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How to Prepare For CTAL-TM Certification Exam

Preparation Guide for CTAL-TM Certification Exam

Introduction to CTAL-TM Exam

Certified Tester Advanced Level Test Manager(CTAL-TM), This is a rigorous professional certification program based on exams. The CTAL-TM certification is offered to candidates who pass the Tester Advanced Level Test Manager(CTAL-TM) of the International Board of Software Testing Qualifications (ISTQB).

This ISTQB course is intended for testing professionals who want to excel in a management or lead role. In this course, students will learn how to administer a testing project and execute a risk-based technique for testing. Students will also be examining how a technique correlates with test estimation, monitoring, and planning. During this course, students will learn how to send report to stakeholders, build successful test teams and implement significant test plans

The creation of the ISTQB exams is the responsibility of the councils of each member country so that they better reflect the language, use and specific conditions of the country. Unlike other English-based ISTQB exams that you can find, ASTQB exams are created as original exams for English speakers, not translated from another language. US employers recognize this and have expressed their preference for evaluators who have passed the ASTQB ISTQB exams.

Our world-renowned subject matter experts have worked very hard to create the ASTQB versions of the ISTQB exams and we believe that our exams are of the highest quality, without difficult questions. This gives you a better exam experience.

ISTQB Test Manager certification takes aspirants career to the next level. This certification adds a grat value to candidates skills and demonstrates their commitment to the testing profession and lead others as a manager in the organization. Certified professionals are recognized as an expert in software testing, quality, and project management.

Under your guidance, the team profile is raised as more effective and efficient in testing by practicing methods and techniques included in the Test Manager Certification series.

An Advanced Test Manager would be able to :

- Manage a testing project by implementing the mission, goals and testing processes established for the testing organization.
- Participate in and lead test process improvement initiatives.
- Continuously monitor and control the test activities to achieve project objectives.
- Create and implement test plans consistent with organizational policies and test strategies.
- Identify skills and resource gaps in their test team and participate in sourcing adequate resources.
- Propose a business case for test activities which outlines the costs and benefits expected.
- Assess and report relevant and timely test status to project stakeholders.

What is the duration, language, and format of CTAL-TM Exam

- Length of Examination: 180 minutes
- Number of Questions: 65
- Language: English
- Passing score: 65%
- Format: Multiple choices Questions

How to book CTAL-TM Exams

In order to apply for the NET, You have to follow these steps

1. Go to the CTAL-TM Official Site
2. Read the instruction Carefully
3. Follow the given steps
4. Apply for the CTAL-TM

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ISTQB Certified Tester Advanced Level - Test Manager Sample Questions (Q62-Q67):

NEW QUESTION # 62
You have been asked to make a recommendation on deployment readiness on the software your team has been testing. You have the following metrics:
Given this information what is a critical metric you are missing?

- A. Number of tests passed
- B. Planned vs actual cost of testing
- C. Number of defects outstanding
- D. Residual risk

Answer: D

Explanation:
* Context Analysis:
* Deployment readiness depends on understanding the risk of releasing the software. The metrics provided include execution, design, defect counts, and coverage but do not quantify residual risk, which reflects remaining risks post-testing.
* Evaluation of Options:
* A. Number of tests passed:
* Incorrect. While important, it doesn't directly provide insight into the remaining risk.
* B. Number of defects outstanding:

* Incorrect. Though critical, it's only one aspect of assessing readiness and doesn't provide the full picture of residual risk.
* C. Residual risk:
* Correct. Residual risk quantifies untested areas and unresolved issues, vital for decision- making.
* D. Planned vs actual cost of testing:
* Incorrect. While useful for process evaluation, it's not directly tied to deployment readiness.
* Syllabus Alignment:
* The syllabus emphasizes risk-based approaches, highlighting residual risk as a critical deployment readiness metric (TM-1.3.4).
References:
ISTQB Advanced Level Test Management Syllabus (TM-1.3.4)

NEW QUESTION # 63

The diagram shows a defect workflow in which two states do not have appropriate names.
Which option could correctly provide the missing state names?

- A. State X = Open, State Y = Clarification
- B. State X = Terminated, State Y = Archived
- C. State X = Confirmation, State Y = Resolved
- D. State X = Duplicate, State Y = Postponed

Answer: A

Explanation:
In a standard defect lifecycle, typical early states include:
* Open: when the defect has been logged and confirmed.
* Clarification: when more information is needed before further action can be taken.
According to the ISTQB CTFL Syllabus:
"Defects typically go through a life cycle: new, open, assigned, fixed, retested, closed. Variants like 'in clarification' or 'duplicate' may be used depending on the organization's workflow."
-ISTQB CTFL Syllabus 2018, Section 5.6
These terms fit the typical transitions in a defect lifecycle, makingOption Athe correct match.

NEW QUESTION # 64

Which of the following statements is true regarding documentation standards?

- A. Documentation standards can vary depending on the test level.
- B. Documentation standards are a lower priority than testing standards.
- C. Agile projects consistently use level test plans and documentation standards.
- D. Documentation standards are determined by the Project Manager.

Answer: A

Explanation:
Documentation standards are not uniform across all test levels; they can differ based on the specific requirements of each level. For instance, unit testing may have different documentation needs compared to system testing. The ISTQB documentation standards recognize this variability and allow for flexibility to suit the context of the test level. This ensures that the documentation is appropriate for the objectives and constraints of each test level, providing clarity and efficiency in the testing process.
References: The ISTQB Advanced Level Test Manager syllabus and the ISTQB Glossary provide detailed information on documentation standards and their application across different test levels. These resources are essential for understanding the principles and practices of effective test documentation in various testing scenarios.

NEW QUESTION # 65

Identify THREE items that would be part of the work-breakdown structure showing the key testing activities for the acceptance test project. 2 credits (for 2 out of 3 correct 1 credit)

- A. Reviews on requirements documentation
- B. Activities to deploy the system in the user environment
- C. Test planning, test case preparation and test execution for each of the four iterations

- D. Development activities for unit and integration testing
- E. Defining test environment requirements for system testing
- F. Work should be explicitly allocated to test completion, test management, installation and to training on using the system
- G. Regression testing in the second, third and fourth iterations

Answer: C,F,G

Explanation:
Explanation/Reference:
Explanation:

NEW QUESTION # 66
Which of the following can demotivate a tester? [1]

- A. Working extra hours, resulting in a successful product deployment
- B. When testing is cut short, resulting in a high number of production defects
- C. When metrics indicate weaknesses in their testing
- D. Receiving direct and honest feedback on areas to improve

Answer: B

Explanation:
This can demotivate a tester because it implies that the tester's work is not valued or respected by the management or the stakeholders. It also suggests that the tester's efforts and skills are wasted or ineffective, as the product quality is compromised and the customer satisfaction is reduced. Testing is cut short when there is insufficient time, budget, or resources allocated for testing, or when there is pressure to release the product without adequate testing. This can lead to frustration, dissatisfaction, and loss of confidence among the testers. Top 6 things that demotivate a developerHow to Demotivate Your Best Employees Reference:
Top 6 things that demotivate a developer - Amsterdam Standard
How to Demotivate Your Best Employees - HBS Working Knowledge

NEW QUESTION # 67
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