

AI-Resilient Assessment

Category: Artificial Intelligence in Education

AI-resilient assessment is the capacity of an assessment system to produce sufficiently credible evidence of learning despite widespread access to generative AI. It is not an ‘AI-proof’ task. Resilience comes from coherent design, multiple evidence points and the ability to adapt as technologies and patterns of use change.

A resilient approach balances validity, inclusion and proportional security. It distinguishes capabilities students must demonstrate independently from those involving responsible AI use, then gathers evidence appropriate to each claim. No single format guarantees authorship or understanding ([Lodge et al., 2023](#)).

Resilience Principles

1. **Triangulate:** Use several evidence points across time, settings and modes rather than one polished product.
2. **Reveal process:** Include decisions, drafts, source trails, demonstrations, dialogue or reflective explanation.
3. **Set boundaries:** State when AI is permitted and what independent performance the award must certify.
4. **Verify proportionately:** Use supervised or identity-assured elements where risk warrants them, with accessible alternatives.
5. **Adapt:** Monitor validity, workload, equity and new capabilities, then revise the assessment system.

Examples in Practice

A data-analysis module combines an open project, a versioned analytical log, a short oral defence and an individually completed interpretation task. Students may use approved AI for debugging in the project, but must explain decisions, verify outputs and demonstrate core interpretation without it.

Why It Matters

A single take-home product may no longer show who can perform the intended learning. Resilience protects the credibility of judgements without equating security with surveillance or excluding legitimate support. It treats assessment as a connected programme of evidence rather than isolated tasks ([Dorsey & Michaels, 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. Dorsey, D. W., & Michaels, H. R. (2022). [Validity arguments meet artificial intelligence in innovative educational assessment](#). Journal of Educational Measurement, 59, 267–271.

Related Terms: Assessment Redesign for Generative AI | Assessment Validity | Authentic Assessment | Human-in-the-Loop Assessment