

MODULE OVERVIEW

This module introduces the trainee to the historic and current methods and procedures used in the masonry trade. Brick and block manufacturing is explained, along with the types of brick and block that are currently used in various types of masonry construction. Knowledge, skill, and ability requirements of a mason are also described. An overview of the basic safety practices and requirements found in the masonry trade is also provided. The trainee is directed in the use of appropriate personal protective equipment, handling hazardous materials, and general work safety. Basic bricklaying techniques are also covered.

RECOMMENDED PREREQUISITES

Core Curriculum

OBJECTIVES

Upon completion of this module, the trainee will be able to do the following:

1. Discuss the history of masonry.
2. Describe modern masonry materials and methods.
3. Explain career ladders and advancement possibilities in masonry work.
4. Describe the skills, attitudes, and abilities needed to work as a mason.
5. State the safety precautions that must be practiced at a work site, including the following:
 - Safety practices
 - Fall-protection procedures
 - Forklift-safety operations
6. Perform the following basic bricklaying procedures:
 - Mixing of mortar
 - Laying a mortar bed
 - Laying bricks
7. Put on eye protection, respiratory protection, and a safety harness.
8. Use the correct procedures for fueling and starting a gasoline-powered tool.

PERFORMANCE TASKS

Under the supervision of the instructor, the trainee should be able to:

1. Put on eye protection, respiratory protection, and a safety harness.
2. Demonstrate the ability to properly use a trowel to spread and furrow bed joints and butter head joints.

MATERIALS AND EQUIPMENT LIST

Overhead projector and screen	Various types of brick
Transparencies	Various types of concrete blocks
Whiteboard/chalkboard	Various trowels
Markers/chalk	Mortar mix
Blank acetate sheets	Mortar mixing pan
Transparency pens	Mortar hoe
Pencils and scratch paper	Wheelbarrow
Appropriate personal protective equipment:	Standard bricks
Various types of eye and respiratory protection	Standard concrete blocks
Safety harness and hardware	Module Examinations*
ASTM standards on concrete block and masonry mortar	Performance Profile Sheets*

*Located in the Test Booklet.

SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize basic site safety.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

- Building Block Walls – A Basic Guide*, 1988. Herndon, VA: National Concrete Masonry Association
- Bricklaying: Brick and Block Masonry*. Reston, VA: Brick Industry Association.
- Concrete Masonry Handbook*. Skokie, IL: Portland Cement Association.

TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 20 hours are suggested to cover *Introduction to Masonry*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Introduction to Masonry	
A. Introduction	_____
B. The History of Masonry	_____
C. Masonry Today	_____
1. Clay Products	_____
2. Brick Masonry Terms	_____
D. Concrete Products	_____
1. Block	_____
2. Concrete Brick	_____
3. Other Concrete Units	_____

Session II. Stone, Mortars, Grouts, and Construction Techniques

- A. Stone
- B. Mortars and Grouts
- C. Construction Techniques
 - 1. Wall Structures
 - 2. Modern Techniques
- D. Field trip or presentation on different types of masonry units

Session III. Careers in Masonry

- A. Masonry as a Career
- B. Knowledge, Skills, and Ability
- C. Field trip or presentation on masonry careers

Sessions IV–V. Basic Bricklaying

- A. Preparing Mortar
- B. Spreading Mortar
- C. Picking Up Mortar
- D. Spreading, Cutting, and Furrowing
- E. Buttering Joints
- F. General Rules
- G. Laboratory – Trainees practice spreading and furrowing bed joints and buttering head joints. This laboratory corresponds to Performance Task 2.

Sessions VI–VII. Safety

- A. Safety Practices
 - 1. Personal Protective Equipment
 - 2. Hazards on the Job
 - 3. Hazardous Materials Safety
 - 4. Modern Techniques
 - 5. Weather Hazards
- B. Fall Protection
- C. Forklift Safety
- D. Laboratory – Trainees practice putting on eye protection, respiratory protection, and a safety harness. This laboratory corresponds to Performance Task 1.

