Assessment in the Age of AI

Flower Darby (she/her)

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Meet Flower Darby

(she/her)

In Brief

01 | Assessment & Cheating Challenges

02 | Two Central Principles of Equity

03 | Two Assessment Design Frameworks

04 | A Step-by-Step Process

05 | Questions and Conversation

What is **one word** that comes to mind regarding assessing student learning in an AI age?

Photo by Gabrielle Henderson on Unsplash

How do we make a **valid assessment** of student learning in an AI age?

Assessment has been a problem for a long time

We can’t tell what students know

Our assessments are out of alignment

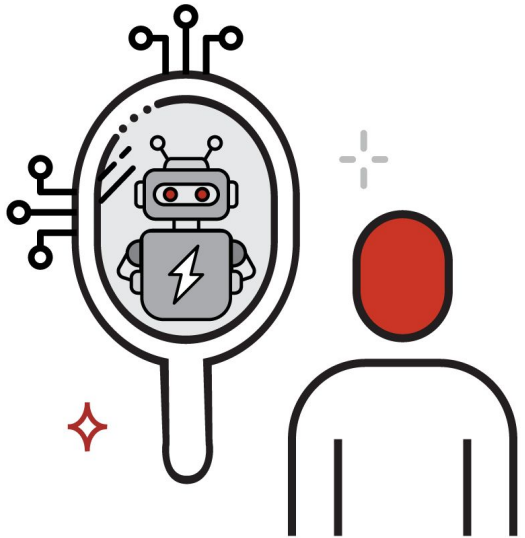
Dance vs. English

English vs. Ed Tech

Ed Tech vs. students’ jobs

We have an opportunity

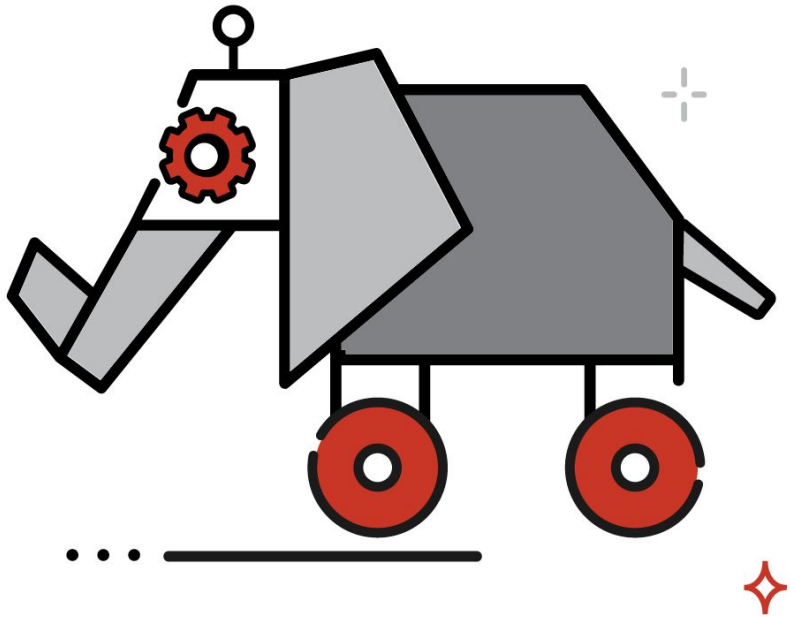
Critical reflection



Are our assessments

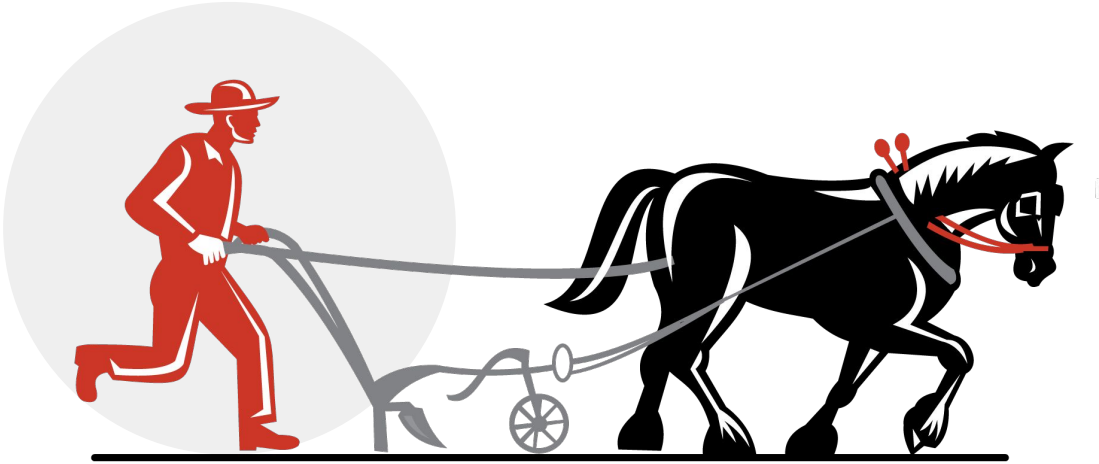
aligned effectively?

Are we helping students **choose** integrity?

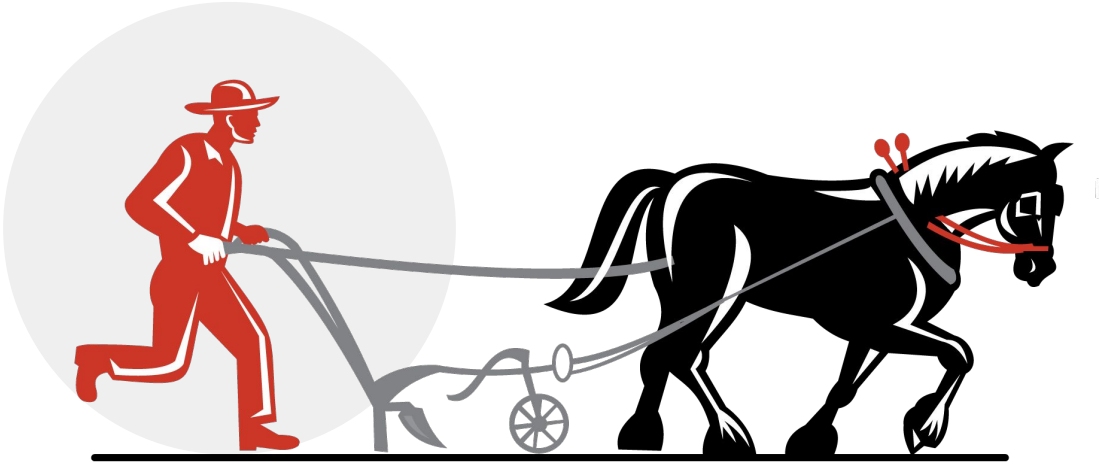


Cheating is
easier than ever

This is
nothing new...



