PRAXIS SLP LICENSE 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. **A high school SLP aims to enhance the writing skills of a struggling student. Which research-based method could be employed?**

   A. Sentence combining practice

   B. Repeated copying of sentences

   C. Decontextualized vocabulary instruction

   D. Incidental exposure to authentic texts

2. **When assessing a child from an unfamiliar cultural background, the SLP must be aware of potential bias in assessment materials. What type of bias could this indicate?**

   A. Content bias

   B. Linguistic bias

   C. Material bias

   D. Cultural bias

3. **A SLP is selecting assessment measures for a study on autism. Which term describes the need for accurate descriptions of specific tests?**

   A. Criterion validity

   B. Content validity

   C. Construct validity

   D. Internal validity

4. **If a vowel has a pitch contour showing a frequency of 15 hertz at the midpoint, what is the frequency of the fifth harmonic?**

   A. 500 Hz

   B. 750 Hz

   C. 1000 Hz

   D. 1250 Hz

5. **What aspect of literacy is primarily affected in a client who writes "I went to the zu" instead of completing a prompt about the weekend?**

   A. Phonological memory span

   B. Syntax

   C. Orthography

   D. Discourse

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6. For an adolescent with ASD to improve semantic language, which treatment goal is most appropriate?

A. Reading conversation partners' intentions

B. Understanding sarcastic comments

C. Understanding idiomatic expressions

D. Making appropriate decisions

7. In clinician-directed interventions, what method has Alex MOST LIKELY utilized with a child having a language disorder?

A. Demonstration

B. Modeling

C. Expansion

D. Questioning

8. In terms of the severity of a language disorder, which factor is typically NOT considered?

A. Individual's age

B. Language exposure

C. Severity of articulation issues

D. Social background

9. Which treatment option is best suited for a patient with essential tremor of the voice to improve communication effectiveness?

A. Elevating pitch and shortening phrase length

B. Lowering pitch and semi-occluded vocal tract tasks

C. Resonant voice therapy and shortening vowel durations

D. Elevating pitch and optimizing breath groups

10. A child born with a complete cleft of the secondary palate most likely does not have an affected structure in which of the following?

A. hard palate

B. velum

C. alveolar ridge

D. uvula

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Answers

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

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Explanations

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1. A high school SLP aims to enhance the writing skills of a struggling student. Which research-based method could be employed?

A. Sentence combining practice

B. Repeated copying of sentences

C. Decontextualized vocabulary instruction

D. Incidental exposure to authentic texts

Employing sentence combining practice is a research-based method that effectively enhances writing skills, particularly for students who are struggling. This technique encourages students to take shorter, simpler sentences and combine them into more complex structures. By doing so, students learn how to organize their thoughts and improve the fluency and coherence of their writing. This method also supports the understanding of syntactic structures and promotes creativity, as students become adept at manipulating sentence elements to convey their ideas more effectively. Research shows that this practice not only improves writing quality but also boosts students' confidence in their writing abilities. Consequently, for a high school student needing support in writing, sentence combining practice would be a targeted and beneficial approach. In contrast, other methods such as repeated copying of sentences focus more on rote memorization rather than the development of writing skills. Decontextualized vocabulary instruction removes the richness of context, which can hinder a student's ability to use new words effectively in their writing. Similarly, incidental exposure to authentic texts does not provide the structured practice needed to develop specific writing skills tailored to individual challenges.

2. When assessing a child from an unfamiliar cultural background, the SLP must be aware of potential bias in assessment materials. What type of bias could this indicate?

A. Content bias

B. Linguistic bias

C. Material bias

D. Cultural bias

The correct answer highlights the concept of content bias, which refers to the likelihood that specific assessment materials might not accurately reflect the knowledge or skills relevant to the child's cultural background. When working with children from unfamiliar cultural contexts, standard assessment tools may assume knowledge or experiences that are not universally shared. This can lead to misinterpretations of a child's true abilities or language skills, as the assessment may contain content that is leading or irrelevant to the child's experiences. Content bias is particularly crucial to recognize because it can significantly affect the outcomes of assessments, potentially resulting in over-identification or under-identification of speech and language disorders. An SLP must ensure that the tests used are appropriate for the child's cultural context and that they measure what they claim to measure, not influenced by extraneous factors linked to cultural differences. In contrast, other types of bias mentioned, such as linguistic bias or cultural bias, might also exist but are more specific to language use or the overarching cultural context rather than the actual content of the testing materials themselves. Understanding content bias helps SLPs choose or adapt assessment tools that provide a more accurate reflection of a child's communication skills in a culturally sensitive manner.

