

CDA Preschool Practice Exam (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. Gregory, a three-year-old, has been acting out after his mother just had a baby. Which approach would help him adjust?**
 - A. Let his mother know what you are seeing at school. Reassure her you will give Gregory extra support while he adjusts to this big change.**
 - B. Read books to your class that talk about being a new big brother or sister. Encourage the children to talk about having brothers and sisters.**
 - C. Make sure there are baby dolls in the home living center. Add diapers, bottles and blankets so the children can pretend to take care of the babies.**
 - D. All the above.**

- 2. Which practice helps reinforce each child's identity when organizing cubbies?**
 - A. Ignore differences and treat all children the same.**
 - B. Have children create and post their own separate rules.**
 - C. Plan only whole-group activities.**
 - D. Place a picture of each child and a name tag in their cubbie.**

- 3. What is the recommended approach when some children finish their snack earlier than others and story time is coming up?**
 - A. Let the early finishers look at books in the story area while the others finish.**
 - B. Have the early finishers help clean up tables.**
 - C. Force early finishers to wait.**
 - D. Tell them to go outside until story time.**

- 4. According to the Teacher Leadership Exploratory Consortium model, which description best matches fostering a collaborative culture to support educator development and student learning?**
- A. Creating isolated professional development sessions with minimal collaboration.**
 - B. Developing an inclusive environment of collective responsibility in the learning institution which focuses on continuous improvement in instruction and learning.**
 - C. Focusing solely on student test scores.**
 - D. Maintaining a rigid hierarchy with limited teacher input.**
- 5. How can cubbies help children develop a sense of identity and self-worth?**
- A. Cover the cubbies with curtains.**
 - B. Put a picture of each child and a name tag in their cubbie.**
 - C. Leave cubbies empty.**
 - D. Label cubbies only with numbers.**
- 6. Which statement best describes the importance of a reading area in the classroom?**
- A. It is optional**
 - B. It should be a quiet area where children can select and read books**
 - C. It should be used only for display**
 - D. It should be eliminated if space is tight**
- 7. Why should mirrors be available in the classroom, including hand mirrors for children to use in the science and family living centers?**
- A. Mirrors are used for measuring length.**
 - B. Mirrors help students count items.**
 - C. Mirrors improve lighting.**
 - D. Having mirrors allows students to begin to develop their sense of self.**

- 8. Which item is a choking hazard and not safe for preschoolers?**
- A. Balloons**
 - B. Ride-on trucks**
 - C. Soft plush toys**
 - D. Balls**
- 9. Which statement best describes maintaining professionalism in family interactions?**
- A. Share personal details to create closeness.**
 - B. Offer to meet at social events outside school.**
 - C. Align with school guidelines about social media.**
 - D. Politely maintain professional boundaries in interactions with families to protect the student.**
- 10. A three-year-old refuses indoor shoes at school; there is a policy against bare feet. What is the best way to handle this?**
- A. Ask his mother to send in a pair of slippers he likes and let him wear those at school.**
 - B. Require him to wear shoes regardless of policy.**
 - C. Punish him for not wearing indoor shoes.**
 - D. Let him go barefoot with supervision.**

Answers

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

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Explanations

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1. Gregory, a three-year-old, has been acting out after his mother just had a baby. Which approach would help him adjust?

- A. Let his mother know what you are seeing at school. Reassure her you will give Gregory extra support while he adjusts to this big change.**
- B. Read books to your class that talk about being a new big brother or sister. Encourage the children to talk about having brothers and sisters.**
- C. Make sure there are baby dolls in the home living center. Add diapers, bottles and blankets so the children can pretend to take care of the babies.**

D. All the above.

When a preschooler faces a big family change, addressing emotions, routines, and a sense of belonging helps them adjust. Gregory may feel unsure or left out as a new baby arrives, so a mix of communication, preparation, and expressive play gives him language to name feelings, reassurance from trusted adults, and safe ways to explore the new family role. Telling the mother what you're seeing at school and promising extra support at home creates a bridge between school and home, so Gregory experiences consistent care and knows people are looking out for him during the transition. Reading books about becoming a big brother and inviting the class to talk about siblings builds understanding, normalizes the change, and helps children put their feelings into words. Setting up a home environment with baby dolls and related props invites pretend play where Gregory can act out caregiving, practice empathy, and gain a sense of control over the situation. Using all of these approaches together addresses the emotional, cognitive, and social aspects of adjusting to a new sibling, making the combination the most effective option.

