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CompTIA TK0-201

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Topic Break Down

Topic	No. of Questions
Topic 1, Planning Prior to the Course	91
Topic 2, Methods and Media for Instruction	162
Topic 3, Instructor Credibility and Communications	119
Topic 4, Group Facilitation	153
Topic 5, Evaluating the Training Event	99
Total	624

QUESTION NO: 1

A learner is consistently questioning their performance during a lab activity and needs the instructor's approval. The instructor observes that the learner is very hesitant to do the lab steps but completes the work correctly. Which of the following would the instructor do to BEST aid the learner?

A. Immediately go back to observe the learner when lab activity is required

B. Help other learners first then go to the one learner.

C. Allow time before or after class for the learner to complete the activities.

D. Reaffirm the correct abilities of the learner

ANSWER: D

Explanation:

Reaffirm the correct abilities of the learner is the best response because the learner is successfully completing the lab but lacks confidence in their own performance. Timely, specific positive feedback confirms that the learner performed the steps correctly and helps reduce hesitation and dependence on repeated instructor approval. The instructor should point to observable successful behaviors—for example, accurately following the procedure or producing the expected result—so the feedback is credible and directly connected to the lab objectives. This approach supports the learner's self-efficacy: their belief that they can perform the task successfully on their own. As confidence develops, the learner is more likely to proceed independently while still recognizing when assistance is genuinely needed. CompTIA's CTT+ training guidance emphasizes adapting instructional support to learner needs and providing constructive feedback that reinforces achievement and progress. Effective feedback should be prompt, specific, and focused on performance, as described by the Cornell Center for Teaching Innovation. Building learner self-efficacy through encouragement and recognition of mastery is also consistent with guidance from the American Psychological Association.

QUESTION NO: 2

When facilitating a group discussion, the trainer must: (Select TWO).

A. Put learners together who do not cooperate.

B. Handle disruptions discreetly.

C. Encourage respectful interactions.

D. Abruptly interrupt any conversations that go off topic.

E. Give close-ended questions to groups.

F. Put learners of the same level together.

ANSWER: B C

Explanation:

Handling disruptions discreetly and encouraging respectful interactions are essential responsibilities when facilitating a group discussion. A trainer should preserve a productive learning environment while maintaining participants' dignity. Addressing disruptive behavior privately or with minimal public attention helps keep the discussion focused without embarrassing a learner, escalating tension, or discouraging future participation. The trainer can redirect the discussion, use neutral language, or speak with the individual separately when appropriate.

Encouraging respectful interactions establishes the psychological safety needed for learners to ask questions, share experiences, disagree constructively, and contribute to collaborative problem-solving. The trainer should set and reinforce expectations for professional communication, active listening, equitable participation, and consideration of differing viewpoints. These practices support facilitation rather than simple presentation: the trainer manages group dynamics so that the discussion remains inclusive, relevant, and aligned with the learning objectives.

These behaviors align with the CompTIA CTT+ focus on managing the learning environment and facilitating learner engagement. See CompTIA's CTT+ certification overview and its exam objectives resources for the current competency framework.

QUESTION NO: 3

In order to understand and answer a learner's question, an effective active listening technique would be to: (Select TWO).

A. Refer the question to another learner.

B. Repeat the question back to the learner.

C. Ask the learner if the question was answered.

D. Answer the question immediately.

E. Quiz the learner on the material.

ANSWER: B C

Explanation:

"Repeat the question back to the learner" is an active-listening technique because it confirms that the instructor has accurately heard and interpreted what the learner is asking. Restating or paraphrasing gives the learner an immediate opportunity to clarify terminology, correct a misunderstanding, or add missing context before the instructor responds. This helps ensure the eventual answer addresses the learner's actual need rather than an assumption about the question.

"Ask the learner if the question was answered" appropriately completes the listening-and-response cycle. After providing an answer, the instructor verifies the learner's understanding and determines whether additional explanation, an example, or a different approach is needed. This check supports learner engagement and provides useful feedback about whether the communication was effective. These practices align with the CTT+ emphasis on facilitating learning through effective communication, responding to learner needs, and confirming comprehension. CompTIA's CTT+ certification overview is available at CompTIA CTT+. Guidance on active listening, including reflecting and clarifying a speaker's message, is also available from Mind Tools: Active Listening.

QUESTION NO: 4

During a training session, a learner asks an instructor an irrelevant question regarding politics. Which of the following BEST indicates how the instructor should respond?

A. Ask another learner to answer the question

B. Conduct a group discussion

C. Answer the learner's question

D. Explain politics is not applicable to the discussion

ANSWER: D

Explanation:

Explain politics is not applicable to the discussion is the best response because an effective instructor keeps the session focused on its stated learning objectives, schedule, and relevant subject matter. A brief, professional redirection acknowledges the learner's contribution without allowing an unrelated and potentially divisive topic to consume instructional time or distract other learners. The instructor can calmly state that political discussion is outside the scope of the current training and transition back to the lesson, activity, or question being addressed. This approach supports a respectful, inclusive learning environment and demonstrates appropriate classroom management. It also helps ensure that every learner receives the instruction promised for the session rather than having the agenda diverted by content unrelated to the course outcomes. CompTIA's CTT+ certification framework emphasizes instructor skills such as managing the learning

environment and facilitating instruction in support of defined objectives. See CompTIA's CTT+ certification page and the CTT+ exam objectives for the instructor-management and learning-environment competency areas.

QUESTION NO: 5

After viewing a tradeshow demonstration, the trainer has been asked to develop a course highlighting the major points. Which of the following MUST be included when converting a demonstration into a training course? (Select TWO).

A. The number of learners taking the course.

B. Opportunities for students to contribute to the class.

C. Comparing and contrasting upcoming local events.

D. Additional content at the trainer's discretion.

E. Real-world examples of practical applications.

ANSWER: B E

Explanation:

"Opportunities for students to contribute to the class" and "Real-world examples of practical applications" are essential when transforming a product-focused tradeshow demonstration into an effective training course. A demonstration is commonly presenter-led and intended to generate interest, whereas instruction must actively help learners build understanding and apply skills. Providing opportunities for learner contribution—such as guided questions, discussion, sharing relevant experience, or practice feedback—creates interaction and lets the trainer check comprehension, address learner needs, and keep participants engaged. This aligns with the CTT+ focus on facilitating learning rather than simply presenting information.

Real-world examples connect the demonstrated features or processes to situations learners are likely to encounter on the job. Contextual examples make the major points meaningful, support retention, and help learners recognize when and how to use the knowledge or skill after the course. Together, participation and practical application turn passive observation into an instructional experience with engagement, relevance, and transfer to workplace performance. CompTIA describes CTT+ as a credential focused on effective instructor skills, including preparation, presentation, communication, and facilitation. See CompTIA CTT+ and CompTIA exam objectives.

QUESTION NO: 6

An instructor is teaching an advanced topic. A student does not have the prerequisite skills needed for this class and continues to fall behind. The student is visibly frustrated. Which of the following is the MOST appropriate action?

A. Recommend that the prerequisite class be completed prior to returning

B. Assign an advanced student as a partner to help in learning

C. Allow the student to continue with the current course objectives

D. Offer to meet with the student after class for additional assistance

ANSWER: A

Explanation:

Recommend that the prerequisite class be completed prior to returning is the most appropriate action because the student lacks the foundational knowledge and skills on which the advanced course is built. Instructors should recognize when a learner's performance problem results from an unmet entry requirement rather than from a need for minor clarification or additional practice. Continuing in the advanced class without the prerequisite competency is likely to compound the learner's confusion, prevent meaningful progress toward the stated objectives, and increase frustration.

By recommending completion of the prerequisite course before returning, the instructor gives the learner a clear, supportive path to build the required foundation and to participate successfully in the advanced training later. This action also preserves

alignment between the course's advanced objectives, pace, and expected learner preparation. CompTIA CTT+ focuses on assessing learner needs and applying appropriate instructional responses, including recognizing gaps that affect achievement of learning objectives. See the CompTIA CTT+ certification overview and CompTIA's instructor-led training information.

QUESTION NO: 7

A learner asks a question about material that has been thoroughly covered. The instructor believes that the learner generally understands the material. Which of the following would be the BEST action for the instructor to take?

A. Guide the learner to answering their own question.

B. Employ active listening and respond with a complete answer.

C. Request another learner answers the question.

D. Diagram the steps needed to answer the question

ANSWER: A

Explanation:

Guide the learner to answering their own question. is the best action because the learner has already received the relevant instruction and appears to have a general understanding of it. Rather than immediately supplying the answer, the instructor can use targeted prompts, such as asking the learner to identify the first step, recall a related example, or explain what they already know. This approach helps the learner retrieve and organize existing knowledge, correct any small misunderstanding, and build confidence in applying the material independently.

Guided questioning is an effective learner-centered instructional technique because it turns a repeated question into an opportunity for active participation and formative assessment. The instructor can determine precisely where the learner's reasoning becomes uncertain while keeping the learner responsible for working through the solution. This supports the CTT+ emphasis on facilitating learning, encouraging participation, and adapting instructional responses to learner needs. CompTIA's CTT+ certification overview identifies the facilitation and learner-engagement skills assessed by the credential: CompTIA CTT+. Research summarized by the National Academies also identifies retrieval practice as a strategy that strengthens learning and long-term retention: How People Learn II.

QUESTION NO: 8

When an instructor uses a demonstration followed by learner practice, which of the following should the instructor do to reinforce learning? (Select TWO).

A. Observe learners as they perform the procedure.

B. Provide corrective feedback at appropriate points.

C. Prevent learners from asking questions until the end of the course.

D. Evaluate performance only by the speed of completion.

E. Move immediately to a new topic after the demonstration.

ANSWER: A B

Explanation:

Observing learners as they perform the procedure and providing corrective feedback at appropriate points reinforce learning after a demonstration. Observation gives the instructor direct evidence of whether learners can translate the demonstrated steps into performance. It also allows the instructor to identify errors, hesitation, or misconceptions before they become established habits.

