

Stanford | Accelerator
for Learning

RESPONSIBLE ASSESSMENT IN THE AI ERA

Key Insights from a
Future-Focused Conference

Nneka J. McGee
Candace Thille
Ikkyu Choi
Kadriye Ercikan
Isabelle C. Hau

Matthew S. Johnson (Reviewer)

A Study Group flipbook to promote conversation

Prepared by Eric M. Tucker, Study Group - based on the Stanford Accelerator for Learning white paper developed in collaboration with ETS.

Independent discussion resource - not an official Stanford or ETS publication.



WHY THIS MATTERS

Assessment is at a moment of change.

AI is reshaping how students learn, how teachers teach, and what learners need to know.

”

We want to have conversations that are rich and deep about how research, policy, technology and education come together.

- Amit Sevak

CEO of ETS

The Stanford convening brought together approximately 100 leaders from research, technology, K-12 schools, and higher education to advance the science and practice of responsible assessment in the age of AI.

SHIFT 1

AI changes both what we assess and how we assess.

The pressure: final products may no longer capture the knowledge and skills they were designed to measure.

The possibility: AI enables new forms of evidence that can make assessment more continuous, authentic, and comprehensive.

Not only what learners know

How they think, create, collaborate

Durable skills named in the report include critical thinking, creativity, collaboration, adaptability, ethical judgment, and AI literacy.



The answer is not the whole story.

”

Traditional assessments may tell us if a student arrived at a correct answer. But they often tell us little about how [students] got there. In today's collaborative digital and increasingly AI-supported communities, that gap matters.

- Millie García

Chancellor, California State University

Learning unfolds as a process. Assessment often remains event-based.



Assessment should reflect how learning actually happens.

Learning is continuous and contextual. The report calls for systems of evidence that capture growth over time and across contexts.

1

Portfolios

growth and application over time

2

Formative feedback

ongoing guidance for next steps

3

Conversation-based assessment

evidence through dialogue

4

Authentic performance tasks

capability in context

These approaches offer richer evidence of learning than a single test score.

WHAT MATTERS

What we measure signals what systems value.

AI literacy is not sufficient by itself.

