

# Colorado Measures of Academic Success (CMAS) 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

- 1. Which of the following items was NOT included in the adverse childhood experiences questionnaire?**
  - A. Witnessing a drug deal**
  - B. Gun violence outside of the home**
  - C. Witnessing a robbery**
  - D. Parental divorce**
- 2. According to developmental theory, which contributes to a child's maladaptive outcomes?**
  - A. High intelligence**
  - B. Strong emotional control**
  - C. Lack of emotional support**
  - D. Stable home environment**
- 3. A neglectful parent's behavior characterized by withdrawal and a sense that nothing is worth doing falls under which category?**
  - A. Detached**
  - B. Apathetic Futile category**
  - C. Emotionally Available**
  - D. Rejecting**
- 4. What type of child protective services disposition concludes that maltreatment could not be substantiated but may be suspected?**
  - A. Indicated**
  - B. Unsubstantiated**
  - C. Unfounded**
  - D. Dependent**
- 5. Ray Helfer categorizes a parent's failure to express needs appropriately as what task they have not learned?**
  - A. Understanding needs**
  - B. Getting needs met**
  - C. Expressing emotions**
  - D. Seeking help**

- 6. What are the three adverbs used to define child maltreatment in Pennsylvania law?**
- A. Intentionally, defensively, softly**
  - B. Knowingly, recklessly, carelessly**
  - C. Intentionally, knowingly, recklessly**
  - D. Deliberately, knowingly, unknowingly**
- 7. What type of trauma can result in significant impairment due to repeated adverse experiences?**
- A. Acute Trauma**
  - B. Simple Trauma**
  - C. Complex Trauma**
  - D. Transformational Trauma**
- 8. True or False: It's important for members of a multidisciplinary team to recognize varying terminology specific to their disciplines in cases of child maltreatment.**
- A. True**
  - B. False**
  - C. Depends on the situation**
  - D. Only true for medical professionals**
- 9. What was a primary concern for the Children's Bureau at its inception?**
- A. Individual legal cases of children**
  - B. Overseeing child welfare without handling specific cases**
  - C. Providing mental health services for children**
  - D. Training social workers**
- 10. True or False: During the initial hearing, the child is assigned a guardian ad litem.**
- A. True**
  - B. False**
  - C. Depends on the case**
  - D. Not usually**



## **Answers**

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

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## **Explanations**

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**1. Which of the following items was NOT included in the adverse childhood experiences questionnaire?**

- A. Witnessing a drug deal**
- B. Gun violence outside of the home**
- C. Witnessing a robbery**
- D. Parental divorce**

The correct choice is parental divorce, as it is typically regarded as a common occurrence and not categorized under the more severe experiences assessed in the adverse childhood experiences (ACE) questionnaire. The ACE questionnaire primarily focuses on more extreme forms of trauma and stress that can significantly impact a child's development and long-term well-being, such as abuse, neglect, and household dysfunction. The items witnessing a drug deal, gun violence outside of the home, and witnessing a robbery represent situations that can create a chaotic and unsafe environment, contributing to a child's exposure to potential trauma. These experiences are directly related to the broader categories that the ACE questionnaire aims to encompass, which include various forms of violence, substance use, and significant emotional distress associated with familial issues. In contrast, parental divorce, while impactful, is often recognized as a life change that, while challenging, does not necessarily fall under the definitive traumas highlighted in the ACE context.

**2. According to developmental theory, which contributes to a child's maladaptive outcomes?**

- A. High intelligence**
- B. Strong emotional control**
- C. Lack of emotional support**
- D. Stable home environment**

A lack of emotional support is a significant factor that contributes to a child's maladaptive outcomes according to developmental theory. Emotional support from caregivers and the surrounding environment is crucial for a child's psychological and social development. When children do not receive adequate emotional support, they may struggle to develop resilience, self-esteem, and healthy coping mechanisms. This lack of support can lead to various issues, such as anxiety, depression, poor social skills, and difficulties in forming relationships. In contrast, high intelligence and strong emotional control generally are seen as protective factors that can help children navigate challenges more effectively. Similarly, a stable home environment fosters security and consistent relationships, providing the foundation for healthy development. Therefore, the absence of emotional support stands out as a detrimental factor in promoting maladaptive outcomes in children.

