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# **Toward an AI-Ready Instructor Part II: Considering Generative AI in your Assessment Design**

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# Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous People from across Turtle Island, and we are grateful to have the opportunity to work on this land.

- We also acknowledge that the use of Gen AI carries environmental and social impacts that affect the land upon which we live, work, and learn
- We honor and respect your approach to integrating - or choosing not to integrate - AI in your assessments

**Resource for Reflection:** [Understanding GenAI Through Indigenous Ways of Knowing](#)  
Dr. Gregory Sutherland, Simon Fraser University

# Access Check

We encourage you to check, identify, and question your learning environment for any of the following and welcome comments if there are elements that we can support to reduce barriers.

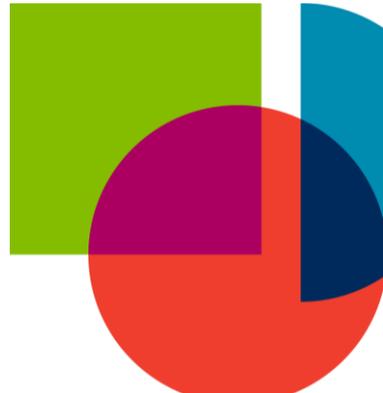
- Technology
- Space
- Resources
- Pace



# Session Objectives

## **By the end of this session, instructors will:**

1. Reflect on generative AI capabilities and identify impacts on your assignments
2. Examine how generative AI influences trust and transparency between students and instructors
3. Explore emerging assessment frameworks and approaches that consider AI integration and promote open communication
4. Discuss examples for integrating generative AI into rubric criteria, and strategies for deterring generative AI use in assignment re-design



