

UND CERTIFIED FLIGHT INSTRUCTOR (CFI) HIRING PRACTICE TEST (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. What is the first step in the lesson presentation process?**
 - A. Presentation
 - B. Application
 - C. Preparation
 - D. Review and Evaluation

- 2. What is the maximum allowable difference in RPM drop?**
 - A. 25 RPM
 - B. 50 RPM
 - C. 100 RPM
 - D. 75 RPM

- 3. What does the Telling and Doing method involve?**
 - A. Instructor directs while student practices with limited feedback
 - B. Instructor tells, student tells, and student does with evaluation
 - C. Student self-practices with no instructor involvement
 - D. Instructor does while students observe only

- 4. What is the suggested distance from the runway while in the downwind phase?**
 - A. 1/2 mile
 - B. 3/4 mile
 - C. 1 mile
 - D. 1.5 miles

- 5. What does the cognitive domain of learning primarily involve?**
 - A. Feeling
 - B. Thinking
 - C. Doing
 - D. Observing

6. When performing straight and level flight for PPL training, what is the allowable altitude variance?
- A. ± 100 feet
 - B. ± 200 feet
 - C. ± 300 feet
 - D. ± 50 feet
7. What is the minimum safe altitude in areas other than congested areas?
- A. 1000 feet above the surface
 - B. 500 feet above the surface
 - C. 300 feet above the surface
 - D. 1500 feet above the surface
8. What does HEDPE stand for in the context of aviation instructor responsibilities?
- A. Help, Evaluate, Develop, Prepare, Educate
 - B. Help Learners learn, Emphasize the positive, Demand adequate performance standards, Provide adequate instruction, Ensure aviation safety
 - C. Honor, Educate, Direct, Prepare, Engage
 - D. Help, Emphasize, Deliver, Plan, Evaluate
9. What is the validity period of a temporary certificate?
- A. Up to 90 days
 - B. Up to 120 days
 - C. Until revoked
 - D. Indefinitely
10. What defines "night time" for aviation purposes?
- A. From dawn to dusk
 - B. Beginning of civil twilight
 - C. End of evening civil twilight to the beginning of morning civil twilight
 - D. Only after 10 PM

Answers

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

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Explanations

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1. What is the first step in the lesson presentation process?

- A. Presentation
- B. Application
- C. Preparation**
- D. Review and Evaluation

The first step in the lesson presentation process is preparation. This phase is crucial as it establishes the groundwork for effective teaching and learning. During preparation, the instructor organizes the content and defines the learning objectives, ensuring that both the instructor and the students are clear about what is to be achieved in the lesson. This includes considering the backgrounds of the students, the necessary resources, and the appropriate instructional strategies to facilitate learning. Taking the time to prepare sets the stage for the presentation, application, and subsequent review and evaluation phases. It is essential for ensuring that the lesson flows smoothly and meets the educational needs of the students. By effectively preparing, an instructor can enhance engagement and retention of the material, leading to a more productive learning experience overall.

2. What is the maximum allowable difference in RPM drop?

- A. 25 RPM
- B. 50 RPM**
- C. 100 RPM
- D. 75 RPM

The maximum allowable difference in RPM drop during an engine failure check, specifically in a multi-engine aircraft, is 50 RPM. This standard helps ensure that both engines are performing consistently and that there is not a significant discrepancy that could indicate a potential issue with one of the engines. Having a maximum RPM drop threshold is critical for maintaining safety and performance, as a larger difference in RPM could suggest that one engine is not developing power as it should, which could lead to an imbalance during flight. While other options suggest various RPM thresholds, they do not align with the established standards for multi-engine aircraft checks, which have set this limit to 50 RPM to promote safety and operational reliability during critical engine performance evaluations.

