

## Assessment Clarity, Alignment, Fairness, and Feedback as Predictors of the Educational Assessment Effectiveness

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### Abstract

Educational assessment system is an important element in the educational context. It plays a critical role in guiding the teaching and learning process. As such, its effectiveness deserves recognition and investigation. This study aimed at investigating the predictors of the overall effectiveness of the educational assessment system as perceived by teachers. Four dimensions of the perceived quality of the educational assessment were considered. These were assessment clarity, alignment, fairness, and feedback. A descriptive correlational research design was conducted. Participants were 321 teachers from public schools in the Sultanate of Oman. A questionnaire was used to assess teachers' perceptions. The validity and reliability of the questionnaire were established. Data were analyzed using descriptive statistics and multiple regression analysis. Results revealed that the four dimensions collectively explained 80% of the variance in teachers' perceptions of the overall effectiveness of the educational assessment system. Feedback appeared to be the strongest predictor, followed by alignment, and fairness. The results highlight the key drivers for strengthening the utility, credibility, and validity of the educational assessment system. Implications for educational assessment practices as well as recommendations for future research are discussed.

**Keywords:** educational assessment, assessment clarity, assessment alignment, assessment fairness, assessment feedback

Educational assessment is a cornerstone of the teaching and learning process. It serves multiple roles in the educational system. Specifically, it guides teaching strategies and student learning, contributes to curriculum evaluation, and maintains educational quality (Bouriah, 2021; Din et al., 2023; Zhou, 2023). For any of these roles to be meaningful, the educational assessment system must be effective. Effective assessment systems ensure accurate and actionable information that benefits students, educators, and policymakers whereas ineffective assessment systems risk misguiding efforts and undermining educational goals (Lee et al., 2020; Vasilev et al., 2024). Thus, identifying predictors of assessment effectiveness is critical for both pedagogical practices and institutional development

When considering the educational assessment system in the Sultanate of Oman, it re-lies on both formative and summative assessments with variations in terms of emphasis and weight across different grade levels and subject areas (Alkharusi et al., 2014). Recently the system has undergone significant changes aiming to conform with accreditation and quality assurance and support national development goals of Oman Vision 2040 (Al-Maskri et al., 2012; Bhandari & Mohite, 2024; Nasser, 2020; Paquibut, 2017; Shiydai et al., 2022). Efforts include modernization of curriculum, integration of technology into assessment, and development of digital competencies (Elshaiekh et al., 2025). Despite these reforms, concerns remain in the effectiveness of the educational assessment system in supporting the intended ambitions. Teachers play a central role in the functioning of the educational assessment system (Looney et al., 2017; Suwandi, 2023), and as such their perceptions of the assessment system's effectiveness deserve atten-

tion. When it comes to how the educational assessment system is designed, implemented, and used, its quality dimensions in terms of clarity, alignment, fairness, and feedback should be considered as they can lead to better impactful assessment system. Thus, this study sought to examine how assessment clarity, alignment, fairness, and feedback predict teachers' perceptions of the overall effectiveness of the educational assessment system in the Sultanate of Oman.

In this study, the overall effectiveness of the educational assessment system refers to the overall ability of the assessment process, tools, and procedures to be practical, motivating, equitable, and instructional; enhancing teaching, fostering student learning, encouraging real-world application of knowledge, and strengthening teacher-student relationships. High quality educational assessment system has been widely discussed in literature as a cornerstone for improving teaching and learning. Over two decades ago, McMillan (1999) synthesized psychometric principles with classroom realities to propose a "Quality Assessment Checklist" that incorporates validity, reliability, fairness, positive consequences, practicality, and efficiency. His framework stressed the importance of teachers' professional judgment and the impact of assessments on student motivation, instructional decision-making, and teacher-student relationships. Similarly, Chappuis et al. (2012) identified five keys to an effective educational assessment system: clear purpose, clear targets, sound design, effective communication, and student involvement. Their framework emphasized that assessment should not merely measure learning but actively support it by ensuring equity, accuracy, and meaningful engagement of students in the assessment process.

