

WESTERN GOVERNORS UNIVERSITY (WGU) EDUC5266 D665 LEARNER DEVELOPMENT AND THE SCIENCE OF LEARNING PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE**

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	9
Explanations	11
Next Steps	17

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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. According to cognitive load theory, which description correctly matches intrinsic, extraneous, and germane load, and which example reduces extraneous load?**
- A. Intrinsic load is irrelevant visuals; extraneous load is task difficulty; germane load is memory capacity; example: increasing working memory capacity.
 - B. Intrinsic load is extraneous processing; extraneous load is task complexity; germane load is irrelevant; example: adding more prompts.
 - C. Intrinsic load is task complexity; extraneous load is unnecessary processing; germane load is productive; example: removing irrelevant visuals to reduce extraneous load.
 - D. Intrinsic load is memory storage; extraneous load is long-term retrieval; germane load is equal distribution; example: splitting tasks increases extraneous load.
- 2. The study of how people learn across multiple disciplines is called what?**
- A. Learning science
 - B. Evidence-based practices
 - C. Hippocampus
 - D. Research-based practices
- 3. Which description best captures assessment literacy for teachers?**
- A. Knowledge of scoring rubrics is sufficient to ensure effective instruction.
 - B. Familiarity with test statistics alone is essential for guiding teaching.
 - C. Understanding how to design, administer, interpret, and use assessments to inform teaching; ensures validity, fairness, and actionable feedback.
 - D. Using standardized tests exclusively to drive all instructional decisions.
- 4. Which practice best demonstrates assessment literacy in action?**
- A. Assessment literacy focuses solely on test administration.
 - B. Assessment literacy is not relevant to instructional design.
 - C. Assessment literacy is about designing assessments only for accountability.
 - D. Assessment literacy involves alignment of assessments with learning objectives and using data to inform teaching.

- 5. What is the Zone of Proximal Development and which scaffolding example illustrates it in a literacy activity?**
- A. ZPD is the gap between what learners can do alone and with help; scaffolding example: guided reading with prompting and gradual release.
 - B. ZPD is the range of grades a student can skip; scaffolding example: skipping to advanced chapters without support.
 - C. ZPD is the difference between adult and child literacy levels; scaffolding example: assigning independent reading.
 - D. ZPD is the ceiling of a student's potential; scaffolding example: giving complex tasks without instructions.
- 6. What ethical considerations arise when applying learning science research to practice?**
- A. Respect for learners, avoid overstating findings, acknowledge limitations, ensure equity, obtain consent as needed, and maintain transparency.
 - B. Overstate findings to boost perceived impact; ignore consent.
 - C. Assume findings apply universally without replication.
 - D. Withhold limitations and methods to protect proprietary interests.
- 7. Which region at the back of the head is the 'little brain' that coordinates movement and balance?**
- A. Cerebellum
 - B. Cerebrum
 - C. Brain stem
 - D. Limbic system
- 8. To support transfer of learning, instruction should minimize extraneous load and promote encoding that supports durable knowledge. Which practice best aligns with this?**
- A. Remove irrelevant visuals, chunk tasks, and connect new ideas to prior knowledge.
 - B. Add many animations, increase task complexity without guidance, and use isolated facts.
 - C. Load extraneous materials to increase engagement with irrelevant content.
 - D. Present new material without linking to prior knowledge.

- 9. Children between 3-6 display increased assertiveness by taking lead in play and engaging in social interactions more actively**
- A. Initiative vs. guilt stage
 - B. Autonomy vs. Shame/Doubt stage
 - C. Trust vs. mistrust stage
 - D. Industry vs. Inferiority
- 10. Involves activities that engage the senses—touch, sight, hearing, smell, and taste—helping children explore the world.**
- A. Social interaction
 - B. Abstract reasoning
 - C. Sensory exploration
 - D. Language development

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Answers

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

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Explanations

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1. According to cognitive load theory, which description correctly matches intrinsic, extraneous, and germane load, and which example reduces extraneous load?

- A. Intrinsic load is irrelevant visuals; extraneous load is task difficulty; germane load is memory capacity; example: increasing working memory capacity.
- B. Intrinsic load is extraneous processing; extraneous load is task complexity; germane load is irrelevant; example: adding more prompts.
- C. Intrinsic load is task complexity; extraneous load is unnecessary processing; germane load is productive; example: removing irrelevant visuals to reduce extraneous load.**
- D. Intrinsic load is memory storage; extraneous load is long-term retrieval; germane load is equal distribution; example: splitting tasks increases extraneous load.

