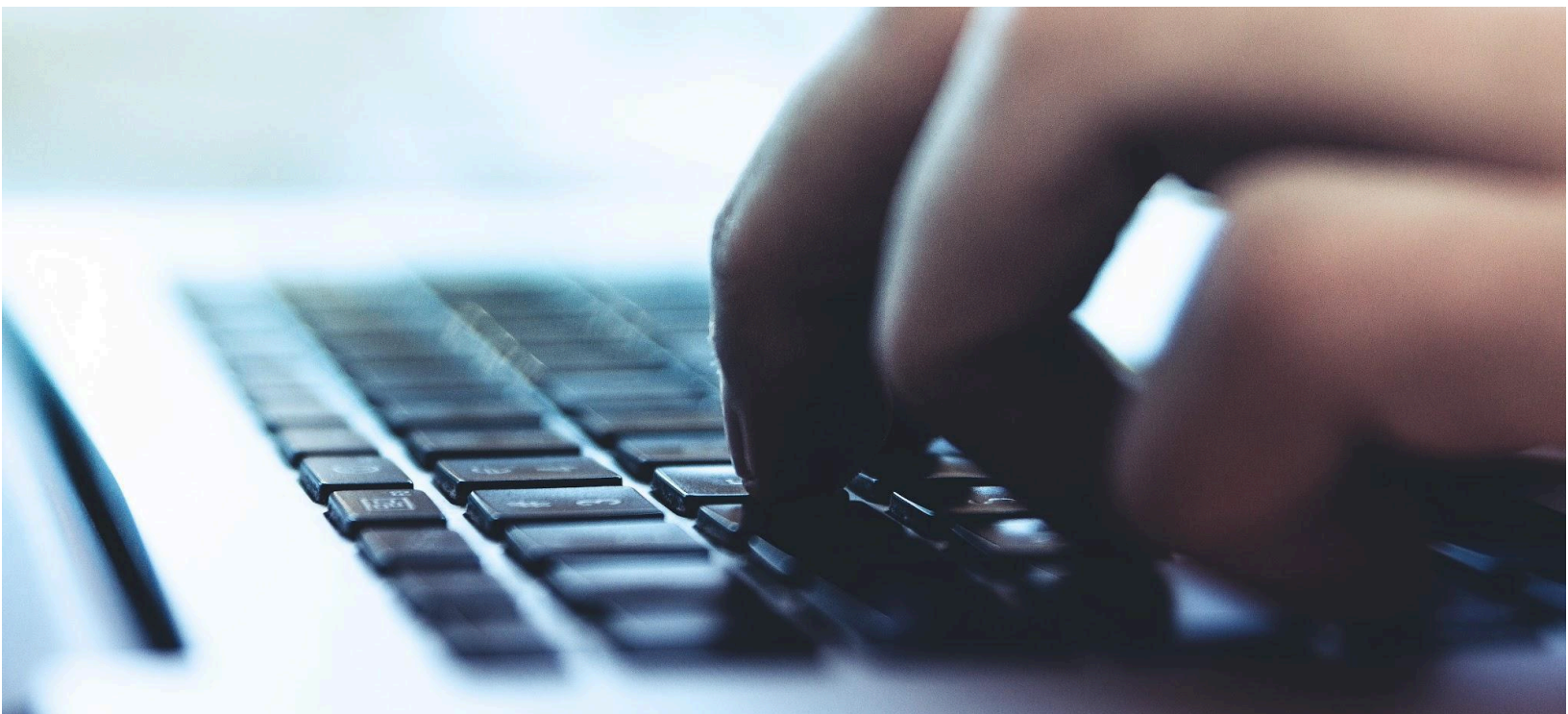


ENG101: AIAS Assignment Guide

Last Updated: October 10th, 2024



Proactively Guide, and Verify Student Writing for All AI Policies

Whether your classroom is strictly “no AI” or flexibly “full AI” for student writing submissions, the AI Assessment Scale is a great, proactive way to provide student guardrails. Verify their submissions easily with Cursive's writing analytics and authorship tools.