we've always
found ways to
save time and **effort**



~~Students~~ People are more **tempted** to **cheat** when

low **value**

don’t care
about the material

stakes are **too high**

instructor is **uncaring**

We can design for integrity

We can design for validity

We can design for equity

Two Central Principles

Transparency

Let’s be clear with students

TILT

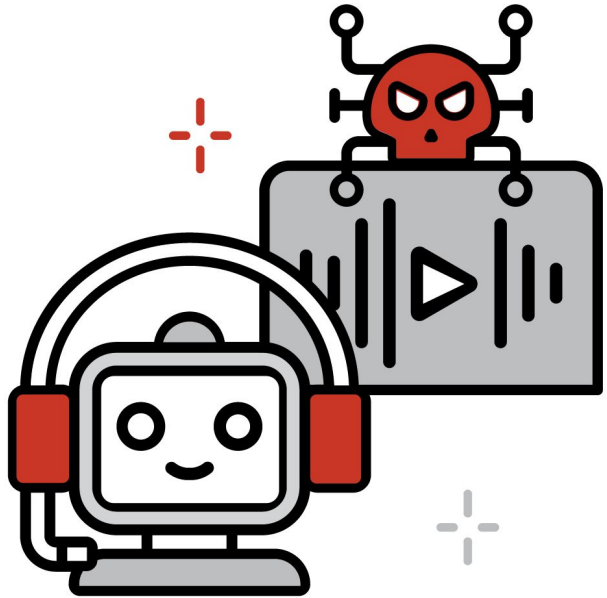
Transparency in Learning and Teaching

tilthighered.com

Trust

Let’s build trust-filled environments

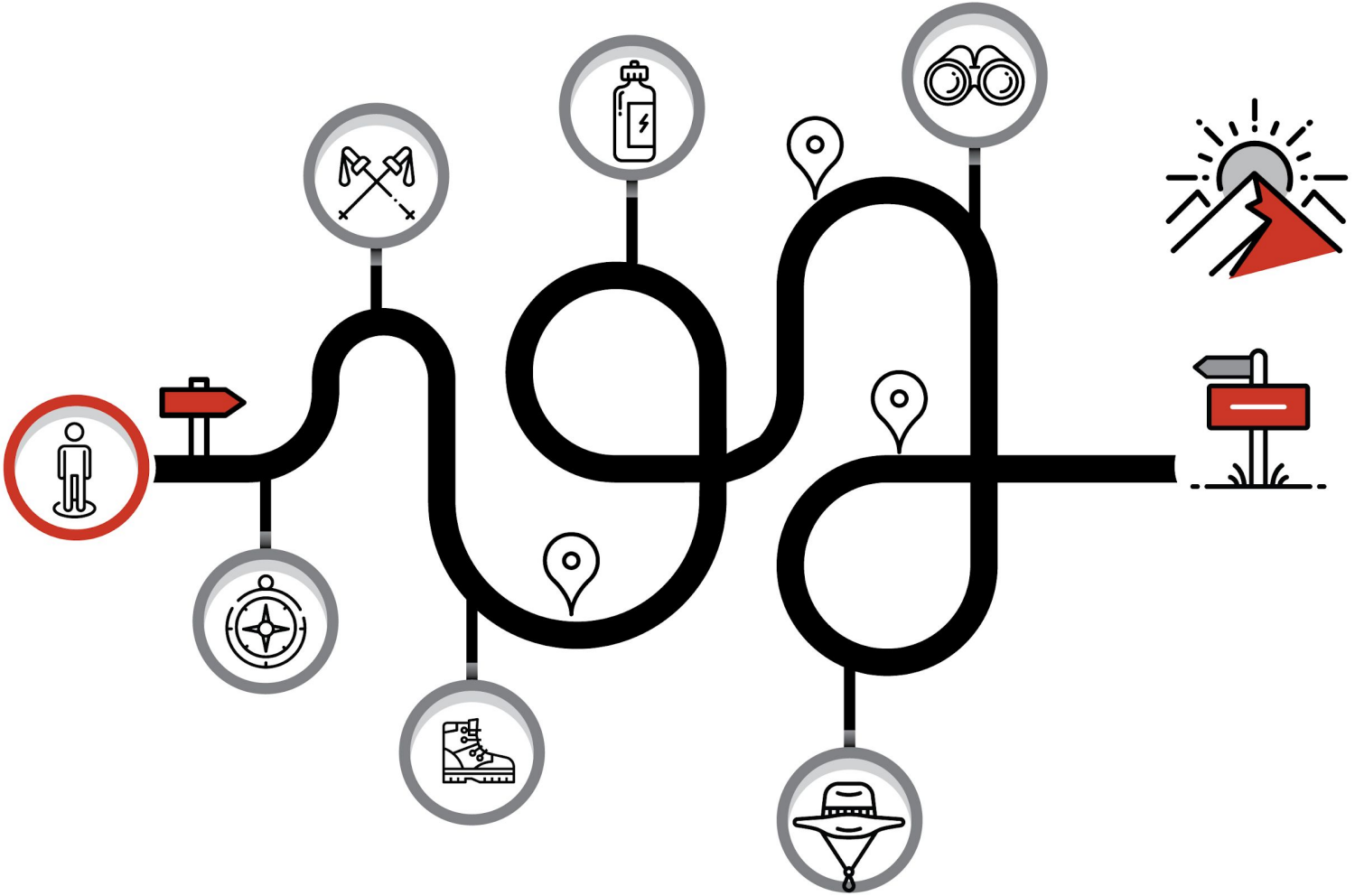
A unique moment in time



Pause and Reflect

Two Frameworks: Pairing the Old and New

Backward Design:
Start with the End in Mind



The AI Assessment Scale: A Conversation Starter

Perkins et al., 2024

Move beyond the binary of no AI / all AI

Help make a valid assessment of student learning

The AI Assessment Scale

1	**NO AI**	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	**AI PLANNING**	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	**AI COLLABORATION**	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	**FULL AI**	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	**AI EXPLORATION**	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

