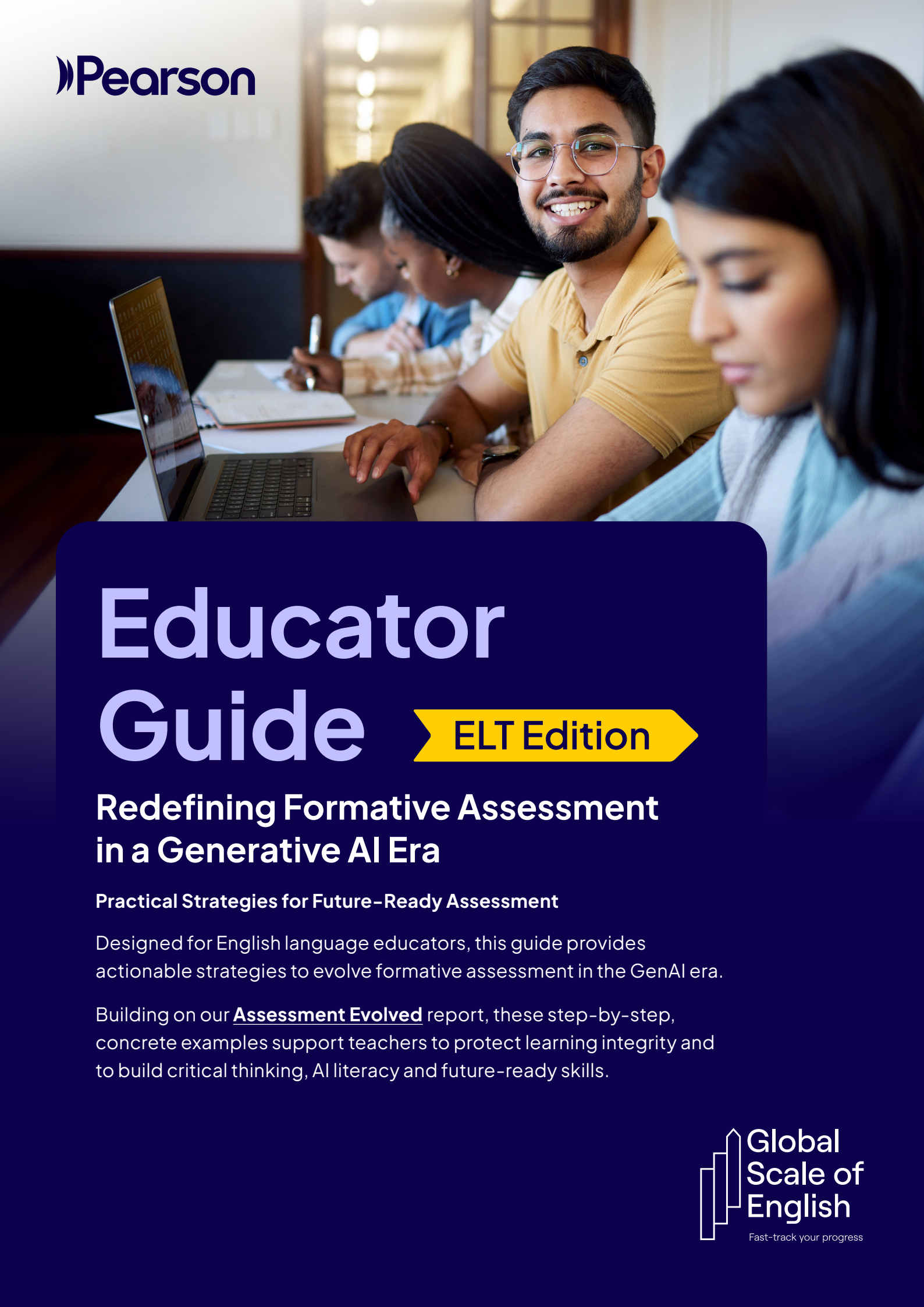


A background image showing a group of diverse students in a classroom setting. A young man with glasses and a beard, wearing a yellow polo shirt, is smiling and looking towards the camera while sitting at a desk with a laptop. Other students are visible in the background, some looking at their work.

Educator Guide

ELT Edition

Redefining Formative Assessment in a Generative AI Era

Practical Strategies for Future-Ready Assessment

Designed for English language educators, this guide provides actionable strategies to evolve formative assessment in the GenAI era.

Building on our **Assessment Evolved** report, these step-by-step, concrete examples support teachers to protect learning integrity and to build critical thinking, AI literacy and future-ready skills.

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Introduction

Building integrity in AI use

The emergence of Generative Artificial Intelligence (GenAI) has radically changed the landscape of assessment in education. Large Language Models (LLMs) like ChatGPT can now produce high-quality essays and quickly provide answers to multiple-choice questions and practice problems. While the media warns of cheating, there is a real opportunity to enhance **learning integrity** and build AI literacy in our institutions. The focus of our research and associated recommendations is on 'learning integrity' - ensuring that in a GenAI world, students genuinely engage in the process of learning rather than offloading their thinking to an LLM. Learning integrity is critical for developing knowledge, skills and understanding.

The rise of GenAI gives educators a powerful opportunity to evolve formative assessment activities. Many educators are already thoughtfully engaging with GenAI. For those just starting this journey, we hope this guide will provide practical recommendations for rethinking and reimagining what formative assessment looks like in a GenAI world.



What this guide is for

We know formative assessment does not exist in a vacuum, and that making changes to one part of the broader teaching and learning system will inevitably have ripple effects elsewhere. However, we purposefully focused on formative assessment because the challenges around maintaining learning integrity in the face of AI are more pressing here. The topic of how summative assessment will or should evolve in an age of AI, though important, is beyond the scope of this guide. We intend for this guide to give educators practical steps for reflecting on and evolving their assessments.



AI works best in the classroom when it generates friction, not when it removes it. Activities that require students to write a prompt in order to recreate an image, then compare their version to the original description, demand productive struggle. Tasks that ask students to analyse the linguistic variation between two AI responses to the same prompt require critical thinking. These activities are far harder to “offload” to a machine, because the cognitive work lies in the comparison, the evaluation, and the justification, not in the production itself.”

Dr Silvia Minardi

School teacher and President of Linguae Nuova Didattica – Italy

A snapshot of educator perceptions

Given how quickly GenAI is evolving, educators, understandably, have different perspectives on the technology, levels of confidence and experience with using it. Some educators are taking a more active approach by embedding AI into their formative assessment, while others remain resistant to any AI use in education. Our survey participants generally fell into one of four “personas” based on their pattern of beliefs and practices.

Educator Profiles

Protective Skeptics

“Their learning declines because instead of thinking through a problem, they’re just copying what AI tells them. There’s no consolidation of information in their brain.”

This educator is most protective of formative assessment and sees the risks that students’ GenAI usage poses. That said, they could accept AI’s role in education when used appropriately.

- **Negative** sentiment toward AI
- They perceive students’ AI familiarity as **higher** than their own

Proactive Innovators

“I have deliberately included GenAI so that my students recognize it as a useful tool that can enhance their own efforts. During workshops, I have them use their AI product in specific ways that preclude them from using AI to draft entire papers or portions of papers. I treat GenAI as another research, drafting and editing tool.”

This educator is aware of the risks and drawbacks of AI, but they are willing to experiment and are most likely to incorporate AI into the assessment itself.

- **Positive** sentiment toward AI
- They perceive students’ AI familiarity as **lower** than their own

Staunch Traditionalists

“Generative AI is entirely destructive to education... I see nothing positive about it whatsoever. We, as a culture, are careening headlong into disaster.”

This educator is more concerned and resistant to AI. They are least likely to adapt their assessments and see little promise in AI altogether.

- **Negative** sentiment toward AI
- They perceive students’ AI familiarity as **higher** than their own

Cautious Explorers

“The assessments gauge students’ knowledge, retention, and application of theory. Using GenAI as a research tool would not drastically change that goal, however using GenAI to the extreme (copy and paste completely) would destroy that goal.”

This educator hasn’t yet made their mind up on AI’s role in assessment. While they are open to its possibilities, they have concerns that need to be addressed.

- **Neutral** sentiment toward AI
- They perceive students’ AI familiarity as **equivalent** to their own



This guide aims to meet you wherever you see yourself on this spectrum, whether that’s further refining your AI-enabled assessments, or exploring its possibilities for the first time.

The reflection questions throughout this guide are tailored for different starting points.

Choose the set that best fits where you are now and use them to reflect on your future practice.

From problematic to productive GenAI use

A focus on learning integrity means encouraging usage of GenAI that is helpful (and not harmful) for learning. Our expert interviewees broadly agreed on what constitutes 'productive' vs 'problematic' use of GenAI for formative assessment.

It can be helpful to consider these indicators of productive versus problematic use when reflecting on your existing formative assessments. ➔

Features of problematic student use of GenAI	Features of productive student use of GenAI
 Students are confused about how, where, when and why GenAI should be used	 Students are clear on how, where, when and why GenAI should be used
 AI is used to bypass steps of the learning process to go straight to output	 GenAI is used as an aid to process or refine ideas
 Students outsource their core learning to GenAI	 Students show evidence of ideation/ originality, even if GenAI is involved
 Students cannot explain their thinking or conclusions	 Students can fluently communicate their process, ideas, or results, including the role of GenAI in the final product



The contextualization of assessment tasks can mitigate AI misuse.

AI systems are highly effective at generating general content but lack access to specific classroom experiences or local knowledge. Therefore, designing assignments that are rooted in local contexts—such as community issues, cultural practices, or classroom discussions – can significantly reduce the effectiveness of AI-generated responses. In Indonesia, where local diversity is rich and meaningful, this approach not only enhances assessment validity but also promotes culturally responsive pedagogy.”

