# PRAXIS II INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION (5023) PRACTICE EXAM (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.

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# 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!

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# Questions

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**1. Which statement about the thinking demands of DRA and DR-TA is most accurate?**

A. DR-TA requires divergent thinking only, while DRA does not.

B. DR-TA requires divergent thinking in addition to convergent thinking.

C. DR-TA relies on memory of text rather than comprehension.

D. DR-TA rejects the use of basal readers.

**2. The four substages of Piaget's sensorimotor stage include primary circular reactions, secondary circular reactions, coordination of reactions, and tertiary circular reactions. This describes which overall stage?**

A. Preoperational

B. Sensorimotor

C. Concrete operational

D. Formal operational

**3. In a print awareness assessment using a storybook, what is a recommended teacher activity?**

A. Ask children to point out uppercase/lowercase letters and punctuation marks

B. Have them memorize the story

C. Read aloud without questions

D. Count words on each page

**4. Which statement accurately reflects confidentiality and record-keeping in ECE settings?**

A. Records may be released to anyone who asks.

B. Laws require ECE staff to report suspected abuse/neglect and limit liability for releasing records in proper contexts.

C. Confidentiality means never sharing any information with families.

D. Records release is the sole responsibility of the director with no policy.

**5. Regarding infant temperament, which statement is true?**

A. The majority of infants are found to have the Easy temperament.

B. Most infants have the Difficult temperament.

C. Most infants have Slow-to-warm-up temperament.

D. Temperament cannot be categorized in infancy.

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**6. In Maslow's hierarchy of needs, which needs form the base of the pyramid?**

A. Safety

B. Physiological

C. Love/belonging

D. Esteem

**7. What is the primary purpose of anecdotal assessments in early childhood education?**

A. To document child behaviors and learning in real-life contexts.

B. To assign grades based on test scores.

C. To replace teacher observations with automated data.

D. To compare children against mandatory benchmarks.

**8. Giving preschool children an activity using different body postures and movements to portray different emotions can accomplish which of these?**

A. Children memorize emotional cues.

B. Children demonstrate improved verbal articulation.

C. Children participate in physical exercise while having fun.

D. Children learn advanced mathematics.

**9. According to Murray Bowen's Family Systems Theory, what does the Family Projection Process describe?**

A. Parental perception of child problems can become self-fulfilling prophecy in the child's self-image.

B. The child projects aggression onto siblings.

C. Parents misinterpret a child's academic performance leading to discipline

D. Siblings mirror parental anxiety by copying each other's behavior.

**10. Which statement is accurate concerning formal assessment instruments used in early childhood education?**

A. Informal assessments are the primary form of formal assessment.

B. Formal assessments require no training to interpret.

C. Formal assessments are always individualized interviews.

D. Formal assessments are typically standardized tests given to groups.

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# Answers

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

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# Explanations

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**1. Which statement about the thinking demands of DRA and DR-TA is most accurate?**

A. DR-TA requires divergent thinking only, while DRA does not.

B. DR-TA requires divergent thinking in addition to convergent thinking.

C. DR-TA relies on memory of text rather than comprehension.

D. DR-TA rejects the use of basal readers.

*Thinking demands in DR-TA involve both generating possibilities and evaluating them as you read. This means the reader not only comes up with multiple interpretations, predictions, or hypotheses about the text (divergent thinking) but also tests those ideas against the actual text, chooses the most supported interpretation, and adjusts as needed (convergent thinking). DR-TA is designed to reveal how a reader monitors comprehension, uses strategies, and adapts when meaning isn't clear, rather than just recalling or remembering text. In contrast, the Developmental Reading Assessment focuses more on decoding, accuracy, fluency, and basic comprehension through structured prompts, not on the live strategic problem-solving process during reading. It isn't about memory of the text but about how well the reader engages with meaning as they read. Basal readers aren't something DR-TA rejects or endorses; that issue isn't the point of the thinking demands.*

**2. The four substages of Piaget's sensorimotor stage include primary circular reactions, secondary circular reactions, coordination of reactions, and tertiary circular reactions. This describes which overall stage?**

