

Special Issue

Assessment and Evaluation in Special and Inclusive Education

Message from the Guest Editors

Enabling participation and education is the goal of inclusive education and special education. Inclusive education for all requires targeted help and support for individuals. Educational interventions and decisions about who needs what support should be based on assessment. It is also necessary to evaluate support in terms of evidence-based practice. The question remains as to which instruments, procedures and options should be used, adapted or developed to make assessment as easy and as close to everyday life as possible. Another challenge is to develop assessments that recognise not only the difficulties of the individual, but also the barriers in the educational system, in order to make educational decisions in terms of a social model of disability. This Special Issue aims to extend the knowledge base about the development of assessments, implementation of assessment frameworks and adaption of assessments for special needs.

Guest Editors

Prof. Dr. Markus Gebhardt

Department for Education and Rehabilitation, Ludwig Maximilian University of Munich, Leopoldstraße 13 (Room 3523), 80802 Munich, Germany

Dr. Anne Schröter

Institute of Education for Special Needs, Leibniz Universität Hannover, Welfengarten 1, 30167 Hannover, Germany

Deadline for manuscript submissions

closed (28 February 2025)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/206063

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 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).