



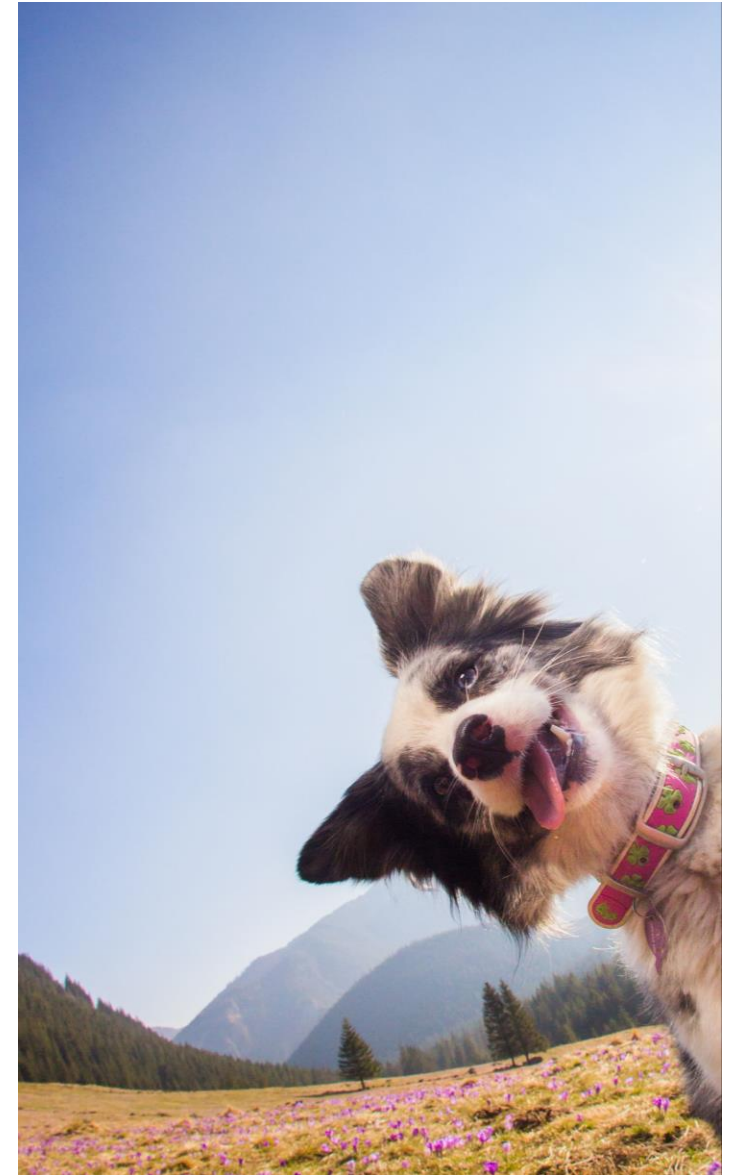
# Attempting Assessment in the Age of AI

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What brings  
you joy?





