



KPEERI HANDBOOK

KNOWLEDGE AND PRACTICE
EXAM EFFECTIVE READING
INSTRUCTION

REVISED 2019

PREPARED BY



the Center for Effective
Reading Instruction

It is your responsibility to read and understand the contents of this handbook before applying for certification and / or the KPEERI.

This handbook contains current information about the criteria and process for applying to take the KPEERI and/or become certified by the Center for Effective Reading Instruction. Please refer to the contents of this handbook for any questions you may have regarding the certification program.

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About The Center for Effective Reading Instruction

The Center for Effective Reading Instruction (CERI) seeks to further evidence-based approaches to reading and learning so that all students acquire the highest levels of literacy and thrive. CERI fulfills its mission by offering certification to teachers and reading interventionists that affirms their knowledge and skills in teaching literacy using a structured approach to language. CERI operates as an independent subsidiary of the International Dyslexia Association (IDA).

The Center for Effective Reading Instruction

40 York Road, 4th Floor

Towson, Maryland 21204

Email: info@effectivereading.org

Website: www.effectivereading.org

Testing Agency

The Center for Effective Reading Instruction contracts with Scantron to provide examination services.

Scantron offers more than 1,100 test center locations in over 100 countries that provide Internet-based and paper-and-pencil testing in a proctored environment.

Scantron: +1 919 572-6880 candidatesupport@scantron.com

Statement of Nondiscrimination

The opportunity to become a CERI Certified Professional is available to all eligible candidates who meet the exam pre-qualifications as identified in the CERI handbook. CERI does not discriminate based on age, gender, race, religion, national origin, marital status, sexual preference, or disability.

If special accommodations are required for the examination, notify CERI. Please refer to the section on accommodations for process of obtaining special accommodations.

Credential Overview

The Structured Literacy Classroom Teacher, Structured Literacy Dyslexia Interventionist, and Structured Literacy Dyslexia Specialist credentials measure an educator's knowledge of structured language as outlined in IDAs Knowledge and Practice Standards for Teachers of Reading (KPS).

Eligibility

In order to sit for the certification exam, a candidate must hold a bachelor's degree. The degree may be in a discipline other than education. It is not required that the candidate complete a training program from an IDA-accredited university or independent teacher preparation program. However, the Knowledge and Practice Standards represent a broad and deep knowledge base of structured language, which accredited programs provide.

About the Certification Examination

The Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) was developed with the input of 1,200 educators. The examination is offered by computer at approximately 1100 Scantron Assessment Centers located throughout the United States and internationally. There are no application deadlines, and a candidate who

meets eligibility requirements may submit an application and fee at any time.

Testing Locations

A current list of Scantron testing sites can be viewed at <http://bit.ly/KPEERISITES>. Specific address information will be provided when a candidate schedules an examination appointment.

Application Procedure

Completion of Application

The examination application can be submitted online at effectivereading.org or completed using the application form in this handbook. Candidates must complete the examination application in full, using their name exactly as it appears on a current government-issued photo ID such as a driver's license or passport.

1. Apply online. The completed application, with all documentation, can be submitted and paid for online at: www.effectivereading.org. Click on "Apply" and follow the simple, step-by-step instructions. Please have your credit card available for online payment of examination and/or certifications fees.
2. Apply by mail. Complete and sign the examination application found in this handbook. A printable form is also available on www.effectivereading.org. Read and follow the directions on the application and in this handbook.

Mail the application, required documentation, and fee(s) to:

The Center for Effective Reading Instruction
40 York Road, 4th Floor
Towson, Maryland 21204

Fees

A fee of \$165 (\$150 plus \$15 registration fee) must be submitted with a complete application to apply and sit for the exam. There is an additional fee for certification. Payment may be made by credit card (Visa, MasterCard, American Express or Discover) or by company check, cashier's check or money order payable to CERI / The Center for Effective Reading Instruction. Cash is not acceptable.

Scheduling an Examination Appointment

After completing your application, you will receive notification of your eligibility by email (Notice to Schedule), including the 60-day period during which you must schedule and take the examination. You may schedule your examination at any time using Scantron's online scheduling system. Follow the simple step-by-step instructions to schedule your examination at a time and location of your choice.

Most test sites will have morning and afternoon testing sessions available. Seats are filled on a first-come, first-served basis, based on test center availability. Candidates will receive confirmation after scheduling their exam including exact test location, date, and time via email, which must be printed and taken to the site on the test date. The candidate should take this document to the site on the test date.

Scheduling Outside of the US and Canada

When you receive your Notice to Schedule (NTS) via email from Scantron, you will have the option of taking the examination outside of the U.S. and Canada. Please note that there is an additional fee of \$65 testing

for international test sites. This additional fee will be collected by secure e-commerce when you submit your scheduling request. PLEASE NOTE: Scantron cannot guarantee the availability of testing sessions at specific international locations, and the international testing locations are subject to change. Scantron will make every effort to accommodate your request wherever possible.

