

# D Royce Sadler

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3162900/publications.pdf>

Version: 2024-02-01

18  
papers

5,102  
citations

623574

14  
h-index

887953

17  
g-index

18  
all docs

18  
docs citations

18  
times ranked

2479  
citing authors

#	ARTICLE	IF	CITATIONS
1	Academic achievement standards and quality assurance. <i>Quality in Higher Education</i> , 2017, 23, 81-99.	0.6	27
2	Three in-course assessment reforms to improve higher education learning outcomes. <i>Assessment and Evaluation in Higher Education</i> , 2016, 41, 1081-1099.	3.9	43
3	The futility of attempting to codify academic achievement standards. <i>Higher Education</i> , 2014, 67, 273-288.	2.8	82
4	Assuring academic achievement standards: from moderation to calibration. <i>Assessment in Education</i> , 2013, 20, 5-19.	0.7	62
5	Making Competent Judgments of Competence. , 2013, , 13-27.		24
6	Assessment, evaluation and quality assurance: Implications for integrity in reporting academic achievement in higher education. <i>Education Inquiry</i> , 2012, 3, 201-216.	1.6	9
7	Academic freedom, achievement standards and professional identity. <i>Quality in Higher Education</i> , 2011, 17, 85-100.	0.6	44
8	Fidelity as a precondition for integrity in grading academic achievement. <i>Assessment and Evaluation in Higher Education</i> , 2010, 35, 727-743.	3.9	55
9	Beyond feedback: developing student capability in complex appraisal. <i>Assessment and Evaluation in Higher Education</i> , 2010, 35, 535-550.	3.9	673
10	Grade integrity and the representation of academic achievement. <i>Studies in Higher Education</i> , 2009, 34, 807-826.	2.9	112
11	Indeterminacy in the use of preset criteria for assessment and grading. <i>Assessment and Evaluation in Higher Education</i> , 2009, 34, 159-179.	3.9	303
12	Interpretations of criteria-based assessment and grading in higher education. <i>Assessment and Evaluation in Higher Education</i> , 2005, 30, 175-194.	3.9	339
13	Formative Assessment: revisiting the territory. <i>Assessment in Education</i> , 1998, 5, 77-84.	0.7	625
14	Examinations and Merit. <i>Assessment in Education</i> , 1994, 1, 115-120.	0.7	2
15	Formative assessment and the design of instructional systems. <i>Instructional Science</i> , 1989, 18, 119-144.	1.1	2,399
16	Specifying and Promulgating Achievement Standards. <i>Oxford Review of Education</i> , 1987, 13, 191-209.	1.4	258
17	The Origins and Functions of Evaluative Criteria. <i>Educational Theory</i> , 1985, 35, 285-297.	0.2	41
18	Follow-up evaluation of an inservice programme based on action research: some methodological issues. <i>Journal of Education for Teaching</i> , 1984, 10, 209-218.	1.1	4