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Designing Human-Centered Assessment in an AI World: A Framework for Making Student Thinking Visible

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Abstract: The rapid adoption of generative artificial intelligence has challenged long-standing assumptions about assessment in higher education. While much of the current conversation has focused on academic integrity and AI detection, these approaches do not address a more fundamental question: What evidence is needed to make valid judgments about student learning? This paper argues that the emergence of AI has not changed the purpose of assessment but has highlighted the need to reconsider how learning is demonstrated. Building upon authentic assessment and evidence-centered assessment, the paper introduces Human-Centered Assessment as a conceptual approach that emphasizes making student thinking visible through authentic voice, reflection, judgment, context, process transparency, and ethical AI integration. It then presents three complementary frameworks that guide faculty from understanding the principles of human-centered assessment to evaluating existing assignments and redesigning assessments for AI-mediated learning environments. Together, these frameworks shift the conversation from detecting AI to designing assessments that generate richer evidence of student learning. The paper concludes by discussing implications for assessment practice, faculty development, and future research.

Keywords: *generative artificial intelligence, assessment, higher education, authentic assessment, assessment redesign, educational innovation*

Introduction

The rapid adoption of generative artificial intelligence (AI) has prompted higher education to reconsider long-standing assumptions about assessment. Much of the discussion has focused on academic integrity, authorship, and the detection of AI-generated work. While these concerns are understandable, they also raise a more fundamental question: What evidence do educators need to make valid judgments about student learning?

The educational goals of higher education have not changed. Students are still expected to think critically, solve problems, communicate effectively, exercise professional judgment, and apply knowledge in meaningful contexts. Likewise, the learning outcomes established within academic programs remain largely unchanged. What has changed is the relationship between those learning outcomes and the evidence traditionally used to demonstrate their achievement.

For decades, educators have relied on research papers, presentations, case studies, laboratory reports, design projects, and other culminating artifacts as evidence of student learning. These products have generally served as reasonable proxies because the process of creating them required students to

analyze information, synthesize ideas, make decisions, and communicate their understanding (Biggs & Tang, 2011; Wiggins, 1998). Generative AI has disrupted that relationship. Students now have access to tools capable of producing polished work that meets disciplinary conventions while requiring substantially less independent cognitive effort. The challenge is not that students are using AI. The challenge is determining whether current assessment practices continue to provide sufficient evidence that students have achieved the intended learning outcomes (Perkins et al., 2024a; TEQSA, 2024).

Rather than viewing AI as a threat to assessment, it may be more productive to view it as an opportunity to reconsider what assessment has always been intended to accomplish. The purpose of assessment has never been simply to evaluate papers, projects, or presentations. Those artifacts are evidence of learning, but they are not learning itself. Assessment has always required educators to make informed judgments about what students know, understand, and are able to do based on the evidence available to them. From this perspective, the validity of assessment depends not only on the quality of the task but also on the strength of the inferences educators draw from the evidence students provide (Messick, 1994; Mislevy et al., 2003).

Human-Centered Assessment builds upon the principles of authentic assessment by emphasizing the importance of making student thinking visible. Rather than focusing primarily on the completed product, it encourages assessment designs that reveal reasoning, reflection, judgment, and the processes that support learning. To operationalize this approach, three complementary frameworks are presented. The Human-Centered Assessment Framework identifies the core principles of assessment design, the AI Vulnerability Framework helps instructors evaluate whether existing assessments provide sufficient evidence of learning, and the Assignment Redesign Framework offers a practical process for strengthening assessment in AI-mediated learning environments. Together, these frameworks shift the conversation from detecting AI to designing assessments that generate richer evidence of student learning.

Rethinking Assessment in the Age of AI

The assessment challenge created by generative AI is not simply one of authorship or academic integrity. It is a question of evidence. As AI tools become increasingly capable of producing polished academic work, the connection between a completed artifact and the learning it is intended to represent becomes less certain. This creates a need to examine whether existing assessment practices still allow instructors to make valid judgments about what students know and can do.

The emergence of AI has not changed what higher education expects students to learn. Graduates are still expected to analyze information, solve complex problems, communicate effectively, exercise professional judgment, and apply knowledge in meaningful contexts. What AI has changed is the ease with which students can produce polished academic products. As a result, instructors are increasingly questioning whether traditional assignments continue to provide sufficient evidence that students have achieved the intended learning outcomes (Perkins et al., 2024a; TEQSA, 2024).

