

01–05 June 2026

Sub-theme 2: Practical Applications of AI in Evaluation

AssessClear

AI-Powered Formative Assessment
for Primary Classrooms

Classroom evidence. Real-time. At near-zero cost.



www.glocalevalevalweek.org



The MEL Blind Spot in Primary Education

What gets measured — and what doesn't



Feedback vacuum

Students receive little or no meaningful feedback. Teachers mark — but rarely diagnose.



Delayed evidence

Formal assessments return weeks later — too late to change classroom practice.



Missing from MEL

Formative classroom evidence is almost entirely absent from MEL systems at every level.

ASER 2023: 55% of Grade 5 students in rural India cannot read a Grade 2 text. The feedback loop that could close this gap is almost entirely absent.

How it works

One photo. Under 30 seconds.



How AssessClear Works



Any smartphone · 13 Indian languages · Grades 3–8 · Mathematics & Literacy

1



Student writes

Name · question · answer on one sheet. No special materials required.

2



Teacher photographs

One tap — opens camera or gallery. No special hardware needed.

3



AI analyses

Extracts content · detects subject · names the specific misconception.

4



Feedback delivered

Teacher diagnostic + student feedback in their language. <30 seconds.

What AssessClear Produces



Every evaluation generates two structured outputs — one for the teacher, one for the student

FOR THE TEACHER

Correctness rating

Correct / Mostly Correct / Partially Correct / Incorrect

What attempted

Brief summary of the student's approach

Misconception named

Specific concept error — not just 'wrong answer'

Method note

Is the method valid even if the final answer is wrong?

FOR THE STUDENT

What you did well

One genuine, specific strength — never generic praise

Something to think about

Key issue explained kindly — no solution given away

Your next step

One concrete, doable activity at the student's grade level

In your language

13 Indian languages — student's home language

Live demo

AssessClear in action

<https://assess-clear-542893486664.asia-south1.run.app/>



What AssessClear Produces - Mathematics



AI Output

AK

Arjun kumar
Mathematics · Grade 5 · English

Partially Correct

QUESTION

Q1: $\frac{1}{4} + \frac{2}{4} = ?$; Q2: $\frac{1}{3} + \frac{1}{4} = ?$; Q3: Circle the larger fraction and explain why? $\frac{3}{8}$ or $\frac{3}{5}$; Q4: Complete the equivalent fraction $\frac{2}{3} = \frac{?}{9}$

STUDENT'S ANSWER

Q1: $\frac{3}{4}$; Q2: $\frac{2}{7}$; Q3: $\frac{3}{8}$ is larger, Reason: Because 8 is bigger than 5, so $\frac{3}{8}$ is the bigger fraction; Q4: $\frac{2}{3} = \frac{5}{9}$

FOR THE TEACHER

WHAT THE STUDENT ATTEMPTED

The student attempted to add fractions with like and unlike denominators, compare fractions with the same numerator, and find an equivalent fraction.

MISCONCEPTION / ERROR

The student believes that fractions can be added by summing both the numerators and the denominators (Q2), and that a larger denominator makes a fraction larger (Q3).

METHOD NOTE

The method for Q1 is correct. The methods for Q2, Q3, and Q4 are mathematically invalid.

Copy student feedback

FOR THE STUDENT

★ WHAT YOU DID WELL

The student correctly identified that fractions with like denominators (Q1) are added by summing the numerators while keeping the denominator the same.

💡 THINK ABOUT THIS

When adding fractions, remember that the denominator represents the size of the pieces; if the pieces are different sizes, you cannot add them until you find a common denominator. Also, remember that when the numerator is the same, a larger denominator means the whole is cut into more, smaller pieces.

🔗 NEXT STEP

Use fraction strips or circles to visually compare $\frac{3}{8}$ and $\frac{3}{5}$ to see which takes up more space, and practice finding equivalent fractions by multiplying the numerator and denominator by the same number.

Download PDF

Student Work

Mathematics worksheet : Name : Arjun kumar
Grade -4 - Fractions

Q1 · Add the following fractions and write in simplest form :

$$\frac{1}{4} + \frac{2}{4} = ?$$

Answer = $\frac{3}{4}$

Q2 · Add the following fractions :

$$\frac{1}{3} + \frac{1}{4} = ?$$

Answer = $\frac{2}{7}$

Q3 · Circle the larger fraction and explain why?

$\frac{3}{8}$ or $\frac{3}{5}$

Answer : $\frac{3}{8}$ is larger
Reason : Because 8 is bigger than 5, so $\frac{3}{8}$ is the bigger fraction.

