

CSET Multiple Subject Subtest 3 Practice Test (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. Which term describes the tendency to focus on one dimension of a problem while ignoring other dimensions?**
 - A. Equilibrium**
 - B. Irreversibility**
 - C. Centration**
 - D. Egocentrism**

- 2. The concept describing awareness and regulation of one's own thinking processes is:**
 - A. Metacognition**
 - B. Language Development**
 - C. Moral Development**
 - D. Object Permanence**

- 3. Which term captures movements performed in place, without traveling, such as bending and twisting?**
 - A. Locomotor Skills**
 - B. Nonlocomotor Skills**
 - C. Shape**
 - D. Balance**

- 4. What concept refers to the belief that thoughts or intentions can cause events, regardless of actual causal links?**
 - A. Animism**
 - B. Causality**
 - C. Irreversibility**
 - D. Equilibrium**

- 5. What term describes the resistance to motion between two moving objects, such as a ball on grass moving slower than on asphalt?**
 - A. Friction**
 - B. Gravity**
 - C. Inertia**
 - D. Drag**

- 6. In language development, approximately how many words do 3- to 4-year-olds typically learn per day, and what is their approximate vocabulary size?**
- A. 8-9 words per day; about 1,000 words**
 - B. 3-4 words per day; about 500 words**
 - C. 12-15 words per day; about 2,000 words**
 - D. 20-25 words per day; about 3,000 words**
- 7. Which category includes basic movement skills performed in different directions and at different speeds, such as walking, running, jumping, galloping, and sliding?**
- A. Nonlocomotor Skills**
 - B. Biomechanics**
 - C. Locomotor Skills**
 - D. Shape**
- 8. Which attachment style is associated with insecurity and distrust of others, often leading to resistance toward closeness?**
- A. Anxious Avoidant Attachment**
 - B. Play**
 - C. Anxious-Resistant Attachment**
 - D. Disorganized-Disoriented Attachment**
- 9. Which Erikson stage is described by the conflict of identity vs role confusion?**
- A. Trust vs Mistrust**
 - B. Identity vs Role Confusion**
 - C. Industry vs Inferiority**
 - D. Autonomy vs Shame**
- 10. Which term describes the awareness of one's own thinking processes?**
- A. Object Permanence**
 - B. Metacognition**
 - C. Schemas**
 - D. Seriation**

Answers

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

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Explanations

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1. Which term describes the tendency to focus on one dimension of a problem while ignoring other dimensions?

- A. Equilibrium**
- B. Irreversibility**
- C. Centration**
- D. Egocentrism**

Centration is the tendency to focus on one dimension of a problem while ignoring others. In Piaget's preoperational stage, children often think in terms of appearances rather than logical operations, so they latch onto a single perceptual feature and miss other relevant aspects. A classic example is a conservation task with water: when water is poured into a taller, thinner glass, a child might say there is more water in the taller glass because height stands out to them, while they ignore the overall quantity. This single-focused attention illustrates centration. Other terms describe different ideas—egocentrism is about not taking others' viewpoints, irreversibility is about not recognizing that a process can be reversed, and equilibrium is not about this particular kind of cognitive focus.

2. The concept describing awareness and regulation of one's own thinking processes is:

- A. Metacognition**
- B. Language Development**
- C. Moral Development**
- D. Object Permanence**

Metacognition describes awareness and regulation of one's own thinking processes. It involves knowing what you understand, recognizing when you don't, planning strategies for learning, monitoring your progress as you work, and adjusting approaches as needed. For example, a student using metacognition might pause to check whether a solution makes sense, decide to reread a passage, or switch to a different problem-solving method if the current one isn't working. This self-directed control of thinking distinguishes it from language development (which is about acquiring language skills), moral development (which concerns understanding values and ethics), and object permanence (which is about realizing objects continue to exist even when not perceived).

3. Which term captures movements performed in place, without traveling, such as bending and twisting?

- A. Locomotor Skills**
- B. Nonlocomotor Skills**
- C. Shape**
- D. Balance**

Movements performed in place are nonlocomotor movements. They stay in one spot and change the body's position or shape, like bending, twisting, stretching, or balancing. This is different from locomotor movements, which involve moving through space from one location to another, such as running or jumping. The term that captures those in-place actions is nonlocomotor skills because it explicitly names movements that don't travel. Shape refers to how the body is formed or the posture during movement, and balance is a specific skill within movement, not the general category of in-place actions.

