

PRAXIS II INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION (5023) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE**

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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. Piaget coined the term 'schema' to describe:**
 - A. Mental concepts of categories or classes.
 - B. Mental images of objects
 - C. The process of forming rules
 - D. The ability to think logically

- 2. According to Adler's theory, how might the brother's behavior around an only girl be characterized?**
 - A. They become distant.
 - B. They are uninterested in family dynamics.
 - C. They undermine the daughter's relationship with the father.
 - D. They can protectively support her, and she may try harder to please the father.

- 3. Which stage is associated with the development of the regular plural morphology like 'toys'?**
 - A. Stage I
 - B. Stage II
 - C. Stage III
 - D. Stage IV

- 4. Which are included as process skills that good early childhood science instruction programs help to develop?**
 - A. Prediction, Experimentation, and Evaluation
 - B. Observation, Measurement, and Recording
 - C. Questioning, Hypothesizing, and Testing
 - D. Observation, Classification, and Communication

- 5. Which statement about ethnically diverse populations is accurate?**
 - A. All of these instruments are appropriate for ethnically diverse populations
 - B. Some instruments are not appropriate with ethnically diverse populations
 - C. None of the instruments are appropriate for diverse populations
 - D. Only standardized tests are appropriate for diverse populations

- 6. Which of the following reflects an adult expectation that is developmentally appropriate for a six-year-old?**
- A. Staying in-seat and attending to a first-grade lesson
 - B. Asking for a full-length novel to be read aloud
 - C. Standing up to present a science report to the class without preparation
 - D. Skipping recess to complete extra worksheets
- 7. In rooms for implementing curricular activities for toddlers and preschoolers, which of these should be provided in different areas and for each age group?**
- A. Equipment and materials for sensory stimulation, manipulation, construction, and active play.
 - B. Equipment for visual arts only.
 - C. Equipment and materials for sensory stimulation, manipulation, construction, and active play are provided in age-appropriate areas.
 - D. Only digital devices should be available in all areas.
- 8. According to Alfred Adler's theory about birth order, which applies to only or oldest children?**
- A. Only children tend to prefer the company of adults to the company of children.
 - B. Oldest children are always natural leaders.
 - C. Only children prefer peers equally well.
 - D. Birth order has no influence on personality.
- 9. Predictive validity refers to what aspect of a test used in EC settings?**
- A. The extent to which test results predict future real-life functioning.
 - B. The degree of reliability over time.
 - C. The cost-effectiveness of the test.
 - D. The test's ability to measure only cognitive skills.
- 10. How much usable play space at a minimum do experts recommend for indoor and outdoor early childhood learning environments?**
- A. At least 25 sq. ft. indoors and 50 sq. ft. outdoors.
 - B. At least 45 sq. ft. indoors and 60 sq. ft. outdoors.
 - C. At least 60 sq. ft. indoors and 90 sq. ft. outdoors.
 - D. At least 35 sq. ft. indoors and 75 sq. ft. outdoors.

Answers

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

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Explanations

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1. Piaget coined the term 'schema' to describe:

A. Mental concepts of categories or classes.

B. Mental images of objects

C. The process of forming rules

D. The ability to think logically

Piaget's idea of a schema is a mental framework that organizes knowledge into categories or classes. These schemas are the cognitive structures we use to group objects, ideas, and experiences so we can interpret new information efficiently. As we encounter something new, we fit it into an existing category (assimilation) or modify the category to fit the new information (accommodation). This organized system of concepts helps explain how we understand the world, not just how we picture individual objects or how we apply rules or think logically. A mental image of an object is a representation, but a schema is the broader organizing concept behind how we categorize and relate things. The ability to think logically or to form rules describes skills and processes that develop over time, rather than the basic meaning of a schema.

2. According to Adler's theory, how might the brother's behavior around an only girl be characterized?

A. They become distant.

B. They are uninterested in family dynamics.

C. They undermine the daughter's relationship with the father.

D. They can protectively support her, and she may try harder to please the father.

Adlerian theory highlights how siblings influence each other within the family to maintain belonging and find their place. When there is an only girl, a brother often acts protectively toward her to safeguard her position and ensure family harmony. In response, she may strive harder to please the father, seeking his approval and acceptance as part of fitting into the family system. This protective, supportive dynamic from the brother and the daughter's drive to win paternal affirmation align with Adler's ideas about how birth order and sibling relationships shape behavior. Patterns like distance, disinterest in family dynamics, or undermining the father-daughter bond don't fit this relational emphasis as well.