Dr Made Hery Santosa

*Educator and Researcher,
Universitas Pendidikan Ganesha, Bali – Indonesia*

Testing the limits of your formative assessment

Exploring GenAI's capabilities firsthand is a practical way to demystify its affordances and limitations. If you are new to using this technology, you can start by inputting one of your current assessments into an LLM like ChatGPT. This process can help to highlight both the opportunities and challenges GenAI presents for your formative assessments, sparking ideas for innovation while exposing potential vulnerabilities. **You could use the following prompt (substituting your course details when relevant)** ➔

I am a student in [name of your course]. I have received the following assignment:

[insert your assignment directions here] as part of [name of unit/topic]

Generate the answers/a response to this assessment.

+



Optional

- In the prompt, ask the GenAI to honor word limit or any other formatting directions
- Experiment with adding constraints e.g., ask for step-by-step reasoning
- Provide an example of a model assignment (do not include any identifiable student data)
- Add instructions for tone

Reflection questions for

Staunch Traditionalists

- What did you learn about AI's capabilities through this exercise?
- Would the AI-generated output receive a passing grade/mark in your course?

Cautious Explorers

- How could the AI output be used to help students understand different levels of performance (e.g., average vs. excellent work)?
- Imagine redesigning this assessment for a context where AI use is expected. What would you change?

Protective Skeptics

- Did the tone or reasoning of the AI output align with what you would expect from your students on this assessment?
- Which aspects of this assessment could remain the same even if students do use AI?

Proactive Innovators

- What discussion questions could help students to critically evaluate this output?
- How could you modify one aspect of this assessment to require more personal reflection or authentic application of skills?

Models for rethinking assessment

Considering this new GenAI landscape, thought leaders in AI and education have constructed various frameworks for thinking about the role GenAI can or should play in assessment.

Broadly, we can think of assessment in the age of GenAI through the lens of the Swiss Cheese Model¹, where multiple, overlapping layers of assessment are ultimately effective, even though each individual assessment may have weaknesses (i.e., holes in a slice of Swiss cheese).

We know that no single assessment comprehensively captures students' learning and is completely resilient to GenAI misuse. But requiring students to demonstrate their learning via a variety of assessment types creates safety nets and ensures more opportunities for students to practice and demonstrate their learning.

With this in mind, we wanted to highlight the following three frameworks:

Framework 1: The Two Lane Approach²

outlines two different but complementary approaches (i.e., lanes) for assessing student learning in a GenAI era:

Lane 1: summative assessments (Assessments of Learning) which happen in person, without GenAI assistance. The purpose of this lane is to provide an accurate and trustworthy judgement of students' actual learning.

Lane 2: formative assessments (Assessment as Learning) where students and teachers may intentionally integrate GenAI to varying degrees in accordance with the course/unit goals. Lane 2 assessments are seen as preparation to succeed on Lane 1 assessments. Should students misuse GenAI in their Lane 2 assessments, it is unlikely that they will adequately pass assessments in Lane 1.

Framework 2: The Stoplight/Traffic Light Model³

comprises three levels for AI use in assessment:

Red: No AI use is permitted.

Yellow: AI permission can be granted if the student details their intentions and rationale for use.

Green: AI use is encouraged in the assessment but requires a conversation with the instructor.

Framework 3: The AI Assessment Scale⁴

details five levels of AI integration ranging from:

- 1 **No AI:** You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
- 2 **AI Planning:** You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas.
- 3 **AI Collaboration:** You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work.
- 4 **Full AI:** You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
- 5 **AI Exploration:** You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

While each framework takes a slightly different approach, they all share a few key points:

- Attempting to keep GenAI out of assessments entirely is both unrealistic and limits students' preparation for the realities of their future education and careers.
- At the same time, there are real risks to learning integrity for students who completely outsource their learning to GenAI.
- Different assessment types serve different purposes depending on the learning goals and context. This has implications for whether/how GenAI should be used in the context of that assessment.
- It is good practice to include a variety of assessment types and formats that allow students to demonstrate their knowledge and skills in a variety of ways.



In the next section, we provide detailed guidance on how you might evolve your assessments, based on these points of expert consensus. ➔



Reflection questions for

Staunch Traditionalists

- Does thinking about AI integration along a continuum or spectrum make it feel more manageable?
- Which of these models align best with your own philosophy?

Cautious Explorers

- What protective measures (e.g., traffic lights, Swiss Cheese layers) would give you confidence to try integrating AI into one of your assessments?
- How could sharing or discussing these models with students be used to develop a common understanding of responsible AI use?

Protective Skeptics

- How could you use one or more of these models to communicate clear boundaries around AI use in your classroom?
- What concerns do you have that aren't addressed by any of these models?

Proactive Innovators

- How could you use these models to start a conversation with colleagues who might be more hesitant or skeptical of AI?
- Where could you draw on any of these models to refine or scale a sustainable approach to integrating AI in your assessments?



From a corporate-learning perspective, English is not just a classroom subject; it is a growth enabler inside companies. Many of our learners need English as a lingua franca to communicate with regional and global stakeholders, and in contexts like Chile that often includes sectors such as mining and other internationally connected industries. That matters for GenAI because personalization cannot be generic: it has to reflect real workplace communication needs, goals, and decision-making contexts. At Bridge Education, formative assessment is the engine behind that personalization: needs analysis leads to targeted instruction, followed by short-cycle checks after lessons. The GenAI challenge, then, is not simply whether learners use AI, but how to design guidance and assessment that keep those checks evidence-rich and still show what learners can actually do.”

Nelly Segura

*Curriculum and Instructional Design Lead,
Bridge Education – Chile*

Reimagining formative assessment activities

Redesigning formative assessment to preserve learning integrity in the age of GenAI is no small task, especially with all the other challenges educators are facing.

While rethinking formative assessment may initially require more time and effort for educators, this process will reinforce learning integrity and help to build genuine student understanding in the long run. The strategies outlined here, informed by our educator survey and expert interviews, are designed to be realistic and flexible, can be adopted gradually and will ideally build on educators' existing practices. As we outline in [our Assessment Evolved report](#), we also recognize that substantial change cannot come without considerable support from both administrators and policy-makers.



In my experience, both in my classrooms and in my country, there is still a great deal of uncertainty and concern around the use of AI. In Colombia, technological access is not always equitable. Social inequality can significantly influence both access to AI tools and the ability to use them meaningfully. At the same time, more work is needed with regard to institutional policies. Like many institutions, we currently have a general no-plagiarism policy; however, there is not yet a clear or comprehensive approach to AI use.”

Liliana Arias

Children and Youth Program Academic Coordinator – Colombia

#1: Have a clear purpose in mind

Is your goal the assessment of learning (i.e., Lane 1 of the Two-Lane Approach) or is your goal assessment *for/as* learning (Lane 2)?

Will student performance contribute to their final grade for the course, or is it a means to provide evaluative feedback? What works well for one purpose won't necessarily work well for another, so it's important to be clear on your purpose from the outset.

For assessments of learning, particularly those that entail high stakes for individuals, the validity of interpretations is paramount, which implies a need for a controlled, secure assessment environment to rule out GenAI misuse and other forms of misconduct.

For this reason, many Lane 1 assessments are given in supervised environments (e.g., in-person or remote-proctored).

However, assessment *for/as* learning allows for a more open assessment environment, with students completing some or all the assessment unsupervised. Here, GenAI usage may be allowed, invited, or even required, depending on the course and/or particular assessment targets.



Renata Condi

Head of International Education,
Colégio Rio Branco & EdTech Specialist – Brazil



The goal of integrating AI in the classroom is to protect human authorship while expanding creative boundaries. By using AI to visualize their words or to challenge their ideas, students remain the protagonists of their learning journey, with technology serving as a high-level scaffold.”

#2: Clearly articulate what you are trying to measure or develop

Once you are clear on the assessment purpose, you should re-examine the assessment target(s): what combination of knowledge, skill, or other attributes are you trying to measure and/or develop?

To reflect GenAI, models like Kennedy HQ's AI Literacy Framework⁵ (adapted from UNESCO's Digital Competence Framework) can help reframe assessment targets with a human-centered approach. This framework highlights domains like content creation ("use AI to create and personalize new content"), problem solving ("use AI to create insights and improve processes"), and career competencies ("combine industry expertise with AI analysis").

Reframing assessment targets to include AI proficiency requires explicit instruction on responsible AI use, including structured formative assessment activities that integrate AI use. For example, if students use GenAI for drafting, require a reflective commentary on what the AI contributed, what was revised, and where their own thinking is evident. This helps students think critically about AI outputs alongside their own work.



From what I see, many Chinese teachers are employing AI in teaching but

mainly for the development of teaching resources, such as compiling reading and listening materials. I myself often encourage students to use AI directly to revise their task outcomes, including verifying the accuracy of English language and the validity of arguments, designing images and infographics, and particularly conducting cross-validation of information. I frequently encourage students to perform iterative cross-validation to mitigate errors resulting from AI hallucinations. I have labelled this iterative cross-validation process as '3x3 AI check'— that is, using at least three different AI tools for at least three rounds of checks."

Dr Lu Ziwen

Director of ACTEFL,
China Educational Technology Association - China

#3: Focus on process over product

Shift the focus from the tangible end products (e.g., the final answer to a math problem, the completed essay) to the process of developing those products.

When assessment targets emphasize **how** students demonstrate what they know, learning becomes more authentic and better aligned with the real situations in which they'll need these abilities.

Authentic assessment doesn't mean recreating the workplace in your classroom. It simply asks students to apply their knowledge in new, meaningful situations. GenAI can support this process. When used to generate ideas, refine drafts, or seek feedback,

it helps students develop both disciplinary skills and AI competence.

A process-focused approach often requires more structure: breaking an assignment into stages, adding checkpoints, or providing scaffolded steps. Part of the evaluation should reflect this process. Students may need to submit logs of their LLM interactions or brief notes showing how prompts, revisions, and feedback shaped their thinking. These checkpoints can occur in class or accompany the final submission.



