

Erin Marie Furtak

List of Publications by Year in Descending Order

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Version: 2024-04-28

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

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	Learning Theory, Classroom Assessment, and Equity. <i>Educational Measurement: Issues and Practice</i> , 2021 , 40, 73-82	0.8	1
36	What reality TV taught me about everyday assessment. <i>Phi Delta Kappan</i> , 2020 , 101, 38-41	0.7	
35	A framework for science classroom assessment task design for emergent bilingual learners. <i>Science Education</i> , 2020 , 104, 393-420	4.3	7
34	Science-as-practice and the status of knowledge: A response to Osborne. <i>Science Education</i> , 2019 , 103, 1301-1305	4.3	3
33	Learning Progressions and Embedded Assessment 2019 , 146-169		3
32	Affordances and Constraints of Learning Progression Designs in Supporting Formative Assessment. <i>Contributions From Science Education Research</i> , 2019 , 241-256	0.2	2
31	Coming to terms: Addressing the persistence of bands-on and other reform terminology in the era of science as practice. <i>Science Education</i> , 2019 , 103, 167-186	4.3	45
30	Developing knowledge-in-action with a learning progression: Sequential analysis of teachers' questions and responses to student ideas. <i>Teaching and Teacher Education</i> , 2018 , 76, 267-282	2.9	12
29	Exploring alignment among learning progressions, teacher-designed formative assessment tasks, and student growth: Results of a four-year study. <i>Applied Measurement in Education</i> , 2018 , 31, 143-156	1.3	6
28	Exploring the Utility of Sequential Analysis in Studying Informal Formative Assessment Practices. <i>Educational Measurement: Issues and Practice</i> , 2017 , 36, 28-38	0.8	11
27	Confronting dilemmas posed by three-dimensional classroom assessment: Introduction to a virtual issue of Science Education. <i>Science Education</i> , 2017 , 101, 854-867	4.3	5
26	Exploring the influence of plant and animal item contexts on student response patterns to natural selection multiple choice items. <i>Evolution: Education and Outreach</i> , 2016 , 9,	1.6	5
25	Teachers' Formative assessment abilities and their relationship to student learning: findings from a four-year intervention study. <i>Instructional Science</i> , 2016 , 44, 267-291	2	64
24	Science Teachers' Representations of Classroom Practice in the Process of Formative Assessment Design. <i>Journal of Science Teacher Education</i> , 2016 , 27, 697-716	1.1	9
23	Cues Matter: Learning Assistants Influence Introductory Biology Student Interactions during Clicker-Question Discussions. <i>CBE Life Sciences Education</i> , 2015 , 14, ar41	3.4	42
22	Exploring the influence of learning progressions in two teacher communities. <i>Journal of Research in Science Teaching</i> , 2014 , 51, 982-1020	3.4	42
21	Investigating the Link Between Learning Progressions and Classroom Assessment. <i>Science Education</i> , 2014 , 98, 640-673	4.3	41

20	Linking a learning progression for natural selection to teachers' enactment of formative assessment. <i>Journal of Research in Science Teaching</i> , 2012 , 49, 1181-1210	3.4	87
19	Effects of Autonomy-Supportive Teaching on Student Learning and Motivation. <i>Journal of Experimental Education</i> , 2012 , 80, 284-316	1.3	55
18	Experimental and Quasi-Experimental Studies of Inquiry-Based Science Teaching: A Meta-Analysis. <i>Review of Educational Research</i> , 2012 , 82, 300-329	10.3	430
17	Learning Progressions To Support Ambitious Teaching Practices 2012 , 405-433		19
16	The Evidence-Based Reasoning Framework: Assessing Scientific Reasoning. <i>Educational Assessment</i> , 2010 , 15, 123-141	1.1	53
15	Science Classroom Discussion as Scientific Argumentation: A Study of Conceptually Rich (and Poor) Student Talk. <i>Educational Assessment</i> , 2010 , 15, 222-250	1.1	26
14	A Framework for Analyzing Evidence-Based Reasoning in Science Classroom Discourse. <i>Educational Assessment</i> , 2010 , 15, 175-196	1.1	32
13	The Role of Content in Inquiry-Based Elementary Science Lessons: An Analysis of Teacher Beliefs and Enactment. <i>Research in Science Education</i> , 2010 , 40, 425-449	1.5	21
12	On the Impact of Curriculum-Embedded Formative Assessment on Learning: A Collaboration between Curriculum and Assessment Developers. <i>Applied Measurement in Education</i> , 2008 , 21, 295-314	1.3	114
11	From Formal Embedded Assessments to Reflective Lessons: The Development of Formative Assessment Studies. <i>Applied Measurement in Education</i> , 2008 , 21, 315-334	1.3	34
10	Lessons Learned from the Process of Curriculum Developers' and Assessment Developers' Collaboration on the Development of Embedded Formative Assessments. <i>Applied Measurement in Education</i> , 2008 , 21, 390-402	1.3	4
9	On the Fidelity of Implementing Embedded Formative Assessments and Its Relation to Student Learning. <i>Applied Measurement in Education</i> , 2008 , 21, 360-389	1.3	62
8	On the Impact of Formative Assessment on Student Motivation, Achievement, and Conceptual Change. <i>Applied Measurement in Education</i> , 2008 , 21, 335-359	1.3	60
7	Making students' thinking explicit in writing and discussion: An analysis of formative assessment prompts. <i>Science Education</i> , 2008 , 92, 799-824	4.3	56
6	Exploring teachers' informal formative assessment practices and students' understanding in the context of scientific inquiry. <i>Journal of Research in Science Teaching</i> , 2007 , 44, 57-84	3.4	211
5	Informal Formative Assessment and Scientific Inquiry: Exploring Teachers' Practices and Student Learning. <i>Educational Assessment</i> , 2006 , 11, 237-263	1.1	18
4	Informal Formative Assessment and Scientific Inquiry: Exploring Teachers' Practices and Student Learning. <i>Educational Assessment</i> , 2006 , 11, 237-263	1.1	26
3	The problem with answers: An exploration of guided scientific inquiry teaching. <i>Science Education</i> , 2006 , 90, 453-467	4.3	112

2 To teach or not to teach through inquiry.227-244

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1 Identifying Teacher and Student Contributions during Assessment Conversations556-564