

NEW YORK STATE ASSESSMENT OF TEACHING SKILLS – WRITTEN (ATS-W) CERTIFICATION 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. One disadvantage of formal assessments is that they may not reveal depth of understanding due to what?**
 - A. The format may be too formal and limit depth
 - B. They are too time-consuming
 - C. They are not valid
 - D. They cannot be used for multiple populations

- 2. Which description reflects a successful, student-centered activity?**
 - A. Tasks identical for all students.
 - B. Tasks chosen to test only content knowledge.
 - C. Tasks that are selected to meet the individual needs of the students.
 - D. Tasks with minimal feedback.

- 3. Inclusion refers to**
 - A. The right of students with disabilities to be placed in a regular classroom
 - B. The right to a separate classroom
 - C. The right to online instruction only
 - D. The right to no special education services

- 4. Growth in students' development is correlated with school performance.**
 - A. Sometimes
 - B. Not related
 - C. True
 - D. False

- 5. What is a 504 plan?**
 - A. A 504 plan is a plan for students to learn only in resource rooms.
 - B. A 504 plan replaces the IEP for all students with disabilities.
 - C. A 504 plan is a plan of instructional services to assist students with special needs in a regular classroom setting.
 - D. A 504 plan is a plan that assigns homework to all students.

- 6. Which of the following is a purpose of assessment?**
- A. To Identify Student Strengths And Weaknesses
 - B. To Decorate Bulletin Boards
 - C. To Schedule Lunch
 - D. To Celebrate Student Birthdays
- 7. When a teacher wants to score a subjective assessment, which tool is most useful?**
- A. Rubric
 - B. Checklist
 - C. Alternative assessment
 - D. Subjective measures should not be utilized
- 8. Which strategy allows students to achieve similar academic levels even when they start at different levels?**
- A. Applying concrete rules to abstract theories
 - B. Creating learning modules
 - C. Incorporate social learning skills
 - D. Follow cognitive development progression
- 9. Which theory posits that linguistic, cognitive, and social knowledge are interactive elements of total human development?**
- A. Behaviorist Approach
 - B. Sociocultural Approach
 - C. Cognitive Approach
 - D. Sociocognitive Approach
- 10. At which Piaget stage does abstract thinking occur and carry into adulthood?**
- A. Sensorimotor
 - B. Preoperational
 - C. Concrete operational
 - D. Formal operational

Answers

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

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Explanations

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1. One disadvantage of formal assessments is that they may not reveal depth of understanding due to what?

- A. The format may be too formal and limit depth**
- B. They are too time-consuming
- C. They are not valid
- D. They cannot be used for multiple populations

Formal assessments often use structured formats that emphasize selecting correct answers or giving brief, discrete responses. This setup can constrain how students express their thinking, making it hard for them to demonstrate the full reasoning, nuance, and connections behind their understanding. A student might grasp a concept well but not have an opportunity to articulate how they arrived at an answer or to apply the idea in a new context within the confines of the format. Because of that, depth of understanding isn't fully revealed. To capture depth, teachers turn to tasks that require explanation, justification, modeling, or real-world application. While issues like time demands, validity, or suitability for diverse populations are important in assessment design, they don't directly explain why the format itself limits depth.

2. Which description reflects a successful, student-centered activity?

- A. Tasks identical for all students.
- B. Tasks chosen to test only content knowledge.
- C. Tasks that are selected to meet the individual needs of the students.**
- D. Tasks with minimal feedback.

In student-centered practice, the most effective activities are built around each learner, with tasks chosen to meet individual needs. That means recognizing that students differ in readiness, interests, and strengths, and giving them options and flexibility to engage with the content at an appropriate level. When tasks are tailored this way, students are more engaged, can access the material in a way that makes sense to them, and have authentic opportunities to demonstrate understanding using methods that fit their strengths. Feedback is timely and specific, guiding next steps and helping students grow. Why this best fits is that it contrasts with one-size-fits-all tasks, which don't account for different starting points; tasks that test only content knowledge can ignore important skills like applying, analyzing, or communicating understanding in varied ways; and minimal feedback leaves students unsure how to improve. A classroom that prioritizes meeting individual needs through task choice supports ownership, relevance, and ongoing growth.

3. Inclusion refers to

- A. The right of students with disabilities to be placed in a regular classroom**
- B. The right to a separate classroom
- C. The right to online instruction only
- D. The right to no special education services

Inclusion means educating students with disabilities in the general education classroom to the greatest extent possible, with the supports and services needed to participate and learn. It aligns with the idea of placing students in a regular classroom while providing accommodations, modifications, assistive technology, and collaboration with special education staff so they can access the same curriculum and be part of the school community. This approach contrasts with keeping students in a separate classroom, relying only on online instruction, or denying needed services. So the correct understanding is that students with disabilities have the right to be in a regular classroom with the appropriate supports to participate.

4. Growth in students' development is correlated with school performance.

- A. Sometimes
- B. Not related
- C. True**
- D. False

Growth in students' development and school performance go hand in hand, because as students develop cognitively, linguistically, socially, and emotionally, they gain the skills that support learning. Better memory, attention, self-regulation, problem-solving, and communication help students follow directions, stay focused, collaborate, and complete tasks more effectively. When these capacities grow, engagement with lessons increases and performance—such as grades, test scores, and participation—typically improves. The relationship is positive and well-supported by research, though it's not a perfect cause-and-effect; other factors like classroom quality, health, and home support also influence outcomes. Overall, growth in development is associated with higher school performance, making the statement true.