# Implications of Gen AI on Educational Assessment



Instructors assign  
assessments

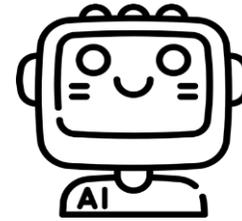


Students complete  
assessments



Conclusions made about  
student achievement  
and/or readiness

# Implications of Gen AI on Educational Assessment



Instructors assign  
assessments



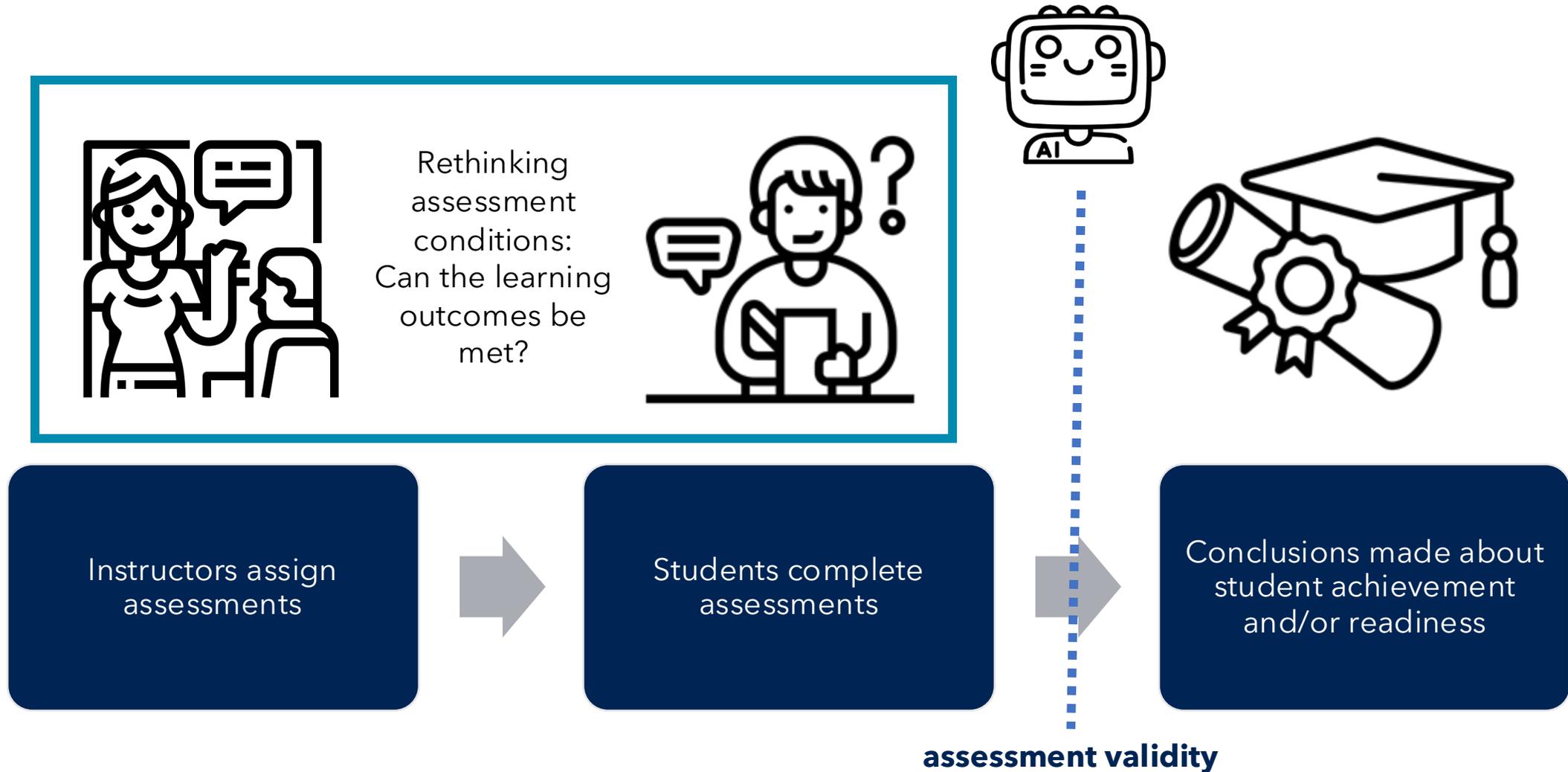
Students complete  
assessments



Conclusions made about  
student achievement  
and/or readiness

assessment validity

# Implications of Gen AI on Educational Assessment



## Co-reflecting on generative AI use in your classroom: Where to begin

How familiar are you and your students with the capabilities of gen AI tools?

Instructor and Student Familiarity with GenAI

What do you want students to learn from your assignments? How do you want/not want gen AI to show up in your classroom?

