

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.

Introductions

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Housekeeping



Mic Muted unless in breakout rooms, please!

If possible, please have your webcam on



It's a 2hr session, so its fine to tap out for a few minutes to stretch & move around

Agenda

1:30 Welcome (Back)

1:35 Recap on the Verifying Assessment Conditions

2:00 Session 2 – Clarifying AI Use in Learning Design

2:40 Open topic Breakout Spaces

3:00 Panel Q&A

3:30 Finish

Recap Session 1

Verifying Assessment Conditions

Recap

Verifying student work is exceptionally difficult once an assessment has already been finalized and handed in. The "whack-a-mole" technical battle between AI detectors and "humanizer" tools makes post-submission detection an uphill battle.

The SACE Board's recommended approach shifts the focus from detection to **proactive verification** throughout the development of a task. By design, these routines:

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.



1. Live Development of Key Task Phases

This involves completing specific, pivotal components of an assessment under controlled, supervised settings.

Practical Formats & Classroom Layouts:

Controlled Digital Writing: Utilizing lockdown tools or specific software to prevent students from switching tabs. Simple adjustments to classroom seating can also yield easy wins.

Controlling the Medium: Requiring parts of the drafting process to be handwritten. *Note:* Keep equity in mind; students with specific learning needs like dysgraphia may still require managed laptop access.

Practical Subjects: Leveraging naturally visible evidence of learning, such as science lab practices, workshop builds, or work experience environments.



Separating Authorship from Understanding: You can allow students to work on the broader project or product at home, but require the reflective or evidence-based components (like writing the presentation script or analysis) to be completed strictly in class.



The Practical Trade-off: The administrative load up front is higher—you must strictly track pacing and catch up absent students. However, it significantly reduces the burden at the end of the task by minimizing non-submissions and eliminating the need to chase or police finalized work. It also allows you to intervene early if a student is misinterpreting performance standards.



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.

2. Oral or Live Interviews

Interviews serve as an excellent mechanism to confirm a student's actual understanding of the work they are producing.

Record, Don't Write: Trying to take assessment notes while looking at a student's work and formulating questions is overwhelming. Hit record on a school device, conduct the interview naturally, and use standard office dictation/transcription tools afterward to log the evidence.

Shift the Physical Focus: Do not make the student the sole focus of an intense face-to-face interrogation. Sit next to them and look at the screen or paper *together*. If they begin reading off a script, gently redirect them to a specific section of their project to force an authentic explanation.

Give the Transcript Back: Provide the raw audio transcript back to the student. They can use their own spoken thoughts as the literal "first 500 words" of their draft, refining the transcript into a formal academic tone.

Strict Data Governance: Never upload student interviews or personal transcripts into public, front-of-house AI sites. Ensure you are exclusively using platform tools or AI interfaces approved by your specific school or jurisdiction.

Interview Type

Timing & Purpose

Practical Application

Generative Interview

Mid-task; designed to capture a productive conversation that moves the learning forward.

Used to connect the dots between early preliminary ideas and the developing draft.

Live Annotation

Final development phase; focuses on evaluation and critique.

The student walks the teacher through their work, explaining and critiquing their own choices live.

Responsive Drafting

Drafting phase; replaces the heavy workload of taking home massive stacks of paper drafts.

Book students during your non-instructional (NIT) time for brief, live verbal feedback sessions based on their current progress.

Post-hoc Verification

Post-submission; used strictly as a safety net if a piece doesn't align with a student's known capabilities.

A short targeted interview to confirm understanding before a final grade or submission is formally accepted.

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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3. Role Play or Simulation (The "Curveball")

This strategy requires embedding an unpredictable challenge mid-task to see how dynamically students can apply their knowledge in a live environment.

Knowing a live adaptation is coming creates a "pushback effect," prompting students to engage more deeply with the learning process beforehand.

Language Contexts: Standard interactive roleplay (e.g., navigating an unscripted conversation with a bus driver) to naturally test genuine fluency.



Technical/Practical Contexts: Introducing a sudden "repair challenge" or design modification mid-build that forces students to use their problem-solving skills on the spot.



Text/Media/English Contexts: Providing a live response question or a surprise interview scenario in class once their core text product is finalized.



4. Time-Bound Tasks

Though less deeply explored in this session, setting specific, strict time allocations for key milestones ensures that work is generated efficiently and under visible conditions, reducing the window for external or undue AI assistance.

Managing Special Demographics and Complexities

Distance Education Setting up secure, remote digital lockdowns is technically challenging. For remote students, the **interview mode** is the most effective tool.

