



MOVING ON UP! SETTING SUITABLE ASSESSMENTS WITH THE AI ASSESSMENT SCALE (AIAS)

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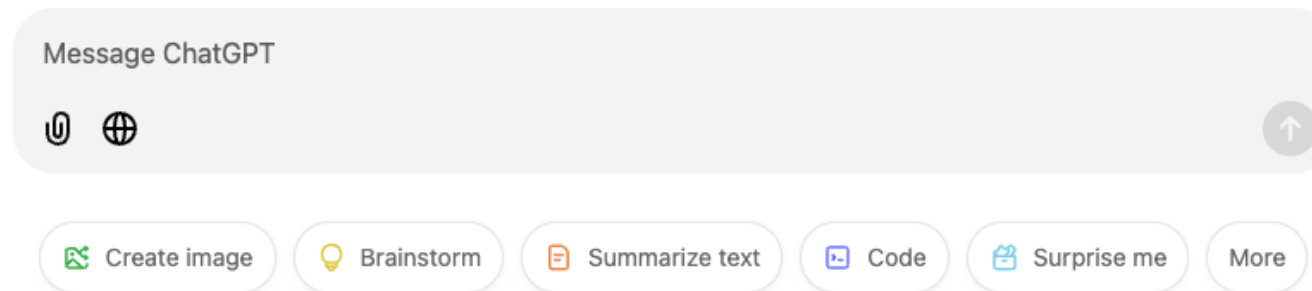


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- Understand why we need the AIAS
- Understand why assignments at higher levels of the scale are important for student learning
- Learn how to design assessments and marking rubrics at higher levels of the scale
- Practice editing your assessments and get feedback

- If you don't already have a ChatGPT account, please create one: <https://chatgpt.com/>
- Have an example ready of an assessment that you want to increase the level of.

What can I help with?



- **Tell me** what you want to see me cover
 - I can't promise I will cover it but I will try!
- **Tell me** what your biggest concern/fear about GenAI in assessment
- **Tell me** what your current university approach to GenAI in assessment is

INTRODUCTION: LINH + AI = A+ ESSAYS?



Illustration Prompt: "Create a vibrant, comic book style image of an androgynous Vietnamese student using a laptop with Grammarly open. The scene should be set in a cozy student room with books, posters, and a warm, glowing desk lamp."

THE PROBLEM: AI DETECTED!



Illustration Prompt: "Depict a comic book style scene of an androgynous Vietnamese student looking shocked and frustrated, holding a paper with a giant red zero and a notification indicating AI detection. The background should be a classroom with other students working at their desks."

AI DETECTION TOOLS: INEQUITY AND UNFAIRNESS

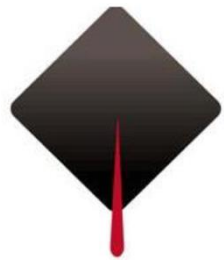


THE UNIVERSITY'S CHALLENGE



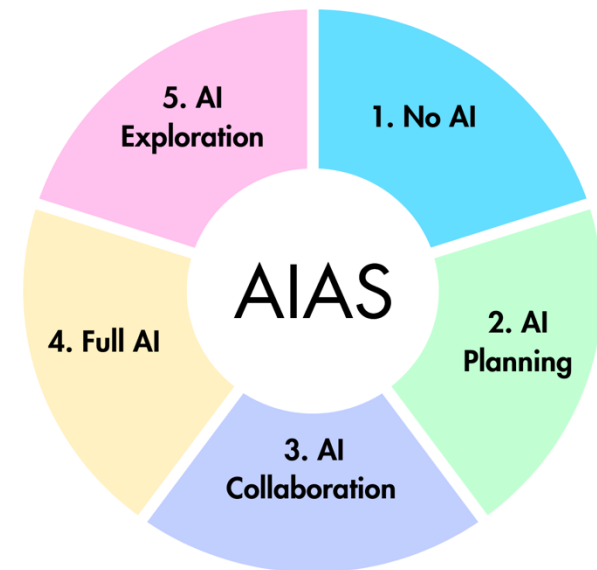
Illustration Prompt: "Picture a comic book style scene of a university boardroom with faculty members engaged in a heated discussion. Scatter papers and charts on the table, with one headline reading 'AI Policy Debate'. Set the background in a modern university office with large windows overlooking the campus."

