
Passport to Thrive
A qualification for a changing world
The SACE Board Strategic Plan 2024–2027
Assessment and Learning in the Age of AI
Wi-Fi SSID: SACE
Password: SACESTARROOM2026!!!
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Stretch minds
Strengthen ownership
Embrace perspectives
Share success
Thrive.
SACE BOARD
SOUTH AUSTRALIA

SACE Board Acknowledgment of Country

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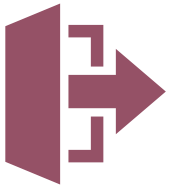
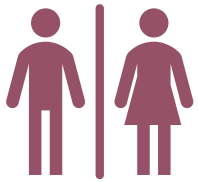
Housekeeping

Continuous tea and coffee, morning tea and lunch provided

Free parking



Emergency exits



Toilets

QR codes

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Password:
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First Aid

Agenda

9:00	Welcome
9:10	Learning and Assessment in the Age of AI
9:30	Session 1 – Clarifying Verifying Assessment Conditions
10:30	Morning tea
11:00	Session 2 – Clarifying AI use in Learning Design
12:30	Lunch
1:30	Session 3 – Own Choice Sessions
3:00	Plenary & Feedback
3:30	Finish

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Introductions

SACE – Education Consultants

Andrew Mayes
Jak Baddams
Jane Marshall
Lyndon Parry
Mia Timberlake
Nicole Leary
Priscilla Carter
Scarlett Lucero

In-Field Practitioners

Adrian Cotterell – Managing Director, AI & Assessment Solutions

Joanne Villis - Director of Technology Enrichment St Dominic's Priory College

Lachlan McFarlane - Leader of Future Learning Blackwood High School

Nicholas Jackson - Leader of Digital Technologies at Scotch College and Founder of NowFutureLearning.com AI in Education

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Learning and Assessment in the Age of AI

Hassan Mekawy

Director, Education Services

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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

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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.

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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.

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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.

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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.

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Session 1 - Clarifying & applying verifying assessment conditions

Jak Baddams

AI Resilience Lead, Education Services

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On ‘AI tools’

Performance gaps are closing fast

Leading open-source models approach closed-source performance

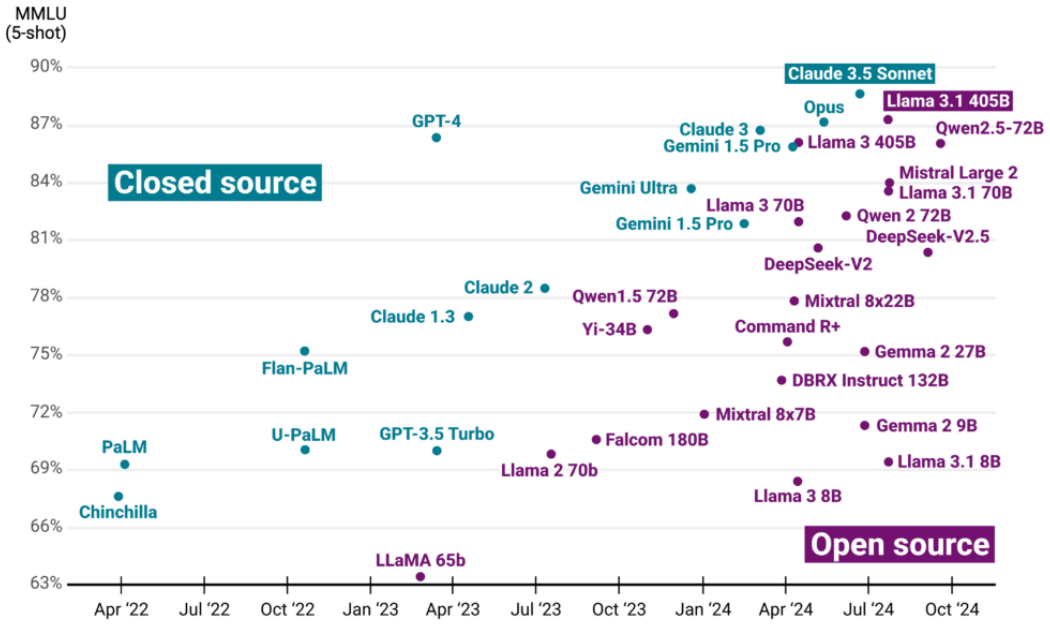
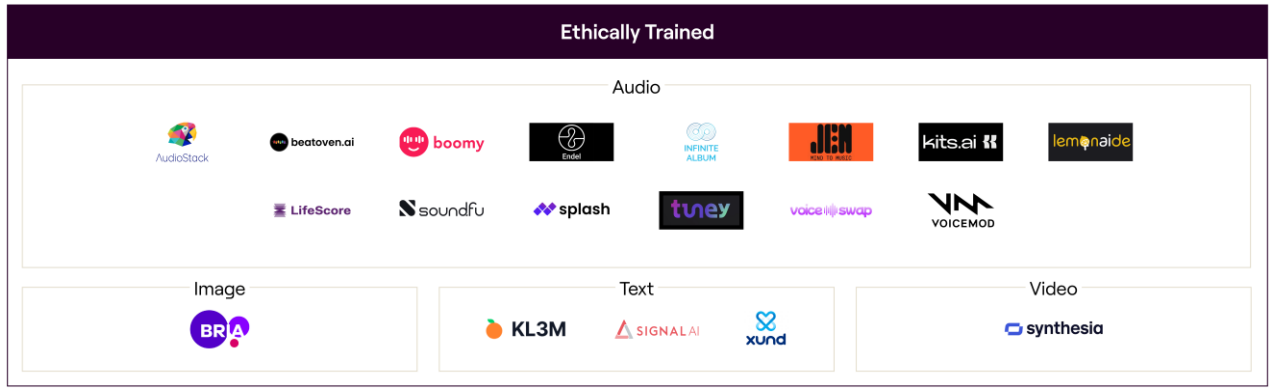


