

Test Information
Guide:
College-Level
Examination
Program[®]

2015-16

Human Growth
and Development

CLEP TEST INFORMATION GUIDE FOR HUMAN GROWTH AND DEVELOPMENT

History of CLEP

Since 1967, the College-Level Examination Program (CLEP®) has provided over six million people with the opportunity to reach their educational goals. CLEP participants have received college credit for knowledge and expertise they have gained through prior course work, independent study or work and life experience.

Over the years, the CLEP examinations have evolved to keep pace with changing curricula and pedagogy. Typically, the examinations represent material taught in introductory college-level courses from all areas of the college curriculum. Students may choose from 33 different subject areas in which to demonstrate their mastery of college-level material.

Today, more than 2,900 colleges and universities recognize and grant credit for CLEP.

Philosophy of CLEP

Promoting access to higher education is CLEP's foundation. CLEP offers students an opportunity to demonstrate and receive validation of their college-level skills and knowledge. Students who achieve an appropriate score on a CLEP exam can enrich their college experience with higher-level courses in their major field of study, expand their horizons by taking a wider array of electives and avoid repetition of material that they already know.

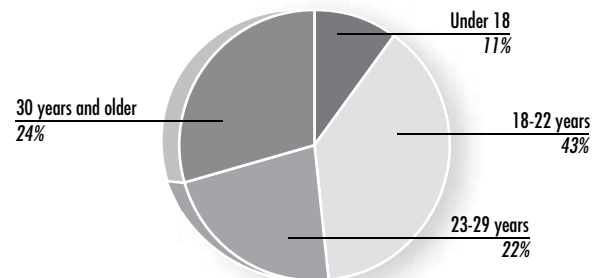
CLEP Participants

CLEP's test-taking population includes people of all ages and walks of life. Traditional 18- to 22-year-old students, adults just entering or returning to school, high-school students, home-schoolers and international students who need to quantify their knowledge have all been assisted by CLEP in earning their college degrees. Currently, 59 percent of CLEP's National (civilian) test-takers are women and 46 percent are 23 years of age or older.

For over 30 years, the College Board has worked to provide government-funded credit-by-exam opportunities to the military through CLEP. Military service members are fully funded for their CLEP exam

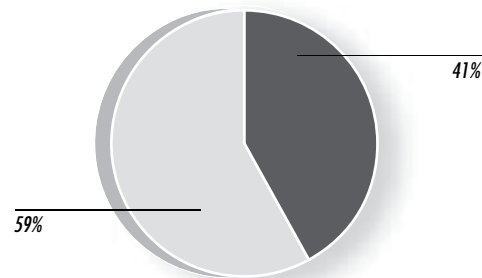
fees. Exams are administered at military installations worldwide through computer-based testing programs. Approximately one-third of all CLEP candidates are military service members.

2014-15 National CLEP Candidates by Age*



* These data are based on 100% of CLEP test-takers who responded to this survey question during their examinations.

2014-15 National CLEP Candidates by Gender



Computer-Based CLEP Testing

The computer-based format of CLEP exams allows for a number of key features. These include:

- a variety of question formats that ensure effective assessment
- real-time score reporting that gives students and colleges the ability to make immediate credit-granting decisions (except College Composition, which requires faculty scoring of essays twice a month)
- a uniform recommended credit-granting score of 50 for all exams
- “rights-only” scoring, which awards one point per correct answer
- pretest questions that are not scored but provide current candidate population data and allow for rapid expansion of question pools

CLEP Exam Development

Content development for each of the CLEP exams is directed by a test development committee. Each committee is composed of faculty from a wide variety of institutions who are currently teaching the relevant college undergraduate courses. The committee members establish the test specifications based on feedback from a national curriculum survey; recommend credit-granting scores and standards; develop and select test questions; review statistical data and prepare descriptive material for use by faculty (*Test Information Guides*) and students planning to take the tests (*CLEP Official Study Guide*).

College faculty also participate in CLEP in other ways: they convene periodically as part of standard-setting panels to determine the recommended level of student competency for the granting of college credit; they are called upon to write exam questions and to review exam forms; and they help to ensure the continuing relevance of the CLEP examinations through the curriculum surveys.

The Curriculum Survey

The first step in the construction of a CLEP exam is a curriculum survey. Its main purpose is to obtain information needed to develop test-content specifications that reflect the current college curriculum and to recognize anticipated changes in the field. The surveys of college faculty are conducted in each subject every few years depending on the discipline. Specifically, the survey gathers information on:

- the major content and skill areas covered in the equivalent course and the proportion of the course devoted to each area
- specific topics taught and the emphasis given to each topic
- specific skills students are expected to acquire and the relative emphasis given to them
- recent and anticipated changes in course content, skills and topics
- the primary textbooks and supplementary learning resources used
- titles and lengths of college courses that correspond to the CLEP exam

The Committee

The College Board appoints standing committees of college faculty for each test title in the CLEP battery. Committee members usually serve a term of up to four years. Each committee works with content specialists at Educational Testing Service to establish test specifications and develop the tests. Listed below are the current committee members and their institutional affiliations.

| | |
|-------------------------------|---------------------------------------|
| Thomas Coyle, <i>Chair</i> | University of Texas at San Antonio |
| Benjamin Brown | Georgia Gwinnett College |
| Karen Yanowitz | Arkansas State University |

The primary objective of the committee is to produce tests with good content validity. CLEP tests must be rigorous and relevant to the discipline and the appropriate courses. While the consensus of the committee members is that this test has high content validity for a typical introductory Human Growth and Development course or curriculum, the validity of the content for a specific course or curriculum is best determined locally through careful review and comparison of test content, with instructional content covered in a particular course or curriculum.

The Committee Meeting

The exam is developed from a pool of questions written by committee members and outside question writers. All questions that will be scored on a CLEP exam have been pretested; those that pass a rigorous statistical analysis for content relevance, difficulty, fairness and correlation with assessment criteria are added to the pool. These questions are compiled by test development specialists according to the test specifications, and are presented to all the committee members for a final review. Before convening at a two- or three-day committee meeting, the members have a chance to review the test specifications and the pool of questions available for possible inclusion in the exam.