Special Arrangements for Candidates with Disabilities

Candidates with documented visual, physical, hearing or learning disabilities that would prevent them from taking an examination under standard conditions, may request special testing accommodations and arrangements. CERl and Scantron require written documentation of the disability from the candidate's doctor or from another qualified medical professional on the professional's letterhead. This written documentation must accompany the registration form when being submitted to Scantron. There is no extra fee for making these arrangements. Reasonable accommodations provide candidates with disabilities a fair and equal opportunity to demonstrate their knowledge and skill in the essential functions being measured by the examination. Reasonable accommodations are decided based on the individual's specific request, disability, documentation submitted, and appropriateness of the request. Reasonable accommodations do not include steps that fundamentally alter the purpose or nature of the examination. Requests for accommodation must be submitted no later than 30 days prior to the opening of the candidate's preferred testing window, and candidates must submit their scheduling request at least 30 days prior to their preferred test date within the testing window. It is recommended that this documentation be submitted at least 45 days prior to the preferred testing date. For more information regarding reasonable accommodations, please contact CERl at info@effectivereading.org.

Examination Rescheduling/Cancellation

You may cancel or reschedule a testing session up to four (4) business days prior to your testing appointment through the online scheduling system. A \$50 non-refundable fee will apply when you cancel or reschedule your exam appointment

Day of Testing Appointment:	Must Reschedule/ Cancel By:
Monday	Tuesday of the previous week
Tuesday	Wednesday of the previous week
Wednesday	Thursday of the previous week
Thursday	Friday of the previous week
Friday	Monday of the current week
Saturday	Tuesday of the current week

Missed Appointments

A candidate will forfeit the examination registration and all fees paid under the following circumstances:

- The candidate wishes to reschedule an examination but fails to contact Scantron at least 4 business days prior to

the scheduled testing session.

- The candidate fails to report for an examination appointment.

On the Day of Your Examination

On the day of your examination appointment, arrive at the testing center no later than your reporting time. You should bring a copy of your confirmation email containing your appointment information and examination password.

Identification

To gain admission to the testing center, you must present government issued identification. Identification must be current and include your name, signature and photograph. No form of temporary identification will be accepted. The candidate name on the ID must match the candidate name in the scheduling system.

Examples of valid primary forms of identification are: driver's license with photograph; state identification card with photograph; passport; military identification card with photograph.

Candidates must have proper identification to gain admission to the testing center. Failure to provide appropriate identification at the time of the examination is considered a missed appointment. There will be no refund of examination fees.

Prohibited Items:

Candidates are expressly prohibited from bringing the following items to the test site:

- cameras, cell phones, optical readers, or other electronic devices that include the ability to photograph, photocopy or otherwise copy test materials,
- notes, books, dictionaries or language dictionaries,
- book bags or luggage,
- purses or handbags,
- iPods, mp3 players, tablets, headphones, or pagers,
- calculators, computers, PDAs, or other electronic devices with one or more memories,
- personal writing utensils (i.e., pencils, pens, and highlighters),
- Google and smart glasses (any glasses with any electronics),
- watches,
- food and beverage, and
- coats and jackets.
- Hats, hoods, or other headwear are not permitted in the examination room unless required for religious purposes. All items are subject to inspection by the proctor if suspicious behavior is detected.
- Please note that sweaters and sweatshirts *without pockets or hoods* are **permitted**.

If the proctor determines that you have brought any such items to the test site, they may be demanded and held by Scantron testing staff. Scantron reserves the right to review the memory of any electronic device to determine whether any test materials have been photographed or otherwise copied. If the review determines that any test materials are in the memory of any such device, Scantron reserves the right to delete such materials and/or retain them for subsequent disciplinary action. Upon completion of the review and any applicable deletions, Scantron will return your

device to you, but will not be responsible for the deletion of any materials that may result from our review, whether or not such materials are test materials. By bringing any such device into the test site in violation of our policies, you expressly waive any confidentiality or other similar rights with respect to your device, our review of the memory of your device and/or the deletion of any materials. Scantron, the examination site, and the test administration staff are not liable for lost or damaged items brought to the examination site. Any aides for candidates with an injury or disability e.g. canes, crutches, slings, wheelchairs etc. may also be inspected.

Misconduct

If you engage in any of the following conduct during the examination you may be dismissed, your scores will not be reported, and examination fees will not be refunded. Examples of misconduct are when you:

- Create a disturbance, are abusive or otherwise uncooperative;
- Display and/or use electronic communications devices such as pagers, cellular/smart phones;
- Talk or participate in conversation with other examination candidates;
- Give or receive help or are suspected of doing so;
- Leave the Assessment Center during the administration;
- Attempt to record examination questions or make notes;
- Attempt to take the examination for someone else;
- Are observed with personal belongings, or
- Are observed with unauthorized notes, books or other aids.

Sample Test

Prior to attempting the timed examination, you will be given the opportunity to practice taking a test in the test delivery system. The time you use for this sample examination is not counted as part of your examination time. When you are comfortable with the testing environment, you may exit the practice session and begin the timed examination.

