ASCILITE 2026

The Future is Connection:

Collaboration, Creativity and Compassion in a Digital Society

From grading to learning: Reconsidering assessment for learner agency through institutional practice

Xiaoxia Wang, Eva Heinrich, Helen Mclean, Matt Bangerter, Colleen Boyle, Carl Crotty
RMIT University

As generative AI reshapes how learners access, generate and engage with knowledge, the tertiary education sector is increasingly developing assessment approaches that better cultivate learner agency, meaningful engagement with feedback, and self-regulated learning. Alongside these developments, longstanding debates about the role of grades have gained renewed prominence, prompting greater attention to how assessment systems support learning, certification, and learner agency. This paper presents an institution-wide exploration of ungraded assessment as one approach to designing assessment that places greater emphasis on dialogue, learner agency, and meaningful feedback. The focus extends beyond evaluating a single assessment model to examine how the University's central educational practice team, college and school learning and teaching specialists, and academic staff collaboratively explored the relationships between grading, feedback, and learning across different disciplinary contexts. Drawing on practice-informed examples, the paper illustrates how different contexts interpreted and adapted ungraded assessment, from studio-based pedagogies in design to emerging experimentation in computing balancing developmental learning with progression requirements. The paper argues that designing assessment with foregrounds dialogue, learner agency, and meaningful feedback cannot be achieved through assessment task redesign alone; it requires coordinated curriculum, educator capability, and institutional practices. It identifies practice-informed design considerations to strengthen learner agency and sustainable assessment reform in AI-enabled higher education.

Keywords: Ungraded, learner agency, feedback, authentic, assessment design, transition pedagogy, human-centred learning

1. Introduction and rationale

The past five years have accelerated long-standing questions about the purpose and design of assessment in higher education. This period also brought together several developments that are reshaping assessment reform. First, the COVID-19 pandemic prompted widespread movement away from traditional invigilated examinations towards more flexible and authentic approaches to assessment. Second, the rapid emergence of generative artificial intelligence (GenAI) has fundamentally challenged conventional assumptions about assessment, academic integrity, and assurance of learning (Corbin et al., 2025; Lodge et al., 2023; Lodge et al., 2025). Third, a growing body of scholarship has questioned the longstanding reliance on grades as the primary mechanism for representing learning, arguing that while grades continue to serve important functions for certification and progression, they may not adequately support feedback, learner agency, or deeper learning (Donahoe, 2023; Nieminen, 2025; Nieminen et al., 2026; Stommel, 2023; Talbert, 2023). Recent Australian scholarship and sector guidance argue that these developments require more fundamental redesign of assessment systems to better support authentic learning, learner agency, and meaningful demonstration of capability (Corbin et al., 2025; Lodge et al., 2023; Lodge et al., 2025). Similarly, the Castlereagh Statement (2026) calls for coordinated, system-wide transformation across education, emphasising that GenAI requires institutions to rethink curriculum, assessment, and learning in a holistic way.

Within this broader context of assessment reform, ungraded assessment has emerged as one response to rethinking the relationship between grading, feedback, and learning. Building on longstanding concerns about learner anxiety, grade-driven motivation, and disengagement from feedback, ungraded assessment has attracted increasing attention as an alternative to traditional grading practices (Casler-Failing, 2023; Kesler, 2025; McMurtrie, 2025). Ungraded assessment, often referred to as "ungrading" practices (Stommel, 2024), has been conceptualised as a humanising pedagogy (Walker, 2025) to transform assessment by foregrounding

dialogue, trust, learner agency, and meaningful feedback. “Ungrading” or “ungraded assessments” encompasses a family of assessment approaches that emphasise standards, qualitative feedback, learner reflection, and evidence of capability over comparative ranking (Stommel, 2023; Talbert, 2023). Walker (2025) argues that reducing the emphasis on grades can create “clearings” where learners engage more authentically with learning, reflection, and dialogue. While in this paper, our position does not necessarily advocate for the removal of grades, it questions the educational value of granular numerical marking and explores alternative approaches that place greater emphasis on qualitative judgement, feedback, and learning development. In parallel, Nieminen (2025) and Nieminen et al. (2026) build on a long history of questioning the purpose and consequence of grading. The researchers argue that grades should not be understood simply as measures of achievement but as social, cultural, and institutional mechanisms that shape learners’ experiences of education. They also propose that reframing grading as a matter of concern requiring collective institutional redesign that balances learner development, certification, equity, and accountability. This perspective shifts attention from isolated assessment innovations towards coordinated institutional approaches that reconsider how assessment systems support learning.

