![e-ASSESSMENT ASSOCIATION logo]

eAA RESEARCH REPORT 2026
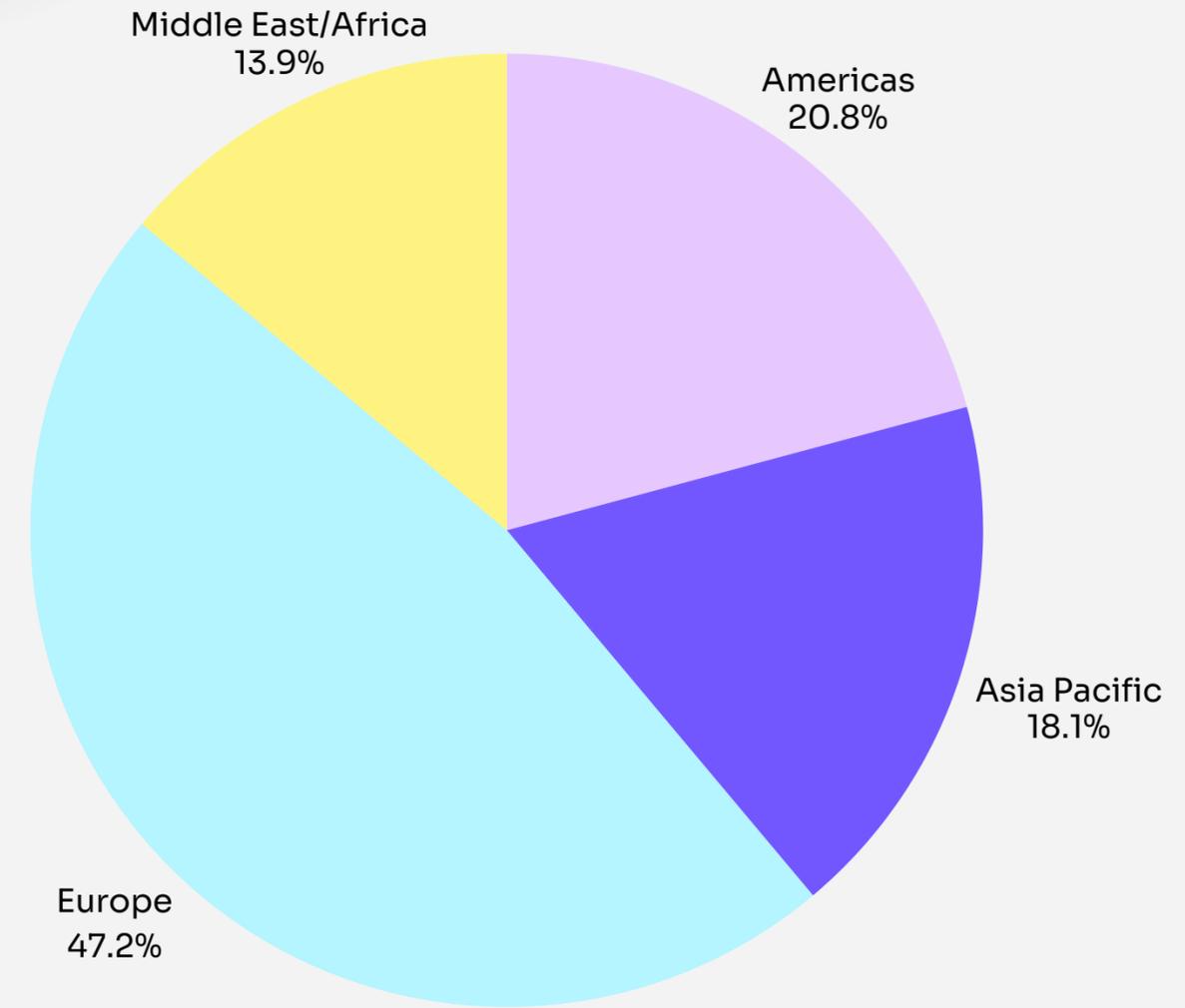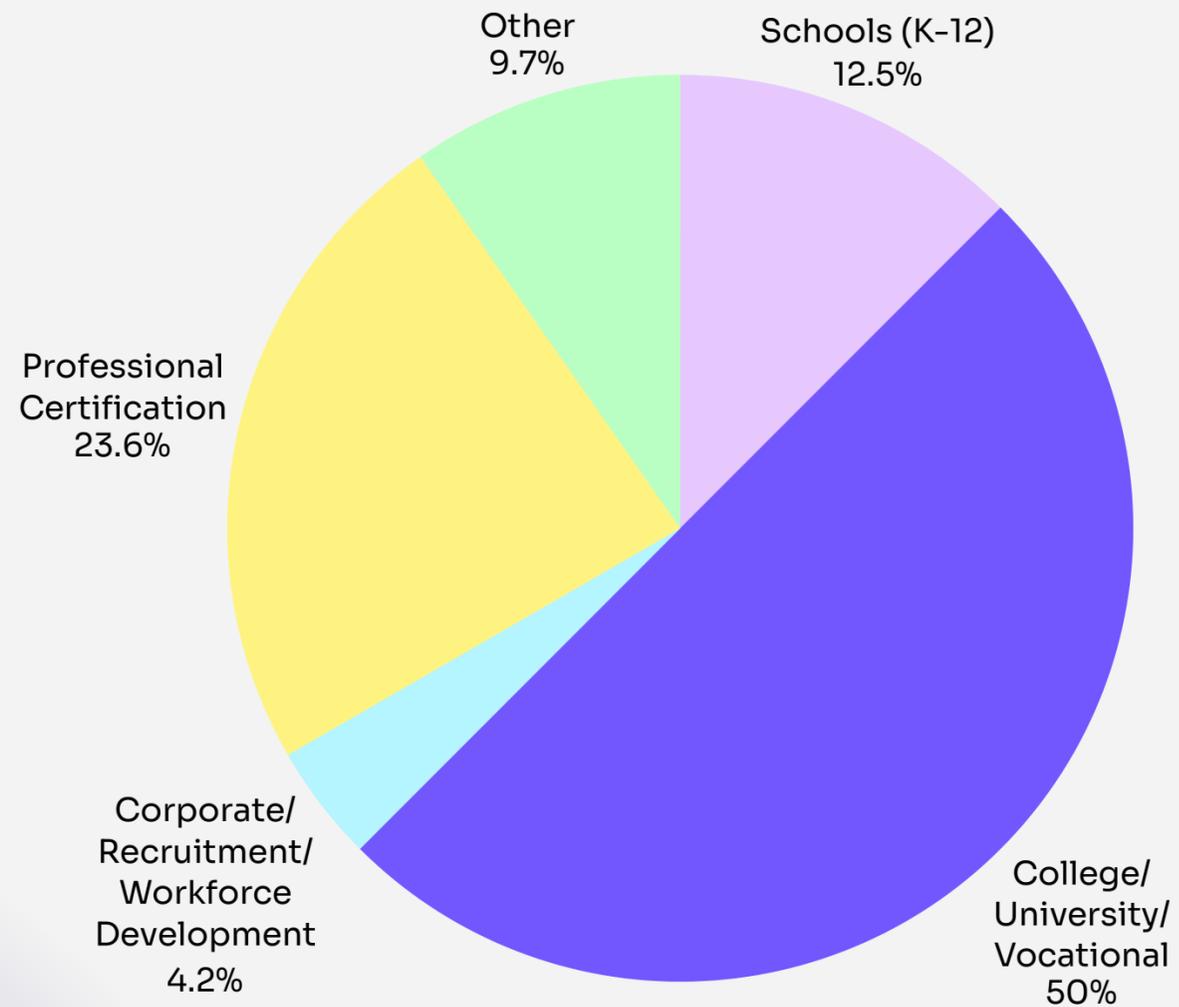
AI in Assessment

Contents

Executive Summary

Artificial Intelligence (AI) is rapidly changing how assessments are designed, delivered, and evaluated in education, training and the workplace.

