PRAXIS PRINCIPLES OF LEARNING AND TEACHING (PLT) – GRADES K-6 (5625) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Table of Contents

Copyright 1

Table of Contents 2

Introduction 3

How to Use This Guide 4

Questions 5

Answers 8

Explanations 10

Next Steps 15

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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 term is described by "Students draw a conclusion using reasoning skills"?**

   A. Infer

   B. Inquiry

   C. Indirect Teaching

   D. Learning Centers

2. **Describe how genetics, development, environment, motivation, and emotions affect a student's ability to acquire and apply knowledge.**

   A. Learning Theories

   B. Metacognition

   C. Moral Domain

   D. Physical Domain/Psychomotor Domain

3. **Which scoring method uses general categories to rate the overall outcome with 3–5 levels of performance and generally provides limited feedback?**

   A. Holistic scoring

   B. Analytic scoring

   C. Criterion-referenced scoring

   D. Norm-referenced scoring

4. **Which term refers to impairments in intellectual functioning and adaptive behavior, with IQ ranges described as mild, moderate, or severe?**

   A. Intellectual Disabilities

   B. Emotional Disturbance

   C. Attention Deficit Disorder

   D. Cognitive Disabilities

5. **Which term describes learning that is focused on clear, explicit instruction of a particular skill?**

   A. Distance Learning

   B. Demonstration

   C. Explicit Teaching

   D. Direct Teaching

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6. Which term describes student-centered instruction in which the teacher facilitates opportunities for students to construct their own learning?

A. Independent Learning

B. Indirect Teaching

C. Infer

D. Inquiry

7. What term describes a person who supports growth by providing objective and honest feedback?

A. Critical Friend

B. Intellectual Freedom

C. Internships

D. First Amendment

8. Which statement best describes Summative Assessment?

A. May be formal or informal, evaluate students achievement after learning takes place

B. A fixed scale used to measure performance

C. A formal plan outlining steps to achieve goals

D. A collection of artifacts used to show learning

9. Conferences (professional) are best described as which of the following?

A. A formal meeting to discuss professional topics

B. An informal meeting among teachers

C. Formal meetings that are typically sponsored by a professional association in which members of a particular profession come together to learn from one another and discuss important topics within the field

D. A casual chat at conference

10. An anecdotal note is best described as a written record used to capture ongoing evidence of learning over time.

A. Diagnosing IQ

B. Recording Single Score

C. Capturing Ongoing Evidence

D. Scheduling Future Tests

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Answers

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

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Explanations

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1. Which term is described by "Students draw a conclusion using reasoning skills"?

A. Infer

B. Inquiry

C. Indirect Teaching

D. Learning Centers

Drawing a conclusion using reasoning describes the skill of inferring. When students infer, they take clues from what they read or observe and combine them with their prior knowledge to decide what isn't stated outright. This is exactly what the statement is describing: using clues and reasoning to reach a conclusion. For example, if a character in a story shivers, wears a coat, and dark clouds appear, a student infers that it might be cold or about to rain. The other terms don't match this description as closely. Inquiry focuses on asking questions and exploring to learn more, rather than forming a conclusion from clues. Indirect teaching is a method where the teacher guides students with prompts rather than direct instruction. Learning centers are classroom spaces for different activities. So inferring is the best fit for drawing a conclusion through reasoning.

2. Describe how genetics, development, environment, motivation, and emotions affect a student's ability to acquire and apply knowledge.

A. Learning Theories

B. Metacognition

C. Moral Domain

D. Physical Domain/Psychomotor Domain

Learning theories explain how genetics, development, environment, motivation, and emotions influence how students acquire and apply knowledge. A learner's developmental stage and natural differences shape what ideas are accessible and which learning strategies will be effective, affecting how easily information is encoded, stored, and retrieved. The classroom and broader environment provide opportunities for practice, feedback, modeling, and reinforcement, which can either support or hinder growth. Motivation drives the effort students invest and their persistence when tasks become challenging, while emotions can sharpen attention and engagement or create barriers like anxiety. Different learning theories show these dynamics in action: behaviorist ideas focus on how reinforcement shapes observable learning; cognitive theories look at how attention, memory, and prior knowledge organize new information; constructivist and social learning perspectives emphasize active meaning-making and learning through interaction. This comprehensive view best captures how all these factors interact to determine what students know and how they can use it. Metacognition, while important for planning and monitoring one's own thinking, is narrower and focuses on self-regulation; the moral domain and physical domain address ethics or physical skills, not the broad process of acquiring knowledge.

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3. Which scoring method uses general categories to rate the overall outcome with 3–5 levels of performance and generally provides limited feedback?

A. Holistic scoring

B. Analytic scoring

C. Criterion-referenced scoring

D. Norm-referenced scoring

Holistic scoring evaluates work as a single, overall impression, assigning a rating on a 3–5 level scale. Because it looks at the piece as a whole rather than breaking it into separate criteria, the feedback is typically brief and focused on the general quality rather than detailed notes about strengths and areas for improvement. This makes it efficient for quick, summative judgments. In contrast, analytic scoring breaks the work into multiple criteria and provides feedback for each part; criterion-referenced scoring measures performance against predefined standards; norm-referenced scoring compares performance to that of peers. So, the described method—that uses general categories for an overall outcome with a limited amount of feedback—is holistic scoring.

4. Which term refers to impairments in intellectual functioning and adaptive behavior, with IQ ranges described as mild, moderate, or severe?

