

WSDA PEST CONTROL OPERATOR (PCO) 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. In tree injection systems, the pressure setting should be**
 - A. Use high pressure to ensure uptake
 - B. Use low pressure to allow uptake
 - C. Use medium pressure
 - D. Block the injection

- 2. Why is pesticide mixing and loading done away from food preparation or storage areas?**
 - A. To prevent contamination of food products and surfaces and to maintain a safe work environment.
 - B. To save time during mixing.
 - C. Because it is required by all labels.
 - D. To allow more space for workers.

- 3. How many ounces are in 1 gallon?**
 - A. 64 ounces
 - B. 128 ounces
 - C. 32 ounces
 - D. 256 ounces

- 4. What part of a pesticide is responsible for killing?**
 - A. Active ingredient
 - B. Solvent
 - C. Carrier
 - D. Inert ingredient

- 5. When should you not apply low volume sprays (those having smaller droplet size)?**
 - A. During early morning calm
 - B. During overcast conditions
 - C. During high wind speeds
 - D. During periods of high temperature or low humidity

- 6. If you travel at 60 miles per hour, how many feet per second is that?**
- A. 88 feet per second
 - B. 132 feet per second
 - C. 60 feet per second
 - D. 44 feet per second
- 7. Differentiate restricted-use pesticides from general-use pesticides.**
- A. Restricted-use require certification and may only be applied by licensed applicators; general-use pesticides can be purchased and used by non-licensed individuals if used according to label.
 - B. Restricted-use can be bought by anyone; general-use requires certification.
 - C. Both require licensing.
 - D. General-use cannot be used for homes.
- 8. When beehives or pollinators are nearby, what is the recommended approach?**
- A. Follow label restrictions for pollinator protection; avoid application during bloom or around hives; inform beekeeper if needed.
 - B. Ignore pollinator considerations.
 - C. Apply directly at bloom to ensure efficacy.
 - D. Move the beehives into the treated area.
- 9. Who is allowed to purchase restricted-use pesticides?**
- A. Certified applicators
 - B. Any licensed plumber
 - C. Only government agencies
 - D. Certified applicators or persons under their direct supervision
- 10. What is the step immediately after removing PPE in the cleanup sequence?**
- A. Wash hands and face
 - B. Safely store equipment
 - C. Remove clothing
 - D. Launder PPE separately

Answers

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

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Explanations

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1. In tree injection systems, the pressure setting should be

- A. Use high pressure to ensure uptake
- B. Use low pressure to allow uptake**
- C. Use medium pressure
- D. Block the injection

For tree injections, the liquids move into the tree through the vascular system, and uptake relies on letting the solution enter gradually rather than forcing it in. Using a low pressure is the best approach because it minimizes tissue damage to the bark and cambium and aligns with the tree's natural uptake and transpiration-driven flow, allowing the material to distribute through the xylem to where it's needed. If pressure is too high, it can rupture tissues, cause leaks at the injection site, and reduce the tree's ability to take up the solution properly. Medium pressure isn't necessary and still carries risk of tissue injury, while blocking the injection would prevent any uptake at all.

2. Why is pesticide mixing and loading done away from food preparation or storage areas?

- A. To prevent contamination of food products and surfaces and to maintain a safe work environment.**
- B. To save time during mixing.
- C. Because it is required by all labels.
- D. To allow more space for workers.

Keeping mixing and loading away from food preparation or storage areas is about preventing contamination and protecting people. Pesticides are toxic, and spills, residues on tools or surfaces, or drift can easily transfer to food-contact surfaces or foods themselves if mixing happens nearby. By having a dedicated, isolated area with containment and proper cleaning protocols, the risk of food contamination is greatly reduced and workers are kept safer from exposure. The other reasons—saving time, fitting into label rules, or simply making more space—don't address the fundamental safety and contamination concerns that come with handling toxic chemicals near where people prepare or store food.

3. How many ounces are in 1 gallon?

- A. 64 ounces
- B. 128 ounces**
- C. 32 ounces
- D. 256 ounces

Fluid ounces measure volume, and in the US system a gallon is built from smaller units: four quarts per gallon, and one quart equals 32 fluid ounces. Multiply 4 by 32 and you get 128 fluid ounces in a gallon. The other numbers correspond to half a gallon (64), a quarter of a gallon (32), or two gallons (256). So 128 ounces is the correct amount. Note that in the imperial system, a gallon is 160 fluid ounces, but in the US system 128 is the standard.

4. What part of a pesticide is responsible for killing?

A. Active ingredient

B. Solvent

C. Carrier

D. Inert ingredient

The part that actually kills pests is the active ingredient—the chemical or biological agent designed to have a pesticidal effect. The solvent helps dissolve and carry that active ingredient for application, but it isn't the component that causes death. The carrier aids with delivery and stability, while inert ingredients are additives that don't have pesticidal activity themselves but improve formulation, safety, or performance. So the killer in a pesticide product is the active ingredient.