This report presents the findings of the e-Assessment Association's survey on the use of artificial intelligence in assessment, capturing perspectives from assessment providers, educators, employers and vendors across the sector. The survey explores how AI is currently being used, where organisations expect to apply it in future, and the benefits, concerns and barriers shaping adoption. Together, the responses provide a snapshot of a sector at an early but rapidly evolving stage of AI engagement characterised by experimentation, cautious optimism and a strong focus on maintaining trust, quality and integrity in assessment.

Respondent Profile

Sector and Location

Other
9.7%

Schools (K-12)
12.5%

Professional
Certification
23.6%

Corporate/
Recruitment/
Workforce
Development
4.2%

College/
University/
Vocational
50%

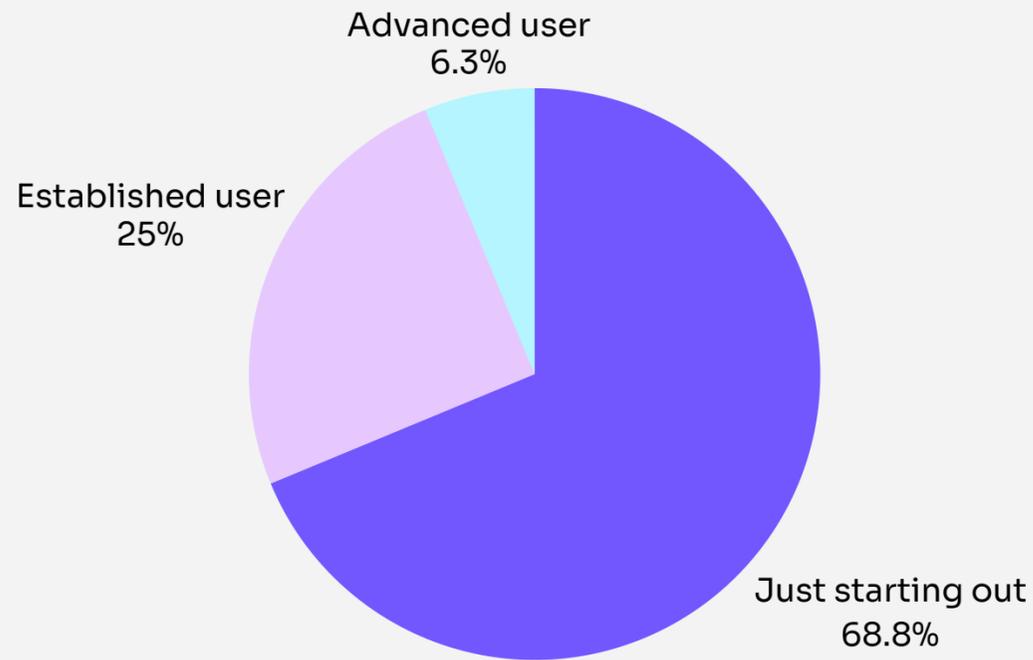Middle East/Africa
13.9%

Americas
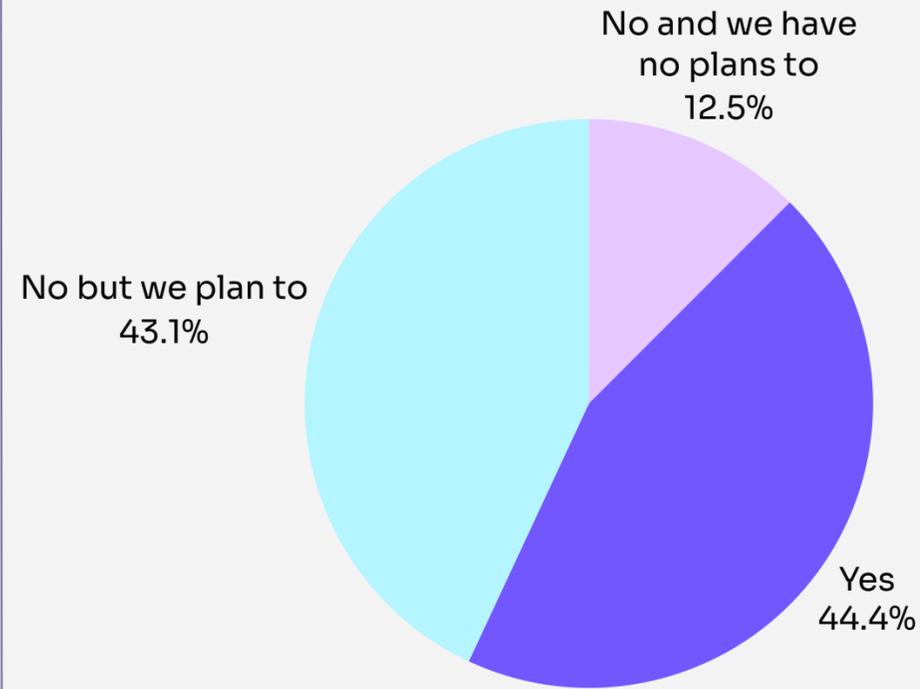20.8%

Asia Pacific
18.1%

Europe
47.2%

2025 eAA AI in assessment research: 145 responses

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Usage of AI in Assessment

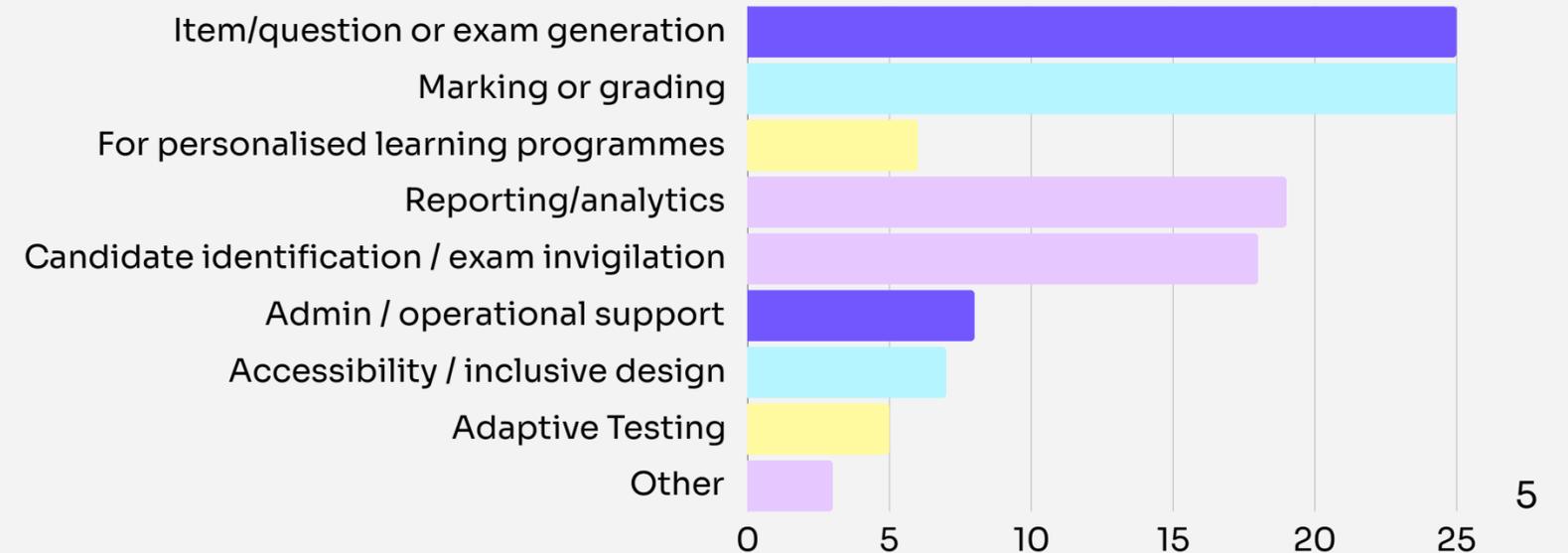## How would you describe your organisation's level of experience with AI in assessment?

Advanced user 6.3%
Established user 25%
Just starting out 68.8%

Does your organisation use AI in assessment?

