

NATTC PENSACOLA MASTER TRAINING SPECIALIST (MTS) PRACTICE TEST (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. Where would you locate procedures for handling classified material in Navy policy?**
 - A. OPNAVINST. 5510.1
 - B. OPNAVINST. 3100.1
 - C. DoD 5200.01
 - D. Navy Safety Manual

- 2. What are the minimum sections of a Trainee Guide?**
 - A. Front matter and Instruction sheets
 - B. Front matter
 - C. Instruction sheets
 - D. Appendices

- 3. In the I.R.H. framework, which activity best exemplifies the Repetition level?**
 - A. Repeating a task after seeing it demonstrated
 - B. Observing a model and attempting
 - C. Demonstrating the task without guidance
 - D. Imitating the task by mirror

- 4. Which option best represents the characteristics of a good oral question?**
 - A. Clarity of meaning
 - B. Level of instruction
 - C. Use of an interrogative
 - D. All of the above

- 5. In the JDTA, the component 'What to train' defines what?**
 - A. The topics and tasks to be trained
 - B. The budget for training
 - C. The scheduling of courses
 - D. The evaluation criteria

- 6. Which item is a test instrument designed to assess a trainee's knowledge through selectable options?**
- A. Job sheet
 - B. Problem sheet
 - C. Multiple choice
 - D. Assignment sheet
- 7. What is the process of piloting a test?**
- A. To train test proctors
 - B. To publish the test for distribution
 - C. To review reliability and validity and make corrective adjustments before data collection
 - D. To grade the pilot
- 8. Which statement about CDP codes and CINs is true?**
- A. The same CIN can have many CDPs.
 - B. Each CIN has at most one CDP.
 - C. CDP is independent of CIN.
 - D. The CIN is the code for the instructor.
- 9. Which item is part of the N.A.A.V.I.I. motivational principles?**
- A. Knowledge
 - B. Values
 - C. Needs and drives
 - D. Interests
- 10. In the analyzed phase, which element from the P.A.D.D.I.E. model is addressed?**
- A. The A from P.A.D.D.I.E.
 - B. The P from P.A.D.D.I.E.
 - C. The D from P.A.D.D.I.E.
 - D. The I from P.A.D.D.I.E.

Answers

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

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Explanations

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1. Where would you locate procedures for handling classified material in Navy policy?

A. OPNAVINST. 5510.1

B. OPNAVINST. 3100.1

C. DoD 5200.01

D. Navy Safety Manual

Procedures for handling classified material in Navy policy are found in the Navy Security Program instruction, OPNAVINST 5510.1. This Navy-specific instruction sets the policies, responsibilities, and procedures for classification, safeguarding, transmission, storage, access, and destruction of classified information within Navy activities. It complements the broader DoD framework by tailoring requirements to Navy needs, while DoD 5200.01 provides the overall DoD-wide policy. The Navy Safety Manual focuses on safety topics and does not cover classified material handling.

2. What are the minimum sections of a Trainee Guide?

A. Front matter and Instruction sheets

B. Front matter

C. Instruction sheets

D. Appendices

The question is about what must be included to make a Trainee Guide usable and navigable. The best answer combines two essential parts: front matter and instruction sheets. Front matter provides the guide's identity and orientation—information like the title, course, edition, author, and administrative details—so you know what you're using and how it fits into the program. Instruction sheets contain the actual tasks and procedures the trainee will perform, including the steps, any required checklists, and the criteria for completion. Together, these two sections make the guide both identifiable and actionable. Relying on only one part isn't sufficient: front matter alone doesn't present the tasks, instruction sheets alone lack the necessary orientation, and appendices are supplementary material rather than required minimums.

3. In the I.R.H. framework, which activity best exemplifies the Repetition level?

A. Repeating a task after seeing it demonstrated

B. Observing a model and attempting

C. Demonstrating the task without guidance

D. Imitating the task by mirror

In this framework, progression goes from imitation to repetition to habit, with repetition focused on practicing the skill over and over to build consistency and accuracy. Using a mirror to imitate the task gives you a structured way to repeat the exact movements, timing, and sequence while you compare yourself to the model in real time. The mirror provides immediate feedback, helping you adjust errors and engrain the correct pattern until the action becomes smooth and automatic. That focus on repeated, precise replication is why imitating the task by mirror best exemplifies the repetition level. Observing a model and attempting or demonstrating without guidance are more about initial exposure or instructor-led performance, while simply repeating after seeing it demonstrated lacks the explicit self-check and corrective repetition that the mirror method emphasizes.

