

Passport to Thrive

A qualification for a changing world

The SACE Board Strategic Plan 2024–2027

Learning and
Assessment in the Age
of AI



SACE
BOARD
SOUTH AUSTRALIA

Open doors
Stretch minds
Strengthen ownership
Embrace perspectives
Share success
Thrive.

Learning and Assessment in the Age of AI

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SACE Board of South Australia



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Navigating ethical dilemmas: A lifelong skill

- Automation unlocks new possibilities, in return for creating a dependency on whatever does the automation – it's always an ethical choice.
- Like other tools, we must learn to use AI ethically and effectively.
- Unlike other tools however, AI gives us far more complex and nuanced challenges than we have previously experienced



We want to provide confidence

You are not risking student's grades:

- by being innovative
- by having students use AI tools
- by having layered assessment
- by encouraging students to do more, or alternatives, to traditional forms of tasks.

AI resilience

AI resilience is when a learning and assessment program is responsive to AI-driven disruptions. This is done by redesigning tasks and requires ongoing adaptation to the evolving capabilities of generative AI.

Our recent work has been about how we can apply verifying assessment conditions in order to:

- promote deeper thinking
- effectively showcase our young people's ability to apply the performance standards
- create a space for AI tools to be embedded into the teaching, learning and assessment process.

Building resilient assessment systems

We know schools are already innovating to build resilience and ensure students are involved in the thinking and learning process.

The goal is to equip *all* students with the skills to navigate AI and ethical challenges, by:

- teaching students to critically evaluate tools (e.g. AI) and their impact on learning.
- designing learning and assessment that better enables purposeful collaboration with AI tools
- developing a common language in order to communicate expectations.

SACE's ongoing initiatives:

- Web updates and FAQs to clarify policies and tools.
- Professional learning (PL) sessions for educators.
- Subject renewal to embed integrity and resilience in curriculum design.

Purpose vs stakes of assessment

Students face trade-offs between short-term gains and long-term benefits—assessment is a microcosm of real-life decisions.

Assessment's purpose (understanding learning progress) is often distorted by high-stakes uses.

We want to encourage excellence ("strive to be brilliant") without creating an overly restrictive or punitive system.

Academic integrity is a collective effort involving students, educators, and families.

Our responsibility to Academic integrity means ensuring the student is not provided "undue assistance" in the development of a task.

AI is no different – but what has changed is how *undue* can manifest.

Session 1 - Clarifying & applying verifying assessment conditions

Jak Baddams

AI Resilience Lead, Education Services

SACE Board of South Australia



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Assessment in the age of AI

Verifying assessment conditions are intended to be applied during the development of a task, rather than after the task has been completed.

In this section...

'AI resilient' learning and assessment plans



Learning and Assessment Plan (LAP) review process



Verifying assessment conditions that support learning



AI FAQs



A verifying assessment condition may be a requirement to proceed to the next phase of a task, an assessed component in itself or simply a way to baseline a student's understanding and/or writing voice. They:

- **Formalize checkpoints** directly within your **Learning and Assessment Plan (LAP)** so students are clearly aware of the conditions.
- **Gate the learning process**, meaning a student cannot move forward to the next phase of a task until the current phase is verified.
- **Connect the dots** visually between early preliminary work, mid-task checkpoints, and the final submission to confidently establish authenticity

Practicum Example

Assessment Type 1: Project Skills – weighting 50%

Assessment details	Assessment design criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
	CT	DE	RE	
Algorithms in Java. Students complete a collection of hardcopy algorithm design solutions as part of a progressive learning unit. They independently develop solutions to common problems requiring a discrete algorithm solution using language features of IO, variables, control flow, functions, classes and lists. They collate their best work for a multimodal presentation.	CT1, CT4			4 Minute multimodal presentation. Students are given practice and guidance in specific subject-related uses of AI which supports learning. This AI use is assumed for out-of-class and at-home learning; for other uses the student must discuss first with the teacher. AI use is not permitted in live development phases. As part of the development of the multimodal presentation, students are to prepare a screenshot storyboard of their presentation. They will then then attend an in-class live development of their presentation script, which is scheduled one week prior to the final submission. The final submission's narration must be a natural voice recording of the prepared script.

