

# ASSESSMENT OF TEACHING ASSISTANT SKILLS (ATAS) 095 PRACTICE TEST (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.

# 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 sequence for a TA to support a lesson plan?**

- A. Review objectives, prepare materials, pre-teach or reinforce concepts if needed, monitor students, and assist during activities, then debrief with the teacher.
- B. Only observe the class and wait for directions.
- C. Create new objectives without teacher input.
- D. Enter grades into the system after class.

**2. Sentence fragment.**

- A. Incomplete sentence
- B. Complete sentence
- C. Independent clause
- D. Compound sentence

**3. Which tense is used for an action that is currently ongoing?**

- A. Present tense
- B. Past tense
- C. Future tense
- D. Perfect tense

**4. Which term describes a word or phrase that connects two independent clauses?**

- A. Coordinating Conjunction
- B. Conjunction Adverb
- C. Colon
- D. Semicolon

**5. Which term refers to the surrounding words and sentences around a word?**

- A. Context
- B. Context Clues
- C. Word Structure
- D. Antonym

- 6. Which term describes a literary organizational form that presents the order in which tasks are to be performed?**
- A. Sequence of Steps
  - B. Written Summary
  - C. Outline
  - D. Hypothesis
- 7. Which action best aligns with supporting students who have experienced trauma?**
- A. Provide a calm, predictable environment; listen without judgment; refer to resources; maintain confidentiality.
  - B. Isolate the student and share details with peers.
  - C. Dismiss concerns and move on.
  - D. Increase workload as a coping mechanism.
- 8. What is the difference between an IEP and a 504 plan, and how does a TA support each?**
- A. An IEP provides accommodations to ensure equal access; a 504 plan provides specialized instruction.
  - B. An IEP is for all students; a 504 is for athletes.
  - C. An IEP replaces all instruction; a 504 replaces grades.
  - D. An IEP is optional; a 504 is mandatory.
- 9. When communicating concerns about a student, what is the appropriate procedure?**
- A. Inform the lead teacher first, document observations with dates, and follow school policies for escalation and confidential reporting.
  - B. Post concerns on social media to inform administrators.
  - C. Wait until a parent-teacher conference to mention any concerns.
  - D. Discuss concerns privately with the student only.
- 10. If a student asks for a personal favor or personal information, what is the best approach?**
- A. Share personal information in response.
  - B. Maintain boundaries, provide general support, and refer to the teacher or school counselor for matters beyond scope.
  - C. Grant the request to build rapport.
  - D. Ignore the request and do nothing.

## **Answers**

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

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## **Explanations**

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## 1. What is the sequence for a TA to support a lesson plan?

- A. Review objectives, prepare materials, pre-teach or reinforce concepts if needed, monitor students, and assist during activities, then debrief with the teacher.**
- B. Only observe the class and wait for directions.
- C. Create new objectives without teacher input.
- D. Enter grades into the system after class.

*The idea being tested is how a teaching assistant should engage with a lesson plan in a proactive and collaborative way that supports learning goals. Start by reviewing the lesson objectives so you know what students should achieve. Next, prepare materials and set up the classroom so everything is ready for instruction. If students may struggle with essential ideas, pre-teach or reinforce concepts to ensure they have the needed foundation. During the lesson, monitor students, support activities, and assist as needed to keep students engaged and on track, without taking over the instruction. After the activities, debrief with the teacher to reflect on what went well and what to adjust for next time. This approach emphasizes preparing, supporting during instruction, and reflecting afterward, rather than merely observing, creating objectives independently, or handling grading after class.*

## 2. Sentence fragment.

- A. Incomplete sentence**
- B. Complete sentence
- C. Independent clause
- D. Compound sentence