This challenge extends beyond questions of misconduct. In professional practice, graduates will be expected to use AI responsibly rather than avoid it altogether. The educational question, therefore, is not whether students should use AI, but how assessment can distinguish between technology that

supports learning and technology that substitutes for learning. Answering that question requires shifting attention from the completed product to the thinking that produced it.

Viewed from this perspective, AI has not created a new assessment problem so much as it has exposed an existing one. Educators have always inferred learning from observable evidence rather than measuring learning directly (Mislevy et al., 2003). The increasing capabilities of generative AI simply remind us that a polished artifact has never been synonymous with learning itself. If assessment remains meaningful, it must provide opportunities for students to demonstrate reasoning, judgment, and reflection in ways that make their thinking visible.

Recognizing this distinction naturally raises another question. If the goal is to gather meaningful evidence of learning, is identifying AI use the most effective place to begin? The next section examines why AI detection, while sometimes useful, cannot by itself resolve the broader challenge of assessment in AI-mediated learning environments.

Beyond Detection

As generative AI became more widely available, much of the conversation in higher education focused on detecting AI-generated content. Institutions invested in detection software, revised academic integrity policies, and encouraged faculty to identify assignments that appeared to have been written by AI. While these responses were understandable, they addressed only one aspect of a much larger challenge.

Detection tools attempt to determine whether AI may have been used to produce a piece of work. Assessment, however, asks a different question: What evidence demonstrates that a student has achieved the intended learning outcomes? These are not equivalent questions. A student may produce original work that reveals little understanding, while another may appropriately use AI as a learning support yet demonstrate sophisticated reasoning and sound professional judgment. In both cases, the central issue is the quality of evidence available to support conclusions about learning rather than the presence or absence of AI.

This distinction is becoming more important as AI becomes integrated into professional practice. Employers are unlikely to prohibit graduates from using AI tools; instead, they will expect them to use those tools ethically, critically, and effectively. Assessment should therefore evaluate how students think, justify decisions, apply disciplinary knowledge, and reflect on their learning, regardless of whether AI contributed to the final product (Perkins et al., 2024a, 2024b; TEQSA, 2024).

Research has also raised questions about the reliability of AI detection systems. False positives, false negatives, and inconsistent performance across different writing styles and disciplines limit their usefulness as evidence of academic misconduct (Perkins et al., 2024b; Waltzer et al., 2024). More importantly, even a perfectly accurate detector would not answer the educational question that matters most: whether students have developed the knowledge, skills, and judgment expected by the curriculum.

For these reasons, Human-Centered Assessment shifts the focus away from identifying AI use and

toward designing assessments that generate meaningful evidence of learning. Rather than asking whether AI was involved, the more productive question is whether students can demonstrate the reasoning, reflection, decision-making, and professional judgment that underpin authentic performance. This perspective provides the foundation for the Human-Centered Assessment framework introduced in the next section.

