

PRAXIS MY SCHOOL PSYCHOLOGY PRACTICE EXAM (SAMPLE)

STUDY GUIDE



Prepare with structure. Pass with confidence



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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. What provision does Lau v Nicholes ensure for ESL students?**
 - A. Testing accommodations
 - B. Equal funding
 - C. Language support through accommodations
 - D. Removal from mainstream classes
- 2. What best describes modification in educational tasks?**
 - A. Removing assignments for struggling students
 - B. Adapting a task so a student can perform it
 - C. Increasing homework for advanced learners
 - D. Standardizing assessments across grades
- 3. What do students need before they can begin to effect change in their lives?**
 - A. Financial support from their families
 - B. Structured academic plans
 - C. Understanding from trusted adults
 - D. Access to extracurricular activities
- 4. Which aspect of Epstein's model involves participation in school events?**
 - A. Learning at home
 - B. Volunteering
 - C. Decision making
 - D. Communicating
- 5. How do stanines relate to standard deviations?**
 - A. Each stanine unit represents one full standard deviation.
 - B. They measure the average of the dataset.
 - C. Stanines have a mean of 5 and represent half of a standard deviation.
 - D. They are unrelated to standard deviation calculations.
- 6. What is the main function of the parietal lobe?**
 - A. Processing auditory information
 - B. Assimilation of body sensations and math skills
 - C. Regulating emotions
 - D. Coordination of balance and movement

- 7. What should be the optimal distance of the data points from the trend line in terms of percentage?**
- A. 15% of the mean average
 - B. 20% of the peak average
 - C. 15% of the standard deviation
 - D. 10% of the aim line
- 8. During which stage do sexual drives typically become less prominent?**
- A. Oral
 - B. Anal
 - C. Latency
 - D. Phallic
- 9. Which of the following is associated with students who have been retained?**
- A. Higher academic achievement
 - B. Dislike of school
 - C. Increased extracurricular participation
 - D. Improved behavior
- 10. Predictive validity often involves which type of measurement?**
- A. Qualitative assessments
 - B. Cognitive ability assessments
 - C. Peer evaluations
 - D. Standardized tests only

Answers

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

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Explanations

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1. What provision does Lau v Nicholes ensure for ESL students?

- A. Testing accommodations
- B. Equal funding
- C. Language support through accommodations**
- D. Removal from mainstream classes

Lau v. Nichols established a significant precedent in ensuring that English as a Second Language (ESL) students receive appropriate language support through accommodations to facilitate their learning. The Supreme Court ruled that simply providing education in English, without additional support, does not meet the needs of students who are not proficient in English. This decision emphasizes the necessity for schools to implement specialized programs that assist these students in overcoming language barriers, thus ensuring they have equal access to the curriculum. The ruling mandates that schools must take affirmative steps to provide meaningful language assistance, enabling ESL students to participate fully in educational opportunities. This support can include bilingual education programs, specialized ESL classes, or various instructional accommodations tailored to help these students succeed academically while they develop their English language skills.

2. What best describes modification in educational tasks?

- A. Removing assignments for struggling students
- B. Adapting a task so a student can perform it**
- C. Increasing homework for advanced learners
- D. Standardizing assessments across grades

Modification in educational tasks refers to making changes to the curriculum or assignments to ensure that a student can successfully complete the task given their unique learning needs. When a task is adapted specifically for an individual, it takes into consideration their abilities and challenges, aiming to create a more accessible and supportive learning environment. This approach is crucial for fostering engagement and facilitating academic progress among students who may require additional support or alternative strategies to demonstrate their understanding or skills. In this context, modifying a task means adjusting the complexity, format, or expectations of an assignment rather than simply removing or increasing workload, or ensuring uniformity across assessments. By focusing on how a task can fit a student's learning style and capabilities, adaptation becomes a powerful tool for personalized learning and inclusivity in educational practices.

3. What do students need before they can begin to effect change in their lives?

- A. Financial support from their families
- B. Structured academic plans
- C. Understanding from trusted adults**
- D. Access to extracurricular activities

Students need understanding from trusted adults before they can begin to effect change in their lives because this support provides a crucial foundation for their development and decision-making processes. When students feel understood by adults, they are more likely to engage in open communication, share their challenges, and explore their ambitions and fears. This emotional support fosters an environment where students feel safe to take risks, make mistakes, and ultimately strive for personal growth. Moreover, trusted adults can offer guidance, encouragement, and perspective that empower students to identify their goals and take actionable steps toward achieving them. This understanding can come from various adults in their lives, such as parents, teachers, mentors, or counselors who play key roles in helping students navigate their transitions and changes. By having this solid support system, students gain the confidence and clarity needed to initiate positive changes. While financial support, structured academic plans, and access to extracurricular activities can be beneficial, they do not provide the emotional and psychological foundation that understanding from trusted adults does, which is essential for fostering the self-efficacy necessary for students to effect change in their lives.

4. Which aspect of Epstein's model involves participation in school events?

- A. Learning at home
- B. Volunteering**
- C. Decision making
- D. Communicating

The aspect of Epstein's model that focuses on participation in school events is volunteering. This component emphasizes the importance of parents and community members actively engaging with the school environment. Volunteering can include various activities such as serving on committees, helping in classrooms, assisting with events, or participating in school functions. This active involvement not only supports the school's activities but also fosters a sense of community and collaboration among families, educators, and students. In addition to supporting the school's mission, volunteering allows parents and community members to model positive involvement for students, which can enhance student motivation and academic success. Engaging parents and families through volunteering can create a welcoming school environment that encourages wider participation in children's education.

