

Special Issue

Modern Psychometrics for Digital Assessment in Education

Message from the Guest Editors

The rapid expansion of digital learning environments, online testing platforms, and AI-driven educational technologies has created unprecedented opportunities—and challenges—for assessment in education. Traditional psychometric approaches are being reimagined to meet the demands of adaptive testing, large-scale online assessments, and data-rich digital ecosystems (e.g., response time).

This Special Issue aims to highlight cutting-edge research that applies modern psychometric theories and methods to digital assessment contexts. We invite authors to submit original research articles that explore methodological innovations, theoretical advances, and practical applications of psychometrics in technology-enhanced learning and assessment. Submissions should emphasize how psychometric approaches can improve validity, reliability, fairness, and equity in digital assessment contexts, while also addressing implications for practice in educational assessment.

We particularly encourage the submission of interdisciplinary work that bridges psychometrics, educational measurement, learning analytics, data science, and educational technology.

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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.

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