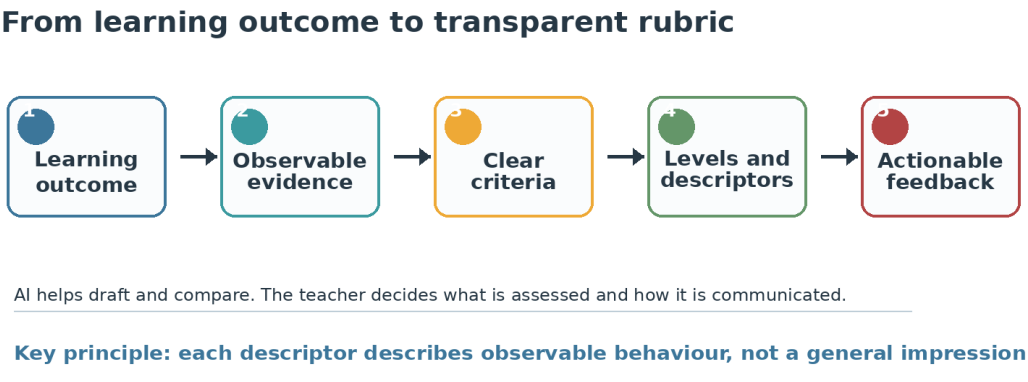
Designing Students' Assessment

AI-Assisted Review of Teachers' Assessment Practices

Author: Olga Garcia, INS Escola del Treball de Lleida (IET)

Pedagogical review: Hartyányi Mária, iTStudy Hungary Számítástechnikai Oktató- és Kutatóközpont



Picture 1: From learning outcomes to a clear rubric with AI support.

Learning objective

This material helps teachers use generative AI to design clear assessment criteria and rubrics based on observable performance. Teachers remain responsible for assessment. AI can help draft rubrics, spot unclear wording and compare performance levels. It can also help explain expectations to students.

By the end, teachers will be able to use AI to develop clear criteria from a task or learning outcome. They will be able to match criteria to the required level, write clear descriptors and check for bias. The resulting rubric will support assessment, feedback and improvement.

Why transparency in assessment matters

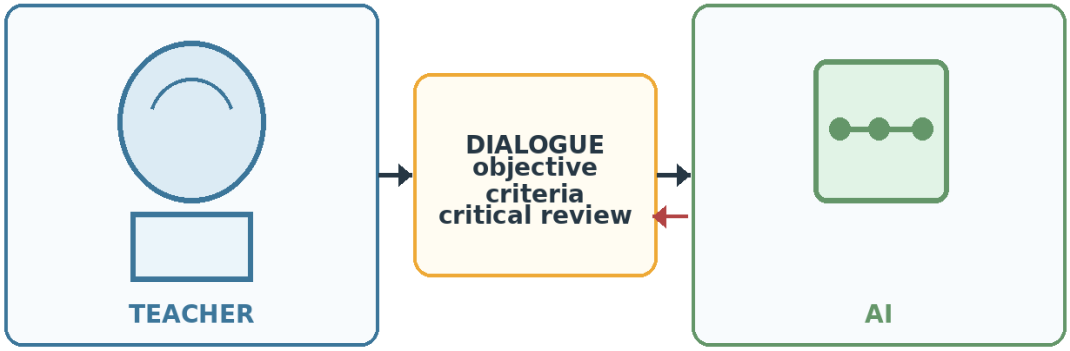
Assessment is transparent when students understand the requirements before they start. They know how to show what they have learned, how the teacher will assess their work and how performance levels differ. Clear criteria reduce subjectivity and help students work independently. Assessment then supports learning as well as grading.

- It makes quality expectations clear and avoids hidden criteria.
- It helps students plan, review and improve their work.
- It helps teachers align objectives, activities and assessment.
- It enables specific, practical feedback linked to learning goals.

Key idea: a transparent rubric should support fair, consistent assessment decisions that teachers can explain.

How generative AI can help

AI as an assistant for designing rubrics



AI proposes drafts and alternatives. Teachers validate pedagogical coherence, equity and transparency.

Picture 2: AI suggests options, but the teacher makes the decisions.

AI suggests drafts and alternatives. The teacher checks that they are educationally sound, fair and transparent.

AI can speed up some stages of rubric design. However, it does not know the classroom context, students' skill levels or required learning outcomes. It also lacks information about students' individual needs and the teacher's priorities. Teachers must review every suggestion, make any necessary changes and approve it before use.

- Useful for: generating drafts, comparing alternatives, simplifying language and creating examples.
- Teacher review needed: weighting, performance levels, fairness, bias, curriculum alignment and practicality.
- Do not use AI to assign marks automatically or replace teacher observation.

