



L2 ASSESSMENT FAIRNESS AND JUSTICE IN EMERGENCY: STUDENTS' PERCEPTIONS

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ABSTRACT

The present research seeks to determine the ESL learners' perceptions about fairness and justice in online assessment in emergency. Theories of fairness and justice are applied to investigate the students' perceptions through a questionnaire. Fairness in assessment means quality in assessment from the test takers' side, while justice refers to test design, development, administration, and use by the institutions. The study explores the fairness of online assessment in three constructs: informational, distributional, and procedural. Justice is divided into two primary constructs: justice in core language skills assessment and justice in the overall effectiveness of assessment in an emergency. The study results show that online assessments in case of emergency are fair regarding informational and distributional points of view. In contrast, in terms of procedural fairness, students opined that they could not appeal their score if they wanted to. They were not allowed to express their views about the assessment procedure and whether the assessment was made fairer in this way. Justice in core language skills' assessment in emergency shows that students were only assessed in writing skills in both typing and handwriting. In contrast, other skills like listening, speaking, and reading were not evaluated. As speaking and listening skills are not part of their

course syllabus, they are not assessed, while reading is also not evaluated by the test takers. The justice in the overall effectiveness of assessment in emergency shows that statements of questions were accessible, online assessment assessed their critical thinking skills and checked their understanding of the topic. The online assessment also gives due importance to both subjective and objective assessments. The present study should interest learners, educationists, academics, and policymakers who are continually considering solutions to online educational assessment issues during crises.

KEYWORDS: *fairness, justice, assessment, emergency, students*

INTRODUCTION

English as a global language (Crystal, 2003) is highly valued in all educational institutions when it is not a native tongue. Most Pakistani schools teach English as a second/foreign language (Warsi, 2004). English language learning and assessment in schools are important due to their global importance. Assessment is crucial in evaluating students' understanding, skills, and academic development in the ever-changing educational environment (Glaser et al., 2001; Green, 2020). Assessment is crucial for ESL learners as it is vital for measuring language acquisition and mastery. During emergencies like the COVID-19 pandemic, traditional assessment procedures may encounter unique problems (Montenegro-Rueda et al., 2021), which could affect the perceived fairness of the assessment procedures in the online context.

Future educational systems must provide instructors and students with the best online teaching, learning, and assessment. The opinions of instructors and students on online English language assessment are crucial to making this system the most effective and efficient in its fairness. Erickson & Gustafsson (2005) argued that learners are significant stakeholders in successful assessment development. ESL learners, who typically face challenges in online English language assessment, may view these assessment methods differently, affecting their view about the fairness of online English language assessment.

There are many compelling reasons why it is critical to comprehend how ESL students see the fairness of classroom assessments during times of crisis. First, it sheds light on the fairness and efficiency of different evaluation methods used during emergencies like the COVID-19 pandemic. As a second point, it shows how students encounter justice-related difficulties in the assessment during times of crisis. Finally, it stresses the significance of ensuring fair and inclusive assessment systems to maintain educational integrity and encourage student achievement.

The educational system has advanced greatly in the 21st century, especially in computer science and IT. This progress has transformed teachers' and students' learning and assessment (Hamidi et al., 2011). During the COVID-19 epidemic, students' learning progress is measured via online assessment due to the closure of educational institutes and the development of IT in education for online learning and assessment. Language assessment principles are essential for a fair and effective online assessment system (Robles & Braathen, 2002). It helps assessors

determine when learners' assessments are successful. Language assessment principles include validity, reliability, practicality, and washback. All these assessment principles are covered in the fairness theory of assessment on which this research work is done.

Online Summative Assessment

“summative” is a Latin term that means "to sum" or "to add up". Therefore, summative evaluation is done after a course to evaluate student achievement. Summative evaluation determines education and employer quality (Taras, 2005). Summative evaluation identifies learning goals (Biggs, 1998). According to Bergquist & Holbeck (2014), online courses only use summative assessment, which includes grades, examinations, weekly assignments, and quizzes.

Nurwahidah et al. (2022) examined English instructors' summative assessment issues during COVID-19. In the qualitative research, school teachers discuss concerns about the pandemic-related final exam. Teachers faced two obstacles. 1) technology issues, and 2) reliability and validity issues.

In Pakistan, the fairness and quality of online assessment of higher education were examined by Uzair-ul-Hassan & Zaytouni (2023). The findings demonstrated that online examinations in higher education lacked formative and summative quality and fairness. The biased and unfair mark distribution made formative evaluations poorly assess students' knowledge and practical skills. Cheating and security issues worsened the online summative assessment exam format. Many problems related to online formative and summative assessments' fairness and quality stayed unresolved. These challenges have major implications for online education, in-person instruction, and evaluation.

