

# AI in assessment: Progress without a playbook



A snapshot of The Chronicle Of Higher Education's Insights Report, sponsored by Watermark: **AI's effect on grading, assessment, and course evaluation**

AI is taking a seat at the table when it comes to assessment practices, but most institutions are still figuring out how to use it.

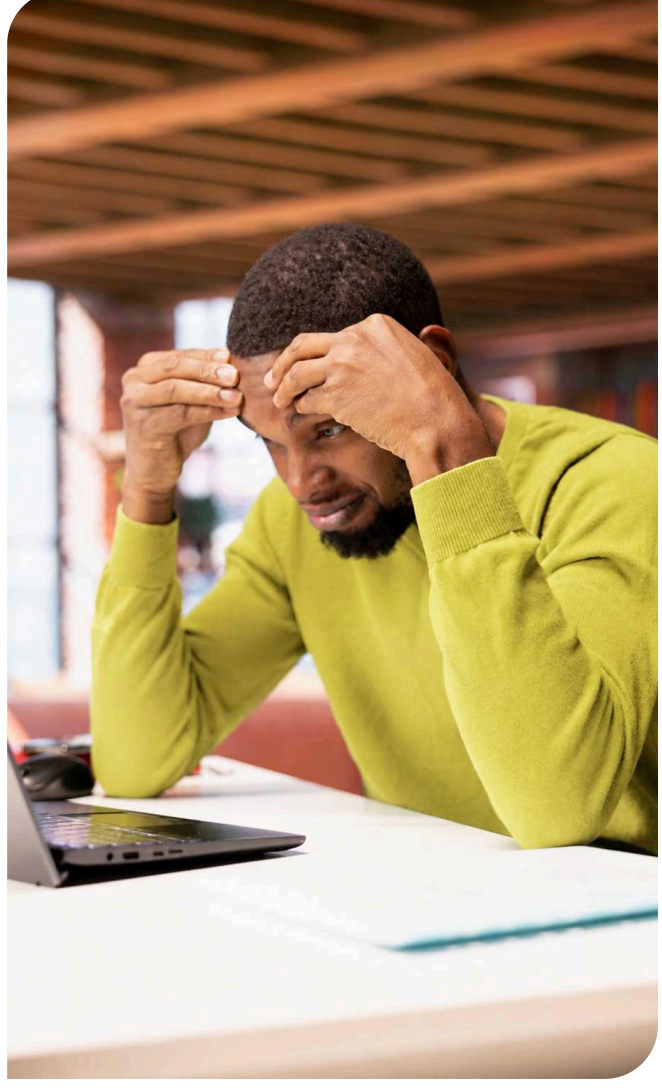
In an analysis of **74k** Claude conversations from higher ed users

Only **7%** involved assessing student performance.

## Adoption is uneven. Strategy isn't keeping up.

Adoption is accelerating in some areas, but policies and guidance are lagging behind.

In a survey of **1,057** U.S. faculty members, respondents expressed deep concerns about AI, and **68%** say their institutions haven't prepared them to use it for effective teaching.



Even where adoption remains limited, implementation pressure is building.

## What's slowing institutions down

- Data accuracy and bias concerns
- Ethical uncertainty
- Lack of clear guidelines
- Limited training
- Concern about lost human oversight

*"I don't think faculty are adequately trained on how to use those features. There's going to be problems."*  
**Paul Shovlin - Assistant English Professor, Ohio University**



- ### 4 real AI use cases
- High-stakes assessment
  - Course design & improving teaching practice
  - Formative feedback & supporting student learning
  - Course evaluation & accreditation support

*"I found it helpful for cognitive assistance and putting my ideas together that ultimately will be clearer for students."*  
**Trey Conatser - Assistant Provost for Teaching and Learning, University of Kentucky**

## Moving forward with deliberate innovation

Institutions leading the way for AI in assessment...



✦ **AI is coming to assessment.** The advantage will come from using it intentionally.

*"[AI] can be an opportunity to disrupt and rethink things, but it can also just as easily become a tool for doubling down on what we already do."*  
**Jason Gulya - Professor of English and Media Communications, Barkley College**

[Read the full report](#)