

Jo-Anne Baird

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/466293/publications.pdf>

Version: 2024-02-01

34
papers

765
citations

687363

13
h-index

552781

26
g-index

34
all docs

34
docs citations

34
times ranked

506
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	Assessment and learning: fields apart?. <i>Assessment in Education</i> , 2017, 24, 317-350.	1.2	116
3	Rater Effects on Essay Scoring: A Multilevel Analysis of Severity Drift, Central Tendency, and Rater Experience. <i>Journal of Educational Measurement</i> , 2011, 48, 399-418.	1.2	68
4	On the supranational spell of PISA in policy. <i>Educational Research</i> , 2016, 58, 121-138.	1.8	55
5	Language effects in international testing: the case of PISA 2006 science items. <i>Assessment in Education</i> , 2016, 23, 427-455.	1.2	38
6	Would the real gold standard please step forward?. <i>Research Papers in Education</i> , 2000, 15, 213-229.	3.0	36
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	Is Teaching Experience Necessary for Reliable Scoring of Extended English Questions?. <i>Educational Measurement: Issues and Practice</i> , 2009, 28, 2-8.	1.4	24
9	Metrics in educationâ€™ control and corruption. <i>Oxford Review of Education</i> , 2018, 44, 533-544.	2.0	22
10	Challenging minds? Studentsâ€™ perceptions of computer-based World Class Tests of problem solving. <i>Computers in Human Behavior</i> , 2002, 18, 633-649.	8.5	19
11	Assessment reform: students' and teachers' responses to the introduction of stretch and challenge at Aâ€™level. <i>Curriculum Journal</i> , 2012, 23, 139-155.	1.5	18
12	Marking Consistency over Time. <i>Research in Education</i> , 2002, 67, 79-87.	1.1	17
13	Predictability in high-stakes examinations: studentsâ€™ perspectives on a perennial assessment dilemma[*]. <i>Research Papers in Education</i> , 2017, 32, 1-17.	3.0	17
14	Aspirations and an austerity state: young people's hopes and goals for the future. <i>London Review of Education</i> , 0, 11, .	1.8	16
15	The English Teaching Excellence (and Student Outcomes) Framework: Intelligent accountability in higher education?. <i>Journal of Educational Change</i> , 2020, 21, 215-243.	3.6	15
16	General Certificate of Secondary Education (GCSE) and the assessment of science practical work: an historical review of assessment policy. <i>Curriculum Journal</i> , 2020, 31, 357-378.	1.5	15
17	The Effects of Consistency of Performance on A Level Examiners' Judgements of Standards. <i>British Educational Research Journal</i> , 2000, 26, 343-357.	2.5	13
18	Are Examination Standards All in the Head?. <i>Research in Education</i> , 2000, 64, 91-100.	1.1	12

#	ARTICLE	IF	CITATIONS
19	Perceptions of trust in public examinations. <i>Oxford Review of Education</i> , 2013, 39, 17-35.	2.0	11
20	Governance structure and standard setting in educational assessment. <i>Assessment in Education</i> , 2020, 27, 192-214.	1.2	10
21	Test theories, educational priorities and reliability of public examinations in England. <i>Research Papers in Education</i> , 2013, 28, 5-21.	3.0	9
22	Predicting item difficulty of science national curriculum tests: the case of key stage 2 assessments. <i>Curriculum Journal</i> , 2017, 28, 59-82.	1.5	8
23	The SES equity gap and the reform from modular to linear GCSE mathematics. <i>British Educational Research Journal</i> , 2020, 46, 421-436.	2.5	7
24	The impact of epistemic framing of teaching videos and summative assessments on students' learning of scientific methods. <i>International Journal of Science Education</i> , 2021, 43, 2885-2910.	1.9	7
25	Rater accuracy and training group effects in Expert- and Supervisor-based monitoring systems. <i>Assessment in Education</i> , 2017, 24, 44-59.	1.2	6
26	Is the Whole Worth More than the Sum of the Parts? Studies of Examiners' Grading of Individual Papers and Candidates' Whole A-level Examination Performances. <i>Educational Studies</i> , 2002, 28, 143-162.	2.4	5
27	The meaning of curriculum-related examination standards in Scotland and England: a home-international comparison. <i>Oxford Review of Education</i> , 2016, 42, 266-284.	2.0	5
28	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
29	So tell me what you want: a comparison of FE college and other post-16 students' aspirations. <i>Research in Post-Compulsory Education</i> , 2012, 17, 293-310.	0.7	4
30	The reliability of public examinations. <i>Research Papers in Education</i> , 2013, 28, 1-4.	3.0	4
31	Metrology of education. <i>Assessment in Education</i> , 2017, 24, 463-470.	1.2	2
32	What Constitutes Legitimate Causal Linking?. <i>Measurement</i> , 2010, 8, 151-153.	0.2	1
33	Assessment and attitude. <i>Assessment in Education</i> , 2014, 21, 129-132.	1.2	0
34	Systemic influences on standard setting in national examinations. <i>Assessment in Education</i> , 2020, 27, 137-141.	1.2	0