

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

Study Guide



Everything you need from our exam experts!

This is a sample study guide. To access the full version with hundreds of questions,

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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. Don't worry about getting everything right, 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, and take breaks to retain information better.

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.

7. Use Other Tools

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!

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Questions

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- 1. A person with an impairment that significantly limits major life functions is entitled to benefits under which laws?**
 - A. IDEA only**
 - B. Section 504 only**
 - C. Both Section 504 and IDEA**
 - D. ADA only**
- 2. What does blending syllables help develop in early phonological awareness?**
 - A. Rhyming skills**
 - B. Vocabulary skills**
 - C. Sound sequencing**
 - D. Reading speed**
- 3. G makes the sound /j/ in which context?**
 - A. Before a vowel**
 - B. Before e, i or y**
 - C. At the end of words**
 - D. When followed by a consonant**
- 4. Which of the following is not one of the Four Principles of the ALTA Code of Ethics?**
 - A. Maintaining professional communication with students**
 - B. Developing marketing strategies**
 - C. Maintaining integrity in practice**
 - D. Maintaining commitment to the profession**
- 5. What does a coordinating conjunction do?**
 - A. Introduces a dependent clause**
 - B. Joins two or more independent clauses**
 - C. Combines adjectives in a list**
 - D. Links a subject to a verb**

6. What can cause reversals in students' writing?

- A. Gaps in letter naming**
- B. Lack of interest in writing**
- C. Increased cognitive load**
- D. Both A and C**

7. Who first identified dyslexia in the brain during autopsies in the 19th century?

- A. Dr. Samuel Orton**
- B. Dr. James Hinshelwood**
- C. Dr. Norman Geschwind**
- D. Dr. Samuel A. Kirk**

8. What key skill is developed in PreK phonological awareness?

- A. Blend syllables**
- B. Produce rhyme**
- C. Identify initial sounds**
- D. Group words by rhyming characteristics**

9. Which method comes first in letter identification?

- A. Distinguishing uppercase from lowercase**
- B. Distinguishing letters from non-letters**
- C. Identifying letter shapes**
- D. Learning letter sounds**

10. Which area of the brain is involved in articulating speech?

- A. Occipito-temporal region**
- B. Cerebellum**
- C. Broca's region**
- D. Parieto-temporal region**

Answers

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

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Explanations

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1. A person with an impairment that significantly limits major life functions is entitled to benefits under which laws?

- A. IDEA only**
- B. Section 504 only**
- C. Both Section 504 and IDEA**
- D. ADA only**

The correct choice highlights that an individual with an impairment that significantly limits major life functions is entitled to benefits under both Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA). Section 504 protects individuals with disabilities from discrimination and ensures that they have equal access to programs and activities that receive federal funding. This law specifically addresses how individuals with disabilities should be accommodated in educational environments, as well as in various community settings. IDEA, on the other hand, explicitly focuses on ensuring that children with disabilities receive a free appropriate public education (FAPE) tailored to their individual needs. It not only provides access to education but also mandates services and support necessary for children to make educational progress. By recognizing that both laws provide vital protections and services to individuals with disabilities, this answer emphasizes the importance of comprehensive support—the accommodations under Section 504 and the educational provisions under IDEA work together to ensure that individuals with impairments can participate fully in both educational and public activities.

2. What does blending syllables help develop in early phonological awareness?

- A. Rhyming skills**
- B. Vocabulary skills**
- C. Sound sequencing**
- D. Reading speed**

Blending syllables is a critical skill in early phonological awareness as it directly contributes to sound sequencing abilities. When children practice blending, they learn to combine individual sounds or syllables to form words. This skill is fundamental for developing their understanding of how sounds work together in language, which is crucial for both reading and spelling. As children become proficient in blending, they enhance their ability to hear and manipulate sounds in words. This capability supports them in decoding written words during reading, as they can identify the sequence of sounds that correspond to the letters they see. By mastering sound sequencing through blending, children lay a strong foundation for all subsequent literacy skills.

3. G makes the sound /j/ in which context?

- A. Before a vowel
- B. Before e, i or y**
- C. At the end of words
- D. When followed by a consonant

The sound /j/ is represented by the letter combination "g" primarily in specific contexts, which includes when it appears before the vowels e, i, or y. This is a key phonetic rule in English pronunciation that allows the letter "g" to produce a softer sound, resembling the "j" sound found in words like "gem," "giant," and "gypsy." Understanding this phonetic principle is crucial for language therapists and educators, as it relates to sound-letter correspondence that helps learners decode and pronounce words correctly. In contrast, "g" behaves differently when placed before other vowels or consonants, leading to different sounds, such as the hard "g" sound found in "go" or "gum." Recognizing these contexts aids in teaching proper pronunciation and promotes better reading skills among students.

4. Which of the following is not one of the Four Principles of the ALTA Code of Ethics?

- A. Maintaining professional communication with students
- B. Developing marketing strategies**
- C. Maintaining integrity in practice
- D. Maintaining commitment to the profession

The choice regarding developing marketing strategies is not one of the Four Principles of the ALTA Code of Ethics. The principles outlined in the code focus on the fundamental values and responsibilities that an academic language therapist must uphold in their practice. These include maintaining professional communication with students, which emphasizes the importance of clear and respectful interactions that support student learning, and maintaining integrity in practice, which underscores the necessity of ethical behavior and honesty in all professional dealings. Additionally, a commitment to the profession reflects the dedication to continual growth, adherence to ethical guidelines, and the overall advancement of the field. While marketing strategies may be relevant for promoting services, they do not pertain to the core ethical principles that govern professional conduct in the therapy field.

