to answer and/or answers own question.</p>	<p>Asks no questions.</p> <p>Provides no opportunity for learners to ask questions.</p> <p>Makes disparaging, sarcastic or negative comments about a learner's question or response.</p>

Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 4: Group Facilitation

Subdomain 4C: Assessment of Learners' Needs for Additional Explanation and Encouragement	Skills to: <ul style="list-style-type: none"> • Interpret and confirm learners' verbal and non-verbal communication to identify those who need clarification and feedback. • Determine how and when to respond to learners' needs for clarification and/or feedback. • Provide feedback that is specific to learners' needs. • Elicit learners' feedback on the adequacy of trainer responses. 			
Score Value	4	3	2	1
Examples of Candidate Performance for Each Score Value	Consistently monitors learners' behavior to identify learner understanding. Clearly demonstrates response to or anticipates learner need for clarification. Offers alternative approach or explanation when learners clearly have difficulty grasping content.	Answers learners' questions promptly and effectively. Creates opportunity for learners to seek clarification. Acknowledges learner contributions to clarifications.	Fails to respond effectively or promptly to learners' questions. Interrupts learner while seeking clarification. Fails to encourage learners to seek clarification or feedback.	Ignores the learners. Dismisses questions from learners.

Subdomain 4D: Motivation and Positive Reinforcement of Learners	Skills to: <ul style="list-style-type: none"> • Encourage and match learner achievement to learner and organizational needs and goals. • Determine and apply appropriate motivational strategies for individual learners. • Plan and use a variety of reinforcement techniques during training. • Engage and invite relevant participation throughout the session. 			
Score Value	4	3	2	1
Examples of Candidate Performance for Each Score Value	Connects learner, learning objectives, and organizational goals throughout the lesson. Uses learner contribution to expand and further the learning experience. Employs a variety of strategies to motivate learner.	Encourages learner contribution to discussion. Links lesson goals to relevant use on the job. Connects new lesson content to learner knowledge. Appropriately acknowledges learner remarks.	Fails to engage all learners. Offers little encouragement to learners. Makes little connection to learner achievement or organizational needs.	Uses no identifiable motivational strategies. Uses negative reinforcement.



Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 5: Evaluate the Training Event

<p>Subdomain 5A: Evaluation of Learner Performance during and at Close of Instruction</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Monitor learner progress during training. • Develop, select, and administer appropriate assessments that are in compliance with recognized and accepted measurement principles. • Gather objective and subjective information that demonstrates learner knowledge acquisition and skill transfer. • Compare learner achievements with learning objectives. • Suggest additional training or resources to reinforce learning objectives. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p>	<p>Continually assesses learners through observation, questions, and learner responses or remarks.</p> <p>Uses multiple evaluation and assessment tools throughout the lesson.</p>	<p>Uses questions or group discussion effectively to determine learner acquisition of knowledge.</p> <p>Uses results from assessments to tailor subsequent parts of the lesson.</p> <p>Walks around room to evaluate individual learner's success with hands-on activity.</p>	<p>Offers learners limited opportunity to show acquired knowledge or skills.</p> <p>Fails to show learners successfully performing hands-on activity on recording.</p>	<p>Fails to determine learner acquisition of knowledge.</p>



Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 5: Evaluate the Training Event

<p>Subdomain 5B: Evaluation of Instructor and Course</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Evaluate the success of the course design, including modifications made during delivery. • Critique one's own preparation for and delivery of a training event. • Evaluate impact of external influences on the training event. • Evaluate the effectiveness of the training to meet the learning objectives. • Use evaluation results to adjust and improve one's own performance in next training event. • Prepare a report documenting end-of-course information. • Report recommended revisions and changes to existing materials and suggestions for new programs and activities, as appropriate. • Report information about learning, physical and virtual environments. • Submit reports to customers in accordance with contractual agreements or requests. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p>	<p>Offers an insightful reflection of complete submission from course, instructor, learner, and organizational perspectives.</p> <p>Cites specific evidence from the recording in the reflection.</p>	<p>Explains how learning objectives were met by identifying activities and learner actions on tape.</p> <p>Describes tools used to confirm objectives were met.</p> <p>Describes successful and unsuccessful instructor behaviors.</p> <p>If modifications to module were made to meet learner needs, evaluates success of modifications.</p>	<p>Offers superficial or incomplete description of attainment of learning objectives.</p> <p>Fails to link comments to observable behaviors on the recording.</p>	<p>Offers irrelevant, inappropriate or inaccurate remarks.</p> <p>Fails to complete paperwork.</p>



Classroom Trainer Exam (performance based) How are the recordings / Documentation Forms Scored?