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Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

The AIAS in brief

01 | No AI

02 | AI Planning

03 | AI Collaboration

04 | Full AI

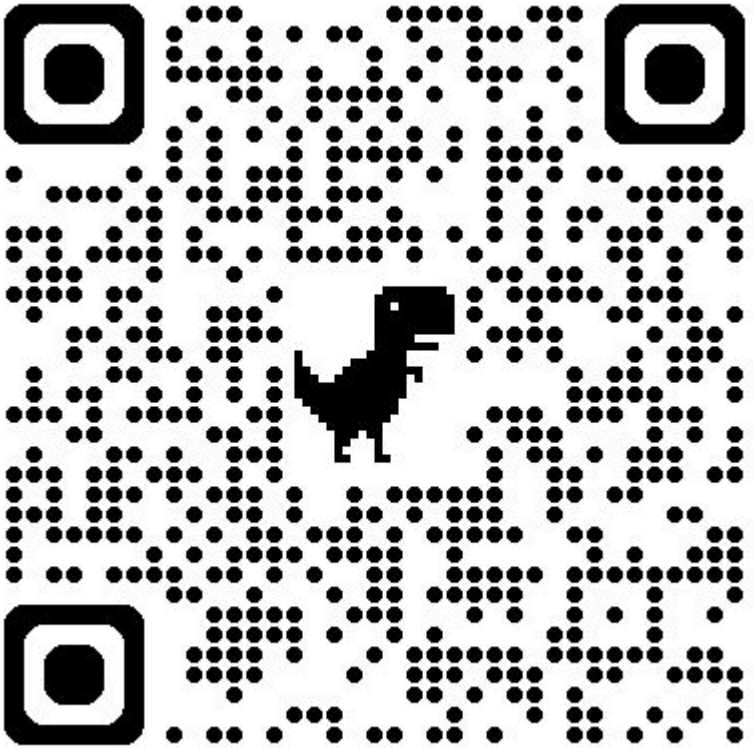
05 | AI Exploration

Did a student go a

little heavy on the AI use?

The AIAS

(Perkins et al., 2024)



A step-by-step process to update one assignment

Meaningfully Integrating AI

01 | Review your course learning goals

Meaningfully Integrating AI

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02 | Pick one assignment or project

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02 | Pick one assignment or project

03 | Using the AIAS, determine what level of AI use is appropriate

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Meaningfully Integrating AI

01 | Review your learning goals

02 | Pick one assignment or project

03 | Using the AIAS, determine what level of AI use is appropriate

04 | Identify where AI might be useful

05 | Carve out time to discuss with your students and model AI use

Considerations

What is your comfort level with AI in general?

