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Managing Achievement Test Practices among Senior High School Teachers in Ghana: Recommendations for Policy and Practice

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Abstract
This study examined the adherence of Senior High School teachers to the principles of test construction, administration, and scoring. Achievement tests play a critical role in assessing student learning and guiding instructional decisions, yet challenges in their effective implementation persist. Using a descriptive research design, data were collected from 241 teachers through a structured questionnaire and analyzed using descriptive and inferential statistics. The findings revealed that teachers demonstrated some level of proficiency in test construction, particularly in aligning test items with learning objectives and ensuring clarity and appropriateness. In test administration, teachers showed competence in ethical practices, providing timely feedback, and ensuring fairness during testing. Regarding test scoring, teachers displayed strong skills in using reliable rubrics, maintaining consistency, and safeguarding confidentiality. Despite these strengths, gaps were identified in accommodating students with disabilities and in understanding basic test administration principles. Also, their ability to apply Bloom's taxonomy effectively was limited, highlighting a need for professional development. However, there is potential to enhance their capacity to use assessment data for instructional improvement. These findings underscore the need for targeted policy construction and interventions, including teacher training, inclusive assessment practices, and data-driven decision-making. These policy recommendations aimed at enhancing the quality of achievement test in Ghanaian schools and ensuring equitable and reliable educational assessments.

Keywords: Achievement Tests, Test Construction, Test Administration, Test Scoring, Educational Assessment

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Introduction

Testing in Education plays a pivotal role in assessing academic progress of students (Acheampong et al., 2023). As nations increasingly focus on international benchmarking, the importance of effective testing practices has gained growing attention. Classroom teacher-made tests have become a common tool for assessing students at various educational levels in Ghana (see Quansah et al., 2019; Eshun et al., 2024). These tests are essential not only for tracking academic performance but also for making informed decisions regarding students, curricula, and educational policies.

The significance placed on test scores underscores the necessity for accurate and reliable testing practices. However, research reveals that many Ghanaian teachers lack essential skills in test construction, administration, and scoring. Previous studies, such as those conducted by Amedahe (1989) and Adom et al. (2020), have identified deficiencies in teachers' assessment practices, particularly at the secondary school level (see also Quansah et al., 2019; Ankomah, Amedahe, & Cobbinah, 2020). These deficiencies raise concerns about the validity and reliability of assessments, ultimately impacting the quality of education.

Despite the critical role of achievement tests, there is limited accessible empirical research examining how teachers in northern Ghana adhere to the principles of test construction, administration, and scoring. Most existing studies have focused on the southern regions of the country, overlooking the unique educational challenges faced in the northern regions. This gap in the literature limits our understanding of regional variations in assessment practices and their implications for educational quality.

To address these gaps, this study investigates the achievement test practices among senior high school teachers in the Sagnarigu Municipality, a district in northern Ghana. It specifically examines adherence to the principles of test construction, administration, and scoring, with a focus on identifying challenges and opportunities for improvement. By shedding light on the current practices of teachers in this region, the study aims to provide actionable insights for policymakers, educators, and other stakeholders to enhance assessment practices and, consequently, the overall quality of education.

This research is particularly timely as educational stakeholders in Ghana continue to prioritize quality education and equitable learning opportunities. By highlighting areas for improvement and offering evidence-based recommendations, this study contributes to the broader discourse on enhancing assessment practices within Ghana’s educational framework, ultimately benefiting teachers, students, and the nation as a whole.

Literature Review

Overview of Achievement Tests

Achievement tests play a pivotal role in evaluating students' knowledge, skills, and competencies within specific subject areas (see Zhu & Kaiser, 2022; Lockwood, et al., 2021). These tests are essential tools for educators to assess the effectiveness of instructional strategies and to identify areas requiring intervention (Gronlund, 2008). Globally, achievement tests are used to evaluate the outcomes of teaching and learning processes. In Ghana, they form the backbone of student assessment, as teacher-made tests are predominantly employed in the absence of standardized examinations (see Sasu, 2017; Quansah et al., 2019). These assessments ensure that students meet curriculum objectives, providing feedback to educators and stakeholders on student performance and instructional effectiveness.

