

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 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
2	The Conceptualisation of a Teaching Performance Assessment: Designing for Evidence of Graduate Competence. <i>Teacher Education, Learning Innovation and Accountability</i> , 2021, , 19-37.	1.1	1
3	Transforming Schooling through Digital Disruption. , 2021, , 1-44.		1
4	Introducing a New Model for Online Cross-Institutional Moderation. <i>Teacher Education, Learning Innovation and Accountability</i> , 2021, , 39-58.	1.1	1
5	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
6	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
7	The role of motivations and perceptions on the retention of inservice teachers. <i>Teaching and Teacher Education</i> , 2020, 96, 103186.	3.2	45
8	Synergy and Tension between Large-Scale and Classroom Assessment: International Trends. <i>Educational Measurement: Issues and Practice</i> , 2020, 39, 21-29.	1.4	8
9	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
10	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
11	New Cultures in Teacher Education. <i>Teacher Education, Learning Innovation and Accountability</i> , 2018, , 1-15.	1.1	3
12	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
13	Standards of practice to standards of evidence: developing assessment capable teachers. <i>Assessment in Education</i> , 2017, 24, 250-270.	1.2	17
14	Professional Standards and the Assessment Work of Teachers. , 2016, , 805-820.		4
15	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
16	Assessment Understood as Enabling. <i>The Enabling Power of Assessment</i> , 2014, , 1-20.	0.5	7
17	Designing Next-Generation Assessment. <i>The Enabling Power of Assessment</i> , 2014, , 357-371.	0.5	1
18	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

#	ARTICLE	IF	CITATIONS
19	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
20	Towards an understanding of teacher judgement in the context of social moderation. <i>Educational Review</i> , 2012, 64, 223-240.	3.7	23
21	The impact of high stakes testing: the Australian story. <i>Assessment in Education</i> , 2012, 19, 65-79.	1.2	116
22	Moderation and consistency of teacher judgement: Teachers'™ views. <i>British Educational Research Journal</i> , 2012, 38, 593-614.	2.5	21
23	Are Disadvantaged Students Unmotivated to Read? An Interview Study of Engaged and Disengaged Readers in Low SES Australian Schools. <i>International Journal for Cross-Disciplinary Subjects in Education</i> , 2012, 2, 1005-1013.	0.1	1
24	Learning Difficulties, Literacy and Numeracy: Conversations Across the Fields. , 2011, , 17-48.		2
25	Breaking Down the Silos: The Search for an Evidentiary Base. , 2011, , 349-357.		1
26	Standards-driven reform years 1â10: Moderation an optional extra?. <i>Australian Educational Researcher</i> , 2010, 37, 21-39.	2.3	16
27	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
28	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
29	Standards, teacher judgement and moderation in contexts of national curriculum and assessment reform. <i>Assessment Matters</i> , 2010, 2, 107-131.	0.4	28
30	Towards Theorising Assessment as Critical Inquiry. , 2009, , 83-102.		17
31	Framing Assessment Today for the Future: Issues and Challenges. , 2009, , 1-16.		3
32	Designing professional learning for effecting change: Partnerships for local and system networks. <i>Australian Educational Researcher</i> , 2008, 35, 1-20.	2.3	11
33	Assessment as Judgment-in-Context: Analysing how teachers evaluate students' writing. <i>Educational Research and Evaluation</i> , 2007, 13, 401-434.	1.6	54
34	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
35	Valuing and evaluating student-generated online multimodal texts: rethinking what counts. <i>English in Education</i> , 2005, 39, 22-43.	0.7	14
36	Examining how teachers judge student writing: an Australian case study. <i>Journal of Curriculum Studies</i> , 2005, 37, 131-154.	2.1	19

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37	Factors affecting writing achievement: mapping teacher beliefs. <i>English in Education</i> , 2004, 38, 39-63.	0.7	6
38	Curriculum Literacies: Expanding domains of assessment. <i>Assessment in Education</i> , 2003, 10, 47-59.	1.2	28
39	An Australian Proposal for Doing Critical Literacy Assessment: The Case of Writing. <i>English in Education</i> , 2002, 36, 4-19.	0.7	1
40	Examining the Literacyâ€“Curriculum Relationship. <i>Linguistics and Education</i> , 2000, 11, 295-312.	1.2	10
41	Reading for Assessment: How teachers ascribe meaning and value to student writing. <i>Assessment in Education</i> , 1999, 6, 195-223.	1.2	12
42	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
43	Teaching and Assessing Writing: an Australian Perspective. <i>English in Education</i> , 1997, 31, 8-22.	0.7	9