Chart data source: Maxime Labonne via X (9/23/2024). Note: Excludes reasoning models. Data as of September 2024.

CBINSIGHTS



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Assessment in the age of AI

In this section...

'AI resilient' learning and assessment plans

Learning and Assessment Plan (LAP) review process

Verifying assessment conditions that support learning

AI FAQs

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

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.

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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. Single sheet of A3 is the focus, everyone can write their thoughts

Then review, [Scribe] write over the top of the A3 sheet (use textas) – capture the essence of what was shared on A3 paper. Try to keep it to 1-2 Sentences!

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

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Some norms

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

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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.

[10 mins] Discuss

What's been your experience with this approach?

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?

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"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.

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[10 mins] Discuss

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?

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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.

[10 mins] Discuss

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?

Rotating volunteer – scribe

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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.

[10 Mins] Discuss

What's been your experience with this approach?

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

What might be some challenges?

Rotating volunteer – scribe

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Then review, over the top of the A3 sheet (use textas) – capture the essence of what was shared on A3 paper. Try to keep it to 1-2 sentences!

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Morning Tea!

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Session 2 - Clarifying AI Use in Learning Design

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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?

It depends!

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.

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What’s the difference? [table talk]

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?

It depends!

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? [table talk]

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?

It depends!

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? [table talk]

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

Can a student use AI to summarise a text?

It depends!

Table talk: What's a **no** and **yes** scenario?

Can a student use AI to refine grammar?

It depends!

Table talk: What's a **no** and **yes** scenario?

Can a student use AI to generate a reflection on their learning?

It depends!

Table talk: What's a **no** and **yes** scenario?

Next session…

After lunch, you will be in table groups based on nominated areas of interest

Halfway through lunch, please come to the front and pick your choices of topics

We will start with the following areas but may add more over lunch!

- Unpacking live writing
- Unpacking live interviews
- Using AI in existing task design
- Redefining task design

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Lunch!

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Session 3 - Open Design Studio: Exploring AI & Assessment

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How it works

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

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

You will be supported by the SACE team and our Subject

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
- Stretch
- Find your second table, repeat

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[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?

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[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.

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[10 mins] Stretch!

Take a few minutes to stretch, then find your second session's table

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[10 mins] Start with you

Take turns:

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

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Plenary

Looking at your responses as a whole…

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Feedback

Next steps:

Have we addressed your questions? Please let us know what's on your mind:

https://sacethrive.typeform.com/to/GoYs3euU

Communities:

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

Upcoming events:

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

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Thank you!