In our classrooms, we find a range of different approaches to the use of AI. Some students use AI as a support tool to build understanding and confidence, especially during independent tasks. Others tend more towards using AI in a relatively freestyle manner, without necessarily engaging in critical, context-based or iterative prompting. We find that more sophisticated AI skills are contingent upon factors such as students' language proficiency levels, their comfort with AI, and whether they are already strong critical thinkers in other areas."

Sandra Pitronaci

*Global Director of Academic Affairs,
ILSC Education Group – Australia*

This is not a call to abandon the final work product completely, however. Where GenAI is integrated, clear boundaries for AI's role should be provided and students should still be responsible for ownership of the final work product. This helps to cultivate the literacy, judgement and critical thinking needed to prepare students for a future in which GenAI is not a shortcut but an essential professional tool.

This could mean incorporating an accountability exercise into the assessment – e.g., a short conversation with the instructor to explain their decision-making process around the final submission, including what they did and why they did it that way.



“In Spain, there is a well-established culture of students using translation apps to write essays. By introducing controlled ways of using AI to support students in their writing, we have noticed a number of benefits: less reliance on translation, a greater focus on the quality and range of the language they are using and a more genuine reflection of their thoughts and ideas. This has enabled teachers to provide more effective and developmental feedback whilst at the same time giving them the opportunity to educate students on how best to use AI to enhance rather than offload learning.”

Maria Jesús Moreno

CEO The New Globe School of English – Spain



#4: Diversify formats and modes of assessment

Another suggestion, which harkens back to the Swiss Cheese model, is to think more broadly about what constitutes evidence of/for learning, particularly non-traditional evidence and diverse assessment formats or modes.

For example, ask students to submit portfolios that showcase the evolution of a piece of work over time, or require students to submit a range of different evidence types, as appropriate to the assessment target and subject. As well as written work, this could be voice memos, videos, visual timelines, chatbot logs, etc.

Importantly, multi-modality calls for triangulation of inferences about student learning across different types and modes of assessment. The benefit is that when you piece together these different sources of information, you have a more complete and holistic sense of what the student knows and can do compared to a single task.



The use of multimodal assessment offers a promising alternative to traditional text-based tasks. Assignments that require students to produce podcasts, videos, presentations, or visual representations demand a deeper level of understanding and communication. These formats make it more difficult for students to rely solely on AI and encourage them to articulate their ideas in more authentic ways. In EFL classrooms, multimodal assessment also aligns well with communicative language teaching principles, as it integrates speaking, listening, and visual literacy skills.”

Dr Made Hery Santosa

*Educator and Researcher,
Universitas Pendidikan Ganesha, Bali – Indonesia*

#5: Introduce social or collaborative elements

Outside of formal education, people must often solve problems in groups.

Bringing in teamwork is one way to simulate a real-world context, and asking students to work together in their use of GenAI can help them be more reflective about how, when, and why they are using it.

In pairs or small groups, ask students to come up with potential prompts that could be used as a jumping-off point for students' own ideas. You could then lead a whole-class discussion evaluating the quality of GenAI outputs from different LLMs or compared to students' brainstorming. These activities can be sequenced, so that students first engage in individual preparation before class time is used for idea refinement, collective analysis or to exchange feedback.



Human potential must come first. We need to help students understand that AI is a tool created, programmed, and improved by humans. If we do not actively engage with AI, beyond simply using it, students will explore it on their own and may incorrectly perceive it as superior to human intelligence. However, if we work alongside students and AI, we can demonstrate the true power of human thinking: the ability to create, guide, and critically use these tools. I believe the purpose of language throughout history has been to allow others to access our thoughts through words. Language learning involves skills that can and should be developed through human interaction: communication, expression, and action. If we position the English classroom as a practical space for communication, students will realize they do not need AI to succeed. They will use their own minds to express their personality, experiences, and aspirations.”

Nicolas F. Chaparro G.

Chief Training Officer, American School Way – Colombia

#6: Incorporate higher-order skills and processing

Instead of asking for a summary of a theory or concept, prompt students to critique, compare, or apply concepts to a novel, real-world situation.



Most schools I work with in Argentina have no formal AI policy, leaving individual

teachers to navigate these decisions alone. At the same time, we are seeing a rise in cellphone bans in educational institutions to minimise distraction. This is pushing schools toward tech-free classroom environments where meaningful AI integration becomes difficult. Outside of the classroom, students are increasingly using AI to complete tasks rather than to learn. This habit, if left unaddressed, risks undermining the very skills we are trying to develop. This is where the concept of “Slow AI” has been useful in my lessons, encouraging learners to use AI not for speed or shortcuts, but for deep reflection, iterative drafting, and critical dialogue.”

Daniela Zallocco

EFL Teacher, Education Consultant,
and UNESCO ASPnet National Coordinator – Argentina

To elevate an assessment, ask students to propose solutions to a community issue, using evidence from multiple sources, or to reflect on how course concepts relate to current events. Because modern LLMs are now capable of producing sophisticated responses to even higher-order thinking prompts, you should try to create tasks that require students to weave together contextualized and personalized knowledge or apply concepts to personal contexts that would be more difficult for an LLM to create without extensive background knowledge about the student.



Evolving an assessment: In practice

Let's apply these suggestions to demonstrate how a traditional assessment could evolve to better reflect the commonplace reality of GenAI.

In this section, we offer practical examples of how traditional learning activities and assessments can be evolved to integrate responsible use of GenAI in a way that guides rather than replaces the learning process. The lesson plans target all four language skills and cover a wide range of proficiency levels. We hope they will inspire you to adapt and integrate GenAI into your own formative assessments.

We would like to thank Hebatallah Morsy and Fajarudin Akbar for creating the AI lesson plans in this section, along with Nina Hall for her review and feedback.

All of the lesson plans in this section target a Global Scale of English (GSE) learning objective.

The GSE is a research-based framework developed with teachers worldwide to support effective English language teaching and learning. GSE helps you plan lessons more easily, personalize instruction, and track student progress with clear, actionable data.

To find out more about the Global Scale of English, visit: [pearson.com/languages](https://www.pearson.com/languages)



Language learning remains indispensable in the AI era. True competence is no longer about obtaining a translation or generating a text, it's about knowing how to evaluate that output, correct it, adapt it to context, and recognise what is culturally implicit, ironic, or simply wrong. The goal of

AI-integrated language pedagogy should be to develop critical consumers of AI output, not merely users of it."

Dr Silvia Minardi

School teacher and President of Lingua e Nuova Didattica – Italy

Considerations before using AI in the classroom

In this Educator Guide, we have discussed the opportunities and challenges that come with allowing your students to use AI. Before using or taking inspiration from the lesson plans in this section, there are a number of things you need to think about. The following checklist is intended to support you – before, during and after a lesson that integrates the use of AI.

AI checklist

Stage	Question	Yes / No
Before	1. Have I tested the activity using the same prompt I will give students?	☐ / ☐
	2. Does the AI response match my students' level (clear, simple, appropriate)?	☐ / ☐
	3. Does the tool follow instructions (e.g. limit length, avoid rewriting, stay on task)?	☐ / ☐
	4. Have I planned how to model the prompt and guide students step by step?	☐ / ☐
During	5. Do students attempt the task independently before using AI?	☐ / ☐
	6. Am I monitoring AI responses and student use in real time?	☐ / ☐
After	7. Do students show and explain how they used AI (accept / reject / reflect)?	☐ / ☐
	8. Can I clearly see that students, not AI, produced the final work?	☐ / ☐

The activities in this section are all designed to use AI as a support tool, not a replacement for student thinking. To ensure effective and responsible use, keep in mind the following:

- Avoid using AI for **controversial or sensitive topics** especially with younger learners
- Students should **attempt the task independently first** before using AI.
- AI should be used for **checking, questioning, or refining ideas**, not completing tasks.
- Teachers should **model how to use AI prompts clearly** and guide students throughout.
- Teachers should **try the prompt themselves with the AI model they plan to use** before giving it to students
- For lower levels (up to and including BI) it might be necessary **to give pre-defined prompts**.
- Whenever possible, **include examples as part of the prompt**.
- Include **pair tasks to craft prompts** as a way to hone students' prompt writing abilities
- Students should **show and explain how they used AI**, including what they accepted or rejected.
- Teachers should **monitor AI responses** and ensure they are appropriate for the classroom context.
- Teachers should **remind students not to disclose any personal information** to AI
- Teachers should **remind students that AI can produce incorrect information or imperfect arguments**. Critical thinking is a key part of using AI

Providing model prompts

A number of activities include suggested model prompts. For lower level learners, this is essential in order to ensure that they get the most out of AI. For higher level learners, discussions with other students can help them to refine their own prompts. In both cases, the focus on prompt writing supports learners in developing a skill that is equally needed outside of the classroom.

AI Debate Partner

Skill	Speaking
Age/Stage	Secondary
English level	GSE 44–50 (CEFR B1)
Learning objective	Can give simple reasons to justify a viewpoint on a familiar topic. (GSE 50)

Original task

Students discuss a topic in small groups and explain their opinions to peers.

AI-integrated approach

1. Introduce the debate topic

The teacher presents a discussion question relevant to students' lives.

Example topic: "Should students be allowed to use mobile phones in school?"

2. Form an initial opinion

Students write their viewpoint and two supporting reasons.

3. Generate an opposing viewpoint with AI

Students use a teacher-provided or modelled prompt to generate an opposing argument.

4. Conduct the debate

Students exchange 3–5 turns with the AI, responding to its arguments.

5. Review the transcript

Students identify:

- their strongest argument
- one language mistake they noticed in their own responses.

6. AI transparency reflection

Students write two to three sentences explaining how the AI challenged their thinking and whether they changed or strengthened their original opinion as a result.