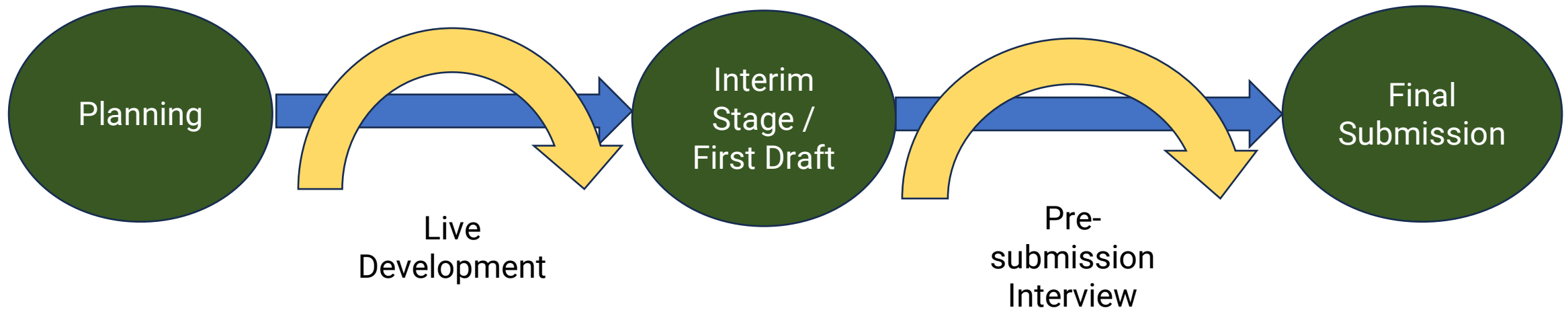
Practicum Example

Assessment Type 2: Creating Texts Writer's statement	Students produce a writer's statement for one or more of the three created texts that - explains and justifies the creative decisions made in the process of writing one or more of the texts - explains the language and stylistic features and conventions used to meet the expectations of the intended audience(s) and achieve the stated purpose(s) - compares and contrasts the choices made to meet the expectations of the different audiences and/or purposes, if the statement refers to more than one text.		1,2,	3	Writer's statement is a maximum of 1000 words. This task will require live development of a text response, and a live interview throughout the development of the task. Live development of draft: Initial brainstorming, structure and text response is completed under live conditions (paper/pen or locked down browser). Document is collected by the teacher to provide feedback and for verification. Students complete a brief live interview/oral defence of their writer's statement. They answer specific questions that focus on the ideas, concepts and vocabulary used in their justification. Adequate demonstration of understanding is required before final submission is accepted for grading.
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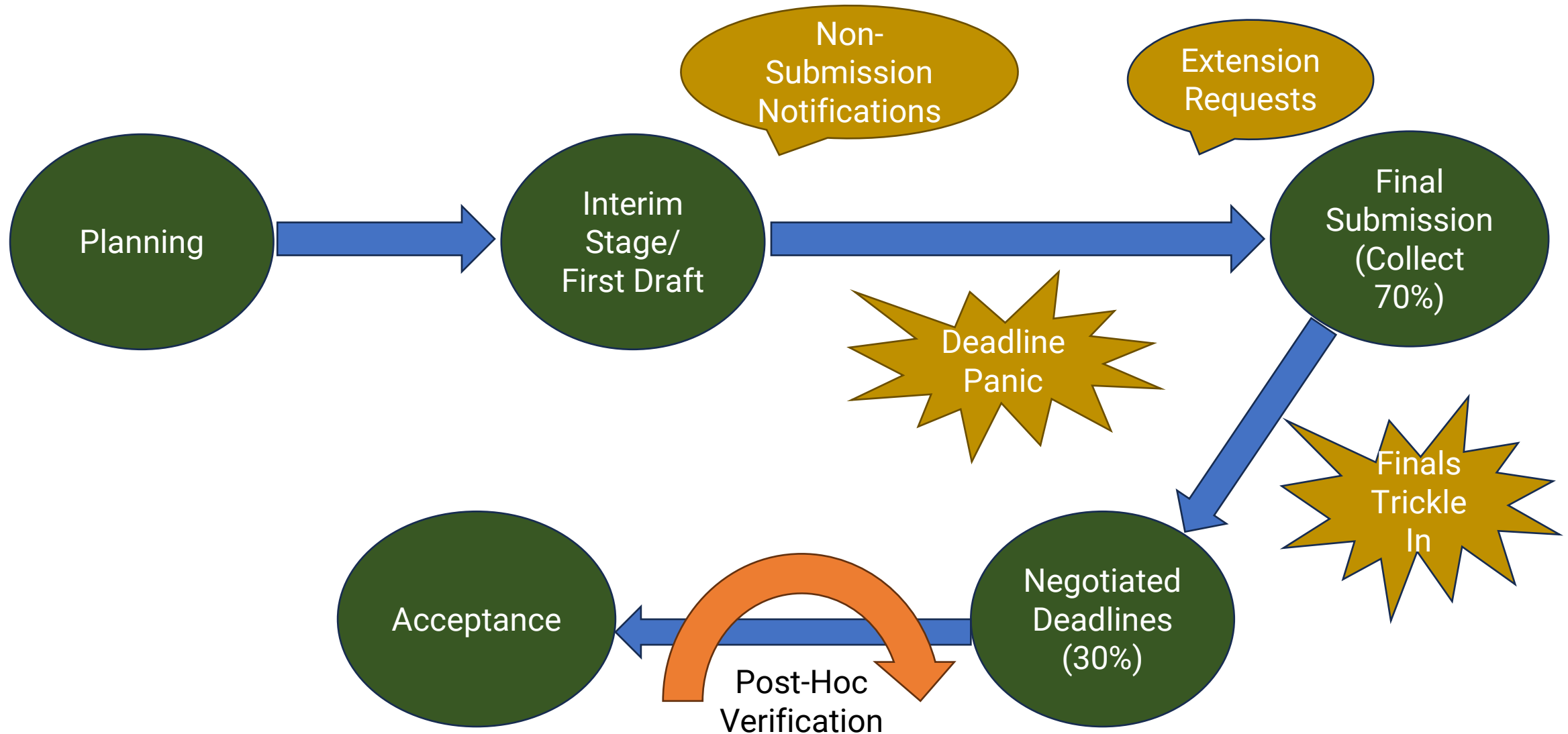
Assessment Design Criteria