From vague criteria to observable performance

Criteria such as "complete work", "good presentation", "participates correctly" or "shows a professional attitude" are too vague. They do not say what to look for or how quality levels differ.

AI can help teachers make these criteria easier to check. For example, "good presentation" can become: "organises information clearly, uses consistent visuals and keeps all sections easy to read".

Examples of clearer criteria

Vague criterion	Review question	Clearer criterion
The work is well done	What does "well" mean in this task?	Meets technical requirements, explains decisions and provides evidence that can be checked.

Participates in the team	What behaviour demonstrates participation?	Contributes ideas, respects team agreements, takes on tasks and keeps the team informed of progress.
Explains correctly	What should a correct explanation contain?	Links concepts, uses relevant technical terms and gives an example that fits the context.

Parts of a transparent rubric

Criterion	Excellent	Adequate	Basic	Initial
Clarity	Observable and specific descriptor	Describes the essential	Too general	Not clear
Evidence	Linked to concrete proof	Can be verified	Evidence missing	Not observable
Feedback	Indicates how to improve	Partly guides	Little action	Only labels

A good rubric does not only grade: it makes expectations visible before the task and help

Always check that levels are understandable for students and do not reward aspects that have not been taught.

Picture 3: Elements teachers should check in a rubric.

A transparent rubric has clear criteria, distinct performance levels and descriptions of observable performance. Labels such as “excellent”, “good” or “needs improvement” are not enough. Each level must state the evidence needed to meet it.

- Criterion: an important aspect of the work being assessed.
- Level: degree of quality or performance achieved.
- Descriptor: a description of the observable performance expected at a level.
- Weight: how much each criterion counts towards the mark or assessment.
- Feedback: specific advice on how to reach the next level.

Example prompts for creating a rubric with AI

A good prompt explains the teaching context. Clear information leads to a more useful draft. First ask AI for a draft, then ask it to review the draft critically.

Base prompt:
“Act as a teaching adviser for vocational education and training. Design a transparent rubric to assess [task]. The students are in [programme/level]. Assess these learning outcomes: [learning outcomes/objectives]. Suggest [number] criteria based on observable performance, [number]

performance levels and clear descriptors. Use clear, precise language. Include examples of evidence and suggestions for feedback."

After the first draft, ask AI to check the rubric's quality:

Review prompt:
"Review this rubric. Identify unclear criteria, overlapping levels, possible bias and inconsistent weighting. Flag anything students may not understand. Suggest improvements. Do not add criteria unrelated to the task."

Reviewing the rubric before use

Review checklist before publishing a rubric

- ✓ Does each criterion assess an important learning outcome?
- ✓ Are the descriptors observable and unambiguous?
- ✓ Do students know what to submit and what quality looks like?
- ✓ Do the weights reflect what really matters?
- ! Has AI not added irrelevant criteria or bias?
- ✓ Does feedback help students improve, not just justify a mark?

Transparency is a pedagogical decision: explaining criteria improves trust, autonomy and the quality of student work.

Picture 4. Checklist for checking a rubric created or reviewed with AI.

Teacher review is essential. AI may produce descriptors that seem correct but assess skills students have not been taught. Performance levels may be too similar, or weighting may not reflect the importance of the learning outcomes. Check the rubric before sharing it with students.

- Alignment: does the rubric assess what the task requires?
- Clarity: can students understand the criteria without further explanation?
- Fairness: does the rubric avoid penalising students for skills they have not been taught or had a fair chance to develop?
- Evidence: can each level be checked through students' work, processes or observations?
- Feedback: does it help students improve, or does it only rate their work?
- Data protection: have we avoided entering unnecessary personal data into the AI tool?

Using the rubric with students

A rubric is more useful when students use it throughout learning. Teachers can share a draft, discuss examples and ask students to identify signs of quality. Try the rubric for self-assessment or peer assessment before finalising it.

AI can also create examples of work at different levels for class discussion. Teachers must first check their quality and suitability. These examples help students see the difference between simply finishing a task and showing what they have learned.

- Before the task: explain the criteria and answer questions.
- During the task: use the rubric as a review guide.
- After the task: give oral feedback alongside the mark.
- In teaching teams: agree on shared criteria and how to apply the performance levels.

Takeaways for teachers

AI can help design clearer rubrics, but teachers make the decisions that ensure transparency. They decide which learning matters, what evidence is valid and what standard is reasonable. They also decide how to give feedback.

Conclusion: use AI to start a professional discussion about the rubric. Review its suggestions to make assessment clearer, more consistent and fairer. Do not simply accept the generated table.

References and useful links

- Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading.
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