

GUILLERMO SOLANO-FLORES

VITA

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Dr. Guillermo Solano-Flores is Professor of Education at the Stanford University Graduate School of Education. His research focuses on the intersection of assessment, cultural and linguistic diversity, and fairness. This research is relevant to the testing of students who are not proficient in English in the U.S., students from different countries in the context of international comparisons, and students with disabilities. His research is based on the use of multidisciplinary approaches that use psychometrics, sociolinguistics, semiotics, and cognitive science in combination. 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, and the use of Boolean algebra in complex coding endeavors. He has advised Latin American countries on the development of national assessment systems and 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. Current research projects examine academic language and testing, formative assessment practices for culturally diverse science classrooms, and the design and use of testing accommodations and accessibility resources for students with special needs in computer-administered tests. He serves in the National Assessment Governing Board in the position of testing and measurement expert and has been member of technical advisory boards for several assessment projects and institutions, including the Smarter Balanced Assessment Consortium, the National Assessment of Educational Progress, the National Academy of Education, and the Department of Education of Hawaii.

EDUCATION

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| 1995 | Post doctorate, Measurement and Assessment Development, University of California, Santa Barbara. |
| 1994 | Educational Psychology, emphasis in methodology and educational measurement, University of California, Santa Barbara. Academic advisor: Richard J. Shavelson. |
| 1989 | M.A., Educational Psychology, National University of Mexico. |
| 1978 | B. A., Psychology, National University of Mexico. |

PROFESSIONAL EXPERIENCE

- 2016- *Professor*, Education, Stanford University.
- 2012-2015 *Professor*, Bilingual Education and English as a Second Language, University of Colorado Boulder.
- 2012- *Consultant*, Smarter Balanced Assessment Consortium.
- 2005-2012 *Associate Professor*, Bilingual Education and English as a Second Language, University of Colorado Boulder.
- 2003-2005 *Principal Research Scientist*, American Institutes for Research, Palo Alto, California.
- 1994–2003 *Senior Research Associate*, Culture and Language in Education Program. Science Education Program, WestEd, San Francisco, CA. Conducting research on linguistic and cultural issues in assessment.
- 2004-2005 *Consultant*, Mid-Atlantic Equity Center.
- 2004-2005 *Assessment Consultant*, Partnership for Student Success in Science.
- 2000-2002 *Assessment Consultant*, Second Language Testing, Inc.
- 1998-2001 *Assessment Consultant*, Council of Chief State School Officers (CCSSO).
- 1996–99 *Assessment Consultant*, Stanford University, Stanford, CA. Designing science performance assessments.
- 1994–95 *Assessment Consultant*, University of California, Santa Barbara, CA. Designing science performance assessments and evaluating their psychometric properties.
- 1990–94 *Doctoral and Postdoctoral Student*, Education. University of California, Santa Barbara, CA.
- 1990–91 *Researcher*, MacArthur Foundation-Mexican Institute for Research on Family and Population. Designing and writing textbooks.
- 1988–90 *Search Committee Member*, School of Psychology, National University of Mexico. Designed strategies for college staff evaluation.
- 1988–89 *Academic Support Coordinator*, Graduate Division, School of Psychology, National University of Mexico. Designing exit exams for college students.
- 1983–86 *Chair*, Department of Laboratory Instruction, School of Psychology, National University of Mexico. Directing staff curriculum activities and implementation.
- 1976–89 *Professor*, School of Psychology, National University of Mexico. Teaching college psychology courses and methods courses for the MA program in educational psychology.

HONORS AND AWARDS

2024	Robert L. Linn Award, American Educational Research Association.
2023-	Member of the National Assessment Governing Board.
2023	California Educational Research Association's (CERA) Research-Practice Partnership Award. This award is designed to honor an exemplary research-practice partnership in California that represents the collaboration and cooperation between researchers and practitioners that results in improved educational outcomes.
2023	Fellow, Stanford Impact Labs Design. Stanford University
2019	Co-winner, Cover Graphic/Data Visualization Competition, National Council of Measurement in Education. for the visualization: "Disentangling educational structural inequity: Spanning tree of mathematics course-taking trajectories in a high school. National Council on Measurement in Education. April 2019.
2017	Fellow, American Educational Research Association.
2012	Outstanding Faculty Graduate Advisor, 2011-2012, University of Colorado Boulder. (Whole campus).
2010	Outstanding <i>Bilingual Research Journal</i> Reviewer Award, National Association for Bilingual Education.
2009	Outstanding <i>Educational Researcher</i> Reviewer Award, American Educational Research Association.
2008	List of final candidates for the National Assessment Governing Board in the category of Testing and Measurement Expert.
2007	Distinguished visiting professor, Universidad de San Carlos, Guatemala.
2006	Visiting professor of science, engineering and technology education, Universidad de las Américas, Puebla, México.
1995	Outstanding Dissertation Award. American Psychological Association, Division 15, Educational Psychology.
1992	Scholarship, Institute on Statistical Analysis for Educational Policy, American Educational Research Association.
1990-92	Ford Foundation Scholarship.
1990-93	National University of Mexico Scholarship.
1989	Master's Thesis Honorable Award, National University of Mexico.
1989-90	Scholarship, MacArthur Foundation-Mexican Institute for Research on Family and Population.
1978	Bachelor's Thesis Honorable Award, National University of Mexico.

GRANTS

- 2023-2024 Principal Investigator, Informing the Design of GoodNotes-Based Computer-Administered Testing Interface [REDACTED]). Sponsored research grant.
- 2023-2024 Fellow, Stanford Impact Labs Design Fellowship. (50,000). Stanford University
- 2022-2023 Principal Investigator, “Evaluating a Remedial Reading Program and Completing other Writing Related to LTEL Research” [REDACTED]). Stanford Sequoia K-12 Research Collaborative.
- 2021-2022 Principal Investigator, “Development of an International Partnership and a Tool for Evaluating National Assessment Capacity” [REDACTED]). Vice Provost and Dean of Research Office International Research Exploration Seed Grant. Stanford University.
- 2021-2022 Principal Investigator, “Trans-Semiosis and Fairness in the Design of Testing Accommodations/Accessibility Resources for Students with Special Needs” [REDACTED]). Stanford University Transforming Learning Accelerator, Learning Differences Initiative.
- 2021-2022 Principal Investigator, “Comprehensive Analysis of Systemic Practices and Individual Critical Events in Mathematics Instruction and Assessment of English Learners” [REDACTED]) (3-District Partnership-Researcher, Year 5). Stanford Sequoia K-12 Research Collaborative.
- 2020-2021 Principal Investigator, “Systemic practices and individual critical events in elementary and middle school mathematics instruction and assessment for English learners” [REDACTED]). (3-District Partnership-Researcher, Year 4). Stanford Sequoia K-12 Research Collaborative.
- 2019-2020 Principal Investigator, “Partnership for Increasing Long Term English Language Learners-Serving Capacity” [REDACTED]). (3-District Partnership-Researcher, Year 3). Stanford Sequoia K-12 Research Collaborative.
- 2018-2019 Principal Investigator, “Partnership for Increasing Long Term English Language Learners-Serving Capacity” [REDACTED]). (3-District Partnership-Researcher, Year 2). Stanford Sequoia K-12 Research Collaborative.
- 2017-2018 Principal Investigator, “Partnership for Increasing Long Term English Language Learners-Serving Capacity.” [REDACTED]). (3-District Partnership-Researcher, Year 1). Stanford Sequoia K-12 Research Collaborative.
- 2018 Principal Investigator. “Scaling EL Supports in Instructional Assessment and Connected Professional Learning Services.” [REDACTED]) Bill & Melinda Gates Foundation.
- 2016-2017 Principal Investigator, “English Learners' Access to Science: An Exploratory Investigation of the SFUSD Middle School Science Core Curriculum, Assessments, and Professional Development.” [REDACTED]). Stanford University.

- 2016-2017 Principal Investigator, “Development of a Searchable Repository of Language-Based Interactions: A Tool for Research on Equity and Fairness in Linguistically Diverse Classrooms.” (██████████). TELOS Foundation, Stanford University.
- 2017-2022 Principal Investigator, “International Collaborative for Performance Assessment of Learning in Higher Education.” (██████████). Spencer Foundation.
- 2013 Co-Principal Investigator, “Examining Confirmation Bias in Special Education Referrals of English Language Learners.” (██████████). University of Colorado Boulder Outreach Program.
- 2011-2016 Principal Investigator, “Collaborative Research: Examining Formative Assessment Practices for English Language Learners in Science Classrooms.” National Science Foundation, DRL Award No. 1118844 (██████████).
- 2011-2012 Principal Investigator, “Examining the Formal and Empirical Properties of Item Illustrations in the PISA Assessment.” Leadership Education for Advancement and Promotion (LEAP) Associate Professor Growth Grant Program, University of Colorado Boulder, (██████████).
- 2010 Principal Investigator, “Technical Assistance for the Translation of Collegiate Learning Assessment performance assessments” (Subcontract). Organization for Economic Cooperation and Development, Council for Aid to Education). (██████████)
- 2008-2011 Principal investigator, “Design and Use of Illustrations in Test Items as a Form of Testing Accommodations for English Language Learners in Science Assessment.” National Science Foundation, DRL, Award No. 0822362 (██████████).
- 2009 Principal Investigator, “Translation Review of NAEP Items from the 2007 Mathematics Assessment in Puerto Rico” (Subcontract). National Center for Education Statistics, American Institutes for Research.
- 2008 Principal investigator, “Examining the influence of teachers’ linguistic background on the quality of academic achievement measures for English language learners.” Leadership Education for Advancement and Promotion (LEAP) Grant Program, University of Colorado Boulder, (██████████).
- 2007 Principal Investigator, “Building Assessment Capacity in Panama.” SENACyT Panamanian Ministry of Science, Technology, and Education. (██████████).
- 2005-2006 Principal Investigator, SGER “Teacher-Adapted Versus Linguistically Simplified Items in the Testing of English Language Learners.” National Science Foundation. DRL Award No. 0450090 (\$99,987).
- 2004-2005 Principal Investigator, “Linguistic Analysis of the Spanish Mexican Translation of the TIMSS-1995 Test.” National Institute for Educational Evaluation (INEE), (██████████).
- 2002-2005 Principal Investigator, “Cognitive, Sociolinguistic, and Psychometric Perspectives in Science and Mathematics Assessment for English Language Learners.” National Science Foundation. DRL Award No. 0336744 and No. 0126344 (██████████).

2000-2003 Co-Principal Investigator and Project Director, “Assessing the Cultural Validity of Science and Mathematics Assessments.” National Science Foundation. DRL Award No. 9909729 ().