Assessment Type and Weighting	Name and details of assessment	Assessment Design Criteria		Assessment conditions (e.g. task type, page limit, time allocated, supervision)
		C&T	R&C	
Mathematical Investigation Weighting 35%	In this task students are required to design one piece for an outdoor chess set using a combination of mathematical solids. They will then cost the construction of their design including casting in lightweight concrete and coating in a decorative paint. Scope for complexity is provided by the choice of piece to model and the mathematical solids used. Students are required to consider the reasonableness of their results by examining the underlying assumptions of their mathematical model.	1, 2, 3	1, 2, 3, 4, 5	Students are given practice and guidance in specific subject-related uses of AI which supports learning. This AI use is assumed for out-of-class and at-home learning; for other uses the student must discuss first with the teacher. AI use is not permitted in live development phases. This task will employ live development of two key phases: Students initially design and draw their chess piece in-class (live development), along with a prediction (RC5). The teacher must check and approve the design before continuing. Students will then develop the investigation's parts 1, 2, 3 and 4 (CT1, CT2, CT3, RC1, RC3) using a combination of in-class and out of class time, Targeted sessions will be scheduled (live development) where students will have the opportunity to discuss with the teacher the sections of their response which align to: applications of concepts (CT1); interpreting in context (RC1); and reasonableness and limitations of their results (RC2). The students will be given time to capture annotations from the conversation to support them refining/completing the response. The document with the annotations will be collected by the teacher for verification at the time that the full response is submitted. Students will then merge their annotations into a finished report (RC4) out of class before submission. Maximum of 8 A4 pages. Appropriate investigation report format as described in the General Mathematics subject outline.

