

Guillermo Solano-Flores

List of Publications by Year in descending order

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Version: 2024-02-01

41
papers

1,044
citations

516710

16
h-index

434195

31
g-index

43
all docs

43
docs citations

43
times ranked

500
citing authors

#	ARTICLE	IF	CITATIONS
1	On the cultural validity of science assessments. <i>Journal of Research in Science Teaching</i> , 2001, 38, 553-573.	3.3	195
2	Examining Language in Context: The Need for New Research and Practice Paradigms in the Testing of English-Language Learners. <i>Educational Researcher</i> , 2003, 32, 3-13.	5.4	172
3	Who Is Given Tests in What Language by Whom, When, and Where? The Need for Probabilistic Views of Language in the Testing of English Language Learners. <i>Educational Researcher</i> , 2008, 37, 189-199.	5.4	113
4	Theory of Test Translation Error. <i>International Journal of Testing</i> , 2009, 9, 78-91.	0.3	58
5	Language, Dialect, and Register: Sociolinguistics and the Estimation of Measurement Error in the Testing of English Language Learners. <i>Teachers College Record</i> , 2006, 108, 2354-2379.	0.9	52
6	Performance-Based Assessments. <i>Education and Urban Society</i> , 1994, 26, 352-366.	1.5	42
7	Concurrent Development of Dual Language Assessments: An Alternative to Translating Tests for Linguistic Minorities. <i>International Journal of Testing</i> , 2002, 2, 107-129.	0.3	35
8	Gender and Racial/Ethnic Differences on Performance Assessments in Science. <i>Educational Evaluation and Policy Analysis</i> , 1997, 19, 83-97.	2.5	32
9	The Use of Generalizability (G) Theory in the Testing of Linguistic Minorities. <i>Educational Measurement: Issues and Practice</i> , 2006, 25, 13-22.	1.4	32
10	On the development and evaluation of a shell for generating science performance assessments. <i>International Journal of Science Education</i> , 1999, 21, 293-315.	1.9	31
11	Developing Testing Accommodations for English Language Learners: Illustrations as Visual Supports for Item Accessibility. <i>Educational Assessment</i> , 2014, 19, 267-283.	1.5	22
12	Language Variation and Score Variation in the Testing of English Language Learners, Native Spanish Speakers. <i>Educational Assessment</i> , 2009, 14, 180-194.	1.5	20
13	Toward a science performance assessment technology. <i>Evaluation and Program Planning</i> , 1998, 21, 171-184.	1.6	19
14	The Effects of Content, Format, and Inquiry Level on Science Performance Assessment Scores. <i>Applied Measurement in Education</i> , 2000, 13, 139-160.	1.1	19
15	Probabilistic Approaches to Examining Linguistic Features of Test Items and Their Effect on the Performance of English Language Learners. <i>Applied Measurement in Education</i> , 2014, 27, 236-247.	1.1	19
16	Generalizability of Cognitive Interview-Based Measures Across Cultural Groups. <i>Educational Measurement: Issues and Practice</i> , 2009, 28, 9-18.	1.4	17
17	Generalizability theory and the fair and valid assessment of linguistic minorities. <i>Educational Research and Evaluation</i> , 2013, 19, 245-263.	1.6	17
18	Capacidad evaluativa, validez cultural, y validez consecuencial en PISA. <i>RELIEVE - Revista Electronica De Investigacion Y Evaluacion Educativa</i> , 2016, 22, .	0.4	13

#	ARTICLE	IF	CITATIONS
19	Examining the Dependability of Academic Achievement Measures for English Language Learners. <i>Assessment for Effective Intervention</i> , 2008, 33, 135-144.	0.8	12
20	International Semiotics: Item Difficulty and the Complexity of Science Item Illustrations in the PISA-2009 International Test Comparison. <i>International Journal of Testing</i> , 2016, 16, 205-219.	0.3	12
21	Semiotic Structure and Meaning Making: The Performance of English Language Learners on Mathematics Tests. <i>Educational Assessment</i> , 2013, 18, 147-161.	1.5	11
22	Assessing English Language Learners. , 0, , .		11
23	Rater Language Background as a Source of Measurement Error in the Testing of English Language Learners. <i>Applied Measurement in Education</i> , 2012, 25, 162-177.	1.1	10
24	Examining Cultural Responsiveness in Large-Scale Assessment: The Matrix of Evidence for Validity Argumentation. <i>Frontiers in Education</i> , 2019, 4, .	2.1	10
25	Language Shift and the Inclusion of Indigenous Populations in Large-Scale Assessment Programs. <i>International Journal of Testing</i> , 2015, 15, 136-152.	0.3	9
26	The Measurement of Translation Error in PISA-2006 Items: An Application of the Theory of Test Translation Error. , 2013, , 71-85.		6
27	Formative Assessment as a Process of Interaction Through Language. <i>The Enabling Power of Assessment</i> , 2014, , 265-282.	0.5	6
28	International Test Comparisons: Reviewing Translation Error in Different Source Language-Target Language Combinations. <i>International Multilingual Research Journal</i> , 2018, 12, 17-27.	1.3	5
29	The Participation of Latin American Countries in International Assessments: Assessment Capacity, Validity, and Fairness. , 2019, , 141-163.		5
30	Language, Dialect, and Register: Sociolinguistics and the Estimation of Measurement Error in the Testing of English Language Learners. <i>Teachers College Record</i> , 2006, 108, 2354-2379.	0.9	5
31	Teaching and Assessing Science Process Skills in Physics: <i>THE “BUBBLES” TASK</i>. <i>Science Activities</i> , 2000, 37, 31-37.	0.6	4
32	Design and use of pop-up illustration glossaries as accessibility resources for second language learners in computer-administered tests in a large-scale assessment system. <i>International Multilingual Research Journal</i> , 2019, 13, 277-293.	1.3	4
33	Testing across languages in international comparisons: cultural adaptation of consensus-based test translation review procedures. <i>Journal of Multilingual and Multicultural Development</i> , 2021, 42, 677-691.	1.7	4
34	Management of scoring sessions in alternative assessment: the computer-assisted scoring approach. <i>Computers and Education</i> , 1999, 33, 47-63.	8.3	3
35	Boolean Analysis of Interobserver Agreement: Formal and Functional Evidence Sampling in Complex Coding Endeavors. <i>Educational Measurement: Issues and Practice</i> , 2021, 40, 26-36.	1.4	3
36	The Semiotics of Test Design: Conceptual Framework on Optimal Item Features in Educational Assessment Across Cultural Groups, Countries, and Languages. <i>Frontiers in Education</i> , 2021, 6, .	2.1	3

#	ARTICLE	IF	CITATIONS
37	Introduction to the Special Issue: Levels of Analysis in the Assessment of Linguistic Minority Students. <i>Applied Measurement in Education</i> , 2014, 27, 233-235.	1.1	2
38	Item Structural Properties as Predictors of Item Difficulty and Item Association. <i>Educational and Psychological Measurement</i> , 1993, 53, 19-31.	2.4	1
39	Academic achievement in a language revitalisation context: a study on the influence of language and socioeconomic factors. <i>Journal of Multilingual and Multicultural Development</i> , 0, , 1-16.	1.7	1
40	Model for the Continuous Description of Motion and Position. <i>Perceptual and Motor Skills</i> , 1981, 53, 43-48.	1.3	0
41	Chapter 6 Developing a National Science Assessment for teacher certification: Practical lessons learned. <i>Advances in Program Evaluation</i> , 2008, , 139-174.	0.2	0