USING AI IN ASSESSMENT: OPPORTUNITIES, RISKS, AND PEDAGOGICAL IMPLICATIONS

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Abstract: This article analyzes the use of artificial intelligence in educational assessment. It argues that AI is not only a technical tool for faster grading but also a factor that changes the relationship between teachers, students, feedback, and academic integrity. AI-based assessment systems can support formative assessment by providing immediate feedback, identifying learning gaps, and helping teachers manage large groups of students. However, their use also raises important questions about validity, fairness, transparency, bias, and the role of human judgment. The study shows that AI can be useful in assessment when it is applied as a supportive instrument rather than as a replacement for teachers. Special attention is given to automated feedback, AI-assisted grading, academic honesty, and the need for clear institutional guidelines. The article concludes that responsible AI use in assessment requires a balanced human–AI model based on pedagogical aims, ethical principles, and teacher supervision.

Keywords: Artificial intelligence; assessment; AI-assisted grading; feedback; formative assessment; academic integrity; higher education

Introduction

Assessment is one of the most important elements of education because it determines not only students' grades but also their motivation, learning strategies, and understanding of academic standards. Traditionally, assessment has been connected with teacher judgment, written examinations, oral questioning, essays, tests, rubrics, and classroom observation. In recent years, however, artificial intelligence has begun to influence assessment practices in schools and universities.

AI tools can analyze written texts, generate feedback, check grammar, compare answers with rubrics, identify patterns in student performance, and support teachers in making assessment more efficient. UNESCO's guidance on generative AI in education emphasizes that institutions should validate AI systems for ethical and pedagogical appropriateness and protect human agency in learning and assessment.

At the same time, AI creates new challenges. If students use AI to complete assignments without understanding the content, traditional assessment may no longer measure real learning. If teachers rely too heavily on automated scoring, assessment may become mechanical and lose its human, contextual, and pedagogical dimension. Therefore, the main question is not whether AI should be used in assessment, but how it can be used responsibly.

The aim of this article is to examine the pedagogical opportunities and risks of using AI in assessment and to show that AI should function as an assistant to teachers rather than an independent evaluator.

Materials and Methods

The article is based on qualitative and analytical review of academic and policy literature related to artificial intelligence in education, formative assessment, automated feedback, academic integrity, and educational measurement. The study uses interpretive analysis to examine how AI changes assessment practices in higher education.

Special attention is given to four aspects:

1. AI-supported formative assessment;
2. Automated grading and feedback;
3. Academic integrity and student authorship;
4. Ethical and pedagogical risks of AI-based assessment.

The article does not present experimental classroom data. Instead, it provides a theoretical discussion of AI in assessment and identifies practical principles for responsible use in educational institutions.

Results and Discussion

AI as a Tool for Formative Assessment

One of the most useful applications of AI in assessment is formative assessment. Formative assessment is not mainly about final grades; it is about helping students understand their progress and improve their learning. AI can support this process by giving immediate comments on student writing, grammar, structure, argumentation, vocabulary use, and task completion.

For example, in English language teaching, AI tools can help students revise essays, improve coherence, identify repeated mistakes, and compare their work with rubric criteria. This is especially useful in large classes, where teachers may not always have enough time to give detailed individual feedback to every student.

However, AI feedback should not be accepted automatically. A student may receive fluent and detailed comments, but these comments may not always reflect the teacher's learning objectives. Recent research on AI-generated feedback emphasizes that its effectiveness depends on alignment with educational objectives and teacher oversight, not only on the sophistication of the technology.

Thus, AI can make formative assessment faster and more individualized, but the teacher must still control the quality, relevance, and fairness of the feedback.

Automated Grading and Human Judgment

AI-assisted grading is another important area of assessment. Automated systems can evaluate multiple-choice tests, short answers, essays, and even project reports. This can reduce teachers' workload and increase consistency, especially when large numbers of assignments must be checked.

