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# FLO Friday: Rubric Design for AI Transparency

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# **FLO Friday**

# **Rubric Design**

## **for AI Transparency**



# Land Acknowledgment

The Vancouver Island University community acknowledges and thanks the Snuneymuxw, Snaw-Naw-As, Quw'utsun and Tla'amin peoples, on whose traditional lands we teach, learn, research, live and share knowledge.







# Assessment

*“Aligning assessment approaches to match students’ life experiences and culturally based responses ensures that assessment practices are fair, inclusive and authentic, and that they contribute to student learning and overall sense of connection to learning”*

*(Indigenous Pedagogy Assessment: Excerpt from Our Words, Our Ways)*

# Facilitators



**Jessica Gemella**, BLA, MA  
Curriculum, Teaching and Learning Specialist (CTLS)  
The Centre for Innovation and Excellence in Learning (CIEL)  
Vancouver Island University



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Curriculum, Teaching and Learning Specialist (CTLS)  
The Centre for Innovation and Excellence in Learning (CIEL)  
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# Outcomes

By the end of this session, participants will:

Explore a model for integrating generative AI (GenAI) into assignment design.



Reflect on their experience with GenAI tools and how those shapes rubric choices.



Co-create criteria that account for GenAI.







# AGENDA

**01**

Where are we  
in the GenAI  
Journey?

**02**

A Model for  
Rubric Design

**03**

How do you  
want, or not  
want , GenAI to  
show up?

**04**

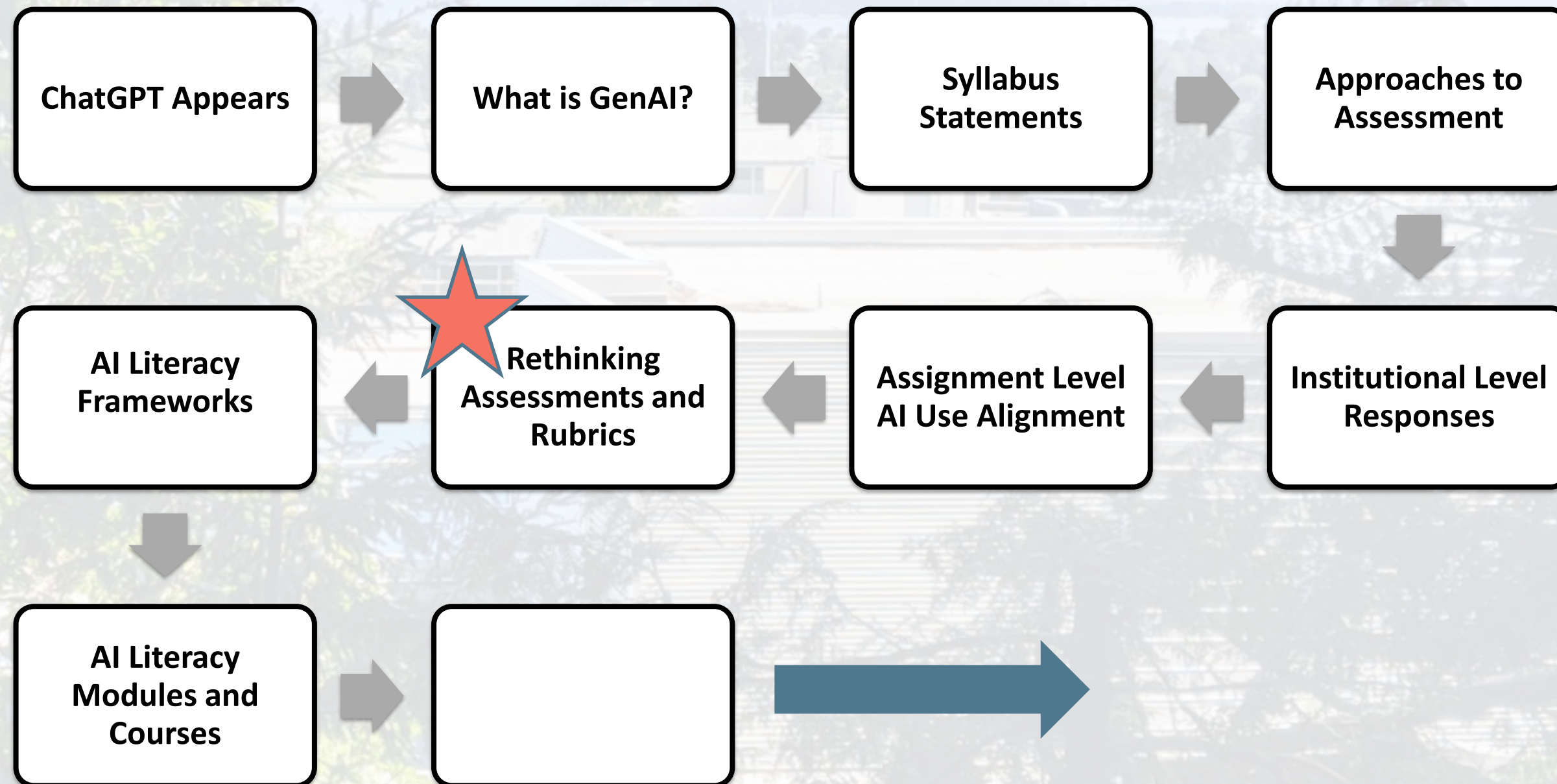
The AI  
Assessment  
Scale (AIAS)

