

Approaches from across the room

Five provocations on AI in assessment — and the range of approaches each group offered

PROVOCATION 01

How can I integrate AI into my current tasks?

- ▶ Customised / closed chatbots (Chatbase, School AI, Poe) with a defined SACE-aligned role
- ▶ Lockdown browsers and monitoring tools (OneNote, Google Classroom)
- ▶ Embed AI use in the LAP itself so it's enforceable, not ad-hoc
- ▶ Apply AI guidance before or during the draft stage for greatest impact
- ▶ Compulsory progress checkpoints across the task
- ▶ AI scoped to specific phases: explore → plan → draft
- ▶ AI as a time-saver — highlighting relevant parts of long sources
- ▶ AI for brainstorming, scaffolding and feedback
- ▶ Modelling for students — prompts, intended uses, role-setting
- ▶ Build AI literacy from Year 7 upwards

PROVOCATION 02

How do I communicate AI use to students (and parents)?

- ▶ Traffic-light system on each task — Red (lockdown), Amber (AI discouraged), Green (research with AI, then write in a locked-down browser)
- ▶ Boundaries stated explicitly for each task and each phase
- ▶ Verification policy on every task sheet
- ▶ Communication to parents — authenticity, verification, Turnitin
- ▶ Modelling for students — show the prompts, the intended uses
- ▶ Consistency and consensus across the school is essential
- ▶ Make it clear in the LAP — LAPs are enforceable

PROVOCATION 03

How do I verify assessment conditions — in my LAP now?

- ▶ Add detail to Assessment Conditions explaining how verification happens
- ▶ Specific techniques: interview, word-count cap in exam conditions, reflection task during the assessment period
- ▶ Audio recording of the student's voice as evidence
- ▶ Log book / journal as a supportive design feature
- ▶ Socratic discussion using teacher prompts — AI as participant, not member
- ▶ Chatbot conversations as evidence — screenshots or video of the exchange
- ▶ Stop-and-check moments / multiple progress checkpoints
- ▶ Discussing discrepancies between school assessment and exam results with leadership
- ▶ “Small changes are still progress.”

PROVOCATION 04

What does the future of learning look like — and how do we create pockets of it now?

- ▶ Live interviews and stronger relational teacher-student connections
- ▶ Check the process, not just the product — drafts, planning, working sessions
- ▶ Teacher familiarity with each student's style of writing and self-expression
- ▶ Demonstrate learning in varied modes — verbal, visual, written, performance
- ▶ Explicit teaching of AI — its uses, its errors, its limits
- ▶ Privacy literacy — what info AI tools retain
- ▶ Career conversations — which roles could be reduced by AI
- ▶ More weight on the preparation of tasks
- ▶ Critical thinking from early on — capabilities beyond knowledge retention
- ▶ Recognising AI errors and learning from mistakes

PROVOCATION 05

Assuming students use AI, what do we need from moderators — and they from us?

- ▶ AI boundaries made explicit on task sheets
- ▶ Updated LAPs that reflect AI use
- ▶ Training and calibration for moderators on appropriate AI use
- ▶ Awareness of distractor effects when one school has used AI in task design and another hasn't
- ▶ Subject-specific direction reflecting variation of performance standards
- ▶ Lead Practitioners trained to teach moderators about distractors
- ▶ Transparency in the moderation process for assessing appropriate use
- ▶ Possibly a separate LAP category for AI use
- ▶ Tension: SACE currently assumes the work is the student's own
- ▶ Tension: the AIF flag exists but it's unclear what flagging actually triggers
- ▶ Tension: equity in task grading is currently uneven across schools

CROSS-CUTTING THEMES

- Build it from Year 7 — don't try to start at SACE
- Process visibility: drafts, log books, portfolios are the verification
- Know the student — familiarity with their style is itself a check
- Boundaries layer up: task → LAP → school policy → SACE direction
- Communicate out — to students, to parents, to moderators

CHALLENGES NAMED EXPLICITLY

- Traffic-light / lockdown approaches disadvantage EAL learners and students with anxiety who need slow-thinking time
- Oral interviews can become uncritical regurgitation
- Platforms that 'humanise' AI output make detection harder
- The current AIF flag is unclear in its consequences
- Direction from SACE is needed to keep equity — but must not stifle innovation

“Posed in the room: “How do we ensure fairness without limiting the learning process?””