

# Accuracy of Implementation Rating Scale (AIRS) Practice Exercises

**The purpose of this activity:** Inter-rater reliability is vital to obtaining quality data. Data must be obtained accurately, with consistency, and by the examiner carefully following the standardized directions in order to help ensure the reliability, validity, and proper utility of the data obtained.

It is not uncommon for examiners, new to a test, to initially administer and score measures with consistency. However, as time passes and rigor is relaxed—even unintentionally—it results in a phenomenon called “examiner drift.” When testing is not conducted with accuracy and consistency, the validity and utility of the data are lost.

It is recommended that inter-rater reliability (IRR) checks for AIMSweb® testing be conducted on a routine basis, ensuring examiners are kept fluent and consistent in their administration and scoring skills. The following exercise will serve as both an “IRR check,” as well as a model with which you may use when conducting future inter-rater reliability exercises at your sites.

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**Directions:** This activity is optimal for a group size of three examiners.

1. Nominate one person from your group to be the mock “student reader.”
2. Nominate one person to complete the Accuracy of Implementation Rating Scale (AIRS).
3. Nominate one person to score the “Student Reader” as he/she reads the passage.
  - Student Reader:** Take a moment to confidentially pre-mark an assortment of words on the passage that you will soon intentionally read incorrectly. (You will later use this to compare your true results with that of the examiners who scored your performance.)
  - Examiner:** Read the administration and scoring directions aloud to the student reader. (Found on page 3.) You may either use your own timer, or the leader of this activity may choose to use a single timer for everyone in the room. As the “Student Reader” proceeds, score his/her performance according to the administration and scoring rules for Oral Reading (R-CBM).
  - AIRS Rater:** Score the examiner based on the AIRS Criteria on page two. 4. Once the Student Reader is finished, review your data. An accuracy rate of 95% or better is considered acceptable for the examiner scoring the “Student Reader.”
4. Rotate roles and repeat the activity (using a different passage) until all in your group have had the chance to be a Student Reader, examiner, and AIRS rater.

## Accuracy of Implementation Rating Scale (AIRS)

Examiner: \_\_\_\_\_

Observer: \_\_\_\_\_

X = completed accurately    O = incorrect

### Testing Procedure

	Observation				
	1	2	3	4	5
Places student copy in front of reader.	___	___	___	___	___
Places examiner copy out of view of reader.	___	___	___	___	___
Seated appropriate distance from reader.	___	___	___	___	___
Says standardized directions.	___	___	___	___	___
Says "Begin".	___	___	___	___	___
Starts stopwatch at correct time (after student says first word).	___	___	___	___	___
Marks errors on examiner copy.	___	___	___	___	___
Times accurately for 1 minute.	___	___	___	___	___
Stays "Stop".	___	___	___	___	___
Stops stopwatch.	___	___	___	___	___
Marks last word read with a bracket.	___	___	___	___	___
Turns off tape recorder (optional).	___	___	___	___	___
Determines WRC and Errors.	___	___	___	___	___
Records score as WRC/Errors.	___	___	___	___	___

# **Reading Curriculum-Based Measurement (R-CBM)**

## ***Directions***

### **R-CBM Standard Directions for 1-Minute Administration**

1. Place the unnumbered copy in front of the student.
2. Place the numbered copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:  

“When I say begin, start reading out loud at the top of the page. Read across the page (demonstrate by pointing). Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to do your best reading. Are there any questions? (Pause.)
4. Say:  
“Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.
5. Follow along on the examiner copy. Put a slash (/) through words read incorrectly
6. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
7. Score and summarize by writing WRC/errors.

## Practice Exercise 1 (Student)

Andy was one of the many ants who worked daily in the anthill. Every day Andy and the other ants would wake up and go off to work. Andy's job was to carry pieces of sand up the side of the anthill to build it higher. Andy thought his job was really boring. Who would find carrying pieces of sand interesting? All Andy did day after day was stack tiny pieces of sand on top of other tiny pieces of sand. Where was the challenge in that?

