

NES Elementary Education (102/103) Practice Test (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. Location, Place, Human-Environment Interaction, Movement, and Region are collectively known as which framework in geography?**
 - A. Cartographic concepts**
 - B. 5 themes of geography**
 - C. Geographic coordinates**
 - D. Physical geography**

- 2. What is a metaphor?**
 - A. A direct comparison without using like or as.**
 - B. A comparison using like or as.**
 - C. A humorous or facetious expression.**
 - D. The use of symbols to represent ideas or qualities.**

- 3. In first-language (L1) and second-language (L2) acquisition, which statement about developmental stages is true?**
 - A. L2 learners undergo all stages, but are urged to skip the first stage more than in L1s.**
 - B. L2 learners skip all stages.**
 - C. L2 learners start at the later stages only.**
 - D. L2 learners require no role of the first stage.**

- 4. Which statement best describes checks and balances in the government?**
 - A. A system that allows each branch to limit the powers of the other branches in order to prevent abuse of power**
 - B. A system that concentrates power in a single branch**
 - C. A system where the courts decide all laws without legislative input**
 - D. A system where the president can rule by decree**

- 5. A Producer in an economy is best described as which of the following?**
 - A. A person who purchases goods for personal use**
 - B. A person who makes laws for the economy**
 - C. A person who makes or supplies goods for sale**
 - D. A person who consumes services**

- 6. What describes subject-verb agreement?**
- A. The branch of government that makes the laws.**
 - B. The use of symbols to represent ideas.**
 - C. The subject stays the same; the verb must be singular or plural to match the subject.**
 - D. A common expression that doesn't make sense if taken literally.**
- 7. Word awareness is defined as which concept?**
- A. Knowing that individual words make up a sentence**
 - B. Understanding how sentences are formed**
 - C. Recognizing word shapes**
 - D. Counting letters in a sentence**
- 8. A reading teacher is assessing an eighth grader to determine her reading level. Timed at a minute, the student reads with 93% accuracy. She misreads an average of seven words out of 100. What is her reading level?**
- A. Frustration level**
 - B. Independent level**
 - C. Instructional level**
 - D. Advanced level**
- 9. How do you convert a decimal to a percent?**
- A. Subtract 1**
 - B. Multiply by 100 and add a % sign**
 - C. Divide by 100**
 - D. Multiply by 100 and add a % sign**

10. A third-grade teacher gives the entire class a chapter book above grade level while other students are reading at or below grade level. What is the likely outcome of this approach?

- A. Fail, producing students at a Frustration reading level. Those reading below grade level are likely to give up entirely. Those reading at grade level are likely to get frustrated and form habits that will slow down their development.**
- B. All students will improve at the same pace.**
- C. Below-grade readers will catch up quickly.**
- D. High-level readers will be accelerated.**

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Answers

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

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Explanations

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1. Location, Place, Human-Environment Interaction, Movement, and Region are collectively known as which framework in geography?

- A. Cartographic concepts**
- B. 5 themes of geography**
- C. Geographic coordinates**
- D. Physical geography**

The main idea being tested is how geography organizes study through a framework of five themes. These themes—Location, Place, Human-Environment Interaction, Movement, and Region—provide a clear structure for understanding how the world is arranged and how people relate to it. Location helps us pinpoint where something is, either exactly (latitude and longitude) or in relation to other places. Place describes the specific characteristics that give a location its identity, including physical features and human aspects like culture or built environment. Human-Environment Interaction looks at how people adapt to, modify, and depend on their surroundings. Movement explains how people, goods, and ideas travel from one place to another. Region groups together areas with common features or patterns, helping us compare and analyze different parts of the world. Because the question lists exactly these five elements, it points to the established five themes framework. The other options describe different ideas (maps and cartography, pinpointing a location with coordinates, or studying natural features) that don't encompass the entire framework of five organizing themes.

2. What is a metaphor?

- A. A direct comparison without using like or as.**
- B. A comparison using like or as.**
- C. A humorous or facetious expression.**
- D. The use of symbols to represent ideas or qualities.**

A metaphor is a direct statement that one thing is another, creating a vivid image by equating two things without using like or as. For example, saying “the classroom was a zoo” treats the room as if it were a zoo, conveying busyness and noisiness without saying it's like a zoo. That direct identity is what sets a metaphor apart from other figures of speech. A simile, by contrast, would compare using like or as, such as “the classroom was like a zoo,” which keeps the two things separate and makes the comparison explicit rather than stating they are the same. The other options describe different ideas: a humorous or facetious expression is about tone or playfulness rather than a figure of speech; the use of symbols to represent ideas is symbolism, which uses signs to stand for something else rather than declaring a direct equivalence.

3. In first-language (L1) and second-language (L2) acquisition, which statement about developmental stages is true?

- A. L2 learners undergo all stages, but are urged to skip the first stage more than in L1s.**
- B. L2 learners skip all stages.**
- C. L2 learners start at the later stages only.**
- D. L2 learners require no role of the first stage.**

In language learning, learners move through a sequence of stages from listening and understanding to speaking and using language in real situations. For second-language learners, the same progression tends to occur as first-language learners, but the approach to the initial stage can be different. They typically experience the same stages, yet classroom guidance often encourages starting to speak and engage in meaningful communication sooner, which can shorten or shift the time spent in the earliest silent period. This means they still go through the stages in order, but they may progress more quickly through the first stage due to prior language knowledge, instruction, and exposure. The idea behind this pattern is that early production and practical use support faster development of interlanguage and communicative competence, even though the underlying sequence remains similar. Other options suggest skipping all stages, starting only at later stages, or not involving the first stage at all, which doesn't align with how second-language development typically unfolds.

