Assessment Evolved: ELT Edition

Formative Assessment in a Generative AI Era

Generative AI is reshaping English language education and assessment.

This report explores how thoughtful GenAI integration can deepen reflection, enhance feedback and maintain learning integrity. It includes thoughts and takeaways from ELT experts and teachers around the world.

Contents

Foreword	3
Evolving assessment in a generative AI era	4
Our research	6
The critical role of formative assessment	7
The need to build AI literacy and future-ready skills	11
Learning at the center: Evolving formative assessment	13
The future of assessment	16
References	18
Acknowledgements	19

Foreword

Around the world, ELT classrooms are already feeling the impact of Generative AI. Teachers are seeing the benefits in streamlining admin tasks, creating lesson activities and personalizing learning for their students. At the same time, learners are also finding ways to harness the power of this new technology – for better or for worse - writing essays with AI agents, seeking quick grammar fixes, summarizing texts, and practising spoken English with AI tutors.

We know these shifts can be unsettling. Many of us worry that our students are simply offloading learning to AI, resulting in short-term gains for the student (saving time on homework, creating a perfectly written piece of writing) but creating longer-term problems (a lack of cognitive development and real learning). So how do we address these issues? Detection alone will not safeguard learning; tools that claim to identify AI generated text are unreliable and risk eroding trust. Our students will need to master AI and be digitally literate to enter the workplace, so how do we resolve this tension between allowing the use of AI and ensuring that students are not offloading their learning to it. The most sustainable path is to evolve classroom tasks and activities so that responsible AI, grounded in learning science, is used in a way that deepens, rather than substitutes for, learning.

Pearson's research is grounded in the voices of educators and experts. We surveyed more than 1,000 teachers and instructors and convened global specialists to understand how formative assessment is changing, where it is vulnerable, and how it can be redesigned to protect learning integrity without stifling innovation.

In this English Language Learning version of the report, we reached out to ELT experts across regions and contexts to gather their insights on the role of AI in language learning - how to harness its benefits while ensuring students do not bypass the cognitive work required for real language development.

Whether you teach teenagers preparing for high-stakes exams, university students building academic English, or adults focused on workplace communication, the questions are the same: What are my learners' goals? Where are they now in relation to those goals? What activities and feedback will help them achieve those goals? GenAI does not change these fundamentals – but it does force us to re-evaluate the ways in which we address these questions. And for many educators, that will mean re-designing assessment practices that they have used for the whole of their career.

This report also comes with an Educator Guide containing practical guidance for schools and higher education institutions. This guide translates the report's ideas into steps you can take now: scaffolds for process-based assessment, strategies to integrate AI responsibly, and ways to align policies, classroom routines, and feedback with your learning goals.

Our commitment at Pearson is to partner with you through this transition. We recognize the diversity of ELT contexts and the realities you face - curricular demands, assessment pressures, and varying access to technology. Yet the core message is consistent worldwide: when thoughtfully integrated, AI can help us put learning at the centre, deepen formative feedback, and prepare our students for a future in which working with AI will be part of communicating in English.

Thank you for the work you do every day to keep learning authentic. I hope this report offers clarity, confidence, and practical ideas you can apply in your classroom tomorrow.

Sharon Hague
President,
English Language Learning,
Pearson

Evolving assessment in a generative AI era

As GenAI becomes embedded in education, we have an opportunity to evolve formative assessment practices to make them stronger than ever before.

The arrival of Generative Artificial Intelligence (GenAI) has been an inflection point for many aspects of society, and assessment is no exception. Media headlines often frame GenAI in terms of academic dishonesty, with institutions scrambling to respond. Understandably, many have reacted apprehensively, emphasising surveillance and resistance.

Students do not appear to share this hesitation. Adoption is widespread and accelerating. Many are already using GenAI for schoolwork, regardless of whether their institutions explicitly allow it or not. At the same time, there is considerable uncertainty about what constitutes academic misconduct. But the deeper issue is not whether students are cutting corners, it's whether they risk missing out on essential future knowledge and skills, if they do not learn to work with GenAI responsibly and effectively.

Our research focuses on formative assessment as a critical area of both disruption and opportunity, because of its vulnerability to GenAI misuse and potential for innovation. Drawing on the views of over 1,000 educators and a panel of global experts, we believe that now is the time to remind ourselves of the purpose of formative assessment, to consider richer forms of evidence, and to develop new approaches that prepare students for lifelong learning in a broader landscape of AI disruption.

"The core problem with AI in education isn't that students use it — it's that we've made them hide it. When institutions treat any AI involvement as a form of academic transgression, students don't stop using the tools; they simply become less transparent about it. And that's precisely the moment educators lose what would actually be most valuable: visibility into the process, and with it, the possibility of turning that moment into genuine teaching.
This means we need to reframe the assessment question entirely. Instead of asking "did the student write this alone?", we should be asking "what decisions did this student make, and can they account for them?" Assessment, in other words, needs to shift from measuring product to tracing process."