2. Which practice helps reinforce each child's identity when organizing cubbies?

- A. Ignore differences and treat all children the same.**
- B. Have children create and post their own separate rules.**
- C. Plan only whole-group activities.**

D. Place a picture of each child and a name tag in their cubbie.

Recognizing and honoring each child's identity in the classroom helps create a sense of belonging and safety. When cubbies include a picture of the child and a name tag, the space becomes personal and familiar, signaling that this child belongs and that adults and peers know who they are. This simple cue supports self-identity, helps children learn and respond to names quickly, and makes routine tasks like finding belongings smoother for everyone. Other approaches can undermine that sense of belonging. Ignoring differences can make kids feel unseen, while creating separate rules can unintentionally separate children instead of bringing them together. Planning only whole-group activities limits opportunities to celebrate individual students and their unique identities. Placing a picture and name tag directly ties the child to their space, reinforcing who they are and how they fit into the classroom community.

3. What is the recommended approach when some children finish their snack earlier than others and story time is coming up?

A. Let the early finishers look at books in the story area while the others finish.

B. Have the early finishers help clean up tables.

C. Force early finishers to wait.

D. Tell them to go outside until story time.

When some children finish their snack early, the best approach is to provide a quiet, self-directed activity that aligns with what comes next. Letting the early finishers look at books in the story area keeps them quietly engaged without interrupting others, supports literacy and listening readiness, and models independent, appropriate use of space during a transition. It also creates a smooth, predictable routine: those who finish early know there's a calm, constructive option to occupy themselves as story time approaches. Other choices tend to disrupt the flow—cleaning up right before a story can be noisy and hurried, waiting offers little engagement, and going outside adds an unnecessary transition away from the indoor listening environment.

4. According to the Teacher Leadership Exploratory Consortium model, which description best matches fostering a collaborative culture to support educator development and student learning?

A. Creating isolated professional development sessions with minimal collaboration.

B. Developing an inclusive environment of collective responsibility in the learning institution which focuses on continuous improvement in instruction and learning.

C. Focusing solely on student test scores.

D. Maintaining a rigid hierarchy with limited teacher input.

Collaborative culture and shared leadership are essential for both teacher development and student learning. The best choice describes an inclusive environment where staff share responsibility for improving instruction and learning, with ongoing inquiry and collaboration driving continuous improvement. In this approach, teachers work together to analyze data, plan instruction, mentor one another, and create a learning climate that values input from all educators. This aligns with the idea that leadership is distributed and focused on enhancing instructional practice, not on isolated activities. Why this fits: when collaboration is central, professional growth happens through collective reflection and support, which directly influences how students experience and achieve in the classroom. Why the other approaches don't fit: isolated professional development (without ongoing collaboration) doesn't build a culture of shared improvement; focusing only on test scores narrows the aim to metrics rather than instructional quality; a rigid hierarchy limits teacher input and collaboration, hindering both educator growth and learning outcomes.

5. How can cubbies help children develop a sense of identity and self-worth?

A. Cover the cubbies with curtains.

B. Put a picture of each child and a name tag in their cubbie.

C. Leave cubbies empty.

D. Label cubbies only with numbers.

Providing each child with a cubby that includes a photo of the child and their name helps the space feel personal and belonging-focused. Seeing their own image and name on their cubby signals that this spot belongs to them, which strengthens their sense of identity and worth. It makes it easier for teachers and classmates to use the child's name, promoting inclusion, social connection, and confidence to participate. It also encourages care for their belongings and adds a sense of security and routine in the classroom. Covering cubbies hides ownership and can make the space feel generic. Leaving them empty misses a chance to reinforce who each child is in the room, and labeling with only numbers shifts focus away from the person, making the space feel less personal and potentially hindering peer interactions and belonging.