No and we have no plans to 12.5%
No but we plan to 43.1%
Yes 44.4%

Which of the following best describes your current use of AI?

Commissioned / developed bespoke tools/systems 15.4%
Other 3.8%
Personally use general AI tools 51.9%
Vendor Platform 28.8%

How are you using AI in Assessment?

- Item/question or exam generation
- Marking or grading
- For personalised learning programmes
- Reporting/analytics
- Candidate identification / exam invigilation
- Admin / operational support
- Accessibility / inclusive design
- Adaptive Testing
- Other

(axis: 0, 5, 10, 15, 20, 25)
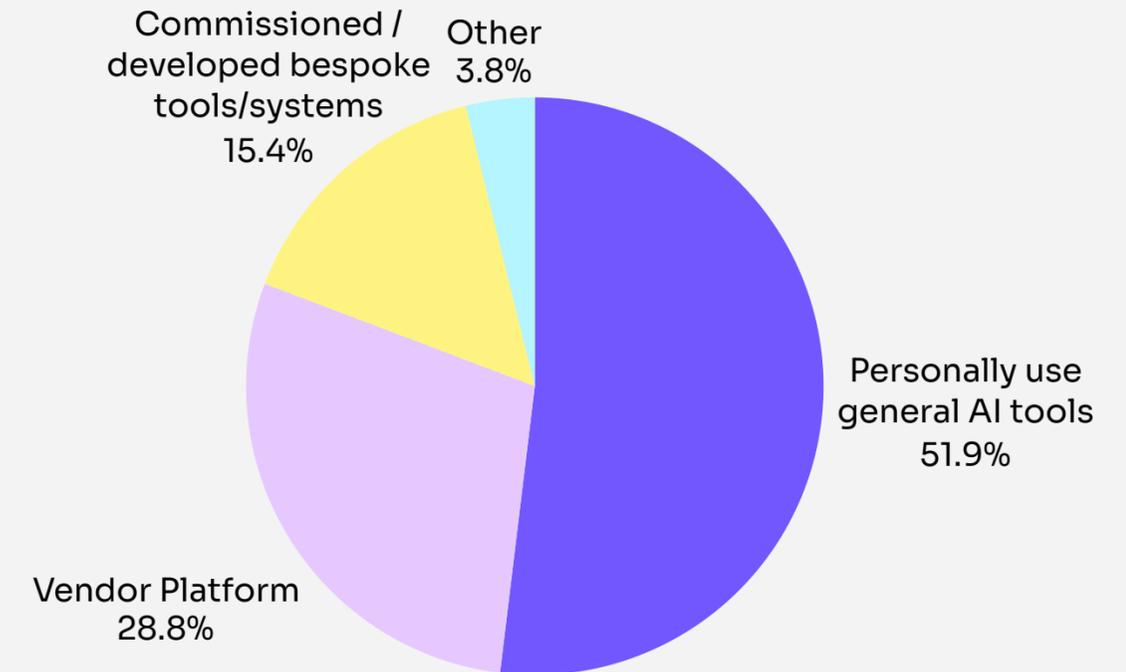
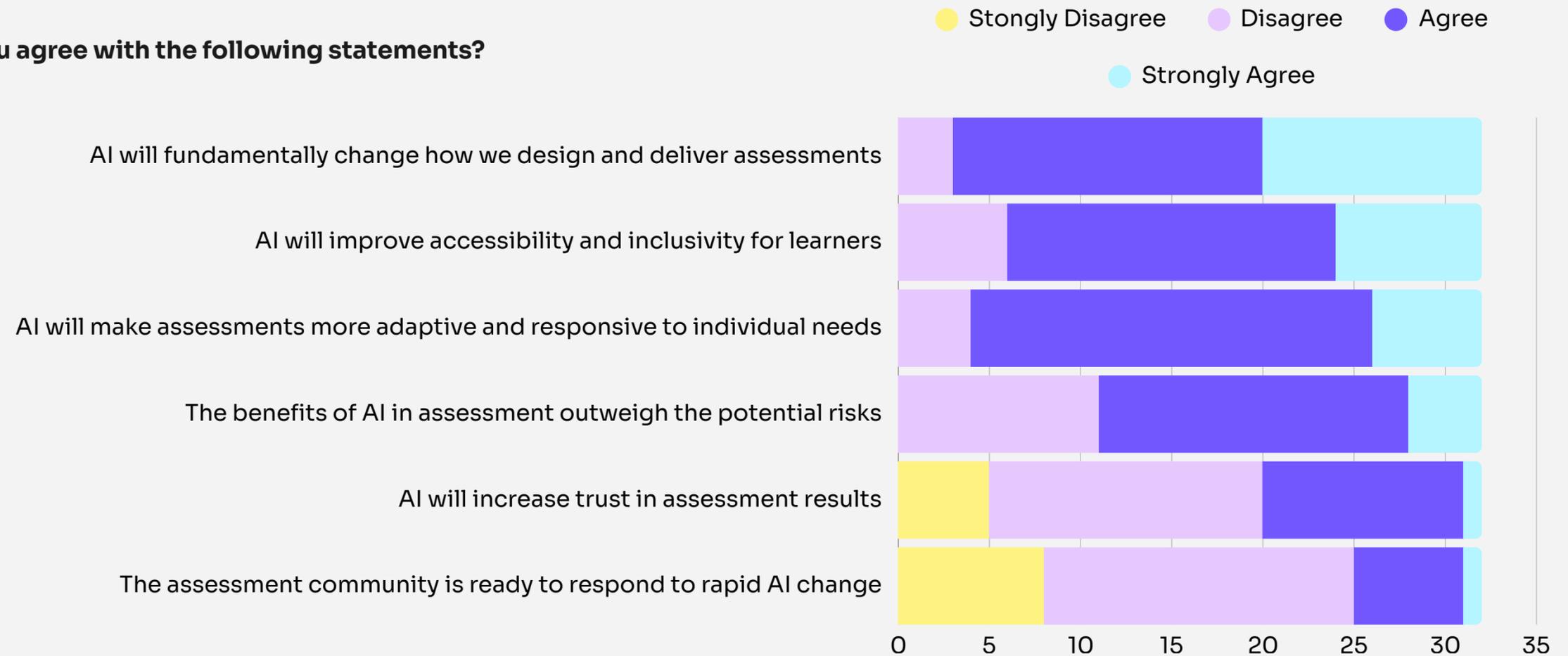68.8% respondents describe their experience of AI in assessment as 'Just starting out' with the majority of respondents personally using general AI tools (such as ChatGPT, Copilot or Gemini) in their own assessment-related work. 78% of organisations already have an AI policy. This may enable a more structured organisational adoption of AI to support assessment as confidence and understanding increases.

Perceptions of AI in Assessment

Organisations already using AI in Assessment

To what extent do you agree with the following statements?

Legend: Stongly Disagree · Disagree · Agree · Strongly Agree

Chart categories:
- AI will fundamentally change how we design and deliver assessments
- AI will improve accessibility and inclusivity for learners
- AI will make assessments more adaptive and responsive to individual needs
- The benefits of AI in assessment outweigh the potential risks
- AI will increase trust in assessment results
- The assessment community is ready to respond to rapid AI change

