

Atta Gebril

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3271542/publications.pdf>

Version: 2024-02-01

21
papers

857
citations

687363

13
h-index

888059

17
g-index

27
all docs

27
docs citations

27
times ranked

319
citing authors

#	ARTICLE	IF	CITATIONS
1	The Interface of Teaching, Research, and Professional Service in Language Assessment: An Interview with James E. Purpura. <i>Language Assessment Quarterly</i> , 2020, 17, 316-326.	2.0	0
2	Teachers' Conceptions of Assessment: A Global Phenomenon or a Global Localism. <i>Frontiers in Education</i> , 2019, 4, .	2.1	33
3	Shaping a score: Complexity, accuracy, and fluency in integrated writing performances. <i>Language Testing</i> , 2019, 36, 161-179.	3.2	42
4	Assessment as an Emotional Practice: Emotional Challenges Faced by L2 Teachers Within Assessment. , 2018, , 205-222.		8
5	Test Preparation in the Accountability Era: Toward a Learning-oriented Approach. <i>TESOL Journal</i> , 2018, 9, 4-16.	0.9	5
6	Integrated writing scores based on holistic and multi-trait scales: A generalizability analysis. <i>Assessing Writing</i> , 2018, 38, 21-36.	3.4	25
7	An assessment perspective on argumentation in writing. <i>Journal of Second Language Writing</i> , 2017, 36, 85-86.	3.0	9
8	Test Preparation Beliefs and Practices in a High-Stakes Context: A Teacher's Perspective. <i>Language Assessment Quarterly</i> , 2017, 14, 360-379.	2.0	11
9	Language teachers' conceptions of assessment: an Egyptian perspective. <i>Teacher Development</i> , 2017, 21, 81-100.	0.7	17
10	Exploring the relationship of organization and connection with scores in integrated writing assessment. <i>Assessing Writing</i> , 2017, 31, 98-112.	3.4	49
11	Chapter 16. Applied linguistics in the MENA countries. <i>AILA Applied Linguistics Series</i> , 2017, , 363-376.	0.1	0
12	Chapter 1. Applied linguistics research in the Middle East and North Africa. <i>AILA Applied Linguistics Series</i> , 2017, , 1-8.	0.1	0
13	Writing assessment literacy: Surveying second language teachers' knowledge, beliefs, and practices. <i>Assessing Writing</i> , 2016, 28, 43-56.	3.4	128
14	Source-based tasks in academic writing assessment: Lexical diversity, textual borrowing and proficiency. <i>Journal of English for Academic Purposes</i> , 2016, 24, 78-88.	2.5	38
15	Assembling validity evidence for assessing academic writing: Rater reactions to integrated tasks. <i>Assessing Writing</i> , 2014, 21, 56-73.	3.4	35
16	The effect of high-stakes examination systems on teacher beliefs: Egyptian teachers' conceptions of assessment. <i>Assessment in Education</i> , 2014, 21, 16-33.	1.2	39
17	Using multiple texts in an integrated writing assessment: Source text use as a predictor of score. <i>Journal of Second Language Writing</i> , 2013, 22, 217-230.	3.0	99
18	Toward a Transparent Construct of Reading-to-Write Tasks: The Interface Between Discourse Features and Proficiency. <i>Language Assessment Quarterly</i> , 2013, 10, 9-27.	2.0	63

#	ARTICLE	IF	CITATIONS
19	A close investigation into source use in integrated second language writing tasks. <i>Assessing Writing</i> , 2012, 17, 18-34.	3.4	119
20	Bringing reading-to-write and writing-only assessment tasks together: A generalizability analysis. <i>Assessing Writing</i> , 2010, 15, 100-117.	3.4	43
21	Score generalizability of academic writing tasks: Does one test method fit it all?. <i>Language Testing</i> , 2009, 26, 507-531.	3.2	74