SELECTED PROFESSIONAL ACTIVITIES

Technical Advisory Boards and Special Committees

- Member of the National Assessment Governing Board: Testing and Measurement Expert. 2023—
- National Council on Measurement in Education Publications Committee. 2021-
- American Educational Research Association Publications Committee. 2021-
- Technical Advisory Committee member, Curriculum Associates, 2021-2023
- Technical Advisory Committee member, 2028 Science Framework update, National Assessment of Educational Progress, 2022-2023
- Steering Committee Member, Study on Implementation and Use of Balanced Assessment Systems. National Academy of Education, 2021-2022.
- Technical Advisor Committee member, Hawaii Department of Education. 2019—
- American Educational Research Association, member, Publications Committee. 2021-
- Technical Advisor to the Center of Studies on the Teaching and Assessment of Law. Monterrey, Mexico (2019-2023).
- Technical Advisory Committee member, National Center for Educational Outcomes (2022, 2023).
- Technical Advisory Committee member, PTLW, 2021-2022
- Advisory Board, Center for Education Equity, 2016—
- Technical Advisory Committee Member, Mathematics and Reading Framework update, National Assessment of Educational Progress (2018-2020).
- Chair—Designee, E.F. Lindquist Award Committee, American Educational Research Association (2018-2019).
- Committee on Supporting English Learners in STEM Subjects, National Academy of Sciences, National Research Council, 2017—2018.
- Committee on English Learners, Smarter Balanced Assessment Consortium, 2017—
- Technical Advisory Committee, Smarter Balanced Assessment Consortium, 2016—
- Robert L. Linn Award Committee, American Educational Research Association, Division D, 2016—
- External Visiting Panel, Educational Testing Service, 2010—2016 .

- Advisory Committee on English Language Learners, Smarter Balanced Assessment Consortium, 2015—
- Vice Chancellor Advisory Committee, University of Colorado Boulder, 2015.
- Special Committee on Cultural Validity. National Institute for Educational Evaluation, Mexico, 2014.
- Expert Panel on Assessment Validity, National Institute for Educational Evaluation, Mexico, 2013-2014.
- Race to the Top Assessment Accessibility Review Committee, 2013.
- Item Quality Review Panel, CTB-Smarter Balanced, 2013.
- Chair of the E.F. Lindquist Award Committee, American Educational Research Association (2012).
- Member of the National Council on Measurement in Education Standards and Test Use Committee, April-December, 2011.
- Expert, U.S. Department of Education's Race to the Top Assessment Program public meeting on including students with disabilities and English learners in assessment systems. August 10, 2011.
- Member of the Technical Steering Committee for the development of the student academic growth measures, Colorado Content Collaboratives, Colorado Department of Education, 2011.
- Assessment Advisor, Mathematics Coaching Supporting English Learners (MCSEL), EDC, 2011.
- Evaluator, Equity Assistance Center, University of Colorado Boulder, 2009-2011.
- Consultant on test translation and cultural adaptation, Council for Aid to Education — Assessment of Higher Education Learning Outcomes Generic Strand, 2009-2012.
- Assessment Advisor, “Developing a Formative Assessment of Academic Reading Comprehension for English Language Learners: A Tool to Improve Teaching and Learning” Educational Testing Service-CRESST, 2011.
- Technical Advisory Board of the Spanish Academic Language Standards and Assessment (SALSA) National Advisory Council for the Wisconsin Center for Education Research, University of Wisconsin-Madison, 2011.
- Planning Committee, National Assessment of Educational Progress Technological Literacy Assessment Framework, 2009.
- External Evaluator, Equity Assistance Center, 2009, 2010, 2011.
- Reviewer, Ford Foundation-Evaluation of existing knowledge of performance assessments, 2009.
- Reviewer, CRESST report on test validity, designation, and test accommodations for English language learners, 2007-2008.
- Project evaluator, Council of Chief State School Officers, 2007-2008.

- Member, Partnership on English Language Learners, George Washington University, 2008.
- Assessment system evaluator, LLECE (Latin American System for the Assessment of Quality in Education), 2007-2008.
- Technical Advisory Board, *Match Paths and Pitfalls* (a project funded by the Institute of Education Sciences), 2006-2008.
- Technical Advisory Board, ONPAR (a project funded by the National Science Foundation), 2007.
- Technical Advisory Board, SUMA (a project funded by the National Science Foundation), 2007.
- Technical Advisory Board, Evaluation and Assessment Unit, University of Baja California, 2006-2009.
- Reviewer, CRESST report on test validity, designation, and test accommodations for English language learners, 2007-2008.
- Reviewer, Fulbright Scholarships Program, University of Colorado Boulder, 2006-2007.
- Reviewer/Contributor, National Assessment of Educational Progress Science Framework (NAEP), 2005-2006.
- Reviewer of the English language development test of the state of Utah, 2006.
- Member of the Governmental Relations Committee, American Educational Research Association. 2003-2006.
- Technical Advisory Board, National Institute for Educational Evaluation (Mexico). 2002-2009.
- Board of Directors, Industry Initiatives for Science and Math Education. 2003-2005.
- Translation Leader, California Science Standards Translation Project, California Science Project, 2000-2001.
- Technical Advisory Panel, Center for Applied Linguistics project for the development of National Assessment for Educational Progress standards for the assessment of foreign languages, 1999-2000.
- Technical Advisory Committee, CENEVAL (National Center for the Evaluation of Professions), Mexico, 1999-2002.
- Section Chair, Division G, American Educational Research Association, 2000.

Proposal Review Activities

- Spencer Foundation, 2020, 2021.
- William T. Grant Foundation, 2021.
- National Science Foundation, 2000-2005, 2007, 2008, 2010, 2011, 2013, 2019.
- National Science Foundation Division-Wide Committee of Visitors, 2019
- Institute of Education Sciences, 2010, 2011, 2013.

- Social Sciences and Humanities Research Council (Canada), 2010, 2011.
- Fulbright Institute of International Relations, 2006, 2007.
- Latin American Regional Education Program (PREAL), 2002-2004.

Editor Activities

- Associate Editor, *Educational Assessment*, 2015—
- Associate Editor, *International Multilingual Research Journal*, 2020-
- Associate Editor, *Frontiers in Education*, Assessment
- Guest Co-Editor (with Kadriye Ercikan). Special issue: Levels of Analysis in the Assessment of Linguistic Minorities. *Applied Measurement in Education*, 2014, 27(4).

Editorial Boards

- *Educational Assessment*, 2014—
- *International Multilingual Research Journal*, 2018—
- *Frontiers in Education—Assessment*, 2020—
- *International Journal of Testing*, 2015-2019
- *Educational Measurement: Issues and Practice*, 1997-1999; 2006-2009, 2013, 2018, 2019
- *Educational Researcher*, 2006-2009.
- *Bilingual Research Journal*, 2006-2010.
- *Revista Mexicana de Investigación Educativa* [*Mexican Journal of Educational Research*] (Mexico), 2006-2009.
- *Psicológica* (Spain), 2001-2009.

Journal Review Activities

- *AERA special volume on Formative Assessment*, 2013.
- *American Educational Research Journal*, 2013.
- *Applied Measurement in Education*, 2013, 2014.
- *Bilingual Research Journal*, 2007-2011, 2012, 2013, 2016, 2020, 2021.
- *Field Methods*, 2010-2011.
- *Frontiers in Education*, 2019-2021.
- *International Journal of Testing*, 2011, 2012, 2014, 2015, 2016, 2021.
- *Educational Assessment*, 2008, 2009, 2012, 2013, 2014-2021.
- *Educational Measurement: Issues and Practice*, 1997-1999, 2005-2011, 2013, 2014, 2015, 2018-2020.
- *Educational Researcher*, 2005-2010, 2012.

- *International Journal of Educational Policy, Research and Practice*, 2002.
- *International Multilingual Research Journal*, 2016, 2019.
- *Journal of Pragmatics*, 2007, 2009.
- *Journal of Research in Mathematics Education*, 2020.
- *Journal of Research in Science Teaching*, 2012.
- *Journal of Teacher Education*, 2007.
- *Journal of Writing and Pedagogy*, 2021
- *Language Policy*, 2013.
- *Psicológica* (Spain), 2001.
- *Review of Educational Research*, 2005-2009.
- *Revista Electrónica de Investigación Educativa [Electronic Journal of Educational Research]*, 2006.
- *Revista Mexicana de Investigación Educativa [Mexican Journal of Educational Research]*, 2006-2009, 2011
- *Science*, 2010.
- *Teachers College Record*, 2005-2006.
- *TESL Canada Journal*, 2011, 2012.
- *TESOL Quarterly*, 2013.
- *ZDM Mathematics Education*, 2020.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- National Council on Measurement in Education
- International Test Commission
- Society for Research in Education Effectiveness

PUBLICATIONS

Peer-Reviewed Journals

Ronderos, N., Foster-Heinzer, S., Flick-Holtsch, D., Shavelson, R. J., Mariño, J. P., **Solano-Flores, G.**, & Perfetti, M. C. (2024) Construct overlap in cross-national assessment: critical thinking in the teacher education curricula of two countries. *Journal of Curriculum Studies*, DOI: [10.1080/00220272.2024.2312392](https://doi.org/10.1080/00220272.2024.2312392)

Solano-Flores, G., Ruiz-Primo, M. A., Li, M., Zhao, X., Shade, C., & Chrzanowski, A. (2024) How equally do teachers distribute their attention across English learners and native

- English users in science classrooms? A frequency analysis of monolingual and bilingual teachers' interactions with different student grouping configurations. *International Multilingual Research Journal*. DOI: 10.1080/19313152.2024.2303275
- Zhao, X. & **Solano-Flores, G.** (2023). Test translation review: A study on discussion processes and error detection in consensus-based review panels. *Frontiers in Education*, 8:1303617. doi: 10.3389/feduc.2023.1303617.
- Solano-Flores, G.** (2023). How serious are we about fairness in testing and how far are we willing to go? A response to Randall and Bennett with reflections about the *Standards for Educational and Psychological Testing*. *Educational Assessment*, 28(2), 105-117, DOI: [10.1080/10627197.2023.2226388](https://doi.org/10.1080/10627197.2023.2226388)
- Solano-Flores, G.** Shyyan, V., Chia, M., & Kachchaf, R. (2023) The design of mathematics testing accommodations for second language learners: semiotic exchangeability of translation and illustration pop-up glossaries in computer-administered tests, *International Multilingual Research Journal*, 17(3), 177-190. DOI: [10.1080/19313152.2023.2178216](https://doi.org/10.1080/19313152.2023.2178216)
- Biernacki, P. J., Altavilla, J., Kanopka, K., Hsieh, H., & **Solano-Flores, G.** (2023). Long-term English learners' mathematics course trajectories: downstream consequences of early remediation on college preparation, *International Multilingual Research Journal*, 17(2), 122-138, DOI: [10.1080/19313152.2022.2137910](https://doi.org/10.1080/19313152.2022.2137910)
- Hsieh, H., Wiles, S., & **Solano-Flores, G.** (2023). How different are English learners from their native English-speaking peers? Evidence of equivalent lexical competence in classroom conversations, *International Multilingual Research Journal*, 17(2), 87-106, DOI: [10.1080/19313152.2022.2118193](https://doi.org/10.1080/19313152.2022.2118193)
- Ronderos, N., Shavelson, R. J., Holtsch, D., Zlatkin-Troitschanskaia, O., & **Solano-Flores, G.** (2021). International performance assessment of critical thinking: Framework for translation and adaptation. *Journal of Supranational Policies of Education*, 13, 62-87. DOI: <https://doi.org/10.15366/jospoe2021.13.003>
- Solano-Flores, G.** (2021). The semiotics of test design: Conceptual framework on optimal item features in educational assessment across cultures, countries, and languages. *Frontiers in Education*, 6:637993. doi:10.33.89/feduc.2021.637993
- Altavilla, J. Elosua, P., & **Solano-Flores, G.** (2021). Academic achievement in a language revitalization context: A study on the influence of language and socioeconomic factors. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2020.1865382>
- Solano-Flores, G.** (2021). Boolean analysis of inter-observer agreement: Formal and functional evidence sampling in complex coding endeavors. *Educational Measurement: Issues and Practice*, 40(2), 26-36. <https://doi.org/10.1111/emip.12409>
- Zhao, X., & **Solano-Flores, G.** (2021). Testing across languages in international comparisons: Cultural adaptation of consensus-based test translation review procedures. *Journal of Multilingual and Multicultural Development*, 42(7), 677-691. 10.1080/01434632.2020.1852242. <https://doi.org/10.1080/01434632.2020.1852242>

