

Teacher Assessment Blueprint

Retail Merchandising



Test Code: 5921 / Version: 01

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## General Assessment Information

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**Test Type:** The Retail Merchandising 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: Delaware, Idaho, Kentucky, Maryland, Michigan, and Pennsylvania.



52.1803- Retailing and  
Retail Operations



Career Cluster 14-  
Marketing, Sales and Service



41-2013.00- Retail Salesperson



**NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE**  
University of the State of New York - Regents Research Fund

In the lower division  
baccalaureate/associate degree  
category, 3 semester hours in  
Retail or Retail Merchandising

## Written Assessment

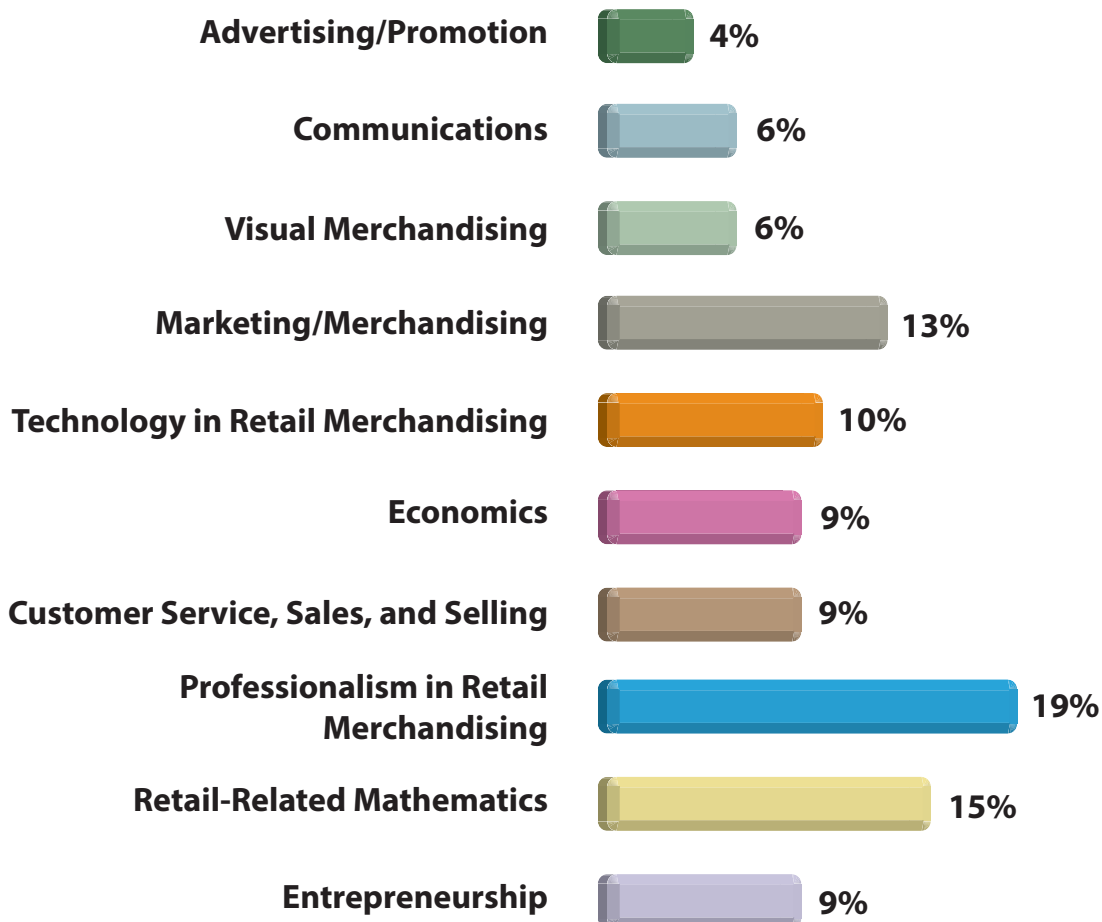
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 3 hours

**Number of Questions:** 195

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

### Areas Covered



## Specific Standards and Competencies Included in this Assessment

### Advertising/Promotion

- Explain the concept and purpose of advertising and cooperative advertising
- List the forms of advertising media and the advantages and disadvantages of each

### Communications

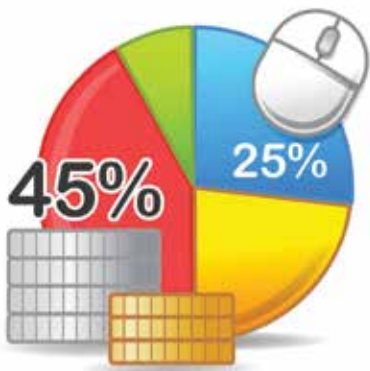
- Apply effective verbal and telephone communications, including proper grammar and vocabulary
- Prepare basic written reports and presentations
- Follow oral and written directions
- Describe nonverbal communication

### Visual Merchandising

- Plan, schedule themes, and arrange effective and attractive displays
- Explain the use and effect of visual merchandising
- Use safety precautions when setting up displays

### Marketing/Merchandising

- Characterize how merchandising impacts a retailer's perceived image
- Explain the role of wholesalers and distributors
- Operate point-of-sale terminal/calculator
- Receive incoming stock, verify invoice accuracy, process inventory for sale
- Process returned/damaged inventory
- Explain functions of store space planning, maintenance, and cleanliness
- Demonstrate an understanding of the concept of the marketing mix and segmentation
- Demonstrate an understanding of the buying process



