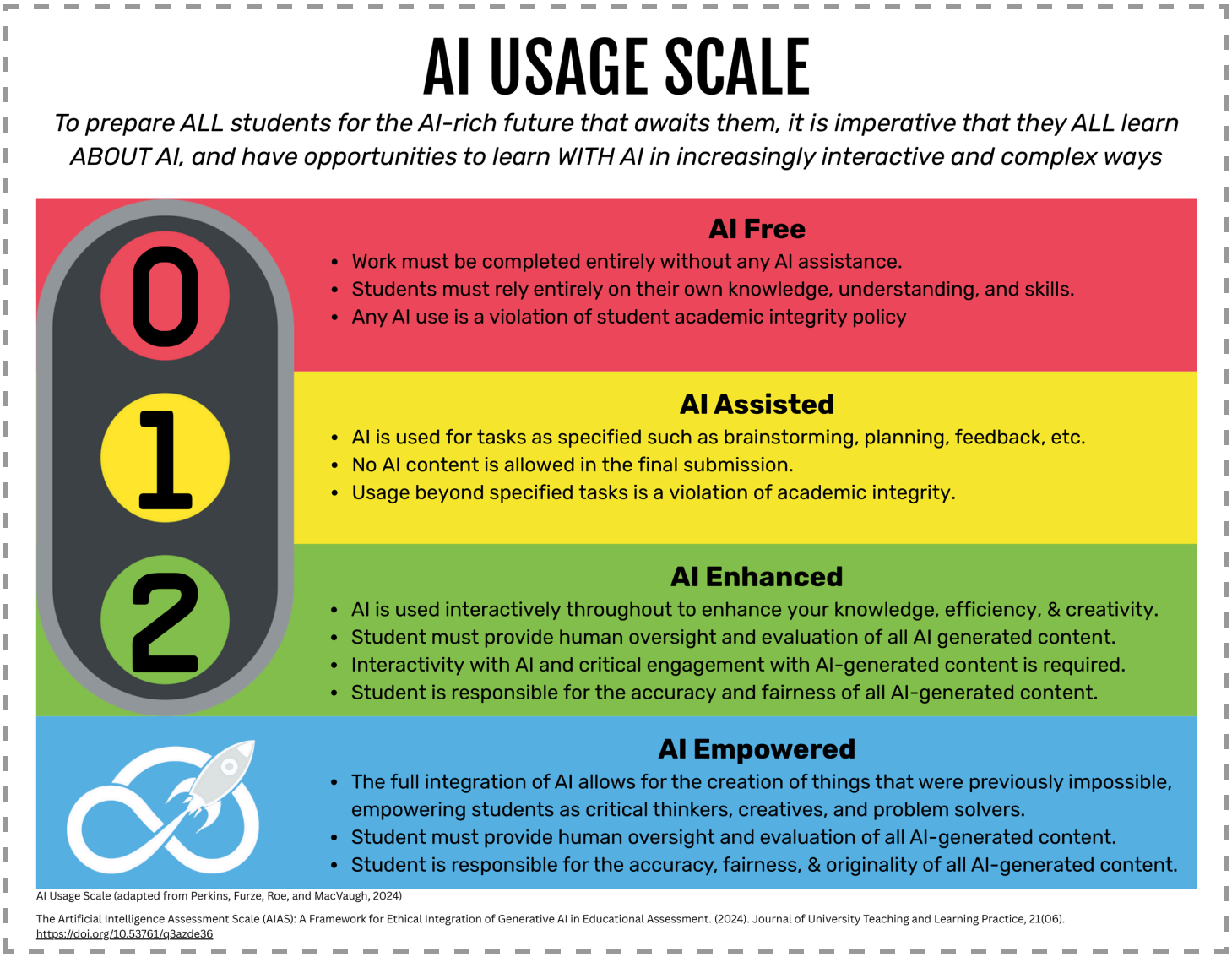
Big Idea from the Artificial Intelligence Assessment Scale [AIAS] (What Teachers Need to Internalize First)

The AIAS rejects a binary "AI or no AI" mindset. Instead, it frames AI use as a scaffolded continuum aligned to learning outcomes, not convenience or enforcement. The key question for teachers is:

> *What cognitive work do I want students to own, and where might AI legitimately support (not replace) that work?*

Across all levels, the student remains responsible for accuracy, reasoning, and judgment, even when AI is involved.



