

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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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. What does CALPS stand for in the context of second-language development?**
 - A. Cognitive Language and Proficiency Standards
 - B. Communicative Academic Language Proficiency
 - C. Cognitive Academic Language Proficiency
 - D. Cultural and Linguistic Proficiency System
- 2. What type of instruction is provided to a group of learners who share similar instructional needs?**
 - A. Small Group
 - B. Individualized Instruction
 - C. Lecture
 - D. Cooperative Learning
- 3. Which theorist identified stages of cognitive development including sensorimotor and formal operational?**
 - A. Jerome Bruner
 - B. John Dewey
 - C. English Language Proficiency Standards
 - D. Jean Piaget
- 4. Which term best describes a continuous range along which a learner progresses in mastery?**
 - A. Rubric
 - B. Portrait
 - C. Age-equivalent Score
 - D. Continuum
- 5. Which verb best matches the action of examining evidence and reasoning to reach a conclusion?**
 - A. Summarize
 - B. Compare
 - C. Evaluate
 - D. Analyze

- 6. What term describes a learner's belief in their ability to achieve a learning goal?**
- A. Motivation
 - B. Self-esteem
 - C. Self-efficacy
 - D. Competence
- 7. A trained teacher assistant provides student support as determined by the special education faculty. Teacher remains responsible for curriculum and delivering it.**
- A. Paraprofessional
 - B. Aide
 - C. Teacher assistant
 - D. Support staff
- 8. Which term is used to describe protecting private information and restricting disclosure?**
- A. Liability
 - B. Equal Access
 - C. First Amendment
 - D. Confidentiality
- 9. Which instructional activity uses play-acting to demonstrate a concept?**
- A. Simulations
 - B. Role-play
 - C. Scope
 - D. Scaffolds
- 10. Learning experiences are completed autonomously by the student.**
- A. Direct Teaching
 - B. Inquiry
 - C. Infer
 - D. Independent Learning

Answers

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

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Explanations

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1. What does CALPS stand for in the context of second-language development?

- A. Cognitive Language and Proficiency Standards
- B. Communicative Academic Language Proficiency
- C. Cognitive Academic Language Proficiency**
- D. Cultural and Linguistic Proficiency System

CALPS stands for Cognitive Academic Language Proficiency—the level of language students need to understand and engage with school content. This isn't everyday conversation; it's the ability to handle the language of lessons, textbooks, lectures, and assessments: grasping complex ideas, following multi-step instructions, using discipline-specific vocabulary, and explaining reasoning in academic tasks. In second-language development, this kind of language grows more slowly and requires explicit instruction and time to mature, beyond simply social, everyday talk. That's why this phrasing is the established label for the concept. The other options mix terms that aren't used together to name this construct. They don't reflect the recognized term for the academic-language dimension of second-language development.

2. What type of instruction is provided to a group of learners who share similar instructional needs?

- A. Small Group**
- B. Individualized Instruction
- C. Lecture
- D. Cooperative Learning

Small-group instruction focuses on a set of learners who share similar instructional needs, allowing the teacher to tailor teaching points, models, and practice specifically for that group. In this setting, the instruction can move at a pace and with scaffolding that matches the group's level, providing targeted feedback and guided practice that addresses the common challenges they face. This approach is more efficient than individual instruction when many students need the same support, and it avoids the whole-class drill of a lecture while offering more interaction and personalization than a generic lesson. Cooperative learning involves students working together but often with mixed needs and goals, making it less focused on a shared instructional need. So, clustering learners with similar needs into a small group best fits the scenario.

3. Which theorist identified stages of cognitive development including sensorimotor and formal operational?

- A. Jerome Bruner
- B. John Dewey
- C. English Language Proficiency Standards
- D. Jean Piaget**

Identifying who proposed a stage-based view of cognitive development, including sensorimotor and formal operational stages. Jean Piaget argued that children move through distinct stages that change how they think, not just how much they know. In the sensorimotor stage (early infancy), thinking is tied to concrete actions and sensations, and infants develop object permanence—the understanding that things continue to exist even when not seen. In the formal operational stage (adolescence and beyond), thinking becomes abstract and hypothetical, allowing for deductive reasoning and complex problem solving. The emphasis on these named stages and the progression from concrete, action-based thought to abstract reasoning is a hallmark of Piaget's theory. Other options point to different educators or frameworks that don't feature this exact stage sequence, so they don't fit as well.

4. Which term best describes a continuous range along which a learner progresses in mastery?

- A. Rubric
- B. Portrait
- C. Age-equivalent Score
- D. Continuum**

The idea being tested is how a learner's mastery develops along a continuous path. A continuum describes a seamless spectrum of skill levels from beginner to advanced, showing gradual improvements and where the learner sits on that ongoing scale. This helps teachers plan instruction by identifying the next steps and tracking growth over time. A rubric, while useful for judging quality against criteria, isn't the ongoing range of progression itself. An age-equivalent score provides a single benchmark relative to peers rather than a map of gradual growth. A portrait isn't a standard term for describing this kind of ongoing progression. So, the term that best fits a continuous range along which a learner progresses in mastery is a continuum.

