

# Christopher DeLuca

## List of Publications by Year in descending order

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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	Measuring Fairness and Justice in the Classroom: A Systematic Review of Instrumentsâ€™ Validity Evidence. <i>School Psychology Review</i> , 2023, 52, 639-664.	3.0	5
2	Beginning teacher candidatesâ€™ approaches to grading and assessment conceptionsâ€™ implications for teacher education in assessment. <i>Educational Research for Policy and Practice</i> , 2023, 22, 63-90.	1.9	2
3	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
4	Chinese teachersâ€™ approaches to classroom assessment. <i>Educational Research for Policy and Practice</i> , 2022, 21, 1-18.	1.9	4
5	Emergency assessment: rethinking classroom practices and priorities amid remote teaching. <i>Assessment in Education</i> , 2022, 29, 534-554.	1.2	8
6	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
7	From sea to sea: The Canadian landscape of assessment education. <i>Educational Research</i> , 2021, 63, 9-25.	1.8	7
8	Provocation 1: Towards More Radical Assessment Systems. <i>Teacher Education, Learning Innovation and Accountability</i> , 2021, , 167-170.	1.1	2
9	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
10	Exploring assessment across cultures: Teachersâ€™ approaches to assessment in the U.S., China, and Canada. <i>Cogent Education</i> , 2021, 8, .	1.5	10
11	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
12	A person-centered analysis of teacher candidatesâ€™ approaches to assessment. <i>Teaching and Teacher Education</i> , 2020, 87, 102952.	3.2	23
13	A scoping review of co-production between researchers and journalists in research communication. <i>Heliyon</i> , 2020, 6, e04836.	3.2	3
14	Teachersâ€™ 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
15	New Directions for Kindergarten Education. <i>Elementary School Journal</i> , 2020, 120, 455-479.	1.4	9
16	A cross-cultural comparison of German and Canadian student teachersâ€™ assessment competence. <i>Assessment in Education</i> , 2020, 27, 26-45.	1.2	8
17	Leveraging assessment to promote kindergarten learnersâ€™ independence and self-regulation within play-based classrooms. <i>Assessment in Education</i> , 2020, 27, 394-415.	1.2	6
18	Linking personality to teachersâ€™ literacy in classroom assessment: a cross-cultural study. <i>Educational Research and Evaluation</i> , 2020, 26, 53-74.	1.6	3

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19	Studentsâ€™ critical incidents of fairness in classroom assessment: an empirical study. <i>Social Psychology of Education</i> , 2019, 22, 701-722.	2.5	23
20	Toward a Differential and Situated View of Assessment Literacy: Studying Teachers' Responses to Classroom Assessment Scenarios. <i>Frontiers in Education</i> , 2019, 4, .	2.1	18
21	Toward a Teacher Professional Learning Continuum in Assessment for Learning. <i>Educational Assessment</i> , 2019, 24, 267-285.	1.5	23
22	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
23	Conceptualising fairness in classroom assessment: exploring the value of organisational justice theory. <i>Assessment in Education</i> , 2019, 26, 584-611.	1.2	28
24	Assessment mindset: Exploring the relationship between teacher mindset and approaches to classroom assessment. <i>Studies in Educational Evaluation</i> , 2019, 61, 159-169.	2.3	27
25	Policies, Programs, and Practices: Exploring the Complex Dynamics of Assessment Education in Teacher Education Across Four Countries. <i>Frontiers in Education</i> , 2019, 4, .	2.1	18
26	Perspectives on Kindergarten Assessment: Toward a Common Understanding. <i>Teachers College Record</i> , 2019, 121, 1-58.	0.9	9
27	Elementary students as active agents in their learning: an empirical study of the connections between assessment practices and student metacognition. <i>Australian Educational Researcher</i> , 2018, 45, 65-85.	2.3	26
28	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
29	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
30	Teachersâ€™ approaches to classroom assessment: a large-scale survey. <i>Assessment in Education</i> , 2018, 25, 355-375.	1.2	46
31	Student perspectives on assessment for learning. <i>Curriculum Journal</i> , 2018, 29, 77-94.	1.5	30
32	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
33	Developing assessment capable teachers in this age of accountability. <i>Assessment in Education</i> , 2017, 24, 121-126.	1.2	34
34	Systemic professional learning through collaborative inquiry: Examining teachers' perspectives. <i>Teaching and Teacher Education</i> , 2017, 67, 67-78.	3.2	32
35	A scoping review of research on play-based pedagogies in kindergarten education. <i>Review of Education</i> , 2017, 5, 311-351.	2.1	83
36	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