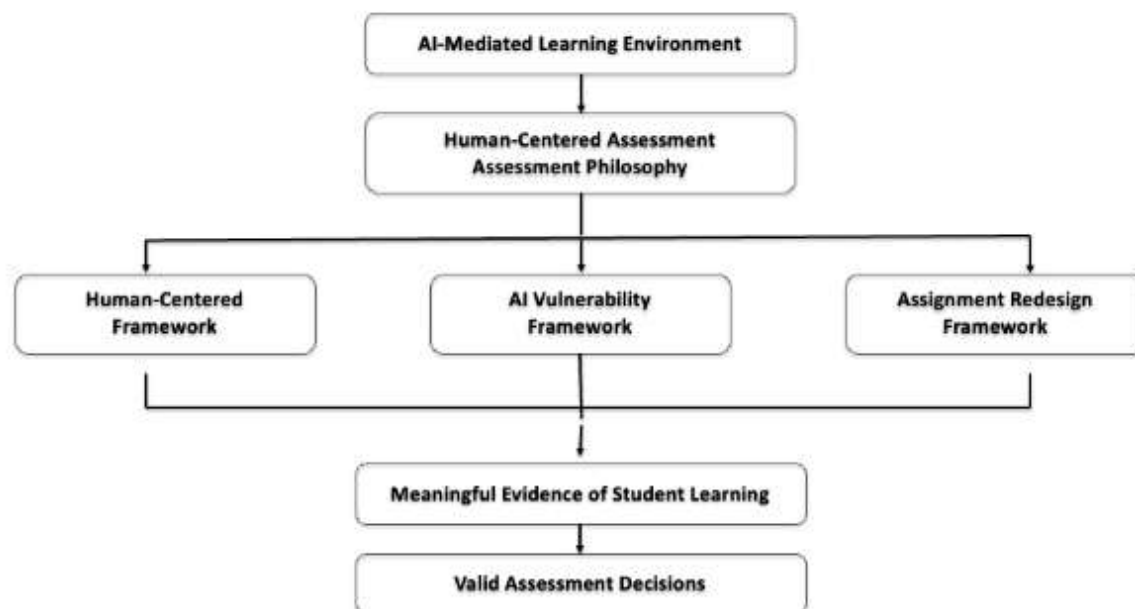
Human-Centered Assessment

The emergence of generative AI has not changed the fundamental purpose of assessment. Faculty continue to make judgments about what students know, understand, and are able to do based on the evidence students provide. What AI has changed is the need to reconsider whether traditional assessments continue to generate evidence that supports those judgments. Human-Centered Assessment offers a response by shifting attention from the production of academic artifacts to the demonstration of student thinking.

Human-Centered Assessment builds upon established principles of authentic assessment, emphasizing learning experiences that require students to apply knowledge, exercise judgment, and engage in meaningful tasks that reflect professional and disciplinary practice (Quinlan et al., 2025; Vlachopoulos & Makri, 2024; Wiggins, 1998). It also aligns with evidence-centered approaches that recognize assessment as a process of drawing valid inferences from observable evidence rather than evaluating products in isolation (Mislevy et al., 2003). These foundations remain relevant in AI-mediated learning environments but require renewed attention as technology continues to assist with the production of academic work (see Figure 1).

Figure 1

Human-Centered Assessment: Conceptual Model



Rather than asking whether students completed an assignment independently, Human-Centered Assessment asks whether the assessment design provides sufficient evidence of learning. This emphasis on student learning and the evidence used to assess it reflects broader learner-centered approaches to assessment (Hill, 2017). A polished paper, presentation, or project may demonstrate achievement, but it does not necessarily reveal the reasoning, decision-making, or reflective processes that produced it. Assessment becomes stronger when students are asked to explain their choices, justify their conclusions, reflect on their learning, and demonstrate how knowledge was applied throughout the process.

Within this approach, AI is viewed as a tool that can support learning when used intentionally and transparently. Students may use AI to generate ideas, explore alternative perspectives, receive formative feedback, or improve communication. These uses can enhance learning provided that assessment also captures the student's own thinking, judgment, and decision-making. The educational goal is therefore not to eliminate AI from learning but to ensure that human learning remains visible.

Human-Centered Assessment is organized around six interrelated principles that guide assessment design: authentic voice, visible reasoning, reflective practice, contextual application, process transparency, and ethical AI integration. Together, these principles help instructors design assessments that generate richer and more defensible evidence of learning while recognizing the realities of AI-assisted work. Rather than prescribing specific assignments, they provide a lens through which existing assessments can be evaluated and redesigned.

The following section translates these principles into practice through the Human-Centered Assessment Framework, which provides instructors with a practical model for evaluating the quality of evidence generated by an assessment (see Figure 2).

Figure 2

The Human-Centered Assessment Framework



The Human-Centered Assessment Framework

Human-Centered Assessment provides a practical framework for designing assessments that generate meaningful evidence of student learning in AI-mediated environments. Rather than evaluating assignments solely on the quality of the finished product, the framework encourages instructors to consider the extent to which an assessment reveals the student's own reasoning, judgment, reflection, and application of knowledge. The goal is not to eliminate AI from learning but to ensure that assessment continues to support valid conclusions about what students know and can do.

The framework is organized around six complementary principles that strengthen the evidence available for assessment. Rather than functioning as isolated elements, these principles work together to make student thinking more visible through authentic engagement, explanation of reasoning, reflection, contextual application, transparency of process, and responsible AI use.

These principles are not intended to function as a checklist in which every assessment must address all six elements equally. Instead, they serve as complementary design considerations that can be emphasized differently depending on the discipline, course level, learning outcomes, and purpose of the assessment. A laboratory practical, for example, may emphasize contextual application and process transparency, while a reflective portfolio may place greater emphasis on authentic voice and reflective practice. The framework is therefore flexible enough to support a wide range of instructional contexts without prescribing a single assessment model.