What is your comfort level with AI in your discipline?

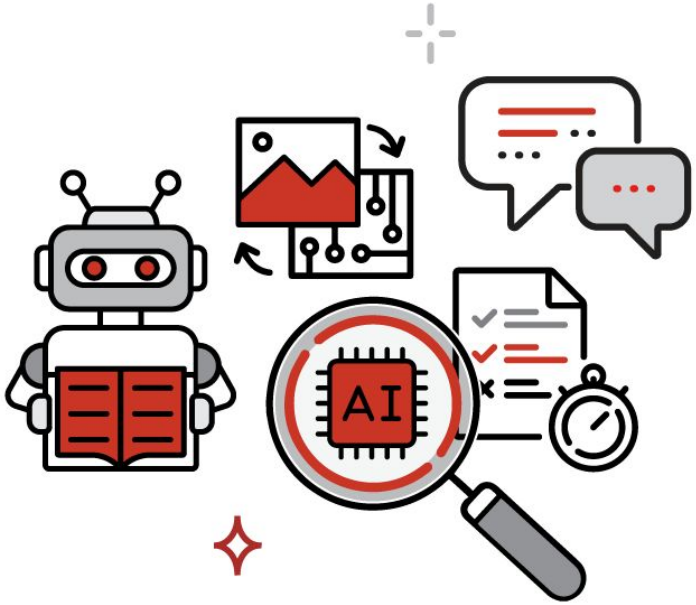
What is the level of your course?

In what part of the term is the assessment happening?

What will help you make a valid assessment of student learning?

What resources are available to help you?

Where do you want to begin?



Questions and Conversation

Small Teaching with AI

Equitable Strategies to Help Students Engage and Learn

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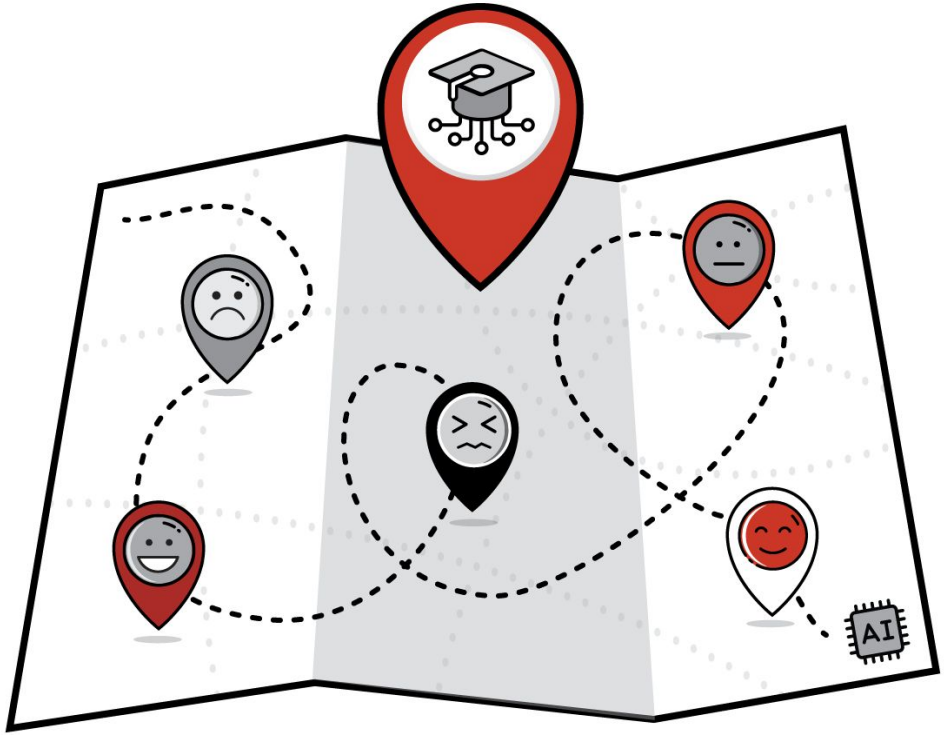
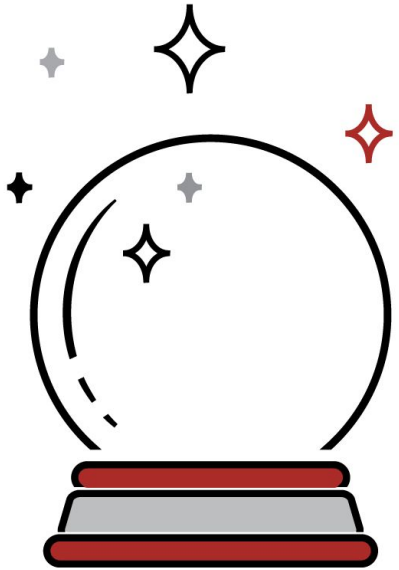
What is **small teaching**?