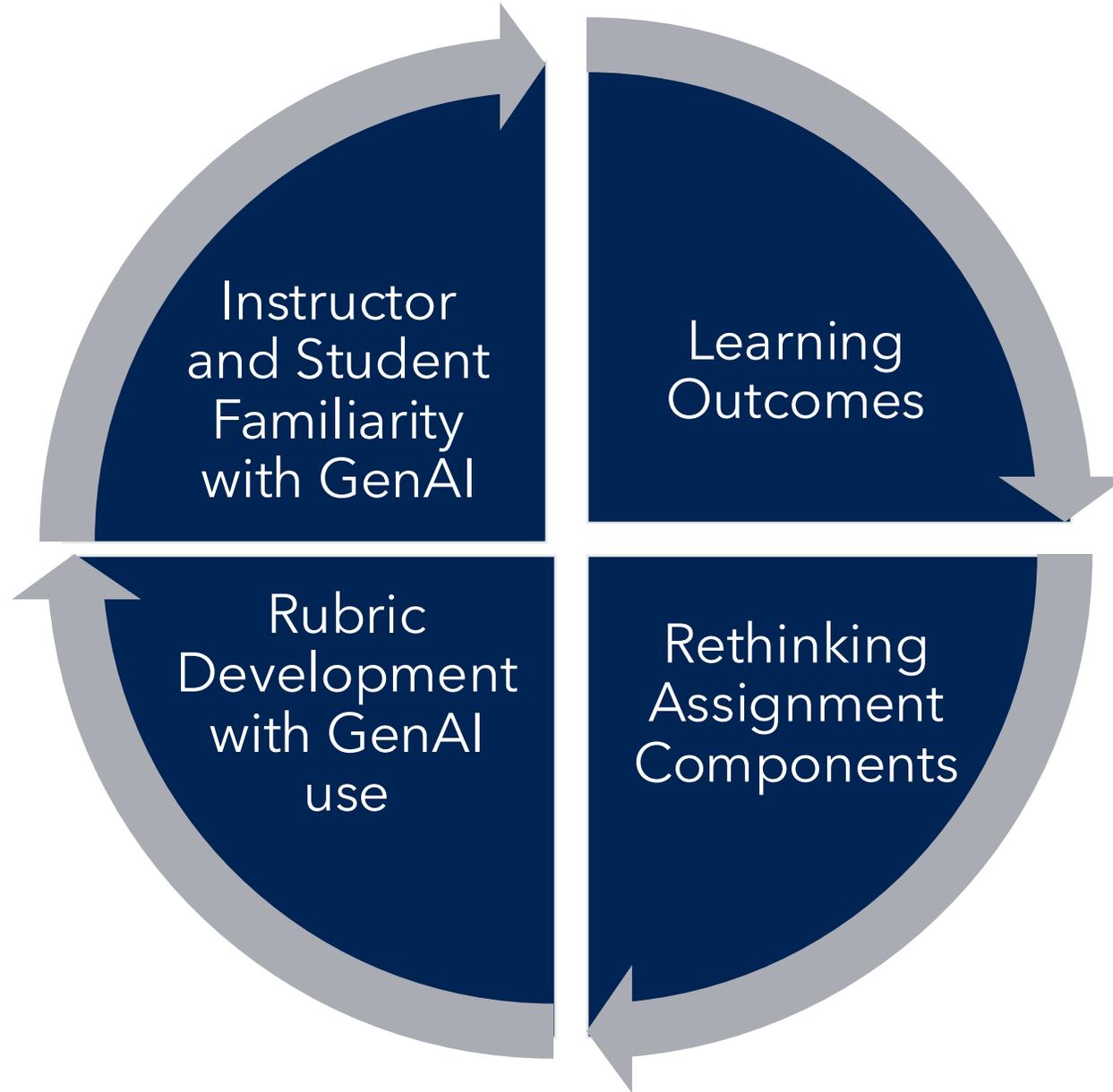
Learning Outcomes

What knowledge and/or skills are you assessing in your rubric criteria? Are there additional criteria needed if gen AI is incorporated?

Rubric Development with GenAI use

If incorporating or restricting gen AI use, in what ways will your assessment design change or stay the same?

Rethinking Assignment Components

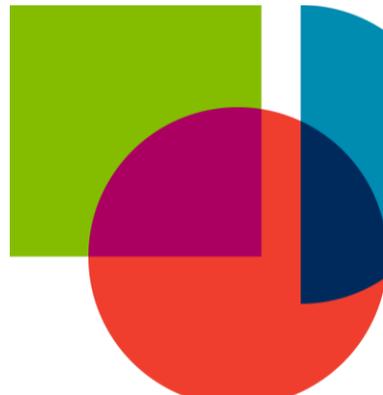


# Share Your Thoughts

## **Connect with 1-2 neighbors and share:**

- What's one assessment in your course that you're most concerned about regarding Gen AI use? Why?

**We will then discuss as a group**



# Structural and Discursive Assessment Changes: A Balanced Approach

## Structural Changes

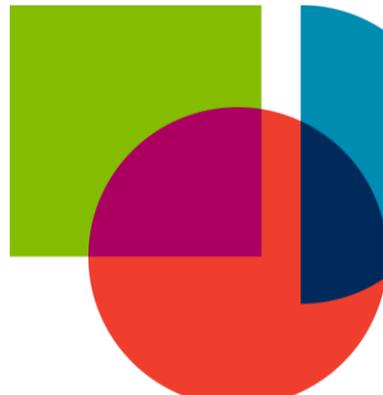
- Modify the nature, format, or mechanics of assessment tasks
- Build validity into the design so behavior emerges naturally

## Discursive Changes

- Clarify expectations, encourage trust, and support ethical practice
- Dependent on student understanding and voluntary compliance

**Together, they intertwine to (Corbin et al., 2025):**

- Guide student behavior with clear, shared expectations in instructions
  - Support fairness and transparency through mutual understanding



# Structural Changes: AI-Resistant and AI-Integrated Examples

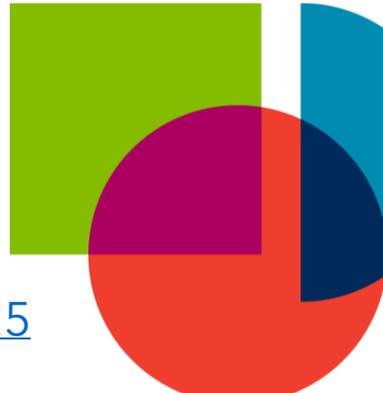
## AI-Resistant Changes

- Oral & visual demonstrations ([Concept mapping](#) - University of Chicago)
- Collaborative projects
- Classroom-specific prompts ([U Carleton examples](#))
- Multi-stage assignments
- Reflective practice integration ([Assessment Process Template](#))

## AI-Integrated Changes

- Multi-stage workflows deliverables (see [U of T AI-integrated lit. reviews](#))
- Scaffolded tasks with AI & peer review (see [PAIRR](#))
- Process-visible AI collaboration
- Critical reflections on Gen AI use and learning

[Bowen & Watson, 2024](#), [Holton and Frank, 2025](#), [UBC, 2025](#)



# Discursive Changes: Building Two-Way Transparency (with/without AI)

## Instructor Transparency

*Supports planning & clarity in learning*

1. Clearly state expectations for resource and AI use
2. Explain how use of resources (including AI) will be factored into grading
3. Share the purpose of these expectations in achieving learning outcomes

