

York University AI Intensive

2026

AI and Assessment

APRIL 14-16, 2026

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Welcome to the AI Intensive!



To help everyone engage smoothly, please:

- Keep your mic muted when not speaking
- Hold questions for the designated Q&A
- Raise your hand before contributing verbally and say your name when you do
- Contribute non-verbally in chat
- Turn live captions on/off based on your preference



This session is being recorded. You're welcome to have your camera on or off, and to edit your display name.

Please note: Zoom's AI Companion is not enabled.

Tidbit 1: AI Literacy and Effective Assessment

APRIL 14, 2026

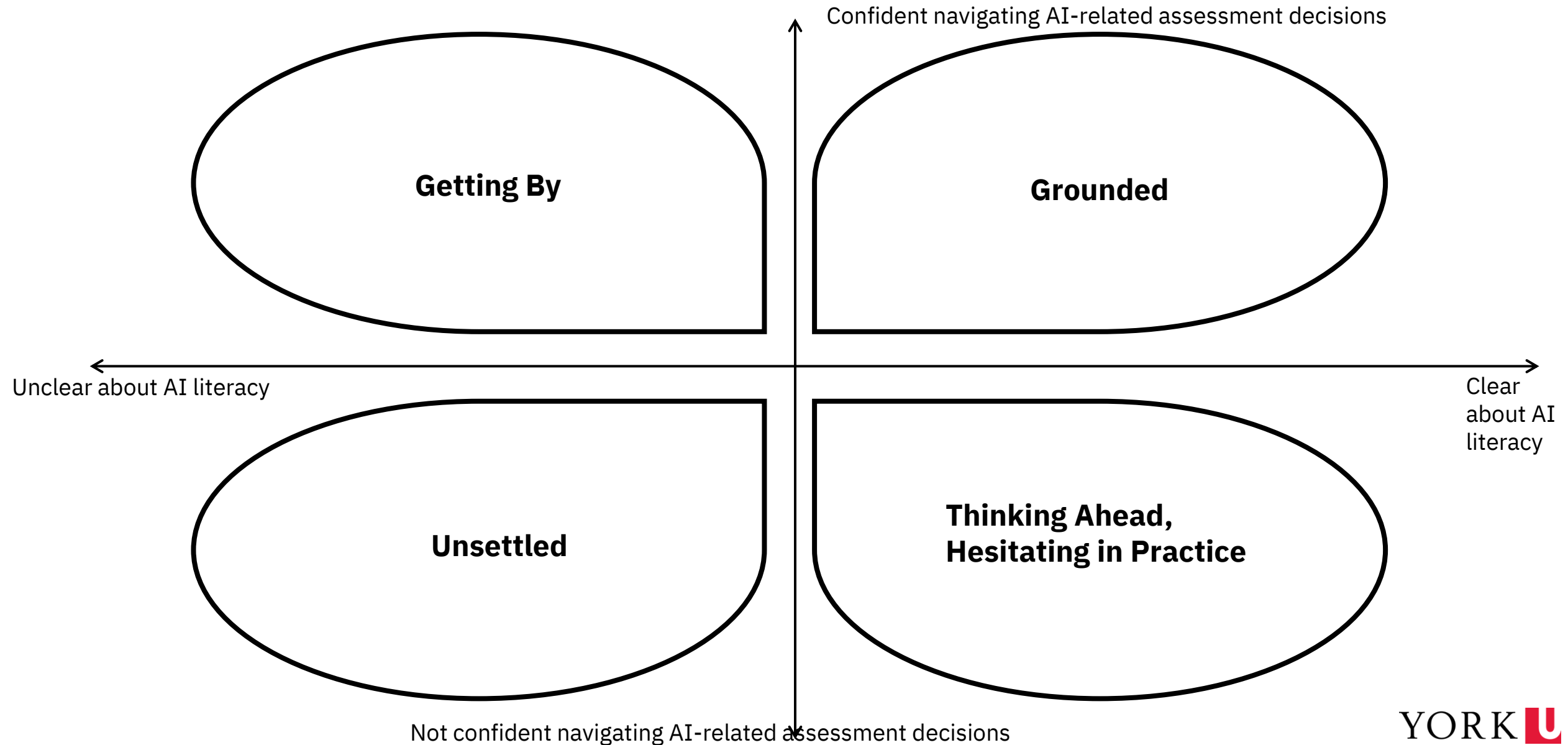
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- Contextual Pressures
- AI Literacy Tidbit
- Scaling Up
- Potential Implications

Where do you stand?



Contextual Pressures

➤ **Why assessment is implicated in AI literacy**

- Students already use (or deliberately avoid) generative AI in assessed work
- Assessment shapes:
 - what counts as acceptable knowledge
 - how tools are interpreted (assistive, deceptive, irrelevant)
 - whose expertise matters (student, tool, instructor)

All AI policies, even “no-AI” ones *teach something* about AI, appropriate use, authority, and responsibility

AI Literacy Tidbit: A working definition

- Critical AI literacy in assessment involves the capacity to:
 - understand how AI systems produce outputs
 - evaluate those outputs in context
 - recognize ethical, social, and disciplinary implications
 - make reasoned, values-aligned choices about use or non-use
- Here, we're focussing on AI literacy as selective and situated in your teaching context, not a full, comprehensive mastery

AI Literacy Tidbit: 3 complementary frameworks

- Digital Education Council. (2025). [DEC AI Literacy Framework](#)
- University of Toronto Libraries [Framework for AI Literacy](#)
- UWO's [Domains of AI Awareness for Education](#)

Taken together, these models suggest that critical AI literacy is not a single skill to be “covered,” but overlapping understandings, judgements, and values that assessment practices can and do shape.