*A sentence fragment is an incomplete sentence because it doesn't express a complete thought and lacks a main clause. In standard writing, a sentence must have at least one independent clause—a group with a subject and a verb that can stand alone and convey a full idea. That's why "Because of the rain" is a fragment: it leaves you hanging and cannot stand by itself. To fix it, you attach a main clause to complete the thought, such as "Because of the rain, the game was postponed," or turn it into a complete sentence on its own, like "The rain caused the game to be postponed." In contrast, a complete sentence contains at least one independent clause and can stand alone; an independent clause is a clause that expresses a complete thought and could function as a sentence by itself; a compound sentence combines two or more independent clauses, usually with a conjunction or semicolon.*

## 3. Which tense is used for an action that is currently ongoing?

- A. Present tense**
- B. Past tense
- C. Future tense
- D. Perfect tense

*When an action is happening right now, you use the present tense. The present tense covers actions in the current time frame, and in everyday usage, ongoing actions are often expressed with the present continuous form (am/is/are + verb-ing), which is a way to describe something happening at the moment. The other tenses move the action to the past, the future, or describe a completed state, so they don't fit for something happening now. For example, "I am studying" emphasizes the action right now, while "I study" can describe a regular habit. Among the options, the present tense best signals the action occurring in the present moment.*

**4. Which term describes a word or phrase that connects two independent clauses?**

**A. Coordinating Conjunction**

B. Conjunction Adverb

C. Colon

D. Semicolon

*Coordinating conjunctions are the words that join two independent clauses to form a compound sentence. They connect equally strong ideas with terms like for, and, nor, but, or, yet, so. Using one of these connectors with a comma before it shows the relationship between the two thoughts—additive, contrasting, or causal. For example: "I wanted to go for a walk, but it started to rain." Here, two complete thoughts are linked by a single connecting word. Other options aren't connecting words: a colon introduces explanation or a list; a semicolon links two independent clauses without a connecting word; a conjunctive adverb (like however or therefore) connects clauses but typically uses a semicolon before and a comma after.*

**5. Which term refers to the surrounding words and sentences around a word?**

**A. Context**

B. Context Clues

C. Word Structure

D. Antonym

*Context is the surrounding words and sentences that shape how we understand a word. This surrounding text influences the meaning, tone, and how the word functions in the sentence. For example, bank can mean a financial institution or the side of a river depending on the nearby words. Context clues are the hints within that surrounding text used to figure out an unfamiliar word, which is a slightly different idea. Word structure refers to the internal parts of the word—its roots and affixes—while an antonym is a word with the opposite meaning.*

**6. Which term describes a literary organizational form that presents the order in which tasks are to be performed?**

**A. Sequence of Steps**

B. Written Summary

C. Outline

D. Hypothesis

*Presents the order in which tasks are to be performed is a sequence of steps. This organizational form lays out instructions in a step-by-step progression, guiding the reader through each action in the exact order needed to complete a task. It's the format you see in manuals, recipes, and tutorials where following the steps in order is essential for the desired outcome. Why this is the best fit: it directly conveys procedural order, making the sequence of actions clear and repeatable. The other options don't serve this purpose: a written summary condenses information, an outline maps topics or sections, and a hypothesis offers a tentative claim to be tested rather than a set of instructions.*

**7. Which action best aligns with supporting students who have experienced trauma?**

- A. Provide a calm, predictable environment; listen without judgment; refer to resources; maintain confidentiality.**
- B. Isolate the student and share details with peers.
- C. Dismiss concerns and move on.
- D. Increase workload as a coping mechanism.

*Trauma-informed support in schools centers on safety, trust, and stability for students who have experienced trauma. A calm, predictable environment helps reduce the heightened alertness and anxiety that trauma can cause, while consistent routines give students a sense of control and safety. Listening without judgment validates their experiences and invites them to share at their own pace. Referring to appropriate resources connects them with specialized support, and maintaining confidentiality protects privacy and builds trust so they feel safe seeking help. Choosing to isolate the student and share details with peers breaches trust and can retraumatize; dismissing concerns communicates that their feelings aren't important; and increasing workload as a coping mechanism can overwhelm the student and worsen distress.*

**8. What is the difference between an IEP and a 504 plan, and how does a TA support each?**

- A. An IEP provides accommodations to ensure equal access; a 504 plan provides specialized instruction.
- B. An IEP is for all students; a 504 is for athletes.
- C. An IEP replaces all instruction; a 504 replaces grades.**
- D. An IEP is optional; a 504 is mandatory.

