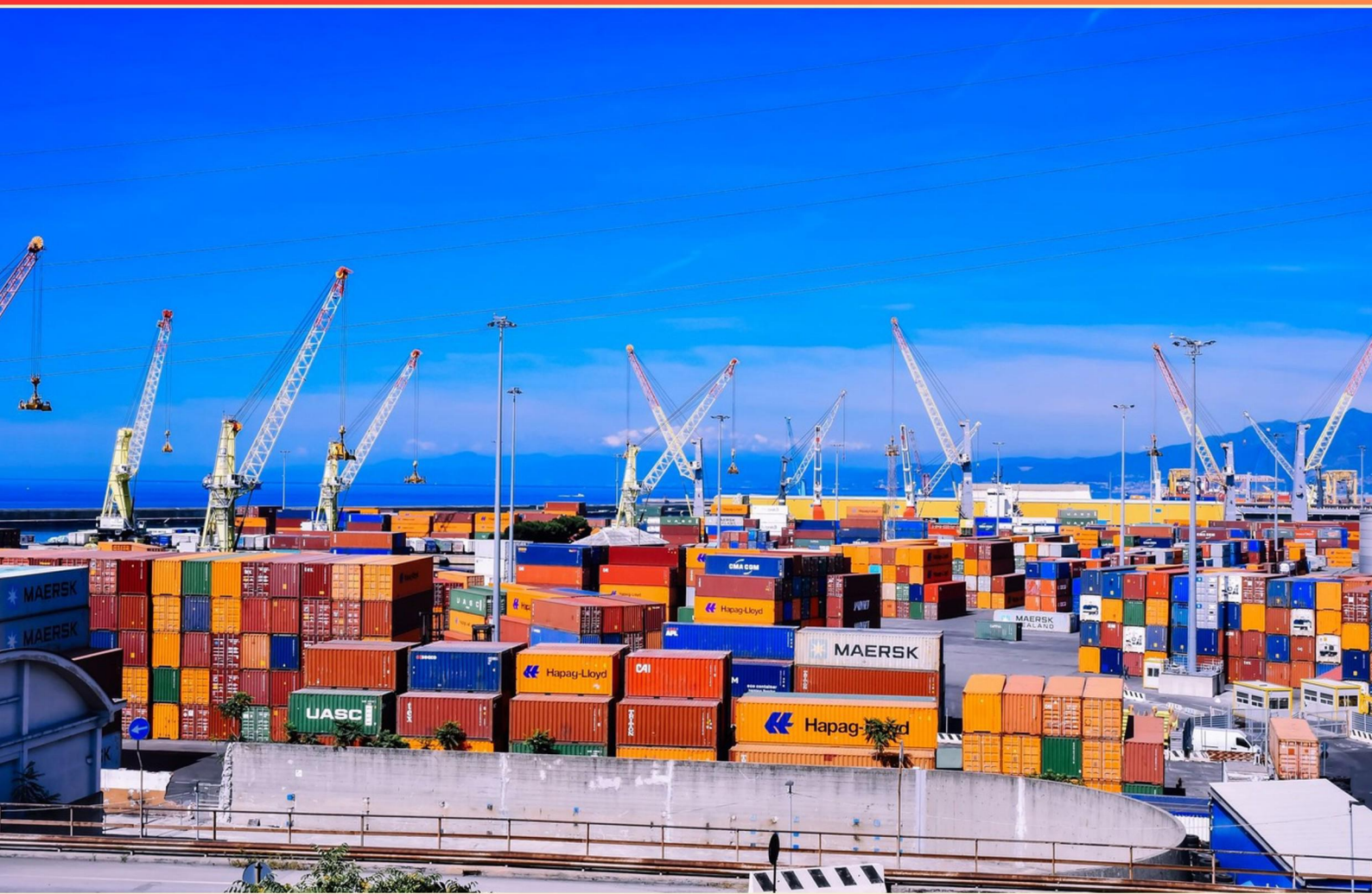


BNSF LOCAL EMPLOYEE TRAINING PROGRAM (LETP) PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

**VISIT US ONLINE FOR
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. What is the maximum independent brake cylinder pressure allowed on locomotives with clasp-type brake shoe rigging?**
 - A. 30 psi
 - B. 45 psi
 - C. 60 psi
 - D. 90 psi
- 2. What is the maximum independent brake cylinder pressure allowed on a locomotive with single shoe per wheel brake rigging?**
 - A. 60 psi
 - B. 72 psi
 - C. 80 psi
 - D. 90 psi
- 3. What is required to maintain slack condition while stopping?**
 - A. Avoid developing excessive buff or draft forces
 - B. Keep the throttle at maximum
 - C. Use the horn to alert passengers
 - D. Engage the automatic brakes
- 4. How long before reaching a railroad crossing should the throttle be reduced?**
 - A. 8 seconds
 - B. 10 seconds
 - C. 5 seconds
 - D. 15 seconds
- 5. What action should be taken if a penalty brake application does not occur during an Alerter Test?**
 - A. Continue operations with caution
 - B. Use the locomotive as lead loco
 - C. Isolate the locomotive for maintenance
 - D. Do not use as lead loco

- 6. When charging the air brake system, which of the following is a key point to remember?**
- A. Always charge with multiple automatic brake valves active
 - B. Maintain main reservoir pressure above the diesel engine RPM
 - C. Only increase throttle position to a maximum of 4 if necessary
 - D. Charge while monitoring speed and weight
- 7. How can employees contribute to the content of the LETP?**
- A. By taking mandatory breaks during training
 - B. By providing suggestions and sharing their training experiences
 - C. By creating marketing materials
 - D. By conducting training sessions
- 8. What should a train do if it stops or its speed is reduced below 10 mph after entering a block on a proceed indication in ABS Territory?**
- A. Proceed at normal speed as soon as possible
 - B. Proceed at restricted speed until the next signal is visible and it displays a proceed indication
 - C. Wait for further instructions from the control center
 - D. Return to the previous block to reassess
- 9. In dynamic braking, what percentage of maximum retarding force should be applied when passing disturbed track areas?**
- A. 25 percent
 - B. 50 percent
 - C. 75 percent
 - D. 100 percent
- 10. What must the lead locomotive be equipped with on train movements requiring dynamic brakes?**
- A. A backup battery system
 - B. An operative accelerometer
 - C. A secondary throttle
