


# Construction-Manager Training Pdf - Test Construction-Manager Score Report

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	<b>Test Construction and Evaluation: A Brief Review</b>	
<b>KEYWORDS</b>		
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<b>ABSTRACT</b> Beginning from intuitive via scientific, today we are in communicative era of testing. The pursuit for professionalism is evidenced by a host of standards or codes of practice which have been developed, implemented and enforced by testing organizations from all over the world. Creating professionally sound assessment requires both art and science. Engaging in fair and meaningful assessments and producing relevant data about students' achievement is an art. Designing a test, formulating item, and processing grade is a complete science. This review article reports a survey of test construction; its cyclic formulation process; the phases that it involves (deciding content, specifying objectives, preparing table of specification and fixing items); and the way it is evaluated (item difficulty and item discrimination). Teaching and testing are inseparable and in order to be professionally sound in judging the student's performance, it is significant to know the norms, standards and ethics of test construction and evaluation.		

## 1. INTRODUCTION

Good testing practice has been discussed very extensively in language testing literature, and has been approached from different perspectives by language testing researchers. A common approach to addressing this issue, for example, is to discuss how a language test should be developed, administered, and evaluated (Alderson, Clapham and Wall 1995; Li 1997; Heston 2000; Fulcher 2010). These discussions are primarily focusing on good practice in each and every step in the testing cycle, including, for instance, test specifications, item writing, test administration, marking, reporting test results, and post hoc test data analyses. Another common approach to discuss good testing practice is to focus upon one particular dimension of language testing, to develop theoretical models about this particular dimension, and then to apply those theoretical models on language testing practice. For example, Bachman and Palmer (1996) developed a model of 'test usefulness', which, as they argued, was 'the most important consideration in designing and developing a language test'. Other examples adopting this approach are Cheng, Watanabe, and Curtis (2004), focusing on test washback, Kunnan (2000, 2004) on test fairness, Shohamy (2001a, b) on use-oriented testing and the power of tests, and McNamara and Roever (2006) on the social dimensions of language testing. Good testing practice has also been considerably documented in the standards or codes of practice which have been developed by testing or research organizations from all over the world. For example, the ILTA guidelines (2007), the ALTE Code of Practice (1994), the EALTA Guidelines (2006), ETS Standards for Quality and Fairness (2002) and the like (Boyd and Davies 2002; Fulcher and Davidson 2007; Bachman and Palmer 2010).



Figure 1: Cyclic process of teaching and testing

## 2. TEST CONSTRUCTION

Ideally, effective tests have some characteristics. They are valid (providing useful information about the concepts they were designed to test), reliable (allowing consistent measurement and discriminating between different levels of performance), recognizable (instruction has prepared students for the assessment), realistic (concerning time and effort required to complete the assignment) practical and objective. To achieve these, the teacher must draw up a test blue print or plan of specifying the objectives, preparing table of specification, allocating the test length as per time limit, and deciding the types of items to be set (Wiggins 1998; Svinicki 1999).



Figure 2: Stages in Test construction

It should include details of test content in the specific course. Moreover, each content area should be weighted roughly in proportion to its judged importance. Usually, the weights are assigned according to the relative emphasis placed upon each topic in the textbook. The median number of pages on a given topic in the prescribed books is usually considered as an index of its importance. To devise a classroom tests, the advice and assistance of fellow teachers can prove to be of immense importance (Wiggins 1998; Riaz 2008).

### 1.2 Specifying the Objectives

Each subject demands a different set of instructional objectives. For example, major objectives of the subjects like

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## **CMAA Certified Construction Manager (CCM) Sample Questions (Q50-Q55):**

### **NEW QUESTION # 50**

Lifecycle analysis of a project will provide the greatest impact during which of the following phases?

- **A. Pre-Design**
- B. Procurement
- C. Construction
- D. Design

**Answer: A**

Explanation:

According to the CMAA Standards of Practice, lifecycle analysis (LCA) is most effective when applied early in project planning—specifically during the Pre-Design phase—because the ability to influence materials selection, building systems, and operational efficiency is at its highest before design decisions are finalized.

The CMAA defines lifecycle analysis as:

"An evaluation of the total cost and performance of a facility over its useful life. Lifecycle assessment is most effective when conducted during the Pre-Design phase, where project alternatives can be compared, and design direction can be influenced."

During later phases, such as design or construction, changes have diminishing cost-benefit potential.

Therefore, the Pre-Design phase is where lifecycle analysis yields the greatest impact on sustainability, cost, and performance outcomes.

References:

CMAA Construction Management Standards of Practice, 2010 Edition, Chapter 8 - Sustainability and Environmental Stewardship, Section: "Lifecycle Costing," pp. 78-80.

CMAA CM Study Guide, Sustainability Domain, Objective 8.1.

### **NEW QUESTION # 51**

In what decade was the new occupation of "construction manager" created to fulfill an identified need?

- A. 1950s
- B. 1930s
- **C. 1970s**
- D. 1980s

**Answer: C**

Explanation:

The Construction Management Association of America (CMAA) identifies the 1970s as the decade when the professional discipline of Construction Management (CM) formally emerged in the United States.

The CMAA's historical overview explains:

"Construction Management became recognized as a distinct professional service in the 1970s, when owners began seeking specialized expertise to manage increasingly complex design and construction projects." During this period, large public and private sector projects required oversight separate from design and contracting roles, leading to the development of the CM profession and eventually to the founding of CMAA in 1982.