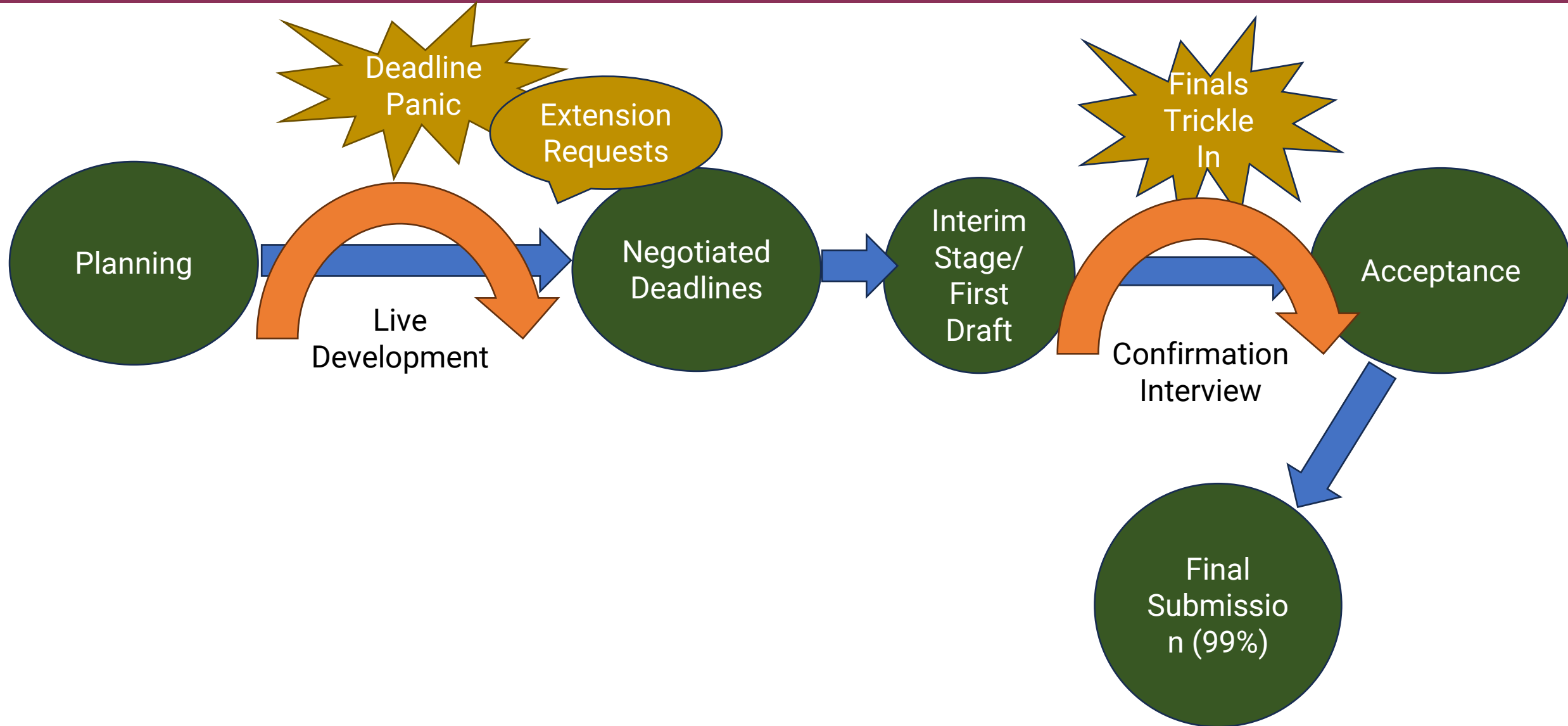
Learning Design Phases



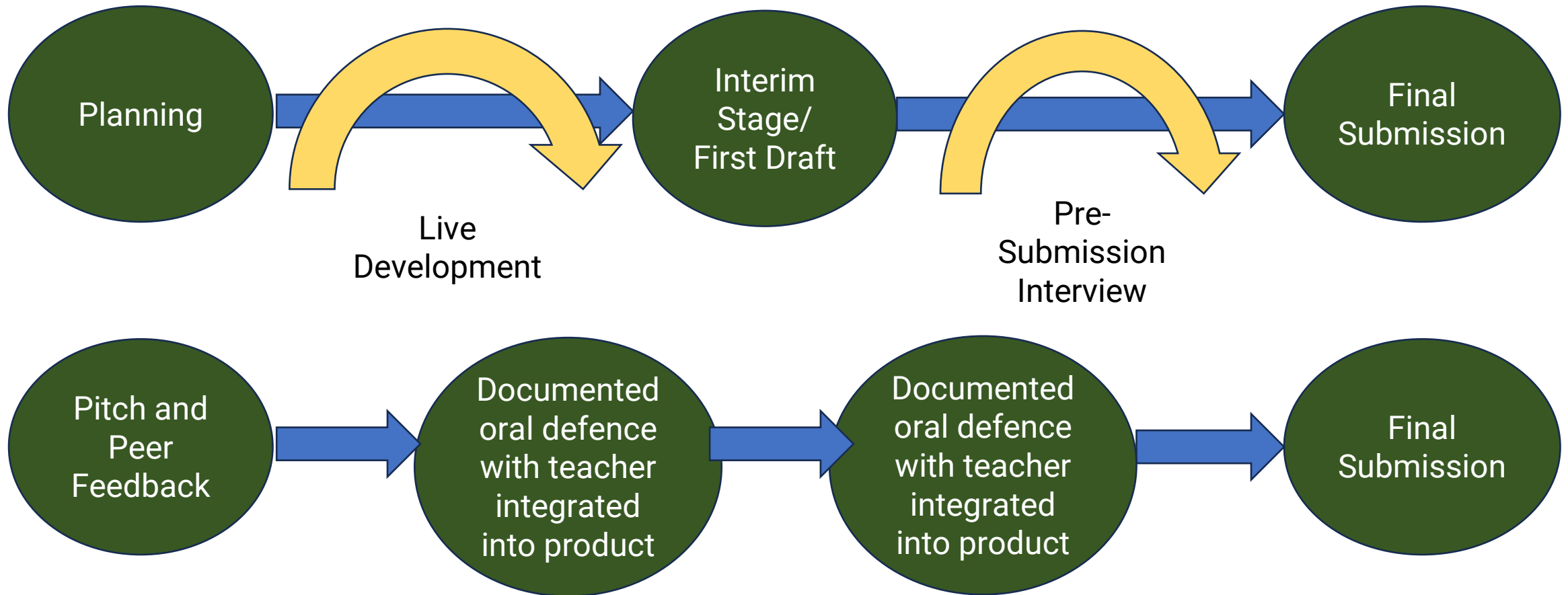
Support & Submit Approach



Gate and Develop



Validity vs Verification



How we will run sessions 1, 2 & 3

We will provide a discussion topic

Rotating volunteer for scribe

Table discussion – Round table quick share at the beginning. Shared Miro Board is the focus, everyone can write their thoughts

Then review, [Scribe] write below the group's comments – capture the essence of what was shared. Try to keep it to 1-2 Sentences!

At end of table talk, we will group & summarise responses

Some norms

1. Give space
2. Be kind – There's no experts!
3. Build on other's ideas

Live development of key task phases

Certain critical stages of any task—whether brainstorming, outlining, drafting, or data collection—could be completed in **controlled settings**.

This approach ensures that the foundational work is demonstrably the student's own, creating a clear and verifiable starting point for further development.

By anchoring these key phases in human-led processes, educators can foster genuine skill-building while minimising opportunities for undue assistance.



ENGLISH - Year II

1. Use the AI prompt below in your chosen tool.
2. Compare the output to your own notes.
3. Draft paragraph 1 in your Exercise Book.

PROMPT TO ENTER

"Generate three arguments exploring how the rise of social media has led to political polarization, citing historical parallels and modern examples. Suggest how this trend might be mitigated."



ENGLISH - Year 11

1. Analyze and prepare your source text (including digital aid evidence, if used) into a clear structure.
2. Use this analysis to plan a creative, text-rich scrapbook page.
