

## **Artificial Intelligence Assessment Policy (AIAP)**

### **1. Purpose of the Policy**

This policy document outlines the standards for assessing assignments that involve the use of Artificial Intelligence (AI) tools by students. The purpose is to provide clarity on the assessment process and ensure fairness and transparency in grading.

### **2. Criteria for Assessment**

Assignments will be evaluated based on five criteria:

#### **2.1. No AI:**

Students will be evaluated on their original work and the use of manual skills; they will not be allowed to use AI technologies for idea creation, structuring, editing, or assignment completion.

#### **2.2. AI-Assisted Idea Generation and Structures:**

Students will be graded on how well they integrate AI-generated content into their work while using these tools to develop ideas and organize their tasks. The significance, coherence, and smooth integration of AI-generated concepts with their original ideas will be emphasized.

#### **2.3. AI-Assisted Editing:**

This criterion assesses the use of AI tools for editing and proofreading. Students will be evaluated on the effectiveness of AI-assisted editing in improving the overall quality of the assignment, including grammar, syntax, and coherence. Student must submit the assignment document along with the original content.

#### **2.4. AI Task Completion and Human Evaluation:**

Assignments under this criterion focus on the students' ability to effectively utilize AI tools to complete specific tasks and the accuracy of the AI outputs. Students must demonstrate a thorough understanding of the AI-generated content by critically evaluating and reflecting on its relevance and correctness. This evaluation should include an analysis of the strengths and limitations of the AI's performance in relation to the task requirements.

#### **2.5. Full AI:**

This criterion evaluates assignments that are entirely created using AI tools, from idea generation to final editing. The emphasis is on the seamless integration and utilization of AI throughout the entire process, ensuring the final product is logical, high-quality, and relevant to the given topic or task. Students must demonstrate an advanced understanding of how to leverage various AI tools effectively to produce a coherent and comprehensive assignment.

### 3. Guidelines for Submission

- Students must evidently indicate the use of AI tools in their assignments.
- Students must provide documentation or a statement outlining the specific AI tools used and their role in the assignment creation process.
- Students must submit any required data or training sets used for AI task completion if applicable.
- Acknowledge the contributions of AI tools appropriately within the assignment.

### 4. Assessment Methodology

Faculty members will use a combination of rubrics and subjective evaluation to assess assignments. Rubrics will be designed to align with each criterion mentioned above.

### 5. Plagiarism and Academic Integrity

Students are reminded that the use of AI tools should adhere to the institution's policies on plagiarism and academic integrity. Proper citation of AI-generated content is essential, and failure to do so may result in penalties.

### 6. Example Assignments Based on Category

Level	Scale Name	Examples
1	No AI	<p><b><u>Examples of Level 1 activities include the following:</u></b></p> <ol style="list-style-type: none"> <li>1. Technology-free discussions, debates, or other oral forms of assessment</li> <li>2. Technology-free ideation, individual, or group work in class</li> <li>3. Ad-hoc or planned viva-voce examinations, question and answer sessions, or formative discussions between students and educators.</li> </ol>
2	AI-Assisted Idea Generation and Structures	<p><b><u>Examples of Level 2 activities include the following:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Collaborative brainstorming sessions:</b> Students can use AI to generate various ideas or solutions to a problem. These ideas can then be discussed, filtered, and refined by students in a collaborative setting.</li> <li>2. <b>Structural outlines:</b> Before beginning a project or essay, students may use AI to create a structured outline of their work.</li> <li>3. <b>Research assistance:</b> While AI cannot be used directly for the final submission, it may be used to suggest topics, areas</li> </ol>