AI Usage Scale (adapted from Perkins, Furze, Roe, and MacVaugh, 2024)

The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. (2024). Journal of University Teaching and Learning Practice, 21(06). https://doi.org/10.53761/q3azde36

Level 0 - AI Free

(AIAS Level 1: "No AI")

What This Really Means (Beyond the Bullet Points)
This level is not about punishment or mistrust. The AIAS positions AI-free work as appropriate only when the learning outcome depends on independent recall, fluency, or in-the-moment reasoning. It is best used:

- In supervised or in-class contexts
- For foundational skills, not complex synthesis
- For formative checks or performance-based tasks

The research explicitly warns against assigning AI-free work outside of controlled settings due to equity and enforcement concerns.

Strong Classroom Examples

- ELA: In-class literary analysis paragraph responding to a cold excerpt (focus: close reading, evidence selection).
- Math: Non-calculator quiz on algebraic manipulation or procedural fluency.
- World Languages: Live interpersonal speaking task or spontaneous writing sample.
- Science: Lab practical where students identify equipment, variables, or safety procedures orally.
- Social Studies: Socratic seminar or debate using previously studied sources.

Design Tip
If the task could reasonably be completed at home, assume AI will be used. Design Level 0 tasks so AI use is structurally unnecessary, not merely prohibited.

Level 1 - AI Assisted

(AIAS Level 2: "AI-Assisted Idea Generation & Structuring")

What This Really Means
AI may function as a thinking partner before writing, but not as a writer. The AIAS emphasizes this level as:

- A cognitive warm-up
- A way to reduce blank-page anxiety
- Particularly helpful for students who struggle with organization or ideation

Crucially, no AI-generated language appears in the final product.

Strong Classroom Examples

- ELA: Students ask AI to generate possible thesis statements about a theme, then select or revise one independently.

- Math: AI used to suggest multiple solution strategies to a word problem; the student chooses one and solves independently.
- Science: AI helps brainstorm variables for an experiment; students design and justify their final setup.
- Social Studies: AI generates guiding questions for document analysis; students answer using primary sources.
- World Languages: AI suggests vocabulary categories relevant to a topic; students write original sentences.

What to Watch For
Teachers should name the allowed uses explicitly (e.g., brainstorming only). The AIAS notes that ambiguity at this level is what most often leads to misuse.

Level 2 - AI Enhanced

(AIAS Levels 3–4: Editing + Task Completion with Human Evaluation)

What This Really Means
This is the most pedagogically powerful and misunderstood level.
Here, AI is allowed to:
- Improve clarity, efficiency, or presentation
- Generate partial outputs that students must critique, verify, or revise
- Surface misconceptions that students must identify and correct

The learning outcome shifts from producing content to evaluating and refining content.

Strong Classroom Examples
- ELA: Student writes an essay draft; AI suggests revisions for clarity. The student explains which suggestions they accepted or rejected.
- Math: AI solves a problem incorrectly on purpose; students diagnose and correct the error.
- Science: AI generates a flawed hypothesis or conclusion; students annotate inaccuracies using data.
- Social Studies: AI drafts a historical argument; students assess bias, missing context, or factual errors.
- World Languages: AI revises a paragraph for grammar; student explains grammatical changes using target-language rules.

Instructional Shift
At this level, reflection and justification become part of the assessment. The AIAS is clear: if students are not required to evaluate AI output, the task is under-designed.

AI Empowered

(AIAS Level 5: "Full AI / Co-Pilot")

What This Really Means
This level is appropriate only when the learning goals transcend content production and focus on:

- Design thinking
- Creativity
- Ethical reasoning
- Systems-level problem solving

AI becomes a co-creator, mirroring real-world professional use, but students still own:

- Accuracy
- Bias detection
- Decision-making
- Final judgment

Strong Classroom Examples

- ELA: Students co-create a short story with AI, then write a meta-analysis on voice, authorship, and narrative control.
- Math: Students use AI to model real-world data, then critique the assumptions behind the model.
- Science: AI assists in generating simulations; students evaluate reliability and propose refinements.
- Social Studies: Students build alternate historical scenarios with AI, then assess plausibility using evidence.
- World Languages: Students create multimodal products (dialogue, visuals, audio) with AI, then reflect on linguistic authenticity.

Guardrail from the Research
This level is not appropriate for novice learners. The AIAS stresses that students must already possess sufficient disciplinary knowledge to avoid over-reliance.

Final Guidance for Teachers

The AIAS reframes AI use as a curricular design decision, not a management issue. Strong implementation depends on three habits:

1. Name the level explicitly for each task
2. Align the level to the learning outcome, not convenience
3. Require visible human thinking whenever AI is involved

Used well, the AI Usage Scale becomes a tool for equity, clarity, and instructional rigor, not restriction or surveillance.