Reimagining Assessment in the Age of AI

PROBLEM OF PRACTICE

Across classrooms, schools, and institutions, educators are rethinking what assessment looks like in a world increasingly shaped by generative AI. While AI offers new possibilities for feedback, efficiency, personalization, and data analysis, it also raises serious questions about equity, trust, validity, and the human elements of teaching and learning.

This cross-case analysis was developed to explore a shared **Problem of Practice:**
How can educators and systems design and implement assessment practices that integrate AI in ways that are ethical, equitable, instructionally aligned, and trustworthy—without diminishing professional agency or student voice?

Organization:	Various K-12 School Boards and Post-Secondary Institutions
Provinces:	Pan Canadian
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1. | **Reimagining Assessment in the Age of AI. Various K-12 School Boards**

Overview of Process

To examine this question from multiple angles, we analyzed a set of case studies that surfaced across diverse contexts—ranging from a university teacher preparation program to four K–12 school districts, each tackling a unique facet of this challenge. These cases were purposefully selected to reflect different entry points and tensions related to AI in assessment, including:

- Co-designing feedback systems with teachers
- Developing division-wide policies and tools
- Exploring academic integrity and student AI use
- Building teacher capacity to evaluate and adapt AI-generated assessments

By bringing these studies together, this document offers a synthesized look at the lessons learned, practical tensions, and emerging strategies that other schools, districts, and organizations can draw on as they navigate their own AI and assessment journeys.

Once selected, each case was analyzed through collaborative discussion and document review to surface not only what happened, but **how assessment was being reimagined in light of AI**. Across these conversations, common threads began to emerge — not just in the tools or outputs, but in the underlying shifts to assessment design and decision-making.

From this analysis, we developed the Assessment Stages and Design Considerations Framework — a working model to organize what was being addressed, where gaps remained, and how different system levels were responding. This framework shaped the structure of this document, guiding how each case was situated and what insights were highlighted.

Rather than treat these stages as a checklist, they should be seen as overlapping dimensions — from system-level planning to classroom execution — that influence the evolving relationship between AI and assessment. They offer a lens for reflection and comparison, helping other educators, schools, and systems make sense of where they are, where they could go, and what matters most along the way.

Synthesis — What We Learned

Key Cross-Case Lessons for Assessment and AI

Across multiple contexts — from grassroots classroom redesigns to system-supported frameworks and teacher preparation — this analysis shows a clear truth: **AI can strengthen assessment only when it reinforces clear purpose, professional judgement, student ownership, and community trust.**

Six cross-cutting insights stand out:

1. **System clarity builds trust.** Divisions that offered shared frameworks, transparent expectations, and accessible support reduced confusion and fears about AI in assessment.
2. **Purpose must direct practice.** Where assessments were clearly aligned to curriculum outcomes, learning goals, and made student thinking visible, AI tools served learning, not shortcuts. Tasks stayed focused on demonstrating real thinking and skills.
3. **Professional voice anchors quality.** Educators who treated AI as a draft partner — then refined, adapted, and contextualized — produced more valid, relevant assessments than those who relied on AI outputs at face value.
4. **Equity and bias cannot be an afterthought.** Critical literacy, bias-checking, and culturally responsive design were woven into stronger examples. Teachers and leaders worked to ensure AI didn't reinforce stereotypes or exclude diverse perspectives.
5. **Trust grows through transparency.** When AI's role in assessment was clear to students, families, and staff — and when ethical boundaries were modelled openly — confidence increased and misunderstandings dropped.
6. **Professional learning must be practical and layered.** Combining structured frameworks, local experimentation, leader support, and peer sharing helped educators feel more confident navigating AI's potential and limitations.

Implications — From System to Classroom

IMPLICATIONS FOR SYSTEM PLANNING

- Adopt or develop a clear, shared framework for ethical, purposeful AI use in assessment.
- Embed ethical and equity reviews in policy, not just technical checks.
- Build structures to vet tools, protect privacy, and guide consistent decision-making.
- Invest in sustainable professional learning: mix expert guidance with peer-led sharing and on-demand examples.
- Communicate openly with families and students about how AI is used to support valid, fair assessment.

IMPLICATIONS FOR SCHOOL ROLLOUT

- Equip principals and school leads to model transparent AI use and coach staff through redesign.
- Foster local hubs where educators can share prompt examples, revised rubrics, and practical strategies.
- Use tools that are secure, approved, and easy to integrate into existing workflows to reduce friction.
- Ensure an ongoing conversation and review of practice that centers professional expertise and responsibility.
- Identify early adopters to mentor peers and share practical strategies.
- Include structures for reviewing not only AI outputs but also how educator and student prompts shape those outputs — helping surface bias, gaps, and assumptions in the interaction itself.

IMPLICATIONS FOR CLASSROOM PRACTICE

Teacher Design & Planning

- Design tasks that clarify what AI may support and what must show genuine student thinking.
- Build rubrics that highlight student voice, critical reasoning, and ethical tool use.
- Review AI-generated content before classroom use to ensure it aligns with learning goals and avoids reinforcing bias, inaccuracy, or misleading patterns — modeling a critical, professional lens for students.

Instructional Modeling & Scaffolding

- Model critical AI use with students: show how to question, refine, and humanize AI suggestions.
- Pair AI-supported drafts with multiple forms of evidence — written, spoken, or performed — to confirm understanding.
- Leverage AI to support differentiated versions of tasks so all students can access core learning outcomes.

Student Engagement & Literacy

- Support students in reflecting on how AI responded to their input — building awareness of how phrasing, tone, and question framing influence AI's responses and perceived authority.
- Build student literacy to interpret AI feedback meaningfully and responsibly.
- Ensure all students have equitable access to AI tools allowed in assessments.

Exploration of the Use Cases

Exploring the Stages of AI-Integrated Assessment

The following section presents a deeper analysis of how each case contributed to our understanding of assessment in an AI-enhanced environment. Organized by the seven design stages identified in the framework, each stage highlights relevant case studies that addressed this area with intention — offering specific strategies, shifts in practice, and structural supports.

