



CERTIFIED EXAMINATION FOR EFFECTIVE READING INSTRUCTION

Certified Structured
Literacy Teacher

Certified Structured
Literacy Interventionist

Candidate Handbook 2016

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

This handbook contains current information about the criteria and process for applying to be a Certified Structured Literacy Teacher and a Certified Structured Literacy Interventionist. Please refer to the contents of this handbook for any questions you may have regarding the certification program.

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 affiliate of the International Dyslexia Association (IDA).

Testing Agency

The Center for Effective Reading Instruction contracts with AMP, a PSI business, to provide examination services. AMP provides administrative support for the certification process, including examination development, validation, and administration. AMP carefully adheres to industry standards for development of practice-related, criterion-referenced examinations to assess competency.

AMP offers a full range of services, including practice analyses and development of examination specifications, psychometric guidance to committees of content experts during examination question writing, development of content, valid examination instruments, publishing, examination administration, scoring, and reporting examination results.

Center for Effective Reading Instruction

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Baltimore, MD 21204

Email: info@effectivereading.org

Website: www.effectivereading.org

AMP, a PSI business

18000 W. 105th St.

Olathe, KS 66061-7543

Tel: 913-895-4600 • Fax: 913-895-4650

Email: info@goAMP.com

Website: www.goAMP.com

Statement of Nondiscrimination

The opportunity to become a Structured Literacy Teacher and a Structured Literacy Interventionist is available to all eligible candidates who meet the exam prequalifications as identified in the handbook. CERI does not discriminate on the basis of age, gender, race, religion, national origin, marital status, sexual preference, or disability.

If special accommodations are required for the examination, notify AMP at 888-519-9901.

Credential Overview

The Structured Literacy Teacher and Structured Literacy Interventionist credentials measure an educator's knowledge of structured language as outlined in CERI's Knowledge and Practice Standards for Teachers of Reading.

To obtain certification as a Certified Structured Literacy Teacher (Tier 1), a candidate must pass the certification exam.

To obtain certification as a Certified Structured Literacy Interventionist (Tier 2), in addition to passing the certification exam a candidate must complete a structured literacy practicum that is approved by CERI. See the Practicum section at www.effectivereading.org for more information.

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 a CERI or 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 these programs provide.

About the Certification Examination

The Certified Examination for Effective Reading Instruction was developed with the input of 1,200 educators. The examination is offered by computer at approximately 190 AMP Assessment Centers located throughout the United States. There are no application deadlines, and a candidate who meets eligibility requirements may submit an application and fee at any time. The examination is administered by appointment only Monday through Saturday at 9:00 a.m. and 1:30 p.m. Candidates are scheduled on a first-come, first-serve basis.

The examination is not offered on the following holidays:

- New Year's Day
- Martin Luther King Jr. Day
- Presidents' Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans' Day
- Thanksgiving Day (and the following Friday)
- Christmas Eve
- Christmas Day
- New Year's Eve

Assessment Center Locations

A current list of Assessment Centers can be viewed at www.goAMP.com. 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 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 (if required), can be submitted and paid for online at: www.goAMP.com. Click on "Schedule/Apply For An Exam" and follow the simple, step-by-step instructions to choose your examination program and register for the examination. Please have your credit card available for online payment of examination fees.
2. **Apply by mail.** Complete and sign the examination application found in this handbook. An electronic form is available on www.goAMP.com. Read and follow the directions on the application and in this handbook.

Mail the application, required documentation, and fee(s) to: **AMP, CERI Examination, 18000 W. 105th St., Olathe, KS 66061-7543.**

Fees

An administrative fee of \$150 must be submitted with a complete examination application to apply and sit for the exam. 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 AMP. Cash and personal checks are not acceptable.

Credit card transactions that are declined will be subject to a \$25 handling fee. A certified check or money order for the amount due, including the handling fee, must be sent to AMP to cover declined credit card transactions.

Scheduling an Examination Appointment

After you have registered for the examination, you will receive notification of your eligibility by email and/or letter, including the 90-day period during which you must schedule and take the examination. You may schedule the examination by one of the following methods:

1. **Schedule online:** Schedule a testing appointment online at any time by using AMP's Online Application/

Scheduling service at www.goAMP.com. To use this service follow these steps: Go to www.goAMP.com and select "Schedule/Apply For An Exam". Follow the simple step-by-step instructions to choose your examination program and schedule your examination.

