

NATTC Pensacola Master Training Specialist (MTS) Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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. What is the purpose of the implementation phase in the instructional design model?**
 - A. Deliver the instruction to learners**
 - B. Assess training needs and gap analysis**
 - C. Develop the test items**
 - D. Evaluate program outcomes**

- 2. What is the purpose of OCCSTDS?**
 - A. They set classroom sizes.**
 - B. They are statements of the minimum skill required by Navy Enlisted Ratings, as established by primary sponsors.**
 - C. They dictate pay scales.**
 - D. They describe fleet deployment cycles.**

- 3. Which statement describes the Readiness law of learning?**
 - A. It refers to the spacing of material.**
 - B. It refers to the learner being physically and mentally prepared to learn before instruction.**
 - C. It refers to the amount of practice performed.**
 - D. It refers to the learner's motivation after instruction.**

- 4. Which remediation method is described as addressing a major portion of the course?**
 - A. Targeted**
 - B. Iterate**
 - C. Scalable**
 - D. Comprehensive**

- 5. Which statement about NEC eligibility at A school is correct?**
 - A. NEC is usually not rewarded.**
 - B. NEC is always rewarded.**
 - C. NEC is required for all ratings.**
 - D. NEC is never used.**

- 6. Which of the following is NOT a type of oral question?**
- A. Multiple answer**
 - B. Canvassing**
 - C. Essay**
 - D. Yes/no**
- 7. List the primary basis for which OCCSTDS are used.**
- A. They are the basis for implementing and supporting actions for manning, distribution, training, advancement.**
 - B. They determine environmental regulations.**
 - C. They regulate wage scales.**
 - D. They dictate ship maintenance schedules.**
- 8. Which acronym represents the four triggers to conduct a TRR?**
- A. K.L.M.**
 - B. R.F.C.C.**
 - C. T.R.R.A.**
 - D. P.O.T.**
- 9. Which acronym lists the instructional methods such as Lecture, Demonstration, Role-Playing, and Gaming and Simulation?**
- A. L.L.L.D.R.T.G.**
 - B. M.O.X.**
 - C. P.A.R.**
 - D. S.T.U.**
- 10. What should the executive summary of a BCA include?**
- A. Detailed budget tables and financial models**
 - B. Technical design specifications**
 - C. A risk register and mitigation plan**
 - D. Concise summary of what the project is about, the role of the project, justification, and how it will improve or affect the government**

Answers

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

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Explanations

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1. What is the purpose of the implementation phase in the instructional design model?

- A. Deliver the instruction to learners**
- B. Assess training needs and gap analysis**
- C. Develop the test items**
- D. Evaluate program outcomes**

Implementation is the stage where the designed instruction is actually delivered to learners. It involves putting the lesson plans, materials, activities, and assessments into use and guiding learners through the content with the facilitator's support. The focus here is on delivering the learning experience and enabling engagement, not on figuring out needs, creating assessments, or judging results. Those other activities belong to earlier or later phases—needs assessment happens before design, test items are developed during design and development, and outcomes are evaluated after delivery.

2. What is the purpose of OCCSTDS?

- A. They set classroom sizes.**
- B. They are statements of the minimum skill required by Navy Enlisted Ratings, as established by primary sponsors.**
- C. They dictate pay scales.**
- D. They describe fleet deployment cycles.**

OCCSTDS define the minimum skills a Navy enlisted sailor must have to qualify in a given rating. They're created by the rating's sponsor and spell out the knowledge and tasks expected at each level, providing a common benchmark for training, qualification tests, and advancement across the fleet. This ensures consistency so sailors from different commands meet the same standards before progressing. They guide curriculum development and performance criteria, detailing what instructors must teach and assess. They're not about classroom sizes, pay scales, or deployment cycles.

3. Which statement describes the Readiness law of learning?

- A. It refers to the spacing of material.**
- B. It refers to the learner being physically and mentally prepared to learn before instruction.**
- C. It refers to the amount of practice performed.**
- D. It refers to the learner's motivation after instruction.**

The Readiness law of learning is about being physically and mentally prepared to learn before instruction. When a learner is rested, focused, and in the right environment, they can attend to new material, connect it with what they already know, and retain it more effectively. If readiness isn't present—fatigue, distraction, or lack of prerequisite knowledge—the instruction will not stick as well, no matter how well it's taught. Spreading content over time describes spacing, which helps retention. The amount of practice refers to how much repetition is done to achieve mastery. Motivation after instruction deals with reinforcement and post-learning drive.

