EDUCATIONAL AUDIOLOGY (ED AUD) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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.

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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!

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Questions

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1. At SNR +12, the DHH speech understanding percentage is?

A. 40%

B. 50%

C. 60%

D. 70%

2. Which device is described as small, discreet, and lightweight?

A. Rogers

B. EduMic

C. MiniMic 2+

D. MultiMic+

3. Which statement best describes how Section 504 relates to FAPE in schools?

A. It guarantees FAPE and provides services directly.

B. It applies to all students with disabilities without exception.

C. It protects FAPE but does not provide; services are required.

D. It replaces IEPs completely.

4. Which frequencies comprise the pass criterion for grades 6-12?

A. 1000 Hz, 2000 Hz, 4000 Hz, 6000 Hz

B. 500 Hz, 1000 Hz, 2000 Hz, 4000 Hz

C. 750 Hz, 1500 Hz, 3000 Hz, 6000 Hz

D. 1000 Hz, 1500 Hz, 3000 Hz, 6000 Hz

5. What is the maximum interval allowed between reevaluations?

A. 1 year

B. 2 years

C. No longer than 3 years

D. 5 years

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6. APD refers to deficits in processing auditory information that are not due to what?

A. Higher order language or cognition.

B. Visual impairment.

C. Motor disorders.

D. Emotional disturbances.

7. Why might screenings tolerate some false positives?

A. To minimize time

B. Because false positives are more costly

C. Because we want to avoid missing true cases (false negatives)

D. Because we prefer to have more data

8. What is the significance of October 1st and December 1st for IEPs?

A. To maximize funding by enrolling as many students with IEPs as possible

B. To schedule annual IEP reviews

C. To determine eligibility for services

D. To set the school calendar

9. Which statement best describes how classroom acoustics factors relate to speech perception?

A. They interact with each other to affect speech perception

B. They operate independently of one another

C. They have no impact on comprehension

D. Only one factor matters at a time

10. Which grades are screened annually according to the Utah protocol?

A. K-3, 7th, and 11th

B. All grades

C. 1st, 4th, 7th

D. Only kindergartners

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Answers

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

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Explanations

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1. At SNR +12, the DHH speech understanding percentage is?

A. 40%

B. 50%

C. 60%

D. 70%

In speech-in-noise testing, the percentage of speech understood is tied to the signal-to-noise ratio (SNR) at which the listener achieves that level of performance. The point where a listener understands 50% of the speech is called the speech reception threshold (SRT). For many assessments, the SRT is defined as the SNR at which performance is 50%. Therefore, at an SNR of +12 dB, the DHH listener is at the level where their recognition hits that 50% mark, making 50% the best answer. If the SNR were higher, more would be understood; if lower, less would be understood.

2. Which device is described as small, discreet, and lightweight?

A. Rogers

B. EduMic

C. MiniMic 2+

D. MultiMic+

The main idea here is that physical design—being small, discreet, and lightweight—greatly affects whether a student will actually wear and use a microphone in class. The MiniMic 2+ is specifically designed to be compact and unobtrusive, typically clip-on and very light, so it sits on clothing with minimal bulk or draw attention. This makes it comfortable to wear for long periods and less noticeable to peers, which supports consistent use in everyday classroom interactions. The other options tend to be bulkier or less discreet, which can be more conspicuous and less comfortable for a student to wear. Because of its small size and gentle profile, the MiniMic 2+ best fits the description of a device that is small, discreet, and lightweight.

3. Which statement best describes how Section 504 relates to FAPE in schools?

A. It guarantees FAPE and provides services directly.

B. It applies to all students with disabilities without exception.

C. It protects FAPE but does not provide; services are required.

D. It replaces IEPs completely.

Section 504 ensures access to a free appropriate public education by requiring reasonable accommodations and related services to meet a student's needs. It does not itself provide direct services or a specialized instruction plan; instead, it requires the school to arrange those accommodations and supports as needed, with a 504 plan outlining what will be provided. The actual special education services, when necessary, are typically delivered through the general education system or other programs, not by 504 alone. This distinction is why the statement that best describes 504's relationship to FAPE is that it protects FAPE but does not provide; services are required. It also helps differentiate from IEPs, which are part of IDEA and involve a more specific, formalized plan for special education services.

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4. Which frequencies comprise the pass criterion for grades 6-12?

A. 1000 Hz, 2000 Hz, 4000 Hz, 6000 Hz

B. 500 Hz, 1000 Hz, 2000 Hz, 4000 Hz

C. 750 Hz, 1500 Hz, 3000 Hz, 6000 Hz

D. 1000 Hz, 1500 Hz, 3000 Hz, 6000 Hz

In school hearing screenings, the pass criterion uses a fixed set of frequencies that are most important for understanding speech and for catching common patterns of hearing loss. The four frequencies chosen—1000 Hz, 2000 Hz, 4000 Hz, and 6000 Hz—cover the core speech range (roughly 1–4 kHz) and extend into higher frequencies where high-frequency losses often appear, especially with noise exposure in older students. If a student hears at or better than the threshold at all four of these frequencies in each ear, they're considered to have passed the screening, indicating adequate hearing for typical classroom communication. Other frequency sets might miss the high-frequency end or omit a key speech region, making them less reliable for this purpose.

