

ALTA Alliance Practice Exam (Sample)

Study Guide



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Questions

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- 1. Which of the following skills is NOT typically included in executive functions?**
 - A. Time management**
 - B. Self monitoring**
 - C. Emotional regulation**
 - D. Prioritizing**
- 2. Which sound is referred to as schwa?**
 - A. The sound /a/**
 - B. The sound /u/**
 - C. The sound /e/**
 - D. The sound /o/**
- 3. Which spelling type is characterized by a lack of conventional spelling?**
 - A. Prephonetic spelling**
 - B. Semiphonetic spelling**
 - C. Phonetic spelling**
 - D. Formal spelling**
- 4. Which of the following represents the domains of language?**
 - A. Phonology, Morphology, Syntax**
 - B. Reading, Writing, Speaking**
 - C. Vocabulary, Grammar, Usage**
 - D. Fluency, Comprehension, Enunciation**
- 5. Oral language is characterized as being:**
 - A. Permanent and documented**
 - B. Spoken and heard rather than written**
 - C. Formal and structured**
 - D. Academic and complex**

- 6. What might current research indicate about the origins of developmental dyslexia?**
- A. A genetic predisposition**
 - B. A "glitch" during fetal development**
 - C. An environmental factor**
 - D. A consequence of poor teaching methods**
- 7. What does the term "multisensory" refer to in a learning context?**
- A. Pertaining to the simultaneous use of multiple senses**
 - B. Related to visual learning techniques**
 - C. Focused solely on auditory processing**
 - D. Involving only one sense at a time**
- 8. Which aspect is critical for teachers to correct students' spelling problems?**
- A. Understanding phonology**
 - B. Focusing on their own spelling**
 - C. Avoiding feedback**
 - D. Focusing only on written assessments**
- 9. What is indicated by the term "reading and writing" in the context of language?**
- A. Natural communication through conversation**
 - B. Permanent meaning markers provided through written language**
 - C. Non-verbal cues used in communication**
 - D. Spontaneous language use**
- 10. Individuals with poor orthographic awareness may struggle with which of the following?**
- A. Recognizing simple shapes**
 - B. Multistep math problems**
 - C. Learning new languages**
 - D. High-level reasoning tasks**

Answers

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

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Explanations

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1. Which of the following skills is NOT typically included in executive functions?

- A. Time management**
- B. Self monitoring**
- C. Emotional regulation**
- D. Prioritizing**

Emotional regulation is indeed a crucial skill for overall functioning and well-being, but it is not typically classified under executive functions. Executive functions primarily encompass cognitive processes that help individuals manage tasks, make decisions, and achieve goals. These processes include skills such as time management, self-monitoring, and prioritizing tasks. Time management refers to the ability to effectively allocate time to various activities, which is essential for planning and execution. Self-monitoring involves reflecting on one's own performance and behaviors to adjust actions and improve outcomes. Prioritizing refers to the ability to identify and focus on the most important tasks or goals, which is vital for effective decision-making and productivity. While emotional regulation plays an important role in social interactions and personal well-being, it is often considered a separate aspect of emotional intelligence rather than a core component of executive functioning. Thus, the distinction lies in the focus of executive functions on managing cognitive processes rather than emotional responses.

2. Which sound is referred to as schwa?

- A. The sound /a/**
- B. The sound /u/**
- C. The sound /e/**
- D. The sound /o/**

The term "schwa" refers to a specific vowel sound that is commonly found in unstressed syllables in English. It is represented by the phonetic symbol /ə/. The schwa sound is characterized by its neutral and relaxed articulation, making it the most common vowel sound in English. In this context, the correct answer would identify the sound that exemplifies or closely relates to the schwa sound. It is important to note that none of the options provided actually include the standard schwa sound /ə/. However, if the intention was to highlight a sound that somewhat resembles the way schwa is typically described in certain accents, it could be misleading. The schwa occurs frequently in unstressed syllables of words like "sofa," where the first syllable is pronounced with a schwa sound. Understanding the characteristics of the schwa can help in phonetics and pronunciation, especially in differentiating between stressed and unstressed vowel sounds, where the schwa is most often found. Ultimately, the focus on the sound itself, rather than its representation in a specific option, underscores the importance of recognizing the schwa in the broader context of English phonetics and its role in the rhythm and flow of speech.

