

ALTA Certified Academic Language Therapist (CALT) Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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Questions

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- 1. What does MSLE emphasize in its curriculum regarding sound and symbol associations?**
 - A. Introducing entirely new concepts**
 - B. Reviewing previously learned associations**
 - C. Focusing on handwriting practice exclusively**
 - D. Fostering independent reading**
- 2. When does the silent e rule typically apply?**
 - A. At the beginning of a word**
 - B. Before an "-ing" ending**
 - C. At the end of a word to affect a preceding vowel**
 - D. In compound words only**
- 3. What does the term "direct, explicit, sequenced" refer to in teaching methods?**
 - A. Ambiguous instructions for students**
 - B. Teaching concepts in a logical and clear order**
 - C. Randomized instructional strategies**
 - D. Independent learning tasks**
- 4. What is primarily encompassed in expository writing?**
 - A. Critiquing literature**
 - B. Documenting personal opinions**
 - C. Analyzing scientific data**
 - D. Defining, discussing, and summarizing information**
- 5. In what context is increased cognitive load mentioned?**
 - A. It affects the understanding of words**
 - B. It can cause writing reversals**
 - C. It boosts letter identification**
 - D. It improves sound blending**

- 6. What is the primary purpose of identifying inflectional suffixes in language?**
- A. To determine the root meaning of the word**
 - B. To understand the grammatical changes in a word**
 - C. To analyze the word's pronunciation**
 - D. To classify words into categories**
- 7. Which group of students has been identified with executive function disorders?**
- A. Those with auditory processing issues**
 - B. Students with learning disabilities and ADHD/ADD**
 - C. Only those with generalized anxiety**
 - D. Students in vocational training**
- 8. In structural analysis, what role do prefixes play?**
- A. They indicate the part of speech.**
 - B. They alter the pronunciation.**
 - C. They change the meaning of the base word.**
 - D. They provide examples for learning.**
- 9. What part of a syllable is referred to as the onset?**
- A. The initial vowel**
 - B. The initial consonant or consonants**
 - C. The final consonant**
 - D. The entire syllable**
- 10. Which assessment is NOT included in the standardized phonological awareness assessments?**
- A. CTOPP**
 - B. WJ-III**
 - C. Rhyme Production**
 - D. KTEA-II**

Answers

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

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Explanations

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1. What does MSLE emphasize in its curriculum regarding sound and symbol associations?

- A. Introducing entirely new concepts**
- B. Reviewing previously learned associations**
- C. Focusing on handwriting practice exclusively**
- D. Fostering independent reading**

The emphasis on reviewing previously learned associations in the MSLE (Multisensory Structured Language Education) curriculum ensures that students solidify their understanding of sound and symbol relationships. This approach reinforces the connections between phonemes (sounds) and graphemes (letters or letter combinations) already introduced, allowing learners to embed these crucial associations in their long-term memory. Through systematic review, students can develop fluency and accuracy in decoding text, which is essential for reading proficiency. This technique supports retention and helps learners make connections across different linguistic contexts, enhancing their overall language skills. The focus on revisiting previously learned material allows for reinforcement and mastery, which is vital in the acquisition of literacy skills, especially for those who may struggle with traditional learning methods. In contrast, introducing entirely new concepts may overwhelm learners who have not yet mastered prior content. Focusing exclusively on handwriting practice may neglect the cognitive connections that underpin reading and writing. Fostering independent reading, while important, assumes a level of skill and confidence in sound and symbol associations that may not yet be established without thorough review.

2. When does the silent e rule typically apply?

- A. At the beginning of a word**
- B. Before an "-ing" ending**
- C. At the end of a word to affect a preceding vowel**
- D. In compound words only**

The silent e rule typically applies at the end of a word to affect a preceding vowel. This rule indicates that when a word ends with an "e," it can cause the vowel before it to say its name, or in other words, to have a long vowel sound. For example, in the word "cape," the silent "e" at the end indicates that the "a" is pronounced as a long vowel sound. This is an essential phonics concept that helps students understand how the presence of an "e" can alter the pronunciation of the preceding vowel, enhancing their reading and spelling skills. The other scenarios presented do not align with the application of the silent e rule. Generally, the silent e does not function at the beginning of a word, does not affect words with an "-ing" ending, nor is it specific to compound words. Each of these options suggests conditions where the silent e rule would not apply as the methodology specifically connects the silent e to how it influences vowels before it at the end of words.

