

# Educational Audiology (Ed Aud) Practice Exam (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. What is the main type of result reported by PEACH/TEACH?**
  - A. Listening behavior.**
  - B. Reading.**
  - C. Motor.**
  - D. Percentage scores.**
  
- 2. Informational guidance is defined as:**
  - A. The way we share information with families and ensure understanding**
  - B. Guidelines for medical imaging**
  - C. Strategies for speech therapy**
  - D. Techniques for pure-tone testing**
  
- 3. Which frequency is added specifically for 7th and 11th graders in the gold standard pure-tone screening?**
  - A. 2 kHz**
  - B. 6 kHz**
  - C. 8 kHz**
  - D. 4 kHz**
  
- 4. How is Deafness defined in Utah?**
  - A. A hearing loss so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, and adversely affects educational performance.**
  - B. A minor hearing loss that does not affect education.**
  - C. A temporary conductive loss.**
  - D. A loss only for frequencies above 6000 Hz.**
  
- 5. Which item is listed as a component of an IEP in the provided outline?**
  - A. Present Levels**
  - B. Special Factors**
  - C. Annual Goals**
  - D. Meeting Minutes**

- 6. Who is qualified to perform otoscopy and tympanometry during school hearing screenings?**
- A. School principal**
  - B. Trained professionals (audiologists, nurses, SLPs)**
  - C. Parents**
  - D. Students**
- 7. What is the response format used by the Children's Loneliness and Social Dissatisfaction Scale?**
- A. A true-false binary scale**
  - B. A 5-point scale from Always True to Not True At All, with some items reverse-scored**
  - C. A 10-point scale**
  - D. A 3-point scale**
- 8. What does specificity measure?**
- A. True negative**
  - B. True positive**
  - C. False negative**
  - D. False positive**
- 9. Which statement is true about differences between 504 plans and IEPs?**
- A. 504 plans are funded by the district.**
  - B. IEPs are funded through federal grants only.**
  - C. 504 is not tied to funding; services still provided.**
  - D. Families can opt out of 504s.**
- 10. What is one of the most important factors in student success?**
- A. Teacher experience**
  - B. Parental involvement**
  - C. Class size**
  - D. School funding**

## Answers

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

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## **Explanations**

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## 1. What is the main type of result reported by PEACH/TEACH?

- A. Listening behavior.
- B. Reading.
- C. Motor.
- D. Percentage scores.**

PEACH and TEACH gather parent and teacher observations of a child's everyday listening and communication behaviors, then turn those observations into a single quantitative score: a percentage. This percentage represents the proportion of items in which the child shows typical listening-related behaviors. A percentage score provides a clear, comparable measure of functional performance in real-life listening situations and can be tracked over time or compared to age expectations. These tools aren't just counts of listening actions, nor do they report reading or motor domains, and they aren't presented as raw or single-domain metrics. The result is best described as a percentage score.

## 2. Informational guidance is defined as:

- A. The way we share information with families and ensure understanding**
- B. Guidelines for medical imaging
- C. Strategies for speech therapy
- D. Techniques for pure-tone testing

Informational guidance is about how we share information with families and ensure they understand what it means for them. In educational audiology, this means presenting test results, options, and next steps in clear, plain language, checking for understanding, and providing written resources or follow-up plans. It emphasizes accessibility and comprehension, not performing a procedure or outlining clinical protocols. The other areas describe procedural guidelines for imaging, therapy approaches, or the specific steps of testing, which are separate from the communication role of informing families.

## 3. Which frequency is added specifically for 7th and 11th graders in the gold standard pure-tone screening?

- A. 2 kHz
- B. 6 kHz**
- C. 8 kHz
- D. 4 kHz

The added frequency is six kilohertz because high-frequency hearing loss from noise exposure tends to appear first in adolescence. In the standard school pure-tone screen, younger students are typically tested at 1, 2, and 4 kHz, but for seventh and eleventh graders, including a test at 6 kHz helps detect early cochlear damage that might not yet show at lower frequencies. 8 kHz is less stable and not as reliably measured in routine screening, and the core frequencies (2 and 4 kHz) are already covered. So, adding 6 kHz increases the screen's sensitivity to early high-frequency losses in these grades.

#### 4. How is Deafness defined in Utah?

- A. A hearing loss so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, and adversely affects educational performance.
- B. A minor hearing loss that does not affect education.
- C. A temporary conductive loss.
- D. A loss only for frequencies above 6000 Hz.**

Deafness in Utah is defined by functional impact on language processing and education, not just an audiogram number. Specifically, it means a hearing loss so severe that the student cannot reliably process linguistic information through hearing, with or without amplification, and this difficulty adversely affects educational performance. This emphasis on how the hearing loss affects communication and learning is what determines eligibility for special education services under state and federal rules. The other descriptions don't fit that definition. A minor loss that doesn't impact education isn't considered Deafness because the key criterion is a substantial effect on linguistic processing and educational performance. A temporary conductive loss isn't a lasting condition and wouldn't meet the eligibility standard. A loss limited to frequencies above 6000 Hz describes a particular audiometric pattern, not the broader functional impact on language processing and schooling that defines Deafness.