In cognitive load theory, three types of load shape how much mental effort a learner must use: intrinsic load comes from the inherent difficulty of the task and the learner's prior knowledge; extraneous load arises from how information is presented and can create unnecessary processing; germane load is the productive mental effort devoted to building and automating schemas. The description in this item aligns with that understanding: intrinsic load is task complexity, extraneous load is unnecessary processing, and germane load is productive processing. The example—removing irrelevant visuals to reduce extraneous load—fits because eliminating pointless elements frees cognitive resources, allowing more effort to go toward meaningful learning and schema construction. Other options mix up these terms (for example, intrinsic load isn't about memory storage, and extraneous load isn't simply task complexity), so they don't match the standard definitions.

2. The study of how people learn across multiple disciplines is called what?

- A. Learning science**
- B. Evidence-based practices
- C. Hippocampus
- D. Research-based practices

This item is asking for the name of the field that studies how people learn across different subjects. That field is learning science. It brings together ideas from psychology, cognitive science, neuroscience, and education to understand learning in multiple domains and to develop general theories and models that apply beyond any single subject. The other options describe applying research to practice or a brain structure, not the study of learning across disciplines. Evidence-based practices and research-based practices focus on using research findings to guide teaching. The hippocampus is a brain region involved in memory, not a field of study.

3. Which description best captures assessment literacy for teachers?

- A. Knowledge of scoring rubrics is sufficient to ensure effective instruction.
- B. Familiarity with test statistics alone is essential for guiding teaching.
- C. Understanding how to design, administer, interpret, and use assessments to inform teaching; ensures validity, fairness, and actionable feedback.**
- D. Using standardized tests exclusively to drive all instructional decisions.

Assessment literacy means knowing how to design, administer, interpret, and use assessments to inform teaching, while ensuring validity, fairness, and actionable feedback. This includes aligning assessments with learning goals, choosing appropriate formats for different purposes (formative and summative), conducting assessments in ways that are fair and accessible to all students, analyzing results to identify learning gaps, and using what's learned to adjust instruction and provide meaningful feedback. It's about turning data into instructional action, not just collecting scores. Focusing only on scoring rubrics misses the broader cycle of how assessment informs teaching. Knowing statistics alone doesn't justify instructional decisions without interpreting what the data mean for students' learning. Relying exclusively on standardized tests can overlook day-to-day learning, equity, and the varied needs of learners.

4. Which practice best demonstrates assessment literacy in action?

- A. Assessment literacy focuses solely on test administration.
- B. Assessment literacy is not relevant to instructional design.
- C. Assessment literacy is about designing assessments only for accountability.
- D. Assessment literacy involves alignment of assessments with learning objectives and using data to inform teaching.**

Assessment literacy in action means using assessments as a purposeful tool to guide teaching and improve student learning. It involves designing or selecting assessments that align with the learning objectives so the results truly reflect what students should know and be able to do. Then teachers analyze the data from those assessments to inform instruction—identifying which objectives students struggle with, differentiating or reteaching as needed, adjusting pacing, and providing targeted feedback. This ongoing data-informed cycle is what demonstrates being literate about assessments. The other ideas miss this core instructional use. Focusing only on test administration ignores how assessment data should guide teaching. Saying it's not relevant to instructional design overlooks how assessments shape what we teach and how we teach it. Limiting assessment literacy to accountability ignores the primary purpose of informing and improving day-to-day instruction and student outcomes.

5. What is the Zone of Proximal Development and which scaffolding example illustrates it in a literacy activity?

- A. ZPD is the gap between what learners can do alone and with help; scaffolding example: guided reading with prompting and gradual release.**
- B. ZPD is the range of grades a student can skip; scaffolding example: skipping to advanced chapters without support.
- C. ZPD is the difference between adult and child literacy levels; scaffolding example: assigning independent reading.
- D. ZPD is the ceiling of a student's potential; scaffolding example: giving complex tasks without instructions.

The Zone of Proximal Development is the space between what a learner can do independently and what they can do with help. In a literacy activity, scaffolding shows this by the teacher providing targeted prompts, modeling strategies, and guided support, then gradually withdrawing that help as the student becomes more capable. This "guided practice to independent practice" progression—often described as a gradual release of responsibility—moves the learner from dependent performance to independent mastery. Other descriptions miss the idea: ZPD isn't about grade levels, age gaps, or adult-versus-child differences, and scaffolding isn't about dumping complex tasks with no support.

6. What ethical considerations arise when applying learning science research to practice?

- A. Respect for learners, avoid overstating findings, acknowledge limitations, ensure equity, obtain consent as needed, and maintain transparency.**
- B. Overstate findings to boost perceived impact; ignore consent.
- C. Assume findings apply universally without replication.
- D. Withhold limitations and methods to protect proprietary interests.

