

KPEERI (formerly CEERI) Examination Sample Question Types

The certification exam consists of 110 multiple-choice questions. There are three types of multiple-choice exam items:

1. Recall (34%)
2. Application (48%)
3. Analysis (18%).

RECALL ITEM (34% OF EXAM ITEMS)

A recall item requires the examinee to remember specific information. For example:

Parts of speech and sentence structure belong in which language domain?

- A. Morphology
- B. syntax**
- C. phonology
- D. orthography

APPLICATION ITEM (48% OF EXAM ITEMS)

An *application* item requires the examinee to make use of knowledge. For example:

These errors—*hav* for *have* and *hors* for *horse*— indicate a student would benefit from instruction in

- A. combining forms.
- B. chameleon prefixes.
- C. word origins
- D. orthographic patterns**

ANALYSIS ITEM (18% OF EXAM ITEMS)

An *analysis* item requires the examinee to use data to make an instructional decision. For example:

At mid-year, a second-grade student's fluency rate is 55 words correct per minute. The student's weekly spelling test average is 65%. The student's scores on a standardized reading assessment with a mean of 50 and a standard deviation of 21.06 are listed below.

Subtest	Score
Listening Comprehension	61
Reading Comprehension	35
Vocabulary	39
Word Attack	34
Word Identification	37
Spelling	31

While reading aloud, this student misreads the word *step* as *step*. To meet the student's instructional needs, the teacher should have the student

- A. look at the picture on the page to help cue the correct pronunciation of the word.
- B. reread the sentence that contains the word repeatedly to improve fluency.
- C. listen to the teacher dictate the word, say the word, and segment the word into sounds.
- D. identify the syllable type, determine the vowel sound, and read the word.**

Knowledge and Practice Examination for Effective Reading Instruction

Detailed Exam Content Outline

This content outline identifies the essential knowledge and practice indicators associated with the three major content areas of the exam (Foundational Concepts, Structured Literacy Planning and Teaching, Ethical Concepts) and identifies the number and type of multiple-choice questions associated with each.

	Cognitive Level			Total
	Recall	Application	Analysis	
1. FOUNDATIONAL CONCEPTS	24	24	6	54
A. Oral and Written Language Learning	6	3	1	10
1. Domains of language processing				
a. describe the importance of the language domains to proficient reading and writing, for example, <ul style="list-style-type: none"> • phonological speech sound • orthographic print • semantic meaning • syntactic sentence level • discourse connected text level 				
b. explain language processes underlying reading and writing				
2. Cognition and behavior				
a. explain how aspects of cognition and behavior affect reading and writing <ul style="list-style-type: none"> • attention • executive function • memory • processing speed • graphomotor control 				
b. recognize when reading difficulties coexist with other cognitive and behavioral challenges				
c. predict literacy outcomes based on research findings in cognition and behavior				
3. Environmental, cultural, and social factors (for example, language spoken at home, language and literacy experiences, cultural values)				
a. describe interactions between reading and writing proficiencies and factors such as environment, culture, or social experiences				
b. predict literacy outcomes based on research findings in environmental, cultural, and social factors				
4. Typical development of oral and written language				
a. identify phases or stages of the typical development of oral and written language				
b. analyze student responses and learning behaviors with respect to phases in oral and written language development				
5. Interrelationships among major components of literacy				

<p>a. explain known relationships among</p> <ul style="list-style-type: none"> • phonological awareness • decoding • spelling • accurate and automatic word recognition • text reading fluency • background knowledge • verbal reasoning skill • vocabulary • comprehension (both listening and text) • writing 				
<p>b. recognize how relationships among these major components of literacy change with reading development</p>				
<p>6. Identify a student's instructional needs at different points of reading and writing development</p>				
<p>7. Goals and expectations</p>				
<p>a. identify goals and expectations aligned with a particular stage of reading and writing development</p>				
<p>b. explain a student's progress towards meeting goals and expectations</p>				

	Cognitive Level			Total
	Recall	Application	Analysis	
1. FOUNDATIONAL CONCEPTS	24	24	6	54
B. Structure of Language	10	7	0	17
1. Phonology				
a. distinguish between phonological and phonemic awareness				
b. compare articulatory features among vowel and consonant phonemes				
c. construct consonant and vowel phoneme inventories				
2. Orthography				
a. map phonemes to graphemes				
b. identify phonetically irregular words				
c. apply common orthographic rules and patterns				
d. associate the spelling of words with their origins and morphemes				
3. Morphology and Semantics				
a. define the meanings and functions of morphemes (affixes, roots and base words, and combining forms)				
b. use common morphemes to define words				
c. provide examples of word associations, antonyms, synonyms, multiple meanings and uses of words				
d. identify morphological and semantic factors and strategies associated with text comprehension				
4. Syntax				
a. distinguish among phrases, dependent clauses, and independent clauses within the structure of a sentence				
b. construct sentences of the simple, compound, and complex types				
c. recognize the parts of speech and the grammatical role of a word in a sentence				
5. Discourse organization				
a. classify text by genre while considering characteristic features (for example, voice, audience, intent, purpose) of each genre				
b. distinguish among structural elements of informational, narrative, and argument texts				
c. identify connecting and transition words within text				
d. identify points at which students may have difficulty making inferences that may interfere with text comprehension				
6. Handwriting				
a. identify correct pencil grip				
b. identify correct letter formation				