6. Which statement best describes the importance of a reading area in the classroom?

A. It is optional

B. It should be a quiet area where children can select and read books

C. It should be used only for display

D. It should be eliminated if space is tight

Having a reading area gives children ongoing, voluntary access to books in a calm, inviting space, which supports emergent literacy by building print awareness, vocabulary, and a positive attitude toward reading. The best statement describes a quiet area where children can choose and read books, promoting independence, book handling, and sustained attention during literacy activities. It isn't optional or just for display, and it shouldn't be removed when space is tight—even a small cozy corner with age-appropriate books provides a vital literacy moment and helps children practice reading in a comfortable, low-pressure environment.

7. Why should mirrors be available in the classroom, including hand mirrors for children to use in the science and family living centers?

A. Mirrors are used for measuring length.

B. Mirrors help students count items.

C. Mirrors improve lighting.

D. Having mirrors allows students to begin to develop their sense of self.

Mirrors in the classroom support self-recognition and the development of a sense of self. When children look in mirrors, they notice their own features, expressions, and movements, which builds body awareness and language as they label parts of the body and describe what they see. In science and family living centers, mirrors invite reflective observation during activities like dressing up, grooming, or simple experiments about light and reflection, and they prompt children to talk about similarities and differences with peers. This kind of reflection fosters autonomy, confidence, and social interaction as children describe themselves, compare with others, and participate in shared routines. While mirrors aren't used for measuring or counting or improving lighting, their strong value lies in helping children begin to understand who they are and how they fit into the classroom community.

8. Which item is a choking hazard and not safe for preschoolers?

A. Balloons

B. Ride-on trucks

C. Soft plush toys

D. Balls

Balloons are a choking hazard for preschoolers because their size and flexible material can easily enter the airway and block breathing. An intact balloon, or a deflated piece, can be swallowed or aspirated, creating a dangerous airway obstruction in a child who tends to put objects in their mouth. This risk is higher for young children who explore by mouth, and balloons can fit into a narrow airway more readily than larger items. The other options—ride-on trucks, soft plush toys, and balls—are generally too large to swallow whole and pose different safety concerns, but do not present the same immediate choking risk as an intact balloon. To stay safe, keep balloons out of reach of young children and discard broken pieces promptly.

9. Which statement best describes maintaining professionalism in family interactions?

- A. Share personal details to create closeness.**
- B. Offer to meet at social events outside school.**
- C. Align with school guidelines about social media.**
- D. Politely maintain professional boundaries in interactions with families to protect the student.**

Maintaining professionalism in family interactions means keeping clear, appropriate boundaries between staff and families. This approach keeps communications focused on the child's needs, protects confidentiality, and helps ensure decisions aren't influenced by personal involvement. The best statement goes beyond specific platforms or occasions and emphasizes polite, ongoing professional boundaries to safeguard the student. Sharing personal details to create closeness can blur lines and compromise objectivity. Meeting families at social events outside school similarly crosses boundary lines and can be interpreted as favoritism or an inappropriate relationship with families. Following school guidelines about social media is important, but it doesn't capture the full range of interactions or guarantee appropriate behavior in all settings. The emphasis on maintaining professional boundaries covers how to interact consistently and safely with families in every context.

10. A three-year-old refuses indoor shoes at school; there is a policy against bare feet. What is the best way to handle this?

- A. Ask his mother to send in a pair of slippers he likes and let him wear those at school.**
- B. Require him to wear shoes regardless of policy.**
- C. Punish him for not wearing indoor shoes.**
- D. Let him go barefoot with supervision.**

This item tests balancing a safety rule with a child's comfort by partnering with families to solve a problem. The best approach is to involve the parent and find footwear the child likes that still meets the policy. Asking the mother to send in a pair of slippers the child enjoys and letting him wear them at school keeps the indoor-shoes rule intact, reduces distress or resistance, and supports a positive, collaborative solution. It also helps the child feel respected and stay engaged in the routine, which is important for smooth transitions and adherence to rules. Pushing him to wear shoes regardless of his feelings can create power struggles and upset, which isn't productive for learning or safety. Punishing him for not wearing indoor shoes is inappropriate and unhelpful, as it fails to address the underlying need and can harm the child's confidence. Letting him go barefoot with supervision would violate the policy and potentially raise safety concerns for common areas and floor cleanliness. By coordinating with the family to choose acceptable footwear, the setting upholds safety while honoring the child's comfort.

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://cdapreschool.examzify.com>

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

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