

# EDUCATIONAL INTERPRETER PERFORMANCE ASSESSMENT (EIPA) 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. Which statement about IEP development is accurate?**
  - A. The IEP is prepared by the student alone with minimal input.
  - B. The IEP is developed by the student's educational team, including family, teachers, specialists, and the student when appropriate.
  - C. The IEP is a generic district policy applied to all students.
  - D. The IEP has no legal standing.
- 2. Which resource is NOT typically included in a professional development plan?**
  - A. Local RID chapters
  - B. Medical certifications
  - C. The Internet
  - D. Workshops
- 3. In bilingual education for deaf students, what is used as a first language?**
  - A. French Sign Language
  - B. English
  - C. ASL
  - D. Pidgin Signed English
- 4. What is the top goal for an educational interpreter?**
  - A. To deliver a concise summary of content
  - B. To minimize interpretation during class
  - C. To replace sign language with spoken language
  - D. To produce an interpreting product that is accessible to the student
- 5. What health issue can come up from interpreting long periods of time without assistance?**
  - A. Seasonal allergies
  - B. Repetitive Motion Injury
  - C. Digestive problems
  - D. Vision impairment



- 6. In evaluating a student, which elements should the interpreter consider?**
- A. Expressive language skills only
  - B. Receptive language skills only
  - C. Expressive and receptive language skills, cognitive potential, and IEP goals
  - D. Cognitive potential only
- 7. Do adult Deaf communities generally rely on sign systems designed to represent English in daily communication?**
- A. No, they do not rely on these sign systems as natural languages in daily use.
  - B. Yes, they rely primarily on these sign systems in daily life.
  - C. Yes, they use them only for literacy activities.
  - D. They rely on written English rather than sign systems.
- 8. What does strict behaviorism not recognize?**
- A. Stimulus-response only
  - B. Observable behavior
  - C. Reinforcement schedules
  - D. The active cognitive construction on the part of the student
- 9. Does iconicity make sign language easier to learn?**
- A. Yes, iconic signs are easier to learn than arbitrary signs.
  - B. It depends on the learner's background; iconicity does not guarantee easier learning.
  - C. No, iconicity does not make sign language easier to learn.
  - D. Iconicity makes signs harder to learn due to confusion.
- 10. Which statement best distinguishes language from speech?**
- A. Language is a set of sounds, while speech is a set of signs
  - B. Speech is the actual spoken realization of language
  - C. Language is a rule-governed system shared by a community; speech is the actual spoken realization
  - D. Language is about meaning, while speech has no meaning



## **Answers**

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

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## **Explanations**

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### 1. Which statement about IEP development is accurate?

- A. The IEP is prepared by the student alone with minimal input.
- B. The IEP is developed by the student's educational team, including family, teachers, specialists, and the student when appropriate.**
- C. The IEP is a generic district policy applied to all students.
- D. The IEP has no legal standing.

*An IEP is a legally required, individualized plan created through teamwork. The student's family, teachers, school specialists, and, when appropriate, the student themselves collaborate to determine the student's present levels, goals, needed services, accommodations, and placement. This inclusive, team-based process ensures the plan fits the student's unique strengths and needs and can be implemented in the school setting. Because it's tied to rights and services under IDEA, the IEP is a binding document that is regularly reviewed and updated based on progress. Choices that suggest the student creates it alone, or that it's just a generic district policy, or that it has no legal standing, don't fit how IEPs actually function.*

### 2. Which resource is NOT typically included in a professional development plan?

- A. Local RID chapters
- B. Medical certifications**
- C. The Internet
- D. Workshops

*Professional development plans for interpreters focus on ongoing learning tools and activities that build skills. Local RID chapters fit this because they provide regular meetings, guest speakers, mentoring, and peer networking that support growth. The Internet is a flexible, broad resource for PD, offering online courses, webinars, articles, and practice materials you can access anytime. Workshops give structured, hands-on training with real-time feedback, helping you apply new techniques in a guided setting. Medical certifications, while important as standalone credentials for medical interpreting, aren't considered a resource you include in a PD plan. A PD plan centers on learning activities and opportunities to develop interpreting skills, whereas a medical credential is a separate qualification you might pursue alongside your development goals.*

### 3. In bilingual education for deaf students, what is used as a first language?

- A. French Sign Language
- B. English
- C. ASL**
- D. Pidgin Signed English

*Using a first language that is fully accessible to the learner is essential in bilingual education for Deaf students. American Sign Language (ASL) serves as that first language because it is the natural language of many Deaf communities in the United States, with its own distinct grammar and vocabulary that learners can acquire through visual-gestural input. Establishing ASL as the foundation supports cognitive development and communication, and it provides a strong base for learning English as the second language and developing literacy. French Sign Language is a national sign language used in France, not the typical first language for Deaf students in US bilingual programs. English is often the second language in this context since Deaf students may not have full access to spoken or written English early on. Pidgin Signed English is a signing system that mixes signs with English word order and is not a natural language, so it isn't used as the primary first language in most bilingual Deaf education models.*

#### 4. What is the top goal for an educational interpreter?

- A. To deliver a concise summary of content
- B. To minimize interpretation during class
- C. To replace sign language with spoken language
- D. To produce an interpreting product that is accessible to the student**

*The central aim is to ensure the student can access the classroom content and participate fully. That means producing an interpreting product that is accessible to the student—delivering the message in a form the student can understand, at a pace they can process, while preserving meaning, intent, and appropriate tone. The interpreter should adapt to the student's language modality and the classroom context, including vocabulary, visuals, and turn-taking, so the student can follow along, ask questions, and engage with the lesson. This focus on access supports equal learning opportunities, which is why accessibility for the student is the top priority. Delivering a concise summary or minimizing interpretation would risk omitting important details or nuances, and replacing sign language with spoken language would ignore the student's language needs and reduce access.*