**05**

Co-create  
Rubric Criteria



# Where are we in the GenAI Journey?





## A Model for Rubric Re-Design: Where to Begin

How familiar are you with gen AI tools? Have you used them before?

Instructor Familiarity with gen AI

Learning Outcomes

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

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

Rubric Development with gen AI use

Rethinking Assignment Components

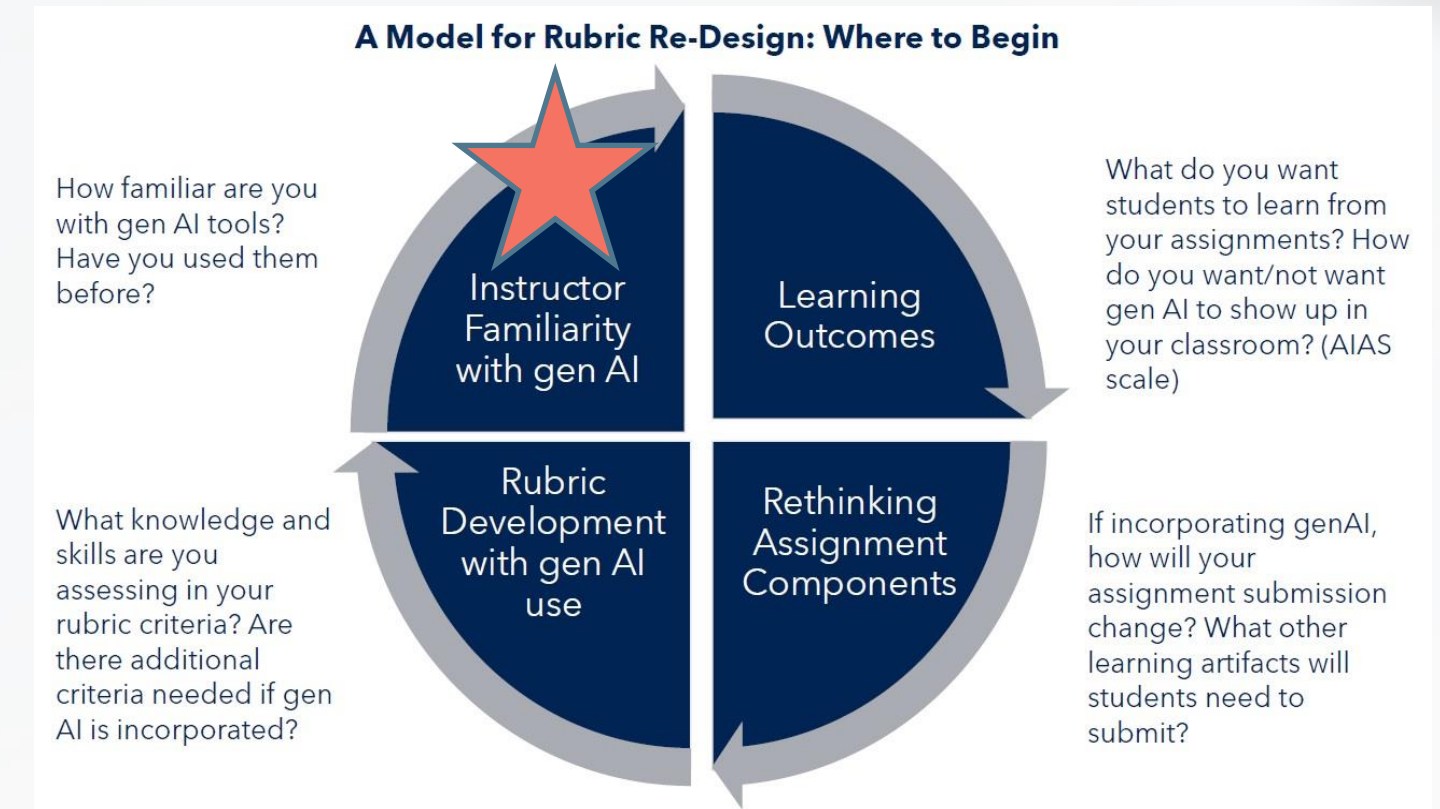
If incorporating genAI, how will your assignment submission change? What other learning artifacts will students need to submit?



