Special Issue

Intelligence Testing and Its Role in Academic Achievement

Message from the Guest Editors

The relationship between intelligence testing and academic achievement is historically well-studied and yields consistent empirical results. Intelligence tests predict academic achievement across ages, educational levels, and ability levels moderately well. Despite this consistent evidence, the use of intelligence testing for academic placement and to help understand academic difficulties remains unpopular. As such, we see a robust and growing resistance to intelligence testing for academic use (e.g., the growth of *authentic assessment* practices in primary/secondary school; *test optional* or *test blind* practices in postsecondary admissions). In this special issue, we invite authors to contribute empirical research articles, theoretical papers, or reviews on the relationship between intelligence testing and academic achievement. We are especially interested in papers that elucidate *for whom* and/or *under what circumstances* intelligence testing is useful, particularly regarding placement in educational programs (e.g., gifted programs, special education), post-secondary admissions and selection, and to help understand individual differences in academic achievement.

Guest Editors

Prof. Dr. Meredith C. Frey

Department of Psychology, Otterbein University, 1 S. Grove St., Westerville, OH 43081, USA

Dr. Christopher R. Niileksela

Department of Educational Psychology, University of Kansas, Lawrence, KS 66045, USA

Deadline for manuscript submissions

1 January 2026

MDPI

Journal of Intelligence

About the Journal

Message from the Editor-in-Chief

The relatively new and ambitious *Journal of Intelligence* is devoted to the study of human intelligence. Intelligence is a fundamental core of being human, with far-ranging implications for all members of our society. Now more than ever, in a world in which most have access to the Internet, information, and misinformation, with reduced face-to-face interactions, understanding how to measure and develop human intelligence is a critical and vital mission. Human intelligence is studied from many different perspectives, for different purposes, and this journal has an open policy with respect to approaches and methodologies. We encourage submissions with the potential to innovate, show alternative perspectives, and highlight the importance of developing and measuring intelligence as well as studies on intelligence that have an impact on our lives.

Editor-in-Chief

Prof. Dr. Con Stough
Centre for Human Psychopharmacology, Swinburne University of Technology, Hawthorn, VIC 3122, Australia

Author Benefits

High Visibility:

indexed within Scopus, SSCI (Web of Science), PubMed, PMC, PsycInfo, PSYNDEX, and other databases.

Journal Rank:

JCR - Q1 (Psychology, Multidisciplinary) / CiteScore - Q1 (Education)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 30.7 days after submission; acceptance to publication is undertaken in 3.8 days (median values for papers published in this journal in the first half of 2025).

MDPI