		<p>of interest, or even sources (using an Internet-connected model) that might be useful for a student's research.</p> <p>4. <b>Navigating the generative AI era:</b> Introducing the AI assessment scale for ethical GenAI assessment.</p>
3	<b>AI-Assisted Editing</b>	<p><b><u>Examples of Level 3 activities include the following:</u></b></p> <ol style="list-style-type: none"><li>1. <b>Grammar, punctuation, and spelling:</b> Students may use AI to identify and rectify grammatical, punctuation, spelling, and syntactical errors in their work.</li><li>2. <b>Word choice:</b> AI can suggest appropriate or synonymous terms to replace simpler words and phrases, helping clarify writing.</li><li>3. <b>Structural edits:</b> For students who may struggle to construct clear and coherent sentences, AI can assist in rephrasing for clarity without altering the original meaning.</li><li>4. <b>Visual editing:</b> Image generation tools may be used to edit original images, such as through techniques like generative fill and generative expand (also referred to as in-painting and out-painting).</li></ol>
4	<b>AI Task Completion and Human Evaluation</b>	<p><b><u>Examples of Level 4 activities include the following:</u></b></p> <ol style="list-style-type: none"><li>1. <b>Direct AI generation:</b> Students may be tasked with using GenAI to produce content on a specific topic, theme, or prompt. This could range from generating datasets, social media posts, or crafting narratives. Students would use this as a basis for an original piece of work in which they may submit both the generated work and their own.</li><li>2. <b>Comparative analysis:</b> After AI produces content, students may be asked to compare it with human-created content on the same topic, identifying differences, similarities, and areas of divergence. This can include comparisons with human-generated content.</li><li>3. <b>Critical evaluation:</b> Students critique the AI-generated content by discussing its choices, potential biases, and any inaccuracies. This exercise should reflect their critical thinking and understanding of AI's capabilities and limitations.</li><li>4. <b>Integration into Projects:</b> Students incorporate AI-generated content into larger projects, ensuring that the AI</li></ol>

		outputs align with the overall objectives and demonstrate coherence with other project components.
5	Full AI	<p><b><u>Examples of Level 5 activities include the following:</u></b></p> <ol style="list-style-type: none"> <li><b>Co-creation:</b> Students are given broad themes or parameters to achieve a task and then actively iterate on AI-generated content using a range of tools and methods. For instance, creating a comprehensive marketing strategy using AI tools for market analysis, content generation, and campaign planning.</li> <li><b>GenAI exploration:</b> Students use various GenAI tools to explore a wide range of ideas, styles, or solutions, exploring the ethical and practical implications of technology in a given domain. An example could be using AI to explore different architectural designs for a sustainable building project.</li> <li><b>Real-time feedback loop:</b> Students continuously use AI to adjust and refine their work as they progress, incorporating real-time feedback to enhance the final output. For example, a student might use AI to iteratively improve a software application, testing and refining features based on AI suggestions and user feedback.</li> <li><b>GenAI products:</b> Students create finished products or artifacts using AI throughout the process. This might include developing a fully functional software application, a detailed research report, or a piece of digital art, with AI playing a critical role at every stage of creation.</li> </ol>

## 7. Rubrics

Performance Standards	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Marking Band	>80	55-79	<55
NO AI	Demonstrates exceptional originality and manual skills. The assignment is well-crafted, showcasing a high level of creativity,	Shows proficiency in original work and manual skills. Assignments are well-executed with a good level of creativity. (No AI content)	Lack of originality and limited manual effort is evident. Assignment lacks creativity and may show a lack of engagement. (No AI content)



		and manual effort is evident in all aspects. (No AI content)		
AI-Assisted Generation and Structures	Idea and	AI-generated ideas are seamlessly integrated with original thoughts, enhancing the overall quality and creativity of the assignment. (No AI content allowed)	AI-generated content is effectively incorporated, contributing to the overall quality and coherence of the assignment. (Allowed 10% - AI content)	AI-generated ideas are poorly integrated, affecting the coherence and relevance of the assignment. (Allowed 15% AI content)
AI-Assisted Editing		AI-assisted editing significantly improves grammar, syntax, and coherence, enhancing the overall quality of the assignment. (Allowed 20% -AI content)	AI-assisted editing is effective in improving grammar, syntax, and coherence, contributing to the assignment's overall quality (Allowed 30% -AI content)	Limited improvement in grammar, syntax, and coherence due to ineffective use of AI tools. (Allowed 35% - AI content)
AI Task Completion and Human Evaluation		Accurate and appropriate use of AI-generated content. Human evaluation reflects a deep understanding and critical analysis of the AI-generated results. (Allowed 40% -AI content)	AI-generated content is mostly accurate and appropriate. Human evaluation demonstrates a reasonable understanding and analysis of AI-generated results. (Allowed 50 % - AI content)	Significant inaccuracies or inappropriate use of AI-generated content. Human evaluation lacks understanding or critical analysis of AI-generated results. (Allowed 60% - AI content)
Full AI		Seamless integration of AI tools throughout the assignment creation process, resulting in a highly coherent, quality, and relevant assignment. (Allowed 100% -AI content)	Effective use of AI tools in most aspects of the assignment creation process, contributing to coherence, quality, and relevance. (Allowed 100% -AI content)	Overreliance on AI tools hinders coherence and results in a lack of relevance in the assignment. (Allowed 100% -AI content)