Dr Silvia Minardi
School teacher and President of Lingua e Nuova Didattica – Italy

The purpose of our report and educator guide:

To empower stakeholders to harness GenAI to evolve assessment and support students in cultivating future-ready skills, we developed two resources from this research:

1 This report

Explores why formative assessment matters now more than ever and offers evidence-based insights and recommendations to help educators, leaders, and policymakers respond to these changes

2 Educator Guide

This guide moves from discussion to action, providing tangible strategies and practical advice for English language teachers, Helping them evolve their assessment practices with confidence.

For some educators, the question may be **where to start;** for others who are already actively experimenting with GenAI, the question may be **knowing how to do so effectively and responsibly in their classrooms.**

"This report further confirms how the nature of learning and assessment is changing in the age of generative AI. As we move into a world where technology is a collaborative partner, the real assessment of human abilities will move from a focus on knowledge to an emphasis on application: how well we can use that knowledge to create, inspire, and innovate. This opens so many avenues for new ways of designing and delivering learning experiences to inform, challenge, and excite our students of all ages. It is a time of exciting opportunities."

Sara Davila
English Language Specialist Consultant – United States

Our research

To understand what GenAI means for the future of formative assessment and learning, it's vital to first know its current impact.

Our research includes views from

- **More than 1000 educators** from secondary schools, colleges, and universities in the United States and United Kingdom in our AI and Formative Assessment survey, and
- **A range of global experts** in education and AI, including expert practitioners who use GenAI in their classrooms.

The research focused on three key questions

1. How should we design assessments in a world where GenAI tools are ubiquitous?
2. What kinds of tasks can still authentically demonstrate student understanding, even when AI is accessible?
3. How do we ensure formative assessment maintains its utility and validity when AI can simulate students' work?

In this ELT edition of the report, we have included thoughts and experiences from **expert English language educators** around the world. Their contributions confirm that the report's findings are **equally applicable to educational contexts outside the UK and US.**

"I believe ELT assessment needs to move from product-only tasks toward process-visible tasks. Instead of assessing only the final paragraph, essay, or speaking output, we should also ask students to show how they arrived there: prompt logs, draft comparisons, brief reflective commentaries, oral defences, live follow-up questions, and in-class explanations of which AI suggestions they accepted, rejected, or revised. In language learning, that matters because the learning is not just in the final text. It is in the chain of linguistic and cognitive decisions behind it."

Mohsen Askari
English Language Instructor and EdTech Researcher, Boğaziçi University – Türkiye

The critical role of formative assessment

Our research has made one thing abundantly clear: formative assessment is fundamental to good teaching and effective learning. Ensuring GenAI strengthens reflection, feedback, and understanding will allow it to become a partner, rather than a substitute, for learning.

Formative assessment: A cornerstone of effective learning

The importance of formative assessment is widely recognised and empirically supported across education settings.[1,2,3]

Formative Assessment encompasses:

Assessment for Learning (AfL)
Which provides educators with crucial information during the learning cycle to adapt instruction and feedback to students to foster self-regulated learning; and

Assessment as Learning (AaL)[4]
Where the assessment activities themselves serve as valuable learning opportunities.

These differ from Assessment of Learning (AoL)

Which is classed as summative assessment and typically takes the form of high-stakes exams. Formative assessment is often essential in preparing students for summative assessment.

ⓘ Our emphasis on formative assessment in this report **does not imply that summative assessment is any less important** in a GenAI world. In fact, when the learning and assessment ecosystem is in flux, having reliable measures of student outcomes is of critical importance.

"We hear a lot in the media about AI being used for "cheating" - and to my mind, this means we are still failing to acknowledge the greater ethical concerns that come with the use of this new technology. To combat this, students engage much more effectively when educators acknowledge the importance of AI's role in our world today. We can encourage students and teachers to collaborate honestly by shifting toward Assessment as Learning (AaL), where the assessment activities themselves are the learning opportunities, and clarifying the role of AI in that process."

Victoria Lansdown
AI Instructional Designer at Google, powered by Synergis IT + Creative – USA

The purpose of formative assessment: Questions that drive learning

Formative assessment is concerned with answering three key questions – with students as partners in the process.

1. **Where am I going?**
   This typically comes from a model of student outcomes or set of learning goals.

2. **Where am I now?**
   This requires a way of estimating students' current knowledge and skill relative to their final destination.