For each stage, we share:

- **Examples from strongly aligned cases**
- **Lessons from other contexts**
- **Key Takeaways** for educators and system leaders

Together, these stages illustrate the evolving nature of assessment design in the age of AI — not as a linear path, but as a set of interconnected entry points that schools and systems can reflect on and grow from.

System-Level Assessment Models and Professional Capacity

What it's about:

How systems supported AI in assessment through shared frameworks, professional learning, and ethical guidance — creating coherence beyond the classroom.

OVERVIEW

This dimension explores how educational systems — beyond individual classrooms — are approaching the integration of AI into assessment practices. It considers how divisions and institutions are shaping shared frameworks, aligning professional learning, and building collective capacity. Four cases in particular — Parkland, Elk Island, Wilfrid Laurier, and the University of Regina — provide strong examples of system-level strategies that enabled innovation while maintaining clarity, coherence, and ethical grounding.

Parkland School Division (Alberta)

CASE INSIGHT

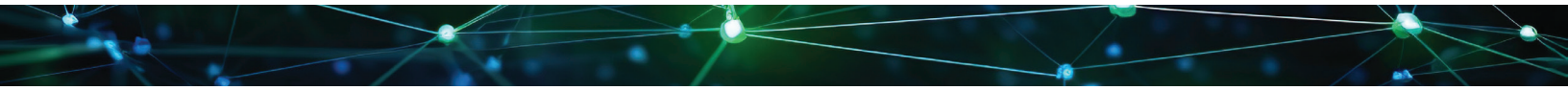
Parkland entered this initiative with a focused, system-level intent to rethink assessment in the age of AI. District leaders adopted the **AI Assessment Scale (AIAS)** to guide reflection on how AI could support or compromise learning, and intentionally wove it into professional learning structures. Educators across grades and subject areas engaged in task redesign, rubric revision, and ethics-centered discussion — with facilitation led by division staff.

As one teacher reflected, *"It wasn't about banning AI — it was about asking, 'What is this assessment trying to do, and what's the student really learning from it?'"*

Key elements included:

- Use of the AI Assessment Scale to support consistency in how AI's role in assessment was defined and applied
- Professional learning sessions grounded in sample tasks and frameworks rather than tool demos
- Time for collaborative inquiry into how validity, originality, and student voice were preserved or altered through AI use
- Clear communication that assessment redesign was not about AI integration, but about maintaining rigour and purpose in changing conditions

This case exemplifies how a division can lead system-level transformation by rooting change in **shared frameworks**, e**ducator dialogue**, and a **clear sense of instructional purpose** — not just innovation.



Elk Island Public Schools (Alberta)

CASE INSIGHT

Elk Island took a system-level approach that emphasized teacher agency and professional judgement. While the initial focus was on AI use for curriculum resource design, assessment emerged as a core theme through practical experimentation. District leaders positioned teachers as co-designers, not passive users, and supported the creation of local norms and shared frameworks.

"We started by thinking about resources — but assessment came up over and over again. Teachers wanted to know how to use AI without compromising trust or clarity."

Key elements included:

- Strong district facilitation through an educational technology consultant
- System-wide collaborative structures: virtual sessions, a TEAMS hub for prompt-sharing and resource curation, and 1:1 coaching
- Emphasis on creating a "local ethic of use" to address emerging questions around authorship, data use, and responsible implementation
- Recognition of the need for differentiated support, especially for early-career or less tech-comfortable educators

Rather than enforce consistency through mandates, Elk Island built coherence through peer-led reflection and organic practice sharing, reinforcing a professional culture of inquiry.

Wilfrid Laurier University (Ontario)

CASE INSIGHT

Laurier's Faculty of Education treated AI and assessment as intertwined from the outset, embedding both into the design of their teacher preparation programs. Through the development and use of the **AIME Framework**, the team created a structure that aligned AI use with culturally responsive pedagogy, multimodal representation, and ethical practice. Their approach spanned coursework, field supervision, and faculty learning.

One faculty member noted, *"We didn't want students to just 'use' AI — we wanted them to wrestle with what it means to teach, assess, and reflect alongside it."*

Key elements included:

- Creation and implementation of the **AIME Framework** to guide ethical and pedagogically sound AI use
- Integration of AI assessment practices into **course assignments, lesson planning, and practicum reflections**
- Ongoing **faculty learning and dialogue** to support alignment across courses and departments
- Emphasis on **teacher identity formation**, with AI framed as a tool that reflects and reshapes instructional values

This case illustrates how system-level alignment can be achieved through consistent, values-driven program design — shaping not only assessment practices, but the professional mindset of future educators.

University of Regina (Saskatchewan)

CASE INSIGHT

At the University of Regina, faculty reimagined assessment as a critical, narrative-based process that included AI as a co-participant in meaning-making. Rather than using AI for efficiency or output generation, students engaged in alternate reality scenarios where AI served as a voice, character, or partner in ethical dilemmas. These experiences were scaffolded and evaluated through reflective writing, peer discussion, and bias analysis.

"It wasn't just about asking, 'What did the AI say?'" one instructor shared. *"It was, 'Why did it say that? Who does it benefit? Who does it ignore?'"*

Key elements included:

- Use of **alternate reality game (ARG) structures** to deepen engagement and critical thought
- Assessment tasks that prompted students to explore **bias, uncertainty, and power** in AI-generated responses
- Systemic faculty support for rethinking traditional exam structures in favour of **dialogic, reflective formats**
- Clear expectations for **accountability and critical evaluation** of AI contributions within student work

This values-driven institutional model demonstrates how systems can support innovative, ethically grounded assessment without sacrificing academic rigour or clarity.

