ETS PRAXIS SCHOOL PSYCHOLOGY PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Table of Contents

Copyright 1
Table of Contents 2
Introduction 3
How to Use This Guide 4
Questions 5
Answers 8
Explanations 10
Next Steps 15

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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. **On the advice of the school psychologist, a teacher is trying to minimize the occurrence of a student's behavioral outbursts by ignoring the behavior. The teacher is using which of the following techniques?**

   A. Positive reinforcement

   B. Extinction

   C. Time-out

   D. Punishment

2. **What is a major advantage of standardized norm-referenced assessments compared to curriculum-based assessments?**

   A. They measure curricular mastery against standards

   B. They provide precise measurements of individual weaknesses

   C. They allow evaluation of students in terms of large groups of grade-level peers

   D. They make it easier for teachers to control instruction

3. **According to NASP 'School Family Partnering to Enhance Learning: Essential Elements and Responsibilities,' which of the following is most accurate concerning school-family partnerships?**

   A. Partnerships are based on parental compliance with school directives.

   B. Partnerships require no formal communication.

   C. Partnerships are achieved through standardized policies without family input.

   D. Partnerships are accomplished through joint problem solving, two-way communication, and shared decision making.

4. **Which CTOPP-2 subtest assesses rapid naming of digits?**

   A. Blending Words

   B. Rapid Digit Naming

   C. Elision

   D. Sound Matching

5. **Which of the following is an example of observer drift?**

   A. A school psychologist consistently codes behaviors using the same criteria

   B. A researcher doubles the observation period to increase reliability

   C. An observer is trained with updated criteria but applies them consistently

   D. A school psychologist unintentionally changes the standards being used to code a behavior over time

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6. What is the best initial action for working with Michael, an eighth grader with ELL needs and a history of transitions?

A. Connect Michael with a culture broker who can serve as mentor and liaison between home and school

B. Place him in an English-only classroom without cultural support

C. Delay action until more data

D. Assign him to a counseling group with no home-school liaison

7. Which option correctly identifies a problem-solving skill related to adjustment?

A. Alternative-solutions thinking

B. Means-end thinking

C. Causal thinking

D. Executive functioning

8. Assessments validated and standardized in the student's native language contribute to fair evaluation. This statement is:

A. They are unnecessary for ELLs.

B. They should be avoided if possible.

C. They will always be identical to English norms.

D. They contribute to fairness when validated in the native language.

9. Which type of thinking involves generating unrelated solutions to a problem?

A. Consequential thinking

B. Means-end thinking

C. Alternative-solutions thinking

D. Causal thinking

10. Which characteristic defines a culturally appropriate cognitive assessment for an English-language learner?

A. Use nonverbal or native language validated tests.

B. Use tests in English only.

C. Rely on classroom observations.

D. Ignore linguistic differences.

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Answers

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

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Explanations

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1. On the advice of the school psychologist, a teacher is trying to minimize the occurrence of a student's behavioral outbursts by ignoring the behavior. The teacher is using which of the following techniques?

A. Positive reinforcement

B. Extinction

C. Time-out

D. Punishment

Extinction is at work here: when a behavior is no longer reinforced, it tends to fade away. By ignoring the student's outbursts, the teacher is removing the attention that the behavior previously produced. Without that reinforcement, the frequency of outbursts typically decreases over time. Be aware of an initial extinction burst, where the behavior may temporarily increase as the student tests whether attention will still be given. For best results, pair this with teaching a clear, appropriate way to seek attention and ensure consistency across staff so the behavior isn't reinforced in any subtle way.