How are we **feeling** about teaching with AI?

All over the map



There are no easy answers



A journey, not a solution

What we know

Students need foundational knowledge

Students need AI skills

Small teaching can help

Ethical Concerns and Opportunities

Environmental costs

Human labor exploitation

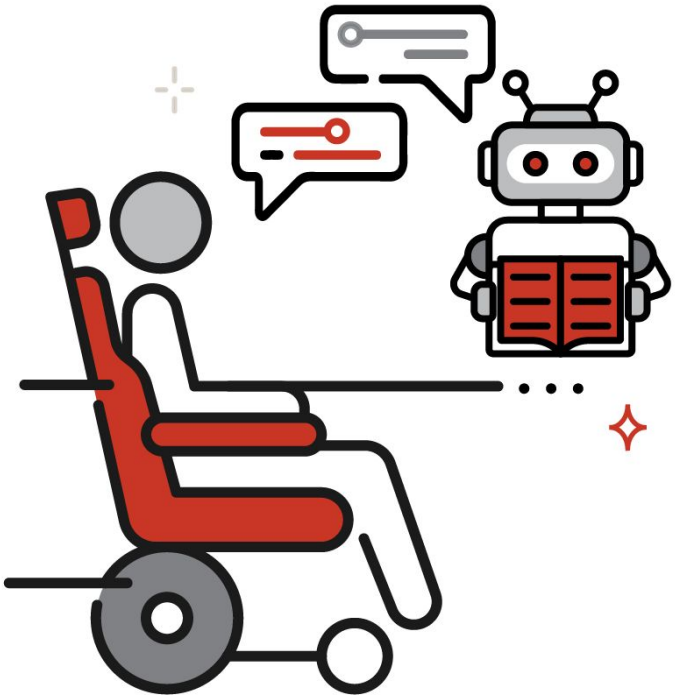
Amplification of biases

Unequal access

Unequal accusations

Ethics and Our Why

To level the playing field



To address the
rich getting richer

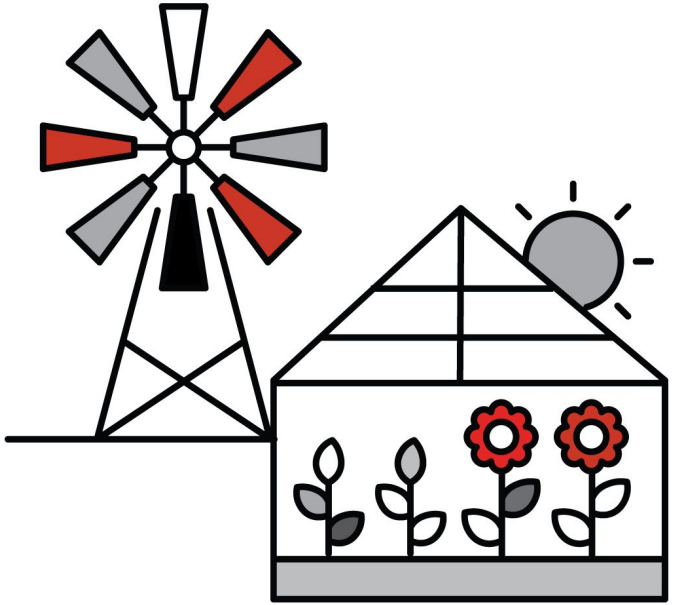
To support job-seekers

To develop
engaged citizens

Start Small

Play with Generative AI tools

Generative AI: FGWC



Get help in the kitchen

Be transparent with students

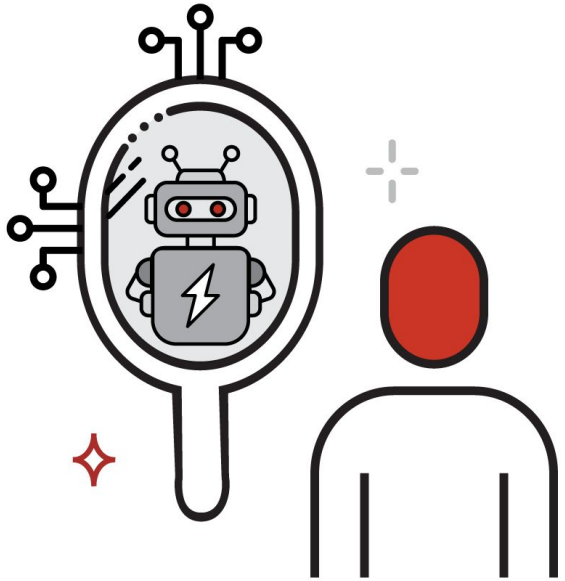
What **syllabus statement** do you have?

How are you **talking** with students about AI?