Teacher Guidance

- Before Step 3, model or provide the structured prompt to ensure students use clear and appropriate language.
- Select the debate topic carefully to suit the classroom context and age group.
- Monitor AI responses during the activity to ensure they remain appropriate, on topic, and at the right language level.

Example model prompt

This is a classroom discussion about whether students should be allowed to use mobile phones in school.

My opinion is: *Students should not be allowed to use mobile phones in school.*

Take the opposite side of my opinion.

Respond using simple English at B1 level. Use short sentences (2–3 sentences only).

Ask me one clear question at the end of your response to continue the discussion.

Do not change the topic.

Learning focus

Students practice defending viewpoints and responding to counterarguments.

The activity promotes spontaneous language use, while the transcript review builds awareness of spoken accuracy. The AI reflection step encourages critical thinking about AI responses.

AI Peer Review Table

Skill	Writing
Age/Stage	Secondary
English level	GSE 51–58 (CEFR B1+)
Learning objective	Can justify and sustain views clearly by providing relevant explanations and arguments. (GSE 60)

Original task

Students exchange written paragraphs with a partner and provide written peer feedback.

AI-integrated approach

1. Write a short paragraph

Students write a paragraph of approximately 100–120 words expressing an opinion on a familiar topic.

Example topic: “Is it better to study alone or with others?”

2. Exchange paragraphs with a partner

Before using AI, students read their partner’s paragraph and identify:

one grammar issue OR
one unclear sentence OR
one vocabulary improvement

Students underline the part and briefly note why it needs improvement.

3. Submit text to an AI reviewer

Students paste their paragraph into an AI tool using the structured model prompt.

4. Create an evaluation table

Students create a two-column table. In the left column they paste each piece of AI feedback. In the right column they write Accept or Reject and provide a one-sentence justification using grammar rules or vocabulary knowledge from class.

5. Justify decisions aloud

In pairs, students explain one accepted and one rejected piece of feedback to a partner. Partners challenge or confirm each other’s reasoning.

6. Revise the paragraph

Students revise their paragraph using only the feedback they accepted. The revised version is submitted alongside the evaluation table.

7. AI transparency reflection

Students add a final sentence to their table stating one thing the AI reviewer noticed that they had not noticed themselves, or one reason they felt the AI’s feedback was inaccurate.

Teacher Guidance

- Before the activity, model the Accept/Reject table with one example so students understand the expectation.
- Review the AI responses of any students who appear confused or are accepting all feedback without justification.

Example model prompt

You are a peer reviewer for an ESL student writing at B1 level.

Read the paragraph below.

Identify exactly two grammar problems, showing the corrected sentences for both. For each one, name the grammar rule that was broken. Briefly, suggest how to fix these grammar mistakes.

Then, suggest one vocabulary improvement. Explain why your suggestion is more precise or natural.

Do not rewrite the paragraph for the student.

Use simple English in your feedback.

Learning focus

Students develop editing and metalinguistic awareness by critically evaluating AI feedback rather than automatically accepting it.

The evaluation table makes reasoning visible and assessable.

The AI transparency step encourages students to recognize both the value and the limitations of automated feedback.

AI Listening Partner

Skill	Integrated Skills (Listening + Speaking)
Age/Stage	Secondary
English level	GSE 44–58 (CEFR B1)
Learning objective	Can recognise a speaker's feelings or attitudes. (GSE 50)

Original task

Students listen to a short interview with a university student explaining why they chose their field of study. Students answer comprehension questions and identify whether the speaker sounds excited, confident, or uncertain about studying at university.

AI-integrated approach

1. Listen for evidence

Students listen to the interview and write down two or three phrases that reveal the speaker's feelings about studying at university.

Example phrases students might identify:

"I've always been curious about how businesses solve real problems."

"I'm a little nervous about the workload, but I'm really excited to learn."

2. Interpret the speaker's attitude

Students decide what attitude the speaker expresses (for example: enthusiastic, hesitant, confident) and justify their interpretation using the phrases they identified.

3. Provide evidence to the AI

Students use a teacher-provided structured prompt and insert their own selected phrases from the listening.

4. Critically evaluate the AI response

Students first review the AI response individually and compare it with their own answers.

Then, students work in mixed-ability pairs to discuss and check their interpretations. This pairing supports learners who may find it difficult to evaluate AI responses independently.

- What words or expressions does the AI use as evidence?
- Were these the same as the ones you wrote? What was similar or different? Why?
- Does the AI correctly interpret the speaker's feelings?
- Are there clues in the audio (tone, hesitation, emphasis) that the AI may not detect?

5. Confirm or revise interpretation

Working in the same mixed-ability pairs, students decide whether they agree with the AI analysis and justify their conclusion using evidence from the listening. Pair discussion helps students confirm their understanding before sharing with the class.

Example model prompt

These sentences are from a listening interview about a student choosing a university major:

"[Insert your first phrase here]"

"[Insert your second phrase here]"

What attitude does the speaker show about studying at university?

Respond using simple English at B1 level.

Use short sentences.

Create a list of words or phrases that show the speaker's feelings or attitude, and explain what each one shows.

Learning focus

Students develop the ability to recognize a speaker's feelings or attitudes by identifying linguistic and tonal cues in spoken English.

Evaluating AI interpretations encourages closer listening and critical reflection on how meaning and stance are expressed in speech.

AI Opinion Partner

Skill	Integrated Skills (Reading + Speaking)
Age/Stage	Secondary
English level	GSE 36–42 (CEFR A2+)
Learning objective	Can understand basic opinions expressed in simple language in short texts. (GSE 38)

Original task

Students read a short article about whether homework should be reduced for teenagers. Students answer comprehension questions and identify the writer's opinion.

AI-integrated approach

1. Divide perspectives

Students work in small groups. Each student receives a different short comment from an online student forum discussing homework.

Example comments:

Student A:

"I believe homework helps students practice what they learned in class. Without homework, it is easy to forget new ideas."

Student B:

"Too much homework can make students stressed and tired. I think schools should give less homework so students have more time to relax."

Student C:

"Homework is useful, but only if teachers give interesting tasks. In my opinion, boring homework does not help students learn."

2. Collaborative interpretation

Each student first reads their comment individually and decides what opinion the writer expresses. Students then explain their interpretation to their group members.

Together, the group compares the different opinions and identifies:

- Which writer supports homework
- Which writer criticizes homework
- Which writer expresses a mixed opinion

3. Instruct the AI to analyze the group's reasoning

Each group uses a teacher-provided structured prompt and inserts their own answers.

4. Group critique of AI analysis

Students review the AI response together and discuss:

- Did the AI interpret the opinions correctly?
- Did it use the same evidence that the group identified?
- Did it notice any opinion signals that the group missed?

5. Whole-class comparison

Groups briefly report their interpretations and compare how different teams identified opinion language in the comments.

AI Opinion Partner

Example model prompt

We read three short student comments about homework.

Comment 1:

"I believe homework helps students practice what they learned in class. Without homework, it is easy to forget new ideas."

Comment 2:

"Too much homework can make students stressed and tired. I think schools should give less homework so students have more time to relax."

Comment 3:

"Homework is useful, but only if teachers give interesting tasks. In my opinion, boring homework does not help students learn."

Our group thinks:

Comment 1: [Insert your answer]

Comment 2: [Insert your answer]

Comment 3: [Insert your answer]

Check our interpretation.

Explain your answer using simple English (A2–B1 level).

Use short sentences.

Create a list of words or phrases that show each opinion and explain them.

Learning focus

Students develop the ability to recognize opinions in short texts by identifying simple opinion markers and explaining their interpretations to peers.

Collaborative discussion helps learners clarify meaning before evaluating AI feedback, strengthening both reading comprehension and critical reasoning.



AI Speaking Partner

Skill	Speaking
Age/Stage	Secondary
English level	GSE 30–42 (CEFR A2)
Learning objective	Can make suggestions about doing common everyday activities, using simple fixed expressions. (GSE 39)

Original task

Students discuss weekend plans with a partner and suggest activities such as going to the park or watching a movie. Students practice using expressions like “Let’s...”, “Why don’t we...”, and “We could...”.

AI-integrated approach

1. Scenario challenge

Students work in small groups. Each group receives a scenario card describing a common situation.

Example scenario:

“Your class wants to relax after a difficult week of exams. Decide what activity the class should do together on Friday afternoon.”

2. Collaborative idea generation

Groups brainstorm three possible activities (for example: having a picnic, watching a movie, playing sports).

Students practice suggesting ideas to each other using simple expressions such as:

- *Let’s have a picnic in the park.*
- *Why don’t we watch a movie after school?*
- *We could play basketball in the school yard.*

3. Group suggestion dialogue

Students role-play a short discussion where each student must make at least one suggestion and respond to a classmate’s idea.

4. Use AI to evaluate the suggestions

Students use a teacher-provided structured prompt and insert their group’s ideas.

5. Final speaking round

Students briefly review the AI feedback in their groups.

They decide:

- Which suggestion is best
- Whether they agree with the AI feedback

Each group presents their final decision to the class.

Example model prompt

Our group discussed ideas for a class activity after exams.

Suggestion 1: [Insert your idea]

Suggestion 2: [Insert your idea]

Suggestion 3: [Insert your idea]

Evaluate these suggestions.

Respond using simple English at A2 level.

Explain whether these suggestions are clear and suitable for the situation.

Give one additional suggestion using a simple expression such as “Let’s...” or “Why don’t we...”.

Learning focus

Students practice making suggestions using simple fixed expressions commonly used in everyday conversation.

Collaborative discussion helps learners develop confidence in proposing ideas and responding to suggestions.

AI feedback encourages reflection on how clearly suggestions are expressed.

AI Project Rubric Builder (Gap-fill)

Skill	Integrated Skills (Speaking + Writing)
Age/Stage	Upper Secondary
English level	GSE 59–66 (CEFR B2)
Learning objective	Can respond to clearly expressed questions on a presentation they have given. (GSE 61)

Original task

Students prepare a short presentation on a topic studied in class and present it to their group.

