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WOXSEN UNIVERSITY

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:
For assignments involving AI task completion, students will be assessed on the accurateness and appropriateness of the AI-generated content or outcomes. Additionally, a human evaluation will be conducted to gauge the student's understanding and critical analysis of the AI-generated results. For any AI generated content, must be cited.

2.5. Full AI: This criterion applies to assignments where the whole assignment creation process, from idea generation to editing and task completion, is done using AI tools. Evaluation will focus on the logic, quality, and relevance of the completed 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	**Examples of Level 1 activities include the following:** 1. Technology-free discussions, debates, or other oral forms of assessment 2. Technology-free ideation, individual, or group work in class 3. Ad-hoc or planned viva-voce examinations, question and answer sessions, or formative discussions between students and educators.
2	AI-Assisted Idea Generation & Structures	**Examples of Level 2 activities include the following:** 1. Collaborative brainstorming sessions: 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. 2. Structural outlines: Before beginning a project or essay, students may use AI to create a structured outline of their work. 3. Research assistance: While AI cannot be used directly for the final submission, it may be used to suggest topics, areas of interest, or even sources (using an Internet-connected model) that might be useful for a student's research. 4. Navigating the generative AI era: Introducing the AI assessment scale for ethical GenAI assessment.
3	AI-Assisted Editing	**Examples of Level 3 activities include the following:** 1. Grammar, punctuation, and spelling: Students may use AI to identify and rectify grammatical, punctuation, spelling, and syntactical errors in their work. 2. Word choice: AI can suggest appropriate or synonymous terms to replace simpler words and phrases, helping clarify writing. 3. Structural edits: For students who may struggle to construct clear and coherent sentences, AI can assist in rephrasing for clarity without altering the original meaning. 4. Visual editing: 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).
4	AI Task Completion & Human Evaluation	**Examples of Level 4 activities include the following:** 1. **Direct AI generation:** 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. 2. **Comparative analysis:** 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. 3. **Critical evaluation:** Students generate content with the express purpose of critiquing the output and questioning its choices, biases, and potential inaccuracies. 4. **Integration:** Students may be tasked with integrating AI-generated content into a larger project to ensure cohesion and alignment with broader objectives. This might constitute part of an industry project or part of an authentic assessment task.
5	Full AI	**Examples of Level 5 activities include the following:** 1. **Co-creation:** Students are given broad themes or parameters in which they may achieve a task, and then actively iterate on GenAI content using a range of different tools and modes. 2. **GenAI exploration:** 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. 3. **Real-time feedback loop:** As students work on a task, they can continuously use GenAI to adjust their work, thereby shaping the final output. 4. **GenAI products:** Students create finished products or artefacts using GenAI throughout, such as completed software or entire artworks.

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, and manual effort is evident in all aspects. (No AI content)	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)
AI-Assisted Idea Generation & Structures	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)