



THE BIG THINK

Insightful webinars for
international school
leaders and educators

Pearson for international schools

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Before we get started...

To keep background noise to a minimum your microphone and webcam are automatically disabled.

You can communicate with us via the CHAT for any technical assistance.

For questions for our presenter/s, please utilise the Q&A function.

There will be time for Q&A at the end of the session.

This session is being recorded and will be available to view on demand after the webinar.





Assessment Evolved

Redefining Formative Assessment in a Generative AI Era

Insights from 1,000+ UK/US educators and global experts on evolving formative assessment and building AI literacy.



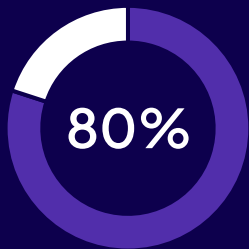
Formative assessment is at a crossroads

As a cornerstone of learning, formative assessment is seen by educators as critically important...

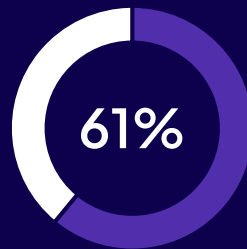
Yet it faces real disruption from Generative AI.



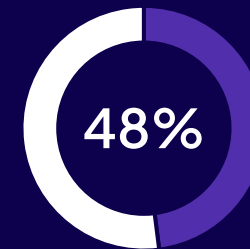
According to our survey:



of educators* see formative assessment as very or **extremely important**.



of educators give structured formative assessments at **least weekly**.



of educators are **highly concerned** about the impact of GenAI on learning.



*Our survey included 1024 US/UK School and HE teachers. See more about our research in our [Assessment Evolved Report](#).

Key questions for the future: Our research



How should we **design assessments** in a world where GenAI tools are ubiquitous?



What kinds of tasks can still **authentically demonstrate student understanding**, even when AI is accessible?



How do we ensure formative assessments **maintain their utility and validity** when AI can simulate students' work?



Methodology and Data Collection:

- School and Higher Education Survey (1024 educators across the US and UK; School educators were US Grades 6-12/ UK Key Stages 3-5)
- Interviews with 15 global experts in AI and assessment

Teacher views on GenAI & formative assessment

88%

of teachers say they are at least moderately familiar with GenAI.

83%

feel their students are at least moderately familiar with GenAI.

but there is a perception gap...

24%

think most of their students use GenAI to complete formative assessments.

54%

report that their school has an AI policy.



School educator profiles: GenAI perceptions vary widely



7%, n = 36

Staunch Traditionalists

More concerned and resistant to GenAI.

Least likely to adapt their assessments and see little promise in AI altogether.

Negative sentiment toward AI.

Perceive students' AI familiarity as **higher** than their own.



30%, n = 153

Protective Skeptics

Most protective of formative assessment and sees the risks that students' GenAI usage pose.

Could accept AI's role in education when used appropriately.

Negative sentiment toward AI.

Perceive students' AI familiarity as **higher** than their own.



14%, n = 69

Cautious Explorers

Haven't yet made their mind up on GenAI's role in assessment.

Open to its possibilities but have concerns that need to be addressed.

Positive sentiment toward AI.

Perceive students' AI familiarity as **equivalent to** their own.



49%, n = 247

Proactive Innovators

Aware of the risks and drawbacks of GenAI but are willing to experiment.

Most likely to mention incorporating AI into an assessment itself.

Positive sentiment toward AI.

Perceive students' AI familiarity as **lower** than their own.

Productive vs. Problematic GenAI use

When students use GenAI productively, they...

- ✓ Understand **guidance on appropriate use**, including boundaries and ethical considerations.
- ✓ Use **AI as a process aid** e.g., refining work, brainstorming, suggesting new or diverse viewpoints on an issue.
- ✓ **Work iteratively** with AI, reflecting and critiquing AI outputs through the process.
- ✓ **Retain their own personal voice** so their judgment or creativity is still evident in their work.
- ✓ Can explain and discuss how AI was used, **evaluate its role in their work**, and clarify their own contributions vs. AI assistance.
- ✓ Can fluently **communicate their process, ideas or results** of the assessment.



The way I simplify whether something's productive with GenAI in learning is whether it's improving someone's process, or if it just outputs a product."

Pat Yongpradit,
Chief Academic Officer of Code.org
and Lead of TeachAI

Productive vs. Problematic GenAI use

When students use GenAI problematically, they...

