

Jacqueline Joy Cumming

List of Publications by Year in descending order

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Version: 2024-02-01

47
papers

661
citations

687363

13
h-index

610901

24
g-index

49
all docs

49
docs citations

49
times ranked

483
citing authors

#	ARTICLE	IF	CITATIONS
1	Conceptualising a Fairness Framework for Assessment Adjusted Practices for Students with Disability: An Empirical Study. <i>Assessment in Education</i> , 2021, 28, 301-321.	1.2	7
2	The construction of the teacher as expert assessor. <i>Asia-Pacific Journal of Teacher Education</i> , 2020, 48, 436-453.	1.9	11
3	Enhanced use of educational accountability data to monitor educational progress of Australian students with focus on Indigenous students. <i>Educational Assessment, Evaluation and Accountability</i> , 2020, 32, 29-51.	2.3	6
4	Senior secondary school assessment and standard-setting in Queensland, Australia: social context and paradigmatic change. <i>Assessment in Education</i> , 2020, 27, 160-177.	1.2	2
5	Contesting educational assessment policies in Australia. <i>Journal of Education Policy</i> , 2019, 34, 836-857.	2.8	10
6	A meta-review of the student role in feedback. <i>International Journal of Educational Research</i> , 2019, 98, 303-323.	2.2	53
7	Feasibility and Value of Using a GoPro Camera and iPad to Study Teacher-Student Assessment Feedback Interactions. <i>Methodology of Educational Measurement and Assessment</i> , 2019, , 339-359.	0.4	5
8	Reconceptualising the role of teachers as assessors: teacher assessment identity. <i>Assessment in Education</i> , 2018, 25, 442-467.	1.2	107
9	Policy expectations and support for teacher formative assessment in Australian education reform. <i>Assessment in Education</i> , 2018, 25, 620-637.	1.2	19
10	Enhancing Inclusive Education Through Teacher Education Reforms. <i>Teacher Education, Learning Innovation and Accountability</i> , 2018, , 201-221.	1.1	2
11	The development and application of coding frameworks to explore dialogic feedback interactions and self-regulated learning. <i>British Educational Research Journal</i> , 2018, 44, 704-723.	2.5	25
12	Student experiences of NAPLAN: sharing insights from two school sites. <i>Australian Educational Researcher</i> , 2018, 45, 315-342.	2.3	14
13	Reasonable Adjustment in Assessment: The Australian Experience. , 2018, , 315-333.		3
14	Using video technology to enable student voice in assessment feedback. <i>British Journal of Educational Technology</i> , 2017, 48, 1092-1105.	6.3	28
15	Empowering Parents of Children with Autism Spectrum Disorder. , 2017, , .		4
16	The Cycle of Learning: A Framework for Decision-Making. , 2017, , 53-83.		0
17	Understanding Law and Policy to Gain the Best Educational Opportunities for Children with Autism Spectrum Disorder. , 2017, , 235-250.		0
18	Documenting support needs and adjustment gaps for students with disabilities: teacher practices in Australian classrooms and on national tests. <i>International Journal of Inclusive Education</i> , 2016, 20, 1252-1269.	2.6	16

#	ARTICLE	IF	CITATIONS
19	School Leadership in Assessment in an Environment of External Accountability: Developing an Assessment for Learning Culture. , 2016, , 221-237.		3
20	Effective Enactment of Assessment for Learning and Student Diversity in Australia. The Enabling Power of Assessment, 2016, , 55-73.	0.5	23
21	Handling attrition and non-response in longitudinal data with an application to a study of Australian youth. Longitudinal and Life Course Studies, 2016, 7, .	0.6	11
22	Enabling All Students to Learn Through Assessment. The Enabling Power of Assessment, 2014, , 211-231.	0.5	2
23	Australia, quality education and the "best interests of the child". Australian Journal of Education, 2013, 57, 292-309.	1.5	5
24	Educational accountability tests, social and legal inclusion approaches to discrimination for students with disability: a national case study from Australia. Assessment in Education, 2013, 20, 221-239.	1.2	28
25	Reasonable Adjustments in Assessment: Putting Law and Policy into Practice in Australia. International Journal of Disability Development and Education, 2013, 60, 295-311.	1.1	18
26	"Which Child Left Behind": Historical Issues Regarding Equity in Science Assessment. Education Sciences, 2013, 3, 326-343.	2.6	2
27	Educational Provision, Equity and Educational Accountability for Students with Disability: Intentions and Practice. Springer Briefs in Education, 2012, , 25-48.	0.2	0
28	Developing an Equitable Accountability System for Students With Impairment. Springer Briefs in Education, 2012, , 81-94.	0.2	0
29	Constructing the Identity of Students with Disability in Accountability Legislation and Policy. Springer Briefs in Education, 2012, , 49-79.	0.2	0
30	Assessment Challenges, the Law and the Future. , 2009, , 157-179.		6
31	Framing Assessment Today for the Future: Issues and Challenges. , 2009, , 1-16.		3
32	Educational malpractice and setting damages for ineffective teaching: a comparison of legal principles in the USA, England and Australia. Education and the Law, 2008, 20, 25-46.	0.3	5
33	Building a nation: religion and values in the public schools of the USA, Australia, and South Africa. Education and the Law, 2008, 20, 83-106.	0.3	8
34	Plagiarism litigation trends in the USA and Australia. Education and the Law, 2008, 20, 209-234.	0.3	4
35	Legal and educational perspectives of equity in assessment. Assessment in Education, 2008, 15, 123-135.	1.2	9
36	Equity in assessment: discrimination and disability issues from an Australian legal perspective. Education and the Law, 2007, 19, 201-220.	0.3	9

#	ARTICLE	IF	CITATIONS
37	Assessing Literacies. , 2005, , 695-713.		2
38	Profiles of educational assessment systems worldwide. Assessment in Education, 2004, 11, 89-108.	1.2	30
39	Examining the Literacyâ€“Curriculum Relationship. Linguistics and Education, 2000, 11, 295-312.	1.2	10
40	The inside story: The reality of developing an assessment instrument. Studies in Educational Evaluation, 2000, 26, 211-229.	2.3	7
41	Lack of Automaticity in the Basic Addition Facts as a Characteristic of Arithmetic Learning Problems and Instructional Needs. Mathematical Cognition, 1999, 5, 149-180.	0.4	33
42	Contextualising Authentic Assessment. Assessment in Education, 1999, 6, 177-194.	1.2	103
43	The IEA Studies of Reading and Writing Literacy: a 1996 perspective. Assessment in Education, 1996, 3, 161-178.	1.2	6
44	Investigation of functional literacy and job-skills used in clerical workplace settings. International Review of Education, 1995, 41, 511-524.	2.1	3
45	Planning for incomplete data collection in educational research. Research Papers in Education, 1987, 2, 31-46.	3.0	0
46	Writing a research report. Australian Educational Researcher, 1986, 13, 44-48.	2.3	0
47	Expanding Approaches to Summative Assessment for Students with Impairment. , 0, , 573-593.		0