



INFORMATION TECHNOLOGY SERVICES



SkillsUSA Championships Technical Standards

PURPOSE

The Information Technology Services competition evaluates each competitor's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of information technology.

ELIGIBILITY

Open to active SkillsUSA members enrolled in career and technical education programs with computer maintenance technology, computer networking and security, and/or information technology services as occupational objectives.

CLOTHING REQUIREMENT

Class E: Competition Specific — Business Casual

- Official SkillsUSA white polo shirt
- Black dress slacks or black dress skirt (knee-length minimum)
- Black closed-toe dress shoes

Note: Wearing socks or hose is no longer required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to clothing items that are pictured and described at www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Competitors must wear their official competition clothing to the competition orientation meeting.

EQUIPMENT AND MATERIALS

1. Required materials supplied by the competition/technical committee:
 - a. All schematics, diagrams, and manuals required for modules within the competition
 - b. Internet white-paper documents or reference material, if required, for a module (determined solely by the technical committee)
 - c. All software required for completing modules within the competition.
2. Required materials supplied by the competitor:
 - a. Pencils/writing utensils
 - b. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines.
3. Other materials (please check competition updates to determine if required, encouraged, discouraged, or prohibited.)
 - a. Competitors may use standard technical data reference books such as those that include BIOS codes, HDD parameters, etc. Books intended for use as a classroom text will not be permitted
 - b. State competitions may require you to “bring your own machine” — the competitor will be required to bring a network-ready computer that can run virtualization software. Please check with your state competition updates to determine exact requirements.
 - c. Some competitions may require you to bring additional equipment such as screwdrivers, anti-static wrist straps, or other tools. Please check with your competition updates to determine exact requirements.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of “Last Name_First Name.” For example, “Amanda Smith” would save her resume as Smith_Amanda. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the state website.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

SCOPE OF THE COMPETITION

The competition is defined by industry standards based on elements of the latest published CompTIA A+ certification. The competition also has elements from the CompTIA Network+ and Security+ certifications, as well as industry trends as collected by the technical committee.

KNOWLEDGE PERFORMANCE

This portion of the national competition will be a computer-based knowledge exam. Competencies evaluated on the written exam are congruent with those evaluated on the latest published version of the CompTIA A+ Certification exam.

SKILL PERFORMANCE

This portion of the competition will be a series of modules through which each competitor will rotate on a fixed time schedule to troubleshoot or complete tasks with client, server, or end user computing issues.

COMPETITION GUIDELINES

1. The competitions will have several hands-on skill scenarios that demonstrate a competitor's entry-level employment skills selected from the list of competencies as determined by the SkillsUSA Championships technical committee. Scenarios may include but are not limited to the following:
 - a. Diagnose and service client issues with their relation to network interaction.
 - b. Diagnose and resolve operating system and startup problems.
 - c. Demonstrate ability to use utility software, drives and other peripherals.
 - d. Demonstrate knowledge and functions of components within a computer.
 - e. Install, configure and demonstrate proper operations of devices including desktop, laptop, tablets and mobile devices.
 - f. Demonstrate ability to create, manage and operate virtual machines.
 - g. Demonstrate ability to remotely connect to and manage customer end points.
 - h. Demonstrate ability to configure, interconnect and secure networks.
 - i. Demonstrate interpersonal and customer service skills using service order management systems, service requests and statements of work while interacting in both consumer, consulting and corporate practices.
 - j. Demonstrate a working knowledge of information technology employment policies and observance of security best practices.
 - k. Demonstrate an ability to use PowerShell, Linux/Bash, and Windows command-line skills.

COMPETITION SCORING

1. Competitors will be awarded points based on their ability to solve problems or complete tasks within the allotted time. Partial points will be awarded for solving partial problems.
2. Winners will be determined based on their total scores.
3. Penalties will be assessed for failure to follow a judge's or modules instructions.

