ALTA CERTIFIED ACADEMIC LANGUAGE THERAPIST (CALT) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED 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.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. What is the purpose of silent e in word formation?

A. To make a vowel sound short

B. To make a vowel long or a consonant soft

C. To create a compound word

D. To add a suffix to the base word

2. What is not a method for assessing phonological awareness?

A. Phoneme Segmentation

B. Phoneme Deletion

C. Subjective grading

D. Syllable Segmentation

3. What type of assessment provides a detailed analysis of a student's strengths and weaknesses?

A. Norm-referenced assessment

B. Diagnostic measure

C. Outcome measure

D. Screening assessment

4. What is the rime in the word "sat"?

A. The entire word "sat"

B. The vowel and following consonants "at"

C. The initial consonant "s"

D. The syllable structure

5. An assessment that is sensitive to short-term goals and changes is known as what type?

A. Pseudoword assessment

B. Summative assessment

C. Qualitative assessment

D. Formative assessment

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6. What is a characteristic difference in the sound system of Spanish compared to English?

A. Spanish has more vowel sounds

B. Spanish has fewer phonemes

C. Spanish phonology has similar syllable patterns to English with some exceptions

D. Spanish contains more complex consonants

7. What type of skills are typically associated with higher cognitive functions?

A. Motor skills

B. Intra-cognitive skills

C. Social skills

D. Emotional skills

8. What does assessing fluency include in a student's reading evaluation?

A. Tracking narrative skills only

B. Evaluating only speed without context

C. Scoring on accuracy, rate, and prosody

D. Focusing strictly on vocabulary usage

9. What does memory span refer to?

A. The ability to remember information in the order it was given

B. The capacity to understand complex concepts

C. The duration of retaining information

D. The strength of long-term memory retrieval

10. Which form of "ed" is pronounced like /t/?

A. Played

B. Fluffed

C. Hugged

D. Needed

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Answers

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

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Explanations

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1. What is the purpose of silent e in word formation?

A. To make a vowel sound short

B. To make a vowel long or a consonant soft

C. To create a compound word

D. To add a suffix to the base word

The purpose of the silent 'e' in word formation is primarily to make a vowel sound long. When a silent 'e' is added to the end of a word, it typically functions to change the pronunciation of the preceding vowel from a short sound to a long sound. For example, in the words "hat" and "hate," the addition of the silent 'e' transforms the short 'a' sound in "hat" into a long 'a' sound in "hate." Additionally, the silent 'e' can also play a role in influencing the softness of some consonants. For instance, the 'c' in "face" is pronounced as a soft 'c' (like an 's') because of the silent 'e.' This dual function of affecting vowel pronunciation and consonant pronunciation underscores the significance of silent 'e' in English phonetics and word formation. The other options do not accurately describe the function of the silent 'e'. It does not create compound words or serve the purpose of adding suffixes to base words, nor does it affect the length of vowel sounds in the short manner described. Instead, its main role is to guide the pronunciation and differentiation of sounds within the language.

2. What is not a method for assessing phonological awareness?

A. Phoneme Segmentation

B. Phoneme Deletion

C. Subjective grading

D. Syllable Segmentation

Subjective grading is not a method for assessing phonological awareness because it involves personal judgment rather than objective measurement of a student's skills. In contrast, methods such as phoneme segmentation, phoneme deletion, and syllable segmentation are structured and specific techniques designed to evaluate how well a learner can recognize and manipulate sounds in spoken language. Phoneme segmentation requires students to break words down into their individual phonemes, which assesses their understanding of sound structure. Phoneme deletion involves having students identify a word after removing a specified phoneme, testing their ability to manipulate sounds within words. Syllable segmentation, on the other hand, involves breaking words into their syllables, which is also a critical aspect of phonological awareness. All these methods provide clear, quantifiable data about a student's phonological skills, whereas subjective grading lacks this clarity and focus on sound manipulation.

3. What type of assessment provides a detailed analysis of a student's strengths and weaknesses?

A. Norm-referenced assessment

B. Diagnostic measure

C. Outcome measure

D. Screening assessment

A diagnostic measure is specifically designed to provide a comprehensive evaluation of a student's abilities in various areas, including their strengths and weaknesses. This type of assessment often includes detailed performance analysis and is tailored to identify specific learning difficulties or areas needing support. As a result, it allows educators to understand not just whether a student is performing at or above a certain level, but exactly where they may be struggling and what skills need further development. This qualifies it as the optimal choice for practitioners aiming to inform instruction and develop personalized intervention strategies based on the unique profile of the learner. Through detailed analysis, diagnostic measures can guide targeted learning plans, making them pivotal in the educational process.

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4. What is the rime in the word "sat"?

A. The entire word "sat"

B. The vowel and following consonants "at"

C. The initial consonant "s"

D. The syllable structure

The rime in the word "sat" refers specifically to the part of the syllable that consists of the vowel and any following consonants. In this case, "at" encompasses the vowel sound 'a' along with the following consonant 't.' Thus, focusing on the rime allows for a better understanding of phonological components, particularly how syllables are structured and pronounced. This knowledge is fundamental in language therapy, as it aids in identifying sounds and patterns crucial for reading and spelling development. Recognizing the rime helps in teaching phonics and decoding skills, which are essential for literacy.