3. Create your final analytical response directly in your Exercise Book with mosaicive layout.

• PROMPT TO ENTER (for idea generation, if using a tool) *

Narrative Pacing & Design

Narrative Pacing & Design

Testual Integration

maker-space
creative supplies



[10 mins] Discuss

Rotating volunteer for scribe

Table discussion – Round table quick share at the beginning. Shared Miro Board is the focus, everyone can write their thoughts.

For each of the images:

- 1. What do you notice?**
- 2. How might that arrangement be formalised in the LAP?**
- 3. How would you describe a fourth image?**

Then review, [Scribe] write below the group's comments – capture the essence of what was shared. Try to keep it to 1-2 Sentences!

[10 mins] Presenter Sharing

What does 'controlled setting' mean, and how might it be different to timed tests?

What might be some unexpected 'wins' this approach gives?

What might be some challenges?

"Live interview" sessions

Shifts focus from static products to interactive conversations, verifying authenticity and providing immediate feedback. Ideal for assessing student understanding rather than verifying authorship.

Generative Interview: A formative, collaborative dialogue guiding students to clarify ideas and align work with criteria during early/mid-stage development.

Live Annotation: Real-time narration of revisions to reveal thought processes, reasoning, and problem-solving strategies.

Post-Hoc Verification Interview: Confirms student understanding by probing explanations, justifications, and reflections on completed work.

Responsive Drafting: Provides targeted feedback after students articulate their reasoning, creating a cycle of explanation, feedback, and revision.

