Derek C Briggs

List of Publications by Year
in descending order

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40 papers	1,744 citations	567281 15 h-index	434195 31 g-index
48 all docs	48 docs citations	48 times ranked	1418 citing authors

#	Article	IF	Citations
1	Experimental and Quasi-Experimental Studies of Inquiry-Based Science Teaching. Review of Educational Research, 2012, 82, 300-329.	7.5	647
2	Diagnostic Assessment With Ordered Multiple-Choice Items. Educational Assessment, 2006, 11, 33-63.	1.5	198
3	Impact of Undergraduate Science Course Innovations on Learning. Science, 2011, 331, 1269-1270.	12.6	172
4	Causal Inference and the Heckman Model. Journal of Educational and Behavioral Statistics, 2004, 29, 397-420.	1.7	86
5	An introduction to multidimensional measurement using Rasch models. Journal of Applied Measurement, 2003, 4, 87-100.	0.3	81
6	The Effect of Admissions Test Preparation: Evidence from NELS:88. Chance, 2001, 14, 10-18.	0.2	71
7	The Impact of Vertical Scaling Decisions on Growth Interpretations. Educational Measurement: Issues and Practice, 2009, 28, 3-14.	1.4	54
8	Generalizability in Item Response Modeling. Journal of Educational Measurement, 2007, 44, 131-155.	1.2	47
9	Metaâ€Analytic Methodology and Inferences About the Efficacy of Formative Assessment. Educational Measurement: Issues and Practice, 2012, 31, 13-17.	1.4	39
10	Comments on Slavin: Synthesizing Causal Inferences. Educational Researcher, 2008, 37, 15-22.	5.4	35
11	The Sensitivity of Value-Added Modeling to the Creation of a Vertical Score Scale. Education Finance and Policy, 2009, 4, 384-414.	1.9	32
12	Measuring Growth With Vertical Scales. Journal of Educational Measurement, 2013, 50, 204-226.	1.2	31
13	Using Explanatory Item Response Models to Analyze Group Differences in Science Achievement. Applied Measurement in Education, 2008, 21, 89-118.	1.1	29
14	The Gains From Vertical Scaling. Journal of Educational and Behavioral Statistics, 2013, 38, 551-576.	1.7	29
15	The Psychometric Modeling of Ordered Multiple-Choice Item Responses For Diagnostic Assessment With A Learning Progression. , 2012, , 293-316.		28
16	A robust new metric of phenotypic distance to estimate and compare multiple trait differences among populations. Environmental Epigenetics, 2012, 58, 426-439.	1.8	27
17	Using Learning Progressions to Design Vertical Scales that Support Coherent Inferences about Student Growth. Measurement, 2015, 13, 75-99.	0.2	17
18	Meta-Analysis. Evaluation Review, 2005, 29, 87-127.	1.0	16

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19	The Persistence of School-Level Value-Added. Journal of Educational and Behavioral Statistics, 2011, 36, 616-637.	1.7	14
20	Estimation and software. , 2004, , 343-373.		13
21	Interpreting and visualizing the unit of measurement in the Rasch Model. Measurement: Journal of the International Measurement Confederation, 2019, 146, 961-971.	5.0	10
22	Multiple person dimensions and latent item predictors. , 2004, , 247-265.		10
23	Making Sense of Common Test Items That Do Not Get Easier Over Time: Implications for Vertical Scale Designs. Educational Assessment, 2015, 20, 1-22.	1.5	7
24	Challenges to the Use of Artificial Neural Networks for Diagnostic Classifications with Student Test Data. International Journal of Testing, 2017, 17, 302-321.	0.3	7
25	Examining the Dual Purpose Use of Student Learning Objectives for Classroom Assessment and Teacher Evaluation. Journal of Educational Measurement, 2019, 56, 686-714.	1.2	7
26	Principal holistic judgments and high-stakes evaluations of teachers. Educational Assessment, Evaluation and Accountability, 2017, 29, 155-178.	2.3	6
27	Learning theory and psychometrics: room for growth. Assessment in Education, 2017, 24, 351-358.	1.2	6
28	Making Inferences About Teacher Observation Scores Over Time. Educational and Psychological Measurement, 2019, 79, 636-664.	2.4	6
29	Changing Admissions Policies: Mounting Pressures, New Developments, Key Questions. Change, 2001, 33, 34-41.	0.5	3
30	Commentary: Comment on College Admissions Tests and Social Responsibility. Educational Measurement: Issues and Practice, 0, , .	1.4	2
31	Making Progress in The Modeling of Learning Progressions. , 2012, , 345-355.		2
32	Does Theory Drive the Items or Do Items Drive the Theory?. Measurement, 2007, 5, 205-208.	0.2	1
33	Undergraduate Physics Course Innovations and Their Impact on Student Learning. , 2009, , .		1
34	Teacher Evaluation as Trojan Horse: The Case for Teacher-Developed Assessments. Measurement, 2013, 11, 24-29.	0.2	1
35	Editorial: The Erosion of Peer Review at the NCME Annual Conference. Educational Measurement: Issues and Practice, 2014, 33, 1-2.	1.4	1
36	Toward learning trajectoryâ€based instruction: A framework of conceptions of learning and assessment. School Science and Mathematics, 2021, 121, 357-368.	0.9	1

#	Article	IF	Citations
37	Assessing what students know, how they know it, or both?. Measurement, 2007, 5, 62-65.	0.2	0
38	Validate High Stakes Inferences by Designing Good Experiments, Not Audit Items: A Comment on â€œSelf-Monitoring Assessments Educational Accountability Systemsâ€• Measurement, 2010, 8, 185-190.	0.2	0
39	Editorial: Making Testing Standards Useful. Educational Measurement: Issues and Practice, 2014, 33, 1-2.	1.4	0
40	Rejoinder to Commentaries on Using Learning Progressions to Design Vertical Scales. Measurement, 2015, 13, 206-218.	0.2	0