

**State of Michigan  
Civil Service Commission**

Capitol Commons Center, P.O. Box 30002  
Lansing, MI 48909

**Position Code**

1. EDRSCS2A

## POSITION DESCRIPTION

This position description serves as the official classification document of record for this position. Please complete the information as accurately as you can as the position description is used to determine the proper classification of the position.

<b>2. Employee's Name (Last, First, M.I.)</b>	<b>8. Department/Agency</b> EDUCATION
<b>3. Employee Identification Number</b>	<b>9. Bureau (Institution, Board, or Commission)</b>
<b>4. Civil Service Position Code Description</b> Education Research Consltnt-2A	<b>10. Division</b> Assessment, School Improvement, and Systems Support
<b>5. Working Title (What the agency calls the position)</b> Alternate Assessment Psychometrician	<b>11. Section</b> Office of Educational Assessment & Accountability
<b>6. Name and Position Code Description of Direct Supervisor</b> MIDDLESTEAD, ANDREW J; STATE OFFICE ADMINISTRATOR	<b>12. Unit</b> Psychometrics
<b>7. Name and Position Code Description of Second Level Supervisor</b> CHAPMAN, DELSA D; DEPUTY SUPERINTENDENT FOR DESSS	<b>13. Work Location (City and Address)/Hours of Work</b> 608 W. Allegan St. Lansing, MI. / Monday - Friday, 8:00 am - 5:00 pm

**14. General Summary of Function/Purpose of Position**

This position functions as the Alternate Assessment Psychometrician performing specialized assignments for statewide Michigan's alternate assessments (MI-Access) with 10,000 or more test takers, using highly complex advanced statistical research methods and analysis. MI-Access is Michigan's alternate assessment system and is designed for students with the most significant cognitive disabilities. The primary areas of responsibilities include development and implementation of psychometric procedures and research that are required to ensure the highest standards of measurement quality for the state's assessments and accountability projects. This position also serves as the project coordinator for all psychometric, statistical and accountability related deliverables for MI-Access. This position provides expertise to internal and external clients, drawing on knowledge of current developments in psychometric research and related statistical methods to train and review findings with other staff members and audiences.

The work of this position is of prime importance in ensuring quality of data and decisions that guide the assessment and accountability programs and serves as the alternate assessment liaison to the accountability and reporting units. This position works closely with members of the department and other stakeholders as assessment and accountability projects move from initial plans for scheduling and specifications to reporting analyses. This position assists with test administration rules and documentation, writing reports and making recommendations to OEAA and MDE leadership.

**15. Please describe the assigned duties, percent of time spent performing each duty, and what is done to complete each duty.**

**List the duties from most important to least important. The total percentage of all duties performed must equal 100 percent.**

**Duty 1**

**General Summary:**

**Percentage: 55**

Designs and carries out coordinated psychometric procedures for MI-Access and other assigned state assessment programs.

**Individual tasks related to the duty:**

- Establishes, in collaboration with other psychometrician(s) and related staff, and in collaboration with assessment development and administration staff, sound psychometric procedures for MI-Access assessment, and all other OEAA assessments, including all operational and quality control psychometric procedures.
- Item analyses for the purpose of item development, item review, item selection, item performance reporting and item banking using SAS, or other statistical software programs.
- Test or form level psychometric analyses to assist in test development
- Calibration, scaling, equating, including using appropriate IRT and statistical analysis software programs (e.g., WINSTEPS, flexMIRT, SAS) for creation of Raw-to-Scale Score (R2SS) conversion tables for MI-ACCESS
- Assist in development of standard setting procedures and reporting
- Comprehensive validity and reliability analyses of the MI-Access standard and accommodated forms of the assigned assessment programs.
- Analyses of comparability and other aspects as required by federal guidelines as they pertain to students with disabilities, accommodated forms and items and other related federal and state regulations.
- Assists contractors and consultants in interpreting MI-Access operational and field-test item information.
- Serves as the OEAA psychometric subject matter expert in internal and external meetings regarding alternate assessments and other assessments and measurement topics as requested by the unit supervisor and/or OEAA office director.
- Develops, in collaboration with other psychometrician(s) and/or other related staff, protocols and templates for comprehensively documenting (e.g., technical reports) all psychometric procedures to assure transparency and replicability.
- Serves as an OEAA resource, as needed, for committees involving assessment development, administration, and reporting.
- Works collaboratively with OEAA content specialists to develop and maintain assessments that are fair and valid for Students with Disabilities.
- Recommends changes in technical operational and quality control psychometric procedures to the unit supervisor and/or office director.
- Collaboratively develop templates/outlines, runs analyses and collect data and information for technical reports related to MI-Assess assessment and other assigned testing programs.

