

Human Growth and Development CLEP Prep Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

This is a sample study guide. To access the full version with hundreds of questions,

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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. Don't worry about getting everything right, 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, and take breaks to retain information better.

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.

7. Use Other Tools

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!

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Questions

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- 1. During which stage of Piaget's cognitive development do children become able to think abstractly?**
 - A. Concrete operational**
 - B. Sensorimotor**
 - C. Preoperational**
 - D. Formal operational**

- 2. Which of the following theories explains social learning through observation of models?**
 - A. Behaviorism**
 - B. Cognitive Developmentalism**
 - C. Social Cognitive**
 - D. Information Processing**

- 3. The acquisition of abstract thinking and reasoning skills is known as?**
 - A. Metacognition**
 - B. Operant conditioning**
 - C. Piaget's theory of cognitive development**
 - D. High order thinking**

- 4. Which developmental stage is characterized by increased physical and cognitive growth and the ability to think abstractly?**
 - A. Infancy**
 - B. Toddlerhood**
 - C. Adolescence**
 - D. Adulthood**

- 5. According to Erikson's psychosocial theory, how do successful outcomes of mature adulthood influence later life?**
 - A. They provide a sense of contentment**
 - B. They provide a sense of purpose in life**
 - C. They provide a sense of mastery and control**
 - D. They provide a sense of security and stability**

6. Cognitive development in childhood is strongly influenced by

- A. Cognitive inclinations**
- B. Cultural experiences**
- C. Biological predispositions**
- D. Socialization techniques**

7. How does gender schema theory explain gender roles in society?

- A. It posits that individuals are born with an internal masculine or feminine identity**
- B. It suggests that gender roles are learned from the environment**
- C. It proposes that gender identity is determined by genetics**
- D. It proposes that individuals learn through a process of imitation**

8. What predicts an infant's later development of self-regulation better than their initial temperament?

- A. Quality of parenting**
- B. Caring family environment**
- C. Gender**
- D. Type of childcare**

9. According to John Bowlby's attachment theory, what is the primary function of a child's attachment figure?

- A. To provide security and stability**
- B. To help the child learn to communicate**
- C. To shape the child's moral compass**
- D. To build the child's academic skills**

10. A person who is in middle childhood development is most likely:

- A. Entering puberty**
- B. Developing motor skills**
- C. Developing abstract thinking**
- D. Attending college**

Answers

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

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Explanations

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1. During which stage of Piaget's cognitive development do children become able to think abstractly?

- A. Concrete operational**
- B. Sensorimotor**
- C. Preoperational**
- D. Formal operational**

The other options are incorrect because they do not match the criteria described in the question. Children in the sensorimotor stage are focused on developing motor skills and do not have the ability to think abstractly. Children in the preoperational stage are still in the process of developing cognitive skills and primarily think in a concrete and literal manner. The concrete operational stage is characterized by the ability to think logically and understand cause and effect relationships, but still lacks the ability to think abstractly. The formal operational stage is the only stage where individuals are able to think abstractly, apply hypothetical reasoning, and understand complex concepts beyond their direct experiences.

2. Which of the following theories explains social learning through observation of models?

- A. Behaviorism**
- B. Cognitive Developmentalism**
- C. Social Cognitive**
- D. Information Processing**

Social Cognitive theory explains how people learn from each other through observing models and imitation. Option A, Behaviorism, emphasizes on the idea that behavior is a result of reinforcement and punishment. This theory does not take into account the influence of observation and modeling on learning. Option B, Cognitive Developmentalism, focuses on how a person's thought processes change over time and how they develop cognitive abilities. It does not specifically address the role of observation and modeling in learning. Option D, Information Processing, is a theory that focuses on how the brain processes and stores information, but it does not explain social learning through observation of models. Therefore, option C, Social Cognitive theory, is the most appropriate explanation for social learning through observation of models.

3. The acquisition of abstract thinking and reasoning skills is known as?

- A. Metacognition**
- B. Operant conditioning**
- C. Piaget's theory of cognitive development**
- D. High order thinking**

Piaget's theory of cognitive development focuses on the acquisition of abstract thinking and reasoning skills. Metacognition, or thinking about thinking, is a component of higher order thinking but is not specific to abstract thinking and reasoning skills. Operant conditioning is a type of learning related to behavior, which is different from cognitive skills. High order thinking also encompasses abstract thinking, but it is not a specific theory related to the acquisition of these skills. Therefore, the correct answer is option C, Piaget's theory of cognitive development.

4. Which developmental stage is characterized by increased physical and cognitive growth and the ability to think abstractly?