- Altavilla, J. M., Biernacki, P. J., **Solano-Flores, G.**, Valdés, G., & Fontana, R. M. G. (2020). Disentangling educational structural inequity: Spanning tree of mathematics course-taking trajectories in a high school. *Educational Measurement: Issues & Practice*, 39(1), 6-6.
- Solano-Flores, G.**, Chía, M. Y., & Kachchaf, R. (2019). 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. *International Multilingual Research Journal*, 13(4), 277-293. DOI:10.1080/19313152.2019.1611338
- Solano-Flores G.** (2019). Examining cultural responsiveness in large-scale assessment: The matrix of evidence for validity argumentation. *Frontiers in Education*, 4:43. doi: 10.3389/feduc.2019.00043
- Zhao, X., **Solano-Flores, G.**, & Qian, M. (2017). International test comparisons: Reviewing translation error in different source language-target language combinations. *International Multilingual Research Journal*, 12(1), 17-27. DOI: 10.1080/19313152.2017.1349527
- Solano-Flores, G.** & Milbourn, T. (2016). Assessment capacity, cultural validity, and consequential validity in PISA. *RELIEVE*, 22(1), M12. DOI: <http://dx.doi.org/10.7203/relieve.22.1.8281>
- Solano-Flores, G.**, Wang, C., & Shade, C. (2016). International semiotics: Item difficulty and the complexity of science item illustrations in the PISA-2009 international test comparison. *International Journal of Testing*, 16(3), 205-219.
- Solano-Flores, G.**, & Wang, C. (2015). 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*, 117(1), 1-18. <http://www.tcrecord.org> ID Number: 17725
- Solano-Flores, G.**, Backhoff, E., Contreras-Niño, L. A., & Vázquez-Muñoz, M. (2015). Language shift and the inclusion of indigenous populations in large-scale assessment programs. *International Journal of Testing*, 15(2), 136–152. DOI: 10.1080/15305058.2014.947649
- Solano-Flores, G.**, Wang, C., Kachchaf, R., Soltero-Gonzalez, L., & Nguyen-Le, K. (2014). Developing testing accommodations for English language learners: Illustrations as visual supports for item accessibility. *Educational Assessment* 19, 267–283. DOI:[10.1080/10627197.2014.964116](https://doi.org/10.1080/10627197.2014.964116)
- Ercikan, K., & **Solano-Flores, G.** (2014). Introduction to the special issue: Levels of analysis in the assessment of linguistic minorities. *Applied Measurement in Education*, 27(4), 23-235. Special issue: *Levels of Analysis in the Assessment of Linguistic Minorities*. Guest editors: Kadriye Ercikan & Guillermo Solano-Flores.
- Solano-Flores, G.** (2014). Probabilistic approaches to examining linguistic features of test items and their effect on the performance of English language learners. *Applied Measurement in Education*. 27(4), 236-247. Special issue: *Levels of Analysis in the Assessment of Linguistic Minorities*. Guest editors: Kadriye Ercikan & Guillermo Solano-Flores.

- Solano-Flores, G., Barnett-Clarke, C., & Kachchaf, R. (2013).** Semiotic structure and meaning making: The performance of English language learners on mathematics tests. *Educational Evaluation* (3), 18, 147-161.
- Solano-Flores, G., & Li, M. (2013).** Generalizability theory and the fair and valid assessment of linguistic minorities. *Educational Research and Evaluation*, 19(2-3), 245-263.
- Backhoff, E., Contreras-Niño, L., & **Solano-Flores, G. (2012).** *On the pertinence of assessing indigenous students in their own language.* (Sp.) *Diálogos en Educación*, 3(6), 1-13.
- Kachchaf, R., & **Solano-Flores, G. (2012).** Rater language background as a source of measurement error in the testing of English language learners. *Applied Measurement in Education*, 25, 167-172.
- Solano-Flores, G., Backhoff, E., & Contreras-Niño, L.A. (2009).** Theory of test translation error. *International Journal of Testing*, 9, 78-91. DOI: [10.1080/15305050902880835](https://doi.org/10.1080/15305050902880835)
- Solano-Flores, G., & Li, M. (2009).** Generalizability of cognitive interview-based measures across cultural groups. *Educational Measurement: Issues and Practice*, 28 (2), 9-18.
- Solano-Flores, G., & Li, M. (2009).** Language variation and score variation in the testing of English language learners, native Spanish speakers. *Educational Assessment*, 14(3-4), 180-194.
- Solano-Flores, G. (2008).** 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. *Educational Researcher*, 37 (4), 189-199. DOI: [10.3102/0013189X08319569](https://doi.org/10.3102/0013189X08319569)
- Solano-Flores, G., & Li, M. (2008).** Examining the dependability of academic achievement measures for English-Language Learners. *Assessment for Effective Intervention*, 33(3), 135-144. DOI: [10.1177/1534508407313238](https://doi.org/10.1177/1534508407313238)
- Solano-Flores, G., Contreras-Niño, L.A., & Backhoff, E. (2006).** Test translation and adaptation: Lessons learned and recommendations for countries participating in TIMSS, PISA, and other international comparisons. *REDIE: Electronic Journal of Educational Research*, 8(2). [Sp.] <http://redie.uabc.mx/vol8no2/contents-solano2.html>
- Solano-Flores, G. (2006).** Language, dialect, and register: Sociolinguistics and the estimation of measurement error in the testing of English-language learners. *Teachers College Record*. 108(11), 2354–2379.
- Solano-Flores, G., & Li, M. (2006).** The use of generalizability (G) theory in the testing of linguistic minorities. *Educational Measurement: Issues and Practice* 25(1), 13-22.
- Solano-Flores, G., & Trumbull, E. (2003).** Examining language in context: The need for new research and practice paradigms in the testing of English-language learners. *Educational Researcher*, 32(2), 3-13.
- Solano-Flores, G., Trumbull, E., & Nelson-Barber, S. (2002).** Concurrent development of dual language assessments: An alternative to translating tests for linguistic minorities. *International Journal of Testing*, 2(2), 107-129. DOI: [10.1207/S15327574IJT0202_2](https://doi.org/10.1207/S15327574IJT0202_2)

- Solano-Flores, G., & Nelson-Barber, S.** (2001). On the cultural validity of science assessments. *Journal of Research in Science Teaching*, 38(5), 553-573.
- Solano-Flores, G., Shavelson, R. J., & Schneider, S. A.** (2001). Expanding the notion of assessment shell: From task development tool to instrument for guiding the process of assessment development. *REDIE: Electronic Journal of Educational Research*, 3(1). <http://redie.ens.uabc.mx>.
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- Solano-Flores, G.** (2023). *Effective teaching and cultural diversity.* Participation in the Special Presidential Invited Session at the 2023 Annual Meeting of AERA, Dilemmas and Problems Inherent in the concept of "Effective Teaching," organized by Deborah Ball. April 13.
- Solano-Flores, G.** (2023). *Cultural validity.* Paper for the Symposium, "Culturally-responsive/sensitive assessment," organized by Randy Bennett. Submitted to the 2023 National Council on Measurement in Education annual conference, Online, April.
- Solano-Flores, G.** (2023). Discussant, Symposium "Revisoin of the *Standards for Educational and Psychological Testing*" (Joint Session with NCME). Chicago, April 15.
- Solano-Flores, G.** (2023). *Cultural validity in large-scale assessment: development and psychometric modeling approaches.* Paper for the Symposium, "Lessons on Culturally-

- Relevant Assessment,” organized by Jeffrey Steedle. Submitted to the 2023 National Council on Measurement in Education annual conference, Chicago, April.
- Solano-Flores, G.** (2023). Discussant at the Symposium, “Challenges of International Performance Assessment of Critical Thinking,” organized by Richard. J. Shavelson and Henry Braun. 2023 American Educational Research Association Annual Conference, Division H, Section 1. Online. May.
- Solano-Flores, G.** (2023). Organizer of the Symposium, “Systemic Factors that Limit English Learners’ Access to Mathematics: Lessons from a Research-Practice Partnership. submitted to the 2023 American Educational Research Association Annual Conference, Division H, Section 1, Chicago, April.
- Wentworth, L., Gerstein, A. **Solano-Flores, G.**, Wilmot, D. (2023-Accepted). Symposium: “Improving Policies to Support Multilingual Learners through a Research-Practice Partnership.” Submitted to the 2023 American Educational Research Association Annual Conference, Division H, Section 1, Chicago, April 15.
- Solano-Flores, G.**, & Biernacki, P. J. (2022). Access to mathematics: Examining the quality of assessment practices for English learners. Symposium: “Inclusion through multiple levels of analysis and multiple methodologies in research-practice partnerships focused on multilingual learners, organize by Paula Arce-Trigatti. Annual Conference of the Society for Research in Education Effectiveness.
- Solano-Flores, G.** Educational measurement and equity in STEM education, PreK-12: What is wrong and what can be done. *Committee on Equity in PreK-12 STEM Education, Panel 4. National Academies of Science, Engineering, and Medicine. July 19, 2022.*
- Ronderos, N., Holtsch, D., Forster-Heinzer, S., Shavelson, R. J. Mariño, J., & **Solano-Flores, G.** (2022). Critical thinking as part of teacher education in Switzerland. *Paper presented at the 17th International Forum on Knowledge Asset Dynamics.* June 20-22, SUPSI University, Lugano, Switzerland.
- Solano-Flores, G. (2022).** Trans-Semiosis and Fairness in the Design of Testing Accommodations/Accessibility Resources for Students with Special Needs. Learning Differences Initiative, Stanford Graduate School of Education. November 14.
- Solano-Flores, G. (2022).** Accommodations and accessibility resources in large-scale tests. Stanford Teacher Education Program. Stanford Graduate School of Education. February 11.
- Solano-Flores, G. (2021).** The assessment of English learners in the age of COVID-19. Invited Symposium, *Validity and Fairness in the Age of COVID-19: Perspectives from the Standards.* American Educational Research Association annual meeting, April 10.
- Solano-Flores, G.**, & Valdés, G. (2021). Examining long-term English learners’ Mathematics course taking trajectories. Presentation at the SREE 2021 Conference *The Fierce Urgency of Knowledge: Education Evidence for Reimagining and Reckoning.* July 19-23.
- Solano-Flores, G.** (2021). Examining long-term English learners’ mathematics course taking trajectories. NNERPP Symposium, *Exploring the Simple and the Systemic: How Three Research-Practice partnerships Have Supported Evidence-Based Policy Change for English Learners.* September 28, 2021.