4. Which statement best describes checks and balances in the government?

- A. A system that allows each branch to limit the powers of the other branches in order to prevent abuse of power**
- B. A system that concentrates power in a single branch**
- C. A system where the courts decide all laws without legislative input**
- D. A system where the president can rule by decree**

Checks and balances means that each branch of government has the ability to limit the others, so no single part can grab too much power. This keeps government accountable and protects people's rights. In practice, the legislature makes laws, the executive enforces them, and the courts interpret them. Each branch can check the others: the president can veto legislation, the legislature can override a veto or confirm appointments, and the courts can review laws and actions to ensure they fit the Constitution. If power were concentrated in one branch, if courts made laws without input from the legislature, or if the president ruled by decree, abuses could occur and rights could be at risk.

5. A Producer in an economy is best described as which of the following?

- A. A person who purchases goods for personal use**
- B. A person who makes laws for the economy**
- C. A person who makes or supplies goods for sale**
- D. A person who consumes services**

Producers are the people or firms that turn resources into goods and services that are sold in the market. They organize inputs like land, labor, and capital to create products or offer services, aiming to supply what people want to buy. Their main role is to make or supply goods for sale, driving the economy's production side. The other descriptions describe buying for personal use, making laws, or consuming services—activities that don't involve producing or supplying goods for sale.

6. What describes subject-verb agreement?

- A. The branch of government that makes the laws.**
- B. The use of symbols to represent ideas.**
- C. The subject stays the same; the verb must be singular or plural to match the subject.**
- D. A common expression that doesn't make sense if taken literally.**

Subject-verb agreement means you choose a verb form that matches the subject's number. When the subject is singular, the verb should be singular; when the subject is plural, the verb should be plural. For example, The cat sits on the mat. The cats sit on the mat. This basic rule keeps sentences clear and sounds right. The other descriptions describe different ideas (a branch of government, symbols, or expressions) and don't capture how a verb changes to agree with its subject.

7. Word awareness is defined as which concept?

- A. Knowing that individual words make up a sentence**
- B. Understanding how sentences are formed**
- C. Recognizing word shapes**
- D. Counting letters in a sentence**

Word awareness means recognizing that individual words are the units that make up a sentence. It's about seeing that spaces separate words and that a sentence is formed by putting several words together to convey meaning. This foundational skill helps kids identify word boundaries and understand that words, not just letters, carry meaning within a sentence. Understanding how sentences are formed is more about grammar and the arrangement of words to create meaning, which comes after recognizing words as separate units. Recognizing word shapes is about how words look visually, another separate skill, and counting letters in a sentence focuses on letters rather than the word-level structure.

8. A reading teacher is assessing an eighth grader to determine her reading level. Timed at a minute, the student reads with 93% accuracy. She misreads an average of seven words out of 100. What is her reading level?

- A. Frustration level**
- B. Independent level**
- C. Instructional level**
- D. Advanced level**

Understanding reading levels often comes down to how accurately a student can read with or without support. A common guideline is: independent level means high accuracy (roughly 95%-100%), instructional level means some support is helpful (about 90%-94%), and frustration level is below 90%. Here, the student reads with 93% accuracy, which means about 7 words out of 100 are read incorrectly. That accuracy falls in the instructional range—she can handle the text but benefits from guidance and targeted instruction rather than reading completely on her own. The timed element shows fluency, but the level designation mainly reflects accuracy and the need for support. So the best label is instructional level.

9. How do you convert a decimal to a percent?

- A. Subtract 1**
- B. Multiply by 100 and add a % sign**
- C. Divide by 100**
- D. Multiply by 100 and add a % sign**

Converting a decimal to a percent means expressing the number as a portion of 100. You do this by multiplying the decimal by 100 and then adding the percent symbol, since percent means per hundred. This is also the same as shifting the decimal two places to the right: for example, 0.63 becomes 63% because $0.63 \times 100 = 63$. If the decimal is greater than 1, like 1.25, you get 125%. Other operations don't convert to a percent correctly—for instance, subtracting 1 or dividing by 100 changes the value in ways that don't produce a percent.

10. A third-grade teacher gives the entire class a chapter book above grade level while other students are reading at or below grade level. What is the likely outcome of this approach?

- A. Fail, producing students at a Frustration reading level. Those reading below grade level are likely to give up entirely. Those reading at grade level are likely to get frustrated and form habits that will slow down their development.**
- B. All students will improve at the same pace.**
- C. Below-grade readers will catch up quickly.**
- D. High-level readers will be accelerated.**

Matching reading material to what students can handle at their current level is essential for keeping them motivated and making steady progress. When a whole class is given a chapter book that's above the grade level of most students, those who read below grade level typically struggle to keep up, which often leads to frustration and a risk of giving up. Even students who read at grade level can become frustrated if they're pushed too far beyond what they're ready for, and this can slow their ongoing development as readers. In contrast, the wiser approach is to differentiate—offer texts at varied levels, use guided reading groups, and provide supports that help each student tackle appropriately challenging material. For advanced readers, extension activities or enrichment can keep them engaged without leaving others behind.

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://neselementaryed102and103.examzify.com>

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

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