Taken together, the six principles encourage instructors to shift from asking, "Did the student complete this assignment without AI?" to asking, "What evidence does this assessment provide about the student's learning?" This shift reframes assessment around evidence rather than authorship and supports assessment practices that remain meaningful as AI tools continue to evolve. For example, a traditional research paper could be strengthened by asking students to submit the final product along with a brief explanation of key decisions, evidence of revision, a reflection on what changed during the process, and disclosure of how AI was used, if applicable. The paper remains an important artifact, but these additional elements provide evidence of reasoning, reflection, process, and responsible AI use that may not be visible in the final product alone.

The Human-Centered Assessment Framework establishes the conceptual foundation for assessment redesign. The next framework builds on these principles by helping instructors evaluate where existing assessments may be vulnerable to AI-supported completion without providing sufficient evidence of student learning.

The AI Vulnerability Framework

The Human-Centered Assessment Framework establishes the principles that characterize strong assessment in AI-mediated learning environments. The next step is helping instructors evaluate existing assessments to determine whether they continue to provide sufficient evidence of student learning. The AI Vulnerability Framework was developed for this purpose. Rather than measuring the likelihood that students will use AI, it evaluates the extent to which an assessment remains capable of revealing the thinking, reasoning, and judgment associated with the intended learning outcomes.

Not all assignments are equally vulnerable to AI-assisted completion. Traditional research papers, short-answer responses, and generic discussion posts often emphasize the final product while providing limited insight into the cognitive processes that produced it. In contrast, assessments that require students to explain decisions, defend conclusions, document their process, or connect learning to authentic contexts generate richer evidence of understanding. The framework therefore shifts attention from the assignment format itself to the quality of evidence it produces.

The AI Vulnerability Framework evaluates assessments across several dimensions that influence the visibility of student learning. These include the degree to which an assignment requires authentic voice, demonstrates reasoning, incorporates reflection, documents the learning process, applies knowledge to meaningful contexts, and supports transparent and ethical AI use. As vulnerability increases, confidence in the assessment as evidence of learning decreases. Conversely, assessments that intentionally incorporate these dimensions provide stronger evidence of student achievement, even when AI is used as part of the learning process.

The framework is not intended to classify assignments as acceptable or unacceptable. Nearly every assessment can be strengthened through thoughtful redesign. A conventional research paper, for example, may become substantially more informative when accompanied by a design rationale, a reflective analysis, documented revisions, or an oral explanation of key decisions. Similar approaches are already emerging in higher education, including assessments that incorporate staged reflections on AI use, reflective accounts of students' assessment processes, and oral components that allow instructors to probe student understanding. Small changes that make student thinking visible can strengthen the evidence of learning generated by an existing assessment without requiring the assignment be replaced altogether (Fischer et al., 2024; Harris, 2024; Samadi & Chee, 2024).

The purpose of the AI Vulnerability Framework is therefore diagnostic rather than evaluative. It helps faculty identify where evidence of learning may be limited and where additional opportunities for students to demonstrate their thinking could strengthen assessment. Once areas of vulnerability have been identified, instructors can move from analysis to redesign using the Assignment Redesign Framework presented in the following section.

The Assignment Redesign Framework

Identifying areas of vulnerability is only the first step in strengthening assessment. Once instructors understand where an assignment provides limited evidence of learning, the next challenge is determining how to improve it. The Assignment Redesign Framework offers a practical process for enhancing existing assessments while preserving alignment with course outcomes. Rather than encouraging faculty to replace successful assignments, the framework focuses on redesigning them to make student thinking more visible.