- Solano-Flores, G., & Elosua, P. (2021).** *Measuring and Operationalizing National Assessment Capacity*. Paper presented at the 12th Conference of the International Test Commission. 9-12 July 2021.
- Biernacki, P. J., **Solano-Flores, G.**, Li, M., Ruiz-Primo, M. A., Wang, N., & Dong, D. (2021). Metacoding: *Unpacking undetected disagreement among coders during observational analysis*. Paper presented at the Virtual Annual Conference of the American Educational Research Association, April.
- Biernacki, P. J., & **Solano-Flores, G.** (2020, April 17-21). *Differential College Preparation Outcomes for 'English Learner' Students* [Conference paper presentation]. American Educational Research Association conference, San Francisco, CA, United States. <https://convention2.allacademic.com/one/aera/aera20/> (Conference canceled)
- Biernacki, P. J., **Solano-Flores, G.**, & Altavilla, J. (2020, April 17-21). *Reclassification among secondary students categorized as 'short-term' and 'long-term' English Learners*. [Conference roundtable]. American Educational Research Association conference, San Francisco, CA, United States. <https://convention2.allacademic.com/one/aera/aera20/> (Conference canceled)
- Solano-Flores, G. (2019).** Quantitative semiotic analysis of test items: Conceptual and methodological foundation. Paper presented at the 2019 Conference of the European Association for Research on Research on Learning and Instruction. Aachen, Germany, 15 August.
- Solano-Flores, G. (2019).** *Minimizing measurement error due to test translation error in PISA: the design of optimal test translation review procedures*. Paper presented at the symposium, "Test Adaptation, Analyses of Translation Errors, and Linking Across Languages in International Large-Scale Assessments," organized by ETS and cApStAn for the annual meeting of the NCME. Toronto, Canada, April 4-8, 2019. Organizers: Lale Khorramdel, Kadriye Ercikan, and Steve Dept.
- Solano-Flores, G., & Elosua, P. (2018).** National assessment capacity as a factor that shapes validity. Paper presented at the Symposium on Testing and Society, International Test Commission conference, Montreal, Canada, July 2-5.
- Altavilla, J., Elosua, P., & **Solano-Flores, G.** (2018). The relationship among mathematics score variation, language, and SES in the Basque Autonomous Community: Preliminary findings. Roundtable session at the annual meeting of the American Educational Research Association. New York, NY, April 13-17, 2018.
- González-Otero, S., Couto-Cantero, P., **Solano-Flores, G.** (2018). Design of texts comparable across Spanish and English in the assessment of inferential reading skills. Poster presented at the Inter-University Scientific Meeting of the Directorate of Equity and Innovation in Education, Spain.
- Solano-Flores, G. (2018).** Methodological issues in measuring bias: Need for alternative methodologies. Symposium, *Insight and Action: Diverse Perspectives on Critical Fairness Issues in Testing*, presented at the National Council on Measurement in Education annual conference. April 14.

- Chia, M., Kachchaf, R., Solano-Flores, G., & Shyyan, V.** (2018). *Designing and evaluating illustrations for a National Next Generation Mathematics assessment: Results from a pilot study*. Paper presented at the invited symposium, Boundary-Pushing Innovations in the Assessment of ELs in K-12 Contexts, Annual meeting of the National Council of Measurement in Education, April 12-16.
- González-Otero, S., Couto-Cantero, P., & Solano-Flores, G.** (2017). Logical conceptual model for generating and evaluating narrative texts and inferential tasks. Poster presented at the University of Coruña, Spain.
- Erickan, K., & **Solano-Flores, G.** (2017). Classroom realities that need to be understood to make good assessments. Paper presented at the 2017 annual meeting of the National Council on Measurement in Education, April 26-30.
- Solano-Flores, G., & Chia, M.** (2017). Conceptual Foundations of Test Illustration. Paper presented at the symposium, *Designing illustrations glossaries for special populations in a national large-scale mathematics assessment*, organized by Rachel Kachchaf. Annual meeting of the American Educational Research Association. San Antonio, TX, April 27-May 1.
- Erickan, K., & **Solano-Flores, G.** (2016). *Assessment in societies: Multiple functions and multiple meanings*. Paper presented at the International Test Commission conference. Symposium, *The validity of testing: Perceptions of stakeholders*. Vancouver, Canada, July 4.
- Solano-Flores, G.** (2016). *Examining translation in PISA mathematics items: Lessons on validity evidence and the theory of test translation error*. Presentation at the Symposium on Language and Mathematics. Umeå University, Sweden, June 13.
- Solano-Flores, G.** (2016). *Assessing heterogeneous populations in an era of population diversification*. Paper presented at the Vice-presidential invited centennial Division D symposium on issues and challenges in fairness and equity in assessing diverse populations in the 21st century, organized by Maria Oliveri. Annual meeting of the American Educational Research Association, April.
- Solano-Flores, G.** (2016). *Validity and generalizability in the testing of ELLs*. Paper presented at the Division D Measurement and Research Methodology symposium, Validity issues in assessing English learners organized by S. G. Sireci. Annual meeting of the American Educational Research Association, April.
- Solano-Flores, G.** (2015). *Operationalizing cultural validity in the assessment of culturally and linguistically diverse populations: Implementation challenges and approaches*. Paper presented at the Invited Symposium, Building a Bridge between Culturally Responsive Pedagogy and Culturally Responsive Assessment to Educate Racial Minority Students: Revisiting the Conversation Nearly Two Decades Later, organized by Stafford Hood. Annual Meeting of the American Educational Research Association. Chicago, IL, April 16-20.
- Zhao, X., **Solano-Flores, G., & Qian, M.** (2015). *Examining teachers' feedback for English language learners in science classrooms*. Poster presented at the Annual Meeting of the American Educational Research Association. Chicago, IL, April 16-20.

- Solano-Flores, G.** (2014). *Translanguaging-based approaches to linguistic variation in the assessment of linguistically diverse populations*. Paper presented at the colloquium, “Negotiating the Complexities of Multilingual Assessment” organized by Kate Menken and Elana Shohany, 2014 Conference of the American Association for Applied Linguistics (AAAL), Portland, OR, March 22-25.
- Chrzanowski, A., Wang, C., & **Solano-Flores, G.** (2014). *Improving illustration-based accommodations for English language learners in science assessment: Report on an analytical strategy*. Paper accepted for presentation in the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA, April, 3-7.
- Chrzanowski, A., & **Solano-Flores, G.** (2014). *Spreading the word: The use of illustrations as a testing accommodation for emerging bilingual students*. [Division H vice-presidential invited session: Fresh and innovative graduate student work in school-based research, evaluation, and assessment](#). Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA, April, 3-7.
- Solano-Flores, G.** (2013). *A framework for designing assessment models in the testing of bilingual populations*. Paper presented at the International symposium of Bilingualism, ISB-9, Singapore, June 10-13, 2013, Colloquium, Equity and innovation in bilingual and multilingual assessment, organized by Kathleen Anne Heugh.
- Del Rosal, K., & **Solano-Flores, G.** (2013). *Sampling maximum performance in the evaluation of science teachers’ formative assessment practices for English language learners*. Poster presented at the Annual Conference of the American Educational Research Association, San Francisco, California, April 27 – May 1.
- Wang C. & **Solano-Flores, G.** (2013). *The effect of illustrations on the performance of students in a science test*. Poster presented at the Annual Conference of the American Educational Research Association, San Francisco, California, April 27- May 1.
- Solano-Flores, G.** (2013). *Visual displays as aids for English language learners*. Paper presented at the National Council on Measurement in Education Annual Meeting. San Francisco, CA, April 27 – May 1. Symposium, *Improving the Assessment of English Language Learners: Test Administration formats, Accommodations, and Score Reporting*, organized by Steve Sireci.
- Ruiz-Primo, M. A., DiBello, L., & **Solano-Flores, G.** (2013, April). *NARST Assessment position statement in response to NGSS*. Symposium: NARST Implementation Response to NGSS. Organized by the NARST President S. Lynch, S., & Future President L. Bryan at the International Annual Conference of the National Association of Research in Science Teaching. San Juan, Puerto Rico.
- Solano-Flores & Wang, C. (2012). *The design and use of test illustrations in international test comparisons*. Paper presented at the 8th conference of the International Test Commission. Amsterdam, July 3-5, 2012.
- Solano-Flores, G.** (2012). *Improved approaches for evaluating testing accommodations for English language learners*. Paper presented at the symposium, “Assessment of Academic Achievement of Linguistic Minorities in Canada and the United States,” organized by Kadriye Ercikan and Dallie Sandilands, International Test Commission’s Conference Amsterdam, July 3-5, 2012.

- Solano-Flores, G.** (2012). *A conceptual framework on the testing of linguistically diverse populations*. Paper presented at the symposium, "Testing Students from Diverse Linguistic Backgrounds," organized by Paula Elosua, International Test Commission's Conference Amsterdam, July 3-5, 2012.
- Solano-Flores, G.,** Nguyen-Le, K., & Wang, C. (2012). *Linking generalizability and effectiveness in the evaluation of testing accommodations for English language learners*. Paper presented at the symposium, "Limits of Generalizing in Psychological Research," organized by Kadriye Ercikan, International Congress of Psychology in Cape Town, South Africa, July 22-27, 2012.
- Solano-Flores, G.** (2012). *Probabilistic approaches for examining the impact of item linguistic features on student performance*. Paper presented the annual conference of the National Council on Measurement in Education. Vancouver, British Columbia, Canada April 12 - 16, 2012.
- Wang, C., Chia, M., Kachchaf, R., & **Solano-Flores, G.** (2012). *Item illustration complexity and the performance of English language learners in a science test*. Paper presented at the Annual Conference of the American Educational Research Association, Vancouver, Canada, April 13-17, 2012.
- Kachchaf, R., & **Solano-Flores, G.** (2012). *Comparing English language learners and mainstream students: The case of multiple-choice science items with and without vignette illustrations*. Paper presented at the Annual Conference of the American Educational Research Association, Vancouver, Canada, April 2012.
- Solano-Flores, G.** (2011). *Development of illustrations as image supports for English language learners in large-scale testing: A report on the procedure for designing vignette illustrations*. Paper presented at the CADRE ELL-STEM Roundtable session, "Advancing English Language Learners in Science and Math: Realizing the Promise," at the annual meeting of the American Educational Research Association, April 7-11.
- Solano-Flores, G.,** & Wang, C. (2011). *Conceptual framework for analyzing and designing illustrations in science assessment: Development and use in the testing of linguistically and culturally diverse populations*. Paper presented the Annual Conference of the National Council on Measurement in Education, New Orleans, LA, April 7-11.
- Wang, C., & **Solano-Flores, G.** (2011). *The use of illustrations in large-scale science assessment: A comparative study*. Paper presented at the annual meeting of the American Educational Research Association, April 7-11.
- Wang, C., & **Solano-Flores, G.** (2011). *Illustrations with graphic devices in large-scale science assessments: An exploratory cross-cultural study on students' perception and interpretation*. Paper presented at the annual meeting of the National Council on Measurement in Education, April 7-11.
- Prosser, R., & **Solano-Flores, G.** (2011). *Examining problem solving strategies on multiple-choice science items among English language learners through cognitive interviews*. Paper presented at the annual meeting of the American Educational Research Association, April 7-11.