- X Are **unclear on what they can or cannot do**; guidance is inconsistent or punitive, which discourages clarity and skill-building.
- X **Lack competence** in effective AI use.
- X Have **assessments that allow the outsourcing** of core learning to AI.
- X Use AI to bypass steps of the learning process, **going straight to output** and enabling task completion without real learning taking place.
- X **Do not reflect** on or critique AI outputs.
- X **Cannot articulate their reasoning**, explain their outputs, or participate in discussion of their assessment.
- X **Do not demonstrate the intended learning outcomes** or capabilities of the assessment.



If they write a beautiful essay and can't understand it or explain it, then that's worthless. That's failure.”

Eric Klopfer,
Professor, Director of the Scheller Teacher Education Program and Director,
The Education Arcade, MIT

Now is the moment to evolve formative assessment for an AI world

Moving from GenAI Disruption to Opportunities in Education

Disruption

Opportunities

AI has 'democratized' **cheating**



Renewed interest in intrinsic motivation and **value of learning**

Student **over-reliance** could harm skill development



Space to promote **self-regulation** and **metacognition**

Instructors have **AI** and/or assessment **literacy gaps**



Refocus on core principles and **purpose of assessment**

The **speed** of change is **unprecedented**



Permission to **innovate**; student-instructor dialogue on AI possibilities

Institutions are **slow to act** on this



Consider system-wide **culture change** and sharing of best practice

Moving beyond bans and detection to assessment evolution



The evidence demonstrates that detection tools are increasingly unreliable.



Banning the use of GenAI tools fails to prepare students for a future in an AI-driven world.



Ultimately, detection is no substitute for well-designed assessments that guide responsible AI use.



The rhetoric of 'AI is for cheating' is so loud that the greater ethical concerns underneath are either being ignored or not acknowledged... the deeper reason why academic integrity breaches are so scary right now is that kids will start devaluing the role of education, the role of learning.”

Amanda Bickerstaff,
CEO,
AI for Education

Learning at the centre: Evolving formative assessment



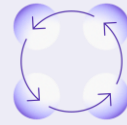
Adopt an experimental mindset towards GenAI.

Approaching AI as a tool to test and learn can demystify its capabilities and impact.



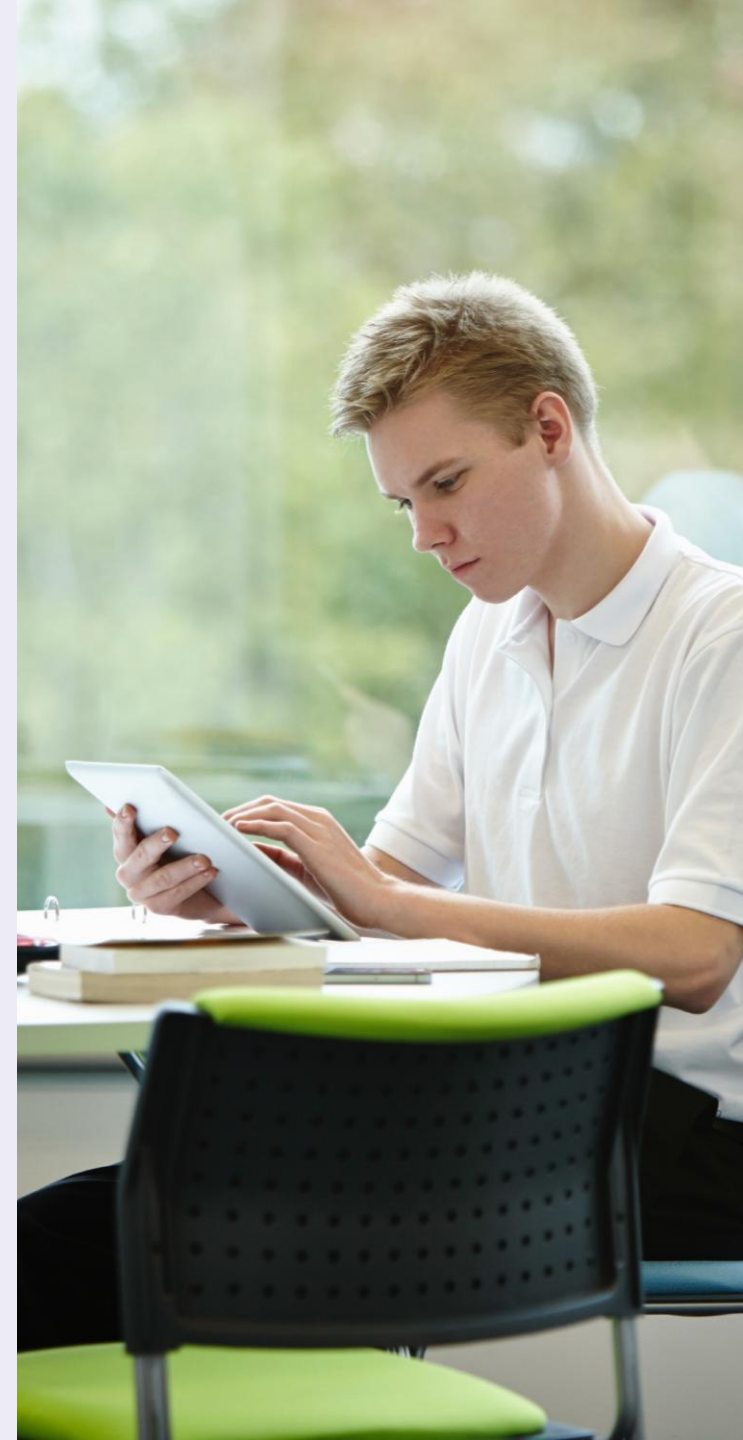
Strengthen assessment design, using disruption as an opportunity.