4. What concept refers to the belief that thoughts or intentions can cause events, regardless of actual causal links?

A. Animism

B. Causality

C. Irreversibility

D. Equilibrium

Understanding how people think about causes and effects is being tested here. When someone believes that thoughts or intentions can bring about events even without any real physical link, they're attributing a causal power to mental states. That focus on cause-and-effect—even when the linkage isn't scientifically valid—fits the idea of causality, which is about how events are connected through causes. The other terms describe different ideas: animism is about giving life or agency to inanimate things, irreversibility is about not being able to reverse actions, and equilibrium is about balance in a system. So, the belief in mental causation aligns with causality.

5. What term describes the resistance to motion between two moving objects, such as a ball on grass moving slower than on asphalt?

A. Friction

B. Gravity

C. Inertia

D. Drag

Friction is the resistance to motion that occurs where two surfaces meet. It acts opposite to the direction of the ball's motion, converting some of its energy into heat and slowing it down. The rougher grass has a higher friction coefficient, so the ball experiences more resistance and slows more quickly. The smoother asphalt presents less resistance, so the ball keeps moving faster and farther. Gravity, inertia, and drag describe other forces or tendencies (weight, an object's desire to keep moving, and air resistance, respectively) and don't describe the interaction between the ball and the ground in the same way as friction does.

6. In language development, approximately how many words do 3- to 4-year-olds typically learn per day, and what is their approximate vocabulary size?

A. 8-9 words per day; about 1,000 words

B. 3-4 words per day; about 500 words

C. 12-15 words per day; about 2,000 words

D. 20-25 words per day; about 3,000 words

Preschoolers expand their word knowledge through daily language exposure, so they typically learn new words at a steady pace. On average, about eight to nine new words are learned each day, and this cumulative growth brings their vocabulary to roughly a thousand words by age four. This reflects both the words they can say and a much larger set they understand. Individual children vary, but eight to nine per day is a common pace for 3- to 4-year-olds. Rates that are much lower or much higher would place the estimated vocabulary outside what's typical for this age range.

7. Which category includes basic movement skills performed in different directions and at different speeds, such as walking, running, jumping, galloping, and sliding?

A. Nonlocomotor Skills

B. Biomechanics

C. Locomotor Skills

D. Shape

Locomotor skills are movement actions that carry the body through space. The examples given—walking, running, jumping, galloping, and sliding—all involve traveling from one place to another and can vary in direction and speed. That traveling through space is what defines locomotor skills. In contrast, nonlocomotor skills are done in place (like twisting or stretching), biomechanics is the study of motion itself, and shape refers to the form or pose of the body rather than moving through space. Understanding this helps plan activities that develop students' ability to move in different directions and at different speeds.

8. Which attachment style is associated with insecurity and distrust of others, often leading to resistance toward closeness?

A. Anxious Avoidant Attachment

B. Play

C. Anxious-Resistant Attachment

D. Disorganized-Disoriented Attachment

Attachment styles show how early interactions with caregivers shape how people relate in close relationships. Anxious-resistant attachment is defined by insecurity about whether others will be there or be trustworthy, which sits hand in hand with a fear of abandonment. That insecurity makes closeness feel risky, so the person often resists getting too close even while craving connection. They may seek reassurance and then pull away when closeness increases, reflecting distrust and ambivalence about how the relationship will unfold. This pattern—feeling insecure, distrusting others, and pushing back on closeness—fits the description described.

9. Which Erikson stage is described by the conflict of identity vs role confusion?

- A. Trust vs Mistrust
- B. Identity vs Role Confusion**
- C. Industry vs Inferiority
- D. Autonomy vs Shame

Identity vs role confusion is the Erikson stage that shows up during adolescence, when the central task is forming a coherent sense of who you are. In this period, individuals try on different roles, beliefs, and values—what kind of person they are among friends, in school, and in future plans. When exploration leads to a stable self-concept and clear commitments to values and goals, a sense of fidelity emerges, giving a confident direction for the next steps in life. When there isn't a clear identity or pressure to fit a single mold is excessive, confusion about one's place in the world and future roles can persist. This stage sits between the earlier focus on basic trust and independence and the later move into intimate relationships and adult responsibilities.

10. Which term describes the awareness of one's own thinking processes?

- A. Object Permanence
- B. Metacognition**
- C. Schemas
- D. Seriation

Metacognition is the awareness of one's own thinking processes. It involves not only knowing what you understand or don't understand, but also planning approaches, monitoring progress as you work, and adjusting strategies to improve learning or problem solving. For example, when studying, you might decide to outline key ideas, check whether you can explain the concept in your own words, and switch strategies if you're not making progress. Other terms describe different ideas: object permanence is the understanding that objects continue to exist even when not observed, schemas are mental frameworks for organizing knowledge, and seriation is the ability to arrange items in a logical order. None of these capture the self-reflective control over thinking that metacognition describes.

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://csetmultisubsubtest3.examzify.com>

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

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