Lessons from Other Contexts

CASE INSIGHT

In other cases, the absence of clear system guidance created challenges. Educators engaged deeply in redesigning assessments, but without consistent expectations or frameworks, they faced uncertainty about how AI use would be received or approved. In some cases, this led to thoughtful assessment designs that ultimately could not be used as intended. Elsewhere, ethical reflection emerged as a powerful unifying force — with educators building shared practices around bias analysis, cultural responsiveness, and AI critique even without formal structures in place. These experiences suggest that **clarity, ethics, and shared language** are essential forms of system capacity, even in distributed models.

Key Takeaways

- **Clarity enables innovation.** Shared tools and frameworks like the AIAS or AIME helped educators explore AI use confidently and coherently.
- **Collaboration strengthens alignment**. System-supported planning time and professional dialogue enabled assessment design to evolve across teams and roles.
- **Ethics can structure practice.** Even without formal mandates, grounding work in bias awareness, student voice, and cultural relevance created alignment and integrity.
- **Unclear guidance limits impact.** Without system-wide clarity on student use of AI in assessment, even strong classroom-level redesigns risk being sidelined.

Level 1 – Purpose & Alignment

What it's about:

How educators and systems kept assessment design rooted in curriculum goals, learning outcomes, and clarity of purpose — avoiding tool-driven tasks and ensuring AI use remained in service of student learning.

OVERVIEW

This dimension focuses on how educators and institutions ensured that AI use in assessment remained anchored in clear learning goals and curriculum alignment. Rather than letting tools dictate task design, strongly aligned cases demonstrated how purpose-first approaches helped define when and how AI should be used — and when it shouldn't. Parkland, Wilfrid Laurier, Multi-school Cohort, and Elk Island each showed how frameworks, redesign cycles, and educator dialogue helped keep AI embedded within authentic, meaningful assessment practices.

Elk Island Public Schools (Alberta)

CASE INSIGHT

For Elk Island, clarity of purpose wasn't just part of the process — it was the starting point. Educators began by asking what made an assessment meaningful, then explored how AI might support (or distract from) that core intent. Rather than chasing novelty, the division emphasized alignment with existing outcomes and professional values, allowing AI to serve as a support mechanism for clarity, differentiation, and feedback.

"*We weren't trying to create new assessments — we were trying to **improve** the ones we already believed in.*"

Key elements included:

- Emphasis on starting with existing tasks and redesigning only when the purpose remained intact
- Conversations about what *should* remain human-led in assessment (e.g., student reflection, voice, synthesis)
- Support for teachers to test and revise AI-enhanced assessments using shared frameworks
- Use of system-wide prompts and reflection questions to ensure purpose stayed front and center

By rooting their work in strong assessment practice, Elk Island made it easier for educators to evaluate when — and if — AI had a meaningful role to play.

Parkland School Division (Alberta)

CASE INSIGHT

Parkland's assessment work began with a central question: What is the purpose of this task, *and how does AI support or interfere with it?* By using the **AI Assessment Scale (AIAS)** to guide reflection, the division grounded its redesign efforts in purpose-first thinking. Educators weren't just learning how to use AI — they were examining what made assessment meaningful, valid, and aligned in an AI-enhanced context.

"We wanted teachers to look at the assessment and ask, 'Is this still measuring what we think it is — or has AI changed that?'"

Key elements included:

- Use of the AI Assessment Scale to prompt conversations about originality, student voice, and learning goals
- Alignment of professional learning around task purpose rather than AI functionality
- Encouragement to revise or retire assessments that no longer reflected meaningful student learning
- Reflection protocols that surfaced the **why** behind each assessment before considering AI tools

This approach positioned AI as a variable within a larger system — one that could be rebalanced or reconsidered as long as purpose remained clear.

Open, Multi-school AI Assessment Cohort

CASE INSIGHT

Although participants joined to explore AI, early implementation revealed uncertainty around what AI should and shouldn't do within assessment. This prompted a shift: rather than starting with tools, educators returned to the fundamentals of **good assessment design** — revisiting learning goals, task clarity, and how to preserve student thinking. AI was then layered in as a support where appropriate, not as the focus.

"We had to step back and ask, 'What are we really trying to assess here?' Once that was clear, it helped us decide what kind of AI use made sense — or didn't."

Key elements included:

- Use of backward design principles to realign tasks with intended outcomes
- Task revisions that emphasized student thinking before layering in AI support
- Rubric adjustments to clarify which aspects of the task should reflect human voice vs. AI assistance
- Peer review structures to help educators reflect on task alignment and authenticity

This return-to-purpose approach helped ground AI integration in professional judgment and protected assessment quality across varied contexts.

Wilfrid Laurier University (Ontario)

CASE INSIGHT

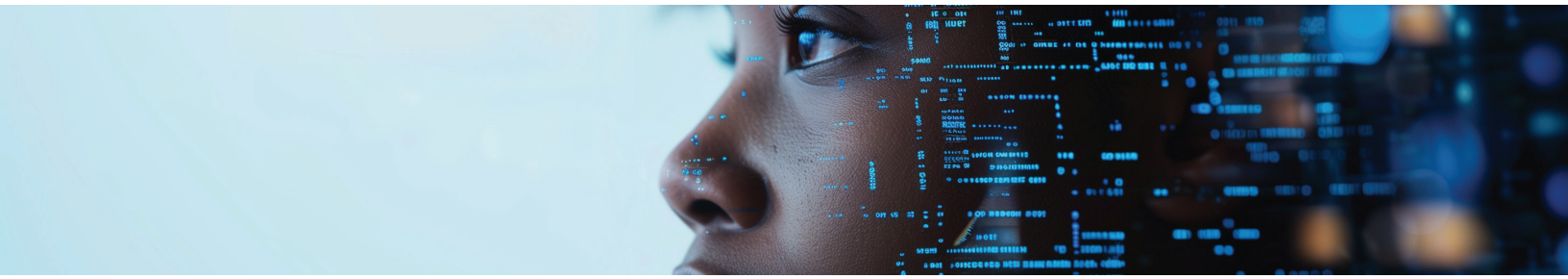
Laurier's approach to AI in assessment began with a foundational commitment to purpose. Through the **AIME Framework**, faculty grounded all uses of AI in ethical practice, curricular alignment, and clear learning goals. Rather than treating AI as a productivity tool, they emphasized thoughtful integration — only when it **strengthened the demonstration of student understanding**.

