

# Pediatrics Developmental Milestones 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. What development milestone should children achieve by age 2 regarding social behavior?**
  - A. Engage in parallel play**
  - B. Participate in group games**
  - C. Interact and cooperate with others**
  - D. Show hesitation towards unfamiliar adults**
  
- 2. Which of the following is a common red flag for school-aged children?**
  - A. Frequent naps**
  - B. Academic challenges**
  - C. Heightened self-esteem**
  - D. Advanced vocabulary**
  
- 3. Which of the following would indicate a potential fine motor issue in a child under 18 months?**
  - A. Playing with one finger**
  - B. Holding objects with both hands**
  - C. Using only fist movement**
  - D. Pushing toys with both hands**
  
- 4. What is an early sign of pretend play in a child?**
  - A. 12 months**
  - B. 18 months**
  - C. 24 months**
  - D. 3 years**
  
- 5. Which fine motor ability should a child develop by 6 months?**
  - A. Whole hand grasp; transfer objects**
  - B. Whole hand reach**
  - C. Rolling over**
  - D. Walking**

- 6. At what age can children typically stack 6-7 blocks?**
- A. 12 months**
  - B. 18 months**
  - C. 24 months**
  - D. 30 months**
- 7. When do children typically start using future tense in their expressive language?**
- A. 3 years**
  - B. 4 years**
  - C. 5 years**
  - D. 6 years**
- 8. At what age should a child typically begin to consistently use two-word phrases?**
- A. 12 months**
  - B. 18 months**
  - C. 24 months**
  - D. 3 years**
- 9. At what age does an infant typically raise their head 90 degrees while lying on their stomach?**
- A. 2 months**
  - B. 4 months**
  - C. 5 months**
  - D. 6 months**
- 10. At what age are children usually able to get into a chair without assistance?**
- A. 9 months**
  - B. 12 months**
  - C. 15 months**
  - D. 18 months**

## **Answers**

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

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## **Explanations**

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**1. What development milestone should children achieve by age 2 regarding social behavior?**

- A. Engage in parallel play**
- B. Participate in group games**
- C. Interact and cooperate with others**
- D. Show hesitation towards unfamiliar adults**

By age 2, children typically engage in parallel play, which is a common social behavior for toddlers at this developmental stage. During parallel play, children play alongside their peers but do not directly interact with each other in a cooperative manner. They often use similar toys or engage in similar activities, demonstrating an understanding of shared space and playfulness without the need for direct interaction or cooperation that characterizes later developmental stages. This milestone reflects their growing social awareness and the beginning of social interactions, setting the stage for more complex forms of play in the coming years. While participation in group games and interaction with others is more characteristic of slightly older children, typically around the ages of 3 to 4 years, where co-operative play becomes more apparent, it is important to recognize that at age 2, children are generally still in the phase of parallel play. Showing hesitation towards unfamiliar adults is also a behavior seen in toddlers, as they may develop a sense of stranger anxiety, which is common but not considered a developmental milestone related to social play.

**2. Which of the following is a common red flag for school-aged children?**

- A. Frequent naps**
- B. Academic challenges**
- C. Heightened self-esteem**
- D. Advanced vocabulary**

Academic challenges represent a significant red flag for school-aged children because they can indicate underlying issues related to learning disabilities, emotional difficulties, or developmental delays. If a child struggles academically, it may affect their self-esteem and social interactions, highlighting the necessity for evaluation and potential intervention. Recognizing academic challenges early allows for timely support and resources to help the child succeed in their educational environment. In contrast, frequent naps may not be as concerning in school-aged children as their sleep needs differ from those of younger children. Heightened self-esteem can be a positive trait, suggesting the child is confident and comfortable in their abilities. Similarly, advanced vocabulary may indicate a child is thriving intellectually, which is typically a sign of healthy linguistic development. Therefore, the presence of academic challenges is a clearer signal for potential developmental concerns that should be monitored.

**3. Which of the following would indicate a potential fine motor issue in a child under 18 months?**

- A. Playing with one finger**
- B. Holding objects with both hands**
- C. Using only fist movement**
- D. Pushing toys with both hands**

Using only fist movement in a child under 18 months can indicate a potential fine motor issue because it suggests limited dexterity and control over hand movements. At this developmental stage, children are expected to start demonstrating more sophisticated hand function, such as the ability to manipulate objects with their fingertips and engage in a variety of grasp patterns. By this age, typically developing children begin to exhibit a pincer grasp, where they use their thumb and forefinger to pick up small objects, reflecting an important milestone in fine motor development. When a child relies solely on fist movements, it may indicate that they are not progressing appropriately in their fine motor skills, which are critical for tasks like feeding themselves, stacking blocks, or engaging in creative play. In contrast, other options like playing with one finger or holding objects with both hands represent normal variations of motor skills that don't necessarily signal a developmental delay. Pushing toys with both hands is also common and reflects appropriate motor development by demonstrating coordination. Therefore, the reliance on fist movements is a key indicator of potential concern in the development of fine motor skills.

**4. What is an early sign of pretend play in a child?**

- A. 12 months**
- B. 18 months**
- C. 24 months**
- D. 3 years**

Pretend play, also known as imaginative or symbolic play, typically emerges around 18 months to 2 years of age, which aligns with the choice of 24 months as an indication of an early sign of this developmental milestone. At this age, children begin to demonstrate their ability to use objects to represent something else, engage in role-playing scenarios, and imitate everyday actions or behaviors they observe in adults. This form of play is vital for cognitive development, as it allows children to explore social roles, practice problem-solving skills, and enhance their creativity. At 18 months, children may show some early signs of pretend play, such as simple imitative actions but usually do not engage in more complex scenarios that involve role-playing. By 24 months, their ability to engage in imaginative play becomes more pronounced, including using a toy as a substitute for a real object (e.g., using a block as a phone) and beginning to act out themes from their experiences. Mastery of these skills continues to develop and become more sophisticated beyond the age of 2, culminating in more elaborate types of play by the age of 3 and beyond.