Corrective feedback should be specific and connected to the required procedure or result. The instructor can explain what was done correctly, identify the action needing adjustment, and give the learner an opportunity to perform the task again. Demonstration followed by guided practice and feedback is especially appropriate for procedural objectives. See CompTIA CTT+ Certification.

QUESTION NO: 9

During the start of the class, three of the learners who are competent in the subject matter inform the instructor that their attendance in the class is due to job requirement. Which of the following techniques will BEST motivate these three learners to get more out of the class?

A. Give the three learners various scenarios about how the acquired knowledge will increase their effectiveness.

B. Ask the three learners to share information they have learned from their real life experiences to the rest of the class.

C. Ask the three learners to lead discussions and aid the other learners in the class if needed.

D. Find out what the three learners know and focus on what they might not know about the subject matter.

ANSWER: A

Explanation:

Give the three learners various scenarios about how the acquired knowledge will increase their effectiveness. This approach directly establishes the value and workplace relevance of the class for learners who are attending because their jobs require it. Competent adult learners are more likely to engage when instruction clearly connects to realistic tasks, decisions, problems, or outcomes they encounter in their roles. Scenarios make that connection concrete: they show how the course content can improve performance, help learners handle unfamiliar situations, increase efficiency, or support better job results. This shifts the training from a mandatory event to an opportunity for practical professional benefit.

Motivation is strengthened when learners understand the purpose of an activity and can see how applying the knowledge will affect their own work. The instructor can use scenarios that reflect the learners' actual environment and invite them to identify how they would apply the concepts. This respects their existing competence while giving them a meaningful reason to look for additional insight and transferable techniques during the class. This emphasis on learner-centered, job-relevant instruction aligns with the instructional delivery focus of CompTIA CTT+ and adult-learning guidance from the CDC Training Development resources.

QUESTION NO: 10

When providing instruction to a culturally diverse group it is important to: (Select TWO)

A. Remain open to ideas that may differ from the instructor's ideas.

B. Limit learner dialogue during the course so that the learners do not get confused

C. Strive to influence the group to adopt a neutral viewpoint.

D. Value diversity, accept learners as they are.

E. Break up the learners into cultural groups.

ANSWER: A D

Explanation:

Remaining open to ideas that may differ from the instructor's ideas and valuing diversity while accepting learners as they are are essential practices for inclusive instruction. A culturally diverse classroom can include differences in communication styles, prior educational experiences, cultural norms, language proficiency, and perspectives on authority or participation. An instructor who is receptive to perspectives other than their own is better able to establish psychological safety, recognize assumptions, and adjust examples, language, pacing, and facilitation techniques to support the entire group. Valuing diversity also means treating each learner with respect as an individual rather than expecting learners to conform to a single

cultural norm. These practices encourage equitable participation and help learners connect new material to their own knowledge and experience. CompTIA CTT+ emphasizes creating and maintaining an environment that supports learner participation and responds appropriately to learner needs. Inclusive-teaching guidance similarly recommends respecting diverse identities and perspectives while designing learning experiences that allow all learners to contribute meaningfully. See CompTIA CTT+ certification information and U.S. Department of Education guidance on nondiscrimination.

QUESTION NO: 11

An instructor notices that a learner repeatedly interrupts others during a class discussion. Which of the following is the BEST way to address the behavior?

A. Speak with the learner privately and reinforce participation expectations.

B. Exclude the learner from all future discussions.

C. Publicly criticize the learner after each interruption.

D. Ignore the behavior because the learner is participating.

ANSWER: A

Explanation:

Speak with the learner privately and reinforce participation expectations is the best response because it addresses the behavior respectfully while protecting the learner's dignity. The instructor can explain the impact of frequent interruptions, restate expectations for turn taking and active listening, and invite the learner to contribute in a way that allows others to participate.

Private coaching is generally more effective than publicly criticizing the learner because it reduces the likelihood of embarrassment or defensiveness and helps maintain psychological safety for the class. The instructor should continue to facilitate the discussion so that contributions are balanced and respectful. See CompTIA CTT+ Certification.

QUESTION NO: 12

Which of the following are reasons trainers compile an end-of-class report? (Select TWO).

A. To document any disciplinary issues that arose with training personnel

B. To document any modifications the trainer made from course design

C. To evaluate the success of course design

D. To protect the trainer from participant formal complaints

E. To evaluate the competence of the course designer

ANSWER: B C

Explanation:

An end-of-class report provides a structured record of what occurred during delivery and supplies useful feedback for continuous course improvement. Documenting any modifications the trainer made from course design is important because changes to pacing, examples, activities, sequencing, timing, equipment, or instructional methods can affect the learner experience and achievement of objectives. Recording these changes allows future instructors and course owners to understand what was actually delivered, determine whether the adjustments should be retained, and maintain consistency across later class deliveries.

Evaluating the success of course design is also a core purpose of the report. The trainer can summarize learner feedback, achievement of learning objectives, effectiveness of materials and activities, timing, and issues encountered during the session. This information helps identify whether course content and design support the intended outcomes and gives stakeholders evidence for revising materials or delivery plans. CompTIA's CTT+ certification focuses on instructional delivery

and evaluation practices, including gathering and using feedback to improve training. See the CompTIA CTT+ certification page and CompTIA's exam objectives resource page for information on the certification's instructional and evaluation scope.

QUESTION NO: 13

A company is hosting a training event at their location. The instructor has started the training, and one of the learners indicates that a page is missing from the handout. Which of the following should the instructor do NEXT?

A. Ask the learner to get a copy from another learner

B. Inform the company of the issue

C. Continue with the training and provide the missing page after the next break

D. Inform the learner that it was an error by their quality control department

ANSWER: C

Explanation:

Continue with the training and provide the missing page after the next break is the most appropriate immediate response because it resolves the learner's resource issue while preserving the flow of the session. An instructor should manage classroom disruptions proportionately: acknowledge the concern, ensure the learner will receive the required material, and avoid interrupting the entire group for an administrative correction unless the missing content is needed at that exact moment. Providing the page at the next planned break creates a practical opportunity to print, copy, or obtain the material and to confirm that the learner can follow the remaining instruction.

This approach reflects effective classroom management and learner support. It keeps attention on the current learning objective, avoids unnecessarily delaying the agenda, and demonstrates that the instructor is accountable for making course materials usable. The instructor can also make a brief note of the issue so that the handout set is corrected for future deliveries. CompTIA's CTT+ certification focuses on managing the instructional environment and responding appropriately to learner needs during delivery; see CompTIA CTT+ Certification. Guidance on facilitating learning also emphasizes maintaining a productive environment while addressing participant needs; see CDC Adult Learning Principles.

QUESTION NO: 14

An instructor asks an open-ended question to the class. Which of the following BEST describes the skill the instructor is demonstrating?

A. Plan and use a variety of reinforcement techniques during training.

B. Elicit learner feedback on the adequacy of instructor responses.

C. Provide feedback that is specific to learners needs.

D. Create opportunities for learners to contribute to the discussion.

ANSWER: D

Explanation:

"Create opportunities for learners to contribute to the discussion." is correct because open-ended questions invite learners to formulate, express, and expand on their own ideas rather than merely recall a fixed answer. This questioning approach actively involves the class in the learning process, gives learners an opportunity to share relevant experience or reasoning, and can stimulate discussion among participants. In CompTIA CTT+ instructional practice, effective facilitation includes encouraging learner participation and using questioning techniques that support interaction and engagement. An open-ended prompt is especially useful for drawing out multiple perspectives, checking understanding in context, and maintaining a learner-centered environment. The instructor is therefore demonstrating a discussion-facilitation skill: deliberately creating an opportunity for learners to contribute meaningful responses. This is consistent with CompTIA's CTT+ certification focus

on effective instructional delivery and facilitation skills. See the CompTIA CTT+ certification page and the CompTIA exam objectives resource page.

QUESTION NO: 15

During a five-day course, an instructor wishes to evaluate the students both formally and informally in order to gauge their progress before the final evaluation. Which of the following techniques, when assigned daily, would BEST accomplish this task? (Select TWO).

A. Verbal feedback

B. Virtual case studies

C. Written comments

D. Written assessments

E. Verbal evaluations

ANSWER: D E

Explanation:

Written assessments and **verbal evaluations** provide a practical daily combination of formal and informal formative evaluation. A short written assessment can be planned, administered consistently, and scored against defined learning objectives. This gives the instructor documented evidence of each learner's progress throughout the five-day course, identifies topics that require review, and helps establish readiness for the final evaluation. The assessment does not need to be lengthy; brief quizzes, knowledge checks, or written exercises can supply useful formal measurement when aligned to the day's objectives.

Verbal evaluations let the instructor gather immediate evidence of understanding through oral questioning, learner explanations, brief check-ins, or discussion of how a task would be performed. These interactions are especially valuable during instruction because the instructor can probe for comprehension, clarify misunderstandings, and adjust pacing or practice before the final evaluation. Used together each day, written assessments supply structured performance records while verbal evaluations provide timely, conversational insight into learner understanding. This reflects the role of formative assessment: monitoring learning during instruction and using the results to guide teaching and learner improvement. See the CompTIA exam objectives resource and the U.S. Department of Education formative assessment guidance.

QUESTION NO: 16

Which of the following should an instructor be sure to include in the introduction of a beginner's class?

A. The instructor evaluation form

B. The course evaluation form

C. The employment opportunities

D. The outline for the first lesson

ANSWER: D

Explanation:

The outline for the first lesson is correct because beginners need early structure, clear expectations, and a manageable view of what they will do first. In the introduction, the instructor should orient learners to the immediate learning path: the topic to be covered, the sequence of activities, expected participation, available materials, and the outcome learners should be able to achieve by the end of that initial lesson. Providing this outline reduces uncertainty and helps learners focus on the content rather than trying to determine what will happen next.

This practice supports the CTT+ emphasis on establishing an effective learning environment and communicating instructional goals and procedures. For a beginner audience especially, an overview of the first lesson creates a useful bridge between the course introduction and active learning, while avoiding unnecessary cognitive overload from presenting excessive detail at once. A clear opening agenda also gives the instructor a practical reference point for managing time and transitions throughout the session. CompTIA describes CTT+ as validating instructor skills needed to prepare, present, facilitate, and evaluate training; effective session organization is central to those responsibilities. See CompTIA CTT+ Certification and CompTIA Exam Objectives.