All Andy really wanted was to create a daring new kind of anthill. He wanted to build a modern castle. He could see the castle in his mind, and that goal made him continue his daily grind.

One day Andy spoke to his friend, Sally. He took a chance and told her about his dream. "I don't want to build anthills, Sally. I want to build a modern castle."

"I don't know, Andy," said Sally. "Ants have lived in anthills for a very long time."

"I need to tell someone who will understand," Andy thought.

The next day Andy went to see Queen Ant. He shook with fear as he knocked on her door.

"Come in," said a low, pretty voice.

Andy stepped inside the queen's chambers. There were beautiful pictures on the walls and a bright carpet underfoot. The queen wore a golden crown. She was much bigger than Andy.

"Who are you, and what do you want?" she said to Andy.

Andy showed her his plans for building a castle. "You are a lovely queen," Andy told her. "Lovely queens should live in castles. I'm the ant who knows how to build them."

"You are right," the queen said. "You may start building my castle tomorrow."

Number of Words Read Correct: \_\_\_\_\_

Number of Errors: \_\_\_\_\_

## Practice Exercise 1 (Primary Examiner)

Andy was one of the many ants who worked daily in the anthill.	13
Every day Andy and the other ants would wake up and go off to work.	28
Andy's job was to carry pieces of sand up the side of the anthill to build it higher. Andy thought his job was really boring. Who would find carrying pieces of sand interesting? All Andy did day after day was stack tiny pieces of sand on top of other tiny pieces of sand. Where was the challenge in that?	44 56 68 83 87
All Andy really wanted was to create a daring new kind of anthill. He wanted to build a modern castle. He could see the castle in his mind, and that goal made him continue his daily grind.	100 114 124
One day Andy spoke to his friend, Sally. He took a chance and told her about his dream. "I don't want to build anthills, Sally. I want to build a modern castle."	138 153 156
"I don't know, Andy," said Sally. "Ants have lived in anthills for a very long time."	169 172
"I need to tell someone who will understand," Andy thought.	182
The next day Andy went to see Queen Ant. He shook with fear as he knocked on her door.	196 201
"Come in," said a low, pretty voice.	208
Andy stepped inside the queen's chambers. There were beautiful pictures on the walls and a bright carpet underfoot. The queen wore a golden crown. She was much bigger than Andy.	217 230 238
"Who are you, and what do you want?" she said to Andy.	250
Andy showed her his plans for building a castle. "You are a lovely queen," Andy told her. "Lovely queens should live in castles. I'm the ant who knows how to build them."	263 275 282
"You are right," the queen said. "You may start building my castle tomorrow."	294 295

Number of Words Read Correct: \_\_\_\_\_

Number of Errors: \_\_\_\_\_

## Practice Exercise 1 (Secondary Examiner)

Andy was one of the many ants who worked daily in the anthill.	13
Every day Andy and the other ants would wake up and go off to work.	28
Andy's job was to carry pieces of sand up the side of the anthill to build it higher. Andy thought his job was really boring. Who would find carrying pieces of sand interesting? All Andy did day after day was stack tiny pieces of sand on top of other tiny pieces of sand. Where was the challenge in that?	87
All Andy really wanted was to create a daring new kind of anthill. He wanted to build a modern castle. He could see the castle in his mind, and that goal made him continue his daily grind.	124
One day Andy spoke to his friend, Sally. He took a chance and told her about his dream. "I don't want to build anthills, Sally. I want to build a modern castle."	156
"I don't know, Andy," said Sally. "Ants have lived in anthills for a very long time."	172
"I need to tell someone who will understand," Andy thought.	182
The next day Andy went to see Queen Ant. He shook with fear as he knocked on her door.	201
"Come in," said a low, pretty voice.	208
Andy stepped inside the queen's chambers. There were beautiful pictures on the walls and a bright carpet underfoot. The queen wore a golden crown. She was much bigger than Andy.	238
"Who are you, and what do you want?" she said to Andy.	250
Andy showed her his plans for building a castle. "You are a lovely queen," Andy told her. "Lovely queens should live in castles. I'm the ant who knows how to build them."	282
"You are right," the queen said. "You may start building my castle tomorrow."	295