At the meeting, the committee determines whether the questions are appropriate for the test and, if not, whether they need to be reworked and pretested again to ensure that they are accurate and unambiguous. Finally, draft forms of the exam are reviewed to ensure comparable levels of difficulty and content specifications on the various test forms. The committee is also responsible for writing and developing pretest questions. These questions are administered to candidates who take the examination and provide valuable statistical feedback on student performance under operational conditions.

Once the questions are developed and pretested, tests are assembled in one of two ways. In some cases, test forms are assembled in their entirety. These forms are of comparable difficulty and are therefore interchangeable. More commonly, questions are assembled into smaller, content-specific units called testlets, which can then be combined in different ways to create multiple test forms. This method allows many different forms to be assembled from a pool of questions.

Test Specifications

Test content specifications are determined primarily through the curriculum survey, the expertise of the committee and test development specialists, the recommendations of appropriate councils and conferences, textbook reviews and other appropriate sources of information. Content specifications take into account:

- the purpose of the test
- the intended test-taker population
- the titles and descriptions of courses the test is designed to reflect
- the specific subject matter and abilities to be tested
- the length of the test, types of questions and instructions to be used

Recommendation of the American Council on Education (ACE)

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated CLEP processes and procedures for developing, administering and scoring the exams. Effective July 2001, ACE recommended a uniform credit-granting score of 50 across all subjects (with additional Level-2 recommendations for the world language examinations), representing the performance of students who earn a grade of C in the corresponding course. Every test title has a minimum score of **20**, a maximum score of **80** and a cut score of **50**. However, these score values cannot be compared across exams. The score scale is set so that a score of **50** represents the performance expected of a typical C student, which may differ from one subject to another. The score scale is not based on actual performance of test-takers. It is derived from the judgment of a panel of experts (college faculty who teach an equivalent course) who provide information on the level of student performance that would be necessary to receive college credit in the course.

Over the years, the CLEP examinations have been adapted to adjust to changes in curricula and pedagogy. As academic disciplines evolve, college faculty incorporate new methods and theory into their courses. CLEP examinations are revised to reflect those changes so the examinations continue to meet the needs of colleges and students. The CLEP program's most recent ACE CREDIT review was held in June 2015.

The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research and program initiatives. For more information, visit the ACE CREDIT website at www.acenet.edu/acecredit.

CLEP Credit Granting

CLEP uses a common recommended credit-granting score of 50 for all CLEP exams.

This common credit-granting score does not mean, however, that the standards for all CLEP exams are the same. When a new or revised version of a test is introduced, the program conducts a standard setting to determine the recommended credit-granting score (“cut score”).

A standard-setting panel, consisting of 15–20 faculty members from colleges and universities across the country who are currently teaching the course, is appointed to give its expert judgment on the level of student performance that would be necessary to receive college credit in the course. The panel reviews the test and test specifications and defines

the capabilities of the typical A student, as well as those of the typical B, C and D students.* Expected individual student performance is rated by each panelist on each question. The combined average of the ratings is used to determine a recommended number of examination questions that must be answered correctly to mirror classroom performance of typical B and C students in the related course. The panel’s findings are given to members of the test development committee who, with the help of Educational Testing Service and College Board psychometric specialists, make a final determination on which raw scores are equivalent to B and C levels of performance.

*Student performance for the language exams (French, German and Spanish) is defined only at the B and C levels.

Human Growth and Development

Description of the Examination

The Human Growth and Development examination (Infancy, Childhood, Adolescence, Adulthood and Aging) covers material that is generally taught in a one-semester introductory course in developmental psychology or human development. An understanding of the major theories and research related to the broad categories of physical development, cognitive development and social development is required, as is the ability to apply this knowledge.

The examination contains approximately 90 questions to be answered in 90 minutes. Some of them are pretest questions that will not be scored. Any time candidates spend on tutorials and providing personal information is in addition to the actual testing time.

Please note that the questions on the CLEP Human Growth and Development exam will continue to adhere to the terminology, criteria and classifications referred to in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV-TR) until further notice.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness and to allow time for publishers to integrate such changes into pertinent sections of textbooks, the College Board has decided to align the tests with the DSM-IV-TR.

Knowledge and Skills Required

Questions on the Human Growth and Development examination require candidates to demonstrate one or more of the following abilities.

- Knowledge of basic facts and terminology
- Understanding of generally accepted concepts and principles
- Understanding of theories and recurrent developmental issues
- Applications of knowledge to particular problems or situations

The subject matter of the Human Growth and Development examination is drawn from the following categories. For each category, several

key words and phrases identify topics with which candidates should be familiar. The percentages next to the main categories indicate the approximate percentage of exam questions on that topic.

10% Theoretical Perspectives

Cognitive developmental
Evolutionary
Learning
Psychodynamic
Social cognitive
Sociocultural

5% Research Strategies and Methodology

Case study
Correlational
Cross-sectional
Cross sequential
Experimental
Longitudinal
Observational

10% Biological Development Throughout the Life Span

Development of the brain and nervous system
Heredity, genetics and genetic testing
Hormonal influences
Influences of drugs
Motor development
Nutritional influences
Perinatal influences
Physical growth and maturation, aging
Prenatal influences
Sexual maturation
Teratogens

7% Perceptual Development Throughout the Life Span

Sensitive periods
Sensorimotor activities
Sensory acuity
Sensory deprivation

12% Cognitive Development Throughout the Life Span

Attention
 Environmental influences
 Executive function
 Expertise
 Information processing
 Memory
 Piaget, Jean
 Play
 Problem solving and planning
 Thinking
 Vygotsky, Lev
 Wisdom

8% Language Development

Bilingualism
 Development of syntax
 Environmental, cultural and genetic influences
 Language and thought
 Pragmatics
 Semantic development
 Vocalization and sound

4% Intelligence Throughout the Life Span

Concepts of intelligence and creativity
 Developmental stability and change
 Heredity and environment

10% Social Development Throughout the Life Span

Aggression
 Attachment
 Gender
 Interpersonal relationships
 Moral development
 Prosocial behavior
 Risk and resilience
 Self
 Social cognition
 Wellness

8% Family, Home and Society Throughout the Life Span

Abuse and neglect
 Bronfenbrenner, Urie
 Death and dying

Family relationships
 Family structures
 Media and technology
 Multicultural perspectives
 Parenting styles
 Social and class influences

