

NATIONAL ASSESSMENT GOVERNING BOARD

POSITION DESCRIPTION

ASSISTANT DIRECTOR FOR PSYCHOMETRICS

(Excepted Service Position – AD 1730)

BACKGROUND:

The National Assessment Governing Board, established by the U.S. Congress within the U.S. Department of Education, is seeking an Assistant Director for Psychometrics. The 26-member Board is comprised of state, local, and federal officials, educators, business representatives, and members of the public. The Board sets policy for the National Assessment of Educational Progress (NAEP), often known as the Nation's Report Card, which is the only nationally representative and continuing assessment of what America's students know and can do in various academic subject areas. More information of the Board and its work can be found at www.nagb.gov. Information on NAEP can be found at www.nationsreportcard.gov.

The position of Assistant Director for Psychometrics serves as the Board's chief technical expert on matters related to the design and methodology of NAEP assessments, measurement and validity issues related to post-secondary student preparedness, and standard setting work of the Governing Board. The incumbent is responsible for advising the Governing Board and its staff on the development and execution of guidelines and standards for the overall technical integrity of NAEP assessments. The incumbent is expected to represent the Governing Board to the education research and measurement community and to communicate the work of the Governing Board to stakeholder groups. The Assistant Director of Psychometrics reports to the Deputy Executive Director of the Board.

MAJOR DUTIES:

- Provide advice and recommendations concerning the design of the methodology of each NAEP assessment, including sampling, data collection, scaling and overall technical integrity;
- Serve as lead staff person assigned to work with the Committee on Standards, Design, and Methodology and undertaking duties pertaining to design methodology and standard setting;
- Assist the Board in developing guidelines and standards for conducting analysis plans across a diverse array of subjects and measurement contexts;

- Assist the Board in selecting procedures and guidelines for the development of performance standards (achievement levels) and providing technical guidance to the design and implementation of the procedures;
- Proposing studies and study designs that will inform Board decisions and Board reports;
- Developing procurement documents to include preparation of Statements of Work, directing technical evaluations, and managing contracts for the development of achievement levels, preparedness research initiatives, and other research efforts undertaken by the Governing Board;
- Working closely with staff from the National Center for Education Statistics and its contractors on the NAEP program;
- Establishing and maintaining a network of experts to provide external technical advice and expertise to the Governing Board on key issues for the assessment program; and
- Performing other duties as assigned by the supervisor.

KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of the U.S. education system, with understanding of large-scale assessments, particularly NAEP. This includes content areas, assessment structure and design, education research, assessment technologies, and reporting mechanisms for student performance;
- Knowledge and experience in standard setting methodologies and procedures;
- Knowledge of research literature in student academic preparedness for post-secondary activities in college and job training areas;
- Knowledge and experience in large-scale data collection and survey research, data analysis and interpretation using statistical software and reporting;
- Knowledge of the public/private educational system, its structure, functions, relevant subdivisions, and contemporary issues;
- Demonstrated skill and ability in working with widely divergent groups and individuals in both technical and policy settings;
- Ability to review NAEP Report Cards, technical reports, special study reports for accuracy in terms of psychometric and measurement data;
- Demonstrated skills in oral and written communication;
- Experience in project planning, monitoring, and evaluation;

- A commitment to standards-based assessments.
- Experience in multiple software applications to perform work assignments to include statistical analysis, and word processing and data management software.

QUALIFICATIONS: A minimum of five years' experience in educational measurement, research, evaluation, assessment, or psychometric work related to testing is required. A Bachelor's degree is required; a doctoral degree in educational measurement is preferred.

EVALUATION CRITERIA:

1. Knowledge and experience in statistical analysis and techniques for analyzing test data including Item Response Theory and Classical Test Theories
2. Knowledge and experience in educational measurement, statistics, and psychometrics
3. Skills and experience in designing, planning, and implementing data collection and conducting analysis of statistical data related to student achievement
4. Knowledge of procurement laws and regulations is desirable, especially in the federal sector.
5. Experience working collaboratively in a team environment to accomplish mission goals.