QUESTION NO: 17

The instructor asks the learners for practical examples of how skills they are learning in the course relate to their jobs. This is an example of the instructor soliciting:

A. Content expertise

B. Preferred media

C. A frame of reference

D. Delivery methods

ANSWER: C

Explanation:

“A frame of reference” is correct because the instructor is intentionally connecting new course material to learners’ existing job experiences, responsibilities, and practical situations. A learner’s frame of reference consists of the prior knowledge, experiences, assumptions, and work context through which that person interprets new information. By asking learners to provide job-related examples, the instructor discovers how they understand the topic in their own environment and can use those examples to make instruction more relevant and meaningful.

This practice also supports adult-learning principles: adult learners are typically motivated when they can see an immediate connection between training and real problems or tasks they encounter. Soliciting examples from learners encourages active participation, validates their experience, and gives the instructor useful context for adapting explanations, activities, and scenarios to the audience. These behaviors align with the CTT+ focus on facilitating learner-centered instruction and connecting content to workplace performance. See CompTIA’s overview of the CTT+ certification at CompTIA CTT+ and the adult-learning resources from the Association for Talent Development.

QUESTION NO: 18

A student constantly interrupts the presentation to show their knowledge of the subject matter to impress their boss who is also in the class. Which of the following shows how the trainer should handle the situation?

A. When the student makes a mistake point it out to the class to embarrass them.

B. Publicly announce that the interruptions will not be tolerated.

C. Ask the student’s boss to leave the class in order to stop the interruptions.

D. On a break talk to the student and ask them to limit their interruptions.

ANSWER: D

Explanation:

On a break talk to the student and ask them to limit their interruptions. is the appropriate response because it addresses disruptive behavior promptly while protecting the learner’s dignity and maintaining a productive atmosphere for everyone. A private discussion lets the trainer acknowledge the learner’s enthusiasm or expertise, explain the effect that repeated interruptions have on the session’s pace and other learners’ opportunities to participate, and set a clear expectation for future contributions. The trainer can also suggest constructive ways for the learner to share relevant

knowledge, such as saving questions for designated discussion points or contributing during activities. Handling the matter during a break avoids turning the issue into a public confrontation, which can cause embarrassment, defensiveness, and further disruption. This approach reflects effective classroom-management practice: be respectful, focus feedback on observable behavior and its impact, and communicate expectations directly. CompTIA's CTT+ certification emphasizes the instructor's ability to manage learner behavior and maintain an environment that supports learning. See the CompTIA CTT+ certification page and the CompTIA exam objectives resource page for information on the certification's instructional and classroom-management focus.

QUESTION NO: 19

Prior to delivering a course, a trainer should consider which of the following? (Select TWO).

A. Ways to take shortcuts in the delivery of the course

B. Areas that may cause confusion or resistance

C. Areas to sell the learner on more training

D. Real world examples of the content

E. Challenges with the development of the instructional materials

F. A way to rewrite the content of the course

ANSWER: B D

Explanation:

Before delivering a course, an effective trainer anticipates learner needs and prepares ways to make the material relevant, understandable, and usable. Considering **areas that may cause confusion or resistance** enables the trainer to identify concepts that may be unfamiliar, conflict with established work practices, or create concerns among learners. The trainer can then prepare clarifying explanations, supporting evidence, questions, and facilitation techniques to address these issues constructively during delivery. This preparation supports a respectful learning environment and helps learners remain engaged with challenging content.

Preparing **real world examples of the content** is equally important because examples connect abstract course concepts to learners' jobs, experiences, and performance expectations. Relevant scenarios, demonstrations, and case examples help learners see how and when to apply the new knowledge or skills after the training session. CompTIA's CTT+ certification objectives emphasize preparing for instruction, recognizing learner characteristics, and using examples and activities that promote understanding and practical application. These considerations help the trainer deliver learner-centered instruction rather than merely present material. See the CompTIA CTT+ certification overview and CompTIA's exam objectives resource page for the current objectives and supporting certification resources.

QUESTION NO: 20

Which of the following are the BEST ways for an instructor to assess learning? (Select TWO).

A. Summarize the objectives

B. Post-survey on the course

C. Pre-course exam

D. Written exam

E. Role playing

ANSWER: D E

Explanation:

Written exam and **Role playing**

are effective ways to assess whether learners have achieved course objectives. A written exam provides a structured, documented measure of learners' knowledge, comprehension, and ability to apply concepts to questions or scenarios. When exam items are aligned to the stated objectives, the instructor can use the results to determine whether the intended knowledge and skills were learned and identify topics that may require reinforcement.

Role playing is a performance-based assessment. It allows learners to demonstrate behavioral and interpersonal skills in a realistic, observed situation, such as explaining a process, responding to a customer, coaching a colleague, or handling a workplace scenario. The instructor can assess performance against defined criteria, provide timely feedback, and determine whether learners can transfer learning beyond recalling facts. Using both a written assessment and a practical activity gives a broader picture of learning because it measures both knowledge and demonstrated skill. This aligns with the CTT+ focus on evaluating learner achievement through assessment methods appropriate to the learning objectives. See CompTIA's CTT+ certification overview and the CompTIA exam objectives resources.

QUESTION NO: 21

An instructor is leading a class that has multiple purposes in the industry. The learners come from different disciplines and technical backgrounds. Which of the following will BEST assist the instructor in conducting a successfulcourse?

A. Treat the learners as a homogenous group to avoid any bias.

B. Follow the syllabus as closely as possible.

C. Inquire as to the learners' objectives and expectations.

D. Separate learners into different groups aligned with their particular disciplines.

ANSWER: C

Explanation:

Inquire as to the learners' objectives and expectations. is the best choice because a class with learners from varied disciplines, experience levels, and intended job applications requires the instructor to understand what each learner needs to achieve. Establishing these objectives early helps the instructor connect examples, activities, terminology, and practice scenarios to the learners' actual work contexts. It also lets the instructor identify differing levels of prior knowledge and adapt pacing or provide appropriate support while still meeting the course outcomes. This learner-focused approach promotes relevance and engagement: participants can see how the material applies to their responsibilities and are more able to transfer new skills to the workplace. CompTIA's CTT+ objectives emphasize assessing learner needs and expectations, then using that information to adapt delivery and maintain a positive learning environment. Gathering this information can occur through introductions, pre-course questionnaires, a quick knowledge check, or direct discussion at the start of class. The instructor should use the results to make informed instructional adjustments without losing sight of required course objectives. See the CompTIA CTT+ certification page and CompTIA's exam objectives resource page for information on the certification's instructor skills focus.

QUESTION NO: 22

Which of the following is considered an advantage of using a relay question?

A. It allows the instructor to engage more than one participant with the same question

B. It prevents the instructor from injecting value judgments on the material being presented

C. It allows the instructor to test an individual's understanding against a performance objective

D. It prevents participants from upstaging the instructor

ANSWER: A

Explanation:

A relay question is a facilitation technique in which an instructor redirects a participant's question or response to other participants. Its key advantage is that it allows the instructor to engage more than one participant with the same question. Rather than immediately supplying an answer, the instructor can invite the group to contribute ideas, experiences, or possible solutions. This makes the learning exchange more collaborative and helps participants actively process the topic instead of remaining passive listeners.

Used appropriately, relay questioning also gives the instructor a quick way to surface the group's existing knowledge and encourage peer-to-peer learning. For example, after one learner asks how a concept applies in a workplace situation, the instructor may ask whether another learner has encountered a similar situation and how they addressed it. The original question consequently becomes a discussion opportunity for multiple people while the instructor continues to guide the conversation toward the lesson objective. This aligns with CTT+'s focus on facilitating learner participation and using questioning techniques effectively. See CompTIA's CTT+ certification overview and the CompTIA exam objectives resource page.

QUESTION NO: 23

An instructor decides to divide their class into groups. In order to motivate the learners in the groups the instructor designs the groups and the activity such that thE. (Select TWO).

A. Learners need to complete a small part of a larger project without seeing the final outcome.

B. Learners are paired with the members they feel most comfortable with.

C. Learners have more autonomy over the direction of the activity.

D. Activity is relevant to the learners job function as it relates to the material.

E. Skill level is below that of the class, making the activity easy to complete and building the learners esteem.

ANSWER: C D

Explanation:

Learners have more autonomy over the direction of the activity is correct because adult learners are more motivated when they can exercise meaningful choice and take ownership of how they approach a task. In a group exercise, the instructor can retain the learning objectives and boundaries while allowing learners to make decisions about roles, methods, sequencing, or how they present their solution. This supports active participation, collaboration, and learner responsibility rather than making learners passive recipients of instruction.

Activity is relevant to the learners job function as it relates to the material is also correct because learners are more engaged when they can see a direct connection between training content and workplace performance. A realistic, job-related group activity gives learners an immediate reason to apply the knowledge or skill, discuss practical decisions with peers, and transfer the learning to their roles. This relevance helps establish the value of the training and sustains motivation throughout the activity. These approaches align with CompTIA CTT+ expectations for facilitating learner-centered instruction, using activities that promote engagement, and connecting content to learner needs. See CompTIA's exam-objectives resources and the CompTIA CTT+ certification overview.

QUESTION NO: 24

When writing assessment items which of the following should a trainer do?

A. Use easy grading by creating patterns in multiple-choice assessments.

B. Provide unnecessary details to ensure learners understand the information.

C. Ensure there are an equal number of items for matching questions.

D. Create concise questions without repetition of leading words in answers.

ANSWER: D

Explanation:

Create concise questions without repetition of leading words in answers. is the appropriate assessment-item-writing practice because well-written items measure the intended learning objective as directly as possible. Concise, focused wording reduces avoidable reading load, so the learner's response is more likely to reflect knowledge or skill rather than their ability to decode a lengthy or distracting prompt. Each question should present a clear task and include only information needed to answer it.