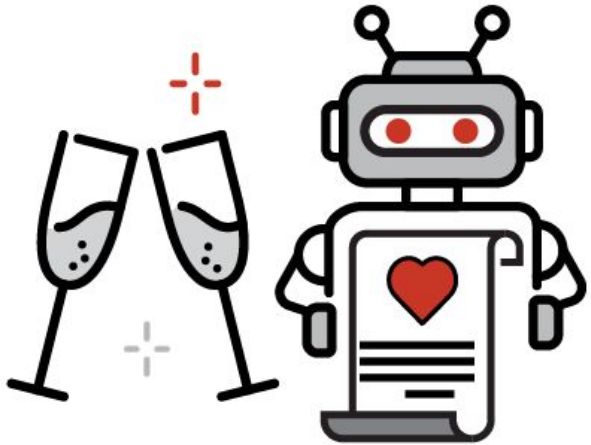
Take a 2-part approach

1. Assign an AI task
2. Students do something

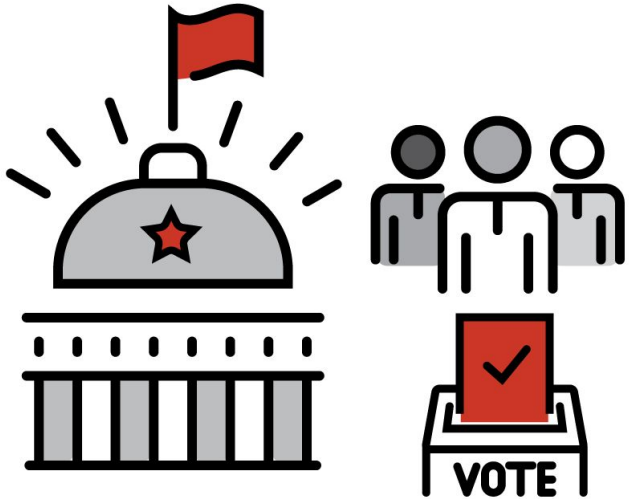
Analyze AI-generated output



Have AI write a celebration speech



Design a perfect government

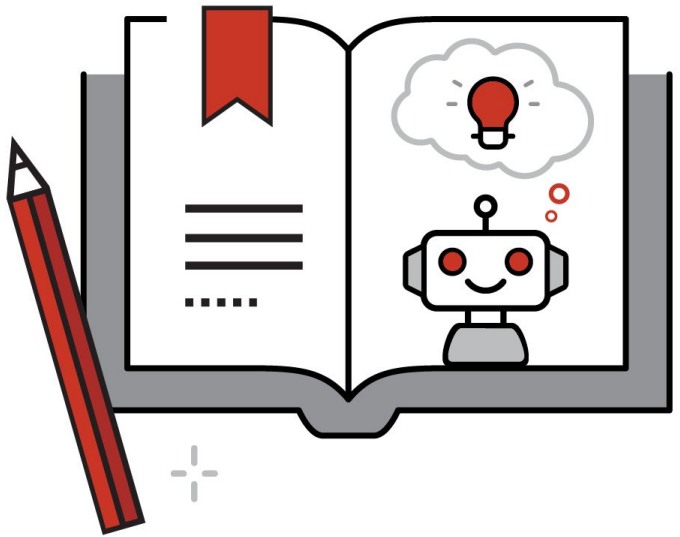


