

Praxis School Counselor (5422) Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

This is a sample study guide. To access the full version with hundreds of 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. Don't worry about getting everything right, 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, and take breaks to retain information better.

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.

7. Use Other Tools

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!

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Questions

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- 1. A student in the 50th percentile on a standardized reading assessment scored:**
 - A. Above the average range**
 - B. Below the average range**
 - C. In the average range**
 - D. None of the above**
- 2. Which of the following is aligned with the overall goals of a school and is focused on student success?**
 - A. Vision statement**
 - B. Student outcome goals**
 - C. Mission statement**
 - D. Mindsets-behaviors**
- 3. Which of the following is the most appropriate activity for a school counselor to facilitate to prepare students for the transition from middle school to high school?**
 - A. A dinner for students and parents to encourage family engagement**
 - B. A parent meeting to promote academic excellence**
 - C. A pep rally for school spirit**
 - D. A panel discussion between middle and high school students to answer questions**
- 4. Which of the following is an appropriate activity for a school counselor with regard to students' Individualized Education Plans (IEPs) and/or IEP meetings?**
 - A. Serving as the IEP team coordinator and writing IEPs**
 - B. Coordinating schoolwide IEP meetings**
 - C. Serving as an advocate during Child Study Team and IEP meetings**
 - D. Maintaining IEP records**

5. In what way can a school counselor assist in a student's college application process?

- A. By only reviewing applications**
- B. By providing logistical support for application timelines**
- C. By focusing solely on academic performance**
- D. By discouraging outreach to schools**

6. Which of the following is best supported by the Behaviors component of the ASCA Mindsets & Behaviors for Student Success?

- A. The learning strategies, self-management skills, and social skills students need to achieve academic success**
- B. Students' sense of belonging in the school environment**
- C. The understanding that post-secondary education and lifelong learning are necessary for long-term career success**
- D. Students' attitudes or beliefs about themselves in relation to academic work**

7. A school counselor who develops a comprehensive school counseling program based on the ASCA National Model can be expected to

- A. design program interventions that will be evaluated for effectiveness**
- B. design college preparation interventions exclusively**
- C. serve on the school's wellness committee**
- D. educate teachers on the importance of wellness**

8. Assessing student learning as a result of classroom instruction is most closely associated with which of the following types of data?

- A. Outcome**
- B. Achievement**
- C. Mindsets & Behaviors**
- D. Participation**

9. Ms. Khan is examining an assessment for its ability to produce consistent responses over time. She is looking for the assessment's

- A. reliability**
- B. internal consistency**
- C. face validity**
- D. content validity**

10. How does federal legislation like IDEA influence school counseling?

- A. It limits the roles of school counselors in special education**
- B. It mandates appropriate education and support for students with disabilities**
- C. It focuses solely on career counseling**
- D. It has no effect on school counselor practices**

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Answers

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

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Explanations

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1. A student in the 50th percentile on a standardized reading assessment scored:

- A. Above the average range**
- B. Below the average range**
- C. In the average range**
- D. None of the above**

A student in the 50th percentile on a standardized reading assessment scored within the average range. This means that the student scored higher than 50% of the other students who took the assessment, but lower than the other 50%. The other options are incorrect because - Option A implies the student scored higher than the average range, which is not possible for a student in the 50th percentile - Option B implies the student scored lower than the average range, which is also not possible for a student in the 50th percentile - Option D states none of the above, but the correct answer is within the average range, so this option is also incorrect.

2. Which of the following is aligned with the overall goals of a school and is focused on student success?

- A. Vision statement**
- B. Student outcome goals**
- C. Mission statement**
- D. Mindsets-behaviors**

A vision statement is not specifically focused on student success but rather a long-term view of what an organization hopes to become. B student outcome goals may be aligned with the overall goals of a school, but they are more specific and focused on the end result rather than the overall mission. D "mindsets-behaviors" may refer to personal beliefs and actions that may contribute to student success, but it is not directly aligned with the overall goals of a school. C A mission statement encompasses the overall purpose and values of a school and typically includes statements about promoting student success. It is directly aligned with the overall goals of a school.