5. What is the maximum interval allowed between reevaluations?

A. 1 year

B. 2 years

C. No longer than 3 years

D. 5 years

Reevaluations are governed by the rule that they must happen at least every 3 years to determine continued eligibility for special education and to update the data informing services. So the interval between reevaluations cannot exceed three years. The team can conduct reevaluations sooner if new information or changes in performance justify it, or if a parent requests it, but waiting longer than three years would violate the requirement. Shorter intervals (1 or 2 years) can occur, but they're not the maximum; waiting five years would be outside the allowed timeframe.

6. APD refers to deficits in processing auditory information that are not due to what?

A. Higher order language or cognition.

B. Visual impairment.

C. Motor disorders.

D. Emotional disturbances.

APD focuses on how the brain processes sound, independently from language or thinking abilities. When hearing thresholds are normal but someone has trouble understanding speech—especially in noise or when sounds must be distinguished quickly—the issue lies in central auditory processing, not in language skills or general cognition. The key idea is that these auditory processing difficulties exist above the level of basic perception and persist even when language and cognitive abilities are typical. Visual, motor, or emotional factors can affect communication, but APD is defined by deficits in central auditory processing that are not due to higher-order language or cognitive processing.

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7. Why might screenings tolerate some false positives?

A. To minimize time

B. Because false positives are more costly

C. Because we want to avoid missing true cases (false negatives)

D. Because we prefer to have more data

The idea being tested is that screening tests are designed to be highly sensitive so they don't miss people who actually have the condition. In practice, this means setting the screening threshold lower so more individuals are flagged as potential cases. While that approach catches more true cases, it also yields more false positives. Missing a real case (a false negative) is often considered more harmful because it delays or prevents needed follow-up and intervention, which can have lasting consequences. Therefore, it's acceptable to tolerate some false positives because they can be resolved with confirmatory diagnostic testing, while missing true cases would cause greater harm. The other options don't capture this balance: screening isn't primarily about saving time, false positives aren't typically more costly overall than the risk of missing true cases, and simply wanting more data isn't the driving reason for tolerating false positives.

8. What is the significance of October 1st and December 1st for IEPs?

A. To maximize funding by enrolling as many students with IEPs as possible

B. To schedule annual IEP reviews

C. To determine eligibility for services

D. To set the school calendar

Oct. 1 and Dec. 1 are official child-count dates used to tally the number of students with IEPs who receive special education services for funding purposes under IDEA. These counts determine how much state and federal funding a district will receive for the year, so accurate reporting is essential. The October 1 count provides a snapshot at the start of the school year, while the December 1 count offers a second tally to adjust allocations if the enrollment has changed. This is about funding and accountability, not about scheduling IEP reviews, determining eligibility, or setting the school calendar. The option that reflects the funding purpose of these counts is the best fit.

9. Which statement best describes how classroom acoustics factors relate to speech perception?

A. They interact with each other to affect speech perception

B. They operate independently of one another

C. They have no impact on comprehension

D. Only one factor matters at a time

In classrooms, acoustical factors don't act in isolation; they interact to shape how well speech is perceived. Reverberation prolongs sound each time a speaker talks, which can smear consonants and make rapid speech harder to understand. Background noise adds masking, competing with the speech signal. When a student is farther from the speaker, the direct speech is weaker and reflections plus noise become more influential. Put together, these elements don't simply add their effects; they influence one another. For example, high reverberation makes the masking from noise more damaging because speech clues linger and blur, reducing the clarity of phonemes and words. This interdependence means that improving one factor often helps mitigate others, while neglecting one can lessen the benefit of addressing the rest. That's why addressing classroom acoustics requires a holistic approach—reducing reverberation, improving the signal-to-noise ratio with devices or positioning, and controlling noise sources all work together to support better speech perception. The idea that factors simply operate independently, or that only one factor matters at a time, doesn't reflect how the real listening environment affects understanding.

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10. Which grades are screened annually according to the Utah protocol?

A. K-3, 7th, and 11th

B. All grades

C. 1st, 4th, 7th

D. Only kindergartners

Annual screening follows a targeted schedule to catch problems early and at key school transitions. In Utah, the protocol specifies screening students in kindergarten through third grade to identify early vision or hearing issues, and then again in seventh grade and eleventh grade to monitor as students enter or approach different educational stages and to catch any later-emerging problems. This approach balances coverage with practicality, ensuring timely follow-up without screening every grade every year. Other schedules—like screening all grades or only kindergarten—don't align with the Utah plan, and a pattern like only select grades such as first, fourth, and seventh wouldn't match the mandated checkpoints.

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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://edaud.examzify.com

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

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