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Building on this perspective, Darling-Hammond et al. (2013) argued that assessments in the 21st century must go beyond traditional multiple-choice tests to evaluate higher-order cognitive skills and authentic abilities such as problem solving, collaboration, and communication. They proposed five criteria for high-quality assessment: rigor, fidelity, international benchmarking, instructional sensitivity, and fairness; highlighting the need for performance-based assessments that align with real-world applications and global standards. Complementing these classroom-focused perspectives, Sawand et al. (2015) explored the role of quality assessment in higher education, framing it as a cyclical process involving the establishment of standards, continuous measurement of outcomes, and reflective feedback for institutional improvement. Their study highlighted transparency, stakeholder involvement, and adaptability as key features of effective assessment systems that can foster innovation and sustain competitiveness in global higher education. Taken together, these studies underscore that quality assessment must balance technical soundness with practical utility, while also aligning with broader educational goals. Whether in schools or universities, assessment is most effective when it promotes learning, informs teaching, ensures fairness, and supports institutional accountability in a rapidly changing educational landscape. The current study focused on how the quality dimensions of assessment clarity, alignment, fairness, and feedback predict teachers' perceptions of the overall effectiveness of the educational assessment system.

Clarity in the assessment system refers to the extent to which the purposes, expectations, performance standards, and grading criteria of assessments are clearly defined, communicated, and understood by teachers and students before implementation (McMillan, 1996). A body of research has indicated that clarity enhances effectiveness of the assessment system by reducing confusion and misinterpretation, ensuring students understand what is expected and how their performance will be assessed, which leads to more accurate demonstrations of learning. For example, McMillan (1996) argued that clarity in assessment instructions, expectations, and standards reduces ambiguity and fosters fairness, reliability, and constructive feedback. Through meta-analyses, Titsworth et al. (2015) found that clarity in assessment predicts better student comprehension, retention, and performance. Rao and Banerjee (2023) stressed that assessment clarity is crucial for supporting student learning and engagement. Likewise, using large-scale TIMSS data, Asp et al. (2025) showed that clear assessment practices contribute to students' achievement and confidence in mathematics. Thus, assessment clarity is expected to contribute to the overall effectiveness of the educational assessment system through clear learning outcomes, instructions, expectations, and standards, which will lead to better student motivation, understanding, and achievement.

Assessment alignment refers to the degree to which assessment methods and tasks are directly matched with learning outcomes, curriculum content, teaching strategies, and the nature of the subject (Martone & Sireci, 2009; Roach et al., 2008). It contributes to the overall effectiveness of the assessment system by ensuring validity and instructional relevance of the assessment (Biggs & Tang, 2020; Tiana & Maruf, 2024). When assessment measures what was taught and intended, results are likely to become meaningful for evaluating learning and guiding instruction. A growing body of research has underscored the importance of alignment between intended learning outcomes, curriculum content, instructional strategies, and assessment practices in creating an effective assessment system that promotes meaningful student learning and valid measurement of outcomes.

For example, Biggs and Tang (2020) articulated constructive alignment as a pedagogical framework where learning activities and assessment tasks are designed to match stated outcomes. This outcomes-based approach ensures that students are assessed on what they are expected to learn, fostering deeper engagement and higher-order thinking. Building on this principle, Lawrence (2023) applied constructive alignment to the design of an information systems curriculum unit. The study demonstrated how mapping intended learning outcomes to instructional activities and assessments enhanced coherence and student engagement. Similarly, McFadden et al. (2024) focused on enhancing K–8 science teachers' capacity to design formative assessments that are curriculum-aligned. Their professional development program demonstrated that targeted training strengthened teachers' ability to integrate high-quality and aligned assessment tools into daily classroom instruction. In medical education, Khan et al. (2025) examined the correspondence between assessment items and curriculum goals through detailed document analysis of existing test items. They identified common item writing flaws such as ambiguity, irrelevance, and cognitive mismatch that threaten validity. Their findings highlighted the importance of systematic review of assessment tools to ensure that assessment aligns with intended curriculum outcomes, ultimately improving effectiveness of the assessment system. These studies have confirmed that assessment alignment is foundational for valid and effective assessment.

Parallel to alignment, effective feedback emerges as another key element of high-quality assessment. Grounded in the literature (e.g., Adarkwah, 2021; Hattie & Timperley, 2007; López, 2023; Wisniewski et al., 2020), assessment feedback in this study refers to the process of providing timely, clear, and constructive information to students, parents, and school stakeholders about students' performance, aimed at guiding improvement and informing instructional decisions. Hattie and Timperley (2007) provided a foundational framework for understanding feedback's effect on

learning, suggesting that it should address three guiding questions: Where am I going? How am I going? Where to next? and operate at multiple levels, including task, process, self-regulation, and self. Wisniewski et al. (2020) revisited this work through a meta-analysis, confirming feedback's moderate to large effect size and emphasizing the importance of specificity, timeliness, and goal-relevance. Student perspectives add shade to this discussion, too. Yang et al. (2021) found that students value feedback that is constructive, understandable, and actionable, with engagement closely linked to perceptions of the teacher's intent and the feedback's practical relevance.