"We told teacher candidates: if AI changes what you're measuring, it's the wrong tool for that task."

Key elements included:

- Use of the **AIME Framework** to ensure AI use aligned with learning outcomes and instructional intent
- Emphasis on preserving **student voice, originality, and reflection** within AI-supported tasks
- Assignment design that required justification for AI use as part of the learning process
- Integration of **purpose-first thinking** into both course activities and practicum preparation

By framing AI as a pedagogical choice — not a default — Laurier reinforced the importance of assessment as a space for clarity, intention, and professional integrity.



Lessons from Other Contexts

CASE INSIGHT

In other contexts, educators initially approached AI from a tool-first perspective — testing features or experimenting with outputs before clearly defining learning goals. This often led to assessments that lacked alignment or were later deemed unusable due to unclear expectations around student use. In some cases, strong interest in innovation outpaced policy or support structures, leaving teachers to retrofit purpose after designing with AI in mind. These experiences reinforced the need to start with learning outcomes and build backward, ensuring that any AI integration directly supports — rather than distracts from — the intended purpose of assessment.

Key Takeaways

- **Start with purpose, not tools.** Assessments grounded in clear learning goals helped determine when AI added value — and when it didn't.
- **Redesign should preserve meaning.** Effective revisions focused on enhancing clarity, student thinking, and authenticity, not simply adding AI.
- **Frameworks support alignment.** Tools like the AI Assessment Scale and **AIME Framework** helped educators keep AI use tied to intended outcomes.
- **Unclear goals lead to misalignment.** When AI was introduced without a defined assessment purpose, results were often confusing or unusable.

Level 2 – Task Design

What it's about:

How educators adapted assessment tasks to preserve authenticity, clarity, and rigour in the presence of AI.

OVERVIEW

This dimension explores how educators redesigned assessment tasks to address both the possibilities and the challenges posed by AI. Rather than simply adding AI to existing work, strongly aligned cases focused on how to surface student thinking, limit misuse, and protect the integrity of assessment. This often meant increasing transparency, embedding reflection, or reworking tasks to shift emphasis away from replicable outputs. Elk Island, Seven Oaks, the University of Regina, and the Multi-school Cohort each demonstrated intentional strategies for making tasks more thoughtful, equitable, and resilient in an AI-enhanced landscape.

Key Takeaways

- **Task design must evolve.** Traditional prompts often fail to distinguish AI-generated work from authentic student thinking.
- **Make thinking visible.** Tasks that include reflection, dialogue, or staged outputs better reveal student understanding.
- **Bias begins in the prompt.** AI-generated tasks can embed cultural assumptions — requiring critical review and redesign.
- **Diverse evidence strengthens validity.** Combining written, oral, and performance elements helps ensure assessments reflect genuine learning.

Elk Island Public Schools (Alberta)

CASE INSIGHT

Elk Island's exploration of AI in assessment included a focused effort on **reworking task design** to preserve the integrity of student learning. Rather than creating new assessments from scratch, educators examined existing tasks and asked how AI might support, alter, or undermine their intent. The goal was not to "AI-ify" tasks, but to ensure that **what students demonstrated still reflected real thinking** — even if AI was used along the way.

"We asked, 'If a student used AI here, would we still know what they understood?' That changed how we wrote the questions."

Key elements included:

- Reviewing existing tasks to identify where AI might obscure student learning
- Designing prompts that **clarified expectations** around process and originality
- Co-creating rubrics that emphasized **student reasoning, synthesis, and reflectio**n
- Using formative checks and drafts to trace how student thinking evolved over time

This approach treated task design not as a technical update, but as a pedagogical safeguard — reinforcing clarity, student voice, and purposeful structure in an AI-enabled environment.

Seven Oaks School Division (Manitoba)

CASE INSIGHT

Seven Oaks focused on the critical examination of how AI shapes assessment design — not just through its outputs, but through the assumptions and biases embedded in how tasks are generated and interpreted. Educators engaged in Critical Discourse Analysis of AI-generated prompts and rubrics, revealing how language, tone, and framing often reflected dominant narratives. This led to a rethinking of both how tasks were written and how students were asked to respond.

"It wasn't just what the AI said — it was how it positioned students, who it privileged, and what it left out."

Key elements included:

- Use of **prompt personas** to test how AI responses varied based on user identity and language
- Analysis of AI-generated tasks to uncover embedded **bias, omissions, and deficit framing**
- Redesign of assessments to include **multiple cultural perspectives and critical questioning**
- Emphasis on tasks that invited **student agency and identity exploration**, not just content recall

By treating task design as a site of bias and representation, Seven Oaks reframed AI integration as a call for deeper equity and intentionality in how we assess.

University of Regina (Saskatchewan)

CASE INSIGHT

At the University of Regina, task design was reimagined through i**nteractive, narrative-based assessments** that positioned AI as a co-learner and ethical provocateur. Rather than using AI to generate answers, students engaged with it as part of alternate reality scenarios — where decision-making, reflection, and uncertainty were central to the task. These assessments challenged traditional formats and created space for **critical engagement, not automation**.

"We designed tasks where AI wasn't just a tool — it was a voice in the conversation. That forced students to think more deeply about their own choices."

Key elements included:

- Integration of AI into alternate reality game (ARG) structures to prompt ethical decision-making
- Assessments that required dialogue with AI outputs as part of the learning process
- Scaffolded reflections to explore how AI shaped or influenced reasoning
- Emphasis on tasks that valued ambiguity, justice, and critical self-assessment over binary answers

This design approach placed complexity and reflection at the center of assessment — using AI not to streamline, but to deepen learning.