Avoiding repeated leading words in answer choices also improves item construction. When the same introductory wording appears in every answer, it can make choices unnecessarily long and visually cluttered. A trainer can instead place shared wording in the question stem when doing so produces a complete, clearly stated problem. This makes the choices easier to scan and compare while preserving a single, unambiguous best answer. These practices support fair, valid assessment and align with the CTT+ focus on creating and administering assessments that accurately evaluate learner achievement. See CompTIA's CTT+ certification overview and Carnegie Mellon University's guidance on creating effective exam questions.

QUESTION NO: 25

An instructor separates the class into groups. The learners are not working as hard in the groups as they would if they were working individually. Which of the following could the instructor do to create more group interaction? (Select TWO).

A. Create groups with members from different backgrounds.

B. Emphasize conformity to move the group along.

C. Tie group participation to individual rewards.

D. Limit the accountability of each individual.

E. Clearly define the role for each of the group members.

ANSWER: C E

Explanation:

"Tie group participation to individual rewards" and "Clearly define the role for each of the group members" address the reduced individual effort that can occur during group work, often called social loafing. Connecting participation to individual rewards makes each learner's contribution visible and consequential. Learners then have a clear personal incentive to prepare, contribute ideas, complete assigned work, and participate in discussion rather than relying on the effort of peers. Individual recognition can be incorporated through participation scores, peer feedback, brief individual deliverables, or an individual component within the group assessment.

Clearly defined roles also promote productive interaction by assigning each learner a meaningful responsibility, such as facilitator, recorder, researcher, timekeeper, or presenter. Roles clarify expectations, distribute work, and give every member a reason to communicate with the rest of the group. The instructor should ensure that roles align with the activity and may rotate them in later exercises so learners practice different collaborative responsibilities. Together, individual accountability and explicit roles make participation more equitable and help the instructor observe whether all learners are engaged. Guidance on structuring cooperative learning and establishing individual accountability is available from Cornell University's cooperative learning resource and Carnegie Mellon University's group-project design guidance.

QUESTION NO: 26

After completing instruction on a topic, which of the following tasks would the instructor perform to evaluate learner retention? (Select TWO).

A. Give the students a break to absorb the information.

B. Watch for non-verbal communication from the students.

C. Create a hypothetical scenario.

D. Generate a skills inventory on the next subject.

E. Perform a teach-back through role play.

F. Ask probing questions to select students.

ANSWER: C E

Explanation:

Create a hypothetical scenario and **Perform a teach-back through role play** are appropriate methods for evaluating retention because both require learners to actively retrieve, apply, and communicate what they have learned after instruction. A hypothetical scenario places the content in a realistic context and allows the instructor to observe whether learners can transfer knowledge from the lesson to a practical decision or problem. This goes beyond recalling isolated facts by showing that the learner can use the material appropriately.

A teach-back conducted through role play similarly gives learners an opportunity to explain or demonstrate the topic in their own words while acting in a relevant workplace-style situation. The instructor can evaluate whether essential concepts, procedures, and terminology were retained and can identify any gaps that require reinforcement. These activities are aligned with performance-based instructional practices: learners demonstrate understanding through application, while the instructor gathers observable evidence of learning. CompTIA's CTT+ certification focuses on delivering instruction and evaluating learner performance; see CompTIA CTT+ Certification. Guidance on retrieval practice also supports using activities that require learners to recall and apply prior instruction: Australian Education Research Organisation: Retrieval Practice.

QUESTION NO: 27

An instructor is teaching a course to learners with limited experience. During the course, one learner asks the instructor to further explain a concept that was just taught. Which of the following provides the MOST effective way for the instructor to respond? (Select TWO).

A. Provide the learner with an additional handout during the class

B. Tell the learner to conduct additional research after the class

C. Ask one of the other learners to provide the explanation

D. Use the concept in a personal story to enhance the learner's understanding

E. Probe the learner to clarify the level of confusion on the topic

ANSWER: D E

Explanation:

"Probe the learner to clarify the level of confusion on the topic" is effective because a request for further explanation can indicate several different needs: an unfamiliar term, a missed prerequisite, difficulty connecting steps, or a need for a practical example. Targeted probing lets the instructor identify the learner's actual knowledge gap before choosing how to reteach. This supports active listening, learner-centered communication, and an appropriate instructional adjustment rather than assuming what was unclear.

"Use the concept in a personal story to enhance the learner's understanding" is also effective because a relevant story creates context for an abstract or unfamiliar concept. For learners with limited experience, a concise real-world example can connect new material to a recognizable situation, making the concept easier to remember and apply. The instructor should ensure that the story directly reinforces the learning objective and follows the clarification obtained through probing. Together, these actions establish the learner's specific need and then present the concept in a meaningful, accessible form. This aligns with CTT+ expectations for responding to learner questions, checking understanding, and using examples that promote comprehension. See the CompTIA exam objectives resource and the CompTIA CTT+ certification page.

QUESTION NO: 28

When providing feedback on a learner's performance during a practical exercise, which of the following should the instructor do? (Select TWO).

A. Identify the specific action that needs correction.

B. Provide an opportunity to perform the task again.

C. Compare the learner's performance to the highest-performing learner.

D. Wait until the end of the course to mention the error.

E. Focus feedback on the learner's personality.

ANSWER: A B

Explanation:

Feedback should be timely and connected to observable performance. Identifying the specific action that needs correction helps the learner understand the gap between current performance and the expected result. Providing an opportunity to perform the task again allows the learner to apply the feedback immediately and demonstrate improvement.

Effective feedback is specific, constructive, and actionable. See Vanderbilt University guidance on teaching with feedback.

QUESTION NO: 29

An instructor has just completed a five-day technical seminar. Which of the following would be the BEST post-course support method to communicate with learners?

A. Electronic newsletter

B. Blog

C. Email

D. Telephone

ANSWER: C

Explanation:

Email is the best post-course support method because it provides a direct, asynchronous, and documented communication channel between the instructor and each learner after the seminar ends. Learners can use email to ask follow-up questions as they apply technical skills in the workplace, request clarification on course concepts, and receive links, job aids, updates, or additional resources. The instructor can respond at an appropriate time, tailor guidance to an individual learner's stated issue, and retain a record of the exchange for later reference. Email also works regardless of learners' locations and schedules, which is particularly useful after an intensive multi-day technical event when participants return to different work environments. This supports the CTT+ emphasis on extending learning through appropriate learner support and communication. Effective email communication should use clear subject lines, concise action-oriented messages, and professional follow-up practices. CompTIA describes CTT+ as validating instructor skills for preparing, presenting, facilitating, and evaluating training: CompTIA CTT+ Certification. Practical guidance on writing clear professional email is available from Microsoft Support.

QUESTION NO: 30

Which of the following accommodation options would be BEST for disseminating handouts and job aides prior to a company-wide training session?

A. Converting all documentation to web formats and hosting them internally.

B. Converting all documentation to PDF (downloadable) formats and hosting them externally.

C. Converting all documentation to web formats and hosting them externally.

D. Converting all documentation to PDF (downloadable) formats and hosting them internally.

ANSWER: C

Explanation:

Converting all documentation to web formats and hosting them externally is the best choice because it provides a broadly accessible, centralized location where participants can obtain current handouts and job aides before the session, including when they are away from a corporate office or not connected to the organization's internal network. Web-based materials can be opened on a range of devices without requiring learners to download, save, or use a particular PDF reader. This approach also lets the instructor or training team update a document once at its source so that participants access the latest version rather than relying on copies distributed earlier. When documents are designed as accessible web content, learners using assistive technology can more readily navigate headings, links, text alternatives, and other structural elements. The W3C's Web Content Accessibility Guidelines describe practices that make online content perceivable, operable, understandable, and robust for users with disabilities: W3C WCAG overview. Making materials available before delivery also supports the CTT+ emphasis on preparing learners, resources, and the learning environment for an effective training event: CompTIA CTT+ certification overview.

QUESTION NO: 31

A trainer read that frequent evaluations are considered better for evaluating student progress than a single exam at the end of the course. Which of the following would be the BEST example of such evaluations?

A. Student labs led by the instructor during class

B. The trainer's mental notes about the students' ability

C. The trainer evaluation form filled out by the students

D. Short tests developed by the trainer

ANSWER: D

Explanation:

Short tests developed by the trainer are the best example because they provide frequent, structured checks of learner progress throughout a course. This is formative assessment: the trainer gathers evidence of what learners understand at multiple points, identifies gaps before they become entrenched, and can adjust instruction, practice, pacing, or feedback accordingly. Brief tests can be aligned directly to recently taught objectives and administered after a module, lesson, or key topic. Their results also give learners timely information about their own mastery, allowing them to review or seek assistance before a final assessment. Frequent low-stakes assessments are particularly useful in technical training because later skills often depend on understanding earlier concepts and procedures. CompTIA CTT+ emphasizes evaluating learner progress and using evaluation results to support learning during delivery, rather than relying solely on an end-of-course measure. The value is not merely giving more tests; it is using short, objective-aligned assessments regularly enough to monitor progress and guide instructional decisions. This approach is consistent with the formative-assessment practices described by The Glossary of Education Reform and with CompTIA CTT+ certification information.

QUESTION NO: 32

An instructor notices that the course participants are sluggish, engaging in side conversations and appear somewhat distracted. Which of the following should the instructor do to reengage the learners? (Select TWO).

A. The instructor should give a quiz to see if the learners retained information so far.

B. The instructor should use an energizing activity as a redirector.

C. The instructor should tell the learners why it is important to pay attention at all times

D. The instructor should give the participants a break.

E. The instructor should report their behavior to management

ANSWER: B D

Explanation:

Using an energizing activity as a redirector and giving the participants a break are appropriate ways to reengage learners who are sluggish, distracted, and participating in side conversations. An energizer changes the pace and level of participation, helping learners refocus their attention on the session. It can be a brief, relevant activity such as a quick pair discussion, knowledge check, movement-based exercise, or problem-solving prompt. The activity should support the learning objectives while restoring attention and participation.