Scoring judges are used to evaluate the recordings and the Submission Documentation Forms. Each looks for clear evidence of each objective and awards a score based on the definitions provide in this handbook. They will not be counting the number of times a candidate does something. Instead, they will be judging, overall, how well the candidate performs the set of skills in each objective and how the needs of the specific lesson are met in relationship to the objectives.

Performance on each objective is assessed on a four-point scale:

- 4 — Outstanding
- 3 — Successful
- 2 — Limited
- 1 — Seriously Deficient

The specific criteria that describes how each of the four score points link directly to objective descriptions appear in the Scoring Guide in this handbook.

A score of 1 (seriously deficient) on any of the 12 competencies being assessed on the recording or on the Documentation Form will cause an automatic failure for the performance assessment. Depending upon the outcome from the first scoring judge, your tape may be scored by multiple scoring judges, each viewing and assessing the recording individually and independently of each other.

Who Scores the Recordings and the Documentation Forms?

To qualify as a CompTIA CTT+ scoring judge, the three following requirements must be met:

1. Must be an experienced instructor or professional trainer and must have mastered the CompTIA scoring Calibration Competencies.
2. Must attend CompTIA CTT+ scoring workshops to be thoroughly trained on the standards, and must attend recalibration sessions throughout the year.
3. Must demonstrate ability to score sample CompTIA CTT+ recordings and Documentation Forms accurately and fairly, according to the standards set by the CompTIA CTT+ committee.

As a group, the CompTIA CTT+ scoring judges are ethnically diverse, include both men and women, and have a variety of instructional backgrounds.

Statistical analysts continually monitor the scoring reliability of all the scoring judges. Any scoring judge who is not scoring reliably will receive additional training. However, because of the importance of CompTIA CTT+ certification, if a scoring judge cannot maintain the high-scoring standard required for this program, he or she will not be allowed to continue in the capacity as a CompTIA CTT+ scoring judge.



Classroom Trainer Exam (performance based) Performance Based Exam recording Checklist for Quality Control

Before mailing the CompTIA CTT+ Performance Based exam recording, please use the Quality Control Measures checklist below. Remember that this is a certification examination and requires serious planning and preparation. The submission should be a demonstration of candidates' instructional practices presented in a 20-minute instructional module.

- Use a new, never-before-recorded video cassette or DVD for recording the instructional performance.
- Record several 20-minute instructional modules and select the one that provides the most effective demonstration of the instructional practices.
- Candidates should view the recorded performance chosen as the Performance based exam submission before mailing it for official scoring, and use the Scoring Guide to score their own performance. As the recording is viewed, ask the following questions:
 1. Are the required objectives clearly evident both audibly and visibly on the recording?
 2. Are the required objectives clearly evident in the Documentation Form?
 3. Did you review learning objectives and match them to learner and organizational needs? How?
 4. Did you create an environment conducive to learning? How?
 5. Did you select and implement delivery methods? How?
 6. Did you demonstrate instructional media? How?
 7. Did you demonstrate professional conduct and content expertise? How?
 8. Did you demonstrate effective communication and presentation skills? How?
 9. Did you establish and maintain a learner-centered environment? How?
 10. Did you use question types and techniques effectively? How?
 11. Did you address learner needs for additional explanation and encouragement? How?
 12. Did you motivate and reinforce learners? How?
 13. Did you evaluate learner performance throughout the training event? How?
 14. Did you evaluate trainer performance and delivery of course? How?
 15. Does the selected module have a beginning, middle, and ending?
 16. Are the objectives of the instructional module clearly stated?
 17. Is the instruction module organized?
 18. Are at least five (5) learners visible in the classroom?
 19. Are the learners actively engaged in the lesson?
 20. Is the sound quality clear and loud enough?
 21. Is there interference on the recording such as static, noise from cars, radios, or fans?
 22. Is there no more than a maximum of one stop in the recorded performance?
(If a second stop has been used, is the documentation of the need clear and complete in the paperwork?)
 23. Are any graphics used during the instruction legible?
 24. Is the room lighting appropriate?
 25. Is everything that you want the scoring judges to consider actually shown on the recording?
- Ask someone else to view the recording and assess it.
- Convert your recording to a digital format that can be uploaded. We highly recommend an MPEG, MPEG4 or FLV format.
- Create at least one backup recording of the submission. All submissions become the property of CompTIA and will not be returned to candidates.
- Make copies of all submitted documentation for record keeping purposes.