5. What does a coordinating conjunction do?

- A. Introduces a dependent clause
- B. Joins two or more independent clauses**
- C. Combines adjectives in a list
- D. Links a subject to a verb

A coordinating conjunction is a word that connects two or more independent clauses, which are complete thoughts or sentences. When a coordinating conjunction is used, it allows the clauses to be combined into a single, cohesive sentence while maintaining their grammatical integrity. This connection shows the relationship between the ideas expressed in each clause. For instance, in the sentence "I wanted to go for a walk, but it started to rain," the coordinating conjunction "but" links the two independent clauses while highlighting the contrast between their ideas. In the context of coordinating conjunctions, it's important to clarify that while they can also be used to join other elements within a sentence, such as words, phrases, or parts of a list, their primary role is to connect complete thoughts. Other types of conjunctions exist, such as subordinating conjunctions, which introduce dependent clauses; however, these serve a different function and do not connect independent clauses in the same way.

6. What can cause reversals in students' writing?

- A. Gaps in letter naming
- B. Lack of interest in writing
- C. Increased cognitive load
- D. Both A and C**

The phenomena of reversals in students' writing can primarily be influenced by gaps in letter naming as well as increased cognitive load. When a student has gaps in letter naming, they may struggle to consistently recognize or reproduce letters, which can lead to confusion and result in writing reversals, such as writing 'b' instead of 'd'. This is particularly common among younger learners or those who are still developing their phonological and orthographic awareness. Increased cognitive load refers to the mental effort required to process and execute writing tasks. When students are overwhelmed by the demands of writing, such as organizing their thoughts while simultaneously focusing on spelling and letter formation, they may inadvertently reverse letters due to the strain of managing multiple cognitive processes at once. As they juggle these tasks, the likelihood of making errors, including reversals, increases. Together, gaps in letter naming and increased cognitive load create an environment where students struggle with accurate letter orientation and production, leading to reversals during writing activities.

7. Who first identified dyslexia in the brain during autopsies in the 19th century?

- A. Dr. Samuel Orton**
- B. Dr. James Hinshelwood**
- C. Dr. Norman Geschwind**
- D. Dr. Samuel A. Kirk**

Dr. James Hinshelwood was pivotal in the early understanding of dyslexia, being one of the first to conduct extensive research that connected reading difficulties with neurological factors. His findings in the 19th century were groundbreaking; during autopsies, Hinshelwood observed differences in the brains of individuals who struggled with reading in comparison to those who did not. This early connection between anatomical brain structure and dyslexia laid the foundation for later research in the field of dyslexia and its neurological underpinnings. Hinshelwood's work was significant because it shifted the perspective on reading disabilities from purely environmental or educational factors to an understanding that there could be biological and neurological causes involved. This approach encouraged further research into the brain mechanisms associated with language processing and literacy, ultimately fostering a deeper comprehension of dyslexia and informing subsequent educational and therapeutic practices. His contributions are essential to the field of dyslexia because they provided evidence that not all reading challenges are the result of inadequate instruction or intelligence, but can also stem from inherent brain structure and function differences. This insight has influenced how dyslexia is understood and treated in educational settings today.

8. What key skill is developed in PreK phonological awareness?

- A. Blend syllables**
- B. Produce rhyme**
- C. Identify initial sounds**
- D. Group words by rhyming characteristics**

The ability to blend syllables is a fundamental skill developed in PreK phonological awareness. This skill involves the ability to combine individual sounds or syllables to create words, which is essential for later reading skills. By practicing blending, children learn to recognize the relationships between sounds and the structures of words. This ability is a precursor to decoding, where children apply their understanding of phonology to read new words. Developing a strong foundation in blending enables young learners to engage more effectively with phonics instruction and contributes to their overall literacy skills as they progress in their education. The skill of blending syllables also supports aspects of vocabulary development, comprehension, and spelling as children move beyond phonological awareness into more complex language tasks. Other options, while components of phonological awareness, focus on different aspects such as rhythm or recognition instead of the crucial ability to synthesize sounds into coherent words.

9. Which method comes first in letter identification?

- A. Distinguishing uppercase from lowercase
- B. Distinguishing letters from non-letters**
- C. Identifying letter shapes
- D. Learning letter sounds

In the context of letter identification, the process begins with distinguishing letters from non-letters. This foundational step is crucial as it sets the stage for all subsequent learning related to letters. If students cannot identify what constitutes a letter as opposed to other symbols or characters, they cannot engage meaningfully with the alphabet. Understanding that certain shapes are letters is essential before moving on to more complex tasks such as recognizing the differences between uppercase and lowercase letters, identifying letter shapes in greater detail, or learning the sounds associated with those letters. A child must first recognize that a letter exists within the myriad of symbols they encounter daily, which allows them to focus their attention on the specific forms that letters take. This foundational recognition is paramount for developing literacy skills, as it integrates the visual aspect of reading with the understanding that these shapes represent sounds used in language.

10. Which area of the brain is involved in articulating speech?

- A. Occipito-temporal region
- B. Cerebellum
- C. Broca's region**
- D. Parieto-temporal region

The area of the brain that is crucial for articulating speech is Broca's region. This area is located in the frontal lobe, typically in the left hemisphere for right-handed individuals and a majority of left-handed individuals. It plays a fundamental role in language processing, including the production of speech and the formation of coherent sentences. When this area is damaged, individuals may struggle to speak fluently or may produce speech that lacks grammatical structure, a condition known as Broca's aphasia. In contrast, the occipito-temporal region is primarily involved in visual processing, while the cerebellum is important for coordination and balance, affecting motor control but not directly involved in speech articulation. The parieto-temporal region is associated with language comprehension and processing but does not focus on the actual production of speech. Thus, Broca's region stands out as the critical area necessary for the articulation of speech.

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.

Or visit your dedicated course page for more study tools and resources:

<https://altacalt.examzify.com>

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

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