A break is also an effective instructional response when learners show signs of fatigue or reduced concentration. A short, clearly timed break gives participants an opportunity to reset, attend to personal needs, and return better prepared to engage with the material. On resuming the session, the instructor can use a concise transition or recap to reconnect the group to the objective. These approaches reflect effective classroom management: the instructor observes learner behavior, adjusts delivery appropriately, and uses facilitation techniques that maintain a productive learning environment. CompTIA's CTT+ certification emphasizes managing learner engagement and adapting instruction based on learner needs. See CompTIA CTT+ Certification and CompTIA Exam Objectives.

QUESTION NO: 33

A trainer completes a detailed module. Several of the students ask for links or something that they can use to get the details, because they were not able to take notes fast enough. Which of the following would be best for the trainer to do FIRST?

A. Quickly search online for a website or two that appears to cover the data.

B. After class that night contact the course developer to request additional study material.

C. Give a homework assignment to search the web; the next day, review the suggestions in class.

D. Look through the files for an appropriate handout to give the next day.

ANSWER: D

Explanation:

Look through the files for an appropriate handout to give the next day. is the best first action because it addresses the learners' immediate need with material that is most likely already approved, accurate, and aligned to the detailed module just delivered. A handout can provide the important details in a format learners can review at their own pace, reducing the impact of missed notes while reinforcing the intended course content. Reviewing the available course files first also lets the trainer select resources that match the stated learning objectives, terminology, depth, and sequence of instruction. This is consistent with effective classroom facilitation: trainers should make appropriate use of prepared instructional materials and support learners with relevant resources that promote retention and continued learning. The trainer can then distribute the selected material promptly at the next session and, if needed, use learner feedback to identify any additional clarification or approved supplemental resources. CompTIA's CTT+ materials emphasize planning and using instructional resources to support the learning experience; see the CompTIA CTT+ certification page and the CompTIA exam objectives resource page.

QUESTION NO: 34

Trainees reported that a trainer's innovative use of media greatly enhanced their ability to understand course content. Which of the following audiences is MOST likely to need this information?

A. The company that pays to have its employees trained

B. The person who schedules trainers

C. The instructional designer

D. The other trainers who teach the same course

ANSWER: D

Explanation:

The other trainers who teach the same course are most likely to need this information because the feedback identifies a specific, effective delivery practice that can be shared and applied immediately in comparable sessions. Trainees have indicated that the trainer's media choices made the course content easier to understand. This is actionable performance feedback for peers who deliver the same learning objectives, use the same or similar course materials, and serve a similar trainee population. Sharing the practice gives those trainers an opportunity to incorporate the successful media approach into their own facilitation, promoting a more consistent and effective learner experience across offerings of the course.

CTT+ emphasizes evaluating training delivery and communicating relevant results to the appropriate stakeholders so that findings lead to improvement. In this case, the relevant result concerns an instructional technique used during facilitation, making fellow course instructors the audience best positioned to benefit from and act on it. Effective professional learning also relies on exchanging proven classroom practices among instructors. See CompTIA's CTT+ certification overview and the U.S. Department of Education's National Educational Technology Plan for context on effective instructional practice and technology-supported learning.

QUESTION NO: 35

Which of the following are the BEST methods for assessing learners' knowledge of an objective when their work entails life-or-death decision-making skills? (Select TWO).

A. Scenario-based learning

B. Course surveys

C. Teach back

D. Situational interest

E. Exclusion from a list

ANSWER: A C

Explanation:

Scenario-based learning is appropriate because realistic, job-relevant scenarios let an instructor assess whether learners can recognize critical cues, apply procedures, prioritize actions, and make sound decisions under conditions that resemble the workplace. In high-consequence roles, assessment should evaluate applied judgment rather than only recall of facts. Well-designed scenarios can include changing conditions and require learners to explain or demonstrate the actions they would take, producing evidence of competence against the objective.

Teach back is also a strong assessment method because it requires a learner to explain key information, decisions, or procedures in their own words. The instructor can immediately identify whether the learner understands the rationale for a critical action and can clarify gaps before the learner performs independently. Teach-back is especially valuable when accurate communication and comprehension directly affect safety. The Agency for Healthcare Research and Quality's teach-back guidance describes using the method to confirm understanding, while the AHRQ simulation resources support scenario-based practice and evaluation for safety-critical skills.

QUESTION NO: 36

A client requests a half-day course on a software application from an instructor. The instructor has laptops available for rent, but the client is not interested in paying the cost. Which of the following is the BEST method to handle this situation?

A. Instruct the client that the course can only be run with the laptop rental fee.

B. Bring one laptop and a projector to display presentations and demonstrations.

C. Increase the price of the class and say the laptop usage is free.

D. Explain the best return on investment (ROI) will be realized by hands-on training.

ANSWER: D

Explanation:

Explain the best return on investment (ROI) will be realized by hands-on training. This approach professionally addresses the client's cost concern while connecting the laptop rental expense to the learning outcome the client is purchasing. For software-application training, learners gain practical capability by performing tasks in the application, receiving feedback, and correcting mistakes in a supported environment. Providing access to appropriate equipment enables that active practice and helps ensure the limited half-day session produces usable skills rather than only awareness of features.

Discussing ROI also keeps the conversation focused on the client's business value: improved learner retention, increased confidence using the application, and a greater likelihood that participants can apply the new skills after the course. A CTT+ instructor is expected to identify and address learner and client requirements, including environmental and resource needs, while communicating the impact those requirements have on delivery and achievement of objectives. The instructor can therefore explain how hands-on access supports the agreed learning objectives and lets the client make an informed decision about the training format and associated costs. See CompTIA's CTT+ certification overview and its CTT+ exam objectives.

QUESTION NO: 37

An instructor has just discussed several topics. Which of the following should the instructor do NEXT before moving on to discuss other topics? (Select TWO).

A. Review the content and ask if there are any questions.

B. Conduct practical applications to assess learning.

C. Ask the learners to evaluate the instructor.

D. Ask closed-ended questions to assess learner knowledge.

E. Select partners and conduct peer reviews.

F. Tell learners to conduct research if they have any questions.

ANSWER: A B

Explanation:

Review the content and ask if there are any questions. and **Conduct practical applications to assess learning.** are appropriate next steps because an instructor should verify that learners have understood and can use newly presented material before introducing additional content. A concise review reinforces the key points, helps learners organize several related topics, and provides an immediate opportunity to identify uncertainty or request clarification. This supports learner engagement and allows the instructor to address gaps while the material is still current.

Practical application is also an effective formative-assessment activity. Having learners perform a relevant task, scenario, or exercise gives the instructor observable evidence of whether the concepts can be applied, rather than merely heard or recalled. The results can guide immediate coaching, remediation, or adjustment of the lesson pace before the class progresses. Together, review with learner questions and a practical application create a useful check for both understanding and performance, which aligns with the CTT+ emphasis on facilitating learning and evaluating learner progress during instruction. See CompTIA's CTT+ certification overview and the CompTIA exam objectives resource page.

QUESTION NO: 38

A client has asked for a trainer to teach a customized course to their staff. The client provides the trainer with the required outcomes of the training. Before providing the client with an outline of the course, the trainer should:

A. develop the entire course to meet the outcomes and send the outline.

B. adjust the outcomes to match third party training materials.

C. talk to the managers to learn the employees' skill levels.

D. survey the potential students to determine their present knowledge.

ANSWER: D

Explanation:

survey the potential students to determine their present knowledge. A customized course outline must be based not only on the client's desired outcomes, but also on a valid assessment of the learners who will attend. Surveying prospective students identifies their current knowledge, relevant experience, skill gaps, expectations, and familiarity with the course subject. This information lets the trainer set an appropriate starting point, select suitable examples and activities, determine the necessary depth and pace, and include any prerequisite or foundational content needed to help learners reach the stated outcomes. It also supports accurate decisions about whether the group is reasonably homogeneous or whether different learning paths, support materials, or pre-course work may be needed. Gathering this information before drafting the outline is a core needs-analysis activity: it connects the requested outcomes to the actual audience rather than assuming all employees begin with the same capabilities. CompTIA CTT+ emphasizes assessing learner characteristics and adapting instruction to learner needs as part of effective training delivery and preparation. See CompTIA's exam objectives resource and the CompTIA CTT+ certification overview for the credential's focus on instructor competencies.

QUESTION NO: 39

With a class of visual learners, which of the following methods is BEST to keep the learners involved? (Select TWO).

A. Have the learners memorize the directions.

B. Have test questions or directions read aloud.

C. Distribute written directions or write them on the board.

D. Use flow charts and diagrams for note taking.

E. Teach by lecture and break the learners into study groups.

ANSWER: C D

Explanation:

Distribute written directions or write them on the board is appropriate because visual learners benefit when instructions remain visible and can be reviewed while they perform a task. Written prompts reduce reliance on retaining spoken directions and give learners a visual reference point, supporting participation throughout an activity. Use flow charts and diagrams for note taking is also effective because diagrams show relationships, sequences, and processes spatially. Learners can organize technical concepts into a format that makes connections and workflow easier to see and recall. For example, a flow chart can depict a troubleshooting procedure, while a diagram can show how system components interact. These methods actively engage learners with visual representations rather than presenting information solely through verbal delivery. CompTIA's CTT+ materials emphasize selecting and using instructional methods and media that fit learner needs and that promote learner engagement. Although learning-style labels should not be treated as a rigid basis for instruction, providing clear visual supports such as written instructions, diagrams, and process maps is a sound instructional design practice that improves clarity and access to content. See CompTIA's CTT+ certification overview and the CompTIA exam objectives resource page.

QUESTION NO: 40

Which of the following is the MOST useful feedback for the curriculum in course evaluations? (Select TWO).

A. Was it easy for the instructor to stay on topic?

B. Did the flow of the course follow the objectives?

C. Is the Instructor qualified to teach the material?

D. What material would you add to the course?

E. Where you satisfied with the course extra course material for independent study?

ANSWER: B D

Explanation:

The most useful curriculum-focused evaluation feedback assesses whether the course design supports its intended learning outcomes and identifies specific content improvements. “Did the flow of the course follow the objectives?” directly measures alignment between the sequence of instruction and the stated objectives. This gives the training organization actionable evidence about whether learners encountered topics in an order that supports understanding and achievement of the required outcomes. Objective alignment is a core instructional-design principle because objectives should guide both the content and organization of a course.