Responding to these emerging conversations, this paper presents an institution-wide exploration of assessment reform within a dual-sector Australian university. Rather than beginning with a predetermined assessment model, the initiative explored how learner agency, feedback-rich learning, and authentic assessment might be strengthened through collaboration between the University’s central educational practice team, college learning and teaching specialists, and academic staff. Within this broader exploration, ungraded assessment was adopted as one approach to reconsider the role of grades while maintaining appropriate academic standards and supporting meaningful learning. While the educational philosophy underpinning ungraded assessment is becoming increasingly well established, considerably less attention has been given to the institutional work required to translate these ideas into sustainable practice. Most published accounts focus on individual courses or educators, leaving questions of curriculum design, assessment architecture, policy, technology, educator capability, and program-level implementation comparatively underexplored. This paper addresses this gap by examining how different disciplinary contexts interpreted and translated the philosophy of ungraded assessment into curriculum, program, educator, and institutional practices. Drawing on practice-informed implementation across different disciplines, it identifies design considerations for strengthening learner agency and offers an institutional perspective on assessment reform in AI-enabled higher education

2. Practice-informed approach and scope

This paper reports a practice-informed institutional exploration of ungraded assessment undertaken in response to the need for assessment innovation in an AI-enabled higher education environment. The work developed iteratively through three interconnected activities: a review of relevant scholarship and sector policy; institutional conversations with learning and specialists and academic staff across disciplines; and emerging experimentation with ungraded assessment in disciplinary contexts. These activities informed the development of a university position paper that articulated principles (Figure 1) and guidance for exploring ungraded assessment, which in turn supported further disciplinary experimentation and implementation. The framework presented in Figure 2 emerged from this iterative process, synthesising recurring considerations across assessment design, learner agency, program-level assessment, and institutional enablers. The paper therefore presents practice-informed insights and a framework for institutional exploration, rather than an empirical evaluation of the effectiveness of ungraded assessment. Formally ethics–approved research is planned as a subsequent phase to investigate the experiences and outcomes of different implementations.

3. Translating philosophy into strategy

Translating the philosophy underpinning ungraded assessment into institutional practice required a shared understanding of the design principles that could guide exploration across disciplines while accommodating different pedagogical contexts. These principles encouraged educators to reconsider the relationship between grading, feedback, learner agency, and capability while maintaining appropriate academic standards and certification.

3.1 Principles for ungrading design

Responding to Nieminen et al.'s (2026) call to move beyond critique, ungraded assessment is positioned in this paper not as a rejection of grades, but as a structured and principled space for institutional dialogue and carefully designed disciplinary exploration. The exploration sought to understand how learning, feedback, and assurance of learning might be evidenced through standards, narrative judgement, and reflective dialogue while maintaining academic integrity, transparency, and accountability. The principles function as both design prompts and reflective guides for teams trialling ungrading approaches (Altena, 2017; Boud & Soler, 2016; Donahoe et al.,2023; Ernstes, 2025; Hartman et al., 2024; Normann et al., 2023; Silverman, 2025; Stommel, 2023, 2024; Talber, 2021, 2023):