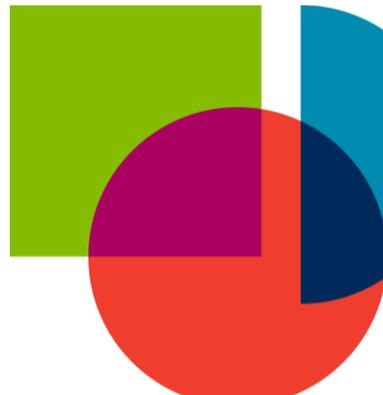


## Student Transparency

*Supports critical reflection during learning*

1. Openly acknowledge all resource use in their work
2. Show their process (drafts, notes, tools used) to make learning visible
3. Critically reflect on how resources contributed to their thinking and growth

[Luo, 2024](#)



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

|   |                         |   |
|---|-------------------------|---|
| 1 | <b>No AI</b>            | The assessment is completed entirely without AI assistance in a controlled environment  |
| 2 | <b>AI Planning</b>      | AI may be used for pre-task activities such as brainstorming, outlining and initial research                                  |
| 3 | <b>AI Collaboration</b> | AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement                       |
| 4 | <b>Full AI</b>          | AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals.              |
| 5 | <b>AI Exploration</b>   | AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. |

# Share your Thoughts

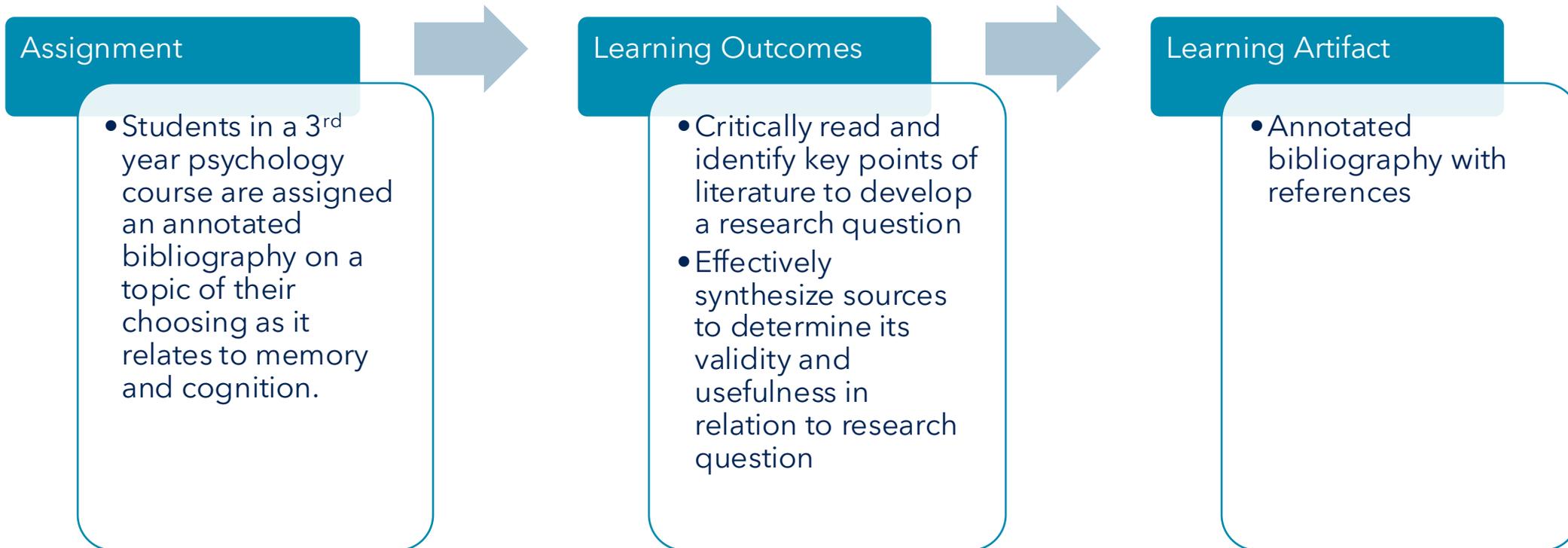
## Reflect on the assignment you discussed earlier:

1. Where on the AIAS scale does it sit?
2. Where would you like it to be?
3. What is one way you can proactively support students to be transparent in their GenAI use at that level?

|   |                         |
|---|-------------------------|
| 1 | <b>No AI</b>            |
| 2 | <b>AI Planning</b>      |
| 3 | <b>AI Collaboration</b> |
| 4 | <b>Full AI</b>          |
| 5 | <b>AI Exploration</b>   |