- BUW were faced with a dilemma...
- How to maintain academic integrity while preparing students for the future industry use of GenAI tools?
- Needed a more nuanced perspective than Ban/Adopt
- **Enter the AI Assessment Scale!**



JUTLP

Journal of University Teaching & Learning Practice



The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment

Mike Perkins¹, Leon Furze², Jasper Roe³, and Jason MacVaugh¹

¹ British University Vietnam, Vietnam; ² Deakin University, Australia; ³ James Cook University, Australia

THE ORIGINAL AI ASSESSMENT SCALE



1	NO AI	<p>The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</p> <p>AI must not be used at any point during the assessment.</p>
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	<p>AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.</p> <p>No AI content is allowed in the final submission.</p>
3	AI-ASSISTED EDITING	<p>AI can be used to make improvements to the clarity or quality of student created work to improve the quality of the final output, but no new content can be created using AI.</p> <p>AI can be used, but your original work with no AI content must be provided in an appendix.</p>
4	AI TASK COMPLETION, HUMAN EVALUATION	<p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output.</p> <p>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited. You must not use AI to support with your commentary or evaluation of the work.</p>
5	FULL AI	<p>AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.</p> <p>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</p>

THE AI ASSESSMENT SCALE

1	NO AI	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills</p> <p>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</p>
2	AI PLANNING	<p>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.</p> <p>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</p>
3	AI COLLABORATION	<p>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.</p> <p>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.</p>
4	FULL AI	<p>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.</p> <p>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.</p>
5	AI EXPLORATION	<p>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.</p> <p>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</p>



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

1	NO AI	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills.</p> <p>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</p>
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- Students cannot use Generative AI tools!
- Focused on ensuring assessments directly reflect individual knowledge and skills (but inclusivity challenges remain).
- **Activities:** Controlled environment tasks! invigilated exams, in-class essays, live performances, laboratory techniques, practical demonstrations.

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- AI is used for brainstorming, ideation, and early-stage planning.
- Focus on students' ability to refine AI-generated ideas into meaningful outputs.
- Supports process-focused learning over end-product evaluation.
- **Activities:** collaborative brainstorming, creating structured outlines, research, draft improvement

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- AI supports drafting, revising, and editing tasks.
- Emphasis on maintaining student voice and critical evaluation of AI-generated outputs.
- Focus on co-creation rather than authorship verification.
- **Activities:** Reflective assignments explaining how AI tools were used, many 'standard' assignments'.

4	FULL AI	<p>AI may be used to complete any elements of the task, with students directing AI tools to achieve the assessment goals. Assessments at this level may also require engagement with AI tools to achieve goals and solve problems.</p> <p>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.</p>
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- Students actively use GenAI for any parts of their work to achieve the task set.
- Encourages understanding of GenAI's capabilities and limitations.
- May require the use of certain AI tools or custom chatbots.
- **Activities:** Fully customizable and flexible depending on student needs. Multimodal creations: videos, images, or presentations.

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- AI used in a creative way, exploring GenAI as a collaborative and creative tool.
- Suitable for tasks where GenAI is integral to learning outcomes.
- May include significant co-design and co-creation
- **Activities:** multi-modal work, co-creation, GenAI exploration, real-time feedback loops, creating GenAI products.

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- **Art and Design:** Students use GenAI to generate artwork or design concepts, followed by a comprehensive critique of the generated piece, assessing its aesthetic, cultural, and technical aspects.
- **Data Science:** Students may use GenAI to generate data sets or simulate scenarios. They would need to evaluate the reliability, relevance, and potential biases in the AI-generated data.
- **Marketing:** Use AI to create a series of social media posts, then evaluate their effectiveness in a marketing strategy.
- **Tourism:** Use AI to create three different travel blog posts on backpacking in Southeast Asia. Critically evaluate their accuracy and helpfulness.