# Poll



Where would you place your current teaching practice in relation to integrating generative AI?





# Poll



## Response Options

- **Understanding:** I'm becoming familiar with generative AI tools and concepts and exploring their potential implications in education.
- **Use & Apply:** I've started experimenting with generative AI in my course design or classroom, applying tools in specific activities or assignments.
- **Analyse & Evaluate:** I critically assess the strengths, limitations, and impacts of generative AI on student learning and academic integrity.
- **Create:** I intentionally designed assessments, learning experiences, or curriculum innovations that incorporate generative AI in transformative ways.

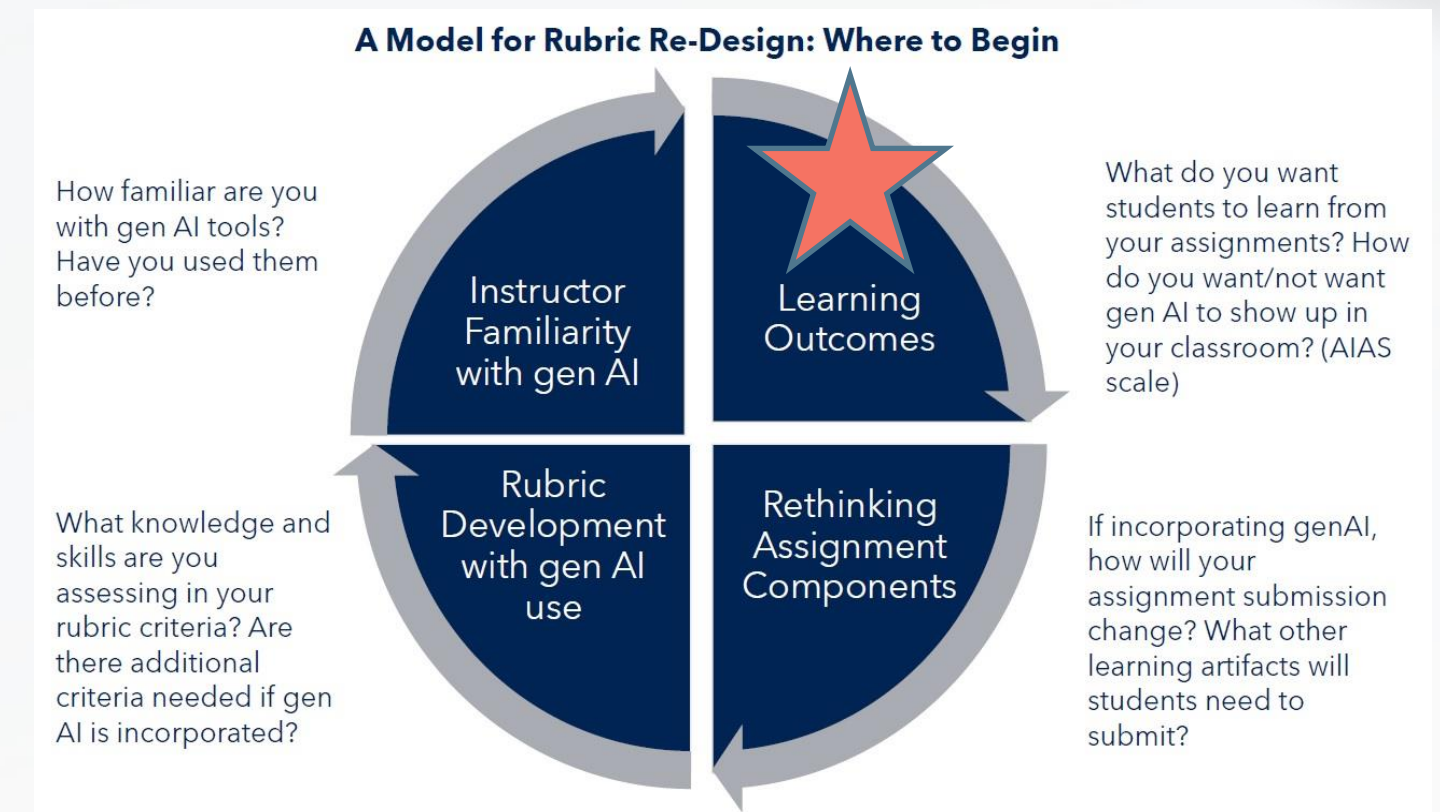




# Poll



Have you reconsidered your learning outcomes in light of generative AI?