Fairness, Justice, and Validity: A Distinction

Kunnan (2000) differentiates between fairness and justice by asserting that fairness pertains to test takers. In contrast, justice pertains to the institutions responsible for a test's design, development, administration, and utilization. Many researchers differentiate between the fairness and validity of an assessment (Karami, 2013; McNamara & Ryan, 2011; Xi, 2010). Xi (2010) examined fairness and validity and differentiated between them in three ways. First, fairness and validity might be considered independent test properties, making their connection confusing. Second, fairness trumps validity as a test quality. This technique uses valid evidence to support fair test administration and outcomes assertions. The last method links fairness with validity, and validity arguments must incorporate fairness evidence. Educational-psychological examinations prioritize test validity, necessitating test fairness (Messick, 1998).

The Present Study

The need to use efficient procedures in language assessment and testing has been emphasized by the European Association for Language Testing and Assessment (EALTA, n.d.). Additionally, it puts a high importance on English language learners' perceptions of assessment

procedures and practices, considering them crucial for improving the quality of learning and assessment. The study aims to investigate the summative English language assessment in case of emergency. Erickson & Gustafsson (2005) argued that learners are significant stakeholders in successful assessment development. Thus, learners are pivotal in providing valuable insights for fair and just assessment in an emergency.

This study aims to shed light on assessment practices in emergency contexts by investigating ESL learners' perceptions. By doing so, it hopes to inform educators, policymakers, and researchers to pursue more equitable and effective assessment strategies for ESL learners in the case of emergency. Understanding ESL learners' perceptions of online English language assessment fairness during an epidemic aid in addressing summative assessment challenges. These challenges are related to fairness and justice in online assessment.

During unexpected events like school closures during the COVID-19 pandemic, it is crucial to maintain fair and equitable assessment procedures for ESL learners. Minimal studies have been done to investigate how ESL learners view fairness and justice in online assessment, but they have not been done in the Pakistani context. Educators and policymakers must comprehend ESL students' viewpoints on assessment fairness amid emergencies to create successful solutions that maintain fairness and promote academic advancement in Pakistan.

Theoretical Framework

Kunnan (2004) examined the notions of fairness in assessment by citing Willingham and Cole (1997). Willingham and Cole (1997) identified the following facets of fairness in an assessment. These facets encompass using various tests for distinct objectives, engaging diverse groups of individuals in the testing procedure, and adhering to many stages in the test development process. Willingham and Cole (1997) proposed a model of fairness in assessment that consists of five basic attributes: validity, absence of bias, access, administration, and social consequences.

Kunnan (2000, 2014, 2017) differentiates between fairness and justice by asserting that fairness pertains to test takers. In contrast, justice pertains to the institutions responsible for a test's design, development, administration, and utilization. Then Wallace, in his work, distributes fairness into four constructs in the umbrella term organizational fairness: informational fairness, distributive fairness, procedural fairness, and interactional fairness. However, in online assessments, interactional fairness is almost absent.

Kunnan (2000) distinguishes between fairness and justice by stating that fairness relates to individuals taking the assessment, while justice relates to the institutions responsible for creating, developing, administering, and using the test. Thus, fairness in online assessment is fairness by test takers, which comes under the concept of organizational fairness by test takers. In contrast, justice in online assessment means fairness by institutions responsible for creating, developing, administering, and using the test. In this study, the concept of assessing material justice is under investigation and comes under the idea of justice in online assessment by the institutions. Thus,

the study concentrates on 1). justice in assessing material by the test takers, and 2). overall justice in online assessment.

Research Objectives

1. To explore ESL learners' perceptions of fairness in summative assessment in an emergency.
2. To explore ESL learners' perceptions regarding the justice of summative assessment in an emergency.

Research Question

1. What perceptions do ESL learners have regarding the informational, distributional, and procedural fairness of summative assessment in an emergency?
2. What perceptions do ESL learners' have regarding justice in summative assessment in case of emergency?

LITERATURE REVIEW

English language learners were assessed for proficiency (Wolf et al., 2008; Wolf & Butler, 2017). Language assessment ran normally until the global COVID-19 outbreak forced it online (Tadesse & Muluye, 2020). All schools switch from classroom to online instruction and assessment during the COVID-19 pandemic (Ghanbari & Nowroozi, 2021). ICT advancement is the second element in this transition (Clarke-Midura & Dede, 2010). Thus, COVID-19 and technology are two important factors in moving the assessment system online. Online English language assessment began worldwide during the COVID-19 pandemic, and ESL learners worldwide encounter several hurdles with online assessment regarding online assessment. These issues are technological, assessment mode, the effectiveness of online assessment, content-related, online language learning and assessment websites, and online English language assessment applications and techniques. All these issues directly or indirectly affected the fairness and justice of the assessment in the online context.

Online education is characterized by its flexibility, cost-effectiveness, and extensive array of learning tools. It differs significantly from traditional face-to-face classes. It requires teachers and students to adapt their new teaching and learning methods. Teachers must adopt new teaching and evaluation methods to satisfy pupils' specific requirements and desires (Azizi, 2022).