3. Which spelling type is characterized by a lack of conventional spelling?

- A. Prephonetic spelling**
- B. Semiphonetic spelling**
- C. Phonetic spelling**
- D. Formal spelling**

Phonetic spelling is characterized by a focus on how words sound rather than adhering to conventional spelling rules. This approach is common in early writing stages, where individuals attempt to write words based solely on their pronunciation. As a result, phonetic spelling may include creative interpretations of spelling that reflect the writer's understanding of speech sounds, often leading to unconventional or non-standard spellings of words. This spelling type is typically evident in young children's writing or learners who are in the early stages of developing their writing skills. By prioritizing phonetic sounds, these writers demonstrate their grasp of phonology and how sounds correspond to letters, even if they haven't yet mastered standard spelling conventions. This approach encourages linguistic experimentation and allows learners to express themselves while they are still developing their spelling skills.

4. Which of the following represents the domains of language?

- A. Phonology, Morphology, Syntax**
- B. Reading, Writing, Speaking**
- C. Vocabulary, Grammar, Usage**
- D. Fluency, Comprehension, Enunciation**

The correct choice identifies the domains of language as phonology, morphology, and syntax. Each of these components plays a crucial role in linguistic structure and function. Phonology refers to the system of sounds in a language and how they combine to create meaning. It includes the rules that govern how sounds are organized and articulated. Morphology involves the formation of words and the structure of their components, including roots, prefixes, and suffixes. It deals with how words are built from smaller units of meaning. Syntax focuses on the arrangement of words and phrases to create well-formed sentences. It encompasses the rules that dictate how different parts of speech work together. Understanding these domains is essential for analyzing and developing language skills, such as reading, writing, and speaking. The other options, while related to aspects of language learning or use, do not accurately encapsulate the underlying foundational elements that constitute the domains of language itself.

5. Oral language is characterized as being:

- A. Permanent and documented**
- B. Spoken and heard rather than written**
- C. Formal and structured**
- D. Academic and complex**

Oral language is characterized as being spoken and heard rather than written. This definition emphasizes the nature of oral communication, which relies on spoken words and auditory processing. In contrast to written language, which is permanent and can be documented, oral language is transient and typically happens in real-time conversations. This immediacy involves a different set of skills, such as tone, inflection, and body language, which are not present in written communication. The other options pertain to various other attributes of language but do not specifically encapsulate the essence of oral communication. While formal and structured or academic and complex styles may exist in specific contexts of spoken language, they do not define oral language as a whole. Oral language can include a range of informal and casual dialogues that do not adhere to strict structures or academic standards.

6. What might current research indicate about the origins of developmental dyslexia?

- A. A genetic predisposition**
- B. A "glitch" during fetal development**
- C. An environmental factor**
- D. A consequence of poor teaching methods**

Current research indicates that a "glitch" during fetal development may contribute to the origins of developmental dyslexia. This perspective suggests that atypical neural development during critical periods of brain formation can impact the operations involved in reading and language processing. Such anomalies can affect how areas of the brain that are responsible for these functions connect and communicate, leading to the reading difficulties commonly associated with dyslexia. Research into neurodevelopment suggests that when certain genetic or environmental factors interfere with brain maturation while in utero, it can lead to disruptions that manifest as dyslexia later in life. This understanding highlights the potential early biological basis of the disorder, going beyond external influences or educational practices. The exploration of genetic predispositions also plays a significant role in understanding dyslexia, but it does not directly emphasize the developmental aspect as much as the notion of a fluctuating biological process during fetal maturation. Environmental factors and teaching methods, while they may influence educational outcomes and individual experiences with reading, are secondary to the biological and developmental roots of the condition.

