

Assessment in the age of AI

AI-Assisted Assessment Activity

1 SUMMARY INFORMATION

YOUR NAME & SURNAME: **MAJA JOSHEVSKA-PETRUSHEVSKA**

TITLE OF THE ASSESSMENT ACTIVITY: **OPINION ESSAY PEER REVIEW**

CONTEXT/AGE OF STUDENTS: **FIRST-YEAR ENGLISH MAJOR UNDERGRADUATES AT B2 LEVEL**

TYPE OF ASSESSMENT (FORMATIVE OR SUMMATIVE): **FORMATIVE**

AI TOOL(S) USED: **CHATGPT 3.5 BY OPENAI**

2 ASSESSMENT ACTIVITY

In the following section you are asked to describe the assessment activity you are planning to implement.

ACTIVITY	
Assessment Objectives List the specific objectives you aim to achieve through this assessment activity.	These are the objectives to be achieved through this activity: 1. Structure: students master opinion essay organisation with a clear introduction, body and conclusion; 2. Main ideas and supporting details: students identify and articulate main ideas, incorporating relevant supporting details effectively; 3. Cohesion and coherence: students identify and employ transitional elements for a seamless flow of ideas and maintain logical connections;

	<p>4. Vocabulary usage: students identify and enhance the use of vocabulary for expressing opinion, employing precise and contextually appropriate language, especially within an academic context;</p> <p>5. Grammar and sentence structure: students identify and demonstrate accurate grammatical application and construct varied, complex sentences;</p> <p>6. Peer-review and feedback: students provide constructive feedback on peers' essays, identifying strengths and weaknesses;</p>								
<p>Assessment Instructions</p> <p>Provide here the assessment instructions for the students.</p>	<p>As part of our ongoing development of writing skills, you will be engaging in a peer review activity for the opinion essays written by you and your classmates. This process is designed to provide constructive feedback and help each other improve the quality of your writing. Please carefully follow the instructions below:</p> <p>1. Preparation:</p> <ul style="list-style-type: none"> • Familiarise yourself with the rubrics below before you start reviewing; • Read the essay you are assigned to review carefully, taking notes on both strengths and areas for improvement. <p>2. Structure of the peer review:</p> <ul style="list-style-type: none"> • Start with positive feedback: identify and highlight aspects of the essay that are well-executed, convincing, or engaging. • Provide constructive criticism: point out specific areas that could be strengthened or improved, and offer suggestions for enhancement. • End with positive encouragement: reiterate the strengths of the essay and encourage the writer to build on those in future revisions. <p>3. Rubrics for peer review:</p> <table border="1" data-bbox="730 1174 1980 1367"> <thead> <tr> <th data-bbox="730 1174 943 1222">Criteria</th> <th data-bbox="943 1174 1256 1222">1 (Basic)</th> <th data-bbox="1256 1174 1615 1222">2 (Proficient)</th> <th data-bbox="1615 1174 1980 1222">3 (Advanced)</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 1222 943 1367">1. Structure</td> <td data-bbox="943 1222 1256 1367">- Limited organization with unclear introduction, body, and conclusion.</td> <td data-bbox="1256 1222 1615 1367">- Adequate organization with a somewhat clear introduction, body, and conclusion.</td> <td data-bbox="1615 1222 1980 1367">- Masterful organization with a clear and effective introduction, well-developed body, and strong conclusion.</td> </tr> </tbody> </table>	Criteria	1 (Basic)	2 (Proficient)	3 (Advanced)	1. Structure	- Limited organization with unclear introduction, body, and conclusion.	- Adequate organization with a somewhat clear introduction, body, and conclusion.	- Masterful organization with a clear and effective introduction, well-developed body, and strong conclusion.
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2. Main Ideas and Supporting Details	- Difficulty identifying and articulating main ideas. Limited use of relevant supporting details.	- Main ideas are identifiable and articulated, but some improvement is needed. Supporting details are somewhat effective.	- Clear identification and articulate expression of main ideas. Effective incorporation of relevant and compelling supporting details.
3. Cohesion and Coherence	- Limited use of transitional elements, resulting in a disjointed flow of ideas. Logical connections are weak.	- Adequate use of transitional elements for a somewhat seamless flow of ideas. Logical connections are present but need improvement.	- Skillful use of transitional elements, ensuring a seamless flow of ideas. Logical connections are strong and contribute to overall coherence.
4. Vocabulary Usage	- Limited vocabulary usage; lacks precision and context-appropriate language.	- Adequate use of vocabulary for expressing opinions, with some imprecise or contextually inappropriate language.	- Rich and precise vocabulary usage, employing contextually appropriate language, especially within an academic context.
5. Grammar and Sentence Structure	- Demonstrates limited grammatical accuracy; simple sentence structures predominate.	- Demonstrates satisfactory grammatical accuracy with varied sentence structures.	- Demonstrates accurate grammatical application and constructs varied, complex sentences effectively.