# Example 1 (AI-Integrated)

## Before: Annotated Bibliography

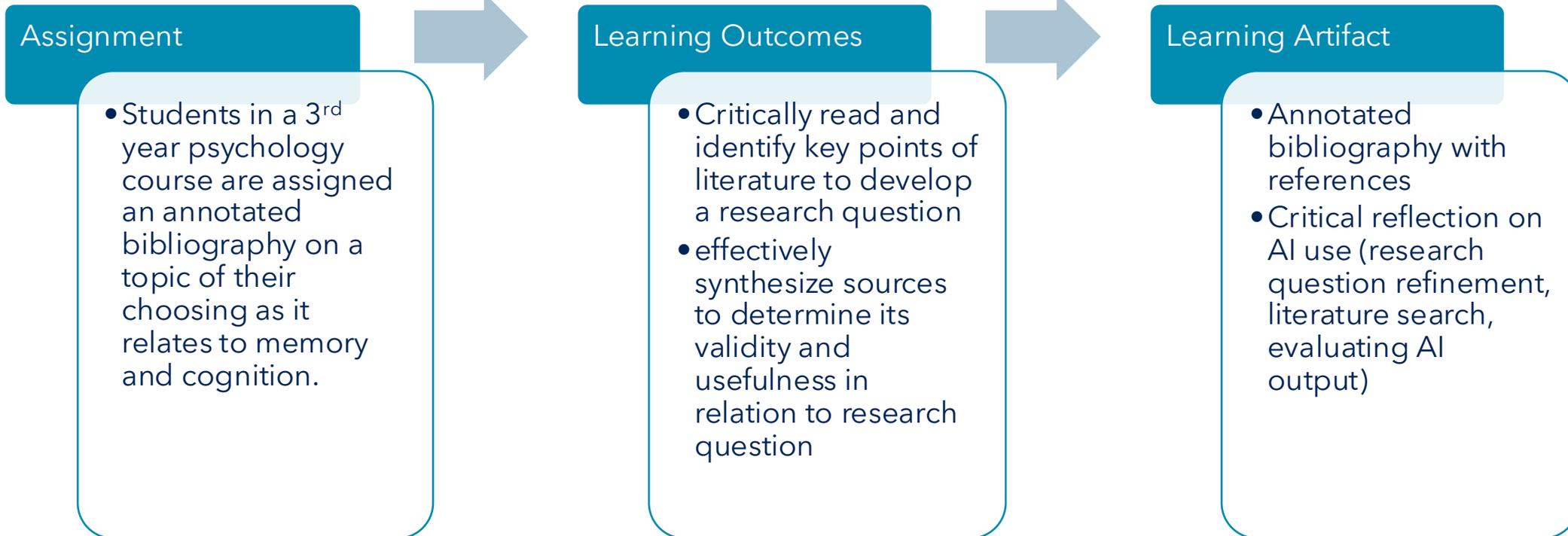


### **AI Vulnerability Considerations:**

- Limited visibility into student thinking process
- Final product can be generated without authentic engagement

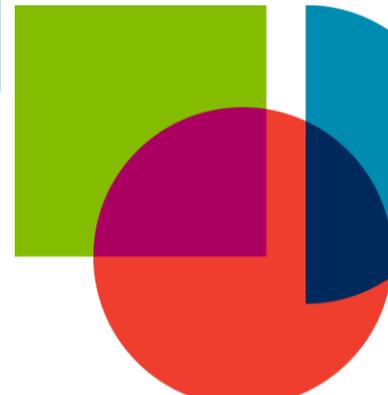


# Example 1 (AI-Integrated) After: Annotated Bibliography



## **AIAS Scale Level: AI Planning, AI Collaboration**

- Exploring the literature, critiquing/evaluating AI output
  - Refining research question, reflecting on AI use.



# Before: Annotated Bibliography Rubric

| Rubric Criteria                   | Excellent<br>(85-100%)  | Good<br>(77-84%)   | Adequate<br>(70-77%)   | Inadequate<br>(below 70%)  |
|-----------------------------------|---|--|--|--|
| 1<br>Quality of Sources Selected  | Sources are highly accurate, reliable and relevant to the topic   | Sources are overall accurate, reliable and relevant to the topic   | Sources are overall reliable but could be more accurate and/or relevant to the topic   | Sources are not reliable, accurate, and/or relevant to the topic   |
| 2<br>Clarity of Research Question | Introduction provides a very clear explanation and rationale for the research question                                | Introduction provides a fairly clear explanation and rationale for the research question                     | Introduction explains the research question, but the rationale could be clearer  | Introduction doesn't explain the research question clearly   |
| 3<br>Critical Thinking            | Student's stance and critical evaluation about the content of the sources is very well developed and clear throughout | Student's stance and critical evaluation about the content of the sources is fairly well developed and clear | Some evidence of student's stance and critical evaluation about the content of the sources, but it could be more developed and /or clear | Student's stance and critical evaluation about the content of the sources is either not there or is not developed and is unclear |

Adapted from: [OISE. \(2024\). Annotated Bibliography Evaluation Criteria -Grading Rubric.](#)