Classroom Trainer Exam (performance based)

The Skills Assessment

Before mailing the CompTIA CTT+ Performance based exam recording, please use the checklist below to ensure that all required items have been completed and submitted. For convenience, candidates may copy the required forms directly from the CompTIA CTT+ handbook.

Your Submission Should Include:

1. CompTIA Career ID Number/ Candidate ID Number (see note below)*. The ID starts with COMP.
2. The Recording
3. Recording Submission Forms- Form A (Classroom Trainer Exam (performance based) Submission)
4. Release Form, signed by all persons shown in the recording—Form B (Classroom Trainer Exam (performance based) Submission)
5. Documentation Form—Form C (Classroom Trainer Exam (performance based) Submission)
6. Photocopy of Valid Government Photo ID (drivers license, passport, etc.)
7. Photocopy of the score report issued to you at the test center upon completion of taking the CTT+ Essentials Exam (computer-based test). **(Do not send the original.)**
8. Payment Form D along with Check (US only) or money order (US Only) made payable to JTI, Inc (or) credit card authorization form (Form D) to cover examination fee. If you are submitting your recording and documents by uploading them at the www.CTTSubmission.com, payment may be processed on a credit card.

*How to Get your CompTIA Career ID Number/ Candidate ID Number :

Please visit <http://certify.comptia.org>. Have your computer-based (knowledge) test score report handy to refer to some of the information contained therein. There will be instructions on how to log in. You will need to create your own password. Once you have verified/updated your demographic information, you will be given a CompTIA Career ID Number/ Candidate ID Number.

Please submit Recording and Supporting Documents to:

Please upload your recording and documents at www.CTTSubmission.com or send your recording for your region to the correct address listed in this document.

Scoring judges are used to evaluate the recordings and the Documentation Forms. They will be judging, overall, how well the candidate performs the set of skills in each competency and how the needs of the specific lesson are met in relationship to the competencies.

Recorded submissions are scored within 2 to 3 weeks from the time of their receipt. Please e-mail any questions or comments to: questions@CTTSubmission.com.



Classroom Trainer Exam (performance based) Retest Policy

CompTIA's Retake Policy has been established to outline conditions under which a candidate may retake a CompTIA certification test.

CompTIA addresses the following in the scope of this document:

1. Retake Policy
 - In the event that a candidate fails a CompTIA certification test
 - In the event that a candidate passes a CompTIA certification test
 - In the event that it is determined that a candidate violated CompTIA's Candidate Conduct Policy
2. Remedies for Violating the Retake Policy

IN THE EVENT THAT A CANDIDATE FAILS A COMPTIA CERTIFICATION TEST - RETAKE POLICY:

In the event that a candidate fails his or her first (1st) attempt to pass any CompTIA certification test, CompTIA does not require any waiting period between the first (1st) and second (2nd) attempt to pass the same CompTIA certification test. However, before any candidate's third (3rd) attempt or any subsequent attempt to pass any CompTIA certification test, such candidate shall be required to wait a period of at least thirty (30) calendar days from the date of such candidate's last attempt to pass such test.

IN THE EVENT THAT A CANDIDATE PASSES A COMPTIA CERTIFICATION TEST - RETAKE

POLICY: In the event that any candidate passes any CompTIA certification test, such candidate shall be required to wait for a period of twelve (12) calendar months before retaking the same CompTIA certification test, unless CompTIA has changed the test objectives for such test.

IN THE EVENT THAT IT IS DETERMINED THAT A CANDIDATE HAS VIOLATED COMPTIA'S CANDIDATE CONDUCT POLICY - RETAKE POLICY:

If it is determined that a candidate has violated CompTIA's Candidate Conduct Policy, such candidate may not be eligible to register and/or schedule any CompTIA certification test for a minimum period of twelve (12) calendar months from the date of such determination, if determined necessary or appropriate by CompTIA based upon the seriousness of the incident or violation.