5. An assessment that is sensitive to short-term goals and changes is known as what type?

A. Pseudoword assessment

B. Summative assessment

C. Qualitative assessment

D. Formative assessment

The type of assessment that is sensitive to short-term goals and changes is known as formative assessment. Formative assessments are designed to monitor student learning and provide ongoing feedback that can be used to enhance instruction. They focus on the learning process and are typically conducted during the learning journey, allowing educators to adjust their teaching strategies based on student performance and needs. In contrast, summative assessments evaluate student learning at the end of an instructional unit and tend to focus on measuring the overall performance rather than tracking incremental progress. Pseudoword assessments primarily evaluate phonetic decoding skills and do not provide insight into broader learning goals or adaptive changes in a student's understanding. Qualitative assessments involve subjectively evaluating student work or performance through observations and descriptions, rather than focusing on specific, measurable learning outcomes over short periods. Hence, formative assessments are crucial for educators who aim to adapt their teaching based on students' immediate learning needs and promote continuous improvement in academic performance.

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6. What is a characteristic difference in the sound system of Spanish compared to English?

A. Spanish has more vowel sounds

B. Spanish has fewer phonemes

C. Spanish phonology has similar syllable patterns to English with some exceptions

D. Spanish contains more complex consonants

The most accurate choice regarding a characteristic difference in the sound system of Spanish compared to English is that Spanish phonology has similar syllable patterns to English with some exceptions. In both languages, syllables tend to follow a consonant-vowel structure, which is a fundamental aspect of their phonological systems. However, Spanish does exhibit unique features, such as the tendency for more open syllables (those that end in a vowel), and a relatively simple consonant cluster structure compared to English. This leads to differences in how syllables are constructed, affecting rhythm and stress patterns in speech. Understanding these phonological characteristics is vital when teaching language, as it can influence the strategies used to aid learners in acquiring a second language. The choice indicating that Spanish has a greater number of vowel sounds is misleading, as Spanish has five primary vowel sounds, while English has approximately twelve, depending on dialect. Simply stating that Spanish has fewer phonemes can be overly broad without specifying phoneme types. While Spanish may have fewer complex consonant clusters than English, suggesting that it contains more complex consonants does not accurately reflect the phonetic reality of the language, as Spanish consonants are generally considered less complex.

7. What type of skills are typically associated with higher cognitive functions?

A. Motor skills

B. Intra-cognitive skills

C. Social skills

D. Emotional skills

The correct answer highlights intra-cognitive skills, which are closely aligned with higher cognitive functions. These skills encompass a range of cognitive processes that include critical thinking, problem-solving, decision-making, and the ability to analyze and evaluate information. Intra-cognitive skills also involve metacognition, or the awareness and understanding of one's own thought processes. This reflects the ability to monitor and regulate one's learning and cognition, crucial for applying knowledge effectively in various contexts. In contrast, motor skills are more related to physical movement and coordination rather than cognitive processing. Social skills pertain to interpersonal interactions and managing relationships, while emotional skills focus on understanding and managing one's own emotions and those of others. While all these skills are important in their respective areas, they do not encapsulate the range of mental operations associated with higher cognitive functions as thoroughly as intra-cognitive skills do.

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8. What does assessing fluency include in a student's reading evaluation?

A. Tracking narrative skills only

B. Evaluating only speed without context

C. Scoring on accuracy, rate, and prosody

D. Focusing strictly on vocabulary usage

Assessing fluency in a student's reading evaluation encompasses several key components that are essential to understanding their overall reading proficiency. Scoring on accuracy, rate, and prosody is crucial because fluency is defined not just by how quickly a student can read but also by how well they read with expression and accuracy. Accuracy refers to the ability to read words correctly, which is foundational to comprehension. Rate indicates the speed at which a student reads; a fluent reader should be able to read smoothly and quickly compared to a non-fluent reader, who may struggle with both speed and accuracy. Prosody relates to the rhythm, intonation, and expression in reading, which helps convey meaning and makes the reading engaging. Together, these elements help paint a complete picture of a student's reading fluency. In contrast, focusing solely on narrative skills, evaluating speed without context, or concentrating strictly on vocabulary usage does not provide a comprehensive assessment of fluency. These aspects are certainly important in their own right but do not encompass the multifaceted nature of fluency, which is best captured through a combination of accuracy, rate, and prosody.

9. What does memory span refer to?

A. The ability to remember information in the order it was given

B. The capacity to understand complex concepts

C. The duration of retaining information

D. The strength of long-term memory retrieval

Memory span specifically refers to the ability to remember and accurately recall a sequence of information in the order it was presented. This concept is often tested through tasks that require an individual to repeat back lists of digits, words, or other items, emphasizing both the order and the retention of those items. The focus on the sequential recall of information distinguishes memory span from other cognitive abilities, such as understanding complex concepts or the durability of memory over time. While options related to understanding complex concepts, retention duration, and long-term memory retrieval are important aspects of cognitive functioning, they do not specifically measure the capacity for recalling information in a sequence, which is the essence of memory span.

10. Which form of "ed" is pronounced like /t/?

A. Played

B. Fluffed

C. Hugged

D. Needed

The correct choice is associated with the pronunciation of the "ed" ending in the context of regular verbs. The "ed" ending is pronounced as /t/ when the base verb ends in a voiceless consonant sound, which does not cause vocal cord vibration during pronunciation. In the case of the word "fluffed," the base verb "fluff" ends with the voiceless consonant /f/. Since "fluff" ends in this voiceless sound, the "ed" is pronounced as /t/, resulting in "fluffed" sounding like /fl ft/. This follows the phonological rule governing the pronunciation of past tense forms based on the preceding sound. Other options demonstrate different contexts where "ed" is pronounced as /d/ or / d/, which occurs when the base verbs end in voiced consonants or specific sounds. Recognizing these phonetic rules is essential in understanding how regular verbs are articulated in their past forms.

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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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