

Cognitive Reflection Test (CRT) Practice (Sample)

Study Guide



Everything you need from our exam experts!

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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. Which skill is particularly emphasized by the Cognitive Reflection Test?**
 - A. Quick decision-making under pressure**
 - B. Ability to recognize visual patterns**
 - C. Suppressing intuitive responses in favor of analytical thinking**
 - D. Time management while answering questions**
- 2. You have a basket with five apples. You take away three. How many apples do you have?**
 - A. 2 apples**
 - B. 3 apples**
 - C. 5 apples**
 - D. 8 apples**
- 3. How does education level correlate with CRT scores?**
 - A. Higher education levels lead to poorer performance**
 - B. Higher education levels are generally associated with better performance**
 - C. Education level has no impact on CRT scores**
 - D. Lower education levels lead to better performance**
- 4. What characteristic change differentiates delirium from dementia?**
 - A. Slow progressive decline in cognitive function**
 - B. Memory loss that worsens over time**
 - C. Rapid-onset confusion**
 - D. Consistent patterns of behavior**
- 5. What contributes to the risk factors of delirium in elderly patients?**
 - A. Young age**
 - B. Robust physical health**
 - C. Lack of social interaction**
 - D. Cognitive function deficits**

6. What is a potential limitation in CRT studies regarding demographics?

- A. Participants are usually too homogeneous**
- B. The reliance on subjective self-reports**
- C. Difficulties in measuring cognitive skills objectively**
- D. Inconsistencies in test administration**

7. What is a common emotional reaction to situations requiring cognitive reflection?

- A. Joy**
- B. Frustration or discomfort due to the challenge of thinking deeply**
- C. Indifference**
- D. Immediate satisfaction**

8. How many months have 28 days?

- A. 1 month**
- B. 2 months**
- C. 6 months**
- D. All 12 months**

9. What should be monitored in a patient taking dopamine agonists for Parkinson's disease?

- A. Appetite fluctuations**
- B. Constipation frequency**
- C. Changes in mental or emotional status**
- D. Skin irritation**

10. What is the missing number in the sequence: 1, 3, 5, 7, ?

- A. 8**
- B. 9**
- C. 10**
- D. 11**

Answers

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

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Explanations

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1. Which skill is particularly emphasized by the Cognitive Reflection Test?

- A. Quick decision-making under pressure**
- B. Ability to recognize visual patterns**
- C. Suppressing intuitive responses in favor of analytical thinking**
- D. Time management while answering questions**

The Cognitive Reflection Test emphasizes the ability to suppress intuitive responses in favor of analytical thinking. This test is designed to measure how well individuals can override their gut instincts and apply more deliberate reasoning to arrive at the correct conclusion. Many of the questions in the CRT are structured to elicit an immediate, often incorrect response based on intuition. Those who excel in the test demonstrate a capacity for critical thinking, reflecting on their initial conclusions, and assessing whether they align with logical reasoning. In contrast, the focus on quick decision-making under pressure, recognizing visual patterns, and time management does not align with the main objective of this assessment. The CRT encourages deep cognitive processing rather than rapid responses or perceptual skills, highlighting the importance of critical thinking over initial intuitive judgments.

2. You have a basket with five apples. You take away three. How many apples do you have?

- A. 2 apples**
- B. 3 apples**
- C. 5 apples**
- D. 8 apples**

In this scenario, the question focuses on understanding the action of taking apples away from the basket. Initially, there are five apples in the basket. When you take away three apples, you are left with two apples in the basket. However, the key part of the question is about how many apples "you have" after taking them away. Since you have taken three apples from the basket, you now possess those three apples. This is why the correct conclusion is that you have three apples. This question illustrates a common cognitive bias where people might initially focus on the remaining items in the basket rather than what they personally possess after an action.

3. How does education level correlate with CRT scores?

- A. Higher education levels lead to poorer performance
- B. Higher education levels are generally associated with better performance**
- C. Education level has no impact on CRT scores
- D. Lower education levels lead to better performance

The correlation between education level and CRT scores indicates that individuals with higher education levels tend to perform better on tasks that require cognitive reflection. This is likely because higher education often involves critical thinking, problem-solving, and exposure to various forms of reasoning, which can sharpen one's ability to question intuitive responses and engage in more reflective thought processes. Research in cognitive psychology and related fields suggests that as educational attainment increases, individuals are more likely to develop skills that allow them to navigate complex problem-solving scenarios. Therefore, those with advanced degrees or extensive schooling may be more accustomed to analyzing and questioning their initial impulses or automatic responses, which is essential for success in the Cognitive Reflection Test. In contrast, other options imply that there might be a negative relationship or no relationship at all between education and CRT scores, which does not reflect the established findings in the research on cognitive reflection and education's impact on reasoning abilities.

4. What characteristic change differentiates delirium from dementia?

- A. Slow progressive decline in cognitive function
- B. Memory loss that worsens over time
- C. Rapid-onset confusion**
- D. Consistent patterns of behavior

The distinguishing feature of delirium compared to dementia is characterized by rapid-onset confusion. Delirium is often sudden in its appearance and can fluctuate in severity, leading to acute confusion, altered consciousness, and disturbances in attention and cognition. This can manifest quickly, sometimes within hours or days, often triggered by an underlying medical condition, medication effects, or withdrawal. In contrast, dementia typically involves a slow and progressive decline in cognitive abilities. The decline in dementia is gradual, leading to persistent memory loss and changes in behavior over an extended period. The cognitive impairment in dementia is stable over time rather than fluctuating, which is a key characteristic of delirium. Understanding this differentiation is crucial in clinical settings, as it informs the approach to patient care and the urgency of treatment needed for delirium, while focusing on long-term management strategies for dementia.

