Erin Marie Furtak

List of Publications by Citations

37 papers	**1,731** citations
20 h-index	**39** g-index
39 ext. papers	**1,996** ext. citations
2.4 avg, IF	**5.19** L-index

#	Paper	IF	Citations
37	**Experimental and Quasi-Experimental Studies of Inquiry-Based Science Teaching: A Meta-Analysis.** *Review of Educational Research*, **2012**, 82, 300-329	10.3	430
36	**Exploring teachers' informal formative assessment practices and students' understanding in the context of scientific inquiry.** *Journal of Research in Science Teaching*, **2007**, 44, 57-84	3.4	211
35	**On the Impact of Curriculum-Embedded Formative Assessment on Learning: A Collaboration between Curriculum and Assessment Developers.** *Applied Measurement in Education*, **2008**, 21, 295-314	1.3	114
34	**The problem with answers: An exploration of guided scientific inquiry teaching.** *Science Education*, **2006**, 90, 453-467	4.3	112
33	**Linking a learning progression for natural selection to teachers' enactment of formative assessment.** *Journal of Research in Science Teaching*, **2012**, 49, 1181-1210	3.4	87
32	**Teachers formative assessment abilities and their relationship to student learning: findings from a four-year intervention study.** *Instructional Science*, **2016**, 44, 267-291	2	64
31	**On the Fidelity of Implementing Embedded Formative Assessments and Its Relation to Student Learning.** *Applied Measurement in Education*, **2008**, 21, 360-389	1.3	62
30	**On the Impact of Formative Assessment on Student Motivation, Achievement, and Conceptual Change.** *Applied Measurement in Education*, **2008**, 21, 335-359	1.3	60
29	**Making students' thinking explicit in writing and discussion: An analysis of formative assessment prompts.** *Science Education*, **2008**, 92, 799-824	4.3	56
28	**Effects of Autonomy-Supportive Teaching on Student Learning and Motivation.** *Journal of Experimental Education*, **2012**, 80, 284-316	1.3	55
27	**The Evidence-Based Reasoning Framework: Assessing Scientific Reasoning.** *Educational Assessment*, **2010**, 15, 123-141	1.1	53
26	**Coming to terms: Addressing the persistence of hands-on and other reform terminology in the era of science as practice.** *Science Education*, **2019**, 103, 167-186	4.3	45
25	**Cues Matter: Learning Assistants Influence Introductory Biology Student Interactions during Clicker-Question Discussions.** *CBE Life Sciences Education*, **2015**, 14, ar41	3.4	42
24	**Exploring the influence of learning progressions in two teacher communities.** *Journal of Research in Science Teaching*, **2014**, 51, 982-1020	3.4	42
23	**Investigating the Link Between Learning Progressions and Classroom Assessment.** *Science Education*, **2014**, 98, 640-673	4.3	41
22	**From Formal Embedded Assessments to Reflective Lessons: The Development of Formative Assessment Studies.** *Applied Measurement in Education*, **2008**, 21, 315-334	1.3	34
21	**A Framework for Analyzing Evidence-Based Reasoning in Science Classroom Discourse.** *Educational Assessment*, **2010**, 15, 175-196	1.1	32

20	Science Classroom Discussion as Scientific Argumentation: A Study of Conceptually Rich (and Poor) Student Talk. *Educational Assessment*, **2010**, 15, 222-250	1.1	26
19	Informal Formative Assessment and Scientific Inquiry: Exploring Teachers' Practices and Student Learning. *Educational Assessment*, **2006**, 11, 237-263	1.1	26
18	The Role of Content in Inquiry-Based Elementary Science Lessons: An Analysis of Teacher Beliefs and Enactment. *Research in Science Education*, **2010**, 40, 425-449	1.5	21
17	Learning Progressions To Support Ambitious Teaching Practices **2012**, 405-433		19
16	Informal Formative Assessment and Scientific Inquiry: Exploring Teachers' Practices and Student Learning. *Educational Assessment*, **2006**, 11, 237-263	1.1	18
15	Developing knowledge-in-action with a learning progression: Sequential analysis of teachers' questions and responses to student ideas. *Teaching and Teacher Education*, **2018**, 76, 267-282	2.9	12
14	To teach or not to teach through inquiry.227-244		12
13	Exploring the Utility of Sequential Analysis in Studying Informal Formative Assessment Practices. *Educational Measurement: Issues and Practice*, **2017**, 36, 28-38	0.8	11
12	Science Teachers Representations of Classroom Practice in the Process of Formative Assessment Design. *Journal of Science Teacher Education*, **2016**, 27, 697-716	1.1	9
11	A framework for science classroom assessment task design for emergent bilingual learners. *Science Education*, **2020**, 104, 393-420	4.3	7
10	Exploring alignment among learning progressions, teacher-designed formative assessment tasks, and student growth: Results of a four-year study. *Applied Measurement in Education*, **2018**, 31, 143-156	1.3	6
9	Exploring the influence of plant and animal item contexts on student response patterns to natural selection multiple choice items. *Evolution: Education and Outreach*, **2016**, 9,	1.6	5
8	Confronting dilemmas posed by three-dimensional classroom assessment: Introduction to a virtual issue of Science Education. *Science Education*, **2017**, 101, 854-867	4.3	5
7	Lessons Learned from the Process of Curriculum Developers' and Assessment Developers' Collaboration on the Development of Embedded Formative Assessments. *Applied Measurement in Education*, **2008**, 21, 390-402	1.3	4
6	Science-as-practice and the status of knowledge: A response to Osborne. *Science Education*, **2019**, 103, 1301-1305	4.3	3
5	Learning Progressions and Embedded Assessment **2019**, 146-169		3
4	Affordances and Constraints of Learning Progression Designs in Supporting Formative Assessment. *Contributions From Science Education Research*, **2019**, 241-256	0.2	2
3	Learning Theory, Classroom Assessment, and Equity. *Educational Measurement: Issues and Practice*, **2021**, 40, 73-82	0.8	1

2   What reality TV taught me about everyday assessment. *Phi Delta Kappan*, **2020**, 101, 38-41   0.7

1   Identifying Teacher and Student Contributions during Assessment Conversations556-564