Principles of Test Construction

The construction of achievement tests requires adherence to specific principles to ensure validity, reliability, and fairness. Teachers must select test items that align with learning objectives and reflect the content taught in the classroom (see Amedahe, 1989; Rosman, Mayer & Krampen, 2015; Aristizábal, 2018; Quansah et al., 2019; Ankomah, Amedahe, & Cobbinah, 2020; Mpuangnan, 2024). The process involves defining clear objectives, creating a test blueprint, and crafting test items that vary in cognitive demand, ranging from knowledge recall to application and analysis (Etsey, 2004). Effective test construction also necessitates pilot testing, reviewing, and revising items to eliminate ambiguity and bias. However, studies in Ghana have revealed gaps in teachers' adherence to these principles, often attributed to inadequate training in test design and construction (see Frank et al., 2019; Ankomah, Amedahe, & Cobbinah, 2020; Mpuangnan, 2024).

Test Administration Practices

Test administration is another critical component of achievement testing, as it directly impacts the accuracy and credibility of results (Lockwood, et al., 2021; Zhu & Kaiser, 2022). Proper administration involves creating a conducive environment for testing, ensuring consistent instructions, and maintaining standardized procedures to prevent malpractices (see Osadebe, 2001; Rosman, Mayer & Krampen, 2015; Aristizábal, 2018). Challenges such

as large class sizes and resource constraints often compromise the administration process in Ghanaian schools (see Ampadu, 2017). These challenges highlight the need for robust training and support systems for teachers to uphold the integrity of test administration practices.

Scoring and Feedback

Scoring achievement tests requires precision and objectivity to provide accurate assessments of students' abilities (see Zhu & Kaiser, 2022). Teachers in Ghana primarily rely on manual scoring methods, which are prone to errors and inconsistencies (see Ampadu, 2017; Quansah et al., 2019). Best practices in scoring involve using rubrics, clear marking schemes, and double-checking results to minimize errors (Gronlund, 2008; Aristizábal, 2018; Lockwood, et al., 2021; Zhu & Kaiser, 2022). Providing timely and constructive feedback is equally significant, as it helps students to understand their strengths and weaknesses (Aristizábal, 2018; Quansah et al., 2019; Lockwood, et al., 2021; Zhu & Kaiser, 2022).

Challenges in Achievement Testing in Ghana

Despite the recognized significance of achievement tests, several challenges hinder their effective implementation in Ghana. These include insufficient training for teachers in test construction, resource constraints, and limited access to standardized testing tools (see Sasu, 2017; Quansah et al., 2019). Additionally, teachers' reliance on traditional assessment methods often fails to capture higher-order thinking skills, underscoring the need for capacity-building initiatives to enhance assessment practices (Aristizábal, 2018; Lockwood, et al., 2021; Ankomah, Amedahe, & Cobbinah, 2020).

By exploring these dimensions, this literature review provides a comprehensive foundation for understanding achievement test practices and their implications for the Ghanaian teacher.

Method

Research Design

The study used a descriptive survey design to examine the achievement test practices among senior high school teachers. This design was deemed appropriate as it allowed the researchers to gather information on teachers' adherence to principles of test construction, administration, and scoring in their natural settings without manipulating variables.

Population

The population for the study consisted of all senior high school teachers in the Sagnarigu Municipality. These teachers were drawn from public senior high schools and included those teaching core subjects such as Social Studies, Integrated Science, Mathematics, and English. This is focused on core subject teachers and ensured the study examined educators responsible for subjects that form the foundation of students' academic performance.

Sampling Technique and Sample Size

The study employed a multistage sampling technique to select participants. First, schools were stratified into two stratra. That is Sagnarigu East and Sagnarigu West based on their location within the municipality. Teachers within these schools were then selected from each stratum using proportional allocation. That is, 124 from Sagnarigu East and 117 from Sagnarigu West. Simple random sampling was then used to ensure equal representation. A total of 241 teachers participated in the study drawn from a total population of 609 teachers. This sample size was determined using the Krejcie and Morgan's formula to provide a statistically reliable representation of the teacher population in the municipality.

Data Collection Instrument

Data was collected using a self-constructed questionnaire distributed via encrypted Google Forms. The questionnaire was designed to assess teachers' practices regarding test construction, administration, and scoring. It consisted of both closed and open-ended questions, allowing for a comprehensive evaluation of the research objectives. The instrument was divided into sections, each addressing a specific aspect of achievement test practices.