4. Additional comments:

- Provide specific comments on what the writer did well and areas that need improvement. Add the comments on the writer's text.
 - a. E.g. 1 All of your ideas are relevant and well-developed, however, I feel that you could further elaborate on the idea expressing _____, to make it more convincing;
 - b. E.g.2 I like how the ideas are connected between the paragraphs, but the ones in para X are a bit incoherent, so you could add a few more links to improve the flow.
 - c. E.g.3 Well done for the excellent range of expressions used to express opinion (*in my view, the majority of people feel, it is commonly believed* etc.)
- Provide your feedback regarding the criteria from the rubrics on the designated peer review forms.

	Your feedback will contribute to the growth and improvement of your peers' writing skills.																								
<p>Assessment Criteria</p> <p>Describe here the approach you will use to grade the work or give feedback to the students. In most cases this would ideally be in the format of a rubric with different feedback and levels. Paste here any rubric or other type of grading tool used.</p>	<p>To effectively grade the work of my students who have participated in the peer-review activity, I will do the following steps:</p> <ol style="list-style-type: none"> 1. I will go over the instructions for the peer review (see above) together with the students in class. 2. Together we will decide if the peer reviews will be anonymous or identified. 3. I will provide the students with the grading rubrics (see below) to give them a clear framework for the evaluation of their peer reviews and make the grading more objective. 4. Determine the weight of the peer review in the overall grading process. 5. Remind the students that this peer review activity will be followed by self-evaluation, redrafting and submission of another draft of their essays. <p>The following rubrics will be used to assess the performance of the students on the peer review activity.</p> <table border="1" data-bbox="734 735 1953 1351"> <thead> <tr> <th>Criteria</th> <th>1 Point</th> <th>2 Points</th> <th>3 Points</th> </tr> </thead> <tbody> <tr> <td>Depth of Analysis</td> <td>Limited analysis, generic comments</td> <td>Some analysis of strengths and weaknesses</td> <td>In-depth analysis with specific examples, insightful observations</td> </tr> <tr> <td>Constructive Feedback</td> <td>Vague suggestions without clear explanations</td> <td>Offers constructive criticism with some specific suggestions</td> <td>Provides detailed and constructive feedback with clear suggestions for improvement</td> </tr> <tr> <td>Focus on Criteria</td> <td>Strays from the provided rubrics and criteria</td> <td>Mostly adheres to the rubrics, addresses key criteria</td> <td>Consistently aligns feedback with the specified criteria from the rubrics</td> </tr> <tr> <td>Balance of Positive and Negative</td> <td>Tends to focus primarily on either strengths or weaknesses</td> <td>Balances positive and negative feedback</td> <td>Offers a well-balanced critique with detailed positive and negative points</td> </tr> <tr> <td>Clarity and Communication</td> <td>Unclear or ambiguous language</td> <td>Clear communication of ideas</td> <td>Exceptional clarity, facilitating easy understanding</td> </tr> </tbody> </table>	Criteria	1 Point	2 Points	3 Points	Depth of Analysis	Limited analysis, generic comments	Some analysis of strengths and weaknesses	In-depth analysis with specific examples, insightful observations	Constructive Feedback	Vague suggestions without clear explanations	Offers constructive criticism with some specific suggestions	Provides detailed and constructive feedback with clear suggestions for improvement	Focus on Criteria	Strays from the provided rubrics and criteria	Mostly adheres to the rubrics, addresses key criteria	Consistently aligns feedback with the specified criteria from the rubrics	Balance of Positive and Negative	Tends to focus primarily on either strengths or weaknesses	Balances positive and negative feedback	Offers a well-balanced critique with detailed positive and negative points	Clarity and Communication	Unclear or ambiguous language	Clear communication of ideas	Exceptional clarity, facilitating easy understanding
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	Encouragement and Motivation	Lacks positive encouragement	Provides some positive reinforcement	Offers enthusiastic encouragement and motivation
	Incorporation of Peer Review Rubrics	Shows little evidence of using provided rubrics	Demonstrates an understanding of the rubrics in the feedback	Clearly applies rubrics to evaluate specific aspects of the essay
	Specificity of Examples	General statements without specific examples	Includes specific examples to support feedback	Uses detailed and relevant examples to illustrate points
	Respectful Tone	Includes disrespectful or discouraging language	Maintains a generally respectful tone	Demonstrates a consistently respectful and supportive tone
	Feedback Integration	Limited evidence of the writer incorporating feedback	Some evidence of the writer implementing suggestions	Clear evidence of the writer actively integrating peer feedback
	Timeliness	Late submission or incomplete review	Submits on time with thoughtful feedback	Not only timely but also provides comprehensive feedback
	Overall Contribution to Peer's Development	Limited contribution to the peer's improvement	Contributes meaningfully to the peer's development	Provides exceptionally valuable insights and suggestions