Formal academic learning relies on assessment (Gikandi et al., 2011), and fairness is an essential element of assessment in education (Tierney, 2014). Assessment impacts how learners feel and influences their conduct more than the education they receive (Bloxham et al., 2011). The fairness of an assessment is strongly associated with students' academic progress (Holmgren & Bolkan, 2014). The fairness of the evaluation determined learners' engagement levels (Berti et al., 2010). Learners' motivation increased considerably When they perceived assessment processes as fair (Chory-Assad, 2002). Pakistan recognizes English as its official language, and schools are required to teach and test students on the language because of its importance to the sector of education as well as its significance as a global lingua franca (Smokotin et al., 2014).

Tierney (2014) explores teachers' point of view on fairness as a multifaceted quality in classroom assessment. The teachers focused on many dimensions of fairness, including students'

opportunities for learning and demonstrating learning, transparency, classroom climate, critical reflection, and the balance between equal and equitable treatment in assessment.

Kunnan (2000, 2017) presented two primary principles in the assessment system, namely justice and fairness. He asserts that justice and fairness are crucial factors in successfully evaluating English language assessment. Fairness pertains to the caliber of English language evaluation, whereas justice concerns the societal institution responsible for overseeing the language assessment. Wallace (2018) proposed a comprehensive approach that examines the fairness and justice of language assessment from multiple dimensions. Wallace also defines fairness and justice as consistent with Kunnan's (2017) notion that fairness was originally conceptualized as a characteristic of the assessment itself, but justice was seen as a characteristic of the social institution responsible for giving the test. The concept of fairness and justice was created to examine the viewpoints of individuals towards the assessment of a second or foreign language.

Fairness in Online Assessment

Fairness in online assessment is significant as there is no direct contact between students and teachers, but if the online assessment is not fair, it demotivates the students. The principle of fairness encompasses several sub-principles given by Kunnan (2004).

1. It ensures that learners have sufficient opportunities to learn
2. It guarantees that score interpretations are consistent and meaningful for all individuals taking the test
3. It avoids any bias or irrelevant constructs and
4. It ensures that all test takers are treated equitably by providing adequate access, administration, and standard-setting procedures.

The fairness of an assessment is divided into four concepts: informational fairness, distributional fairness, procedural fairness, and interactional fairness (Wallace, 2018). Interactional fairness is not prioritized in online English language assessment (mostly used in classroom assessment).

Informational fairness refers to providing sufficient and appropriate information to students regarding their online assessment. Test-takers were given details regarding the online English language exam's schedule, curriculum, evaluation method, and objective. Russell & Airasian (2012) said that informational fairness in an assessment is to instruct students on the content that will be assessed before the summative evaluation.

Distributional fairness refers to the learners' perception of fair grading or marks they receive in online English language assessments based on their performance. Procedural fairness refers to the specific course of action employed in the online evaluation. It determines whether or not the online assessment technique is applied uniformly to all test-takers. Procedural fairness pertains to the principles and processes governing grading (Bempechat et al., 2013). Colquitt (2001) presents a set of six criteria for evaluating the fairness of procedures in non-legal settings. These criteria encompass consistency, suppression of prejudice, the accuracy of information, correctability, representation, and ethicality. Interactional fairness, although not prioritized in online English

language assessment, is a crucial component of the fairness model proposed by Wallace and has significant relevance in classroom assessment.

The study conducted by Baniyasi et al. (2022) focuses on fairness in classroom assessment and presents a thorough review of relevant literature. The findings of three Journal studies revealed seven distinct themes: "educational fairness," "interactional fairness," "procedural fairness," "distributive fairness," "egalitarian, fair assessment," "equitable, fair assessment," and "validity". Various assessment-related factors, such as equity, consistency, balance, benefit, and ethical feasibility, have been associated with fairness (Valentine et al., 2022). Students stated that when they understood the criteria by which their performance is evaluated in a course, they had the opportunity to assess their efforts to achieve their goals. Accordingly, when teachers determine their expectations and policies at the beginning of the course (as long as the teacher's subsequent behaviours are consistent with those expectations and policies), students perceive their teachers' actions as fair (Houston & Bettencourt, 1999).

Wallace & Qin (2021) investigated EFL learners' perceptions of fairness of assessment in China. Results indicated that students judged their language programs depending on how politely instructors talked with them during testing (interactional fairness) and how fairly their score reflected their achievement. Perceptions of procedural fairness predicted how fairly students saw their results but not language program justice. The results imply that language instructors should maintain distributive, procedural, and interactional fairness in test administration.

Wallace & Ng (2023) investigated the views of EFL instructors and students on the fairness of criterion-referenced assessment, norm-referenced assessment, and individual-referenced assessment in China. The findings indicated that both students and teachers perceived criterion-referenced assessment as the fairest method, individual-referenced evaluation as fair, and norm-referenced assessment as unjust. The study suggests that criterion-referenced and individual-referenced assessment methods are more suitable for classroom-based evaluation than norm-referenced assessment.

