

Special Issue

Rethinking Ethics, Standards, and Criteria in Language Testing and Assessment in the Age of AI

Message from the Guest Editors

For centuries, language assessment has been conducted in the form of traditional methods. The rapid integration of artificial intelligence (AI) into language education has evidently reshaped teaching and learning and should also inform language testing and assessment practices. Addressing assessment reform in the age of AI, this Special Issue is situated within the most recent advances in research, theory, and practice related to ethics, standards, and criteria in language testing and assessment in AI-mediated contexts. It seeks to bring together interdisciplinary perspectives from applied linguistics, language testing, educational measurement, AI ethics, and educational technology to rethink how we assess language learning. Considering the ongoing concerns about the reliability and fairness of AI-mediated assessment, as well as arguments that AI may signal the end of traditional testing, we aim to contribute to these debates by examining the potential for transformative assessment with AI. We address the question of which aspects of assessment and evaluation should remain the responsibility of teachers when AI systems can assess students' assignments and examinations.

Guest Editors

Dr. Abdu Al-Kadi
Dr. Jamal Ali
Dr. Asma Maaoui

Deadline for manuscript submissions

5 July 2026



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/271244

Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).