

Knowledge and Practice Examination for Effective Reading Instruction (KPEERI)

What Is KPEERI?

The **Knowledge and Practice Examination for Effective Reading Instruction (KPEERI)** is a standardized exam. KPEERI was designed to measure an individual's understanding of literacy development, literacy difficulties, and Structured Literacy based educational techniques and principles as detailed in the Knowledge and Practice Standards for Teachers of Reading (KPS).

The exam was developed by the **International Dyslexia Association (IDA)** with a community of literacy experts and input from 1,200 educators.

Reasons To Take KPEERI?

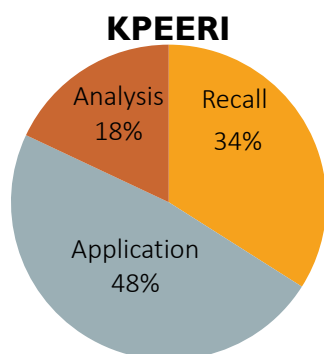
- Strengthens an educator's ability to implement Structured Literacy Instruction.
- Informs a district of its alignment with state and federal laws.
- Allows districts to focus resources for educators responsible for literacy instruction.

Who Should Take KPEERI?

- Classroom teachers, particularly PreK-3 Pre-service teachers
- Dyslexia practitioners and Therapists Interventionists
- Literacy Coaches
- Clinicians
- Pre-service and in-service providers
- Parents and students
- Graduates of IDA Accredited programs

For more information related to accredited programs can be found on IDA's website at <http://www.dyslexiaida.org> or
For more information about KPEERI, visit: <https://effectivereading.org/about-ceri/>

What Is The Format Of KPEERI?



2 hour exam
100 questions
Bachelor's degree or higher

Introducing CERI

Instruction (CERI) is in charge of giving and monitoring the KPEERI examination.

CERI also promotes IDA's KPS found below:

Standard 1 – Foundations of Literacy Acquisition

Standard 2 – Knowledge of Diverse Reading Profiles, Including Dyslexia

Standard 3 – Assessment

Standard 4 – Structured Literacy Instruction

Standard 5 – Professional Dispositions and Practices

How Does Structured Literacy Impact KPEERI?

Structured Literacy is an approach to reading instruction that is beneficial for students in a general education setting and necessary for students at risk for reading difficulties due to a variety of factors (e.g. low socio-economic status, status as an English learner) as well as students with disabilities.