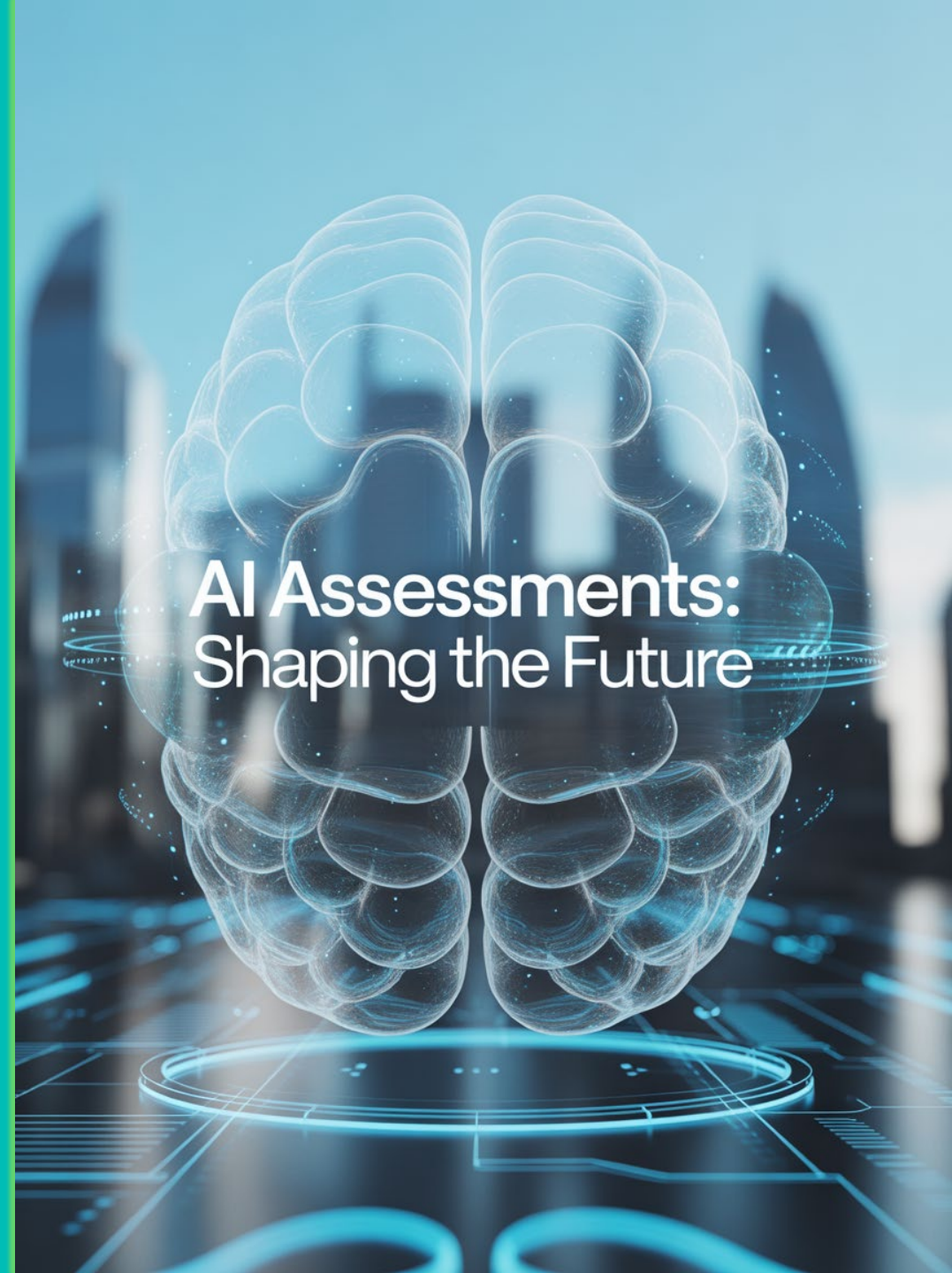


AI-Powered Assessments: Opportunities & Challenges

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DAAI (Data Analytics & AI)