critical
thinking

creativity

collaboration

adaptability

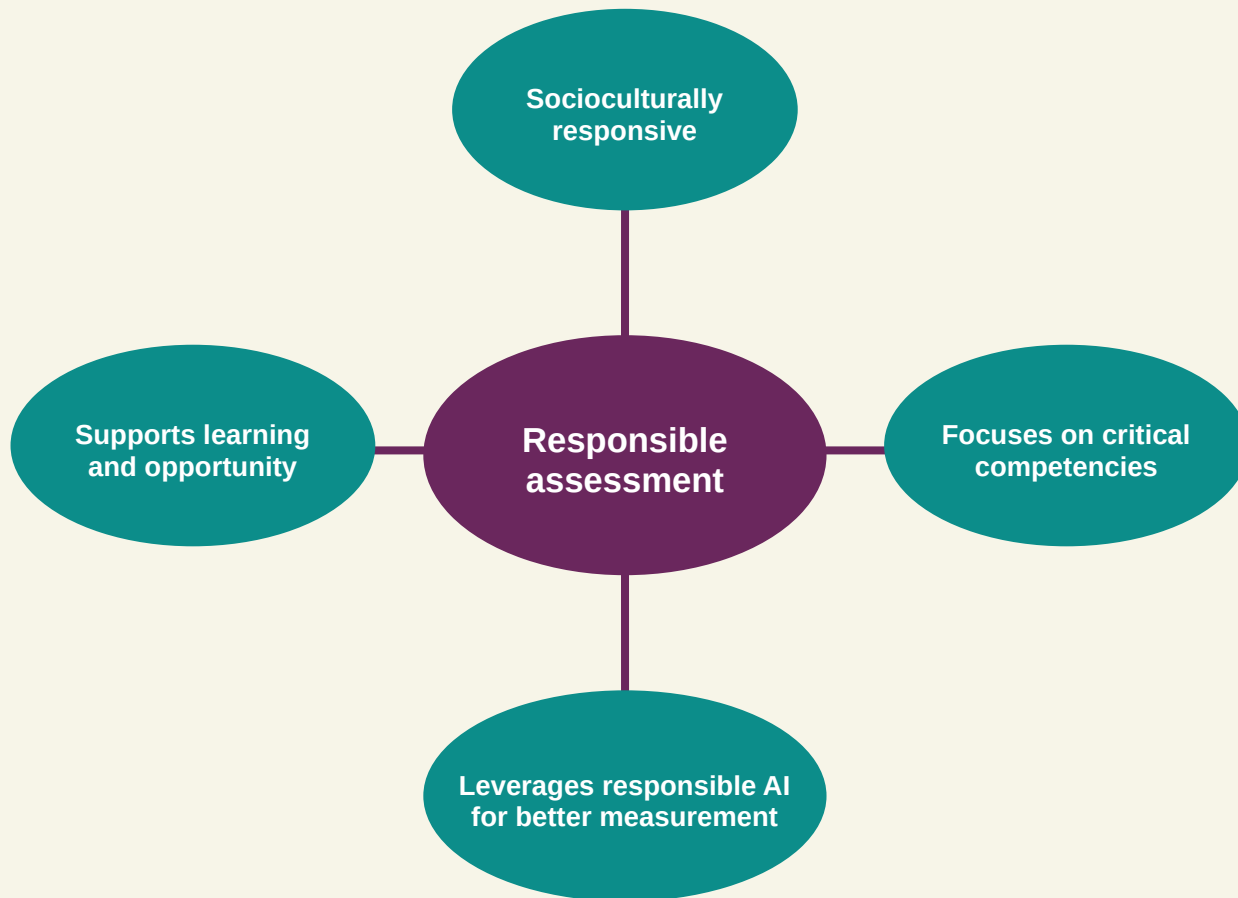
ethical
judgment

AI literacy

The report points toward human-centered capabilities that become more important - not less - as AI systems take on more routine cognitive tasks.

A WORKING DEFINITION

Responsible assessment is more than responsible AI.



"Assessment that is grounded in individuals' sociocultural contexts and designed to generate valid, trustworthy, and context-specific inferences from accumulated evidence to support learning and development."

- Responsible Assessment in the AI Era



EQUITY AND CONTEXT

Learners bring their full selves into assessment.

”

Full self includes family history, home context, and societal context. This affects how they relate to the assessment...[and] how they engage and make sense of the assessment.

- Kadriye Ercikan

Senior Vice President of Global Research, ETS; President, ETS Canada Inc.

The design implication: responsible assessment cannot be context-free. It has to support valid, fair interpretations for the learners and communities it affects.

TRUST

AI assessment systems have to earn trust.

“ give educators what they don't have.

- **Kristen DiCerbo**

Chief Learning Officer, Khan Academy

The report frames trust around the conditions that make AI-supported assessment usable and responsible:

Validity

intended uses

Fairness

all groups

Transparency

limits and data

Human oversight

accountability



A woman with white hair and glasses is speaking at a wooden podium. She is wearing a dark blazer over a light-colored top. The background is a blurred blue and white. The image is partially obscured by a dark teal overlay on the right side of the page.

SHARED LEADERSHIP

The next move belongs to the whole ecosystem.

The white paper translates insight into roles for education systems, researchers, developers, and funders.

Education systems

Pilot continuous, embedded, portfolio, and competency-based models.

Researchers

Clarify constructs and strengthen validity frameworks for new forms of evidence.

Developers

Build for learning, interpretability, and human judgment - not speed alone.

Funders

Invest in validation, infrastructure, and research-practice partnerships.



CONVERSATION STARTER

How do we shape the current moment?

”

The biggest misconception is that AI is primarily a technology issue. It isn't. It's a design issue, a learning issue, an equity issue, and a human development issue.

- Isabelle C. Hau

Executive Director, Stanford Accelerator for Learning

Read the full white paper and launch story:

acceleratelearning.stanford.edu/story/white-paper-responsible-student-assessments-in-the-ai-era/

#ResponsibleAI #AlinEducation