Use of AI Tool

Teacher-Generated Prompts

Specify the prompts you have entered in the AI tool.

These are the **specific** prompts that I gave the Chatbot at the beginning of the conversations:

1. Assessment objectives:

List clear, specific, and well-defined learning objectives aligned with a formative peer review activity on opinion essay writing for first-year English-major undergraduates at B2 language proficiency level. Refer to the following 7 aspects in separate bullet points: structure, main ideas and supporting details, cohesion and coherence, vocabulary usage, grammar and sentence structure, peer review and feedback, and self-reflection.

	<p>2. Assessment instructions: As part of our ongoing development of writing skills, my B2 EFL undergraduates will be engaging in a peer review activity for the opinion essays written by themselves and their classmates. This process is designed to provide constructive feedback and help them improve the quality of their writing. Give my students specific instructions and guidance for the peer review. They need to use a developed rubric for the feedback.</p> <p>3. Assessment rubrics to be used by the students for the peer review: Develop a grading rubric in the form of a table for an opinion essay writing assignment for B2 level EFL undergraduates on a scale from 1 to 3 regarding the following learning objectives: 1. Structure: master opinion essay organisation with a clear introduction, body and conclusion; 2. Main ideas and supporting details: identify and articulate main ideas, incorporating relevant supporting details effectively; 3. Cohesion and coherence: employ transitional elements for a seamless flow of ideas and maintain logical connections; 4. Vocabulary usage: enhance the use of vocabulary for expressing opinion, employing precise and contextually appropriate language, especially within an academic context; 5. Grammar and sentence structure: demonstrate accurate grammatical application and construct varied, complex sentences; Address each learning objective separately, do you understand!</p> <p>4. Assessment criteria to be used by the teacher: What criteria do I use to assess the peer reviews students provide to each other.</p>
<p>AI Response</p> <p>Paste the response provided by the AI tool by sharing the link to chat or by sharing screenshots of your conversation.</p> <p>Information about how to share a link to one of your ChatGPT conversations can be found here: https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq</p>	<p>1. Assessment objectives: https://chat.openai.com/share/5aaaeafa-e8bd-45c9-bded-304d50405fef</p> <p>2. Assessment instructions: https://chat.openai.com/share/6b4868cc-775c-4b10-a802-e3374ca07f16</p> <p>3. Assessment rubrics to be used by the students for the peer review: https://chat.openai.com/share/28b0c74d-0aba-4f18-913d-73da961fe1a9</p> <p>4. Assessment criteria to be used by the teacher: I will present this conversation with screenshots</p>

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significantly to the effectiveness of the peer review process.



You

what criteria could I use to assess the peer review students provide to each other



ChatGPT

Assessing peer reviews involves evaluating the quality, specificity, and helpfulness of the feedback given by students. Here are criteria you could use to assess the peer reviews:

1. Depth of Analysis:

- *Basic (1)*: Limited analysis, generic comments.
- *Proficient (2)*: Some analysis of strengths and weaknesses.
- *Advanced (3)*: In-depth analysis with specific examples, insightful observations.

2. Constructive Feedback:

- *Basic (1)*: Vague suggestions without clear explanations.
- *Proficient (2)*: Offers constructive criticism with some specific suggestions.
- *Advanced (3)*: Provides detailed and constructive feedback with clear suggestions for improvement.