8% Personality and Emotion

Attribution styles
 Development of emotions
 Emotional expression and regulation
 Emotional intelligence
 Erikson, Erik
 Freud, Sigmund
 Stability and change
 Temperament

8% Learning

Classical conditioning
 Discrimination and generalization
 Habituation
 Operant conditioning
 Social learning and modeling

5% Schooling, Work and Interventions

Applications of developmental principles
 Facilitation of role transitions
 Intervention programs and services
 Learning styles
 Occupational development
 Preschool care, day care and elder care
 Retirement

5% Atypical Development

Antisocial behavior
 Asocial behavior, fears, phobias and obsessions
 Attention-deficit/hyperactivity disorder
 Autism spectrum disorders
 Chronic illnesses and physical disabilities
 Cognitive disorders, including dementia
 Genetic disorders
 Giftedness
 Intellectual disability
 Learning disabilities
 Mood disorders
 Trauma-based syndromes

Sample Test Questions

The following sample questions do not appear on an actual CLEP examination. They are intended to give potential test-takers an indication of the format and difficulty level of the examination and to provide content for practice and review. Knowing the correct answers to all of the sample questions is not a guarantee of satisfactory performance on the exam.

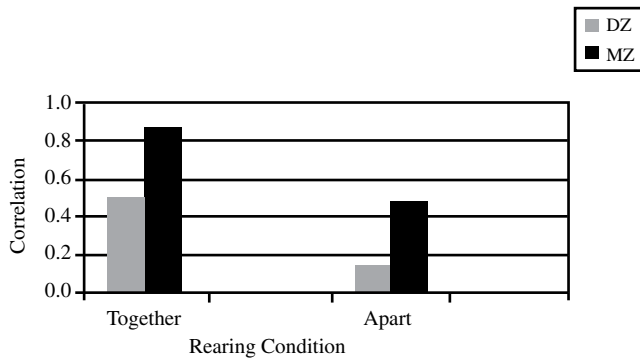
Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

- The first negative emotion clearly exhibited during infancy is
 - fear
 - shame
 - guilt
 - distress
 - jealousy
- According to behavioral psychologists, which of the following treatments is most likely to extinguish disruptive behavior in preschool children?
 - Threatening to isolate them immediately after such behavior
 - Ignoring them so that they do not receive the reinforcement they are seeking
 - Punishing them immediately so they understand what they did wrong
 - Discouraging them but not punishing them
 - Reasoning with them and explaining that their behavior is wrong
- The length of time that it takes to toilet train a child depends mostly on which of the following?
 - Presence or absence of older siblings
 - Severity of the training practices the caregivers use
 - Verbal ability of the caregivers
 - The child's feeding regimen in infancy
 - Age at which the child begins toilet training
- A defining characteristic of children with autism is
 - obsessive attachment to their mothers
 - lack of motor coordination
 - unresponsiveness to others
 - hyperactivity
 - physical abnormality
- Anxiety over performance can positively motivate school achievement in children as long as the degree of anxiety is
 - very high
 - high
 - moderate
 - low
 - very low
- According to Jean Piaget, cognitive development begins with which of the following?
 - Preoperations
 - Concrete operations
 - Intuitive thought
 - Sensorimotor activities
 - Formal operations

7. Social-class differences in vocabulary development result from social-class differences in the amount of
- (A) maternal anxiety
 - (B) verbal stimulation
 - (C) paternal illness
 - (D) sibling rivalry
 - (E) marital discord
8. Studies in which the same people are tested at different ages are called
- (A) longitudinal
 - (B) cross-sectional
 - (C) normative
 - (D) naturalistic
 - (E) experimental
9. Which of the following is most central to the concept of sensitive period?
- (A) Growth spurts must occur at specific ages.
 - (B) Children who do not develop at the same time as their peers experience distress.
 - (C) A given function emerges automatically during a particular time period regardless of learning experiences.
 - (D) Particular experiences are especially influential at a certain time in development.
 - (E) Children go through a negativistic stage as a part of their cognitive development.
10. Jimmy saw his favorite candy for sale in the store. He had no money, so he planned to steal it. However, he changed his mind and decided not to do it, because stealing is wrong. According to Sigmund Freud's theory, which part of Jimmy's personality prevented him from stealing?
- (A) Id
 - (B) Ego
 - (C) Superego
 - (D) Anima
 - (E) Collective unconscious
11. If reinforcement is to be most effective in the learning of a new behavior, the reinforcement should be
- (A) provided as sparingly as possible
 - (B) administered on an intermittent schedule
 - (C) used primarily with high achievers
 - (D) delayed until the end of the learning period
 - (E) provided soon after the desired behavior occurs
12. In Harry Harlow's experiments, infant monkeys raised with only wire or cloth "mothers" were LEAST fearful in strange situations in the presence of
- (A) the "mother" who had provided food
 - (B) the "mother" who had provided contact comfort
 - (C) the "mother" who had provided primary drive reduction
 - (D) other young monkeys
 - (E) their biological mothers
13. A sudden, loud noise made in the vicinity of a newborn infant is likely to elicit which of the following reflexes?
- (A) Babinski
 - (B) Moro
 - (C) Rooting
 - (D) Palmar grasp
 - (E) Stepping
14. On which of the following types of problems should a four-year-old child and a seven-year-old child perform most similarly?
- (A) Conservation of number
 - (B) Classification
 - (C) Transformation
 - (D) Object permanence
 - (E) Superordinate concepts