# Annotated Bibliography Rubric Revised:

1

| <b>Rubric Criteria Revised</b>             | <b>Excellent (85-100%)</b>   | <b>Good (77-84%)</b>   | <b>Adequate (70-77%)</b>  | <b>Inadequate (below 70%)</b>  |
|--|--|--|---|--|
| Quality of Sources Selected                | Sources are highly accurate, reliable and relevant to the topic.   | Sources are overall accurate, reliable and relevant to the topic.  | Sources are overall reliable but could be more accurate and/or relevant to the topic.                               | Sources are not reliable, accurate, and/or relevant to the topic.  |
| <b><i>AI-assisted Source Discovery</i></b> | <b><i>Effectively uses AI tools to identify diverse, high-quality sources. Demonstrates ability to critically evaluate AI-suggested sources for relevance and credibility.</i></b> | <b><i>Shows competent use of AI for source discovery, with some evaluation of suggested materials.</i></b> | <b><i>Limited use of AI for finding sources, or overreliance on AI suggestions without adequate evaluation.</i></b> | <b><i>No evidence of AI use in source discovery, or uncritical acceptance of all AI-suggested sources.</i></b> |

# Annotated Bibliography Rubric Revised:

2

| <b>Rubric Criteria Revised</b>                        | <b>Excellent (85-100%)</b>   | <b>Good (77-84%)</b>  | <b>Adequate (70-77%)</b>  | <b>Inadequate (below 70%)</b>  |
|---|--|---|---|--|
| Clarity of Research Question                          | Introduction provides a very clear explanation and rationale for the research question.  | Introduction provides a fairly clear explanation and rationale for the research question.                                       | Introduction explains the research question, but the rationale could be clearer.                                    | Introduction doesn't explain the research question clearly.  |
| <b><i>Refinement of Research Question with AI</i></b> | <b><i>Combines AI output with course relevant insights to formulate a unique, well-defined research question. Demonstrates ability to critically assess and build upon AI suggestions.</i></b> | <b><i>Combines AI output with original thinking to develop a clear research question, showing some critical evaluation.</i></b> | <b><i>Research question shows minimal refinement beyond AI suggestions, lacking depth of personal analysis.</i></b> | <b><i>Research question directly copied from AI output without significant modification or critical thought.</i></b> |

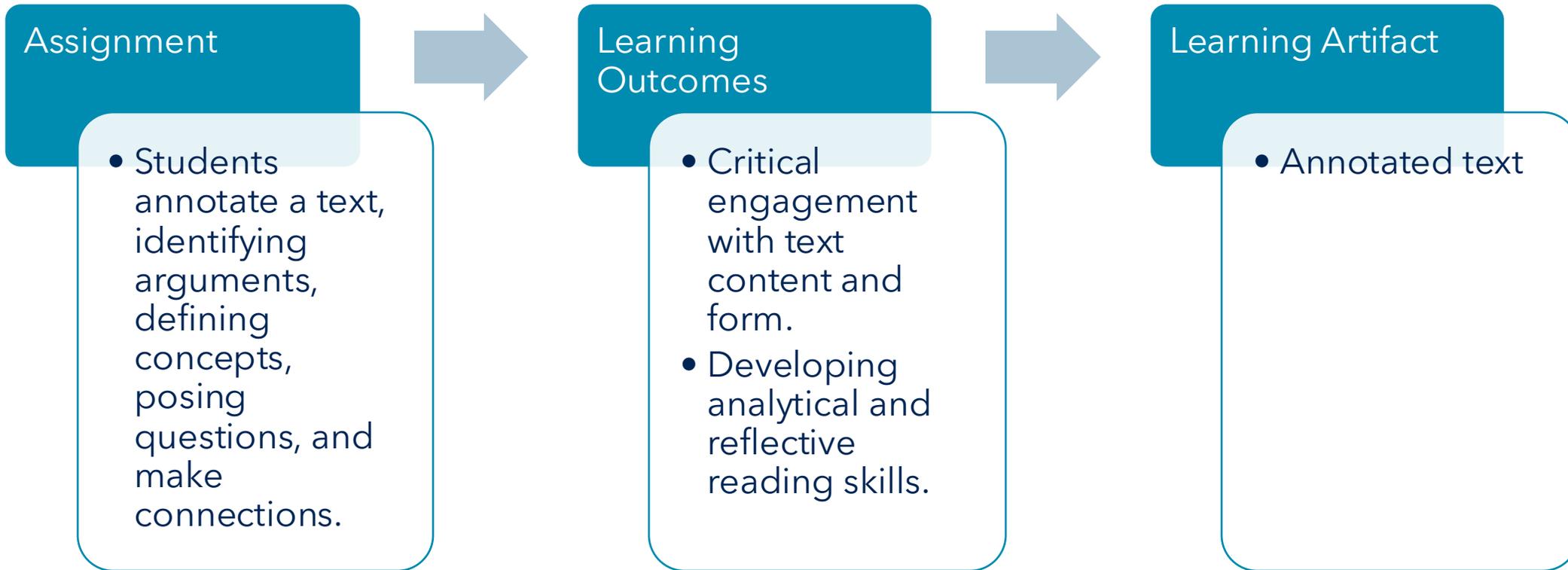
# Annotated Bibliography Rubric Revised:

3

| <b>Rubric Criteria Revised</b>     | <b>Excellent (85-100%)</b>  | <b>Good (77-84%)</b>  | <b>Adequate (70-77%)</b>  | <b>Inadequate (below 70%)</b>   |
|------------------------------------|---|---|---|---|
| Critical Thinking                  | Student's stance and critical evaluation about the content of the sources is very well developed and clear throughout.                        | Student's stance and critical evaluation about the content of the sources is fairly well developed and clear.   | Some evidence of student's stance and critical evaluation about the content of the sources, but it could be more developed and /or clear. | Student's stance and critical evaluation about the content of the sources is either not there or is not developed and is unclear. |
| <b><i>Reflection on AI Use</i></b> | <b><i>Provides insightful reflection on how AI tools influenced the research process, including benefits and limitations encountered.</i></b> | <b><i>Offers clear reflection on AI tool use, with some analysis of its impact on the research process.</i></b> | <b><i>Minimal reflection on AI use, lacking depth or critical evaluation.</i></b>   | <b><i>No reflection on AI use or its impact on the research process.</i></b>  |

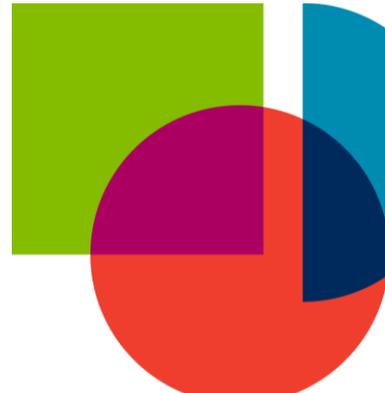
# Example 2 (AI-Resistant)

## Before: Reading Annotation



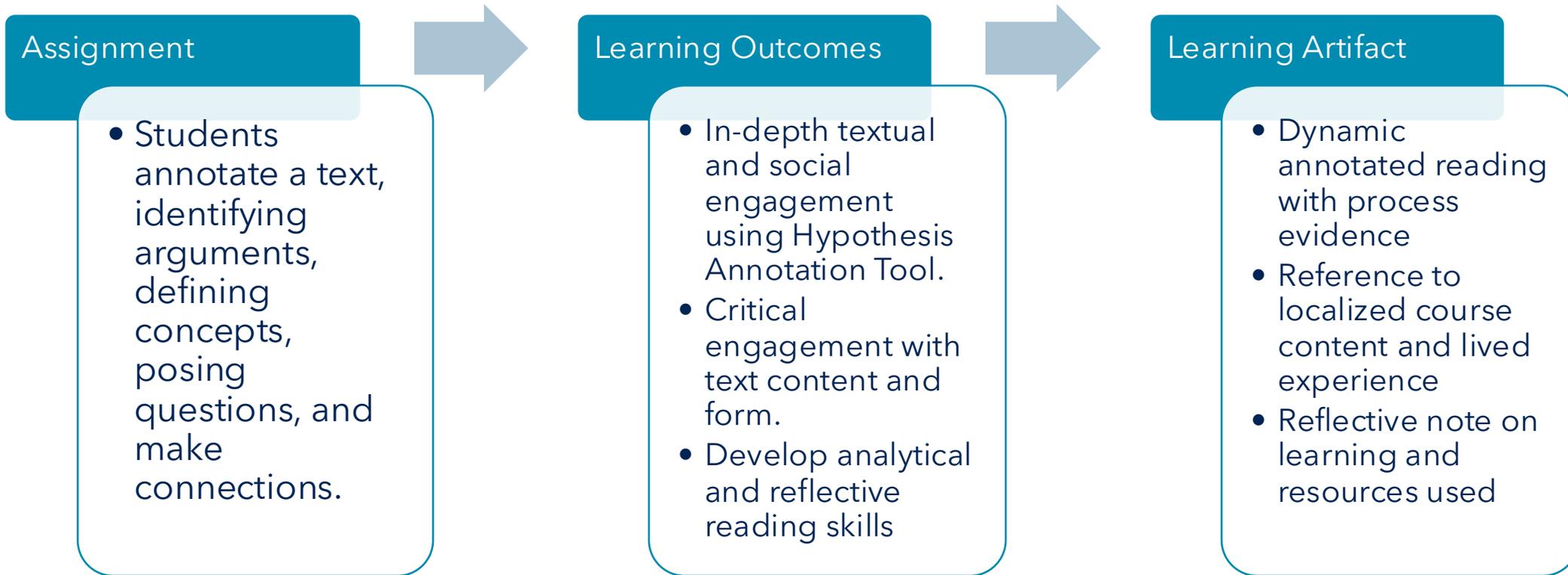
### **AI Vulnerability Considerations:**