AI-integrated approach

1. Receive the gap-fill rubric

Students receive the rubric with one key word missing from each descriptor. Each gap shows the first letter of the missing word as a hint.

Example: “Your main idea is clear and you support it with strong (e____).”

Students read through the full rubric individually before doing anything else.

2. Attempt the gaps independently

Without AI, students write their best guess for each missing word. They use the letter hint and the surrounding sentence to help them.

They do not need to find the exact original word; any word that fits the meaning correctly is acceptable.

3. Use AI to check and refine their answers

Students paste one row (of the rubric) at a time into the AI tool using the structured model prompt. They ask the AI to suggest the best word for each gap and explain why it fits.

4. Evaluate the AI suggestion

For each gap, students decide:

- Accept: the AI suggestion is better than mine.
- Keep mine: my word fits just as well or better.
- Rewrite: neither word is right — I will use a different one.

They write their final chosen word into the rubric.

5. Prepare and deliver the presentation

Students prepare a short presentation of three to five minutes on a topic related to the unit theme. They use the completed rubric as a guide for what good performance looks like before they present.

Teacher Guidance

- Print or share the gap-fill rubric with students before they begin preparing their presentations. This is the central task of the activity, not an afterthought.
- Walk students through one row of the rubric together before they work independently, so they understand what kind of word fits each gap.
- The letter hints guide students toward the correct word type; remind them the hint is the first letter of the missing word, not a random clue.
- When students submit gaps to the AI, monitor responses to ensure the AI suggests natural, student-appropriate language rather than technical assessment vocabulary. This could be done as a “Think, pair, share” activity.
- After students complete the rubric, display the answer key briefly and discuss any gaps where students disagreed with the AI suggestion. These moments are the most valuable.

AI Project Rubric Builder (Gap-fill)

AI-integrated approach

6. Peer assessment using the completed rubric

After presenting, each student receives written feedback from one peer using the completed rubric. Peers circle the level that best describes the presentation and write one reason for each choice.

7. AI transparency reflection

Students write two sentences:

- One word the AI suggested that I accepted, and why it was a good fit.
- One word the AI suggested that I rejected or changed, and why.

Example model prompt

Here is one row from a presentation rubric. One word is missing from each descriptor — it is shown as a gap with a letter hint.

Row: [Paste one row here]

For each gap:

- Suggest the best word that fits the meaning of the descriptor.
- Explain in one sentence why that word fits.

Use simple, student-friendly English. Do not use technical language about assessment or teaching.

Your suggested word must start with the letter shown in the hint.

Do not rewrite the full sentence.

Learning focus

Students develop awareness of how they are assessed by actively reconstructing the language of a student-facing rubric.

The gap-fill format keeps the task focused and manageable.

Students interpret assessment criteria rather than invent them from scratch.

Evaluating AI suggestions encourages critical thinking and builds confidence in using assessment criteria as a preparation tool.

AI Project Rubric Builder (Gap-fill)

Gap-Fill Rubric (Student Handout)

Complete the rubric by filling in the missing words. The first letter of the missing word has been given to help you.

What we look at	Excellent ★★★★	Good ★★★	Getting there ★★	Keep trying ★
Your ideas	Your main idea is clear and you support it with strong (e____).	Your main idea is mostly clear and you give some (r____) to support it.	Your main idea is (u____) at times and you need more details.	Your main idea is hard to (f____) and details are missing.
How you organize your talk	Your talk has a clear (b____), middle, and end. It is easy to follow.	Your talk is mostly (o____) but one part is a little unclear.	Some parts of your talk are hard to follow in (o____).	Your talk jumps between (i____) and is hard to follow.
The words you use	You use a (w____) range of words correctly and naturally.	You use good words most of the time with (s____) small mistakes.	You use (b____) words and repeat the same ones often.	You use very (l____) vocabulary and your meaning is hard to understand.
How you speak	You speak (c____), at a good speed, and make eye contact with your audience.	You speak clearly most of the time but sometimes too (f____) or too slowly.	You speak quietly or too fast and it is sometimes hard to (h____) you.	You read from your (n____) most of the time and do not look at the audience.

Answer Key (for teacher use)

What we look at	Excellent ★★★★	Good ★★★	Getting there ★★	Keep trying ★
Your ideas	Your main idea is clear and you support it with strong <u>examples</u> .	Your main idea is mostly clear and you give some <u>reasons</u> to support it.	Your main idea is <u>unclear</u> at times and you need more details.	Your main idea is hard to <u>follow</u> and details are missing.
How you organize your talk	Your talk has a clear <u>beginning</u> , middle, and end. It is easy to follow.	Your talk is mostly <u>organized</u> but one part is a little unclear.	Some parts of your talk are hard to follow in order.	Your talk jumps between <u>ideas</u> and is hard to follow.
The words you use	You use a wide range of words correctly and naturally.	You use good words most of the time with <u>some</u> small mistakes.	You use basic words and repeat the same ones often.	You use very limited vocabulary and your meaning is hard to understand.
How you speak	You speak <u>clearly</u> , at a good speed, and make eye contact with your audience.	You speak clearly most of the time but sometimes too <u>fast</u> or too slowly.	You speak quietly or too fast and it is sometimes hard to <u>hear</u> you.	You read from your <u>notes</u> most of the time and do not look at the audience.

AI Project Rubric Builder

Skill	Integrated Skills (Speaking + Writing)
Age/Stage	Upper Secondary
English level	GSE 59–66 (CEFR B2)
Learning objective	Can respond to clearly expressed questions on a presentation they have given. (GSE 61)

Original task

Students prepare a short presentation on a topic studied in class and present it to their group.

AI-integrated approach

1. Read the completed rubric

Students are given the AI rubric. They read through it individually and underline any words or phrases they do not fully understand.

2. Discuss the rubric in pairs

In pairs, students discuss two questions:

- What does 'good' look like in each point in the rubric?
- Which points do you think will be the most challenging for you? Why?

NB: They do not write anything yet. This is a thinking and speaking task.

3. Use AI to convert the rubric into a self-evaluation checklist

Students paste the rubric into the AI tool using the structured model prompt. They ask the AI to turn each descriptor into a simple yes/no question they can use to check their own preparation.

4. Evaluate the AI-generated checklist

In pairs or small groups, students read through the AI checklist carefully. For each item, they decide:

- Is this question clear and useful?
- Does it match the meaning of the rubric descriptor?

If a checklist item is too vague or unclear, students rewrite it in their own words.

5. Use the checklist to self-evaluate before presenting

Using the finalized checklist, students evaluate their own preparation with Yes / Partly / Not yet. For any item marked 'Not yet', they make one specific improvement before presenting.

Teacher Guidance

- Share both the completed rubric and the AI-generated checklist with students before the presentation day, allow time for students to read both documents and ask questions.
- The checklist is a preparation tool, not a replacement for the rubric, make clear to students that the rubric is what you will use to assess their final presentation.
- When students use the checklist for self-evaluation, encourage honesty; a 'Not yet' is more useful than a false 'Yes'.
- Monitor the AI-generated checklist before sharing it with students. If any checklist item is vague or uses language beyond B2 level, simplify it before distribution.
- The comparison step at the end (checklist vs. rubric result) is the key reflection moment. Build in five minutes of class time for this discussion.

AI Project Rubric Builder

AI-integrated approach

6. Deliver the presentation and apply the rubric

Students present. Immediately after presenting, each student receives peer feedback using the original AI rubric (not the checklist). Peers circle the level that best describes each criterion and give one reason for their evaluation.

7. AI transparency reflection

Students answer two questions in writing:

- Did the checklist help me prepare? What did it make me notice that I had missed?
- Was there anything in the rubric that the checklist did not capture well? What was it?

Learning focus

Students engage with assessment criteria as a preparation tool rather than a post-task judgment.

Converting the rubric into a checklist requires students to translate performance descriptors into concrete actions they can take before presenting.

The comparison between checklist and final rubric outcome develops self-monitoring habits that are transferable across tasks and subjects.

Example model prompt

Here is a presentation rubric.

[Paste rubric here – or upload a doc with the rubric]

Convert this rubric into a self-evaluation checklist that a student can use before their presentation.

For each criterion, write 3 simple yes/no questions that help the student check their own preparation.

Use 'I' statements (e.g. 'I have...' / 'I can...' / 'I make...').

Use simple, everyday English. No more than B2 level. Avoid technical or teaching language.

Format the checklist with the criterion name as a heading and the questions underneath.

Do not add new criteria. Use only the rubric content.

AI Rubric

What we look at	Excellent ★★★★	Good ★★★	Getting there ★★	Keep trying ★
Your ideas	Your main idea is clear and you support it with strong <u>examples</u> .	Your main idea is mostly clear and you give some <u>reasons</u> to support it.	Your main idea is <u>unclear</u> at times and you need more details.	Your main idea is hard to <u>follow</u> and details are missing.
How you organize your talk	Your talk has a clear <u>beginning</u> , middle, and end. It is easy to follow.	Your talk is mostly <u>organized</u> but one part is a little unclear.	Some parts of your talk are hard to follow in order.	Your talk jumps between <u>ideas</u> and is hard to follow.
The words you use	You use a <u>wide</u> range of words correctly and naturally.	You use good words most of the time with <u>some</u> small mistakes.	You use basic words and repeat the same ones often.	You use very <u>limited</u> vocabulary and your meaning is hard to understand.
How you speak	You speak <u>clearly</u> , at a good speed, and make eye contact with your audience.	You speak clearly most of the time but sometimes too <u>fast</u> or too slowly.	You speak quietly or too fast and it is sometimes hard to <u>hear</u> you.	You read from your <u>notes</u> most of the time and do not look at the audience.