STANDARDS AND COMPETENCIES

ITS 1.0 — Perform maintenance on systems and components

- 1.1. Identify the fundamental principles of using computing devices
 - 1.1.1. Identify the names, purposes and characteristics of storage devices
 - 1.1.2. Identify the names, purposes and characteristics of motherboards
 - 1.1.3. Identify the names, purposes and characteristics of power supplies
 - 1.1.4. Identify the names purposes and characteristics of processor/CPUs
 - 1.1.5. Identify the names, purposes and characteristics of memory
 - 1.1.6. Identify the names, purposes and characteristics of display devices
 - 1.1.7. Identify the names, purposes and characteristics of input devices
 - 1.1.8. Identify the names, purposes and characteristics of adapter cards
 - 1.1.9. Identify the names, purposes and characteristics of ports and cables
 - 1.1.10. Identify the names, purposes and characteristics of cooling systems
- 1.2. Install, configure, optimize and upgrade system components
 - 1.2.1. Add, remove and configure internal and external storage devices
 - 1.2.2. Install and configure graphical display devices
 - 1.2.3. Add, remove and configure basic input and multimedia devices
- 1.3. Identify tools, diagnostic procedures and troubleshooting techniques for systems and components
 - 1.3.1. Recognize the basic aspects of troubleshooting
 - 1.3.2. Identify and apply basic diagnostic procedures and troubleshooting techniques
 - 1.3.3. Recognize and isolate issues with display, power, basic input devices, storage, memory, thermal, POST errors, peripherals, multimedia, specialty input devices, internal and external storage and CPUs
 - 1.3.4. Apply basic troubleshooting techniques to check for problems (e.g., thermal issues, error codes, power and connections including cables and/or pins, compatibility, functionality, software/drivers) with components
 - 1.3.5. Recognize the names, purposes, characteristics and appropriate application of tools, for example: BIOS, self-test, hard drive self- test and software diagnostics test
 - 1.3.6. Identify the steps used to troubleshoot components (e.g., check proper seating, installation, appropriate components, settings and current driver)
 - 1.3.7. Recognize names, purposes, characteristics and appropriate application of tools
- 1.4. Perform preventative maintenance on personal computer components
 - 1.4.1. Identify and apply basic aspects of preventative maintenance theory
 - 1.4.2. Identify and apply common preventive maintenance techniques for devices such as input devices and batteries

ITS 2.0 — Perform maintenance procedures on laptops and mobile devices

- 2.1. Identify the fundamental principles of using laptops, tablets and mobile devices
 - 2.1.1. Identify names, purposes and characteristics of laptop-specific devices
 - 2.1.2. Identify and distinguish between mobile and desktop motherboards and processors including throttling, power management and Wi-Fi
 - 2.1.3. Identify appropriate applications for laptop-specific communication connections such as Bluetooth, infrared, cellular WAN and Ethernet
 - 2.1.4. Identify appropriate laptop-specific power and electrical input devices and determine how amperage and voltage can affect performance
 - 2.1.5. Identify the major components of the LCD including inverter, screen and video card
- 2.2. Install, configure, optimize and upgrade laptops and portable devices
 - 2.2.1. Configure power management
 - 2.2.2. Demonstrate safe removal of laptop-specific hardware such as peripherals, hot-swappable devices and non-hot-swappable devices
 - 2.2.3. Remove laptop-specific hardware such as peripherals, hot-swappable and non-hot-swappable devices
 - 2.2.4. Describe how video sharing affects memory upgrades
- 2.3. Identify tools, basic diagnostic procedures and troubleshooting techniques for laptops and mobile devices
 - 2.3.1. Use procedures and techniques to diagnose power conditions, video, keyboard, pointer and wireless card issues
 - 2.3.2. Use tools, diagnostic procedures and troubleshooting techniques for laptops and mobile devices
 - 2.3.3. Use procedures and techniques to diagnose power conditions, video, keyboard, pointer and wireless card issues
- 2.4. Perform preventative maintenance on laptops and portable devices
 - 2.4.1. Identify and apply common preventive maintenance techniques for laptops and mobile devices, for example: cooling devices, hardware and video cleaning materials, operating environments including temperature and air quality, storage, transportation and shipping