**5. Which fine motor ability should a child develop by 6 months?**

- A. Whole hand grasp; transfer objects**
- B. Whole hand reach**
- C. Rolling over**
- D. Walking**

By 6 months of age, a child's fine motor skills typically include the ability to use a whole hand grasp and transfer objects from one hand to the other. This milestone signifies the development of hand-eye coordination and manual dexterity, which are crucial for more complex manipulation of objects later on. The ability to grasp with the whole hand demonstrates that the child is becoming more adept at interacting with their environment. They start to explore objects by reaching for and holding them, as well as manipulating them by transferring items between hands. This skill is a foundational aspect of fine motor development, allowing for more sophisticated tasks as the child grows. Other options, such as rolling over, while important motor milestones, fall under gross motor skills rather than fine motor skills. Similarly, walking is a gross motor milestone that is usually achieved much later, typically around 12 months or more. Whole hand reach is related but does not fully encompass the motor skill of transferring objects, which is indicative of greater motor development.

**6. At what age can children typically stack 6-7 blocks?**

- A. 12 months**
- B. 18 months**
- C. 24 months**
- D. 30 months**

Children typically develop the ability to stack 6-7 blocks around the age of 24 months. At this stage in their development, toddlers are refining their fine motor skills and hand-eye coordination, which are crucial for tasks that require dexterity, such as stacking. By 24 months, many children are engaged in more complex play that involves constructing and building, demonstrating their understanding of balance and stability. This milestone indicates not just physical capability but also cognitive development, as children begin to experiment with spatial awareness and cause-and-effect relationships when stacking items. While children may begin to show interest in stacking by 12 months, they are generally only able to stack 1-2 blocks at that age. By 18 months, many can stack 2-3 blocks, but they have not yet developed the skill and patience to stack a larger number. It is only as they approach 2 years of age that they gain the necessary coordination and concentration to stack 6 or 7 blocks effectively. By 30 months, children may be able to stack even higher, but the milestone of stacking 6-7 blocks is commonly noted at around 24 months.

**7. When do children typically start using future tense in their expressive language?**

- A. 3 years**
- B. 4 years**
- C. 5 years**
- D. 6 years**

Children typically begin to use future tense in their expressive language around the age of 5 years. At this stage in development, children are refining their language skills and expanding their understanding of time-related concepts. They become more capable of expressing ideas about what will happen in the future, using words like "will" or "going to" to indicate future events. This milestone demonstrates their growing cognitive abilities, particularly in understanding the concept of time, as well as their improved sentence structure and vocabulary. By age 5, many children can construct simple sentences using future tense, which is a key component of effective communication as they continue to develop their language skills.

**8. At what age should a child typically begin to consistently use two-word phrases?**

- A. 12 months**
- B. 18 months**
- C. 24 months**
- D. 3 years**

A child typically begins to consistently use two-word phrases around 24 months of age. This developmental milestone indicates a significant advancement in language skills as children start to combine words to express more complex ideas and needs. By this age, children have usually built a vocabulary of around 50-100 words, which provides a foundation for constructing simple phrases that demonstrate their ability to communicate more effectively. Two-word phrases often consist of nouns and verbs, or combinations of nouns and adjectives, reflecting the child's growing understanding of language structure and their ability to form connections between concepts. This stage is crucial for language development as it sets the groundwork for more complex sentences as children progress in their verbal skills. Engaging with caregivers and the environment further enhances their language development during this period, allowing them to practice and refine their skills in using two-word combinations.

**9. At what age does an infant typically raise their head 90 degrees while lying on their stomach?**

- A. 2 months
- B. 4 months**
- C. 5 months
- D. 6 months

An infant typically raises their head 90 degrees while lying on their stomach around 4 months of age. This milestone indicates the development of neck and upper body strength, as well as improved coordination of the muscles that allow for this action. At this age, infants are usually able to push up with their arms while lying prone, demonstrating a significant advancement from earlier milestones. By 4 months, they are starting to develop the muscle tone and control necessary for lifting their head and chest during tummy time, which is crucial for their overall motor development. In contrast, at 2 months, infants are often still working on basic head control and may only be able to lift their heads slightly while lying on their stomach. By 5 months, while many infants can hold their heads up well and even push themselves into a sitting position, raising the head 90 degrees while lying prone is typically achieved a bit earlier. By 6 months, infants usually exhibit more advanced gross motor skills and may be starting to crawl or roll, showing that head raising becomes a more integrated part of their movement repertoire.

**10. At what age are children usually able to get into a chair without assistance?**

- A. 9 months
- B. 12 months
- C. 15 months
- D. 18 months**

Children typically develop the ability to climb onto a chair without assistance around 18 months. At this stage of development, toddlers have improved their gross motor skills, including strength, balance, and coordination. By 18 months, many children have mastered skills such as walking and can pull themselves up to stand, which facilitates their ability to climb into a chair independently. Prior to this age, children may be able to pull up to a standing position or even walk, but they often do not have the necessary balance and coordination to get into a chair safely and independently. By the time they reach 18 months, they have practiced these movements and gained confidence, enabling them to achieve this milestone.

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

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

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