Scaling Up: From assessment to program

➤ Individual assessment

- What understanding of AI is assumed?
- What judgement is required, or bypassed?

➤ Course design

- What patterns of expectation accumulate?
- What norms are made explicit vs implicit?

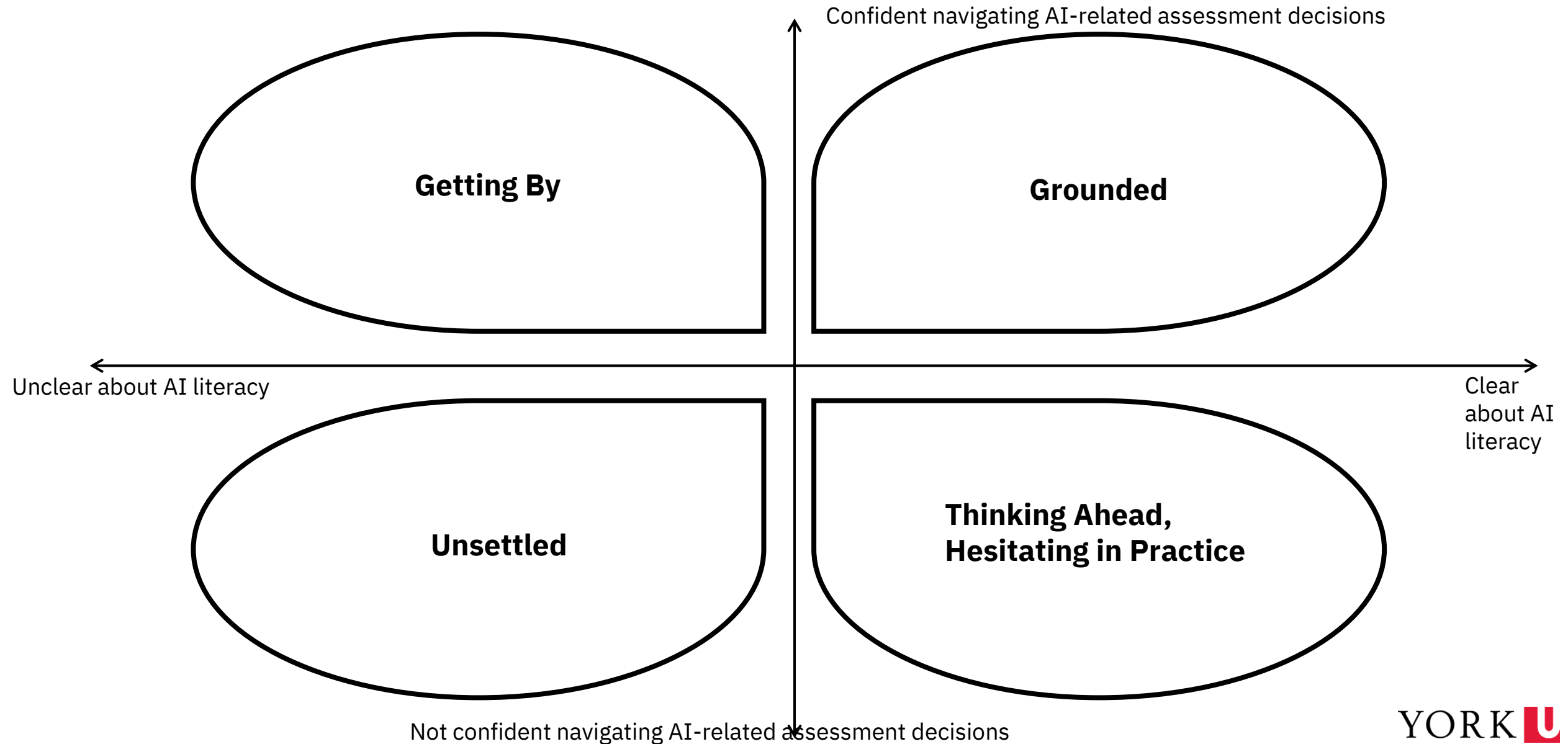
➤ Program / curriculum

- Who is responsible for AI literacy—and where?
- What kind of graduate does this system produce?

Potential Implications

- Regardless of your stance on AI:
- If you integrate AI:
 - Critical AI literacy helps prevent outsourcing judgement to tools.
- If you restrict or exclude AI:
 - Students still need to understand what they are being asked not to use, and why.
- If you focus on AI literacy:
 - Assessment becomes the primary site where literacy is practiced, not just discussed.

Where do you stand?



Resources & References

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