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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	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
39	A scoping review of the tensions in OTâ€™teacher collaborations. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 2017, 10, 327-345.	0.7	18
40	Approaches to Classroom Assessment Inventory: A New Instrument to Support Teacher Assessment Literacy. <i>Educational Assessment</i> , 2016, 21, 248-266.	1.5	59
41	Teacher assessment literacy: a review of international standards and measures. <i>Educational Assessment, Evaluation and Accountability</i> , 2016, 28, 251-272.	2.3	114
42	Reconceptualizing Elementary Preservice Teacher Education: Examining an Integrated-Curriculum Approach. <i>New Educator</i> , 2015, 11, 227-250.	1.4	6
43	Instructional Rounds as a professional learning model for systemic implementation of Assessment for Learning. <i>Assessment in Education</i> , 2015, 22, 122-139.	1.2	19
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	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
46	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
47	Assessment in Early Primary Education: An Empirical Study of Five School Contexts. <i>Journal of Research in Childhood Education</i> , 2014, 28, 441-460.	1.0	17
48	Assessment in the Kindergarten Classroom: An Empirical Study of Teachersâ€™ Assessment Approaches. <i>Early Childhood Education Journal</i> , 2013, 41, 373-380.	2.7	26
49	Putting testing researchers to the test: An exploratory study on the TOEFL iBT. System, 2013, 41, 663-676.	3.4	10
50	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
51	The Current State of Assessment Education. <i>Journal of Teacher Education</i> , 2013, 64, 356-372.	3.5	116
52	Pedagogies for Preservice Assessment Education: Supporting Teacher Candidates' Assessment Literacy Development. <i>Teacher Educator</i> , 2013, 48, 128-142.	1.2	44
53	Building Teacher Capacity within the Evolving Assessment Culture in Canadian Education. <i>Policy Futures in Education</i> , 2012, 10, 447-460.	1.8	21
54	Rethinking validation in complex high-stakes assessment contexts. <i>Assessment in Education</i> , 2012, 19, 99-116.	1.2	17

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55	Promoting inclusivity through and within teacher education programmes. <i>Journal of Education for Teaching</i> , 2012, 38, 551-569.	2.0	13
56	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
57	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
58	Voices From Test-Takers: Further Evidence for Language Assessment Validation and Use. <i>Educational Assessment</i> , 2011, 16, 104-122.	1.5	41
59	Interpretive validity theory: mapping a methodology for validating educational assessments. <i>Educational Research</i> , 2011, 53, 303-320.	1.8	12
60	Learning in the workplace: Fostering resilience in disengaged youth. <i>Work</i> , 2010, 36, 305-319.	1.1	20
61	Authentic arts-based learning in teacher education: a musical theatre experience. <i>Teaching Education</i> , 2010, 21, 367-383.	1.3	17
62	Assessment literacy development: identifying gaps in teacher candidates' learning. <i>Assessment in Education</i> , 2010, 17, 419-438.	1.2	156
63	Developing a curriculum for assessment education. <i>Assessment Matters</i> , 2010, 2, 20-42.	0.4	17
64	Grading policies in China: Are we assessing the learner or the learning?. <i>Assessment Matters</i> , 0, 11, 6-31.	0.4	2