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- *Proficient (2)*: Offers constructive criticism with some specific suggestions.
- *Advanced (3)*: Provides detailed and constructive feedback with clear suggestions for improvement.

3. Focus on Criteria:

- *Basic (1)*: Strays from the provided rubrics and criteria.
- *Proficient (2)*: Mostly adheres to the rubrics, addresses key criteria.
- *Advanced (3)*: Consistently aligns feedback with the specified criteria from the rubrics.

4. Balance of Positive and Negative Feedback:

- *Basic (1)*: Tends to focus primarily on either strengths or weaknesses.
- *Proficient (2)*: Balances positive and negative feedback.
- *Advanced (3)*: Offers a well-balanced critique with detailed positive and negative points.

5. Clarity and Communication:

- *Basic (1)*: Unclear or ambiguous language.
- *Proficient (2)*: Clear communication of ideas.
- *Advanced (3)*: Exceptional clarity, facilitates easy understanding.

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• *Basic (1):* Unclear or ambiguous language.

• *Proficient (2):* Clear communication of ideas.

• *Advanced (3):* Exceptional clarity, facilitating easy understanding.

6. Encouragement and Motivation:

• *Basic (1):* Lacks positive encouragement.

• *Proficient (2):* Provides some positive reinforcement.

• *Advanced (3):* Offers enthusiastic encouragement and motivation.

7. Incorporation of Peer Review Rubrics:

• *Basic (1):* Shows little evidence of using provided rubrics.

• *Proficient (2):* Demonstrates an understanding of the rubrics in the feedback.

• *Advanced (3):* Clearly applies rubrics to evaluate specific aspects of the essay.

8. Specificity of Examples:

• *Basic (1):* General statements without specific examples.

• *Proficient (2):* Includes specific examples to support feedback.

• *Advanced (3):* Uses detailed and relevant examples to illustrate points.

9. Respectful Tone:

• *Basic (1):* Includes disrespectful or discouraging language.



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- *Basic (1):* General statements without specific examples.
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9. Respectful Tone:

- *Basic (1):* Includes disrespectful or discouraging language.
- *Proficient (2):* Maintains a generally respectful tone.
- *Advanced (3):* Demonstrates a consistently respectful and supportive tone.

10. Feedback Integration:

- *Basic (1):* Limited evidence of the writer incorporating feedback.
- *Proficient (2):* Some evidence of the writer implementing suggestions.
- *Advanced (3):* Clear evidence of the writer actively integrating peer feedback.

11. Timeliness:

- *Basic (1):* Late submission or incomplete review.
- *Proficient (2):* Submits on time with thoughtful feedback.
- *Advanced (3):* Not only timely but also provides comprehensive feedback.

12. Overall Contribution to Peer's Development:

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* Advanced (3): Not only timely but also provides comprehensive feedback.

12. Overall Contribution to Peer's Development:

- *Basic (1):* Limited contribution to the peer's improvement.
- *Proficient (2):* Contributes meaningfully to the peer's development.
- *Advanced (3):* Provides exceptionally valuable insights and suggestions.

General Note:

Feedback that is specific, actionable, and aligns with the provided rubrics will be considered more effective in aiding the improvement of the writer's skills.

By using these criteria, you can effectively evaluate the quality of the peer reviews and ensure that students are providing valuable feedback to their peers.



You

present these criteria in a table, assigning points 1 - 3



ChatGPT

Certainly! Here's the criteria presented in a table format with points assigned from 1 to 3:

ChatGPT 3.5

ChatGPT

Certainly! Here's the criteria presented in a table format with points assigned from 1 to 3:

Criteria	1 (Basic)	2 (Proficient)	3 (Advanced)
Depth of Analysis	Limited	Some	In-depth
Constructive Feedback	Vague	Some specifics	Detailed
Focus on Criteria	Strays	Mostly adheres	Consistent
Balance of Positive and Negative	One-sided	Balanced	Well-balanced
Clarity and Communication	Unclear	Clear	Exceptional
Encouragement and Motivation	Lacks	Some	Enthusiastic
Incorporation of Peer Review Rubrics	Little	Demonstrates	Clearly
Specificity of Examples	General	Specific	Detailed
Respectful Tone	Disrespectful	Generally respectful	Consistently respectful
Feedback Integration	Limited	Some evidence	Clear evidence
Timeliness	Late	On time	Timely with thorough

