

Curriculum Vitae

Min Li

Area of Educational Psychology
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Education

Ph.D. (Curriculum & Teacher Education, Jan. 2002), with an emphasis on science assessment and education, School of Education, Stanford University

BS (Psychology, July 1994) and MA (Educational Psychology & Information Technology, July 1997), Department of Psychology, Beijing Normal University, Beijing, P. R. China

Professional Experience

- Assistant Professor, College of Education, University of Washington, 1/2002-
- Graduate research assistant, School of Education, Stanford University, 1997-2001
- Statistical assistant, School of Medicine, Stanford University, 1998-2001
- Statistical analyst, WestEd, California, 1999-2000
- Graduate research assistant, Department of Psychology, BNU, 1994-1997

Awards and Honors

- Dissertation grant awarded by AERA Dissertation Grants Program, 10/2000-9/2001
- Alice F. Moore Memorial Fellowship, Stanford University, 6/1999-6/2000, 8/2000-12/2000
- School of Education Fellowship, Stanford University, 8/1997-6/1998
- Master Thesis Grant awarded by Chinese University of Hong Kong, 8/1996-6/1997

Professional Affiliations

American Educational Research Association (AERA)
National Association for Research in Science Teaching (NARST)
National Council on Measurement in Education (NCME)

Current Research Interest

Classroom-based assessment and large-scale testing of K-12 education, science assessment, analysis of cognitive foundations of psychometric soundness, applied measurement issues, construction of assessment instruments, “think aloud” protocol analysis and interpretation

Current Research Activities

- Principal Investigator, Linking Assessment to Science Achievement Project (\$285,457), funded by the National Science Foundation ROLE Program, September 2003-
- Principal Investigator, Enhancing the Validity of TIMSS-R Science Test Project (\$15,316), funded by the UW Royalty Research Fund, August 2003-
- Assessment consultant, Delaware Assessment Project to validate state-wide assessments led by Dr. Shavelson, Stanford University, November 2001-
- Assessment consultant, English Language Learner Project led by Solano-Flores (funded by the NSF, \$10,800 for the contracted research), AIR, April 2003-
- Assessment consultant, Cultural Validity Project and English Language Learner Project led by Solano-Flores (funded by the NSF, \$10,800 for the contracted research), WestEd, August 2001-
- Statistical consultant, The Rush for Oral Reading Fluency: Issues of Assessment and Implications for Classroom Instruction Project led by Dr. Valencia and Dr. Wixson (funded by Spencer Foundation,

\$5,000 for the contracted analysis), UW, Washington, December 2003-

Participant, Classroom Formative Assessment Project led by Dr. Frederiksen, funded by the NSF ROLE Program

Participant, Multinational Collaborations on Challenges to the Environment Project led by Dr. Kalonji, funded by the NSF IGERT Program

Publications

In English

- Li, M., Ruiz-Primo, M. A., & Shavelson, R. J. (in press). Enhancing the validity of TIMSS Science Test Using a Knowledge Framework for Achievement. A chapter in S. J. Howie and T. Plomp (Eds.) *Contexts of learning mathematics and science: Lessons learned from TIMSS*.
- Ruiz-Primo, M. A., & Li, M. (in press). On the use of students' science notebooks as an assessment tool. Accepted by Studies in Educational Evaluation.
- Ruiz-Primo, M. A., Li, M., Ayala, C. C., & Shavelson, R. J. (in press). Evaluating students' science notebooks as an assessment tool. Accepted by International Journal of Science Education.
- Ruiz-Primo, M. A., Li, M., & Shavelson, R. J. (in press). Exploring teachers feedback to students' science notebooks. Accepted by Science Education.
- Solano-Flores, G., & Li, M. (in press). Examining the dependability of performance measures for English-language learners. A chapter to be published by Lawrence Erlbaum.
- Li, M., Shavelson, R. J., Kupermintz, H. & Ruiz-Primo, M.A. (2002). On the relationship between mathematics and science achievement: An exploration of the Third International Mathematics and Science Study. In D. F. Robitaille and A. E. Beaton (Eds.), Secondary analysis of the TIMSS data (pp. 233-249). Boston: Kluwer Academic Publishers.
- Ruiz-Primo, M. A., Schultz, S. E., Li, M., & Shavelson, R. J. (2001). Comparison of the reliability and validity of scores from two concept-mapping techniques. Journal of Research in Science Teaching, *38*, 260-278.
- Ruiz-Primo, M. A., Shavelson, R. J., Li, M., & Schultz, S. E. (2001). On the cognitive validity of interpretations of scores from alternative concept-mapping techniques. Educational Assessment, *7*(2), 99-141.

In Chinese

- Li, M., & Chen, Q. (2000). Comparison between three types of computer applications in geometry learning. Chinese Journal of Psychology, *32*, 75-81.
- Li, M. (1997). Multimedia in education. In Q. Chen & R. Liu (Eds.), Integrating information technology into education (pp. 96-118). Beijing: Beijing University of Post and Telecommunications Press.
- Gu, L., Li, M., & Chen, Q. (1997). A case study on promoting children's reasoning ability with Internet. Proceeding of National Academic Conference of Chinese Psychological Society, Educational Research and Experiment, *4*, 281-293.
- Li, M. (1996). Measurement theory. Classroom assessment. Two chapters in Q. Chen and R. Liu (Eds.), Educational psychology (pp. 345-400). Beijing: Beijing Normal University Press. Text for the undergraduate course of Educational Psychology, BNU.
- Li, M., Zhang, J., & Chen, Q. (1996). A case study of teacher student training on information technology. Psychological Development and Education, *4*, 21-36.

