

# New CED Development Lev/Pierce 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. Agents such as chemicals and viruses that can reach the embryo or fetus during prenatal development and cause harm are called what?**
  - A. Maturation**
  - B. Rooting reflex**
  - C. Teratogens**
  - D. Age of viability**
  
- 2. The first ejaculation is called**
  - A. Puberty**
  - B. Primary sex characteristics**
  - C. Spermatogenesis**
  - D. Gender roles**
  
- 3. Which educational concept refers to the support provided by a More Knowledgeable Other that helps a learner perform tasks they cannot yet do alone?**
  - A. Zone of Proximal Development**
  - B. Scaffolding (Vygotsky)**
  - C. More Knowledgeable Other**
  - D. Adolescent Egocentrism**
  
- 4. In the Kubler-Ross stages, which stage comes after anger?**
  - A. Denial**
  - B. Depression**
  - C. Acceptance**
  - D. Bargaining**
  
- 5. Which theory would analyze a child's development by considering multiple levels of influence such as family, school, and community?**
  - A. Ecological Systems Theory**
  - B. Psychodynamic Theory**
  - C. Behaviorism**
  - D. Social Learning Theory**

- 6. Which term describes the orderly biological changes that occur during development largely independent of environmental experience?**
- A. Cross-sectional design**
  - B. Maturation**
  - C. Longitudinal study**
  - D. Cohort effects**
- 7. Which Piaget stage is characterized by the emergence of logical thought about concrete events, beginning around ages 6 or 7?**
- A. Sensorimotor Stage**
  - B. Concrete Operational Stage**
  - C. Preoperational Stage**
  - D. Formal Operational Stage**
- 8. Commitment to values, beliefs, and goals following a period of exploration describes which identity status?**
- A. Identity diffusion**
  - B. Identity foreclosure**
  - C. Identity moratorium**
  - D. Identity achievement**
- 9. Which term best describes the tendency to pay less attention to a repeated stimulus?**
- A. Imprinting**
  - B. Stranger anxiety**
  - C. Habituation**
  - D. Proximodistal trend**
- 10. Which term refers to the center-outward pattern of motor development?**
- A. Proximodistal trend**
  - B. Cephalocaudal trend**
  - C. Center-outward trend**
  - D. Peripheral progression**

## Answers

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

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## **Explanations**

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**1. Agents such as chemicals and viruses that can reach the embryo or fetus during prenatal development and cause harm are called what?**

- A. Maturation**
- B. Rooting reflex**
- C. Teratogens**
- D. Age of viability**

Teratogens are agents that can reach the embryo or fetus during prenatal development and cause harm. They include chemicals, drugs, viruses, radiation, and other substances that interfere with development. The effects depend on the timing and dose; exposure during critical periods can lead to birth defects, growth problems, or functional impairments. For example, thalidomide exposure caused limb defects, rubella can result in congenital deafness, and alcohol use can lead to fetal alcohol spectrum disorders. This is why the term fits: these are the agents specifically associated with harming fetal development. Other terms refer to processes or milestones rather than harmful agents—maturation describes overall development of abilities, a root reflex is a basic newborn response, and age of viability is the point a fetus could survive outside the womb with help.

**2. The first ejaculation is called**

- A. Puberty**
- B. Primary sex characteristics**
- C. Spermarche**
- D. Gender roles**

Puberty brings the body toward reproductive capability, and the first ejaculation is a specific milestone within that process. This event is called spermarche, signaling that the testes are producing sperm and that ejaculation can occur. It reflects a hormonal shift, mainly rising testosterone, that drives puberty and marks a functional step in male fertility. Puberty as a whole covers many changes, but spermarche is the exact moment when sperm production begins and ejaculation becomes possible. It's different from primary sex characteristics, which are the reproductive organs themselves, and from secondary sex characteristics, which are features like a deeper voice or facial hair that arise during puberty but aren't about sperm production. Gender roles are social expectations and unrelated to this biological development.

**3. Which educational concept refers to the support provided by a More Knowledgeable Other that helps a learner perform tasks they cannot yet do alone?**

**A. Zone of Proximal Development**

**B. Scaffolding (Vygotsky)**

**C. More Knowledgeable Other**

**D. Adolescent Egocentrism**

The main idea being tested is how a More Knowledgeable Other provides support to help a learner perform tasks they cannot yet do alone. This support is known as scaffolding, a term tied to Vygotsky. Scaffolding involves giving targeted help—such as modeling, hints, prompts, or breaking a task into smaller steps—and gradually withdrawing that assistance as the learner becomes more competent. It sits within the learner’s zone of proximal development, the range of tasks they can do with help but not yet by themselves. The person delivering the support is the More Knowledgeable Other, typically a teacher or more capable peer who guides the learner toward independence. Why this fits best: scaffolding captures the active, temporary support that enables advancement toward independent performance. The zone of proximal development describes the potential tasks with help, not the supportive method itself; the More Knowledgeable Other is the helper, not the strategy; and adolescent egocentrism is a separate concept about self-focused thinking in adolescence and not about instructional scaffolding.