Full examples!

- **Art and Design:** Collaborate with AI to develop a virtual gallery for showcasing art pieces.
- **Computer Science:** Collaborate with AI coding tools to develop a machine learning model for a specific task.
- **International Business :** Work with GenAI to develop a full proposal for an international market entry.
- **Events:** Collaborate with AI to create a full event manual for a culinary festival.



Full examples!

- **Example 1- Measuring Success (L6)**

4. Use the provided GPT number one (available on Canvas LMS) to work with the first-year business analyst (ChatGPT) to generate initial TBL Balanced Scorecards (BSCs) (Kaplan & McMillian, 2020) for both companies. [You MUST insert the links to the final conversations between yourself and ChatGPT.](#)
5. Critically evaluate the work that has been produced by the analyst. **(15%)**
 - Explain what they got right and say why you think this was the case.
 - Explain anything you think they got wrong and say why you think this was the case.
 - Focus your discussions on the alignment of the objectives to help achieve the organisational mission.



Evaluation of AI-Generated BSCs (15%)	Little to no evaluation of the AI-generated BSCs. Fails to identify strengths, weaknesses, or areas for improvement. Discussion is not linked to the alignment of objectives with organizational mission.	Basic evaluation of the AI-generated BSCs. Identifies some strengths and weaknesses but lacks depth. Discussion of alignment of objectives with organizational mission is limited.	Good evaluation of the AI-generated BSCs. Identifies key strengths, weaknesses, and areas for improvement. Reasonable discussion of the alignment of objectives with organizational mission.	Very good evaluation of the AI-generated BSCs. Provides a clear and detailed analysis of strengths, weaknesses, and areas for improvement. Effective discussion of the alignment of objectives with organizational mission.	Excellent evaluation of the AI-generated BSCs. Offers insightful and critical analysis of strengths, weaknesses, and areas for improvement. Demonstrates a deep understanding of the alignment of objectives with organizational mission.
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- **Example 1- Measuring Success (L6)**



<p>Evaluation of AI-Generated BSCs (15%)</p>	<p>Little to no evaluation of the AI-generated BSCs. Fails to identify strengths, weaknesses, or areas for improvement. Discussion is not linked to the alignment of objectives with organizational mission.</p>	<p>Basic evaluation of the AI-generated BSCs. Identifies some strengths and weaknesses but lacks depth. Discussion of alignment of objectives with organizational mission is limited.</p>	<p>Good evaluation of the AI-generated BSCs. Identifies key strengths, weaknesses, and areas for improvement. Reasonable discussion of the alignment of objectives with organizational mission.</p>	<p>Very good evaluation of the AI-generated BSCs. Provides a clear and detailed analysis of strengths, weaknesses, and areas for improvement. Effective discussion of the alignment of objectives with organizational mission.</p>	<p>Excellent evaluation of the AI-generated BSCs. Offers insightful and critical analysis of strengths, weaknesses, and areas for improvement. Demonstrates a deep understanding of the alignment of objectives with organizational mission.</p>
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- **Example 2- Authentic Leadership (L6)**

5. Decide on how you will present your work.
 - a. How you do this is up to you. This could be an animation, a recorded slide show or a simple video of key points with voice-overs. You must explain in your video which tools you used to create your work, and how this was achieved.