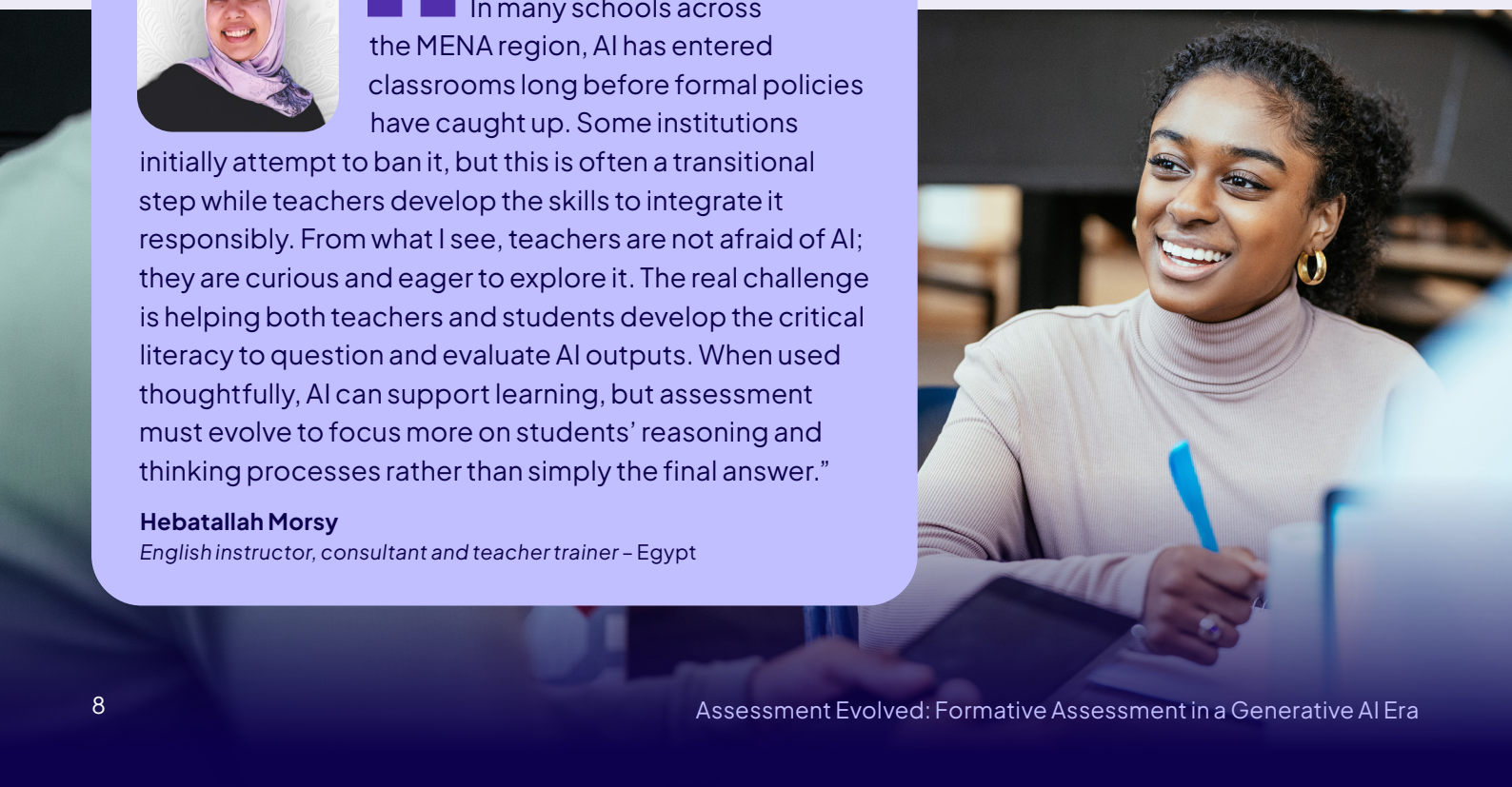
3. **How will I get there?**
   This calls for feedback about the next best step in closing the gap.

Educators may use a diverse array of activities to foster this continuous cycle of learning, constructive feedback, and sustained improvement, while encouraging student autonomy in the process.

This idea underscores the pivotal role feedback plays in shaping meaningful learning experiences

"In many schools across the MENA region, AI has entered classrooms long before formal policies have caught up. Some institutions initially attempt to ban it, but this is often a transitional step while teachers develop the skills to integrate it responsibly. From what I see, teachers are not afraid of AI; they are curious and eager to explore it. The real challenge is helping both teachers and students develop the critical literacy to question and evaluate AI outputs. When used thoughtfully, AI can support learning, but assessment must evolve to focus more on students' reasoning and thinking processes rather than simply the final answer."

