



University of Houston-Downtown

Center for Teaching
and Learning Excellence



DIGITAL LEARNING WORKSHOP SERIES

AI-Powered Assessments: Elevate Your Grading

Facilitated By: Fabiola Vacatoledo, MS

WORKSHOP FIVE

Introductions and Orientation

Our Team

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This is a Hands-On Workshop:

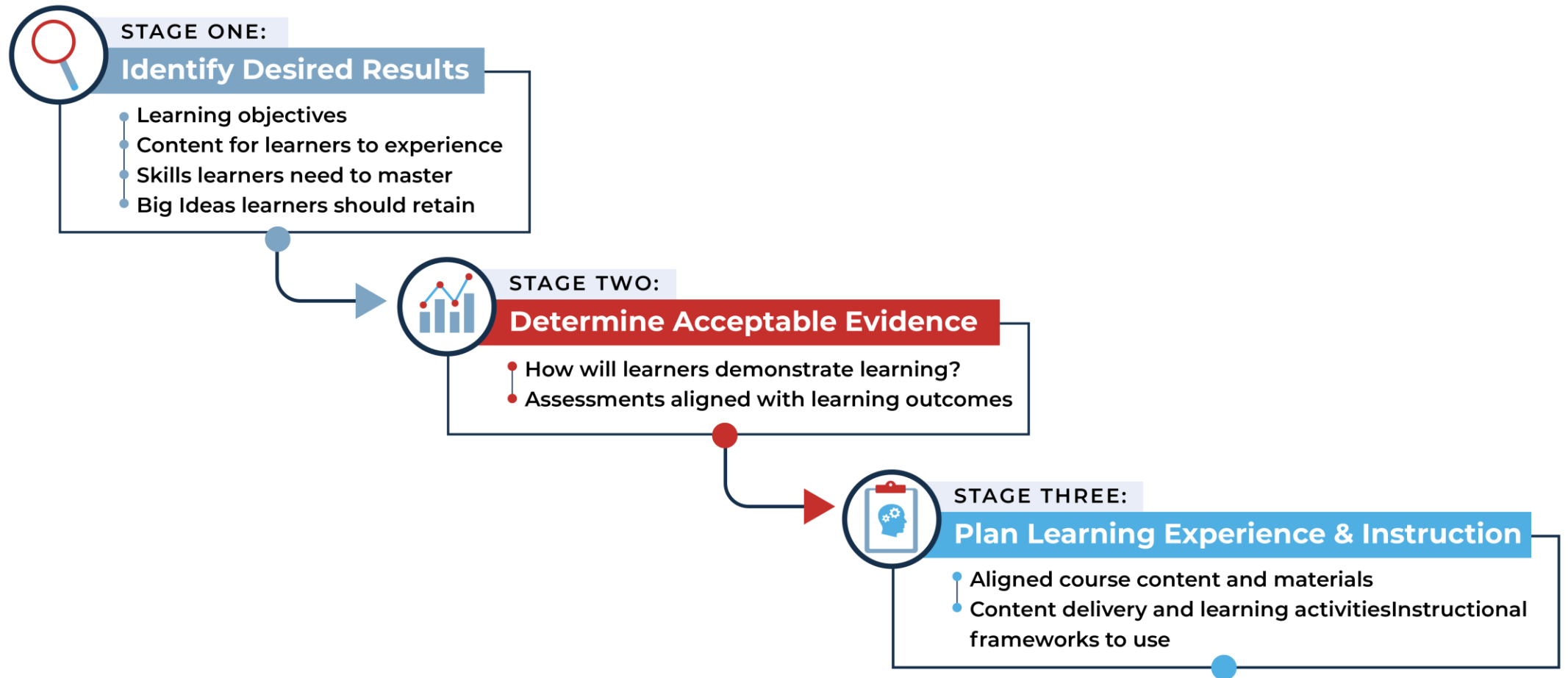
Please have your laptops ready

Workshop Resources:

bit.ly/ctle_llw

Assessment Effective Practice Alignment

Backward Course Design



Assessment Effective Practice: Feedback

Best practice feedback is **timely, specific, and constructive**.

- 1. Frequent** feedback means students can act on it promptly, staying engaged and improving consistently.
- 2. Substantive** feedback goes beyond surface-level comments, delving into strengths and areas for improvement.