 - D. Additional passenger cars

Answers

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

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Explanations

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1. What is the maximum independent brake cylinder pressure allowed on locomotives with clasp-type brake shoe rigging?

- A. 30 psi
- B. 45 psi**
- C. 60 psi
- D. 90 psi

The maximum independent brake cylinder pressure allowed on locomotives with clasp-type brake shoe rigging is established to ensure both performance and safety in braking systems. The specified limit of 45 psi for this type of brake rigging is designed based on the mechanical characteristics of the clasp-type configuration, which provides enhanced brake shoe contact and force distribution on the wheel tires. Clasp-type brake rigging is effective for heavier loads and higher performance requirements, but it also requires careful management of the brake cylinder pressure to avoid excessive wear on the brake shoes and degradation of braking efficiency. At 45 psi, the braking system can operate effectively without risking system failures or compromising safety standards. Other pressures, such as 60 psi or higher, might lead to increased wear on components, reduced durability, or even malfunction in the braking mechanics. Thus, adhering to the 45 psi limit for independent brake cylinder pressure balances the operational needs with the longevity and safety of the locomotive braking system.

2. What is the maximum independent brake cylinder pressure allowed on a locomotive with single shoe per wheel brake rigging?

- A. 60 psi
- B. 72 psi**
- C. 80 psi
- D. 90 psi

The maximum independent brake cylinder pressure allowed on a locomotive with single shoe per wheel brake rigging is set at 72 psi. This standard is rooted in safety practices and engineering principles that ensure the effective operation of braking systems in locomotives. The independent brake system is crucial for the control and safety of the locomotive, and the specification of 72 psi balances the need for effective braking force with the need to prevent potential damage to the braking components or wheels. Exceeding this pressure could lead to excessive wear, thermal stress, or even failure of the brake shoes, leading to safety concerns during operation. This is why the regulatory standard has been established at this specific pressure—it provides effective stopping capability while also maintaining the integrity of the locomotive's braking system. Understanding and adhering to this limit is essential for safe locomotive operations.