*These plans come from two different federal protections that support students with disabilities in distinct ways. An IEP is designed for students who need specialized instruction and related services tailored to their learning goals. It sets specific annual goals, outlines the special education services the student will receive (such as direct instruction, speech therapy, or occupational therapy), and specifies the setting for those services, with the aim of placing the student in the least restrictive environment. Importantly, an IEP does not replace all instruction; many students still participate in general education with supports, and the IEP determines what extra help and how progress will be measured. A 504 plan, under Section 504, is about removing barriers so the student can access the same curriculum. It provides accommodations—like extended time, preferential seating, reduced-distraction testing, or assistive technology—but does not require delivering specialized instruction or related services. For a student with an IEP, a TA supports by delivering or assisting with the specialized instruction, implementing the specific accommodations and modifications tied to the IEP goals, helping with progress monitoring data, and coordinating supports across settings as directed by the special education team. For a student with a 504 plan, a TA helps implement accommodations during instruction and assessments—arranging seating, providing extra time, supplying notes or alternate formats, and ensuring the classroom environment supports access—without providing specialized instruction unless that is part of a stated service.*

**9. When communicating concerns about a student, what is the appropriate procedure?**

- A. Inform the lead teacher first, document observations with dates, and follow school policies for escalation and confidential reporting.**
- B. Post concerns on social media to inform administrators.
- C. Wait until a parent-teacher conference to mention any concerns.
- D. Discuss concerns privately with the student only.

*When you have concerns about a student, follow the school's established process: alert the appropriate supervisor, document what you've observed with specific dates, and use confidential reporting channels that are in place for escalation. Informing the lead teacher first ensures the concern is addressed by the person responsible for coordinating the student's support within the school system. Recording observations with dates creates a clear, ongoing record of patterns or incidents, which helps determine what kind of help is needed and who should be involved next. Following the district or school policies for escalation and confidentiality keeps the process consistent, protects the student's privacy, and ensures the right professionals—such as counselors or administrators—can provide appropriate support. Posting concerns on social media is inappropriate because it breaches privacy and can spread misinformation. Waiting for a parent-teacher conference can delay needed intervention, and discussing concerns only with the student privately omits the necessary involvement of staff who are trained to provide resources and oversight. This approach aligns with responsible, professional practice for safeguarding and supporting students.*

**10. If a student asks for a personal favor or personal information, what is the best approach?**

- A. Share personal information in response.
- B. Maintain boundaries, provide general support, and refer to the teacher or school counselor for matters beyond scope.**
- C. Grant the request to build rapport.
- D. Ignore the request and do nothing.

*When a student asks for a personal favor or personal information, the best approach is to maintain clear boundaries while offering general support and guiding them to the right school resources. This protects both the student and the staff by avoiding personal disclosure that could create discomfort, dependence, or safety concerns, and it keeps the focus on the student's needs within the school's proper channels. You can show listening and empathy, validate their feelings, and then steer the conversation toward help that's appropriate for school or personal matters—such as connecting with a counselor or administrator who is trained to handle sensitive issues. For example, you might say you can't share personal details but can help with study-related support or assist them in arranging a confidential conversation with a counselor. Sharing personal information or granting the request can blur boundaries and create expectations you're not equipped to meet, and ignoring the request may leave the student without needed support. This approach offers supportive, professional guidance while upholding safety and privacy.*

## 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](mailto:hello@examzify.com).

Or visit your dedicated course page for more study tools and resources:

<https://atas095.examzify.com>

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

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