When applying learning science research to practice, ethical considerations center on protecting learners and using evidence responsibly to inform teaching and interventions. The best choice captures a comprehensive approach: respect for learners, avoiding overstating findings, acknowledging limitations, ensuring equity, obtaining consent as needed, and maintaining transparency. Respect for learners means safeguarding their dignity, privacy, and autonomy—being mindful of how data are collected and used and ensuring that interventions do not cause harm. Obtaining consent as needed reinforces that autonomy in decisions about participation and data use, especially with individuals or groups who may be vulnerable. A commitment to equity means designing and implementing practices that are accessible and fair for all learners, actively checking for and addressing disparities in outcomes. Avoiding overstated findings and being transparent about what the research supports prevents inflated expectations and builds trust with students, families, and colleagues. Acknowledging limitations and clearly describing methods and context help others judge applicability and guide responsible replication or adaptation. Other options push practices that undermine ethics: overstating results or ignoring consent treats learners as means to an outcome rather than people; assuming findings apply everywhere without replication overlooks reliability and context; withholding limitations and methods to protect proprietary interests reduces transparency and hinders informed use.

7. Which region at the back of the head is the 'little brain' that coordinates movement and balance?

- A. Cerebellum**
- B. Cerebrum
- C. Brain stem
- D. Limbic system

The main idea is understanding how different brain regions support movement and balance. The region at the back of the head that coordinates these functions is the cerebellum. It sits under the occipital lobes at the back of the skull and is often called the little brain because of its dense network of neurons. The cerebellum takes in information from muscles and joints (proprioception), the inner ear's vestibular system (balance), and the cerebral cortex's motor plans, then finely tunes movements to be smooth and coordinated. It also helps with posture and adjusts motor output based on timing and prediction, which is essential for learning new motor skills. By contrast, the cerebrum handles conscious thought, planning, and sensory processing; the brain stem manages basic life-sustaining functions; and the limbic system deals with emotions and memory. So the cerebellum is the correct region.

8. To support transfer of learning, instruction should minimize extraneous load and promote encoding that supports durable knowledge. Which practice best aligns with this?

- A. Remove irrelevant visuals, chunk tasks, and connect new ideas to prior knowledge.
- B. Add many animations, increase task complexity without guidance, and use isolated facts.**
- C. Load extraneous materials to increase engagement with irrelevant content.
- D. Present new material without linking to prior knowledge.

Focus on reducing extraneous cognitive load to help encoding become durable and transferable. The best practice is to remove irrelevant visuals, chunk tasks into manageable steps, and connect new ideas to what learners already know. This helps learners form coherent schemas in long-term memory, so they can apply the knowledge flexibly in new situations. In contrast, introducing many animations, increasing task complexity without guided support, and presenting isolated facts raise extraneous load and hinder encoding, making transfer harder. Similarly, presenting new material without linking it to prior knowledge deprives learners of a scaffold for integration, and including extraneous materials just competes for cognitive resources. So, removing distractions, organizing content into chunks, and tying new ideas to prior knowledge best supports durable encoding and transfer.

9. Children between 3-6 display increased assertiveness by taking lead in play and engaging in social interactions more actively

A. Initiative vs. guilt stage

B. Autonomy vs. Shame/Doubt stage

C. Trust vs. mistrust stage

D. Industry vs. Inferiority

In this preschool period, children begin to assert themselves more, take the lead in play, and pursue social interactions with greater energy. This reflects a developing sense of initiative—they try new activities, organize play with peers, and feel pride when their plans succeed. When such initiative is encouraged, children build a healthy sense of purpose and confidence to spearhead actions. If their attempts are met with constant criticism or punishment, they may feel guilt about taking charge or overstepping boundaries, which can dampen their willingness to explore. This aligns with the stage where initiating activities and leading others becomes prominent. It's less about independence in self-care (that's earlier), trust built in infancy, or mastering tasks in school-age years.

10. Involves activities that engage the senses—touch, sight, hearing, smell, and taste—helping children explore the world.

A. Social interaction

B. Abstract reasoning

C. Sensory exploration

D. Language development

Learning through sensory experiences engages touch, sight, hearing, smell, and taste to help children explore the world. When kids physically interact with things, observe colors and shapes, listen to sounds, notice scents, and even taste safe foods, they build concrete understandings of how the world works. These multisensory encounters strengthen memory and attention as the brain forms rich, connected ideas about objects, properties, and events, laying a solid foundation for later learning and language as they describe their experiences. While social interaction and language development are essential, and abstract reasoning becomes more prominent later, the description here specifically highlights using the senses to explore, which is why sensory exploration is the best fit.

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:

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

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