Implement frequent, short video check-ins to monitor project progression, or occasionally share a screen and ask the student to rewrite or explain a short block of text live to verify their authentic writing voice.

Student Itinerancy To handle students who frequently miss class and attempt to submit an unverified piece at the deadline, treat scheduled live development days with the same institutional weight as a traditional test.

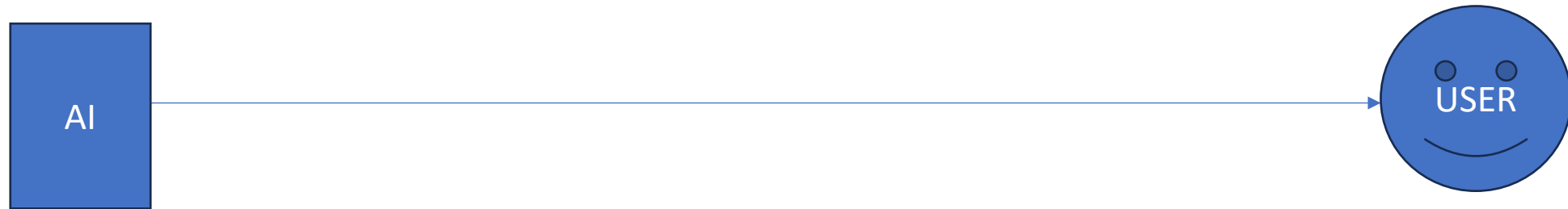
If a student misses a critical verification gate, trigger your school's official "Missed Summative" policies immediately. This establishes clear boundaries and requires them to complete the missing milestones under supervised, rescheduled conditions before they are allowed to proceed.

Session 2

Clarifying AI Use in Learning Design

Flow

When we think AI, we think about forward flow: what it can provide



Such as: Reasoning, General domain knowledge, summarization, 'mainstream' creativity

Flow

But, there is also backwards flow: what the user provides to the AI system (the human voice)



Such as: Process knowledge, embodied knowledge, 'non-mainstream' creativity, the ability to evaluate in context

The two factors together

Basic AI Capability: AI capability is simple Basic Human Engagement: User expresses simple process & domain knowledge UNPLUGGED	Complex AI Capability: AI capability is complex Basic Human Engagement: User expresses simple process & domain knowledge OFFLOAD
Basic AI Capability: AI capability is simple Complex Human Engagement: user expresses complex process & domain knowledge ASSIST	Complex AI Capability: AI capability is complex Complex Human Engagement: user expresses complex process & domain knowledge AUGMENT

UNPLUGGED (Basic Human, Basic AI)

This quadrant represents a scenario with low forward flow where the AI capability is simple, combined with low backward flow where the user expresses simple process and domain knowledge.

A Year 7 student types a basic paragraph about their weekend into a standard word processor. The student's input consists of a straightforward, routine text entry and the software's spellcheck tool simply highlights misspelled words without modifying the writing style or generating new content.

Alternatively, a student might type a simple factual question like, "What is the definition of an isotope?", into a basic chatbot to receive a standard, straightforward textbook definition.



ASSIST (Complex Human, Basic AI)

A Year 12 Physics student independently spends weeks conducting a complex laboratory experiment, interpreting data, and writing a highly sophisticated scientific report.



Before final submission, the student inputs their completed text into a simple AI utility solely to format their raw citations into the required APA 7th style or to scan for minor mechanical typos (low forward flow).



The student maintains complete ownership and execution of the deep conceptual ideas, while the simple AI tool provides routine administrative assistance.



OFFLOAD (Basic Human, Complex AI)

A Year 10 student is assigned a 1,000-word history essay analyzing the long-term causes of World War I.

Instead of conducting research or outlining arguments, the student types a minimal, single-sentence prompt into an advanced generative AI tool: "Write a 1,000-word essay on the causes of WWI" (low backward flow). The advanced AI model utilizes its complex reasoning capabilities and general domain knowledge to automatically generate a fully structured, well-articulated essay from scratch (high forward flow).

In this case, the student has completely transferred the cognitive workload of research, synthesis, and composition to the AI system.



AUGMENT (Complex Human, Complex AI)

A Senior English Literature student is developing an analytical essay on Shakespeare's Macbeth.

The student inputs their own detailed thesis statement, nuanced character interpretations, and specific contextual arguments into a sophisticated generative AI model.

