GenAI Maker Session: Checking Progress and Evaluating Learning with AI Worksheet

Workshop Activities

Activity 1: Ongoing/Formative Assessment

- Using the whiteboard, share ways that you are currently using Generative AI to support ongoing and formative assessment in your teaching.

Activity 2: Developing CATs

1. Use the included prompt and generate two types of Classroom Assessment Techniques (CATs) for your classroom context.
2. Evaluate the CATs. Would these be applicable in your teaching?
3. Using the included synthetic data from a 'muddiest point activity,' theme the answers using the included prompt. Muddiest point responses

Prompt : Generate a Classroom Assessment Technique (CAT) based on Angelo and Cross's framework, specifically designed for a [discipline] course at the [course level]. The CAT should align with the learning objective of [specific learning goal, e.g., critical thinking, conceptual understanding, problem-solving] and provide faculty with a practical, evidence-based approach to formative assessment. Describe a suitable CAT that fits the discipline and learning goal, explaining how and when it should be implemented in the classroom. Provide clear instructions for faculty on conducting the assessment, analyzing student responses, and interpreting the results to improve teaching and learning.

Prompt: Theme the following answers from a muddiest point activity that I facilitated as part of an introduction to Canadian political science class. Suggest what I should focus on for my next class - Muddiest Point

Demonstration: Think-Chat-Share

- Think: Students independently brainstorm and jot down their understanding of a key course topic, including key ideas, relationships, and potential questions they have.
- Chat: Students interact with ChatGPT by asking it to explain the topic, provide examples, or suggest connections. They critically evaluate AI's response, identifying insights, gaps, or alternative perspectives.
- Share: In small groups or as a class, students discuss how AI's response compared to their initial understanding. They refine their ideas based on the discussion, highlighting key takeaways and lingering questions.

Prompt: What are some intersections between AI and Formative assessment in higher education

Activity 3: Assessment Approaches

Use the included prompt and peer evaluate the following [sample student assignment](#) Analyze the results. Consider whether this activity would be appropriate for your classroom.

Reflect on how this type of activity could be helpful for ongoing assessment in your teaching and learning context.

Prompt: You are a first year political science student studying Canadian political science. Evaluate the following assiging according to the suggested criteria

1. **Clarity and Coherence** – The assignment should present ideas logically and clearly, with a well-structured argument, appropriate transitions, and a clear thesis or purpose. The writing should be free from ambiguity and confusion.
2. **Evidence and Analysis** – The work should be well-supported with credible sources, data, or theoretical frameworks. Arguments should be critically analyzed rather than just summarized, demonstrating depth of understanding and engagement with the subject.

3. **Scholarly Formatting and Citations** – The assignment should adhere to the required academic style (e.g., APA, MLA, Chicago), with properly formatted in-text citations and a reference list. Proper attribution of sources is essential for academic integrity.

Activity 4: Developing a Tool for Ongoing Assessments

1. Create a game or simulation using [Claude](#) that could be used as an ongoing assessment in your teaching. [Claude Artifact Simulation](#), [Prisoners Dilemma Gams](#)
2. Check your knowledge for a subject using [AI Tutor Pro.](#)
3. Reflect with the [guided reflection chatbot](#)

Activity 5: Reflection

● Share one takeaway you have from this session.

Resources

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). Jossey-Bass.

Carnegie Mellon University. (n.d.). *Formative and summative assessments*. Eberly Center: Teaching Excellence & Educational Innovation. Retrieved [insert retrieval date], from https://www.cmu.edu/teaching/assessment/basics/formative-summative.htmlv

Zhai, X., & Nehm, R. H. (2023). *AI and formative assessment: The train has left the station*. Journal of Research in Science Teaching, 60(6), 1390–1398. https://doi.org/10.1002/tea.21885

Zhang, S. (2024). *ChatGPT Assisted Teachers in Improving Formative Assessment*. *Journal of Education, Humanities and Social Sciences, 40*(2024), 27–32. – (Study based on teacher interviews; discusses ChatGPT's use for question generation, feedback, efficiency gains, and the need for teacher oversight)