On the teacher side, Goh and Tan (2023) revealed qualitatively different ways educators conceive and deliver feedback from viewing it as information transmission to approaching it as a dialogic process that promotes student learning autonomy. In language learning contexts, López (2023) identified characteristics of effective ESL feedback, such as individualized comments, explanatory error correction, and encouragement for self-reflection, all of which balance accuracy with motivation. Extending the feedback discussion to the institutional level, Saide and Rosa (2025) demonstrated how student evaluations of teaching can form a feedback loop, where instructor responsiveness to feedback leads to improved teaching practices and, consequently, better learning outcomes. In aggregate, high-quality feedback distinguished by being specific, timely, actionable, dialogic is vital to the educational assessment system, directly contributing to its effectiveness by reinforcing student motivation and learning.

Fairness is another important dimension affecting the quality of assessment system. Based on the assessment literature (e.g., Baniyadi et al., 2022; Rasooli et al., 2018), assessment fairness is conceptualized as the practice of ensuring that assessment procedures and scoring are free from personal, cultural, or social bias, apply uniform standards to all students, and provide equal opportunities and supportive environments for all learners to demonstrate their abilities. It has been recognized as a multidimensional construct that goes beyond technical accuracy. Through a systematic meta-ethnography of assessment literature, Rasooli et al. (2018) reconceptualized assessment fairness by emphasizing its socially constructed nature and the interplay of relational and ethical dimensions such as trust, respect, and inclusivity. Similarly, in a systematic review of research on classroom assessment fairness, Baniyadi et al. (2022), identified three major dimensions of fairness: procedural, distributive, and interactional. Procedural fairness is related to the objectivity and consistency of assessment processes. Disruptive fairness is related to equity in outcomes. Interactional fairness focuses on respect and transparency in teacher-student interactions.

Empirical studies have further demonstrated how fairness is perceived by students and teachers in the

educational contexts. Drawing on survey data from Portuguese students, Flores et al. (2015) found that students connect fairness with transparency, alignment of assessment with learning objectives, and the provision of meaningful feedback. In a different context, Rezaei et al. (2022) investigated Iranian university teachers' perceptions of demographic biases and their impact on assessment fairness. They found that factors such as gender, socioeconomic status, and ethnicity can compromise assessment fairness. Also, Wallace and Ng (2022) explored perceptions of fairness in classroom assessment among EFL students and teachers in a Chinese-medium instruction school in Macau. They found that fairness extends beyond the absence of bias to include clarity of assessment criteria, consistency in grading, and equal opportunities for students to demonstrate learning. When fairness was perceived to be lacking, students reported lower motivation, diminished trust, and reduced academic engagement. These studies have illustrated that assessment fairness contributes to the effectiveness of the assessment system through both its ethical and pedagogical aspects.

Collectively, these studies have demonstrated that an effective assessment system is multifaceted. It involves clarity of assessment and scoring methods, alignment with curriculum content and learning outcomes, providing high-quality feedback, and fairness in assessment process. When these components are integrated, they create a coherent assessment system that supports excellence in teaching and learning. Understanding how clarity, alignment, feedback, and fairness shape teachers' perceptions of the overall effectiveness of the assessment system is critical for improving educational outcomes. Thus, the present study aimed at investigating the predictive roles of these quality assessment dimensions on teachers' perceived effectiveness of the assessment system in the Sultanate of Oman.

### *Method*

#### *Sample*

The participants were 321 teachers teaching grades 1 to 12 in public schools in the Sultanate of Oman. There were 190 females (59.2%) and 131 males (40.8%). They were teaching science (14.3%), English language (14%), skills-oriented subjects (14%), mathematics (13.7%), humanities-domain (11.8%), Arabic language (11.5%), Islamic education (7.2%), science-domain (6.9%), and social studies (6.5%). The teaching experience of the participants ranged from 1 to 38 years with an average age of 12.21 years and a standard deviation of 8.97 years.