Lessons from Other Contexts

CASE INSIGHT

In other settings, educators often discovered too late that their assessment tasks were vulnerable to AI misuse or failed to clearly capture student understanding. Some tasks were overly reliant on written output, making it difficult to distinguish between human and AI responses. Others revealed that students could complete assignments with minimal engagement simply by prompting AI effectively. These experiences underscored the importance of designing tasks that surface thinking, incorporate multiple forms of evidence, and make student learning visible — not just measurable.

Level 3 – Rubrics & Feedback

What it's about:

How educators adapted rubrics and feedback practices to account for AI-supported work, preserve student voice, and guide ethical tool use.

OVERVIEW

This dimension explores how educators revised rubrics and feedback practices to reflect the new realities of AI in student work. Rather than ignoring AI's presence, strong examples updated rubrics to include transparency, critical thinking, and responsible use. Others expanded feedback strategies to focus on process, metacognition, or multi-stage revision. The Multi-school Cohort, Elk Island, and Parkland offered clear examples of how assessment tools and feedback loops can evolve to support authentic learning while incorporating — and scrutinizing — AI assistance.

Key Takeaways

- **Rubrics must evolve alongside tasks.** Clear criteria are needed to assess process, voice, and ethical AI use — not just final products.
- **Feedback is part of the learning.** Shifting feedback toward reflection, refinement, and justification supports deeper thinking.
- **Transparency builds trust.** Students need to understand how AI use will be evaluated and what is still expected of them.
- **Shared language helps.** Tools like the AI Assessment Scale provided consistent ways to discuss originality and AI's role across classrooms.

Open, Multi-school AI Assessment Cohort

CASE INSIGHT

As educators adapted tasks to reflect student thinking more clearly, they realized their existing rubrics no longer aligned. This led to **cohort-wide efforts to revise rubrics** to account for AI use — focusing on student process, ethical boundaries, and clarity of voice. Feedback also shifted from product-only evaluation to more holistic conversations around how AI contributed to or shaped student work.

"We had to stop just looking at what was handed in and start talking about how it was made — and the rubric had to reflect that."

Key elements included:

- Redesign of rubric criteria to assess **student voice, justification of AI use, and metacognitive reflection**
- Increased focus on process-based feedback, not just final output
- Peer collaboration in rubric revision, including **shared exemplars** and cross-grade dialogue
- Emphasis on **transparency with students** about how AI-related elements would be evaluated

This case shows how rubrics and feedback can be leveraged to maintain integrity and encourage critical thinking in AI-supported assessment.

Elk Island Public Schools (Alberta)

CASE INSIGHT

As Elk Island teachers experimented with AI in formative assessment, it became clear that traditional rubrics didn't always reflect the new types of student thinking or workflow being supported. In response, teachers began **co-creating rubrics** that better emphasized **student reasoning, originality, and intentional AI use**. Feedback shifted from scoring final answers to **guiding students through drafts, reflections, and ethical choices**.

"We realized the rubric had to do more than assess — it had to teach what good thinking looked like in an AI world."

Key elements included:

- Collaborative rubric redesign sessions focused on process, clarity, and transparency
- Criteria that distinguished between student-generated and AI-supported contributions
- Use of **feedback as a learning tool**, especially in formative checkpoints and revision rounds
- Emphasis on helping students understand and reflect on feedback, not just receive it

Elk Island's work illustrates how thoughtful shifts in rubrics and feedback can both **support ethical use** and **reinforce deeper learning**, even as AI becomes part of the workflow.

Parkland School Division (Alberta)

CASE INSIGHT

Parkland's use of the **AI Assessment Scale (AIAS)** naturally extended into rubric and feedback conversations. As teachers redesigned assessments, they reflected on how to maintain clarity around originality, process, and valid evidence of learning — even when AI was used. This led to revisions in both scoring criteria and feedback practices to ensure **students understood what they were being assessed on and why it mattered**.

"We wanted our rubrics to send the message: using AI isn't wrong — but your thinking still has to be visible."

Key elements included:

- Integration of AIAS categories (automation, augmentation, adaptation) into rubric language
- Teacher-led sessions exploring how feedback could highlight **ethical tool use and student ownership**
- Clarification of rubric descriptors to distinguish between **surface-level answers** and **authentic engagement**
- Shift in feedback from correction to **guidance on refining AI-assisted work**

Parkland demonstrated how system-aligned tools and shared reflection can help teachers evolve assessment tools that meet the demands of a changing learning landscape.

Lessons from Other Contexts

CASE INSIGHT

In several cases, educators found that rubrics and feedback practices had not kept pace with changes in student work prompted by AI. Without clear criteria for evaluating AI-assisted tasks, some assessments failed to distinguish between genuine understanding and surface-level responses. Others lacked transparency, leaving students unsure of what was expected when using AI tools. These challenges reinforced the need for **rubrics that highlight process and originality**, and f**eedback that teaches students how to think with AI — not just produce with it.**

Level 4 – Student Thinking & Process Visibility

What it's about:

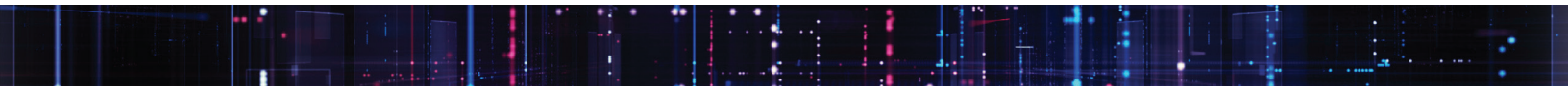
How educators redesigned assessment practices to make student thinking more visible — especially when AI tools could obscure the learning process.