What is the AIAS?

The Artificial Intelligence Assessment Scale (AIAS) was created by Mike Perkins (British University Vietnam, Vietnam), Leon Furze (Deakin University, Australia), Jasper Roe (James Cook University, Australia), and Jason MacVaugh (British University Vietnam, Vietnam) and published in the *Journal of University Teaching and Learning Practice* in 2024.

The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. (2024). *Journal of University Teaching and Learning Practice*, 21(06). <https://doi.org/10.53761/q3azde36>

The authors worked to “outline a practical, simple, and sufficiently comprehensive tool to allow for the integration of GenAI tools into educational assessment: the AI Assessment Scale (AIAS).” This scale-based approach, if implemented proactively through the course syllabus and for each assignment, provides clear and transparent guidance to students for every assignment. By employing the scale, a course can have a single, flexible policy that allows for authentic assessment all semester.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

 Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

By leveraging the scale, classes can embrace AI in ways that unlock and facilitate creative and innovative new assignments and possibilities for student learning. No matter the subject being taught, the AIAS creates opportunities for students to leverage the power of generative AI for editing, brainstorming, and outlining while promoting clear expectations and responsible AI usage preparing students for the AI-era workplace.

Proactive guidance using the scale can be verified through student progress leveraging Cursive's writing analytics and tools, no matter the level of the scale: faculty can clearly see and evaluate student contributions, effort, and writing ensuring evaluation of the student, not the AI model.

Assignment Guide

1. Descriptive Essay (1-2 pages)

Instructions

For this writing assessment and assignment, students will describe a specific person, place, or thing that holds value to them today. They will also use the writing aspect of description to effectively describe this specific person (mom, dad, celebrity, coach, teacher, etc.), place (i.e., favorite vacation spot, hometown, etc.), or thing (e.g., video game, yard game, vehicle, etc.).

While reflecting on this descriptive essay, students should think about the importance of this person, place, or thing, along with asking the question, "How does this impact me?" This assignment shouldn't exceed 2 pages in length.

Learning Objectives

- Understand the basic theories of English composition while understanding the unique writing aspects of description essay concepts.
- Evaluate and engage in critical thinking throughout the writing process to formulate ideas, reasoning, and analysis.
- Engage sensory descriptions to help the reader evoke specific emotions, empathy, and imagery related to the described person, place, or thing.

Assignment Standards

- This essay assignment should take 30 min-1 hour to complete and consist of an introduction, body and a conclusion. Also, this assignment should consist of 12-point font (Times New Roman) and double-spaced throughout using a 1-inch margin.
- AIAS: #1, No AI. AI must not be used at any point during the assessment. This level ensures that students rely solely on their knowledge, understanding, and skills.

Additional LOs achieved through the AIAS:

- None

2. Argumentative Essay (2-3 pages)

Instructions

For this writing assignment, students will effectively argue a point of emphasis while taking a stance on a specific topic. Some topics that you can consider are: lowering the driver's age to drive, whether should student-athletes continue to get paid today, a four-day work week, etc.

They are to provide two supplemental sources to argue their points of emphasis while citing using MLA format. These sources will provide perspective and credibility while arguing their specific point. Please consider your audience, how you plan on creating your argument, and how your sources can support your specific stance throughout the essay. This essay shouldn't exceed 3 pages in length.

Aligned to learning objective (LO)

- Understand the basic theories of English composition while engaging in critical thinking analysis skills, such as argumentation in writing.

Assignment Standards

- This essay assignment should take 1-2 hours to complete and consist of an introduction, body, and conclusion. Also, this assignment should consist of 12-point font (Times New Roman) and be double-spaced throughout using a 1-inch margin. Please cite using MLA format.
- AIAS: #2, AI-Planning. AI can be used for brainstorming, creating structures, and generating ideas for improving work.
- No AI content is allowed in the final submission.