#### *Tools Used*

A questionnaire was developed by the author for this study. The questionnaire consisted of two parts. In the first part, the participants were requested to indicate their gender, teaching subject area, teaching grade level, and years of teaching experience. The second

part consisted of 34 items assessing teachers’ perceptions about some aspects of the educational assessment system based on their actual practices. Informed by Alkharusi et al. (2021), the items were constructed to reflect four dimensions: Clarity of assessment purposes and tools (4 items, e.g.; The purposes of assessing the learning of the subject are clear and well-defined), fairness in grading and student treatment (9 items, e.g.; The assessment process avoids any type of cultural or social bias), alignment of assessment with curriculum and teaching (5 items, e.g.; The content of the assessment tools directly aligns with the curriculum content), quality of assessment feedback (4 items, e.g.; Students receive clear feedback on their performance after each assessment), and overall perceived effectiveness of the educational assessment system (12 items, e.g.; The assessment system helps improve the relationship between the student and the teacher).

Responses were obtained on a 3-point Likert scale ranging from 1 (low) to 3 (high) with a higher score reflecting a higher level of perceived assessment quality. In other words, the average score for each dimension reflects how strongly teachers perceive that

**Table 1** Score Reliability of each Dimension along with the Range of the Corrected Item-Total Correlation

Dimension	Cronbach’s alpha	Range of Corrected Item-Total Correlation
Clarity	0.85	0.65 – 0.73
Alignment	0.88	0.64 – 0.73
Fairness	0.93	0.61 – 0.81
Feedback	0.92	0.78 - 0.85
Overall effectiveness	0.96	0.77 – 0.86

specific aspect of the educational assessment system is being implemented in practice.

Content validity of the items was verified by seven specialists in educational measurement and assessment from Sultan Qaboos University and Ministry of Education in the Sultanate of Oman. They were asked to judge the clarity of wording as well as the appropriateness of each item and its relevance to the dimension being measured. Their feedback was used for refinement of the items. Internal consistency reliability was measured by Cronbach’s alpha. Table 1 summarizes the score reliability of each dimension along with the range of the corrected item-total correlation.

*Procedure*

Permission was requested from Ministry of Education and school principals to collect data from the teachers.

The participants were informed that a study is being conducted to investigate teachers’ perceptions about various aspects of the educational assessment system in the Sultanate of Oman. The teachers were also informed that they were not obligated to participate in the study, and that if they wished, their responses would remain anonymous and confidential. Those who wished to participate in the study were provided with a cover letter and the questionnaire along with brief instructions about the information that was requested in the questionnaire, how to respond to the items, and where to find directions that were also included both on the cover letter and the questionnaire. The participants took on average ten minutes to complete the questionnaire.

*Data Analysis*

In this study, the independent variables were quality aspects of the educational assessment system as perceived by the teachers in terms of clarity, alignment, fairness, and feedback. The dependent variable was the overall perceived effectiveness of the educational assessment system. Prior to the analysis, all variables were examined for accuracy of data entry and missing values. Means, standard deviations and Pearson product moment correlation coefficients were computed for all variables. Results of the evaluation of the outliers and relevant distributional assumptions were satisfactory. Thus, a standard multiple linear regression analysis was conducted to investigate whether clarity, alignment, fairness, and feedback predict the overall perceived effectiveness of the educational assessment system.

**Results**

Table 2 presents means and standard deviations of the perceived overall effectiveness of the assessment, clarity, alignment, fairness, and feedback as well as inter-correlations among them. On average, the participants perceived that clarity, fairness, and feedback were implemented in the assessment system with a relatively high degree whereas alignment was implemented with a moderate degree. Overall, the participants’ perceptions about the effectiveness of the assessment system were moderately highly positive. As shown in Table 2, the four aspects of the assessment quality in terms of clarity, fairness, alignment, and feedback were significantly correlated positively with each other and with the overall effectiveness of the educational assessment system. The correlations among the four aspects of the assessment quality ranged between 0.74 and 0.81 whereas their correlations with the overall effectiveness of the assessment system ranged between 0.71 and 0.84.

