

Assessment Redesign for Generative AI

Category: Artificial Intelligence in Education

Assessment redesign for generative AI is the purposeful revision of assessment so that it continues to develop and evaluate intended learning when students can readily access systems that generate text, images, code or analysis. It begins with learning outcomes and credible evidence, not with attempts to preserve an unchanged task.

Redesign may permit, require, constrain or prohibit AI at different stages. The choice should be educationally justified and clearly communicated. Sustainable reform often combines evidence across tasks and makes students' reasoning, process and capacity to act independently visible ([Lodge et al., 2023](#)).

Redesign Process

1. **Revisit outcomes:** Decide which knowledge, judgement and performances students must demonstrate.
2. **Map AI use:** Specify where AI supports authentic practice and where independent capability is essential.
3. **Diversify evidence:** Combine products with drafts, dialogue, performance, reflection or staged decisions.
4. **Align criteria:** Assess reasoning, verification and disciplinary judgement, including responsible AI use where relevant.
5. **Evaluate:** Review validity, inclusion, workload, student experience and emerging ways of completing the task.

Examples in Practice

A literature review may become a staged inquiry: students justify a search strategy, submit an annotated source set, compare a generated synthesis with original papers and defend their conclusions briefly. AI may assist specified stages, but source evaluation and the final argument remain assessable.

Why It Matters

Generative AI can weaken the link between a polished product and the learner's capability. Thoughtful redesign restores that link while avoiding blanket restrictions that may be impractical or educationally narrow. Programme-level coordination also prevents every task from relying on the same safeguard ([Swiecki et al., 2022](#)).

Further Reading

6. Lodge, J. M., Howard, S., Bearman, M., Dawson, P., & Associates. (2023). [Assessment reform for the age of artificial intelligence](#). TEQSA.
7. Swiecki, Z., et al. (2022). [Assessment in the age of artificial intelligence](#). Computers and Education: Artificial Intelligence, 3, 100075.
8. Quality Assurance Agency for Higher Education. (2023). [Reconsidering assessment for the ChatGPT era](#). QAA.

Related Terms: AI-Resilient Assessment | Authentic Assessment | Academic Integrity | Programme Assessment