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3. A SLP is selecting assessment measures for a study on autism. Which term describes the need for accurate descriptions of specific tests?

A. Criterion validity

B. Content validity

C. Construct validity

D. Internal validity

Content validity refers to the extent to which a test accurately represents the specific content or construct it is intended to measure. In the context of selecting assessment measures for a study on autism, having accurate descriptions of the specific tests ensures that the assessments are relevant and comprehensive in evaluating the characteristics of autism. Content validity emphasizes that the items within a test should cover all aspects of the construct being measured. In this case, a test with strong content validity would encompass the necessary behaviors and symptoms associated with autism to support accurate assessment and intervention strategies. Criterion validity, on the other hand, involves how well one measure predicts or correlates with an outcome based on another, established measure. Construct validity focuses on whether a test truly measures a theoretical construct or trait, while internal validity pertains to the extent to which a study can establish a causal relationship between variables, unaffected by external factors. While these concepts are important in the context of research, they do not directly address the need for accurate descriptions of the specific tests as effectively as content validity does.

4. If a vowel has a pitch contour showing a frequency of 15 hertz at the midpoint, what is the frequency of the fifth harmonic?

A. 500 Hz

B. 750 Hz

C. 1000 Hz

D. 1250 Hz

To determine the frequency of the fifth harmonic, it is important to understand the relationship between the fundamental frequency and its harmonics. The fundamental frequency, in this case, is given as 15 Hz. Harmonics are integer multiples of the fundamental frequency. Specifically, the nth harmonic frequency can be calculated using the formula: $$\text{Frequency of nth harmonic} = n \times \text{fundamental frequency}$$ For the fifth harmonic, you would multiply the fundamental frequency by 5: $$\text{Frequency of 5th harmonic} = 5 \times 15 \, \text{Hz}$$ Calculating this gives: $$5 \times 15 = 75 \, \text{Hz}$$ It seems that the calculations did not lead to a matching option for the frequencies provided. However, if we were to interpret the frequency of 15 Hz differently, for instance in terms of another context or range of frequencies, that could yield different results. Reviewing the provided choices, one might consider the concept of a harmonic series where overall pitch or frequency shifts could potentially lead 15 Hz to relate more significantly to higher frequencies under specific conditions. However, based solely on harmonics, using

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5. What aspect of literacy is primarily affected in a client who writes "I went to the zu" instead of completing a prompt about the weekend?

A. Phonological memory span

B. Syntax

C. Orthography

D. Discourse

The aspect of literacy that is primarily affected in the described scenario is orthography. Orthography refers to the conventional spelling system of a language, including the rules for writing words correctly. When the client writes "I went to the zu" instead of completing the word, it indicates a difficulty with correctly spelling or encoding the word "zoo." This demonstrates an issue with orthographic skills, as the client is not accurately representing the phonemes of the word in written form. In this context, the correct spelling of words is crucial for effective communication. If a person struggles with orthographic abilities, they may frequently misspell words or leave them incomplete, which can impact their overall writing proficiency. Phonological memory span relates more to the ability to recall specific sounds or sequences of sounds, which is not directly indicated in the example. Syntax involves the arrangement of words and phrases to create well-formed sentences, and while the example does show an incomplete sentence, it primarily highlights spelling rather than sentence structure. Discourse refers to the larger context of communication, including the ability to construct and convey messages coherently; this is not the primary issue illustrated in the case. Thus, orthography is the most accurate description of the literacy aspect affected in this instance.

6. For an adolescent with ASD to improve semantic language, which treatment goal is most appropriate?

A. Reading conversation partners' intentions

B. Understanding sarcastic comments

C. Understanding idiomatic expressions

D. Making appropriate decisions

Focusing on improving semantic language in adolescents with Autism Spectrum Disorder (ASD) necessitates targeting elements that contribute to effective communication. Understanding sarcastic comments is particularly beneficial since it involves grasping nuanced meanings in spoken language, which can significantly impact social interactions. Sarcasm often relies on tone, context, and social cues, all of which may be challenging for individuals with ASD. Improving this skill helps the adolescent become more adept at interpreting language in social contexts, enhancing their ability to engage in conversations fluidly. Mastering sarcasm indicates a deeper level of language comprehension beyond literal interpretations, thereby enhancing overall social communication skills. Other choices, such as understanding idiomatic expressions, also play a crucial role in semantic language; however, sarcasm may present a more complex challenge that can have immediate and practical implications in everyday communication. Additionally, while understanding conversation partners' intentions and making appropriate decisions are important for social skills, they do not specifically target the semantic language aspect as effectively as understanding sarcasm does.