Additional LOs achieved through the AIAS:

- Students will explore the use of AI as a resource and research tool to help assist in this assignment.

3. Point/Counterpoint Essay (2-3 pages)

Instructions

For this writing assignment, You will directly prompt a generative AI tool of their choice to create an argumentative essay arguing any topic: lowering the driver's age to drive, whether should student-athletes continue to get paid today, a four-day work week, merits of the federal student loan system, etc.

After a close reading of the output, you will evaluate any stated facts and sources for credibility, ensuring that the AI-generated argument is based on fact. Next, you'll refute each point made in the generated AI output, creating a point-counterpoint narrative by critically evaluating each point made in the AI-generated essay. You will bring at least two credible supplemental sources to support your counterpoints using MLA format. This essay shouldn't exceed 3 pages in length.

Aligned to learning objective (LO)

- Understand the basic theories of English composition while engaging in critical thinking analysis skills, such as argumentation in writing.
- Evaluate the credibility of sources and claims.
- Create compelling counterarguments.

Assignment Standards

- This essay assignment should take 1-2 hours to complete and consist of an introduction, body, and conclusion. Also, this assignment should consist of 12-point font (Times New Roman) and be double-spaced throughout using a 1-inch margin. Please cite using MLA format.
- AIAS: #4, Full AI. You may use AI throughout this assignment to craft the original essay, evaluate arguments and sources, and to brainstorm counterpoints.
- Please author your own counterpoints in line with the original AI-generated essay.

Additional LOs achieved through the AIAS:

- Evaluate the credibility of sources and claims.
- Students will explore the use of AI as a resource and research tool to help assist in this assignment.

4. Reflection Essay (2-3 pages)

Instructions

For this writing assignment, students will engage in a reflection type essay where they can reflect back on a special occasion, situation, or event that helped shape them into the person today. This can be a high school musical, sporting event, family vacation, family reunion, high school or college education, etc.

Students will use this essay to reflect on aspects such as personal triumph, growth, success, outlook on life, etc. that can shape a person's life today. Students should provide perspective within the essay of how these aspects helped shape them into the person they are today. Feel free and provide outside sources as well, however these are not required. This essay shouldn't exceed 3 pages in length.

Learning Objectives

- Evaluate various writing strategies and methods in English writing today such as reflection, and effectively construct complex writing structure during this process.

Assignment Standards

- This essay assignment should take 1-2 hours to complete and consist of an introduction, body and conclusion. Also, this assignment should consist of 12-point font (Times New Roman) and be double-spaced throughout using a 1-inch margin.
- AIAS: #1 No AI. AI must not be used at any point during the assessment. The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.

Additional LOs achieved through the AIAS:

- None

5. Research Paper (3-4 pages)

Instructions

For this research essay assignment, students will engage in research on a specific topic that interests them today. This can be a chosen career path or profession, favorite vacation spot, voting, the currency of the dollar today, exercising trends today, etc.

They are to provide 3-4 sources to provide support while using MLA format. Also, students must have at least two in-text citations within the essay using MLA format. While doing this research, students will engage in proper research along with properly analyzing this research topic and its relevance and importance today. This research essay shouldn't exceed 4 pages in length.

Learning Objectives

- Understand and comprehend the methods and research skills involved in writing while engaging in effective writing structure and academic research standards.

Assignment Standards

- This essay assignment should take 2-3 hours to complete and consist of an introduction, body, and conclusion. Also, this assignment should consist of 12-point font (Times New Roman) and double-spaced throughout using a 1-inch margin. Please cite using MLA format.
- AIAS: #3, AI Collaboration: AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level required critical engagement with AI-generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI-created content must be cited.

Additional LOs achieved through the AIAS:

- Explore the use of AI as a resource and research tool to help with the editing process of this assignment.
- Evaluate sources and information produced by Generative AI for veracity through active fact-checking.