A. Preoperational

B. Sensorimotor

C. Concrete operational

D. Formal operational

*These stages come from Piaget's sensorimotor period, the time when infants learn primarily through physical interaction with the world. The sequence described—repeating actions centered on the body (primary circular reactions), then repeating actions with objects (secondary circular reactions), then combining actions to achieve a goal (coordination of reactions), and finally exploring new ways to manipulate objects (tertiary circular reactions)—all falls inside this sensorimotor window, which lasts from birth to about two years old. This is distinct from the preoperational stage, which focuses on emerging symbolic thought and language around ages 2 to 7; and from the concrete operational stage, which involves logical thinking about concrete objects (roughly ages 7 to 11); as well as the formal operational stage, which introduces abstract reasoning (adolescence onward). The described behaviors reflect learning through action and discovery typical of infancy, not the later stages that rely more on mental representation and higher-order reasoning.*

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**3. In a print awareness assessment using a storybook, what is a recommended teacher activity?**

A. Ask children to point out uppercase/lowercase letters and punctuation marks

B. Have them memorize the story

C. Read aloud without questions

D. Count words on each page

*Focusing attention on the forms of printed language during a read-aloud builds print awareness. When you ask children to point out uppercase versus lowercase letters and to notice punctuation marks in a storybook, you're helping them see that print has distinct shapes and that punctuation signals meaning and pauses. This active noticing links spoken language to written symbols, which is a key step in understanding how books work and how reading proceeds. Other activities don't develop that awareness as effectively. Memorizing the story isn't about how print works, reading aloud without questions misses opportunities to discuss how letters and punctuation organize text, and simply counting words on a page emphasizes quantity over how print conveys meaning and directionality.*

**4. Which statement accurately reflects confidentiality and record-keeping in ECE settings?**

A. Records may be released to anyone who asks.

B. Laws require ECE staff to report suspected abuse/neglect and limit liability for releasing records in proper contexts.

C. Confidentiality means never sharing any information with families.

D. Records release is the sole responsibility of the director with no policy.

*In this area, the key idea is that protecting a child's private information goes hand-in-hand with lawful responsibilities around sharing records. In early childhood settings, staff must follow laws that require reporting of suspected abuse or neglect to protect children. At the same time, there are strict rules about when and to whom records can be released. Records are shared only in proper contexts and with people who have a legitimate need to know—typically with the child's family or authorized professionals and as required by law. Following these rules also helps protect the program from liability because staff are acting within established policies and legal requirements. So, the statement that laws require reporting suspected abuse or neglect and set boundaries for releasing records in appropriate contexts best captures how confidentiality and record-keeping are supposed to work. It's not about releasing records to anyone who asks, it's about sharing information responsibly with consent or under legal authority, and it isn't solely the director's job—the whole staff follows the program's policies.*

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## 5. Regarding infant temperament, which statement is true?

A. The majority of infants are found to have the Easy temperament.

B. Most infants have the Difficult temperament.

C. Most infants have Slow-to-warm-up temperament.

D. Temperament cannot be categorized in infancy.

*Infant temperament describes early-appearing, relatively stable patterns of mood, activity, and adaptability. In classic research, the majority of infants are described as Easy: they tend to have regular routines, a positive mood, adaptability to new experiences, and moderate levels of activity. This pattern is the most commonly observed, so describing most infants as Easy aligns with the data, making it the best choice. The other descriptions capture less common profiles. A Difficult temperament involves irregular routines, intense and negative reactions, and low adaptability to novelty. Slow-to-warm-up infants are cautious and less aroused by new situations, taking longer to adjust. While some babies don't fit neatly into one category, the general finding remains that Easy temperament is the most typical in infancy.*