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7. In clinician-directed interventions, what method has Alex MOST LIKELY utilized with a child having a language disorder?

A. Demonstration

B. Modeling

C. Expansion

D. Questioning

In clinician-directed interventions, the method of modeling is often employed to demonstrate correct speech or language use to a child. This technique involves the clinician providing a clear example of what is being targeted, allowing the child to observe and then replicate the behavior. Modeling is particularly effective because it showcases the expected language in action, making it easier for the child to recognize and learn appropriate responses. By utilizing modeling, the clinician crafts opportunities for the child to engage with the language in a structured environment, increasing the likelihood that the child will use the modeled language in their own communication. This method fosters learning through observation, which is a critical component in language acquisition, especially for children with language disorders. In comparison, demonstration refers more to showing a process rather than specifically modeling language, while expansion involves taking a child's utterance and adding to it to enhance their language use. Questioning, on the other hand, prompts the child to respond, which can be beneficial but does not provide the same observational learning benefit as modeling. Thus, modeling is the most fitting choice for representing a clinician-directed intervention strategy aimed at children with language disorders.

8. In terms of the severity of a language disorder, which factor is typically NOT considered?

A. Individual's age

B. Language exposure

C. Severity of articulation issues

D. Social background

The severity of a language disorder is generally assessed through various factors that directly influence language development and usage. While the individual's age can play a significant role in determining expectations for language milestones and progress, and language exposure greatly affects proficiency and skill, the severity of articulation issues is often a major consideration when evaluating overall language capabilities. Social background, on the other hand, although it may influence exposure to language and communication opportunities, is not typically classified as a direct factor impacting the severity of a language disorder itself. Instead, it can be seen as a contextual consideration rather than a core factor that measures the severity or extent of the disorder. Hence, when evaluating the severity of a language disorder, social background is generally not included as a fundamental factor in the same way that age, language exposure, and articulation issues are.

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9. Which treatment option is best suited for a patient with essential tremor of the voice to improve communication effectiveness?

A. Elevating pitch and shortening phrase length

B. Lowering pitch and semi-occluded vocal tract tasks

C. Resonant voice therapy and shortening vowel durations

D. Elevating pitch and optimizing breath groups

For a patient with essential tremor of the voice, the treatment option that focuses on elevating pitch and shortening phrase length is beneficial because it can help improve vocal stability and control. Elevating the pitch can often reduce the perceptibility of tremor, making the voice sound less shaky. Shortening phrase length helps mitigate the physical demand placed on the vocal cords and allows for greater control during speech, which can lead to clearer and more effective communication. While enhancing pitch may distract from the tremor, the shorter phrases encourage the speaker to use smaller breath groups, which can make it easier to maintain voice quality and reduce strain. This combination addresses the specific challenges faced by individuals with essential tremor while facilitating clearer articulation and improved communication. In contrast, the other options may not be as effective in directly targeting the issues posed by essential tremor. Lowering pitch, for example, might not address the stability needed for clearer speech and could potentially amplify vocal tremors instead of reducing them. Resonant voice therapy may focus more on projection and resonance rather than the specific needs of vocal tremor. The focus on breath groups in elevating pitch could be beneficial, but the selected answer specifically provides a more comprehensive approach tailored for this condition.

10. A child born with a complete cleft of the secondary palate most likely does not have an affected structure in which of the following?

A. hard palate

B. velum

C. alveolar ridge

D. uvula

A child born with a complete cleft of the secondary palate typically involves the structures that comprise the secondary palate, which includes the hard palate, velum, and uvula. The secondary palate forms the roof of the mouth and separates the oral cavity from the nasal passages. In a complete cleft of the secondary palate, the cleft would extend through the hard palate, affecting its integrity, and also involve the velum (the soft part of the roof of the mouth towards the back) and the uvula, as it is positioned at the end of the velum. The alveolar ridge, on the other hand, contains the sockets for the upper teeth and is part of the primary palate structure. In typical cases of complete cleft of the secondary palate, the alveolar ridge remains intact, as a complete cleft specifically refers to the failure of fusion of the secondary palate structures rather than affecting the alveolar processes or the anterior portion of the jaw. Thus, while the hard palate, velum, and uvula are compromised in a complete cleft of the secondary palate, the alveolar ridge is likely to remain unaffected.

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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://praxis-slp.examzify.com

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

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