

MTLE SPECIAL EDUCATION CORE SKILLS (BIRTH TO AGE 21) SUBTEST II (186) PRACTICE (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS



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THE FULL VERSION STUDY GUIDE**

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which of the following is NOT an evidence-based approach for decoding instruction?**
 - A. Multisensory phonics instruction
 - B. Explicit phonics with systematic progression
 - C. Phoneme-grapheme activities with feedback
 - D. Whole-language instruction
- 2. Which components are included in a measurable and time-bound IEP goal?**
 - A. All of the above
 - B. The target behavior
 - C. The criterion for success
 - D. The one-year timeframe
- 3. What is the Present Levels of Performance (PLOP) section used to describe?**
 - A. The bus route time
 - B. The student's current strengths and needs and how they affect progress
 - C. The student's favorite color
 - D. Lunch menu preferences
- 4. Which statement best distinguishes criterion-referenced from norm-referenced assessments?**
 - A. Norm-referenced measures performance against a defined criterion; criterion-referenced compare performance to a norm group.
 - B. Criterion-referenced measures performance against a defined criterion; norm-referenced compare performance to a norm group.
 - C. Criterion-referenced assessments are always standardized; norm-referenced are not.
 - D. Norm-referenced assessments evaluate progress against a specific standard.
- 5. What are common transition challenges after school, and how can IEPs address them?**
 - A. Limited work experience and supports; address with job training, community experiences, and postsecondary planning.
 - B. Abundant work experience and supports; no planning needed.
 - C. Focus only on high school coursework.
 - D. Transition planning is optional.

- 6. What is the purpose of an accommodations plan for state testing?**
- A. To change the test content.
 - B. To reduce testing time.
 - C. To determine eligibility for services.
 - D. To enable the student to demonstrate knowledge while preserving the assessment's standards.
- 7. What determines progress monitoring frequency?**
- A. Weekly for all students regardless of goals.
 - B. Only at the end of each semester.
 - C. It is not required.
 - D. Frequency depends on goals; often every 1–4 weeks; determined by IEP and goal complexity.
- 8. Which statement best describes the relationship described by Section 504: can students with a 504 plan be evaluated for sped services?**
- A. True, a 504 plan disqualifies evaluation
 - B. True, a 504 plan allows evaluation for sped services
 - C. True, but only after a certain period
 - D. False, 504 plans are unrelated to sped
- 9. When planning accommodations for a student with a language barrier, which participants should be involved to ensure the plan addresses the student's needs?**
- A. including only the classroom teacher
 - B. including the student and the general education teacher
 - C. excluding the student's parents to avoid conflicts
 - D. meeting only with the school counselor
- 10. A student with dyslexia struggles with decoding. Which intervention would be MOST appropriate?**
- A. Multisensory phonics instruction
 - B. Silent reading practice
 - C. Independent vocabulary study
 - D. Whole-language instruction

Answers

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1. D
2. A
3. C
4. B
5. A
6. D
7. D
8. B
9. B
10. A

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Explanations

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1. Which of the following is NOT an evidence-based approach for decoding instruction?

- A. Multisensory phonics instruction
- B. Explicit phonics with systematic progression
- C. Phoneme-grapheme activities with feedback
- D. Whole-language instruction**

When teaching decoding, you want to build a solid, step-by-step map of how sounds link to letters. Explicit phonics with a systematic progression does exactly that by teaching letter-sound relationships in a careful sequence and checking progress along the way. Multisensory phonics adds additional modalities (like touch or movement) to reinforce those mappings, which can help solidify learning for many students. Phoneme-grapheme activities with feedback give immediate corrective information to help students adjust their decoding attempts and solidify accurate mappings. Whole-language instruction, in contrast, emphasizes meaning-based reading and exposure to text with less focus on teaching the explicit sound-letter connections. Because decoding relies on knowing those connections through explicit instruction, whole-language alone isn't supported by evidence as an effective method for teaching decoding.