## 6. In Maslow's hierarchy of needs, which needs form the base of the pyramid?

A. Safety

B. Physiological

C. Love/belonging

D. Esteem

*Physiological needs form the base because they are the essential survival requirements that must be met before a person can focus on anything higher. These basic needs include air, water, food, sleep, shelter, and basic bodily functions. When hunger, thirst, or fatigue dominate, they drive behavior far more than social or achievement goals, so the motivational energy sits at meeting those survival needs first. Only after physiological needs are reasonably satisfied does the person start attending to safety needs, then love and belonging, then esteem, and finally self-actualization. In other words, safety, relationships, and feelings of accomplishment come into play only after the body's basic survival needs are cared for.*

## 7. What is the primary purpose of anecdotal assessments in early childhood education?

A. To document child behaviors and learning in real-life contexts.

B. To assign grades based on test scores.

C. To replace teacher observations with automated data.

D. To compare children against mandatory benchmarks.

*A key purpose of anecdotal assessments is to document what a child does and says in real-life contexts, over time. Teachers record brief, descriptive notes about specific moments—what happened, where it occurred, how the child spoke or interacted, and what the outcome was. This approach gives a rich, contextual picture of the child's development and learning, which helps guide instruction, plan targeted supports, and share progress with families. It's qualitative and context-filled, not something used to assign grades or rely on automated data, and it isn't about comparing children to fixed benchmarks.*

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**8. Giving preschool children an activity using different body postures and movements to portray different emotions can accomplish which of these?**

A. Children memorize emotional cues.

B. Children demonstrate improved verbal articulation.

C. Children participate in physical exercise while having fun.

D. Children learn advanced mathematics.

*Using different body postures and movements to portray emotions taps into kinesthetic learning and playful drama, which are powerful for preschoolers. When kids move—stretch, bend, jump, pose—while expressing feelings, they practice gross motor skills and build stamina in a fun, engaging way. This approach turns physical activity into an enjoyable game, so it effectively promotes physical exercise while they're having fun. While acting out emotions can also support emotional understanding, the emphasis here is on movement and enjoyment, not on memorizing cues, improving verbal articulation, or learning math.*

**9. According to Murray Bowen's Family Systems Theory, what does the Family Projection Process describe?**

A. Parental perception of child problems can become self-fulfilling prophecy in the child's self-image.

B. The child projects aggression onto siblings.

C. Parents misinterpret a child's academic performance leading to discipline

D. Siblings mirror parental anxiety by copying each other's behavior.

*In Bowen's Family Projection Process, parental anxiety about a child is projected onto the child, shaping that child's self-image and behavior. When a parent focuses concern on a child, their interpretations, expectations, and even how they interact with the child become colored by that anxiety. The child internalizes these messages, and their responses—often trying to meet or resist the parent's expectations—tend to confirm the parent's original worries. This creates a self-fulfilling loop: the parent's anxiety influences the child's self-concept and actions, which then reinforces the parent's belief and perpetuates the pattern. This emphasis on how parental worry can become the lens through which the child is seen—and how that lens helps produce the very issues feared—distinguishes the Family Projection Process. The other dynamics described in the distractors involve different patterns (impact on siblings, misinterpretation of performance leading to discipline, or siblings mirroring parental anxiety), but the essence of this process is the projection of parental anxiety into the child and the resulting self-fulfilling prophecy in the child's self-image.*

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**10. Which statement is accurate concerning formal assessment instruments used in early childhood education?**

A. Informal assessments are the primary form of formal assessment.

B. Formal assessments require no training to interpret.

C. Formal assessments are always individualized interviews.

D. Formal assessments are typically standardized tests given to groups.

*Formal assessment instruments are standardized tools designed to measure a child's abilities or progress in a consistent, uniform way. They are administered according to fixed procedures and scored using defined guidelines, often with age- or grade-based norms. Because of this standardization, results can be compared across students and over time, and they are commonly used for screening, progress monitoring, and accountability. Many formal assessments are administered to groups, which is efficient for larger cohorts and aligns with how schools typically gather data. It's important to note that proper administration and interpretation usually require training to ensure reliability and validity. This contrasts with informal assessments, which rely on observations, work samples, and flexible methods without the same standardized procedures or norm-referenced comparisons.*

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# 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://praxisii5023.examzify.com

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

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