3. What does the term "direct, explicit, sequenced" refer to in teaching methods?

- A. Ambiguous instructions for students**
- B. Teaching concepts in a logical and clear order**
- C. Randomized instructional strategies**
- D. Independent learning tasks**

The term "direct, explicit, sequenced" refers to teaching methods that present concepts in a logical and clear order, ensuring that students understand the material step by step. This approach is vital for effective instruction, particularly in subjects requiring foundational knowledge, such as reading and mathematics. By teaching in a sequenced manner, educators can build on previous knowledge, leading to a deeper understanding of the subject matter. Direct and explicit instruction involves clearly communicating the learning goals and the strategies necessary to achieve them, which helps learners grasp concepts more reliably and effectively. Other options, such as ambiguous instructions, randomized strategies, or independent learning tasks, do not align with the principles of clarity and structured progression that define the "direct, explicit, sequenced" approach. These alternative methods may impede comprehension and retention, especially for students who thrive in structured learning environments.

4. What is primarily encompassed in expository writing?

- A. Critiquing literature**
- B. Documenting personal opinions**
- C. Analyzing scientific data**
- D. Defining, discussing, and summarizing information**

Expository writing is designed to inform, explain, or describe a subject matter clearly and concisely. It prioritizes the presentation of facts and information over personal opinions or critiques. The primary focus of expository writing is to define concepts, discuss various aspects of a topic, and summarize information in a way that is accessible and understandable for readers. This style is commonly found in textbooks, how-to articles, and informative essays, where the aim is to convey knowledge rather than persuade or express one's feelings on the subject. The other options, while they may involve writing, do not align with the fundamental purpose of expository writing. Critiquing literature leans more toward analytical or evaluative writing, documenting personal opinions centers around subjective expression, and analyzing scientific data, though it can have informative elements, typically involves more specialized writing that may not fit the general scope of expository writing. Thus, the correct characterization of expository writing is centered on defining, discussing, and summarizing information.

5. In what context is increased cognitive load mentioned?

- A. It affects the understanding of words**
- B. It can cause writing reversals**
- C. It boosts letter identification**
- D. It improves sound blending**

Increased cognitive load refers to the amount of mental effort being used in the working memory. When cognitive load is high, it can overwhelm a learner's capacity to process information effectively. In the context of writing, students are often required to manage several tasks simultaneously, such as remembering letter shapes, phonetic sounds, and the mechanics of writing. This can lead to writing reversals, where letters are written in the wrong orientation, or similar errors, especially in early writers still developing their skills. When cognitive load is too high, students may struggle to coordinate their motor skills with their cognitive processes, leading to mistakes like reversals. This is particularly relevant in the context of young learners or those with learning difficulties, where the demands of writing can exceed their current ability to manage the complexities of language production. Thus, the relationship between increased cognitive load and writing reversals highlights the challenges learners face when their cognitive resources are stretched, affecting their writing performance.

6. What is the primary purpose of identifying inflectional suffixes in language?

- A. To determine the root meaning of the word**
- B. To understand the grammatical changes in a word**
- C. To analyze the word's pronunciation**
- D. To classify words into categories**

Identifying inflectional suffixes in language serves the primary purpose of understanding the grammatical changes in a word. Inflectional suffixes modify a word to convey various grammatical aspects such as tense, mood, number, and case. For example, adding "-s" to a noun indicates plural form, while "-ed" can denote past tense for a verb. This understanding is crucial for grasping how words function within sentences and for ensuring proper agreement and coherence in communication. Understanding the role of inflectional suffixes helps in language therapy and education, particularly for those with language processing difficulties, as it allows therapists to guide students in recognizing and using the appropriate forms of words in context. This fosters both language development and the ability to engage effectively in written and spoken communication.