2. Which components are included in a measurable and time-bound IEP goal?

- A. All of the above**
- B. The target behavior
- C. The criterion for success
- D. The one-year timeframe

A measurable and time-bound IEP goal must spell out what the student will do, how well, and by when. The target behavior describes the exact action the student will perform, so observers can clearly see whether the goal is being met. The criterion for success sets the performance level that counts as progress—like a specific accuracy rate, number of correct responses, or independence level—so progress can be measured objectively. The one-year timeframe places the goal within the IEP year, guiding progress monitoring and when the annual review happens. When all three pieces are present, the goal is clear, trackable, and time-limited, which is why including all of them makes the option correct. For example, the student will read grade-level passages aloud with at least 95% accuracy across 4 of 5 trials within the IEP year.

3. What is the Present Levels of Performance (PLOP) section used to describe?

- A. The bus route time
- B. The student's current strengths and needs and how they affect progress
- C. The student's favorite color**
- D. Lunch menu preferences

Present Levels of Performance shows where the student currently stands in both academic and functional skills. It identifies the student's strengths and needs and explains how those factors affect progress toward meeting annual goals and participating in the general education curriculum. This section uses current evaluations and ongoing progress data to establish a baseline, which then guides goal setting, services, accommodations, and supports in the IEP. Information like bus times, favorite color, or lunch preferences isn't related to current performance or progress, so it doesn't describe the PLOP.

4. Which statement best distinguishes criterion-referenced from norm-referenced assessments?

- A. Norm-referenced measures performance against a defined criterion; criterion-referenced compare performance to a norm group.
- B. Criterion-referenced measures performance against a defined criterion; norm-referenced compare performance to a norm group.**
- C. Criterion-referenced assessments are always standardized; norm-referenced are not.
- D. Norm-referenced assessments evaluate progress against a specific standard.

The key idea is how performance is interpreted: criterion-referenced assessments measure what a student can do against a defined standard, while norm-referenced assessments measure how a student does compared with a group of peers. Criterion-referenced tests judge mastery of specific skills or standards—if the student meets the criterion, they pass, regardless of how others perform. Norm-referenced tests, on the other hand, place a student on a curve relative to a norm group to show where they stand in comparison to peers. So the best statement says that criterion-referenced measures performance against a defined criterion, while norm-referenced compare performance to a norm group. For example, a math test that requires demonstrating a particular procedure or reaching a specific score criterion is criterion-referenced; a test that reports a percentile rank based on peer performance is norm-referenced. The other options mix up these relationships or attach ideas (like standardization or progress toward a standard) that aren't the defining difference.

5. What are common transition challenges after school, and how can IEPs address them?

- A. Limited work experience and supports; address with job training, community experiences, and postsecondary planning.**
- B. Abundant work experience and supports; no planning needed.
- C. Focus only on high school coursework.
- D. Transition planning is optional.

Transitioning to life after school often means finding work, pursuing further education, and developing independence. A common challenge is having limited work experience and the supports needed to navigate real-world tasks. The best answer captures how an IEP can address this by including job training to build employability skills, arranging community experiences so the student can practice in real work and daily settings, and creating a clear postsecondary plan that outlines goals and the steps and supports required to reach them. This approach links school learning with real-world opportunities and a concrete path forward, which is exactly how transition planning helps students move toward meaningful adult lives. Other options miss essential elements, such as ongoing planning, real-world experiences, or recognizing that planning for life after high school is a required and important part of the process.

6. What is the purpose of an accommodations plan for state testing?

- A. To change the test content.
- B. To reduce testing time.
- C. To determine eligibility for services.
- D. To enable the student to demonstrate knowledge while preserving the assessment's standards.**

Accommodations for state testing are meant to help a student access the test and show what they know without changing what the test is measuring. By adjusting how the test is given—such as providing extra time, breaks, or alternative formats and assistive technology—the student can demonstrate their knowledge, while the content, difficulty, and scoring remain the same for everyone who is held to the same standards. The goal is fairness and validity: the score should reflect the student's true understanding, not barriers related to disability or language needs. Changing the content, shortening the test beyond policy, or using testing to determine eligibility for services are not the purposes of accommodations.

