

# Christopher DeLuca

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/460438/publications.pdf>

Version: 2024-02-01

64  
papers

1,710  
citations

331670

21  
h-index

330143

37  
g-index

64  
all docs

64  
docs citations

64  
times ranked

833  
citing authors

#	ARTICLE	IF	CITATIONS
1	Assessment literacy development: identifying gaps in teacher candidates'™ learning. <i>Assessment in Education</i> , 2010, 17, 419-438.	1.2	156
2	The Current State of Assessment Education. <i>Journal of Teacher Education</i> , 2013, 64, 356-372.	3.5	116
3	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
4	Teacher assessment literacy: a review of international standards and measures. <i>Educational Assessment, Evaluation and Accountability</i> , 2016, 28, 251-272.	2.3	114
5	A scoping review of research on play-based pedagogies in kindergarten education. <i>Review of Education</i> , 2017, 5, 311-351.	2.1	83
6	Approaches to Classroom Assessment Inventory: A New Instrument to Support Teacher Assessment Literacy. <i>Educational Assessment</i> , 2016, 21, 248-266.	1.5	59
7	Re-conceptualizing classroom assessment fairness: A systematic meta-ethnography of assessment literature and beyond. <i>Studies in Educational Evaluation</i> , 2018, 56, 164-181.	2.3	51
8	Changing approaches to classroom assessment: An empirical study across teacher career stages. <i>Teaching and Teacher Education</i> , 2018, 71, 134-144.	3.2	50
9	Teachers'™ approaches to classroom assessment: a large-scale survey. <i>Assessment in Education</i> , 2018, 25, 355-375.	1.2	46
10	Collaborative inquiry as a professional learning structure for educators: a scoping review. <i>Professional Development in Education</i> , 2015, 41, 640-670.	2.8	45
11	Pedagogies for Preservice Assessment Education: Supporting Teacher Candidates' Assessment Literacy Development. <i>Teacher Educator</i> , 2013, 48, 128-142.	1.2	44
12	Voices From Test-Takers: Further Evidence for Language Assessment Validation and Use. <i>Educational Assessment</i> , 2011, 16, 104-122.	1.5	41
13	Preparing Teachers for the Age of Accountability: Toward a Framework for Assessment Education. <i>Action in Teacher Education</i> , 2012, 34, 576-591.	0.7	37
14	Establishing a foundation for valid teacher judgement on student learning: the role of pre-service assessment education. <i>Assessment in Education</i> , 2013, 20, 107-126.	1.2	37
15	Assessment for learning in the classroom: Barriers to implementation and possibilities for teacher professional learning. <i>Assessment Matters</i> , 2012, 4, 5-29.	0.4	37
16	Assessment in play-based kindergarten classrooms: An empirical study of teacher perspectives and practices. <i>Journal of Educational Research</i> , 2017, 110, 457-466.	1.6	35
17	Developing assessment capable teachers in this age of accountability. <i>Assessment in Education</i> , 2017, 24, 121-126.	1.2	34
18	Systemic professional learning through collaborative inquiry: Examining teachers' perspectives. <i>Teaching and Teacher Education</i> , 2017, 67, 67-78.	3.2	32

#	ARTICLE	IF	CITATIONS
19	Student perspectives on assessment for learning. Curriculum Journal, 2018, 29, 77-94.	1.5	30
20	Conceptualising fairness in classroom assessment: exploring the value of organisational justice theory. Assessment in Education, 2019, 26, 584-611.	1.2	28
21	Assessment mindset: Exploring the relationship between teacher mindset and approaches to classroom assessment. Studies in Educational Evaluation, 2019, 61, 159-169.	2.3	27
22	Assessment in the Kindergarten Classroom: An Empirical Study of Teachers' Assessment Approaches. Early Childhood Education Journal, 2013, 41, 373-380.	2.7	26
23	Elementary students as active agents in their learning: an empirical study of the connections between assessment practices and student metacognition. Australian Educational Researcher, 2018, 45, 65-85.	2.3	26
24	Students' critical incidents of fairness in classroom assessment: an empirical study. Social Psychology of Education, 2019, 22, 701-722.	2.5	23
25	Toward a Teacher Professional Learning Continuum in Assessment for Learning. Educational Assessment, 2019, 24, 267-285.	1.5	23
26	A person-centered analysis of teacher candidates' approaches to assessment. Teaching and Teacher Education, 2020, 87, 102952.	3.2	23
27	Building Teacher Capacity within the Evolving Assessment Culture in Canadian Education. Policy Futures in Education, 2012, 10, 447-460.	1.8	21
28	Learning in the workplace: Fostering resilience in disengaged youth. Work, 2010, 36, 305-319.	1.1	20
29	Instructional Rounds as a professional learning model for systemic implementation of Assessment for Learning. Assessment in Education, 2015, 22, 122-139.	1.2	19
30	A scoping review of the tensions in OT-teacher collaborations. Journal of Occupational Therapy, Schools, and Early Intervention, 2017, 10, 327-345.	0.7	18
31	Toward a Differential and Situated View of Assessment Literacy: Studying Teachers' Responses to Classroom Assessment Scenarios. Frontiers in Education, 2019, 4, .	2.1	18
32	Policies, Programs, and Practices: Exploring the Complex Dynamics of Assessment Education in Teacher Education Across Four Countries. Frontiers in Education, 2019, 4, .	2.1	18
33	Authentic arts-based learning in teacher education: a musical theatre experience. Teaching Education, 2010, 21, 367-383.	1.3	17
34	Rethinking validation in complex high-stakes assessment contexts. Assessment in Education, 2012, 19, 99-116.	1.2	17
35	Assessment in Early Primary Education: An Empirical Study of Five School Contexts. Journal of Research in Childhood Education, 2014, 28, 441-460.	1.0	17
36	Developing a curriculum for assessment education. Assessment Matters, 2010, 2, 20-42.	0.4	17

