

Praxis Education of Deaf and Hard of Hearing Students (5272) Practice Exam (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

- 1. What does the WISC primarily assess?**
 - A. Reading comprehension skills**
 - B. Overall academic achievement**
 - C. Intelligence and cognitive abilities**
 - D. Developmental milestones in infants**
- 2. Which type of intelligence involves the ability to understand and control one's own emotions?**
 - A. Musical**
 - B. Intrapersonal**
 - C. Interpersonal**
 - D. Visual-spatial**
- 3. What is the main focus of the Stanford Achievement Test?**
 - A. Measuring readiness for higher education**
 - B. Evaluating mathematics skills only**
 - C. Assessing competency in children**
 - D. Determining social skills in children**
- 4. How many morphemes should be computed for analyzing MLU?**
 - A. 5 to 10 morphemes**
 - B. 5 to 50 morphemes**
 - C. 5 to 100 morphemes**
 - D. 5 to 150 morphemes**
- 5. Which component is NOT included in an Individualized Family Service Plan (IFSP)?**
 - A. Child's current levels of functioning**
 - B. Family advocate involvement**
 - C. Specific services required**
 - D. Goals and objectives for the child**

- 6. What defines Signed Exact English (SEE)?**
- A. A unique form of ASL**
 - B. It uses manual signs that strictly follow English syntax**
 - C. It is primarily a tactile form of communication**
 - D. A visual representation of non-verbal cues**
- 7. What does Title II of the Americans with Disabilities Act (ADA) stipulate?**
- A. Individuals with disabilities cannot be refused access to public transportation**
 - B. Individuals with disabilities can be required to use special services only**
 - C. Individuals with disabilities cannot be refused services, programs, and/or activities due to their disabilities**
 - D. Individuals with disabilities must be provided with free services**
- 8. What is the practice of inclusion in education?**
- A. Teaching students with disabilities in separate classrooms**
 - B. Educating all students, including those with disabilities, in general education settings**
 - C. Only providing support to students with behavioral issues**
 - D. Teaching students without disabilities in specialized facilities**
- 9. What is an essential aspect of attitudinal deafness?**
- A. Accepting assistive technology as a primary communication tool**
 - B. Identifying as a member of the deaf community**
 - C. Having a minimal degree of hearing loss**
 - D. Seeking medical treatment for hearing loss**
- 10. What is the degree of hearing loss for ranges from 41 to 55 dB?**
- A. Moderate**
 - B. Mild**
 - C. Normal**
 - D. Minimal (Slight)**

Answers

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

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Explanations

1. What does the WISC primarily assess?

- A. Reading comprehension skills
- B. Overall academic achievement
- C. Intelligence and cognitive abilities**
- D. Developmental milestones in infants

The WISC, or Wechsler Intelligence Scale for Children, is designed to assess a child's intellectual capabilities and cognitive functioning. It provides a comprehensive evaluation of various cognitive abilities, including verbal comprehension, perceptual reasoning, working memory, and processing speed. The focus of the WISC is not on academic skills or reading comprehension, nor is it concerned with measuring developmental milestones in infants or overall academic achievement. Instead, it offers insights into a child's cognitive strengths and weaknesses, making it a valuable tool in identifying learning disabilities, giftedness, and other cognitive profiles.

2. Which type of intelligence involves the ability to understand and control one's own emotions?

- A. Musical
- B. Intrapersonal**
- C. Interpersonal
- D. Visual-spatial

The ability to understand and control one's own emotions is characteristic of intrapersonal intelligence. This type of intelligence focuses on self-awareness and the capacity to recognize personal feelings, motivations, and internal states. Individuals with strong intrapersonal intelligence are typically skilled at self-reflection and can effectively manage their emotions, which influences their decision-making, relationships, and overall mental health. In contrast, the other types of intelligence listed involve different skills and competencies. Musical intelligence pertains to the sensitivity to pitch, melody, rhythm, and tone, allowing individuals to create or appreciate music. Interpersonal intelligence concerns the ability to understand and interact effectively with others, focusing on social skills and empathetic engagement. Visual-spatial intelligence relates to the ability to visualize and manipulate objects in space, which is important in fields like architecture and art. Each type represents a distinct form of intelligence, but intrapersonal intelligence specifically aligns with the understanding and management of one's own emotions.