- Solano-Flores, G.** (2010). *The use of pictorial supports as an accommodation for increasing access to test items for students with limited proficiency in the language of testing*. Paper presented at the 7th Conference of the International Test Commission. Hong Kong, July 19-21, 2010.
- Solano-Flores, G., Prosser, R. R., Barnett-Clarke, C., & Gluckman, M. A.** (2010). *Examining academic language in mathematics test items for English language learners*. Paper presented at the annual meeting of the American Educational Research Association Denver, April 30-May 4. Symposium, Rethinking the Mathematics and Language Connection for Latinos/as and ELLs: Findings from the *Math Pathways & Pitfalls* Project.
- Wang, C., & **Solano-Flores, G.** (2010). *A virtual co-rater approach for evaluating scoring quality in teacher portfolio-based assessment*. Paper presented at the Annual Conference of the American Educational Research Association, Denver, Colorado, April 30-May 4.
- Prosser, R. R., & **Solano-Flores, G.** (2010). *Including English language learners in the process of test development: a study on instrument linguistic adaptation for cognitive validity*. Paper presented at the Annual Conference of the National Council of Measurement in Education, Denver, Colorado, April 29-May 3.
- Solano-Flores, G.** (2010). *Vignette illustrations as a form of testing accommodation for English language learners: A design methodology for use in large-scale science assessment*. Paper presented at the Annual Conference of the National Council of Measurement in Education, Denver, Colorado, April 29-May 3.
- Solano-Flores, G., Contreras-Niño, L.A., & Backhoff.** (2009). *Measuring translation error in PISA-2006 translated items: Theoretical foundations and empirical evidence in support of a multidimensional, multidisciplinary test translation review*. Paper presented at the PISA Research Conference, Kiel, Germany, 14-16 September.
- Contreras-Niño, L.A., **Solano-Flores, G., & Backhoff.** (2009). *Applying the theory of test translation error in the review of test translations in international assessment programs*. Poster proposal submitted to the PISA Research Conference, Kiel, Germany, 14-16 September.
- Prosser, R., & **Solano-Flores, G.** (2009). *Examining the effect of rater language background on the quality of the scoring of English language learner responses to open-ended mathematics test items*. Paper presented at the annual meeting of the American Educational Research Association, April.
- Solano-Flores, G.** (2009). *A conceptual framework for a research agenda on validity in the testing of English language learners*. Paper to be presented at the divisional symposium, Validity in ELL Assessment: Challenges and Promising Approaches (structured poster session) of the annual meeting of the American Educational Research Association, April, 2009; organized by Joan Herman, Division D.
- Solano-Flores, G.** (2008). *A conceptual framework for examining the assessment capacity of countries in an era of globalization, accountability, and international test comparisons*. Paper presented at the 6th Conference of the International Test Commission. Liverpool, UK, July 16-18, 2008.

- Solano-Flores, G.** (2008). *Cultural validity and student performance on science assessments*. Paper presented at the Symposium, Culture and Context in Large-Scale Assessments: Obstacles or Opportunities? organized by Sharon Nelson-Barber and Larry Sutter. Annual meeting of the American Educational Research Association. New York, NY, April 24-28.
- Solano-Flores, G.** (2008). Testing as a stochastic process: The case of English language learners (ELLs). Paper presented at the symposium, *Generalizing from educational research: Beyond the quantitative–qualitative opposition*, organized by Kadriye Ercikan and Wolff-Michael Roth. Annual meeting of the American Educational Research Association. New York, NY, April 24-28.
- Li, M., **Solano-Flores, G.**, Kwon, M., & Tsai, S. P. (2008, April). *"It's asking me as if I were the mother:" Examining how students from different groups interpret test items*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Solano-Flores, G.**, Li, M., Speroni, C., Rodriguez, J., Basterra, M., & Dovholuk, G. (2007). *Comparing the properties of teacher-adapted and linguistically-simplified test items for English language learners*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL. April 9-13.
- Solano-Flores, G.** (2006). *Theory of test translation error*. Paper presented at the 5th Conference of the International Test Commission: Psychological and Educational Test Adaptation Across Languages and Cultures: Building Bridges Among People. Brussels, Belgium, July 6-8.
- Solano-Flores, G.**, Contreras-Niño, L.A., Backhoff-Escudero, E., & Andrade, E. (2006). *Development and evaluation of software for test translation review sessions*. Poster presented at the 5th Conference of the International Test Commission: Psychological and Educational Test Adaptation Across Languages and Cultures: Building Bridges Among People. Brussels, Belgium, July 6-8.
- Solano-Flores, G.** (2006). *Optimum number of items as a form of testing accommodation for English language learners*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, April 8-12, 2006.
- Kidron, Y., & **Solano-Flores, G.** (2006). *Formal and judgmental approaches in the analysis of test item linguistic complexity: A comparative study*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, April 8-12.
- Solano-Flores, G.**, Li, M., & Kwon, M. (2005). *The use of generalizability (G) theory in the analysis of wide open-ended interviews in assessment research with multiple cultural groups*. Paper presented at the 11th Biennial Conference of the European Association for Research on Learning and Instruction. Nicosia, Cyprus, August 23-27.
- Solano-Flores, G.** (2005). *Examining test item meaningfulness across cultural groups*. Paper presented at the 11th Biennial Conference of the European Association for Research on Learning and Instruction. Nicosia, Cyprus, August 23-27.

- Solano-Flores, G.,** Contreras-Niño, L. A., & Backhoff-Escudero, E. (2005). *The Mexican translation of TIMSS-95: Test translation lessons from a post-mortem study*. Paper presented at the annual meeting of the National Council on Measurement in Education. Montreal, Quebec, Canada, April 11-15.
- Solano-Flores, G.,** Speroni, C., & Sexton, U. (2005). *The process of test translation: Advantages and challenges of a socio-linguistic approach*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Quebec, Canada, April 11-15, 2005.
- Solano-Flores, G.** (2004). *Language, dialect, and register: Sociolinguistics and the estimation of measurement error in the testing of English-language learners*. Paper presented at the Conference, "English Language Learners Struggling to Learn: Emergent Research on Linguistic Differences and Learning Disabilities" organized by the *National Center for Culturally Responsive Educational Systems (NCCRESt)*. Arizona State University in Tempe, AZ, November 18-19, 2004.
- Solano-Flores, G.** (2004). "Scientifically-based"? *The dangers of "methodologically-rigorous" but theoretically-weak practices in the testing of linguistic and cultural minorities*. Symposium paper accepted for presentation at the annual meeting of the American Evaluation Association. Atlanta, GA, November 3-6, 2004.
- Solano-Flores, G.** (2004). *Testing linguistic minorities across languages*. Paper presented at the 28th International Congress of Psychology. Beijing, China, August 8-13.
- Solano-Flores, G.** (2004). *Cultural validity in assessment: Major findings*. Paper presented at the 28th International Congress of Psychology. Beijing, China, August 8-13.
- Solano-Flores, G.** (2003). *Socio-cultural context and its influence on test taking: Implications for program evaluation*. Symposium paper presented at the annual meeting of the American Evaluation Association. Reno, NV, November 5-8, 2003.
- Solano-Flores, G.** (2003). *The multidimensionality of test review and test design: A conceptual framework for addressing linguistic and cultural diversity in testing*. Paper presented at the 10th Biennial Conference of the European Association for Research on Learning and Instruction. Padova, Italy, August 26-30.
- Solano-Flores, G.** (2003). *Examining the dependability of performance measures for English language learners*. Paper presented at the Validity and Accommodations Psychometric Conference. University of Maryland, College Park, MD, August 4-5.
- Solano-Flores, G.,** Lara, J., & Li, M. (2003). *Assessment comparability across languages: Testing linguistic minorities*. Symposium paper presented at the annual meeting of the National Council on Measurement in Education. Chicago, IL, April 22-24.
- Solano-Flores, G.,** Trumbull, E., & Kwon, M. (2003). *The metrics of linguistic complexity and the metrics of student performance in the testing of English language learners*. Symposium paper presented at the 2003 annual meeting of the American Evaluation Research Association. Chicago, IL, April 21-25.

- Solano-Flores, G., Kwon, M., & Trumbull, E. (2003).** *Analyzing the linguistic complexity of test items: Theoretical and methodological issues*. Paper presented at the RACE (Relevance of Assessment and Culture in Evaluation) conference organized by the Arizona State University. Tempe, Arizona, January 10-11.
- Solano-Flores, G., & Lara, J. (2003).** *Assessment Comparability Across Languages: Testing Linguistic Minorities*. Paper for the symposium, Construct Comparability Research: Methodological Issues and Results. Paper presented at the annual meeting of the National Council on Measurement in Education. Chicago, IL, April 21-25
- Solano-Flores, G. (2002).** *Equity in standardized testing: What we know and what is yet to be done*. Paper presented at the Fifth National Conference on Educational Research, Ensenada, Baja California (Mexico), October, 28-31.
- Solano-Flores, G. (2002).** *Towards a Methodology for Equitable Test Design*. Paper presented at the Second Annual Conference of the Institute for the Study and Promotion of Race and Culture. Boston, MA, October 11-12.
- Solano-Flores, G. (2002).** *Cross-language assessment development for English language Learners*. Paper presented at the annual meeting of the Science Assessment for Limited English Proficient Students group of the Council of Chief State School Officers. June 4-7.
- Solano-Flores, G. (2002).** *Cultural validity: A sociocultural perspective in educational measurement*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA, April 1-5.
- Sexton, U., & **Solano-Flores, G. (2002).** *Cultural validity in assessment development: A cross-cultural study on the interpretation of math and science items*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA, April 1-5.
- Solano-Flores, G., & López-Freeman, M. A. (2002).** *Development and use of the Spanish version of the California Science Education Standards*. Paper presented at the California Association of Bilingual Education 27th Annual Conference. San José, CA, January 31-February 3.
- Solano-Flores, G., and Trumbull, E. (2002).** *Better and more equitable approaches for assessing English language learners*. Paper presented at the California Association of Bilingual Education 27th Annual Conference. San José, CA, January 31-February 3.
- Trumbull, E., & **Solano-Flores, G. (2001).** *Language, culture, and assessment: New approaches*. Paper presented at the California Mathematics Council-Northern Section Conference. Asilomar, California, November 30-December 2.
- Solano-Flores, G. (2001).** *World views and test views: the relevance of cultural validity*. Paper presented at the European Association of Research in Learning and Instruction. Fribourg, Switzerland, August 28-September 1.
- Sexton, U., & **Solano-Flores, G. (2001).** *A Comparative Study of Teachers' Cultural Perspectives Across Different Cultures*. Poster presented at the annual meeting of the American Educational Research Association. Seattle, WA, April 2-6.

