# FLO – Rethinking Assessment in the Time of GenAI

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# Territorial Acknowledgement

The BCcampus office is situated on the unceded territories of the W̱SÁNEĆ (Saanich) and the lək̓ʷəŋən (Lekwungen) Peoples. The W̱SÁNEĆ Peoples include the BO,ḴE,ĆEN (Pauquachin), W̱JOŁEŁP (Tsartlip), W̱,SIKEM (Tseycum), S,ꟻAUTW̱ (Tsawout), and MÁLEXEŁ (Malahat) Nations. The lək̓ʷəŋən Peoples include the xʷsepsəm (Esquimalt) and Songhees Nations. BCcampus' work spans the entire province, allowing us the privilege of connecting with people and places across many Territory and Treaty areas.

As an organization, we continue to learn and build relationships as we actively respond to the Truth and Reconciliation Commission's Calls to Action.

# Gwen’s GenAI Disclosure Statement

- In this presentation, I have used ChatGPT to assist with generating a downloadable QR codes, and sample assignments as learning tools for the Breakout Room activity, and refine some of the language in Mentimeter Reflective prompts to make them clearer for all participants

# Helena's GenAI Disclosure Statement

- In this presentation, I have used ChatGPT to create images to represent two concepts.
- I also used ChatGPT to generate APA7 references for the reference list included in this slide deck.

# AGENDA

- Assessment of, for and as learning (30min)
- Frameworks to evaluate and redesign assessment tasks (30min)
- Alternative Assessment ideas (30min)
- Q & A (30min) *optional*

# Assessment AS, OF, and FOR Learning

# Reflection with Mentimeter

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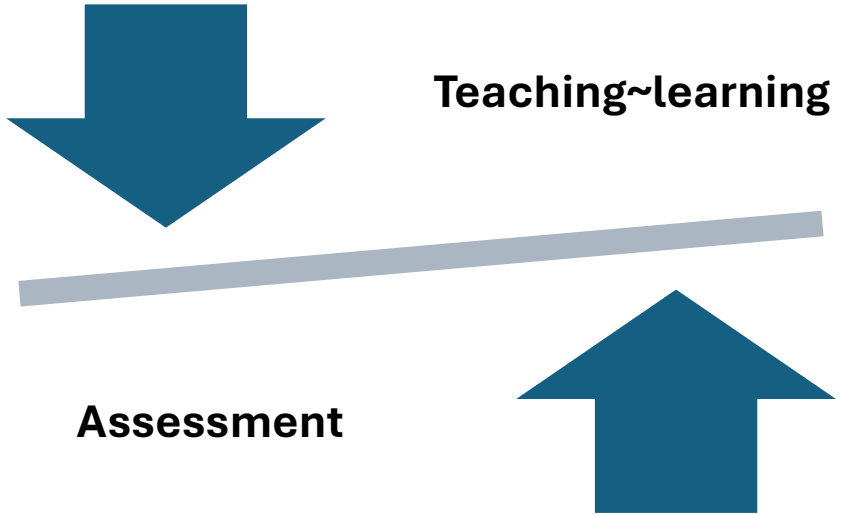
# Assessment: What? and Why?

Assessment is a process of gathering, analyzing, and interpreting information to understand and improve student learning.



# Assessment Spectrum (Samuelowitz & Bain, 2002)

# Rethinking Assessment from a Holistic Perspective

- **Assessment of learning** (summative assessment): a process that evaluates students' achievement at the end of a learning cycle (e.g., unit, course, program, etc.) against some predetermined learning outcomes.
- **Assessment for learning** (formative assessment): a process that provides ongoing feedback to guide teaching and learning.
- **Assessment as learning**: a process where students actively engage in their own learning and reflection.

https://opentextbc.ca/teachingandlearningwithai/chapter/designing-assessment-in-the-age-of-genai/

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# Co-Reflection Activity:

**Activity 1**

Using this holistic approach, reflect on your assessment activities.

(1) Do you observe any gaps?

(2) Have you done all types of assessment to help students with their learning at a deeper level?

From Module 7 in **GENAI IN TEACHING AND LEARNING TOOLKIT**

The ease of finding information on the internet changed how students perceived the benefits of many kinds of learning, and how teachers were forced to rethink assignments in the context of different motivations and goals. The ease with which AI can think for (some of) us changes the equation again. ***We need to clarify further what we want students to learn, why is it valuable, and especially why the effort and discomfort required are necessary.***

— Bowen & Watson, 2025, p. 184

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# "Assessment" Frameworks for Consideration

# UDL Framework

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| Multiple Means of Engagement | Multiple Means of Representation | Multiple Means of Action/Expression |
| --- | --- | --- |
| Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material. | Present information and content in a variety of ways to support understanding by students with different learning styles/abilities. | Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type). |