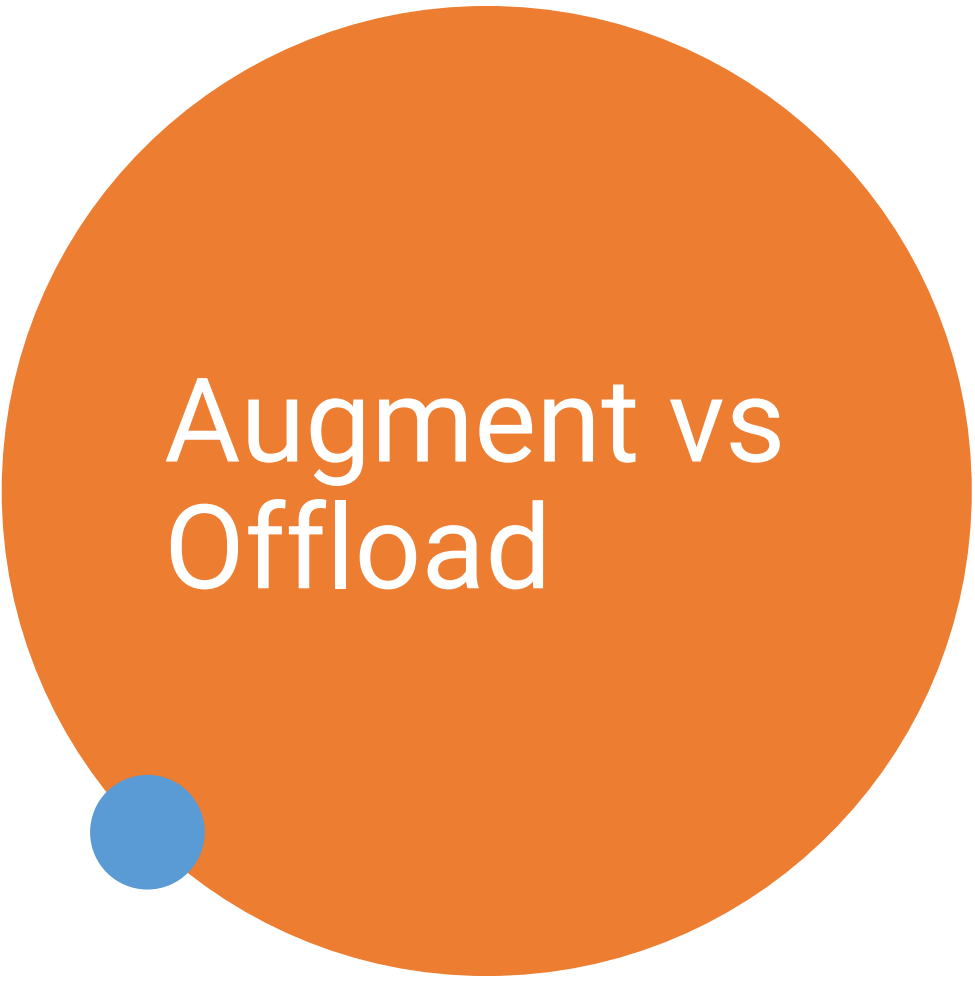


They instruct the AI to act as a critical peer, critiquing their arguments with reference to the text and posing exploratory questions to think deeper about their ideas. The student critically evaluates the AI's feedback within their specific assignment context to refine, and elevate their own original work.



The student then repeats the process, 'red teaming' until the AI's critique no longer poses new ideas.





Augment vs Offload



“I don’t know how I learn, I just know that ChatGPT helps me”

As educators, we are the experts in knowing how students learn.

We want to direct the use of AI to challenge the student to do the ‘hard thinking’ in our subjects.

English

Can a student use AI to help create a Stage 2 English presentation?

Yes!

The phrase "assisting in the creation of the script" absolutely does not mean the AI writes the script.

To protect the integrity of the student's original work, we can train students to shift the AI from a "content creator" to a Socratic coach or a critical audience.

When used appropriately, AI should force students to engage more deeply with the performance standards (KU2, KU3, Ap1, Ap3) without doing the cognitive heavy lifting for them.

Knowledge and Understanding

- KU2 Knowledge and understanding of ways in which creators of texts use language features, stylistic features, and conventions to make meaning.
- KU3 Knowledge and understanding of ways in which texts are created for different purposes, audiences, and contexts.

Application

The specific features are as follows:

- Ap1 Use of language and stylistic features to create texts that address the purpose, audience, and context.
- Ap3 Use of clear, accurate, and fluent expression.