Message ChatGPT



	<p>ChatGPT 3.5 feedback</p> <p>Overall Contribution to Peer's Development Limited Meaningful Exceptionally valuable</p> <p>In this table, a score of 1 corresponds to the "Basic" level, a score of 2 corresponds to the "Proficient" level, and a score of 3 corresponds to the "Advanced" level for each criterion.</p> <p>You next to the summaries of the level of each criterion, add the explanation. For example, criterion Depth of analysis: 1 is limited (add what it means from the previous table - limited analysis, generic comments), follow this example for 2 and 3, regarding all criteria</p> <p>ChatGPT Certainly! Here's the table with explanations added for each level of the criteria:</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>1 (Basic)</th> <th>2 (Proficient)</th> <th>3 (Advanced)</th> </tr> </thead> <tbody> <tr> <td>Depth of Analysis</td> <td>Limited analysis, generic comments</td> <td>Some analysis of strengths and weaknesses</td> <td>In-depth analysis with specific examples, insightful observations</td> </tr> </tbody> </table>	Criteria	1 (Basic)	2 (Proficient)	3 (Advanced)	Depth of Analysis	Limited analysis, generic comments	Some analysis of strengths and weaknesses	In-depth analysis with specific examples, insightful observations
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Depth of Analysis	Limited analysis, generic comments	Some analysis of strengths and weaknesses	In-depth analysis with specific examples, insightful observations						
<p>Your Adjustments</p> <p>Explain how and why you adjusted the AI response based on your context and needs.</p>	<p>1. Assessment objectives: the adjustment mainly referred to the length of the provided answer by ChatGPT. So I asked the tool to summarise the main ideas and shorten the output. On two occasions, to meet the learning needs, I asked for reformulation of an idea by giving directions on what concept to focus in the answer (e.g. the point on vocabulary usage was too general and did not focus on vocabulary used to express opinions. However, this is something we discussed and practised in class, so I asked for reformulation with the focus being on such vocabulary.)</p> <p>2. Assessment instructions: the modifications to the answers provided by the tool referred to adding new concepts (e.g. I added the rubrics that I also developed with the assistance of ChatGPT but in a different conversation), replacing existing concepts (e.g. I asked a change of focus from voice and tone into vocabulary), omitting information (e.g. suggesting strategies and resources - not part of the learning</p>								

objectives , joining ideas together (for the sake of brevity and clarity) , presentation of the answer (e.g. changing listed bullet points into a table). All of this was done to align the output with the assignment objectives and the learning needs of the students.

3. Assessment rubrics to be used by the students for the peer review:


The instructions were rather specific, outlining the desired objectives, so the answer the Chatbot provided was in line with the requirements and no modifications were made. This is not the first time I use ChatGPT for development of rubrics, so listing the objectives is the most important element so that the tool provides results that would meet your requirements.

4. Assessment criteria to be used by the teacher:

I liked the content the tool provided me with, i.e. the suggested rubrics for assessing the peer reviews, so the adjustments here mostly referred to the presentation of the results, so that I get a visually user-friendly rubrics section. Because there are 12 rubrics, the first time the Chatbot created a table upon my request, it shortened the descriptions that align with each of the 3 levels. So by giving an example, I asked it to modify it by adding the descriptions (despite the fact that it would make the rubrics section longer) for the sake of transparency and objectivity.

3 REFLECTION ON AI EXPERIENCE

Take a moment to reflect on your experience when working with AI to produce this assessment activity. Share insights, challenges, and lessons learned.