Engage your equity partner

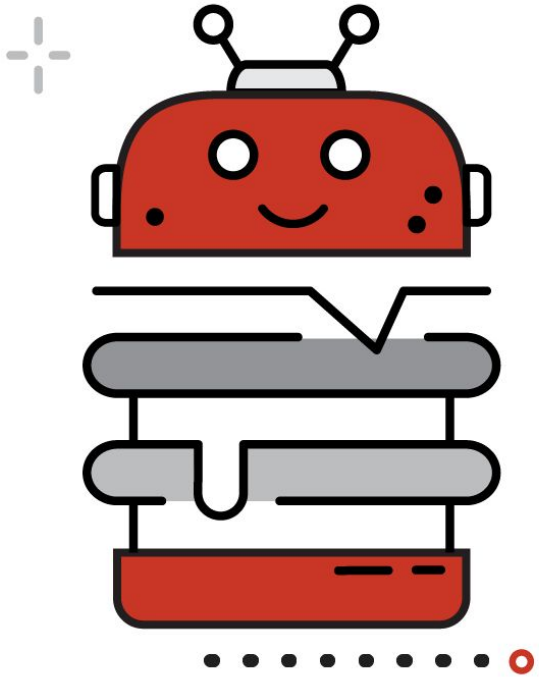
Extend understanding

Explain statistics in a poem

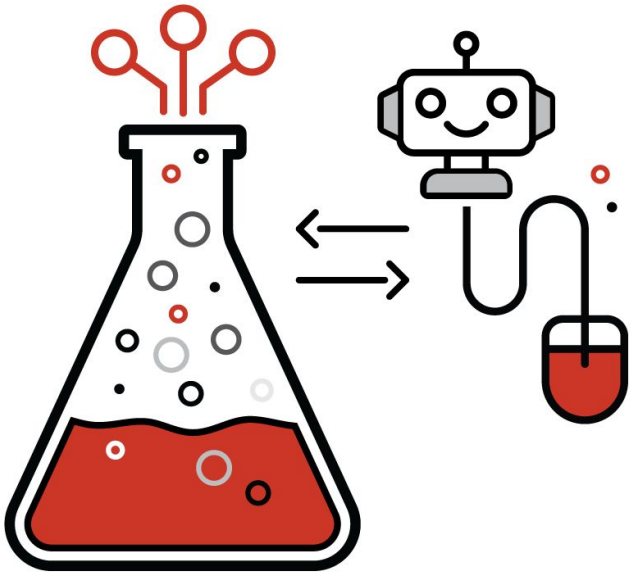
Assign connection notebooks



Make an AI sandwich



Structure metacognitive problem-solving



Pause and Reflect

Questions and Conversation