

KANSAS COMMERCIAL PESTICIDE APPLICATOR (1A) PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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. Which crop has sunflower headmoths listed as a major pest?**
 - A. Sorghum
 - B. Soybeans
 - C. Sunflowers
 - D. Wheat
- 2. Which of the following is included among the four major plant pathogen groups?**
 - A. Nematodes
 - B. Algae
 - C. Lichens
 - D. Molds
- 3. What does labelled site-specific restrictions mean?**
 - A. They are optional tips for best practice
 - B. They refer to storage restrictions
 - C. Additional restrictions on the label that apply to specific crops, pests, or geographic areas
 - D. They are warnings about toxicity
- 4. Characteristics commonly used to correctly identify insects include which of the following?**
 - A. Wings
 - B. Legs
 - C. Mouthparts
 - D. All of the above
- 5. Which practice is a best storage practice for pesticides?**
 - A. Date/time.
 - B. Store in original containers; separate from incompatible chemicals; keep away from food, feed, and water supplies.
 - C. Soil type at application site.
 - D. Rate/amount.

- 6. If plants in several different plant families are affected by symptoms, the cause is most likely to be:**
- A. Fungus
 - B. Virus
 - C. Nematode
 - D. Abiotic factor
- 7. The best type of sample to send to a diagnostic clinic is:**
- A. The smallest leaf possible, to save on shipping costs
 - B. Plant tissue that has been dead for a long time
 - C. Plant tissue from the transitional area between healthy and damaged areas
 - D. Dry plant material
- 8. The insects whose overwintering is described with the term flaxseed are which?**
- A. Aphids
 - B. Hessian flies
 - C. Wheat curl mites
 - D. Wheat head armyworms
- 9. What information must be recorded for each restricted-use pesticide application?**
- A. Date/time, product name and EPA number, rate/amount, area treated, application method, sprayer details, wind, temperature, applicator.
 - B. Time of day only.
 - C. Product label color.
 - D. The weather forecast for the week.
- 10. Wheat larvae feeding on seeds right down the drill row are which insects?**
- A. Army Cutworms
 - B. Army Worms
 - C. Wheat Stem Maggots
 - D. False Wireworms

Answers

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

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Explanations

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1. Which crop has sunflower headmoths listed as a major pest?

- A. Sorghum
- B. Soybeans
- C. Sunflowers**
- D. Wheat

Sunflower head moths specifically target the sunflower crop. Adults lay eggs on the sunflower heads and the larvae bore into the heads, feeding on the seeds and causing yield losses and poorer seed quality. Because this pest is tied to sunflower production, it's listed as a major pest for sunflowers, whereas other crops like sorghum, soybeans, and wheat have different pests that are more characteristic of those crops. Knowing this helps you focus scouting and management on sunflowers when sunflower head moths are a concern.

2. Which of the following is included among the four major plant pathogen groups?

- A. Nematodes**
- B. Algae
- C. Lichens
- D. Molds

Plant diseases are categorized into four major pathogen groups: fungi, bacteria, viruses, and nematodes. Nematodes fit this set as they are microscopic roundworms that attack plant roots, causing damage that leads to poor nutrient and water uptake and stunted growth. That's why this option is included among the four major plant pathogen groups. Algae aren't listed as a major plant-pathogen group in this framework; lichens aren't pathogens at all but a mutualistic combo of fungi and algae; molds are a form of fungi, not a separate major group.

3. What does labelled site-specific restrictions mean?

- A. They are optional tips for best practice
- B. They refer to storage restrictions
- C. Additional restrictions on the label that apply to specific crops, pests, or geographic areas**
- D. They are warnings about toxicity

Site-specific restrictions are extra rules printed on a pesticide label that limit how the product can be used for particular crops, pests, or geographic areas. They are mandatory directions that tell you where, when, or on which crops the product may or may not be used, beyond the general instructions. These restrictions help protect sensitive crops, pollinators, water, and other sensitive environments. They are not optional tips, nor storage notes or toxicity warnings. For example, a label might authorize use on one crop but forbid it on another, or restrict application within a certain distance of water or in specific counties.

4. Characteristics commonly used to correctly identify insects include which of the following?

- A. Wings
- B. Legs
- C. Mouthparts
- D. All of the above**

Identifying insects relies on looking at a combination of body features, not just one trait. Wings, legs, and mouthparts each provide important clues about which group an insect belongs to. Wings can indicate different orders or life stages based on whether they are present, absent, or the type and arrangement of the wings. Legs show not only that there are six legs but also characteristics like spines, leaf-like structures, or jumping adaptations that help distinguish groups. Mouthparts reveal feeding strategies and taxonomic relationships, with types such as chewing, piercing-sucking, siphoning, or lapping offering strong diagnostic signals. Because any single feature can be misleading on its own, using all three together gives the most reliable identification. Some insects may lack wings or have specialized mouthparts, but the combined information from wings, legs, and mouthparts remains a core approach to identifying insects. That's why all of the above is the best answer.