Number of Words Read Correct: \_\_\_\_\_

Number of Errors: \_\_\_\_\_

### ***Inter-Scorer Agreement Practice***

Compare your scores for this "student" with the student's instruction sheet, and compute Inter-Scorer Agreement.

Group's smallest number of WRC is \_\_\_\_\_

Group's largest number of WRC is \_\_\_\_\_

(Small number ÷ larger number) × 100 = \_\_\_\_\_

Goal: 95% inter-rater accuracy or greater.

## Practice Exercise 2 (Student)

Chris' favorite food was pickle potato chips. Chris wanted to eat them at every meal. He wouldn't eat anything but pickle potato chips.	11 23
Chris ate chips for breakfast instead of cereal and juice. He ate chips for lunch instead of a sandwich and fruit. Chris ate chips for supper instead of roast beef and corn. He even ate chips instead of vanilla ice cream for dessert.	35 48 61 66
Chris ate so many chips he smelled sour like pickles. His hands, his clothes, and his breath all smelled sour. No one wanted to talk to Chris because of his sour breath. The dog wouldn't even go near Chris. The kisses Chris gave his mom and dad each night smelled like pickles because his teeth smelled like pickles. It didn't matter how long he brushed his teeth or how much dental floss and toothpaste he used. Chris couldn't get rid of the pickle smell.	78 92 105 118 130 142 150
Chris' mom and dad were becoming quite concerned about their son. Chips weren't healthy for growing boys. Besides, they didn't like the smell of sour pickles that had taken over their home.	160 171 182
"I know how much you like chips, Chris," said his father. "You eat them all the time, but growing boys need more than junk food."	195 207
Chris listened to his dad as he munched on a pickle potato chip.	220
The next morning, Chris started to pour himself a bowl of chips but stopped. He remembered what his dad told him.	233 241
"Why am I always eating chips?" he asked himself. He decided it was time to try something new.	253 259
Chris reached for a box of cereal. He dug out a couple of flakes and took a tiny bite. The cereal tasted wonderful. Chris poured a big bowl of cereal and ate it all without one pickle chip.	273 286 297
Now Chris can pet the dog and kiss his parents again.	308

Number of Words Read Correct: \_\_\_\_\_

Number of Errors: \_\_\_\_\_

## Practice Exercise 2 (Primary Examiner)

Chris' favorite food was pickle potato chips. Chris wanted to eat them at every meal. He wouldn't eat anything but pickle potato chips.	11 23
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Number of Words Read Correct: \_\_\_\_\_

Number of Errors: \_\_\_\_\_

## Practice Exercise 2 (Secondary Examiner)

Chris' favorite food was pickle potato chips. Chris wanted to eat them at every meal. He wouldn't eat anything but pickle potato chips.	11 23
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Chris ate so many chips he smelled sour like pickles. His hands, his clothes, and his breath all smelled sour. No one wanted to talk to Chris because of his sour breath. The dog wouldn't even go near Chris. The kisses Chris gave his mom and dad each night smelled like pickles because his teeth smelled like pickles. It didn't matter how long he brushed his teeth or how much dental floss and toothpaste he used. Chris couldn't get rid of the pickle smell.	78 92 105 118 130 142 150
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Number of Words Read Correct: \_\_\_\_\_

Number of Errors: \_\_\_\_\_

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Group's smallest number of WRC is \_\_\_\_\_

Group's largest number of WRC is \_\_\_\_\_

$(\text{Small number} \div \text{larger number}) \times 100 = \underline{\hspace{2cm}}$

Goal: 95% inter-rater accuracy or greater.