Session VIII. Review, Module Examination and Performance Testing

- A. Review
- B. Module Examination
 - 1. Trainees must score 70% or higher to receive recognition from NCCER.
 - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
- C. Performance Testing
 - 1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
 - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

MODULE OVERVIEW

This module provides training in the types and applications of common tools and equipment found in the masonry trade. Trainees will learn how to operate and maintain basic masonry hand and power tools safely. Direction is also provided in the safe use of heavier equipment such as cranes and forklifts, as well as the construction and use of scaffolding. General work safety, wearing personal protective equipment, and safe handling of hazardous materials are emphasized throughout the module.

RECOMMENDED PREREQUISITES

Core Curriculum; Masonry Level One, Module 28101-04

OBJECTIVES

Upon completion of this module, the trainee will be able to do the following:

1. Identify and name the tools used in performing masonry work.
2. Identify and name the equipment used in performing masonry work.
3. Describe how each tool is used.
4. Describe how the equipment is used.
5. Associate trade terms with the appropriate tools and equipment.
6. Demonstrate the correct procedures for assembling and disassembling scaffolding according to federal safety regulations, under the supervision of a competent person.

PERFORMANCE TASKS

Under the supervision of the instructor, the trainee should be able to:

1. Identify masonry hand and power tools.
2. Assemble and disassemble scaffolding under the supervision of a competent person, according to federal safety regulations.

MATERIALS AND EQUIPMENT LIST

Overhead projector and screen	Chisels
Transparencies	Levels
Whiteboard/chalkboard	Brick spacing rules
Markers/chalk	Plumb bob
Blank acetate sheets	Different types of power tools, including:
Transparency pens	Masonry saws
Pencils and scratch paper	Masonry splitters
Appropriate personal protective equipment	Grinders
Different types of masonry hand tools, including:	Mortar mixer
Trowels	Scaffolding
Hammers	Module Examinations*
Jointers	Performance Profile Sheets*

*Located in the Test Booklet.

SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize hand tool and power tool safety.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Bricklaying: Brick and Block Masonry. Reston, VA: Brick Industry Association.

Concrete Masonry Handbook. Skokie, IL: Portland Cement Association.

Masonry Construction. David L. Hunter, Sr. Upper Saddle River, NJ: Prentice-Hall.

TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 12½ hours are suggested to cover *Masonry Tools and Equipment*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Introduction, Hand Tools I	
A. Introduction: Tool Safety and Maintenance	_____
B. Hand Tools	_____
1. Trowels and Hammers	_____
2. Chisels and Jointers	_____
3. Brushes	_____
4. Other Hand Tools	_____
C. Measures and Measuring Tools	_____
1. Levels, Squares, and Rules	_____
2. Mason's Line and Fasteners	_____
3. Chalk Line and Plumb Bob	_____
Session II. Hand Tools II	
A. Hand-Powered Mortar Equipment	_____
1. Mortar Boxes	_____
2. Mixing Accessories	_____
3. Barrows	_____
B. Laboratory – Trainees identify types of masonry hand tools. This laboratory corresponds to Performance Task 1.	_____
Session III. Power Tools, Power Equipment, and Lifting Equipment	
A. Power Tools	_____
B. Power Equipment	_____
1. Mortar Mixer	_____
2. Masonry Pumps and Vibrators	_____
3. Pressure Cleaning Equipment	_____

C. Lifting Equipment

1. Hoists
2. Cranes and Derricks
3. Forklifts, Pallet Jacks, and Buggies
4. Conveyors

Session IV. Scaffolding

A. Scaffolding

1. Tubular Steel Sectional Scaffolding
2. Swing Stage
3. Hydraulic Personnel Lift
- 4 Scaffold Safety

- B. Laboratory – Trainees assemble and disassemble scaffolding under the supervision of a competent person, according to federal safety regulations. This laboratory corresponds to Performance Task 2.