Presentations

- Li, M., Ruiz-Primo, M. A., & Shavelson, R. J. (2004, April). Exploring a knowledge framework for science achievement: An example of using TIMSS-R test items. Paper to be presented at the AERA annual meeting, San Diego, CA.
- Ruiz-Primo, M. A., & Li, M. (2004, April). Students' science notebooks and the information they provide about opportunity to learn and student learning. Paper to be presented at the AERA annual meeting, San Diego, CA.
- Ruiz-Primo, M. A., Shavelson, R. J., Li, M., Yin, Y., Vanides, J., Schultz, S. E., & Ayala, C. C. (2004, April). Concept maps as an assessment tool: A framework for examining their cognitive validity. Paper to be presented at the annual AERA meeting.
- Li, M. (2003, April). Validating the links between knowledge and test items from a protocol analysis. Paper presented at the AERA Annual Meeting, Chicago, IL.
- Ruiz-Primo, M. A., & Li, M. (2003, August). On the use of students' science notebooks as an assessment tool. Paper presented at the EARLI 10th Biennial Conference, Padova, Italy.
- Ruiz-Primo, M. A., & Li, M. (2003, April). Assessing some aspects of teachers' instructional practices through vignettes: An exploratory study. Paper presented at the AERA Annual Meeting, Chicago, IL.

- Solano-Flores, G., Lara, J., & Li, M. (2003, April). Assessment comparability across languages: Testing linguistic minorities. Paper presented at the NCME Annual Meeting, Chicago, IL.
- Li, M., & Ruiz-Primo, M. A. (2002, April). Assessment of student performance with science notebooks: A sampling approach to scoring efficiently. Paper presented at the AERA Annual Meeting, New Orleans, LA.
- Ruiz-Primo, M. A., & Li, M. (2002, April). . Paper presented at the AERA Annual Meeting, New Orleans, LA.
- Ruiz-Primo, M. A., Li, M., & Shavelson, R. J. (2002). Looking into students' science journals: What do teachers do with them? CRESST CSE technical report 562. Los Angeles, CA: University of California, Los Angeles.
- Shavelson, R.J., Li, M., Ruiz-Primo, M.A., & Ayala, C.C. (2002, August). Evaluating new approaches to assessing learning. Invited paper keynote speech at Joint Northumbria/EARLI Assessment Conference, University of Northumbria at Newcastle.
- Shavelson, R.J., Li, M., & Ruiz-Primo, M.A. (2002). On the link between Weather & Climate summative assessment tasks and Delaware State Science Standards. Technical report.
- Li, M., & Shavelson, R. J. (2001, April). Examining the linkage between science achievement and assessment. Paper presented at the AERA Annual Meeting, Seattle, WA.
- Ruiz-Primo, M. A., Li, M., & Shavelson, R. J. (2001, March). Exploring teachers feedback to students' science notebooks. Paper presented at the National Association for Research in Science Teaching (NARST) Annual Meeting, St. Louis, MO.
- Ruiz-Primo, M. A., Li, M., & Shavelson, R. J. (2001, April). Looking into students' science journals: What do teachers do with them? Paper presented at the AERA Annual Meeting, Seattle, WA.
- Shavelson, R.J., Li, M., & Ruiz-Primo, M.A. (2001). On Delaware's assessment of science achievement: I. Logical link between achievement framework and test items. Technical report.
- Li, M., Ruiz-Primo, M. A., Ayala, C. C., & Shavelson, R. J. (2000, April). Study on the reliability and validity of inferring students' understanding from their science notebooks. Paper presented at the AERA Annual Meeting, New Orleans, LA.
- Ruiz-Primo, M. A., Li, M., Ayala, C. C., & Shavelson, R. J. (2000, April). Students' science journals as an assessment tool. Paper presented at the AERA Annual Meeting, New Orleans, LA.
- Ruiz-Primo, M. A., Li, M., Ayala, C. C., & Shavelson, R. J. (1999, March). Student science journals and the evidence they provide: Classroom learning and opportunity to learn. Paper presented at the NARST Annual Meeting, Boston, MA.
- Ruiz-Primo, M. A., Schultz, S. E., Li, M., & Shavelson, R. J. (1999, April). On the cognitive validity of interpretations of scores from alternative concept-mapping techniques. Paper presented at the AERA Annual Meeting, Montreal.
- Ruiz-Primo, M. A., Schultz, S. E., Li, M., & Shavelson, R. J. (1999). On the cognitive validity of interpretations of scores from alternative concept-mapping techniques. CRESST CSE technical report 503. Los Angeles, CA: University of California, Los Angeles.
- Ruiz-Primo, M. A., Schultz, S., Li, M., & Shavelson, R. J. (1998, April). A comparison of the reliability and validity of two concept mapping techniques: Fill-in-the-map and construct-a-map-from-scratch. Paper presented at AERA Annual Meeting, San Diego, CA.
- Ruiz-Primo, M. A., Schultz, S., Li, M., & Shavelson, R. J. (1998). Comparison of the reliability and validity of scores from two concept-mapping techniques concept-map representation of knowledge structures: Report of 2 year activities. CRESST CSE technical report 492. Los Angeles, CA: University of California, Los Angeles.

Teaching Experience

- Instructor, EDPSY592: Advanced Educational Measurement, EDPSY584A: Seminar on Quantitative Methods, EDTEP 573: Assessment in Secondary Education, EDTEP522: Assessment in Elementary Education, College of Education, University of Washington
- Instructor, 401A: Mini Courses in Methodology: Statistics for Social Sciences, School of Education, Stanford University, fall and winter 2000-2001
- Teaching assistant, 250B: Statistical Analysis in Educational Research: Analysis of Variance, School of Education, Stanford University, spring 2000-2001
- Instructor, SPSS/PC+ and Statistics and DOS and Window System for graduate students; Department of Psychology, Beijing Normal University, fall 1994, spring 1995