5. Which verb best matches the action of examining evidence and reasoning to reach a conclusion?

- A. Summarize
- B. Compare
- C. Evaluate
- D. Analyze**

Examining evidence and the reasoning used to reach a conclusion is analysis. Analysis means breaking down information into parts, looking at how the pieces fit, evaluating how well the data supports the claim, and tracing the logical steps from evidence to conclusion. Summarizing would just restate the main points, comparing would focus on similarities and differences, and evaluating would judge the overall merit without necessarily detailing how the evidence leads to a conclusion. So, analyzing best captures the process of scrutinizing evidence and reasoning to arrive at a conclusion.

6. What term describes a learner's belief in their ability to achieve a learning goal?

- A. Motivation
- B. Self-esteem
- C. Self-efficacy**
- D. Competence

Understanding a learner's belief in their capacity to reach a learning goal is about self-efficacy. This term captures the sense that you can plan, organize, and carry out the steps needed to learn something and eventually succeed. That belief shapes how hard a student tries, the strategies they use, and how they respond to challenges or setbacks. When students have strong self-efficacy, they tackle difficult tasks, persevere after difficulties, and apply effective study strategies because they expect they can achieve the goal. Motivation describes why a student wants to learn or engage in a task, not specifically whether they think they can succeed. Self-esteem is about overall self-worth, not task-specific capability. Competence refers to the actual ability or skill level, which is related but distinct from the belief about whether one can perform the task successfully. The best fit for the idea of believing you can achieve a learning goal is self-efficacy.

7. A trained teacher assistant provides student support as determined by the special education faculty. Teacher remains responsible for curriculum and delivering it.

A. Paraprofessional

B. Aide

C. Teacher assistant

D. Support staff

In special education, the trained person who supports students under the direction of licensed teachers is called a paraprofessional. This role is defined by working under the supervision of the special education faculty to assist with instruction and meet students' needs, while the classroom teacher retains responsibility for designing the curriculum and delivering instruction. The paraprofessional helps implement lessons, provide targeted support, and manage classroom tasks as directed, but does not set the curriculum or lead the class independently. Other labels like aide or teacher assistant can describe similar helping roles, but paraprofessional is the formal designation that reflects their trained status and supervised instructional support within the teacher's curricular plan. Support staff is a broader term and doesn't specifically convey the instructional partnership and curricular responsibility that the teacher holds.

8. Which term is used to describe protecting private information and restricting disclosure?

A. Liability

B. Equal Access

C. First Amendment

D. Confidentiality

Confidentiality is the practice of protecting private information and restricting disclosure. In education, it means keeping student records and personal disclosures private, sharing information only with people who have a legitimate educational need or with proper consent, and following laws and school policies that govern privacy. This helps build trust, protects students' rights, and is often required by laws such as FERPA. Liability refers to legal responsibility for actions or damages, not privacy. Equal access focuses on giving all students the same opportunities, not on keeping information private. The First Amendment deals with freedoms like speech and religion, not with safeguarding personal data.

9. Which instructional activity uses play-acting to demonstrate a concept?

A. Simulations

B. Role-play

C. Scope

D. Scaffolds

Engaging students through acting out scenarios uses experiential, social learning to illustrate how a concept works. In role-play, learners take on specific characters or viewpoints and perform a scenario related to the concept. This makes abstract ideas concrete by letting students observe how ideas play out in real interactions, practice decision-making, and discuss outcomes and consequences. The process also builds empathy and perspective-taking as students step into others' experiences and talk through what happened and why. The other terms describe broader approaches or supports rather than a participatory activity centered on acting out roles, so they don't align as directly with using play-acting to demonstrate a concept.

10. Learning experiences are completed autonomously by the student.

A. Direct Teaching

B. Inquiry

C. Infer

D. Independent Learning

Independent learning is when learners take responsibility for their own progress and complete learning activities on their own, using their initiative to plan, carry out tasks, and monitor their understanding. The statement describes students finishing learning experiences autonomously, which aligns exactly with this self-directed approach. In this mode, the teacher might provide resources and guidance, but the student drives the work, sets goals, manages time, and reflects on outcomes. Direct teaching, by contrast, is teacher-led and sequenced instruction. Inquiry focuses on exploration and investigation often involving questions and investigation steps, sometimes collaboratively. Inferring is a cognitive skill used within tasks, not a description of who controls the learning process. Because the core idea here is the student steering and completing work independently, it best fits independent learning.

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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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