Nevertheless, grading is not only a technical process. In many subjects, especially language learning, literature, pedagogy, and social sciences, assessment involves interpretation. Teachers evaluate originality, logic, creativity, style, cultural context, and depth of understanding. These qualities are difficult for AI to assess fully.

Studies on AI grading show that current generative AI tools may be useful for formative feedback and administrative support, but they are not yet fully reliable for high-stakes assessment where validity, fairness, and construct accuracy are essential.

Therefore, AI should not replace the teacher in final grading. A better approach is a human–AI model. In this model, AI may provide a first analysis, suggest feedback, or compare student work with rubric criteria, but the teacher makes the final decision.

Academic Integrity and Student Authorship

The development of generative AI has made academic integrity more complex. In the past, plagiarism usually meant copying from books, websites, or other students. Today, students can use AI to generate essays, summaries, answers, translations, and even research proposals. This creates a serious problem for assessment because the submitted work may not represent the student's own knowledge or skills.

Traditional written assignments may become less reliable if they are completed outside the classroom without clear rules. For this reason, assessment design must change. Teachers may need to include oral defense, in-class writing, reflective commentary, process-based portfolios, drafts, and personalized tasks. These methods help teachers see not only the final product but also the student's learning process.

The AI Assessment Scale is one possible approach. It distinguishes different levels of acceptable AI use, from "no AI" to "full AI," so that students know exactly when and how they may use AI tools. Research on this model suggests that clear AI-use levels can help institutions move from punishment toward transparent and pedagogically meaningful assessment design.

Thus, academic integrity in the AI era should not depend only on detection. It should depend on clear instructions, transparent assessment rules, and tasks that require personal understanding.

Fairness, Bias, and Transparency

AI-based assessment also raises the issue of fairness. If an AI system is trained on limited or biased data, it may produce unfair results for some groups of students. For example, it may evaluate language learners harshly because of non-native grammar patterns, or it may fail to understand culturally specific examples. In multilingual contexts, this is especially important.

Fair assessment should be valid, reliable, and transparent. Students should know how their work is evaluated, what criteria are used, and whether AI is involved in the process. Teachers should also understand the limitations of the AI tools they use. If neither teachers nor students understand how a system produces scores, assessment becomes less trustworthy.

Responsible AI frameworks in educational measurement emphasize validity, reliability, fairness, transparency, and accountability as central values. These principles are especially important in high-stakes assessment, where grades may influence scholarships, graduation, employment, or further study.

The Changing Role of the Teacher

The use of AI in assessment does not make teachers less important. On the contrary, it makes the teacher's role more complex. Teachers must become designers of AI-aware assessment. They need to decide which tasks may allow AI, which tasks should restrict AI, and which tasks should require students to explain their thinking.

Teachers also need to teach students how to use AI ethically. Students should understand that AI can support brainstorming, revision, vocabulary development, and self-assessment, but it should not replace their own learning. In this sense, AI literacy becomes part of assessment literacy.

The teacher's role is therefore transformed from simple evaluator to assessment designer, feedback mediator, ethical guide, and final academic judge.

Conclusion

The analysis shows that artificial intelligence can significantly influence educational assessment. It can provide quick feedback, support formative assessment, reduce teacher workload, and help identify students' learning needs. However, AI also creates risks connected with academic integrity, fairness, transparency, reliability, and overdependence on automated judgment.

AI should not be treated as a replacement for teachers. Assessment is a pedagogical and ethical process that requires human understanding, contextual knowledge, and professional responsibility. The most effective model is a balanced human–AI approach in which AI supports feedback and analysis, while teachers remain responsible for final evaluation and educational decisions.

Thus, using AI in assessment can be productive only when it is guided by clear rubrics, transparent policies, student training, and teacher supervision. In the future, successful assessment will not depend on banning AI completely, but on designing assessment practices that develop real learning, critical thinking, and responsible use of technology.

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