Level	Action Words	Assessment Techniques and GAI Cheat Potential: 1 (hard) - 5 (easy)	GAI-Integrated Assignments
Remember	Define, Find, List, Recall, State, Match, Name, Omit, Relate, Select, Show, Spell, Tell, etc.	• **In-class exams or quizzes** that require recall of facts or basic concepts (multiple choice, matching, fill-in-the-blank). GAI-Cheat Potential: 1. • **Oral questioning**. Ask students specific questions in class or in oral examination. GAI-Cheat Potential: 1. • **Homework questions** that require recall of facts. GAI-Cheating Potential: 5. GAI does this very well.	• **GAI-generated study materials:** Student can generate summaries, flashcards, or mind-maps based on course content, to help them review and remember key information. • **Evaluation of GAI-generated student materials**: Students could submit their GAI generated materials, along with a critique or comparison to course materials, indicating strengths and weaknesses of what AI has provided. • **GAI fact checking**: Students input facts they've learned into GAI to check their accuracy. • **GAI-generated learning games**: Students create a learning game for course material using GAI, then refine it based on their assessment of what it is lacking.
Understand	Classify, Compare, Explain, Interpret, Summarize, Translate, Paraphrase, Show, etc.	• **Paraphrasing exercises**: Ask students to read a passage and paraphrase it in their own words. This requires a good understanding of material. GAI-Cheat Potential: 1 if it occurs under supervision. 5 if take-home. GAI lacks nuance of understanding. • **Explanatory essays**. Assign topics that require students to explain a concept or phenomenon in their own words. GAI-Cheat Potential: In-class, 1. If take-home: 4. Essays are well structured, but lack personal insight and originality. • **Concept maps**. Have students create a concept map that connects different ideas or pieces of information in a meaningful way. GAI-Cheat Potential: In class 1. If take-home: 3. AI can provide information, it will not be able to make the connections between concepts that deep understanding leads to.	• **GAI concept checks.** Students can check the accuracy of their explanations and definitions by typing them into the GAI and asking for feedback. • **Interactive tutoring sessions**. GAI can serve as a virtual tutor. IN virtual Q&A sessions, students can ask questions and get immediate responses, helping to clarify misunderstandings and deepening understanding. • **Additional examples.** GAI can provide additional examples of processes or principles, helping students deepen their understanding. • **Reflection on GAI outputs.** Have students input a series of prompts into a GAI and analyze the outputs. They can reflect on how the GAI's responses align with the course material, what the GAI seems to "understand" well, and where the GAI falls short.

		• **In-Class discussions**. Engage students in class discussion where they have to explain their understanding of a topic to others. GAI Cheat Potential: 1.	
Apply	Apply, Demonstrate, Solve, Use, Implement, Execute, etc.	• **Problem-solving tasks**: Assign tasks that require students to apply learned concepts to solve problems. This could be mathematic problems, scientific problems, or real world-scenarios. GAI-Cheat Potential: 1 if it occurs under supervision. 5 if take-home. GAI is particularly good at solving-well-defined problems. • **Role-playing exercises**. Have students participate in role-playing exercises where they have to apply their knowledge in a simulated real-world scenario. GAI-Cheat Potential: 2/. GAI can provide information and suggestions *apriori*, it cannot participate in the role-playing, and it cannot respond to contextual nuances. • **Project-based assignments**. Assign projects that require students to apply what they've learned to create something new, such as a model, a research paper, or a presentation. GAI-Cheat Potential: 3.5 AI can gather information and structure the project, but specific application of knowledge and creativity are driven by the student. • **Experiments**. In a controlled setting, have students conduct experiments that require the application of learned theories or concepts. GAI-Cheat Potential: depends on how much out of class preparation students are allowed. If none, 1. If some prep time is allowed, 2. GAI	• **Problem Solving Exercises.** Students can prompt GAI to generate a variety of problems related to the course content, then apply their knowledge to solve these problems. This can expose students to a wider variety of problem types than an instructor may be able to. • **Simulations**. GAI can generate simulations of real-world scenarios related to course content. Students can apply their knowledge in these simulated environments to improve upon the initial work of the GAI, submitting a list of prompts and modifications as well as outputs. This involves critical thinking on the part of the student, assessment of GAI output, and furthering understanding. • **GAI assisted project assignments**. Allowing students to use GAI in producing a project can elevate their overall performance in the assignment. Consider constructing the assignment so that students keep a record of prompts and responses, and to appropriately cite how the GAI was used. You may limit GAI use to the brainstorming or drafting stages, or as a final check of writing.