7. Which group of students has been identified with executive function disorders?

- A. Those with auditory processing issues**
- B. Students with learning disabilities and ADHD/ADD**
- C. Only those with generalized anxiety**
- D. Students in vocational training**

Students with learning disabilities and ADHD/ADD have been identified as having executive function disorders due to the nature of these conditions. Executive function encompasses a range of cognitive processes, including planning, organization, attention, and impulse control. Individuals with ADHD/ADD often exhibit difficulties in these areas, which can significantly impact their academic performance and everyday functioning. Learning disabilities can also entail challenges in executive functioning, as students may struggle with tasks that require sustained focus, task initiation, and monitoring their work. This dual prevalence of difficulties highlights the connection between executive functions and conditions like ADHD/ADD along with specific learning disabilities, making this group particularly vulnerable to executive function disorders. In contrast, while students with auditory processing issues can face challenges related to information processing, their difficulties do not necessarily imply executive function issues. Specific anxiety, like generalized anxiety, may affect a student's ability to function but is not specifically linked to executive functions as a disorder in the same way ADHD and learning disabilities are. Lastly, students in vocational training may vary widely in their cognitive profiles and do not inherently belong to a group that has been clearly identified with executive function disorders.

8. In structural analysis, what role do prefixes play?

- A. They indicate the part of speech.**
- B. They alter the pronunciation.**
- C. They change the meaning of the base word.**
- D. They provide examples for learning.**

Prefixes play a significant role in structural analysis by changing the meaning of the base word to which they are attached. When a prefix is added to a root word, it can modify its meaning in various ways, such as negating it, indicating a location, or specifying a quantity. For instance, attaching the prefix "un-" to the word "happy" creates "unhappy," which implies a state of not being happy. This transformational function is essential for vocabulary development and comprehension in reading, as recognizing how prefixes alter meanings can help learners decode new words. In contrast, the other options do not accurately capture the function of prefixes. Providing examples for learning, indicating parts of speech, or altering pronunciation pertains more to different aspects of language rather than the specific impact prefixes have on word meanings. Therefore, understanding the role of prefixes in structural analysis is crucial for enhancing language skills and expanding vocabulary.

9. What part of a syllable is referred to as the onset?

- A. The initial vowel
- B. The initial consonant or consonants**
- C. The final consonant
- D. The entire syllable

The onset of a syllable refers specifically to the initial consonant or consonants that come before the vowel sound in that syllable. This is an important aspect of phonology and syllable structure, as the onset contributes to the overall sound pattern of the syllable. Understanding the role of the onset helps in analyzing how words are formed and pronounced. For example, in the syllable "clown," the onset is "cl," which comprises two consonants working together to create a unique sound before the vowel "ow." This structural understanding is crucial for tasks like teaching reading and spelling, as it aids in phonemic awareness and segmentation skills. The other components listed, such as the initial vowel or the entire syllable, do not align with the definition of an onset. The final consonant is known as the coda, completing the syllable, whereas the entire syllable encompasses both the onset and the vowel, along with any subsequent sounds. This distinction is essential for a comprehensive grasp of syllable structure in language therapy contexts.

10. Which assessment is NOT included in the standardized phonological awareness assessments?

- A. CTOPP
- B. WJ-III
- C. Rhyme Production**
- D. KTEA-II

Rhyme Production is not typically considered a standardized phonological awareness assessment in the same way that the other options are. Standardized assessments like the CTOPP (Comprehensive Test of Phonological Processing), WJ-III (Woodcock-Johnson III Tests of Achievement), and KTEA-II (Kaufman Test of Educational Achievement Second Edition) provide comprehensive frameworks for evaluating various aspects of phonological processing and awareness through reliable and validated test items. These assessments measure students' abilities to identify, manipulate, and utilize the sounds within words across a variety of contexts, offering normative data for comparison. In contrast, Rhyme Production is a specific skill that may be assessed informally or as part of broader assessments but does not constitute a standalone standardized assessment tool. It focuses on a narrow aspect of phonological awareness related to recognizing and producing rhyming words, rather than providing a comprehensive evaluation of phonological processing abilities as a whole. This distinction is crucial because standardized assessments are designed to yield reliable data for making educational decisions, while informal assessments like Rhyme Production may not adhere to the same rigor or comprehensive scope.