Kunnan (2000) differentiates between fairness and justice by asserting that fairness pertains to test takers. In contrast, justice pertains to the institutions responsible for a test's design, development, administration, and utilization.

Justice in Online Assessment

Equity in evaluation methods in digital learning: Zeineb (2022) conducted a study on the perceptions of English teachers in Iranian universities. The findings revealed three main dimensions of fairness: distributive justice, which emphasizes the importance of equality; equity, which is of utmost significance; and assessment practices aligned with students' needs. Procedural justice encompasses the need for student voices to be heard, the requirement for both consistency and flexibility and the necessity for transparent assessment procedures. Lastly, interactional justice highlights the crucial role of interpersonal justice and the consideration of informational justice.

The Taiwan University study on fairness and justice in second language assessment found that procedural and interactional fairness predicted views on language program justice. Distributive fairness correlated with justice perceptions but did not predict. These findings imply that participants judged their language programs' justice depending on how fairly and politely they administered a single test (Wallace, 2018). Language assessments are deemed fair or equitable when their validity is determined through an objective evaluation of the test, its administration, and the subsequent utilization of test scores (McNamara & Ryan, 2011). Unfair testing can harm test takers and testing organizations (Chory, 2007).

Langenfeld (2020) investigated the problems with the security and fairness of online proctored examinations. Organizations should ensure that everyone has an equal chance to test. If assessment organizations and educational institutions do not take action to address digital divide disparities, then demands for more social justice will go unanswered. Any Internet-based assessment option negatively impacts many pupils due to unreliable Internet connectivity and inappropriate electronic gadgets.

Hamid et al. (2019) explored perceptions about the fairness, justice, and validity of International English Language Test (IELTS) test takers from 49 countries. While the exam was supported as a reasonable assessment of students' English ability, its accuracy was disputed. Participants also questioned if IELTS was used to raise cash and justify immigration policy, creating worries about its fairness. The study emphasizes the socio-political and ethical issues surrounding large-scale, standardized English language testing.

From the perspective of the test-takers, Liu (2023) analyzed the assessment methods of instructors, the tactics teachers use to ensure that assessments are fair, and the extent to which students believe these strategies are successful. According to interview data, instructors took equity and justice into account while planning, creating, and delivering classroom-based assessments during COVID-19, including using a variety of assessment types. From the standpoint of the test-takers, the findings highlight the need for more complex evaluations to ensure continued assessment fairness.

Roshid et al. (2022) explored social justice, equity, and fairness in higher education amid the COVID-19 pandemic in Bangladesh. The results indicate that pupils from rural and suburban areas in Bangladesh lack educational equality. They lack access to continuous internet services and the necessary resources to participate in online classes. There also appears to be a lack of fairness. Both students and teachers believe there has been a lack of sufficient maintenance of academic integrity in assessment. Universities have failed to implement effective strategies for wealth redistribution and have not eliminated institutional processes that perpetuate discrimination against individuals with low incomes. As a result, it appears like social justice is being undermined.

Assessment for learning is widely acknowledged, and it should offer precise information to guide instruction and promote student involvement in productive learning (Wiliam, 2011). Much work is done on the fairness of assessment (Baniyadi et al., 2022; Mislevy et al., 2018);

however, there is limited study on fairness concerns in online contexts, particularly during emergencies. Uzair-ul-Hassan & Zaytouni (2023) explored students from summative and formative assessments but did not discuss justice in online assessments in Pakistan.

RESEARCH DESIGN

The study employs a quantitative methodology to examine the perspectives of ESL learners regarding fairness and justice in online assessment during emergencies. A survey utilizing five-point ordinal scales ranging from "strongly disagree" to "strongly agree" has been developed to investigate the viewpoints of English language learners on assessment in online contexts during emergencies. It must be acknowledged that some questions about the fairness of assessment for the current study are adapted from the thesis of Mussawy (2009). The questionnaire is divided into five main constructs: 1. Informational fairness in E-assessment 2. Distributional fairness 3. Procedural fairness 4. Justice in Core language skills assessment, and 5. Justice in overall online assessment.

Research Sample and Data Collection Tools

The research sample includes undergraduate students from Pakistani universities. Google Forms and SPSS were used to analyze data for this research. Google Forms shows the study's findings, while SPSS checks the questionnaire's validity and reliability. A good questionnaire needs reliability and validity (Drost, 2011).

Validity and Reliability of Questionnaire

Cronbach's Alpha test is performed on the responses using SPSS to assess the reliability of the current questionnaire. The results are compared to the Cronbach's Alpha coefficient values grading system by Cohen et al. (2017). The table below displays the current questionnaire reliability results, which indicate that the questionnaire is acceptable.