English Presentation: Concept Support

The "Reverse Outline" Impact Check (Targets KU3 & Ap1) Instead of asking the AI to fix a script, the student uses it as a blind tester. They paste their draft and ask the AI what it perceives as the core message and emotional turning point. The prompt explicitly state to not provide detail or corrections. If the AI misses the point, the student knows their language and structure aren't successfully making meaning yet.



You are to act exclusively as a "blind tester" for my script draft

Your sole task is to read the draft I paste below and output exactly two things based on your immediate reading:

1. The core message: State in one or two sentences what you perceive to be the main point or theme of the piece.
2. The emotional turning point: Identify the exact line or moment where the emotional trajectory of the scene shifts.

CRITICAL BOUNDARIES — DO NOT VIOLATE:

- Do NOT provide corrections, edits, or feedback on my grammar, formatting, or dialogue.
- Do NOT offer detailed analysis, critiques, or explanations of why you chose these moments.
- Do NOT attempt to fix, rewrite, or optimize any portion of the script.
- Do NOT ask clarifying questions. If my language and structure fail to convey the message or turning point clearly, simply report what you **do** perceive. If you miss the point entirely, that is a successful test result for me, as it proves my script is not yet making meaning effectively.

Here is my draft:

[PASTE YOUR SCRIPT DRAFT HERE]



Audience Persona Simulation (Targets KU3): The AI can adopt the persona of an ABC TV producer. The student shares their premise and asks the AI to pose three hard questions about why a teenage audience would care, and where the pacing might drag.



Adopt the persona of an ABC TV Producer. You are a cynical, experienced executive who knows exactly what succeeds on modern television.

I will paste my story premise below. Analyze it through the lens of your persona and pose exactly three hard, critical questions focusing on:

1. Why a teenage audience would actually care about this concept.
2. Where the pacing of this premise is highly likely to drag or lose viewer attention.

CRITICAL BOUNDARIES — DO NOT VIOLATE:

- Do NOT provide solutions, advice, or suggestions on how to fix the issues you flag.
- Do NOT pitch ideas or try to rewrite my premise.
- Do NOT be polite for the sake of it; keep your persona focused entirely on posing three challenging, analytical questions that force me to defend or refine my work.

Here is my premise:

[PASTE YOUR PREMISE HERE]



The "Show, Don't Tell" Litmus Test (Targets Ap1 & Ap3):

Students can ask the AI to highlight lines where they are 'telling' rather than 'showing' through imagery or action. The AI points out the flaws, leaving the rewriting entirely to the student.



Act as an uncompromising developmental editor executing the "Show, Don't Tell" Litmus Test.

I will paste a section of my writing below. Your task is to scan the text and highlight specific lines where I am "telling" the audience what a character feels or what is happening, rather than "showing" it through descriptive imagery, sensory details, or concrete character actions. DO NOT explain why each flagged line qualifies as "telling."

CRITICAL BOUNDARIES — DO NOT VIOLATE:

- Do NOT rewrite any part of my text.
- Do NOT provide examples of how you would write the lines differently.
- Do NOT give me generic writing advice.
- Leave the creative execution entirely to me. Your job is solely to point out the flaws so that I can do the rewriting myself.

Here is my text:

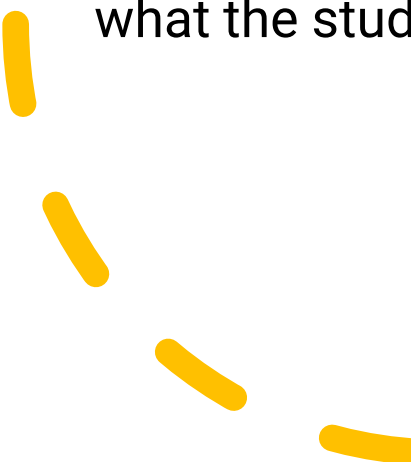
[PASTE YOUR TEXT HERE]



English Presentation: Logistical Support

Pacing and Time Management: The video has a strict 6-minute limit. A student can input their original scene text and ask the AI to calculate the estimated speaking time based on word count to help them distribute their time logically.

Technical "Production" Checklists: Once the storyboard is finished, the student can ask the AI to extract a logistical checklist of physical props and filming locations based *only* on what the student has written.



English Presentation: Boundaries

To protect the integrity of the assessment and ensure you are grading the student's actual ideas, there are strict boundaries. The AI must **not**:

- Suggest camera angles, lighting styles, or music choices to "evoke emotion" (Overlaps KU2/Ap1).
- Rewrite, proofread, or improve the fluency of the script dialogue or descriptions (Overlaps Ap3).
- Suggest changes to the story structure to make it more appealing to the audience (Overlaps KU3/Ap1).