3. Which of the following is the most appropriate activity for a school counselor to facilitate to prepare students for the transition from middle school to high school?

- A. A dinner for students and parents to encourage family engagement**
- B. A parent meeting to promote academic excellence**
- C. A pep rally for school spirit**
- D. A panel discussion between middle and high school students to answer questions**

A: A dinner for students and parents to encourage family engagement and B: A parent meeting to promote academic excellence are both incorrect options as they focus on parental involvement rather than preparing students for the transition between middle school and high school. While parental involvement is important, it is not specifically aimed at preparing students for the transition. C: A pep rally for school spirit is incorrect because although it may boost school spirit, it does not directly address the concerns and anxieties that students may have about transitioning to high school. D: A panel discussion between middle and high school students to answer questions is the most appropriate activity as it allows current high school students to share their experiences and answer any questions that middle school students may have. This can help alleviate concerns and familiarize students with what to expect in high school. Additionally, the peer-to-peer aspect of this activity can make it more relatable and engaging for the students.

4. Which of the following is an appropriate activity for a school counselor with regard to students' Individualized Education Plans (IEPs) and/or IEP meetings?

- A. Serving as the IEP team coordinator and writing IEPs**
- B. Coordinating schoolwide IEP meetings**
- C. Serving as an advocate during Child Study Team and IEP meetings**
- D. Maintaining IEP records**

An appropriate activity for a school counselor with regard to students' IEPs and/or IEP meetings is to serve as an advocate during Child Study Team and IEP meetings. This means supporting the student and their family during the process, providing information and resources, and ensuring the student's voice is heard in the decision-making process. Option A is typically the role of a special education teacher or case manager. Option B may be a responsibility of school administration. Option D is important but is not a direct interaction with students or families during the meeting.

5. In what way can a school counselor assist in a student's college application process?

- A. By only reviewing applications**
- B. By providing logistical support for application timelines**
- C. By focusing solely on academic performance**
- D. By discouraging outreach to schools**

School counselors play a crucial role in guiding students through the college application process, which often involves multiple steps and deadlines. Providing logistical support for application timelines is essential because it helps students stay organized and ensures that they submit all required materials on time. Counselors can assist by creating a timeline that outlines when to complete various tasks, such as writing personal statements, requesting letters of recommendation, and submitting applications. This organizational support alleviates stress for students, allowing them to focus on presenting their best selves in their applications. Moreover, it encourages proactive behavior, helping students to keep track of deadlines and prioritize their efforts effectively. In contrast, simply reviewing applications does not encompass the full range of support a counselor can offer, as it does not address preparation or timely submission. Focusing solely on academic performance ignores other critical aspects of a successful application, such as extracurricular involvement and personal essays. Discouraging outreach to schools contradicts the collaborative approach needed during the application process. Engaging with college representatives can provide students with valuable insights and networking opportunities.

6. Which of the following is best supported by the Behaviors component of the ASCA Mindsets & Behaviors for Student Success?

- A. The learning strategies, self-management skills, and social skills students need to achieve academic success**
- B. Students' sense of belonging in the school environment**
- C. The understanding that post-secondary education and lifelong learning are necessary for long-term career success**
- D. Students' attitudes or beliefs about themselves in relation to academic work**

The Behaviors component of the ASCA Mindsets & Behaviors for Student Success focuses on the development of specific skills and strategies that are essential for academic success, such as learning strategies, self-management skills, and social skills. This option aligns with the goal of helping students acquire the necessary tools to excel in their academic pursuits. Option B, students' sense of belonging, falls under the Beliefs and Attitudes component, which focuses on students' perception of themselves and the school environment. While this is important for overall student well-being, it is not the main focus of the Behaviors component. Option C, understanding the importance of post-secondary education, falls under the Career Development component, which focuses on preparing students for their future career paths. Finally, option D, students' attitudes and beliefs about themselves in relation to academic work, falls under the same component as option B and is not directly related to the development of learning strategies and self-management skills. Therefore, the best supported option by the Behaviors component of the ASCA Mindsets & Behaviors for Student Success is A.