Remedies for Violating the Retake Policy

Any candidate determined by CompTIA to have violated CompTIA's Retake Policy shall, if determined necessary or appropriate by CompTIA based upon the seriousness of the incident or violation:

- (a) be denied CompTIA certification for the applicable CompTIA certification test for a minimum period of twelve (12) calendar months from the date of such determination;
- (b) have the CompTIA certification for the applicable CompTIA certification test revoked, if such certification was previously granted by CompTIA;
- (c) have all other CompTIA certifications previously granted to such candidate revoked;
- (d) not be eligible to receive any CompTIA certification for a minimum period of twelve (12) calendar months from the date of such determination; and/or
- (e) be subject to any and all other appropriate action, including legal remedies, that CompTIA deems necessary or appropriate to enforce CompTIA's Retake Policy.



**CompTIA CTT+™ Program
Classroom Trainer Exam (performance based) Submission
Form A**

Please complete forms A, B, and C in English and submit with your recording of the classroom session. Also, enclose the Payment Form D with your payment along with a photocopy of a valid government ID (driver's license, passport, etc.) and a photocopy of your passing CompTIA CTT+ Essentials Exam (computer-based score) report.

Name

Address

City/State/ZIP

CompTIA Career ID Number/ Candidate ID Number: COMP

Company Name

Corporate Member Number (if applicable)

Daytime Phone #

E-Mail

Please check the following and complete as applicable.

I have passed the computer portion of the examination. Photocopy of score report enclosed.

Dates Taken:

Testing Center:

Results:

The handbook includes all these required forms for your review. The writable forms may be downloaded separately from the link below. Candidates are able to save it to a PC, and then edit and print it for inclusion with their submission.
<http://www.comptia.org/certifications/testprep/examobjectives.aspx>



**CompTIA CTT+™ Program
Classroom Trainer Exam (performance based) Submission
Release Form – Form B**

I hereby grant CompTIA permission to use for educational and informational purposes the recording in which I appear as a participant in a class instructed by:

_____ on _____
(Name of the instructor) (Date)

COMP
(CompTIA Career ID Number/ Candidate ID Number)

	Name (printed)	Signature
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

I hereby grant CompTIA permission to use for educational and informational purposes the recording in which I appear as an instructor. I verify that all who appear in the recording have signed this release form.

(Printed name) (Signature) (Date)



CompTIA CTT+™ Program
Classroom Trainer Exam (performance based) Submission
Submission Documentation Form C
(Questions 1-12)

Be sure to answer each question carefully since the scoring judges will review this form with your recording. Some of the questions are directly linked to the skills being measured by this performance assessment. Type or print the answers in the space provided; scoring judges will not consider additional pages.

Name _____ Date _____
CompTIA Career ID _____
Number/ Candidate COMP
ID Number _____
Street Address _____
City/State/ZIP _____
Daytime Phone # _____ E-mail Address _____

General Information about the Presentation

1a. What is the subject of the instructional module?

1b. Check the most appropriate category for the recorded session content.

- | | |
|---|---|
| <input type="checkbox"/> Business & Management Related Skills | <input type="checkbox"/> Process and Quality Programs |
| <input type="checkbox"/> Career Development | <input type="checkbox"/> Sales |
| <input type="checkbox"/> Customer Service | <input type="checkbox"/> Scientific |
| <input type="checkbox"/> Facilitation Services | <input type="checkbox"/> Software Related |
| <input type="checkbox"/> Human Resources | <input type="checkbox"/> Team Development |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Technological (Non-Software) |
| <input type="checkbox"/> Marketing | <input type="checkbox"/> Other- Please Specify |

The handbook includes all these required forms for your review. The writable forms may be downloaded separately from the link below. Candidates are able to save it to a PC, and then edit and print it for inclusion with their submission.
<http://www.comptia.org/certifications/testprep/examobjectives.aspx>



CompTIA CTT+™ Program
Classroom Trainer Exam (performance based) Submission
Submission Documentation Form C

(Questions 1-12)