15. Red-green color blindness is best described as
- (A) a sex-linked recessive trait
 - (B) a sex-linked dominant trait
 - (C) an autosomal recessive trait
 - (D) an autosomal dominant trait
 - (E) a trait resulting from chromosomal breakage
16. Over summer vacation, Gwen sees a boy she knows from school, but she has difficulty remembering his name. Which of her memory processes is failing in this situation?
- (A) Storage
 - (B) Retrieval
 - (C) Encoding
 - (D) Short-term memory
 - (E) Sensory memory
17. Which of the following theorists did NOT develop a stage theory?
- (A) Sigmund Freud
 - (B) Jean Piaget
 - (C) B. F. Skinner
 - (D) Lawrence Kohlberg
 - (E) Erik Erikson
18. Which of the following is true of menopause in men?
- (A) Menopause is purely a physical phenomenon.
 - (B) Menopause may result from a lack of exercise.
 - (C) Menopause may result from work-related stress.
 - (D) Menopause is differentially damaging to the male psyche, depending on age.
 - (E) Menopause is physically impossible because males do not menstruate.
19. According to psychoanalytic theory, which of the following mechanisms (and the attitude accompanying it) would be most important for healthy resolution of a little boy's Oedipus complex?
- (A) Identification with the father ("I am like Daddy.")
 - (B) Object-choice of the father ("I love Daddy best.")
 - (C) Identification with the mother ("I am like Mommy.")
 - (D) Object-choice of the mother ("I love Mommy best.")
 - (E) Projection onto the mother ("Mommy loves me best.")
20. In accounting for the rapid expansion of a child's early vocabulary, Susan Carey argued that a major role must be played by the child's own active cognitive processing. Adults simply cannot teach a child exactly what referent every word picks out. Carey coined which of the following terms to denote this concept?
- (A) Fast mapping
 - (B) Lexical conventionality
 - (C) Lexical contrast
 - (D) Linguistic empiricism
 - (E) Metacognition
21. Heather is currently taking courses in several different academic departments and doing volunteer work to help identify and develop her interests. She also spends a lot of time thinking about her values and goals but has not chosen a career path. Heather's identity status is referred to as
- (A) fixation
 - (B) identity achievement
 - (C) identity diffusion
 - (D) identity foreclosure
 - (E) identity moratorium

22. According to Lev Vygotsky, the range between what a child can do alone and what a child can do with assistance is referred to as
- (A) higher mental functions
 - (B) scaffolding
 - (C) inner speech
 - (D) egocentric speech
 - (E) the zone of proximal development
23. A researcher is evaluating the effects of three different types of parent-education programs on adolescent mothers' interactions with their toddlers. What is the independent variable in this investigation?
- (A) Adolescent mothers' interactions with their toddlers
 - (B) Level of parent-child communication
 - (C) Type of parent education program
 - (D) Child's attachment to the mother
 - (E) Child's socioeconomic status
24. Kimiko is interested in children's relationships with same-sex and opposite-sex peers. She observes children's behavior in their normal, everyday environment (for example, at school). She records each time a child speaks to or plays with another child and whether that other child is the same or opposite sex. She uses a stopwatch to record how long the children play with their peers. This research method is
- (A) a clinical interview
 - (B) a structured interview
 - (C) a naturalistic observation
 - (D) a structured observation
 - (E) an ethnography
25. A developing organism is most vulnerable to the effects of teratogens during the period of the
- (A) ovum
 - (B) zygote
 - (C) embryo
 - (D) fetus
 - (E) neonate
26. With regard to sexual maturity, females generally mature
- (A) two years earlier than males do
 - (B) four years earlier than males do
 - (C) two years later than males do
 - (D) four years later than males do
 - (E) at approximately the same age as males
27. Carolyn tripped on the carpet and fell. When she got up, she looked at her mother, who was laughing, and she laughed, too. This is an example of
- (A) empathy
 - (B) sympathy
 - (C) social referencing
 - (D) display rules
 - (E) semantics
28. Proximodistal development is exemplified by which of the following?
- (A) Control of gross arm movements prior to fine motor control of the fingers
 - (B) Control of the lower extremities prior to control of the head
 - (C) Refinement of perceptual abilities prior to walking
 - (D) Acquisition of differential skills prior to acquisition of complex skills
 - (E) Maturation of neural pathways in the cerebrum prior to maturation of the neural pathways in the midbrain



29. A researcher was interested in determining the heritability of a specific trait. He measured the trait in a group of same-sex dizygotic (DZ) twins and a group of monozygotic (MZ) twins. Half of the pairs of twins in each group were reared together, and half were reared apart. The figure above shows the correlations between the measures of the trait for the DZ and MZ twins by rearing condition. Which of the following statements most accurately describes the impact of genes and environment on the trait?
- (A) Both genes and the environment influence the trait.
 - (B) Genetic but not environmental factors affect the trait.
 - (C) Environmental but not genetic factors affect the trait.
 - (D) Prenatal influences have stronger effects on development of the trait than do either genes or the environment.
 - (E) The environment influences the trait among the DZ but not the MZ twins.
30. Newborn infants were given either smooth or knobby pacifiers to suck. They were later allowed to look at both types of pacifiers. They looked longer at the type of pacifier they had previously sucked. This finding indicates that newborn infants have
- (A) categorical perception
 - (B) intermodal perception
 - (C) shape constancy
 - (D) depth perception
 - (E) object permanence

31. Which of the following senses is the LEAST well developed at birth?
- (A) Vision
 - (B) Hearing
 - (C) Smell
 - (D) Touch
 - (E) Taste
32. Order the types of play below from the least cognitively mature to the most cognitively mature.
- I. Cooperative play
 - II. Pretend play
 - III. Functional play
- (A) I, II, III
 - (B) II, I, III
 - (C) II, III, I
 - (D) III, I, II
 - (E) III, II, I
33. A child explains thunder as “the clouds yelling at each other.” This is an example of
- (A) conservation
 - (B) reversibility
 - (C) animistic reasoning
 - (D) egoistic thinking
 - (E) logical inference
34. The stage of formal operations is characterized by
- (A) the application of logical thought to concrete objects and situations
 - (B) intuitive and animistic thought
 - (C) abstract thought and hypothetical problem solving
 - (D) the development of transductive reasoning
 - (E) the ability to conserve