Hebatallah Morsy
English instructor, consultant and teacher trainer – Egypt

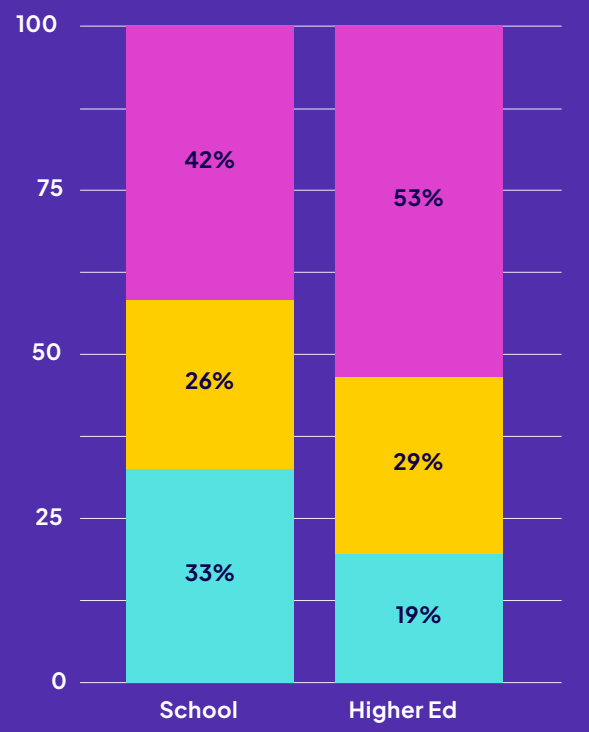


What does students' use of GenAI mean for assessment?

Many **institutions** are yet to enact formal policies on GenAI, with only **54%** of K-12 and **60%** of higher education instructors in our survey reporting an AI policy at their school or institution. Moreover, some educators are still on the fence about GenAI. Although at least **85%** of both educator groups were at least moderately familiar with GenAI[5], only **50–58%** felt positively toward it[6]. This indicates there is still a need for formal guidance on how to adapt or respond to student GenAI use, especially as the technology expands and evolves.

Furthermore, **students** are using GenAI more than educators perceive. **69%** of higher education instructors we surveyed estimated that fewer than half their students use AI for "at least some" formative assessments. This contrasts with what students self-report. Our previous research[7] found that **64%** of students use GenAI for schoolwork, with **80%** of those using it at least once a week. And use is climbing rapidly; in the UK alone, a recent study[8] found that the proportion of university students using GenAI tools for assessments jumped from **53%** in 2024 to **88%** in 2025. The most common uses of GenAI were to: "get answers to my questions/clarify concepts" (**60%**), "edit or proofread writing assignments" (**51%**) and "get answers to homework problems" (**48%**).

Concern about GenAI misuse on assessments



Note

This question was displayed to those who did not allow GenAI use on at least one assessment in their course (n = ~230). Question: "How concerned are you that your students are using GenAI to help complete formative assessments where it is not allowed?" Responses: Not at all concerned, Slightly concerned, Moderately concerned, Very concerned, Extremely concerned. The top and bottom two responses were collapsed to "high concern" and "low concern" respectively.

*Percentages may not total 100% due to rounding

"I think that one way of reducing the risk of uncontrolled or unsupervised use of GenAI lies in the hands of teachers and what we choose to do with our students: the sort of activities we propose, how we foster critical thinking and problem solving. GenAI gives us an opportunity to stop teaching on 'autopilot' and rethink our teaching in terms of how GenAI can become a learning partner, enabling learners to exercise their agency while promoting its responsible use."

Leonor Corradi
Academic consultant, materials writer and teacher trainer – Argentina

Can detection and deterrence work?

A common question from educators is:
Can't AI detection solve these issues?
The short answer is no.

AI detectors are tools that analyze text, pictures, or video to determine whether it was created by a human or by AI.

However, research suggests that these AI detection tools cannot reliably identify all AI-generated content[9,10,11]. And students are becoming more proficient at AI prompting to evade detection. These factors mean that a reliance on detection risks eroding the essential trust between educators and their students. Ultimately, detection is no substitute for well-designed assessments that guide responsible AI use.

The solution lies in ensuring educators themselves are familiar with, and confident in the use of GenAI tools. This is a vital step in ensuring the focus is on learning integrity, not policing (mis)use. Exploring AI tools firsthand is important to demystify their capabilities, potential and impact, and to move towards meaningful classroom integration, and many educators are already harnessing these tools in their teaching.

"As GenAI becomes a permanent part of our students' future, our mission is to move beyond teaching basic facts and instead cultivate the high-level critical thinking and creativity they need to become "learning partners" who can critique, refine, and build upon AI outputs using their own internal mental models. We want our students to be able to use these tools effectively and intelligently, knowing exactly when to lean on them for efficiency and when to rely on their own human discernment to ensure authentic understanding. By fostering an environment of trust and fairness, we can empower our students to get the most out of these rapidly evolving tools while keeping the uniquely human elements of learning at the very center of our classrooms."

