



Assessment in the Age of AI Albany Senior High School

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Tēnā koutou katoa e rau rangatira mā!

Nō Ingarini ōku kaumātua

Ko Kawau tōku wāhi motuhake

Kei Tamaki Makaurau ahau e noho ana

Ko Simon tōku hoa rangatira

Ko Hannah rāua ko Emily ā māua tamariki

Kei Okahukura Matua ahau e mahi ana

He tumuaki ahau

Ko Claire Amos tōku ingoa

Nō reira, tēnā koutou, tēnā koutou, tēnā koutou katoa!

Our school context

- Senior High School on North Shore in Auckland
- 900 students (no uniform, a school where you belong, exactly as you are)
- Well-established and well-embedded innovative curriculum model - tutorial, specialist subjects and impact projects
- Innovative Learning Environment with a school-wide focus on universal design for learning, responsive assessment practices and self-directed learning.
- One-to-one devices and strategic digital focus
- It's not if you're bright, it's how you're bright
- No one slips through the cracks
- We will always be a new school



Our approach to AI

- Exploration and curiosity
- Accept that it's here to stay
- Embrace the potential and rethink assessment
- Give teachers "sandpit" time in professional learning time

How might AI:

- Reduce workload, allow us all to work smarter
- Assist with inclusive/universal design for learning
- Support learner agency and self-directed learning

How might we:

- Address ethical issues - digital divide, reinforcing bias
- Teach critical thinking and working smarter rather than just engaging in lazy cut and paste
- Address plagiarism concerns through knowing the learner, open dialogue about how we use it, and verbal/oral checks and balances

Aiming to embrace and rethink...

Viability into the future

Based on this taxonomy, we provide here our sense of the viability (represented by traffic light colouration - red - likely not viable, orange - care needed, and green - seems most viable) of the six types of assessment redesign responses to generative AI over the short, medium, and long term:

	Short-term	Medium-term	Long-term
1. Ignore	Might get away with it momentarily		
2. Ban	Problematic	Becomes risky	
3. Invigilate	Where appropriate	Where appropriate	Where appropriate
4. Embrace	Being mindful of equity issues	Where appropriate	
5. Design around	Risky		
6. Rethink	Requires time and effort		

Source: <https://www.linkedin.com/pulse/assessment-redesign-generative-ai-taxonomy-options-viability-lodge/>

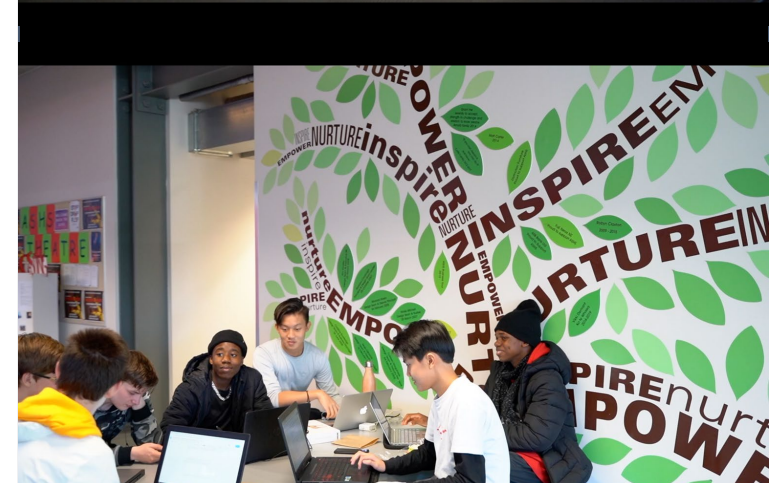
How our teachers are using AI

- Synthesising student voice from feedback forms
- Maths - using it to generate practice tasks and repetitive questions for drilling skills.
- Photography - Getting students to start by looking at the connotation and denotations in 2 images, i.e. what they see and what it means to them. I then get them to create an image in Midjourney using the language they are using to describe what they see in the image objectively and subjectively.
- I have used it to create quick worksheets to teach grammar, like correcting run-on sentences and comma usage. I've also used it to generate exemplars.
- Asking ChatGPT how to contextualise topics and make them interesting, e.g. why should L1s care about quadratic equations?
- Generating feedback for students.
- Grading student's work to assess against NCEA standards.
- Create unit plans and student workbooks that are structured to minimize plagiarism.