- A. Infancy**
- B. Toddlerhood**
- C. Adolescence**
- D. Adulthood**

Adolescence is characterized by increased physical and cognitive growth and the ability to think abstractly. Infancy and toddlerhood are typically characterized by motor development and the acquisition of basic skills. Adulthood is not a developmental stage, as individuals continue to grow and develop throughout their lives.

5. According to Erikson's psychosocial theory, how do successful outcomes of mature adulthood influence later life?

- A. They provide a sense of contentment**
- B. They provide a sense of purpose in life**
- C. They provide a sense of mastery and control**
- D. They provide a sense of security and stability**

Successful outcomes of mature adulthood according to Erikson's psychosocial theory influence later life by providing a sense of purpose. This is because in this stage, also known as generativity vs stagnation, individuals are focused on being productive and creating a positive impact on the world. This sense of purpose can contribute to a fulfilling and meaningful later life. The other options are incorrect because contentment is a general feeling that can be experienced at any stage in life, mastery and control are more characteristics of earlier stages, and security and stability are important in earlier adulthood but not the main focus in mature adulthood.

6. Cognitive development in childhood is strongly influenced by

- A. Cognitive inclinations**
- B. Cultural experiences**
- C. Biological predispositions**
- D. Socialization techniques**

Cognitive development in childhood is influenced by a few major factors, and cultural experiences are one of the most impactful. While cognitive inclinations, biological predispositions, and socialization techniques can also play a role in shaping a child's cognitive development, none of these options are as influential as cultural experiences. This is because a child's cultural experiences, such as language, customs, and beliefs, greatly shape their thoughts, behaviors, and understanding of the world. Cognitive inclinations, biological predispositions, and socialization techniques may influence a child's cognitive development to some extent, but they do not have the same impact as cultural experiences. Therefore, B is the best answer and the others are incorrect.

7. How does gender schema theory explain gender roles in society?

- A. It posits that individuals are born with an internal masculine or feminine identity**
- B. It suggests that gender roles are learned from the environment**
- C. It proposes that gender identity is determined by genetics**
- D. It proposes that individuals learn through a process of imitation**

Gender schema theory explains gender roles in society by suggesting that they are learned from the environment. This theory proposes that individuals acquire their understanding of what it means to be male or female through socialization and observation of others. This dismisses the notion of inherent gender identities or genetic determinants. Additionally, it emphasizes the way cultural norms and expectations impact the development of gender roles, rather than just individual traits or actions. Therefore, options A, C, and D are incorrect as they do not take into account the societal influence on gender roles.

8. What predicts an infant's later development of self-regulation better than their initial temperament?

- A. Quality of parenting**
- B. Caring family environment**
- C. Gender**
- D. Type of childcare**

The quality of parenting, including factors such as responsiveness, warmth, consistency, and structure, has been found to be a stronger predictor of an infant's later development of self-regulation compared to their initial temperament. This is because a nurturing and supportive parenting style can help regulate and shape a child's behavior, while a lack of quality parenting may hinder their ability to develop self-regulation skills. Options B, C, and D are incorrect as they do not directly address the influence of parenting on self-regulation development. While a caring family environment may be important, it is more specifically the quality of parenting within that environment that plays a significant role. Gender has also been found to have minimal impact on self-regulation development compared to parenting. Lastly, while the type of childcare a child receives may have some influence, it is not as strong or consistent as the quality of parenting.

9. According to John Bowlby's attachment theory, what is the primary function of a child's attachment figure?

- A. To provide security and stability**
- B. To help the child learn to communicate**
- C. To shape the child's moral compass**
- D. To build the child's academic skills**

John Bowlby's attachment theory states that a child's primary attachment figure serves as a source of security and stability. This figure provides a sense of safety and comfort to the child, as well as meets their physical and emotional needs. Options B, C, and D are incorrect as they do not align with the primary function of a child's attachment figure according to Bowlby's theory. The attachment figure is not solely responsible for the child's learning to communicate, shaping their moral compass, or building their academic skills. These tasks may be important aspects of a child's development, but they are not the primary function of their attachment figure in Bowlby's theory.

10. A person who is in middle childhood development is most likely:

- A. Entering puberty**
- B. Developing motor skills**
- C. Developing abstract thinking**
- D. Attending college**

Children in middle childhood, typically between the ages of 6-12, are primarily focused on developing their motor skills. This includes gross motor skills, such as running and jumping, as well as fine motor skills, such as writing and drawing. Entering puberty (option A) usually occurs in late childhood/early adolescence, around the ages of 9-12 for girls and 10-14 for boys. Developing abstract thinking (option C) generally occurs in adolescence, so it is not a characteristic of middle childhood. Attending college (option D) is usually reserved for young adults, so it is not applicable to middle childhood development. Therefore, the best answer is B Developing motor skills.

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://humangrowthdevelopmentcleppractice.examzify.com>

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

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