“What material would you add to the course?” is also valuable because it invites learners to identify perceived content gaps, emerging needs, or topics requiring more coverage. When reviewed across multiple evaluations, this feedback can help curriculum developers determine whether additions are appropriate for the target audience and course objectives. Together, these questions produce feedback about content scope, sequencing, and alignment, which can be used to refine the curriculum rather than merely evaluate instructional delivery. CompTIA’s CTT+ certification emphasizes evaluating training and using learner feedback to improve future instruction and materials. See CompTIA CTT+ certification information and CompTIA exam objectives resources.

QUESTION NO: 41

At which of the following times should student pre-class surveys be completed? (Select TWO)

A. Prior to a class by the manager of the organization

B. After signing-up for the class by the training coordinator

C. Once the class starts by the instructor of the course

D. Once the class starts by the training coordinator

E. Prior to signing-up for class by the training coordinator

ANSWER: A B

Explanation:

Student pre-class surveys should be completed **prior to a class by the manager of the organization** and **after signing-up for the class by the training coordinator**. Before delivery, a manager can provide organizational context, performance expectations, and business needs that affect the learners’ required outcomes. This information helps ensure the training is aligned with the workplace conditions in which learners will apply the new skills.

Once learners have enrolled, the training coordinator can collect student-specific pre-class survey information, such as prior experience, prerequisites, accessibility needs, job roles, and expectations. Gathering these details before class allows the instructor to review learner characteristics, adjust examples or activities, confirm readiness, and prepare appropriate support and materials. In CTT+ practice, this is part of preparing instruction around both the organization’s needs and the incoming learners’ needs, rather than waiting until instructional delivery has already begun. Training-needs information is most useful when it is collected early enough to influence planning and course preparation. See CompTIA’s training and certification resources at CompTIA Training and ATD’s guidance on collecting needs-assessment information at How to Conduct a Training Needs Assessment.

QUESTION NO: 42

While teaching, an instructor comes across an important point. Which of the following shows how an instructor could BEST communicate this to the students? (Select TWO).

A. Cover it just like the other material

B. Use a monotone delivery method

C. Change the pitch of delivery

D. Highlight in the instructor's manual

E. Use more pronounced hand gestures

ANSWER: C E

Explanation:

Changing the pitch of delivery and using more pronounced hand gestures are effective ways to signal that a point deserves special attention. Vocal variety, including deliberate changes in pitch, helps distinguish a key idea from surrounding material and directs learners' attention to it. It also improves clarity and engagement by preventing important information from blending into an otherwise uniform delivery. Purposeful hand gestures reinforce the verbal message visually, emphasize the significance of the point, and can help learners follow the instructor's explanation. These nonverbal cues are especially useful in a classroom because learners process both what an instructor says and how the instructor presents it. To be effective, the instructor should make the vocal and gestural emphasis intentional and relevant to the instructional objective, then briefly pause or check for understanding as appropriate. CompTIA's CTT+ certification objectives emphasize using effective verbal and nonverbal communication techniques to maintain learner attention and reinforce content. Guidance on delivery also commonly recommends varying vocal delivery and using purposeful body language to support key messages. See the CompTIA CTT+ certification page and the Cornell Center for Teaching Innovation guidance on vocal delivery.

QUESTION NO: 43

A student contacts an online instructor with news that the student's house burned down the previous night. The instructor wants to show compassion while encouraging the student. Which of the following are appropriate responses to the student? (Select TWO).

A. Express regret that the instructor's policy does not permit assignments to be submitted late.

B. Give the student money and/or goods to allow the student to concentrate on course assignments.

C. Listen sympathetically and wish the student luck in the rest of the course.

D. Permit the student to submit the next few assignments late.

E. Inquire about the safety of the student's family while expressing sympathy for the student's situation.

ANSWER: D E

Explanation:

"Permit the student to submit the next few assignments late." is appropriate because a house fire is a major, immediate disruption that can affect housing, access to technology, records, transportation, and the student's ability to focus. Reasonable, clearly defined flexibility gives the learner time to address urgent personal needs while maintaining a practical path to continue participating in the course. This response supports persistence by setting an attainable short-term accommodation rather than leaving the student uncertain about how to proceed.

"Inquire about the safety of the student's family while expressing sympathy for the student's situation." is also appropriate because it acknowledges the seriousness of the event and treats the learner with empathy and respect. A supportive instructor communicates concern for the student as a person, listens appropriately, and helps preserve a constructive learning relationship during a crisis. Together, empathetic communication and a limited accommodation demonstrate the learner-centered support expected of an effective instructor. These practices align with the instructional professionalism and learner-support focus reflected in CompTIA's certification resources and with guidance on responding supportively to students experiencing distress. See CompTIA exam objectives resources and Cornell University's guidance for supporting students in distress.

QUESTION NO: 44

An instructor is conducting a three week course for a company. The learners' managers request the instructor's insight as to how the learners are progressing. The instructor needs to report to management at the end of each week. Which of the following will BEST show the progress of the learners as well as justify the instructor's opinion?

A. Invite management to observe the learners in the classroom.

B. Test the skills of the learners at the end of the course to show if the course objectives were met.

C. Perform individual interviews with the learners to ask how they feel their progress is coming along.

D. Deliver a weekly assessment test that validates the improvement of the skills of the learners.

ANSWER: D

Explanation:

Deliver a weekly assessment test that validates the improvement of the skills of the learners is the best choice because it provides consistent, objective, and documented evidence of learner progress at each required reporting point. A well-designed weekly assessment measures learners against stated course objectives or performance criteria covered during that week. Comparing results across the three assessments allows the instructor to identify measurable improvement, recognize areas needing reinforcement, and support a progress report with evidence rather than impressions alone.

This approach also aligns the timing of the evaluation with management's request: the instructor can provide actionable weekly status information throughout the course instead of waiting until training is complete. Assessment data can be summarized for managers as aggregate results, trends, achievement of interim objectives, and any planned remediation, while maintaining appropriate confidentiality for individual learner results. CompTIA's instructor certification framework emphasizes planning, delivering, evaluating, and reporting on training effectiveness; objective measurement is central to demonstrating that learning is occurring. See CompTIA's CTT+ certification information and its overview of training evaluation practices.

QUESTION NO: 45

An instructor is presenting to a class and notices that a particular learner is not paying attention; however, when the instructor gives a pop quiz, this learner earns the best grade. Which of the following BEST describes the situation?

A. The quiz did not cover the class concepts effectively

B. The learner has mastery of the information tested.

C. The quiz motivated the learner.

D. The answers to the pop quiz were distributed prior to class

ANSWER: B

Explanation:

The learner has mastery of the information tested. Performance on an assessment is evidence that a learner can demonstrate the stated knowledge or skill measured by that assessment. In this situation, earning the best grade on an unannounced quiz indicates that the learner successfully recalled, understood, or applied the material covered by the quiz, despite the instructor's observation that the learner appeared inattentive during the presentation. Observable attention behaviors do not always reliably indicate learning: a learner may process information internally, already possess relevant prior knowledge, or use an individual learning style that does not look conventionally engaged. Effective instructors should use valid assessment evidence, along with observations and learner interaction, to evaluate whether learning objectives have been met. The quiz result specifically supports the conclusion that the learner has mastered the content that was tested. CompTIA's CTT+ certification objectives emphasize evaluating learner performance against stated objectives and using assessment results to determine whether learning has occurred. See CompTIA's CTT+ certification overview and its exam objectives resource page for the assessment-focused competencies covered by the certification.

QUESTION NO: 46

A company wants to develop a training course that will help develop job skills as well as broaden the knowledge of their employees. The instructor has developed the training course and has already begun teaching. Which of the following would be the BEST method for the instructor to evaluate the learners? (Select TWO).

A. Provide quizzes and written exams on the learning objectives

B. Conduct practical applications and role plays

C. Ask the learners to complete an end-of-course critique

D. Encourage the learners to ask questions

E. Review the learning objectives periodically during training

ANSWER: A B

Explanation:

“Provide quizzes and written exams on the learning objectives” and “Conduct practical applications and role plays” are the best evaluation methods because together they assess both major outcomes identified in the scenario: broader knowledge and job-related skills. Quizzes and written examinations measure whether learners understand and can recall, interpret, or apply the concepts stated in the learning objectives. Aligning assessment items to stated objectives also gives the instructor evidence that the intended knowledge outcomes are being measured rather than testing unrelated material.

Practical applications and role plays assess performance in conditions that resemble the learner’s actual work. They enable the instructor to observe whether a learner can perform a procedure, make an appropriate decision, communicate effectively, or apply course knowledge in a realistic situation. This is particularly valuable when a course is intended to develop job skills, since performance-based assessment measures demonstrated capability rather than knowledge alone. Using both written and performance-based evaluation produces a more complete assessment of learner achievement during instruction. This approach aligns with CompTIA CTT+ guidance that instructors evaluate learner achievement using appropriate methods and with established assessment practice described by the Carnegie Mellon University Eberly Center and the Cornell University Center for Teaching Innovation.

QUESTION NO: 47

Which of the following BEST describes a situation in which it would be acceptable for an instructor to use appropriate colloquialisms, technical terms and acronyms in a classroom setting?

A. When the instructor has polled the participants and all agree that they should be used

B. When the course ware specifies that technical jargon can be used

C. If the instructor had received permission from management

D. When facilitating a subject related to a profession in which the learners are highly familiar with the terms

ANSWER: D

Explanation:

“When facilitating a subject related to a profession in which the learners are highly familiar with the terms

” is correct because effective instructors adapt their language to the audience’s existing knowledge, professional context, and learning needs. In a course for learners who already work in, or are well prepared for, a particular field, familiar industry terminology and commonly understood acronyms can improve clarity and efficiency. Using the language learners encounter in their professional environment also helps connect instruction to authentic job tasks and supports transfer of learning from the classroom to the workplace.

The instructor should still use terminology appropriately: terms must be relevant to the lesson, used consistently, and introduced or clarified when there is any reasonable possibility that learners do not share the same understanding. This

reflects the CTT+ emphasis on analyzing learner characteristics and using instructional methods and communication appropriate to the audience. CompTIA describes CTT+ as validating an instructor's ability to prepare, present, communicate, facilitate, and evaluate training effectively. See CompTIA CTT+ certification information and CompTIA's exam objectives resources.