**Duty 2**

**General Summary:**

**Percentage: 15**

Carry out psychometric project management duties for the MI-Access assessments.

**Individual tasks related to the duty:**

- Develops comprehensive documentation of all MI-Access related psychometric procedures to assure transparency and replicability.
- Assists other OEAA staff in the development of MI-Access timelines, with an eye toward psychometric deliverables.
- Assures that all MI-Access psychometric deliverables are produced in accordance with approved procedures and timelines.
- Provides initial certification of MI-Access related psychometric deliverables from contractors.
- Monitors consistency in MI-Access scoring practices for constructed responses across content areas to ensure reliability of scores.
- Work in collaboration with and assist internal and external staff on test security-related issues. Work independently and jointly with other staff to constantly monitor MI-Access and other testing program data for concerns about data validity (e.g. cheating, problematic scales, etc).
- Works closely with the OEAA item bank specialist in the management of MI-Access item banks to ensure that each item is listed with accurate and relevant statistics.
- Provide initial certification of MI-Access deliverables to the unit supervisor and/or OEAA director.

**Duty 3**

**General Summary:**

**Percentage: 15**

Serve as the Psychometrician for Michigan's alternate assessments. Implements small and large-scale research efforts aimed at evaluating and improving the reliability and validity of inferences made from use of OEAA's alternate assessment (MI-Access).

**Individual tasks related to the duty:**

- Initiates the development of and recommends research projects to the unit supervisor and other psychometric staff.
- Advises the unit and office leadership concerning the progress of OEAA research efforts and initiatives in psychometrics.
- Assists in coordinating other OEAA staff participation in research projects in collaboration with the Psychometric unit manager and managers of other units (e.g. development, administration, composition, professional development, data quality management, finance).
- Assists in coordinating OEAA research efforts/initiatives with other Michigan Department of Education (MDE) offices and other state government offices.
- Assists in coordinating OEAA research efforts/initiatives with institutions of higher education in Michigan and other locations.
- Provides initial certification of draft research project reports.
- Exercises discretion and independent judgment in making decisions regarding office projects and findings.

**Duty 4****General Summary:****Percentage: 10**

Serves as the alternate assessment technical liaison to the accountability, reporting, and appropriate staff.

**Individual tasks related to the duty:**

- Assists accountability and reporting staff in interpretation and reporting of findings as they relate to the MI-Access.
- Works with accountability and reporting staffs on interpreting psychometric and statistical aspects of federal and state policy for the purpose of compliance with accountability and accreditation guidelines.
- Recommends adjustments to assessment and accountability programs based on results of research studies.

**Duty 5****General Summary:****Percentage: 5**

Serves as backup/quality assurance to other psychometrics unit staff on operational psychometric procedures.

**Individual tasks related to the duty:**

- Performs operational psychometric processes and produces operational psychometric deliverables related to the M-STEP, MME, and ELMBA assessments during times of peak load when needed to supplement psychometric unit staff capacity.
- Remains up-to-date on operational psychometric procedures being used by OEAA for all assessments.
- Remains up-to-date on current psychometric literature and practices.
- Performs other duties as requested. Serves as backup/quality assurance to other psychometrics unit staff on operational psychometric procedures when necessary.

**16. Describe the types of decisions made independently in this position and tell who or what is affected by those decisions.**

Decisions necessary for the psychometric and research-related activities involved in OEAA assessment and accountability programs. This includes tasks such as project development, schedule management, work with contractors, ongoing communication with OEAA and MDE staff as well as external vendors and clients, and presentations or reports of research findings. Provides recommendations regarding specific issues related to validity and reliability of OEAA programs and projects. Shares current research related to educational assessment and accountability programs.

**17. Describe the types of decisions that require the supervisor's review.**

Policy initiatives, program initiatives requiring budgetary support, and issues that are sensitive and/or require interpretation of either board policy or legislative intent.

**18. What kind of physical effort is used to perform this job? What environmental conditions in this position physically exposed to on the job? Indicate the amount of time and intensity of each activity and condition. Refer to instructions.**

Tight timelines and deadlines add stress to this position because of the high-stakes nature of statewide assessment and accountability programs.

Some travel may be required, including overnight travel.

**19. List the names and position code descriptions of each classified employee whom this position immediately supervises or oversees on a full-time, on-going basis.****Additional Subordinates****20. This position's responsibilities for the above-listed employees includes the following (check as many as apply):**

- |   |  |
|---|--|
| <input type="checkbox"/> Complete and sign service ratings. | <input type="checkbox"/> Assign work.                      |
| <input type="checkbox"/> Provide formal written counseling. | <input type="checkbox"/> Approve work.                     |
| <input type="checkbox"/> Approve leave requests.            | <input type="checkbox"/> Review work.                      |
| <input type="checkbox"/> Approve time and attendance.       | <input type="checkbox"/> Provide guidance on work methods. |
| <input type="checkbox"/> Orally reprimand.                  | <input type="checkbox"/> Train employees in the work.      |

**22. Do you agree with the responses for items 1 through 20? If not, which items do you disagree with and why?**

Yes.