2. What were the learning objectives for this module as stated in the recorded performance? (The response to this question provides evidence related to “Planning Prior to the Course” SubDomain 1A.)
3. What are the relevant characteristics of the learners including their level of expertise in the content area? (The response to this question provides evidence related to “Planning Prior to the Course” SubDomain 1A.)
4. Specifically, how did you identify these characteristics? How did you gather the information? (The response to this question provides evidence related to “Planning Prior to the Course” SubDomain 1A.)
5. What did you do to prepare for training this particular group of learners for this specific taping session? If you adapted the material or made adjustments, explain what you did and why. If you did not need to adapt it, explain why it was not necessary. NOTE: Your response to this question must match what scoring judges observe on the tape. (The response to this question provides evidence related to “Planning Prior to the Course” SubDomain 1A.)
6. Describe what you did to organize the class particularly as it relates to the portion of the course shown on the recording. How do the room layout and the equipment relate to the learning objectives of the recorded segment? NOTE: Your response to this question must match what scoring judges observe on the tape. (The response to this question provides evidence related to “Planning Prior to the Course” SubDomain 1B.)
7. What might the learners have expected based on the pre-course announcement? How did you confirm what their expectations were and what did you do to meet them? NOTE: Your response to this question must match what scoring judges observe on the tape. (The response to this question provides evidence related to “Planning Prior to the Course” SubDomain 1B.)
8. If this 20-minute segment is part of a longer course, how does it fit into the larger context of the training course?
9. If you have stopped the tape, indicate the reason for the stop. (See the handbook for the rules about stopping the tape.) Be sure to explain what activities occurred during the time the tape is stopped. NOTE: A portion of the activity must be visible on the tape in order for the scoring judges to consider it as part of this performance assessment.



**CompTIA CTT+™ Program
Classroom Trainer Exam (performance based) Submission
Documentation Form C**

(Questions 1-12)

Evaluate the Training Event

10. To what extent does the recording demonstrate how well you met the learning objectives for this module as it relates to the instruction shown in the module? NOTE: Your response to this question must match what scoring judges observe on the tape. (The response to this question provides evidence related to "Evaluate the Training Event" SubDomain 5B.)

11. How would you describe the success of this module? What activities worked well and why? What activities would you change and why? Be sure to include any activities that you added or adapted to meet learners' needs. NOTE: Your response to this question must match what scoring judges observe on the tape. (The response to this question provides evidence related to "Evaluate the Training Event" SubDomain 5B.)

12. Please provide any additional information you think the scoring judges should know about your performance as it relates specifically to this instructional module, this group of learners, this specific performance, and this Submission Documentation Form.



CompTIA CTT+™ Program Classroom Trainer Exam (performance based) Submission Payment Form

Note: You will not need this form if you are submitting your recording by uploading it through the submission site listed on the next page.

Name

CompTIA Career ID Number/ Candidate ID Number **COMP**

CompTIA Corporate Member Number (if applicable for discount)

Street Address

City/State

Country/Postal Code

E-Mail Address

The handbook includes all these required forms for your review. The writable forms may be downloaded separately from the link below. Candidates are able to save it to a PC, and then edit and print it for inclusion with their submission.

<http://www.comptia.org/certifications/testprep/examobjectives.aspx>

Pricing

Options	Price
For CompTIA Members	Japan: 23,865 JPY (including consumer tax) South Africa: ZAR1437.00 (this excludes VAT at 14%) All other countries: US\$ 208
For CompTIA non-Members	Japan: 30,749 JPY (including consumer tax). South Africa: ZAR1792.00 (this excludes VAT at 14%) All other countries: US\$ 258

Payment Options

- Voucher Number (TK0-203):
- Credit Card
 Visa MasterCard American Express

Credit Card Number:

Expiration Date:

Please print Cardholder's Name:

Cardholder's Signature _____

Please check if billing address is different from above and provide in the space below:

- Check -payable to JTI Inc. (North America Only)

The Performance Based exam recording cannot be processed without payment.

PLEASE MAIL THIS FORM WITH YOUR CTT+ PERFORMANCE BASED EXAM RECORDING SUBMISSION

Please e-mail any questions or comments to: questions@CTTSubmission.com



Classroom Trainer Exam (performance based) Submission Performance Based Exam Mailing Address

There are two options to submit your recording:

Option 1: Online Upload

You may upload your forms and recording at the following site depending on your payment option.