Natalia Wong Mexia
Head of the Languages Department,
Sistema Educativo Colegios México Nuevo – México

"First of all, there's a lot being made of false positive rates being very low… as if given a 1% false positive rate, there must be 99% true positives. And that's simply not the case. Moreover, from my perspective, the problem with detectors are that they do not generate any evidence, and it leads to procedural fairness problems. Once someone sees that number provided by the detector, they will believe that the student used AI, and so they will be biased throughout any subsequent process, based on that inaccurate and misleading detector result."

Kane Murdoch
Head of Complaints, Appeals and Misconduct – Macquarie University

The need to build AI literacy and future-ready skills

Educators understand that as the education ecosystem continues to recover from Covid-era learning loss, unreflective use of GenAI risks compounding existing learning gaps by allowing students to short-cut important learning experiences.

As agentic features (capabilities that allow AI to act autonomously, sometimes with minimal human oversight) become more widespread, it is becoming even easier to reduce learning to a task-completion exercise. This creates an illusion of understanding but leaves students with very real flaws in their foundational knowledge and critical competencies.

Effective use of GenAI as a learning partner requires students to engage their own knowledge structures by drawing on internal mental models and frameworks to critique, refine and build on AI outputs[13]. These processes of recalling, spotting mistakes, and connecting ideas are needed to build lasting memory and flexible knowledge. Without guidance on using GenAI responsibly and intentionally, students risk accepting plausible yet incorrect or inaccurate outputs at face value.

Conversely, when students are guided to activate these internal systems, GenAI can be a force multiplier for formative assessment, by supporting self-reflection, feedback and deeper understanding.

In practical terms, this may look like building the habits of routinely questioning GenAI outputs, consulting external sources, or seeking alternative perspectives on a topic to augment, not replace, active sense-making.

Our survey participants identified several risks of problematic GenAI use for formative assessments including:

- Allowing students to bypass the cognitive processes and effort essential for learning.
- Hindering development of skills such as problem-solving, research, writing and critical thinking.
- Risking students being underprepared for a workforce that demands fluency with AI tools.
- Flattening experimentation, agency, and originality of thought.

"Offloading is not new. Dictionaries, grammar references, and peers have always been forms of offloading. The key question is what is being offloaded. Offloading mechanical editing may free attention for meaning and audience. Offloading idea generation may still be useful if the learner then has to evaluate and reshape ideas. Offloading lexical retrieval and sentence construction too early in the learning process can prevent the building of automaticity. So the onus on instructors is to control when offloading is allowed."

Professor Yukio Tono
Director, World Language Center
Tokyo University of Foreign Studies (TUFS) – Japan

With deliberate formative assessment design, educators can position GenAI use as a collaborative endeavor that carefully balances AI interactions with students' own judgement and discernment.

These are the skills that will be needed for today's students to navigate future employment opportunities, as will the ability to summarize, ideate and create with and without access to those tools.

"How do I motivate my students and how do I teach them that this is the right way to interact with AI? How do I embed these interactions as part of my formative – and, in the future, summative – assessment of their learning?
This is the direction that we are working towards. To me, that's a much more realistic vision than considering AI as a 'no-no' technology."

Mutlu Cukurova
Professor of Learning and AI
University College London

"In corporate environments, AI is already part of everyday work. Because of this, the key question is not whether learners use AI, but whether they can still think critically and communicate effectively. In my training sessions, I therefore focus less on evaluating the final written product and more on the process and performance. In this context, AI becomes a tool for supporting critical thinking, refining communication, and enhancing decision-making rather than a shortcut. I encourage professionals to critique AI outputs, adjust tone for intercultural communication, and refine messages for specific audiences. These skills reflect the realities of modern workplaces. From a Business English perspective, the goal is not to assess whether learners can produce language without AI. Instead, we should assess whether they can communicate strategically, responsibly, and effectively both with and without AI support."

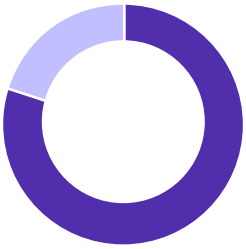
Fajarudin Akbar
Business English teacher – Indonesia

Learning at the center: Evolving formative assessment

GenAI is transforming how students engage with formative assessment. The challenge is not to discard familiar methods, but to evolve them so they continue to measure meaningful learning.

Our survey highlights the centrality of formative assessment to effective learning, with 80% of instructors telling us they use formative assessment at least a few times per month, and the same proportion rated it as extremely or very important.

However, the most common formative assessment activities, such as multiple-choice questions, essays, or short writing assignments, were also seen by educators as among the formats most vulnerable to GenAI misuse.