2. **Schedule by phone:** Call AMP toll-free at 888-519-9901 to schedule an examination appointment from 7:00 a.m. to 9:00 p.m. (Central Time) Monday through Thursday, 7:00 a.m. to 7:00 p.m. on Fridays, and 8:30 a.m. to 5:00 p.m. on Saturdays.

When you contact AMP to schedule an appointment, please be prepared to confirm a date and location for testing and to provide your name and candidate identification number (from AMP's email scheduling notice). All individuals are scheduled on a first-come, first-served basis. Refer to the following chart.

If you call AMP by 3:00 p.m. Central Time on...	Depending on availability, your examination may be scheduled beginning...
Monday	Wednesday
Tuesday	Thursday
Wednesday	Friday/Saturday
Thursday	Monday
Friday	Tuesday

Special Arrangements for Candidates with Disabilities

AMP is interested in ensuring that no individual with a disability is deprived of the opportunity to take the examination solely by reason of that disability. AMP will provide reasonable accommodations for candidates with disabilities.

1. Wheelchair access is available at all established assessment centers. Candidates must advise AMP at the time of registration that wheelchair access is necessary.
2. Candidates with visual, sensory, or physical disabilities that would prevent them from taking the examination under standard conditions may request special accommodations and arrangements. Please inform AMP of your need for special accommodations by completing the Request for Special Examination Accommodations form, and contacting AMP at 888-519-9901.

Verification of the disability and a statement of the specific type of assistance needed must be made in writing to AMP at least 45 calendar days prior to your desired examination date by completing the Request for Special Examination Accommodations form. AMP will review the submitted forms and will contact you regarding the decision for accommodations.

Examination Appointment Changes

Candidates may reschedule their appointment for a future date **on one occasion per examination fee paid**. Candidates who desire to change their appointment must call AMP at 888-519-9901 at least two business days prior to the examination. Candidates who wish to change their appointment within two days of the examination will not be refunded their examination fee and will be required to pay the entire examination fee for any future examinations.

If your Examination is scheduled on...	AMP must be contacted by 3:00 p.m. Central Time to reschedule the examination by the previous...
Monday	Wednesday
Tuesday	Thursday
Wednesday	Friday
Thursday	Monday
Friday	Tuesday

Missed Appointments/Cancellations

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 AMP at least two business days prior to the scheduled testing session.
- The candidate wishes to reschedule a second time.
- The candidate appears more than 15 minutes late for an examination.
- The candidate fails to report for an examination appointment.

Inclement Weather/Power Failure/Other Emergency

In the event of inclement weather or unforeseen emergencies on the day of an examination, AMP will determine whether circumstances warrant the cancellation, and subsequent rescheduling, of an examination. The examination will usually not be rescheduled if the Assessment Center personnel are able to open the Assessment Center.

You may visit AMP's website at www.goAMP.com prior to the examination to determine if AMP has been advised that any Assessment Centers are closed. Every attempt is made to administer the examination as scheduled; however, should an examination be canceled at an Assessment Center, all scheduled candidates will receive notification following the examination regarding rescheduling or reapplication procedures.

For computer based examinations, if power to an Assessment Center is temporarily interrupted during an administration, your examination will be restarted. The responses provided up to the point of interruption will be intact.

Cancellations

Candidates who fail to arrive at the Assessment Center on the date and time they are scheduled for examination will not be refunded any portion of their examination fees and must reregister; examination fees may not be transferred to another appointment. Candidates who arrive more than 15 minutes late for an appointment will not be admitted, will forfeit their examination fee, and must reregister.

On the Day of Your Examination

On the day of your examination appointment, report to the Assessment Center no later than your scheduled time. Once you enter the building, look for the signs indicating AMP Assessment Center check-in. **A candidate who arrives more than 15 minutes after the scheduled examination time will not be admitted.**

Identification

To gain admission to the Assessment Center, you must present two forms of identification. The primary form must be government issued, current and include your name, signature and photograph. No form of temporary identification will be accepted. You will also be required to sign a roster for verification of identity.

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

The secondary form of identification must display your name and signature for signature verification (e.g., credit card with signature, social security card with signature, employment/student ID card with signature).

If your name on your registration is different than it appears on your identification, you must bring proof of your name change (e.g., marriage license, divorce decree or court order).

Candidates must have proper identification to gain admission to the Assessment 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.