5. How do stanines relate to standard deviations?

- A. Each stanine unit represents one full standard deviation.
- B. They measure the average of the dataset.
- C. Stanines have a mean of 5 and represent half of a standard deviation.**
- D. They are unrelated to standard deviation calculations.

Stanines are a nine-point scale used to interpret standardized test scores, where each unit represents a specific range of scores. The key feature of stanines is that they have a mean of 5, which corresponds to the 50th percentile of the distribution. Additionally, each stanine unit generally represents about half of a standard deviation. This means that scores close to the mean (stanines 4, 5, and 6) indicate average performance, while stanines further from the mean indicate below or above average performance, respectively. In this context, understanding that stanines provide a framework for interpreting how individual scores relate to the overall distribution is important. By grouping scores into these nine categories, educators and psychologists can easily convey information about student performance in relation to their peers. This graded scale simplifies the complexity of standard deviations into a more intuitive format for assessment.

6. What is the main function of the parietal lobe?

- A. Processing auditory information
- B. Assimilation of body sensations and math skills**
- C. Regulating emotions
- D. Coordination of balance and movement

The parietal lobe is primarily responsible for processing sensory information related to touch, temperature, pain, and proprioception, which involves the awareness of body position and movement. It plays a crucial role in integrating sensory information from different modalities, enabling individuals to make sense of their surrounding environment and their own bodily sensations. This area of the brain is also involved in spatial orientation and mapping, which aids in various cognitive skills, including mathematical reasoning and problem-solving related to spatial tasks. By focusing on the integration of body sensations and the support it offers in mathematical skills, option B accurately captures the essential functions of the parietal lobe, illustrating its importance in both sensory perception and certain cognitive processes.

7. What should be the optimal distance of the data points from the trend line in terms of percentage?

- A. 15% of the mean average**
- B. 20% of the peak average
- C. 15% of the standard deviation
- D. 10% of the aim line

The best choice regarding the optimal distance of data points from the trend line is grounded in the application of statistical analysis in educational settings. In this context, maintaining a distance of 15% of the mean average allows professionals to evaluate performance data effectively while accommodating for natural variability. This percentage strikes a balance between being broad enough to include inherent fluctuations in the data while still being close enough to the trend line to reflect meaningful progress or regression. Using the mean as a reference point ensures that the assessment is sensitive to the central tendency of the data set, which is particularly important in school psychology when analyzing student performance or behavioral data. This approach allows school psychologists to monitor progress and identify significant deviations that could indicate the need for intervention. Other options present different bases for determining the optimal distance but do not consistently utilize a measure that effectively represents the data's central tendency, such as the mean. Therefore, focusing on a distance of 15% relative to the mean average provides a sound methodology for interpreting the relationship between data points and the established trend, facilitating better decision-making in interventions and supports for students.

8. During which stage do sexual drives typically become less prominent?

- A. Oral
- B. Anal
- C. Latency**
- D. Phallic

The correct answer is the latency stage. The latency stage is a period in psychosexual development proposed by Sigmund Freud that occurs roughly from ages 6 to puberty. During this stage, sexual drives and urges are believed to become less prominent as children focus more on social interactions, friendships, and skill development rather than on sexual interests. This is characterized by a relative calm in terms of sexual motivation, as children are more engaged in play and learning rather than in exploring their sexuality. In contrast to the latency stage, the oral, anal, and phallic stages are all characterized by more pronounced sexual drives. During the oral stage, for example, the infant derives pleasure from oral stimulation. The anal stage focuses on the child's control over bodily functions, which can be related to sexual feelings as well. The phallic stage is where the Oedipus and Electra complexes emerge, highlighting a child's awareness of their genitals and sexual identity. Thus, the latency stage is unique in that it marks a significant shift towards the absence of overt sexual drives.

9. Which of the following is associated with students who have been retained?

- A. Higher academic achievement
- B. Dislike of school**
- C. Increased extracurricular participation
- D. Improved behavior

Students who have been retained often experience a dislike of school, which can stem from various factors associated with retention. Retention can lead to negative feelings about academic abilities and self-esteem, as students may perceive themselves as falling behind their peers. This experience can cause anxiety or frustration, resulting in reduced motivation and engagement in the school environment. In contrast, the other options typically do not align with the experiences of retained students. Higher academic achievement is generally not associated with retention, as retention usually indicates a struggle with academic performance. Increased extracurricular participation is also less likely, as students who feel disengaged from the academic setting may be less inclined to participate in additional activities. Similarly, improved behavior is not a common outcome for retained students; they might exhibit behavioral issues tied to their negative feelings about their academic situation. This makes the association with dislike of school the most relevant for students who have experienced retention.

10. Predictive validity often involves which type of measurement?

- A. Qualitative assessments
- B. Cognitive ability assessments**
- C. Peer evaluations
- D. Standardized tests only

Predictive validity refers to the extent to which a score on a scale or test predicts future performance or outcomes in a specific context. This concept is particularly relevant in educational and psychological assessments where the focus is on how well these assessments forecast future behaviors, skills, or achievements. Cognitive ability assessments are designed to measure intelligence and other cognitive skills that are often strongly correlated with future academic and occupational performance. For example, standardized measures of cognitive ability can help predict a student's success in school or in future intellectual pursuits based on their test scores. This relationship between cognitive ability assessments and future performance highlights the essence of predictive validity, making it a crucial aspect in educational settings, psychological evaluations, and various predictive modeling scenarios. In contrast, qualitative assessments, peer evaluations, and standardized tests alone may not specifically focus on predicting future outcomes as effectively as cognitive ability assessments do. While these measures can provide valuable insights and data points, they typically do not have the same established correlation with future performance that cognitive assessments possess, which is what makes cognitive ability assessments more prominent in discussions of predictive validity.

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://praxismyschoolpsych.examzify.com>

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

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