35. Katie, a preschooler, sees a llama at the zoo for the first time and calls it a sheep. This is an example of
- (A) semantic overextension
 - (B) chaining
 - (C) fast mapping
 - (D) divergent thinking
 - (E) an expressive style
36. Research on newborn infants' hearing shows that they
- (A) cannot distinguish one sound from another
 - (B) are essentially deaf at birth
 - (C) react most strongly to their mothers' voices
 - (D) enjoy hearing their own voices
 - (E) hear, but do not respond to sounds
37. A theory of language development that proposes an innate language acquisition device is classified as which of the following?
- (A) Nativist
 - (B) Interactionist
 - (C) Empiricist
 - (D) Contextual
 - (E) Functionalist
38. A child who has an IQ of 55 to 70 and delayed social development is classified as having a
- (A) mild intellectual disability
 - (B) moderate intellectual disability
 - (C) severe intellectual disability
 - (D) profound intellectual disability
 - (E) learning disability
39. Savitri, whose natural parents are of average intelligence, was born with the potential for an IQ roughly between 105 and 135. She grew up in an enriched environment and as an adult has an IQ of 130. Savitri's intelligence is consistent with
- (A) the reaction range theory of intelligence
 - (B) the triarchic theory of intelligence
 - (C) the theory of multiple intelligences
 - (D) the Flynn effect
 - (E) a cohort effect
40. A toddler with a secure attachment to a primary caregiver is most likely to
- (A) avoid the caregiver when they are reunited after a brief separation
 - (B) stay in the caregiver's lap rather than explore a new environment
 - (C) cry when the caregiver leaves the toddler with a babysitter
 - (D) have a close bond with only one parent or primary caregiver
 - (E) respond equally well to the caregiver and to a strange adult
41. A boy who believes that he will become a girl if he wears his sister's clothes has not achieved the concept of
- (A) androgyny
 - (B) gender stability
 - (C) gender labeling
 - (D) gender constancy
 - (E) gender schema

42. The process by which fluid from the uterus is taken early in pregnancy to determine whether the developing fetus has a genetic anomaly is called
- (A) amniocentesis
 - (B) chorionic villus sampling
 - (C) positron-emission tomography
 - (D) insemination
 - (E) ultrasound
43. Although Elizabeth's seven-year-old son wants to stay up past his bedtime to watch a television special, she insists that he go to bed at the usual time. She explains that he will be too tired to do well in school if he does not get his rest, and she promises to record the show for him. Diana Baumrind's classification for Elizabeth's parenting style is which of the following?
- (A) Secure
 - (B) Uninvolved
 - (C) Authoritarian
 - (D) Authoritative
 - (E) Permissive
44. Compared to children with many siblings, children without siblings are more likely to
- (A) have lower levels of self-esteem
 - (B) demonstrate lower levels of prosocial behavior
 - (C) earn higher grades in school
 - (D) have fewer friends
 - (E) be less emotionally secure
45. The three behavioral styles identified by Alexander Thomas and Stella Chess in their early research on infant temperament are
- (A) sanguine, melancholic, choleric
 - (B) easy, difficult, slow to warm up
 - (C) secure, avoidant, ambivalent
 - (D) emotional, sociable, inhibited
 - (E) introverted, extroverted, agreeable
46. Time out is a disciplinary technique that is based on the principles of
- (A) operant conditioning
 - (B) classical conditioning
 - (C) observational learning
 - (D) information processing
 - (E) habituation
47. A mother nags her son until he cleans his room. A few weeks later, the son spontaneously cleans his room because he does not want to be nagged. The mother's nagging is an example of
- (A) a positive reinforcer
 - (B) a negative reinforcer
 - (C) a vicarious reinforcer
 - (D) vicarious punishment
 - (E) punishment
48. Information-processing theorists argue that one of the major changes that takes place from two to five years of age is
- (A) an increase in the ability to form abstract thoughts and use logical reasoning
 - (B) an increase in the complexity and power of working memory
 - (C) a decrease in the complexity of schemata associated with everyday experiences
 - (D) a decrease in fluid intelligence
 - (E) a decrease in the storage capacity of long-term memory
49. Which occupation is best suited for an individual with a conventional personality in John Holland's personality-type theory?
- (A) Poet
 - (B) Scientist
 - (C) Social worker
 - (D) Bank teller
 - (E) Business executive

50. Keisha politely asks her teacher to please pass her the scissors but at home demands that her little brother give them to her immediately. Keisha is demonstrating her understanding of which aspect of knowledge?
- (A) Phonology
(B) Semantics
(C) Syntax
(D) Pragmatics
(E) Overregularization
51. Which of the following is the symptom most closely associated with the early stages of Alzheimer's disease?
- (A) Manic or depressive behavior
(B) Sensory impairment
(C) Loss of ability to walk
(D) Loss of memory
(E) Loss of reflexes
52. One of the major criticisms of the stages of dying identified by Elisabeth Kübler-Ross is that
- (A) there are too many stages in her theory
(B) there are not enough stages in her theory
(C) not everyone goes through the stages in the order she describes
(D) she does not adequately suggest how people try to cope with each stage
(E) the stages vary by sex
53. Instruction by teachers who employ Piagetian principles is most likely to be characterized by which of the following?
- (A) Use of lecture as the dominant form of instruction
(B) Reliance on drill and repetition
(C) Encouragement of active experimentation
(D) Encouragement of private speech
(E) Discouragement of group activities
54. Which of the following theorists advanced the concept of the identity crisis?
- (A) Jean Piaget
(B) Sigmund Freud
(C) Lev Vygotsky
(D) B. F. Skinner
(E) Erik Erikson
55. When Frank was a child, he moved to a new house near a major airport. At first, he was unable to sleep because of the loud noise created by the airplanes. Over time, however, he was no longer disturbed by the plane noise. A behaviorist would most likely describe the change in Frank's behavior as which of the following?
- (A) Habituation
(B) Superstition
(C) Shaping
(D) Operant conditioning
(E) Response generalization
56. Which of the following grammatical morphemes is a child likely to acquire last?
- (A) Article ("a cookie")
(B) Plural ("two cookies")
(C) Present progressive ("I am walking")
(D) Simple past ("Joey walked")
(E) Contraction ("that's Joey")
57. According to Robert Sternberg's triangular theory, which of the following are the three major components of adult love?
- (A) Friendship . . . compassion . . . commitment
(B) Commitment . . . intimacy . . . compassion
(C) Intimacy . . . commitment . . . passion
(D) Compassion . . . friendship . . . passion
(E) Compassion . . . infatuation . . . intimacy

