

Assessment, AI and ANU

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Australian
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Working group outputs to date

- AI Principles for Learning and Teaching
- Interim guidance for sem 2
 - Acceptable use of AI in teaching and marking
 - Declarations of AI use for staff and students



TEQSA *Enacting assessment reform in a time of artificial intelligence*

Pathway 1: Assuring learning across the whole degree program

This approach involves the comprehensive redesign of assessment across programs to create coherent, integrated assessment regimes that capture valid evidence of achieving learning outcomes.

Pathway 2: Assuring learning by unit/subject

This approach incorporates at least some assurance of learning within each unit/subject to provide confidence that one or more assessment tasks are completed without unauthorised assistance.

Pathway 3: Assurance of learning occurs across degree structures, but some assurance remains within units only

This hybrid strategy employs elements of both program-wide reform and assurance of learning at a unit/subject level to create balanced assessment regimes.





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TEQSA – assuring quality learning...adaptive capabilities, Jun 26

1. Adaptive capabilities must be recognised as core graduate attributes, ensuring students develop the agility and self-regulation required to thrive in dynamic, technology mediated contexts.
2. Institutions need to build infrastructure capable of gathering and analysing **evidence of learning processes**, not merely learning products and outcomes.
3. Learning environments should be intentionally designed to promote adaptive capabilities through evidence-informed pedagogical practices.
4. Assessment must evolve toward **process-focused** approaches that value **learning as development**, not just performance.
5. Sustainable progress depends on cross-institutional collaboration and innovation that enables shared experimentation, data exchange and the scaling of effective practice.



Assessment Purpose	Description
Assessment <i>of</i> learning	- Used to make judgements about students' achievements. - Information and evidence used to measure how well a student has achieved learning outcomes - Often summative - The effectiveness of this assessment as a measure of learning depends on the validity and reliability of the task
Assessment <i>for</i> learning	- Part of the learning process, rather than a measure of it - Requires timely, consistent feedback to help students learn and reflect on their progress - Often formative - Teachers can use the evidence of student knowledge, understanding and skills to inform their teaching
Assessment <i>as</i> learning	- Self-assessment used to help students develop better understanding of their own learning - Helps students to identify what they know and can do and where they may need development

Assessment principles

- We have assessment design principles, largely format and compliance based.
- What is the purpose of assessment? What should it aim to do?



Principle	Context
Criterion/standards-based assessment	Explicit, predetermined standards and criteria
Transparency and clear communication	Expectations, criteria and processes known to students in advance so they understand how to succeed
Fairness, equity and inclusivity	Tasks accommodate diverse learning needs, students have equal opportunity to demonstrate achievement
Validity, reliability and constructive alignment	Directly measure learning outcomes and maintain academic standards
Constructive and timely feedback	Feedback guides improvement, promotes self-regulation, supports wellbeing and build resilience
Authenticity and real world application	Reflect meaningful real-world professional contexts, modern capabilities, and responsible technology use

What should be the assessment principles of ANU?

