

SAMPLE PAGES FROM TEACHER COMPANION GUIDE

WHAT IS IN THE STUDY GUIDES

These guides are intended to help your students prepare to take the NOCTI Workplace Readiness Assessment.

The information provided in their booklets is divided into 5 sections, and includes:



Information about NOCTI's general testing process. If your students have never taken a NOCTI test, this will give them some idea of what to expect the testing session to be like.

Information on the major content areas of the test. Here they will find information on the major topic areas that are covered on the test, how much of the written test measures each topic area, and what they'll do in the performance assessment. This will give them an idea of what major areas are stressed in the test. This information is also included later in this guide.

Study checklists for each topic. Here your students will find a study checklist for each major topic area on the written test and for all the jobs of the performance tests. These are intended to give them information about what's on the test and help them to focus their studying. Copies of these checklists are also in this guide.

Sample items. Here your students will find a "practice test" of 16 test items that are similar to the types of items they will find on the written test. The items are **NOT** the same ones that appear on the test, but do cover some of the same topic areas, and are written in the same style. They also have an answer key for these questions. In this book, you have a copy of these questions, and an extended answer key that includes explanations for the correct and incorrect options.

Suggestions for Other Resources. Here you will find suggestions for finding other resources that your students may find useful. This teacher guide also includes some NOCTI resources you may find helpful.

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Your students also have access to online sample items! When your school purchased these study guides, access to a set of items that your students can use to practice online was included. These are the same sample items as are in their study guide, but will give them an idea of what the online test will be like.

How to access the online items

Your site coordinator has been provided with Study Guide user codes to use for student access. When you want to have your students take the online test, check with your site coordinator for the appropriate sample items user codes and passwords.

Once you have those codes, you can log into the system by going to <http://testing.nocti.org> and following the instructions in the "Accessing the Online Sample Items" section near the end of this guide.

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USING THESE STUDY GUIDES AS A PART OF YOUR CURRICULUM

What These Guides are NOT

These study guides are intended to provide your students with a familiarity with the NOCTI testing process and the topics that are covered on the test.

They are **NOT** a substitute for your coursework and activities.

Students should be encouraged to use their study guide as a tool to help determine their weaknesses and focus their studying efforts.

These guides are **NOT** intended to encourage students to study and prepare **ONLY** for what's on the NOCTI test.

You should remind students that they are in your program to prepare for a **career**, not a test.

The purpose of these guides is to give students (and teachers) an idea of where to focus their time in preparing for the NOCTI tests. True preparation for an end-of-program test takes time, and NOCTI recommends that you hand out these guides no less than a month before the test to give students time to use the guide effectively.

In addition, NOCTI recommends that you familiarize yourself with the guide's contents and use the information to help prepare your students even before you provide their guides to them.

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Helping Your Students Get the Most Out of Their Study Guide.

(Your students also have much of this information in their guides.) Encourage your students to write in their guides and use them as an active study tool.



Encourage them to pay particular attention to the Study Checklists—to use them as a guide to help them study. You should suggest:

- ✓ That they focus their studying on the duties and sub-topics listed
- ✓ That they record where they feel weak in the “Things I Need to Focus On” section, so they can focus on those areas, or ask you for help
- ✓ Each time they review the material for that duty, they put the date at the top so they know how long it’s been since they’ve studied that material
- ✓ As they feel they have mastered a topic, they should check it off (but remind them to be sure to review it briefly before the test)
- ✓ They may want to use the space after each subtopic to write down where they found the information (such as what pages in the textbook), so it’s easy to review later

Encourage them to also use the sample items in the back (or online) as another way to prepare:

- ✓ When they check their answers against the Answer Key take note of any that they missed. They should refer back to the duty they’re linked to and see what else they need to focus on
- ✓ For any sample items that they missed and don’t understand why, encourage them to try to look up the information in the textbook, or ask you for help. You may even want to use the rationales provided in this Teacher Companion Guide as a class exercise to review the quiz



As the NOCTI test date approaches, encourage your students to review these checklists and sample items often to help make sure they’re prepared.