58. According to researchers, ethnic identity or a sense of identifying with one's own ethnic group
- (A) mostly occurs in adolescence
 - (B) mostly occurs in older adulthood
 - (C) stays the same throughout the life span
 - (D) changes throughout the life span
 - (E) is not important to overall positive developmental outcomes
59. Which is the most commonly diagnosed mental disorder among individuals in very late adulthood?
- (A) Schizophrenia
 - (B) Dementia
 - (C) Generalized anxiety disorder
 - (D) Hypochondriasis
 - (E) Mood disorder
60. A researcher compares church attendance between people born in the 1940s and people born in the 1960s. The groups of people are called
- (A) cohorts
 - (B) alliances
 - (C) support systems
 - (D) reference groups
 - (E) cliques
61. Eighteen-month-old Michael sees his mother about to put his juice away, and he yells out, "More juice!" Michael's expression is an example of
- (A) a holophrase
 - (B) receptive language
 - (C) private speech
 - (D) motherese
 - (E) telegraphic speech
62. According to Janet Werker's research, the oldest age that children can discriminate among phonemes across various languages is about
- (A) 8–12 months
 - (B) 18–24 months
 - (C) 3–4 years
 - (D) 7–8 years
 - (E) 12–13 years
63. According to Lawrence Kohlberg, parents can best foster their children's moral development by
- (A) setting high expectations for moral behavior
 - (B) promptly and consistently punishing their children's misbehavior
 - (C) providing models of moral behavior
 - (D) providing positive reinforcement for appropriate moral decisions
 - (E) exposing their children to more advanced moral reasoning by discussion of both sides of moral dilemmas
64. When there is an extremely weak relationship between two behavioral variables, the correlation coefficient will be
- (A) much lower than zero
 - (B) close to zero
 - (C) close to +1
 - (D) close to -1
 - (E) much higher than +1
65. Two young boys sitting next to each other, each drawing a separate picture with his own set of crayons, are engaging in which type of play?
- (A) Cooperative
 - (B) Independent
 - (C) Parallel
 - (D) Onlooker
 - (E) Associative

66. Intelligence tests are most appropriately used to answer which of the following questions?
- (A) Should a student take honors courses?
 - (B) Which approach to education is best to use with a student?
 - (C) Is a student at risk for social rejection because of high intelligence?
 - (D) Does a child have attention-deficit/hyperactivity disorder?
 - (E) What are a student's cognitive strengths and weaknesses?
67. What two developmental milestones occur around the age of one year?
- (A) Walking and speaking first words
 - (B) Crawling and gesturing to communicate
 - (C) Running and climbing on furniture
 - (D) Throwing and catching a ball with two hands
 - (E) Smiling and pulling to a stand
68. In the United States, marital satisfaction is at its lowest at which stage of life?
- (A) Immediately following the wedding
 - (B) Before children are born
 - (C) When children are very young
 - (D) When children leave home
 - (E) Retirement
69. An infant who is fed a balanced diet yet is not gaining enough weight would most likely be diagnosed with
- (A) non-organic failure-to-thrive
 - (B) marasmus
 - (C) kwashiorkor
 - (D) autism
 - (E) Klinefelter syndrome
70. Drazen, a child with attention-deficit/hyperactivity disorder (ADHD) and oppositional defiant disorder (ODD), is likely to be rated by his peers as being in which of the following peer status categories?
- (A) Average
 - (B) Rejected aggressive
 - (C) Rejected withdrawn
 - (D) Neglected
 - (E) Popular
71. Which type of mental ability is generally assumed to increase over the life span of an individual?
- (A) Fluid intelligence
 - (B) Crystallized intelligence
 - (C) Abstract thinking
 - (D) Deductive reasoning
 - (E) Inductive reasoning
72. According to research on the Big Five model of personality, which personality trait tends to increase for both men and women over their life spans?
- (A) Aggressiveness
 - (B) Conscientiousness
 - (C) Extraversion
 - (D) Neuroticism
 - (E) Openness
73. A parent who is teaching a child to write adjusts his level of support to match the child's existing competence in writing. Which of the following concepts best describes the parent's behavior?
- (A) Conservation
 - (B) Egocentrism
 - (C) Metacognition
 - (D) Scaffolding
 - (E) Priming

74. Both stunted growth and delayed menarche are strongly influenced by
- (A) lower-middle-class status
 - (B) use of day care
 - (C) malnutrition
 - (D) a nuclear family structure
 - (E) high protein intake
75. A preschool teacher always washes her hands right before serving a snack to the children. Over time, the children begin to salivate every time they see the teacher washing her hands. According to classical conditioning theory, the teacher's hand washing represents
- (A) extinction
 - (B) a conditioned response
 - (C) a conditioned stimulus
 - (D) an unconditioned response
 - (E) an unconditioned stimulus
76. Which of the following can cause presbyopia?
- (A) Buildup of wax in the ear canal
 - (B) Loss of hair cells in the inner ear
 - (C) Hardening of the eye lens
 - (D) Loss of retinal cells
 - (E) Loss of ocular dominance columns
77. Paul harasses and humiliates other students, calling them names and kicking them without provocation. Paul is exhibiting which of the following?
- (A) Instrumental aggression
 - (B) Hostile aggression
 - (C) Frustration aggression
 - (D) Conventional morality
 - (E) Stereotype threat
78. Three-year-old Bobby likes to play with his cousin's toy kitchen, but Bobby's father always tells him, "Bobby, kitchens are for girls and you are a boy." Eventually Bobby loses interest in playing with the toy kitchen and says, "Kitchens are for girls." Bobby's behavior can best be explained by a theory of gender development referred to as
- (A) social cognitive
 - (B) psychoanalytic
 - (C) social role
 - (D) cognitive
 - (E) schema
79. Which of the following theories describes development as being dependent on the unconscious mind and early experiences with parents?
- (A) Ecological
 - (B) Sociocultural
 - (C) Evolutionary
 - (D) Psychodynamic
 - (E) Social cognitive
80. Which of the following is a basic emotion that is felt by children worldwide?
- (A) Depression
 - (B) Optimism
 - (C) Mania
 - (D) Disgust
 - (E) Empathy
81. Which research question would most likely be addressed by a developmental psychologist?
- (A) How does a person mentally rotate an image of a cube?
 - (B) How do people perceive color?
 - (C) Are changes in executive control of attention continuous or discontinuous?
 - (D) Do nerve cells communicate using chemical or electrical messages?
 - (E) How does relationship quality affect a person's ability to cope with chronic illness?

