



Marking work with AI tools

While Artificial Intelligence (AI) tools have the potential to increase marking efficiency of some types of assessments, their use must be carefully considered and aligned with privacy laws and the school's AI policy. Teachers must continue to verify all final judgements of student work.

Principles

Teacher Responsibility and Professional Judgement

- › Teachers remain fully responsible for marking decisions.
- › The teacher-student relationship is central; teachers must know their students and their work.
- › AI must support — not replace — teachers' professional judgements.

Human Oversight

- › AI can assist with marking, but human oversight is essential.
- › Teachers must review and validate AI-generated feedback or marks.
- › Students should be informed about AI use for marking.

Appropriate Use Cases

- › Use of AI tools for marking is more suited for supporting assessment for learning — such as formative feedback or helping identify areas for improvement — where the focus is on guiding student progress.
- › Use of AI tools to mark complex content or summative assessment requires caution and alignment with school policy.
- › Use of AI to mark NCEA internal assessments is discouraged and should be limited to supporting the assessor's own final judgements.

Teachers are responsible for marking decisions. The teacher-student relationship is central to education, and it is essential that teachers know their students and know their work. The use of AI tools for marking must support the teacher-student relationship, teachers' knowledge of their students, and students' understanding of their teacher's decisions and feedback. Where AI is used to support marking of assessments, human oversight remains crucial.

AI tools present an opportunity to complement human feedback for marking of assessments for learning. For example, a deterministic AI system can be useful to get a snapshot of student

understanding when the judgements are straightforward and the outcomes are either universal or can be independently verified by various sources. This might include things like providing feedback on grammar, a multiple-choice quiz, or a maths test.

It is essential that school leaders and teachers are well-informed before using AI tools to assist with the marking of:

- › complex student work
- › summative learning assessments
- › tasks related to credentialing.

Any use of AI in these contexts should align with the school's AI policy and comply with New Zealand regulations. For guidance, refer to the Office of the Privacy Commissioner.

Key considerations include:

- › **Data privacy:** Extra care must be taken when handling sensitive or identifiable student data. Many AI models will reuse prompts and the data provided to continue to learn and train. To protect privacy and intellectual property, avoid entering any copyrighted, confidential, personal, or sensitive information into these models. Inputting student work into an AI tool that is not information protected may be in breach of NZ Privacy Law.
- › **Transparency:** students should be made aware when AI tools will be used in the marking process. Teachers must be able to explain their marking decisions.
- › **Inconsistency of marking:** different tools or ways of assessing being used across or within schools can lead to inconsistency and inequity. This may privilege those able to access more advanced (premium) tools.
- › **Potential for bias:** AI relies on large data inputs. Flawed or unrepresentative data used to train the AI tool may embed societal discrimination and biases into the model. It is also unclear the extent to which AI treats convergent and divergent thinking differently. Human oversight of AI outputs is essential.

NCEA

Internal assessment

When marking NCEA assessments, the assessor (usually the teacher for internal assessments) is responsible for the final judgement decisions. Each judgement is a professional claim about what a student knows and can do. It has legal status in that it may contribute to the award of a listed qualification. Because the responsibility for this claim lies with the assessor, the use of AI tools to support marking of NCEA assessments is discouraged.

External assessment

NZQA is taking a careful and phased approach to the use of AI in external assessment.

For further information on NZQA's exploration of the use of AI, refer to the links below:

[Automated marking of Literacy and Numeracy Assessments](#)

[Embracing AI in Student Assessments](#)