**3. A neglectful parent's behavior characterized by withdrawal and a sense that nothing is worth doing falls under which category?**

**A. Detached**

**B. Apathetic Futile category**

**C. Emotionally Available**

**D. Rejecting**

The behavior of a neglectful parent that is characterized by withdrawal and a sense that nothing is worth doing aligns with the Apathetic Futile category. This categorization reflects a lack of emotional engagement and involvement in the child's life, which can lead to feelings of worthlessness and disconnection in the child. Parents in this category often display indifference or a lack of responsiveness to their children's needs, contributing to an overall sense of neglect. In contrast, the other categories do not capture the specific combination of withdrawal and feelings of futility. Detached parenting may suggest a distance but does not inherently imply a sense of hopelessness. Emotionally Available would describe a nurturing and supportive role, which is not relevant here. Rejecting describes a more overtly negative attitude towards the child, which involves active dismissal rather than the passive sense of futility associated with apathy. Thus, the Apathetic Futile category aptly encapsulates the described behavior.

**4. What type of child protective services disposition concludes that maltreatment could not be substantiated but may be suspected?**

**A. Indicated**

**B. Unsubstantiated**

**C. Unfounded**

**D. Dependent**

The right response for this question is "indicated." This terminology is used to describe cases where there is some evidence suggesting that maltreatment has occurred, but the evidence is not strong enough to confirm the occurrence definitively. Essentially, it indicates a suspicion based on the available information, even if it does not reach the threshold of substantiation. In this context, the other options represent different conclusions regarding child protective services investigations. "Unsubstantiated" refers to cases where maltreatment is suspected but cannot be supported with enough evidence to either confirm or refute the claims definitively. "Unfounded" typically indicates that the investigation concluded no credible evidence of maltreatment exists at all. Lastly, "dependent" usually pertains to children who require protective services due to substantiated abuse or neglect, marking a more severe situation where protective intervention is necessary. Hence, the term "indicated" aligns perfectly with the description of a situation where maltreatment is suspected but not conclusively proven.

**5. Ray Helfer categorizes a parent's failure to express needs appropriately as what task they have not learned?**

- A. Understanding needs**
- B. Getting needs met**
- C. Expressing emotions**
- D. Seeking help**

The categorization of a parent's failure to express needs appropriately as "getting needs met" highlights a critical aspect of effective communication and problem-solving within familial relationships. This choice emphasizes that the issue is not merely about recognizing one's needs, but rather the ability to navigate the process of having those needs addressed in a healthy, constructive way. When a parent struggles with getting their needs met, it often reflects deeper challenges in communicating those needs to others, which can lead to misunderstandings or unmet expectations. This concept is vital as it impacts not only the parent's wellbeing but also the dynamics within the family unit. Learning to effectively articulate and negotiate needs is essential for fostering healthy relationships and ensuring that support systems are engaged appropriately. Understanding needs, expressing emotions, and seeking help, while related, do not encapsulate the full scope of the challenge that arises when a parent fails to effectively get their needs met. The broader context of relational functionality and the practical steps necessary for successful communication frame "getting needs met" as the most fitting categorization.

**6. What are the three adverbs used to define child maltreatment in Pennsylvania law?**

- A. Intentionally, defensively, softly**
- B. Knowingly, recklessly, carelessly**
- C. Intentionally, knowingly, recklessly**
- D. Deliberately, knowingly, unknowingly**

The correct answer is comprised of the adverbs "intentionally," "knowingly," and "recklessly," which are essential in the legal framework for defining child maltreatment in Pennsylvania law. Each of these terms delineates different mental states or levels of awareness regarding actions that lead to child harm. "Intentionally" refers to actions that are carried out with the aim or purpose of causing harm or neglect. This reflects a clear, purposeful decision to harm a child rather than an outcome of adverse circumstances. "Knowingly" conveys that a person is aware that their actions may lead to harm or neglect, acknowledging the potential consequences of their behavior. It emphasizes a conscious recognition of risk or danger. "Recklessly" indicates a disregard for the substantial and unjustifiable risk of harm to a child. This means that the individual is aware of the risk but chooses to act in a way that neglects the safety of the child. Together, these adverbs establish a comprehensive understanding of the various levels of culpability involved in maltreatment cases, thus aiding law enforcement and legal entities in addressing issues of child welfare efficiently. The other combinations provided do not accurately capture the legal definitions outlined in Pennsylvania law regarding child maltreatment.

