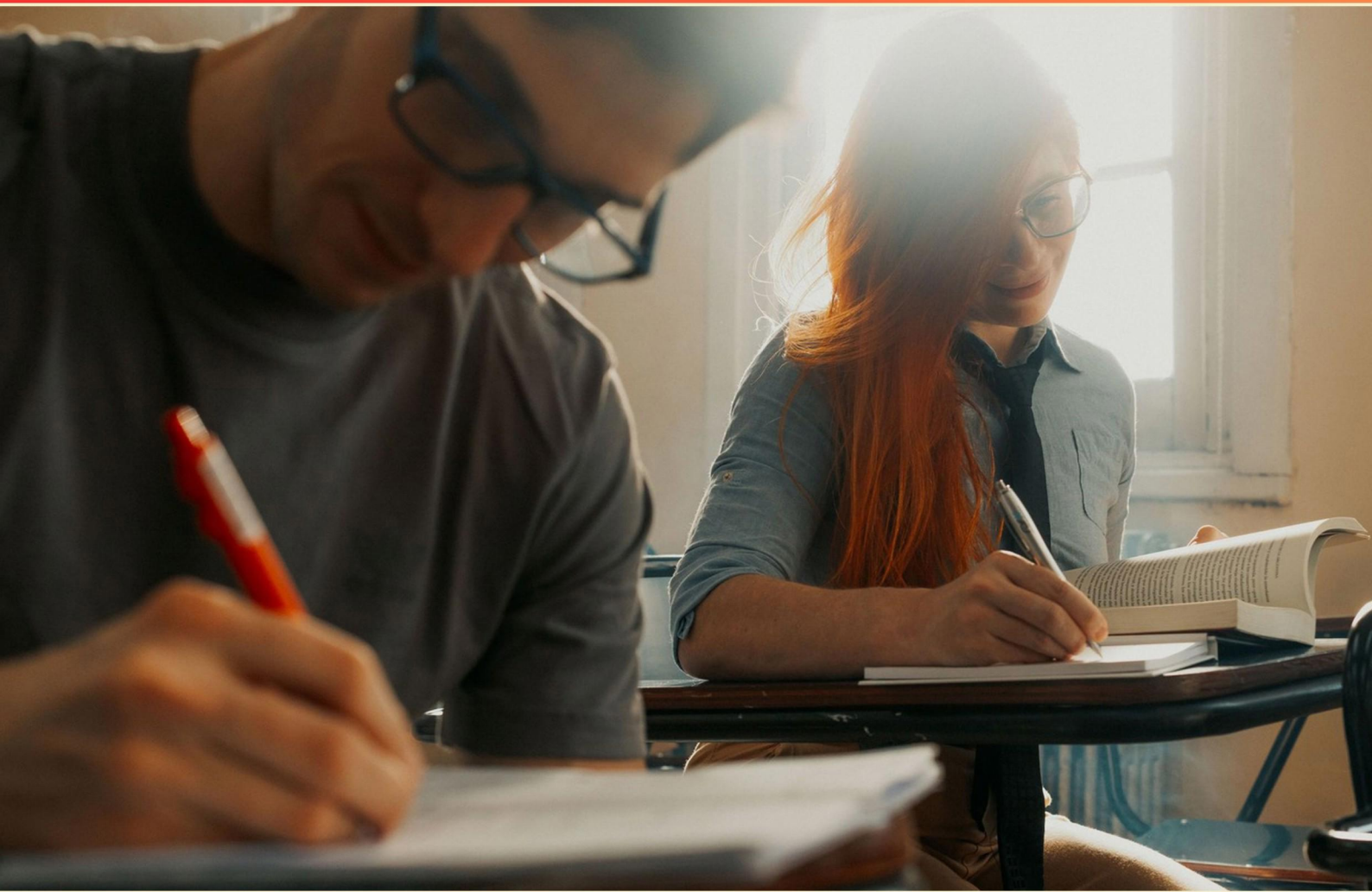


ETS PRAXIS PRACTICE TEST (SAMPLE)

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 should be done for a student returning to school with a traumatic brain injury and dysphagia?**
 - A. Provide dysphagia therapy based on anecdotal evidence
 - B. Utilize a newly relevant therapy approach for interventions
 - C. Involve parents in the therapy session for advice
 - D. Discuss the case study for evidence-based intervention