Validity and Reliability of the Instrument

The validity of the questionnaire was ensured through expert review by professionals in educational assessment and research methods. Feedback from these experts informed the refinement of the questionnaire to align it with the study's objectives. The reliability of the instrument was tested through a pilot study conducted with a subset of teachers outside the target population. Cronbach's Alpha reliability coefficient of 0.81 obtained indicated that the questionnaire was consistent and dependable for data collection.

Data Collection Procedures
The researcher disseminated the questionnaire electronically to participants, ensuring accessibility and convenience. Prior to distribution, participants were briefed on the purpose of the study and assured of the confidentiality of their responses. The electronic format facilitated the timely collection and processing of data while reducing logistical constraints.

Data Analysis
The collected data was analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including frequency distributions, percentages, means, and standard deviations, were used to summarize the quantitative data. Inferential statistics, such as one-way analysis of variance (ANOVA) and Chi-square tests, were employed to test the formulated hypotheses and identify statistically significant differences in teachers' practices based on factors such as years of teaching experience and gender.

Ethical Considerations
Ethical standards were upheld throughout the research process. First, ethical permission was obtained from the University for Development Studies for this research. Informed consent was obtained from all participants before their involvement in the study. Participants were assured that their responses would remain confidential and used solely for academic purposes. The research adhered to guidelines for conducting ethical research, ensuring that no harm came to participants during the study.

Results and Discussion

Adherence to Test Construction Principles
The study investigated the degree to which teachers adhere to the principles of test item construction. Teachers' response was carefully analysed using statistical analysis including means and standard deviations to gain valuable insights into the issue. By examining their perspectives, the study aims to find out their compliance with core test principles. Statistical analysis was essential for ensuring precise data interpretation and meaningful conclusions. The data in this regard is presented in Table 1 below:

Table 1:Teachers knowledge on Classroom Test Construction

	N	M	SD
I have a solid understanding of test construction principles.	241	3.96	1.322
I can create test items inline with specific learning objectives.	241	4.50	.578
I am skilled at designing test items that freee from any ambiguity.	241	4.49	.620
I can craft test items that are suitable for the intended target population.	241	4.48	.626
I have the ability to develop test items that assess various cognitive skill level.	241	4.43	.616
I can design test items that are free from cultural bias and stereotypes.	241	4.49	.620
I cam develop test items that are both reliable and valid.	241	4.48	.620
I can develop test items that is tailored to different levels of bloom's taxonomy.	241	4.29	.643
I have the ability to develop test items that are suitable for different group of learners.	241	4.44	.668
I can make sure that items are inline with estbablsihed curriculum standards.	241	4.46	.658
I can develop test items that accurately measures their intended objectives.	241	4.46	.639
I can develop test items that vary in difficulty to suit different levels of assessment.	241	4.38	.704
I have experience in designing test items for different types of asssessments including formative and summative evaluations.	241	4.42	.673
I can develop test items that can be scored objectively and consistently.	241	4.41	.654
I can develop test items that are useful for different types of assessment formats (Multiple choice and essay.	241	4.54	.605
I am profocient at developing test items that fits different assessment purpose (diagnostive and evaluative).	241	4.39	.656
I can develop test items devoid of errors and ambiguity.	241	4.31	.699
I can design test items appropriate for different contents (factual and conceptual).	241	4.40	.658
I can develop test items that is appropriate for different kinds of learning domains (eg. Affective or psychomotor).	241	4.38	.691
Following test construction principles strictly is critical for determining validity and reliability of achievement tests.	241	4.46	.683

Data Source: Field Survey, 2023
Please, note: M= Mean, SD= Standard Deviation, N= Sample Size

