

# Praxis Principles of Learning and Teaching (PLT) - Grades K-6 (5625) Practice Test (Sample)

## Study Guide



**Everything you need from our exam experts!**

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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. Which informal assessment is used throughout learning experiences to guide instruction and provide feedback?**
  - A. Mean**
  - B. Grade Equivalent Score**
  - C. Formative Assessment**
  - D. Percentile**
  
- 2. Explains the driving forces behind conduct.**
  - A. Motivation Theory**
  - B. Learning Theories**
  - C. Physical Domain/Psychomotor Domain**
  - D. Language Impairments**
  
- 3. Which of the following is an example of a constructivist approach in the classroom?**
  - A. A teacher lectures while students take notes**
  - B. Students work on a real-world project**
  - C. Students memorize vocabulary**
  - D. A quiz after a lesson**
  
- 4. A record of a learning experience.**
  - A. Reflective Journal**
  - B. Tenure**
  - C. Workshops**
  - D. Stakeholder**
  
- 5. Which term describes noting the similarities between two or more things and the differences between two or more things?**
  - A. Classification**
  - B. Compare/Contrast**
  - C. Sequencing**
  - D. Synthesis**

- 6. Which learning theory states that students construct their own knowledge through learning experiences?**
- A. Behaviorism**
  - B. Cognitivism**
  - C. Humanism**
  - D. Constructivism**
- 7. Which professional evaluates and treats mobility issues?**
- A. Occupational Therapist**
  - B. Chiropractor**
  - C. Speech Therapist**
  - D. Physical Therapist**
- 8. Which domain includes emotions, motivation, and attitudes in learning?**
- A. Social Domain**
  - B. Cognitive Domain**
  - C. Affective Domain**
  - D. Psychomotor Domain**
- 9. What action helps distract students from negative behavior by channeling their attention into something positive?**
- A. Redirect**
  - B. Discourage**
  - C. Ignore**
  - D. Punish**
- 10. Which term includes representations or examples?**
- A. Modeling**
  - B. Nonverbal Prompting**
  - C. Occupational Therapist**
  - D. Models**

## Answers

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

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## **Explanations**

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**1. Which informal assessment is used throughout learning experiences to guide instruction and provide feedback?**

- A. Mean**
- B. Grade Equivalent Score**
- C. Formative Assessment**
- D. Percentile**

Formative assessment is the ongoing process of checking students' understanding during instruction and using that information to adjust teaching and provide feedback. This approach keeps learning responsive in real time, guiding what to teach next and giving students immediate insights into their progress. The other terms describe data or scores, not the ongoing instructional feedback that shapes learning as it happens. The mean is just an average of scores, not a tool for guiding instruction. Grade Equivalent Score and percentile describe how a student compares to norms or the distribution, which isn't about informing day-to-day teaching decisions or giving ongoing feedback.

**2. Explains the driving forces behind conduct.**

- A. Motivation Theory**
- B. Learning Theories**
- C. Physical Domain/Psychomotor Domain**
- D. Language Impairments**

Motivation theory explains the driving forces behind conduct. It looks at what starts, directs, and sustains behavior—the needs, desires, and goals that pull a student toward a task and keep them engaged. In the classroom, understanding motivation helps us see why a student chooses to attempt a problem, persists when it's hard, and puts in effort over time. Motivation can be intrinsic, coming from genuine interest or personal satisfaction, or extrinsic, driven by external rewards like praise or grades. By connecting learning to students' interests, offering some choice, and showing real-world relevance, teachers can foster sustained engagement. Other concepts describe how behavior is learned through experience or the types of skills involved, or how language and movement relate to development, but they don't capture the underlying forces that drive why someone acts the way they do.

**3. Which of the following is an example of a constructivist approach in the classroom?**

- A. A teacher lectures while students take notes**
- B. Students work on a real-world project**
- C. Students memorize vocabulary**
- D. A quiz after a lesson**

Constructivism in the classroom centers on students actively building their own understanding through meaningful, real-world tasks and collaboration. When learners work on a real-world project, they explore questions, gather and analyze information, test ideas, and create something tangible. They connect new concepts to what they already know and reflect on their thinking as they go. The teacher shifts from being the sage delivering facts to guiding inquiry, posing prompts, supporting collaboration, and helping students make sense of their discoveries. This approach stands in contrast to more traditional methods like lectures (where students passively receive information), memorization drills (focusing on rote recall), or post-lesson quizzes (which assess learning after instruction). The project-based activity exemplifies the learner-centered, inquiry-driven nature of constructivist pedagogy.

**4. A record of a learning experience.**

- A. Reflective Journal**
- B. Tenure**
- C. Workshops**
- D. Stakeholder**

A reflective journal records a learning experience by capturing what happened, what you thought and felt, what you learned, and how you plan to use that learning in the future. This kind of writing focuses on growth over time, not just the event itself, so you can see how your understanding develops, what strategies helped you, and what you'll change next time. In classroom practice, it helps students think about their thinking (metacognition) and gives teachers a window into how students are processing concepts and applying them. The other options don't fit as a record of a learning experience. Tenure is about job security, not documenting learning. Workshops are instructional sessions where learning occurs, but they aren't a personal record of learning experiences. A stakeholder refers to a person or group with an interest in something, not a record of learning.