Cambridge International, Miami – June 2025

Cambridge Schools Conference, June 2025
Future-ready: preparing learners to thrive



Agenda & session goals:

- **What AI in assessment looks like today**
Real examples from classrooms around the world
- **Where the opportunities lie**
What's helpful, what saves time, and what improves learning
- **What to watch out for**
Key concerns like bias, data, and teacher control
- **How you can get started**
Practical tips and free resources
- **Your role in shaping the future**
Interactive discussion and planning your next step

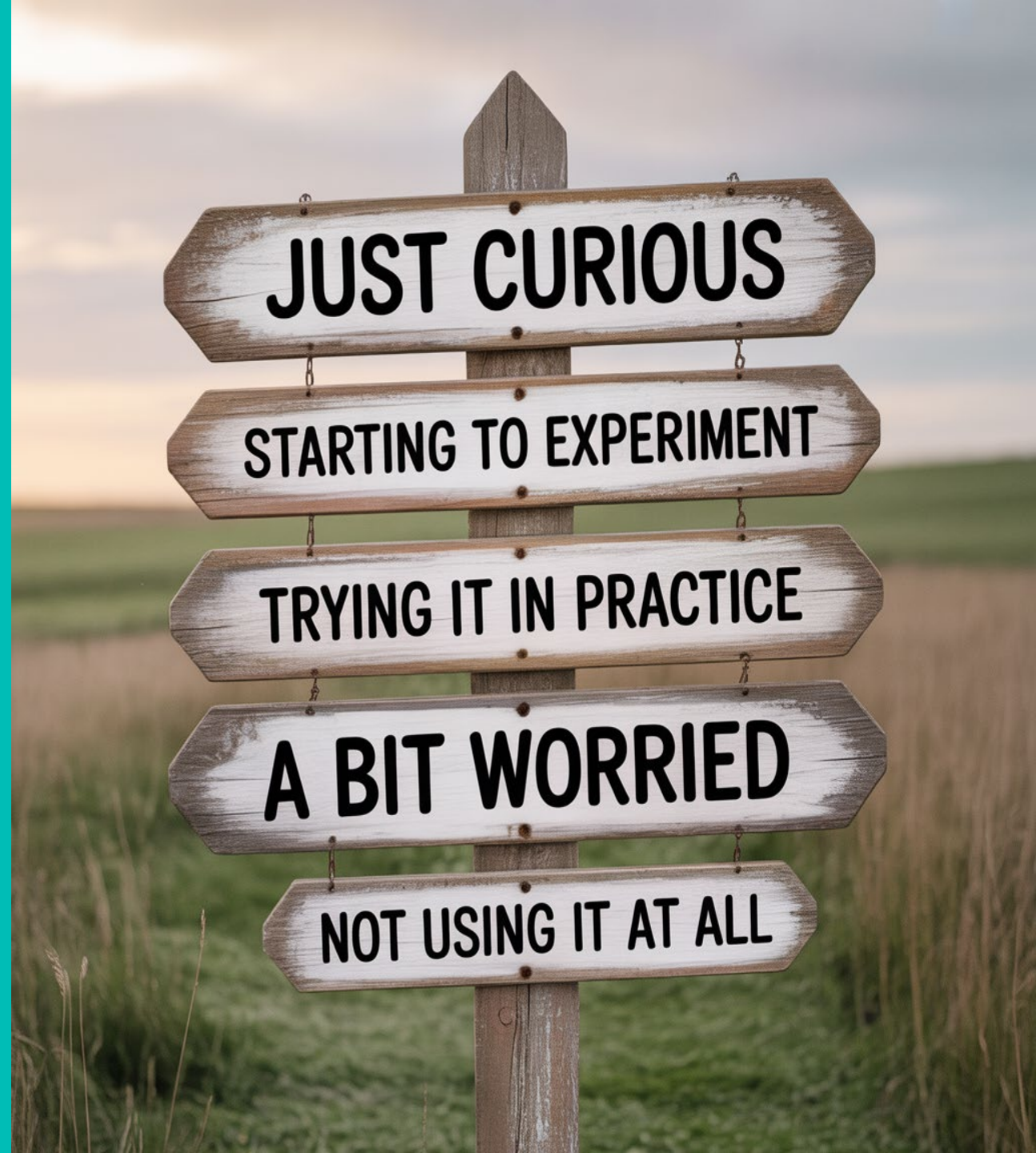


Check-In:

Where are you in your AI assessment journey?



<https://www.menti.com/al2ws24ubddc>
menti.com usecode – 36232989



JUST CURIOUS

STARTING TO EXPERIMENT

TRYING IT IN PRACTICE

A BIT WORRIED

NOT USING IT AT ALL

What's happening around the world

Let's broaden our view and explore what's happening around the world with AI in assessment and look at few examples.

Some may apply directly; others might inspire ideas. Let's reflect on how they could work in your setting.



What's already happening – Example one

Automated grading/Marking

Examples: essays, quizzes, short responses

Benefits: speed, consistency, reduced marking load