OVERVIEW

This dimension focuses on how educators adapted assessments to surface student thinking more clearly. In the presence of generative AI, it became critical to design tasks and workflows that traced student reasoning, voice, and progress — rather than just evaluating polished outputs. Strong examples emphasized reflection, staged submission, revision tracking, or multimodal demonstrations of learning. The Multi-school Cohort, Elk Island, and University of Regina each illustrate how making the thinking process visible helps preserve authenticity and rigor in AI-augmented assessments.

Key Takeaways

- **Thinking must be visible.** Tasks should reveal how students reason, reflect, and revise — not just what they submit.
- **Process matters more than product**. Checkpoints, annotations, and multi-stage workflows help surface authentic engagement.
- **Dialogue deepens assessment.** Reflection and critique — especially around AI use — make student voice and agency more apparent.
- **Design protects integrity.** When student thinking is clearly demonstrated, AI use becomes part of learning, not a threat to it.



Open, Multi-school AI Assessment Cohort

CASE INSIGHT

As AI tools became more common in student workflows, educators realized they needed better ways to **see how students were thinking — not just what they submitted**. This led to task and workflow redesigns that emphasized reflection, staged submissions, and student justification of AI use. The goal wasn't to ban AI, but to ensure that educators could still trace the thinking behind the work.

"We started asking: how do we know what part of this came from the student? That shifted how we structured the task, not just the product."

Key elements included:

- Addition of reflection prompts asking students to explain how they used AI and why
- Use of **multi-stage tasks** (e.g., draft + annotation + final) to surface thinking over time
- Inclusion of **oral explanations or metacognitive check-ins** alongside written work
- Peer discussions and exemplars to help students recognize authentic vs. surface-level use

These strategies helped restore visibility into the learning process — reinforcing that how students arrive at an answer still matters.

Elk Island Public Schools (Alberta)

CASE INSIGHT

At Elk Island, one of the most consistent questions was: *Can we still see the student's thinking if AI is part of the process?* This became a design principle across teams, prompting shifts in how tasks were structured and how formative assessment was used. Teachers embedded **thinking traces** into the workflow — not just to detect misuse, but to deepen learning and support clarity.

"We weren't trying to catch cheating — we were trying to catch thinking. If we could see the student's voice, we knew the assessment still worked."

Key elements included:

- Strategic use of formative checkpoints and conferencing to track student understanding
- Task revisions that required students to explain, compare, or critique AI-generated ideas
- Shared teacher prompts like, What makes this your thinking? to guide classroom practice
- Encouragement of multimodal submissions (e.g., voice, visuals) to capture diverse expressions of thought

Elk Island's work reinforced that visibility isn't about control — it's about designing assessments that invite thinking to be seen, heard, and valued.

University of Regina (Saskatchewan)

CASE INSIGHT

At the University of Regina, visibility of thinking wasn't just a design goal — it was the essence of the assessment. Students engaged in alternate reality scenarios where they had to **dialogue with AI**, reflect on its suggestions, and justify their own reasoning. The result was an assessment process where **student thinking, doubt, and ethical tension** were not only visible, but central to success.

"You couldn't just use AI and hand it in. You had to talk about it, challenge it, and explain where you agreed — or didn't."

Key elements included:

- Use of AI as a co-participant in assignments, requiring students to respond to and evaluate its outputs
- Reflective writing and discussion prompts to surface internal conflict and critical reasoning
- Feedback structures that emphasized justification, decision-making, and uncertainty
- Task formats that blurred the line between assessment and self-assessment

This approach modeled how visibility of thinking can be enhanced — not threatened — when AI is positioned as part of the learning dialogue, not just a background tool.

A Related Lens: Making AI's Thinking Visible

CASE INSIGHT

In the Seven Oaks case, educators focused not on student process visibility, but making AI's process more visible to students and teachers. Through prompt personas and discourse analysis, teachers focused on unpacking how AI's own outputs were shaped and explored how AI framed responses, revealed bias, and positioned knowledge. While distinct from tracing student thinking, this approach shares a core value: helping learners critically engage with *how meaning is made* — whether by humans or machines or both.

Lessons from Other Contexts

In other settings, teachers realized too late that their assessments lacked ways to make student thinking visible — especially when AI was used during planning or drafting. Without checkpoints, reflections, or alternate formats, it became difficult to determine whether work truly reflected student understanding. These cases highlighted the importance of designing for process, not just product, and ensuring that thinking can be observed, discussed, and revisited throughout the learning cycle.

Level 5 – Ethics & Transparency

What it's about:

How educators addressed ethical use of AI in assessment, including honesty, fairness, bias, and student awareness of what AI is doing — and not doing.

OVERVIEW

This dimension focuses on how educators made AI use in assessment more ethical, transparent, and responsible. Strong examples tackled not only policy-level concerns but also classroom practices — helping students understand what AI does well, where it falls short, and how to use it with integrity. Discussions included authorship, bias, student disclosure, and how to build trust in AI-augmented work. Seven Oaks, Laurier, and University of Regina all offer models for how ethical awareness and transparency can be embedded into both task design and classroom dialogue.

Key Takeaways

- **Ethics must be taught, not assumed.** Students and educators need space to reflect on fairness, authorship, and responsible AI use.
- **Transparency builds trust.** Clear expectations around how AI is used — and how that use will be assessed — reduce confusion and misuse.
- **Bias lives in the system.** Educators must critically examine AI outputs for omissions, stereotypes, and cultural framing.
- **Reflection deepens integrity.** Assignments that ask students to justify, critique, or adapt AI use promote ethical awareness and professional habits.

Seven Oaks School Division (Manitoba)

CASE INSIGHT

Seven Oaks placed ethical use of AI at the centre of its assessment exploration. Teachers approached generative tools with a **critical literacy lens**, analyzing how AI reflected and reinforced dominant narratives, omissions, and bias. Rather than asking only how students used AI, they asked **what the AI was doing** — and whether that aligned with the division's values around equity, voice, and representation.

"We didn't just talk about if students should use AI — we talked about what AI was saying, who it left out, and why that mattered."