Session V. Review, Module Examination, and Performance Testing

A. Review

B. Module Examination

1. Trainees must score 70% or higher to receive recognition from NCCER.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

C. Performance Testing

1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

Annotated Instructor's Guide**MODULE OVERVIEW**

This module guides the trainee in the process of using mathematics to figure distances, areas, and volumes for masonry construction work; describes the information typically found on drawings and construction plans for residential construction; and addresses the specifications used in the construction process. A set of drawings is also included.

RECOMMENDED PREREQUISITES

Core Curriculum; Masonry Level One, Modules 28101-04 and 28102-04

OBJECTIVES

Upon completion of this module, the trainee will be able to do the following:

1. Work with denominate numbers.
2. Read a mason's measure.
3. Convert measurements in the U.S. Customary (English) system into their metric equivalents.
4. Recognize, identify, and calculate areas, circumferences, and volumes of basic geometric shapes.
5. Identify the basic parts of a set of drawings.
6. Discuss the different types of specifications used in the building industry and the sections that pertain to masonry.

PERFORMANCE TASKS

Under the supervision of the instructor, the trainee should be able to:

1. Use a mason's rule to measure a space and calculate its volume.
2. Use a mason's rule to measure a space and estimate the number of bricks to build a wall across it.
3. Interpret information on blueprints.

MATERIALS AND EQUIPMENT LIST

Overhead projector and screen	Engineer's rule
Transparencies	Brick
Whiteboard/chalkboard	Course rule
Markers/chalk	Brick spacing rule
Blank acetate sheets	Calculator
Transparency pens	Drawing set / blueprints
Pencils and scratch paper	Module Examinations*
Appropriate personal protective equipment	Performance Profile Sheets*

*Located in the Test Booklet.

SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize basic safety.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Building Block Walls—A Basic Guide, 1988. Herndon, VA: National Concrete Masonry Association.

Masonry Design and Detailing—For Architects, Engineers and Contractors, Fourth Edition. Christine Beall. New York, NY: McGraw-Hill.

The ABC's of Concrete Masonry Construction, Videotape. Skokie, IL: Portland Cement Association.

TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover *Measurements, Drawings, and Specifications*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Introduction, Masonry Math I	
A. Introduction	_____
B. Denominate Numbers	_____
C. Fractions	_____
D. Mason's Denominate Rule	_____
E. Metric Measurements	_____
Session II. Masonry Math II	
A. Plane Figures and Area Measurements	_____
B. Solid Figures and Volumes	_____
C. Working with Right Triangles	_____
D. Laboratory – Trainees use a mason's rule to measure a space, calculate its volume, and estimate the number of bricks to build a wall across it. This laboratory corresponds to Performance Tasks 1 and 2.	_____
Session III. Drawings	
A. Understanding Drawings	_____
1. Lines	_____
2. Symbols and Abbreviations	_____
3. Scale	_____
B. Residential Drawings	_____
1. Plot or Site Plan	_____
2. Floor Plan	_____
3. Foundation Plan	_____
4. Other Drawings and Schedules	_____
C. Laboratory – Trainees interpret information on blueprints. This laboratory corresponds to Performance Task 3.	_____
Session IV. Standards, Review, Module Examination, and Performance Testing	
A. Technical Specifications	_____
B. Standards	_____
C. Codes	_____
D. Inspection and Testing	_____
E. Review	_____

F. Module Examination

1. Trainees must score 70% or higher to receive recognition from NCCER.
 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
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G. Performance Testing

1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

Annotated Instructor's Guide**MODULE OVERVIEW**

This module explains the properties of mortar and the components that make up the mixture; describes the chemical and physical properties of cement, sand, and various types of admixtures; and discusses procedures for storing materials and mixing mortar.

RECOMMENDED PREREQUISITES

Core Curriculum; Masonry Level One, Modules 28101-04 through 28103-04

OBJECTIVES

Upon completion of this module, the trainee will be able to do the following:

1. Name and describe the primary ingredients in mortar and their properties.
2. Identify the various types of mortar used in masonry work.
3. Describe the common admixtures and their uses.
4. Identify the common problems found in mortar application and their solutions.
5. Properly set up the mortar mixing area.
6. Properly mix mortar by hand.
7. Properly mix mortar with a mechanical mixer.