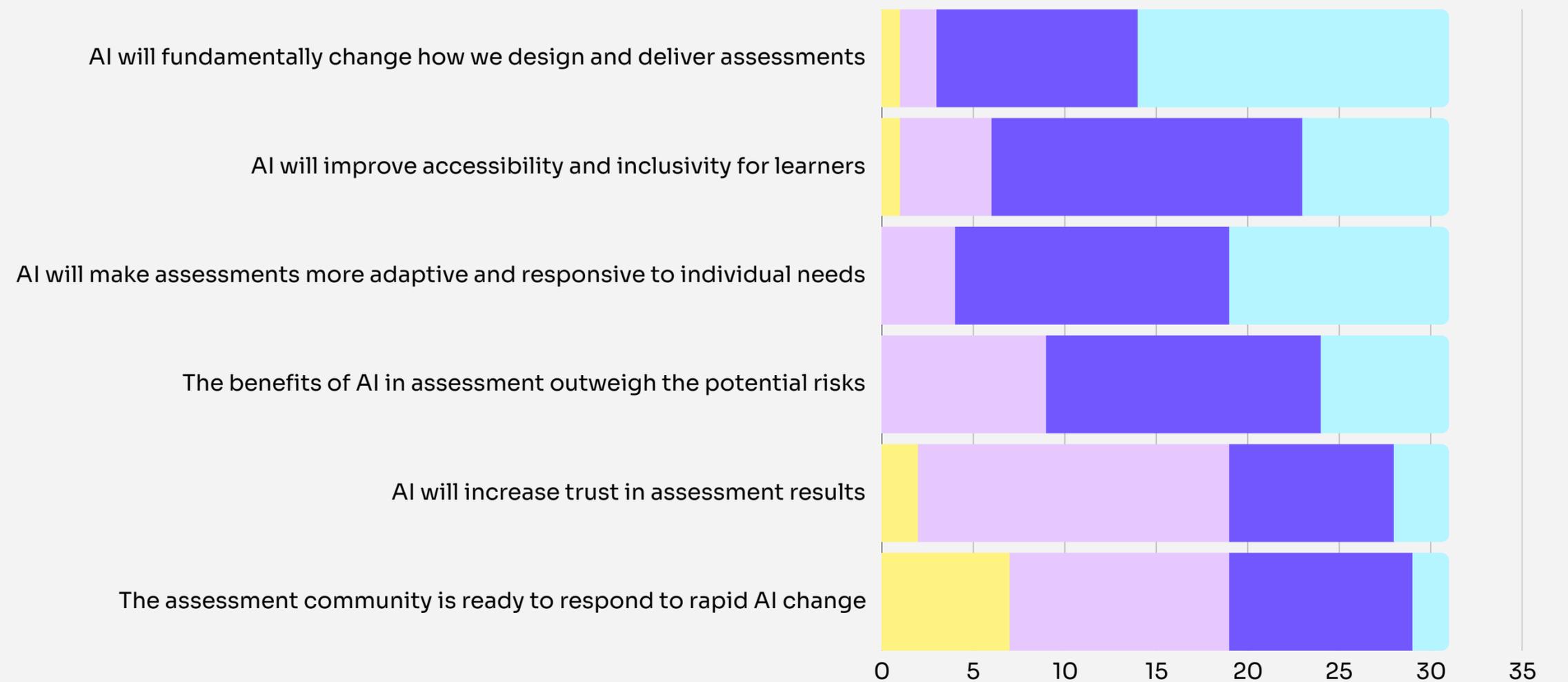X-axis: 0, 5, 10, 15, 20, 25, 30, 35

Organisations already using AI in assessment have broadly similar perceptions to those planning to adopt it. Notably, those with hands-on experience are more likely to feel the sector is not yet ready to respond to the pace of AI change. Across both groups, there is a shared view that AI alone will not increase trust in assessment, reinforcing the e-Assessment Association's position that trust must be built through robust design, governance, transparency and human oversight, not technology in isolation.

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Perceptions of AI in Assessment

Organisations planning to implement AI in Assessment

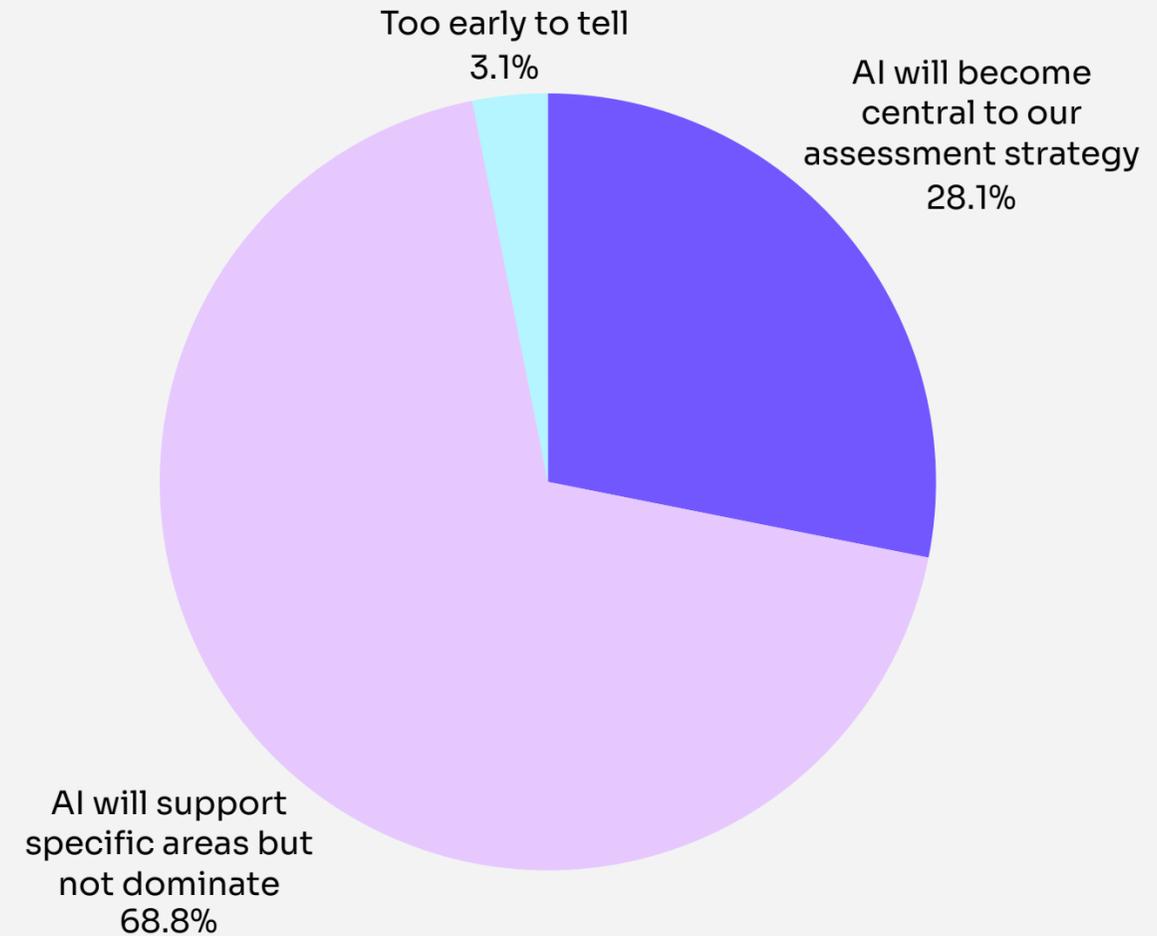**To what extent do you agree with the following statements?**

Perceived benefits and challenges of AI in assessment

Survey responses highlight a balanced and pragmatic view of AI in assessment, with respondents identifying clear benefits alongside significant concerns. While efficiency, consistency and support for assessment design were commonly cited advantages, respondents also raised issues around reliability, academic integrity, trust, human oversight and sustainability.

Which best describes your outlook for the next 2–3 years?

Too early to tell
3.1%

AI will become central to our assessment strategy
28.1%

AI will support specific areas but not dominate
68.8%

Looking ahead 28.1% of respondents believe AI will become central to their assessment strategy within the next three to five years, while a clear majority (68.8%) expect AI to support specific aspects of assessment rather than dominate overall practice, suggesting some caution towards the use of AI in assessment.

Key Concerns & Challenges

01. Reliability and trustworthiness of AI outputs

Respondents already using AI in Assessment most frequently raised concerns about the reliability and trustworthiness of AI outputs, citing inaccuracies, "hallucinations", and the difficulty of distinguishing fact from fallacy.

02. Academic integrity & cheating

Academic integrity was a major issue, with repeated references to cheating, uncertainty over whether work reflected genuine student input, and the challenge of maintaining exam integrity where AI-generated responses can easily be submitted for summative assessment.

