Paul Black

List of Publications by Year in descending order

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52 papers	8,631 citations	331670 21 h-index	265206 42 g-index
54 all docs	54 docs citations	54 times ranked	3738 citing authors

#	Article	IF	Citations
1	Assessment and Classroom Learning. Assessment in Education, 1998, 5, 7-74.	1.2	4,044
2	Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 2009, 21, 5-31.	2.3	1,584
3	Inside the Black Box: Raising Standards through Classroom Assessment. Phi Delta Kappan, 2010, 92, 81-90.	0.6	800
4	Teachers developing assessment for learning: impact on student achievement. Assessment in Education, 2004, 11, 49-65.	1.2	356
5	â€˜In praise of educational researchâ€™: formative assessment. British Educational Research Journal, 2003, 29, 623-637.	2.5	247
6	Meanings and Consequences: a basis for distinguishing formative and summative functions of assessment?. British Educational Research Journal, 1996, 22, 537-548.	2.5	226
7	Classroom assessment and pedagogy. Assessment in Education, 2018, 25, 551-575.	1.2	203
8	Learning How to Learn and Assessment for Learning: a theoretical inquiry. Research Papers in Education, 2006, 21, 119-132.	3.0	155
9	Lessons from around the world: how policies, politics and cultures constrain and afford assessment practices. Curriculum Journal, 2005, 16, 249-261.	1.5	109
10	Formative assessment â€“ an optimistic but incomplete vision. Assessment in Education, 2015, 22, 161-177.	1.2	96
11	Road Maps for Learning: A Guide to the Navigation of Learning Progressions. Measurement, 2011, 9, 71-123.	0.2	75
12	Exploring Relations Between Formative and Summative Assessment. Contributions From Science Education Research, 2018, , 53-80.	0.5	73
13	The Formative Purpose: Assessment Must First Promote Learning. Yearbook of the National Society for the Study of Education, 2004, 103, 20-50.	0.1	72
14	Validity in teachersâ€™ summative assessments. Assessment in Education, 2010, 17, 215-232.	1.2	63
15	Can teachersâ€™ summative assessments produce dependable results and also enhance classroom learning?. Assessment in Education, 2011, 18, 451-469.	1.2	59
16	Learning How to Learn, in Classrooms, Schools and Networks: aims, design and analysis. Research Papers in Education, 2006, 21, 101-118.	3.0	52
17	Reflections and new directions. Assessment and Evaluation in Higher Education, 2010, 35, 493-499.	5.6	48
18	A construct-modeling approach to develop a learning progression of how students understand the structure of matter. Journal of Research in Science Teaching, 2017, 54, 1024-1048.	3.3	40

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19	Dreams, Strategies and Systems: Portraits of assessment past, present and future. Assessment in Education, 2001, 8, 65-85.	1.2	38
20	The pupilsâ€™ view of electricity. European Journal of Science Education, 1985, 7, 281-294.	1.1	28
21	Formative assessment and the learning and teaching of MFL: sharing the language learning road map with the learners. Language Learning Journal, 2006, 34, 4-9.	2.5	28
22	Research and the Development of Educational Assessment. Oxford Review of Education, 2000, 26, 407-419.	2.0	24
23	Alternative perspectives on learning outcomes: challenges for assessment. Curriculum Journal, 2008, 19, 243-254.	1.5	22
24	Progression in learning science. Research in Science Education, 1992, 22, 45-54.	2.3	17
25	1987 to 1995 â€" The Struggle to Formulate a National Curriculum for Science in England and Wales. Studies in Science Education, 1995, 26, 159-188.	5.4	17
26	Formative Assessment Issues Across the Curriculum: The Theory and the Practice. TESOL Quarterly, 2009, 43, 519-524.	2.9	15
27	Progression in measuring. Research Papers in Education, 1995, 10, 143-170.	3.0	13
28	Assessment by Teachers and the Improvement of Studentsâ€™ Learning. , 1998, , 811-822.		13
29	Assessment policy and public confidence: comments on the BERA Policy Task Group's article â€˜Assessment and the improvement of educationâ€™. Curriculum Journal, 1993, 4, 421-427.	1.5	12
30	Curriculum and assessment in science education: the policy interface. International Journal of Science Education, 1995, 17, 453-469.	1.9	11
31	Classroom Assessment Is Not (Necessarily) Formative Assessment (and Vice-versa). Yearbook of the National Society for the Study of Education, 2005, 103, 183-188.	0.1	11
32	Learning, League Tables and National Assessment: opportunity lost or hope deferred?. Oxford Review of Education, 1998, 24, 57-68.	2.0	10
33	School pupilsâ€™ beliefs about learning. Research Papers in Education, 2006, 21, 151-170.	3.0	10
34	Pedagogy in Theory and in Practice: Formative and Summative Assessments in Classrooms and in Systems. , 2013, , 207-229.		10
35	Test theories, educational priorities and reliability of public examinations in England. Research Papers in Education, 2013, 28, 5-21.	3.0	9
36	Progression in understanding the equilibrium of forces. Research Papers in Education, 1994, 9, 249-280.	3.0	7

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37	Helping students to become capable learners. European Journal of Education, 2018, 53, 144-159.	2.8	7
38	Formative assessment and the improvement of learning. British Journal of Special Education, 2007, 23, 51-56.	0.4	6
39	Christian beliefs and values in science and religious education: an essay to assist the work of teachers of both subjects. International Studies in Catholic Education, 2017, 9, 206-222.	0.2	5
40	Assessment and the aims of the curriculum: An explorerâ€™s journey. Prospects, 2014, 44, 487-501.	2.3	4
41	A Pleasant Surprise. Phi Delta Kappan, 2010, 92, 47-48.	0.6	3
42	The pupilsâ€™ view of electricity revisited: social development or cognitive growth?. International Journal of Science Education, 1987, 9, 13-22.	1.9	2
43	Assessment of Significant Learning Outcomes. , 2011, , 165-183.		2
44	Classroom Assessment is Not (Necessarily) Formative Assessment (and Vice-versa). Teachers College Record, 2004, 106, 183-188.	0.9	2
45	Matching Changes with Changes: A Surfeit of Constructs. Measurement, 2016, 14, 54-55.	0.2	1
46	The Formative Purpose: Assessment Must First Promote Learning. Teachers College Record, 2004, 106, 20-50.	0.9	1
47	Skills versus subject matter. Journal of Geography in Higher Education, 1979, 3, 91-96.	2.6	0
48	'Progression in measuringâ€™: response by the authors to the comments by Owen van den Berg and Lydia Austin. Research Papers in Education, 1995, 10, 177-179.	3.0	0
49	Revoluutionary Talesâ€”from the frontiers of assessment. Assessment in Education, 1996, 3, 89-98.	1.2	0
50	Progression in learning science balanced forces. Education 3-13, 1996, 24, 6-12.	1.0	0
51	EPMA Professionalsâ€”Servants or Masters?. Measurement, 2012, 10, 33-37.	0.2	0
52	Classroom Practice in a Faith-Based School: A Tale of Two Levels. , 2014, , 501-514.		0