Bunbury Catholic College
AI Use in Classs and the
AI Assessment Framework

Sources of Authority	
CECWA Policy	
Executive Directive	

AI USE IN CLASSES AND THE AI ASSESSMENT FRAMEWORK PROCEDURE

RATIONALE
When students rely heavily on AI to complete tasks, they often bypass the learning process - the very part that builds understanding, critical thinking and resilience. While AI can generate polished products, it removes the need for students to engage in the messy, iterative stages of learning: questioning, trial and error, reflection and revision. This shortcut undermines their ability to develop essential skills and deep knowledge, leaving them less prepared for future challenges where independent thinking and content knowledge is crucial. AI use must support—not replace—student learning.

PURPOSE
This framework ensures that assessment practices:

- Maintain academic integrity and skill development.
- Responsibly integrate AI tools to enhance learning.
- Align with the Australian Framework for Generative Artificial Intelligence in Schools and the AI Assessment Scale (AIAS).

SCOPE
Applies to all students from Years 7–12, across all learning areas.

OBJECTIVES
1. Prevent misuse of AI in assessments that compromise learning.
2. Guide students in what level of AI use is acceptable for specific activities and assessment.
3. Promote ethical and educational use of AI for study, revision and research.
4. Support teachers in designing assessments that are AI-resilient and pedagogically sound.

ASSESSMENT DESIGN GUIDELINES

School-based assessments will align to the WA SCSA syllabus and emphasise foundational literacy, numeracy and critical thinking. Consideration of the balance and suitability of surface, deep and transfer learning levels will be reflected in all assessments.

For assessments that are not controlled (timed), the following guidelines are to be used:

1. Design Process-Rich Tasks

- Prioritise *process* over *outcome*
- Break assignments into stages (e.g. brainstorming, drafting, peer feedback, reflection)
- Require students to submit evidence of their thinking—mind maps, annotations, planning documents, or journal entries

2. Use In-Class Learning Checks

- Incorporate low-stakes (support learning rather than evaluate learning), in-class writing, discussions, or problem-solving that can't be outsourced
- Use oral questioning or mini-conferences (1:1 reflection with teacher) to gauge understanding

3. Teach AI Literacy

- Help students understand what AI can and can't do, and how to use it ethically as a support tool—not a substitute
- Discuss the limitations of AI-generated content, such as lack of personal voice, shallow reasoning, or factual errors

4. Assess the Process, Not Just the Product

- Marking guides and rubrics may include marks for reflection, drafts, peer feedback and self-assessment
- Use rubrics that reward growth, effort, and strategy use

5. Foster a Culture of Learning, Not Just Performance

- Celebrate curiosity, improvement and resilience
- Encourage students to take risks and learn from mistakes, rather than just aiming for a polished final result

YEARS 7-10

Assessment Types:

- In-class tasks (handwritten)
- Oral presentations
- Practical demonstrations
- Group projects with individual accountability such as in-class validation
- Reflections and process journals (handwritten)

YEARS 11-12 ATAR AND GENERAL PATHWAYS

Assessment Types:

- Controlled assessments (e.g., timed essays, exams)
- Annotated drafts with teacher feedback
- Research tasks with source validation
- Oral assessment or interviews to verify understanding-

ACADEMIC INTEGRITY

Use of AI to bypass learning or submit unauthentic work is considered academic misconduct.

Breaches will be managed under the school's Academic Integrity Policy.

TEACHER RESPONSIBILITIES

- Design assessments that are authentic, skill-based, and AI-resilient.
- Use the AI Assessment Scale (AIAS) to guide task design.
- Educate students on ethical AI use and digital literacy.

STUDENT RESPONSIBILITIES

- Use AI tools ethically and transparently.
- Seek teacher guidance on appropriate AI use.
- Reflect on how AI supports—not replaces—learning.

AI ASSESSMENT SCALE (AIAS)

To guide ethical and pedagogically sound use of AI in assessments, Bunbury Catholic College adopts the AI Assessment Scale (AIAS). This scale outlines four levels of AI integration, helping teachers and students understand acceptable use across different task types.