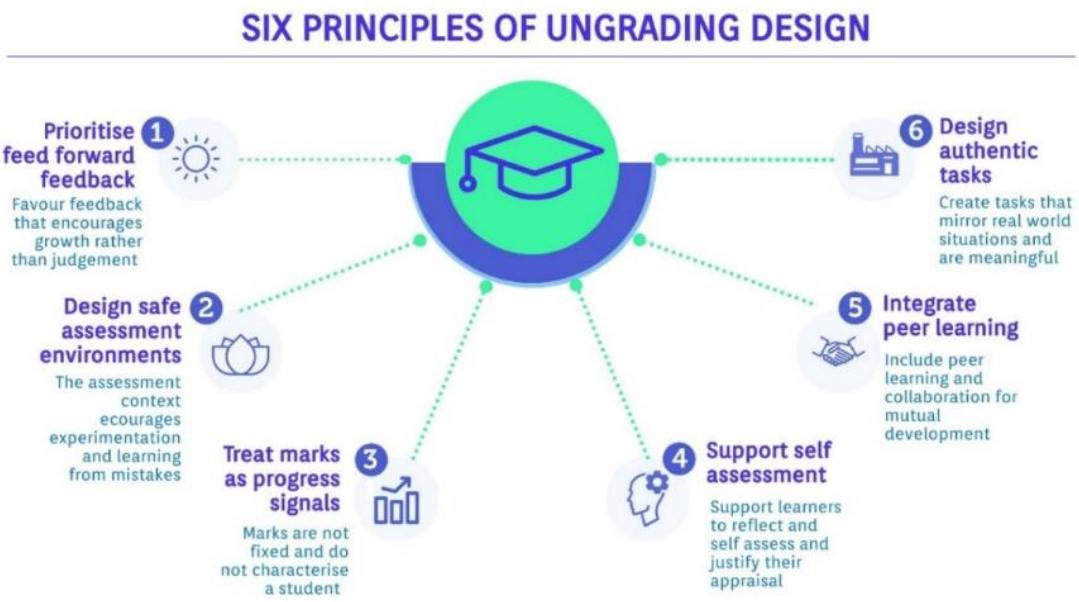


Figure 1. Principles of ungraded assessment practices (connected to levels of practice)

The design principles were informed by a synthesis of contemporary scholarship on assessment reform and ungraded assessment, institutional benchmarking, and iterative consultation with educational developers, learning and teaching specialists, and academic staff. Together, they provide a shared foundation for institutional exploration while enabling disciplines to interpret learner agency within their own pedagogical contexts. As implementation progressed, however, it became evident that these principles alone were insufficient to support sustainable change. Successful implementation depended on coordinated alignment across curriculum, assessment practices, educator capability, institutional policy, and digital systems. These implementation insights informed the conceptual framework shown in Figure 2, which illustrates how human and institutional practices interact to support learner agency.

3.2 Conceptual framework for implementation

The six design principles provide guidance for assessment design, but the institutional exploration also highlighted that their implementation extends beyond individual assessment tasks. Through conversations with learning and teaching practitioners across disciplines, and emerging experimentation with ungraded assessment, attention increasingly shifted towards broader questions of learner agency, assessment systems, curriculum progression, and institutional policy. The iterative conversations and practice experiences informed the development of the four interconnected levels shown in Figure 2. The framework therefore brings together the six principles as shared educational direction with four levels of institutional practice through which they can be interpreted and enacted.