Shared Principles: Focus discussions on the artefact (not the student), document interactions for reflection, align questions with criteria.





AUSTRALIAN FEDERATION



ANZAC HISTORY



ANZAC HISTORY



WORLD HISTORY TIMELINE



Critical Source Analysis

- Critical Source Analysis
- Reading an informed in matters
- Developing a position written by Source analysis
- Asking question and information
- Reflection reaches

Writing the History Essay

- Written a prection of untermis history essay
- Write an invection of critical the history process
- Writing history essay



[10 mins] Discuss

Rotating volunteer for scribe

Table discussion – Round table quick share at the beginning. Shared Miro board is the focus, everyone can write their thoughts.

For each of the images:

- 1. What do you notice?**
- 2. Whats been your experience with this approach?**
- 3. How would you describe a fourth image?**

Then review, [Scribe] write below the group's comments – capture the essence of what was shared. Try to keep it to 1-2 sentences!

[10 mins] Presenter Sharing

What's been your experience with this approach?

In what ways/settings can live interview be conducted ?

What might be some unexpected 'wins' this approach gives?

What might be some challenges?

Role-play or simulation exercises

Role-play and simulation exercises don't need to be full assessments—they may work best as short verification phases added to existing tasks.

These quick checks reveal whether students can apply their knowledge in real-world scenarios, adapt to unexpected challenges, or communicate their ideas under pressure.

By embedding them into familiar assessments, you can test deeper understanding without redesigning your entire evaluation system.



'Hargaberapa?'

'Permisi, bisakah saya...'

'Permisi, bisakah saya...'

'Hargaberapa?'

Termisi:

• Selamat pagi, Nona

Sarah:

• Selamat pagi. Saya mau ke Terminal Blok M (Good morning)

• I want to go to Blok M (Terminal)

Tamleh:

• harga

• harga

• long pencil





1:45 PM

REPAIR CHALLENGE SIMULATION
04:18
remaining



INDUSTRY SIMULATION: 'REPAIR & RESTORE' CHALLENGE - TIME: 1:30 - 2:00 PM





WRITING
n
aration

WRITING
the time
biologic

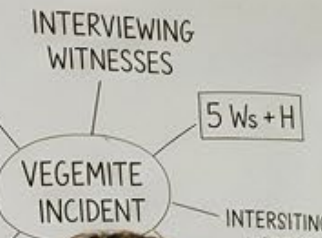
BREAKING: PRINCIPAL
SAYS YES TO
MUFTI DAY! "CEOME
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WRITING
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RECOUNT OUTLINE

- Navigation texts
and ketand
- Sewt writing
- Programs (metesration)

THE MISSING INODENT



CLAPPERBOARD
TAKE 1 -
THE VEGEMITE
INCIDENT

NEWS
ANCHOR

CLASSROOM NEWSROOM - THE INVESTIGATION

[10 mins] Discuss

Rotating volunteer for scribe

Table discussion – Round table quick share at the beginning. Shared Miro Board is the focus, everyone can write their thoughts

For each of the images:

- 1. What do you notice?**
- 2. Whats been your experience with this approach?**
- 3. How would you describe a fourth image?**

Then review, [Scribe] write below the group's comments – capture the essence of what was shared. Try to keep it to 1-2 Sentences!

[10 mins] Presenter Sharing

What's been your experience with this approach?

What sorts of 'curve ball' moments might we be able to provide students?

What might be some unexpected 'wins' this approach gives?

What might be some challenges?

Time bound, in-class assessments

Students complete a structured, time-limited task—such as writing, problem-solving, or live performance—under direct supervision, either in person or virtually with monitoring.

No AI tools or external resources are permitted unless explicitly allowed (e.g., calculators, pre-approved notes)- or allowed at certain points then not permitted e.g. in a design, brainstorming phase then not permitted.



BIOLOGY UNIT 4 EXAM

Time Remaining: 45 mins

QUIET PLEASE

No Mobile Phones





[10 mins] Discuss

Rotating volunteer for scribe

Table discussion – Round table quick share at the beginning. Shared Miro Board is the focus, everyone can write their thoughts

For each of the images:

- 1. What do you notice?**
- 2. Whats been your experience with this approach?**
- 3. How would you describe a fourth image?**

Then review, [Scribe] write below the group's comments – capture the essence of what was shared. Try to keep it to 1-2 Sentences!