4. Which remediation method is described as addressing a major portion of the course?

- A. Targeted**
- B. Iterate**
- C. Scalable**
- D. Comprehensive**

Focusing on a remediation method that can cover a large portion of the course requires an approach that can grow and adapt to more content and more learners. Scalability means the remediation plan can be expanded—from more modules to additional cohorts—without losing effectiveness. By using modular, reusable resources and a delivery method that can handle increasing scope, you can address a broad swath of the curriculum rather than just fixing a few isolated weaknesses. This makes it practical to remediate a major portion of the course efficiently. Targeted remediation focuses on specific gaps, so it won't broadly cover the course content. Iteration emphasizes repeated cycles of improvement but doesn't inherently imply broad coverage. Comprehensive remediation aims for wide coverage, but scalability specifically highlights the ability to expand and apply the approach across larger parts of the course and more learners.

5. Which statement about NEC eligibility at A school is correct?

- A. NEC is usually not rewarded.**
- B. NEC is always rewarded.**
- C. NEC is required for all ratings.**
- D. NEC is never used.**

NEC eligibility at A school centers on how NECs are earned. An NEC (Navy Enlisted Classification) isn't automatically awarded just for completing A school. It represents a specialized qualification gained through additional training, proven proficiency, or completing a designated program beyond the standard curriculum. Since most students finish only the core A school material, NECs aren't typically awarded at this stage. That's why the statement NEC is usually not rewarded aligns with how NECs are handled in the A school context. There are exceptions where a specific course or additional qualifications within the program grant an NEC, but those cases are not the norm.

6. Which of the following is NOT a type of oral question?

- A. Multiple answer**
- B. Canvassing**
- C. Essay**
- D. Yes/no**

Understanding which question formats are used in oral exams versus written responses is key here. An oral question is answered verbally, often with brief, direct or supported spoken points. The option describing an essay is a written-response format that requires organizing thoughts into a structured written piece, not spoken in an oral exam. The other formats can be handled in spoken form during an oral assessment: yes/no calls for a quick affirmative or negative reply, multiple answer invites listing several correct items spoken aloud, and canvassing involves discussing or corroborating points verbally. So, the essay-type item stands out as not belonging to oral questioning.

7. List the primary basis for which OCCSTDS are used.

- A. They are the basis for implementing and supporting actions for manning, distribution, training, advancement.**
- B. They determine environmental regulations.
- C. They regulate wage scales.
- D. They dictate ship maintenance schedules.

OCCSTDS establish the minimum skills, knowledge, and abilities expected for each Navy enlisted occupation, and that information is used to shape manpower, training, and advancement decisions. It provides the basis for determining how many personnel are needed in a given billet (manning) and how they should be assigned (distribution). It also drives training development by specifying the exact requirements sailors must meet, and it sets the criteria for advancement to higher paygrades or ratings. Because OCCSTDS focus on personnel readiness and career progression, they aren't used to set environmental regulations, wage scales, or ship maintenance schedules.

8. Which acronym represents the four triggers to conduct a TRR?

- A. K.L.M.
- B. R.F.C.C.**
- C. T.R.R.A.
- D. P.O.T.

RFCC is the mnemonic that captures the four signals that prompt a Training Readiness Review. Each letter points to a category of trigger: R relates to readiness or risk signals, F to feedback from evaluations or workouts, the first C to corrective actions identified to fix gaps, and the second C to changes in requirements, standards, or conditions that could affect the training. When any of these triggers are present, a TRR is conducted to verify that training remains effective, compliant, and aligned with current needs. The other acronyms don't map to this four-trigger framework, so they don't fit the established TRR triggering pattern.

9. Which acronym lists the instructional methods such as Lecture, Demonstration, Role-Playing, and Gaming and Simulation?

- A. L.L.L.D.R.T.G.**
- B. M.O.X.
- C. P.A.R.
- D. S.T.U.

Think about the classic ways we deliver and practice skills in training: giving information through a lecture, showing how a task is done with a demonstration, letting learners practice in realistic scenarios via role-playing, and providing interactive, simulated practice through gaming and simulation. The acronym that neatly captures these methods uses the initials for those four approaches: Lecture (L), Demonstration (D), Role-Playing (R), and Gaming and Simulation (G). In this option you can see those key initials arranged in a sequence, with the other letters representing additional methods in the same family. Because the other acronyms don't map to those four instructional methods, this one is the best fit.

10. What should the executive summary of a BCA include?

- A. Detailed budget tables and financial models**
- B. Technical design specifications**
- C. A risk register and mitigation plan**
- D. Concise summary of what the project is about, the role of the project, justification, and how it will improve or affect the government**

The executive summary should be a concise briefing that gives the decision-maker a clear sense of the project: what it is, who holds responsibility, why it is justified, and what positive impacts or changes it will bring to government operations or policy. This high-level overview lets leadership quickly understand the value and purpose without getting bogged down in detailed analysis. Detailed budget tables and financial models, technical design specifications, and a risk register belong in other parts of the BCA report—these are important, but they're too granular for the summary. The summary focuses on the big picture: the project description, the roles involved, the justification for why it should be pursued, and the expected government benefits or impacts.

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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:

<https://nattcpensacolamts.examzify.com>

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

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