5. What is a 504 plan?

- A. A 504 plan is a plan for students to learn only in resource rooms.
- B. A 504 plan replaces the IEP for all students with disabilities.
- C. A 504 plan is a plan of instructional services to assist students with special needs in a regular classroom setting.**
- D. A 504 plan is a plan that assigns homework to all students.

A 504 plan provides accommodations so a student with a disability can access the regular classroom curriculum. It comes from Section 504 of the Rehabilitation Act, which protects against discrimination and aims to remove barriers to learning in the general education setting. The plan focuses on practical supports and adjustments—like extended time on tests, preferential seating, or assistive technology—so the student can participate and demonstrate learning alongside peers. It's for students who need these accommodations but don't necessarily require the specialized instruction that an IEP provides. It's distinct from an IEP, though a student might have both in some cases, and it isn't limited to resource rooms or applied to all students.

6. Which of the following is a purpose of assessment?

- A. To Identify Student Strengths And Weaknesses**
- B. To Decorate Bulletin Boards
- C. To Schedule Lunch
- D. To Celebrate Student Birthdays

Assessments provide evidence of what students know and can do, which helps teachers see both strengths and areas that need more support. That information is used to plan instruction, differentiate tasks, and monitor progress over time, guiding what to teach next and how to support each learner. Classroom activities like decorating bulletin boards, scheduling lunch, or celebrating birthdays don't yield information about learning or guide instructional decisions, so they aren't the purpose of assessment. The core idea is that assessment is about understanding learning so you can improve teaching and learning.

7. When a teacher wants to score a subjective assessment, which tool is most useful?

A. Rubric

B. Checklist

C. Alternative assessment

D. Subjective measures should not be utilized

A rubric is the most useful tool for scoring subjective work because it lays out specific criteria and levels of performance, turning open-ended responses into observable indicators of quality. It clarifies what counts as strong, adequate, or needs improvement, so scoring becomes consistent and fair even when different students or scorers are involved. Rubrics can be analytic, scoring each criterion separately (like argument, evidence, organization, and style), or holistic, giving an overall judgment tied to the standards. This transparency helps students understand expectations and receive targeted feedback. A checklist, by contrast, notes whether components are present but doesn't measure quality, and an alternative assessment is a broad category of tasks rather than a scoring method. Treating subjective measures as inherently inappropriate isn't right; a rubric provides a reliable, fair way to evaluate subjective work.

8. Which strategy allows students to achieve similar academic levels even when they start at different levels?

A. Applying concrete rules to abstract theories

B. Creating learning modules

C. Incorporate social learning skills

D. Follow cognitive development progression

Flexible, modular instruction lets students access content at multiple entry points and progress at their own pace, with built-in supports, so they can reach the same learning targets even if their starting points differ. By designing a sequence of modules aligned to essential outcomes, using pre-assessments to place students, and requiring demonstrated mastery before moving on, teachers provide personalized paths that close gaps and keep everyone advancing together. This approach is more effective for equalizing outcomes than simply illustrating concepts with concrete rules, relying mainly on social collaboration, or following a fixed developmental sequence, because it directly addresses varied starting knowledge with targeted, paced, and mastery-based learning.

9. Which theory posits that linguistic, cognitive, and social knowledge are interactive elements of total human development?

- A. Behaviorist Approach
- B. Sociocultural Approach
- C. Cognitive Approach
- D. Sociocognitive Approach**

Learning happens through a dynamic blend of social interaction, language use, and thinking. In the sociocognitive view, linguistic knowledge, cognitive processes, and social understanding don't develop separately; they influence and shape one another as a person grows. You use language to think and reason, and through social engagement—watching others, receiving guidance, and collaborating—you gradually regulate your own learning and problem solving. This approach sees development as holistic: social worlds and cognitive growth feed into each other, producing what you know and how you know it. Why this best fits is that it explicitly ties together how we think, how we talk, and how we interact with others as the engine of development. The behaviorist perspective centers on observable actions and reinforcement with little emphasis on internal reasoning or social mediation. The cognitive perspective focuses on information processing and mental structures, but often treats learning as an individual activity rather than something co-constructed with others. The sociocultural view highlights social interaction and cultural tools in development, especially language and mediation, but the sociocognitive approach foregrounds the interactive integration of social, linguistic, and cognitive facets as a unified process of growth.

10. At which Piaget stage does abstract thinking occur and carry into adulthood?

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

Abstract thinking emerges in the final stage of Piaget's theory, where reasoning becomes independent of concrete objects and events. In this stage, you can think about possibilities, test hypotheses, and reason about abstract concepts or hypothetical scenarios. You can solve problems by manipulating ideas in your mind, not just by acting on things you can see or touch. This kind of thinking also supports deductive reasoning and systematic planning, and it typically begins around age 12 and extends into adulthood. Earlier stages show different limits. The sensorimotor stage centers on learning through direct senses and actions, with no real-world symbolic or abstract reasoning. The preoperational stage brings symbolic thought and language but remains egocentric and lacks logical operations. The concrete operational stage introduces logical thinking about concrete situations but still relies on tangible references and cannot easily handle abstract or hypothetical ideas. Because the hallmark here is the capacity for abstract and hypothetical reasoning that carries into adulthood, this is the stage described.

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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