

WIDA Alternate ACCESS: IRR Study for Listening and Reading

WIDA and your State Education Agency want to observe your Alternate ACCESS test administrations! Between January 29 and March 1, 2024, WIDA is conducting an Alternate ACCESS Inter-Rater Reliability (IRR) Study for Listening and Reading.

Purpose of the study

The IRR study helps WIDA examine:

1. The quality of Alternate ACCESS scoring guidelines.
2. The inter-rater reliability of test administrators and formally trained WIDA/state raters as they score Alternate ACCESS Listening and Reading test items.

The study will give WIDA test developers insight into the quality of Alternate ACCESS scoring guidelines, feedback that will help improve scoring guidance in training materials, and evidence of the quality of the redesigned Alternate ACCESS.

Who we'd like to observe

We want to observe Alternate ACCESS test administrations with students who will take the Listening and Reading test in any of the four grade-level clusters: K–2, 3–5, 6–8, and 9–12.

Where we'll conduct the observations

WIDA staff and/or leaders from your State Education Agency (SEA) would like to visit districts where Alternate ACCESS will be administered to at least three students. WIDA and/or SEA staff will travel to your site and observe as you give Alternate ACCESS to students in their typical testing environment. WIDA/SEA staff's primary objective is to verify student responses and test administrator scoring for the Listening and Reading domains.

When we'd like to come to your site

WIDA staff will coordinate with you to travel to your site sometime between January 29 and March 1, 2024.

How to participate

Tell us you're interested in allowing us to come to your district by filling out the [Alternate ACCESS IRR Study Observations survey](#), which takes five minutes to complete. **Note: Only complete the survey if you are administering Alternate ACCESS to at least three students.**

WIDA staff will reach out to selected candidates via phone or email to confirm participation.