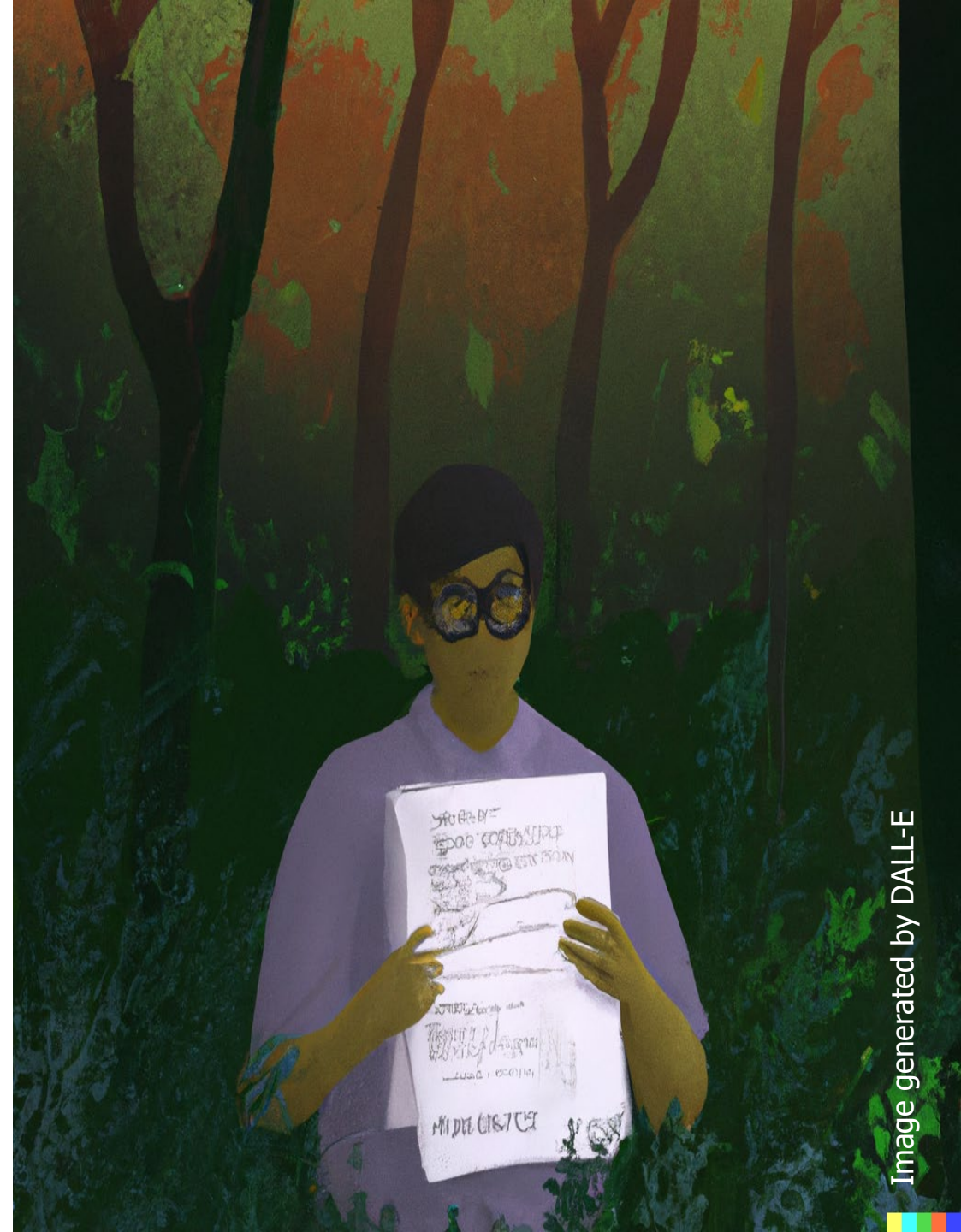
How our students are using AI

- In 2PHY giving students ChatGPT prompts to generate suitable practice questions.
- I have used it with my L3 English class to ask formatting questions. Changing the style of writing - getting a script to conform to script writing conventions.
- Getting ChatGPT to write code when they got stuck.
- Used AI as a stakeholder for students as a 'digital expert in the room'. 'See 3 before me, or see ChatGPT before me'.
- Students write a paragraph, then get ChatGPT to write the same paragraph, and compare to see in which ways each is better, and how/why; then use this to improve writing skills.
- In Impact Project – using it for idea generation – quick concise lists of things like potential product names, and ways to conduct a process (e.g. flower pressing, candle making etc), especially useful for project learning where mentors don't have expertise in every area that students require.
- Have spent time discussing using the power of AI for good and not to cheating ourselves out of learning opportunities!
- Discuss how instead of asking it to do it FOR you, you ask it how best YOU can do it!



Concerns as a school leader

- The overcrowded educational landscape means AI is easily ignored or side lined.
- Schools and school leaders trying to ban can't see the wood for the trees.
- Therefore teachers won't be supported to reduce workload and enhance their ability to provide more inclusive teaching and learning.
- This is compounding the digital divide. Access to these tools is not equal.
- If not embraced who will teach students to use it critically and highlight implicit bias and algorithmic echo chambers?
- Who will support our young people to use AI for good?
- If we don't evolve assessment it will become an exhausting and ultimately futile game of plagiarism "whack-a-mole".



My ponderings as a school leader

How might we promote a principle-led rather than policy-led response?

- Is it time to trust teachers to assess by Overall Teacher Judgement (OTJs)?
- Do we even need formal assessments in schools? Are we sweating about an outmoded measure of success? What is formal assessment really about - protecting status and/or a lack of trust in teachers' ability to assess?
- Would it actually matter if we could no longer sort, rank and credential learners anymore?
- If we stopped formally assessing tomorrow what would we actually lose?
- Who is most threatened here? What does that say about why we really value formal assessment?
- What if students created portfolios of learning that weren't compared to others?
- What if we decided that simply learning was enough?



"The future is not something that is done to us, but an ongoing process in which we can intervene" - Keri Facer

