

Checklist for teachers: using AI for assessment, marking and feedback

1. Purpose and transparency

- Inform learners clearly that AI is being used and explain how it contributes to their assessment.
- Get written consent from your learners before inputting their work into an AI tool. Students own the intellectual property (IP) rights to their work. Sharing it with unapproved AI tools may breach copyright laws.
- Make sure AI is an aid, not a replacement for professional judgement.
- Avoid using AI for formal grading without human verification. Never use AI-generated marks alone to determine a learner's grade or academic standing.
- Disclose any AI-assisted grading in official records or reports.

2. Data privacy, security and copyright

- Do not upload learner-identifiable data (names, emails, IDs, etc.) unless the platform complies with local or international standards, e.g. GDPR, FERPA.
- Use school-approved AI tools with proper data protection and privacy guarantees.
- Avoid using public AI tools on the internet or those that don't have easy-to-understand privacy settings for learner submissions.
- To protect students' IP rights, only upload parts of student work – not the whole text.
- Delete learner work from systems after AI use unless otherwise required by your school policy.

3. Accuracy and bias

- Check AI feedback or marks manually before sharing with learners.
- Cross-check AI's evaluations against marking rubrics and criteria.

- Be alert for bias, for example the AI may favour certain writing styles, dialects or vocabulary.
- Run sample tests with diverse learner work to identify inconsistencies or bias patterns.

4. Alignment with assessment criteria

- Feed the AI the exact marking rubric or learning outcomes to guide its evaluation.
- Ensure feedback references clear, objective criteria, not just general quality judgements.
- Avoid only focusing on grammar feedback, and ensure content, reasoning and creativity are also valued.
- Check that AI feedback supports learning goals, encourages reflection and is balanced, e.g. not overly positive or negative.

5. Feedback quality and usefulness

- Edit or adapt AI-generated feedback to make it personal, actionable and supportive.
- Highlight strengths as well as areas for improvement (AI often over-focuses on errors or positive feedback).
- Encourage learners to reflect on AI feedback rather than just accept it passively.
- Provide opportunities for dialogue. Learners should be able to question or clarify AI-based feedback.

6. Record-keeping and accountability

- Document AI involvement, e.g. AI-generated draft feedback before and after editing by the teacher.
- Keep records of prompts, rubrics and outputs for transparency and moderation.
- Review institutional policies regularly as AI tools and regulations evolve.