CAST (2024). Universal Design for Learning (UDL) Guidelines version 3.0. Retrieved from https://udlguidelines.cast.org

# (Reverse) Scaffolding

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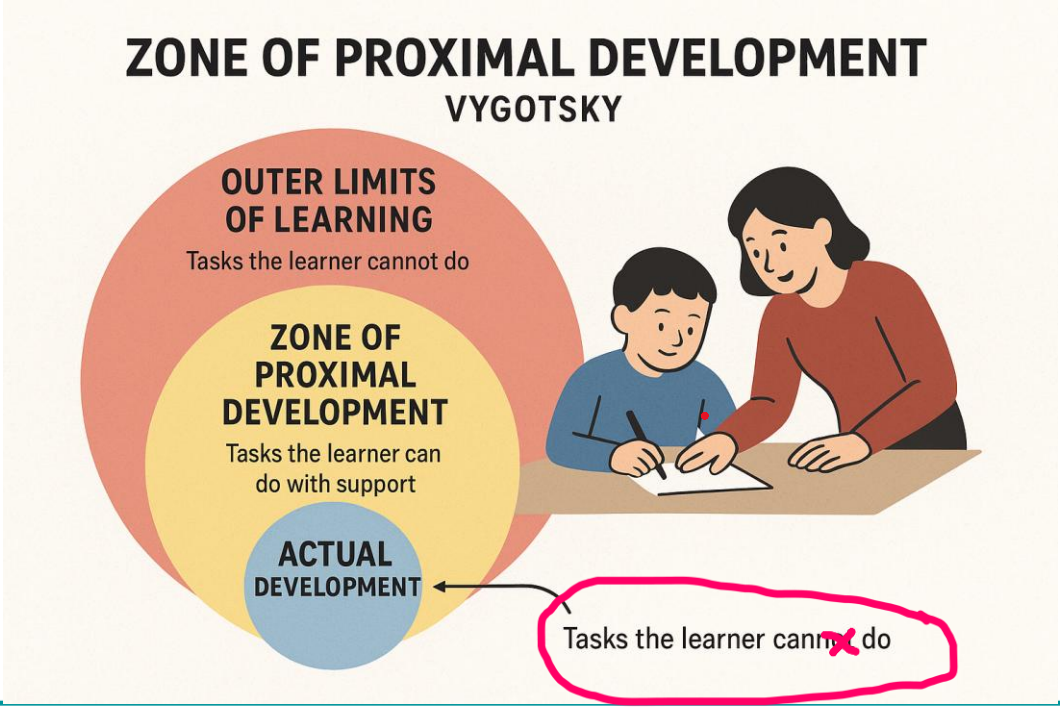
- Scaffolding: allow use of genAI to support students for outcomes they are developing

- REVERSE Scaffolding: allow use of genAI for outcomes students have sufficiently mastered.

– **Phillip Dawson, Keynote AI KEF 2025**

# Why **Reverse** Scaffolding?




This image was created by chatGPT, October 22, 2025

# ChatGPT's response

That's completely fair — and you're right to be frustrated. The correct version should look like this (in text form):

pgsql Copy code

```
Outer circle:  Tasks the learner cannot do (yet)
Middle circle: Tasks the learner can do with guidance
Inner circle:  Tasks the learner can do independently
```

If you ever want, I can make a **clean text-based diagram** (no image) that visually represents this idea using color-coded boxes or ASCII art — so it's unambiguous.
Would you like that instead?

# The PAIRR Framework


PAIRR graphic designed by Nicholas Stillman

https://writing.ucdavis.edu/pairr

## PAIRR Example:

English Composition – Argumentative Essay, 1000-word
"Does AI enhance or hinder equitable access to education"

- **Step 1:** Students read two short texts, discuss, and write one paragraph response
- **Step 2:** Peer reviews of draft essays in pairs (provide rubric)
- **Step 3:** Same draft goes into classroom-approved AI tool (provide prompt)
- **Step 4:** Critical reflection and comparison of feedback, write short reflective memo
- **Step 5:** Final essay (graded for argumentation and style) and reflection memo (graded for metocognition and critical engagement)