Cronbach's Alpha	N of Items	Number of Respondents
0.778	21	87

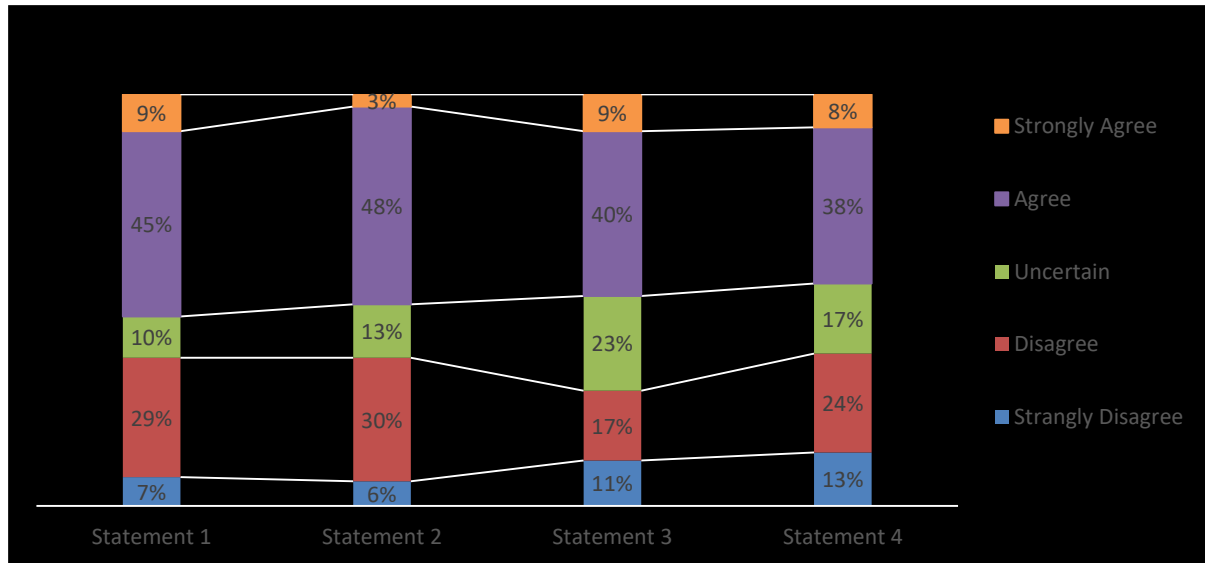
Professors and senior researchers verify questionnaire content validity. Pearson's two-tailed test on SPSS shows the criterion validity of the questionnaire.

DATA ANALYSIS AND DISCUSSION

The primary statistical methods used for analyzing questionnaire data are percentage and frequency. Thus, the percentage is employed to examine the questionnaire in this research study. The following section presents students' responses and their analysis and discussion, categorized by constructs, to demonstrate the instances where online assessment is deemed unfair or unjust in emergencies within educational institutions.

Informational fairness in E-assessment

1. I was told when I would be assessed in the online examination.
2. I was told in advance what I would be assessed in the online examination.
3. I was told in advance why I was being assessed in an online assessment.
4. I knew in advance how I would be assessed in online assessment.



The fair distribution of information in online assessment is the subject of this study. Students must be informed thoroughly by their school's administration of their upcoming online exams and the course material that will be covered well before the exams start. Students' feedback suggests they generally see the informational procedures related to emergency online assessment as fair. Providing a timeline describing the date, time, matter, rationale, and evaluation method is one of the four main characteristics of informational fairness, as described in this study. Due to the inherent difficulties in arranging online assessments, the first aspect deals with the disclosure of assessment timing, an essential factor. Consequently, the content question highlights the need to provide students with a clear outline of the course material that will be tested, even when some teachers choose an open-book style that makes traditional syllabus delineation difficult.

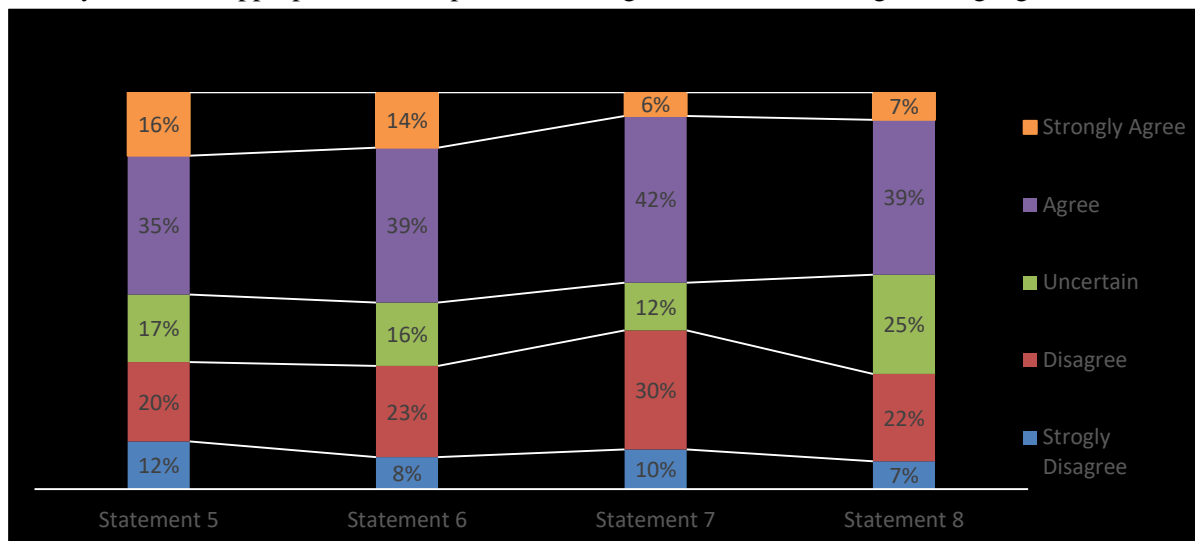
Another crucial aspect of informational fairness is the reasoning for assessment, which includes differences between formative and summative evaluation. Most survey participants said they knew the assessment and why it was being conducted. The evaluation method is the last component of informational fairness, which includes all the technology platforms or apps used. The results showed that many people were told specifically what technology was used for urgent online evaluations, especially during the COVID-19 epidemic.