Things to watch for: fairness, rubric clarity

Note: Cambridge is carefully exploring auto-marking with a focus on fairness, transparency, and regulatory readiness



What's already happening – Example two

Adaptive testing/ Personalised assessments

Examples: questions adjust based on student level

Benefits: tailored learning, clearer student needs

Things to watch for : explaining the tech (transparency of algorithms)



What's already happening – Example 3

AI generated student feedback

Examples: instant feedback on writing, quiz hints

Benefits: immediate, scalable, encourages revision

Risks: generic responses, lack of nuance (may miss context)



What's already happening – Example 4 & 5

Learning analytics & Predictive insights

- Tracking progress over time
- Predicting at-risk students
- Identifying learning gaps

Benefits:

- Early risk detection
- Targeted student support
- Data-informed teaching

Things to watch for:

- Data accuracy concerns
- Privacy and ethics
- Over-reliance on algorithms

AI-Powered question generation

- Auto-generating quiz questions
- Creating level-based tasks
- Expanding practice material

Benefits:

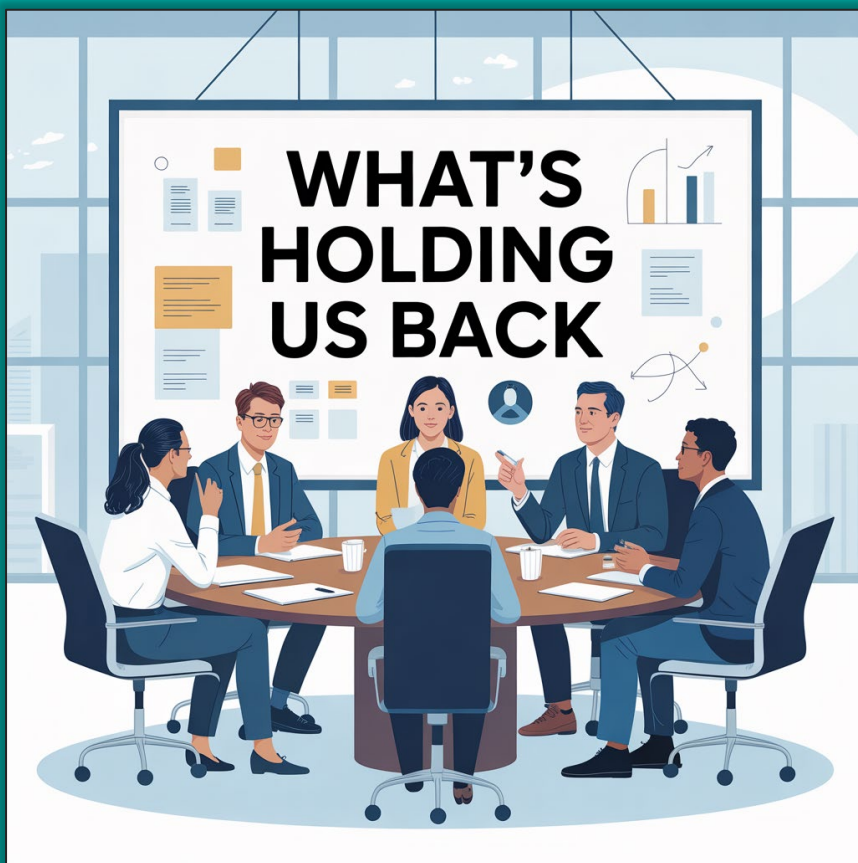
- Saves teacher time
- Supports differentiation
- Scalable content creation