82. Two seventh graders spend most of their time together talking about difficulties involving either their parents or their history class. These discussions bring them closer in friendship, but their focus on negative aspects tends to lead to them both being more troubled. These students' behavior is an example of
- (A) a clique
 - (B) a dominance hierarchy
 - (C) co-rumination
 - (D) scaffolding
 - (E) acculturation
83. The visual cliff was developed by Eleanor Gibson and R.D. Walk to study
- (A) depth perception
 - (B) acuity
 - (C) complex pattern recognition
 - (D) habituation
 - (E) object permanence
84. Every morning 4-year-old Marta watches her mother put on a suit, pack a lunch, and put her lunch and a briefcase by the front door while preparing for work. One day Marta wakes up, puts on one of her mother's suits, puts snacks in a lunch bag, and puts the lunch bag and a backpack at the front door. She runs to her mother and says, "I'm ready for work!" Marta's behavior can best be explained by which of the following theories?
- (A) Information processing
 - (B) Humanism
 - (C) Evolutionary psychology
 - (D) Social learning
 - (E) Psychodynamic psychology
85. Jorge is aware of his emotions and understands his personal strengths and weaknesses. Jorge appears to have high levels of which intelligence in Howard Gardner's theory of multiple intelligences?
- (A) Interpersonal
 - (B) Existential
 - (C) Bodily-kinesthetic
 - (D) Linguistic
 - (E) Intrapersonal

Study Resources

Most textbooks used in college-level human growth and development courses cover the topics in the outline given earlier, but the approaches to certain topics and the emphases given to them may differ. To prepare for the Human Growth and Development exam, it is advisable to study one or more college textbooks, which can be found in most college bookstores. When selecting a textbook, check the table of contents against the knowledge and skills required for this test.

You may also find it helpful to supplement your reading with books and articles listed in the bibliographies found in most developmental psychology textbooks.

Parents and others who work with children may have gained some preparation for this test through experience. However, knowledge of the basic facts, theories, and principles of child psychology and lifespan development is necessary to provide background for taking the exam.

Visit clep.collegeboard.org/test-preparation for additional human growth and development resources. You can also find suggestions for exam preparation in Chapter IV of the *Official Study Guide*. In addition, many college faculty post their course materials on their schools' websites.

Answer Key

- | | | | |
|-----|---|-----|---|
| 1. | D | 44. | C |
| 2. | B | 45. | B |
| 3. | E | 46. | A |
| 4. | C | 47. | B |
| 5. | C | 48. | B |
| 6. | D | 49. | D |
| 7. | B | 50. | D |
| 8. | A | 51. | D |
| 9. | D | 52. | C |
| 10. | C | 53. | C |
| 11. | E | 54. | E |
| 12. | B | 55. | A |
| 13. | B | 56. | E |
| 14. | D | 57. | C |
| 15. | A | 58. | D |
| 16. | B | 59. | B |
| 17. | C | 60. | A |
| 18. | E | 61. | E |
| 19. | A | 62. | A |
| 20. | A | 63. | E |
| 21. | E | 64. | B |
| 22. | E | 65. | C |
| 23. | C | 66. | E |
| 24. | C | 67. | A |
| 25. | C | 68. | C |
| 26. | A | 69. | A |
| 27. | C | 70. | B |
| 28. | A | 71. | B |
| 29. | A | 72. | B |
| 30. | B | 73. | D |
| 31. | A | 74. | C |
| 32. | E | 75. | C |
| 33. | C | 76. | C |
| 34. | C | 77. | B |
| 35. | A | 78. | C |
| 36. | C | 79. | D |
| 37. | A | 80. | D |
| 38. | A | 81. | C |
| 39. | A | 82. | C |
| 40. | C | 83. | A |
| 41. | D | 84. | D |
| 42. | A | 85. | E |
| 43. | D | | |

Test Measurement Overview

Format

There are multiple forms of the computer-based test, each containing a predetermined set of scored questions. The examinations are not adaptive. There may be some overlap between different forms of a test: any of the forms may have a few questions, many questions, or no questions in common. Some overlap may be necessary for statistical reasons.

In the computer-based test, not all questions contribute to the candidate’s score. Some of the questions presented to the candidate are being pretested for use in future editions of the tests and will not count toward his or her score.

Scoring Information

CLEP examinations are scored without a penalty for incorrect guessing. The candidate’s raw score is simply the number of questions answered correctly. However, this raw score is not reported; the raw scores are translated into a scaled score by a process that adjusts for differences in the difficulty of the questions on the various forms of the test.

Scaled Scores

The scaled scores are reported on a scale of 20–80. Because the different forms of the tests are not always exactly equal in difficulty, raw-to-scale conversions may in some cases differ from form to form. The easier a form is judged to be, the higher the raw score required to attain a given scaled score. **Table 1** indicates the relationship between number correct (raw score) and scaled score across all forms.

The Recommended Credit-Granting Score

Table 1 also indicates the recommended credit-granting score, which represents the performance of students earning a grade of C in the corresponding course. The recommended B-level score represents B-level performance in equivalent course work. These scores were established as the result of a Standard Setting Study, the most recent having been conducted in 2010. The recommended credit-granting scores are based upon the judgments

of a panel of experts currently teaching equivalent courses at various colleges and universities. These experts evaluate each question in order to determine the raw scores that would correspond to B and C levels of performance. Their judgments are then reviewed by a test development committee, which, in consultation with test content and psychometric specialists, makes a final determination. The standard-setting study is described more fully in the earlier section entitled “CLEP Credit Granting” on page 5.

Panel members participating in the most recent study were:

| | |
|-----------------------|--|
| Janet Belsky | Middle Tennessee State University |
| Benjamin Brown | University of Arkansas at Monticello |
| Myra Beth Bundy | Eastern Kentucky University |
| Rita Casey | Wayne State University |
| K. Laurie Dickson | Northern Arizona University |
| Jennifer Dyer-Seymour | California State University — Monterey Bay |
| Krista Forrest | University of Nebraska at Kearney |
| Mark Hartlaub | Texas A&M University — Corpus Christi |
| Karen Hayes | Guilford College |
| Bob Humphries | Walsh University |
| Sammy Lonich | California University of Pennsylvania |
| Nancy Melucci | Long Beach City College |
| Leanne Olson | Wisconsin Lutheran College |
| Julie Patrick | West Virginia University |
| Jutta Street | Campbell University |
| Jennifer Van Reet | Providence College |
| Christine Ziegler | Kennesaw State University |

After the recommended credit-granting scores are determined, a statistical procedure called scaling is applied to establish the exact correspondences between raw and scaled scores. Note that a scaled score of 50 is assigned to the raw score that corresponds to the recommended credit-granting score for C-level performance, and a high but usually less-than-perfect raw score is selected and assigned a scaled score of 80.