4. Which option best represents the characteristics of a good oral question?

- A. Clarity of meaning
- B. Level of instruction
- C. Use of an interrogative
- D. All of the above**

The idea behind a good oral question is that it invites a precise, clear response while matching what the learner is ready to handle. Clarity of meaning means using precise terms and avoiding ambiguity so the student knows exactly what you're asking and what kind of answer is expected. The level of instruction should align with the learner's current knowledge and the lesson's objectives—neither too easy nor beyond what they've been prepared to handle. Using an interrogative structure (starting with who, what, where, when, why, or how) helps guide the student to a concrete answer and makes the learning objective easier to assess. When a question combines these three aspects, it's well-posed, fair, and effective for evaluating understanding. That's why the best choice includes all of these characteristics. If a question lacks any one of them, it becomes less clear, less appropriately leveled, or less likely to prompt a focused, demonstrable response.

5. In the JDTA, the component 'What to train' defines what?

- A. The topics and tasks to be trained**
- B. The budget for training
- C. The scheduling of courses
- D. The evaluation criteria

The main idea here is that the part of the JDTA labeled "What to train" identifies the exact content the training must cover—the topics and tasks that trainees need to learn to perform the job effectively. It sets the scope of the curriculum by specifying the specific subjects and actions that training material should address, ensuring the course trains for the real duties of the job. This area isn't about resources, scheduling, or how performance will be measured. Budgets focus on costs and resources, scheduling deals with when courses occur, and evaluation criteria determine how you assess success. By defining the topics and tasks to be trained, you ground the entire training development process in the actual job requirements.

6. Which item is a test instrument designed to assess a trainee's knowledge through selectable options?

- A. Job sheet
- B. Problem sheet
- C. Multiple choice**
- D. Assignment sheet

The ability to assess knowledge by having you pick from several provided options is characteristic of a multiple-choice format. In this approach, a prompt or question is paired with a list of possible answers, and you select the one best supported by the material. This structure targets recognition and recall, and, when well designed, allows for quick, objective scoring across many items. The other materials serve different purposes: a job sheet outlines tasks to perform in the workplace, not a test question; a problem sheet presents problems to solve without necessarily offering fixed answer choices; and an assignment sheet details tasks to complete rather than a standardized question with selectable responses.

7. What is the process of piloting a test?

- A. To train test proctors
- B. To publish the test for distribution
- C. To review reliability and validity and make corrective adjustments before data collection**
- D. To grade the pilot

Piloting a test is a preliminary trial of the assessment with a small, representative group to see how it performs before large-scale data collection. The focus is on whether the items and the test as a whole produce reliable and valid results. During the pilot you look for things like item clarity, appropriate difficulty, and whether answer choices function as intended, plus whether instructions and scoring are clear. Based on what you observe, you make corrective adjustments—rewording items, revising distractors, altering scoring rubrics, or adjusting the test length or timing. The aim is to refine the instrument so that when the full test is administered, the data collected are trustworthy and the measurement instrument actually captures what it's meant to measure. This step isn't about training proctors, publishing the test, or scoring the pilot participants for grades; it's about improving the test itself before data collection begins.

8. Which statement about CDP codes and CINs is true?

- A. The same CIN can have many CDPs.**
- B. Each CIN has at most one CDP.
- C. CDP is independent of CIN.
- D. The CIN is the code for the instructor.

The way CIN and CDP relate in course management is that the same CIN identifies the course itself, while CDP codes denote specific development packages or revisions of that course. A single course can go through multiple updates or delivery formats, so there can be several CDP codes under one CIN. This lets you track different content sets or revision histories without changing the course's identity. For example, you might have an initial CDP for development, another for a revision after feedback, and another for a specialized delivery version—all linked to the same CIN. The other statements aren't correct because CDP codes are tied to a CIN and reflect content packages or revisions, not independent of the course, and CIN is not the instructor's code.

9. Which item is part of the N.A.A.V.I.I. motivational principles?

- A. Knowledge
- B. Values
- C. Needs and drives**
- D. Interests

Motivation hinges on what pushes a learner to act, and needs create the recognized gap while drives provide the internal push to close it. When a training approach taps into those needs and the drive to meet them, it effectively motivates the student to engage, persevere, and seek understanding. In the N.A.A.V.I.I. motivational principles, needs and drives are the element that drives action, whereas values and interests shape preferences, and knowledge is what you aim to learn rather than what motivates you.

10. In the analyzed phase, which element from the P.A.D.D.I.E. model is addressed?

A. The A from P.A.D.D.I.E.

B. The P from P.A.D.D.I.E.

C. The D from P.A.D.D.I.E.

D. The I from P.A.D.D.I.E.

The concept being tested is identifying which stage focuses on examining performance needs and determining what learners must be able to do. In the PADDIE framework, the Analyze phase is where you study the current performance, define the gap to be closed, analyze the learners and context, and determine clear learning objectives and success criteria. This analysis shapes everything that follows—designing, developing, implementing, and evaluating the training. So, the analyzed phase is addressed by the Analyze element.

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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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