80%

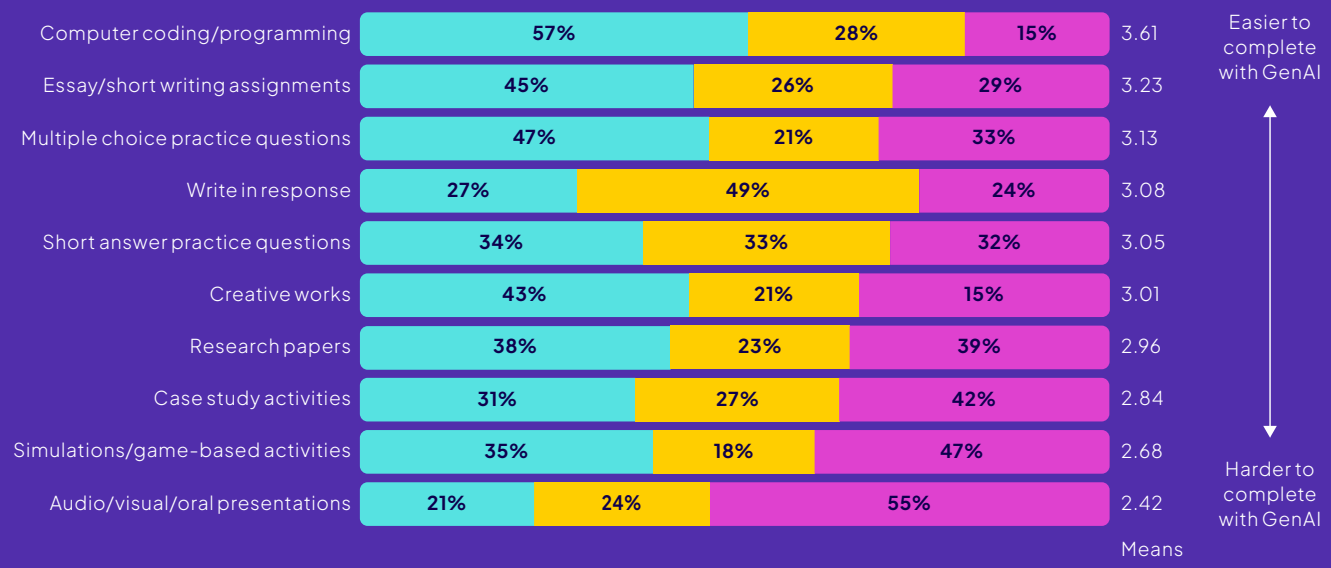
of instructors told us they use **formative assessment** at least a few times per month

"While the Pearson report raises important questions about AI literacy, feedback, and learning integrity, it does not address the specific linguistic, cultural, and instructional realities that shape foreign language education in settings like Mexico. In many Mexican classrooms, English language instruction remains largely teacher-centered, with an emphasis on rote memorization of vocabulary and grammatical structures. This approach, while perhaps useful for certain foundational stages, does not inherently cultivate the critical thinking or learner autonomy that we need to foster. This is where AI can play a role. By designing tasks that require students to evaluate AI outputs, compare translations, or reflect on how they used a tool, educators can build both linguistic competence and AI literacy. The future of English teaching in an AI-mediated world depends not on discarding what we know, but on evolving it with intention and context in mind."

Héctor Sánchez
Academic Director, Proulex - University of Guadalajara – México

Coding, writing, and multiple-choice assignments are most vulnerable to GenAI misuse, while presentations are more resistant

How easy would it be for the students you teach to complete these assessments using GenAI?



Response options included:

1 = not at all easy, 2 = slightly easy, 3 = moderately easy, 4 = very easy, 5 = extremely easy. 1 & 2 were condensed into "not very easy" and 4 & 5 were condensed into "very easy" for visualization and simplicity. Order from highest to lowest was based on means. Instructors only rated assessment types they reported using in their courses (Ns varied). "Write in response" refers to an assessment type that a survey participant wrote in themselves, as it wasn't provided in the listed options; responses varied.

- Very easy
- Moderately easy
- Not very easy

This finding doesn't mean that educators should stop using these types of activities. Rather, it highlights a need to evolve and innovate them, so they still deliver learning value. This is where the real opportunity lies. Fortunately, educators have the expertise to ensure pedagogy continues to sustain critical thinking and meaningful knowledge acquisition.

"A key issue is the longstanding reliance on product-based assessment. In recent discussions on AI-enhanced assessment strategies, the assumption that writing is a direct representation of thinking is no longer valid. AI has exposed this flaw by demonstrating that high-quality written products can be generated without genuine understanding. Consequently, assessment must shift from evaluating final outputs to examining the processes through which learning occurs. One of the most important transformations in this regard is the emphasis on process-oriented assessment."