[10 mins] Presenter Sharing

What's been your experience with this approach?

What might be some unexpected 'wins' this approach gives?

What might be some challenges?

Plenary

Looking at your responses as a whole...



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On 'AI tools'

Performance gaps are closing fast

Leading open-source models approach closed-source performance

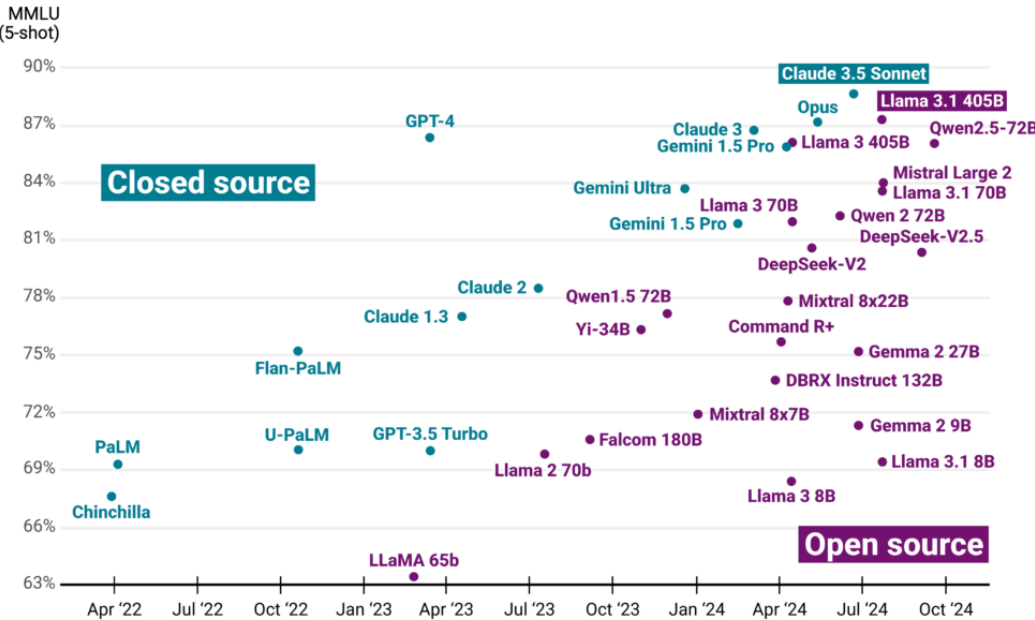


Chart data source: Maxime Labonne via X (9/23/2024). Note: Excludes reasoning models. Data as of September 2024.



Ethically Trained

Audio

Image

Text

Video

Next steps

Next steps:

Session Part B

- AI Use in Learning and Assessment
- Design CoP
- Panel Q & A

SACE website

<https://www.sace.sa.edu.au/assessment/assessment-and-academic-integrity/artificial-intelligence-in-sace-assessments>

Communities:

<https://educators-sa.sa.edu.au/association-directory/>

Upcoming events:

<https://www.sace.sa.edu.au/events>



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Thank you!

References

Slide 18: This image is a dynamic, artificial intelligence-generated creation produced by the Google multimodal AI system on June 3, 2026. The unique composition and elements of this image are based directly on a detailed prompt provided by the user.

The prompt requested a photorealistic depiction of an Australian senior secondary classroom context (Year 11 English), specifically designed to enable the teacher to observe all students' screens at once. The arrangement features student tables pushed against the perimeter walls, with students seated with their backs to the teacher. All students are wearing Australian-style school uniforms. The scene shows students interacting with laptops while simultaneously writing in physical exercise books. A central whiteboard features handwritten instructions and a specific "custom AI prompt" for students to enter into their tools.

References

Image Source: Generated by Gemini (Google AI), 2026.

Prompt Summary: A spacious and relaxed Australian senior secondary classroom setting. Students wearing traditional school uniforms are primarily engaged in hands-on, paper-based writing and scrapbooking exercises. The room features a larger student cohort accommodated by diverse, flexible seating arrangements—including round and modular tables—with select students utilizing laptops and tablets as specialized digital writing aids.