In conclusion, the results indicate that for online assessments to be fair and transparent, learners need to be given enough notice, all course material should be disclosed, the goals of the assessment should be made clear, and the evaluation methods should be explained in detail. These

things work together to make online learning settings more accepting of fair assessment procedures, which is especially important in times of crisis like the worldwide pandemic.

Distributional fairness

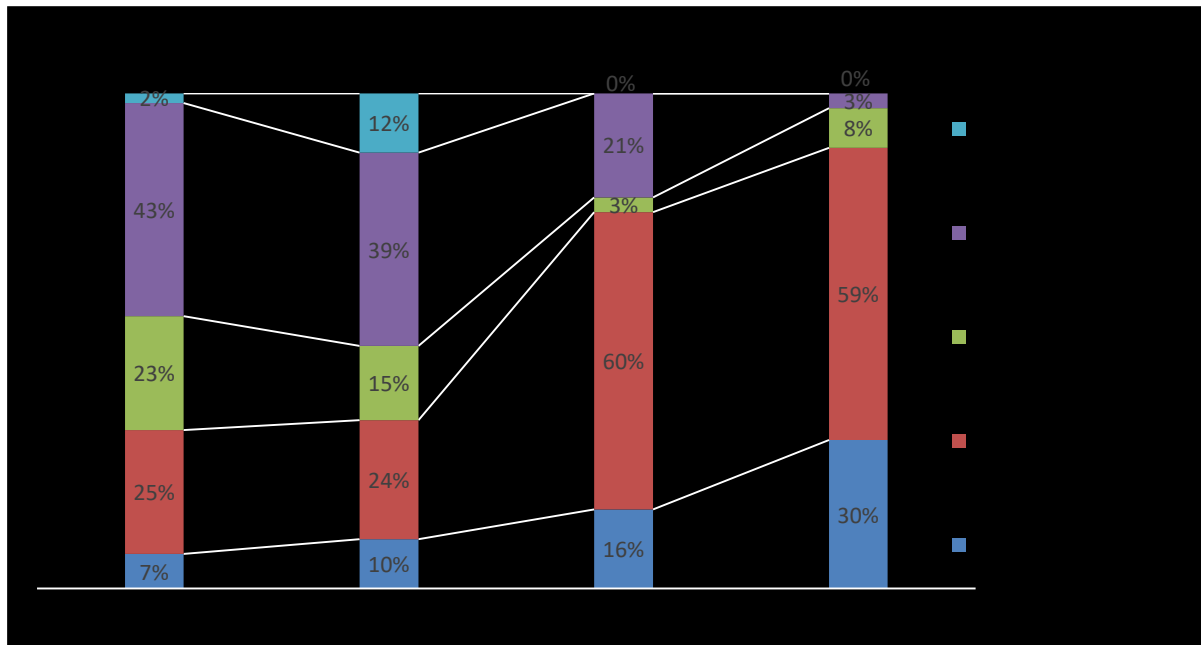
5. My score accurately reflected my performance in the online final assessment.
6. My performance in the online English language assessment justified my score.
7. My score reflected the effort I had put into the test for the online English language assessment.
8. My score was appropriate for the performance I gave in the online English language assessment.



Distributional fairness pertains to the learners' subjective evaluation of equitable grading or scores they obtain in online English language examinations, contingent upon their performance. Distributional fairness encompasses four inquiries that pertain to the principles of equity and equality in the evaluation process during emergencies. Equity refers to the idea that grades are assigned based on individual contributions. Equality refers to the fair distribution of grades, as Colquitt and Rodell (2015). Most participants believe that online English language evaluations uphold equitable distribution during emergencies. The final examination system was considered equitable in its grading methodology. Assessments employing multiple-choice questions were seen as equitable, as correct responses granted points while erroneous ones incurred deductions. Nevertheless, concerns were raised regarding the equity of evaluating long and short-written responses, as it hinges on the examiner's subjective assessment.

