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Assessment Validity in the Era of Generative AI Tools

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Abstract

Generative AI tools, a recent disruptive educational technology, are expected to change how education is delivered and administered. This study proposes a risk identification framework to support educators in identifying assessment integrity risks caused by generative AI tools. The framework also suggests possible actions to mitigate these risks. The proposed framework uses four factors (Assessment Type, AI Knowledge, Course Level, and Bloom's Taxonomy Cognitive Domain Level) to identify the risks associated with an assessment resulting from the usage of generative AI tools. It is critical to have such a framework to ensure the integrity of assessments while the education industry adapts to the generative AI tools era.

Keywords: Artificial intelligence, generative AI tools, assessment validity, assessment evaluation framework

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