- 2. What is the best response of a speech-language pathologist (SLP) to parents concerned about their twin daughter's language skills?**
 - A. Jargon should not persist past age 12 months
 - B. At Sharon's age, jargon is normal
 - C. Both girls are exposed to the same environments
 - D. Christel is behind in her language development

- 3. What is the most accurate statement regarding a child's speech development when there is a discrepancy between home and school environments?**
 - A. Based on the child's age, speech is typically intermittent and thus he is very likely developing language skills normally.
 - B. The child's speech neuromotor system can keep up with the language systems of children his own age but not with the more advanced systems in his household.
 - C. The child's situational lack of language is more consistent with a cognitive delay than a speech or language deficit.
 - D. The child is employing compensatory speech production techniques to adjust to different environments.

- 4. In patients with dysphagia, which condition is essential to consider during evaluations?**
 - A. Amount of food consumed
 - B. Social interactions during meals
 - C. Presence of a feeding tube
 - D. Oral care practices

- 5. When are Praxis tests typically offered throughout the year?**
- A. Only during the summer months
 - B. Year-round at designated testing centers
 - C. Only on weekends
 - D. During school holidays only
- 6. Which of the following is an etiology for cortical dementia?**
- A. Amyotrophic lateral sclerosis
 - B. Parkinson's disease
 - C. Huntington's disease
 - D. Alzheimer's disease
- 7. Which skill is NOT assessed in the Praxis Core Academic Skills for Educators test?**
- A. Mathematics
 - B. Reading comprehension
 - C. Advanced pedagogical strategies
 - D. Writing proficiency
- 8. What is a common challenge faced by candidates when taking the Praxis test?**
- A. Understanding the questions
 - B. Time management during the exam
 - C. Content knowledge
 - D. Testing environment distractions
- 9. What is the purpose of the Praxis PLT (Principles of Learning and Teaching) test?**
- A. To assess basic math skills
 - B. To evaluate candidates' compatibility with teaching
 - C. To evaluate the pedagogical knowledge of prospective teachers
 - D. To test knowledge of school policies

10. What is indicated by increased dysphagia/aspiration likelihood in elderly patients?

- A. A previous history of surgery only
- B. Remote history of neurological disorders
- C. Recent weight gain
- D. Only diagnosed with oral health issues

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Answers

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

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Explanations

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1. What should be done for a student returning to school with a traumatic brain injury and dysphagia?

- A. Provide dysphagia therapy based on anecdotal evidence
- B. Utilize a newly relevant therapy approach for interventions
- C. Involve parents in the therapy session for advice
- D. Discuss the case study for evidence-based intervention**

The correct approach when addressing the needs of a student returning to school with a traumatic brain injury and dysphagia is to discuss case studies for evidence-based intervention. This is important because evidence-based practices are crucial in ensuring that the interventions used are supported by research and have been shown to be effective for similar cases. By reviewing case studies, educators and therapists can gain insights into successful strategies and interventions that have been documented in professional literature. This reliance on documented success is particularly important in cases involving complex conditions like traumatic brain injury and dysphagia, where individualized support is crucial for the student's recovery and integration back into the school environment. Utilizing case studies provides a framework for evaluating what might work best for the specific needs of the student, ensuring that their educational and therapeutic needs are met with proven methods.

2. What is the best response of a speech-language pathologist (SLP) to parents concerned about their twin daughter's language skills?

- A. Jargon should not persist past age 12 months
- B. At Sharon's age, jargon is normal**
- C. Both girls are exposed to the same environments
- D. Christel is behind in her language development

The best response from a speech-language pathologist (SLP) to parents worried about their twin daughter's language skills is that at Sharon's age, jargon is normal. This statement provides reassurance to the parents by validating that the presence of jargon—meaning the use of nonsensical or made-up words by a child—is a typical part of language development. Children often experiment with sounds, syllables, and patterns as they learn to communicate. Around this stage, it is common for them to engage in this type of expressive language practice as they are still mastering the building blocks of communication. Recognizing that jargon is a normal stage can alleviate parents' concerns about potential delays or issues, allowing them to understand that this behavior is part of the developmental process. The other responses fail to address the specific developmental context appropriately. While it is important to understand that jargon typically should decrease as a child approaches their second birthday, that information can be alarming without the context that it's normal at certain stages. Additionally, discussing the environments or making comparisons between the children's development may not provide the specific reassurance needed in this situation. Expressing concern over one child being behind could unnecessarily escalate parental anxiety instead of offering support and guidance.