The results summarize responses from 241 teachers regarding their knowledge and skills in classroom test construction. Responses were measured on a five-point Likert scale. The analysis reveals a generally high level of familiarity and competence among the teachers, as all mean scores exceeded the established criterion value of 2.5. This finding indicates that the teachers perceive themselves as proficient in various aspects of test construction.
The highest mean score was attributed to the statement, " I can create test items in line with specific learning objectives," which yielded a mean of 4.50 (SD = 0.578). This result reflects strong confidence in their ability to create assessments that correspond with educational goals. Teachers also reported high levels of clarity and appropriateness in their test items, with mean scores of 4.49 (SD = 0.620) for developing clear and unambiguous items and 4.48 (SD = 0.626) for items considered appropriate for the target population.
Furthermore, the teachers expressed confidence in their ability to assess a range of cognitive skills, as indicated by a mean score of 4.43 (SD = 0.616), and in developing reliable and valid test items (M = 4.48, SD = 0.620). The ability to create bias-free assessments was also emphasized, with a mean score of 4.49 (SD = 0.620). Although teachers demonstrated proficiency in developing items suitable for various assessment formats (M = 4.54, SD = 0.605) and purposes (M = 4.39, SD = 0.656), their confidence in effectively applying Bloom's taxonomy was slightly lower, as reflected by a mean score of 4.29 (SD = 0.643).
The findings suggest that the participating teachers are generally well-equipped to develop effective assessments that align with educational standards and objectives. Nevertheless, there is a clear need for further professional development in specific areas, particularly in the application of Bloom's taxonomy in test item development.

Adherence to Test Administration Principles
Effective achievement test administration is essential for ensuring accurate student assessment in the classroom. This study explores the extent to which teachers' strictly follow test administration principles. Statistical analysis and interpretation of these response are critical for assessing teachers' compliance with these principles. The findings provide deeper insights into teachers' practices and perceptions related to test administration, providing foundation for finding areas for improvement and promoting a culture of excellence in test administration. The results are provided in Table 2 below:

Table 2: Teachers knowledge on Classroom Test Administration

	N	M	SD
I have strong understanding of test administration principles.	241	1.66	.707
I am proficient at setting aappropriate testing enviromenet.	241	4.39	.644
I am proficient at communicating test instructions clearly and effectively.	241	3.62	1.424
I make sure that students fully understand the test instructions.	241	4.49	.665
I actively supervise students during test to prevent misconduct.	241	4.46	.658
I accomodate students with disabilities or special needs as required.	241	2.19	1.234
I am prepared to manage unexpected situations during test administration.	241	4.30	.642
I ensure the proper collection and safegurding of test materials post-test administration.	241	3.85	1.329
I promptly report any issues that occur during the test.	241	3.61	1.392
I strictly follow ethical standard throughout the test administration process.	241	4.47	.683
I ensure that all students are given an equal chance of showcasing their knowldge and skills.	241	4.52	.671
I offer timely and meaninful feedback to students and parents regarding test results.	241	4.51	.640

Data Source: Field Survey, 2023
Please, note: M= Mean, SD= Standard Deviation, N= Sample Size

The data summarized in the Table 2 above present teachers' self-reported knowledge regarding classroom test administration, using a sample size of 241 participants. The results indicate that all mean scores exceeded the established criterion value of 2.5, suggesting that teachers generally perceive themselves as competent in various aspects of test administration.
Notably, the lowest mean score was reported for the item, " I have strong understanding of test administration principles," which received a mean of 1.66 (SD = 0.707). This indicates a significant area of concern, as it suggests that teachers may lack confidence in their understanding of fundamental test administration principles.
In contrast, several items received substantially higher scores. The statement " I make sure that students fully understand the test instructions" garnered a mean of 4.49 (SD = 0.665), indicating that teachers feel effectively skilled at communicating test instructions. Similarly, teachers expressed a high level of confidence in monitoring

students to prevent cheating (M = 4.46, SD = 0.658) and in adhering to ethical guidelines during test administration (M = 4.47, SD = 0.683). The ability to provide equal opportunities for all students to demonstrate their knowledge was also highly rated, with a mean score of 4.52 (SD = 0.671).
Other prominent findings include the statement, "I offer timely and meaninful feedback to students and parents regarding test results," which received a mean score of 4.51 (SD = 0.640), and the ability to handle unexpected situations during test administration (M = 4.30, SD = 0.642). However, there was a notable concern regarding the provision of accommodations for students with disabilities or special needs, which received the lowest mean score of 2.19 (SD = 1.234), highlighting a critical area for professional development.

Adherence to Test Scoring Principles

With regards to test scoring and analysis, it is essential to consider the perspectives and skills of those involved. Researchers and educators rely on test scores to guide instruction and decision-making, using them to assess the reliability and effectiveness of scoring systems. Table 3 below presents data gathered from participants to gauge their level of agreement to various statement about test scoring and analysis. Analysing the mean scores from the responses provides valuable ideas regarding participants' attitudes and expertise in the domain.