Presentation of Recording– 15%	Poor voice clarity, whether personal or AI-generated. The presentation lacks structure and shows little evidence of preparation. If AI tools are used, their application is unclear.	Basic voice clarity. The presentation has some structure but lacks comprehensive preparation. If AI tools are used, there's minimal documentation of their application.	Good voice clarity and consistency, whether personal or AI-generated. The presentation is structured and shows signs of preparation. If AI tools are used, their application is mostly clear.	Very good voice clarity, enhancing content delivery. The presentation is well-structured, prepared, and easy to follow. Effective and transparent use of AI tools, if any, with clear documentation of their application.	Excellent voice delivery, whether personal or AI-generated, adding significant value to the content. The presentation is highly structured, thoroughly prepared, and seamlessly delivered. If AI tools are used, there's an expert and thorough explanation of their application, enhancing the presentation's quality.
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Appendix 1: Marking Rubric

	0 - 39% Fail	40 - 49% Third Class	50 - 59% Lower Second Class	60 - 69% Upper Second Class	70% + First Class
Structure and presentation (10%) AI Level 3	The report lacks any semblance of structure. Poorly presented, or vastly over-simplistic	Some errors with structuring and presenting the report, or overly simplistic.	A good structure and presented in a sensible manner which is easy to follow.	A very good structure and presented in an appealing manner which is easy to follow. Has a good stylistic flow.	The report has an excellent structure, is easy to follow, has been presented in a manner that makes the reader keen to read more.
Written English (15%) AI Level 3	An unacceptable command of the English language. Multiple grammatic errors. Misuse of articles. Multiple changes in tenses. Confusing singular with plural. Sentence structures which are impossible to interpret.	Language use is satisfactory but contains multiple spelling and grammar mistakes.	Language usage is good. Some minor spelling and/or grammar mistakes, but nothing that renders sentences intelligible.	Very good English language with hardly any errors	Excellent English. Very confident use of appropriate language. No spelling or grammar mistakes.

- Just writing 'AI Level 3/4' in the rubrics isn't a full enough integration or a consideration of AI
- Think as to how you would like to see students use AI in the assessment and add this to one or more of the rubric rows

TASK SPECIFIC AI RUBRIC

<p>Demonstration of knowledge and understanding 50%</p>	<p>Student does not have a grasp of the information. The content of the submission is inaccurate and/or does not address assessment question.</p> <p>Evidence of AI usage but none stated in the appendix. Significant mark reduction.</p>	<p>Student shows some understanding of the concepts / theories.</p> <p>The content of the submission contains some errors and inaccuracies and addresses the assessment question in a basic and descriptive way.</p> <p>Some evidence of AI usage but none stated in the appendix. Some mark reduction.</p>	<p>Student demonstrates solid understanding of the concepts and theories.</p> <p>The content of the submission is mostly accurate and fully addresses the assessment question.</p> <p>Some descriptive content.</p> <p>Some evidence of AI usage but none stated in the appendix. Some mark reduction.</p>	<p>Student is at ease with content.</p> <p>The content of the submission is accurate and fully addresses the assessment question.</p> <p>Some evidence of critical engagement with the topic.</p> <p>Some evidence of AI usage but not entirely stated in the appendix, some mark reduction.</p>	<p>Student demonstrates full knowledge with explanations and elaboration. Student shows evidence of critical engagement with the topic.</p> <p>The content of the submission is accurate and original and demonstrates an excellent level of understanding of the key concepts.</p> <p>Evidence of AI usage and this is clearly stated in the appendix.</p>
<p>Analysis and Application 25%</p>	<p>No evidence of the analysis and application of the learnings from the PPD document.</p> <p>Evidence of AI usage but none stated in the appendix. Significant mark reduction.</p>	<p>There is an attempt to integrate the analysis and application from the learnings identified in the PPD document.</p> <p>Some evidence of AI usage but none stated in the appendix. Some mark reduction.</p>	<p>Demonstrates an understanding of how to integrate the analysis and application of the learnings identified in the PPD document.</p> <p>Some evidence of AI usage but none stated in the appendix. Some mark reduction.</p>	<p>Student is at ease with integrating the analysis and it is evident that the learnings identified in the PPD document have been applied.</p> <p>Some evidence of AI usage but not entirely stated in the appendix, some mark reduction.</p>	<p>Exceptional integration of the analysis from the PPD document, learnings have been applied and clearly demonstrated throughout the reflection.</p> <p>Evidence of AI usage and this is clearly stated in the appendix.</p>

- I would not recommend blanket mark reductions because of suspected AI use- this is very difficult to detect and may be an avenue for students to appeal against.
- Instead, think how you can assess the quality of the work shown overall, and how well the student's voice comes across.

