

Stanford



Maria Ruiz-Primo

Associate Professor of Education
Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

Meg Hardin

Email meg2@stanford.edu

Bio

ACADEMIC APPOINTMENTS

- Associate Professor, Graduate School of Education

Research & Scholarship

RESEARCH INTERESTS

- Assessment, testing and measurement
- Data Sciences
- Psychology
- Research Methods
- Teachers and Teaching

Teaching

COURSES

2019-20

- Classroom Assessment: EDUC 276 (Spr)
- Inquiry and Measurement in Education: EDUC 250A (Aut)
- Introduction to Program Evaluation: EDUC 278 (Spr)
- What Do Students Really Know? The Risks of Modern Assessment: EDUC 250 (Aut)

2018-19

- Classroom Assessment: EDUC 276 (Spr)
- Introduction to Issues in Evaluation: EDUC 278 (Spr)
- What Do Students Really Know? The Risks of Modern Assessment: EDUC 250 (Aut)

2017-18

- Introduction to Issues in Evaluation: EDUC 278 (Spr)

- Workshop on Instrument Development for Assessment, Research or Evaluation Purposes I: EDUC 242 (Aut)

2016-17

- Workshop on Instrument Development for Assessment, Research or Evaluation Purposes I: EDUC 242 (Spr)

STANFORD ADVISEES

Doctoral (Program)

Philip Hernandez, Klint Kanopka

Publications

PUBLICATIONS

- **Exploring the Utility of Sequential Analysis in Studying Informal Formative Assessment Practices** *EDUCATIONAL MEASUREMENT-ISSUES AND PRACTICE*
Furtak, E. M., Ruiz-Primo, M. A., Bakeman, R.
2017; 36 (1): 28-38
- **Curriculum Mapping as a Strategy for Supporting Teachers in the Articulation of Learning Goals** *JOURNAL OF SCIENCE TEACHER EDUCATION*
Giamellaro, M., Lan, M., Ruiz-Primo, M., Li, M., Tasker, T.
2017; 28 (4): 347-66
- **The Effect of Sequential Cues of Item Contexts in Science Assessment** *INTERNATIONAL JOURNAL OF TESTING*
Wang, T., Li, M., Thummaphan, P., Ruiz-Primo, M.
2017; 17 (4): 322-50
- **From Formal Embedded Assessments to Reflective Lessons: The Development of Formative Assessment Studies** *APPLIED MEASUREMENT IN EDUCATION*
Ayala, C. C., Shavelson, R. J., Ruiz-Primo, M. A., Brandon, P. R., Yin, Y., Furtak, E. M., Young, D. B.
2008; 21 (4): 315-334
- **On the Impact of Curriculum-Embedded Formative Assessment on Learning: A Collaboration between Curriculum and Assessment Developers** *APPLIED MEASUREMENT IN EDUCATION*
Shavelson, R. J., Young, D. B., Ayala, C. C., Brandon, P. R., Furtak, E. M., Ruiz-Primo, M. A., Tomita, M. K., Yin, Y.
2008; 21 (4): 295-314
- **On the Impact of Formative Assessment on Student Motivation, Achievement, and Conceptual Change** *APPLIED MEASUREMENT IN EDUCATION*
Yin, Y., Shavelson, R. J., Ayala, C. C., Ruiz-Primo, M. A., Brandon, P. R., Furtak, E. M., Tomita, M. K., Young, D. B.
2008; 21 (4): 335-359
- **On the Fidelity of Implementing Embedded Formative Assessments and Its Relation to Student Learning** *APPLIED MEASUREMENT IN EDUCATION*
Furtak, E. M., Ruiz-Primo, M. A., Shemwell, J. T., Ayala, C. C., Brandon, P. R., Shavelson, R. J., Yin, Y.
2008; 21 (4): 360-389
- **Exploring teachers' informal formative assessment practices and students' understanding in the context of scientific inquiry** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
Ruiz-Primo, M. A., Furtak, E. M.
2007; 44 (1): 57-84
- **Windows into the mind** *HIGHER EDUCATION*
Shavelson, R. J., Ruiz-Primo, M. A., Wiley, E. W.
2005; 49 (4): 413-430
- **Comparison of two concept-mapping techniques: Implications for scoring, interpretation, and use** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
Yin, Y., Vanides, J., Ruiz-Primo, M. A., Ayala, C. C., SHAVELSON, R. J.
2005; 42 (2): 166-184
- **Evaluating students' science notebooks as an assessment tool** *INTERNATIONAL JOURNAL OF SCIENCE EDUCATION*
Ruiz-Primo, M. A., Li, M., Ayala, C., Shavelson, R. J.

2004; 26 (12): 1477-1506

- **On the evaluation of systemic science education reform: Searching for instructional sensitivity** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
Ruiz-Primo, M. A., SHAVELSON, R. J., Hamilton, L., Klein, S.
2002; 39 (5): 369-393
- **Comparison of the reliability and validity of scores from two concept-mapping techniques** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
Ruiz-Primo, M. A., Schultz, S. E., Li, M., SHAVELSON, R. J.
2001; 38 (2): 260-278
- **Note on sources of sampling variability in science performance assessments** *JOURNAL OF EDUCATIONAL MEASUREMENT*
Shavelson, R. J., Ruiz-Primo, M. A., Wiley, E. W.
1999; 36 (1): 61-71
- **Toward a science performance assessment technology** *7th EARLI Conference*
SHAVELSON, R. J., Solano-Flores, G., Ruiz-Primo, M. A.
PERGAMON-ELSEVIER SCIENCE LTD.1998: 171-84
- **Rhetoric and reality in science performance assessments: An update** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
RUIZPRIMO, M. A., SHAVELSON, R. J.
1996; 33 (10): 1045-1063
- **Problems and issues in the use of concept maps in science assessment** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
RUIZPRIMO, M. A., SHAVELSON, R. J.
1996; 33 (6): 569-600