Q4 : Complete the equivalent fraction

$$\frac{2}{3} = \frac{?}{9}$$

Answer : $\frac{2}{3} = \frac{5}{9}$

What AssessClear Produces - Literacy

AI Output

AR

Aditya Raj

Literacy · Grade 3 · Hindi

Developing

QUESTION

ऐ की मात्रा (Words and combinations using the 'ai' vowel sign)

STUDENT'S ANSWER

Student attempted to combine consonants with 'ai' (ऐ) and write corresponding words like पैर, चैन, बैर, से, मैला, etc.

⚠ Some words are crossed out or overwritten, making the specific intended word occasionally difficult to distinguish from the correction.

FOR THE TEACHER

WHAT THE STUDENT ATTEMPTED

विद्यार्थी ने ऐ (ai) की मात्रा का अभ्यास किया है, जिसमें अक्षरों को जोड़कर शब्द बनाना और मात्रा का सही प्रयोग सीखना शामिल है।

MISCONCEPTION / ERROR

विद्यार्थी को ऐ (ai) और ए (e) की मात्राओं के बीच अंतर समझने में कठिनाई हो रही है, जिसके कारण वे शब्दों में गलत मात्रा का प्रयोग कर रहे हैं।

FOR THE STUDENT

★ WHAT YOU DID WELL

विद्यार्थी ने वर्णों के साथ मात्राओं को जोड़ने की प्रक्रिया को अच्छी तरह से समझा है और अभ्यास करने का निरंतर प्रयास किया है।

💡 THINK ABOUT THIS

क्या आप बता सकते हैं कि ऐ (जैसे: के) और ए (जैसे: के) की आवाज़ में क्या अंतर है? मात्रा लगाते समय ध्यान दें कि ऐ की मात्रा में दो रेखाएं ऊपर होती हैं।

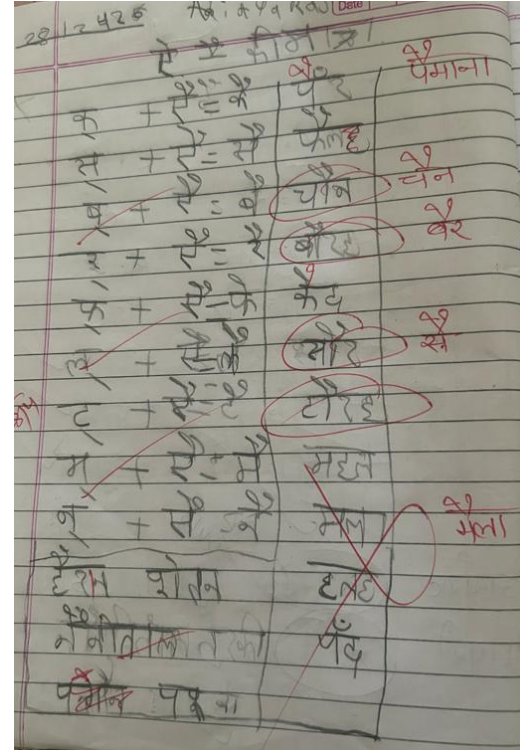
📌 NEXT STEP

विद्यार्थी को 'ऐ' और 'ए' मात्रा वाले शब्दों की एक सूची बनाकर उन्हें बोलकर पढ़ने और लिखने का अभ्यास कराएं ताकि वे ध्वनि के अंतर को पहचान सकें।

Copy student feedback

Download PDF

Student Work



Pilot Status



Current pilot status

Status:

Live — deployed on Google Cloud Run

AI provider:

Google Gemini 3.1 Flash-Lite (paid tier)

Pilot:

10 teachers · 3 schools · 450+ evaluations

Grades:

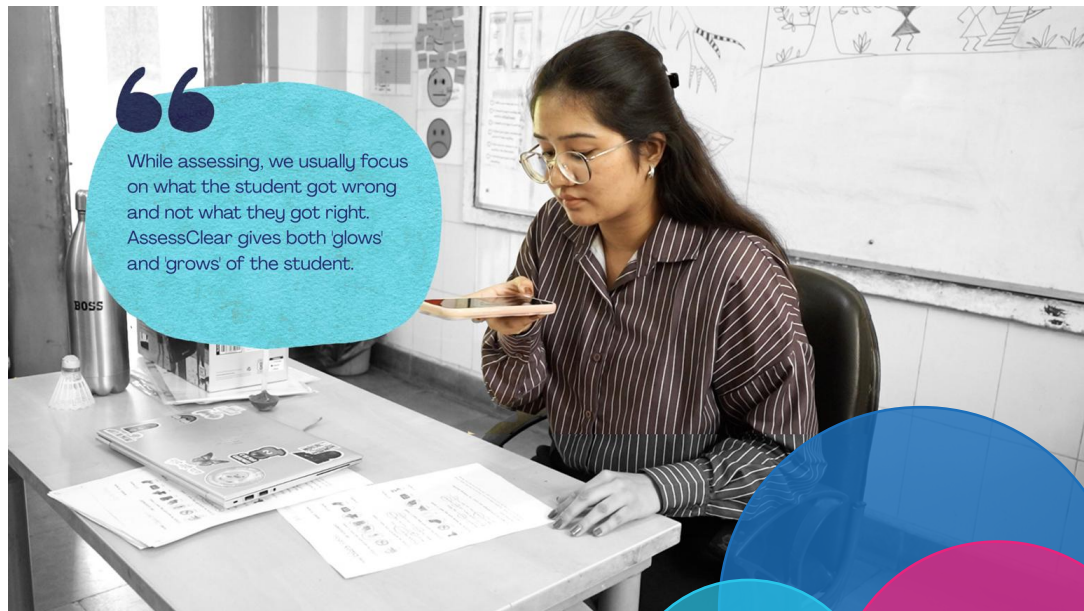
Grades 3–8 · Mathematics & Literacy

Languages:

13 Indian + 5 international

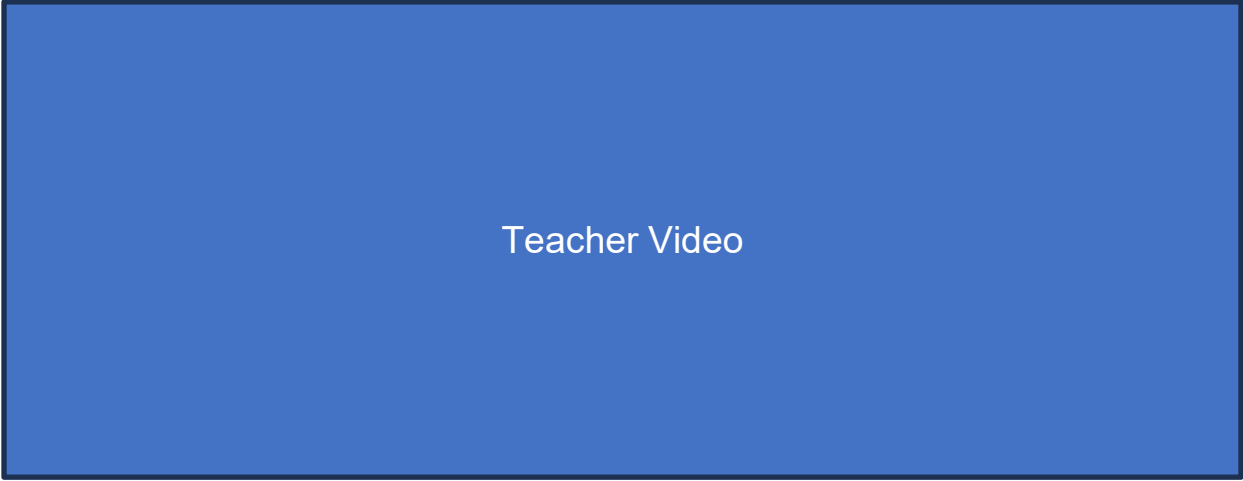
Next step:

30-school structured pilot with full MEL instrumentation



“

While assessing, we usually focus on what the student got wrong and not what they got right. AssessClear gives both 'glows' and 'grows' of the student.



Teacher Video

Theory of Change

Three converging pathways to improved student learning outcomes



Teacher

Photograph

Student work on any smartphone



AI diagnoses

Misconception identified in under 30 sec



Teacher acts

Adjusts tomorrow's lesson



Field Team

School visit

Field team spot assessment during visit



On-the-spot eval

Student work photographed and evaluated



Coaching convo

Evidence-based discussion with teacher



MEL Loop

Data accumulates

Patterns across schools & grades



MEL analysis

Programme-level trends and gaps



Feedback

Evidence informs teaching support decisions

OUTCOMES

IMPACT



Better Teaching

Differentiated instruction & targeted feedback



Learning Gains

Measurable foundational literacy & numeracy Gr. 3–8

Key Assumption: All three pathways require teacher uptake to translate evidence into changed practice. The MEL loop and field team coaching strengthen this uptake where individual self-use alone may be insufficient.