A. Intellectual Disabilities

B. Emotional Disturbance

C. Attention Deficit Disorder

D. Cognitive Disabilities

Intellectual disability describes impairments in intellectual functioning and adaptive behavior that begin during the developmental period. Intellectual functioning includes reasoning, learning, and problem-solving, while adaptive behavior covers skills needed for daily living, communication, and social interaction. The level of impairment is often described using mild, moderate, or severe classifications, which reflect how much support a person needs in daily life. This term best matches the description because it specifically links cognitive functioning with practical, everyday abilities. Other options refer to emotional or attentional issues or use nonstandard terminology, which don't capture the combined impact on thinking and daily functioning.

5. Which term describes learning that is focused on clear, explicit instruction of a particular skill?

A. Distance Learning

B. Demonstration

C. Explicit Teaching

D. Direct Teaching

Explicit teaching means giving students clear, direct instruction for a specific skill. It includes stating the objective, modeling the steps, guiding practice with feedback, and checking for understanding so the learner knows exactly what to do and how to improve. Distance learning describes where instruction happens, not how it is delivered. A demonstration shows how to perform a skill but doesn't by itself encompass the full, structured explicit approach. Direct teaching is a structured, teacher-led method that uses explicit instruction, but the term that most directly captures the idea of clear, explicit instruction for a skill is explicit teaching.

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6. Which term describes student-centered instruction in which the teacher facilitates opportunities for students to construct their own learning?

A. Independent Learning

B. Indirect Teaching

C. Infer

D. Inquiry

The main idea here is student autonomy in learning, with the teacher shaping the environment rather than delivering content directly. This approach emphasizes learners taking the lead in exploring and building their own understanding, while the teacher furnishes resources, guidance, and feedback to support that process. That aligns well with independent learning, where students assume responsibility for their goals, strategies, and progress, and the teacher acts as a facilitator who sets up meaningful opportunities for exploration. Indirect teaching still involves the teacher guiding the process with prompts or demonstrations, and inquiry centers on exploring questions and constructing knowledge through investigation, which are related but emphasize different dynamics. The term infer isn't a teaching approach, so it doesn't fit as a descriptor of this scenario.

7. What term describes a person who supports growth by providing objective and honest feedback?

A. Critical Friend

B. Intellectual Freedom

C. Internships

D. First Amendment

A critical friend describes a colleague who supports growth by giving objective, honest feedback. This role isn't about praise or punishment; it's about helping you improve by offering specific observations, asking thoughtful questions, and suggesting concrete next steps. A critical friend looks at your work with a constructive mindset—identifying strengths, pinpointing areas for development, and guiding you toward practical changes that enhance practice over time. In a collaborative teaching setting, this person challenges assumptions, highlights blind spots, and supports reflective growth while maintaining respect. Intellectual Freedom is about the right to think and express ideas freely. Internships are work-based learning experiences. The First Amendment covers basic rights like speech and religion in law. None of these describe a person who provides objective feedback to help someone grow, which is what a critical friend does.

8. Which statement best describes Summative Assessment?

A. May be formal or informal, evaluate students achievement after learning takes place

B. A fixed scale used to measure performance

C. A formal plan outlining steps to achieve goals

D. A collection of artifacts used to show learning

Summative assessment focuses on measuring what students have learned after instruction is complete. It serves to judge overall achievement and is often used for final grades or reporting. While it's commonly formal, such as a final exam or end-of-unit test, it can also be an informal check at the end of a unit. The statement that best captures this is that summative assessment may be formal or informal and evaluates student achievement after learning takes place. The other ideas describe different aspects: a fixed scale describes how scores are interpreted rather than when or why the assessment happens; a formal plan outlines steps to reach goals, which is planning rather than evaluating learning; and a collection of artifacts shows learning evidence, like a portfolio, which isn't specifically the end-of-instruction evaluation that defines summative assessment.

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9. Conferences (professional) are best described as which of the following?

A. A formal meeting to discuss professional topics

B. An informal meeting among teachers

C. Formal meetings that are typically sponsored by a professional association in which members of a particular profession come together to learn from one another and discuss important topics within the field

D. A casual chat at conference

Professional conferences are formal, organized gatherings sponsored by a professional association where members of the field come together to learn from one another and discuss important topics in the field. This description captures the formal structure, the host organization's role, and the main purpose of the event—professional learning and sharing ideas with peers. Sometimes you'll see keynotes, breakout sessions, workshops, and opportunities to earn continuing education credits, all arranged to advance practice in the profession. Why this fits best: it includes being formal and organized, the involvement of a professional association as the sponsor, and the aim of professional development through learning and discussion among practitioners. The other descriptions miss crucial aspects: an informal meeting among teachers describes a less formal setting without the official programming and association sponsorship; a casual chat at a conference ignores the structured sessions, formal agenda, and learning focus; while a formal meeting about professional topics is close, it doesn't specify the typical association sponsorship and collective professional learning that characterizes conferences.

10. An anecdotal note is best described as a written record used to capture ongoing evidence of learning over time.

A. Diagnosing IQ

B. Recording Single Score

C. Capturing Ongoing Evidence

D. Scheduling Future Tests

An anecdotal note documents learning as it unfolds, providing qualitative evidence over time. It records specific, dated observations of a student's demonstrated skills and behaviors during real classroom activities, showing how understanding develops across days and contexts. Because it focuses on ongoing evidence rather than a single moment, it helps teachers see patterns, adjust instruction, and communicate progress to families. This differs from diagnosing IQ, which is a formal, one-time assessment; from recording a single score, which captures only a moment; and from scheduling future tests, which is about planning rather than evidence of learning. Therefore, capturing ongoing evidence over time is the most accurate description.

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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://praxis5625.examzify.com

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

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