## 03. Validity of methodology & psychometric approaches

Several respondents questioned whether existing assessment methodologies and psychometric approaches remain fully valid in an AI-enabled context, suggesting that assessment design may need to evolve to maintain validity, rigour and trust.

04. Loss of nuance & over-automation

Alongside concerns about loss of nuance, over-automation and minimal human involvement, respondents also highlighted data privacy, IP security and bias.

05. Environmental concerns

Importantly, some raised environmental concerns, noting the energy demands of large-scale AI use.
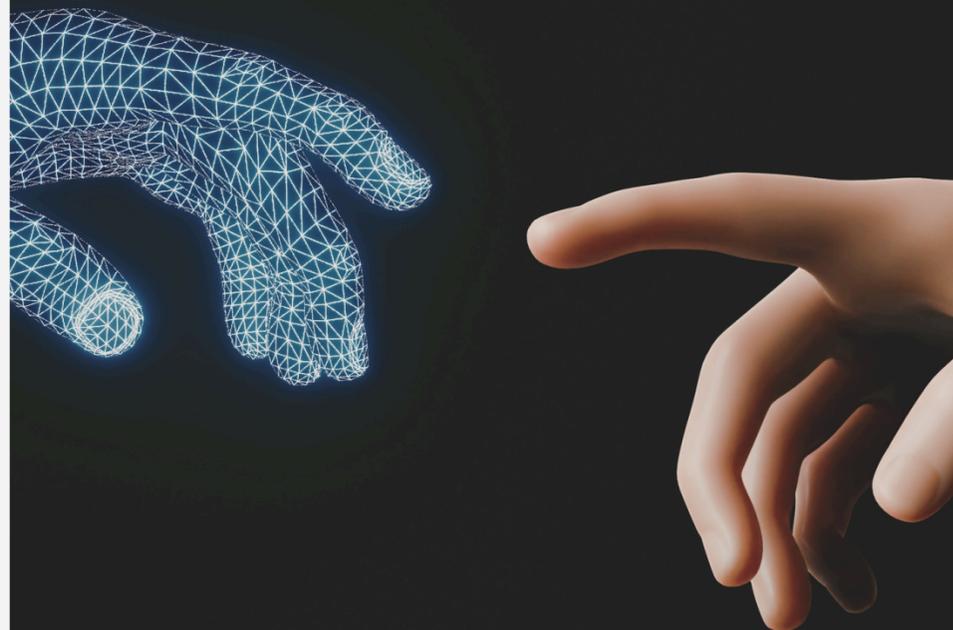
Key Benefits

☑ ## 01. Time savings and efficiency

Respondents already using AI in Assessment highlighted time savings and efficiency as the main benefit, particularly through automating repetitive tasks such as content drafting, item writing and aspects of marking. Many described AI as helping to streamline repetitive tasks and free up time from routine work.

☑ ## 02. Consistency and standardisation

Consistency and standardisation were also commonly cited, including more consistent marking and clearer terminology.

☑ ## 03. AI as an assistant

AI was often framed as an assistant, supporting first drafts, idea generation, rubric design and plausible distractors for review.

☑ ## 04. Personalisation and adaptability

Respondents also noted benefits in personalisation and adaptability, including adaptive testing and more personalised feedback delivered at speed.

☑ ## 05. Focus on pedagogy and human-centred skills

Importantly, several emphasised that the main value lies in freeing educators to focus on pedagogy, curriculum design and human-centred skills, with some noting these gains can outweigh the potential risks when used effectively.

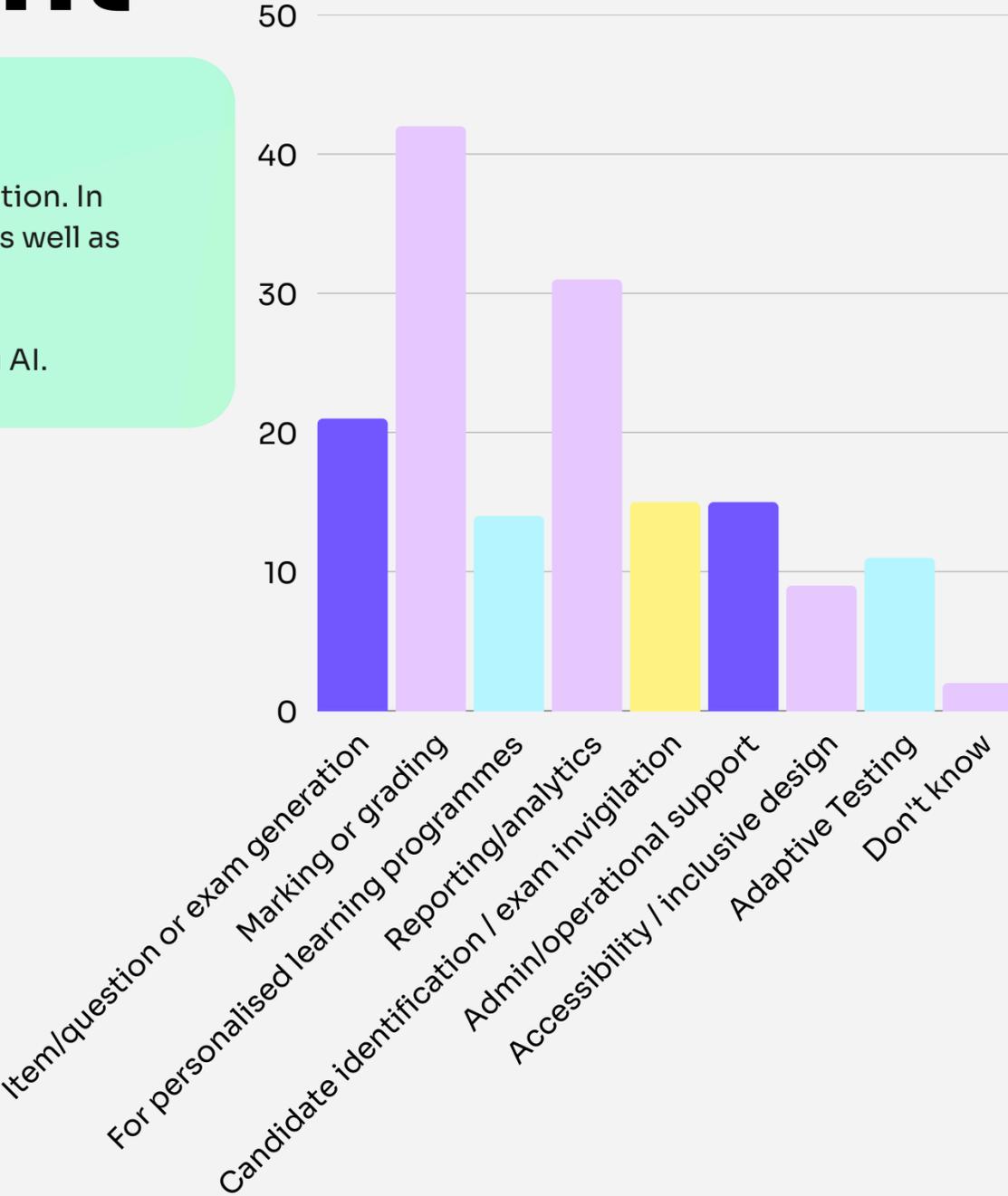# Organisations planning to implement AI in Assessment

Intended Use

Organisations planning to adopt AI anticipate to deploy it mainly for marking and reporting, and less for item generation. In practice, organisations already using AI focus on marking and item generation, followed by reporting and analytics as well as candidate identification and exam invigilation. It is therefore possible that implementation evolves as organisations understand more about AI and where it adds value. Notably, although most respondents see AI as a supporting tool, expectations of it becoming central are higher among organisations yet to adopt it compared to those already using AI.

Which best describes your outlook for the next 2–3 years?

Too early to tell
3.2%

AI will remain peripheral or optional
19.4%

AI will become central to our assessment strategy
32.3%

AI will support specific areas but not dominate
45.2%

How are you likely to use AI in Assessment?