Things to watch for:

- Content quality checks
- Curriculum misalignment
- Need for human review



Group discussion: Risks and challenges



“What challenges or risks do you see when it comes to using AI in assessments?”

Instructions:

- In groups, discuss and identify one -two **key risks** relevant to your school or setting.
- Use sticky notes to capture responses.
- You might consider examples such as bias, data privacy, or teacher confidence.

Practical starting points

*These tips come from early adopters
in schools around the world*

Start small: Think about low-stakes areas where AI *could* help e.g. formative quizzes, marking short answers
Even imagining where you'd like help is a great starting point.

Keep teachers in the driving seat: Any tool you explore should support, not replace, your judgement

Get input early: If your school is exploring AI, teacher voices should shape how it's introduced

Agree on success: Before using any tool, ask: *What would “good” look like?*
Is it saving time? Better feedback?



Group reflection: Moving to action



Instructions:

- Look at the list of **practical starting tips** on screen (*refer to previous slide*). Could any of these tips help address the risks your group discussed? Would you add anything?
- Discuss which **one or two tips** resonate most with your group.
- Match them to the **risks** you identified earlier.
- Share your **top takeaway** with the room.

Cambridge has created a teacher-focused guide to help schools begin exploring AI safely, responsibly, and practically.

Getting started with AI in the classroom

- Introduces and develops key areas of teaching practice.
- Links research to what happens in the classroom.
- Includes practical ideas to help you get started.
- Developed with members of this community.



Scan the QR code to access the guide now or take it with you to explore later. You can also use the link below!

[Getting started with AI in the Classroom](#) part of the [Leading, learning and teaching with Cambridge](#) resource collection



Additional Resources

The Futures of Assessments Navigating Uncertainties through the Lenses of Anticipatory Thinking