3. What does the Telling and Doing method involve?

- A. Instructor directs while student practices with limited feedback
- B. Instructor tells, student tells, and student does with evaluation**
- C. Student self-practices with no instructor involvement
- D. Instructor does while students observe only

The Telling and Doing method is an instructional approach that emphasizes a combination of explanation and active engagement. Specifically, it involves the instructor first explaining the task or concept, then allowing the student to articulate their understanding or steps they plan to take, and finally having the student practice the task while the instructor evaluates their performance. This method ensures that students are not merely passive recipients of information; instead, they are encouraged to think critically about what they are learning and to apply that knowledge in a practical setting. The evaluation phase is particularly important as it provides students with feedback on their performance, reinforcing learning and allowing for adjustments in technique or understanding. This holistic approach ultimately enhances retention and fosters a deeper understanding of the subject matter.

4. What is the suggested distance from the runway while in the downwind phase?

- A. 1/2 mile
- B. 3/4 mile**
- C. 1 mile
- D. 1.5 miles

The suggested distance from the runway while in the downwind phase is typically around 3/4 mile. This distance allows pilots a good balance of visibility and time to prepare for their approach and landing sequence. At this distance, pilots can effectively assess factors such as wind conditions, the position of other aircraft, and the configuration of their own aircraft for landing. Approximately 3/4 mile out provides enough time to adjust the approach speed, execute a proper descent, and make any necessary adjustments to align with the runway. It is also an ideal distance to begin making calls to the relevant air traffic control entity or to other traffic in the vicinity, helping ensure safety and smooth operations during landing. The choice of 3/4 mile helps maintain situational awareness while giving adequate lead time for maneuvering and configuration changes needed before entering the final approach.

5. What does the cognitive domain of learning primarily involve?

- A. Feeling
- B. Thinking**
- C. Doing
- D. Observing

The cognitive domain of learning primarily involves thinking, encompassing various mental processes such as remembering, reasoning, and problem-solving. This domain focuses on the intellectual skills necessary for understanding and applying knowledge effectively. For instance, in a flight training context, a student must analyze flight maneuvers, comprehend aerodynamics, and apply regulations—tasks that all require critical thinking and cognitive engagement. In learning theory, cognitive skills are foundational as they enable learners to process information, make decisions based on that information, and develop the ability to synthesize concepts to solve complex problems. This is particularly important for flight instructors, who must engage their students in higher-order thinking to promote deep understanding and retention of aviation concepts. The other options represent different learning domains. Feeling relates to the affective domain, which deals with emotions and attitudes. Doing corresponds to the psychomotor domain, which is about physical skills and actions. Observing involves merely watching others without the deeper intellectual engagement required by the cognitive domain.

6. When performing straight and level flight for PPL training, what is the allowable altitude variance?

- A. ± 100 feet
- B. ± 200 feet**
- C. ± 300 feet
- D. ± 50 feet

When conducting straight and level flight during Private Pilot License (PPL) training, the allowable altitude variance is ± 200 feet. This standard is rooted in the need for pilots to maintain control of the aircraft and ensure they are within safe operational parameters while also considering the inherent variations in altitude that can occur due to atmospheric conditions, pilot input, and aircraft performance. Maintaining an altitude within this variance allows for the flexibility necessary in training scenarios, where precision may be more challenging as students develop their flying skills. The criteria consider both the practical aspects of flight and the need for safety, ensuring that students learn to correct altitude deviations without becoming overly focused on minor fluctuations that do not pose immediate risks. Having this larger margin than other options reflects a realistic understanding that, while precision is essential, training flights also require some leniency to accommodate the learning process. Pilots will eventually work towards tighter tolerances as they gain experience, but in the training phase, ± 200 feet is appropriate for straight and level flight exercises.

