



## General Assessment Information

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**Test Type:** The Cabinetmaking assessment is included in NOCTI's Teacher assessment battery. Teacher assessments measure an individual's technical knowledge and skills in a proctored proficiency examination format. These assessments are used in a large number of states as part of the teacher licensing and/or certification process, assessing competency in all aspects of a particular industry. NOCTI Teacher tests typically offer both a written and performance component that must be administered at a NOCTI-approved Area Test Center. Teacher assessments can be delivered in an online or paper/pencil format.

**Revision Team:** The assessment content is based on input from subject matter experts representing the following states: Georgia, Maine, Michigan, Oklahoma, and Pennsylvania.



48.0703 - Cabinetmaking  
and Millwork



Career Cluster 2-  
Architecture and  
Construction



51-7011.00 - Cabinetmakers  
and Bench Carpenters



In the lower division  
baccalaureate/associate degree  
category, 3 semester hours in  
Cabinetmaking

## Written Assessment

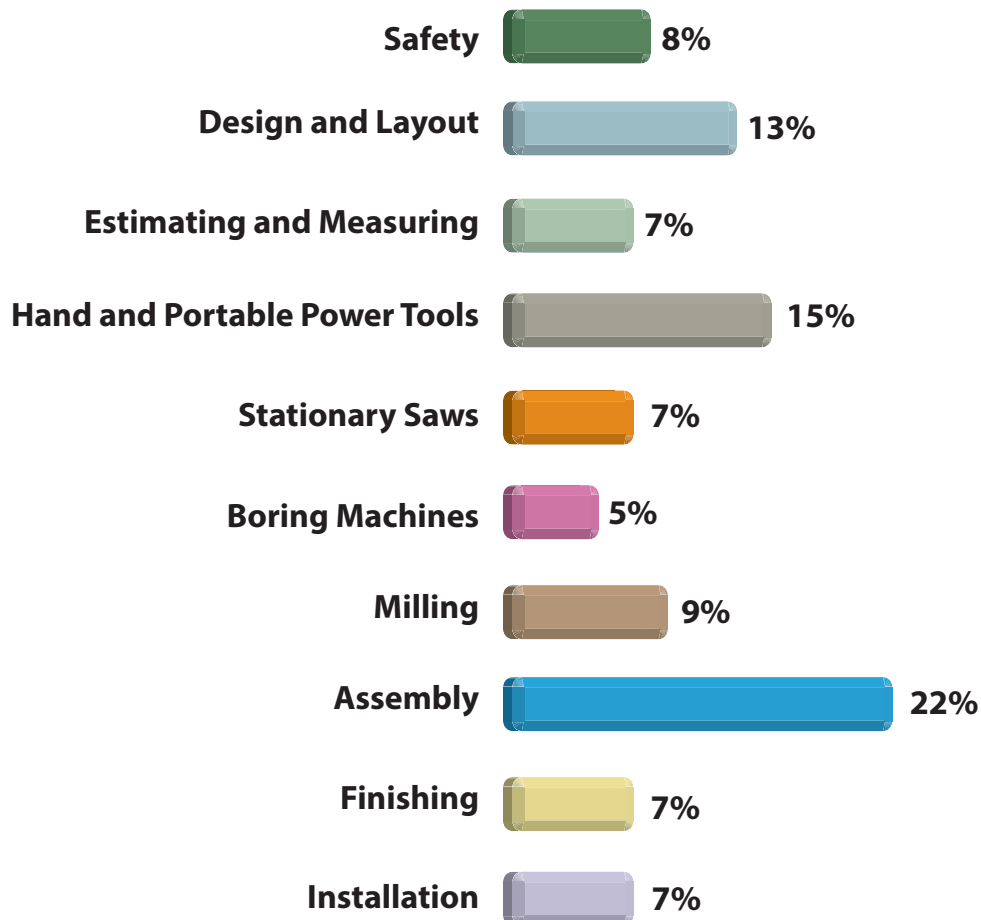
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 3 hours

**Number of Questions:** 151

**Number of Sessions:** This assessment may be administered in one, two, or three sessions.

### Areas Covered



## Specific Standards and Competencies Included in this Assessment

### **Safety**

- Apply shop and personal safety rules and procedures, including appropriate PPEs
- Identify minor first aid treatment procedures
- Apply fire and electrical safety rules and procedures
- Identify MSDS related issues and information

### **Design and Layout**

- Interpret blueprints and specifications
- Prepare or interpret shop drawings/rough sketches
- Prepare or interpret detailed drawings
- Prepare a cut list or bill of material
- Identify and meet industry standards
- Identify types of joints and their uses

### **Estimating and Measuring**

- Read scales and measurements
- Calculate quantities
- Estimate labor and material costs

### **Hand and Portable Power Tools**

- Identify or demonstrate proper use and function of portable power cutting tools
- Identify or demonstrate proper use and function of fastening tools
- Identify or demonstrate proper use and function of portable sanders
- Identify or demonstrate proper use and function of portable routers
- Identify or demonstrate proper use and function of hand tools
- Identify or demonstrate proper use and function of portable drills and drivers

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## Specific Standards and Competencies (continued)

### Stationary Saws

- Identify or demonstrate proper use of stationary saws
- Remove and replace stationary saw blades