🧠 AI Assessment Scale Yr 10 - 12		
Level	**Description**	**Example**
No AI	Traditional assessment without AI assistance. This level ensures that students rely solely on their knowledge, understanding and skills. **AI must not be used at any point during the assessment. You must demonstrate your core knowledge and skills.**	The student completes all stages of the task independently—brainstorming, planning, drafting, and editing—without using any AI tools. No AI platforms are opened during the assessment. All ideas, structure, and wording come from the student's own knowledge, understanding, and skills. The final submission reflects the student's authentic thinking and effort.

AI Assisted Idea Generation & Structuring	AI can be used in the assessment for brainstorming, suggesting a structure for an assessment and generating practice exams and tests. Can be used to provide suggested sources and resources for research but AI aggregated data cannot be submitted for research. **No AI content is allowed in the final submission. No AI Annotation or Reading Assistant tools permitted.**	The student uses AI tool to generate a list of possible subtopics such as "solar energy efficiency," "wind power adoption," and "policy incentives." The student asks AI: *"Suggest a logical structure for a 1,500-word report on renewable energy and carbon emissions."* AI provides a suggested outline (e.g., Introduction → Types of Renewable Energy → Impact on Emissions → Challenges → Conclusion). The student uses AI to generate sample exam-style questions for self-testing, such as: *"Explain how wind energy contributes to reducing greenhouse gases."* The student asks AI for recommended sources or keywords to search (e.g., "peer-reviewed journals on solar energy efficiency"). The student writes the entire report themselves using their own research and analysis. **No AI-generated text or aggregated data is included in the final submission.** **No AI annotation or reading assistant tools are used during writing.** Declaration Example: *"AI was used only for brainstorming ideas, suggesting structure, and generating practice questions. No AI-generated content appears in the final report."*
AI Assisted Editing & Clarity	AI can be used to assist with clarity and quality of student created work but cannot be used to create new content. **AI can be used to edit your original work but a copy of your original work with no AI content must be attached.**	The student uploads their draft to AI and asks: *"Please suggest improvements for grammar, sentence clarity, and paragraph flow. Do not add new ideas or rewrite content—just edit for clarity."* The student saves both versions: **Original draft** (before AI edits) **Edited draft** (after AI suggestions applied) They attach both copies when submitting the assessment. The student includes a note: *"AI was used to improve grammar and*

		clarity only. No new content was generated. Original and edited versions are attached."
AI Collaboration	AI can be used to complete certain elements of the task with students providing commentary and evaluation of the AI created content. This level requires students to be taught how to critically engage with AI generated content and full disclosure of AI use linked to the final product. **You may use AI to create content for specific tasks. Any AI created content must be cited (identified and referenced).**	The student uses an AI to generate an initial infographic with key points and visuals about deforestation causes and impacts. The student reviews the AI-generated infographic for accuracy and completeness. They identify missing details (e.g., community impact) and correct any errors. They add their own analysis explaining why each cause is significant and how the impacts ecosystems. The student includes a note in their submission: *"AI was used to generate the initial infographic layout and content. All information was verified and expanded by me. Original AI output and my edited version are attached."* The student cites the AI tool used and provides screenshots or files of the original AI output.

🧠 AI Assessment Scale – (Years 7–9)

Level	Name	Description	Example	Key Reminder
1	No AI	Do everything yourself—no help from AI.	Write an essay or answer questions without AI.	Show your own thinking and skills. No use of AI permitted.
2	AI for Ideas and Planning	Use AI to brainstorm or plan your work.	Ask AI for topic ideas or help finding reliable websites.	Write everything yourself—don't copy from AI.
3	AI for Editing	Draft your work, then use AI to edit and suggest improvements.	AI helps fix grammar or make writing clearer. AI suggests improved structure of your paragraph.	You must write the original work yourself and attach copies of AI's suggested changes
4	AI + You Working Together	Use AI for planning, writing and editing—but stay in control.	AI helps outline a draft, and you add the detail and change it to make it your own.	Explain how you used AI and show your thinking. Attach copies of all of AIs suggested changes to your work

REVIEW CYCLE

This framework will be reviewed annually in line with updates to:

- National and state AI education frameworks
- School curriculum and assessment standards

REFERENCE LIST

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Version	Date	Review Date	Revision Notes
1.0	2026	2027	First Release