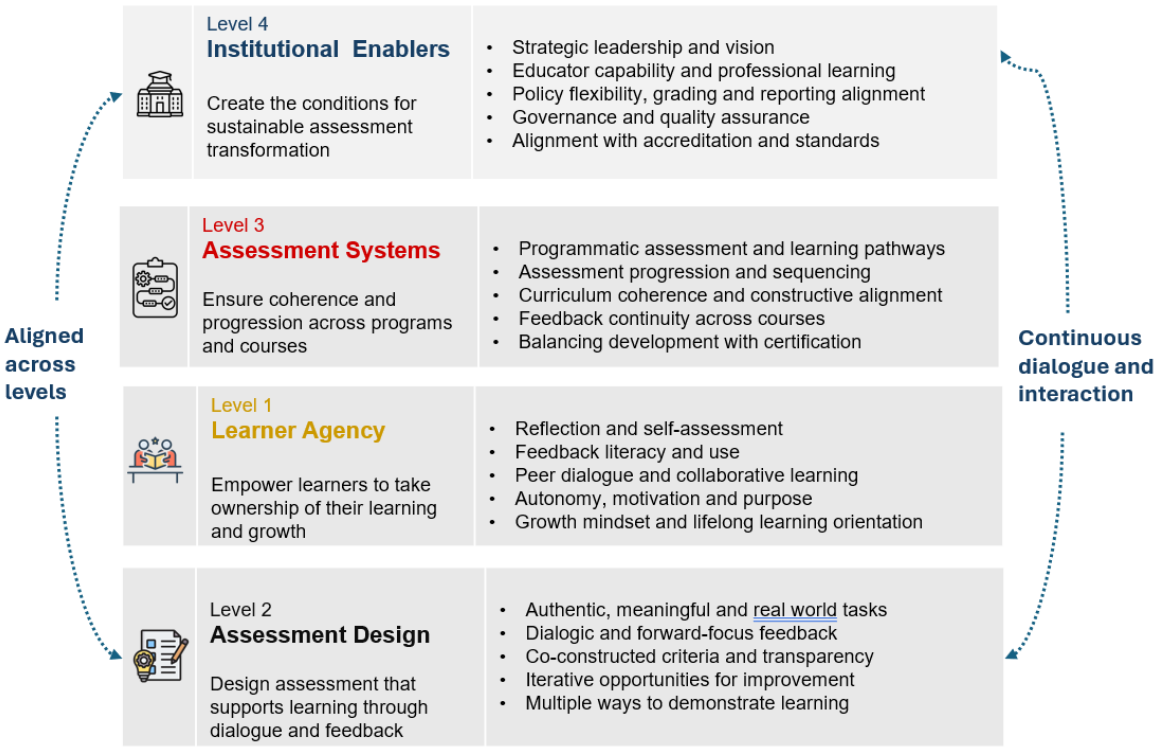


Figure 2. Translating ungraded assessment into institutional practice

The six principles are not mapped to individual levels; rather, they operate across the four levels, recognising that learner-agency assessment requires alignment between assessment design, program-level assessment systems, and institutional conditions. The framework synthesises the six design principles across four interconnected levels: learner agency, assessment design, assessment systems, and institutional enablers. It illustrates how sustainable assessment transformation depends on continuous dialogue and alignment across these levels. In this way, reconsidering how we grade is positioned not as the end goal but as a catalyst for rethinking the purposes of assessment through feedback, learner agency, educator judgement, curriculum progression, and institutional policy.

4. Practice- informed exploration across disciplines

Implementation reflected the diversity of disciplinary contexts across the University. Different colleges and schools interpreted the principles of ungraded assessment in ways that aligned with their existing curriculum, assessment practices, and professional expectations. The following examples illustrate how these practices informed trial at program and course levels.

4.1 Program-level implementation

Program-level implementation provides an opportunity to explore ungraded assessment beyond individual courses, highlighting how curriculum design, assessment practices, educator capability, and institutional systems interact to support sustainable assessment reform. The following example in Table 1 from the College of Design and Social Context (DSC) at the university illustrates one approach to translating ungraded assessment into program practice.

