



# How to Prepare for the Classroom Trainer Exam

EXAM TKO-202

## Table of Contents

|  |    |
|--|----|
| Classroom Trainer Exam (Performance-based)                     | 3  |
| Planning, Preparing & Submitting Your Recording                | 3  |
| Planning the Performance-based Classroom Trainer Recording     | 3  |
| Preparing the Classroom Trainer Recording                      | 4  |
| Tips for a Successful Recorded Session                         | 6  |
| Preparing the Performance-based Exam Documentation Form        | 6  |
| How Are the Recordings and Documentation Forms Scored?         | 9  |
| Scoring Guide  | 10 |
| Performance-based Exam Recording Checklist for Quality Control | 22 |
| Retake Performance-based Exam Policy                           | 23 |
| Re-certification   | 23 |
| Retest Policy  | 23 |
| Certification Exam Policies                                    | 23 |

# Classroom Trainer Exam (performance-based)

## Planning, preparing & submitting your recording

*All CompTIA CTT+ candidates must successfully complete the CTT+ Essentials exam (computer-based test) and only then submit a recording of their classroom training session (CompTIA CTT+ TKO-202) which will be evaluated and scored.*

### **PLANNING THE PERFORMANCE-BASED CLASSROOM TRAINER 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 be between 17 and 22 minutes. If shorter than 17 minutes the submission will be rejected while submissions longer than 22 minutes will be accepted, but the scoring judges will not continue watching beyond the first 22 minutes.

#### **Media and File Formats**

Recordings are accepted in the following formats: MPEG, MP4, WMV, AVI, or FLV. It may be uploaded or mailed in. For full details, see section Submitting the Recording and Forms further in this document.

#### **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.

## 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.

## 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, 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?

## PREPARING THE CLASSROOM TRAINER RECORDING

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 the 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)

## COMPLETING THE FORMS

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 the submission. <http://certification.comptia.org/getCertified/certifications/ctt.aspx>

- Form A - Include CompTIA Career ID Number (see note below)\*.
- Release Form B – Each person recorded must print and sign this form.
- Documentation Form C - Answer all the questions.
- Payment Form D – Include one of the following forms of payment:
  - a. Voucher number: If a voucher has been purchased be sure to include the number on this form. Vouchers are available here: <http://www.comptiastore.com/default.asp>
  - b. Credit Card information: If CTT+ Submission is to process the payment be sure to include the cardholder's name, billing address, signature and email address if someone other than the candidate is paying for the exam.
  - c. PayPal: During the online submission process the option to use PayPal is available. A PayPal account or credit card may be used to pay for the exam fees. The bottom portion of the payment form may be left blank if you plan to pay using the PayPal option.
- Photocopy of the TK0-201 Essentials Score Report (computer-based exam) **(Do not send the original.)**
- Photocopy of a valid government photo ID (driver's license, passport, etc.) Work IDs are not acceptable.

### **\*How to Get your CompTIA Career 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. The ID number starts with COMP.

# Classroom Trainer Exam (performance-based)

## SUBMITTING THE RECORDING AND FORMS

There are two options for submitting your exam:

### Option 1: Online Upload (recommended)

The forms and recording can be uploaded at the [cttsubmission.com](http://cttsubmission.com) website. Follow the instructions on the home page for a successful submission. The forms will be uploaded first and then you upload the video file.

- The forms need to be combined in one PDF no larger than 6MB in file size.
- The recording must be in MPEG, MP4, WMV, AVI or FLV formats.
- The recording file size will need to be fewer than 200 MB. If the file is larger than 200 MB you may still submit the file but will need to use Share file link. Contact [admin@CTTSubmission.com](mailto:admin@CTTSubmission.com) for any questions.
- A hard-wired connection instead of a wireless connection is recommended when making your submission to avoid interruption of uploads.

### Option 2: Mail/Courier\*

Compile the forms (remember to not send originals) and prepare the recording file in one of these formats:

**CD:** Recordings submitted on CD must be in MPEG, MP4, WMV, AVI 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). Please note that there will be an additional charge of \$35 for converting your DVD to the preferred formats listed above.

Mail your forms and recording to:

CTT+ Submission  
C/O Ingenuiti  
2876 Guardian Lane  
Virginia Beach, VA 23452 USA

It is recommended to use a tracking service when you mail in your submission.

**\*Please note there will be an additional charge of \$35 for recordings that are mailed, to cover the costs of processing, and uploading the files. If your video requires us to convert it to one of the accepted formats there will be an additional \$35 for the conversion fee.**

### For South Africa Candidates Only:

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+ VBTs. It remains the responsibility of the CTT+ candidate to upload his/her own VBT, although we do have independent service providers that offer this service at an additional fee. Please do not deliver or post VBTs to the CompTIA Johannesburg office.

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

# 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 capturing the learners as well as the instructor.
- 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.
- If at all possible, wear a mic. Otherwise, speak slightly louder than normal will solve this issue. Test the sensitivity of the microphone by doing a few practice tapings. Instruct class members to speak up or you may want to repeat the question. 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 the recording.