2. What is a major advantage of standardized norm-referenced assessments compared to curriculum-based assessments?

A. They measure curricular mastery against standards

B. They provide precise measurements of individual weaknesses

C. They allow evaluation of students in terms of large groups of grade-level peers

D. They make it easier for teachers to control instruction

Evaluating a student against a large group of grade-level peers is the main advantage of standardized norm-referenced assessments. They are designed with normative data, so scores show where a student stands relative to peers—often expressed as percentile ranks or standard scores. This peer comparison is especially helpful for decisions about placement or eligibility and for identifying students who may need additional evaluation across a broad population. Curriculum-based assessments, by contrast, measure mastery of the material actually taught in a given curriculum and are more useful for tracking progress within that curriculum rather than comparing students to a national or regional benchmark. The other options describe aspects not unique to norm-referenced assessments: they don't directly measure curricular standards, aren't necessarily the most precise way to pinpoint weaknesses, and don't inherently make it easier for teachers to control instruction.

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3. According to NASP 'School Family Partnering to Enhance Learning: Essential Elements and Responsibilities,' which of the following is most accurate concerning school-family partnerships?

A. Partnerships are based on parental compliance with school directives.

B. Partnerships require no formal communication.

C. Partnerships are achieved through standardized policies without family input.

D. Partnerships are accomplished through joint problem solving, two-way communication, and shared decision making.

The main idea here is that productive school-family partnerships hinge on mutual collaboration, with both sides actively engaging in two-way communication, joint problem solving, and shared decision making. According to NASP's guidance, families bring essential insights about their child's strengths, needs, and the day-to-day realities at home, while schools provide expertise, resources, and supports. When both parties contribute and listen to each other, they can identify challenges, brainstorm solutions, implement plans, and monitor progress together. This collaborative process respects families as true partners rather than as passive recipients of directions, and it builds a shared commitment to the student's learning and well-being. That's why the option describing partnerships as accomplished through joint problem solving, two-way communication, and shared decision making best aligns with NASP principles.

4. Which CTOPP-2 subtest assesses rapid naming of digits?

A. Blending Words

B. Rapid Digit Naming

C. Elision

D. Sound Matching

Rapid naming of digits is all about how quickly someone can retrieve and articulate familiar digit names under time pressure. This subtest asks the individual to name digits as rapidly as possible as they appear, so it directly measures rapid naming speed and access to phonological information for digits. That focus on speeded retrieval sets it apart from the other tasks: blending words requires putting phonemes together to form a word, elision involves removing a phoneme from a word, and sound matching taps phonological awareness by comparing sounds rather than naming speed. Because the digits task targets rapid naming specifically, it best assesses rapid naming of digits.

5. Which of the following is an example of observer drift?

A. A school psychologist consistently codes behaviors using the same criteria

B. A researcher doubles the observation period to increase reliability

C. An observer is trained with updated criteria but applies them consistently

D. A school psychologist unintentionally changes the standards being used to code a behavior over time

Observer drift happens when the standards for recording behavior slowly shift over time, even though the procedure isn't officially changed. This means an observer begins applying slightly different thresholds or criteria as time goes on, leading to data that aren't directly comparable across time points. In this scenario, the observer unintentionally changes the standards used to code a behavior as time passes, which is exactly drift. Reliability and validity suffer because the same behavior might be coded differently at different times. By contrast, consistently applying the same criteria keeps data stable; extending the observation period can affect reliability but doesn't imply changing how behaviors are coded; and updating criteria while applying them consistently still maintains standardized procedures across time. Observer drift is a key threat to measurement accuracy in behavioral observation, and regular reliability checks help prevent it.

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6. What is the best initial action for working with Michael, an eighth grader with ELL needs and a history of transitions?

A. Connect Michael with a culture broker who can serve as mentor and liaison between home and school

B. Place him in an English-only classroom without cultural support

C. Delay action until more data

D. Assign him to a counseling group with no home-school liaison

When working with an eighth-grader who is an English Language Learner and has a history of transitions, the first step is to bring in a culture broker who can mentor and act as a bridge between home and school. This role matters because it establishes clear, language-accessible, culturally aware communication right from the start. A culture broker helps you understand the student's background, family goals, and any contextual factors from home that might affect learning, while also explaining school processes in a way that families can fully engage with. With this liaison in place, you can gather accurate information about language proficiency, prior schooling experiences, and potential stressors related to mobility. The broker helps design initial supports that are culturally responsive and linguistically appropriate, coordinates with teachers and specialists, and ensures families are informed and involved in planning. This proactive collaboration provides stability during transitions and supports the student's academic and language development more effectively than addressing needs in isolation. Without a culture broker, placing the student in an English-only setting without cultural supports can create barriers to communication and trust, making it harder to access appropriate accommodations or student strengths. Waiting for more data delays needed supports for a student with clear ELL needs and transition history. A counseling group without a home-school liaison misses essential family context and may fail to address both linguistic and cultural considerations that influence the student's engagement and progress.