QUESTION NO: 48

While delivering a course, the trainer notices one learner who is not grasping some of the concepts. Which of the following would BEST assess the needs of the learner?

A. Slow the pace of the class to meet the needs of the learner.

B. Ask the learner to keep up with the person next to them.

C. Ask the learner to answer more questions than other classmates.

D. During a break, discuss challenges with the learner.

ANSWER: D

Explanation:

During a break, discuss challenges with the learner is the best way to assess that learner's needs because it provides a private, respectful opportunity to identify the specific cause of the difficulty before selecting an intervention. The trainer can use open-ended questions to determine whether the issue involves missing prerequisite knowledge, an unclear explanation, the pace of instruction, unfamiliar terminology, a learning accommodation need, or difficulty applying the material in an activity. This conversation also lets the learner describe what has and has not been helpful, allowing the trainer to verify understanding rather than make assumptions based only on observation.

In CTT+ instructional practice, trainers are expected to monitor learner performance, gather feedback, and adapt delivery appropriately to support learning objectives. A brief individual discussion is an assessment step: it collects information that can guide a targeted response, such as providing another example, offering practice, clarifying a concept, or arranging appropriate follow-up support. Addressing the matter privately helps preserve learner dignity and encourages candid feedback. CompTIA's CTT+ certification emphasizes effective instructional delivery and learner-centered facilitation; see CompTIA CTT+ and CompTIA exam objectives.

QUESTION NO: 49

A student has incorrectly answered a trainer's question. Which of the following responses should the trainer use? (Select TWO).

A. Try to clarify the question based on the student's answer

B. Provide hints that will help the student see what was really desired

C. Explain how clearly wrong the answer is

D. Do not ask any further questions and continue on with the class

E. Ask if any other students are more intelligent and can answer correctly

ANSWER: A B

Explanation:

When a learner gives an incorrect answer, an effective trainer responds in a way that preserves the learner's dignity while using the response to identify and address the underlying misunderstanding. "Try to clarify the question based on the student's answer" is appropriate because the answer may reveal that the learner interpreted the question differently than intended. Clarifying the question lets the trainer check comprehension, remove ambiguity, and guide the learner toward the relevant concept without publicly embarrassing them.

“Provide hints that will help the student see what was really desired” is also appropriate. Hints, prompts, or carefully sequenced follow-up questions support discovery learning: they encourage the learner to reconsider the response, connect it to prior knowledge, and arrive at the intended answer with appropriate guidance. This approach provides constructive feedback focused on improving performance and maintaining an inclusive, psychologically safe learning environment. CompTIA’s CTT+ exam objectives emphasize responding to learner questions and feedback in a positive, respectful, and constructive manner. See the CompTIA CTT+ certification page and the CompTIA exam objectives resource page for certification and objective resources.

QUESTION NO: 50

A learner asks a trainer a question about a topic area that is related to the course. The trainer has no knowledge on the topic area. Which of the following are the BEST ways to respond to the question? (Select TWO).

A. Redirect the question to the class.

B. Research the question over a break, and then provide an answer.

C. Discuss how that topic is outside the scope of the class.

D. Provide an answer that sounds plausible.

E. Admit lack of knowledge on the topic and move on with the class.

ANSWER: A B

Explanation:

Redirect the question to the class is appropriate because it uses the knowledge and experience already present in the learning environment. A trainer can facilitate a brief peer discussion, invite learners to share relevant experience, and keep the conversation focused on the course objective. This approach supports learner participation while allowing the trainer to remain accurate rather than speculate.

Research the question over a break, and then provide an answer is also a best practice because trainers should provide technically accurate information. Taking time to consult reliable course materials, vendor documentation, or another authoritative source demonstrates professional integrity and gives the learner a useful follow-up. The trainer should clearly state that the answer will be verified, then return with a sourced response at an appropriate point in the session. These actions align with the CTT+ emphasis on managing the learning environment, responding to learner needs, and maintaining instructional credibility. See CompTIA’s CTT+ certification overview and its Instructor Network resources for trainer-focused guidance.

QUESTION NO: 51

During a virtual class session, the trainer is having issues with learners speaking at the same time during a discussion. Which of the following actions should the trainer take?

A. Disable the chat feature to avoid interruptions by learners

B. Review the policy on proper etiquette for online chat

C. Post the lesson online for learners to view

D. Have learners podcast their comments to the instructor

ANSWER: B

Explanation:

Review the policy on proper etiquette for online chat is the best available action because virtual-class discussions need clear, consistently reinforced communication norms. When learners understand and follow established participation etiquette, the trainer can structure discussion turns, reduce competing contributions, and maintain an environment in which each learner can be heard. In a synchronous virtual session, reviewing etiquette also provides an immediate, professional

reminder that participants should use the designated communication process rather than speak over one another. Although the wording refers to online chat, the underlying instructional practice is to restate the class's online communication expectations and direct learners to use the platform's agreed discussion conventions. This supports the CTT+ emphasis on managing the learning environment, facilitating participation, and responding constructively when learner behavior disrupts the session. Effective virtual-facilitation guidance similarly recommends setting expectations for how learners contribute and revisiting those expectations as needed during the event. See CompTIA's CTT+ certification overview and the Association for Talent Development's guidance on facilitating virtual training.

QUESTION NO: 52

A learner asks a long, drawn-out question that seems to ramble. The question is not clear to the trainer. Which of the following are appropriate next steps? (Select TWO).

A. Ask the other learners if anyone understands the question.

B. Confirm understanding by restating the question.

C. Ask the learner to stay after class to clarify the question.

D. Answer the question with the information provided.

E. Ask the learner to restate the question.

ANSWER: B E

Explanation:

"Confirm understanding by restating the question" is appropriate because the trainer should first establish the learner's intended meaning before attempting a response. A concise, neutral restatement—such as, "If I understand correctly, you are asking whether…"—lets the learner validate or correct the trainer's interpretation. This is an active-listening technique that keeps the exchange respectful, avoids assumptions, and helps the trainer give an accurate, relevant answer. It also models clear communication for the rest of the class.

"Ask the learner to restate the question" is also appropriate when the original question remains unclear. The trainer can politely guide the learner toward a more focused question, for example by asking them to identify the specific task, concept, or outcome they need help with. Clarifying the question supports learner engagement while preserving the flow and instructional value of the session. These actions align with the CTT+ emphasis on effective communication, active listening, and responding appropriately to learner questions. See CompTIA's CTT+ certification overview and the CompTIA exam objectives resource page.

QUESTION NO: 53

When delivering terminal objective information, the instructor should include which of the following motivators? (Select TWO).

A. Bring statistics from other classes

B. Explain this is part of their job responsibilities

C. Use multitasking teaching methods

D. Involve other classmates in the explanation

E. Focus on the benefits of the objective

ANSWER: B E

Explanation:

Terminal-objective information should motivate learners by establishing both the objective's relevance to their work and the value they will gain by achieving it. "Explain this is part of their job responsibilities" connects the learning outcome directly to

the learner's role, expected performance, and workplace accountability. This helps learners understand why the content deserves their attention and how successful completion supports required job tasks.

"Focus on the benefits of the objective" provides the learner-centered "what's in it for me" context. Benefits may include improved performance, greater confidence, more efficient task completion, reduced errors, career growth, or the ability to apply a skill in a realistic work situation. Presenting these benefits at the outset creates relevance and encourages participation before instruction moves into detailed content and practice.

These motivators support sound adult-learning practice: adults are more engaged when they understand the immediate purpose, applicability, and payoff of learning. They also align with the CTT+ emphasis on clearly communicating objectives and establishing learner motivation as part of effective instructional delivery. See CompTIA's exam-objectives resources and its CTT+ certification overview.

QUESTION NO: 54

Which of the following virtual tools would be BEST for students in an online synchronous class to indicate they have a question?

A. Click the No button

B. Call the tech support line to forward the question

C. Email the question to the instructor

D. Send the question over the chat line

ANSWER: D

Explanation:

In an online synchronous class, **Send the question over the chat line** is the best available choice because chat provides an immediate, in-session communication channel between learners and the instructor. A learner can signal a question without having to interrupt the presenter's audio, and the instructor can monitor the message, respond at an appropriate pause, or ask the learner to elaborate. Chat also creates a visible written record of the question, which can help the instructor manage multiple questions and allow other learners to see information that may be relevant to them.

This approach supports the core expectation of synchronous virtual delivery: learners and instructors interact in real time through the collaboration features provided by the virtual classroom platform. Effective virtual instructors establish how learners should use these features, monitor them during delivery, and respond in a way that maintains engagement and class flow. CompTIA's CTT+ certification specifically addresses instructor skills for both classroom and virtual environments; see the CompTIA CTT+ certification page. For an example of how a common virtual-classroom platform supports in-meeting learner communication, see Zoom's in-meeting chat guidance.

QUESTION NO: 55

Which of the following instructional delivery methods will assist in easing the learners' comfort level during participatory activities? (Select TWO).

A. Group centered games

B. Board writing activities

C. Role playing

D. Learner-led discussions

E. Learner demonstrations

ANSWER: A C

Explanation:

Group centered games and **Role playing** can ease learners into participatory work by providing structured, low-stakes ways to interact with both the content and one another. Group-centered games create a shared focus and distribute participation across a team, helping learners become involved without immediately being singled out for an individual response. When aligned to the learning objective, these activities can also make practice feel more approachable and encourage collaboration.

Role playing gives learners a defined scenario, purpose, and set of behaviors to practice. This structure can reduce uncertainty about how to participate, while allowing learners to rehearse workplace conversations, procedures, or decisions in a supportive training environment. Beginning with simple scenarios, establishing respectful expectations, and allowing preparation time helps the instructor use role play to build confidence before moving to more demanding participatory exercises. These methods support the CTT+ emphasis on selecting delivery techniques that encourage learner engagement and provide opportunities for active practice. See CompTIA's CTT+ certification overview and the CompTIA exam objectives resource for the instructional-delivery and learner-engagement focus of the certification.