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)

## HOW ARE THE RECORDINGS AND 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 section.

**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.

Exams are processed and scored within 2 to 3 weeks from the time of their receipt. Please e-mail any questions or comments to: [questions@CTTSubmission.com](mailto:questions@CTTSubmission.com)

# Classroom Trainer Exam (performance-based)

## SCORING GUIDE

### Domain 1: Planning Prior to the Course

#### Subdomain 1A:

#### Review of Organizational Needs and Learners' Backgrounds in Relationship to Course Objectives

#### 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

| SCORE VALUE  | 4   | 3   | 2  | 1   |
|--|---|---|--|---|
| Examples of Candidate Performance for Each Score Value | Provides thorough assessment and detailed remarks about individual learners.  | Provides evidence of results of a needs assessment of learners.                         | Offers little or no evidence of an appropriate needs assessment. | Offers irrelevant or inappropriate or inaccurate remarks. |
|  | Links learning objectives and individual learner knowledge or skill level to modifications made to the module based on needs assessment(s). | Describes modifications to lesson or justifies appropriateness of not modifying lesson. | Fails to connect learning objectives to needs assessment.        | Fails to complete paperwork.                              |
|  |   | Connects learning objectives to results of needs assessment(s).                         |  |   |

# Classroom Trainer Exam (performance-based)

## SCORING GUIDE (CONT'D)

### Domain 1: Planning Prior to the Course

#### Subdomain 1B: Instructional Environment in Relationship to Learning Objectives

#### 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)
- 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)

| SCORE VALUE  | 4  | 3  | 2  | 1   |
|--|--|--|--|---|
| Examples of Candidate Performance for Each Score Value | Includes explanation of how room setup and equipment use links to learning outcomes and learner needs. | Provides evidence that instructor has made appropriate physical accommodations for learners. | Offers limited description of setup and process for determining if classroom and equipment setup are adequate. | Offers irrelevant or inappropriate or inaccurate remarks. |
|  | Provides thorough explanation of trainer involvement in room and equipment setup.                      | Describes process for confirming that setup of room and equipment is ready for instruction.  | Little evidence of adjusting room setup for learner needs.   | fails to complete paperwork.                              |
|  | Provides detailed analysis of potential learner challenges based on pre-course material(s).            | Describes potential learner expectations based on pre-course material(s).                    | Provides little explanation of pre-course materials and their impact on course plan.                           |   |

# Classroom Trainer Exam (performance-based)

## SCORING GUIDE (CONT'D)

### Domain 2: Methods and Media for Instructional Delivery

#### Subdomain 2A: Selection and Implemen- tation of Instructional Methods

#### 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

| SCORE VALUE  | 4  | 3  | 2  | 1  |
|--|--|--|--|--|
| Examples of Candidate Performance for Each Score Value | Moves from one instructional activity to the next seamlessly.  | Uses a variety of instructional methods.                   | Uses limited variety of instructional methods. | Uses a single instructional method.                          |
|  | Addresses multiple learning styles through planned activities. | Uses relevant exercises that encourage learner engagement. | Fails to use participatory exercises           | Fails to engage learners.<br>Provides irrelevant activities. |
|  | Uses anecdotes, stories, analogies, and humor effectively.     | Demonstrates awareness of differing learning styles.       |  |  |

# Classroom Trainer Exam (performance-based)

## SCORING GUIDE (CONT'D)

### Domain 2: Methods and Media for Instructional Delivery (Cont'd)

#### Subdomain 2B: Use of Presentation and Instructional Media

#### 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

| 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

**Subdomain 3A:**  
**Instructor Delivery**  
**Competence and Content**  
**Expertise**

**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

| SCORE VALUE  | 4  | 3   | 2  | 1   |
|--|--|---|--|---|
| Examples of Candidate Performance for Each Score Value | <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 (Cont'd)

#### Subdomain 3B: Instructor Communication and Presentation Skills

#### 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)
- Use body language and other non-verbal techniques to minimize or eliminate learner disruptions. Use course overviews, advanced organizers and session summaries at appropriate times to orientate learners and link key learning points

| SCORE VALUE  | 4   | 3  | 2  | 1  |
|--|---|--|--|--|
| Examples of Candidate Performance for Each Score Value | <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

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

#### 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

| SCORE VALUE  | 4  | 3   | 2   | 1   |
|--|--|---|---|---|
| Examples of Candidate Performance for Each Score Value | Clearly links learning objectives to activities and content throughout the lesson.<br><br>Continually focuses on maintaining learner involvement.<br><br>Creates opportunities for all learners to contribute to the group dynamics.<br><br>Uses timing effectively to achieve learning objectives.<br><br>Conveys lesson objectives.<br><br>Involves learners in the lesson.<br><br>Uses activities that promote the learning objectives. | Links learning Objectives to activities and content.<br><br>Focuses on maintaining learner involvement.<br><br>Creates opportunities for many learners to contribute.<br><br>Conveys lesson objectives.<br><br>Involves learners in the lesson.<br><br>Uses some activities that promote the learning objectives. | Fails to involve all learners in activities.<br><br>Uses lecture as primary focus of lesson.<br><br>Uses instructor-based demonstration as primary focus of lesson.<br><br>Uses time ineffectively.<br><br>Lesson is mostly instructor-focused. | Fails to achieve learning objectives.<br><br>Lesson is entirely instructor-focused. |