References

- **Attribution:** This image was created using an AI image generation model, based on a detailed prompt description.
- **Prompt Summary:** The image depicts a busy, contemporary Australian senior secondary classroom. The students, aged approximately 17-18, are wearing diverse school uniforms typical of Australian schools (dark green blazers with logos, white shirts, ties). The teacher is running a supervised, interactive "live development" phase of a practical mathematics lesson focused on rates of change. Students are actively engaged in group work at large tables. Instead of traditional written work, they are recording observations using voice memos on their smartphones. They are also utilizing digital AI tools displayed on tablets, which act as exploratory guides and enhanced simulation experiences, providing live data visualization and analysis to guide their experiment. The scene captures an energetic, focused atmosphere of collaborative, tech-integrated learning.

References

- **Creator:** Google AI Assistant (via image generation tool) **Generation Date:** October 26, 2023 **Description:** This image is a photorealistic generation created to visualize a specific pedagogical interaction within an Australian educational setting.
- **Prompt Summary**
- The core request was to visualize a dynamic, authentic pedagogical moment known as a "**generative interview**" occurring within a Media Arts classroom in an Australian high school.
- The prompt specified the following elements to be synthesized:
- **Context:** A classroom for senior secondary students in Australia, which required students to be wearing distinct school uniforms.
- **Scene:** The primary focus is the interaction between a teacher and one specific student. Both subjects are looking intently at a computer screen, where the student is actively developing a media-related task (specifically, film editing).
- **Action & Props:** The teacher is speaking to the student, performing the "generative interview" to confirm understanding. To facilitate this, the teacher is explicitly required to be holding an **audio recording device** (visualized here as a handheld digital recorder) and referring to a **pre-printed physical assessment rubric** (held on a clipboard).
- **Setting:** A modern, well-equipped media lab with camera gear visible on shelves and other uniformed students working in the background to provide environmental depth and realism.

References

- **Image Attribution Statement**
- **[Creator, i.e., Gemini/Generating Model]. (2024).** *Australian Secondary History Classroom* [AI-generated photograph]. Created using the user's descriptive prompt.
- **Prompt Summary**
- **Title:** Senior Secondary Australian History Classroom with Live Annotation Exercise
- A detailed, photorealistic image of a history classroom context in an Australian senior secondary school. All students are wearing formal Australian school uniforms (white shirts with school ties, pleated skirts/trousers, and some blazers). A teacher is supervising the room. The primary action involves a specific group of four students seated together at a set-aside table in the foreground. These four students are conducting a 'live annotation' task using headsets with integrated microphones and laptops. The screens of their laptops clearly show annotated text (a history essay), making the self-critique obvious and indicating that they are using screen capture recording to document their thinking process. The history teacher is in the foreground, interacting directly with one student in this group, conducting a 'generative interview' by asking questions to confirm understanding during the development of their task. The remainder of the classroom is filled with other uniformed students working independently on different history learning tasks. Whiteboards display context-specific notes, including 'Critical Source Analysis' and 'Writing the History Essay', while posters feature specific Australian history topics. The room is organized to facilitate the distinction between the annotation focus group and the background independent work.

References

generate an image of this: its a classroom, the classroom context will be senior secondary students, in australia - so they will be wearing school uniforms. i want to showcase this happening: the teacher is conducting 'pre-submission' interviews with students where the student is asked questions about their final submission before it is accepted. have the students working on something else (lets say this is a psychology class) but there is some sort of submission interview timetable on the board and one student and teacher are conferencing separately but still in the classroom

References

- generate an image of this: its a classroom, the classroom context will be senior secondary students, in australia - so they will be wearing school uniforms. i want to showcase this happening: students are doing a live simulation exercise in an indonesian languages class where they need to do some sort of realistic social interaction in indonesian, via an ai tool that is speaking to them in indonestion and taking on a certain role, bus driver, shopkeeper etc. the interaction is being recorded

References

- generate an image of this: its a classroom, the classroom context will be senior secondary students, in australia - so they will be wearing school uniforms. i want to showcase this happening: students are doing a live simulation exercise in a wood tech class - they have a limited amount of time where they need to repair a piece of furniture with a specific range of tools

References

- generate an image of this: its a classroom, the classroom context will be senior secondary students, in australia - so they will be wearing school uniforms. i want to showcase this happening: students are doing a simulation exercise for practical english - they are set up in a situation like a journalism scenario where they need to prepare and deliver a recount of an event which is interesting to the students - something fun - make it fun

References

- generate an image of this: its a classroom, the classroom context will be senior secondary students, in australia - so they will be wearing school uniforms. i want to showcase this happening: students are taking an in class, written test under supervision