3. Which stage is associated with the development of the regular plural morphology like 'toys'?

A. Stage I

B. Stage II

C. Stage III

D. Stage IV

The idea being tested is when a child starts using a regular plural suffix to mark more than one on nouns. Attaching -s to a word like toy to make toys shows the child is beginning to apply a productive grammatical rule, not just relying on context or memorized phrases. In typical early language development, this regular plural form appears in Brown's Stage II, usually around ages two to three and when the child's utterances show a simple grammatical structure. It's the point where the plural suffix becomes a consistent pattern the child uses across many nouns, rather than being limited to a few familiar words. Before this stage, the child may not mark plurals consistently; after this stage, other morphemes and more complex forms are acquired, but the first clear sign of regular plural marking is Stage II.

4. Which are included as process skills that good early childhood science instruction programs help to develop?

- A. Prediction, Experimentation, and Evaluation
- B. Observation, Measurement, and Recording
- C. Questioning, Hypothesizing, and Testing
- D. Observation, Classification, and Communication**

In early childhood science, the process skills that best support young learners are observing, classifying, and communicating. Children learn science by using their senses to notice what's happening around them, then grouping objects or events into meaningful categories based on attributes like color, shape, size, or texture. This sorting activity helps them see patterns, compare similarities and differences, and begin to reason about why things belong together. Communicating is essential because talking about what they've observed and the groups they've formed allows children to articulate ideas, listen to others, and build shared understanding. Verbalizing discoveries, posing questions, and describing evidence are fundamental ways they develop scientific thinking and language alongside their hands-on exploration. While other process areas—such as predicting, experimenting, measuring, and recording—are valuable and can appear in later growth stages, the combination of observing, categorizing, and sharing findings best captures how young children naturally engage with science: they notice, sort, and tell others what they notice. This foundation prepares them for more formal inquiry as their thinking and language develop.

5. Which statement about ethnically diverse populations is accurate?

- A. All of these instruments are appropriate for ethnically diverse populations
- B. Some instruments are not appropriate with ethnically diverse populations**
- C. None of the instruments are appropriate for diverse populations
- D. Only standardized tests are appropriate for diverse populations

When assessing children from ethnically diverse backgrounds, it's important to consider whether the tools being used are fair and valid for those populations. Many assessments were developed with a specific cultural or linguistic group in mind, so items, language demands, or normative data may not apply well to others. This can lead to biased results that don't accurately reflect a child's true abilities or needs. Because of these issues, some instruments are not appropriate for ethnically diverse populations. There are, however, instruments and approaches that are appropriate when they have been validated for diverse groups, incorporate culturally fair content, or use adaptable norms. In practice, clinicians and educators combine multiple sources of information—such as culturally appropriate tests, dynamic or performance-based assessments, observations, and input from families—to form a comprehensive picture. The other statements aren't accurate because it isn't true that all instruments fit diverse populations, nor that none do, nor that only standardized tests are appropriate. Evaluators should seek tools with demonstrated validity across diverse groups and use culturally informed interpretation alongside other assessment methods.

6. Which of the following reflects an adult expectation that is developmentally appropriate for a six-year-old?

A. Staying in-seat and attending to a first-grade lesson

B. Asking for a full-length novel to be read aloud

C. Standing up to present a science report to the class without preparation

D. Skipping recess to complete extra worksheets

Developmental expectations in early elementary should match a child's growing self regulation, attention span, and ability to participate in structured activities. For a six-year-old, staying in their seat and attending to a first grade lesson reflects what they can handle at this stage: they can follow a teacher's directions, focus for a short period, and participate in whole group instruction as part of a routine. Requests that go beyond what a typical six-year-old can do—like asking for a full length novel to be read aloud—overestimate their emerging literacy and listening stamina. Requiring them to present a science report without any preparation asks for planning and public speaking skills that usually come later and with practice. Demanding they skip recess to finish extra worksheets ignores the essential need for movement and breaks that support attention and learning at this age. So the option that involves remaining seated and engaged in a grade level lesson best fits what six year olds can handle in a classroom.