# Outline

Consider our values and goals

Examine explicit AI policies

Discuss assessment practices

Explore evaluation procedures

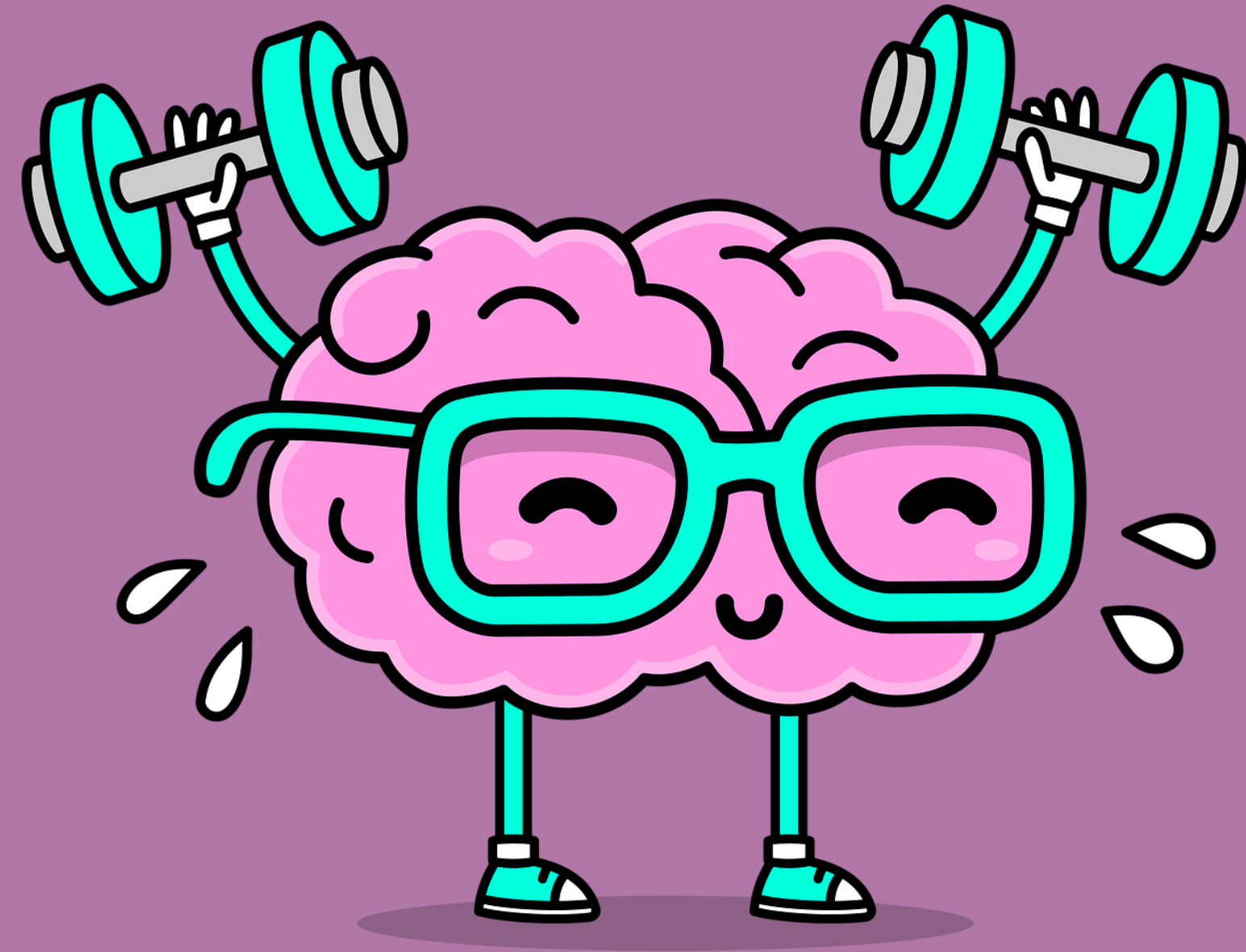
# Values & Objectives





# Values you (hope to) exude

As an educator, what  
values do you strive to  
demonstrate in your  
teaching?



# Your goals

What knowledge, competencies, and values do you want students develop in your class(es)?



Authentic  
human-to-  
human  
connection

# Consider your course policy on AI

It should reflect your values and objectives

It should be intentionally developed

It should be explicitly stated



# Explanation of what AI is (and isn't)

Developed in  
collaboration with  
Dr. Raelynne Hale

If you are going to choose to use an AI tool, there are a few things you should keep in mind:

- Anything you put in the tool immediately becomes property of the AI tool, which will then use what you have put into it to train itself, add to its data, and share with others.
  - *Avoid putting personal information into AI tools as this information may be shared with others or become publicly available.*
- AI tools are generative, meaning that they predict the next most statistically likely word or pixel. They are not creating new text or images using logic or knowledge.
- These tools are derivative and unoriginal. They use huge sets of human-created data, made by and about humans.
  - AI tools use human-created texts, art, and music from the internet, which means that it is likely training on someone's copyrighted work or personal creations.
  - It also means that AI tools are only trained from a relatively small database because not even 10% of human texts have been digitized. **Data sets used to train AI tools are inherently biased. This is in part due to 64% of text on the internet being in English, while only 16% of the entire world population speaks English. That means a lot of people and their texts, languages, and perspectives are not represented!**
- Memory and creativity have been shown to be negatively impacted by the use of these tools. When trying to learn for yourself, be intentional about using them as they can produce incorrect information, hinder the need for remembering something for yourself and reduce your creativity.

With these things in mind, be very careful when offloading your cognitive abilities to an AI tool. Our brains are much more powerful and efficient than ChatGPT, even if it creates the illusion of having access to more information and knowledge. **Our brains are powerful and amazing machines, they are one of the most wonderful assets we have as humans, strengthen yours by challenging it to be creative, think critically, and have fun!**

# AI Policy for Introductory Spanish

Developed in  
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**For this class, AI is NOT needed for any assignment; it is strictly PROHIBITED** when completing your homework, projects, conversations, presentations, in-class participation or in any case where we are asking you to think critically for yourself, to analyze something, or to write creatively. **AI should NEVER be used to generate any of the work you submit for this class.**

However, for this class, AI is allowed for image generation or designer for visuals (pamphlets, slide decks, etc.) as these are not evaluated elements of this course.

Finally, be very selective and careful when using AI tools as every class and professor has different perspectives and policies surrounding their use.

When in doubt, discuss the use of AI tools with your professors, and, if it has been approved for use, cite the use of AI tools following the tutorial: [How do I cite generative AI in MLA style? | MLA Style Center](#)

# Reciprocate

## The AI Pledge

Dear Students,

As your professor, I pledge to engage meaningfully with your work, providing thoughtful feedback about your strengths and offering suggestions for improvement to learn about you and from you as we explore course concepts together. I will not use AI to evaluate your work in this course nor will I input any of the work you produce for this course into AI platforms.

In return, by staying in this course, I expect that you also pledge not to use AI to generate your work and to put meaningful effort into your assignments throughout this semester by reading texts for yourself, writing your own creative works and research essays, and thinking and learning for yourselves.

In this way, we develop a thriving class environment where we can grow and learn together, human to human.

You can find the full course policy on AI in our course [syllabus](#).

With an enthusiasm for learning,

*Andie*

# Assessments



What do you want students to learn?



How will they demonstrate this learning?



What information, tools, and strategies will you provide them?



# Your turn!

- 💬 What assessments do you use or would you like to use?
- 💬 What do you like about this type of assessment?
- 💬 What are the challenges with it?



# Some considerations

Personalized  
applications

In-person  
tasks

Paired Zoom  
tests

Low-stakes  
check-ins

Multiple  
steps

Analysis  
activities

Transparent  
thinking

Creative  
projects

# Reflect on evaluation process



Are the instructions clear?



Is the task manageable?



Do students know how they will be evaluated?



Could they be involved?



Q & A