Dr Made Hery Santosa
Educator and Researcher, Universitas Pendidikan Ganesha, Bali – Indonesia

A new narrative: Designing for learning integrity

Now, more than ever, it is critical to revisit the purpose of formative assessment. Educators already know what the key questions are, now it's a matter of applying that knowledge to these new tools:

1. What do I want to assess, and does the task elicit evidence of that learning?
2. Does completing this task require the skills I want students to develop?
3. Will the misuse of GenAI compromise its learning value?
4. Could allowing or inviting thoughtful use of GenAI enhance its learning value?

By reinforcing the connection between purpose and practice, these reflections can prompt a shift towards richer evidence-gathering or necessitate the redesign of formative assessment activities.

"Bring the learning outcomes in from the very start. What is it that you're trying to achieve here? Can AI help to achieve those learning outcomes? If students use generative AI tools as part of that work, is that going to undermine the learning outcomes or is it going to help them?"

Mike Perkins
Head of the Centre for Research and Innovation
British University Vietnam

"The most powerful response to AI is not a ban on student use, but a redesign of how we teach. AI can only transform education if humans are in the loop and teachers remain in the driver's seat. When educators are equipped with strong AI literacy, they can turn these tools into thinking partners for formative assessment, supporting self-regulation, metacognition, and the future skills our learners really need to cope with the challenges of our 'liquid' society."

Letizia Cinganotto
Associate Professor of language education, University for Foreigners of Perugia – Italy

The future of assessment

Education must move towards thoughtful inclusion of GenAI in assessment design, broader evidence of learning, and policies that align curriculum, instruction, and assessment to the skills needed for the future workforce.

Teaching in the age of GenAI: Making change happen

The only thing we can say with confidence about GenAI technologies is that they will continue to expand, both in terms of their power and prevalence. What began as primarily text-based chatbots has rapidly expanded to include image, video, audio, code, data analysis tools, and more.

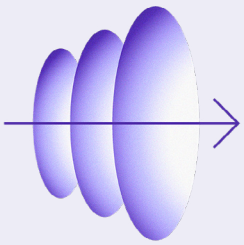
In an age where AI is becoming an integral part of learning and the workforce, we need to provide educators with tools to maintain learning integrity while preparing students for a world where AI will be a defining part of their future.

"Students are not waiting for policy frameworks or institutional approval; they are experimenting, adapting, and integrating AI into their learning in ways that are largely invisible to formal systems. In reality, students in Asia are already using AI – often quietly and independently, and this creates a growing disconnect between how learning is designed and how learning actually happens. The critical question, then, is whether classrooms will continue to ignore this reality, or whether they will evolve to make AI use visible, guided, and meaningful."

Dr. Le Dinh Bao Quoc
Founder of Pro.Ed Education Solutions, Founder and Head of EduVerse – Vietnam

"What capabilities do we need to ensure our graduates have right now, and next year, and the year after that? I think the answer to that is that we're not sure. But it probably looks slightly different to what it was 10 years ago. The interplay between GenAI and assessment needs us to go back to our learning outcomes and look at what exactly it is that we want our students to develop, and be, and do and know, and start from there."

Danny Liu
Professor of Educational Technologies, University of Sydney



Recommendations: **Purposeful action to support educators**

Bold, collaborative action is needed for proactive, future-ready formative assessments.

To ensure educators are supported to evolve formative assessment and to equip students with the skills they need, change must happen at all levels of education, with practical action from all stakeholders involved in assessment policy, design and delivery. School and higher education leaders, policymakers and administrators must not only support teachers and instructors as they embrace GenAI but also ensure the evolution of assessment is meaningful and sustainable.

Action from school and higher education leadership

The focus of school and higher education leadership in this context is on providing opportunities and facilitating dialogue with, and among, educators to move from policy to action and implementation.

We recommend that leaders in school and higher education settings support evolution in these areas:

Policy
Ensure AI integration initiatives are designed, reviewed and implemented thoughtfully and in partnership with educators.

Training
Provide opportunities for educators to continually develop their familiarity with and confidence in their own use of GenAI tools.

Broader Ecosystem
Facilitate dialogue in their schools and/or departments about the impact of GenAI on curricula, instruction, encourage collaboration within teaching teams to reflect on and evolve their teaching practices.

"Transforming education should begin with pre-service teacher education. We must find effective ways to integrate AI into every component of our training - including assessment practices - in ways that meaningfully support teacher candidates. Only then can we expect future teachers to model authentic, real-life, performance-based evaluation practices that focus on the learning process and draw on their own experiences as students. We have made great progress in training future teachers to use AI to support things like lesson planning and activity creation. Now it's time for teacher educators to question what real-world teaching looks like in the age of AI and how GenAI should be used by students to enhance rather than substitute their learning."

Belgin Elmas
Professor of English Language Teaching, TED University – Türkiye

References

1 Sortwell, A., Trimble, K., Ferraz, R., Geelan, D. R., Hine, G., Ramirez-Campillo, R., Carter-Thuiller, B., Gkintoni, E., & Xuan, Q. (2024). A Systematic Review of meta-analyses on the impact of formative assessment on K-12 students' learning: Toward sustainable quality education. Sustainability, 16(17), 7826. https://doi.org/10.3390/su16177826.