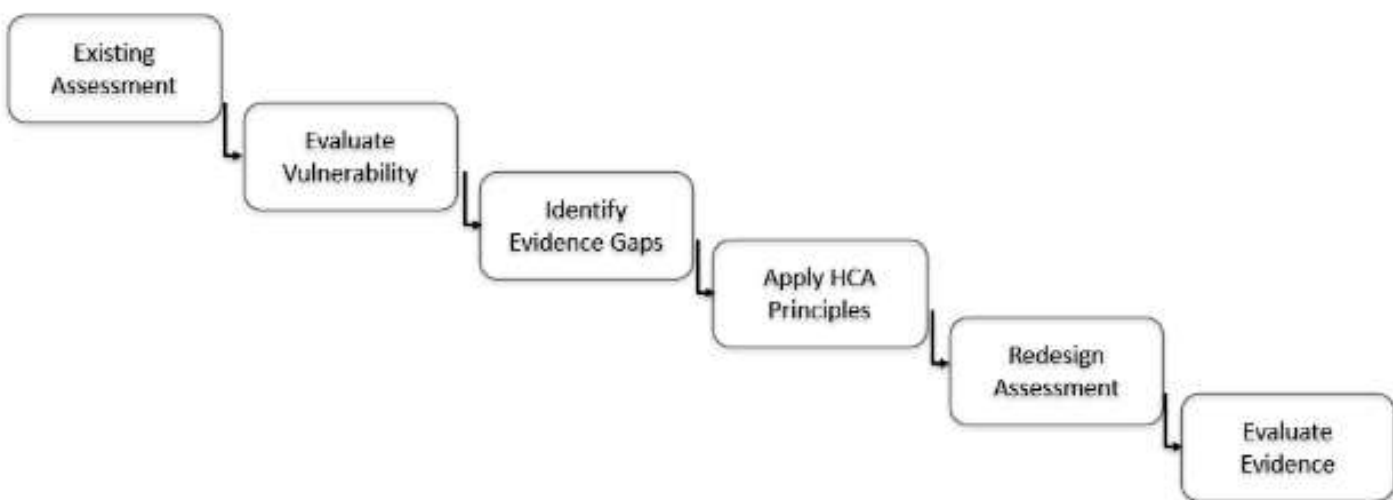
Effective redesign begins by revisiting the intended learning outcomes (Pugh, 2018). The purpose of any assessment is to generate evidence that students have achieved those outcomes, not simply to produce a finished product. This distinction encourages instructors to ask whether the assignment provides sufficient opportunities for students to demonstrate reasoning, judgment, reflection, and application of knowledge. If the answer is no, additional evidence can often be incorporated without fundamentally changing the assignment itself.

In many cases, relatively small modifications can significantly strengthen assessment. Students may be asked to justify important decisions, explain how they evaluated information, reflect on challenges encountered during the learning process, document revisions, or describe how AI was used and why it contributed to their work. These additions shift attention from the final artifact to the thinking that produced it, allowing instructors to make more confident judgments about student learning while recognizing that AI may appropriately support parts of the learning process.

The framework also encourages instructors to view assessment as a sequence of evidence rather than a single submission. Opportunities for planning, formative feedback, peer discussion, reflection, and revision can provide valuable insight into student development while reducing reliance on the final product as the sole indicator of achievement. Assessment becomes an ongoing process of collecting evidence that demonstrates learning over time rather than evaluating isolated performances (see Figure 3).

Figure 3

The Assignment Redesign Framework



The Assignment Redesign Framework is intended to be adaptable rather than prescriptive. Different

disciplines, instructional formats, and course levels require different approaches to assessment. What remains consistent is the principle that assessments should generate evidence that allows instructors to make valid and defensible judgments about student learning in environments where AI has become a common learning tool.

Together, the three frameworks provide a systematic approach to assessment redesign. The Human-Centered Assessment Framework defines the characteristics of meaningful evidence, the AI Vulnerability Framework helps instructors identify where evidence may be insufficient, and the Assignment Redesign Framework offers practical strategies for strengthening assessment while preserving authentic learning. The following section illustrates how these frameworks can be applied across a variety of disciplinary contexts.

Illustrative Applications

Although the three frameworks were developed as general assessment tools, their application will naturally vary across disciplines. The principles of Human-Centered Assessment remain consistent, but the evidence used to demonstrate learning should reflect the knowledge, skills, and professional expectations of each field; three hypothetical examples follow.

In business education, students might develop a strategic plan with AI assisting in research or formatting. Rather than evaluating only the final report, instructors can strengthen assessment by asking students to explain how they evaluated information, justified strategic recommendations, considered alternative approaches, and reflected on the influence of AI during the decision-making process. These additions make managerial reasoning visible while recognizing that AI has become a legitimate workplace tool.

In healthcare education, assessments can emphasize clinical reasoning and professional judgment. Students may use AI to summarize current research or identify possible treatment options, but they should also demonstrate how they evaluated the reliability of that information, prioritized patient needs, justified clinical decisions, and reflected on ethical considerations. The resulting assessment captures not only factual knowledge but also the critical thinking required in professional practice.