3. What is the most accurate statement regarding a child's speech development when there is a discrepancy between home and school environments?

- A. Based on the child's age, speech is typically intermittent and thus he is very likely developing language skills normally.
- B. The child's speech neuromotor system can keep up with the language systems of children his own age but not with the more advanced systems in his household.**
- C. The child's situational lack of language is more consistent with a cognitive delay than a speech or language deficit.
- D. The child is employing compensatory speech production techniques to adjust to different environments.

The most accurate statement regarding a child's speech development when there is a discrepancy between home and school environments is that the child's speech neuromotor system can keep up with the language systems of children his own age but not with the more advanced systems in his household. This reflects an understanding of how different environments can influence language acquisition and speech production. If a child is exposed to a more advanced language system at home—such as a rich vocabulary or complex sentence structures—and is in a different educational setting where the language expectations are distinct, the child may struggle to bridge the gap between the two environments. This may not indicate an inability or a deficit in the child's neuromotor capabilities to produce speech; rather, it highlights the disparity in linguistic exposure and the linguistic demands of different contexts. In this situation, the child may be able to utilize basic speech functions typical for their age but might find it challenging to adapt to the more sophisticated language use modeled at home. This assertion supports the idea that language development can be context-dependent and that discrepancies between home and school can shape the child's learning trajectory in unique ways.

4. In patients with dysphagia, which condition is essential to consider during evaluations?

- A. Amount of food consumed
- B. Social interactions during meals
- C. Presence of a feeding tube**
- D. Oral care practices

In evaluating patients with dysphagia, the presence of a feeding tube is essential to consider because it directly relates to the patient's ability to swallow safely and effectively. Dysphagia refers to difficulty swallowing, which can lead to complications such as aspiration or malnutrition. When a patient has a feeding tube, it generally indicates that they are unable to swallow food and liquids safely by mouth. The presence of a feeding tube provides critical information about the severity of the dysphagia and helps in determining appropriate management strategies. It also influences the clinician's evaluation approach—such as conducting swallow studies or assessing the risk of aspiration. Therefore, acknowledging the existence of a feeding tube is crucial in understanding the patient's overall condition and in planning effective treatment. While factors like the amount of food consumed, social interactions during meals, and oral care practices are relevant considerations in the broader context of a patient's health and well-being, they do not hold the same level of immediate clinical significance as the presence of a feeding tube. The feeding tube often indicates that oral intake is problematic, and it serves as a focal point for the management of dysphagia.

5. When are Praxis tests typically offered throughout the year?

- A. Only during the summer months
- B. Year-round at designated testing centers**
- C. Only on weekends
- D. During school holidays only

Praxis tests are available year-round at designated testing centers, providing flexibility for individuals looking to take the exams. This scheduling accommodates a wide range of test-takers, including current teachers, prospective teachers, and others seeking certification. By offering exams throughout the year, the tests ensure that candidates can select times that best fit their personal and professional schedules, rather than being limited to a specific season, day of the week, or holiday period. This availability is critical for those balancing work, education, and preparation, allowing them to approach the testing process in a more manageable way.

6. Which of the following is an etiology for cortical dementia?

- A. Amyotrophic lateral sclerosis
- B. Parkinson's disease
- C. Huntington's disease
- D. Alzheimer's disease**

Cortical dementia refers to a group of disorders that primarily affect the cerebral cortex, leading to impairments in memory, thinking, and other cognitive functions. Alzheimer's disease is classified as a cortical dementia because it specifically impacts the areas of the brain responsible for higher cognitive functions, including memory and reasoning. The pathology of Alzheimer's is characterized by the presence of amyloid plaques and neurofibrillary tangles, which contribute to neuron degeneration in the cortex, resulting in the hallmark symptoms of the disease. The other options listed, while they can involve cognitive decline and dementia-like symptoms, do not primarily stem from cortical degeneration. For instance, amyotrophic lateral sclerosis primarily affects motor neurons and causes weakness and atrophy rather than significant cortical cognitive impairment. Parkinson's disease involves both motor and cognitive symptoms, but its main effects are on the basal ganglia rather than the cortex. Huntington's disease can lead to cognitive deterioration but also involves subcortical structures. In contrast, Alzheimer's disease's direct impact on the cortical areas makes it the correct choice for etiology specifically associated with cortical dementia.