3. What is the main focus of the Stanford Achievement Test?

- A. Measuring readiness for higher education**
- B. Evaluating mathematics skills only**
- C. Assessing competency in children**
- D. Determining social skills in children**

The main focus of the Stanford Achievement Test is to assess competency in children across a variety of subjects. This test is designed to measure how well students have mastered the academic content they have been taught in the classroom. By providing a comprehensive evaluation of knowledge in areas such as reading, writing, mathematics, and other subjects, the Stanford Achievement Test helps educators, parents, and policymakers understand students' academic strengths and areas that may need improvement. The importance of focusing on broad competency is that it allows for a more nuanced understanding of a student's academic performance over time and in different content areas. This approach is crucial for developing targeted instructional strategies to help students succeed in their educational journey. The information garnered from the test results can also inform curriculum development and instructional planning in schools.

4. How many morphemes should be computed for analyzing MLU?

- A. 5 to 10 morphemes**
- B. 5 to 50 morphemes**
- C. 5 to 100 morphemes**
- D. 5 to 150 morphemes**

For analyzing Mean Length of Utterance (MLU), the typical guideline is to compute the number of morphemes in a range that provides sufficient data for a reliable analysis. In the context of speech-language pathology and language development studies, examining 5 to 100 morphemes strikes a balance that allows for a sufficient assessment of a child's language abilities without overwhelming the analysis with too many utterances. This range helps ensure that the sample is representative of the child's typical speech patterns while still being manageable for analysis. A larger sample, such as beyond 100 morphemes, might introduce variability that could complicate the assessment without significantly enhancing the understanding of the child's language development. Therefore, focusing on around 100 morphemes provides a practical and effective means for calculating MLU and discerning patterns in language acquisition.

5. Which component is NOT included in an Individualized Family Service Plan (IFSP)?

- A. Child's current levels of functioning**
- B. Family advocate involvement**
- C. Specific services required**
- D. Goals and objectives for the child**

The correct answer highlights that family advocate involvement is not a required component of an Individualized Family Service Plan (IFSP). The IFSP primarily focuses on the child and the specific services that will be provided to support their development. It outlines critical elements such as the child's current levels of functioning, the specific services that will be provided (like therapy or educational services), and the goals and objectives for the child's progress. While family involvement is important in the development of the IFSP, and families are expected to participate in discussions regarding their child's needs and services, the presence of a family advocate is not a mandated component of the plan itself. The IFSP is uniquely designed to emphasize the child's developmental needs and the supports required to meet those needs rather than the role of advocates, which is more of a helpful addition rather than a core requirement.

6. What defines Signed Exact English (SEE)?

- A. A unique form of ASL**
- B. It uses manual signs that strictly follow English syntax**
- C. It is primarily a tactile form of communication**
- D. A visual representation of non-verbal cues**

Signed Exact English (SEE) is a system designed to represent English language structure in a visual form, primarily by using manual signs that correspond closely to the words and syntax of English. This approach facilitates clear communication for individuals who are learning English as a second language or who rely on English for academic contexts. SEE employs specific signs for English vocabulary and adheres to the grammatical rules of English, allowing users to convey sentences in a way that aligns with conventional English syntax. The focus on following English syntax is crucial because it aids in bridging the communication gap for deaf and hard of hearing individuals who may be more familiar with English than American Sign Language (ASL), which has its own syntax and grammatical rules. This design makes SEE particularly useful in educational settings where English literacy is a goal for Deaf or hard of hearing students.