AI Writing Partner

Skill	Writing
Age/Stage	Upper Secondary
English level	GSE 51–58 (CEFR B1+)
Learning objective	Can write a detailed description of a simple process. (GSE 58)

Original task

Students write a paragraph describing a simple process, such as how to recycle plastic bottles or how to prepare a simple meal. The teacher checks whether students include the main steps of the process.

AI-integrated approach

1. Process observation and note-taking

Students watch a short demonstration video showing how a simple product is made (for example, how chocolate is produced or how paper is recycled).

Working in pairs, students list the main stages of the process in the correct order.

2. Collaborative process reconstruction

Pairs join another pair to form a small group. Each pair compares their notes and discusses differences. Together, the group agrees on the correct sequence of steps.

3. Draft the process description

Each student individually writes a short description explaining the process. Students are encouraged to use sequencing language such as first, next, after that, and finally.

4. Use AI to evaluate clarity of the process

Students use a teacher-provided structured prompt. Students must paste their full paragraph into the prompt.

5. Peer revision

Students first review the AI feedback individually and decide what they want to change.

Then they exchange their revised descriptions with a partner:

- Can your partner clearly understand the process?
- Are the steps in the correct order?

Students make final revisions.

Example model prompt

This is my description of how [insert the process e.g plastic bottles are recycled]:

[Paste your paragraph here]

Evaluate whether this description clearly explains the process.

Respond using simple English at B1 level.

Check whether the steps are clear and in the correct order.

Suggest one way to improve the explanation.

Learning focus

Students practice writing detailed explanations of simple processes by organizing information into clear sequential steps.

Collaborative planning and peer comparison help learners clarify the stages of the process before writing.

Evaluating AI feedback encourages students to improve the clarity and organization of their explanations.

AI Summary Checker

Skill	Listening
Age/Stage	Upper Secondary/Adult
English level	GSE 67–76 (CEFR B2+)
Learning objective	Can identify key information in linguistically complex conversations at natural speed. (GSE 71)

Original task

Students listen to a short lecture or academic talk and write a brief summary of the main ideas.

AI-integrated approach

1. Listen and take notes

Students listen to a short academic audio recording of two to three minutes. While listening, they take brief notes on the main topic, key supporting points, and any conclusion.

2. Write a summary independently

Without replaying the audio, students write a summary of 50–70 words capturing the main ideas. They do not use direct quotes.

3. Submit the summary and transcript to AI

The teacher provides the written transcript. Students paste both their summary and the transcript into an AI tool using the structured model prompt.

4. Review AI feedback

Students read the AI response and check whether they agree with its evaluation. They identify whether the AI correctly identified a genuine gap or whether its feedback was inaccurate.

5. Revise the summary

Students rewrite their summary, correcting any inaccuracies or adding any important points they missed.

6. AI transparency reflection

Students write one sentence explaining whether the AI's evaluation matched their own assessment of their summary, and one sentence on what this activity revealed about their listening accuracy.

Teacher Guidance

- Select audio content that is appropriate in topic and complexity for your student group. Avoid content on sensitive cultural, political, or personal topics.
- Provide the transcript in Step 3.
- The prompt instructs the AI to evaluate accuracy, not rewrite the summary; reinforce this with students before they begin.
- If the AI feedback appears inaccurate or misleading, use this as a teachable moment about critical evaluation of AI output.

Example model prompt

You are an academic English tutor helping a student prepare for an exam.

Here is the transcript of a short academic lecture:
[Transcript]

Here is the student's summary: [Student summary]

Evaluate the summary against the transcript.

Step 1: Identify one main point the student captured correctly.

Step 2: Identify one key point the student missed or misrepresented. Quote the relevant part of the transcript.

Step 3: Comment on whether the summary is an appropriate length (50–70 words).

Do not rewrite the summary. Use clear academic English at B2 level.

Learning focus

Students practice a core exam skill by producing concise, accurate summaries under realistic conditions.

Evaluating AI feedback against their own judgment builds critical listening awareness and helps students identify recurring gaps between what they hear and what they retain.

AI Reorder Reasoner

Skill	Reading
Age/Stage	Upper Secondary/Adult
English level	GSE 67–76 (CEFR B2+)
Learning objective	Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues. (GSE 68)

Original task

Students reorder a set of scrambled paragraphs to form a coherent academic text.

AI-integrated approach

1. Read the scrambled paragraphs

Students receive four to five scrambled paragraphs on an academic topic. They read each one carefully without attempting to reorder yet.

2. Identify discourse markers

Students underline all discourse markers, linking phrases, and reference words in each paragraph (for example: however, as a result, this argument, the following). They note which markers signal beginning, continuation, contrast, or conclusion.

3. Reorder the text

Students arrange the paragraphs into what they believe is the most logical sequence and write a one-sentence justification for each paragraph placement.

4. Ask AI for its sequence and reasoning

Students paste the scrambled paragraphs into an AI tool using the structured model prompt.

5. Compare and discuss

Students compare their sequence and justifications with those provided by AI. They identify where they agree and where they differ, and decide whose reasoning is stronger for any paragraph where the sequences differ.

6. AI transparency reflection

Students write two to three sentences explaining which discourse markers the AI used that they had not noticed, and how this analysis will help them approach this type of task in the future.

Teacher Guidance

- Select academic texts that are appropriate in topic for your student group. Avoid texts on politically divisive, culturally sensitive, or distressing subjects.
- Before the activity, teach or review the key discourse markers students are likely to encounter, so they have the metalinguage to discuss them.
- The prompt instructs the AI to explain its reasoning. Encourage students to challenge the AI's justification if they disagree, rather than simply deferring to it.
- This activity works best when students complete Step 3 individually before comparing with the AI, to prevent over-reliance on AI reasoning.

Example model prompt

The following paragraphs are from an academic text but are in the wrong order.

[Paste scrambled paragraphs here]

Put them in the most logical sequence.

For each paragraph, identify one specific language clue that determined its position — this must be a discourse marker, a pronoun reference, a transition phrase, or a lexical connector.

Explain your reasoning in one sentence per paragraph.

Use formal academic English.

Learning focus

Students develop the close reading and logical reasoning skills.

The discourse marker focus makes text organization strategies explicit and transferable.

Comparing their reasoning with the AI's analysis builds metacognitive awareness of how academic texts are structured.

AI Scenario Roleplay

Skill	Speaking
Age/Stage	Adult
English level	GSE 76–85 (CEFR C1)
Learning objective	Can contribute to group discussions even when speech is fast and colloquial. (GSE 76)

Original task

Students practice role-play conversations in pairs, responding to a professional or everyday scenario.

AI-integrated approach

1. Set the scenario

The teacher provides a realistic speaking scenario relevant to students' lives or professional goals.

Example: "You need to contact your university admissions office to ask about a delay in your application."

2. Initiate the roleplay with AI

Students use the structured model prompt to set up the AI in its role.

3. Conduct the conversation

Students carry out a spoken exchange with the AI, aiming to resolve the situation clearly and politely. The exchange should be at least five turns.

4. Request and review AI feedback

Students ask the AI to evaluate their communication clarity, tone, and appropriateness. They read the feedback carefully.

5. Attempt the scenario again

Students repeat the scenario a second time, applying one specific improvement identified in the feedback. They compare their two attempts.

6. AI transparency reflection

Students write two to three sentences explaining what the AI feedback helped them notice about their communication style, and whether the AI's assessment matched their own self-evaluation.

Teacher Guidance

- Select scenarios that are professionally and culturally appropriate for your student group. Try to avoid scenarios involving conflict, sensitive personal information, or topics that could generate inappropriate AI responses.
- Provide the full structured prompt to students as a handout. Do not ask them to construct the roleplay setup independently.
- Monitor AI responses, particularly the feedback section, to ensure ratings and suggestions are fair and relevant.
- For lower-confidence students, allow a written exchange before attempting a spoken version of the roleplay

Example model prompt

This is a language practice roleplay for an advanced ESL student.

You are a university admissions officer. I am an international student contacting you to ask why my application decision has been delayed.

Respond naturally and professionally. Keep each response to 3–4 sentences.

Wait for my reply after each turn.

Do not end the conversation until I say 'thank you, goodbye'.

After the conversation ends, rate my spoken communication from 1 to 5 on: clarity, politeness, and relevance.

Identify two specific ways I could have communicated more effectively.

Learning focus

Students develop spontaneous speaking skills in realistic scenarios.

The two-attempt structure encourages deliberate practice and measurable improvement.

The AI transparency step builds self-monitoring habits essential for high-stakes speaking performance.

AI Academic Language Analyzer

Skill	Writing
Age/Stage	Higher Education
English level	GSE 59–76 (CEFR B2–C1)
Learning objective	Can write detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas clearly. (GSE 66)

Original task

Students write a paragraph describing a simple process, such as how to recycle plastic bottles or how to prepare a simple meal. The teacher checks whether students include the main steps of the process.

AI-integrated approach

1. Write an in-class paragraph

Students write a short paragraph of 150–200 words in class, without AI assistance, responding to an academic discussion question.

Example: “To what extent does technology improve learning outcomes?”

2. Identify academic features independently

Before using AI, students review their paragraph and:

- underline two words or phrases they think sound “academic”
- highlight one sentence they think is well-structured

Students briefly explain why they chose these examples.

3. Submit the paragraph for AI analysis

Students paste their paragraph into an AI tool using the structured model prompt provided.

4. Review the AI analysis

In pairs or small groups, students read the AI response carefully and highlight the language features it identified in their original paragraph. They consider whether the AI correctly identified the most academic language, or whether it missed something.

5. Identify one agreement and one disagreement

Students write one sentence explaining a point where they agree with AI’s analysis and one sentence where they disagree or would add a different observation.