ITS 3.0 — Manage operating systems

- 3.1. Identify the fundamentals of using operating systems
 - 3.1.1. Identify differences between operating systems (e.g., Mac, Windows and Linux) and describe operating system revision levels including GUI, system requirements, application and hardware compatibility
 - 3.1.2. Identify names, purposes and characteristics of the primary operating system components including registry, virtual memory and file system
 - 3.1.3. Describe features of operating system interfaces
 - 3.1.4. Identify the names, locations, purposes and characteristics of operating system files
 - 3.1.5. Identify concepts and procedures for creating, viewing and managing disks, directories and files in operating systems
 - 3.1.6. Use command-line functions and utilities to manage operating systems, including proper syntax and switches
 - 3.1.7. Locate and use operating system utilities and available switches

- 3.1.8. Describe the purposes, functions and deployment methods with regard to operating system life cycles
- 3.2. Install, configure, optimize and upgrade operating systems
 - 3.2.1. Identify procedures for installing and optimizing operating systems
 - 3.2.2. Identify procedures for upgrading operating systems
 - 3.2.3. Install/add a device including loading, adding device drivers and required software
 - 3.2.4. Identify procedures and utilities used to optimize operating systems for example, virtual memory, hard drives, temporary files, service, startup and applications
 - 3.2.5. Be able to manage Microsoft Windows, Macintosh OSX and POSIX based linux distributions
 - 3.2.6. Identify every entry point where software can automatically be started on system boot.
- 3.3. Identify tools, diagnostic procedures and troubleshooting techniques for operating systems
 - 3.3.1. Identify basic boot sequences, methods and utilities for recovering operating systems
 - 3.3.2. Identify and apply diagnostic procedures and troubleshooting techniques
 - 3.3.3. Recognize and resolve common operational issues such as blue screen, system lock-up, input/output device, application install, start or load and Windows-specific printing problems (e.g., print spool stalled, incorrect/incompatible driver for printer)
 - 3.3.4. Explain common error messages and codes
 - 3.3.5. Identify the names, locations, purposes and characteristics of operating system utilities
 - 3.3.6. Demonstrate the ability to recover operating systems (e.g., boot methods, recovery console, ASR, ERD)
 - 3.3.7. Use diagnostic utilities and tools to resolve operational problems
- 3.4. Perform preventative maintenance on operating systems
 - 3.4.1. Describe common utilities for performing preventative maintenance on operating systems; for example, software and Windows updates (e.g., service packs), scheduled backups/restore and restore points
 - 3.4.2. Demonstrate the ability to perform preventative maintenance on operating systems including software and Windows updates (e.g., service packs), scheduled backups/restore and restore points
 - 3.4.3. Describe purpose and benefits of cloud storage and backups
 - 3.4.4. Restore user backups non-destructively without file loss

ITS 4.0 — Install and configure printers and scanners successfully

- 4.1. Identify the fundamental principles of using printers and scanners
 - 4.1.1. Identify differences between types of printer and scanner technologies
 - 4.1.2. Identify names, purposes and characteristics of printer and scanner components and consumables
 - 4.1.3. Identify the names, purposes and characteristics of interfaces used by printers and scanners including port and cable types
 - 4.1.4. Describe processes used by printers and scanners including laser, ink dispersion, thermal, solid ink and impact printers and scanners

- 4.2. Identify basic concepts of installing, configuring, optimizing and upgrading printers and scanners
 - 4.2.1. Install and configure printers/scanners
 - 4.2.2. Optimize printer performance; for example, printer settings such as tray switching, print spool settings, media types and paper orientation, resolution, file format and default settings
 - 4.2.3. Optimize scanning devices using proper calibration and resolution settings
- 4.3. Identify tools, basic diagnostic procedures and troubleshooting techniques for printers and scanners
 - 4.3.1. Gather information about printer/scanner problems
 - 4.3.2. Review and analyze collected data
 - 4.3.3. Identify solutions to identified printer/scanner problems
 - 4.3.4. Isolate and resolve an identified printer/scanner problem including defining the cause, applying the fix and verifying functionality
 - 4.3.5. Identify appropriate tools used for troubleshooting and repairing printer/scanner problems