				Cognitive Level			
				Recall	Application	Analysis	Total
1. FOUNDATIONAL CONCEPTS				24	24	6	54
C. Recognition and Intervention of Reading Difficulties				4	7	1	12
1. Differentiate among difficulties in text comprehension that are the result of inadequate decoding (i.e., dyslexia), inadequate language comprehension (i.e., specific language disability), or both inadequate decoding and language comprehension (i.e., specific reading disability)							
2. English Language Learners (ELLs) or learners with different dialects							
a. recognize whether reading difficulties are associated with English language acquisition, differences in dialect, and/or learning disabilities							
b. anticipate sounds that will be challenging for an ELL or a student who speaks a different dialect							
c. identify points at which students may have comprehension difficulties due to morphology, syntax, and semantics							
3. Distinguish among mild, moderate, and severe levels of reading difficulty							
4. Classify a student's reading difficulty based on levels of instructional intensity, duration, and scope required to remediate							
5. Implement an intervention plan that addresses student needs							

				Cognitive Level			
				Recall	Application	Analysis	Total
1. FOUNDATIONAL CONCEPTS				24	24	6	54
D. Assessment				4	7	4	15
1. Distinguish among assessment types <ul style="list-style-type: none"> • Screening • Diagnostic • Outcome (high stakes testing) • Progress-monitoring (formative assessment) 							
2. Administer assessments that will inform instruction							
3. Categorize error patterns in oral and written language							
4. Evaluate validity of assessment results							
5. Relate norm-referenced and informal assessment results to literacy difficulties							
6. Use assessment results to describe a student's patterns of strengths and weaknesses							
7. Determine interventions based on assessment results							
8. Document a student's progress toward meeting goals and expectations							
9. Communicate assessment results and progress to students, parents, and other professionals							
10. Solicit additional input from colleagues to better understand learning needs of students							
11. Initiate referrals for additional services and interventions							

	Cognitive Level			Total
	Recall	Application	Analysis	
2. STRUCTURED LITERACY PLANNING AND TEACHING (EXPLICIT, SYSTEMATIC, CUMULATIVE)	8	19	11	38
A. Lesson Planning	2	7	4	13
1. Prescribe goals based on assessment results, student's performance, and progress monitoring				
2. Design instruction that targets the prescribed goals				
3. Design adaptations and modifications to address the needs of students with issues related to <ul style="list-style-type: none"> • learning disabilities • executive function • attention • processing speed • working memory • differences in dialect • English language learning • motivation 				
4. Integrate components based on student needs <ul style="list-style-type: none"> • phonemic awareness • phonics and word recognition • spelling • fluency • vocabulary • text comprehension • written expression 				

	Cognitive Level			Total
	Recall	Application	Analysis	
2. STRUCTURED LITERACY PLANNING AND TEACHING (EXPLICIT, SYSTEMATIC, CUMULATIVE)	8	19	11	38
B. Lesson Implementation	4	9	5	18
1. Adapt instructional pace, format, content, strategy, or emphasis based on student responses during a lesson				
2. Adapt instruction during a lesson to address the needs of students with issues related to <ul style="list-style-type: none"> • learning disabilities • executive function • attention • processing speed • working memory • differences in dialect • English language learning • motivation 				
3. Implement student activities that foster reciprocal relationships among phonological processing, reading, spelling, and vocabulary				
4. Present lesson effectively to maximize engagement and motivation (for example, use eye contact, vary voice tone)				
5. Provide clear, specific, and immediate verbal or nonverbal feedback				
6. Provide sufficient practice				
7. Provide access to technology that facilitates learning				

**Knowledge and Practice Examination for Effective Reading Instruction
Detailed Content Outline**

	Cognitive Level			Total
	Recall	Application	Analysis	
2. STRUCTURED LITERACY PLANNING AND TEACHING (EXPLICIT, SYSTEMATIC, CUMULATIVE)	8	19	11	38
C. Managing Learning Environment	2	3	2	7
1. Manage student behavior to maximize learning				
2. Maximize student time on task during instruction				
3. Create a safe learning environment for all students				
4. Organize materials				

	Cognitive Level			Total
	Recall	Application	Analysis	
3. ETHICAL STANDARDS	2	5	1	8
A. Trust	1	3	1	5
1. Make decisions in the best interest of students				
2. Provide accurate information to students, parents, and other professionals to promote transparency				
3. Acknowledge conflicts of interest when they occur				
4. Support equitable treatment of students with learning differences according to state and federal laws				
B. Respect	1	2	0	3
1. Promote objectivity in the reporting of assessment and intervention results				
2. Keep information of students or clients confidential				
3. Respect the intellectual property of others				
Item Totals	34	48	18	100