**7. What type of trauma can result in significant impairment due to repeated adverse experiences?**

**A. Acute Trauma**

**B. Simple Trauma**

**C. Complex Trauma**

**D. Transformational Trauma**

Complex trauma refers to the psychological impact resulting from prolonged and repeated adverse experiences, typically during critical developmental periods such as childhood. This type of trauma is characterized not just by a single incident, like acute trauma, but rather by an accumulation of multiple stressors, often involving harm from caregivers or other trusted individuals. Individuals experiencing complex trauma may face significant impairment in various areas of functioning, including emotional regulation, interpersonal relationships, and self-concept. The cumulative effects of long-term exposure to trauma can lead to lasting challenges that are more complex and daunting than those stemming from isolated traumatic events. Understanding complex trauma is crucial for tailoring effective therapeutic interventions, as its effects can be pervasive and multifaceted, impacting a person's ability to navigate everyday life. The other options, while they address different types of trauma, do not encompass the specific, chronic nature and resulting impairments associated with complex trauma.

**8. True or False: It's important for members of a multidisciplinary team to recognize varying terminology specific to their disciplines in cases of child maltreatment.**

**A. True**

**B. False**

**C. Depends on the situation**

**D. Only true for medical professionals**

Recognizing varying terminology specific to different disciplines within a multidisciplinary team is crucial in cases of child maltreatment. Each profession, be it social work, law enforcement, education, or healthcare, has its own set of terms that may have different meanings or implications. Understanding these nuances is fundamental to effective communication and collaboration among team members. When dealing with sensitive and complex matters like child maltreatment, clarity of communication can significantly impact the assessment and intervention processes. Misunderstandings due to terminology differences can lead to missed signs of abuse, inadequate responses, or even legal complications. Therefore, it is essential for all team members to be aware of and acknowledge the specific language used in each other's fields to enhance cooperative efforts and ensure the safety and well-being of the child involved.

**9. What was a primary concern for the Children's Bureau at its inception?**

- A. Individual legal cases of children**
- B. Overseeing child welfare without handling specific cases**
- C. Providing mental health services for children**
- D. Training social workers**

The primary concern for the Children's Bureau at its inception focused on overseeing child welfare from a broader, systemic perspective rather than managing individual legal cases or providing specific services. Established in 1912, the Children's Bureau aimed to address and improve the conditions of children across the nation by gathering information on their welfare, advocating for better laws, and promoting effective policies. This approach enabled the Bureau to influence and shape child welfare systems and practices without delving into the details of each child's legal circumstances or requiring direct involvement in their individual cases. As a result, the Bureau could focus on comprehensive reforms and advocate for the collective welfare of children, which ultimately led to significant advancements in child protection and support services in the United States.

**10. True or False: During the initial hearing, the child is assigned a guardian ad litem.**

- A. True**
- B. False**
- C. Depends on the case**
- D. Not usually**

During an initial hearing in a legal context concerning the welfare of a child, it is often true that a guardian ad litem is appointed. This guardian ad litem serves as an advocate for the child's best interests throughout legal proceedings, ensuring that the child's voice and needs are represented in the court. The role is crucial in cases such as custody disputes or child welfare cases, where the child's safety and well-being are paramount. The appointment of a guardian ad litem is intended to provide a level of support and guidance to the child, which is especially important in sensitive situations where the child may not be able to effectively communicate their needs or wishes. This process underscores the importance of protecting children's rights within the legal system. In contrast, considering other scenarios or lack of formalities can lead to confusion, such as cases where significant legal frameworks may not necessitate such an appointment, but generally, the initial hearing typically includes the assignment of a guardian.



## 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](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://coloradomeasuresofacademicsuccess.examzify.com>**

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