Green Journals

International Approved Journals

Journal Information

Journal Title	International Journal of Assessment and Evaluation
Publisher	
ISSN	2327-8692
E-ISSN	2327-7920
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Classification History

Year	A+	A	B	C
2026				
2025				
2024				
2023			✓	
2021/2022			✓	
2020			✓	
2019			✓	
2018				

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Student Perspectives on Authentic Assessment
2026-10-30
Authors: Hasnah Shaari, Zakiyah Sharif
DOI: 10.18848/2327-7920/cgp/a189

Explainable Automated Assessment of Pragmatic Quality in Vocational Negotiation Writing Using Rule-Based Natural Language Processing
2026-10-27
Authors: Anggoro Abiyyu Ristio Cahyo, Mulyono Mulyono, Syamsul Sodiq
DOI: 10.18848/2327-7920/cgp/a188

Using Self-Assessment and Reflection to Enhance Learning
2026-10-23
Authors: Thomas D. Cox, Laurie O. Campbell, Daniel W. Eadens
DOI: 10.18848/2327-7920/cgp/a187

Test Quality Through Item Analysis in Inferential Statistics
2026-10-20
Authors: Rufino M. Lorejo, CJ T. Hingpit
DOI: 10.18848/2327-7920/cgp/a186

Testing the Water, Transforming the Grade
2026-9-2
Authors: Clavia T. Williams-McBean
DOI: 10.18848/2327-7920/cgp/a185

Ideal and Reality of Literacy Assessment Practice in Elementary Schools
2026-8-20
Authors: Titis Angga Rini, Alif Mudiono, Suyono Suyono et al.
DOI: 10.18848/2327-7920/cgp/a184

Enhancing Learner Attitudes in Physical Sciences
2026-8-4
Authors: Halalisani Mngomezulu, Sam Ramaila, Umesh Ramnarain
DOI: 10.18848/2327-7920/cgp/a183

Assessing Teacher Competency Disparities Through Rasch and DIF Analysis
2026-7-22
Authors: Maryam Rahim, Lukman Abdul Rauf Laliyo, Bambang Sumintono et al.
DOI: 10.18848/2327-7920/cgp/a182

Students' Creative Thinking in Solving Problems on the National Assessment
2026-7-1
Authors: Rahmat Kamaruddin, Muhammad Muzaini, Muhammad Ikram et al.
DOI: 10.18848/2327-7920/cgp/a181

Teacher–Student Rapport, Emotional Well-Being, and Written Corrective Feedback in Algerian EFL Contexts
2026-6-22
Authors: Fouzia Rouaghe, Selma Zouaoui
DOI: 10.18848/2327-7920/cgp/a179