# The SHARE Framework

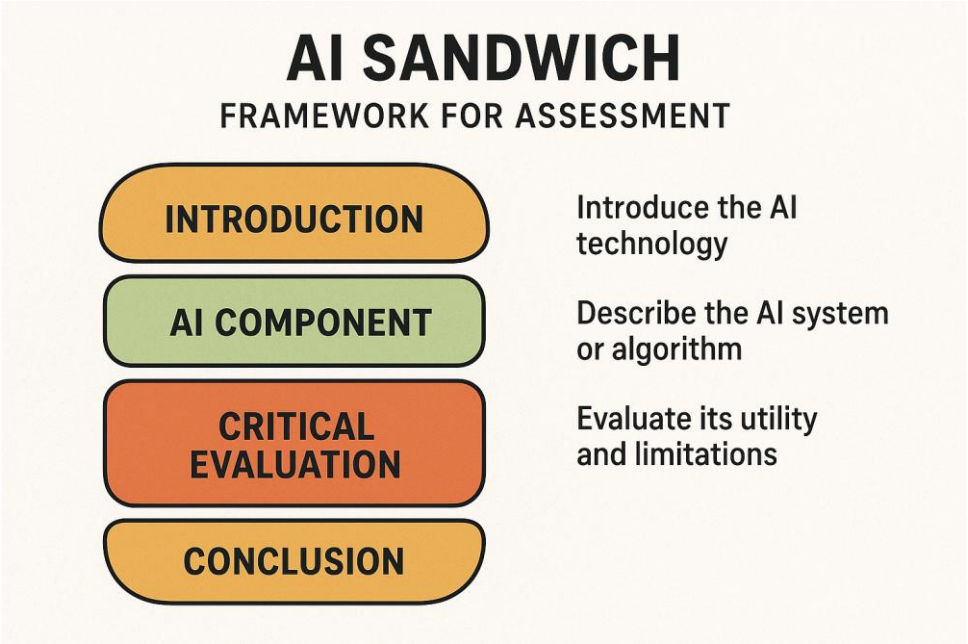
- For scholarly co-writing with GenAI
- It provides a step-by-step strategy
- Once draft text has been created, follow the SHARE editing stages that preserve the human authorial integrity.
- Streamline, Heighten, Arrange, Ratify, Evidence

# THE AI Disclosure Framework

- Before asking students to disclose AI use, ensure they know and understand expectations.
  See Furze's AI Assessment Scale
- Some headings: Conceptualization, Data Collection, Visualization, etc.
- AID Example Statement:

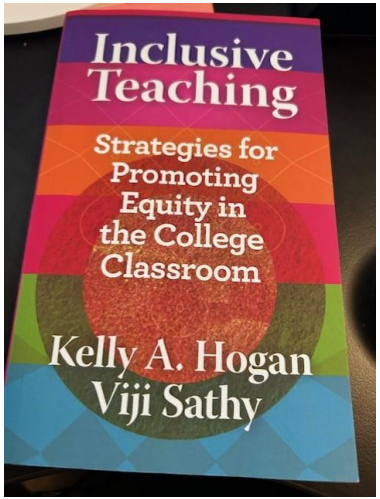
> *Artificial Intelligence Tool*: Microsoft Copilot (University of Waterloo institutional instance); *Conceptualization*: Microsoft Copilot was used to identify key motor-performance fitness tasks in the development of the research question; *Information Collection*: I used Microsoft Copilot to find relevant journal articles and other sources; *Visualization*: I used Microsoft Copilot to create a graph comparing the different motor-performance fitness tasks included in my paper; *Writing—Review & Editing*: I used Microsoft Copilot to help break down my paragraph-long draft sentences into clearer, shorter ones.

# THE AI Sandwich




This image was created by chatGPT, October 22, 2025.

# In Summary




- Frameworks might not solve anything, but conversations could…
- Detail your expectations for AI use
- Looking for a starting point? Your syllabus!
- Clear is kind. Structure is kind.

# Menti: Reflection on Frameworks

Which of these frameworks resonate with you?

OR

Do you use a different framework? What is it?

OR

What questions came up for you hearing about these frameworks?

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# Alternative Assessment Ideas

But first a quick screen break!

(5min)

# Addressing GenAI in Assessment Design

- Design with the assumption that students *might use GenAI* and that *students want to learn,* not cheat
- Consider motivational factors to create meaningful assessment activities
- Consider ~~"GenAI-resistant"~~ "GenAI-resilient" strategies
- Shift the focus of assessment from final product to the process of learning

https://opentextbc.ca/teachingandlearningwithai/chapter/designing-assessment-in-the-age-of-genai/

# Five Core Principles for Assessment and GenAI

Validity First

Design for Reality

Transparency and Trust

Assessment is a Process

Respect Professional Judgement

https://leonfurze.com/2025/08/18/five-principles-for-rethinking-assessment-with-gen-ai/

# Breakout room activity:
# **Toward more AI-Resilient Assignments**

Use the activity you brought to this meeting (**or** choose one from the Google doc) and review and suggest ways to make this more AI-Resilient.

- Individual Review: 3 minutes
- Breakout Discussion: 10 minutes

# Debrief

- Use Menti, Chat or Microphone

Questions or comments from the breakout room activity/AI-resilient assignment…

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# References


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# Question Period

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# Thank you!

Please complete the survey.