

New York State Assessment of Teaching Skills - Written (ATS-W) Certification 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. Which level is Preconventional in Kohlberg's theory?**
 - A. Conventional**
 - B. Postconventional**
 - C. Preconventional**
 - D. Initial**

- 2. Emotional delay refers to**
 - A. Delays in understanding and conveying feelings**
 - B. Delays in gross motor skills**
 - C. Delays in peer relationships**
 - D. Delays in intellectual development**

- 3. Behavioral delay is best described as**
 - A. Slower progression into the egocentric toddler stage or may include atypical behaviors such as hand flapping**
 - B. Delays in gross motor skills**
 - C. Delays in social recognition**
 - D. Difficulty with academic tasks**

- 4. Which category would include clubfoot as an example?**
 - A. Mentally Retarded/Intellectually Disabled**
 - B. Other Health Impairment**
 - C. Orthopedically Impaired**
 - D. Visually Handicapped**

- 5. In the Behaviorist Model, what determines success?**
 - A. Learning is driven by student curiosity.**
 - B. Knowledge is constructed through social interaction.**
 - C. Success is based on mastering the objectives, knowledge or skills.**
 - D. Assessment is not used to measure achievement.**

- 6. Which item is NOT listed as a way to adapt the overall instructional environment?**
- A. Technology integration**
 - B. Individual student variables**
 - C. Large group with teacher**
 - D. Peer tutoring**
- 7. Which Piaget stage involves understanding how to manipulate symbols and quantities, such as water distribution in two containers?**
- A. Preoperational**
 - B. Concrete operational**
 - C. Sensorimotor**
 - D. Formal operational**
- 8. Criterion-referenced tests are used to:**
- A. Measure knowledge of a specific content area and compare to a pre-established standard**
 - B. Compare performance to peer norms**
 - C. Assess creativity in problem solving**
 - D. Assess reading fluency in everyday speech**
- 9. Higher Order Thinking Skills (HOTS) include which of the following?**
- A. analysis, synthesis and evaluation.**
 - B. recall of facts.**
 - C. physical coordination.**
 - D. speed reading.**
- 10. Which category covers visual impairment with or without correction?**
- A. Cognitive Delay**
 - B. Visually Handicapped**
 - C. Other Health Impairment**
 - D. Mentally Retarded/Intellectually Disabled**

Answers

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

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Explanations

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1. Which level is Preconventional in Kohlberg's theory?

- A. Conventional
- B. Postconventional
- C. Preconventional**
- D. Initial

Preconventional is the first level of Kohlberg's moral development theory. At this stage, moral reasoning is driven by self-interest and the desire to avoid punishment or to gain rewards, rather than by social norms or abstract principles. That's why the level that carries this exact name is the correct choice—it identifies the initial stage of the model. Beyond this, conventional reasoning centers on fitting in with laws and norms, and postconventional reasoning rests on universal ethical principles. The remaining option, Initial, isn't part of Kohlberg's framework.

2. Emotional delay refers to

- A. Delays in understanding and conveying feelings**
- B. Delays in gross motor skills
- C. Delays in peer relationships
- D. Delays in intellectual development

Emotional development focuses on how a child understands, recognizes, expresses, and regulates feelings. An emotional delay means slower or disrupted growth in these affective skills. A child with an emotional delay may have trouble identifying what they're feeling, labeling emotions (like happy, sad, or anxious), or conveying those feelings to others in clear, appropriate ways. They might also struggle to manage strong emotions or respond to social situations with typical emotional responses. This isn't about physical movement, thinking skills, or forming relationships by themselves. While emotional skills influence interactions with peers and overall development, the core issue described here centers on understanding and expressing emotions, which aligns with why the correct choice is about delays in understanding and conveying feelings.

3. Behavioral delay is best described as

- A. Slower progression into the egocentric toddler stage or may include atypical behaviors such as hand flapping**
- B. Delays in gross motor skills
- C. Delays in social recognition
- D. Difficulty with academic tasks

Behavioral delay refers to slower development of typical social and adaptive behaviors in early childhood, and it can include unusual, repetitive actions. The described idea—progressing more slowly through toddler-appropriate social behaviors (even described here as an egocentric toddler stage) while also showing atypical movements like hand flapping—captures a pattern of behavioral development that is delayed and includes distinctive, repetitive behaviors often seen in autism. The other options point to delays in specific domains (gross motor skills, social recognition, or academic tasks) rather than a broad pattern of behavioral development that includes both social progression and unusual behaviors.

