

ADAPTING ASSESSMENT IN THE AGE OF AI

Assessment has long been part of the learning (for students) and teaching (for teachers) process, with the criteria being carefully worked out to facilitate this process by providing clear standards for measuring progress, ensuring fairness, and guiding both instruction and student development. These criteria serve as a framework for evaluating knowledge acquisition, skill development, and overall performance to ensure meaningful progress and educational effectiveness.

All this worked well until the recent development of generative AI. GenAI allows students to fulfill their written assignments much quicker and more efficiently than ever before. AI can provide answers to a quiz and suggest improvements in a text, including spelling, grammar, and sentence structure. It can also analyze writing, offering constructive feedback and adjustments. Additionally, language translation tools assist students in translating tasks, presentations, and videos into their native languages to enhance comprehension or provide a reverse translation to complete assignments with hardly any effort. Interactive AI tutors help them practice language skills and offer vocabulary assistance.

The age of AI presents both challenges and opportunities for educational assessment. On the one hand, educators are forced to apply AI to their teaching process to ensure they remain efficient and relevant. On the other hand, they are encouraged to integrate AI tools into assessment practices to enhance learning outcomes. By adopting authentic assessments, enhancing AI literacy, utilizing structured frameworks, and developing comprehensive policies, educators can adapt to this new environment while maintaining the integrity and effectiveness of assessments.

Standardized assessment strategies such as exams or multiple-choice tests have traditionally evaluated students' academic performance. However, with the continuous development of generative AI tools, these means are no longer effective and have to be reconsidered or altogether altered to give a proper response to the challenges caused by AI.

It is not a quick or pain-free process. It took educators and policymakers quite some time to develop efficient tools to assess and evaluate students' progress before the appearance of GenAI. Nowadays, however, they have to double their efforts to introduce new policies that either restrict the use of or integrate AI technologies into the educational process. The best solution to this problem is to embrace AI and teach their students to use it responsibly and sensibly. It is not all that easy. Since AI can generate responses or help students analyze data, we should refocus our learning

goals toward higher-order thinking skills, such as critical analysis, creativity, and ethical reasoning.

Many teachers are trying to develop new strategies to ensure that their students complete most of their assignments without any help from AI. Some of them have decided that their students should do all the written tasks in class where they can be supervised. Others have individualized or personalized assignments, which makes it impossible for students to use AI tools, or they will fail. Furthermore, there are those who have integrated tasks that demand creative problem-solving abilities by involving students in practical or hands-on projects that necessitate the creation of inventive solutions and unconventional thinking.

And yet, Jo Szoke, an AI in Education specialist and EFL teacher, sounded the most honest and sensible idea. She suggested accepting the task as fulfilled even if it was completed with the help of AI tools under one condition: students can provide evidence for all the results of their work and explain their choices; that is, they can critically evaluate and present their assignments. And this is the best solution anyone has proposed so far. This way, students will engage in critical thinking, employ creativity, and reason ethically. They will have to make sure that what they have to present really represents them.