GEN AI & ASSESSMENT · READBACK

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?””