2 Education Endowment Foundation. (2025). Feedback. Education Endowment Foundation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback.

3 Morris, R., Perry, T., & Wardle, L. (2021). Formative assessment and feedback for learning in higher education: A systematic review. Review of Education, 9(3), e3292. https://doi.org/10.1002/rev3.3292.

4 Bennett, R. E., & Gitomer, D. H. (2009). Transforming K–12 assessment: Integrating accountability testing, formative assessment, and professional support. In J. P. Keeves & R. E. Watanabe (Eds.), Educational assessment in the 21st century: Connecting theory and practice (pp. 43–61). Dordrecht, Netherlands: Springer.

5 Question: How familiar are you with Generative AI (GenAI) overall? (K–12 n=505; higher education n=524).

6 Question: How do you currently feel about the use of AI (of any kind) in education? (K–12 n=505; higher education n=524).

7 Pearson Education Ltd. (2025c). Higher Ed student AI survey report. Retrieved from: https://plc.pearson.com/sites/pearson-corp/files/2025–05/student-ai-tracker-spring-25–short-version-for-external-sharing.pdf.

8 Freeman, J. (2025). Student generative AI survey 2025 (Policy Note 61). Higher Education Policy Institute. https://www.hepi.ac.uk/reports/student-generative-ai-survey-2025/

9 Bassett, M. A., Bradshaw, W., Bornsztejn, H., Hogg, A., Murdoch, K., Pearce, B., & Webber, C. (2025). Heads we win, tails you lose: AI detectors in education. https://www.tandfonline.com/doi/full/10.1080/1360080X.2026.2622146

10 Bellini, V., Semeraro, F., Montomoli, J., Cascella, M., & Bignami, E. (2024). Between human and AI: Assessing the reliability of AI text detection tools. Current Medical Research and Opinion, 40(3), 353–358. https://www.tandfonline.com/doi/full/10.1080/03007995.2024.2310086

11 Hardie, L., Lowe, J., Pride, M., Waugh, K., Hauck, M., Ryan, F., … Richardson, H. (2024). Developing robust assessment in the light of generative AI developments. NCFE and The Open University.

12 Question: To the best of your knowledge, have you ever used gen AI in your teaching and/or assessment? (K–12 n=505; higher education n=524).

Educator Guide: A practical companion

To support and partner with English language educators, we have created an **Educator Guide**. This guide provides specific strategies for levelling up formative assessments in ways that maintain their value, with actionable advice to help educators evolve their practice.

Acknowledgements

We would like to sincerely thank the educators who responded to our survey or generously gave their time to be interviewed for this project. Your thoughtful responses and perspectives have been invaluable in shaping this work.

Ryan Baker, Professor of Artificial Intelligence and Education, University of South Australia and Director of the Penn Center for Learning Analytics.

Peter Bannister, Pre-doctoral Fellow, Universidad Internacional de La Rioja.

Amanda Bickerstaff, Co-Founder and CEO of AI for Education.

Susan Brookhart, Professor Emerita, School of Education, Duquesne University.

Mutlu Cukurova, Professor of Learning and AI, University College London.

Phillip Dawson, Co-Director of the Centre for Research in Assessment and Digital Learning, Deakin University.

Rachel Evans, Director of Digital Transformation, Girls' Day School Trust.

Charles Fadel, Founder and Chairman, Center for Curriculum Redesign.

Steve Fitzpatrick, K12 Educator and AI Practitioner, Hackley School.

Eric Klopfer, Professor, Director of the Scheller Teacher Education Program and Director, The Education Arcade, Massachusetts Institute of Technology .

Danny Liu, Professor of Educational Technologies, University of Sydney.

Bill Lucas, Professor of Learning and Director for the Centre of Real World Learning at the University of Winchester and Co-Founder of Rethinking Assessment.

Kane Murdoch, Head of Complaints, Appeals and Misconduct, Macquarie University.

Mike Perkins, Head of the Centre for Research & Innovation, British University Vietnam.

Pat Yongpradit, Chief Academic Officer of Code.org and Lead of Teach AI.

The future won't wait, and neither should we.

With courage and creativity, we can use this opportunity to make education stronger, more resilient, and future focused. Our students are ready – and they're counting on us to be ready, too.

Pearson

This report marks the beginning of an important conversation on how assessment can evolve in the GenAI era. We welcome your thoughts and feedback. Reach out to us at **assessmentevolved@pearson.com**

Learn more at pearson.com/languages/assessment-evolved

Copyright © 2026 Pearson Education, Inc. or its affiliate(s). All rights reserved.