Procedural fairness

- 1 The online assessment procedures are the same for all test takers.
- 2 Adequate time was provided to me in the online English language assessment.
- 3 I was able to appeal my score if I wanted to.
- 4 I was allowed to express my views about the online English language assessment procedures (whether I think they are fair) if I wanted to.



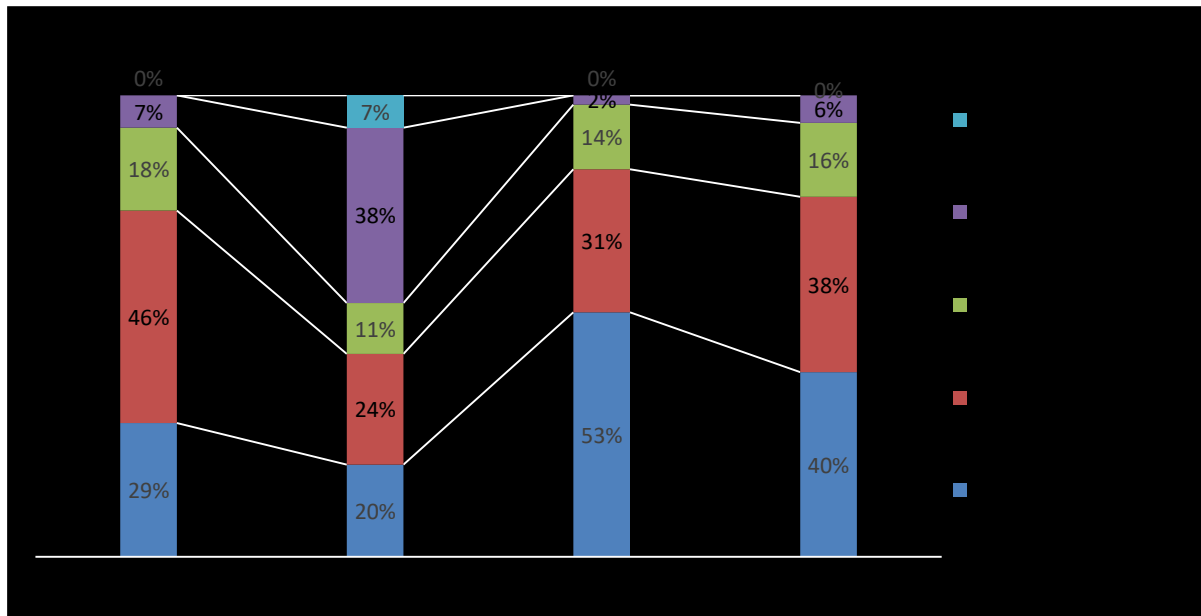
Procedural fairness pertains to the particular method used in the online assessment process. The data in the figure above indicates that online evaluation could be fairer regarding procedural justice, as most respondents disagreed that they could challenge their scores in online assessments. One potential explanation is that the assessment platform or system may not include a well-defined and easily accessible mechanism for appealing. Systemic technical limitations or restraints may impede students from contesting their scores or seeking a reassessment of their evaluations.

Furthermore, they needed to be afforded the chance to articulate their perspectives on the online English language assessment methods, specifically about their perception of the fairness of the assessment. The disregard for students' viewpoints regarding the equity of evaluation methods may arise from institutional or systemic prejudices. Decision-makers may prioritize efficiency or convenience at the expense of students' voices, resulting in a disdain for their perspectives and experiences. Additionally, systems need to be improved in collecting and integrating student comments into the assessment process, further marginalizing their opinions.

In summary, there needs to be more opportunity to challenge results, and the lack of consideration for student opinions in online assessment methods can be attributed to a mix of technical, procedural, and institutional problems that weaken students' rights and control in the review process.

