LAU
الجامعة اللبنانية الأميركية
Lebanese American University

Designing Assessments that Drive Learning

Rethinking assessment with and without AI

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Today’s Journey

By the end of this session, you will be able to:



Reflect

Categorize common assessment types and purposes

Generate

Use AI in Blackboard to draft MCQs, and critique them

Judge

Judge whether an assessment matches its learning outcome

Redesign

Redesign one of your own assessments

PART 1 · REFLECT

Have you given an assessment this semester?

1. Scan the QR code or open the Padlet link
2. Add a post-it: **What type of assessment was it?**

One post-it per assessment · 2 minutes

Let’s Categorize!

Possible categories:

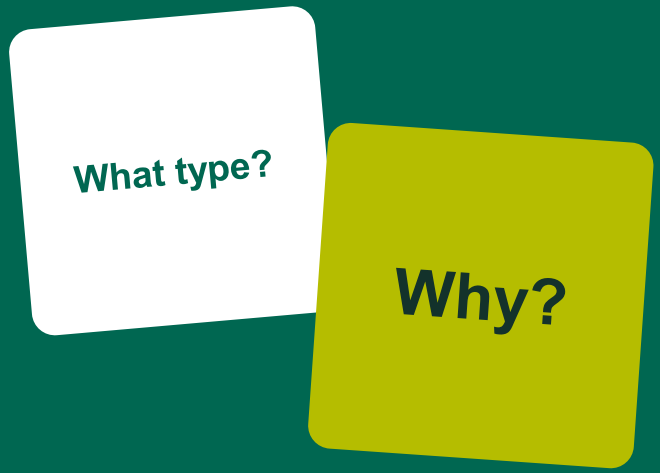
Tests and quizzes	Written work	Projects and presentations	Practical or performance	Participation and other
MCQ, short answer	Essays, reports		Labs, simulations, clinical	

What do you notice? Which category is biggest? Which is empty?

PART 1 · REFLECT

Why did you assess?

Add a second post-it (different color) next to your first: your purpose in one phrase.



Purposes of Assessment

Assessment for learning

Formative
Feedback and adjustment

Assessment of learning

Summative
Grading and certification

Assessment as learning

Reflective
Self-reflection and metacognition

Discussion: Where did our “why” posts land? Does the type match the purpose?

The purpose should drive the design, not the other way around.

Start With the Outcome

“Assessment starts with the outcome, not the question.”

A good high-level LO has:

Observable verb
Bloom's: evaluate, analyze, create

Content or context
What students engage with

Standard or purpose
Why it matters

WEAK

“Students will understand source credibility.”

STRONG

“Students will be able to **evaluate** the credibility of a source and **justify** its use in an academic argument.”

What makes a good MCQ?

- Clear, focused stem
- One best answer
- Plausible distractors based on common errors
- Similar length and grammar across options
- Avoids “none/all of the above” and negative phrasing
- Targets the intended cognitive level

AI drafts, the instructor decides. Always review for accuracy, bias and alignment.

Live Demo in Blackboard

1. Open a Blackboard Ultra course → Create → Test
2. Add questions → Auto-generate questions→ Follow the steps
3. Choose question type, set the number of questions and difficulty
4. Review the output

PROMPT TIP

Give the AI:

- The LO
- The level of your students
- The context

Judge the MCQ

In pairs, rate the AI-generated question on screen:

- [ ] Aligned with the LO?
- [ ] One clearly correct answer?
- [ ] Plausible distractors that reveal misconceptions?
- [ ] Stem is clear; “all of the above” is not an option?
- [ ] Tests thinking, not just recall?

THEN VOTE

Keep

Edit

Bin

On Padlet or by show of hands

The Alignment Gap

Did the learning take place?

Did we assess that learning took place?



LO verb: evaluate and justify

MCQ: selects an answer

We tested knowledge about credibility, not the ability to evaluate and justify.

Takeaway: MCQs assess “remember” and “apply” well, but higher-order verbs need different evidence.

PART 3 · OUT OF THE BOX

Designing Out-of-the-Box Assessments

What could students **do** to show they can evaluate or create?

How could AI be the **sparring partner**, the **client** or the **critic**?

Model Example: Debate the AI

LO: Evaluate the credibility of a source and justify its use in an academic argument.

The task

Students converse with an AI persona (e.g. a skeptical editor) who challenges the sources they chose.

Students submit

The conversation transcript plus a 200-word reflection on how their position changed.

Assessed with a rubric

- Quality of justification
- Use of evidence
- Response to counter-arguments
- Reflective insight

Why it works: The verb (evaluate, justify) is exactly what the student is doing.

AI Conversation in Blackboard

1. Create → AI Conversation
2. Select the type of conversation
3. Set the conversation topic/ persona
4. Set the number of exchanges, then the AI persona
5. View as a Student

Instructors see the process of thinking, not just the product.

Considerations



Clear expectations about how AI may be used



Accessibility and equity (tool access)



Privacy and data policies



Time and workload for grading



Always keep a human in the loop

Back to our Padlet

In pairs, choose one assessment on the board and propose a redesign:

1. Original assessment and its purpose
2. Intended LO and verb
3. Your redesign (could use AI, or not)
4. How would you know learning took place?

TEMPLATE

Instead of _____, students will _____ so that I can see _____.

5 minutes · in pairs

Share-out

30

seconds per pair

3–4 pairs share their redesign

PEER FEEDBACK QUESTION

Does the redesign match the verb in the LO?

Key takeaways

1. Start with the **purpose** and the **outcome**.
2. Match the **verb** to the evidence.
3. AI is a **drafting assistant** and a **learning partner**, but you stay the **judge**.
4. Good assessment shows both what students **know** and what they can **do**.

3-2-1 Reflection

Go back to the Padlet

Thank you!