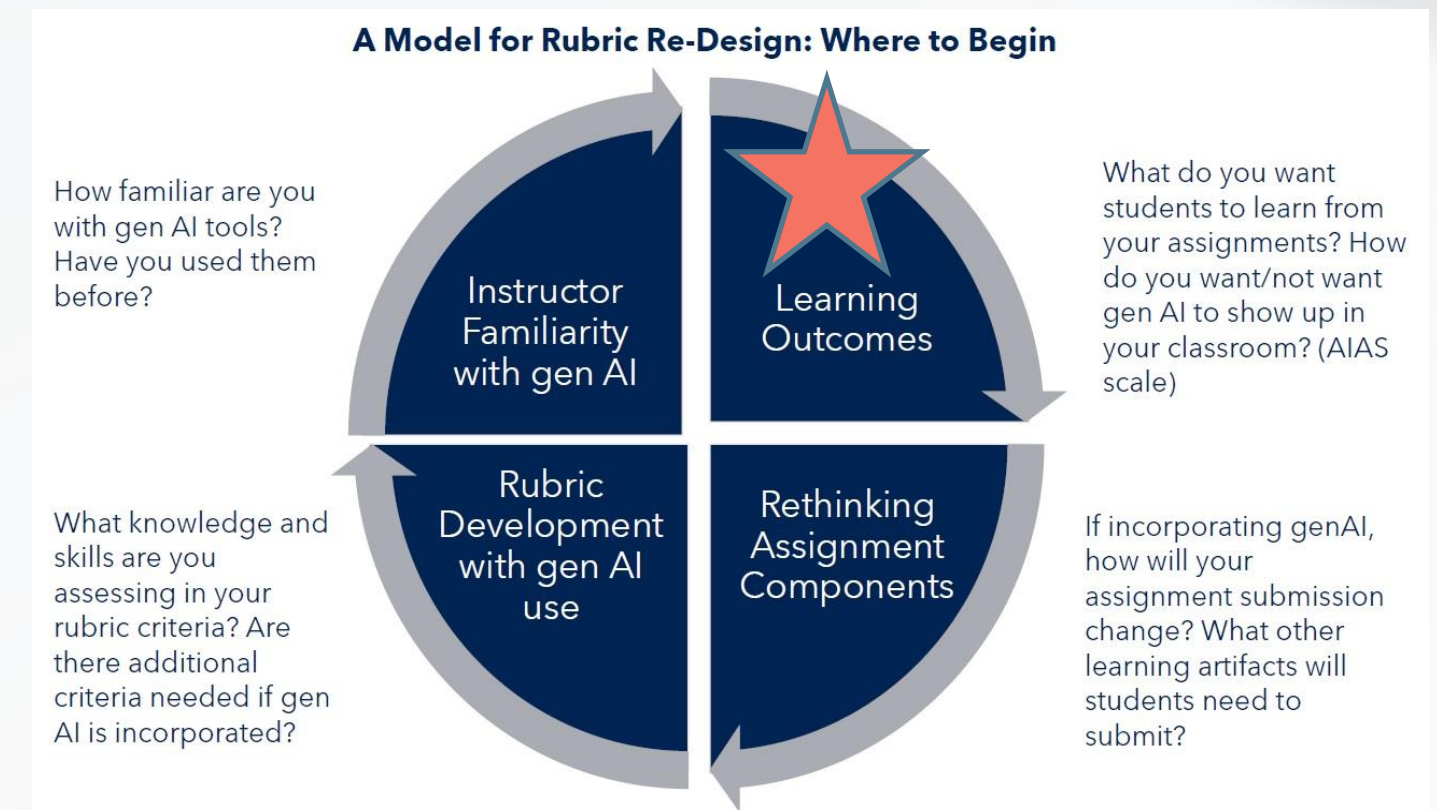


# Poll



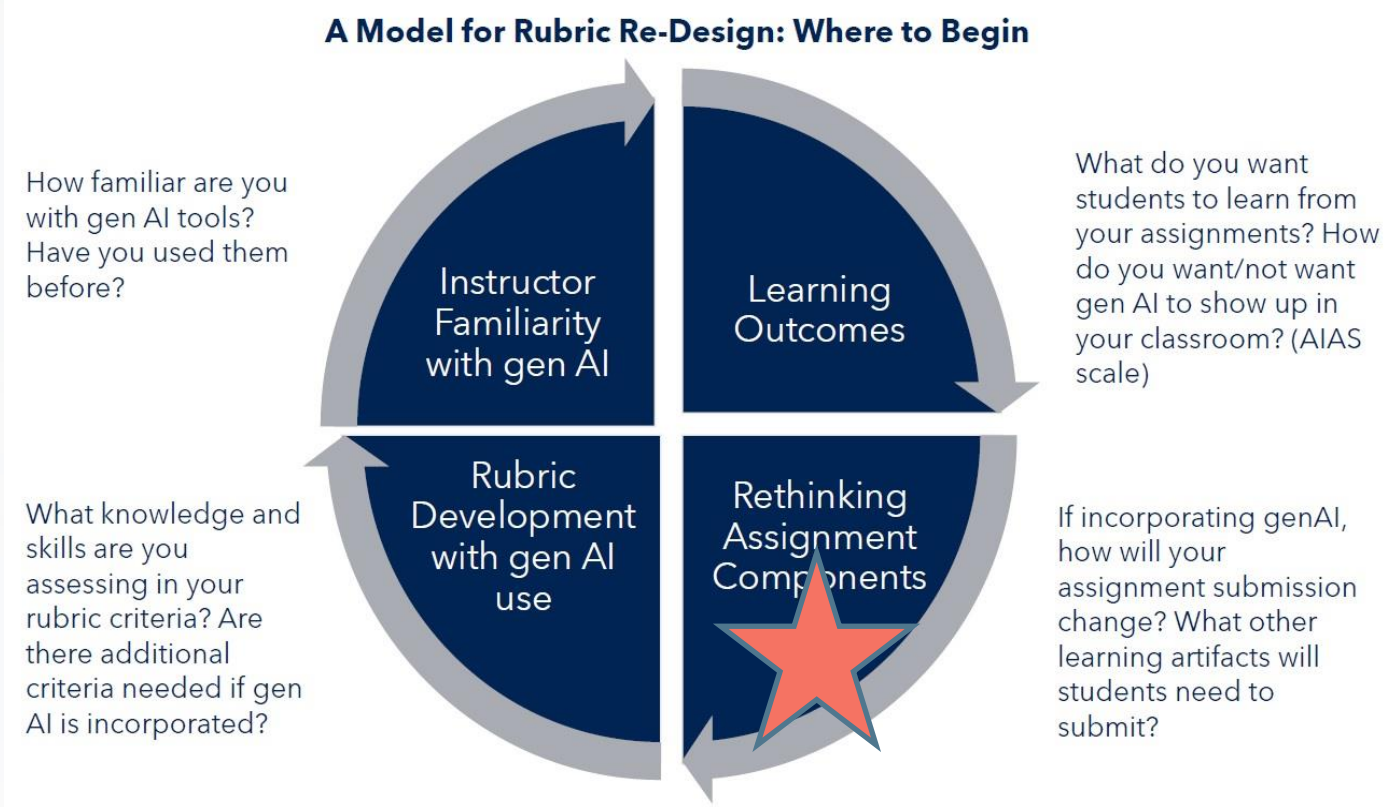
## Response Options

- I have dropped learning outcomes
- I have added learning outcomes
- I have adapted my learning outcomes
- I have not considered it
- I cannot change the learning outcomes





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><b>AI must not be used at any point during the assessment.</b></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><b>No AI content is allowed in the final submission.</b></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 final output, but no new content can be created using AI.</p> <p><b>AI can be used, but your original work with no AI content must be provided in an appendix.</b></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><b>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</b></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><b>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</b></p>





# Rubrics

## Analytic



Matrix, three or four levels, measure quality of components.

## Holistic



Assess work as a whole.



## Single Point



Only describes the criteria for what is proficient or acceptable.



# Co-creating Rubric Criteria



## Task:

- Work together to select your top three rubric criteria for the example assignment.
- What other artifacts will students need to submit?



## Reporting:

Select one group member to report your group's decision in the poll after the Zoom breakout room closes.