**4. In the Kubler-Ross stages, which stage comes after anger?**

**A. Denial**

**B. Depression**

**C. Acceptance**

**D. Bargaining**

In the Kubler-Ross model, the stages follow a rough sequence as people work through grief, not a strict ladder. After anger, the next phase is bargaining. In this stage, people often try to regain some control or influence over the situation by making deals or imagining that different actions could change the outcome. You might hear thoughts like, “If I do this, maybe things will be different.” It’s a way of coping that sits between the initial anger and the deeper processing that comes later. Denial usually comes earlier, before anger; depression tends to follow bargaining, and acceptance comes after that. Remember, the stages aren’t experienced linearly for everyone—people can move back and forth between them.

**5. Which theory would analyze a child's development by considering multiple levels of influence such as family, school, and community?**

**A. Ecological Systems Theory**

**B. Psychodynamic Theory**

**C. Behaviorism**

**D. Social Learning Theory**

This question focuses on how development is shaped by multiple environmental levels—from close relationships to broader societal factors. Ecological Systems Theory, developed by Bronfenbrenner, explains development by looking at nested layers of influence. At the center is the microsystem, which includes immediate settings like family and school. Surrounding that is the mesosystem, which involves the connections between those settings, such as how family routines interact with school expectations. Beyond that lies the exosystem, capturing external contexts that still affect the child, like a parent's workplace or community services. Then come the macrosystem, which encompasses broader cultural values, laws, and resources, and finally the chronosystem, which accounts for changes over time, such as developmental transitions or shifts in family structure. Because the question asks about considering influences from family, school, and community, this perspective best captures how the child's development is embedded in and shaped by multiple, interacting environments rather than just internal drives or isolated behaviors. Other theories focus more on internal motives, learning through reinforcement, or learning by observing others, without organizing the influence of multiple environmental levels into a single, interacting system.

**6. Which term describes the orderly biological changes that occur during development largely independent of environmental experience?**

**A. Cross-sectional design**

**B. Maturation**

**C. Longitudinal study**

**D. Cohort effects**

The main idea here is the biologically programmed sequence of changes that unfold as an organism develops, largely independent of environmental input. This process is maturation. It explains how, for example, infants reach milestones like rolling over, sitting, crawling, and walking in a relatively fixed order because they're driven by internal genetic timing. Environmental factors can affect when these steps occur, but the overall sequence is guided by biology. The other terms describe different concepts. A cross-sectional design is a research method that compares people of different ages at one time to infer age-related differences, rather than describing the developmental process itself. A longitudinal study follows the same individuals over time to observe how they change, which is about studying change over time rather than a biologically driven sequence. Cohort effects refer to differences between groups born in different time periods due to historical or cultural factors, not to how development unfolds biologically.

**7. Which Piaget stage is characterized by the emergence of logical thought about concrete events, beginning around ages 6 or 7?**

**A. Sensorimotor Stage**

**B. Concrete Operational Stage**

**C. Preoperational Stage**

**D. Formal Operational Stage**

The question tests when children begin to use logical thinking with real, concrete things. Around ages 6 or 7, kids enter the concrete operational stage, where they can perform mental operations on tangible objects and events. This brings about skills like conservation (realizing the amount stays the same even if its shape or arrangement changes), reversibility (thinking backward through steps), and classification or seriation (sorting objects by size or type). They can reason about concrete situations with logic, but still rely on actual objects and experiences rather than abstract ideas. Before this stage, during the earlier years, thinking is not yet fully logical; after this stage, in adolescence, they start handling abstract and hypothetical reasoning. Therefore, the correct description is the concrete operational stage.

**8. Commitment to values, beliefs, and goals following a period of exploration describes which identity status?**

**A. Identity diffusion**

**B. Identity foreclosure**

**C. Identity moratorium**

**D. Identity achievement**

Marcia's framework shows that identity achievement occurs when a person first explores different values, beliefs, and goals and then makes deliberate commitments to them. So after going through period(s) of crisis and exploration, choosing and committing to a clear set of beliefs and goals describes identity achievement. The other patterns differ: diffusion means little or no exploration or commitment, foreclosure means commitment without exploration, and moratorium means ongoing exploration without committing.

**9. Which term best describes the tendency to pay less attention to a repeated stimulus?**

**A. Imprinting**

**B. Stranger anxiety**

**C. Habituation**

**D. Proximodistal trend**

Habituation is the tendency to pay less attention to a repeated stimulus. It's a simple form of learning where responses diminish as a stimulus becomes familiar, freeing processing for new information. In infancy, for example, a repeated sound or image elicits less interest over time, showing the child has learned the stimulus is not novel. This differs from imprinting (early, rapid attachment learning), stranger anxiety (fear of unfamiliar people developing in infancy), and the proximodistal trend (growth from the center of the body outward). Habituation explains why repeated stimuli eventually lose their attention-grabbing power.

**10. Which term refers to the center-outward pattern of motor development?**

- A. Proximodistal trend**
- B. Cephalocaudal trend**
- C. Center-outward trend**
- D. Peripheral progression**

**Proximodistal pattern describes the center-to-periphery progression of motor development: control starts in the center of the body and moves outward toward the arms and hands, then to the fingers. This explains why infants typically gain trunk and shoulder stability and broad arm movements before developing fine motor skills like grasping small objects. It's the opposite of cephalocaudal development, which goes from head downward. Terms like center-outward trend aren't the standard label for this pattern, and peripheral progression isn't the recognized terminology for this developmental direction.**

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## 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://newceddevlevpierce.examzify.com>**

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

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