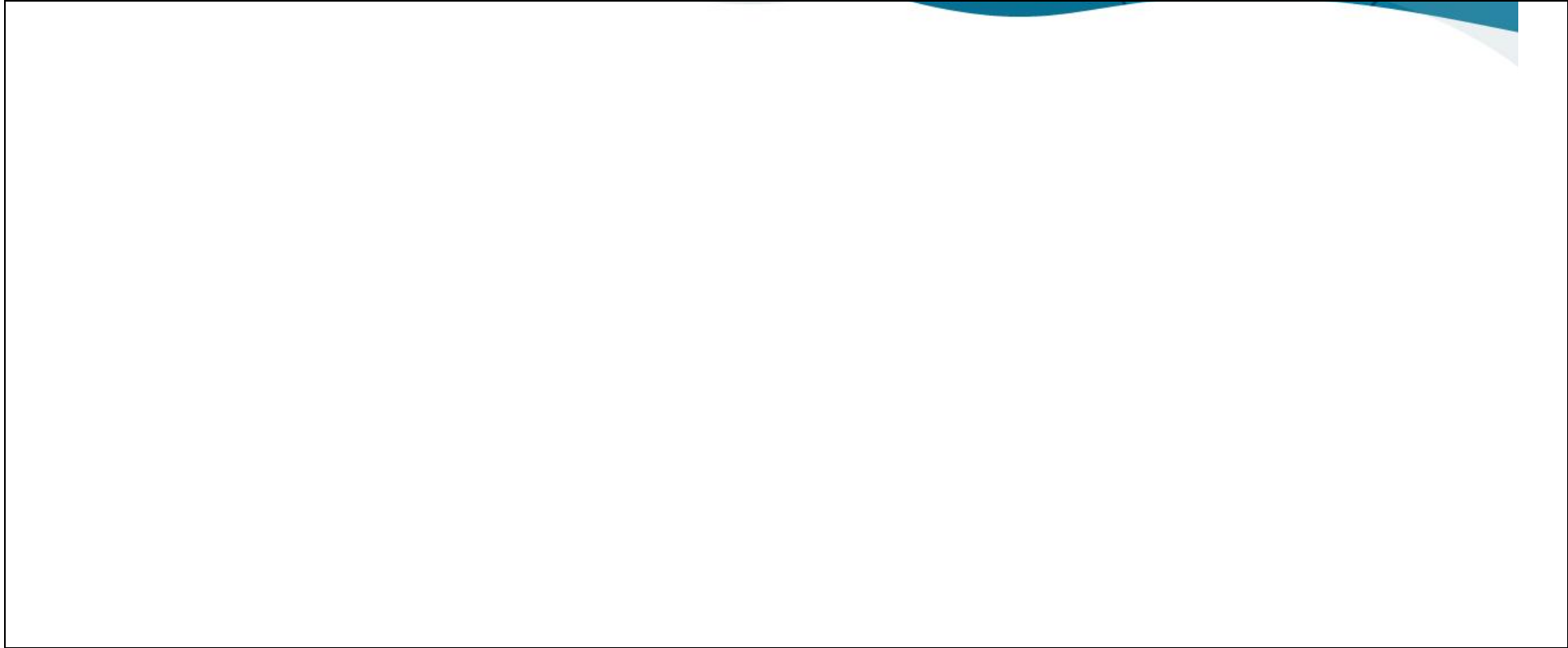


First, I would have to share my excitement and thrill not only for the preparation of this activity, but also for the participation in this course which has unarguably made me richer as a teacher. The first and foremost benefit is the fact that by participating in the course, by being guided step by step, and by being provided with detailed resources in various forms, I developed a better understanding of the assessment process as a whole, in particular how I could use AI to assist me, all of which made me more confident and more skilled in the use of AI for various purposes.

Completing this activity was arduous and demanding, however, the assessment plan for this activity has kept me reminded constantly of what important aspects should be considered when preparing such an activity. Compared to traditional methods of assessment, I strongly believe that this activity has led me to look at the assessment process in a more comprehensive way that would ensure better and fair results by the students. The AI tool provided me with ideas and considerations (for example, the long rubrics for the teacher to assess the peer review), which would make my grading more transparent and more objective. At times, I felt like the tool (ChatGPT) was my teaching partner, bouncing off ideas, improving strategy and ensuring more efficient results. However, there was an instance when it (AI) was not in line with my reasoning (it involved creating a grading scale for the assessment activity – mathematical calculation, which I ultimately decided not to use because of pedagogical reasons) that made me feel uneasy, but I tried to teach it and it was a success. I would definitely continue to practise and develop this assessment approach, not only for the purpose of developing more objective assessment criteria, but also for the purpose of developing more personalised and customised assessment that would help each student develop their own learning strategies.

With respect to the ethical considerations, I tried my best to develop specific prompts applying to my teaching context (students' profile and skill level) to avoid inappropriate, unethical, and harmful outputs.

On a different note, before this course, I had the feeling that each time I used some kind of an AI tool (ready-made app) in my assessment process (for example, providing feedback to students on their written assignments), I felt that it was rather automated and impersonal, which the students did not appreciate, however, this course and this activity have definitely changed my perspective and taught me how I could still be an invaluable part of the assessment process and encourage participation on the part of the students. I intend to use this assessment activity with my students in the spring semester and see how they would react and how much they would benefit, or if something needs improvement.



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