Table 3 summarizes results of the regression analysis of overall effectiveness of the educational assessment system on assessment clarity, alignment, fairness, and feedback. Results showed that the multiple R<sup>2</sup> = .80 (adjusted R<sup>2</sup> = .79) was statistically sig-

nificant,  $F(4,316) = 310.05$ ,  $p < .001$ , indicating that 80% (79% adjusted) of the variability in teachers' perceptions of the overall effectiveness of the educational

assessment system was significantly predicted by their perceived assessment clarity, alignment, fairness, and feedback. Feedback was the strongest predictor of the

**Table 2.** Perceived Overall Effectiveness of The Assessment, Clarity, Alignment, Fairness, and Feedback: Descriptive Statistics and Correlations (N=321)

Variable	1	2	3	4	5
1. Overall effectiveness	-				
2. Clarity	0.71***	-			
3. Alignment	0.81***	0.77***	-		
4. Fairness	0.81***	0.78***	0.81***	-	
5. Feedback	0.84***	0.74***	0.74***	0.81***	-
<i>M</i>	2.51	2.55	2.49	2.54	2.57
<i>SD</i>	0.53	0.51	0.52	0.50	0.56

\*\* $p < .01$ .

**Table 3.** Summary of Standard Regression Analysis Predicting Overall Effectiveness of the Assessment System from Assessment Clarity, Alignment, Fairness, and Feedback (N= 321)

Variable	B	SE B	$\beta$	t
Clarity	-.05	.05	-.05	1.12
Alignment	.38	.05	.37	7.82***
Fairness	.19	.06	.17	3.31**
Feedback	.45	.04	.47	10.25***
$R^2$	.80			
<i>F</i>	310.05***			

\*\* $p < .01$ . \*\*\* $p < .001$

overall assessment effectiveness,  $\beta = .47$ ,  $p < .001$ ; followed by alignment,  $\beta = .37$ ,  $p < .001$ ; and fairness,  $\beta = .17$ ,  $p < .01$ . However, clarity did not statistically and significantly predict the overall assessment effectiveness,  $\beta = -.05$ ,  $p > .05$ .

### Discussion and Conclusion

Educational assessment is a vital element in the educational context. It plays a critical role in guiding the teaching and learning process. Teachers are the main stakeholders of implementing the assessment system in the educational context. As such, effectiveness of the educational assessment system as perceived by teachers deserve recognition and investigation. This study aimed at investigating the predictors of the overall effectiveness of the educational assessment system as perceived by teachers in the Sultanate of Oman. Four dimensions of the perceived quality of the educational

assessment were considered. These were assessment clarity, alignment, fairness, and feedback. The results revealed important insights that extend previous literature related to educational assessment.

First, the descriptive results indicated that teachers generally perceived the educational assessment system in the Sultanate of Oman positively across all four dimensions. Specifically, the teachers held relatively moderate positive perceptions about the alignment of the assessment and relatively high positive perceptions about the clarity and fairness of the assessment as well as the assessment feedback. This pattern of the results indicates that although teachers in the Sultanate of Oman find moderate alignment between assessment tools and instruction, they perceive the assessment purposes, criteria, and communication highly clear; the assessment procedures are mostly free from bias; and that the assessment feedback is supportive to student learning. These results agreed with previous research documenting that teachers value assessments that are clear, fair, aligned with instruction, and associated with constructive feedback (Boston, 2012; López, 2023; McFadden et al., 2024; Poncini, 2023).

Second, the results of the correlational analysis showed statistically significant moderate positive relationships among all four dimensions, as well as between each dimension and overall effectiveness of the assessment system. The correlations ranged from .71 to .84, indicating that teachers tend to view educational assessment quality as an integrated holistic construct with clarity, fairness, alignment and constructive feedback operating as interdependent components that collectively improve the teaching and learning process (Davison, 2016; Khan et al., 2025; Poncini, 2023; Saide & Rosa, 2025). In practice, this pattern of the relationships implies that enhancements in one

area of the educational assessment system could have a positive effect on other areas.

Third, the regression analysis offered more insights into the relative contributions of each dimension of the educational assessment quality. The model explained a statistically significant proportion of variance (80%), indicating that these four dimensions collectively provide a robust account of teachers' perceptions of overall effectiveness of the assessment system. In particular, feedback appeared to be the strongest predictor ( $\beta = .47$ ), followed by alignment ( $\beta = .37$ ), and fairness ( $\beta = .17$ ). Although clarity significantly correlated positively with overall effectiveness of the assessment system ( $r = 0.71$ ), it did not make a significant unique contribution when the other predictors were included in the model. There are a few possible explanations for this pattern of the results.