Table 1.
Program-level implementation of ungraded assessment

Implementation dimension	Practice example
Program context	Ungraded assessment was embedded within a school-wide curriculum renewal initiative across the Bachelor of Graphic Design and Bachelor of Industrial Design (Honours). Eighteen ungraded courses (approximately 50% of the program) were developed, with 11 courses delivered across all three years of the Graphic Design program in Semester 1, 2026.
Curriculum design	Benchmarking of leading Australian and international design programs informed the development of a standards-based assessment approach centred on learning outcomes, qualitative feedback, and evidence of capability
Assessment design	Academic staff and learning and teaching specialists worked collaboratively to redesign assessment around learning outcomes, qualitative feedback, standards of achievement, and learner progression to shift the emphasis from differentiated grades to learner progression, qualitative feedback, and demonstrated achievement.
Educator capability	Professional discussions focused on practical implementation issues (e.g., late submissions, resubmissions, successful completion) and pedagogical considerations including constructive alignment, maintaining standards, and motivating learners without differentiated grades.
Learner communication	Guidance for educators and learners was iteratively refined throughout curriculum development to build shared understanding of assessment expectations, standards, and feedback processes.
Digital learning environment	Learning management system gradebook functions were adapted, including development and testing of a bespoke teacher dashboard to streamline assessment decisions and support richer feedback.
Institutional learning	Successful implementation depended on program coordinated curriculum design, educator capability, communication, institutional policy, and digital systems, demonstrating that ungraded assessment is an institutional practice rather than simply an alternative assessment method.

Routine implementation reflections suggested that removing differentiated grades fundamentally changed the nature of assessment conversations in program teams. Rather than focusing on grade negotiation or re-marking requests, educators increasingly discussed learning outcomes, developmental feedback, and learner progression. The implementation has subsequently informed exploration of ungraded assessment in other disciplinary areas within the university, including social sciences and creative writing.

Illustrative example: Aligning ungraded assessment with Responsible Practice

The introduction of ungraded assessment within newly developed first-year Responsible Practice courses. These courses engage learners with Aboriginal and Torres Strait Islander perspectives, place-based relational learning, positionality, and Indigenous perspectives. The use of conventional grading within a learning environment dealing with personal values, ideology and decolonising frameworks could potentially signal a message about learning and capability contra to the aims of the course content.

This example illustrates that decisions about grading are not only questions of assessment method but also of pedagogical alignment. The implementation requires careful consideration of how assessment practices support the intended purposes of learning.

4.2 Emerging experimentation

Emerging experimentation in Computing illustrates a different pathway for translating the institutional assessment framework into disciplinary practice. Unlike the program-level implementation described above, this work focuses on redesigning assessment within first-year programming courses, where assessment has traditionally combined low-stakes practice tasks with high-stakes tests. The exploration considers how developmental learning can be better distinguished from certification while maintaining disciplinary standards and assurance of learning. The emerging approach shifts the emphasis from accumulating marks to demonstrating achievement. Learners progress through foundation and advanced tasks at their own pace, with opportunities to revisit tasks following feedback until the required standard is achieved. Course grades are retained for certification, but the assessment process is designed to foreground feedback, progression, and demonstrated capability throughout learning. Table 2 summarises the evolving assessment design and illustrates how the implementation aligns with the institutional framework presented in Figure 2.

Table 2.
Emerging implementation of learner-agency assessment in first-year programming

Implementation aspect	Previous approach	Proposed approach	Framework level (Figure 2)
Learning progression	Fixed assessment schedule	Learners progress at individual pace	Level 1 – Learner Agency
Learning process	Single submission with marks	Multiple attempts supported by feedback	Level 1 – Learner Agency
Assessment design	Marks accumulated across quizzes and tests	Foundation and advanced tasks compare achievements against standards	Level 2 – Assessment Design
Course outcome	Overall mark determines final grade	Achievement of foundation tasks required for a pass; advanced tasks support higher grades	Level 2 – Assessment Design
Program implementation	Individual course focus	Future work will explore progression across multiple courses	Level 3 – Assessment Systems
Institutional considerations	Existing assessment policies	Policy flexibility and assessment regulations remain areas for further exploration	Level 4 – Institutional Enablers

The Computing example demonstrates how implementation may progress incrementally across the different levels of the institutional framework. While learner agency and assessment design can be implemented within individual courses, broader assessment systems and institutional enablers, including policy flexibility and curriculum coherence, become increasingly important when implementation extends to program and institutional levels.