- Payment by PayPal/Credit card: please use the following link: <http://CTTSubmission.com>
- Payment by voucher:
 - **Non-member:** please use the following link:
http://CTTSubmission.com/profile/register.php?q_paypal=1
 - **Member:** please use the following link:
http://CTTSubmission.com/profile/register.php?q_paypal=0

Option 2: Mail/Courier

Please note starting January 2010, there will be an additional charge of \$25 for recordings that are mailed and not uploaded at the www.CTTSubmission.com site.

For this option, please send your recording and documents to:

South Africa

The CompTIA South Africa Office provides a service to South African CTT+ candidates only to collect payments at the published ZAR exam fee for the CompTIA CTT+ VBT's. It remains the responsibility of the CTT+ candidate to upload their own VBT although we do have independent service providers that offer this service at an additional fee. Please do not deliver or post VBT's to the Johannesburg office.

Please contact Loraine Vorster at the Johannesburg office on (011) 787-4846 or e-mail lvorster@comptia.org for more information.

Other Countries

JTI, Inc.
2568 Precision Drive
Virginia Beach, VA 23454, USA



Five-Step Process to Certification

1. **READ** Prepare for the two-part examination. Be sure to carefully read this *CTT+ Candidate Handbook of Information*.
2. **REGISTER** Register for the CTT+ Essentials exam (computer-based test) by calling Prometric or VUE

(or)

You may also register online: www.prometric.com/CompTIA (Prometric) or www.vue.com/comptia (VUE).
3. **TAKE** Take the computer-based test on the scheduled day. Remember to bring two valid ID's; one must be a picture ID.
4. **PLAN** Plan the performance recording for an upcoming training session where you are delivering instruction. When you receive your CTT+ Essentials exam (computer-based test) score report, you will receive detailed instructions for submitting your recording.
5. **SUBMIT** Submit the recording for evaluation. You may submit the recording by mail or upload it at www.CTTSubmission.com

Do not forget to enclose the following:

- Photocopy of valid government ID (drivers license, passport etc.)
- A photocopy of the passing score report issued to you at the test center
- Submission Forms A, B and C
- Payment Form D (not needed if you are uploading the recording)

The Submission Forms are an essential part of the scoring process and successful completion of these forms will impact a candidate's final score. **The handbook includes all these required forms for your review. The writable forms may be downloaded separately from the link below. Candidates are able to save it to a PC, and then edit and print it for inclusion with their submission.**

<http://www.comptia.org/certifications/testprep/examobjectives.aspx>

Candidates need to ensure they are submitting the correct forms with the recording. For Classroom Trainer recording there are Classroom Trainer forms and similarly for Virtual Classroom Trainer recordings there are Virtual Classroom Trainer forms. The forms for the two exams are different.



Comments or Questions

If you do not submit all of the required forms, you will receive notification of the missing information. You will have 90 days to submit the missing forms. After 90 days, tapes will be destroyed.

Upon successful completion of the CompTIA CTT+ computer-based exam and skills assessment, candidates receive an official certificate, and rights to use the CompTIA CTT+ logo.

Candidates with comments or questions about test center facilities and/or supervision, examination content, or any other matter related to the examination program should complete the exit evaluation questionnaire on the computer at the test center and/or write to CompTIA at the following address:

CompTIA CTT+ Program
1815 S. Meyers Road, Suite 300
Oakbrook Terrace, IL 60181

Phone: (630) 678-8300
e-mail: questions@comptia.org
Web: www.comptia.org

All correspondence **must** include the candidate's name, address and e-mail address. If the questions or comments concern an examination already taken, the correspondence should include the name of the examination, the date of the examination, the location of the test center, and the candidate's CompTIA Career ID Number/ Candidate ID Number. CompTIA will investigate each complaint and reply within a reasonable length of time. Inquiries about scores and procedures for retesting may also be directed to the above address.

If you have any questions on the CTT+ Performance Based exams, please email questions@CTTSubmission.com.

CompTIA
1815 S. Meyers Road, Suite 300
Oak Brook Terrace, IL 60181-5228

Phone: 630-678-8300
FAX: 630-678-8384

www.comptia.org
questions@comptia.org

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About CompTIA

CompTIA is a global trade association representing the business interests of the information technology industry. For more than 23 years, CompTIA has provided research, networking and partnering opportunities to its 20,000 members in 102 countries. The association is involved in developing standards and best practices and influencing the political, economic and educational arenas that impact IT worldwide. More information is available at www.comptia.org.

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