Item/question or exam generation
Marking or grading
For personalised learning programmes
Reporting/analytics
Candidate identification / exam invigilation
Admin/operational support
Accessibility / inclusive design
Adaptive Testing
Don't know

# Organisations planning to implement AI in Assessment

Perceived benefits

- When considering the perceived benefits of adopting AI for assessment, planned adopters place greater emphasis on operational efficiency, speed and cost control, often describing AI as a way to get most of the way there before human review.
- By contrast, organisations with experience of AI use more frequently highlight quality improvements, consistency, and the opportunity to free educators to focus on pedagogy and human-centred skills, alongside a clearer awareness of risks and limitations.
- This contrast suggests that expectations among non-users are more efficiency-led and aspirational, while practical experience shifts focus towards balanced, quality-driven and governance-aware use once AI is embedded in assessment practice.
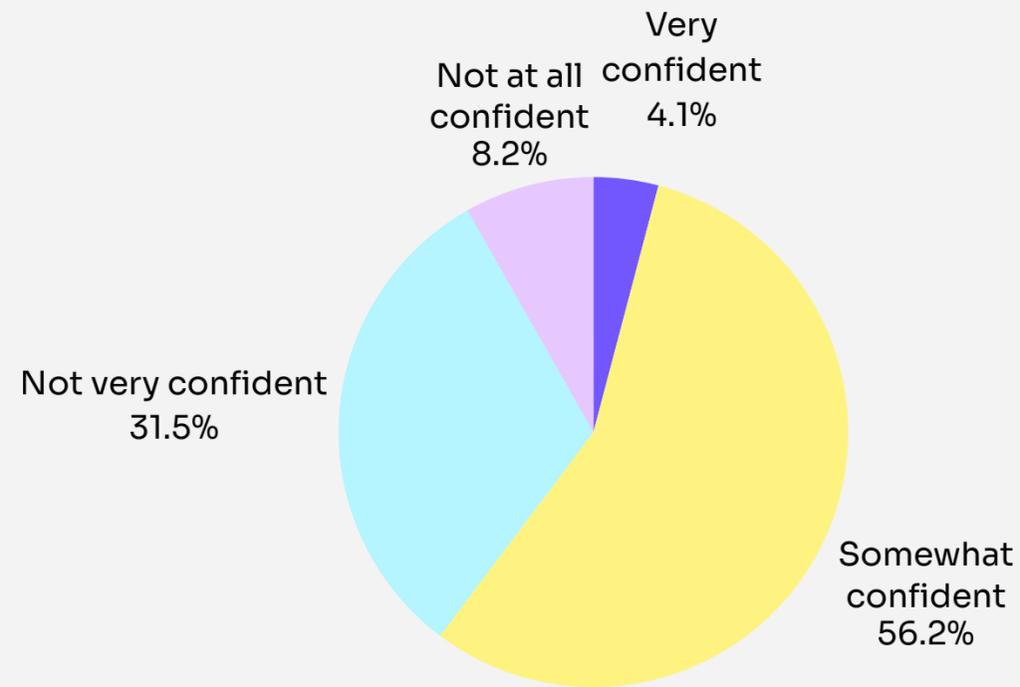
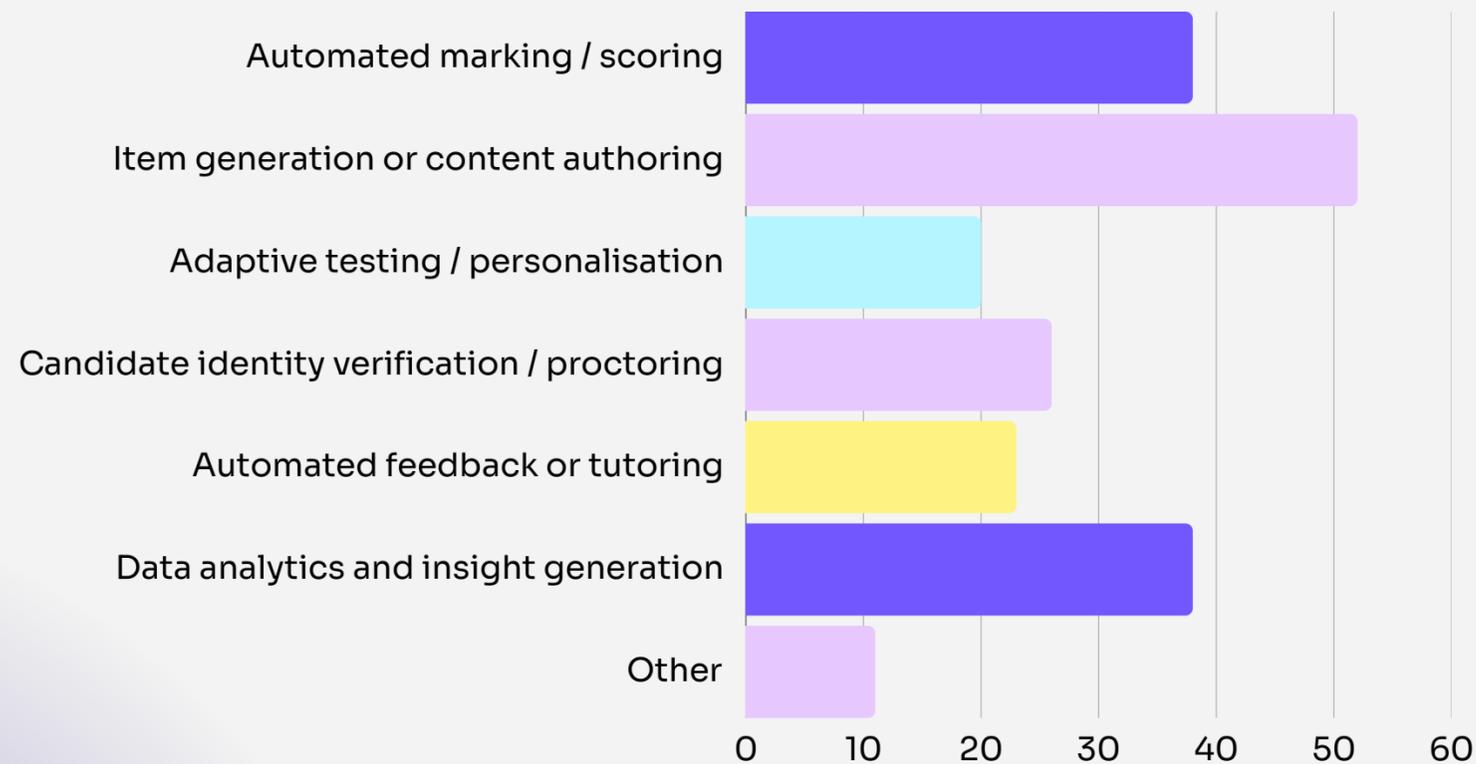## Key concerns or perceived challenges

- Planned adopters place greater emphasis on reliability, hallucinations, misinformation and cheating, alongside worries about cost, security, staff readiness and lack of methodology.
- By contrast, organisations already using AI raise similar issues but frame them more in terms of managing accuracy, maintaining exam integrity and ensuring appropriate human review in practice.
- This divergence indicates that perceived risk does not diminish with adoption but becomes more concrete and operational, reinforcing the need for clear governance, capability development and human oversight as essential conditions for trustworthy use of AI in assessment.