ITS 5.0 — Apply knowledge of networking and security principles to install, configure, optimize, upgrade, troubleshoot and secure networks

- 5.1. Identify the fundamental principles of networks
 - 5.1.1. Describe basic networking concepts
 - 5.1.2. Identify names, purposes and characteristics of the common network cables
 - 5.1.3. Identify names, purposes and characteristics of network connectors
 - 5.1.4. Identify names, purposes and characteristics of technologies for establishing connectivity
 - 5.1.5. Identify names, purposes and characteristics of basic network protocols and terminologies
 - 5.1.6. Identify names, purposes and functions of the OSI seven-layer model
 - 5.1.7. Identify names, purposes and functions of the TCP/IP four-layer model
 - 5.1.8. Compare and contrast the functions of the OSI seven-layer model with functions of the TCP/IP four-layer model
 - 5.1.9. Identify names, purposes and characteristics of network topologies
- 5.2. Install, configure, optimize and upgrade networks
 - 5.2.1. Install and configure bare metal or virtual network interfaces
 - 5.2.2. Install, identify and obtain wired and wireless connections
 - 5.2.3. Install, configure and secure internet browsers
 - 5.2.4. Establish network connectivity with bare metal or virtual interfaces
 - 5.2.5. Demonstrate the ability to share network resources
 - 5.2.6. Demonstrate the ability to identify interfaces by media access control address (MAC), TCP/IP address and Address Resolution Protocol (ARP)
 - 5.2.7. Demonstrate the ability to optimize networks by identifying and correcting poor performance
 - 5.2.8. Describe the functions and purposes of static and dynamic addressing
 - 5.2.9. Demonstrate the ability to determine number of network hosts through the process of subnetting
 - 5.2.10. Demonstrate the process of improving network performance by separating network traffic

- 5.3. Identify tools, diagnostic procedures and troubleshooting techniques for networks
 - 5.3.1. Explain status indicators, for example: speed, connection and activity lights and wireless signal strength
 - 5.3.2. Identify names, purposes and characteristics of tools used to troubleshoot physical layer network issues
 - 5.3.3. Diagnose and troubleshoot basic network issues using commands in Windows CLI, Windows PowerShell, Linux Bash and/or Cisco IOS,
 - 5.3.4. Diagnose and troubleshoot basic network issues by identifying network scope and misconfigurations
 - 5.3.5. Describe the purpose and functions of the domain name system (DNS) and hostname resolution
- 5.4. Apply measures to secure networks
 - 5.4.1. Describe the purpose and functions of network address translations (NAT)
 - 5.4.2. Describe the purpose and functions of access lists (ACL)
 - 5.4.3. Describe the purpose and functions of authentication, authorization, and accounting framework (AAA)
 - 5.4.4. Describe secure methods required to connect to network devices
 - 5.4.5. Describe additional security measures taken to secure devices such as virtual terminal connections and timeouts

ITS 6.0 — Provide security measures for systems

- 6.1. Identify the fundamental principles of security
 - 6.1.1. Identify names, purposes and characteristics of hardware and software security
 - 6.1.2. Identify names, purposes and characteristics of wireless security
 - 6.1.3. Identify names, purposes and characteristics of data and physical security
 - 6.1.4. Describe importance and process of incidence reporting
 - 6.1.5. Describe importance and process of forensics
 - 6.1.6. Contrast the processes of incidence reporting versus forensics
 - 6.1.7. Recognize and respond appropriately to social engineering situations
 - 6.1.8. Identify the purposes and characteristics of access control
 - 6.1.9. Identify the purposes and characteristics of auditing and event logging
 - 6.1.10. Contrast the sequences of security processes and determine when they are relevant
 - 6.1.11. Describe the process of risk management
 - 6.1.12. Describe the purpose and methods related to sandbox testing
 - 6.1.13. Outline the importance of employee education on protecting information and data through policy compliance
- 6.2. Install, configure, upgrade and optimize security
 - 6.2.1. Install, configure, upgrade and optimize hardware, software and data security
 - 6.2.2. Install and configure software, wireless and data security
- 6.3. Identify tool, diagnostic procedures and troubleshooting techniques for security
 - 6.3.1. Diagnose and troubleshoot hardware, software and data security issues
 - 6.3.2. Diagnose and troubleshoot software and data security issues
- 6.4. Perform preventative maintenance for computer security
 - 6.4.1. Implement software security preventative maintenance techniques such as installing service packs and software patches