5. What contributes to the risk factors of delirium in elderly patients?

- A. Young age**
- B. Robust physical health**
- C. Lack of social interaction**
- D. Cognitive function deficits**

In the context of delirium risk factors in elderly patients, cognitive function deficits are a significant contributor. As individuals age, declines in cognitive abilities can increase susceptibility to delirium. Cognitive impairments can include issues with memory, attention, and executive functioning, making it harder for older adults to maintain orientation and awareness of their surroundings. This decline may result from various conditions, such as dementia, stroke, or other neurological disorders, which further compromise an individual's cognitive resilience. When cognitive function is impaired, it diminishes the capacity to properly interpret information, respond to environmental changes, and manage stressors, thus creating a greater risk for the development of delirium, especially when combined with other physiological stressors like infection, hospitalization, or medication changes. The other factors do not contribute to the increased risk of delirium in the same manner. For instance, young age generally correlates with a lower risk, robust physical health may provide better overall resilience, and while lack of social interaction can affect mental health, it is not as critical a risk factor for delirium as cognitive deficits directly are.

6. What is a potential limitation in CRT studies regarding demographics?

- A. Participants are usually too homogeneous**
- B. The reliance on subjective self-reports**
- C. Difficulties in measuring cognitive skills objectively**
- D. Inconsistencies in test administration**

Choosing the response that highlights the homogeneity of participants in CRT studies points to an important concern regarding the generalizability of the findings. When study samples are not diverse across various demographic factors such as age, gender, socioeconomic status, and cultural background, the results may not accurately reflect the cognitive reflection abilities of the broader population. A homogeneous sample can limit the insights drawn from CRT research, as it may overlook how different groups might approach cognitive tasks differently. This lack of diversity might lead researchers to draw conclusions that do not hold true for more varied populations, limiting the applicability of the test's findings in real-world settings where diversity is the norm. On the other hand, factors such as reliance on subjective self-reports, measurement challenges, and inconsistencies in test administration, while significant in their own right, do not directly pertain to the demographic representation of participants in the studies. They address different aspects of the research methodology and data collection rather than the sample diversity crucial for understanding cognitive tasks across different population segments.

7. What is a common emotional reaction to situations requiring cognitive reflection?

- A. Joy**
- B. Frustration or discomfort due to the challenge of thinking deeply**
- C. Indifference**
- D. Immediate satisfaction**

A common emotional reaction to situations requiring cognitive reflection is often frustration or discomfort due to the challenge of thinking deeply. Cognitive reflection tests require individuals to engage in more complex and deliberate thinking, which can lead to feelings of unease or struggle. This is because these situations often challenge intuitive responses and require one to pause, consider, and analyze information critically. When faced with a problem that needs deeper reflection, the initial instinct may be to settle for a quick, surface-level answer that feels satisfying but is often incorrect. Overcoming this instinct demands effort, mental energy, and a willingness to confront potentially counterintuitive conclusions. This process can be cognitively taxing, leading to feelings of frustration or discomfort as individuals grapple with their own biases and attempt to arrive at the correct conclusion through reflection. In contrast, options like joy, indifference, and immediate satisfaction do not correctly encompass the common emotional landscape when engaging in cognitive tasks. Joy may occur after arriving at a solution but is not typical during the reflective process itself. Indifference suggests a lack of engagement, which is contrary to what one experiences when confronted with a challenging reflective task. Immediate satisfaction undermines the experience of grappling with complex thoughts, as cognitive reflection often elevates the importance of deliberation over snap judgments

8. How many months have 28 days?

- A. 1 month**
- B. 2 months**
- C. 6 months**
- D. All 12 months**

All 12 months have 28 days. This is true because every month in the Gregorian calendar includes at least 28 days. While February is known for having only 28 days in common years and 29 days in leap years, it is important to recognize that other months—such as January, March, April, etc.—also encompass 28 days in addition to their typical longer durations. Therefore, if one considers the context that every month must contain that minimum number, the correct response is that all 12 months indeed have 28 days.

9. What should be monitored in a patient taking dopamine agonists for Parkinson's disease?

- A. Appetite fluctuations**
- B. Constipation frequency**
- C. Changes in mental or emotional status**
- D. Skin irritation**

Monitoring changes in mental or emotional status in a patient taking dopamine agonists for Parkinson's disease is essential due to the psychological side effects these medications can provoke. Dopamine agonists work by stimulating dopamine receptors in the brain, which can lead to various neuropsychiatric symptoms, including hallucinations, confusion, impulsivity, and even exacerbation of depression or anxiety. Patients may experience shifts in mood that require intervention or adjustment of medication. Notably, these changes can significantly impact the patient's overall well-being and quality of life. Thus, careful observation of mental health is critical to manage and mitigate these risks effectively. While monitoring for appetite fluctuations, constipation frequency, and skin irritation is also important when treating patients with Parkinson's disease, changes in mental or emotional status are particularly relevant to the therapeutic profile of dopamine agonists.

10. What is the missing number in the sequence: 1, 3, 5, 7, _____?

- A. 8**
- B. 9**
- C. 10**
- D. 11**

The sequence provided is that of odd numbers starting from 1. The pattern consists of consecutive odd integers: 1, 3, 5, 7. To find the missing number, we recognize that odd numbers increase by 2. After 7, the next odd number is obtained by adding 2, resulting in $7 + 2 = 9$. The correct answer is 9 because it follows logically from the established pattern of the sequence, ensuring that the series remains consistent with the pattern of increasing odd numbers.

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://crt.examzify.com>

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

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