7. What does Title II of the Americans with Disabilities Act (ADA) stipulate?

- A. Individuals with disabilities cannot be refused access to public transportation**
- B. Individuals with disabilities can be required to use special services only**
- C. Individuals with disabilities cannot be refused services, programs, and/or activities due to their disabilities**
- D. Individuals with disabilities must be provided with free services**

Title II of the Americans with Disabilities Act (ADA) specifically addresses the rights of individuals with disabilities in relation to public entities. It prohibits discrimination against individuals with disabilities in all programs, services, and activities provided by state and local governments. This means that individuals cannot be denied access to services, programs, or activities on the basis of their disabilities. The intention is to ensure that people with disabilities have the same opportunities and access as everyone else, highlighting the importance of inclusivity and accessibility in public services. While public transportation is covered under Title II, the correct answer encompasses a broader range of services and programs, which is why it captures the essence of Title II's provisions more comprehensively. The other choices either misrepresent the requirements of the law or limit the scope of what Title II protects. For instance, requiring individuals to use special services contradicts the intent of the ADA, which aims to provide equal access rather than segregated or specialized access.

8. What is the practice of inclusion in education?

- A. Teaching students with disabilities in separate classrooms**
- B. Educating all students, including those with disabilities, in general education settings**
- C. Only providing support to students with behavioral issues**
- D. Teaching students without disabilities in specialized facilities**

Inclusion in education is defined as the practice of educating all students, including those with disabilities, in general education settings. This approach fosters an environment where students of all abilities can learn together, benefiting from diverse experiences and perspectives. It emphasizes the importance of belonging and participation for every student, promoting social interaction and collaboration among peers. Inclusion aims to create a supportive educational environment that adapts to the needs of individual learners rather than segregating students based on their abilities or disabilities. By implementing strategies like differentiated instruction and collaborative teaching, inclusion helps ensure that students with disabilities receive the necessary support within a mainstream classroom, allowing them to engage meaningfully in the learning process alongside their peers.

9. What is an essential aspect of attitudinal deafness?

- A. Accepting assistive technology as a primary communication tool
- B. Identifying as a member of the deaf community**
- C. Having a minimal degree of hearing loss
- D. Seeking medical treatment for hearing loss

An essential aspect of attitudinal deafness is the identification as a member of the deaf community. This concept highlights the significance of cultural identity and community belonging among individuals who are deaf or hard of hearing. Attitudinal deafness refers to the perceptions, values, and attitudes held by individuals regarding their own deafness, which can significantly influence their quality of life and social interactions. Being part of the deaf community often fosters a sense of solidarity, shared experiences, and cultural pride. Members of this community typically embrace their deafness not merely as a medical condition, but as an integral part of their identity. This perspective can affect how they communicate, engage with the world, and advocate for their rights and needs. Other answers, while related to deafness, do not capture the core element of attitudinal deafness as effectively as the identification with the deaf community does. Accepting assistive technology, having a minimal degree of hearing loss, and seeking medical treatment are more focused on individual experiences and choices, rather than the broader cultural identity that is central to the concept of attitudinal deafness.

10. What is the degree of hearing loss for ranges from 41 to 55 dB?

- A. Moderate**
- B. Mild
- C. Normal
- D. Minimal (Slight)

The degree of hearing loss classified as "moderate" corresponds to a range of 41 to 55 dB. In audiological terms, moderate hearing loss indicates that individuals may have difficulty understanding speech, particularly when background noises are present. They generally need to rely on hearing aids or other amplification devices in order to communicate effectively in typical listening environments. In contrast, "mild" hearing loss refers to a threshold of 26 to 40 dB, which allows for somewhat better hearing capability compared to moderate loss. "Normal" hearing is defined as thresholds of 0 to 25 dB, meaning that individuals can hear soft sounds and understand speech without difficulty. "Minimal" or "slight" hearing loss typically refers to a range of 15 to 25 dB, where the impact on communication is very minimal, and often, the individual may not even notice that there is a hearing loss. Understanding these classifications of hearing loss is crucial for developing appropriate educational plans and interventions for students who are deaf or hard of hearing. Recognizing the extent of hearing loss helps educators and support staff to tailor their teaching strategies effectively.

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://praxis5272.examzify.com>

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