7. Which skill is NOT assessed in the Praxis Core Academic Skills for Educators test?

- A. Mathematics
- B. Reading comprehension
- C. Advanced pedagogical strategies**
- D. Writing proficiency

The Praxis Core Academic Skills for Educators test focuses on fundamental academic skills necessary for teaching and does not assess advanced pedagogical strategies. The test is designed to evaluate essential abilities in reading comprehension, writing proficiency, and mathematics, which are basic skills that educators need to possess to be effective in the classroom. Advanced pedagogical strategies, while crucial for good teaching practices, involve complex methodologies and theories about teaching that go beyond basic academic skills. These strategies are typically assessed in more specialized assessments or professional development courses, not in the Praxis Core test. Therefore, the correct choice indicates a distinction between fundamental academic skills and the more advanced approaches to teaching that are not part of this specific assessment.

8. What is a common challenge faced by candidates when taking the Praxis test?

- A. Understanding the questions
- B. Time management during the exam**
- C. Content knowledge
- D. Testing environment distractions

Time management during the exam is a significant challenge for many candidates taking the Praxis test. The Praxis assessments are designed to evaluate a candidate's knowledge and skills in a limited time frame, which requires not only familiarity with the test content but also the ability to navigate the timing effectively. Candidates may find themselves spending too much time on certain questions or grappling with the decision of whether to move on or revisit those questions later. This situation can lead to incomplete sections of the test, negatively impacting their overall scores. Successful time management strategies, such as pacing oneself, quickly assessing question difficulty, and knowing when to skip or return to questions, are essential skills that can significantly affect a candidate's performance on the test. Additionally, the pressure of finishing the exam within the allotted time can exacerbate anxiety or stress, further complicating the test-taking experience. Recognizing that time management is a crucial component of the Praxis test can help candidates prepare more effectively and increase their chances of success.

9. What is the purpose of the Praxis PLT (Principles of Learning and Teaching) test?

- A. To assess basic math skills
- B. To evaluate candidates' compatibility with teaching
- C. To evaluate the pedagogical knowledge of prospective teachers**
- D. To test knowledge of school policies

The Praxis PLT (Principles of Learning and Teaching) test is specifically designed to evaluate the pedagogical knowledge of prospective teachers. This assessment focuses on understanding the principles of teaching and learning, as well as how these concepts are applied in real classroom scenarios. It covers topics such as instructional strategies, classroom management, student development, and assessment practices. By assessing candidates' understanding of these essential teaching principles, the test helps ensure that new educators are equipped with the necessary knowledge to create effective learning environments and support student success. This is crucial for ensuring that they can adapt their teaching methods to meet diverse learning needs and challenges in various educational settings. Other options, while related to teaching, do not capture the primary focus of the Praxis PLT test. The assessment does not measure basic math skills, compatibility with teaching in a broader sense, or specific knowledge of school policies, which fall outside the scope of pedagogical understanding.

10. What is indicated by increased dysphagia/aspiration likelihood in elderly patients?

- A. A previous history of surgery only
- B. Remote history of neurological disorders**
- C. Recent weight gain
- D. Only diagnosed with oral health issues

Increased dysphagia, or difficulty swallowing, alongside a higher likelihood of aspiration in elderly patients is often associated with a remote history of neurological disorders. Neurological conditions such as stroke, Parkinson's disease, or dementia can impair the swallowing mechanism by affecting the neural pathways that govern the muscles involved. Even if these disorders were diagnosed in the past, their residual effects may continue to influence swallowing abilities and increase the risk of aspiration, which can lead to serious complications such as pneumonia. The other choices do not provide the same level of correlation with dysphagia or aspiration risk. A previous history of surgery may not directly affect swallowing unless it involved specific structures of the throat or esophagus. Recent weight gain does not necessarily indicate swallowing difficulties and could occur for a variety of other reasons. Finally, being diagnosed solely with oral health issues may address surface-level problems but does not account for the complex neurological involvement in swallowing that significantly impacts elderly patients.

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://etspraxis.examzify.com>

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

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