

Derek C Briggs

List of Publications by Year in descending order

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Version: 2024-02-01

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	Toward learning trajectory-based instruction: A framework of conceptions of learning and assessment. <i>School Science and Mathematics</i> , 2021, 121, 357-368.	0.9	1
2	Interpreting and visualizing the unit of measurement in the Rasch Model. <i>Measurement: Journal of the International Measurement Confederation</i> , 2019, 146, 961-971.	5.0	10
3	Examining the Dual Purpose Use of Student Learning Objectives for Classroom Assessment and Teacher Evaluation. <i>Journal of Educational Measurement</i> , 2019, 56, 686-714.	1.2	7
4	Making Inferences About Teacher Observation Scores Over Time. <i>Educational and Psychological Measurement</i> , 2019, 79, 636-664.	2.4	6
5	Challenges to the Use of Artificial Neural Networks for Diagnostic Classifications with Student Test Data. <i>International Journal of Testing</i> , 2017, 17, 302-321.	0.3	7
6	Principal holistic judgments and high-stakes evaluations of teachers. <i>Educational Assessment, Evaluation and Accountability</i> , 2017, 29, 155-178.	2.3	6
7	Learning theory and psychometrics: room for growth. <i>Assessment in Education</i> , 2017, 24, 351-358.	1.2	6
8	Using Learning Progressions to Design Vertical Scales that Support Coherent Inferences about Student Growth. <i>Measurement</i> , 2015, 13, 75-99.	0.2	17
9	Rejoinder to Commentaries on Using Learning Progressions to Design Vertical Scales. <i>Measurement</i> , 2015, 13, 206-218.	0.2	0
10	Making Sense of Common Test Items That Do Not Get Easier Over Time: Implications for Vertical Scale Designs. <i>Educational Assessment</i> , 2015, 20, 1-22.	1.5	7
11	Editorial: Making Testing Standards Useful. <i>Educational Measurement: Issues and Practice</i> , 2014, 33, 1-2.	1.4	0
12	Editorial: The Erosion of Peer Review at the NCME Annual Conference. <i>Educational Measurement: Issues and Practice</i> , 2014, 33, 1-2.	1.4	1
13	The Gains From Vertical Scaling. <i>Journal of Educational and Behavioral Statistics</i> , 2013, 38, 551-576.	1.7	29
14	Measuring Growth With Vertical Scales. <i>Journal of Educational Measurement</i> , 2013, 50, 204-226.	1.2	31
15	Teacher Evaluation as Trojan Horse: The Case for Teacher-Developed Assessments. <i>Measurement</i> , 2013, 11, 24-29.	0.2	1
16	Experimental and Quasi-Experimental Studies of Inquiry-Based Science Teaching. <i>Review of Educational Research</i> , 2012, 82, 300-329.	7.5	647
17	A robust new metric of phenotypic distance to estimate and compare multiple trait differences among populations. <i>Environmental Epigenetics</i> , 2012, 58, 426-439.	1.8	27
18	Meta-Analytic Methodology and Inferences About the Efficacy of Formative Assessment. <i>Educational Measurement: Issues and Practice</i> , 2012, 31, 13-17.	1.4	39

#	ARTICLE	IF	CITATIONS
19	The Psychometric Modeling of Ordered Multiple-Choice Item Responses For Diagnostic Assessment With A Learning Progression. , 2012, , 293-316.		28
20	Making Progress in The Modeling of Learning Progressions. , 2012, , 345-355.		2
21	Impact of Undergraduate Science Course Innovations on Learning. Science, 2011, 331, 1269-1270.	12.6	172
22	The Persistence of School-Level Value-Added. Journal of Educational and Behavioral Statistics, 2011, 36, 616-637.	1.7	14
23	Validate High Stakes Inferences by Designing Good Experiments, Not Audit Items: A Comment on "Self-Monitoring Assessments Educational Accountability Systems". Measurement, 2010, 8, 185-190.	0.2	0
24	Undergraduate Physics Course Innovations and Their Impact on Student Learning. , 2009, , .		1
25	The Impact of Vertical Scaling Decisions on Growth Interpretations. Educational Measurement: Issues and Practice, 2009, 28, 3-14.	1.4	54
26	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
27	Comments on Slavin: Synthesizing Causal Inferences. Educational Researcher, 2008, 37, 15-22.	5.4	35
28	Using Explanatory Item Response Models to Analyze Group Differences in Science Achievement. Applied Measurement in Education, 2008, 21, 89-118.	1.1	29
29	Does Theory Drive the Items or Do Items Drive the Theory?. Measurement, 2007, 5, 205-208.	0.2	1
30	Assessing what students know, how they know it, or both?. Measurement, 2007, 5, 62-65.	0.2	0
31	Generalizability in Item Response Modeling. Journal of Educational Measurement, 2007, 44, 131-155.	1.2	47
32	Diagnostic Assessment With Ordered Multiple-Choice Items. Educational Assessment, 2006, 11, 33-63.	1.5	198
33	Meta-Analysis. Evaluation Review, 2005, 29, 87-127.	1.0	16
34	Causal Inference and the Heckman Model. Journal of Educational and Behavioral Statistics, 2004, 29, 397-420.	1.7	86
35	Estimation and software. , 2004, , 343-373.		13
36	Multiple person dimensions and latent item predictors. , 2004, , 247-265.		10

#	ARTICLE	IF	CITATIONS
37	An introduction to multidimensional measurement using Rasch models. Journal of Applied Measurement, 2003, 4, 87-100.	0.3	81
38	Changing Admissions Policies: Mounting Pressures, New Developments, Key Questions. Change, 2001, 33, 34-41.	0.5	3
39	The Effect of Admissions Test Preparation: Evidence from NELS:88. Chance, 2001, 14, 10-18.	0.2	71
40	Commentary: Comment on College Admissions Tests and Social Responsibility. Educational Measurement: Issues and Practice, 0, , .	1.4	2