

Menucha Birenbaum

List of Publications by Year in descending order

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Version: 2024-02-01

61
papers

1,790
citations

279798

23
h-index

315739

38
g-index

62
all docs

62
docs citations

62
times ranked

976
citing authors

#	ARTICLE	IF	CITATIONS
1	In their own words: Curiosity as depicted in autobiographies of scientists and inventors. <i>Personality and Individual Differences</i> , 2021, 179, 110935.	2.9	1
2	The curiosity of educators from two cultural groups: Implications to professional development. <i>Teaching and Teacher Education</i> , 2020, 96, 103150.	3.2	1
3	A further look at the five-dimensional curiosity construct. <i>Personality and Individual Differences</i> , 2019, 149, 57-65.	2.9	18
4	Assessment Culture Versus Testing Culture: The Impact on Assessment for Learning. <i>The Enabling Power of Assessment</i> , 2016, , 275-292.	0.5	9
5	International trends in the implementation of assessment for learning: Implications for policy and practice. <i>Policy Futures in Education</i> , 2015, 13, 117-140.	1.8	114
6	Conceptualizing Assessment Culture in School. <i>The Enabling Power of Assessment</i> , 2014, , 285-302.	0.5	15
7	Self-Efficacy Appraisals and Test-Taking Behavior of Students from Culturally Diverse Populations. <i>ISRN Education</i> , 2013, 2013, 1-6.	0.5	1
8	Nested contexts that shape assessment for learning: School-based professional learning community and classroom culture. <i>Studies in Educational Evaluation</i> , 2011, 37, 35-48.	2.3	47
9	Cycles of inquiry: Formative assessment in service of learning in classrooms and in school-based professional communities. <i>Studies in Educational Evaluation</i> , 2009, 35, 130-149.	2.3	25
10	EVALUATING THE ASSESSMENT: SOURCES OF EVIDENCE FOR QUALITY ASSURANCE. <i>Studies in Educational Evaluation</i> , 2007, 33, 29-49.	2.3	32
11	Assessment and instruction preferences and their relationship with test anxiety and learning strategies. <i>Higher Education</i> , 2007, 53, 749-768.	4.4	71
12	A learning Integrated Assessment System. <i>Educational Research Review</i> , 2006, 1, 61-67.	7.8	132
13	Ethnic and gender differences in mathematics achievement and in dispositions towards the study of mathematics. <i>Learning and Instruction</i> , 2006, 16, 26-40.	3.2	32
14	Assessment preferences, learning orientations, and learning strategies of pre-service and in-service teachers. <i>Journal of Education for Teaching</i> , 2006, 32, 213-225.	2.0	25
15	Modeling Mathematics Achievement of Jewish and Arab Eighth Graders in Israel: The Effects of Learner-Related Variables. <i>Educational Research and Evaluation</i> , 2005, 11, 277-302.	1.6	44
16	Large-scale diagnostic assessment: comparison of eighth graders' mathematics performance in the United States, Singapore and Israel. <i>Assessment in Education</i> , 2005, 12, 167-181.	1.2	15
17	Large-scale diagnostic assessment: Mathematics performance in two educational systems. <i>Educational Research and Evaluation</i> , 2005, 11, 487-507.	1.6	3
18	Diagnostic assessment in TIMSS-R: Between-countries and within-country comparisons of eighth graders' mathematics performance. <i>Studies in Educational Evaluation</i> , 2004, 30, 151-173.	2.3	14

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19	Diagnostic assessment in TIMSS-R: Between-countries and within-country comparisons of eighth graders' mathematics performance1.. Studies in Educational Evaluation, 2004, 30, 151-173.	2.3	15
20	New Insights Into Learning and Teaching and Their Implications for Assessment. , 2003, , 13-36.		84
21	Assessing Self-directed Active Learning in Primary Schools. Assessment in Education, 2002, 9, 119-138.	1.2	12
22	Title is missing!. Research in Higher Education, 2000, 41, 209-236.	1.7	77
23	Reflective Active Learning in a Graduate Course on Assessment. Higher Education Research and Development, 1999, 18, 201-218.	2.9	16
24	Relationships between learning patterns and attitudes towards two assessment formats. Educational Research, 1998, 40, 90-98.	1.8	86
25	On Agreement of Diagnostic Classifications from Parallel Subtests: Score Reliability at the Micro Level. Educational and Psychological Measurement, 1997, 57, 541-558.	2.4	0
26	Effects of Test Anxiety, Information Organization, and Testing Situation on Performance on Two Test Formats. Contemporary Educational Psychology, 1997, 22, 23-38.	2.9	36
27	Assessment preferences and their relationship to learning strategies and orientations. Higher Education, 1997, 33, 71-84.	4.4	77
28	Assessment 2000: Towards a Pluralistic Approach to Assessment. , 1996, , 3-29.		127
29	Gender and Ethnic-Group Differences in Causal Attributions for Success and Failure in Mathematics and Language Examinations. Journal of Cross-Cultural Psychology, 1995, 26, 342-359.	1.6	18
30	Attribute-mastery patterns from rule space as the basis for student models in algebra. International Journal of Human Computer Studies, 1994, 40, 497-508.	5.6	3
31	Who is afraid of statistics? Correlates of statistics anxiety among students of educational sciences. Educational Research, 1994, 36, 93-98.	1.8	43
32	Stimulus features and sex differences in mental rotation test performance. Intelligence, 1994, 19, 51-64.	3.0	32
33	Toward adaptive assessment " The student's angle. Studies in Educational Evaluation, 1994, 20, 239-255.	2.3	43
34	Language attitudes and social group memberships. International Journal of Intercultural Relations, 1993, 17, 437-449.	2.0	6
35	PROFICIENCY SCALING BASED ON CONDITIONAL PROBABILITY FUNCTIONS FOR ATTRIBUTES. ETS Research Report Series, 1993, 1993, i.	0.8	16
36	Diagnosing Knowledge States in Algebra Using the Rule-Space Model. Journal for Research in Mathematics Education, 1993, 24, 442.	1.8	44