**23. What are the essential functions of this position?**

This position functions as the Alternate Assessment Psychometrician performing specialized assignments for statewide Michigan's alternate assessments (MI-Access) with 10,000 or more test takers, using highly complex advanced statistical research methods and analysis. MI-Access is Michigan's alternate assessment system and is designed for students with the most significant cognitive disabilities. The primary areas of responsibilities include development and implementation of psychometric procedures and research that are required to ensure the highest standards of measurement quality for the state's assessments and accountability projects. This position also serves as the project coordinator for all psychometric, statistical and accountability related deliverables for MI-Access. This position provides expertise to internal and external clients, drawing on knowledge of current developments in psychometric research and related statistical methods to train and review findings with other staff members and audiences.

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**24. Indicate specifically how the position's duties and responsibilities have changed since the position was last reviewed.**

New position.

**25. What is the function of the work area and how does this position fit into that function?**

The OEAA office develops the K-12 statewide assessments, ensures that they are administered in a sound manner, and that the reports of results are returned accurately and on time. As an Education Research Consultant, this individual is responsible for overseeing sound measurement and research policies (and procedures) in all aspects of assessment and accountability programs. This includes all psychometric aspects of the planning, development, implementation and reporting of assessment results in an accurate and timely manner. In addition, the consultant serves as a team member to OEAA staff and other MDE staff who, together, provide the research-based leadership in meeting the needs of the educational community and other end users.

**26. What are the minimum education and experience qualifications needed to perform the essential functions of this position.**

**EDUCATION:**

Education Research Consultant 15B:

Possession of a doctorate degree (PhD/EdD) with a major in school psychology; educational psychology, educational testing, measurement, or assessment; psychometrics; inferential statistics; quantitative program evaluation; quantitative psychology; or organizational/industrial psychology, with 30 semester (45 term) post-bachelor's degree credits in quantitative research and analysis methodologies.

**EXPERIENCE:**

**Education Research Consultant 15**

Four years of post-master's consultative or administrative experience in educational research, empirical research, psychometric analysis, or school/educational testing programs for a national or statewide testing program.

**KNOWLEDGE, SKILLS, AND ABILITIES:**

- Ability to collaborate with other staff to assist them during times of heavy loads.
- Ability to meet deadlines in a sometimes stressful environment.
- Developing knowledge is required at the intermediate level, considerable knowledge is required at the experienced level, thorough knowledge is required at the advanced level, and extensive knowledge is required at the second advanced-level.
- Ability to work within a project management framework of deadlines and deliverables.
- Ability to convey results of complex psychometric and statistical studies to lay audiences.
- Ability to convey complex psychometric and statistical concepts to lay audiences.
- Ability to lead and conduct complex research studies.
- Ability to conduct large-scale, operational, high-stakes psychometric procedures in a timely manner.
- Knowledge of computerized adaptive testing.
- Knowledge of advanced statistical and data analysis software programs such as SPSS, SAS, MPLUS, HLM, LISREL, R, MATLAB, AMOS, etc.
- Knowledge of advanced psychometric software programs such as GENOA, BILOG, WINSTEPS, FACETS, PARSCALE, MULTILOG, NOHARM, etc.
- Knowledge of and ability to navigate the tensions between theoretical purity and practical constraints in both psychometric and educational research.
- Knowledge of issues in research design, causal inference, sampling, threats to validity, threats to generalizability.
- Knowledge of theories, developments, trends, and operational use of modern, sophisticated statistical methodologies applicable to education, educational research, and assessment.
- Knowledge of theories, developments, trends, and operational use of modern psychometric procedures.
- Knowledge of the professional evaluation standards developed by the Joint Committee on Standards for Educational Evaluation.
- Knowledge of the "Standards for Educational and Psychological Testing".

**CERTIFICATES, LICENSES, REGISTRATIONS:**

NA.

**NOTE: Civil Service approval does not constitute agreement with or acceptance of the desired qualifications of this position.**

***I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.***

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

**TO BE FILLED OUT BY APPOINTING AUTHORITY**

Indicate any exceptions or additions to the statements of employee or supervisors.

NA.

***I certify that the entries on these pages are accurate and complete.***

\_\_\_\_\_  
Appointing Authority

\_\_\_\_\_  
Date

***I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.***

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date