7. What determines progress monitoring frequency?

- A. Weekly for all students regardless of goals.
- B. Only at the end of each semester.
- C. It is not required.
- D. Frequency depends on goals; often every 1–4 weeks; determined by IEP and goal complexity.**

Progress monitoring frequency is determined by the specific goals and the plan you're working under. The idea is to collect data at a cadence that matches how complex the goal is, how quickly progress is expected, and what the IEP requires. When goals are more complex or require closer scrutiny to see if a strategy is working, data are gathered more often. If goals are simpler or progress is steadier, the interval can be longer. In most cases, you'll see data collected every 1–4 weeks to keep a timely pulse on whether instruction and supports are effective and to adjust as needed. The IEP specifies the expectations and timelines for showing progress, so the monitoring schedule centers on those decisions rather than a universal week-at-a-time approach for every student. Why the other options don't fit well: monitoring every week for all students ignores the variation in goal difficulty and intensity of support; waiting until the end of a semester misses opportunities to adjust instruction in a timely way; and saying monitoring isn't required contradicts the purpose of progress data in guiding instruction and meeting IEP goals.

8. Which statement best describes the relationship described by Section 504: can students with a 504 plan be evaluated for sped services?

- A. True, a 504 plan disqualifies evaluation
- B. True, a 504 plan allows evaluation for sped services**
- C. True, but only after a certain period
- D. False, 504 plans are unrelated to sped

A student with a 504 plan can be evaluated for special education services if there is reason to believe they may have a disability that would qualify them for IDEA services. Section 504 is about ensuring access and providing accommodations, but it does not prevent or disqualify further evaluation for sped. If concerns persist about learning or needs that aren't fully met by the 504 accommodations, the district can conduct an evaluation to determine eligibility for special education and, if appropriate, develop an IEP. If the evaluation shows they don't meet IDEA criteria, they can continue with the 504 plan and its supports. There isn't a required waiting period; evaluations can be pursued when concerns arise.

9. When planning accommodations for a student with a language barrier, which participants should be involved to ensure the plan addresses the student's needs?

- A. including only the classroom teacher
- B. including the student and the general education teacher**
- C. excluding the student's parents to avoid conflicts
- D. meeting only with the school counselor

Collaborative planning with the student and the general education teacher ensures the accommodations are tailored and workable in the classroom. The student provides input on what helps them learn and what wording or supports feel most understandable, while the general education teacher can design and implement strategies directly in everyday instruction. This pairing makes the plan practical, monitors progress, and allows for timely adjustments. Involving only the classroom teacher misses the student's voice and agency, and excluding parents overlooks home language context and outside supports that can reinforce what happens at school. Meeting with just the school counselor focuses on guidance rather than instructional implementation. So, the combination of the student and the general education teacher offers the most effective, actionable path to address the language barrier.

10. A student with dyslexia struggles with decoding. Which intervention would be MOST appropriate?

- A. Multisensory phonics instruction**
- B. Silent reading practice
- C. Independent vocabulary study
- D. Whole-language instruction

Dyslexia with decoding difficulties benefits most from explicit, structured instruction in sound-letter relationships that engages multiple senses. Multisensory phonics instruction directly teaches how letters correspond to sounds, how to blend sounds into words, and how to apply decoding strategies for unfamiliar words. The multisensory approach—using sight, sound, and movement—helps students encode and retrieve phonological information more effectively and builds automatic decoding over time, which is exactly what is needed when decoding is the challenge. Silent reading practice doesn't provide the explicit decoding instruction needed to improve phoneme-grapheme mapping. Independent vocabulary study focuses on word meanings and recognition of known words rather than teaching the decoding process. Whole-language instruction emphasizes reading for meaning with less emphasis on systematic decoding practice, which is not ideal for addressing decoding deficits seen in dyslexia. So, the multisensory phonics approach is the most appropriate intervention.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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