Technology Vendor Viewpoint
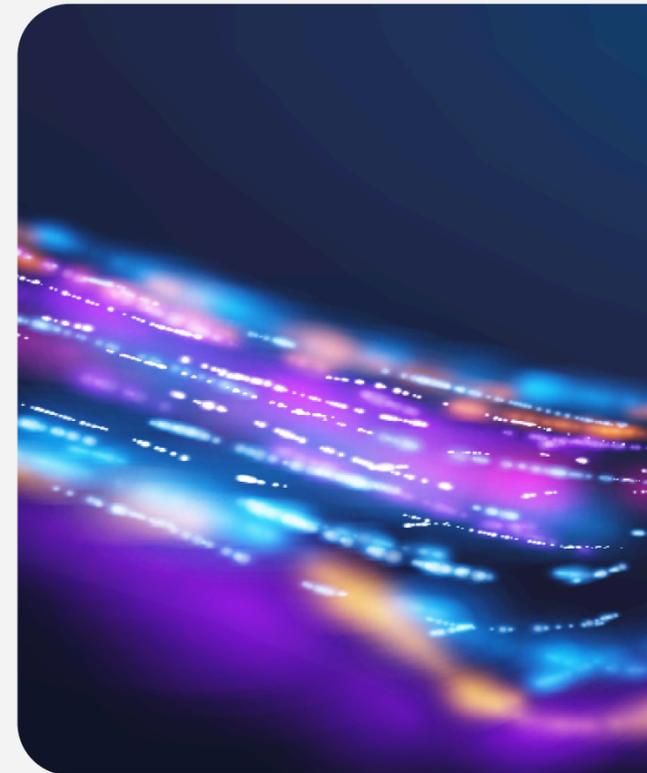
How confident are you that clients understand the capabilities and limitations of your AI-enabled products?

Pie chart:
- Very confident 4.1%
- Not at all confident 8.2%
- Not very confident 31.5%
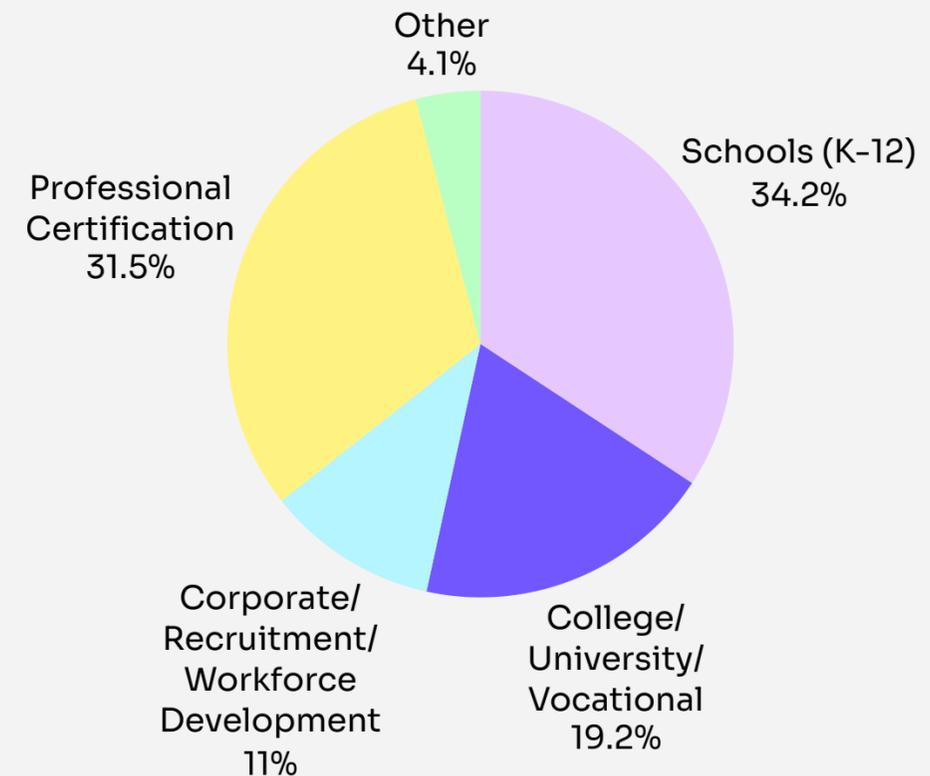- Somewhat confident 56.2%

Vendors were also asked to complete the survey and responses indicate mixed confidence in client readiness, with most vendors only moderately confident that clients understand the capabilities and limitations of AI-enabled assessment products.

Vendor use of AI is currently concentrated on item generation, content authoring, automated marking and data analytics, reflecting the same focus seen among users. Future monitoring will help determine whether, as experience and confidence grows, there is wider use across all areas of assessment.

How are you using AI in assessment?

Bar chart:
- Automated marking / scoring
- Item generation or content authoring
- Adaptive testing / personalisation
- Candidate identity verification / proctoring
- Automated feedback or tutoring
- Data analytics and insight generation
- Other

Which sectors do you work with?

Pie chart:
- Other 4.1%
- Schools (K–12) 34.2%
- Professional Certification 31.5%
- College/University/Vocational 19.2%
- Corporate/Recruitment/Workforce Development 11%