- Limited visibility into student thinking process
- Final product can be generated without authentic engagement



# Example 2 (AI-Resistant)

## After: Reading Annotation ([U of T Teaching Examples](#))



### AI Resistant Features:

- Individualized critical engagement visible via ongoing annotations
  - Metacognitive prompts require authentic personal reflection



# Reading Annotation Rubric: Before vs. After

| Emerging Criteria                    | Previous Version                              | Revised Version  |
|--------------------------------------|---|--|
| <b>Engagement with Text</b>          | Completed annotations and polished comments   | Process annotations + ongoing reflections throughout reading             |
| <b>Originality &amp; Integrity</b>   | Individual work with external tool monitoring | Individual voice evident through scaffolded responses and visible drafts |
| <b>Collaboration</b>                 | Individual focus                              | Encouraged peer comments and interaction via Hypothesis platform         |
| <b>Metacognitive Reflection</b>      | Self-directed reflection                      | Guided student reflection on learning process                            |
| <b>Transparency of Tools/Support</b> | Implicit process support                      | Explicit documentation of process and learning reflections               |

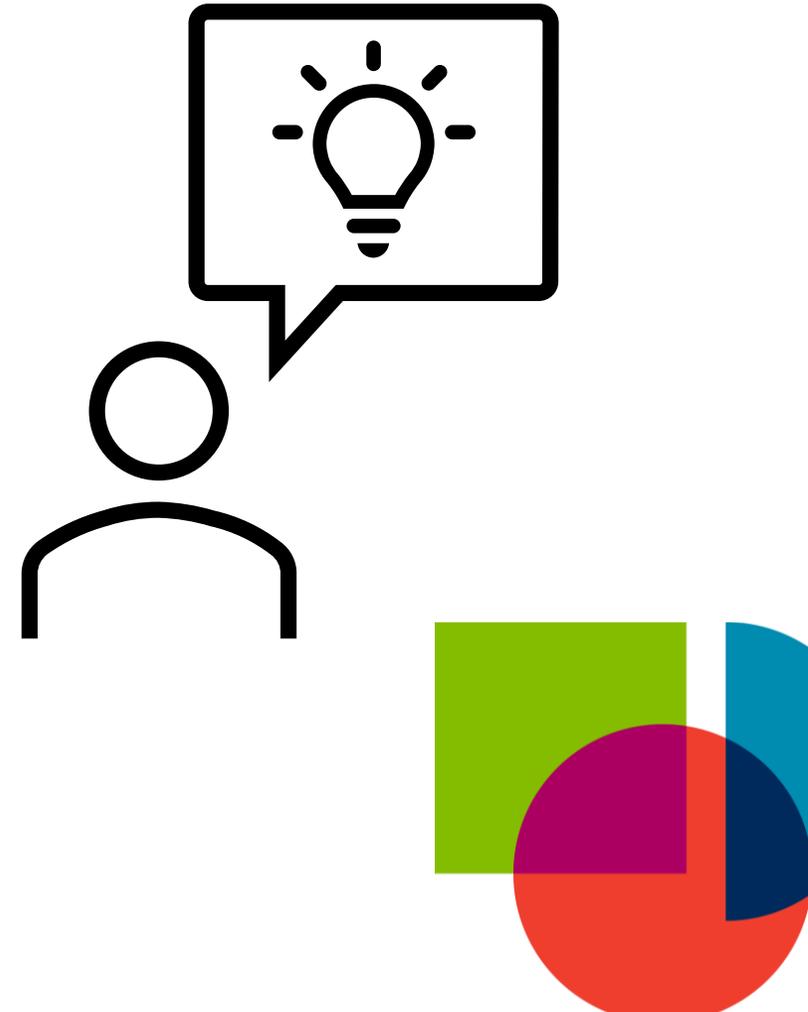
# Looking Ahead

"Paying attention to the small, everyday decisions we make in teaching represents our best route to successful learning for our students."

-James M. Lang

## Questions:

- What is one way that you are considering to adapt your teaching with Gen AI in mind?
- What other questions do you have?





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# Thank You!

For one-on-one consultations, please feel free to reach out to [eddev.utm@utoronto.ca](mailto:eddev.utm@utoronto.ca)