Table 1: Human Growth and Development Interpretive Score Data

American Council on Education (ACE) Recommended Number of Semester Hours of Credit: 3

| Course Grade | Scaled Score | Number Correct |
|--------------|--------------|----------------|
| | 80 | 79-80 |
| | 79 | - |
| | 78 | - |
| | 77 | 78 |
| | 76 | 78 |
| | 75 | - |
| | 74 | 77 |
| | 73 | 77 |
| | 72 | 76 |
| | 71 | 76 |
| | 70 | 75 |
| | 69 | 74 |
| | 68 | 74 |
| | 67 | 73 |
| | 66 | 72 |
| | 65 | 71 |
| | 64 | 70 |
| | 63 | 69 |
| | 62 | 67-68 |
| | 61 | 66-67 |
| | 60 | 65 |
| | 59 | 63-64 |
| B | 58 | 61-62 |
| | 57 | 59-61 |
| | 56 | 58-59 |
| | 55 | 56-57 |
| | 54 | 54-55 |
| | 53 | 52-53 |
| | 52 | 50-51 |
| | 51 | 47-49 |
| C | 50* | 45-47 |
| | 49 | 43-45 |
| | 48 | 41-43 |
| | 47 | 39-40 |
| | 46 | 37-38 |
| | 45 | 35-36 |
| | 44 | 33-34 |
| | 43 | 31-32 |
| | 42 | 29-31 |
| | 41 | 28-29 |
| | 40 | 26-27 |
| | 39 | 25-26 |
| | 38 | 23-24 |
| | 37 | 22-23 |
| | 36 | 21 |
| | 35 | 20 |
| | 34 | 19 |
| | 33 | 18 |
| | 32 | 17 |
| | 31 | 16 |
| | 30 | 15-16 |
| | 29 | 15 |
| | 28 | 14 |
| | 27 | 14 |
| | 26 | 13 |
| | 25 | 13 |
| | 24 | 12 |
| | 23 | 12 |
| | 22 | 12 |
| | 21 | 12 |
| | 20 | 0-11 |

*Credit-granting score recommended by ACE.

Note: The number-correct scores for each scaled score on different forms may vary depending on form difficulty.

Validity

Validity is a characteristic of a particular use of the test scores of a group of examinees. If the scores are used to make inferences about the examinees' knowledge of a particular subject, the validity of the scores for that purpose is the extent to which those inferences can be trusted to be accurate.

One type of evidence for the validity of test scores is called content-related evidence of validity. It is usually based upon the judgments of a set of experts who evaluate the extent to which the content of the test is appropriate for the inferences to be made about the examinees' knowledge. The committee that developed the CLEP Human Growth and Development examination selected the content of the test to reflect the content of Human Growth and Development courses at most colleges, as determined by a curriculum survey. Since colleges differ somewhat in the content of the courses they offer, faculty members should, and are urged to, review the content outline and the sample questions to ensure that the test covers core content appropriate to the courses at their college.

Another type of evidence for test-score validity is called criterion-related evidence of validity. It consists of statistical evidence that examinees who score high on the test also do well on other measures of the knowledge or skills the test is being used to measure. Criterion-related evidence for the validity of CLEP scores can be obtained by studies comparing students' CLEP scores with the grades they received in corresponding classes, or other measures of achievement or ability. CLEP and the College Board conduct these studies, called Admitted Class Evaluation Service or ACES, for individual colleges that meet certain criteria at the college's request. Please contact CLEP for more information.

Reliability

The reliability of the test scores of a group of examinees is commonly described by two statistics: the reliability coefficient and the standard error of measurement (SEM). The reliability coefficient is the correlation between the scores those examinees get (or would get) on two independent replications of the measurement process. The reliability coefficient is intended to indicate the

stability/consistency of the candidates' test scores, and is often expressed as a number ranging from .00 to 1.00. A value of .00 indicates total lack of stability, while a value of 1.00 indicates perfect stability. The reliability coefficient can be interpreted as the correlation between the scores examinees would earn on two forms of the test that had no questions in common.

Statisticians use an internal-consistency measure to calculate the reliability coefficients for the CLEP exam.¹ This involves looking at the statistical relationships among responses to individual multiple-choice questions to estimate the reliability of the total test score. The SEM is an estimate of the amount by which a typical test-taker's score differs from the average of the scores that a test-taker would have gotten on all possible editions of the test. It is expressed in score units of the test. Intervals extending one standard error above and below the true score for a test-taker will include 68 percent of that test-taker's obtained scores. Similarly, intervals extending two standard errors above and below the true score will include 95 percent of the test-taker's obtained scores. The standard error of measurement is inversely related to the reliability coefficient. If the reliability of the test were 1.00 (if it perfectly measured the candidate's knowledge), the standard error of measurement would be zero.

An additional index of reliability is the conditional standard of error of measurement (CSEM). Since different editions of this exam contain different questions, a test-taker's score would not be exactly the same on all possible editions of the exam. The CSEM indicates how much those scores would vary. It is the typical distance of those scores (all for the same test-taker) from their average. A test-taker's CSEM on a test cannot be computed, but by using the data from many test-takers, it can be estimated. The CSEM estimate reported here is for a test-taker whose average score, over all possible forms of the exam, would be equal to the recommended C-level credit-granting score.

Scores on the CLEP examination in Human Growth and Development are estimated to have a reliability coefficient of 0.87. The standard error of measurement is 2.05 scaled-score points. The conditional standard error of measurement at the recommended C-level credit-granting score is 2.12 scaled-score points.

¹ The formula used is known as Kuder-Richardson 20, or KR-20, which is equivalent to a more general formula called coefficient alpha.