#### 5. What health issue can come up from interpreting long periods of time without assistance?

- A. Seasonal allergies
- B. Repetitive Motion Injury**
- C. Digestive problems
- D. Vision impairment

*Interpreting for long stretches involves repeated hand, wrist, and arm movements, often with held or elevated postures. When this is done for extended periods without breaks or ergonomic support, the tissues in the hands and upper limbs can become fatigued and inflamed. This repetitive use can lead to repetitive motion injuries, such as tendinitis or carpal tunnel syndrome, with symptoms like pain, stiffness, numbness, or tingling in the hands, wrists, or forearms. Prevention comes from taking regular breaks, alternating tasks or sharing the load with another interpreter, and optimizing posture and workspace—keeping wrists in a neutral position, elbows close to the body, shoulders relaxed, and signing within a comfortable range. While seasonal allergies, digestive issues, or eye strain can occur in some situations, they don't reflect the same direct, cumulative stress on the hands and arms that causes a repetitive motion injury.*

#### 6. In evaluating a student, which elements should the interpreter consider?

- A. Expressive language skills only
- B. Receptive language skills only
- C. Expressive and receptive language skills, cognitive potential, and IEP goals**
- D. Cognitive potential only

*Evaluating a student for interpretation involves looking at how they both receive and produce language in classroom contexts. You assess receptive language to see what they understand when instructions or content are presented, and expressive language to see what they can communicate back. You also consider cognitive potential because processing speed, memory, and problem-solving influence how language is used and learned during lessons. Finally, you look at IEP goals, since these specify the targeted outcomes and accommodations that must be supported in interpretation so the student can access the curriculum and show progress. Focusing on only one aspect would miss how the student understands and uses language; ignoring cognitive potential or the educational goals would detach interpretation from real classroom needs.*

**7. Do adult Deaf communities generally rely on sign systems designed to represent English in daily communication?**

- A. No, they do not rely on these sign systems as natural languages in daily use.**
- B. Yes, they rely primarily on these sign systems in daily life.
- C. Yes, they use them only for literacy activities.
- D. They rely on written English rather than sign systems.

*Deaf communities typically rely on natural sign languages for everyday communication, not on sign systems that are designed to represent English. Sign systems like manually coded English are educational tools meant to support literacy or bridge to English, and they're mainly used in classroom or instructional contexts. In daily life, adults use a natural sign language with its own grammar and structure, such as American Sign Language, rather than English-representing sign systems. So, the best view is that these sign systems are not the usual means of daily communication for adults in Deaf communities.*

**8. What does strict behaviorism not recognize?**

- A. Stimulus-response only
- B. Observable behavior
- C. Reinforcement schedules
- D. The active cognitive construction on the part of the student**

*Strict behaviorism treats learning as changes in observable behavior shaped by stimulus–response connections and reinforcement. It explains how behavior is elicited and reinforced, without appealing to internal mental events. Because of that focus, it does not recognize the learner's active cognitive construction of knowledge—the idea that students mentally generate, organize, and transform information. The elements it does acknowledge are observable behavior, the influence of reinforcement schedules, and the shaping of responses through S–R relationships, but the learner's internal problem-solving or hypothesis-testing processes are not part of its framework.*

**9. Does iconicity make sign language easier to learn?**

- A. Yes, iconic signs are easier to learn than arbitrary signs.
- B. It depends on the learner's background; iconicity does not guarantee easier learning.
- C. No, iconicity does not make sign language easier to learn.**
- D. Iconicity makes signs harder to learn due to confusion.

*Iconicity refers to how a sign's form resembles its meaning. That resemblance can give learners a helpful cue for some items, especially those that depict an action or object in a recognizable way. But sign language learning relies on more than just memorizing a few iconic signs. The majority of signs are arbitrary or only moderately iconic, and learners must acquire the phonological structure, handshape patterns, movement, location, and the grammar and nonmanual signals that organize meaning. Iconicity also varies across signs and can be misleading if learners overgeneralize a visual resemblance or misunderstand cultural nuance. Even if a sign is iconic, it might not be the most efficient form in a given linguistic context, so relying on iconicity doesn't automatically reduce learning effort, especially as vocabulary grows. For these reasons, iconicity by itself does not guarantee easier learning of sign language overall.*

**10. Which statement best distinguishes language from speech?**

- A. Language is a set of sounds, while speech is a set of signs
- B. Speech is the actual spoken realization of language
- C. Language is a rule-governed system shared by a community; speech is the actual spoken realization**
- D. Language is about meaning, while speech has no meaning

*Language is a rule-governed system shared by a community, encompassing grammar, vocabulary, and allowable structures. It exists as an abstract system that people use in various forms, such as spoken, signed, or written language. Speech is the actual real-time realization of that system—the concrete act of producing language in a moment, with its pronunciation, rhythm, and intonation, and it can vary by speaker, context, and circumstance. Because language is the shared set of rules and signs, and speech is how we surface those rules in real conversation, the correct statement captures that separation: language is the communal, rule-governed system, while speech is its actual spoken realization. This also explains why other options fall short: language isn't only sounds, since sign languages are full languages; speech isn't devoid of meaning—it's a vehicle that carries meaning through the language's rules; and language isn't merely about meaning, as it also includes structure and usage.*

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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](mailto:hello@examzify.com).

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

<https://eipa.examzify.com>

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

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