5. Practice-informed insights for learner agency

5.1 Beyond grading

An important insight emerging from the institutional exploration was that conversations quickly moved beyond grading itself towards broader questions about how assessment supports learning. Although the exploration began with ungraded assessment, institutional conversations quickly shifted from whether grades should be removed to examining how assessment could better support learner progression, curriculum coherence, feedback, and meaningful demonstration of capability. This experience aligns with recent scholarship arguing that responding to general artificial intelligence requires structural redesign of assessment

systems rather than isolated modifications to individual assessment tasks (Corbin et al., 2025). Similarly, Nieminen et al. (2026) argue that grades should be understood not simply as measures of achievement but as institutional infrastructures that shape learning, motivation, and participation. From this perspective, assessment reform is less concerned with replacing grading than with repositioning the role of grades within broader educational systems. The exploration also identified recurring implementation considerations that are summarised in Table 3.

Table 3
Illustrative scalable implementation considerations

Implementation domain	Examples of implementation considerations
Learner agency and progression	Flexible pacing; multiple attempts; developmental use of feedback; recognising achievement over time rather than at a single assessment event.
Assessment design and certification	Balancing developmental and certifying assessment; partial versus whole-course ungraded assessment; standards-based achievement; determining when and how grades are awarded.
Curriculum and program coherence	Sequencing learning across assessments and courses; progression towards program learning outcomes; relationships between developmental learning and certification.
Educator practice and capability	Feedback workload; professional judgement; communicating expectations; professional learning and communities of practice.
Policy, governance and quality assurance	Assessment policy flexibility; hurdle assessment requirements; moderation; approval processes; maintaining academic standards while supporting diverse assessment approaches.
Institutional systems and infrastructure	LMS and gradebook functionality; assessment workflows; academic records and transcript considerations; reporting systems; institutional support resources.

Collectively, these considerations suggest that working in the spirit of ungrading extends beyond redesigning assessment tasks to include curriculum, educator capability, institutional policy, and digital systems that support learner progression. In this sense, ungraded assessment functioned less as an alternative grading model than as a catalyst for institutional conversations about assessment reform.

5.2 Diverse disciplinary pathways

A second insight from the institutional exploration was that the philosophy underpinning ungraded assessment was translated differently across disciplinary contexts. Across disciplines, educators interpreted shared principles—including learner agency, meaningful feedback, and evidence of capability—in ways that aligned with disciplinary pedagogies, curriculum structures, and professional expectation (Nieminen et al., 2026; Stommel, 2023; Talbert, 2023). In Design, existing studio pedagogies already embodied many of these principles through critique, portfolio development, iterative refinement, and dialogic feedback, enabling ungraded assessment to make established practices more explicit. Emerging experimentation in Computing focused on strengthening developmental learning through assessment sequencing, scaffolded feedback, and progressive capability development within existing certification frameworks. Taken together, these examples illustrate different pathways for translating shared educational principles into disciplinary practice.

The experiences suggest that successful implementation depends less on adopting a common approach to grading than on enabling disciplines to interpret shared assessment principles within their own educational contexts. While shared assessment principles provided a common direction, sustainable implementation requires sufficient flexibility for disciplines to align assessment with their pedagogical traditions, curriculum structures, and professional requirements. This extends recent scholarship by highlighting the institutional work required to translate shared assessment principles into diverse disciplinary practices.

5.3 Institutional enablers

While disciplinary flexibility enabled different pathways for implementing learner-agency assessment, the institutional exploration highlighted that sustainable implementation depended on a broader set of institutional enabling conditions. Collaboration between university central teams, college level learning and teaching teams, and academic staff provided the mechanism through which shared assessment principles were interpreted, adapted, and implemented across diverse disciplinary contexts. Institutional discussions also highlighted practical considerations relating to grading models, assessment workflows, hurdle assessment requirements, learning management systems, and the representation of assessment outcomes within academic records. Across the exploration, these elements consistently emerged as important organisational conditions for enabling disciplines to interpret shared assessment principles while adapting implementation to local contexts.

