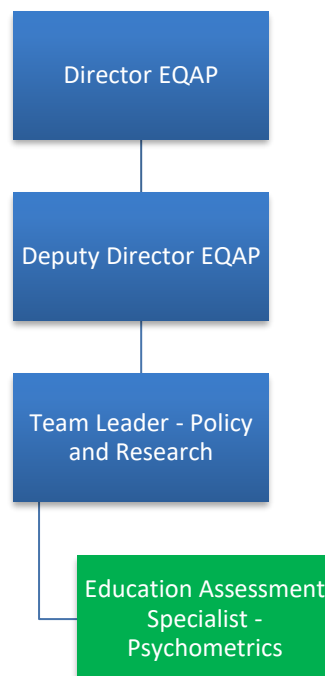




JOB DESCRIPTION

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|---------------------------|---|
| Job Title: | Educational Assessment Specialist – Psychometrics |
| Division: | EQAP |
| Location: | Suva |
| Line/Hiring Manager: | Team Leader – Policy and Research |
| Number of Direct Reports: | 0 |
| Purpose of role: | The job exists to provide professional, technical, and advisory support on psychometrics analysis on large-scale assessments, early grade assessments, and research analysis to inform classroom interventions that could provide impetus in driving policy change and practice to improve the quality of education in Pacific countries. |
| Date: | June 2024 |

Organisational Context and Organisation Chart



Key Result Areas (KRAs):

The position of **Educational Assessment Specialist – Psychometrics** encompasses the following Key Results Areas:

1. **Psychometrics** – develop, design, and implement psychometric analysis frameworks using Classical and Modern Test approaches. Conduct calibration of educational assessment instruments, and perform statistical analyses to assess item performance, and test reliability to improve measurement precision. Conduct performance standards-setting benchmarking and cut scores for assessments. Provide empirical data analysis guidelines and facilitate standard-setting meetings with subject experts in improving national and regional large-scale assessment tools.
2. **Educational research data analysis** – conduct data analysis for research projects using national and regional large-scale assessments and early-grade assessments. Conduct quantitative and qualitative data analysis, develop data analysis frameworks, and report and interpret findings and results using advanced statistical techniques. Work with interdisciplinary teams, international agencies, national and regional research institutions, and research partners in a joint-data analysis partnership.
3. **Capacity Building** – develop, coordinate, and conduct national and regional capacity-building programmes focused on Classical and Modern test theories, the use of IRT analysis software (Rumm and ConQuest) and SPSS. The capacity-building initiatives are designed and tailored to meet the specific needs of member countries, equipping them with the skills and knowledge necessary to contribute to improving the planning, designing, and construction of test tools, and employing robust data analysis processes to inform policy formulation, implementation, and evaluation.

The performance requirements of the Key Result Areas are broadly described below:

| Jobholder is accountable for | Jobholder is successful when |
|--|---|
| <p>KRA 1: Psychometrics 50%</p> <ul style="list-style-type: none"> • Conduct standard-setting analysis to establish test and examination benchmarks for PICTs. • Develop, design, and implement psychometric analysis frameworks using Classical and Modern Test approaches. • Conduct calibration of educational assessment instruments, and perform statistical analyses to assess item performance, and test reliability to improve measurement precision. • Conduct performance standards-setting benchmarking and cut scores for assessments. • Conduct statistical equating and alignment of different assessment cycles both nationally and regionally. | <ul style="list-style-type: none"> • Psychometrics analysis of regional and national large-scale assessment and early grade assessments analysis are designed, analyzed, and reported on time. • Reports on PICTs using test item calibration, standard setting and benchmarking, and statistical analyses compiled. • Countries using psychometrics analysis and various statistical approaches to improve practice and policy in national examination units. |
| <p>KRA 2: Educational research data analysis 25%</p> <ul style="list-style-type: none"> • Conduct data analysis for research projects using national and regional large-scale assessments and early-grade assessments. • Conduct quantitative and qualitative data analysis, develop data analysis frameworks, | <ul style="list-style-type: none"> • Analysis and interpretation reports for internal EQAP, national, and regional research projects are completed on time. • Data analysis and reporting frameworks and templates are planned, designed, and developed for research projects. |

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| <p>and report and interpret findings and results using advanced statistical techniques.</p> <ul style="list-style-type: none"> • Work with national and regional research institutions, and research partners in a joint-data analysis partnership. interdisciplinary teams, and international agencies. | <ul style="list-style-type: none"> • A network comprising national data analysts is established as a channel for providing ongoing professional and technical support to PICTs. • Collaborate with national and regional institutions and possibly inter-disciplinary teams and international education agencies in joint-data analysis partnerships. |
| <p>KRA 3: Capacity Building 25%</p> <ul style="list-style-type: none"> • Strengthening capacity in data analysis and data interpretation both at in-country nationally and regionally. • Provide training on the use of IRT software (ConQuest, RUMM, KIDMAP, SPSS) to PICTs. | <ul style="list-style-type: none"> • Capacity-building programmes on psychometrics and advanced statistical analysis are designed, developed, and administered to address the training needs in the education ministries on assessment and psychometrics. • Organise and facilitate intra-EQAP training on data analysis regularly. • Reports on workshops/trainings are compiled and submitted on time. |

The above performance requirements are provided as a guide only. The precise performance measures for this job will need further discussion between the jobholder and supervisor as part of the performance development process.