5. Which practice is a best storage practice for pesticides?

- A. Date/time.
- B. Store in original containers; separate from incompatible chemicals; keep away from food, feed, and water supplies.**
- C. Soil type at application site.
- D. Rate/amount.

Storing pesticides safely hinges on keeping the product identifiable, preventing dangerous interactions, and avoiding contamination of food and water. Keeping pesticides in their original containers preserves the label information—active ingredients, hazards, and specific storage instructions—so you know exactly what you have and how to handle it safely. Storing them with other incompatible chemicals raises the risk of chemical reactions, fires, or releases of toxic gases, which can endanger people and the environment. And keeping pesticides away from food, feed, and water supplies prevents accidental contamination of edible items and drinking water. Other ideas like noting a date/time don't address these critical safety aspects, while soil type at the application site or the rate/amount relate to use, not to how the product should be stored.

6. If plants in several different plant families are affected by symptoms, the cause is most likely to be:

- A. Fungus
- B. Virus
- C. Nematode
- D. Abiotic factor**

When many plants from different families show the same symptoms, it points to a non-living stress affecting a broad range of species rather than a specific pathogen. Living pests like fungi, viruses, or nematodes usually have some host preference and don't typically cause identical problems across such diverse plant groups. Abiotic factors—environmental stresses or chemical injuries such as drought, nutrient imbalances, pH or salinity problems, temperature extremes, or exposure to herbicides or pollutants—tend to produce similar symptoms in a wide variety of plants. So the most likely cause is an abiotic factor.

7. The best type of sample to send to a diagnostic clinic is:

- A. The smallest leaf possible, to save on shipping costs
- B. Plant tissue that has been dead for a long time
- C. Plant tissue from the transitional area between healthy and damaged areas**
- D. Dry plant material

The most informative sample is tissue from the boundary between healthy and damaged areas. This transition zone shows the active edge of the problem, where the disease process is progressing and the plant is actively responding. By including both healthy and diseased tissue in one specimen, the diagnostician can compare what's gone wrong and often detect the pathogen or the plant's response signals more reliably. Fresh, living tissue at this edge is more likely to yield useful results than tissue that's dead, desiccated, or entirely healthy, which may not reveal the current issue. A sample from the border is thus the best chance for an accurate diagnosis.

8. The insects whose overwintering is described with the term flaxseed are which?

- A. Aphids
- B. Hessian flies**
- C. Wheat curl mites
- D. Wheat head armyworms

The key idea is that some pests survive winter in a protected place within crop residues. The Hessian fly is known for overwintering as a larval/pupal stage inside the seed heads or straw of cereal crops—often described using the term flaxseed because these larvae can live within flax/seed-head debris during the cold months. This sheltered over-wintering allows them to resume development and emerge as adults in spring to lay eggs on new plants. The other insects listed don't overwinter in flaxseed debris: aphids, wheat curl mites, and wheat head armyworms use different overwintering strategies, such as eggs on host plants or diapause in other habitats.

9. What information must be recorded for each restricted-use pesticide application?

- A. Date/time, product name and EPA number, rate/amount, area treated, application method, sprayer details, wind, temperature, applicator.**
- B. Time of day only.
- C. Product label color.
- D. The weather forecast for the week.

Recording detailed information about each restricted-use pesticide application is essential for accountability, regulatory compliance, and safety. The record should include the date and time of application, the product name and EPA registration number, the rate or amount applied, the area treated, the application method, and details about the sprayer or equipment used. It also needs to capture environmental conditions at the time of application, such as wind speed and direction and the air temperature, and identify the applicator. This combination of data allows you to verify exactly what was applied, where, and under what conditions, and helps assess drift risk or address any future questions. Time of day alone, label color, or a weekly weather forecast do not provide the full, required set of details.

10. Wheat larvae feeding on seeds right down the drill row are which insects?

- A. Army Cutworms
- B. Army Worms
- C. Wheat Stem Maggots
- D. False Wireworms**

Seed-stage pests that feed directly on planted seeds in the drill row are described here. The larvae that stay in the seed zone and chew on the seed as it germinates cause germination failures and patchy stands right along the row. This feeding pattern matches false wireworms, which attack seeds in the drill row itself. In contrast, army cutworms and armyworms tend to eat above-ground tissue—foliage and young seedlings after they emerge—rather than consuming the seed at planting. Wheat stem maggots target the stems later in development, boring inside the stem rather than feeding on seeds in the drill row. So the behavior described—seed feeding right down the drill row—is characteristic of false wireworms.

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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.

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

<https://kscommpesticideapp1a.examzify.com>

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

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