- Solano-Flores, G.** (2001). *Assessing the knowledge and skills of limited English proficient students*. Paper presented at the 15th Annual Texas Assessment Conference 12th Annual Texas Association of Collegiate Personnel Conference. Austin, TX, February 11-14.
- Lagunoff, R., **Solano-Flores, G.**, Sexton, U., & Nelson-Barber (2001). *English language ability and math and science assessments*. Paper presented at the California Association for Bilingual Education 2001 Conference. Los Angeles, California, January 31-February 3.
- Solano-Flores, G.** & Nelson-Barber, S. (2000). *Development of hands-on mathematics activities that honor indigenous, traditional Yup'ik knowledge*. Paper presented at the National Conference on Aboriginal Education, "Coming Together; Sharing our Research, Practice and Indigenous Knowledge."Winnipeg, Manitoba, Canada, October 18-21.
- Solano-Flores, G.** (2000). *Promoting equitable assessment in science*. Paper presented at the Teacher Institute of the Guam Department of Education. Hagåtña, Guam, September 1-3.
- Solano-Flores, G.** (2000). *Recent advances in science assessment*. Keynote speech given at the Teacher Institute of the Guam Department of Education. Hagåtña, Guam, September 1-3.
- Solano-Flores, G.** & Nelson-Barber, S. (2000). *Same skills, different cultures: Yup'ik and Pacific Islander approaches to promoting mathematics skills*. Workshop paper presented at the 17th Annual Pacific Educational Conference, "Pacific Communities: Lifelong Learners." Koror, Republic of Palau, July 25-27.
- Solano-Flores, G.** & Nelson-Barber, S. (2000). *Attaining assessment cultural validity: The perspective of assessment development*. Paper presented at the Relevance of Assessment and Culture in Evaluation Meeting organized by the Arizona State University. Tempe, AZ, January.
- Solano-Flores, G.**, Trumbull, E., & Nelson-Barber, S. (2000). *Evaluation of a model for the concurrent development of two language versions (English and Spanish) of a mathematics assessment in a bilingual program*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA, April.
- Solano-Flores, G.**, Lara, J., & Sexton, U. (2000). *A comparison of English language learners' responses to science prompts in English and in their first languages*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA, April.
- Solano-Flores, G.** & Nelson-Barber, S. (2000). *Cultural validity of assessments and assessment development procedures*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA, April.
- Solano-Flores, G.** (2000). *Assessment support for bilingual teachers and teachers of English language learners*. Paper presented at the 25th Annual Conference of the California Association for Bilingual Education. San Francisco, CA, March 20-23.
- Solano-Flores, G.**, & Nelson-Barber, N. (1999). *A model for developing culturally-responsive assessments*. Paper presented at the at the National School Conference Institute First annual Conference on Hispanic American Education. San Antonio, Texas, April 16-17.

- Solano-Flores, G., & Nelson-Barber, N. (1999).** *Developing culturally-responsive science assessments*. Paper presented at the annual meeting of the National Association for the Research of Science Teaching. Boston, Massachusetts, March 28-31.
- Solano-Flores, G., & Nelson-Barber, N. (1999).** *Promoting equity and fairness in testing from the start: Developing culturally-responsive assessments*. Paper presented at the Meeting of the Center for Research of Students Placed at Risk. El Paso, Texas, January 20-23.
- Solano-Flores, G. (1998).** *The challenge of assessing English language learners*. Invited symposium. annual meeting of the National Council for Measurement in Education, San Diego, CA, April 13-17.
- Stecher, B.M., Klein, S. P., **Solano-Flores, G.**, McCaffrey, D., Robyn, A., Shavelson, R.J., & Haertel, E. (1998). *Do content, format, and level of inquiry affect scores on open-ended science tasks?* Paper presented at the annual meeting of the American Educational Research Association, April 13-17. San Diego, CA.
- Shavelson, R. J., **Solano-Flores, G.**, & Ruiz-Primo, M.A. (1997). *Toward a science performance assessment technology*. Paper presented at the Seventh EARLI Conference. Athens, Greece, August 26-30.
- Solano-Flores, G.**, Raymond, B., & Schneider, S. A. (1997). *Computer-assisted scoring: Can technology enhance the process of portfolio scoring?* Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL, March 24-28.
- Solano-Flores, G. (1997).** *The use of a structural approach and a computer-aided scoring program for scoring portfolios in art teacher certification assessment*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL, March 24-28.
- Solano-Flores, G.**, Shavelson, R. J., Ruiz-Primo, M.A., Schultz, S. E., Wiley, E., & Brown, J. H. (1997). *On the development and scoring of observation and classification science performance assessments*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL, March 24-28.
- Druker, S., **Solano-Flores, G.**, Brown, J., & Shavelson, R. J. (1996). *A comparison of two approaches to scoring science performance*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY, April.
- Solano-Flores, G. & Shavelson, R. J. (1995).** *Practical and Logistic Issues in Science Performance Assessment Development and Administration*. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA, April.
- Solano-Flores, G.**, Jovanovic, J., & Shavelson, R. J., & Bachman, M. (1994). *Development of an item shell for the generation of performance assessments in physics*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA, April.
- Solano-Flores, G., & Shavelson, R. J. (1994).** *Evaluation of a model for generating science performance assessments*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA, April.

- Solano-Flores, G., & Shavelson, R. J. (1994).** *Binary-based versus weight-based scoring in science performance assessments*. Paper presented at the annual meeting of the National Council on Measurement in Education. New Orleans, LA, April.
- Solano-Flores, G., Ruiz-Primo, M. A., Baxter, G. P., Othman, A. R., & Shavelson, R. J. (1994).** *Bilingual testing of Hispanic students in science performance assessments*. Paper presented at the Quality Education for Minorities Network meeting. San Francisco, CA.
- Solano-Flores, G., & Ruiz-Primo, M.A. (1986).** *Computer-assisted test design and evaluation of achievement tests*. (Sp.) Paper presented at the Sixth Conference on Computers in Education and Third Meeting on Artificial Intelligence. Oaxaca, Mexico, March.
- Solano-Flores, G. (1985).** *Automatic test design for the evaluation of academic skills*. (Sp.) Paper presented at the Fifth Conference on Computers and Education. Monterrey, Mexico, March.
- Solano-Flores, G. (1984).** *Computer-assisted evaluation of academic repertoire and outcomes: an application of educational structural analysis*. (Sp.) Paper presented at the XXIII World Congress of Psychology. Acapulco, Mexico, August.
- Solano-Flores, G. (1984).** *The foundations of educational structural analysis*. (Sp.) Paper presented at the XXIII World Congress of Psychology. Acapulco, Mexico, August.
- Solano-Flores, G. (1982).** *Educational structural analysis: advantages and applications*. (Sp.) Paper presented at the Third National Congress of Psychology. Mexico City, Mexico.
- Solano-Flores, G. (1981).** *Essay test assessment based on a socially-defined basis of comparison*. (Sp.) Paper presented at the First International Symposium on Analysis in Education. Mexico City, July.

Other Presentations

- Solano-Flores G. (panelist) (2023, October 6).** Re-envisioning fairness in educational assessment and the next edition of the Standards. University of California, Los Angeles.
- Solano-Flores, G. (panelist) (2019, April 6).** English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives, organized by the National Science Foundation and the National Academies of Science, Engineering, and Mathematics. Panel at the AERA Annual Meeting, Toronto, Ontario, Canada.
- Solano-Flores, G. (discussant) Symposium, *Applications of multilevel IRT models for collecting validity evidence in educational assessment*, for the Annual Meeting of the NCME.** Toronto, Canada, April 8, 2019.
- Solano-Flores, G. (2016).** Assessment of linguistically diverse populations. Presentation to the Graduate School of Education's Advisory Council. March 17.

Instructional Units

- Solano-Flores, G.** *Bubble Science: A sixth-grade physics hands-on instructional unit*. University of Santa Barbara, California, 1993. (Elementary school level)
- Rivero, F., **Solano-Flores, G.**, & Meraz, P. (1989). *Communication and Writing in Psychology*. (Sp.) Mexico: National University of Mexico. (College level).

Cedeño, M. L., García, D., Herrera, A., Kurc, L., Munive, M., Ruiz-Primo, M. A., & **Solano-Flores, G.** (1983). *Student Guide for the Practicum in Methodology, First Course, Third edition.* (Sp.) Mexico: National University of Mexico. (College level).

Ramírez, E., **Solano-Flores, G.**, Kurc, L., & Medina-Mora, P. (1981). *Student Guide for the Practicum in Methodology, First Course, Second Edition.* (Sp.) Mexico: National University of Mexico. (College level).

Ramírez, E., Vargas, A., **Solano-Flores, G.**, Kurc, L., & Medina-Mora, P. (1980). *Student Guide for the Practicum in Methodology, First Course* (Sp.) Mexico: National University of Mexico. (College level).

Other Publications

Solano-Flores, G. (2007). Educational assessment: A long-term project. *Educación*, 149, 37-38. (Sp.)

Solano-Flores, G., Pick, S., & Pick, S. (1996). *Explaining to Kids: A Dictionary for Helping Parents Talk to Their Children About Over 200 "Difficult" Topics.* Mexico: Planeta. (Sp.)

Aguilar, R., Mendoza, M., Rayek, E., **Solano-Flores, G.**, & Vidal, P. (1980). *Day Care Center Management.* Mexico: Center for the Study of Advanced Methods and Procedures for Education, Mexico. (Sp.)

Solano-Flores, G. (author or co-author) (1991). *Planning Your Life* (A series of **22** books for promoting critical thinking and living). México: IMIFAP/Noriega-Limusa. (Sp.)

Solano-Flores, G. (1988). *The Scientist Kid* A series of **6** hands-on science activities. México: Trillas Publishing Company. (Sp.)

Solano-Flores, G. *Open Eyes* (1986-1990). A series of **12** books for the promotion of reading in young children. México: Trillas Publishing Company. (Sp.)

Published Translations

California Standards for Science Education. English into Spanish. California: California Science Project, 2002. <http://csmc.ucop.edu/csp/>

Evans' *Contemporary influences in early childhood education.* English into Spanish. Mexico: Trillas Publishing Company, 1987.

TALKS AND KEYNOTE SPEECHES

Solano-Flores, G. (2023). *Challenges and possibilities in the assessment of English learners: Evolving policies, new technologies, and old problems.* Presentation at the conference, Improving Instruction, Assessment, and Policies for Secondary English Learners Across the Content Areas, organized by the Institute of Education Sciences, the Center for the Success of English Learners, and the National Research & Development center to Improve Education for Secondary English Learners. Washington, D.C., George Washington University, May 8.