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## Specific Standards and Competencies (continued)

### Technology in Retail Merchandising

- Describe benefits of technology in retailing
- Describe digital pricing and inventory systems
- Compare advantages and disadvantages of electronic payment to the retail establishment
- Characterize how technological changes impact a retailer's perceived image
- Describe various forms of digital retail technology (e.g., Internet, cellular, reward cards, social media)
- Compare advantages and disadvantages of "brick and mortar" versus online businesses

### Economics

- Display knowledge of the concept of supply and demand
- Distinguish between consumer wants and needs
- Explain the concept of opportunity cost
- Describe the concept of global opportunities related to goods and services
- Define characteristics of economies related to government involvement

### Customer Service, Sales, and Selling

- Explain the importance of positive customer relations
- Determine the customer/client needs and buying motives
- Demonstrate product knowledge
- Contrast sales approaches (e.g., greeting, "soft" sell, up-selling)
- Close the sale and provide customer maintenance activities
- Interpret business policies to customers/clients and handle customer complaints and issues



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## Specific Standards and Competencies (continued)

### Professionalism in Retail Merchandising

- Abide by OSHA and safety standards
- Define personality traits and skills important to retailing (e.g., positivity, enthusiasm, creativity, organizational skills)
- Promote a positive company image
- Describe appropriate professional appearance
- Respect diversity
- Exhibit business ethics and maintain confidentiality
- Abide by policies and procedures
- Demonstrate team and interpersonal relationships
- Identify leadership traits

### Retail-Related Mathematics

- Solve addition, subtraction, multiplication, division, fractions, decimals, and percentage problems pertaining to business/retailing
- Make change with or without change indication
- Calculate amount of purchase, discounts, and special charges for purchases
- Complete sale transactions, including cash, check, charge, and sales tax
- Apply the concepts of commission sales and sales quotas
- Open/close out register/terminal and prepare deposit slips
- Calculate price changes

### Entrepreneurship

- State the advantages and disadvantages of small business ownership
- Explain franchising and other types of business ownership (e.g., partnership, corporation)
- Display understanding of trademarks, patents, copyrights, and brand names





## Sample Questions

**Which of the following is a correct response to a customer?**

- A. "This store don't carry them."
- B. "We don't have none in stock."
- C. "This store don't got them."
- D. "That item is out of stock."

**The marketing process can best be described as the**

- A. purchase of goods at the local grocery store
- B. planning, pricing, promoting, and distribution of goods and services
- C. manufacturing, selling, and consuming of goods and services
- D. mining of raw materials, pricing, promoting, and selling of goods

**Government helps to maintain a free enterprise system by setting up laws to control**

- A. working conditions and taxes
- B. monopolies and promote competition
- C. relationships of business with competitors
- D. quantities of merchandise available

**When interviewing for a retail sales position, one should**

- A. dress in the latest fashion
- B. choose an outfit appropriate for the job
- C. choose a solid color outfit
- D. wear something distinctive that the interviewer will remember

**The manager may periodically remove excess money from the register to**

- A. discourage customers from asking for cash refunds
- B. stop other checkers from taking change
- C. eliminate the chance of miscounting change
- D. reduce amount in the cash drawer in case of robbery

## 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:** 2 hours and 20 minutes

**Number of Jobs:** 5

### Areas Covered:

#### 16% Inventory Check-In

Unpack shipping carton, packing list, damaged/missing inventory sheet, turn in forms, repack shipping carton, and time to complete Job 1.

#### 22% Cash Handling

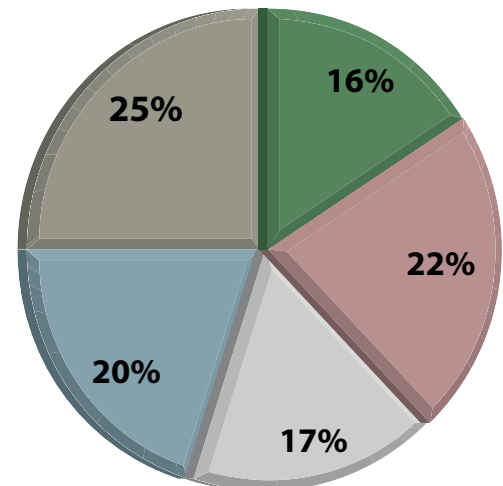
Greeting the customer, total amount due and amount tendered, making change, transaction closure, customer sales receipt, and time to complete Job 2.

#### 17% Handling Customer Returns

Determine problem with item, offer resolution to problem, explain store policy, customer service skills, and time to complete Job 3.

#### 20% Product Knowledge and Selling

Customer service skills, product presentation, product specifications, transaction closure, and time to complete Job 4.



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*Areas Covered (continued)*

**25% Virtual Cash Drawer Closing of a Retail Business**

Virtual cash drawer amounts – Table A, End of the day amount – A1, cash deposit amount – A2, cash shortage-A3, total checks – Table B, total electronic payments – Table C, bank deposit slip - Table D, daily cash reconciliation form – Table E, and time to complete Job 5.

## Sample Job

### Inventory Check-In

**Maximum Time:** 25 minutes

**Participant Activity:** The participant will mark the packing list provided to check in the inventory; indicate any discrepancies found; complete Damaged/Missing Inventory Sheet; turn in completed Packing List and Damaged Missing Inventory Sheet to the evaluator; and repack the shipping carton.