3. What is required to maintain slack condition while stopping?

A. Avoid developing excessive buff or draft forces

B. Keep the throttle at maximum

C. Use the horn to alert passengers

D. Engage the automatic brakes

To maintain slack condition while stopping, it is important to avoid developing excessive buff or draft forces. Buff forces occur when the train's momentum causes it to push or pull on the cars in front or behind it, which can create tension in the couplings. Draft forces have a similar effect but in the opposite direction. By minimizing these forces, the train can come to a stop more smoothly, with less stress applied to the couplings and the cars themselves. This is essential for preventing damage to the train and ensuring the safety of both the equipment and personnel involved. The other choices do not address the core requirement of managing forces during stopping effectively. Keeping the throttle at maximum would actually increase speed and create more tension, while using the horn does not influence slack conditions. Engaging the automatic brakes is a necessary action for stopping but does not specifically relate to managing slack in the couplers during the stopping process. Therefore, focusing on avoiding excessive buff or draft forces is the key to achieving and maintaining the desired slack condition.

4. How long before reaching a railroad crossing should the throttle be reduced?

A. 8 seconds

B. 10 seconds

C. 5 seconds

D. 15 seconds

Reducing the throttle before reaching a railroad crossing is crucial for ensuring safety and compliance with operational protocols. The correct time frame to reduce the throttle is 8 seconds before arriving at the crossing, as this interval allows for sufficient deceleration and ensures that the train can stop safely if needed. This practice is based on track conditions, train speed, and safe stopping distance, taking into consideration the appropriate amount of time required to reduce speed effectively. Deciding to reduce throttle earlier or later than this guideline could either lead to unnecessary delays in transit or increase the risk of not stopping in time in the event of an obstructed crossing. Therefore, the 8-second mark is optimized for balancing safety and efficiency on the tracks.

5. What action should be taken if a penalty brake application does not occur during an Alerter Test?

- A. Continue operations with caution
- B. Use the locomotive as lead loco
- C. Isolate the locomotive for maintenance
- D. Do not use as lead loco**

In the event that a penalty brake application does not occur during an Alerter Test, it is critical to refrain from using the locomotive as the lead unit. This is because the Alerter system is designed to promote safety by ensuring that responsive actions, such as a brake application, occur when the operator becomes inattentive. If the Alerter fails to trigger a penalty brake application, it indicates a potential malfunction that could compromise the safety of the operation. Using the locomotive as a lead unit in such a situation could pose serious risks, particularly if the operator is unable to respond correctly in a critical situation. Therefore, isolating the locomotive and ensuring that maintenance is conducted before returning it to service is a necessary step to maintain operational safety and compliance with safety procedures. This approach ensures that the locomotive is fully functional and capable of responding appropriately in the event of operator inattention, which is the primary purpose of the Alerter system.

6. When charging the air brake system, which of the following is a key point to remember?

- A. Always charge with multiple automatic brake valves active
- B. Maintain main reservoir pressure above the diesel engine RPM
- C. Only increase throttle position to a maximum of 4 if necessary**
- D. Charge while monitoring speed and weight

The key point to remember when charging the air brake system is to only increase the throttle position to a maximum of 4 if necessary. This is crucial because it helps to ensure that the engine is operating within a safe and efficient range while maintaining adequate air pressure in the brake system. Increasing throttle position excessively can lead to unnecessary wear on the diesel engine and may cause fluctuations in the air pressure that can be detrimental to the braking system. By limiting the throttle position, you ensure that you're effectively managing the engine's RPM, which in turn, helps stabilize the air pressure and supports the braking system's performance. In the context of charging the air brake system, it's important to make adjustments based upon the specific needs of the operation, and this strategy helps in maintaining control while effectively achieving the desired air pressure.