7. A school counselor who develops a comprehensive school counseling program based on the ASCA National Model can be expected to

- A. design program interventions that will be evaluated for effectiveness**
- B. design college preparation interventions exclusively**
- C. serve on the school's wellness committee**
- D. educate teachers on the importance of wellness**

A school counselor who develops a comprehensive school counseling program based on the ASCA National Model is expected to design program interventions that will be evaluated for effectiveness. This is because the ASCA National Model emphasizes data-driven practices, and the program interventions are designed to address specific student needs identified through data analysis. Option B is incorrect because a comprehensive school counseling program should address all areas of students' academic, career, and personal/social development, not just college preparation. Option C is incorrect because the school counselor's role in the wellness committee, while important, is not a specific expectation of following the ASCA National Model. Option D is incorrect because educating teachers on the importance of wellness is not specifically tied to the ASCA National Model.

8. Assessing student learning as a result of classroom instruction is most closely associated with which of the following types of data?

- A. Outcome**
- B. Achievement**
- C. Mindsets & Behaviors**
- D. Participation**

Assessing student learning as a result of classroom instruction is most closely associated with mindsets and behaviors. The other options, such as outcome, achievement, and participation, may provide information about student learning, but they are not directly related to classroom instruction. Outcome and achievement may be influenced by factors outside of the classroom, while participation may only show a student's involvement in the learning process but not their actual learning. Mindsets and behaviors, on the other hand, are specific to the classroom and can reflect a student's understanding and application of the material taught. Therefore, it is the most relevant type of data for assessing student learning from classroom instruction.

9. Ms. Khan is examining an assessment for its ability to produce consistent responses over time. She is looking for the assessment's

- A. reliability**
- B. internal consistency**
- C. face validity**
- D. content validity**

Reliability is the degree to which an assessment yields consistent results. B) Internal consistency refers to the correlation between different questions or items within a single assessment. While related, it is not exactly the same as consistency over time. C) Face validity is a simple measure of how well the assessment appears to measure what it claims to measure and is often based on subjective judgement. D) Content validity is the degree to which an assessment's content specifically measures the intended construct. Although important, these options are not the same as asking for consistent responses over time, and therefore cannot be the correct answer.

10. How does federal legislation like IDEA influence school counseling?

- A. It limits the roles of school counselors in special education**
- B. It mandates appropriate education and support for students with disabilities**
- C. It focuses solely on career counseling**
- D. It has no effect on school counselor practices**

Federal legislation like the Individuals with Disabilities Education Act (IDEA) significantly influences school counseling by mandating appropriate education and support for students with disabilities. This law ensures that students with disabilities receive a free appropriate public education (FAPE) tailored to their individual needs, which includes necessary accommodations and related services. School counselors play an essential role in this process by collaborating with special education staff, educators, and families to develop and implement Individualized Education Programs (IEPs). They help facilitate the inclusion of students with disabilities within the school environment, promoting social, emotional, and academic growth. Moreover, counselors advocate for the resources and support that students with disabilities need to succeed, ensuring that the educational setting is conducive to their learning. In contrast, limitations on the roles of school counselors in special education do not accurately reflect the collaborative and supportive functions that counselors provide. While IDEA does not focus solely on career counseling, it indeed impacts many aspects of a student's educational experience. Finally, stating that there is no effect on school counselor practices disregards the profound influence that legislation like IDEA has on the scope and responsibilities of school counselors in advocating for and supporting students with special needs.

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://praxis.examzify.com>

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

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