

CAROLYN ANN GRIM

Boston, MA • (617) 470-6352 • carolynanngrim@gmail.com

FOCUSED LEAD PSYCHOMETRICIAN

Principal Investigator • Senior Program Manager • Lead Education Consultant • Senior Statistician
Quantitative Analysis • Data Interpretation • Survey Methodology Development • Statistical Modeling
Created Advanced Psychometric Standards • Led Longitudinal Studies • Enhanced Data Collection
Survey Research in Education SIG Graduate Student Award • Obtained \$500,000+ in Federal Grants

WORK EXPERIENCE

U.S. Department of Education, Washington, DC

Jan 2010 – March 2025

Education Statistician GS-13 Step 10

- Co-led new NCES Psychometric Standards 2025, setting benchmark for future assessments.
- Managed contractor performance and instrumentation for NCES studies producing quality data.
- Oversaw project management as Project Officer for the Middle Grade Longitudinal Study (2017-18), facilitating innovative and data-driven research on middle level students.
- Directed the development of advanced mathematics and comprehensive reading assessments along with robust socio-emotional measures, enhancing evaluation methods in education.
- Executed multiple contract planning and procurement processes while leading external contractor support teams to ensure accountability and efficiency in operations.

Boston University, Boston, MA

Sep 2021 - Dec 2021

Lecturer

- Taught graduate-level SSW SR 744 course, boosting students' research skills.
- Elevated Social Work Research II curriculum to mirror current industry standards and rigor.

University of Maryland, College Park, MD

Jan 2009 - Dec 2014

Adjunct Professor

- Taught online graduate courses EDMS 622 Theory and Practice of Standardized Testing, significantly enhancing student understanding of contemporary core assessment methodologies.
- Delivered exceptional and comprehensive instruction in EDMS 626 Measurement Techniques for Research, empowering dedicated students with indispensable analytical measurement expertise.

Center for Applied Linguistics, Washington

Jan 2007 - Dec 2010

Research Scientist

- Led the implementation of cross-project analyses for a multi-site NICHD grant, developing a comprehensive plan to examine data on English/Spanish bilinguals across four subprojects.
- Coordinated a quantitative research team, maintaining database integrity and data archiving.
- Conducted exhaustive in-depth research into diverse facets of language testing, collaborating with esteemed external agencies to refine contemporary assessment methodologies.
- Developed innovative assessments that advanced evaluation metrics and performance.
- Formulated incisive and robust strategic guidelines that enabled external researchers to obtain expedited access to innovative assessments. Streamlined research collaboration.
- Consulted on research planning, design, and analysis for sponsored projects including experimental and quasi-experimental inquiries as an IES RCT Institute certified expert.

Prior Experience: Agora Education Svcs, Evaluator; Boston College, Graduate Asst; Brookline Public Schools, Testing Coordinator; Regis College, Coordinator, Language Learning Center

EDUCATION

**Lynch School of Education, Boston College, Chestnut Hill, MA
Ph.D., Educational Research, Measurement & Evaluation**

**Harvard Graduate School of Education, Cambridge, MA
Master of Education, Interactive Technology**

**University of Georgia, Athens, GA
Master of Education, Foreign Language Education
Bachelor of Arts, French**

TECHNOLOGIES, LANGUAGES, CERTIFICATIONS, ASSOCIATIONS, & PUBLICATIONS

Technologies: SPSS • SAS • R Statistical Packages • BILOG • PARSCALE • Winsteps • Excel • SQL Database • HTML • UNIX • Macintosh • Windows OS • Power BI • Microsoft Teams • Adobe Acrobat

Languages: French • English

Certifications: FAC-P/PM with IT certification and Contracting Officers Representative (COR)

Associations: American Educational Research Association (AERA) - Member • National Council on Measurement in Education (NCME) - Member • American Evaluation Association (AEA) - Member • American Association of Public Opinion Research (AAPOR) - Member

Publications: Several classified technical reports documenting test development and validation. • Fairness at the Juxtaposition of Motivated Responding and Consequences: The special case of government surveys. Grim, C. January 2025. NCES Unpublished manuscript. • Parental Involvement and Race as factors in Algebra I Course taking in 8th Grade: An R&D Report using Results from the MGLS:2017 8th Grade data collection Spring 2020 Grim, C. May 2024. NCES Unpublished manuscript. • How Score Estimation Impacts Research: MGLS Cognitive Score Comparisons Grim, C. February 2023. NCES Unpublished manuscript. • Development of Spanish Literacy Skills among Bilingual Students. Arteagoitia, I, Perdomo, M. & Fidelman, C. Informes del Observatorio / Observatorio Reports. 025-11/2016EN. Instituto Cervantes at FAS - Harvard University 11/16/2016. • Linking of results for ECLS-K Round 1 and ECLS-B Round 4 Kindergarten Math and Reading Assessments NCES Technical Report, September 2016 (unpublished). • Developing Academic Language in English Language Learners Through Sheltered Instruction with D. Short. TESOL Quarterly, January 2012. • WIDA ACCESS for ELLS™ Annual Technical Report, 2010. With MacGregor, D. and Louguit, M. et al. WIDA Consortium Board of Regents of the University of Wisconsin System. • Course evaluation surveys: In-class paper surveys versus voluntary online surveys. 2007 Dissertation available online at <http://edevaluator.org/bc/dissertation/> • On-Line Data Collection for Project Evaluation: Seeing the forest while cutting fewer trees! Proceedings of SITE Annual Meeting, Albuquerque, NM, March 2003. • Extending the Language Curriculum with Enabling Technologies: Nonverbal Communication and Interactive Video, CALICO Monograph Series, vol. 4, 1997, pp. 28-41. • The Third Annual Internet Use Survey of Language Professionals (1996), Agora Newsletter, vol. 3 no. 1, Jan. 1997. • A Language Professional's Guide to the World Wide Web, CALICO Journal, Vol. 13, Nos. 2 & 3, 1996.