7. In rooms for implementing curricular activities for toddlers and preschoolers, which of these should be provided in different areas and for each age group?

A. Equipment and materials for sensory stimulation, manipulation, construction, and active play.

B. Equipment for visual arts only.

C. Equipment and materials for sensory stimulation, manipulation, construction, and active play are provided in age-appropriate areas.

D. Only digital devices should be available in all areas.

Providing equipment and materials that support sensory stimulation, manipulation, construction, and active play in separate, age-appropriate areas is essential. When rooms are organized into distinct centers—each stocked with materials matched to toddlers' and preschoolers' developmental levels—children can explore safely and at increasing levels of challenge. Toddlers benefit from simple, large, easy-to-grasp items and clear safety features that invite sensory exploration and early motor skills. Preschoolers can handle more complex construction sets, varied textures, and opportunities for cooperative play, which advance problem-solving and fine motor growth. This arrangement ensures a well-rounded, developmentally appropriate curriculum that supports multiple kinds of learning across different spaces. Focusing only on one type of activity, or relying solely on digital devices, would miss these essential, holistic early childhood experiences.

8. According to Alfred Adler's theory about birth order, which applies to only or oldest children?

- A. Only children tend to prefer the company of adults to the company of children.**
- B. Oldest children are always natural leaders.
- C. Only children prefer peers equally well.
- D. Birth order has no influence on personality.

Adler's birth order ideas show that where a child fits in the family changes who they spend time with and how they interact. An only child grows up with constant adult attention, so they become very comfortable around adults and naturally seek adult company more than that of peers. This pattern captures why an only child would tend to prefer being with adults rather than with other children; the social world they know best is the adult world, and they've learned to navigate conversations, expectations, and activities through that lens. Oldest children also feel strong adult influence early on, since they're the focus of parental guidance as the first born, which can reinforce an adult-oriented social stance, though individual differences always exist. The other options rely on absolutes or contradict Adler's emphasis on family dynamics and social development, such as claiming oldest children are always natural leaders, or that only children are equally adept with peers, or that birth order has no influence at all.

9. Predictive validity refers to what aspect of a test used in EC settings?

- A. The extent to which test results predict future real-life functioning.
- B. The degree of reliability over time.**
- C. The cost-effectiveness of the test.
- D. The test's ability to measure only cognitive skills.

Predictive validity is about how well a test score forecasts future outcomes in real life. In early childhood settings, this means seeing whether a measurement taken now can predict later things like academic progress, classroom behavior, or functional skills as the child grows. The stronger the predictive validity, the more confident teachers and specialists can be that the assessment will provide useful information for planning interventions or supports. Reliability over time, in contrast, asks whether the test yields consistent results if you administer it again or use a different form. It's about consistency, not about forecasting. Cost-effectiveness relates to practicality and value, not accuracy of prediction. Measuring only cognitive skills touches on what the test covers or its construct, not its ability to predict future functioning.

10. How much usable play space at a minimum do experts recommend for indoor and outdoor early childhood learning environments?

- A. At least 25 sq. ft. indoors and 50 sq. ft. outdoors.
- B. At least 45 sq. ft. indoors and 60 sq. ft. outdoors.
- C. At least 60 sq. ft. indoors and 90 sq. ft. outdoors.
- D. At least 35 sq. ft. indoors and 75 sq. ft. outdoors.**

Providing enough usable play space per child is essential for safe, active exploration and for teachers to set up diverse learning activities without crowding. Experts specify a minimum of 35 square feet of usable indoor space per child and 75 square feet of usable outdoor space per child. These amounts give children room to move, run, and participate in varied activities, while still allowing space for furniture, play equipment, and adult supervision. When planning, multiply these per-child minimums by the number of children to estimate total space and ensure clear circulation paths and accessible centers. If space is cramped, both indoor and outdoor areas become restrictive, limiting movement and the kinds of play and learning experiences you can offer. This peanut-to-plate ratio aligns with widely accepted guidance for early childhood settings.

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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