**Inter-Rater Reliability Training**

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**Inter-Rater Reliability Training**

Inter-rater reliability training is a process that seeks to ensure graders achieve the accuracy of their ratings by evaluating and assigning levels to the documentation in sample child portfolios. The training will ensure that results obtained from the research are accurate. When being helped by several research assistants, they should be offered training so that their results are similar or almost similar. The objective of the training is to create uniform rater reliability among assistants. The uniform rater reliability will lead to educator accuracy. While carrying out the training, the assistants have to be equipped with similar knowledge. In addition, all the assistants have to be equipped with a similar mission for the research. The training program can be conducted in the following steps: teach the importance and essence of inter-rater reliability, train the researchers on how to express aggression, training on inter-rater biasness, and training on how to use grading rubrics.

The research assistants first need to understand the importance of carrying out inter-rater reliability. As the trainer, I will inform the assistants of the essence and need of carrying out the study. The assistants will have to understand that inter-rater reliability is aimed at obtaining correct and accurate data that represents the variables being measured. Inter-rater reliability mainly entails the raters assigning the same score to participants in the survey (Sattler et al., 2015). The assistants are trained so that they understand the importance and need of getting similar scores in the field. It is important to make them understand that any mismatch in the results obtained will mean that the process will not successful. If necessary, the trainer can tell them that if the data obtained has wide variations, then the research will have to be repeated. Repetition of research is something that is not desired. The need for accuracy must be emphasized.

Aggression training seeks to ensure the trainer and the researchers reach an agreement on what they are going to look for in the field. The trainer teaches their assistants what is meant by aggression and how children express aggression. The research aims to find out how children behave after they have watched violent movies. The reaction of the children will be expressed via aggression indexes (Sattler t al., 2015). The researchers have to be informed of the different ways by which children express aggression. A full understanding of the reaction of children to aggression is necessary. When the assistants understand aggression, they will know what they are going to look for in the field. The assistants will be trained how to monitor the behavior and reaction of the children when they are playing with life-sized, blow-up toys. Their aggression reaction will be monitored and recorded in indexes. The assistants should be informed on exactly what reactions they should be looking for.

Inter-rater biasness is a common challenge faced in the field. Some researchers tend to be biased against some children for some reason. Occasionally, researchers might become biased without knowing. They might think they are doing the right thing while in a real sense they are being biased. The trainer has to inform his assistants of the various forms of inter-rater biasness. The training will help prevent the occurrence of biasness in the field (Wilhelm et al., 2018). For example, aggression can be easily confused with fear or amusement. The research assistants have to be trained on how to differentiate such factors. The trainer must inform their assistants of the different biases’ observation available. All the dos and don’ts on some behaviors portrayed in the field have to be made known to the assistants. Inter-rater biases can lead to a variation in the data obtained. Therefore, it is essential that the assistants understand it is absolutely not required. The focus has to be on avoiding any form of bias that might occur knowingly or unknowingly.

Grading rubrics can be of great assistance in the field. The trainers should create rubrics that will be used in the field to grade the kids. After creating the rubrics, the trainers educate their assistants on how to use them. An easy way of training on the use of rubrics is the use of sample performance. The trainees can be taken to the field to do a sample testing. When testing, the trainer guides his trainees on how to evaluate the behavior of the kids according to the rubric. The assistants should also be trained on how to develop norms that will help interpret the rubrics. Proper guidelines are offered so that the data obtained is relevant and somehow related (Wilhelm et l., 2018). The rubric will guide he assistants on what to observe among the participants in the field. Adequate training on how to interpret and use the rubric should be provided. A balance of the score can be easily achieved when a similar rubric is used by all the researchers.

Lastly, inter-rater reliability training is essential for the achievement of similar results when several graders are involved in a field study. The research assistants should be trained on the importance of inter-rater reliability, several ways of expressing aggression, forms of inter-rater biasness, and the use of grading rubrics. The research should be conducted in such a way that the results obtained will not have big variations. All the graders involved should produce data that is similar or closely related. Therefore, the research manager should train their assistants properly so that efficiency can be achieved during the process.

**Reference**

Sattler, D. N., McKnight, P. E., Naney, L., & Mathis, R. (2015). Grant peer review: improving inter-rater reliability with training. PloS one, 10(6), e0130450.

Wilhelm, A. G., Rouse, A. G., & Jones, F. (2018). Exploring differences in measurement and reporting of classroom observation inter-rater reliability. Practical Assessment, Research, and Evaluation, 23(1), 4.