Table 3: Teachers knowledge on Classroom Test Scoring

	N	M	SD
I have a solid understanding of the principles of test scoring.	241	4.51	.592
I can effectively utilise a reliable and valid scoring rubric.	241	4.45	.598
I ensure accurate and consistent scoring of test itsms.	241	4.42	.667
I am skilful at reading meaning to test score items effectively.	241	4.41	.660
I can provide clear, specific, and actionable feedback on test scores.	241	4.40	.658
I use test score to guide instruction and enhance students' learning.	241	4.43	.661
I rely on test score to assess programmes' effectiveness and make informed decision making.	241	4.39	.662
I uphold the confidentiality and security of test scores with deligence.	241	4.49	.578

Data Source: Field Survey, 2023
Please, note: M= Mean, SD= Standard Deviation, N= Sample Size

Table 3 presents the results of teachers' self-reported knowledge concerning classroom test scoring, with a sample size of 241 participants. All mean scores exceed the established criterion value (CV) of 2.5, indicating strong consensus among teachers regarding their competencies in various aspects of test scoring.
The statement " I have a solid understanding of the principles of test scoring " received the highest mean score of 4.51 (SD = 0.592), demonstrating that participants possess a solid understanding of the foundational principles guiding test scoring. This suggests a high level of confidence in their knowledge of test construction and evaluation practices.
Participants also expressed significant confidence in their ability to utilize reliable and valid scoring rubrics, as reflected by a mean score of 4.45 (SD = 0.598) for the statement " I can effectively utilise a reliable and valid scoring rubric." This finding indicates that teachers feel equipped to employ effective assessment tools that enhance the reliability of scoring practices. The ability to score test items accurately and consistently was evident, with a mean score of 4.42 (SD = 0.667) for the statement " I ensure accurate and consistent scoring of test itsms." This result suggests that teachers are capable of identifying correct answers and maintaining consistency across their scoring processes.
Furthermore, participants demonstrated proficiency in interpreting and analyzing test scores effectively, as indicated by a mean score of 4.41 (SD = 0.660) for the statement " I am skilful at reading meaning to test score items effectively. " This reflects their capability in understanding and utilizing data derived from assessments to inform educational practices. The capacity to provide clear, specific, and actionable feedback on test scores also received a high mean score of 4.40 (SD = 0.658), illustrating that teachers recognize the importance of constructive feedback in fostering student learning and improvement.
Additionally, the statement " I use test score to guide instruction and enhance students' learning " garnered a mean score of 4.43 (SD = 0.661), signifying that participants value the role of assessment data in guiding instructional decisions geared toward enhancing student outcomes.
Participants further indicated competence in evaluating program effectiveness and making data-driven decisions, as demonstrated by a mean score of 4.39 (SD = 0.662) for the statement " I rely on test score to assess programmes' effectiveness and make informed decision making."
Lastly, the statement " I uphold the confidentiality and security of test scores with deligence " achieved a high mean score of 4.49 (SD = 0.578), reflecting participants' commitment to safeguarding the confidentiality and security of assessment data.

Table 4: Analysis of Variance of Responses to Teachers' years of teaching experience and ability to construct achievement test items
Years of Teaching Experience.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.674	3	.558	1.143	.332
Within Groups	115.703	237	.488		
Total	117.378	240			

In Table 4, we summarize the results of analysis of variance for teachers' achievement tests based on their years of experience. This analysis determined the differences across four groups of teachers with different years' teaching experience. The sum of squares between groups was 1.674 with 3 degrees of freedom, resulting in a mean square of 0.558. The sum of squares within groups was 115.703 with 237 degrees of freedom and a mean square of 0.488. From the table, the total squares were 117.378 with a degree of freedom of 240. The F-ratio, which is calculated by dividing the mean square between groups by the mean square within groups, is 1.143, which indicates whether there is a significant difference in teachers achievement test item construction based on their years of experience. However, without the critical F-value or p-value, it's unclear if the observed differences are statistically significant. Therefore, the F-value calculated was 1.143 with a p-value of 0.332, which is greater than the significance level of 0.05. This indicates that there is no statistically significant difference in test construction among teachers with varying years of teaching experience. Therefore, the null hypothesis is accepted, suggesting that years of teaching experience do not significantly impact test construction.

