

REDESIGNING ASSESSMENTS FOR THE GENAI WORLD

Review the following possible assessment redesign options. For each one, indicate if it's already in place, you plan to do it, are interested but need to research if possible in given context

Lower Effort Strategies	Already in place	Plan to do	Need to research
Explicitly articulate learning outcomes (syllabus)			
State alignment between learning outcomes and assessments (syllabus &/or assessment prompt)			
Add specificity to assessment prompt (to class, student or time period)			
Allow GenAI use on current assessment but have students acknowledge, and reflect on, their use			
Make the assessment more secure (e.g., completed in-class)			
Medium Effort Strategies			
Make the assessment more authentic/meaningful (i.e., related to students' lives and concerns)			
Give students choice & control over the product used to demonstrate their achievement of learning outcomes			
Evaluate assessment rubric & revise if indicators of mastery level no longer make sense (given what machines can do)			
Redesign assessment to allow (transparent) GenAI use for cognitive offloading (e.g., brainstorming, researching, revising)			
Move assessment up Bloom's (or another) Taxonomy of Learning (from remember and understand, to apply, analyze, evaluate or create)			
Higher Effort Strategies			
Scaffold one major summative assessment so it's developed through several small-stakes formative assessments			
Assess process over product (e.g., use Flex or Google docs for public writing; watch the students perform the lab experiment)			
Implement alternative grading strategies			
Increase learner accountability (e.g., implement oral assessments, public presentation of learning, peer review)			

Other Strategies

Other Strategies You'd Like to Try:

Of those strategies you plan to do, start to envision what might they look like in your class.