Boundaries

How do we ensure these boundaries are in place?

Be there, and do it with them.

This can be done through:

- In-class development, providing students with a 'primer prompt' or providing students with a custom 'gpt' assistant
- Doing the AI work partially in the staff room – generating critical questions for instance.
- Creating activities that use the boundaries themselves as a feature.



When can a student use AI?

Depending on the task, effective AI use could be a lot, a bit, or none at all.

By using verifying assessment conditions, we can create spaces to use AI tools as part of effective learning, by modelling purposeful and effective use of AI.

Can a student use AI to refine their work?

A student submits a script for their Progress Check that describes their process but lacks deep appraisal. They use an AI tool at home to generate a full critique, copy-paste the suggested improvements, and submit it as their own work.

No – The student has offloaded the critical thinking required for appraisal.

During class, the teacher models how to use an AI tool to identify gaps in a task requiring an effective appraisal, entering a prompt like:

"Read this script and identify where appraisal is missing. Provide a summary of key phrases to help the student strengthen their evaluation—do not rewrite the work."

The student reads the AI's feedback, discusses it with the teacher in order to decide what parts of the feedback is useful in this context. They then revise their script in class (without access to the AI tool) using similar evaluative language (e.g., *"This was strategically advantageous because..."*).

Yes – The AI is used as a scaffold under supervision, with clear boundaries to ensure the student retains ownership of the appraisal process.

What's the difference? [Answer in Chat]

Teacher Intervention – the teacher has intentionally put constraints on the level of assistance provided, to remove overlap with the relevant performance standards, and it is conducted under supervision with evidence of learning (the draft) collected for verification.

Can a student use AI to generate an image for their assignment?

Students are to use a specific digital illustration style to create a version of an artwork.

No: A student provides a description of their task to an AI tool in order to produce an image of what they described with the specific style, which is then submitted.

Yes: A student applies a hand created illustration style to create a version of their artwork. They then use an AI tool to create a few additional examples of their artwork in other illustration styles, as part of their discussion on the effectiveness of the provided illustration style.

What's the difference? [Answer in Chat]

Augment, don't bypass – in the Yes case, the AI tool is used to provide new options or approaches that would otherwise not exist, and the AI 'work' is done outside the scope of the performance standards.

Can a student use AI to brainstorm ideas for an assignment?

Yes: A student is doing a creative writing task, they provide the AI tool with their planning notes and ask for a list of potential settings for the text to take place. They evaluate, adjust their choice of setting and in their writers statement, discuss the reasoning behind their choice.

No: A student provides a poem to an AI tool and asks it to list all the literary techniques featured in the poem and the themes related in the poem. Student uses this output, writes some brief elaborations and submits as an analytical essay on the literary techniques in a poem.

What's the difference? [Answer in Chat]

Student evaluation, discernment and refinement of AI outputs to produce a unique product – the AI output does not overlap with the assessment criteria

Breakout Rooms

Table talk: What's a **no** and **yes** scenario for the following:

When can a student use AI to summarise a text?

When can a student use AI to refine grammar?

When can a student use AI to generate a reflection on their learning?

Session 3

Open Design Studio:

Exploring AI & Assessment

How it works

We want you to walk away with ideas, connections, or next steps for your assessment tasks and/or learning design.

You can also help us understand what support, guidance, or tools you need.

This is your time—explore what matters to you.

Steps:

- Find the table for your first nominated area of interest
- Anchor: Start with a sharing of where you are at
- Explore: Talk, sketch, debate, or plan
- Share: Feed back to the floor

Some norms

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

[10 mins] Start with you

Take turns:

- what's one assessment task or practice you've been thinking about?
- what's one question or challenge you have about it?
- share with your table. What patterns do you notice?

[20 mins] Explore together

Spend the next 20 minutes exploring your ideas.

You can:

- brainstorm adjustments to your tasks
- ask each other for feedback or suggestions
- sketch out a rough plan or example
- debate the pros/cons of different approaches
- connect with others who have similar challenges
- jot down questions for SACE.

Use the large sheet to capture key ideas, questions, or takeaways

[10 mins] Share

Before we wrap up, take a few minutes to write one thing on an A3 sheet that sums up your conversation.

It could be:

- a question
- a request
- a challenge
- an approach that you've found works.

Plenary

Looking at your responses as a whole...



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Next steps

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!