

CLAUDE FOR EDUCATORS: ADVANCING ASSESSMENT, FEEDBACK AND ACADEMIC THINKING WITH AI

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ABSTRACT

Artificial intelligence (AI) has become a transformative force in education, reshaping how assessment, feedback, and academic thinking are conceptualized and practiced. Claude, a large language model designed for nuanced dialogue and contextual reasoning, offers educators new opportunities to enhance formative and summative evaluation, scaffold student learning, and cultivate higher-order cognitive skills. This paper explores Claude's potential as a pedagogical partner, situating its role within contemporary debates on AI in education. Through a conceptual analysis of assessment frameworks, feedback mechanisms, and critical thinking models, the study demonstrates how Claude can support educators in designing equitable, transparent, and intellectually rigorous learning environments. The findings highlight both opportunities and challenges: while Claude enables personalized feedback and efficient assessment, concerns about bias, over-reliance, and ethical accountability remain. Ultimately, the paper argues that Claude should be integrated as a complement to human judgment, advancing academic thinking while preserving the educator's central role in fostering reflective, critical, and creative learners.

KEYWORDS: Education, AI in Education.

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