- Solano-Flores, G. (2023).** *Selected response and constructed response assessment instruments: Properties and uses in the assessment of learning.* Online talk for the Center for the Study of the Teaching and Learning of Law (CEEAD). June 29.
- Solano-Flores, G. (2022).** *Development of tests in the assessment of the professions. Talk given at the Meeting for the Improvement Institutional Capacity in Professional Development Institutes and the Professional Service in Careers in Law* (Reunión de trabajo para el fortalecimiento de capacidades institucionales de los Institutos de Formación profesional y del Servicio Profesional de Carrera Ministerial). Center for the Study of the Teaching and Learning of Law (CEEAD). Mexico City, November 23.
- Ercikan, K., & **Solano-Flores, G. (2022).** *Toward More Equitable Assessment of Multilingual Learners Across Disciplines and Language Development.* Educational Testing Service. Online. June 1.
- Solano-Flores, G. (2021).** *The importance of cognitive processes in teaching and in educational assessment.* Colloquium on the teaching of chemistry. SENACyT, Panama, September 10.
- Solano-Flores, G. (2021).** *The design of visual accessibility resources in the testing of English learners.* Curriculum Associates. June 24, 2021.
- Solano-Flores, G. (2019).** Panel on the consensus report: *English learners in STEM subjects: Transforming classrooms, schools, and lives. Sponsored by the National Science Foundation. AERA annual meeting, Toronto, Canada, April ,*
- Solano-Flores, G. (2018).** *The theory of test translation error.* North East Normal University, Changchun, China. June 26, 2018.
- Solano-Flores, G. (2018).** *English Teaching Assessment.* North East Normal University, Changchun, China, June 28, 2018.
- Solano-Flores, G. (2017).** *Forms of evidence that also matter: The correspondence of rigorous methodology and fair assessment practices in a diverse society.* Third Edmund W. Gordon Distinguished Senior Lecture, Center for Culturally Responsive Evaluation and Assessment (CREA) Fourth International Conference. Chicago, IL, September 28.
- Solano-Flores, G. (2017).** *Considerations for using assessments worldwide in principle ways.* Seminar presented at the annual meeting of the American Educational Research Association. San Antonio, TX, April 27-May 1.
- Solano-Flores, G. (2016).** *Examining translation in PISA mathematics items: Lessons on validity evidence and the theory of test translation error.* Symposium on Language and Mathematics. Umeå University, Umeå, Sweden, 13-14 June.
- Solano-Flores, G. (2016).** *Cultural diversity and validity in the assessment of academic achievement: Practical and methodological issues.* Keynote speech at the Seminar on Assessment and Diversity: Justice and Equity in Academic Assessment. National Institute of Educational Evaluation. Mexico City, September 22, 2016.
- Solano-Flores, G. (2016).** *Linguistic diversity, score variation, and measurement error: A generalizability theory-based view of validity in the assessment of English language*

- learners*. Frank B. Womer lecture in measurement and assessment. School of Education at the University of Michigan. February 16.
- Solano-Flores, G. (2016).** *Semiotics and the design of test items: The use of illustrations as accessibility resources in the assessment of English language learners*. Frank B. Womer invitational keynote. Michigan School Testing Conference. Ann Arbor, MI, February 17.
- Solano-Flores, G. (2015).** Linguistic diversity, measurement error, and validity. Talk at the Complutense University of Madrid, Spain. November 11.
- Solano-Flores, G. (2014).** *The use of illustrations in academic achievement assessment*. Talk at the Cardinal Herrera University. Valencia, Spain, March 18.
- Solano-Flores, G. (2013).** *Assessment: Purposes, design, and examples*. Invited talk. Critical Issues in Mathematics Education 2013: Assessment of Mathematical Proficiencies in the Age of the Common Core. Washington, D.C., Mathematical Sciences Research Institute, April 4.
- Solano-Flores, G. (2012).** *English language development, large-scale assessments, and classification issues*. Talk at the "Building a National Research Agenda to Improve the Educational Assessment and Attainment of English Language Learners" conference organized by ETS and CRESST, September 19.
- Solano-Flores, G. (2012).** *Theoretical and methodological innovations in academic achievement test translation and cultural adaptation*. University of Baja California, Mexico, November 6.
- Solano-Flores, G. (2012).** *Recent advances in the assessment of linguistically diverse populations*. University of Valencia, Spain, May 21.
- Solano-Flores, G. (2011).** *Examining language as a source of measurement error in the testing of English language learners*. Keynote speech at the Educational Testing Service. Princeton, NJ, November 9, 2011.
- Solano-Flores, G. (2011).** *Effective STEM achievement assessment for English language learners: Measurement considerations*. Presentation at the High-Quality STEM Education for English Learners: Current Challenges and Effective Practices forum organized by the Office of English Language Acquisition, U.S. Department of Education, July 11.
- Solano-Flores, G. (2010).** *The use of the theory of test translation error in international test comparisons*. University of Oslo, June 29.
- Backhoff, E., **Solano-Flores, G.**, & Contreras-Niño, L. A. (2010) *Test translation and adaptation: Lessons learned from TIMSS, 1995*. Presentation at the Ibero-American Seminar on the theory of test translation error in international comparisons. National Ministry of Education and National Institute for Educational Evaluation, Mexico City, Mexico, February 18-19.
- Solano-Flores, G. (2009).** *Design and use of illustrations in test items as a form of accommodation for English language learners in science assessment*. National Science Foundation, DRK-12 Principal Investigators Meeting. Washington, DC., November 8-10.

- Solano-Flores, G. (2009).** *Classification of English language learners: Conceptual considerations*. National Conference on Student Assessment organized by the Council of Chief State School Officers. Los Angeles, California, June 21-24.
- Solano-Flores, G. (2008).** *The forms and functions of language: Implications for the assessment of mathematics achievement in linguistically diverse populations*. Keynote speech at the Center for Mathematics Educations for Latinos Symposium. Monterey, CA, January 20.
- Solano-Flores, G. (2008).** *Examining symmetry in the treatment of languages in research, practice, and policy in the testing of linguistically diverse populations*. Presentation for the Pre-CSSE Symposium, *Implementation of the Official Languages Act in Provincial Assessments*, to be held at the University of British Columbia, Vancouver, BC. May 30.
- Solano-Flores, G. (2007).** *Evaluation and Educational Quality in Latin America*. Inaugural talk of the “Benjamin Bloom” Lecture. University of San Carlos, Guatemala City, Guatemala, June 8, 2007.
- Solano-Flores, G. & Sexton, U. M. (2007).** *Cultural appropriateness, language, teachers' roles, and perceptions in science assessment culture and language in educational research*. Science and English Language Learners National Science Teachers Association Conference. St. Louis, MO, March 31, 2007.
- Solano-Flores, G. (2005).** *Professional certification*. Invited talk. First International Seminar of Professional Certification. Salvador, Bahia, Brazil, November 29-30, 2005.
- Solano-Flores, G. (2005)** *Classroom testing and national standards test alignment*. Invited talk. University of Baja California, Ensenada. Ensenada, Baja California, Mexico, May 20, 2005.
- Solano-Flores, G. (2000).** *Assessment can benefit from diversity*. Keynote speech at the Assessment Training Institute conference, “Assessment Without Victims: Addressing Diversity with Student-Involved Classroom Assessment.” Portland, OR, July 17-19, 2000.
- Solano-Flores, G. (1985).** *Practical teaching at the School of Psychology*. National School of Professional Studies, National University of Mexico. Mexico City, Mexico, September, 1985.
- Solano-Flores, G. (1985).** *Educational planning and evaluation: a practical view for training and education*. Talk given at the National University of Mexico, Mexico City, Mexico, August, 1985.
- Solano-Flores, G. (1986).** *Assessment of Learning*. Workshop for high school teachers. Colegio de Bachilleres. Mexico City, Mexico, December, 1986.
- Solano-Flores, G. (1986).** *The work of Janusz Korczak*. Trillas Publishing Company. Mexico City, Mexico, April, 1986.
- Solano-Flores, G. (1982).** *Selected topics in education*. University of Morelos, Cuernavaca, Mexico, September 1982.

WORKSHOPS

- Solano-Flores, G.** (2022). Social and culturally responsive assessment workshop. Educational Testing Service, September 22.
- Solano-Flores, G.** (2012). *Language and test validity: The use of generalizability theory*. University of Valencia, Spain, May 21-22.
- Solano-Flores, G.,** Geisinger, K., Shavelson, R. J., Chia, M., & Kurpius, M. (2011). *Assessment of Higher Education Learning Outcomes* Translation and Adaptation International Workshop. Cairo, Egypt, December 19-20.
- Solano-Flores, G.,** Rodeck, E., Shavelson, R. J., Chia, M., & Kurpius, M. (2011). *Assessment of Higher Education Learning Outcomes* Translation and Adaptation International Workshop. Banská Bystrica, Slovakia, December 6-9.
- Solano-Flores, G.,** Shavelson, R. J., Chia, M., & Kurpius, M. (2011). *Assessment of Higher Education Learning Outcomes* Translation and Adaptation International Workshop. Bogotá, Colombia, November 16-17.
- Backhoff, E., **Solano-Flores, G.,** & Contreras-Niño, L. A. (2010) *Analysis of the Mexican Spanish Language translation of PISA-2006*. Workshop at the Ibero-American seminar on the theory of test translation error in international comparisons. National Ministry of Education and National Institute for Educational Evaluation, Mexico City, Mexico, February 18-19.
- Solano-Flores, G.,** & Shavelson, R. J., Chia, M., & Kurpius, M. (2010). *Assessment of Higher Education Learning Outcomes* Translation and Adaptation International Workshop. Seoul, Korea, June 16-17.
- Solano-Flores, G.,** & Shavelson, R. J., Chia, M., & Kurpius, M. (2010). *Assessment of Higher Education Learning Outcomes* Translation and Adaptation International Workshop. Oslo, Norway, June 29-30.
- Solano-Flores, G.,** & Shavelson, R. J., Chia, M., & Kurpius, M. (2010). *Assessment of Higher Education Learning Outcomes* Translation and Adaptation International Workshop. Jyväskylä, Finland, July 1-2.
- Solano-Flores, G.,** & Shavelson, R. J., Chia, M., & Kurpius, M. (2010). *Assessment of Higher Education Learning Outcomes* Translation and Adaptation International Workshop. Guadalajara, Mexico, July 28-29.
- Solano-Flores, G.,** & Shavelson, R. J., Chia, M., & Kurpius, M. (2010). *Assessment of Higher Education Learning Outcomes* Translation and Adaptation International Workshop. Kuwait City, Kuwait, September-27-28.
- Solano-Flores, G.,** & Shavelson, R. J. (2010). *Adaptation and translation of performance tasks*. Workshop given at the Council for Aid to Education AHELO Generic Strand meeting. New York, NY, February 17.
- Solano-Flores, G.,** Backhoff, E., & Contreras-Niño, L. A. (2010). *Test translation review sessions: A demonstration*. Presentation at the Ibero-American Seminar on the theory of test translation error in international comparisons. National Ministry of Education and National Institute for Educational Evaluation, Mexico City, Mexico, February 18-19.

- Solano-Flores, G.** (2009). *Language, Content and Leadership in ELL Mathematics: Examining and Improving Assessment Systems*. Workshop given at the “Examining and Improving Assessment Systems symposium,” Office of English Language Learners, New York City Department of Education. New York, NY, May 29.
- Solano-Flores, G.**(2009). *Heterogeneity, uncertainty, and instability, in the teaching and testing of English language learners*. Workshop given at the Third Annual English Language Acquisition Academy. Denver, Colorado, April 22-23, 2008.
- Solano-Flores, G.**(2008). *Views of language and the improvement of testing practices for English language learners*. Workshop given at the Second Annual English Language Acquisition Academy. Denver, Colorado, April 17, 2008.
- Solano-Flores, G.** (2007). *Assessment of student academic achievement in science*. Workshop for the University of the Americas, Puebla, Mexico, June 18-22.
- Solano-Flores, G.** (2007). *Academic Achievement Assessment in Science: Foundations and Current Trends*. Workshop for science educators. SENACyT (National Department of Science, Technology, and Innovation), Panama City, Panama, September 17-21.
- Solano-Flores, G. & Sager, N.** (2007). *Academic Achievement Assessment in Science, Part II: Critical Thinking and the Teaching of Science*. Workshop for science educators. SENACyT (National Department of Science, Technology, and Innovation), Panama City, Panama, November 16-20.
- Solano-Flores, G.** (2006). *Development, selection, adaptation, and use of constructed-response assessments in science education*. Workshop for science educators and science education leaders in Panama organized by the Ministry of Science and Technology (SENACYT). Panama Technological University, Panama City, November 20-24.
- Solano-Flores, G.** (2006). *Development and use of measurement instruments in education: Criteria for evaluating equity effectiveness*. Workshop given at the USAID Latin America and the Caribbean Regional Education and Training Workshop. Miami, FL, May 9.
- Solano-Flores, G.** (2005). *Navigating the Academy*. Pre-conference workshop. National Association for Research in Science Teaching. Dallas, TX, April 4.
- Solano-Flores, G.** (2005). *Designing assessments aligned to scientific inquiry-based education*. Workshop Third International Conference on Science in Elementary Education. El Paso Texas, University of Texas-El Paso, January 14.
- Solano-Flores, G.** (2004). *Item specifications in test development*. Workshop for researchers and technical staff facilitated at the National Institute for Educational Evaluation, Mexico City, Mexico, August 26-28..
- Solano-Flores, G.** (2004). *Knowledge domain specification and the generation of test items*. Workshop for staff facilitated at the National Institute for Educational Evaluation, Mexico City, Mexico, March 24.
- Solano-Flores, G.** (2004). *Cultural validity of assessment practices*. Workshop facilitated at the Mid-Atlantic Equity Center Annual Regional Conference, Washington, DC, March 12.