7. What is the minimum safe altitude in areas other than congested areas?

- A. 1000 feet above the surface
- B. 500 feet above the surface**
- C. 300 feet above the surface
- D. 1500 feet above the surface

The correct minimum safe altitude in areas other than congested areas is 500 feet above the surface. This standard is established to provide a safe margin above the terrain or obstacles that may exist in less populated regions. In non-congested areas, flying at this altitude allows pilots to avoid potential hazards such as trees, power lines, and other structures while also providing room for emergency maneuvers if necessary. The 500-foot rule is a key aspect of visual flight rules (VFR) operations, promoting safety and risk management for pilots navigating through open spaces. Altitude regulations vary based on the type of area being flown over; in congested areas, the required minimum altitude is greater to ensure the safety of individuals on the ground, reflecting the increased risk of populated environments. This regulation helps pilots maintain good situational awareness and manage their flight operations effectively.

8. What does HEDPE stand for in the context of aviation instructor responsibilities?

- A. Help, Evaluate, Develop, Prepare, Educate
- B. Help Learners learn, Emphasize the positive, Demand adequate performance standards, Provide adequate instruction, Ensure aviation safety**
- C. Honor, Educate, Direct, Prepare, Engage
- D. Help, Emphasize, Deliver, Plan, Evaluate

HEDPE represents a framework for aviation instructors that emphasizes the integral roles they play in the educational process. The full breakdown of the acronym focuses on key responsibilities that are essential for effective teaching and ensuring student success. "Help Learners learn" highlights the instructor's role in facilitating the learning process, making it essential for them to create an environment conducive to understanding and skill acquisition. "Emphasize the positive" stresses the importance of positive reinforcement in instruction, which can significantly boost a learner's confidence and motivation. "Demand adequate performance standards" indicates the need for instructors to set clear and high expectations, encouraging students to meet safety and proficiency benchmarks relevant to aviation. "Provide adequate instruction" underscores the necessity for instructors to ensure that their teaching is thorough and meets the needs of their students, covering all necessary material effectively. Finally, "Ensure aviation safety" is vital as it is the core of all aviation activities—students must be taught not only technical skills but also the importance of adhering to safety protocols to protect themselves and others in the aviation environment. In combination, HEDPE encompasses the critical aspects of a flight instructor's role, aiming not only for the technical education of their students but also their overall growth and safety as aviators. This

9. What is the validity period of a temporary certificate?

- A. Up to 90 days
- B. Up to 120 days**
- C. Until revoked
- D. Indefinitely

The validity period of a temporary certificate is indeed up to 120 days. This timeframe is established by the Federal Aviation Administration (FAA) regulations, which allow pilots to operate under the privileges of their temporary certificate while waiting for the issuance of their permanent certificate. The temporary certificate serves as a bridge to enable pilots to continue flying during this interim period. This limited validity period ensures that the temporary privileges are clearly defined and time-bound, prompting pilots to complete any remaining requirements for their permanent certification within this window. The temporary certificate cannot be extended beyond the 120 days; if a pilot has not received their permanent certificate by then, they must refrain from exercising the privileges of their temporary certificate until their permanent certificate is issued.

10. What defines "night time" for aviation purposes?

- A. From dawn to dusk
- B. Beginning of civil twilight
- C. End of evening civil twilight to the beginning of morning civil twilight**
- D. Only after 10 PM

For aviation purposes, "night time" is defined as the period from the end of evening civil twilight to the beginning of morning civil twilight. This definition is important because it establishes the time frame during which specific regulations and requirements apply, especially concerning pilot certification and aircraft operations. Civil twilight is the time when the sun is just below the horizon, creating enough light for most outdoor activities without artificial lighting. By defining night time based on civil twilight's beginning and end, the aviation regulations focus on the actual ambient light conditions, which are critical for flight operations. During this period, pilots are subject to additional requirements, such as the need for specific night flight training and logged flight hours to operate at night. Ultimately, understanding this definition helps pilots comply with regulations regarding night flying and ensures they are fully equipped to handle the challenges presented by reduced visibility conditions typical of nighttime flying.

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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://undcfihiring.examzify.com>

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

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