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Technology Vendor Viewpoint

What do you see as the biggest barrier to the adoption of AI in assessment?
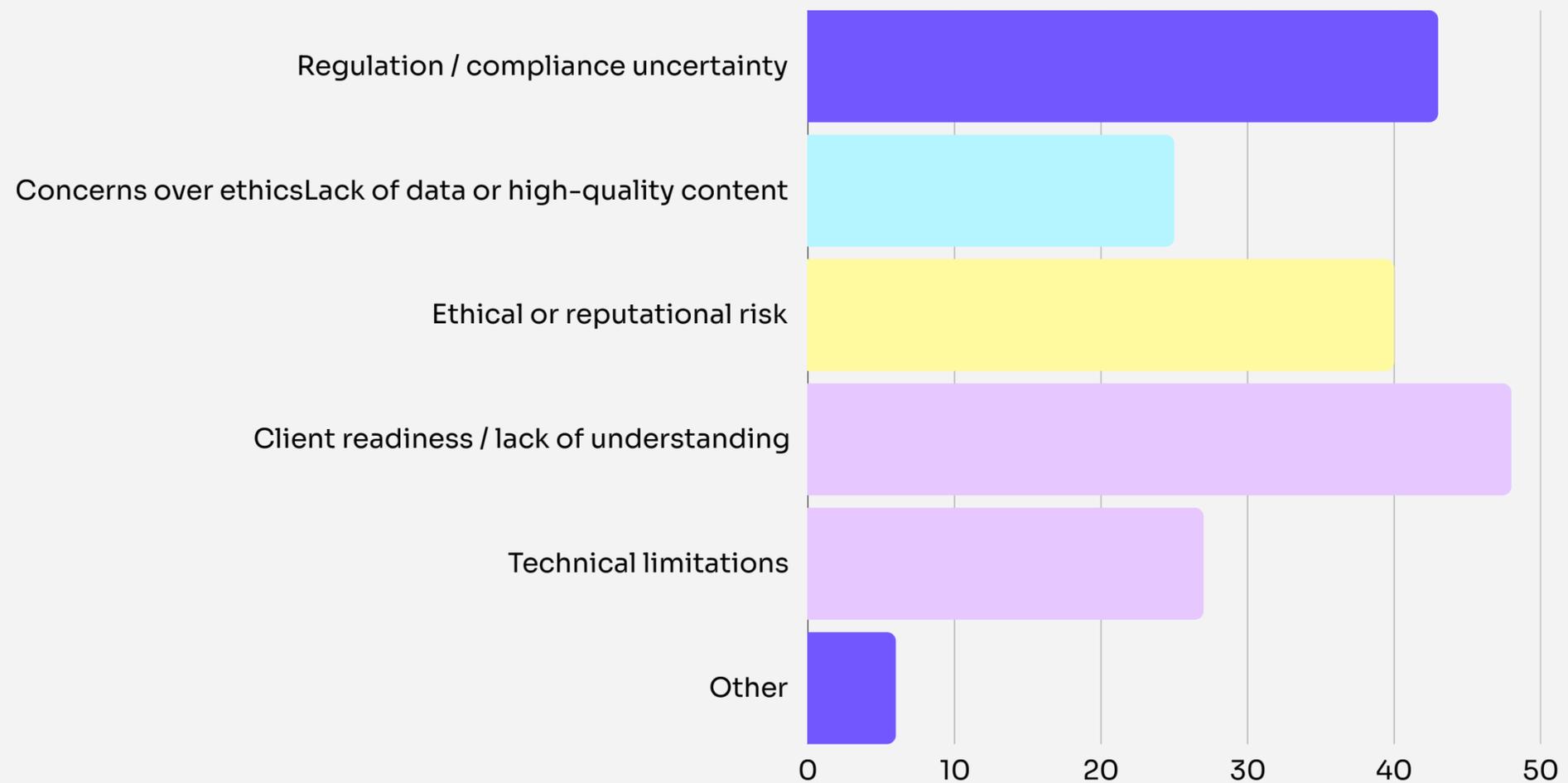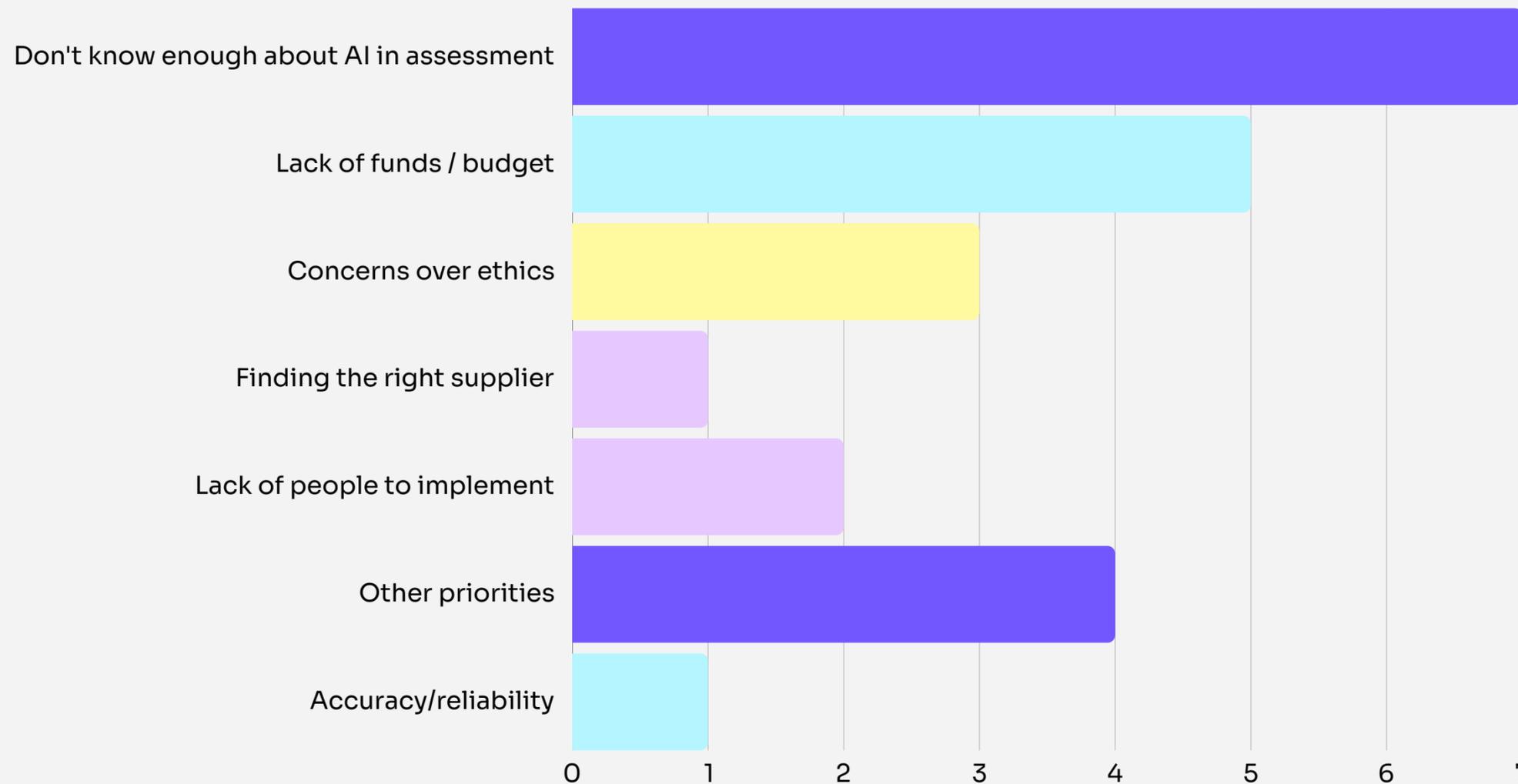

The barriers identified by vendors align strongly with user concerns. Client readiness / lack of understanding is the most significant constraint, alongside regulatory uncertainty and ethical or reputational risk. Technical limitations and data quality are viewed as secondary challenges.

Taken together, these findings suggest that the primary barriers to adoption are organisational capability, governance and confidence, rather than the maturity of AI technology itself, echoing user views that trust, oversight and clarity are essential for responsible adoption of AI in assessment.

Organisations with no plans to use AI in assessment

The key barriers to implementing AI in assessment

| Category	Value
Don't know enough about AI in assessment	7
Lack of funds / budget	5
Concerns over ethics	3
Finding the right supplier	1
Lack of people to implement	2
Other priorities	4
Accuracy/reliability	1

Although only a small number of survey respondents reported having no plans to implement AI in assessment, the main barriers they identified related to lack of knowledge and resources to implement AI effectively. Notably, no respondents felt that AI in assessment would offer no benefit to candidates. Concerns about accuracy and ethics were raised, but were relatively low in importance compared with practical capability and resourcing challenges.

Conclusion

The findings of this report show broad consensus that AI has the potential to deliver meaningful benefits in assessment, particularly in improving efficiency, consistency and scalability, and in freeing assessment professionals to focus on higher-value, human-centred work. At the same time, respondents across all groups highlighted significant concerns around reliability, academic integrity, governance, sustainability and trust, with experienced users often expressing greater caution about sector readiness and the pace of change. Taken together, the results suggest that successful adoption of AI in assessment will depend less on technology itself and more on sound assessment design, robust governance, organisational capability and sustained human oversight. The e-Assessment Association will continue to monitor developments, support shared learning and bring together the community to help ensure AI is used responsibly and in ways that strengthen, rather than undermine, confidence in assessment.

The e-Assessment Association would like to thank all survey participants for their time, insight and openness in sharing their experiences and perspectives. The contributions of practitioners, organisations and vendors from across the industry have been invaluable in shaping this evidence base and informing ongoing dialogue about the future role of AI in assessment.

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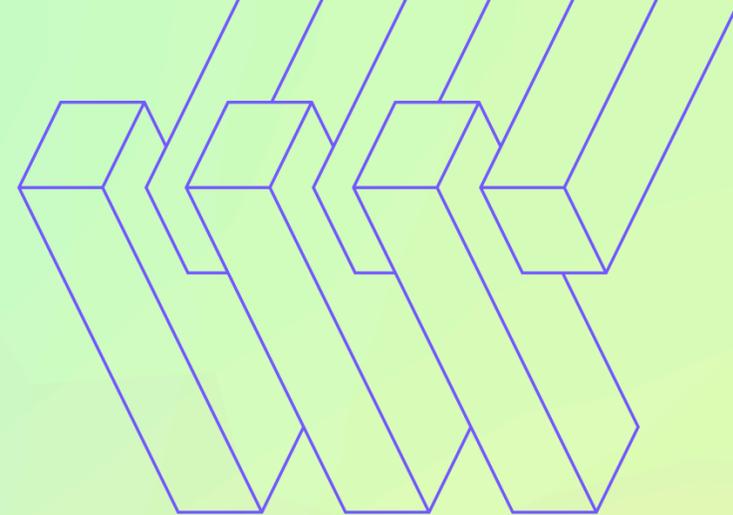
Get Involved

AI is rapidly changing how assessments are designed, delivered, and evaluated in education, training and the workplace. We have case studies and best practice guidance on our website, organise eAA AI Special Interest Group meetings, and are leading an AI essay marking benchmarking project.

In addition, the International e-Assessment Conference in London in June 2026 includes a full-day AI Symposium, bringing together the global assessment community to shape evidence-led practice in AI-enabled assessment.

🌐 www.e-assessment.com/events

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