Teacher Guidance

- The in-class paragraph (Step 1) must be written without AI assistance. This ensures the AI analysis in Step 2 reflects genuine student output.
- Discuss the prompt structure with students before they use it, so they understand what each instruction is asking the AI to do.
- Encourage students to disagree with the AI in Step 4; remind them that AI language analysis is not always accurate and their own judgment matters.
- Collect both the original and revised paragraphs to assess the quality of students’ decision-making, not just the final product.

Example model prompt

You are an academic writing coach for a university ESL student at B2–C1 level.

Read the paragraph below carefully.

Step 1: Identify two examples of academic vocabulary used correctly.

Step 2: Identify one complex sentence structure (e.g. a relative clause, a passive construction, or a nominalization).

Step 3: Suggest one phrase that could be replaced with more precise academic language. Provide the replacement and explain why it is more appropriate.

Do not rewrite the paragraph. Use clear, direct English in your feedback.

AI Academic Language Analyzer

AI-integrated approach

6. Revise the paragraph

Students rewrite their paragraph with at least two improvements to academic vocabulary or sentence structure, based on the analysis.

7. AI transparency reflection

Students submit a note alongside their revised paragraph stating which AI suggestion they found most useful and why, and whether they felt any suggestion was inaccurate or inappropriate for academic writing.

Learning focus

Students develop awareness of academic register by analyzing their own writing with AI support.

The disagreement step prevents passive acceptance of AI output and builds critical linguistic judgment.

The revision process reinforces active application of academic language features.



AI Comprehension Partner

Skill	Integrated Skills (Reading + Speaking)
Age/Stage	Higher Education
English level	GSE 59–66 (CEFR B2)
Learning objective	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (GSE 59)

Original task

Students read a short academic-style article presenting two contrasting viewpoints on whether universities should require students to take online courses. Students answer comprehension questions and identify the writer's conclusion.

AI-integrated approach

1. Argument mapping in pairs

Students read the article and work in pairs to highlight discourse markers that signal argument structure (for example: however, on the other hand, therefore, in conclusion).

Each pair identifies:

- arguments supporting online courses
- arguments criticizing online courses
- the final conclusion of the text

2. Collaborative reasoning

Pairs join another pair to form a small group. Each group compares their interpretations and discusses where the conclusion appears in the text.

Students must agree on one sentence that best represents the author's conclusion.

3. Instruct the AI to evaluate the conclusion

Each group uses a teacher-provided structured prompt and inserts their own answer.

4. Group critique of the AI explanation

Students first compare the AI response with their group's answer.

Then they discuss:

- Did the AI agree with your conclusion?
- What evidence did the AI use? Was it the same as yours?
- Do you agree with the AI explanation? Why or why not?

Groups prepare a short response before sharing with the class.

5. Whole-class synthesis

Groups briefly present their conclusions and explain how they identified them. The class compares how different groups interpreted the structure of the argument.

Example model prompt

We read a short article about whether universities should require online courses.

Here is the final paragraph:

“Online courses allow students to study more flexibly and access a wider range of learning materials. However, critics argue that online learning can reduce interaction between students and teachers. While both perspectives highlight important issues, universities should integrate online courses carefully so that they support, rather than replace, face-to-face learning.”

Our group thinks the main conclusion is:

[Insert your answer]

Evaluate whether we correctly identified the author's conclusion.

Respond using clear English at B2 level.

Explain how the contrasting arguments lead to the final conclusion.

Refer to specific words or phrases that signal the conclusion.

Learning focus

Students practice analyzing argumentative structure in academic texts by identifying contrasting viewpoints and locating the final conclusion.

Collaborative discussion helps learners interpret how arguments are organized.

Evaluating AI explanations encourages deeper attention to discourse markers that signal contrast and conclusion.

AI Critique Partner

Skill	Integrated Skills (Listening + Speaking)
Age/Stage	Higher Education
English level	GSE 76–84 (CEFR C1)
Learning objective	Can critically evaluate the effectiveness and appropriateness of a presentation. (GSE 77)

Original task

Students watch a short academic presentation (for example, a student conference talk or a TED-style university presentation). Students answer comprehension questions about the topic and summarize the speaker's main points.

AI-integrated approach

1. Evaluate the presentation individually

Students watch the presentation and take notes on three aspects:

- clarity of the speaker's message
- organization of the presentation
- effectiveness of examples or visuals

Students write two short comments about what the speaker did well and one suggestion for improvement.

2. Collaborative evaluation

Students form small groups and compare their evaluations. Each group discusses which aspects of the presentation were most effective and which could be improved.

Groups must agree on three evaluation points:

- one strength of the presentation
- one weakness
- one suggestion for improvement

3. Provide the evaluation to the AI

Each group uses a teacher-provided structured prompt and inserts their evaluation. Students must include a link to the video or paste a short transcript extract to ensure the AI can evaluate their critique accurately.

4. Critically review the AI feedback

Students discuss in groups:

- Did the AI agree with your evaluation?
- Which AI ideas are useful?
- Are any AI comments too general or not relevant?
- Would you change your evaluation?

Groups prepare a final version of their evaluation.

5. Final evaluation discussion

Each group presents their final evaluation of the presentation to the class and explains the reasoning behind their judgement.

Example model prompt

We watched a short university presentation about the impact of artificial intelligence on education.

Video link: [Insert link]

Or

Transcript extract: [Paste transcript here]

Our group evaluation:

Strength: [Insert your idea]

Weakness: [Insert your idea]

Suggestion: [Insert your idea]

Evaluate our critique of the presentation.

Respond using clear academic English at C1 level.

Explain whether our evaluation correctly assesses the effectiveness of the presentation.

Suggest one additional aspect we should consider when evaluating a presentation.

Learning focus

Students develop the ability to critically evaluate academic presentations by analyzing clarity, organization, and supporting evidence.

Collaborative discussion encourages learners to justify their evaluations.

Reviewing AI feedback helps them refine the criteria they use to assess the effectiveness and appropriateness of presentations.

AI Academic Writing Partner

Skill	Writing
Age/Stage	Higher Education
English level	GSE 76–84 (CEFR C1)
Learning objective	Can write a structured paragraph on an academic topic using linguistically complex language. (GSE 78)

Original task

Students write a paragraph responding to an academic discussion question (for example, the impact of technology on education). The teacher checks whether the paragraph contains a clear topic sentence and supporting ideas.

AI-integrated approach

1. Analyze a model paragraph

Students read a short academic paragraph and identify key structural elements such as:

- the topic sentence
- supporting ideas or examples
- linking expressions (e.g., *however*, *in addition*, *therefore*)
- the concluding idea

Students briefly note how these features help organize the paragraph.

2. Plan the paragraph individually

Students choose an academic topic (for example, whether universities should increase the use of online learning). Each student writes a short outline including:

- one topic sentence
- two supporting arguments
- one concluding statement

3. Write the paragraph

Students write a structured academic paragraph based on their outline. They are encouraged to use linking expressions and complex sentence structures.

4. Use AI to evaluate the paragraph

Students use a teacher-provided structured prompt and insert their paragraph.

5. Revise the paragraph

Students review the AI feedback and decide:

- Which suggestion will I use?
- Which suggestion will I ignore? Why?

Then students work in pairs to:

- Read each other's paragraphs
- Compare the AI feedback they received
- Discuss whether they agree with the AI suggestions

Students then revise their paragraph.

Example model prompt

This is my academic paragraph:

[Paste your paragraph here]

Evaluate this paragraph.

Respond using clear academic English at C1 level.

Explain whether the paragraph has a clear structure with a topic sentence and supporting ideas.

Comment on the use of complex sentences and linking expressions.

Suggest one way to improve the paragraph.

Learning focus

Students practice producing structured academic paragraphs that combine clear organization with linguistically complex language.

Evaluating AI feedback helps learners reflect on paragraph structure, cohesion, and the use of academic connectors in academic writing.

AI Argument Developer

Skill	Speaking
Age/Stage	Higher Education
English level	GSE 59–66 (CEFR B2)
Learning objective	Can justify a viewpoint on a topical issue by discussing the pros and cons of various options. (GSE 60)

Original task

Students discuss the question:

“Should universities allow students to use AI tools in academic assignments?”

Students share their opinions in small groups and provide simple reasons for their viewpoint.

AI-integrated approach

1. Introduce a decision scenario

Students are told that a university is considering three possible policies:

Option A – AI tools are banned in assignments.

Option B – AI tools may be used for brainstorming and research but not for writing.

Option C – AI tools may be used if students explain how they used them.

2. Develop initial arguments

Students work in pairs and identify possible advantages and disadvantages for each policy option.

3. Instruct the AI to evaluate the reasoning

Students use a teacher-provided structured prompt and insert their policy option and arguments.

Example model prompt

4. Evaluate the AI analysis

Students discuss in groups:

- Did the AI evaluate your arguments in the same way as your group?
- Which AI points strengthened your ideas?
- Are any AI suggestions unrealistic or too general?
- Would you change your position?

Groups prepare their final argument before discussion.

5. Structured discussion

Students participate in a small-group discussion where they must:

- explain the pros and cons of at least two policy options
- justify which option they support
- respond to one counterargument from another student

Example model prompt

We are discussing university policies on AI use.

We chose this option: [Insert Option A, B or C with its full description]

Our arguments for choosing this option:

Advantage: [Insert your idea]

Disadvantage: [Insert your idea]

Evaluate our reasoning.

Explain whether these arguments are strong or weak.

Use clear English at B2 level.

Explain the advantages and disadvantages of this option and suggest one improvement to make our argument stronger.

Learning focus

Students practice organizing and presenting balanced arguments on a topical issue.

By instructing AI to evaluate their reasoning and then critiquing the response, learners refine their ideas and practice justifying viewpoints during spoken interaction.

AI Oral Defense Practice

Skill	Speaking
Age/Stage	Higher Education
English level	GSE 70–84 (CEFR B2+–C1)
Learning objective	Can evaluate arguments in a debate or discussion and justify the evaluation. (GSE 73)

Original task

Students present a written assignment to the class and answer follow-up questions from the teacher.