#### 5. Which item is listed as a component of an IEP in the provided outline?

- A. Present Levels
- B. Special Factors
- C. Annual Goals
- D. Meeting Minutes**

Understanding what sits in an IEP outline includes both the plan's content and the administrative record from the meeting. Meeting minutes are the written record of the IEP meeting itself—who attended, what was discussed, decisions that were made, and any follow-up actions. This kind of documentation is often listed as a component in outlines because it documents the process and accountability of the meeting, not the substantive plan itself. The other items—present levels, annual goals, and special factors—are core content areas of the IEP. Present Levels describe the student's current performance, Annual Goals set measurable objectives for the year, and Special Factors cover considerations like assistive technology or services needed. Those are the actual sections of the IEP document, whereas meeting minutes are the procedural record of the meeting. So, in the provided outline, meeting minutes are listed as a component, which is why they're the best choice.

**6. Who is qualified to perform otoscopy and tympanometry during school hearing screenings?**

- A. School principal
- B. Trained professionals (audiologists, nurses, SLPs)**
- C. Parents
- D. Students

Proper otoscopy and tympanometry require specialized training and professional equipment to ensure safety and accuracy. Otoscopy isn't just looking into the ear; it involves technique to visualize the ear canal and eardrum, assess for blockage or signs of illness, and recognize any anomalies. Tympanometry uses a calibrated probe and controlled air pressure to measure how the eardrum moves, which helps gauge middle-ear function. Interpreting these results correctly requires knowledge of normal findings and how they relate to conditions like fluid in the middle ear. For these reasons, trained professionals such as audiologists, nurses with specific training, or speech-language pathologists with the right equipment should perform these procedures in school screenings. Parents, students, or principals typically don't have the necessary training or tools for this work.

**7. What is the response format used by the Children's Loneliness and Social Dissatisfaction Scale?**

- A. A true-false binary scale
- B. A 5-point scale from Always True to Not True At All, with some items reverse-scored**
- C. A 10-point scale
- D. A 3-point scale

This scale measures loneliness and social dissatisfaction using a five-point Likert-type response, with anchors from Always True to Not True At All. That five-level format lets children express varying degrees of truth for each statement, providing more nuance than a simple yes/no. Some items are written in the opposite direction, so those answers are reverse-scored when the total score is computed. Reverse scoring helps reduce bias from always agreeing and keeps the assessment focused on the intended construct. After processing the items, a higher total score reflects greater loneliness and social dissatisfaction.

**8. What does specificity measure?**

- A. True negative**
- B. True positive
- C. False negative
- D. False positive

Specificity measures how well a test correctly identifies people who do not have the condition. It is the proportion of true negatives among all disease-free individuals, calculated as  $TN / (TN + FP)$ . A high specificity means few false positives, so a negative result in someone without the disease is trustworthy. This is distinct from sensitivity, which looks at how many people with the disease are correctly identified as positive (true positives). So specificity is about the true negative rate.

**9. Which statement is true about differences between 504 plans and IEPs?**

- A. 504 plans are funded by the district.**
- B. IEPs are funded through federal grants only.**
- C. 504 is not tied to funding; services still provided.**
- D. Families can opt out of 504s.**

Funding and how services are delivered distinguish 504 plans from IEPs. A 504 plan ensures accommodations and modifications so a student can access the general education curriculum; it isn't tied to a separate funding stream—districts provide the needed supports using their existing resources. In contrast, an IEP under IDEA outlines specialized instruction and related services and is supported by federal, state, and local funds. Because of that, the statement that a 504 plan is not tied to funding and that services are still provided is accurate. The other claims don't fit this reality: 504 plans aren't funded by a dedicated district grant, IEPs aren't funded only by federal grants, and families don't have the option to opt out once eligibility is determined.

**10. What is one of the most important factors in student success?**

- A. Teacher experience**
- B. Parental involvement**
- C. Class size**
- D. School funding**

Engaged families create a bridge between school and home that supports learning over time. When parents are involved, students benefit from consistent study routines, timely help with homework, reminders about deadlines, and a culture that values education. This leads to higher attendance, more on-task behavior, and stronger achievement because the student experiences support, accountability, and motivation from both home and school. Parental involvement also improves school communication, so teachers can share goals, monitor progress, and adjust strategies in partnership with families. While teacher expertise, class size, and funding influence the learning environment, family engagement shows a particularly strong link to student success because it directly shapes daily practices and attitudes toward learning.

## 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://edaud.examzify.com>**

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

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