Video Financial Analysis (15%)

Video is not submitted or fails to meet the basic requirements. No use of multimodal GenAI. Analysis does not expand on the AI-generated work or provide a clear rationale for the chosen company.

Video meets the basic requirements but lacks clarity or depth. Minimal use of multimodal GenAI. Analysis provides some expansion on the AI-generated work but does not fully explain the rationale for the chosen company.

Video is well-structured and meets the requirements. Appropriate use of multimodal GenAI. Analysis expands on the AI-generated work and provides a reasonable rationale for the chosen company.

Video is engaging, well-structured, and effectively communicates the key points. Creative use of multimodal GenAI. Analysis significantly expands on the AI-generated work and provides a clear and convincing rationale for the chosen company.

Video is highly engaging, professionally produced, and communicates the key points with clarity and impact. Innovative use of multimodal GenAI. Analysis greatly expands on the AI-generated work and provides a compelling and insightful rationale for the chosen company.

- Instead, set up your rubric to be specific about the tasks that you have asked students to do, and how they are expected to integrate AI (or not) in their work

Write a 1,500-word essay examining the impact of social media on modern relationships. Use academic sources to support your arguments and include specific examples.

- Traditional type essay argument yes?
- Can we still use something like this in our assessments?

← The Double-Edged Sword: Social Media's Impact on Modern Relationships ×

The Double-Edged Sword: Social Media's Impact on Modern Relationships

The advent of social media has fundamentally transformed how humans connect, communicate, and maintain relationships in the digital age. While these platforms promise enhanced connectivity and relationship maintenance, they simultaneously present unique challenges that can strain interpersonal bonds. This essay examines the multifaceted impact of social media on modern relationships, exploring both its beneficial and detrimental effects through the lens of recent academic research.

Connection and Disconnection in the Digital Age

Social media platforms have revolutionized the way people maintain relationships across physical distances. These technologies enable individuals to preserve connections that might otherwise fade due to geographical separation or time constraints. Research has shown that platforms like Facebook and Instagram can strengthen weak ties and help maintain extended social networks (Burke & Kraut, 2016). Users can easily share life updates, celebrate milestones, and engage in casual interactions that maintain social bonds without significant investment of time or resources.

- Not really!
- Convincing arguments provided by Claude with no prompting.
- In its raw form, already showing as mixed likelihood of AI on detection platforms which could be reduced further with a bit of editing.

- How about we try adjusting it?
 - Level 2
 - Level 3
 - Level 4
 - Level 5(?)
- **10 minutes**

- Can anyone help us by sharing something that they created?
 - Good or bad!
- What questions or comments do you have?
 - Good or bad!

- We have created a ChatGPT Custom GPT for the AI Assessment Scale.
- This might be helpful for you if you would like to get some more ideas for changing your assessment
- <https://chatgpt.com/g/g-m39Sn0uZq-ai-assessment-scale-aias>



AI Assessment Scale (AIAS)

By Furze Smith Consulting &

The AI Assessment Scale has been updated. You can find out more about the updates at <https://leonfurze.com/2024/08/28/updating-the-ai-assessment-scale/>. This GPT has been updated to include the new Levels. It still contains information on the previous version if you would like to explore both.

Please review
my assessment

What is the AIAS?

What is Level
3 of the AIAS?

Suggest some L2
activities for Maths

1. Accept that students will use GenAI tools and provide guidelines for ethical usage.
 - a) They will look to you for guidance!
2. You don't need to overcomplicate it.
 - a) Level 4 doesn't mean that every task that students do must be related to AI. Choose the right level for YOUR work.
3. Writing your own prompt can set some guardrails for students-ask them to use your prompt and share their conversation
 - a) This also makes things a (little) more equitable
4. Connect your rubric to your task. Don't use a generic rubric.



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THANK YOU

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Google Scholar profile