# Classroom Trainer Exam (performance-based)

## SCORING GUIDE (CONT'D)

### Domain 4: Group Facilitation (Cont'd)

#### Subdomain 4B: Promotion of Learner Engagement and Participation

#### 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

| SCORE VALUE  | 4   | 3  | 2  | 1  |
|--|---|--|--|--|
| Examples of Candidate Performance for Each Score Value | <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 (Cont'd)

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

#### 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 learners' feedback on the adequacy of trainer responses

| SCORE VALUE  | 4   | 3  | 2  | 1  |
|--|---|--|--|--|
| Examples of Candidate Performance for Each Score Value | <p>Consistently monitors learners' behavior to identify learner understanding.</p> <p>Clearly demonstrates response to or anticipates learner need for clarification.</p> <p>Offers alternative approach or explanation when learners clearly have difficulty grasping content.</p> | <p>Answers learners' questions promptly and effectively.</p> <p>Creates opportunity for learners to seek clarification.</p> <p>Acknowledges learner contributions to clarifications.</p> | <p>Fails to respond effectively or promptly to learners' questions.</p> <p>Interrupts learner while seeking clarification.</p> <p>Fails to encourage learners to seek clarification or feedback.</p> | <p>Ignores the learners.</p> <p>Dismisses questions from learners.</p> |

# Classroom Trainer Exam (performance-based)

## SCORING GUIDE (CONT'D)

### Domain 4: Group Facilitation (Cont'd)

**Subdomain 4D:  
Motivation and Positive  
Reinforcement of Learners**

**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

| SCORE VALUE  | 4   | 3   | 2  | 1  |
|--|---|---|--|--|
| Examples of Candidate Performance for Each Score Value | <p>Connects learner, learning objectives, and organizational goals throughout the lesson.</p> <p>Uses learner contribution to expand and further the learning experience.</p> <p>Employs a variety of strategies to motivate learner.</p> | <p>Encourages learner contribution to discussion.</p> <p>Links lesson goals to relevant use on the job.</p> <p>Connects new lesson content to learner knowledge.</p> <p>Appropriately acknowledges learner remarks.</p> | <p>Fails to engage all learners. Offers little encouragement to learners.</p> <p>Makes little connection to learner achievement or organizational needs.</p> | <p>Uses no identifiable motivational strategies.</p> <p>Uses negative reinforcement.</p> |

# Classroom Trainer Exam (performance-based)

## SCORING GUIDE (CONT'D)

### Domain 5: Evaluate the Training Event

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

**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

| SCORE VALUE  | 4   | 3  | 2   | 1  |
|--|---|--|---|--|
| Examples of Candidate Performance for Each Score Value | Continually assesses learners through observation, questions, and learner responses or remarks.<br><br>Uses multiple evaluation and assessment tools throughout the lesson. | Uses questions or group discussion effectively to determine learner acquisition of knowledge.<br><br>Uses results from assessments to tailor subsequent parts of the lesson.<br><br>Walks around room to evaluate individual learner's success with hands-on activity. | Offers learners limited opportunity to show acquired knowledge or skills.<br><br>Fails to show learners successfully performing hands-on activity on recording. | Fails to determine learner acquisition of knowledge. |

# Classroom Trainer Exam (performance-based)

## SCORING GUIDE (CONT'D)

### Domain 5: Evaluate the Training Event (Cont'd)

#### Subdomain 5B: Evaluation of Instructor and Course

#### 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

| SCORE VALUE  | 4   | 3   | 2   | 1  |
|--|---|---|---|--|
| Examples of Candidate Performance for Each Score Value | <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)

## PERFORMANCE-BASED EXAM RECORDING CHECKLIST FOR QUALITY CONTROL

Before submitting 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 17 to 22-minute instructional module.

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.

Candidates should view the recorded performance chosen as the Performance-based exam submission before submitting 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 the 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.
  - 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)

## **PERFORMANCE-BASED EXAM RETAKE POLICY**

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 have not changed. 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 allow 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 payment 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 appeal to:

CTT+ Submission  
C/O Ingenuiti  
2876 Guardian Lane  
Virginia Beach, VA 23452 USA

## **RE-CERTIFICATION**

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

## **RETEST POLICY**

CompTIA's complete retake policy can be found at  
<http://certification.comptia.org/Training/testingcenters/policies/retake.aspx>

## **CERTIFICATION EXAM POLICIES**

For a complete list of certification policies visit <http://certification.comptia.org/Training/testingcenters/policies.aspx>