One possible explanation is that clarity might be viewed as the foundational element that should always exist in the assessment system to be effective (Newton, 2007; Prichard et al., 2024). It enables alignment of assessment with instruction, fair grading, and actionable feedback; thereby supporting validity, fairness, and instructional usefulness of assessment (Newton, 2007; Pellegrino et al., 2001; Prichard et al., 2024). As such, when all variables are considered together, the predictive power of assessment clarity might be dominated by the more influential roles of assessment fairness, alignment, and feedback. Another possible explanation is that it may indicate a suppressor effect due to shared variance with other predictors or reflect a ceiling effect where most teachers already perceive high assessment clarity, leaving less room for variation to explain differences in overall perceived effectiveness (Pedhazur, 1997). Thus, future research could further explore the non-significant predictive effect of clarity, despite its significant correlation with overall assessment effectiveness.

The high predictive value of feedback for the overall assessment effectiveness highlights its central role in the educational assessment process. Research consistently shows that the impact of feedback on assessment effectiveness is reflected through its powerful influences on student learning. High quality feedback characterized by being clear, relevant, specific, timely, constructive, and supportive could lead to enhancement in student engagement, self-regulation, and academic achievement (Hattie & Timperley, 2007; López, 2023; Wisniewski et al., 2020; Yang et al., 2021). Thus, the results of the current study align with previous literature by confirming that feedback is a core element of the educational assessment effectiveness through its impact in fostering student learning.

The contribution of alignment to the prediction of the overall assessment effectiveness further highlights the significance of designing assessments that reflect curriculum content and intended learning outcomes. Previous literature has repeatedly documented that alignment of assessment with curriculum content and learning outcomes is essential for ensuring valid

measurement of student learning (Biggs & Tang, 2020; Khan et al., 2025). Also, assessment alignment facilitates reforms in the curriculum by helping educators identify gaps in the design and delivery of the curriculum (Mendoza et al., 2022; Tiana & Maruf, 2024). In line with previous literature, the results of the present study emphasize that misalignment could undermine the validity of the assessments, thereby reducing the effectiveness of the educational assessment system.

Fairness contributed significantly to the prediction of the overall assessment effectiveness, though at a less predictive weight compared to alignment and feedback. This pattern might suggest the different roles played by the three dimensions in the educational assessment. Specifically, alignment and feedback tend to shape the instructional utility of the assessment by ensuring that assessment supports teaching and learning whereas fairness tends to reflect the ethical part of the assessment by ensuring that assessment is unbiased, grading is transparent, and students have equal opportunities (Baniyadi et al., 2022; Flores et al., 2015; Downing, 2003). Thus, resonating with previous literature, the results of this study imply that perceptions of fairness might lead to greater student engagement (Rasooli et al., 2019), enhanced trust in teachers (Rasooli, 2023), and accurate measurement of learning (Baniyadi et al., 2022), thereby fostering perceived and actual effectiveness of the educational assessment system.

In conclusion, the current study offers empirical evidence that assessment feedback, alignment, and fairness play crucial roles in shaping teachers' perceptions of the effectiveness of the educational assessment system. The results highlight the key drivers for strengthening the utility, credibility, and validity of the educational assessment system. Viewing educational assessment system as multifaceted encompassing interrelated quality dimensions allows for a more comprehensive improvement of its effectiveness. Consequently, this holistic approach to assessment improvement might promote better instructional practices and student learning outcomes.

Guided by the existing literature, several implications for policy and practice could be drawn from the findings of this study. First, commitment to timely, specific, and actionable assessment feedback should continue to be a central priority for an effective assessment system that supports instructional improvement and student learning (Goh & Tan, 2023; López, 2023). Second, alignment of assessment with curriculum content and learning outcomes is crucial for an effective assessment system that fosters valid measurement of student learning (Khan et al., 2025; Wisniewski et al., 2020). Third, investment in fair assessment practices should be a primary consideration, ensuring an effective assessment system that eliminates biases and maintains transparency and equity (Baniyadi et al., 2022; Rasooli, 2023). Finally, although clarity did not signifi-

cantly predict assessment effectiveness in the presence of the other assessment quality dimensions, it should remain a core assessment requirement for meaningful learning and improvement (Newton, 2007).

It should be noted that the findings of this study were descriptive and correlational in nature. As such, causal inferences about the effectiveness of the educational assessment system cannot be made. Also, the findings apply to the educational assessment system as perceived by teachers in the Sultanate of Oman. Further research is needed to ascertain whether these findings can be replicated in other educational contexts. Finally, further research that combines both quantitative and qualitative data is needed to examine the effectiveness of the educational assessment system.

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