Key elements included:

- Integration of **Critical Discourse Analysis** to interrogate AI-generated tasks, feedback, and content
- Prompt personas and role-based input to explore **bias in both AI outputs and student interactions**
- Classroom dialogue about fairness, ethics, and **who gets centered or erased** in AI-produced work
- Emphasis on students as **co-analyzers of AI**, not just users — fostering agency and awareness

This case demonstrates that transparency and ethical use are not just about disclosure — they're about giving students and educators tools to **understand, critique, and reshape** how AI intersects with identity and learning.

Wilfrid Laurier University (Ontario)

CASE INSIGHT

At Laurier, ethical and transparent use of AI wasn't treated as an add-on — it was embedded from the ground up through the **AIME Framework**. Teacher candidates were expected not only to use AI responsibly, but to understand its implications for authorship, bias, and pedagogy. The faculty created consistent expectations across courses, ensuring that **AI use was always accompanied by professional reasoning and ethical reflection.**

"We asked future teachers to think about what it means to use AI in ways that honour students' voices — and their own."

Key elements included:

- A program-wide commitment to the **AIME Framework**, integrating ethics, equity, and transparency into assessment practice
- Assignments that required **justification of AI use**, not just submission of outputs
- Faculty dialogue and modeling around **how to talk about AI use openly and professionally**
- Reflection prompts that linked ethical considerations to **student identity, fairness, and cultural context**

Laurier's work offers a strong example of how transparency and integrity can be modeled at the system level — equipping educators to carry those values into their own future classrooms.

University of Regina (Saskatchewan)

CASE INSIGHT

At the University of Regina, ethical use of AI was woven directly into the structure of learning experiences. Students didn't just use AI — they engaged with it as a thinking partner in complex scenarios where **ethics, uncertainty, and justice** were central. The result was a transparent learning process that demanded students confront not only what AI produced, but what it implied.

"The assessment wasn't about what the AI said — it was about how you responded to it, what questions you asked, and what values guided your choices."

Key elements included:

- Task design that placed students in ethically challenging, AI-influenced scenarios
- Reflection activities that required students to examine AI suggestions for bias, omission, and impact
- Dialogue-based formats where transparency of reasoning was more important than correctness
- Use of AI as a provocateur, not a shortcut — requiring students to disclose, critique, and adapt its contributions

This case highlights how ethical and transparent AI use can become part of the learning journey itself — not just a boundary to manage.

Lessons from Other Contexts

CASE INSIGHT

In other settings, educators often recognized ethical challenges only after AI had already been introduced into student work. Some encountered confusion around authorship, unclear expectations for disclosure, or a lack of shared language to discuss AI's role in assessment. In a few cases, students relied on AI in ways that weren't intentionally dishonest but highlighted gaps in transparency and trust. These experiences revealed the need for explicit conversations about ethical use, clear guidance for students, and professional norms that treat transparency as part of good pedagogy — not just compliance.

Level 6 – Differentiation & Access

What it's about:

How AI was used to support inclusive assessment design — providing multiple entry points, formats, and supports while addressing equity and access.

OVERVIEW

This dimension explores how AI was leveraged to make assessment more accessible and responsive to diverse learners. In some cases, tools supported differentiated tasks, translations, or flexible formats. In others, AI helped scaffold writing or offer alternate representations of thinking. These strategies aimed to increase participation and reduce barriers — but also raised questions about fairness, tool availability, and maintaining high expectations. Elk Island, the Multi-school Cohort, and Laurier each explored how AI might help widen access to assessment while still honoring student voice and integrity.

Key Takeaways

- **AI can expand access.** When used thoughtfully, AI supports varied entry points and learner needs without lowering expectations.
- **Support must not erase thinking.** Scaffolds should enhance student voice and reasoning, not obscure them.
- **Equity depends on access.** Without consistent policies and infrastructure, AI risks reinforcing — not reducing — existing gaps.
- **Flexibility strengthens assessment.** Multimodal formats, staged tasks, and reflective prompts allow more learners to show what they know.

Elk Island Public Schools (Alberta)

CASE INSIGHT

Elk Island educators explored how AI might support students with varying levels of confidence, readiness, or language fluency — particularly during early drafting, organizing ideas, or generating examples. Rather than simplifying content, the goal was to increase **entry points into complex thinking** by using AI to scaffold, not replace, student work. Teachers also reflected on how to differentiate without losing visibility of individual student understanding.

"Some students needed help getting started — not with ideas, but with form. AI let them focus on thinking instead of panicking about structure."

Key elements included:

- Use of AI to generate writing scaffolds, sentence starters, or vocabulary supports
- Differentiated task versions that maintained expectations while varying format or framing
- Professional conversations about how to **balance support with visibility of thinking**
- Attention to learner diversity, including early-career students and multilingual learners

This approach demonstrated that with intentional design, AI could **enhance equity and access** without diluting rigour — especially when paired with strong formative assessment practices.

Open, Multi-school AI Assessment Cohort

CASE INSIGHT

Across this diverse group of educators, AI was explored as a tool to support **flexible ways for students to access and demonstrate learning**. Teachers experimented with reflective prompts, alternate submission formats, and differentiated supports that allowed students to work at their own pace or build confidence before submitting final tasks. Equity of access remained a tension point, especially where school-level policies around tool use varied.

"AI helped some students get unstuck — but we also had to ask: who's allowed to use it, and when?"

Key elements included:

- Use of oral reflections or scaffolding questions to **support different modes of expression**
- Tasks broken into stages to allow students to revise or rethink with support along the way
- Conversations about tool access and **ensuring fairness** between students with and without AI availability
- Emphasis on student voice and explanation to **balance support with authenticity**

This cohort surfaced important questions about how AI can open doors for learners — and what systems must do to ensure **those doors are open to all**.

