Assessment design and artificial intelligence (AI)

Three-minute read

The emergence of generative artificial intelligence (genAI) has brought opportunities and challenges to teaching, learning and assessment. One key question that has emerged for educators is, how can we design assessment that is valid and reliable in the age of genAI?

The Queensland Curriculum and Assessment Authority (QCAA) has responded to this question by returning to the research-based principles and attributes which underpin quality assessment in Queensland. It is vital to continue using the principles of alignment, equity, evidence-based, ongoing and transparency, alongside the attributes of validity, accessibility and reliability, as a framework when designing and evaluating assessment.

The second webinar in the QCAA's series on AI and education focused on the issue of assessment in the genAI era. The webinar featured insights from Associate Professor Jason Lodge from the University of Queensland, an expert in how technology influences learning and teaching, and Mahoney Archer, Deputy Principal at Albany Creek State High School, who shared how the school, with a focus on academic integrity, is developing a more holistic approach to the role of genAI in education.

Jason emphasised that good assessment practices still hinge on the core principles and features of education. He urged us not to ignore genAI and hope it will go away, and rather than be led by the technology, he suggested we begin assessment design with our learning and assessment objectives in mind. For Jason, a crucial part of this practice is to consider the entire program of learning rather than focusing on individual assessment in isolation. This approach allows a better understanding of how each assessment contributes to the learning objectives of a particular program of study. It also ensures the principles of quality assessment are consistently applied across all assessment so a cohesive and comprehensive learning and assessment experience can be created.

Mahoney shared how her school has taken a broad approach, thinking about assessment culture and policy, in this age of genAI. She emphasised that the principles of quality assessment must be at the centre of assessment practice. Albany Creek's revised assessment policy provides greater guidance to all members of the school community. It gives an explicit explanation of where this new genAI 'superpower' fits into the existing culture and principles of assessment.

The arrival of genAI has reconfirmed the importance of assessment literacy. Complementing the QCAA junior and senior assessment literacy programs, the QCAA has created the P-10 Planning app to provide schools with a new way to quality assure their own assessment tasks. With strong assessment literacy skills, we can ensure curriculum and assessment practices are aligned and take into consideration the opportunities and challenges of engaging with genAI.

Education is fundamentally about a relationship between students and teachers, as Jason reaffirmed. Students want to learn. So, as educators our task is to design assessment that guides students in demonstrating their learning in valid ways and promotes academic integrity.

To learn more about assessment design and AI, you can watch a recording of the webinar.

Look out for the next webinar in the series, *Digital Literacy and Artificial Intelligence* which will explore how school-based responses can be developed to help students become responsible and informed users of AI.

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'artificial intelligence'. Alternatively, email the Professional Learnings Programs Unit at professionallearning@qcaa.qld.edu.au.