### Boring Machines

- Identify or demonstrate proper use of boring machines
- Select and use appropriate boring machine bits

### Milling

- Identify or demonstrate proper use of planers and jointers
- Identify or demonstrate proper use of shapers and stationary routers
- Identify or demonstrate proper use of wood lathes
- Identify or demonstrate proper use of stationary sanders
- Prepare rough stock



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## Specific Standards and Competencies (continued)

### Assembly

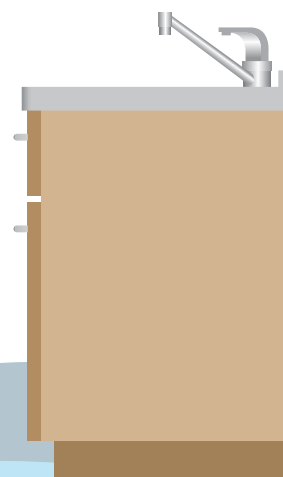
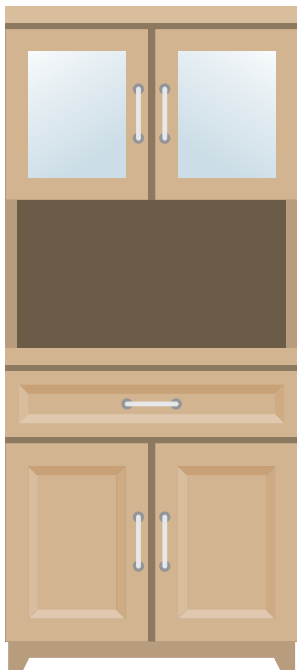
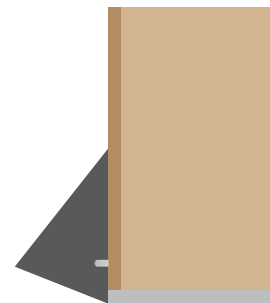
- Identify and demonstrate methods of case construction
- Identify and assemble joints
- Identify and demonstrate methods of face frame construction
- Identify and assemble various styles of door construction
- Identify and assemble various types of drawer construction
- Apply laminates, veneers, and countertops
- Select and install hardware and accessories
- Identify and use various fasteners

### Finishing

- Identify and apply various finishing materials
- Safely use and store finishing materials
- Safely use finishing tools and equipment

### Installation

- Install a base cabinet
- Install a wall cabinet
- Identify industry standards for installation



## Sample Questions

**To prevent lumber from falling when stacked,**

- A. make one large stack
- B. put heavy weights on top of the stack
- C. cross-stack, block, or tier the stack
- D. tie the stack down with rope

**A compound miter is cut on a power miter saw by**

- A. turning the blade and stock to the correct angle
- B. turning only the arm to the correct angle
- C. tilting the motor unit and turning the arm to the correct angles
- D. tilting only the motor unit

**A scale is an instrument with all increments**

- A. longer than needed
- B. shortened to proportion
- C. shortened to length of project
- D. longer than length of project

**To turn a straight cylinder on the lathe,**

- A. use a roughing gouge and a skew chisel
- B. use only a parting tool
- C. size a rough cylinder with a round nose and calipers
- D. use only a round-nose chisel

**To receive the bottom, the cabinet end panels are usually**

- A. dadoed
- B. grooved
- C. rabbeted
- D. splined

## Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

**Administration Time:** 3 hours, 20 minutes

**Number of Jobs:** 3

### Areas Covered:

#### 24% Develop a Cut List

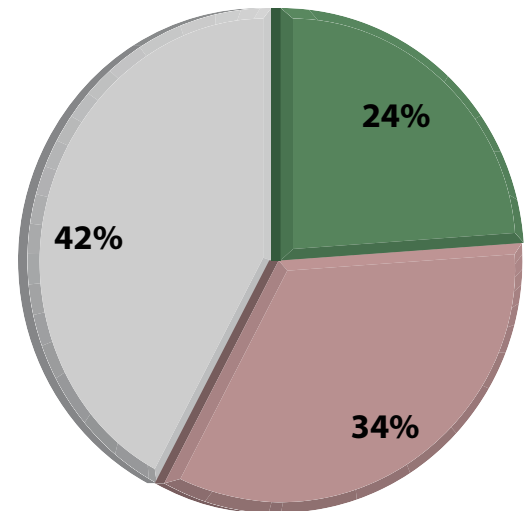
Rail A, B, and C, stiles, drawer face, drawer box sides, drawer box front and back, drawer bottom, and time to complete job.

#### 34% Layout, Cut, and Assemble Face Frame

Planning (use of materials), selection and use of tools/equipment, mitered biscuit joint, pocket screw, mortise and tenon, dowel pin, width of completed project, height of completed project, rail spacing of completed project, diagonal dimensions of completed project, and time to complete job.

#### 42% Layout and Assemble One Drawer

Planning (use of materials), selection and use of tools/equipment, hand operations, cutting and shaping, drawer box width of completed project, height of completed project, depth of completed project, drawer box length of completed project, diagonal dimensions of completed project, laminate of completed project, overall appearance of completed project, and time to complete job.





## Sample Job

### Develop a Cut List

**Maximum Time:** 20 minutes

**Participant Activity:** The participant is to use the shop drawings provided as the source of all dimensions and information, and complete the Cut List.