AI-integrated approach

1. Modelling the task

Teacher shows an example question (or screenshots) to a reviewed article by AI and explain what students will do to review their written work.

2. Submit written text to AI

Students paste their essay or academic paragraph into an AI tool before the speaking task.

3. Generate defense questions

Students use the structured model prompt to ask the AI to produce challenging questions based on their own writing.

4. Prepare spoken responses

Students spend five to seven minutes reading the AI-generated questions and preparing their spoken answers. They may make brief notes but should not write full responses.

5. Conduct the oral defense

In pairs or with the teacher, students answer each AI-generated question aloud. Their partner or teacher notes the clarity, coherence, and depth of each response.

6. Reflect on performance

Students identify one question they answered well and one question they would answer differently if asked again. They write two to three sentences explaining what they would improve.

7. AI transparency reflection

Students consider whether the questions the AI generated accurately reflected the strengths and weaknesses in their writing. They write one sentence stating whether they felt the AI challenged them appropriately.

Teacher Guidance

- Review the AI-generated questions before the oral defense begins; remove or rephrase any questions that are unclear, off-topic, or beyond the student's level.
- Make clear to students that the AI questions are a preparation tool, not a replacement for teacher or examiner judgment.
- Encourage students to treat the defense as a genuine speaking task — notes are allowed in preparation, but full written answers are not.
- This activity works well as low-stakes rehearsal before a formal oral assessment or seminar presentation.

Example model prompt

Read the academic essay or paragraph below.

Generate exactly three questions for an oral defense at C1 level.

Question 1: Ask the student to explain the reasoning behind one of their main arguments.

Question 2: Ask the student to defend a claim in the essay that could be challenged.

Question 3: Ask the student to define a complex or technical term they used in their own words.

Make the questions specific to this essay — do not ask generic questions.

Use formal academic English.

Learning focus

Students practice explaining and defending academic ideas in spoken interaction, a skill directly transferable to seminars, viva voce assessments, and professional contexts.

Preparing for AI-generated questions builds confidence and exposes gaps between what students wrote and what they can articulate verbally.

AI Summary Checker

Skill	Integrated skills (Listening + Writing)
Age/Stage	Higher Education
English level	GSE 30–35 (CEFR A2)
Learning objective	Main Aim: Students can understand the main points in a short, simple spoken text and write a basic summary using guided support. Can understand short, simple texts about everyday activities. (GSE 30) Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (GSE 32) Can list the main points of short, clear, simple messages and announcements, provided they are clearly and slowly articulated. (GSE 33)

Original task

Students listen to a short recording and answer comprehension questions about the main topic.

AI-integrated approach

1. Listen and complete a note-taking frame

Students listen to a short, slow dialogue or announcement of 60–90 seconds on a familiar topic (for example: a student asking about a timetable change, or a teacher explaining a homework task).

Students listen twice. During the second listening, they complete the note-taking frame provided.

Note-taking frame (provided to students):

- Who is speaking? _____
- What is the main topic? _____
- What is the most important information? _____
- How does the speaker feel about it? _____

2. Write three sentences using a scaffold

Using their notes, students write three sentences to summarize what they heard, using the sentence starters provided.

Sentence starters (provided to students):

- The recording is about _____
- The most important information is _____
- The speaker thinks / feels that _____

3. Submit sentences and transcript to AI

The teacher provides the written transcript. Students paste both their three sentences and the transcript into the AI tool using the structured model prompt.

AI Summary Checker

AI-integrated approach

4. Read and check the AI response

Students read the AI feedback carefully. They decide whether they agree with the AI. If the AI says they missed something, students find that information in the transcript and underline it.

5. Write one correction sentence

If the AI identified a mistake or a missing point, students write one corrected sentence. If the AI confirmed their summary was accurate, students write one additional detail they could include.

6. AI transparency reflection

Students answer two simple questions:

- What did the AI help me notice?
- Was the AI correct? Yes / No / Partly – because _____

Learning focus

Students practice identifying the main points of simple spoken texts using structured support.

The note-taking frame and sentence starters reduce cognitive load so students can focus on listening accuracy rather than production complexity.

Checking and correcting AI feedback builds early critical thinking habits at a manageable level.

Teacher Guidance

- Before starting the activity, dedicate time to modelling how to use the AI tool and explaining the language used in prompts. Support students with key phrases and allow use of L1 where necessary.
- Select audio content on familiar, everyday topics only. Avoid abstract, academic, or culturally unfamiliar content at this level.
- Provide both the note-taking frame and sentence starters as a printed or digital handout before listening begins.
- Monitor AI responses carefully at A2 level. If the AI uses vocabulary or sentence structures beyond A2, simplify or paraphrase the feedback for students before they read it.

Example model prompt

You are an academic writing coach for a You are helping an A2 level English student at university.

Here is a short transcript of a recording:
[Transcript]

Here is the student's summary (three sentences): [Student sentences]

Check if the summary is correct.

Tell the student ONE thing they understood correctly.

Tell the student ONE thing they missed or got wrong. Point to the exact part of the transcript.

Use very simple English. Short sentences only. No higher than B1 level vocabulary.

AI Reorder Reasoner

Skill	Reading
Age/Stage	Higher Education
English level	GSE 32–38 (CEFR A2–A2+)
Learning objective	Main Aim: Students can recognize simple sequence words and use them to put sentences in the correct logical order Can extract specific information from simple informational texts related to everyday life. (GSE 31) Can understand simple instructions on everyday equipment. (GSE 34) Can follow a basic sequence of events in a simple text on a familiar topic. (GSE 36)

Original task

Students read a set of sentences and put them in the correct order by numbering them.

AI-integrated approach

1. Read the sentences and learn the word bank

Students receive four to five short, simple sentences that form a logical sequence — for example, a simple daily routine or a familiar process.

Example sentences (scrambled):

- After that, she put her books in her bag.
- Then, she had breakfast with her family.
- Finally, she left the house and walked to university.
- First, she woke up at seven o'clock.
- Next, she got dressed and brushed her teeth.

Students also receive the word bank of sequence markers provided below.

Word bank of sequence markers (provided to students):

- First — used at the beginning of a sequence
- Then / Next — used in the middle
- After that — used after another step
- Finally — used at the end of a sequence

2. Underline the sequence word in each sentence

Students underline the sequence word or phrase in each sentence. They match each sequence word to its position in the word bank (beginning, middle, or end of a sequence).

AI Reorder Reasoner

AI-integrated approach

3. Reorder the sentences

Students number the sentences from 1 to 5 in the order they think is correct. They write one reason for their first and last choices using the sentence frames provided.

4. Ask AI to reorder the same sentences

Students paste the scrambled sentences into the AI tool using the structured model prompt.

5. Compare answers

Students compare their order with the AI order using the sentence frames provided.

6. AI transparency reflection

Students complete two sentences (in pairs or small groups):

- The sequence word that helped me most was _____ because _____.
- One thing the AI explained that I did not think about was _____.

Teacher Guidance

- Before the activity, teach the word bank. Write each sequence marker on the board, use it in an example sentence, and check understanding before students begin.
- Use sentences on familiar, everyday topics only. Avoid abstract or culturally unfamiliar content at this level.
- Model the full activity once with a different set of sentences before students attempt it independently.
- Monitor AI responses. If the AI explanation uses vocabulary beyond A2, read it aloud and paraphrase it for the class before students respond.

Example model prompt

These sentences are in the wrong order. Put them in the correct order from 1 to 5.

[Paste sentences here]

For each sentence, tell me the ONE sequence word that helped you decide where it goes.

Use very simple English. Short sentences only. No higher than A2–B1 level vocabulary.

Do not add new information. Only use what is in the sentences.

Learning focus

Students develop early reading organization skills by working with sequence markers in short, accessible texts.

The word bank and sentence frames reduce language demands so students can focus on logical thinking rather than production.

Comparing their answer with the AI's reasoning makes sequencing strategies explicit and supports vocabulary retention of key connectors.

Conclusion

The rise of GenAI provides a critical opportunity to re-evaluate formative assessment.

Students now have a host of AI tools at their fingertips, and while it is tempting to try to block their access to this technology in the name of learning, these students will eventually need to navigate careers and everyday lives in an AI-driven world. This places an upfront responsibility on educators to identify how students should (or should not) integrate GenAI into their learning.

Fortunately, there are experts and educators already leading the way, and our research shows several tangible takeaways for responsible and effective AI use in assessment. Whether it was an expert framework, an educator profile, or one of our six key suggestions for assessment redesign, we hope that the above content sparks ideas, conversations, and practical changes in classrooms.

We encourage ongoing dialogue and sharing of experience, both among instructors themselves, and with their students, about how GenAI can be thoughtfully used to enhance and enrich the learning experience.

The opportunity ahead lies not in resisting these technologies, but in leveraging them in ways that foster deeper, more meaningful understanding and engagement.



The next step is not stricter surveillance, but a rethinking of trust. This means designing

environments where students engage critically with AI, take ownership of their thinking, and understand the purpose behind their learning processes.”

Dr. Le Dinh Bao Quoc

Founder of Pro.Ed Education Solutions,
Founder and Head of EduVerse – Vietnam



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Recommended resources

A Note on AI Basics

Note: This educator guide requires a basic understanding of Generative Artificial Intelligence (GenAI) and how it is being applied in education settings. For background on this topic, we recommend the following resources:

- [EDUCAUSE: Generative AI](#)
- [Stanford: Defining AI and Chatbots](#)
- [Harvard: Teach with Generative AI](#)
- [Vanderbilt: Faculty Guidance](#)

Endnotes

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This report marks the beginning of an important conversation on how assessment can evolve in the GenAI era. We'd love to hear your thoughts, both on this report and on how you're adapting formative assessments in your institution. Share your feedback with us at assessmentevolved@pearson.com

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