

Examples & Use Cases

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Below are some sample rubrics that you can use as inspiration for incorporating GenAI as an assessment criteria into your courses:

Assignment Rubric Incorporating AI Use as Assignment Criteria

Criteria	4	3	2	1
Argument Structure	The argument is clearly articulated and logically structured.	The argument is generally clear and logical, with minor inconsistencies.	The argument is somewhat unclear or inconsistently structured.	The argument lacks clarity and logical structure.
Evidence	Evidence is thorough, relevant, and convincingly supports the argument.	Evidence is generally strong and relevant, with minor lapses.	Evidence is somewhat sparse, irrelevant, or does not fully support the argument.	Evidence is lacking or largely irrelevant.
Use of Generative AI	AI is used effectively to support arguments, demonstrating a high understanding of its capabilities and limitations.	AI is used effectively, but understanding or integration could be improved.	AI is used, but not effectively integrated or misunderstood.	AI is not used, or its use does not contribute to the argument.
Reflection on AI	The student clearly articulates how AI contributed to their critical thinking process and considers its limitations.	The student generally explains how AI contributed to their thinking, with minor lapses in considering its limitations.	The student's explanation of how AI contributed to their thinking is unclear or superficial.	The student does not explain how AI contributed to their thinking.

Analytic Rubric 2: Assessing Generative AI Use and Integration

Criteria	4	3	2	1
Understanding of AI	The student demonstrates a deep understanding of the capabilities and limitations of the AI.	The student demonstrates a good understanding of the AI, with minor misconceptions.	The student shows a basic understanding of the AI but has significant misconceptions.	The student shows little to no understanding of the AI.
Integration of AI	AI is seamlessly integrated into the work, effectively augmenting the student's critical thinking.	AI is generally well integrated, though at times it may seem somewhat forced or awkward.	AI integration is inconsistent or superficial, not effectively augmenting the critical thinking process.	AI is not effectively integrated into the work.
Reflection on AI	The student clearly reflects on the role of AI in their work, considering both its contributions and its limitations.	The student generally reflects well on the AI's role, though considerations of its limitations may be superficial.	The student's reflection on the AI's role is minimal or lacks depth.	The student does not reflect on the AI's role in their work.
Innovation with AI	The student uses AI in novel or innovative ways to enhance their argument.	The student uses AI effectively, though it may lack innovation.	The student uses AI in a straightforward or predictable way, not enhancing the argument.	The student does not use AI in an innovative or meaningful way.

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