Security

AMP administration and security standards are designed to ensure all candidates are provided the same opportunity to demonstrate their abilities. The Assessment Center is continuously monitored by audio and video surveillance equipment for security purposes. The following security procedures apply during the examination:

- Examinations are proprietary. No cameras, notes, tape recorders, pagers or cellular/smart phones are allowed in the testing room. Possession of a cellular/smart phone or other electronic devices is strictly prohibited and will result in dismissal from the examination.
- No calculators are allowed, nor is one required for the examination.
- No guests, visitors or family members are allowed in the testing room or reception areas.
- Candidates may be subjected to a metal detection scan upon entering the examination room.

Personal Belongings

No personal items, valuables or weapons should be brought to the Assessment Center. Only wallets and keys are permitted. Large coats and jackets must be left outside the testing room. You will be provided a soft locker to store your wallet and/or keys with you in the testing room. The proctor will lock the soft locker prior to you entering the testing room. You will not have access to these items until after the examination is completed. Please note the following items will not be allowed in the testing room except securely locked in the soft locker.

- watches
- hats
- wallets
- keys

Once you have placed your personal belongings into the soft locker, you will be asked to pull out your pockets to ensure they are empty. If you bring personal items that will not fit in the soft locker, you will not be able to test. The site will not store or be responsible for your personal belongings.

If any personal items are observed or heard (such as cellular/smart phones, alarms) in the testing room after the examination is started, you will be dismissed and the administration will be forfeited.

Examination Restrictions

- Pencils will be provided during check-in.
- You will be provided with one piece of scratch paper to use during the examination, unless noted on the sign-in roster for a particular candidate. You must return the scratch paper to the proctor at the completion of testing or you will not receive your score report.
- No documents or notes of any kind may be removed from the Assessment Center.
- No questions concerning the content of the examination may be asked during the examination.
- Eating, drinking or smoking is not permitted in the Assessment Center.
- You may take a break whenever you wish, but you will not be allowed additional time to make up for time lost during breaks.

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.

Computer Login

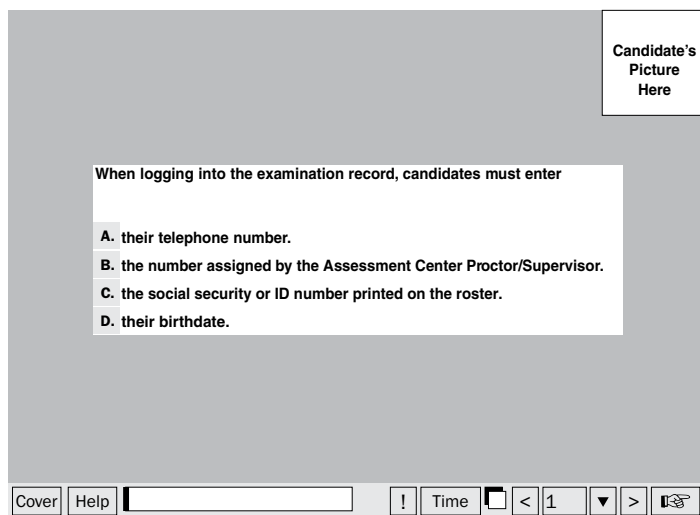
After your identification has been confirmed, you will be directed to a testing carrel. You will be prompted on-screen to enter your candidate identification number. Your photograph will be taken, and it will remain on-screen throughout your examination session. This photograph will also print on your score report.

Practice Examination

Prior to attempting the timed examination, you will be given the opportunity to practice taking an examination on computer. The time you use for this practice examination is not counted as part of your examination time. When you are comfortable with the computer testing process, you may quit the practice session and begin the timed examination.

Timed Examination

Following the practice examination, you will begin the timed examination. Before beginning, instructions for taking the examination are provided on-screen. The examination contains 110 multiple-choice questions (100 scored and 10 nonscored pretest questions). Two hours are allotted to complete the examination. The following is a sample of what the computer screen will look like when candidates are attempting the examination:



The computer monitors the time you spend on the examination. The examination will terminate if you exceed the time limit. You may click on the "Time" button in the lower right portion of the screen to monitor your time. A digital clock indicates the time remaining for you to complete the examination. The time feature may also be turned off during the examination.

Only one examination question is presented at a time. The question number appears in the lower right portion of the screen. The entire examination question appears on-screen. **Indicate your choice by either entering the letter of the option you think is correct (A, B, C, or D) or clicking on the option using the mouse.** To change your answer, enter a different option by typing A, B, C, or D or clicking on the option using the mouse. You may change your answer as many times as you wish during the examination time limit.