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37	Applying an IRT-Based Cognitive Diagnostic Model to Diagnose Students' Knowledge States in Multiplication and Division with Exponents. <i>Applied Measurement in Education</i> , 1993, 6, 255-268.	1.1	16
38	The Relationship Between Test Anxiety and Seriousness of Errors in Algebra. <i>Journal of Psychoeducational Assessment</i> , 1993, 11, 12-19.	1.5	10
39	Effects of Response Format on Diagnostic Assessment of Scholastic Achievement. <i>Applied Psychological Measurement</i> , 1992, 16, 353-363.	1.0	47
40	DIAGNOSING KNOWLEDGE STATES IN ALGEBRA USING THE RULE SPACE MODEL. <i>ETS Research Report Series</i> , 1992, 1992, i.	0.8	6
41	TOWARD A STABLE DIAGNOSTIC REPRESENTATION OF STUDENTS' ERRORS IN ALGEBRA. <i>ETS Research Report Series</i> , 1992, 1992, i.	0.8	1
42	Adolescents from disadvantaged neighborhoods: Personal characteristics as related to volunteer involvement. <i>International Journal for the Advancement of Counselling</i> , 1992, 15, 47-59.	1.0	6
43	Test anxiety components: Comparison of different measures. <i>Anxiety Research</i> , 1990, 3, 149-159.	0.7	8
44	Style and substance in social desirability scales. <i>European Journal of Personality</i> , 1989, 3, 47-59.	3.1	30
45	On the Stability of Students' Rules of Operation for Solving Arithmetic Problems. <i>Journal of Educational Measurement</i> , 1989, 26, 351-361.	1.2	9
46	Open-Ended Versus Multiple-Choice Response Formatsâ€”It Does Make a Difference for Diagnostic Purposes. <i>Applied Psychological Measurement</i> , 1987, 11, 385-395.	1.0	115
47	Effects of "On-Line" Test Feedback on the Seriousness of Subsequent Errors. <i>Journal of Educational Measurement</i> , 1987, 24, 145-155.	1.2	26
48	On the replicability of the factorial structure of the sensation seeking scale. <i>Personality and Individual Differences</i> , 1987, 8, 403-408.	2.9	9
49	â€œHowâ€”beyond the â€œwhatâ€”towards the â€œwhyâ€”A rule-assessment approach to achievement testing. <i>Studies in Educational Evaluation</i> , 1986, 12, 159-168.	2.3	1
50	On the construct validity of the sensation seeking scale in a non-english-speaking culture. <i>Personality and Individual Differences</i> , 1986, 7, 431-434.	2.9	29
51	Psychopathological factors and sensation seeking. <i>Journal of Research in Personality</i> , 1986, 20, 338-348.	1.7	10
52	On the Location of the Sensation Seeking construct in the Personality Domain. <i>Multivariate Behavioral Research</i> , 1986, 21, 357-373.	3.1	17
53	The Structure of the S-R Inventory of Anxiousness: Further Analysis. <i>Educational and Psychological Measurement</i> , 1986, 46, 605-617.	2.4	1
54	Effect of Dissimulation Motivation and Anxiety on Response Pattern Appropriateness Measures. <i>Applied Psychological Measurement</i> , 1986, 10, 167-174.	1.0	25

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55	TASK SPECIFICATION CHART: A KEY TO A BETTER UNDERSTANDING OF TEST RESULTS. Journal of Educational Measurement, 1985, 22, 219-230.	1.2	12
56	Comparing the Effectiveness of Several Irt Based Appropriateness Measures in Detecting Unusual Response Patterns. Educational and Psychological Measurement, 1985, 45, 523-534.	2.4	17
57	THE EFFECT OF A SCORING SYSTEM BASED ON THE ALGORITHM UNDERLYING THE STUDENTS' RESPONSE PATTERNS ON THE DIMENSIONALITY OF ACHIEVEMENT TEST DATA OF THE PROBLEM SOLVING TYPE. Journal of Educational Measurement, 1983, 20, 17-26.	1.2	19
58	Contradictory Or Complementary? Reassessment Of Two Competing Theories Of The Structure Of Attitudes. Multivariate Behavioral Research, 1982, 17, 503-514.	3.1	3
59	ON THE DIMENSIONALITY OF ACHIEVEMENT TEST DATA. Journal of Educational Measurement, 1982, 19, 259-266.	1.2	27
60	Kerlinger's Criterial Referents Theory Revisited. Educational and Psychological Measurement, 1980, 40, 923-930.	2.4	1
61	Checking the Reliability and Validity of HSPQ Profiles. Journal of Personality Assessment, 1979, 43, 644-647.	2.1	8