5. When should you not apply low volume sprays (those having smaller droplet size)?

A. During early morning calm

B. During overcast conditions

C. During high wind speeds

D. During periods of high temperature or low humidity

Small droplets from low-volume sprays are easy to carry off-target by air flows and to evaporate, turning into even finer particles before they reach the target. Hot, dry air speeds up evaporation and keeps droplets small, increasing drift and reducing deposition where you want the product. So, you should avoid using low-volume sprays when temperatures are high or humidity is low, because those conditions make drift and poor deposition much more likely. In cooler or more humid conditions, the droplets stay larger for longer and deposition improves.

6. If you travel at 60 miles per hour, how many feet per second is that?

A. 88 feet per second

B. 132 feet per second

C. 60 feet per second

D. 44 feet per second

To convert miles per hour to feet per second, use the fact that one mile equals 5280 feet and one hour equals 3600 seconds. So multiply the speed in mph by 5280/3600, which is about 1.4667. For 60 mph: multiply 60 by 1.4667 to get approximately 88 feet per second. You can also see this by writing it as $(60 \times 5280) / 3600 = 316,800 / 3600 = 88$. Common missteps include using a factor of 2.2 (that would give 132 ft/s) or thinking 60 mph equals 60 ft/s, which ignores the time conversion. 60 ft/s would correspond to about 40.9 mph, and 44 ft/s corresponds to about 30 mph. The correct result is 88 ft/s.

7. Differentiate restricted-use pesticides from general-use pesticides.

- A. Restricted-use require certification and may only be applied by licensed applicators; general-use pesticides can be purchased and used by non-licensed individuals if used according to label.
- B. Restricted-use can be bought by anyone; general-use requires certification.
- C. Both require licensing.
- D. General-use cannot be used for homes.

The distinction here revolves around risk and training requirements. Restricted-use pesticides are designated because they pose higher risks to people, pets, non-target organisms, and the environment, so their use is limited to certified applicators who have completed the required training and certification. In many cases, only licensed applicators can apply them, and sales may also be restricted to those with certification. General-use pesticides are considered lower risk and are available to the general public; they can be purchased and used by non-licensed individuals as long as the label directions are followed, since the label provides the safety, application, and disposal instructions. That's why this option is the best fit: it correctly states that restricted-use require certification and licensed applicators, while general-use can be purchased and used by non-licensed people if they follow the label. The other statements don't align with typical regulatory practice: restricted-use aren't freely purchasable by everyone, general-use doesn't require certification, both don't always require licensing, and general-use can be used in homes.

8. When beehives or pollinators are nearby, what is the recommended approach?

- A. Follow label restrictions for pollinator protection; avoid application during bloom or around hives; inform beekeeper if needed.
- B. Ignore pollinator considerations.
- C. Apply directly at bloom to ensure efficacy.
- D. Move the beehives into the treated area.

Protecting pollinators by following the label's pollinator protection directions is essential. The label tells you when and where pesticides can be applied to avoid harming bees and other pollinators, and it usually means not applying during bloom or around hives, using drift-minimizing techniques, and choosing products with the least risk to pollinators. If beehives are nearby, inform the beekeeper if needed so they can take precautions or plan timing accordingly. This approach reduces exposure to nectar and pollen residues and keeps you compliant with the label. The other options ignore pollinator safety, apply during high-risk times, or move hives into a treated area, all of which increase harm to pollinators and violate label directions.

9. Who is allowed to purchase restricted-use pesticides?

- A. Certified applicators
- B. Any licensed plumber
- C. Only government agencies
- D. Certified applicators or persons under their direct supervision**

Restricted-use pesticides are restricted because they pose greater risks if not handled by trained personnel. Only certified applicators may purchase them, or other people who will be directly supervised by a certified applicator during use. Direct supervision means the certified applicator is on-site and responsible for ensuring the product is used according to the label and safety rules. That combination—certified applicators or those under their direct supervision—best fits how purchases are regulated, because it ensures proper training and oversight for anyone handling these products. The other options don't fit the rule: a licensed plumber isn't automatically allowed to buy RUPs, and restricting to government agencies only ignores the provision that supervision by a certified applicator can extend purchasing rights to others.

10. What is the step immediately after removing PPE in the cleanup sequence?

- A. Wash hands and face**
- B. Safely store equipment
- C. Remove clothing
- D. Launder PPE separately

Washing hands and face is the immediate next step after doffing PPE. Contaminants can cling to skin during removal, and hands are the most likely to transfer anything to your face or to other surfaces. A thorough wash with soap and water for at least 20 seconds removes those residues and reduces the risk of self-contamination. After washing, dry with a clean disposable towel and proceed with the remaining cleanup steps as directed. If soap and water aren't available, use an alcohol-based sanitizer (at least 60% alcohol) and wash with soap and water as soon as possible.

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://wsdapco.examzify.com>

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

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