7. What does the term "multisensory" refer to in a learning context?

- A. Pertaining to the simultaneous use of multiple senses**
- B. Related to visual learning techniques**
- C. Focused solely on auditory processing**
- D. Involving only one sense at a time**

In a learning context, the term "multisensory" refers to the simultaneous use of multiple senses to enhance the learning experience. This approach is grounded in the idea that engaging more than one sense can lead to improved retention and understanding of information. For example, incorporating visual elements, auditory cues, and tactile experiences can help learners make connections and reinforce their understanding of the material. The effectiveness of multisensory learning stems from its ability to create more robust mental associations, as students can draw on various sensory inputs to process and remember information more effectively. This method acknowledges that individuals have different learning styles, and by utilizing a multisensory approach, educators can cater to a wider range of preferences and strengths among learners. In contrast, the other options focus on more limited approaches to learning: one option emphasizes visual techniques, which only engage sight; another concentrates solely on auditory processing, limiting engagement to listening; and another suggests focusing on only one sense at a time, which does not leverage the benefits of multisensory integration.

8. Which aspect is critical for teachers to correct students' spelling problems?

- A. Understanding phonology**
- B. Focusing on their own spelling**
- C. Avoiding feedback**
- D. Focusing only on written assessments**

Understanding phonology is critical for teachers when it comes to correcting students' spelling problems because phonology refers to the sounds of speech and how they are organized in a particular language. Knowledge of phonological awareness helps educators teach students the relationship between sounds and letters, which is fundamental for spelling. By understanding the phonological aspects of language, teachers can provide more effective strategies tailored to the specific difficulties that students face with spelling. This understanding allows teachers to explain sound-letter correspondences, syllable structures, and phonetic patterns, enabling students to develop their spelling skills more accurately. Additionally, addressing spelling problems through a phonological approach can help students become more aware of the sounds in words, which is an essential skill for independent spelling and reading development. This foundation lays the groundwork for improving overall literacy skills, making it easier for students to make connections between how words sound and how they are written.

9. What is indicated by the term "reading and writing" in the context of language?

- A. Natural communication through conversation**
- B. Permanent meaning markers provided through written language**
- C. Non-verbal cues used in communication**
- D. Spontaneous language use**

The term "reading and writing" in the context of language primarily refers to the interaction with written forms of communication. This encompasses the ability to interpret written text (reading) and produce written language (writing). The phrase indicates an understanding that written language serves as a permanent record of ideas, messages, and meanings, allowing individuals to convey thoughts and information beyond immediate spoken interaction. Written language can preserve meaning in a way that spoken language cannot, capturing nuances and details that can be referenced time and again. This permanence of meaning markers makes option B the most appropriate answer. In contrast, the other choices address different aspects of communication that do not directly relate to the reading and writing process: natural conversation involves spoken language, non-verbal cues point to gestural or body language communication, and spontaneous language use pertains to the immediacy of oral communication rather than the structured permanence of written language.

10. Individuals with poor orthographic awareness may struggle with which of the following?

- A. Recognizing simple shapes**
- B. Multistep math problems**
- C. Learning new languages**
- D. High-level reasoning tasks**

Individuals with poor orthographic awareness specifically struggle with recognizing written language patterns, including the spelling of words and the systematic structure of language. This cognitive skill is crucial in the development of reading and writing abilities. When considering the options, the challenge presented by multistep math problems often includes the need to read and comprehend the problem, understand the vocabulary, and follow the syntactic structure necessary to solve it. Thus, those with underdeveloped orthographic awareness may struggle significantly with the language used in math problems, particularly when these problems require the integration of narrative components alongside numerical operations. Recognizing simple shapes, learning new languages, and high-level reasoning tasks, while still potentially impacted by broader literacy or cognitive skills, are not as directly linked to the specific difficulties posed by orthographic awareness as the understanding of textual math problems is.