PERFORMANCE TASKS

Under the supervision of the instructor, the trainee should be able to:

1. Properly set up the mortar mixing area.
2. Properly mix mortar by hand.
3. Properly mix mortar with a mechanical mixer.

MATERIALS AND EQUIPMENT LIST

Overhead projector and screen	Lime
Transparencies	Water
Whiteboard/chalkboard	Materials to build a cubic foot box
Markers/chalk	Mixing tools
Blank acetate sheets	Cubic foot box
Transparency pens	Mechanical mortar mixer
Pencils and scratch paper	Mortar pan
Appropriate personal protective equipment	ASTM Standards for Mortar
Mortar ingredients, including:	Samples of hardened mortar
Sand	Module Examinations*
Water	Performance Profile Sheets*
Portland cement	

*Located in the Test Booklet.

SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize skin, eye, and respiratory protection from dusts and corrosives.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Masonry Construction. David L. Hunter, Sr. Upper Saddle River, NJ: Prentice Hall.

Building Block Walls—A Basic Guide, 1988. Herndon, VA: National Concrete Masonry Association.

The ABCs of Concrete Masonry Construction, Videotape. 1980. Skokie, IL: Portland Cement Association.

TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover *Mortar*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Introduction, Mortar Materials, Types, and Properties	
A. Introduction	_____
B. Mortar Materials	_____
C. Mortar Types	_____
D. Mortar Properties	_____
1. Plastic Properties of Mortar	_____
2. Properties of Hardened Mortar	_____
Session II. Setting Up, Storing, Measuring, and Mixing By Machine	
A. Setting Up the Mortar Area	_____
B. Storing Materials	_____
C. Measuring Mortar Materials	_____
D. Laboratory – Trainees practice setting up the mortar mixing area and properly mixing mortar with a mechanical mixer. This laboratory corresponds to Performance Tasks 1 and 3.	_____
Session III. Mixing by Hand and Resolving Problems	
A. Mixing by Hand	_____
B. Laboratory – Trainees properly mix mortar by hand. This laboratory corresponds to Performance Task 2.	_____
D. Problems Mixing Mortar	_____
1. Proportioning Materials	_____
2. Poor Quality Materials	_____
3. Cold Weather	_____
4. Retempering	_____
5. Efflorescence	_____
Session IV. Review, Module Examination and Performance Testing	
A. Review	_____
B. Module Examination	_____
1. Trainees must score 70% or higher to receive recognition from NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	

C. Performance Testing

1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

Annotated Instructor's Guide

MODULE OVERVIEW

This module introduces the methods and procedures used in masonry unit installation. Topics include basic techniques for laying brick and block, using mortar to bond masonry units, and patterns. Hands-on skill development in constructing wythes and courses is also emphasized.

RECOMMENDED PREREQUISITES

Core Curriculum; Masonry Level One, Modules 28101-04 through 28104-04

OBJECTIVES

Upon completion of this module, the trainee will be able to do the following:

1. Describe the most common types of masonry units.
2. Describe and demonstrate how to set up a wall.
3. Lay a dry bond.
4. Spread and furrow a bed joint, and butter masonry units.
5. Describe the different types of masonry bonds.
6. Cut brick and block accurately.
7. Lay masonry units in a true course.

PERFORMANCE TASKS

Under the supervision of the instructor, the trainee should be able to:

1. Lay a dry bond.
2. Accurately cut masonry units with a brick set and masonry hammer, a block set and mash, and a masonry hammer, power saw, and splitter.
3. Spread, edge, and furrow bed joints.
4. Butter masonry units and place them on a bed joint.
5. Lay masonry units in courses that are true for height, level, plumb, and straightness.
6. Build a rackback corner lead.
7. Lay masonry units to the line.