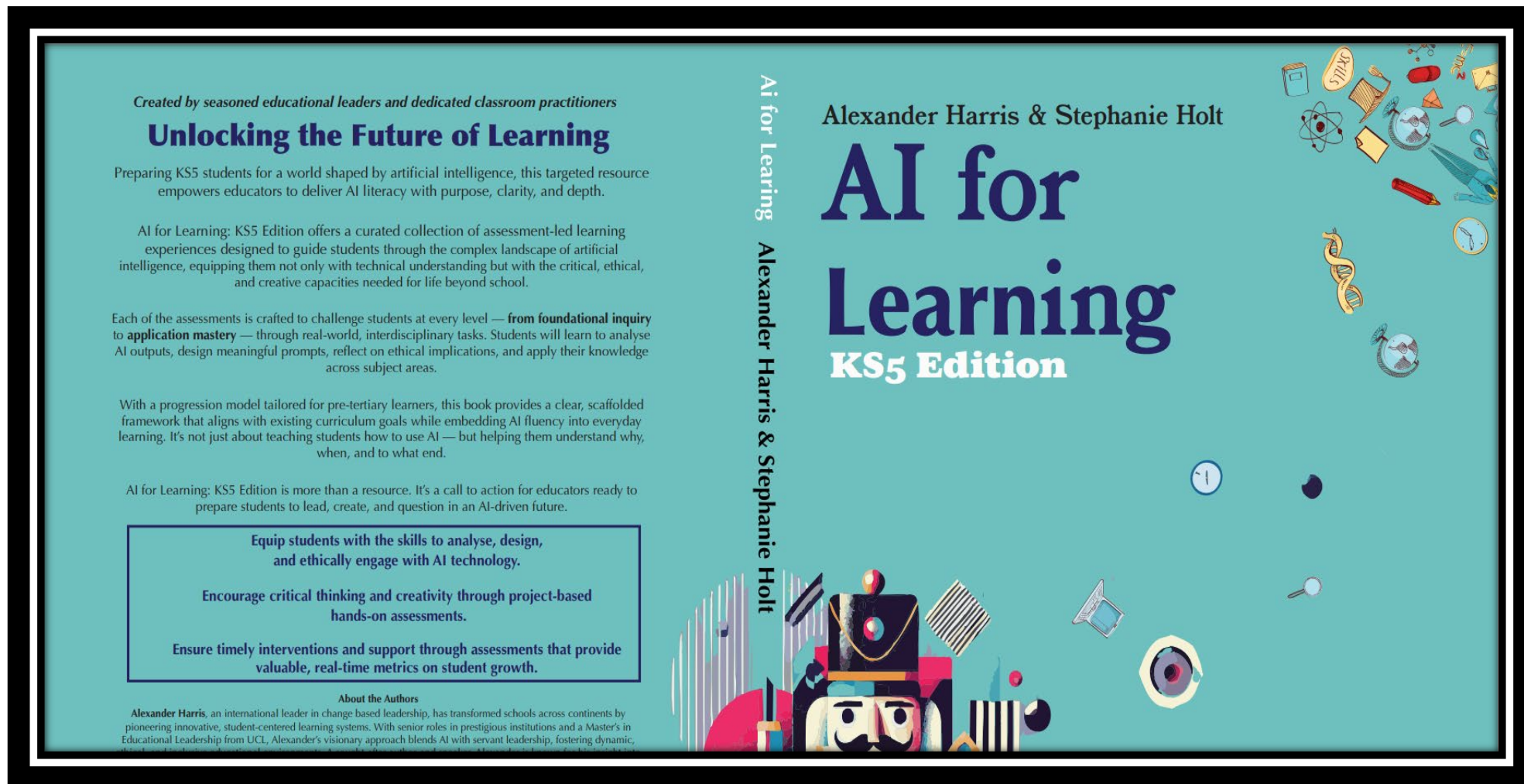
Optional further reading:

- [Explore UNESCO's AI Competency Framework](#) – for teachers and students
- Explore OECD's and European Commission AI literacy - [“Empowering Learners for the age of AI”](#)
- [AI Assessment Scale](#)
- [Designing assessments with AI](#) (workshop series)



Additional Resources

integrating AI into assessment-led teaching with ethical, reflective, and practical strategies



Reflect and plan your AI next step

Based on what we've discussed today:

"You don't need to be using AI yet; this is just a way to reflect on where it could help."

- **What's one area in your teaching or school work** where you think AI *might* be helpful?
e.g., marking, lesson planning, feedback, tracking progress etc.
- **Why do you think it could help?**
save time, support students, improve feedback etc.
- **What would you need to explore it further?**
staff training, trusted tools, leadership support etc.
- **What's one insight you're taking away from today?**
something that shifted your thinking, gave you clarity or sparked an idea



Thanks for joining the session!

Got questions, ideas, or want to stay in touch? feel free to reach out
 anamika.ved@cambridge.org

Your feedback

Please let us know your views
on this session

Scan the QR code and share your
feedback with us