# Poll



## What are your top three rubric criteria:

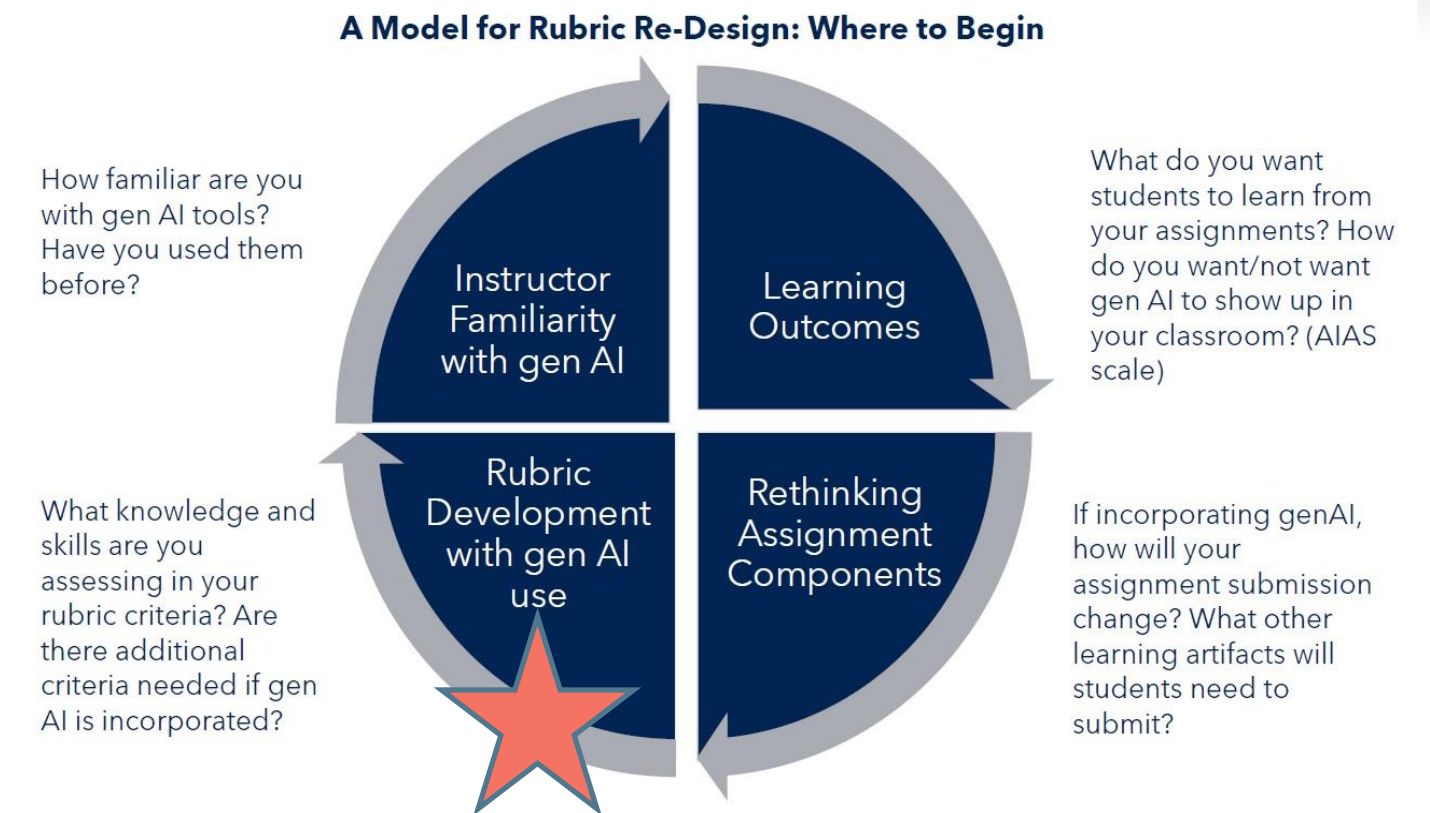
- Did you select a topic discussed in this course?
- Can I clearly understand your prior way of thinking about that concept?
- Do you provide a clear description of the topic that demonstrates that you can summarize the important aspects of it? Is information from the outside source nicely integrated into this description?
- Can I clearly understand your current way of thinking about that concept? Did you contrast this to your prior view?
- Finally, following instructions and quality of writing will be evaluated as well (e.g., proper grammar, spelling, etc.).



# Poll



What other artifacts will students need to submit?





# Wrap Up

Single-Point Rubric

Concerns Areas that Need Work	Criteria Standard for the Performance	Advanced Evidence of Exceeding Standards
	Criteria #1 Do you provide a clear description of the topic that demonstrates that you can summarize the important aspects of it? Is information from the outside source nicely integrated into this description?	
	Criteria #2 Did you select a topic discussed in this course?	
	Criteria #3 Can I clearly understand your current way of thinking about that concept? Did you contrast this to your prior view?	
	75 – 80 points	
	Criteria #4	
	Criteria #5	
0-80 points	80 – 95 points	95 – 100 points







# Thank you!

Please complete the survey to provide your valuable feedback and ideas for future professional development!

