

Therese N Hopfenbeck

List of Publications by Year in descending order

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Version: 2024-02-01

39
papers

783
citations

840776

11
h-index

552781

26
g-index

41
all docs

41
docs citations

41
times ranked

515
citing authors

#	ARTICLE	IF	CITATIONS
1	Lessons Learned from PISA: A Systematic Review of Peer-Reviewed Articles on the Programme for International Student Assessment. <i>Scandinavian Journal of Educational Research</i> , 2018, 62, 333-353.	1.7	151
2	The Impact of Peer Assessment on Academic Performance: A Meta-analysis of Control Group Studies. <i>Educational Psychology Review</i> , 2020, 32, 481-509.	8.4	148
3	Assessment and learning: fields apart?. <i>Assessment in Education</i> , 2017, 24, 317-350.	1.2	116
4	Balancing tensions in educational policy reforms: large-scale implementation of Assessment for Learning in Norway. <i>Assessment in Education</i> , 2015, 22, 44-60.	1.2	57
5	On the supranational spell of PISA in policy. <i>Educational Research</i> , 2016, 58, 121-138.	1.8	55
6	To do or not to do with feedback. A study of undergraduate students'™ engagement and use of feedback within a portfolio assessment design. <i>Assessment and Evaluation in Higher Education</i> , 2019, 44, 80-96.	5.6	31
7	A review of the representation of PIRLS related research in scientific journals. <i>Educational Research Review</i> , 2015, 16, 102-115.	7.8	29
8	Examining Evidence for the Validity of PISA Learning Strategy Scales Based on Student Response Processes. <i>International Journal of Testing</i> , 2011, 11, 95-121.	0.3	27
9	Students'™ test motivation in PISA: the case of Norway. <i>Curriculum Journal</i> , 2016, 27, 406-422.	1.5	25
10	Large-scale implementation of Assessment for Learning. <i>Assessment in Education</i> , 2015, 22, 1-2.	1.2	23
11	The politics of PISA: The media, policy and public responses in Norway and England. <i>European Journal of Education</i> , 2017, 52, 192-205.	2.8	19
12	Bridging classroom assessment and self-regulated learning. <i>Assessment in Education</i> , 2020, 27, 319-331.	1.2	15
13	Assessment with Distinctly Defined Criteria: A Research Study of a National Project. <i>Policy Futures in Education</i> , 2012, 10, 421-433.	1.8	12
14	The power of PISA '™ limitations and possibilities for educational research. <i>Assessment in Education</i> , 2016, 23, 423-426.	1.2	11
15	Intelligent accountability in schools: A study of how school leaders work with the implementation of assessment for learning. <i>Journal of Educational Change</i> , 2020, 21, 59-82.	3.6	10
16	The importance of early phonics improvements for predicting later reading comprehension. <i>British Educational Research Journal</i> , 2019, 45, 1220-1234.	2.5	9
17	Classroom assessment, pedagogy and learning '™ twenty years after Black and Wiliam 1998. <i>Assessment in Education</i> , 2018, 25, 545-550.	1.2	7
18	Student perceptions of predictability of examination requirements and relationship with outcomes in high-stakes tests in Ireland. <i>Irish Educational Studies</i> , 2016, 35, 361-379.	2.5	5

#	ARTICLE	IF	CITATIONS
19	Balancing the challenges of high-stakes testing, accountability and students' well-being. <i>Assessment in Education</i> , 2017, 24, 1-3.	1.2	4
20	'Assessors for learning': understanding teachers in contexts. <i>Assessment in Education</i> , 2018, 25, 439-441.	1.2	4
21	Does a test have to be fair to be valid?. <i>Assessment in Education</i> , 2019, 26, 537-540.	1.2	4
22	Writing assessment, comparative judgement and students' evaluative expertise. <i>Assessment in Education</i> , 2019, 26, 1-5.	1.2	4
23	Assessment and learning in an uncertain world. <i>Assessment in Education</i> , 2018, 25, 351-354.	1.2	3
24	Causal illusions in the classroom: how the distribution of student outcomes can promote false instructional beliefs. <i>Cognitive Research: Principles and Implications</i> , 2020, 5, 34.	2.0	3
25	Metrology of education. <i>Assessment in Education</i> , 2017, 24, 463-470.	1.2	2
26	Assessment literacy across contexts and competencies. <i>Assessment in Education</i> , 2019, 26, 119-122.	1.2	2
27	Coping with the conflicts and consequences of high-stake testing. <i>Assessment in Education</i> , 2017, 24, 471-473.	1.2	1
28	The global and the local in educational assessment. <i>Assessment in Education</i> , 2018, 25, 137-140.	1.2	1
29	Assessment reforms and grading. <i>Assessment in Education</i> , 2019, 26, 255-258.	1.2	1
30	The use and abuse of assessment. <i>Assessment in Education</i> , 2019, 26, 637-642.	1.2	1
31	Harvey Goldstein: a tribute and appreciation. <i>Assessment in Education</i> , 2020, 27, 312-317.	1.2	1
32	The need for actionable feedback in assessment literacy. <i>Assessment in Education</i> , 2020, 27, 249-251.	1.2	1
33	Rethinking validity in educational assessment. <i>Assessment in Education</i> , 2020, 27, 585-587.	1.2	1
34	Lead Editors' editorial introduction. <i>Assessment in Education</i> , 2015, 22, 179-181.	1.2	0
35	On test development and accuracy in self-assessment. <i>Assessment in Education</i> , 2015, 22, 393-396.	1.2	0
36	How to make grades meaningful. <i>Assessment in Education</i> , 2020, 27, 477-479.	1.2	0

#	ARTICLE	IF	CITATIONS
37	Making feedback effective?. Assessment in Education, 2020, 27, 1-5.	1.2	0
38	Who is feedback for?. Assessment in Education, 2021, 28, 209-211.	1.2	0
39	Assessment and learning in times of change and uncertainty. Assessment in Education, 2022, 29, 1-4.	1.2	0