Justice in Core language skills' assessment

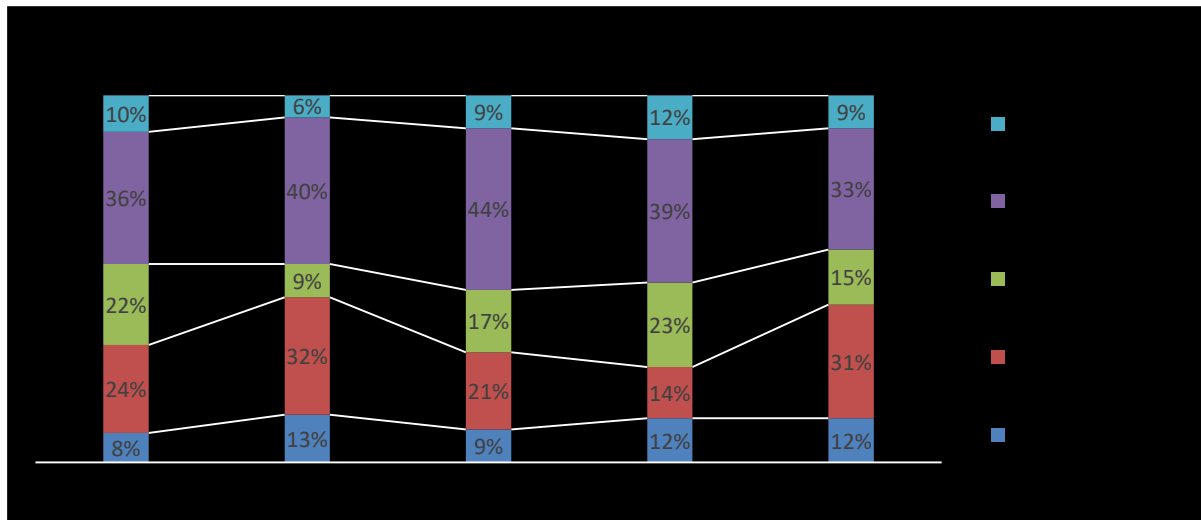
- 1 I was adequately assessed in English language reading skills on the online final examination.
- 2 I was adequately assessed in English language writing skills in the online final examination.
- 3 I was adequately assessed in English language listening skills in the online final examination.
- 4 I was adequately assessed in English language speaking skills in the online final examination.



The assessment of core language skills in the context of emergency online assessments provides insight into whether all language skills were evaluated. The questionnaire survey results indicate that only writing skills were assessed in the online context, while the other three core language skills were not prioritized. The evaluation of the English language in an online setting is limited to written forms, such as typing and handwriting, whereas reading, speaking, and listening skills are not included in the assessment. Upon further examination, it is evident that speaking and listening were not included in their curriculum, and there needs to be more trustworthy software or applications to evaluate these language skills. The educationalist also failed to assess reading skills in the online context. The assessment of reading skills was not conducted due to many factors, such as technical restrictions. For instance, the applications and websites used for evaluation may need more potential to evaluate reading skills effectively. Other contributing problems include an absence of appropriate content and the educationalists' preference for time-saving methods of preparing assessments for students while creating assessments for reading skills, which is time-consuming.

Justice in overall E-assessment

- 1 In the online assessment, statements of questions were easy to understand.
- 2 Objective assessment was given its due importance in online English language assessment.
- 3 Subjective assessment was given its due importance in online English language assessment.
- 4 Online English language assessment assessed my critical thinking skills.
- 5 Online English language assessment tasks checked my understanding of topics.



Students were surveyed on five different aspects of the overall efficacy of online assessment during emergencies. All respondents reported complete satisfaction with the system's justice in recognizing the importance of subjective and objective assessment methods. The participants considered the questions in online assessments to be easily understandable, which helped them have a clear idea of the activities they needed to do. In addition, students expressed those online assessments accurately assessed their critical thinking capabilities, demonstrating a positive opinion of the assessments' capacity to measure advanced cognitive talents. In addition, students observed that the evaluations effectively evaluated their mastery of the subject matter, indicating that the questions sufficiently gauged their understanding of the themes addressed. In general, the feedback shows that students positively perceive online assessment systems used during emergencies. They appreciate the systems' capacity to include several assessment methods, present questions clearly, and successfully measure critical thinking and comprehension skills.

CONCLUSION

It is helpful to understand how students perceive their online assessments to create the most effective and equitable online assessment system (Cheng & DeLuca, 2011; Xie, 2011). The fairness and justice in online assessment not only assess the students for their knowledge and skills but also encourage them and attract their attention for a fair assessment. Thus, online assessment is a way of assessing students and attracting knowledge and educational authorities through online platforms.

English language assessment in an online context during crises is somewhat different than the assessment of other fields of education like botany, physics, etc. English language assessment in an online context is the assessment of language skills and knowledge about the scientific study of language (linguistics). Assessing language skills through online platforms creates an issue of fairness and justice in language assessment. Wallace differentiates between fairness and justice by asserting that fairness pertains to test takers. In contrast, justice pertains to the institutions responsible for designing, developing, administering, and utilizing a test (Wallace, 2018). The fairness of online assessment encourages the students and attracts them to the assessment. In

contrast, justice in assessment creates a sense that students are assessed fairly in all aspects, like all language skills. Online assessment accurately assesses their critical thinking capabilities and checks their knowledge about the topics or syllabus (assessment for learning).

The study's findings show that online assessment is effective regarding informational and distributive fairness. In contrast, procedural fairness has two exceptions—the inability to appeal results and the lack of space to voice opinions. The justice in core language skills assessment shows that only writing skills (typing and handwriting) are assessed. In contrast, all three other skills are omitted from online assessment during crises. Speaking and listening were not part of the course of study, and reading was omitted from the test conducting authorities. In terms of subjective and objective assessment, the assessment procedures are fair, and both language skills were evaluated in online assessment in case of emergency.

Note: Conflict of Interest: Author(s) declared no conflict of interest

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