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37	Supporting evidence use in networked professional learning: the role of the middle leader. <i>Educational Research</i> , 2017, 59, 136-153.	1.8	16
38	Promoting inclusivity through and within teacher education programmes. <i>Journal of Education for Teaching</i> , 2012, 38, 551-569.	2.0	13
39	Does Theory Translate into Practice? An Observational Study of Current Mathematics Pedagogies in Play-Based Kindergarten. <i>Early Childhood Education Journal</i> , 2019, 47, 287-295.	2.7	13
40	Interpretive validity theory: mapping a methodology for validating educational assessments. <i>Educational Research</i> , 2011, 53, 303-320.	1.8	12
41	Putting testing researchers to the test: An exploratory study on the TOEFL iBT. <i>System</i> , 2013, 41, 663-676.	3.4	10
42	Teachers'™ grading decisions and practices across cultures: Exploring the value, consistency, and construction of grades across Canadian and Chinese secondary schools. <i>Studies in Educational Evaluation</i> , 2020, 67, 100928.	2.3	10
43	Exploring assessment across cultures: Teachers'™ approaches to assessment in the U.S., China, and Canada. <i>Cogent Education</i> , 2021, 8, .	1.5	10
44	Preparing at-risk youth for a changing world: revisiting a person-in-context model for transition to employment. <i>Educational Research</i> , 2015, 57, 182-200.	1.8	9
45	New Directions for Kindergarten Education. <i>Elementary School Journal</i> , 2020, 120, 455-479.	1.4	9
46	Perspectives on Kindergarten Assessment: Toward a Common Understanding. <i>Teachers College Record</i> , 2019, 121, 1-58.	0.9	9
47	A cross-cultural comparison of German and Canadian student teachers'™ assessment competence. <i>Assessment in Education</i> , 2020, 27, 26-45.	1.2	8
48	Emergency assessment: rethinking classroom practices and priorities amid remote teaching. <i>Assessment in Education</i> , 2022, 29, 534-554.	1.2	8
49	From sea to sea: The Canadian landscape of assessment education. <i>Educational Research</i> , 2021, 63, 9-25.	1.8	7
50	Toward a pedagogy for slow and significant learning about assessment in teacher education. <i>Teaching and Teacher Education</i> , 2021, 101, 103316.	3.2	7
51	Reconceptualizing Elementary Preservice Teacher Education: Examining an Integrated-Curriculum Approach. <i>New Educator</i> , 2015, 11, 227-250.	1.4	6
52	Leveraging assessment to promote kindergarten learners'™ independence and self-regulation within play-based classrooms. <i>Assessment in Education</i> , 2020, 27, 394-415.	1.2	6
53	Unlocking the potential of STEAM education: How exemplary teachers navigate assessment challenges. <i>Journal of Educational Research</i> , 2021, 114, 513-525.	1.6	6
54	Measuring Fairness and Justice in the Classroom: A Systematic Review of Instruments'™ Validity Evidence. <i>School Psychology Review</i> , 2023, 52, 639-664.	3.0	5

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55	Preparing Teachers for Assessment in Schools: The Influence of Teacher Educators. <i>Teacher Education, Learning Innovation and Accountability</i> , 2018, , 171-186.	1.1	4
56	Chinese teachers' approaches to classroom assessment. <i>Educational Research for Policy and Practice</i> , 2022, 21, 1-18.	1.9	4
57	Mapping the constellation of assessment discourses: a scoping review study on assessment competence, literacy, capability, and identity. <i>Educational Assessment, Evaluation and Accountability</i> , 2022, 34, 279-301.	2.3	4
58	A scoping review of co-production between researchers and journalists in research communication. <i>Heliyon</i> , 2020, 6, e04836.	3.2	3
59	Linking personality to teachers' literacy in classroom assessment: a cross-cultural study. <i>Educational Research and Evaluation</i> , 2020, 26, 53-74.	1.6	3
60	Provocation 1: Towards More Radical Assessment Systems. <i>Teacher Education, Learning Innovation and Accountability</i> , 2021, , 167-170.	1.1	2
61	Grading policies in China: Are we assessing the learner or the learning?. <i>Assessment Matters</i> , 0, 11, 6-31.	0.4	2
62	Beginning teacher candidates' approaches to grading and assessment conceptions' implications for teacher education in assessment. <i>Educational Research for Policy and Practice</i> , 2023, 22, 63-90.	1.9	2
63	Cultivating reflective teachers: Challenging power and promoting pedagogy of self-assessment in Australian, Bhutanese, and Canadian teacher education programs. <i>Power and Education</i> , 2023, 15, 5-22.	0.6	2
64	Context and Implications Document for: A scoping review of research on play-based pedagogies in kindergarten education. <i>Review of Education</i> , 2017, 5, 352-353.	2.1	1