These observations are consistent with emerging scholarship that highlights the importance of institutional support for assessment innovation. Ernstes (2025) identifies transparency, explicit scaffolding, and institutional support as important conditions for implementing ungraded assessment, while Normann et al. (2023) emphasise organisational conditions for sustaining alternative assessment practices. Extending this work, the institutional exploration suggests that implementing learner-agency assessment requires universities to consider not only pedagogy and assessment design, but also the policy, governance, technological, and administrative systems through which assessment is enacted. In this sense, sustainable assessment reform depends on designing the institutional conditions that enable disciplines to translate shared educational principles into practice while maintaining flexibility, quality assurance, and learner support.

6. Conclusion and future directions

As AI can increasingly generate and refine outputs, greater attention is needed to how learners engage with feedback, demonstrate capability and make judgements about their learning. This paper responds to recent calls to move beyond critique of grading and towards structural assessment reform in the age of generative AI (Lodge et al., 2023, 2025), and has presented a practice-informed exploration of how the philosophy underpinning ungraded assessment can be translated into institutional practice. Viewed through an institutional lens, ungraded assessment functioned less as an alternative grading model than as a catalyst for rethinking learner agency, feedback, curriculum coherence, educator judgement, and the broader purposes of assessment. The disciplinary examples further suggest that while the educational philosophy underpinning ungraded assessment provides a shared direction, sustainable implementation depends on institutional conditions that extend beyond assessment design, including educator capability, policy and governance, digital systems, curriculum structures, and administrative processes. By highlighting these implementation considerations, the paper contributes a practical institutional perspective to the emerging literature on assessment reform.

Building on this practice-informed exploration, the next phase will involve ethics-approved research with educators, learners, learning and teaching practitioners, and institutional leaders to investigate how different implementations of ungraded assessment are experienced across disciplinary contexts. This research will provide an empirical basis for examining and further refining the practice-informed framework developed through this initial institutional exploration. Attention will be given to learner agency, feedback engagement, educator practices, institutional enablers, and the policy and system conditions that support sustainable implementation. Together, this work aims to develop an evidence-informed understanding of how universities can translate the philosophy underpinning ungraded assessment into scalable institutional practices that support more human-centred learning in an AI-enabled educational future.

References

Altena, S. (2017). Over 100 years old - Barriers to implementing student-centred learning. In A. McClaran (Ed.) *Students, quality, success: Proceedings of the 2nd Annual Tertiary Education Quality and Standards Agency*

(TEQSA) Conference. (pp. 8-27). Higher Ed Services, TEQSA. https://eprints.qut.edu.au/116376/13/barriers_student_centred_learning_final_update.pdf

Boud, D., & Soler, R. (2016). Sustainable assessment revisited, *Assessment & Evaluation in Higher Education*, 41(*3*), pp. 400-413, DOI: 10.1080/02602938.2015.1018133

Casler-Failing, S. L. (2023). Grades or no grades? Promoting deeper learning in a middle level mathematics methods course. *Journal of Practitioner Research*, *8*(2). https://doi.org/10.5038/2379-9951.8.2.1235

Castlereagh Summit (2026) The Castlereagh Statement: A cross-sector call to action on Australian education and training in the age of AI. https://castlereagh.ai/

Corbin, T., Dawson, P., & Liu, D. (2025). Talk is cheap: Why structural assessment changes are needed for a time of GenAI. *Assessment & Evaluation in Higher Education*, *50*(7), 1087-1097. https://doi.org/10.1080/02602938.2025.2503964

Donahoe, E. P., Johnson, T., & Turner, M. A. (2023, September 30). The rise of generative AI calls for new approaches to grading. *Substack*. https://emilypittsdonahoe.substack.com/p/the-rise-of-generative-ai-calls-for

Ernstes, A (2025). The learner experience for ungrading. *The Grading Conference 2025.* https://www.centerforgradingreform.org/past-conferences/2025-grading-conference/

Hartman, R., Feldstein, L., & Stramel, J. (2024). Empowering your learners' agency through ungrading practices. *The Scholarly Teacher*. https://www.scholarlyteacher.com/post/empowering-your-students-agency-through-ungrading-practices

Lodge, J. M., Bearman, M., Dawson, P., Gniel, H., Harper, R. Liu, D., McLean, J., Ucnik, L. & Associates (2025). *Enacting assessment reform in a time of artificial intelligence.* Tertiary Education Quality and Standards Agency.

