

Claire Maree Wyatt-Smith

List of Publications by Year in descending order

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Version: 2024-02-01

43
papers

899
citations

623734

14
h-index

526287

27
g-index

49
all docs

49
docs citations

49
times ranked

497
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | The centrality of teachers'™ judgement practice in assessment: a study of standards in moderation. <i>Assessment in Education</i> , 2010, 17, 59-75. | 1.2 | 118 |
| 2 | The impact of high stakes testing: the Australian story. <i>Assessment in Education</i> , 2012, 19, 65-79. | 1.2 | 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 | Assessment as Judgment-in-Context: Analysing how teachers evaluate students' writing. <i>Educational Research and Evaluation</i> , 2007, 13, 401-434. | 1.6 | 54 |
| 5 | The role of motivations and perceptions on the retention of inservice teachers. <i>Teaching and Teacher Education</i> , 2020, 96, 103186. | 3.2 | 45 |
| 6 | Explicit, latent and meta-criteria: types of criteria at play in professional judgement practice. <i>Assessment in Education</i> , 2013, 20, 35-52. | 1.2 | 32 |
| 7 | Curriculum Literacies: Expanding domains of assessment. <i>Assessment in Education</i> , 2003, 10, 47-59. | 1.2 | 28 |
| 8 | Standards, teacher judgement and moderation in contexts of national curriculum and assessment reform. <i>Assessment Matters</i> , 2010, 2, 107-131. | 0.4 | 28 |
| 9 | Towards an understanding of teacher judgement in the context of social moderation. <i>Educational Review</i> , 2012, 64, 223-240. | 3.7 | 23 |
| 10 | Using and creating knowledge with new technologies: a case for students'™ designers. <i>Learning, Media and Technology</i> , 2006, 31, 19-34. | 3.2 | 22 |
| 11 | Moderation and consistency of teacher judgement: Teachers'™ views. <i>British Educational Research Journal</i> , 2012, 38, 593-614. | 2.5 | 21 |
| 12 | The development of students'™ evaluative expertise: enabling conditions for integrating criteria into pedagogic practice. <i>Journal of Curriculum Studies</i> , 2021, 53, 399-419. | 2.1 | 20 |
| 13 | Examining how teachers judge student writing: an Australian case study. <i>Journal of Curriculum Studies</i> , 2005, 37, 131-154. | 2.1 | 19 |
| 14 | Standards of practice to standards of evidence: developing assessment capable teachers. <i>Assessment in Education</i> , 2017, 24, 250-270. | 1.2 | 17 |
| 15 | Towards Theorising Assessment as Critical Inquiry. , 2009, , 83-102. | | 17 |
| 16 | Standards-driven reform years 1'™10: Moderation an optional extra?. <i>Australian Educational Researcher</i> , 2010, 37, 21-39. | 2.3 | 16 |
| 17 | Secondary students' online use and creation of knowledge: Refocusing priorities for quality assessment and learning. <i>Australasian Journal of Educational Technology</i> , 2010, 26, . | 3.5 | 16 |
| 18 | Valuing and evaluating student-generated online multimodal texts: rethinking what counts. <i>English in Education</i> , 2005, 39, 22-43. | 0.7 | 14 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Reading for Assessment: How teachers ascribe meaning and value to student writing. <i>Assessment in Education</i> , 1999, 6, 195-223. | 1.2 | 12 |
| 20 | Designing professional learning for effecting change: Partnerships for local and system networks. <i>Australian Educational Researcher</i> , 2008, 35, 1-20. | 2.3 | 11 |
| 21 | Examining the Literacyâ€“Curriculum Relationship. <i>Linguistics and Education</i> , 2000, 11, 295-312. | 1.2 | 10 |
| 22 | Fidelity of summative performance assessment in initial teacher education: The intersection of standardisation and authenticity. <i>Asia-Pacific Journal of Teacher Education</i> , 2020, 48, 267-286. | 1.9 | 10 |
| 23 | Teaching and Assessing Writing: an Australian Perspective. <i>English in Education</i> , 1997, 31, 8-22. | 0.7 | 9 |
| 24 | The application of pairwise comparisons to form scaled exemplars as a basis for setting and exemplifying standards in teacher education. <i>Assessment in Education</i> , 2020, 27, 65-86. | 1.2 | 9 |
| 25 | Synergy and Tension between Largeâ€“Scale and Classroom Assessment: International Trends. <i>Educational Measurement: Issues and Practice</i> , 2020, 39, 21-29. | 1.4 | 8 |
| 26 | Using data walls to display assessment results: a review of their affective impacts on teachers and students. <i>Teachers and Teaching: Theory and Practice</i> , 2020, 26, 50-66. | 1.9 | 8 |
| 27 | Assessment Understood as Enabling. <i>The Enabling Power of Assessment</i> , 2014, , 1-20. | 0.5 | 7 |
| 28 | Factors affecting writing achievement: mapping teacher beliefs. <i>English in Education</i> , 2004, 38, 39-63. | 0.7 | 6 |
| 29 | A Systems-Level Approach to Building Sustainable Assessment Cultures: Moderation, Quality Task Design and Dependability of Judgement. <i>Policy Futures in Education</i> , 2012, 10, 386-401. | 1.8 | 6 |
| 30 | Shaping Australian policy on cultural understandings: alternative approaches to inclusive education. <i>International Journal of Inclusive Education</i> , 1997, 1, 267-282. | 2.6 | 5 |
| 31 | Examining research into the use of data walls for teaching and learning: How are they being implemented within data use cycles?. <i>Teaching and Teacher Education</i> , 2020, 89, 103012. | 3.2 | 4 |
| 32 | Research-Informed Conceptualization and Design Principles of Teacher Performance Assessments: Wrestling with System and Site Validity. <i>Teacher Education, Learning Innovation and Accountability</i> , 2018, , 115-132. | 1.1 | 4 |
| 33 | Professional Standards and the Assessment Work of Teachers. , 2016, , 805-820. | | 4 |
| 34 | New Cultures in Teacher Education. <i>Teacher Education, Learning Innovation and Accountability</i> , 2018, , 1-15. | 1.1 | 3 |
| 35 | Framing Assessment Today for the Future: Issues and Challenges. , 2009, , 1-16. | | 3 |
| 36 | Learning Difficulties, Literacy and Numeracy: Conversations Across the Fields. , 2011, , 17-48. | | 2 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 37 | An Australian Proposal for Doing Critical Literacy Assessment: The Case of Writing. English in Education, 2002, 36, 4-19. | 0.7 | 1 |
| 38 | The Conceptualisation of a Teaching Performance Assessment: Designing for Evidence of Graduate Competence. Teacher Education, Learning Innovation and Accountability, 2021, , 19-37. | 1.1 | 1 |
| 39 | Transforming Schooling through Digital Disruption. , 2021, , 1-44. | | 1 |
| 40 | Introducing a New Model for Online Cross-Institutional Moderation. Teacher Education, Learning Innovation and Accountability, 2021, , 39-58. | 1.1 | 1 |
| 41 | Designing Next-Generation Assessment. The Enabling Power of Assessment, 2014, , 357-371. | 0.5 | 1 |
| 42 | Breaking Down the Silos: The Search for an Evidentiary Base. , 2011, , 349-357. | | 1 |
| 43 | Are Disadvantaged Students Unmotivated to Read? An Interview Study of Engaged and Disengaged Readers in Low SES Australian Schools. International Journal for Cross-Disciplinary Subjects in Education, 2012, 2, 1005-1013. | 0.1 | 1 |