MATERIALS AND EQUIPMENT LIST

Overhead projector and screen	Line blocks
Transparencies	Line pins
Whiteboard/chalkboard	Line trigs
Markers/chalk	Masonry saw
Blank acetate sheets	Masonry power saw
Transparency pens	Mashes
Pencils and scratch paper	Mortar mix
Appropriate personal protective equipment	Mortar pans
ASTM standards for CMUs	Trowels
ASTM standards for concrete bricks	Mason's levels
Bricks	Plumb bobs
Chalkline	Rakers
Crayons or wax markers	Jointers
Medicine dropper	Sledrunners
Spacing jigs	Splitters
Concrete blocks	Masonry brushes
Brick set chisels	Tuckpointers
Block set chisels	MSDS for masonry cleaning solution
Hammers	Module Examinations*
Mason's hammers	Performance Profile Sheets*
Mason's lines	

*Located in the Test Booklet.

SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize basic job site and tool safety.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

Bricklaying: Brick and Block Masonry. Reston, VA: Brick Institute of America.

Building Block Walls—A Basic Guide, 1988. Herndon, VA: National Concrete Masonry Association.

Concrete Masonry Handbook. Skokie, IL: Portland Cement Association.

The ABCs of Concrete Masonry Construction, Videotape, 13:34 minutes. Skokie, IL: Portland Cement Association.

TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 60 hours are suggested to cover *Masonry Units and Installation Techniques*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
Session I. Introduction, Concrete Masonry, Clay and Other Materials	
A. Introduction	_____
B. Concrete Masonry Materials	_____
C. Clay and Other Materials	_____
Sessions II–III. Setting Up and Laying Out (2 Sessions)	
A. Setting Up	_____
B. Job Layout	_____
C. Laboratory – Trainees practice laying a dry bond. This laboratory corresponds to Performance Task 1.	_____
Sessions IV–VI. Block Head Joints and Bonding Masonry Units (3 Sessions)	
A. Block Head Joints	_____
1. Battering Blocks	_____
2. Block Bed Joints	_____
3. General Rules	_____
B. Bonding Masonry Units	_____
C. Laboratory – Trainees practice spreading, edging, and furrowing bed joints and battering bricks and blocks and placing them on a bed joint. This laboratory corresponds to Performance Tasks 3 and 4.	_____
Sessions VII–IX. Cutting Masonry Units (3 Sessions)	
A. Brick Cuts	_____
B. Block Cuts	_____
C. Cutting with Hand Tools	_____
D. Cutting with Saws and Splitters	_____
E. Laboratory – Trainees practice accurately cutting masonry units with a brick set and masonry hammer, a block set and mash, and a masonry hammer, power saw, and splitter. This laboratory corresponds to Performance Task 2.	_____
Sessions X–XIV. Laying Masonry Units (5 Sessions)	
A. Laying Brick in Place	_____
B. Checking Height	_____
C. Checking Level, Plumb, and Straightness	_____
D. Laboratory – Trainees practice laying courses that are true for height, level, plumb, and straightness. This laboratory corresponds to Performance Task 5.	_____
Sessions XV–XIX. Building Corners and Leads (5 Sessions)	
A. Placing Block	_____
B. Laying To the Line	_____
C. Building Corners and Leads	_____
D. Laboratory – Trainees practice building a rackback corner lead and laying to the line. This laboratory corresponds to Performance Tasks 6 and 7.	_____

Sessions XX–XXI. Mortar Joints (2 Sessions)

- A. Joint Finishes _____
- B. Striking the Joint _____
- C. Laboratory – Trainees practice striking mortar joints. _____

Sessions XXII–XXIII. Patching Mortar and Cleaning Masonry Units (2 Sessions)

- A. Patching Mortar _____
 - 1. Pointing _____
 - 2. Tuckpointing _____
 - 3. Laboratory – Trainees practice tuckpointing. _____
- B. Cleaning Masonry Units _____

Session XXIV. Review, Module Examination and Performance Testing

- A. Review _____
- B. Module Examination _____
 - 1. Trainees must score 70% or higher to receive recognition from NCCER.
 - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
- C. Performance Testing _____
 - 1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
 - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.