7. How can employees contribute to the content of the LETP?

- A. By taking mandatory breaks during training
- B. By providing suggestions and sharing their training experiences**
- C. By creating marketing materials
- D. By conducting training sessions

Employees can contribute to the content of the Local Employee Training Program (LETP) by providing suggestions and sharing their training experiences. This involvement allows employees to express how effective the training is and suggest potential improvements or new topics that could be beneficial based on their firsthand experiences. When employees share their insights, it enriches the training content, making it more relevant and tailored to the needs of the workforce. This collaborative approach helps ensure that the program continuously evolves and adapts to the realities of the job, ultimately leading to a more competent and engaged workforce. The other options do not directly allow for meaningful input into the training content. Taking mandatory breaks focuses on time management during training rather than content creation. Creating marketing materials is unrelated to the training process itself and does not permit feedback on training effectiveness. Conducting training sessions, while a form of engagement, typically happens within defined roles and may not reflect the collective feedback necessary for content development. Therefore, actively sharing suggestions and experiences is the most effective way for employees to contribute to the LETP.

8. What should a train do if it stops or its speed is reduced below 10 mph after entering a block on a proceed indication in ABS Territory?

- A. Proceed at normal speed as soon as possible
- B. Proceed at restricted speed until the next signal is visible and it displays a proceed indication**
- C. Wait for further instructions from the control center
- D. Return to the previous block to reassess

In ABS (Automatic Block Signal) Territory, when a train has entered a block on a proceed indication and subsequently stops or its speed is reduced below 10 mph, the appropriate action is to proceed at restricted speed until the next signal is visible and it displays a proceed indication. This procedure is crucial for maintaining safety in the railway system. By operating at restricted speed, the train crew is better positioned to respond to any potential hazards, obstructions, or unexpected conditions that may arise ahead. Restricted speed permits greater caution, ensuring that the train can stop within one-half of the distance to any potential obstruction or signal, enhancing safety for both the train and any unexpected situations on the track. The context of other options is important to understand the reasoning behind this correct choice. Proceeding at normal speed would be unsafe, as it does not account for potential risks in the block ahead. Waiting for further instructions from the control center could delay necessary actions to ensure safety and may not be suitable in situations where immediate response is essential. Returning to the previous block to reassess would not be appropriate because the train should be focused on safely proceeding forward rather than backtracking, which could create confusion and disrupt railway operations. Thus, the instruction to proceed at restricted speed until

9. In dynamic braking, what percentage of maximum retarding force should be applied when passing disturbed track areas?

- A. 25 percent
- B. 50 percent**
- C. 75 percent
- D. 100 percent

In dynamic braking, applying 50 percent of maximum retarding force when passing through disturbed track areas is emphasized as a safety measure. This approach helps maintain a balance between effectively slowing the train and ensuring stability. By limiting the maximum retarding force to half, the train's handling characteristics are preserved, reducing the risk of derailment or loss of control, which can occur if the braking force is too aggressive. Disturbed track areas can include places where the track may be uneven, damaged, or otherwise compromised. A more moderate application of braking in these situations allows crew members to maintain control while responding to any potential movement or instability caused by the disturbance. This careful balancing act is particularly important in maintaining safety for both the train and the railway infrastructure. So, applying 50 percent of the maximum retarding force is a prudent practice in these scenarios.

10. What must the lead locomotive be equipped with on train movements requiring dynamic brakes?

- A. A backup battery system
- B. An operative accelerometer**
- C. A secondary throttle
- D. Additional passenger cars

The lead locomotive must be equipped with an operative accelerometer for train movements requiring dynamic brakes. An accelerometer is essential because it provides real-time measurements of the locomotive's acceleration, which is critical for effectively managing the dynamic braking system. By determining how quickly or slowly the train is decelerating, the crew can make informed decisions about braking intensity and ensure safe train operations. Dynamic braking relies on the electrical resistance generated by the traction motors as they are used in reverse to slow the train, and the accelerometer aids in monitoring the effectiveness of this braking method. Accurate feedback from the accelerometer ensures that the train does not exceed safe speed limits while decelerating, which is vital for both safety and operational efficiency during train movements. The other options do not provide the necessary functionality for dynamic braking. A backup battery system, while useful for emergency power, does not aid in the braking process itself. A secondary throttle is not required specifically for dynamic brakes and serves a different purpose related to power control. Additional passenger cars do not play a role in the braking mechanism of the lead locomotive.

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://bnsfletp.examzify.com>

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

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