Assessment Effective Practice:

Transparent Design in Grading



Purpose

- Clarify Objectives
- Enhance Understanding



Task

- Detailed instructions
- Examples and Models



Criteria

- Rubrics and Standards
- Consistent Application

Keys to TILT: communication, student involvement, continuous improvement

Assessment Effective Practice: TILT



Checklist* for Designing Transparent Assignments TILT Higher Ed

This updated checklist incorporates revisions by faculty at the University of Houston, Downtown and staff at the Center for Teaching and Learning at Indiana University-Purdue University, Indianapolis. *Students are the best judges of how transparent an assignment is. Invite them to parse the purposes, tasks and criteria for the assignment before they start working. This will help you to make the assignment even more transparent for them.

TRANSPARENT ASSIGNMENT CHARACTERISTICS		If you select yes, explain how your assignment satisfies the criteria. If you select no, identify changes you will make to incorporate the criteria.	
	YES	NO	
PURPOSE SECTION			
Does the assignment have a stated due date(s) at the top?			
Does the assignment have a stated purpose that is marked in a section labeled "purpose"?	YES	NO	
Does the purpose define the learning objectives in language and terms that help students recognize how this assignment will benefit their learning?	YES	NO	
Does the "purpose" section of the assignment state that the assignment will help the student practice specific skills essential to success in the course, in school, in the field, and how the skills can serve in students' professional lives beyond school?	YES	NO	
Does the "purpose" section use terms from Bloom's Taxonomy of Educational Objectives (understanding, applying, analyzing, synthesizing, judging, evaluating, creating, inventing, etc.)?	YES	NO	
Does the "purpose" section specify what content knowledge the assignment will help the student become familiar with in the discipline?	YES	NO	
TASK SECTION			
Does the assignment have a "task" section?	YES	NO	
Does the "task" section define what activities the student should do/perform?	YES	NO	
Does the "task" section list actions/guidelines and/or recommend a sequence for students' efforts?	YES	NO	
Does the "task" section include "question cues" such as those from Anderson and Krathwohl's revision of Bloom?	YES	NO	

https://tilthighered.com




[Checklist PDF](#)

[AI Teaching Strategies: Transparent Assignment Design](#)

Assessments in the Age of AI

- Appropriate, ethical, authentic engagement with AI.
 - Systemic approach to **program assessment aligned** with disciplines/qualifications.
 - Evidencing the **process of learning**.
 - Opportunities for students to work **with** each other & AI.
 - Identify key assessment moments **across** the program to inform decisions about progression and completion.
- Require prior instructor exploration & evaluation of AI tools

AI Assessments

Type of Assignment	Characteristics	Example
AI Inclusive 	Assessments that involve the use of AI throughout the assignment or limit the use to a specific part of it.	<ul style="list-style-type: none">• Analyzing AI-generated texts• Comparative Analysis• Proof reading assistance
AI Resistant 	Assessments that require personal insight, critical-thinking, interactive problem solving.	<ul style="list-style-type: none">• Personal reflection on content• Personal reflection on process• Creative projects
AI Transparent 	Assessments that have clear policies in terms of AI use, defined quality criteria and focus grading on higher order thinking tasks.	<ul style="list-style-type: none">• Simulation assessments• Scenario based assessments• Case Study assessments

AI Inclusive



Assessments that involve the use of AI throughout the assessment or limit the use to specific part of it.

- Analyzing AI-generated texts
- Comparative Analysis
- Proof reading assistance

Example: Rehearsal to a real-life interview

Learning Objective:

Design and ask relevant, appropriate, and open-ended questions that elicit meaningful and informative responses.

1. Identify someone to interview.

2. Develop a set of interview questions (No AI).

3. Rehearse the interview with a chatbot (ChatGPT, Claude or Gemini).

4. Create a revised set of questions (incorporate AI insights).

5. Conduct the real interview and Transcribe it.

6. Write a reflection on the process.

Example: AI Sandwich

Learning Objective:

Critically evaluate where in the research and writing process specific tools are and are not helpful.

1. Use AI as a brainstorming partner.

2. Human-to-human knowledge creation.

3. AI as a writing partner

4. Include a 1-2 paragraph reflection

Example: Simulated Telephone Triage Calls

Learning Objectives:

Demonstrate the ability to apply clinical guidelines to ensure appropriate recommendations for patient care.

Refine your communication skills, focusing on clarity, empathy, and professionalism in addressing patient concerns.

Reflect on AI-provided feedback to improve your clinical practice and decision-making abilities

Part 1:

Engaging with AI Chatbot

- Selecting a scenario. (3 offered)
- Prepare triage protocols.
- Start conversation with chatbot
- Record the conversation

Part 2:

Self-Reflection and Critique

- Reflect on your performance.
- Challenges encountered.
- Use of triage protocols.
- Ask the chatbot for feedback on your effectiveness as triage nurse.