Wilfrid Laurier University (Ontario)

CASE INSIGHT

While not framed explicitly as "differentiation," Laurier's emphasis on multimodal expression and student-centered design reflected a commitment to inclusive assessment. Teacher candidates were encouraged to think beyond text-based outputs, using AI to support diverse ways of demonstrating learning, especially for learners with different strengths, language backgrounds, or access needs.

"We talked a lot about voice — not just who's speaking, but how students can speak in different ways. AI was part of that flexibility."

Key elements included:

- Integration of the **AIME Framework**, which emphasizes culturally responsive and accessible design
- Assignments that allowed for AI-supported planning, drafting, or revising without replacing student voice
- Conversations about modality, format, and cognitive demand to support varied learners
- Encouragement to use AI as a tool for equity, not just efficiency, in teacher preparation

Laurier's approach helped future educators see AI not just as a technical aid, but as a potential lever for more inclusive and responsive assessment design.

Lessons from Other Contexts

CASE INSIGHT

In other settings, educators expressed interest in using AI to support struggling learners, multilingual students, or varied demonstration formats — but often lacked clear guidance or tools to do so equitably. Questions emerged around who had access, whether tool use was consistent across classrooms, and how to differentiate without masking student thinking. These cases emphasized that while AI can offer powerful support for inclusion, it requires intentional planning, equitable access policies, and clear assessment boundaries to work well.

Level 7 – Demonstration of Learning

What it's about:

How final student products or performances were adapted to ensure learning could still be demonstrated authentically in an AI-enhanced environment.

OVERVIEW

This final dimension focuses on how educators rethought what student learning looked like at the point of demonstration — particularly when AI could assist with or generate portions of the final product. Rather than banning AI, strong examples clarified expectations, emphasized student reasoning, and built in alternate demonstrations such as oral defenses, iterative work, or creative reinterpretations. Elk Island, University of Regina, and the Multi-school Cohort each show how final assessments can be adapted to preserve authenticity, support student agency, and maintain academic integrity.

Key Takeaways

- **Final products must reveal thinking.** Assessments should show what students understand — not just what they can produce with AI.
- **Add context, not just content.** Reflections, annotations, or oral defenses help clarify the student's role in shaping the work.
- **Polish ≠ learning.** A clean product can hide misunderstanding; assessment must go beyond surface-level quality.
- **Design for ownership.** Clear expectations and visible process help ensure students remain the authors of their own learning.

University of Regina (Saskatchewan)

CASE INSIGHT

At the University of Regina, final demonstrations of learning required students to **engage in ethical, dialogic, and reflective exchanges** with AI. These weren't static products — they were complex, iterative assessments where the process of reasoning and decision-making was as important as any final answer. AI became a provocative presence students had to navigate, not a tool to deliver results.

"Students had to show their learning by responding to what the AI said — that response was the demonstration."

Key elements included:

- Alternate reality game (ARG) structures where students interacted with AI and then defended or rejected its positions
- Final submissions that included written and oral **justifications, annotations, and ethical reflections**
- Emphasis on demonstrating understanding through **adaptive decision-making**, not fixed responses
- Integration of reflection on AI's influence as part of the learning artifact

This model illustrated how demonstration of learning can shift from static product to **evolving narrative** — especially when critical engagement is the primary outcome.

Open, Multi-school AI Assessment Cohort

CASE INSIGHT

In the Multi-school Cohort, educators quickly realized that final products could mask the learning process if AI use wasn't acknowledged or supported transparently. As a result, they adapted final assessments to include **reflection, explanation, or companion artifacts** that helped surface the student's own contribution. The work became less about the polish of the product, and more about **what it revealed about the learner.**

"The final submission was still important — but now it had to be paired with something that showed how the student got there."

Key elements included:

- Final tasks redesigned to include **reflective annotations, oral explanations, or staged artifacts**
- Emphasis on metacognition and **student agency in tool use**
- Rubric revisions that weighted clarity of thought and ethical use, not just finished output
- Efforts to **normalize AI use without letting it flatten originality** or obscure process

This case shows that in an AI-enhanced world, demonstrating learning means showing how the student shaped the work, not just what the work looks like.

Elk Island Public Schools (Alberta)

CASE INSIGHT

Elk Island educators worked to ensure that final assessments still represented authentic student understanding — even when AI supported parts of the process. Rather than prohibit its use, teachers clarified what needed to come from the student, and adjusted final demonstrations to make thinking and application more visible. The goal was to preserve trust in student work by aligning expectations, process, and output.

"We weren't trying to eliminate AI — we were trying to design so that the final product still showed the learner."

Key elements included:

- Clear guidance on which elements of an assessment could be supported by AI and which must be student-authored
- Use of multimodal demonstrations (e.g., interviews, performances, visualizations) to confirm understanding
- Rubrics that emphasized application, reasoning, and originality over polished language
- Final tasks designed to be "AI-resilient" — not easily replicable by AI alone

This approach reinforced that integrity doesn't depend on restricting tools — it depends on designing assessments that spotlight student meaning-making.

Lessons from Other Contexts

CASE INSIGHT

In other settings, educators found that without clear expectations or redesign, final products could misrepresent student learning. AI-generated work sometimes appeared polished but lacked depth, originality, or personal voice. In some cases, students used AI without understanding the underlying concepts, revealing a need to assess thinking, not just completion. These experiences highlighted the importance of final assessments that surface process, invite justification, and require students to demonstrate ownership of both the product and how it was created.

Connecting the Dots: A META Story on AI and Assessment in Education

This final synthesis draws from a range of educator-led use cases that explored how AI can support more meaningful, intentional, and equitable approaches to assessment. While each project addressed a different context or need, together they provide a clear picture of how AI is being used to improve feedback, personalize learning, and inform instructional decisions. The following use cases formed the foundation of this collective insight:

- Parkland School Division (Alberta)
- Elk Island Public Schools (Alberta)
- Seven Oaks School Division (Manitoba)
- Wilfred Laurier University (Ontario)
- University of Regina (Saskatchewan)