- Solano-Flores, G.** (2003). *Socio-linguistic aspects of test development*. Workshop facilitated at the Mid Summer Workshop Sessions for IISME Fellows, organized by the Industry Initiatives for Science and Mathematics Education. July 16.
- Solano-Flores, G.** (2003). *Context-based instrument design: Lessons on cultural validity*. Workshop facilitated at the Howard University Evaluation Training Institute. June 19.
- Solano-Flores, G.** (2002). *Knowledge assessment: Theory and practice*. Workshop for researchers of the Ministry of Science and Technology (SENACYT) and the Panama Ministry of Education. Panama City, Panama, November 18-22.
- Solano-Flores, G.** (2002). *Development and use of performance assessments in science*. Workshop for educational researchers given at the Fifth National Conference on Educational Research, Ensenada, Baja California (Mexico), October 28-31, 2002.
- Solano-Flores, G.,** (2002). & Trumbull, E. *Language, Culture, and Assessment*. Workshop for teachers and educators. Wenatchee School District. Wenatchee, WA, May 22.
- Solano-Flores, G.** (2000). *Know thy student*. Workshop given at the Assessment Training Institute's conference, "Assessment Without Victims: Addressing Diversity with Student-Involved Classroom Assessment." Portland, OR, July 17-19.
- Shavelson, R. J., Ruiz-Primo, M. A. & **Solano-Flores, G.** (1999). *Development of Alternative Assessments in Science*. Workshop for the Curriculum Research and Development Center. University of Hawaii at Manoa. Honolulu, Hawaii, January.
- Shavelson, R. J., **Solano-Flores, G.,** & Ruiz-Primo, M. A. (1995). *Development of Performance Assessments in Science*. Workshop for teachers and school district personnel organized by the Anchorage School District. Anchorage School District, Anchorage, AK, July.
- Solano-Flores, G.** (1994). *Developing Curriculum-Embedded Performance Assessments*. Workshop for teachers organized by the Alaska State Department of Education. University of Alaska, Anchorage. Anchorage, AK, July.
- Shavelson, R. J., Brown, J., **Solano-Flores, G.,** & Ruiz-Primo, M. A. (1993). *Development of Performance Assessments in Science*. Workshop for project directors of the National Science Foundation. Smithsonian Institution, Washington, DC, December.
- Shavelson, R. J., Brown, J., **Solano-Flores, G.,** & Ruiz-Primo, M. A. (1993). *Development of Performance Assessments in Science*. Workshop for staff of National Science Resources Center. Smithsonian Institution, Washington, DC, December.
- Shavelson, R. J., Brown, J., **Solano-Flores, G.,** & Ruiz-Primo, M. A. (1993). *Performance Assessments in Science*. Workshop designed for staff of the National Science Resources Center. Smithsonian Institution, Washington, DC, December.

DOCTORAL DISSERTATIONS (Advisor)

- Biernacki, P. J. (Graduated 2021). Multiple facets in the assessment of English learners: challenges and possibilities. Doctoral dissertation. Stanford University.
- Alravilla, Jennifer (Graduated 2021). Beyond the toolkit: Lessons on implementation from a comparative study of a hybrid professional development for teachers of English learners. Doctoral dissertation. Stanford University.
- Zhao, X. (Graduated 2018). Test translation review procedures in international large-scale assessment: Sensitivity to culture and society. Doctoral dissertation. University of Colorado Boulder.
- Chrzanowski, A. (Graduated 2015). Teachers as critical users of assessment for emerging bilingual students. Doctoral dissertation. University of Colorado Boulder.
- Del Rosal, Karla (Graduated 2014). *Investigating informal formative assessment practices addressing emergent bilinguals' science academic language*. Doctoral dissertation. University of Colorado Boulder.
- Chía, Magda (Graduated 2012). *Assessment translation and adaptation: A staging and implementation study of an emerging international assessment*. Doctoral dissertation. University of Colorado Boulder.
- Wang, Chao (Graduated 2012). *The use of illustrations in large-scale science assessment: A comparative study*. Doctoral dissertation. University of Colorado Boulder.
- Kachchaf, Rachel (Graduated 2011). *Exploring problem solving strategies on multiple-choice science items: comparing native Spanish-speaking English language learners and mainstream monolinguals*. Doctoral dissertation. University of Colorado Boulder.
- Nguyen-Le, Khanh (Graduated 2010). *Personal and formal backgrounds as factors which influence linguistic and cultural competency in the teaching of mathematics*. Doctoral dissertation. University of Colorado Boulder.

COURSES TAUGHT

- EDUC 223-01, Language Issues in Educational Research, Graduate School of Education, Stanford University, Spring Quarter, 2022. Spring Quarter, 2023
- EDUC 325-C, Proseminar: Evaluation, Assessment, Measurement. Spring 2021, Spring 2022, Spring 2023.
- EDUC 203-01, Using International Test Results in Educational Research, Graduate School of Education, Stanford University, Winter Quarter, 2021-2022. Winter Quarter, 2022-2023
- EDUC 200-A. Introduction to Data Analysis and Interpretation, Graduate School of Education, Stanford University, Fall Quarter, 2021; Fall Quarter, 2022; Fall Quarter, 2024.
- EDUC 440-B, Examining Special Education with a Difference Lens: Disability and Difference in Educational Assessment, Winter 2020-2021.
- EDUC 419-01, Academic Achievement of Language Minority Students, Graduate School of Education, Stanford University, Spring Quarter, 2019.

- EDUC 203-01, Using International Test Results in Educational Research, Graduate School of Education, Stanford University, Winter Quarter, 2019-2020.
- EDUC 489-01. RILE Colloquium on Race, Inequality, and Language in Education. Graduate School of Education, Stanford University, Winter Quarter, 2019.
- EDUC 180. Directed Reading (Individual Study). Graduate School of Education, Stanford University, Spring Quarter, 2019.
- EDUC 490. Directed Research (individual study). Graduate School of Education, Stanford University, Spring Quarter, 2019.
- EDUC 437. Curricular Practical Training. Graduate School of Education, Stanford University, Summer, 2019.
- EDUC 203-01, Using International Test Results in Educational Research, Graduate School of Education, Stanford University, Winter Quarter, 2018.
- EDUC 142-01, Foundational course in Testing, Graduate School of Education, Stanford University, Spring Quarter, 2017-2018. 2020
- EDUC 223-01, Language Issues in Educational Research, Graduate School of Education, Stanford University, Winter Quarter, 2018
- EDUC 460-01, Language, Culture, Cognition, and Assessment, Graduate School of Education, Stanford University, Fall Quarter, 2017.
- EDUC 416-01, *Issues and Alternative Approaches in the Testing of English Language Learners*. Graduate School of Education, Stanford University. Spring Quarter, 2017
- EDUC 460-01. *Language, Culture, Cognition, and Assessment*. Graduate School of Education, Stanford University. Fall Quarter, 2016.
- EDUC 308-01 *Assessment Development, Adaptation, and Review*. Graduate School of Education, Stanford University. Spring Quarter, 2016.
- EDUC 315: *Reforms in Federal Education Programs: The New ESSA through the Lens of Assessment and Language*. Spring Quarter, 2016.
- EDUC 5605 *Research Issues in Bilingual Education*/EDUC 5525 *Research & Evaluation in Bilingual Special Education*. School of Education, University of Colorado Boulder, Fall, 2015.
- EDUC 8610. Fall, 2010. *Advanced Topics in Educational Equity and Cultural Diversity*. School of Education, University of Colorado Boulder. Main topic: *Development, implementation, and evaluation of educational programs intended to serve culturally and linguistically diverse populations. Doctoral Seminar on Educational Equity*.
- EDUC 8610. Fall 2014. *Advanced Topics in Educational Equity and Cultural Diversity*. School of Education, University of Colorado Boulder. Main topic: *Semiotic multimodality in the instruction and assessment of linguistically diverse populations*.
- EDUC 8615. *Language Issues in Educational Research*. School of Education, University of Colorado Boulder, Spring 2009, Spring, 2011, Spring, 2013, Spring 2015.

- EDUC 6929. *Specialty Doctoral Seminar, Educational Equity and Cultural Diversity Program*. School of Education, University of Colorado Boulder, Spring 2006, Fall 2006, Spring 2007, Fall 2007, Spring 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring, 2015.
- EDUC 5635 *Sociolinguistics in Education*. School of Education, University of Colorado Boulder, Spring 2006, Spring 2008, Spring 2014.
- EDUC 5535. *Diagnostic Testing in Bilingual Education*. School of Education, University of Colorado Boulder, Fall 2006, Fall 2007, Spring, 2008, Fall, 2008, Fall, 2009, Spring 2010, Fall 2010, Fall 2012, Fall 2013, Spring 2014, Spring, 2015, Fall 2015.
- EDUC 5615. *Second Language Acquisition*. School of Education, University of Colorado Boulder, Spring 2007.
- EDUC 5425. *Introduction to Bilingual and Multicultural Education*. School of Education, University of Colorado Boulder, Fall 2006, Fall 2007.
- EDUC 5595. *Portfolio Practicum*. School of Education, University of Colorado Boulder, Spring 2011.
- Structural Analysis in Education*. Graduate Division, School of Psychology, National University of Mexico, 1983.
- Research Methods in Multidimensional Social Psychology*. School of Psychology, National University of Mexico, 1990, 1988, 1987, 1986, 1985, 1984, 1983, and 1981.
- Research Methods in Unidimensional Social Psychology*. School of Psychology, National University of Mexico, 1989, 1987, 1986, 1985, 1984, 1983, 1981, and 1979.
- Educational Technology*. School of Psychology, National University of Mexico, 1986.
- Research Methods in Multidimensional Individual (Cognitive and Experimental) Psychology*. School of Psychology, National University of Mexico, 1982 and 1980.
- Research Methods in Unidimensional Individual (Cognitive and Experimental) Psychology*. School of Psychology, National University of Mexico, 1981 and 1980.
- Research Methods in Psychology*. National School of Professional Studies. National University of Mexico, 1979.
- Language and Thought*. School of Psychology, National University of Mexico, 1977.
- Experimental Psychology*. School of Psychology, National University of Mexico, 1976.
- Perception and Motivation*. School of Psychology, National University of Mexico, 1976.