- 6.4.2. Implement software security measures for protecting systems against malware and viruses
- 6.4.3. Describe and identify the purpose of scan settings including real-time, scheduled and on-demand scanning and demonstrate when each method is required
- 6.4.4. Demonstrate file and folder level scanning exclusions versus the operational requirements of applications
- 6.4.5. Demonstrate the ability to configure software or hardware firewall settings based on port, service and application
- 6.4.6. Demonstrate the ability to configure software or hardware firewall settings based on MAC or IP filtering
- 6.4.7. Identify resources to safely inspect files and URLs
- 6.4.8. Demonstrate containment methods when a virus or malware has been introduced and is propagating in a networked environment
- 6.4.9. Demonstrate training of users about malicious software prevention technologies

ITS 7.0 — Apply awareness of safety and environmental concerns surrounding information technology

- 7.1. Describe the aspects and importance of safety and environmental issues
 - 7.1.1. Identify potential safety hazards and take preventative action
 - 7.1.2. Use Material Safety Data Sheets (MSDS) or equivalent documentation and appropriate equipment documentation
 - 7.1.3. Use appropriate repair tools
 - 7.1.4. Describe methods to handle environmental and human (e.g., electrical, chemical, physical) accidents including incident reporting
- 7.2. Identify potential hazards and implement proper safety procedures including ESD precautions and procedures, safe work environment and equipment handling
- 7.3. Identify proper disposal procedures for batteries, display devices and chemical solvents and cans.

ITS 8.0 — Display communication and professionalism while working in information technology

- 8.1. Use good communication skills, including listening and tact/discretion, when communicating with customers and colleagues
 - 8.1.1. Use clear, concise and direct statements
 - 8.1.2. Allow the customer to complete statements — avoid interrupting
 - 8.1.3. Clarify customer statements — ask pertinent questions
 - 8.1.4. Avoid using jargon, abbreviations and acronyms
 - 8.1.5. Listen to customers
- 8.2. Use job-related professional behavior including notation of privacy, confidentiality and respect for the customer and customer's property
 - 8.2.1. Identify workplace policies regarding the protection of customer or personal information
 - 8.2.2. Identify workplace policies regarding handling of inappropriate content or material
 - 8.2.3. Identify workplace policies regarding safeguarding data with end-of-lifecycle technology
 - 8.2.4. Identify workplace policies regarding electronic communications in workplace and in personal settings

- 8.2.5. Identify workplace policies regarding distribution of company information internal to company operations
- 8.2.6. Identify workplace policies regarding use of wireless communication
- 8.3. Use job-related workplace behavior when servicing customers regarding:
 - 8.3.1. Verifying customer or employee identification
 - 8.3.2. Resetting customer or employee credentials
 - 8.3.3. Protecting customer or employee data
 - 8.3.4. Identifying and defining the security risks associated with the use of an external product or service
 - 8.3.5. Verify source of information and/or trusted material
 - 8.3.6. Providing information in electronic format
 - 8.3.7. Documenting actions taken and customer communication in a ticketing/support system

ITS 9.0 — SkillsUSA Framework

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.



COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

Math Skills

- Use scientific notation

Science Skills

- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of work, force, mechanical advantage, efficiency and power
- Use knowledge of principles of electricity and magnetism
- Use knowledge of static electricity, current electricity and circuits
- Use knowledge of signal frequencies and baud rate
- Use knowledge of communication modes (full/half duplex)

Language Arts Skills

- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials

CONNECTIONS TO NATIONAL STANDARDS

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Algebra
- Data analysis and probability
- Problem solving
- Reasoning and proof
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: www.nctm.org.

Science Standards

- Understands relationships among organisms and their physical environment
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards/ncte-ira.