Timed Examination

The examination contains 110 multiple-choice questions (100 scored and 10 non-scored pretest questions). Two hours are allotted to complete the examination.

Following the Examination

After completing the examination, candidates are asked to answer a short evaluation of their examination experience. Candidates will then receive a score report on the screen, and the proctor will provide a printed copy.

If You Pass the Examination

If you pass the examination, your scores will be sent by Scantron to CERI. Candidates that applied for CERI Certification will receive the CERI certificate within 4 weeks.

Once you receive confirmation from CERI, you will be allowed to use the designation Certified Structured Literacy Teacher, Interventionist, or Specialist.

If You Do Not Pass the Examination

If you do not pass the examination, you may reapply to take the exam after a 30-day waiting period.

Confidentiality

Information about candidates for testing and their examination results are considered confidential. Studies and reports concerning candidates will contain no information identifiable with any candidate, unless authorized by the candidate. Application to take the KPEERI through CERI authorizes CERI to receive exam outcomes including candidate identification information.

Copyrighted Examination Questions

All examination questions are the copyrighted property of the International Dyslexia Association. It is forbidden under federal copyright law to copy, reproduce, record, distribute, or display these examination questions by any means, in whole or in part. Doing so may subject you to severe civil and criminal penalties.

Maintaining Your Certification

Individuals who become certified will be required to complete 10 hours (1 CEU) of professional development each year. A list of acceptable courses, conferences and other activities will be made available on the CERI website in the coming months.

Content of Examination

The Certification Examination for Effective Reading Instruction is based upon three major content areas. Each of those content areas is briefly outlined in the following pages, with the number of examination questions devoted to each major content area noted. The examination is composed of 100 scored questions.

Pretest Questions

In addition to the 100 scored questions, the examination also includes an additional 10 pretest questions. You will be asked to answer these questions; however, they will not be included in the scored examination result. Pretest questions will be disbursed within the examination, and you will not be able to determine which of the questions are being pretested and which will be included in your score. This is necessary to ensure that candidates answer pretest questions in the same manner as they do scored questions. This allows the question to be validated as accurate and appropriate before it is included as a measure of candidate competency.

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

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Knowledge and Practice Examination for Effective Reading Instruction Detailed Content Outline		Cognitive Level			Total
		Recall	Application	Analysis	
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				
a.	explain known relationships among <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 				
b.	recognize how relationships among these major components of literacy change with reading development				
6.	Identify a student's instructional needs at different points of reading and writing development				
7.	Goals and expectations				
a.	identify goals and expectations aligned with a particular stage of reading and writing development				
b.	explain a student's progress towards meeting goals and expectations				
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				

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Knowledge and Practice Examination for Effective Reading Instruction Detailed Content Outline	Cognitive Level			Total
	Recall	Application	Analysis	
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				
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)				

Knowledge and Practice Examination for Effective Reading Instruction Detailed Content Outline		Cognitive Level			Total
		Recall	Application	Analysis	
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				
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				
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				

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Knowledge and Practice Examination for Effective Reading Instruction Detailed Content Outline		Cognitive Level			Total
		Recall	Application	Analysis	
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 				
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)				

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Knowledge and Practice Examination for Effective Reading Instruction Detailed Content Outline		Cognitive Level			Total
		Recall	Application	Analysis	
5.	Provide clear, specific, and immediate verbal or nonverbal feedback				
6.	Provide sufficient practice				
7.	Provide access to technology that facilitates learning				
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				
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				
Totals		34	48	18	100

School Age	Target	Range
1. Pre-Kindergarten and Kindergarten	12	8 to 16
2. Elementary School	19	12 to 26
3. Middle School and High School	15	10 to 20
4. Adult	4	2 to 6
5. General	50	32 to 68
Total	100	

*Each new test form will include one 10-item pretest set (e.g., 1A, 2A).

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Sample Examination Questions

The certification exam consists of 110 multiple-choice questions. There are three types of multiple-choice exam items: recall (34%), application (48%), and analysis (18%).

- 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
- 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.
- 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 steep 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**

Preparation Tips

The certification exam is based on the content of the Knowledge and Practice Standards for Teachers of Reading, a comprehensive evidence-based compendium of the knowledge and skills that are necessary to teach reading effectively. Candidates should become familiar with this document, which can be downloaded [HERE](#).

Resources and References

To help candidates prepare for the certification exam, CERI has partnered with Reading Rockets, the public broadcasting website, to offer supplemental information through their online First-year Teacher Training Modules. Visit www.readingrockets.org for more information.

In lieu of or in addition to the modules, the following resources will help prepare prospective examinees:

- Expert Perspectives on Interventions for Reading by L.C. Moats, K.E. Dakin, & R.M. Joshi (2012)
- Fundamentals of Literacy Instruction and Assessment, Pre-K-6 by M. Hougen & S. Smartt (2012)
- Multisensory Teaching of Basic Language Skills by J.S. Birsh (2011)