

2. takeaways

/// **Assessment** no longer lives at the end of the learning process—it is an **integral** part of it. ///

—TEMPLE S. LOVELACE, P. 22

/// Rather than trying to catch cheating, ask: What **changes** can I make to my assessments to **reduce** the **likelihood** of cheating in the first place? ///

—TORREY TRUST AND ROBERT W. MALOY, P. 16

The most **transformative** uses of **AI in education** won't automate old systems. They'll help us **build new systems** that are **fairer**, more **holistic**, and far more **attuned** to future-ready **skills**.

—NARMEEN MAKHANI, P. 10

/// We must keep our **minds open** and **experiment** with different tools and approaches to **assessment**. Our students' needs do not allow us to 'carry on as usual,' as we no longer live in a 'usual' **world**. ///

—BRENT G. WARNER, P. 58

/// A student's **course grade** should accurately **reflect** their **understanding** of what was **taught**, not whether the student signed the syllabus or brought classroom supplies. ///

—JOE FELDMAN, P. 41