Most Challenging Duties Typically Undertaken (Work Complexity):

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| <ul style="list-style-type: none"> • Ensuring that activities are coordinated with other EQAP teams, country programs, and differing country requests. • Working on KRAs and outcomes that depend on country responses/feedback. • Ensuring that all outcomes are well founded on evidence and communicated in clear and precise language to stakeholders. |
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Functional Relationships & Relationship Skills:

| Key internal and/or external contacts | Nature of the contact most typical |
|---|---|
| <p>External</p> <p>Key external contacts are:</p> <ul style="list-style-type: none"> • Pacific member countries – Ministry of Education. • Regional institutions – USP, IoE, FNU, NUS, other national universities. • Partner agencies – UNESCO, UNICEF, UIS. • Donor Agencies-DFAT, MFAT, World Bank. | <ul style="list-style-type: none"> • Coordination of in-country activities, provision of training, and reporting. • Collaborated with external partners on the administration and implementation of regional initiatives. |
| <p>Internal</p> <p>Key internal contacts are:</p> <ul style="list-style-type: none"> • Director of EQAP. • Team Leader Policy and Research • Critical Assessment Partners – ACER. | <ul style="list-style-type: none"> • Reporting on Policy and Research activities and financial acquittals where relevant. • Reporting on KRAs. |

Level of Delegation:

Routine Expenditure Budget: 0

Budget Sign off Authority without requiring approval from direct supervisor: 0

Person Specifications:

This section is designed to capture the expertise required for the role at the 100% fully effective level. (This does not necessarily reflect what the current position holder has.) This may be a combination of knowledge/experience, qualifications, or equivalent level of learning through experience or key skills, attributes, or job-specific competencies.

Qualifications

| Essential: | Desirable: |
|---|--|
| <ul style="list-style-type: none">• A degree in a major teaching area of formal education; and• Postgraduate qualification in education. | <ul style="list-style-type: none">• Master or PhD in a relevant field with experience in educational policy and assessment research. |

Knowledge/Experience

| Essential: | Desirable: |
|--|---|
| <ul style="list-style-type: none">• At least 10 years of experience working in the area of education with at least 5 years in curriculum and assessment, preferably in the Pacific.• At least 7 years of experience working in the area of literacy and numeracy training, monitoring, and psychometrics analysis including the use of robust statistical assessment techniques.• Demonstrated sound knowledge and experience using psychometrics tools and Microsoft Office products.• Proven verbal and written presentation and communication skills in English, both at a technical level and in the preparation of information for the general public. | <ul style="list-style-type: none">• Demonstrated work experience with producing system and user manual documentation.• Ability to learn and quickly master new information technologies as they develop.• Demonstrated work experience with producing manuals or guidelines.• Extensive experience in data analysis• Advanced competency skills in the use and application of SPSS. |

Key Skills/Attributes/Job Specific Competencies

The following levels would typically be expected for the 100% fully effective level:

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| Expert level | <ul style="list-style-type: none">• Expert knowledge and skills in psychometrics and educational assessment research analysis.• Positive professional attitude for the provision of high-quality service. |
| Advanced level | <ul style="list-style-type: none">• Advanced skills in psychometrics analysis, and advanced statistical analysis, and technical reporting writing.• Lead psychometrics and advanced statistical analysis projects and apply a professional yet flexible approach to sustaining quality service delivery. |
| Working knowledge | <ul style="list-style-type: none">• A high level of interpersonal skills and cultural sensitivity.• Ability to set priorities successfully working with minimal supervision.• Ability to work within timelines and to respond to stakeholders' needs.• Commitment to continuous improvement. |
| Awareness | <ul style="list-style-type: none">• Ability to work well with the Corporate Services team and with other Secretariat staff.• Excellent oral and written communication skills.• Ability to deal with confidential information in a professional manner.• Ability to maintain confidentiality of information private to individual stakeholders and to maintain neutrality as a professional office. |

Key Behaviours

*All employees are measured against the following **Key Behaviours** as part of Performance Development:*

- Change and Innovation
- Interpersonal Skills
- Promotion of Equity and Equality
- Judgement
- Teamwork

Personal Attributes

- High level of professional integrity and ethics
- Friendly demeanor
- Demonstrated a high level of commitment to customer service.

Change to Job Description:

From time to time it may be necessary to consider changes in the job description in response to the changing nature of the work environment - including technological requirements or statutory changes. Such change may be initiated as necessary by SPC. This Job Description may also be reviewed as part of the preparation for performance planning for the annual performance cycle.