Before the 30-School Pilot



Planned improvements — responding to pilot learning and evaluation design requirements

Data Safety

■ Anonymisation architecture

Temporary ID sent to AI — student name never reaches the LLM

■ Separate question paper upload

Teacher uploads printed question — reduces personal data in student photo

■ Data retention policy

Configurable auto-deletion of photos and records after pilot period

Curriculum Alignment

■ NCERT knowledge base via RAG

Vector DB of grade-wise learning outcomes — AI evaluates against Indian curriculum

■ Misconception knowledge graph

Structured map linking current errors to upstream learning gaps across grades

■ Stronger prompt context

Valid Indian methods, NCERT vocabulary, regional terminology — immediate improvement

System Learning

■ Teacher correction interface

Teachers flag and correct AI errors — each correction is a labelled training data point

■ Fine-tuning pipeline

When 5,000+ validated corrections accumulate, fine-tune on Indian classroom data

■ Offline queuing

Photos taken without connectivity — evaluations submit automatically when restored

Responsible AI & Audit

■ Independent accuracy audit

Weekly random sample reviewed by subject experts — accuracy tracked by language, grade, school type

■ Bias monitoring dashboard

Disaggregated accuracy rates surface if Hindi or regional language quality lags English

■ Explainability layer

AI briefly explains what in the student's work led to the diagnosis — supports teacher validation

Cost-Effective at Scale



What makes this different from existing EdTech solutions

\$0.01

per evaluation
(AI cost)

<30s

feedback
delivery time

13

Indian languages
supported

Gr. 3–8

Mathematics
& Literacy



Pathway to Scale



Now



Pilot

10 teachers · 3 schools · 450+ evaluations. Functional testing and UX refinement.

2026



Structured pilot

30 schools · MEL instrumentation · AI quality audit · early outcome data.

2027



State-level evidence

RCT design · Government briefings · Stage 2 evidence base.

2028+



Government adoption

State budget financing · 500K+ students in foundational grades.



Thank you!

AssessClear — Classroom evidence. Real-time. At near-zero cost.

#GlocalEval2026 · #AlinEducation · #FormativeAssessment · #MEL

AssessClear Through the GEI Framework



GEI's "Navigating AI and Digitalization in M&E" — three complementary lenses

Evidence Needs

What new questions does AI enable?

- Formative classroom data — absent from MEL — now available at scale
- Misconception-level evidence: not just what score, but why students struggle
- Real-time learning trajectories across grades, subjects, and languages

Workflow Enhancements

Where does AI genuinely improve practice?

- Hours of marking → under 30 seconds per student submission
- Delayed assessment cycles replaced with instant feedback
- Auto-generates class dashboards and PDF reports

Capability Development

What skills and safeguards are required?

- Teachers build diagnostic literacy: reading and acting on misconception data
- Built-in human review: AI provides input, teacher decides output
- Pilot includes structured reflection on responsible AI use

Evidence Base and Pilot Status



Research behind the theory of change

Black & Wiliam (1998)

Effect sizes 0.4–0.7 SD — among the highest of any educational intervention

Hattie (2009)

Feedback ranked #1 factor influencing student achievement across 800+ meta-analyses

Shute (2008)

Specific feedback naming the error type significantly outperforms right/wrong marking

Kulik & Kulik (1988)

Immediate feedback produces larger gains than delayed — especially in low-resource contexts

Current pilot status

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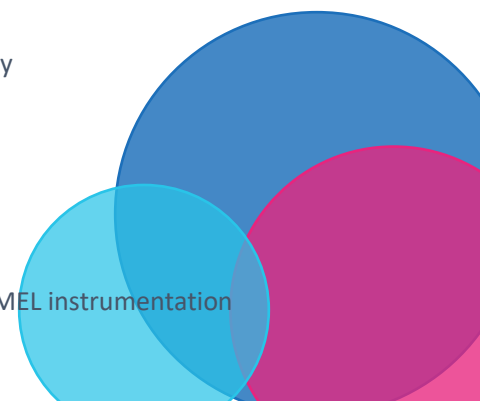
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Responding to the Glocal Guiding Questions



Sub-theme 2: Practical Applications of AI in Evaluation

Q: How does AI add clear value — which problems does it solve, for whom, and under what conditions?

A: Solves the feedback vacuum for teachers managing 40–60 students. Works with basic smartphone + internet. Value clearest in Grades 3–5 Mathematics where misconceptions are typological.

Q: What strategic approaches are being used, and what results are being seen?

A: Phased: free-tier MVP → Gemini 2.5 Flash paid pilot → 30-school MEL study → government scale. Early: teachers report improved misconception identification after 4 weeks.

Q: Where do apparent gains fall short of expectations?

A: AI cannot read very low-light photos. Regional-language quality needs ongoing audit. Crucially: generating feedback ≠ improving teaching — teacher uptake is the critical link.

Q: How do we maintain evaluation's independence and credibility?

A: Teacher reviews every output — nothing reaches students without approval. Expert quality audit built into pilot. All data owned by school, not AI provider.