To move to the next question, click on the forward arrow (>) in the lower right portion of the screen. This action will move you forward through the examination question by question. If you wish to review any questions, click the backward arrow (<) or use the left arrow key to move backward through the examination.

A question may be left unanswered for return later in the examination session. Questions may also be bookmarked for later review by clicking in the blank square to the right of the Time button. Click on the hand icon to advance to the next unanswered or bookmarked question on the examination. To identify all unanswered and bookmarked questions, repeatedly click on the hand icon.

When the examination is completed, the number of questions answered is reported. If not all questions have been answered and there is time remaining, return to the examination and answer those questions. Be sure to answer each question before ending the examination.

There is no penalty for guessing.

Online comments may be entered for any question by clicking on the button displaying an exclamation point (!) to the left of the Time button. This opens a dialog box where comments may be entered. Comments will be reviewed, but individual responses will not be provided.

Failing to Report for an Examination

A candidate who fails to report for an examination forfeits the application and all fees paid to take the examination. A completed application and examination fee are required to reapply for examination.

Following the Examination

After completing the examination, candidates are asked to answer a short evaluation of their examination experience. Then, candidates are instructed to report to the proctor to receive their examination completion report. Scores are reported in written form only, in person or by U.S. mail. Scores are not reported over the telephone, by electronic mail, or by facsimile.

If You Pass the Examination

If you pass the examination, your scores will be sent by AMP to CERI. Candidates applying for Tier 1 certification must submit the required application (available at the CERI website at www.effectivereading.org) along with the necessary documentation and fees to CERI to receive notice of certification. For Tier 1 certification, the certification fee is \$150 (with an annual certification fee of \$50).

Candidates applying for Tier 2 certification must submit the required application (available at www.effectivereading.org) along with the necessary documentation and fees. The certification fee is \$250 (with an annual certification fee of \$75).

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

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.

Scores Cancelled by CERI or AMP

CERI is responsible for the integrity of the scores it reports. On occasion, occurrences such as computer malfunction or misconduct by a candidate may cause a score to be suspect. CERI is committed to rectifying such discrepancies as expeditiously as possible. CERI may void examination results if, upon investigation, violation of its regulations is discovered.

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.

Copyrighted Examination Questions

All examination questions are the copyrighted property of CERI. 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.

Verification of Scores

In computer-delivered testing, the computer accepts responses from a keyboard or mouse in digitized form. As a result, computer-administered testing eliminates problems that may have previously arisen with scanning paper-and-pencil answer sheets since all responses are recorded by candidates during their examination. However, verification of examination scores from electronic responses can be requested in writing for a fee of \$25. Requests must be submitted to AMP, in writing, no later than 12 months after the examination administration date, and must include the candidate's name, identification number, mailing address, and examination date. Please allow 10 business days for processing requests. Requests should be mailed to AMP, 18000 W. 105th St., Olathe, KS 66061.

Duplicate Score Report

Candidates may purchase additional copies of their score reports at a cost of \$25 per copy. Requests must be submitted to AMP, in writing, within 12 months of the examination. The request must include the candidate's name, mailing address, telephone number, date of examination, and examination taken. Submit this information with the required fee payable to AMP. Duplicate score reports will be mailed within approximately five business days after receipt of the request and fee.

Maintaining Your Certification

Individuals who become certified will be required to complete 10 hours 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.

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.

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

Certification Examination for Effective Reading Instruction Detailed Content Outline* <small>Items are linked to open cells.</small>	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				

Certification Examination for Effective Reading Instruction Detailed Content Outline*		Cognitive Level			Total
		Recall	Application	Analysis	
Items are linked to open cells.					
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				

Certification Examination for Effective Reading Instruction Detailed Content Outline*	Cognitive Level			Total
	Recall	Application	Analysis	
Items are linked to open cells.				
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)				

Certification Examination for Effective Reading Instruction Detailed Content Outline*		Cognitive Level			Total
		Recall	Application	Analysis	
Items are linked to open cells.					
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				

Certification Examination for Effective Reading Instruction Detailed Content Outline*	Cognitive Level			Total
	Recall	Application	Analysis	
Items are linked to open cells.				
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)				

Certification Examination for Effective Reading Instruction Detailed Content Outline*	Cognitive Level			Total
	Recall	Application	Analysis	
Items are linked to open cells.				
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).

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 from the CERI website at www.effectivereading.org.