**5. Which term describes noting the similarities between two or more things and the differences between two or more things?**

**A. Classification**

**B. Compare/Contrast**

**C. Sequencing**

**D. Synthesis**

Noting how two or more things are alike and how they are different is called comparing and contrasting. This approach helps you see relationships and make informed judgments about objects, ideas, or events. When you compare, you identify similarities; when you contrast, you identify differences. Putting both together gives a full picture of how the items relate. If you think about other terms, classification is about grouping items into categories based on shared traits, which is more about organization than explicitly examining similarities and differences between two items. Sequencing focuses on the order of steps or events. Synthesis involves combining parts to create something new. So the term that best fits describing similarities and differences is comparing and contrasting.

**6. Which learning theory states that students construct their own knowledge through learning experiences?**

**A. Behaviorism**

**B. Cognitivism**

**C. Humanism**

**D. Constructivism**

Learning happens best when students actively build new understanding by linking it to what they already know, trying things out, and reflecting on what happened. This is constructivism: learners create meaning through their experiences, ideas, and social talk, rather than just receiving facts from a teacher. When students explore, manipulate materials, discuss their thinking, and test ideas in real contexts, they develop concepts that fit their own experiences and needs. That active, personal meaning-making is what makes this approach powerful for learning. Think about how a student might investigate a science concept by conducting a simple experiment, making observations, and explaining why results occurred to a peer. The learning sticks because the student is constructing understanding from hands-on activity and dialogue, not simply memorizing a rule. Other theories describe aspects of learning, but they don't center the learner's own meaning-making through experience to the same degree. Behaviorism emphasizes responding to stimuli with reinforcement, cognitivism focuses on internal mental processes and how information is organized, and humanism highlights personal growth and learner autonomy without centering knowledge construction in the social, experiential sense.

**7. Which professional evaluates and treats mobility issues?**

- A. Occupational Therapist**
- B. Chiropractor**
- C. Speech Therapist**
- D. Physical Therapist**

Mobility evaluation and rehabilitation is primarily handled by a physical therapist. They assess how well a person can move—their range of motion, strength, balance, and gait—and then design a personalized plan to restore or improve mobility through therapeutic exercises, stretching, manual therapy, and the use of assistive devices as needed. This work supports recovery from injuries, surgeries, or illnesses and helps with everyday movement. Other professionals touch related areas but with different focuses. An occupational therapist concentrates on daily activities and adapting tasks or environments to a person's abilities; a chiropractor emphasizes spine alignment and musculoskeletal issues; a speech therapist deals with communication and swallowing. For direct improvement of movement and physical function, the physical therapist is the best fit.

**8. Which domain includes emotions, motivation, and attitudes in learning?**

- A. Social Domain**
- B. Cognitive Domain**
- C. Affective Domain**
- D. Psychomotor Domain**

Emotions, motivation, and attitudes in learning are part of the affective domain. This area focuses on how students feel about learning, how engaged they are, their willingness to participate, and the values they place on new knowledge. These affective factors shape attention, persistence, and the depth of understanding because when a learner values the task and feels motivated, they are more likely to invest effort and stay engaged. The affective domain is often described in stages like receiving, responding, valuing, organizing, and characterizing, which represent increasing depth in how a learner relates to content and learning experiences. In contrast, the cognitive domain is about thinking and knowing—memory, understanding, applying, analyzing, evaluating, creating—while the psychomotor domain concerns physical skills and actions. A term like “social domain” would emphasize interactions and collaboration rather than internal feelings and attitudes toward learning.

**9. What action helps distract students from negative behavior by channeling their attention into something positive?**

- A. Redirect**
- B. Discourage**
- C. Ignore**
- D. Punish**

Redirecting is a proactive classroom strategy that helps students shift their attention from negative behavior to a positive, appropriate activity. By quickly naming a desirable task and guiding the student to engage with it, you interrupt disruption without shaming the student and provide a clear path for participation. This approach keeps the lesson moving, reduces the chance of escalation, and reinforces the behavior you want to see. It also supports self-regulation by giving a concrete substitute to focus on. Discouraging only expresses disapproval without offering a constructive substitute and can undermine motivation. Ignoring lets the behavior continue and misses a chance to teach an alternative. Punishing stops the action but often fails to teach what to do instead and can harm the trust and relationship with the student.

**10. Which term includes representations or examples?**

- A. Modeling**
- B. Nonverbal Prompting**
- C. Occupational Therapist**
- D. Models**

Representations or tangible demonstrations are captured by models. A model is a simplified stand-in that helps learners see and understand how something works by illustrating its parts or relationships—like a globe showing continents, a diagram of a plant cell, or a small-scale bridge model. Because a model provides concrete or visual representations and examples that students can observe and discuss, it best fits the idea of including representations or examples. Modeling is the act of creating or using those models, which is why it's about the process rather than the item itself. Nonverbal prompting describes a way to cue responses without words, not representations. An occupational therapist is a professional who helps people develop skills, not a term for representations or examples.

## 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](mailto: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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