		can provide guidance on how to approach the experiment, but actually conducting the experiment requires hands-on work.	
Analyze	Analyze, Compare, Differentiate, Examine, Break down, Distinguish, etc.	• **Case studies**: Present students with a complex real-world scenario and ask them to analyze it, identify the problems, and propose solutions. This method requires application of analytic skills in a practical context. GAI- Cheat Potential, 2 GAI lacks the ability to understand nuance in real-world scenarios. It may offer some information and suggestions. • **Group discussions**: Have students participate in group discussions on a particular topic. Their ability to analyze the topic and contribute meaningful insights can be assessed directly or in reflections written immediately after the discussion. GAI-Cheat Potential, 1. GAI can't participate in discussions. • **Essays**: Assign essay topics that require deep analysis of a concept or issue. The students' understanding will be reflected in their ability to dissect the topic and present a well-argued essay. GAI Cheat Potential, if take-home, 4. AI can generate a well-structured essay, but it will likely lack personal insight and original thought. If in-Class, 1. Students can't access AI while writing in a blue book. • **Presentations**: Students are asked to prepare or deliver a presentation on a specific topic. GAI-Cheat Potential, 3. GAI may help students prepare the presentation and conduct the analysis, but it cannot "give" the presentation.	• **GAI-Powered Data Analysis**. Have students use AI to gather and analyze data on a specific topic, keeping track of their queries and prompts. They can then report on the data analysis, AI's role in gathering and processing it, and insights they were able to gain from it. You may wish to substitute known data sets, compare different data sets, or investigate the biases and shortcomings of the GAI analysis. • **Compare output from GAI analysis and personal analysis**. In this type of assignment, begin by having students analyze something appropriate for your course. Then, allow them to conduct a GAI-assisted analysis. They should compare the output to their analysis, and discuss what insights the comparison provides. • **GAI- decision making.** Assign a project in which students make a decision based on information about a topic generated by GAI. They can analyze how the AI helped in the decision-making process and what its limitations were, including its biases and inaccuracies.

		• **Problem-solving tasks**: Give students complex problems that require them to analyze various factors and find a solution. This could be mathematical, logical, or a strategic game. GAI-Cheat Potential, if take home 5. GAI does well in analysis of defined problems without contextual nuance. If in-class, 1, assuming that GAI is not accessed during the analysis.	
Evaluate	Appraise, Assess, Critique, Judge, Justify, Support, etc.	• **Debate**: Ask students to participate in a structured debate about the topic, demonstrating evaluation of different viewpoints and defense of their own understanding. GAI-Cheat Potential: 1. Debates occur in real-time, and require evaluation of nuances and contextual understanding that GAI cannot assist with. • **Peer Review**. Students evaluate and provide feedback on each other's work. This not only assessed their understanding but also their ability to apply the evaluation criteria. GAI-Cheat Potential: 2. GAI could potentially provide feedback and apply a rubric, but it would lack contextual understanding of the specific assignment. • **Critical Essays**. Students can write essays requiring them to critique a theory, concept, or argument related to the course. GAI-Cheat Potential: 3. GAI could help in writing a coherent essay, but would not be able to apply critical thinking about specific course material or deep understanding, especially when there are nuances involved. • **Self- Evaluation Reports**. Student could write a self-evaluation report, reflecting on their own learning	• **AI-Assisted Literature Critique**: Students use AI to generate a summary of a piece of literature, then critically evaluate the summary's accuracy and depth compared to the original text. • **Data Interpretation with GAI**: Students input raw data into an GAI tool to generate interpretations and visualizations, then evaluate the GAI's analysis for accuracy and potential biases. • **GAI Content Review**: Students review and evaluate content created by GAI use in various industries and evaluate the ethical implications and societal impacts. • **GAI Debate Preparation**: Students use GAI to help prepare for a debate, evaluating the strength of GAI-generated arguments and evidence for their side of the issue. The actual debate could also happen without the use of GAI.

		progress. GAI-Cheat Potential: 2.5. Although AI can generate reflective content, it will not accurately reflect the students' learning journey. It will lack the nuance and personal touch that self-produced reflections have.	
Create	Build, Design, Formulate, Invent, Propose, Generate, etc.	• **Creating a presentation**. Students could create a presentation that synthesizes information from various sources and presents novel arguments. GAI-Cheating Potential: 3. GAI can help construct the presentation, but the student must present it. Although some creativity can be brought in by GAI, much of this would be controlled by the creativity of the prompts used. • **Creating a portfolio.** Students could create a portfolio of their work throughout the course, demonstrating their learning progress, with reflection on both process and product. GAI-Cheating Potential: 2. GAI can help organize and present information, but if the actual content comes from student work through the term, and reflection includes personal elements, GAI will not produce the unique and nuanced work that a human can. • **Original Research Projects**. Students could conduct original research on a topic of their choice, contributing new insights or understanding through analysis and evaluation. GAI Cheat-Potential: 2.5. GAI can help with analysis of data and writing, it cannot frame questions that would lead to novel insights. It could only repackage what others have said, or generate hallucination.	• **GAI-Assisted Content Creation**: Students could be tasked with creating a blog post, essay, or presentation on a topic of their choice, using GAI to generate initial drafts or ideas which they then refine and expand upon. Students would keep a record of prompts, outputs, and the GAI input in the final project. • **GAI Art**: Students could use GAI to generate a piece of art, such as a painting or music composition. They would then analyze the generated piece and modify it to create their own unique artwork. • **Developing GAI Models**: Students could use GAI to develop their own models or algorithms. They would then test and refine these models, creating new applications or improving existing ones. • G**AI-Powered Brainstorming**: Students could use GAI to generate ideas for a project or research topic. They would then evaluate and select the most promising ideas to develop further. • **Creating Interactive GAI Experiences**: Students could use GAI to create interactive experiences, such as games or simulations. They would design the experience, use GAI to implement it, and then refine it based on user feedback.

		• **Invention/Prototype development.** Students could design and produce a new product or prototype that solves a problem or meets a need. GAI Cheat-Potential 1. GAI may be useful in brainstorming ideas and producing a design, but actual creation requires hands-on application and trouble-shooting in real-time.	