In STEM and career and technical education (CTE), students often demonstrate learning through projects, laboratory activities, troubleshooting exercises, or technical design. AI may support planning, documentation, or coding, but meaningful assessment requires students to explain design decisions, interpret results, solve unexpected problems, and justify modifications throughout the development process. These activities reveal technical understanding while encouraging responsible integration of emerging technologies.

Across these examples, the emphasis remains consistent. Assessment becomes more meaningful when it captures the thinking behind performance rather than evaluating the finished product alone. The specific assignments may differ across disciplines, but the underlying goal is the same: generating sufficient evidence for instructors to make valid judgments about student learning in AI-mediated environments.

The examples presented here are illustrative rather than prescriptive. Faculty should adapt the frameworks to their own disciplines, learning outcomes, and instructional contexts. This flexibility allows Human-Centered Assessment to support a wide range of educational settings while maintaining a consistent focus on visible learning and evidence-informed assessment.

Implications for Higher Education

The widespread adoption of generative AI has created an opportunity to reconsider assessment beyond questions of academic integrity. Rather than focusing primarily on whether students use AI, higher education can shift its attention toward designing assessments that generate stronger evidence of learning. This change in perspective has implications not only for individual instructors but also for academic programs, faculty development, and institutional assessment practices.

During the presentation discussion, participants consistently returned to the challenge of designing assessments that generate meaningful evidence of learning while recognizing AI as an increasingly common professional tool. For faculty, Human-Centered Assessment offers a practical framework for evaluating existing assignments without requiring a complete redesign of their courses. Many traditional assessments remain valuable, but they may need additional opportunities for students to demonstrate reasoning, reflection, judgment, and ethical decision-making. Small changes to assessment design can often produce richer evidence of learning while acknowledging that AI will continue to be part of students' academic and professional lives.

At the program level, the three frameworks provide a common language for discussing assessment quality across disciplines. Because they focus on evidence rather than specific assignment types, they can be adapted to a wide range of instructional contexts while maintaining alignment with program learning outcomes and accreditation expectations. This flexibility encourages collaborative conversations about assessment design rather than isolated responses to rapidly changing AI technologies.

The framework also supports a more balanced view of AI in higher education. AI should neither be viewed as a threat to be eliminated nor as a substitute for student learning. Instead, it should be treated as a professional tool that students must learn to use responsibly, ethically, and critically. Assessment practices should therefore evaluate not only what students produce but also how they exercise judgment, justify decisions, and integrate AI appropriately within disciplinary and professional contexts.

Human-Centered Assessment is intended as a conceptual foundation rather than a completed model. Future research should examine its application across disciplines, evaluate its impact on the quality of assessment evidence, and explore how faculty and students experience the redesign process. Empirical validation will help refine the frameworks and identify effective practices for AI-mediated learning environments.

Ultimately, the value of Human-Centered Assessment lies not in responding to a particular technology but in strengthening the relationship between assessment and learning. AI will continue to evolve, but the responsibility of higher education remains unchanged: to design assessments that provide valid,

meaningful, and defensible evidence of what students know, understand, and are able to do.

Conclusion

Generative AI has challenged many of the assumptions that have guided assessment in higher education for decades. While much of the initial response has focused on academic integrity and AI detection, these concerns do not fully address the central purpose of assessment. The fundamental question has never been whether students used a particular tool. It has always been whether educators have sufficient evidence to make valid judgments about student learning.

Human-Centered Assessment reframes this conversation by emphasizing evidence rather than authorship. Building on authentic and evidence-centered assessment, it encourages instructors to design learning experiences that make student thinking visible and generate meaningful evidence of learning through the principles introduced in this paper.

Although generative AI continues to evolve, the purpose of assessment remains remarkably consistent. Higher education is not responsible for determining whether students can complete assignments without AI. It is responsible for ensuring that graduates possess the knowledge, skills, judgment, and professional competencies expected by their disciplines. Assessment practices should therefore evolve alongside technology while remaining grounded in the enduring goal of making learning visible.

Human-Centered Assessment is not intended to be the final answer to assessment in the age of AI. Rather, it offers a framework for moving the conversation beyond detection and toward designing assessments that generate richer, more meaningful evidence of learning. As AI becomes an increasingly common feature of education and professional practice, the most valuable assessments will not be those that attempt to exclude technology, but those that clearly reveal the human thinking that technology cannot replace.

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