**Inter-Rater Reliability (IRR) Meetings**

*This information applies to course-embedded (common) assessments administered in initial and advanced teacher education programs. These assessments serve as evidence of students’ knowledge and skills and are used as part of our NCATE accreditation process.

<table>
<thead>
<tr>
<th>Purpose and Overview of Inter-Rater Reliability (IRR) Meetings</th>
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<td>The primary purposes of the IRR meetings are to determine and strengthen inter-rater reliability of assessments; however, the meetings also enhance consistency in instructors’ approaches to the assignments, build collegiality, and improve the quality of our course-embedded assessments.</td>
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<td>Please note: <strong>Any changes</strong> to course-embedded assessments need to be facilitated through an IRR meeting to order to ensure consistency among all TE programs for purposes of aggregating and reporting data through the Assessment Database.</td>
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**Scheduling an IRR Meeting**

Please contact Assistant NCATE coordinator: Nicole Barnes at barness@mail.montclair.edu.

**Process for Inter-Rater Reliability Meetings**

1. NCATE coordinator(s) and Department chair identify course-embedded assessment for review OR faculty (i.e., course/program coordinator) requests IRR meeting in response to data discussion meetings.
2. The Program Administrator, CEHS Dean’s Office, or Assistant NCATE coordinator schedules the IRR meeting with instructors. (Department chairs are invited to attend.)
3. The Assistant NCATE coordinator selects 2-3 student samples (typically one each rated at *exceeds, meets, and does not meet expectations* level) and creates blind pdf copies for instructors’ review.
4. Instructors receive 3-4 blind samples of student work (via email) to rate independently using the rubrics. Instructors are asked to complete ratings before the IRR meeting.
5. **IRR Meeting**
   a. Instructors discuss data from the previous two iterations of that particular assessment (if they did not already do so at a data discussion meeting).
      i. They identify trends and possible areas for how to improve the assessment.
   b. Instructors share ratings and corresponding rationales.
      i. They identify differences in ratings and rationales and identify areas in the task instructions and rubrics to clarify/revise.
   c. If needed, the Assistant NCATE coordinator facilitates discussion of revisions to rubric and task instructions (a process that may take several meetings).
6. If needed, revised documents are emailed to instructors and sometimes several versions are exchanged until there is consensus. Changes are tracked within Microsoft Word.
7. The CEHS Dean’s Office Program Administrator sends the final version of all documents to department staff and uploads them to the Assessment System website. Course/program coordinators distribute the revised assessment to course instructors.

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