



Guillermo Solano-Flores

Professor of Education

Graduate School of Education

 Curriculum Vitae available Online

CONTACT INFORMATION

- **Admin. Support**

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Bio

BIO

Dr. Guillermo Solano-Flores is Professor of Education at the Stanford University Graduate School of Education. He specializes in educational assessment and the linguistic and cultural issues that are relevant to both international test comparisons and the testing of cultural and linguistic minorities. His research is based on the use of multidisciplinary approaches that use psychometrics, sociolinguistics, semiotics, and cognitive science in combination. He has conducted research on the development, translation, localization, and review of science and mathematics tests. He has been principal investigator in several National Science Foundation-funded projects that have examined the intersection of psychometrics, semiotics, and linguistics in testing. He is the author of the theory of test translation error, which addresses testing across cultures and languages. Also, he has investigated the use of generalizability theory—a psychometric theory of measurement error—in the testing of English language learners and indigenous populations. He has advised Latin American countries on the development of national assessment systems. Also, he has been the advisor to countries in Latin America, Asia, Europe, Middle East, and Northern Africa on the adaptation and translation of performance tasks into multiple languages.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education

Research & Scholarship

RESEARCH INTERESTS

- Assessment, testing and measurement
- Diversity and Identity
- International and Comparative Education
- Leadership and Organization
- Literacy and Language
- Standards

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Current research projects examine academic language and testing, formative assessment practices for culturally diverse science classrooms, and the design and use of illustrations in international test comparisons and in the testing of English language learners.

Teaching

COURSES

2019-20

- Academic Achievement of Language Minority Students: EDUC 419 (Spr)
- Foundational Course in Testing: EDUC 142 (Win)
- Language Issues in Educational Research and Practice: EDUC 223 (Spr)
- Using International Test Results in Educational Research: EDUC 203 (Win)

2018-19

- Academic Achievement of Language Minority Students: EDUC 419 (Spr)
- Language Issues in Educational Research and Practice: EDUC 223 (Win)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Win)
- Using International Test Results in Educational Research: EDUC 203 (Win)

2017-18

- Foundational Course in Testing: EDUC 142 (Spr)
- Language Issues in Educational Research and Practice: EDUC 223 (Win)
- Language, Culture, Cognition, and Assessment: EDUC 460 (Aut)
- Using International Test Results in Educational Research: EDUC 203 (Win)

2016-17

- Issues and Alternative Approaches in the Testing of English Language Learners: EDUC 416 (Spr)
- Language, Culture, Cognition, and Assessment: EDUC 460 (Aut)

STANFORD ADVISEES

Master's Program Advisor

Haotong Jiang, Yuman Li, Greta Olivares, Daniel Villarreal

Doctoral (Program)

Jennifer Altavilla, Paulina Biernacki, Hsiaolin Hsieh, Julian Siebert

Publications

PUBLICATIONS

- **International Test Comparisons: Reviewing Translation Error in Different Source Language-Target Language Combinations** *International Multilingual Research Journal*
Zhao, X., Solano-Flores, G., Qian, M.
2018; 12 (1): 17-27
- **International semiotics: Item difficulty and the complexity of science item illustrations in the PISA-2009 international test comparison** *International Journal of Testing*
Solano-Flores, G., Wang, C., Shade, C.
2016; 16 (3): 205-219
- **Assessment capacity, cultural validity and consequential validity in PISA** *RELIEVE*
Solano-Flores, G., Milbourn, T.
2016; 22: M12

- **Language shift and the inclusion of indigenous populations in large-scale assessment programs** *International Journal of Testing*
Solano-Flores, G., Backhoff, E., Contreras-Niño, L. A., Vázquez-Muñoz, M.
2015; 15 (2): 136-152
- **Complexity of Illustrations in PISA 2009 Science Items and Its Relationship to the Performance of Students from Shanghai-China, the United States, and Mexico.** *Teachers College Record*
Solano-Flores, G., Wang, C.
2015; 117 (1): n1