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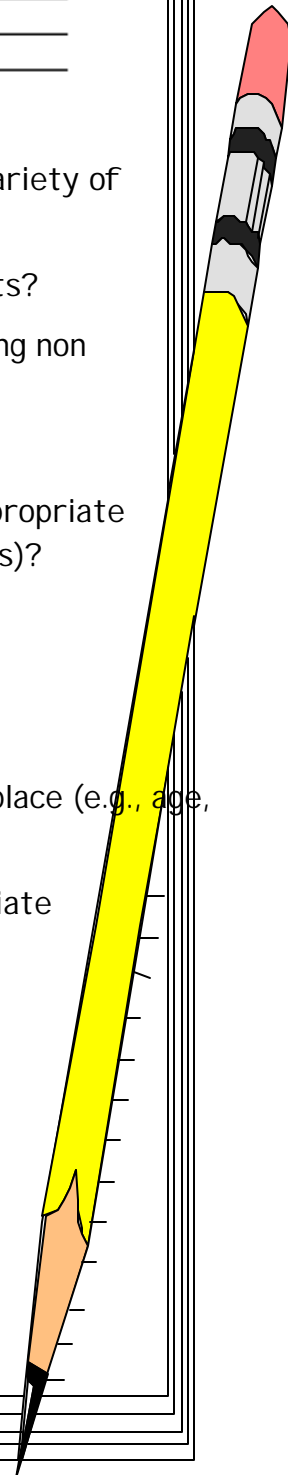
Duty 1: Communication Study Checklist (From Student Guide)

Dates
Reviewed:

Do you know:

- _____ How to apply reading strategies as needed for a variety of purposes?
- _____ How to evaluate information contained in documents?
- _____ How to apply basic communication skills when writing non technical materials (e.g., memos)?
- _____ How to write technical materials?
- _____ How to develop and deliver presentations using appropriate technologies (e.g., tables, charts, and visual graphics)?
- _____ How to use oral communication skills?
- _____ How to use active listening skills?
- _____ How to use nonverbal communication skills?
- _____ How to communicate effectively in a diverse workplace (e.g., age, ethnicity, religion, gender)?
- _____ How to share information using a range of appropriate communications technologies (e.g., email)?

Things I Need to Focus On:



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SAMPLE QUESTIONS

Here are the sample questions as they appear in your students' Study Guide.

Below are some sample questions to help give you an idea of the types of questions you will see on the written assessment. These exact questions will **NOT** appear on the test, and how well you do on these questions is not necessarily a sign of how you will do on the test. However, they **WILL** help give you an idea of what types of questions are asked on the test and how they are generally written. For each item below, circle the answer you think is correct. Then check your work with the answer key at the back!

1. An example of nonverbal communication is
 - A. speaking
 - B. nodding
 - C. writing
 - D. emailing

2. Politically correct word choices include such statements as
 - A. "Your engineering guys will need to add this to their list"
 - B. "Workers must attend the monthly safety meetings."
 - C. "Tell the girls in the customer service department to start informing customers."
 - D. "Those people in the inner city will steal any chance they get."

3. Which of the following questions is most likely to get to a specific definition of a problem?
 - A. What was happening when the failure occurred?
 - B. Has this problem happened before?
 - C. What other problems have you had with this machine?
 - D. How often has this problem happened before?

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ANSWER KEY AND EXPLANATIONS

Below are the answers to the sample questions, as well as the linkage that shows which duty each question is related to, and an explanation of the answers. In their Study Guide, your students have the answer key and linkages, but **NOT** the explanations.

Item 1 **Linkage: Communication**

B is correct because nodding is a form of communication but it is neither oral nor written, so is not a form of verbal communication but rather is a form of nonverbal communication.

A is incorrect because speaking is oral communication and thus is a form of verbal communication.

C is incorrect because writing is written communication and thus is a form of verbal communication.

D is incorrect because, although electronic, emails are written and are thus a form of verbal communication.

Item 2 **Linkage: Communication**

B is correct because that statement is politically correct. It does not contain stereotypical or demeaning assumptions about a particular group.

A is incorrect because that statement gives the assumption that all the engineers are males.

C is incorrect because that statement not only gives the assumption that all the customer service employees are females, but is also demeaning because it refers to adult females as “girls”.

D is incorrect because that statement is demeaning toward inner city dwellers, indicating that all are thieves.

Item 3 **Linkage: Problem Solving and Critical Thinking**

A is correct because determining what was happening when the failure occurred will help to pin point the circumstances of the error and provide vital clues to determining the cause.

B, C and D are incorrect because asking questions about other problems or if the problem has happened before may provide useful information in conjunction with the question in option A, but alone will not be as likely to get to a specific definition of the problem.