Table 5: Responses to the relationship between gender and test construction

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.306[a]	1	.021		
Continuity Correction[b]	4.664	1	.031		
Likelihood Ratio	5.465	1	.019		
Fisher's Exact Test				.022	.015
N of Valid Cases	241				

The table above reveals a statistically significant relationship between gender and teachers' achievement test construction. This is an indication that gender plays a pivotal role in how teachers excel at constructing achievement tests. . The Pearson chi-square test yielded a value of 5.306 (df = 1, p = .021), supported by the continuity-corrected chi-square (4.664, p = .031) and the likelihood ratio chi-square (5.465, p = .019). Fisher's exact test further confirmed this association (two-sided p = .022). The results clearly show that gender systematically influences the way achievement tests are designed, and the evidence rules out random variation as the cause of the observed differences. Thus, the null hypothesis no longer stands, substantiating the existence of substantive gender-linked variation in test construction practices. Given this confirmation, further inquiry is advisable to clarify the specifics and extent of the gender-linked patterns identified.

Conclusion

This study sought to investigate the adherence of Senior High School teachers to the fundamental principles of test construction, administration, and scoring. It was focused on understanding ability to create, administer, and evaluate achievement tests, as well as identifying strengths and challenges in these practices. In conclusion, this study underscores the strengths and challenges in the practices of Senior High School teachers concerning achievement testing. While teachers demonstrate considerable expertise in test-related practices, targeted interventions, particularly in the areas of Bloom's taxonomy application, inclusive test administration, and data-driven decision-making, are necessary to further enhance their capabilities. These findings offer a basis for policymakers and educational stakeholders to design professional development programs aimed at improving the overall quality of educational assessment in Ghana.

Policy and Practice Recommendations

The findings of the research showed the absence of provisions for students with disabilities or special needs during test administration, signalling the absence of inclusivity. To promote inclusivity, policy construction and implantation by state actors should ensure the provision of guidelines to accommodate diverse learners in the

testing process. These guidelines should address the use of assistive technologies, alternative formats for test materials, and modified testing environments. Policy engineers should work to encourage collaborations between general and special education teachers to foster a culture of inclusivity in assessment practices.

Educational authorities should develop clear and comprehensive ethical guidelines for test administration that include protocols for ensuring fairness, preventing malpractices, and maintaining the integrity of the testing process. These guidelines should be disseminated widely, and periodic refresher courses should be conducted to reinforce teachers' commitment to ethical practices.

Based on the findings of this study, several practice recommendations are suggested to address the challenges identified and enhance the practices of achievement testing among Senior High School teachers. In this regard, Ghana Education Service (GES), should organize Continuous Professional Development (CPD) sessions highlighting on the practical application of Bloom's taxonomy to ensure that teachers can construct tests that assess not only recall but also higher-order thinking skills such as analysis, synthesis, and evaluation. In addition, the CPD should incorporate hands-on activities and case studies into the training activities to enable teachers design assessments that align with curriculum standards and learning objectives.

Teachers should be equipped with the skills to interpret and analyze test scores effectively and use these insights to address learning gaps and improve teaching strategies. Educational stakeholders should also invest in user-friendly software and tools that simplify the process of data analysis for teachers. Moreover, schools should encourage regular data-sharing sessions where teachers can collaboratively review assessment results and develop actionable plans to enhance student learning outcomes. Additionally, incentives such as certifications, promotions, and recognition awards can motivate teachers to participate actively in these CPD initiatives.

Finally, the government and educational stakeholders should consider setting up resource centers dedicated to supporting teachers in their assessment practices. These centers could provide access to materials such as sample test items, scoring rubrics, and instructional guides on test administration. They could also serve as hubs for teacher collaboration, enabling educators to share best practices and learn from one another.

By implementing these policy and practice recommendations, educational stakeholders can address the challenges identified in this study and enhance the overall quality of achievement testing practices. These measures will not only improve the reliability and validity of assessments but also foster a more inclusive, ethical, and data-informed educational environment that supports student success.

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Author (s) Contribution Rate

All authors contributed equally to ensure the completion of the work.

Ethical Approval (only for necessary papers)

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