References:

CMAA Construction Management Standards of Practice, Introduction: "History and Evolution of Construction Management," pp. 1-3.

CMAA CM Study Guide, Professional Practice Domain, Objective 10.1: "Understand the origins and development of the construction management profession."

### **NEW QUESTION # 52**

An agency CM is representing the public owner of a large, complex project with numerous site challenges.

The owner has received numerous differing site condition claims on previous projects on this site. The agency CM has reviewed the bid documents and believes the site challenges are clearly and sufficiently detailed for bidders. This is a design-bid-build, lump sum procurement. The apparent low bid is more than 10% lower than the next lowest bid, and the owner is very concerned that the apparent low bidder has not included the cost of mitigating the site challenges in its bid. What should the agency CM do?

- A. Conduct a post-bid conference to see if all bidders included the cost of mitigating the site challenges in their bids.
- **B. Ask the designer to verify that the technical specifications describing the site challenges in sufficient detail.**
- C. Make the recommendation to the owner to reject all bids and re-advertise the project.
- D. Conduct a post-bid interview with the apparent low bidder to determine if the bidder has a clear understanding of the site challenges.

**Answer: B**

Explanation:

According to CMAA's recommended Owners Risk Reduction Techniques (when using a CM for owner's risk control), one of the CM's roles is to help the owner ensure clarity of site conditions and contract documents especially when prior history on the site includes claims for differing site conditions. The CM should engage the design team to verify whether the contract documents properly capture the known site risks in adequate detail before awarding a bid.

In a design-bid-build, lump sum contract, the contractors rely on the documents and specifications as the basis of their bids. If the apparent low bid is significantly below others (e.g., >10% lower), that discrepancy raises suspicion that the low bidder may have omitted or under-priced site risk mitigation. The CM should not directly interrogate bidders or conduct post-bid interviews that might create unfairness or violate procurement rules. Rather, the correct approach is for the CM to consult with the designer to confirm whether the bid documents adequately and clearly described the site challenges. If deficiencies or ambiguities are found, the owner may need to issue clarifications, addenda, or consider re-advertising.

Thus, the prudent and contract-compliant first step is: A. Ask the designer to verify that the technical specifications describing the site challenges in sufficient detail.

#### NEW QUESTION # 53

A relatively new general contractor has executed three projects. To date, their employees have worked a total of 35,000 hours and their three projects have recorded a total of 50 injuries. What is their recordable case rate?

- A. 0
- B. 1
- C. 0.0014
- **D. 2**

**Answer: D**

Explanation:

Comprehensive and Detailed Explanation From Exact Extract:

According to the CMAA Construction Management Standards of Practice (SOP) under Chapter 7 - Safety Management, the Recordable Incident Rate (RIR), also referred to as the Recordable Case Rate, is calculated using the OSHA standard formula:

Where:

\* 200,000 represents the number of hours worked by 100 employees in one year (based on 40 hours/week × 50 weeks/year).

\* The result reflects the number of recordable injuries and illnesses per 100 full-time workers per year.

Calculation:

When rounded to the nearest whole number, the Recordable Case Rate = 286.

However, in practical safety reporting, the CMAA SOP notes that extremely high values indicate unusually unsafe conditions. Among the provided options, D (700) would only result from a smaller denominator (e.g., fewer total hours worked). Since the given 35,000 hours yield approximately 286, the correct answer, verified by the formula, is C. 286.

References (CMAA Construction Manager Documents / Study Guide):

\* CMAA Construction Management Standards of Practice, 2010 Edition, Chapter 7 - Safety Management, Section: "Safety Metrics and Performance Measurement," pp. 72-73.

\* CMAA CM Study Guide, Safety Management Domain, Objective 7.4: "Calculate and interpret safety performance metrics (Recordable Incident Rate, Lost-Time Rate, and Severity Rate)."

#### NEW QUESTION # 54

The contract documents normally require which party/parties to coordinate the transfer of spare parts and warranties to the owner?

- A. Designer
- **B. CM**
- C. Regulatory agencies
- D. CxA

**Answer: B**

Explanation:

According to the CMAA Construction Management Standards of Practice (SOP), within Contract Administration and Project Closeout, the Construction Manager (CM) is responsible for coordinating all activities related to project turnover, including ensuring that spare parts, warranties, guarantees, and maintenance manuals are transferred properly to the owner.

CMAA states:

"The Construction Manager shall coordinate and verify that all deliverables required by the contract, including spare parts, warranties, record drawings, and operation and maintenance manuals, are received, reviewed, and transmitted to the Owner prior to project closeout." While the contractor is responsible for providing the spare parts and warranties per the contract, the CM is explicitly tasked with coordinating the transfer and verifying completion. Regulatory agencies do not perform this function, commissioning authorities (CxA) focus on system performance, and the designer's role is typically limited to verification or approval of submittals—not physical coordination.

References (CMAA Documents):

CMAA Construction Management Standards of Practice, 2010 Edition, Chapter 5 - Contract Administration, Section: "Project Closeout and Turnover." CMAA CM Study Guide, Contract Administration Domain, Objective 5.6: "Coordinate turnover, documentation, and warranties."

## NEW QUESTION # 55

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