7. Which option correctly identifies a problem-solving skill related to adjustment?

A. Alternative-solutions thinking

B. Means-end thinking

C. Causal thinking

D. Executive functioning

Generating several possible approaches helps you adapt when a situation changes or a plan isn't working. This flexibility to brainstorm multiple solutions keeps you moving forward rather than getting stuck, which is central to adjustment. When you encounter a new constraint or unexpected feedback, being able to propose alternative ways to reach your goal lets you pivot effectively and find a workable path. Others involve evaluating how to reach a goal (means-ends thinking), understanding why things happen (causal thinking), or the broader set of cognitive processes used in planning and problem solving (executive functioning). They're related to problem solving, but the most direct link to adjusting to new conditions is thinking of alternative solutions.

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8. Assessments validated and standardized in the student's native language contribute to fair evaluation. This statement is:

A. They are unnecessary for ELLs.

B. They should be avoided if possible.

C. They will always be identical to English norms.

D. They contribute to fairness when validated in the native language.

When assessments are validated and standardized in a student's native language, the test is more likely to measure the intended ability rather than language proficiency. Using items and norms that reflect speakers of that language reduces language bias, improves accuracy in what the test is measuring, and makes scores interpretable in a fair way for that linguistic group. This approach also provides appropriate norms for comparison, so a student isn't misclassified due to English-only benchmarks. It's not about claiming results will be identical to English norms; rather, it's about using valid, language-appropriate standards to ensure fairness. Choices suggesting native-language tests are unnecessary for ELLs, should be avoided, or will be identical to English norms don't align with how measurement fairness works.

9. Which type of thinking involves generating unrelated solutions to a problem?

A. Consequential thinking

B. Means-end thinking

C. Alternative-solutions thinking

D. Causal thinking

Generating unrelated solutions is a hallmark of divergent thinking, the kind of thinking we use when we brainstorm many possible ways to approach a problem without judging them right away. It's about exploring a wide range of ideas, including ones that seem loosely connected or even unconventional, so you don't prematurely narrow your options. This approach is all about flexibility and creativity, which is why it aligns with "alternative-solutions thinking"—the idea of proposing multiple potential paths rather than zeroing in on one single solution. In contrast, consequential thinking focuses on the outcomes or consequences of actions, often evaluating what would happen if you take a particular path. Means-end thinking is about planning by comparing where you are to where you want to be and identifying steps to bridge that gap. Causal thinking involves understanding cause-and-effect relationships to explain why things happen. None of these emphasize generating a wide set of possible solutions the way divergent, or alternative-solutions, thinking does.

10. Which characteristic defines a culturally appropriate cognitive assessment for an English-language learner?

A. Use nonverbal or native language validated tests.

B. Use tests in English only.

C. Rely on classroom observations.

D. Ignore linguistic differences.

Minimizing language demands when assessing cognitive abilities in English-language learners is essential. The best approach is to use nonverbal measures or tests that have been validated in the student's native language. These options focus on cognitive processes themselves rather than language proficiency, so the results reflect true thinking skills rather than English fluency. Using tests in English only tends to mix language ability with cognitive ability, often underestimating the student's true potential. Classroom observations provide useful context but cannot replace standardized cognitive measurements for accuracy in interpretation. Ignoring linguistic differences would introduce bias and lead to unfair conclusions. So, the defining characteristic is using nonverbal or native-language validated tests to ensure fair and meaningful assessment.

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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://etspraxisschoolpsych.examzify.com

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

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