AI Resistant



Assessments that require personal insight, critical-thinking, interactive problem solving

- Personal reflection on content
- Personal reflection on process
- Creative projects




AI Transparent



Assessments that have clear policies in terms of AI use, defined quality criteria and focus grading on higher order thinking tasks.

- Simulation assessments
- Scenario based assessments
- Case Study assessments
- Any assessment that is not AI Inclusive or AI Resistant

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AI-Powered to Support Effective Practices

Alignment

- Customization
- Consistency
- Curriculum Mapping
- Supporting materials

Feedback

- Automated feedback
- Feedback bank based on analytics
- Adaptive learning tools with textbook publishers & Canvas

Transparent Grading Practices

- Rubric generation- detailed, clear criteria
- Bias reduction

***Time & Convenience**

Grading Tools

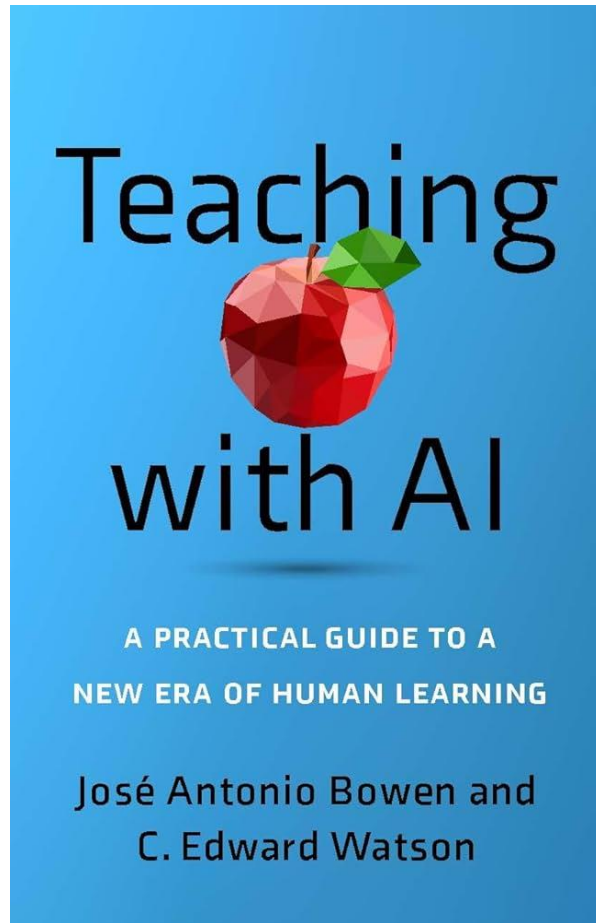
- Textbook Publishers
 - Interactive AI reader
 - Adaptive learning
 - Study buddy to get you unstuck
- Turnitin AI assisted
 - Gradescope: sort students answers into groups, grades quicker, more feedback, analytics
- FERPA concerns

Prompt AI Inclusive

You are an expert faculty developer. I need your help creating assessments for (____) students in a course on____. Please write three assessments that integrate the use of generative AI tools such as Copilot and ChatGPT. The assessment should include the following components:

- **Assessment Overview:** *Provide a brief introduction explaining the purpose of using AI tools in this assessment and how it relates to the course objectives.*
- **Learning Objectives:** *Clearly state the learning outcomes, focusing on critical analysis, creativity, and ethical considerations.*
- **Guidelines for AI Use:** *Include detailed instructions on how students should engage with AI tools, and require a reflection component where students analyze the strengths, limitations, and ethical implications of the AI output.*
- **Submission Requirements:** *Specify how students should document their interactions with AI tools, properly attribute AI-generated content, and present their final submission.*
- **Evaluation Criteria:** *Develop a rubric outlining the assessment areas such as effective AI use, critical analysis, creativity, and clarity.*
- *Examples of **feedback** to students that are substantive.*

AI can do college-level work



- AI is the new C work. Unique but mostly average.
- Student need to add further value to the assignment.
- Instructors need to add a higher value to quality work.
- Instructors need to redo their rubrics where move beyond AI work.

Reflections

- Based on what you have learned in this workshop, are there any changes you will make to your assessment practices? Why and why not?
- What potential challenges do you foresee in implementing AI-powered assessments, and how do you plan to address them?

THANK YOU



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Instructional Design Support

[Bit.ly/CTLEpedagogy](https://bit.ly/CTLEpedagogy)

Graphic Design & Video Support

bit.ly/CTLEdesign