Lodge, J. M., Howard, S., Bearman, M., Dawson, P, & Associates (2023). *Assessment reform for the age of Artificial Intelligence*. Tertiary Education Quality and Standards Agency. https://www.teqsa.gov.au/sites/default/files/2023-09/assessment-reform-age-artificial-intelligence-discussion-paper.pdf

McMurtrie, B. (2025, December 4). Teaching: How do you make grading meaningful? *The Chronicle of Higher Education*. https://www.chronicle.com/newsletter/teaching/2025-12-04

Nieminen, J.H. (2025) "What if there were no grades?" *Educational Assessment, Evaluation and Accountability*, 1-32. https://doi.org/10.1007/s11092-025-09468-7

Nieminen, J. H., Bearman, M., Ajjawi, R., & Boud, D. (2026). Beyond a critique of grades. *Higher Education*, 1-18. https://doi.org/10.1007/s10734-026-01627-z

Normann, D.A., Sandvik, L. V., & Fjørtoft, H. (2023). Reduced grading in assessment: A scoping review. *Teaching and Teacher Education, 135,* 104336. https://doi.org/10.1016/j.tate.2023.104336

Kesler, T. (2025). This course is ungraded: The impact of ungrading practices on students and their instructor. *International Journal of Changes in Education*, *2*(3), 139-151. https://doi.org/10.47852/bonviewIJCE42023565

Silverman, S. (2025). Tolerance for error: A theory of how (some) alternative grading methods can support neurodivergent learners. *The Grading Conference 2025*. https://www.centerforgradingreform.org/past-conferences/2025-grading-conference/

Stommel, J. (2023). *Undoing the grade: Why we grade, and how to stop*. Hybrid Pedagogy, Incorporated. https://pressbooks.pub/thegrade/?ref=jessestommel.com

Stommel, J. (2024). Ungrading: An introduction. *Pedagogy*, *24*(3), 327-340. https://doi.org/10.1215/15314200-11246255

Talbert, R. (2021, August 30). *Finding common ground with grading systems*. https://gradingforgrowth.com/p/finding-common-ground-with-grading

Talbert, R. (2023, June 15). Grading for growth in an engineering math class: Part 1. *Grading for Growth*. https://gradingforgrowth.com/p/grading-for-growth-in-an-engineering

Walker, A. (2025). Ungrading as humanising pedagogy: Creating "clearings" for transformative service. *Transform: The Journal of Engaged Scholarship*, *9*(2), 32-63. https://search.informit.org/doi/10.3316/informit.T2026061200002301312166048

AI use disclosure

Generative AI was used to support some word refinement. The authors reviewed, revised, and verified all AI-assisted outputs and take full responsibility for the accuracy, interpretation, and originality of the work.

ASCILITE 2026

The Future is Connection:

Collaboration, Creativity and Compassion in a Digital Society

Wang, X., Heinrich, E., Mclean, H., Bangerter, M., Boyle, C. & Crotty, C. (2026). From grading to learning: Reconsidering assessment for learner agency through institutional practice. In Cochrane, T., Narayan, V., Poole, T., Lai, P., Lake, P., Moore, O., & Li, L. (Eds.), *The Future is Connection: Collaboration, Creativity and Compassion in a Digital Society*. Proceedings ASCILITE 2026. Brisbane (pp. 409–418). https://doi.org/10.65106/apubs.2026.3332

Note: All published papers are refereed, having undergone a double-blind peer-review process.
The author(s) assign a Creative Commons by attribution license enabling others to distribute, remix, tweak, and build upon their work, even commercially, as long as credit is given to the author(s) for the original creation.

© Wang, X., Heinrich, E., Mclean, H., Bangerter, M., Boyle, C. & Crotty, C. 2026