4. Which category would include clubfoot as an example?

A. Mentally Retarded/Intellectually Disabled

B. Other Health Impairment

C. Orthopedically Impaired

D. Visually Handicapped

Clubfoot is a congenital deformity of the foot that can affect movement and require medical treatment. In how schools categorize disabilities, Orthopedic Impairment covers significant physical impairments of the musculoskeletal system that adversely affect a student's educational performance. Because clubfoot involves the bones, joints, and alignment of the foot and can limit mobility or participation in activities, it fits this category best. The other options don't match the source of the impairment. Mentally Retarded/Intellectually Disabled refers to cognitive functioning and adaptive skills, not a physical condition. Visually Handicapped describes vision impairments. Other Health Impairment covers health problems that affect alertness or stamina, but clubfoot is a musculoskeletal condition rather than a condition that primarily impacts attention or general health stamina.

5. In the Behaviorist Model, what determines success?

A. Learning is driven by student curiosity.

B. Knowledge is constructed through social interaction.

C. Success is based on mastering the objectives, knowledge or skills.

D. Assessment is not used to measure achievement.

Mastering the set objectives, knowledge, or skills is what success means in the Behaviorist Model because learning is viewed as a measurable change in observable behavior produced by reinforcement. When a learner consistently demonstrates the target behaviors or outcomes, that counts as achievement. The emphasis is on visible performance and the ability to reproduce specific skills, not on internal curiosity or on knowledge construction through social interaction. Assessments matter in this view because they provide the evidence of mastery that reinforcement can shape and sustain.

6. Which item is NOT listed as a way to adapt the overall instructional environment?

- A. Technology integration**
- B. Individual student variables**
- C. Large group with teacher**
- D. Peer tutoring**

Adapting the overall instructional environment means changing the setup and delivery of learning to fit students' needs and the classroom context. Technology integration changes how students access and engage with content, bringing in devices, online resources, and digital tools to shape the learning space. Considering individual student variables involves differentiating what, how, and how long students learn, so the environment supports varied readiness, interests, and learning profiles. Organizing instruction for a large group with the teacher modifies pacing, grouping, and opportunities for whole-class interaction, all of which reshape the learning atmosphere. Peer tutoring, while a valuable instructional strategy, does not by itself modify the environment in these broad ways. It's a method that pairs students for support within the existing setup rather than altering the environment's tools, structure, or collective organization. Therefore, it is not listed as a way to adapt the overall instructional environment.

7. Which Piaget stage involves understanding how to manipulate symbols and quantities, such as water distribution in two containers?

- A. Preoperational**
- B. Concrete operational**
- C. Sensorimotor**
- D. Formal operational**

Understanding how to perform mental operations on concrete objects is what this item is getting at. In the concrete operational stage, children can think through changes in quantity and arrangement without needing to physically manipulate everything anew. The water-in-two-containers task is a classic conservation problem: the amount of water stays the same even when the containers' shapes change. Recognizing that the quantity is conserved shows they can perform logical transformations on concrete properties, a hallmark of this stage. Earlier, preoperational thinkers might be swayed by differences in appearance and say one container has more water, because they focus on perceptual features rather than invariant properties. Later, formal operational thinkers handle abstract and hypothetical reasoning, which goes beyond concrete scenarios like this.

8. Criterion-referenced tests are used to:

- A. Measure knowledge of a specific content area and compare to a pre-established standard**
- B. Compare performance to peer norms**
- C. Assess creativity in problem solving**
- D. Assess reading fluency in everyday speech**

Criterion-referenced tests measure mastery of specific content against a predefined standard. This means the goal is to determine whether a student has achieved a defined level of knowledge or skill in a particular area, using a set cutoff or rubric, independent of how others perform. That's why this option is the best fit: it describes assessing knowledge in a specific content area and comparing it to a standard you've established. The other ideas reflect different kinds of assessment—peers' performance, creativity in problem solving, or everyday reading fluency—not the fixed-standards approach used by criterion-referenced tests.

9. Higher Order Thinking Skills (HOTS) include which of the following?

- A. analysis, synthesis and evaluation.**
- B. recall of facts.**
- C. physical coordination.**
- D. speed reading.**

Higher Order Thinking Skills involve going beyond simply recalling information to actively processing it. They include analyzing parts of information, synthesizing ideas to create new understandings, and evaluating evidence or arguments to make judgments. The option that lists analysis, synthesis, and evaluation matches these deeper cognitive processes. Recall of facts is basic memory and does not require this level of processing. Physical coordination is a motor skill, not a thinking process. Speed reading focuses on reading speed rather than the depth of thinking about the material.

10. Which category covers visual impairment with or without correction?

- A. Cognitive Delay**
- B. Visually Handicapped**
- C. Other Health Impairment**
- D. Mentally Retarded/Intellectually Disabled**

Visual impairment is the focus here. The category that fits is Visually Handicapped, because it specifically covers students whose primary challenge is vision, whether or not it can be corrected with glasses or other aids. The other options point to cognitive or intellectual difficulties or to health-related issues that affect learning in general, not to vision. So, the term that directly describes a vision-related impairment, with or without correction, is the best fit.

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://nysatsw.examzify.com>

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

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