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.R. Birsh (2011)



THE CENTER FOR EFFECTIVE READING INSTRUCTION

Certified Examination for Effective Reading Instruction

EXAMINATION APPLICATION

To apply for the CERI Examination, complete this application and **return it with the examination fee to:**
AMP, CERI Examination, 18000 W. 105th St., Olathe, KS 66061-7543 • PHONE: 888-519-9901 • FAX: 913-895-4651

CANDIDATE INFORMATION

Name (Last, First, Middle Initial)	Former name if exam was taken previously under a different name.
Name of Facility/Company/Organization	Title
Preferred Mailing Address (Street Address, City, State/Province, Zip/Postal Code, Country)	
Preferred Telephone Number	Email Address

APPLICATION STATUS

- I am applying as a new candidate.
- I am applying as a reapplicant, i.e., retaking the test.

ELIGIBILITY REQUIREMENTS

I have a Bachelor's Degree from a University in good standing.

- Yes
- No

SPECIAL ACCOMMODATIONS

Do you require special disability related accommodations during testing? No Yes

If yes, please complete the *Request for Special Examination Accommodations* form included in the handbook and submit it with the application and fee at least 45 days prior to the desired testing date.

EXAMINATION FEE

Payment may be made by credit card, company check, cashier's check or money order made payable to AMP.

- Administrative Fee: \$150

If payment is made by credit card, complete the following:

- VISA MasterCard American Express Discover

I agree to pay the amount indicated according to card issuer agreement.

Credit Card Number

Expiration Date

Your Name as it Appears on the Card

Signature



THE CENTER FOR EFFECTIVE READING INSTRUCTION
Certified Examination for Effective Reading Instruction
EXAMINATION APPLICATION

DEMOGRAPHIC INFORMATION: The following demographic information is requested.

1. Which of the following best describes the nature of your work?

- 1 Classroom teacher
- 2 Reading intervention in school setting
- 3 Clinical practice
- 4 Other

2. How many years have you worked in reading and/or reading intervention?

- 1 0-3 years
- 2 4-10 years
- 3 11-15 years
- 4 16-20 years
- 5 More than 20 years

3. Please indicate what training you have received in structured literacy: _____

SIGNATURE

I certify that I have read all portions of the CERI Candidate Handbook and agree to abide by regulations contained therein. I certify that I am eligible to take this CERI Examination and the information I have submitted in this application is complete and correct to the best of my knowledge and belief. I understand that, if the information I have submitted is found to be incomplete or inaccurate, my application may be rejected or my CERI Examination results may be delayed or voided.

Name (please print): _____

Signature: _____ Date: _____



Request for Special Examination Accommodations

If you have a disability covered by the Americans with Disabilities Act, **please complete this form and the Documentation of Disability-Related Needs on the reverse side and submit it with your application at least 45 days prior to your requested examination date.** The information you provide and any documentation regarding your disability and your need for accommodation in testing will be treated with strict confidentiality.

Candidate Information

Candidate ID # _____ Requested Assessment Center: _____

Name (Last, First, Middle Initial, Former Name)

Mailing Address

City State Zip Code

Daytime Telephone Number Email Address

Special Accommodations

I request special accommodations for the _____ examination.

Please provide (check all that apply):

- Reader
- Extended testing time (time and a half)
- Reduced distraction environment
- Please specify below if other special accommodations are needed.

Comments: _____

PLEASE READ AND SIGN:

I give my permission for my diagnosing professional to discuss with AMP staff my records and history as they relate to the requested accommodation.

Signature: _____ Date: _____

**Return this form with your examination application and fee to:
Examination Services, AMP, 18000 W. 105th St., Olathe, KS 66061-7543
If you have questions, call Candidate Services at 888-519-9901.**



Documentation of Disability-Related Needs

Please have this section completed by an appropriate professional (education professional, physician, psychologist, psychiatrist) to ensure that AMP is able to provide the required accommodations.

Professional Documentation

I have known _____ since ____ / ____ / ____ in my capacity as a
Candidate Name Date

My Professional Title

The candidate discussed with me the nature of the test to be administered. It is my opinion that, because of this candidate's disability described below, he/she should be accommodated by providing the special arrangements listed on the reverse side.

Description of Disability: _____

Signed: _____ Title: _____

Printed Name: _____

Address: _____

Telephone Number: _____ Email Address: _____

Date: _____ License # (if applicable): _____

**Return this form with your examination application and fee to:
Examination Services, AMP, 18000 W. 105th St., Olathe, KS 66061-7543
If you have questions, call Candidate Services at 888-519-9901.**