QUESTION NO: 56

While teaching a class the instructor constantly notices a learner is straining to see the information on the whiteboard and is looking frustrated. The instructor asked the class if everyone understands the material, and thelearners confirmed that they all understand the material. Which of the following can the instructor do to improve the learning opportunities for the frustrated learner? (Select TWO).

A. Ask the learner to sit closer to the whiteboard so it can be seen easier.

B. Approach the learner during lunch to see if the material is being understood.

C. Ask one of the advanced learners to check on the frustrated learner.

D. Give the learner homework to see if they understand the lesson.

E. Call the learner to the front of the class to explain some of the material.

ANSWER: A B

Explanation:

"Ask the learner to sit closer to the whiteboard so it can be seen easier." is appropriate because the instructor has directly observed a barrier to the learner's access to visual instructional material. Moving the learner to a position where the whiteboard is easier to see is an immediate, practical adjustment that can reduce frustration and allow the learner to participate fully. Effective instructors observe learner behavior and classroom conditions, then make reasonable accommodations or adjustments to support access to instruction.

"Approach the learner during lunch to see if the material is being understood." is also appropriate because a whole-class confirmation does not reliably identify an individual learner's needs. A private, respectful check-in gives the learner an opportunity to clarify whether the difficulty is solely related to seeing the board or whether they need additional instructional support. It also avoids putting the learner on the spot in front of peers. These actions reflect the CTT+ emphasis on monitoring learner progress, recognizing signs that a learner may need assistance, and responding with suitable support. CompTIA's CTT+ certification overview is available at CompTIA CTT+, and CompTIA provides exam-preparation and objective resources at CompTIA Exam Objectives.

QUESTION NO: 57

In an asynchronous learning environment:

A. the learner is allowed to learn at their own pace without time constraints.

B. the learner and the instructor must be located within the same classroom at the same time.

C. a combination of live classroom and live on-line learning are utilized.

D. the learner and the instructor work together using various Internet technologies.

ANSWER: A

Explanation:

In an asynchronous learning environment, “the learner is allowed to learn at their own pace without time constraints” is the best answer because participation does not require the learner and instructor to be online or present at the same moment. Course resources such as recorded presentations, reading materials, discussion boards, assignments, and assessments can be accessed and completed at times that fit the learner’s schedule. This structure gives learners substantial control over when they engage with content and, commonly, the pace at which they move through it. In an instructional setting, the trainer supports learning by organizing clear materials, providing instructions and feedback, and establishing appropriate ways for learners to ask questions or participate over time. Asynchronous delivery is especially useful when learners are geographically distributed, have varying work schedules, or need flexibility in accessing training. Although a course may still establish target dates or completion requirements, its defining characteristic is that learning activities do not depend on simultaneous participation. EDUCAUSE describes asynchronous learning as learning that does not occur at the same time or place, often supported by tools such as discussion forums and recorded media: EDUCAUSE: Asynchronous Learning. For additional guidance on designing flexible online learning, see UNESCO Digital Education.

QUESTION NO: 58

While teaching a course the instructor asks a question and a learner answers the question incorrectly. Which of the following is the BEST way to respond? (Select THREE).

A. Inform the learner that they need to research their answer.

B. Correct the learner's response in a humorous manner.

C. Ask the rest of the class to provide the correct answer.

D. Rephrase the question, and wait for the learner to provide the correct answer.

E. Acknowledge the learner's response and provide the correct response.

F. Ask the learner to cite a reference for the answer.

ANSWER: C D E

Explanation:

Effective instructors use an incorrect response as a constructive learning opportunity while maintaining a respectful, psychologically safe classroom. “Rephrase the question, and wait for the learner to provide the correct answer” gives the learner another opportunity to process the concept and demonstrate understanding without being embarrassed. Rewording may also reveal that the original phrasing, rather than the learner’s knowledge, created confusion.

“Acknowledge the learner's response and provide the correct response” recognizes the learner’s willingness to participate, then promptly establishes the accurate information for the whole group. This approach keeps the lesson moving and prevents a misconception from being left unresolved.

“Ask the rest of the class to provide the correct answer” appropriately broadens participation and encourages peer learning. The instructor can guide the discussion toward the intended concept, confirm the correct response, and connect it to the course objective. These approaches reflect the CTT+ focus on facilitating learner engagement, responding professionally to learner contributions, and checking understanding throughout instruction. See CompTIA’s CTT+ certification overview and the CompTIA exam objectives resources.

QUESTION NO: 59

A trainer wants to be able to verify that the students’ knowledge has increased on the course subject. Which of the following methods should a trainer use to verify the increase in knowledge?

A. Evaluate the students at the end of the course on their knowledge.

B. Ask the students if they have learned anything from the course.

C. Survey the students on the trainer's teaching ability.

D. Conduct pre-course and post-course evaluations of the students.

ANSWER: D

Explanation:

Conduct pre-course and post-course evaluations of the students is the appropriate method because it establishes a measurable baseline before instruction and compares it with knowledge demonstrated after the course. A pre-course evaluation identifies what learners already know about the subject, while a post-course evaluation measures their attainment against comparable learning objectives after the training. The difference between the two results provides evidence of knowledge gain attributable to the course, rather than merely showing the learners' final level of knowledge. For the comparison to be meaningful, the evaluations should align to the stated course objectives, assess the same knowledge domains at a similar level of difficulty, and use clear, consistent scoring criteria. This approach supports sound assessment practice by gathering evidence before and after the learning intervention, enabling the trainer to determine whether instruction produced the intended cognitive outcomes and to identify areas where future delivery may need adjustment. CompTIA's CTT+ certification focuses on planning and evaluating instruction, including assessing learner progress and course effectiveness. See the CompTIA CTT+ certification overview and the CDC training-development guidance for assessment and evaluation principles.

QUESTION NO: 60

An instructor has a class of learners who are required to attend. Most of the learners are not paying attention or participating. Which of the following will increase the level of learner motivation?

A. Explain to the learners that the material is really interesting and they might want to pay attention.

B. Ask the learners if there is something more relevant they would prefer to learn.

C. Explain to the learners the skills they learn by taking this class could lead to career benefits.

D. Explain to the learners that they are only in class for a few days, and to make the best of it.

ANSWER: C

Explanation:

Explain to the learners the skills they learn by taking this class could lead to career benefits. is the best way to increase motivation in a required-attendance class because it establishes clear personal relevance and value. Learners are more likely to engage when they understand how the knowledge and skills being taught connect to tangible outcomes they care about, such as improved job performance, eligibility for new responsibilities, advancement opportunities, or broader career options. This approach helps move motivation beyond mere compliance with an attendance requirement by answering the learner's practical question: "What is in this for me?" The instructor can make this message more effective by linking specific course objectives to realistic workplace tasks and inviting learners to identify where they could apply the skills in their own roles. CompTIA's CTT+ certification is designed around effective instructor practices, including facilitating learner engagement and connecting content to learner needs. The value of communicating relevance also aligns with adult-learning principles: adult learners tend to be problem-centered and motivated when learning has immediate applicability. See CompTIA CTT+ Certification and InstructionalDesign.org's overview of andragogy.

QUESTION NO: 61

While teaching a class the instructor constantly notices a learner is straining to see the information on the whiteboard and is looking frustrated. The instructor asked the class if everyone understands the material, and the learners confirmed that they all understand the material. Which of the following can the instructor do to improve the learning opportunities for the frustrated learner? (Select TWO).

A. Ask the learner to sit closer to the whiteboard so it can be seen easier.

B. Approach the learner during lunch to see if the material is being understood.

C. Ask one of the advanced learners to check on the frustrated learner.

D. Give the learner homework to see if they understand the lesson.

E. Call the learner to the front of the class to explain some of the material.

ANSWER: A B

Explanation:

“Ask the learner to sit closer to the whiteboard so it can be seen easier.” is appropriate because the observed behavior specifically indicates that the learner may not be able to access the visual instructional content comfortably. Adjusting the learner’s seating is a prompt, practical accommodation that improves access to the whiteboard without interrupting the lesson or drawing unnecessary attention to the learner. Training best practice is to make reasonable adjustments to the learning environment when an instructor identifies a barrier to participation.

“Approach the learner during lunch to see if the material is being understood.” is also appropriate because it allows the instructor to check comprehension privately and respectfully. A whole-class confirmation does not establish that every individual learner can see, process, or understand the presented material. A discreet conversation gives the learner an opportunity to describe the difficulty, identify whether visual access is the issue, and request an appropriate support measure. This reflects an instructor’s responsibility to monitor individual learner engagement and adapt delivery to support effective learning. Guidance on accessible communication emphasizes providing information in ways people can effectively access, while CompTIA’s instructor certification focuses on facilitating learner-centered instruction. See ADA Effective Communication guidance and CompTIA CTT+ certification information.

QUESTION NO: 62

A spirited discussion begins among the learners, centered on the lecture topic. Which of the following should the instructor do?

A. Do nothing to allow for natural group dynamics

B. Correct learners who have differing opinions

C. Ask the learners to stop the discussion

D. Use active listening to manage the discussion

ANSWER: D

Explanation:

Use active listening to manage the discussion is correct because a spirited, topic-centered learner discussion can be a valuable form of engagement and active learning. The instructor should monitor the exchange, listen attentively to participants’ ideas, acknowledge key points, and use appropriate questions or summaries to keep the conversation respectful, inclusive, accurate, and connected to the learning objective. Active listening helps the instructor recognize whether learners are constructively building understanding, whether anyone is being excluded, and whether clarification is needed. It also models the professional communication behaviors that learners should use when collaborating with others. Rather than immediately directing the group, an instructor can facilitate the discussion by paraphrasing important contributions, inviting additional perspectives, and tactfully refocusing the group if it moves away from the topic or allocated time. This approach supports learner participation while maintaining the instructor’s responsibility for a productive learning environment. CompTIA’s CTT+ certification framework emphasizes instructor skills related to facilitating learner engagement and managing the learning environment. See the CompTIA CTT+ certification page and the CompTIA exam objectives resource page.