When GenAI undermines the purpose of a formative assessment, there is an opportunity to reflect on and adjust its design.



Integrate strategically.

Consider structured activities that help students develop the skills to use GenAI responsibly and effectively.



Bold, collaborative action is needed to support educators

We are calling on policymakers and institutional leaders to:



1

Improve **policies** and **guardrails** for responsible GenAI integration.

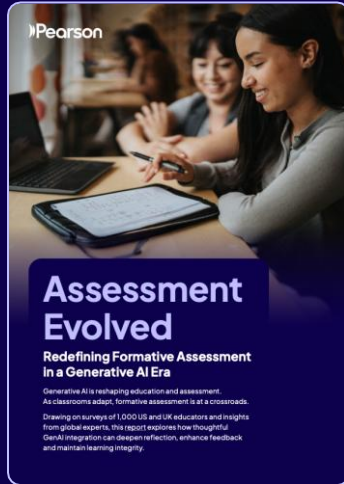
2

Provide **access to training** and opportunities to **build teacher confidence** and capabilities.

3

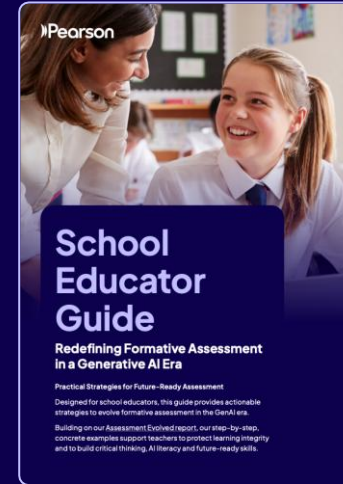
Facilitate **collaboration** within and across settings, with a clear focus on **pedagogical impact**.

Read our Report and School and HE Educator Guides



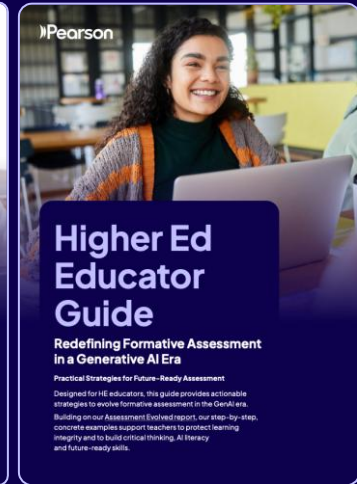
Report

The report draws on research with **1,000+ School and HE educators** and global experts.



School & HE Guide

We've created two practical guides to help **School** and **HE** educators to reflect on and evolve formative assessment, providing clear, practical, evidence-based steps to leverage GenAI and **uphold learning integrity.**



Click [here](#) or scan the QR code to visit our Assessment Evolved hub



This is just the beginning of the conversation...

This report marks the beginning of an important conversation on how assessment can evolve in the GenAI era. We welcome your thoughts and feedback.

Reach out to us at assessmentevolved@pearson.com



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