

# Guidance to Instructors concerning Agentic AI and Summative Assessment

## Background

Ever since the advent of ChatGPT and other generative artificial intelligence (GenAI) platforms, the [Centre for Pedagogical Innovation](#) has provided [guidance to Brock's educators on the use of GenAI in the context of teaching and learning](#). This guidance has been updated over time, including to reflect updates to the university's [academic integrity policy](#) and to address [the use of AI detection tools](#). Most recently, CPI launched an asynchronous workshop on GenAI on the new [Faculty and Instructors CPI Teaching and Learning Brightspace site](#), to complement its ongoing synchronous workshops for instructors and teaching assistants.

## Advent of Agentic AI

On July 17, 2025, [OpenAI released ChatGPT agent](#), which users can empower to log in to and navigate websites while performing complex tasks. Although users were previously able to use ChatGPT and other GenAI tools to support their work (whether authorized or unauthorized), the release of this new “agent mode” in ChatGPT marks a further development with AI, in that this use now requires far less human oversight and intermediation.

This new development carries implications for all web platforms, including Brightspace, Brock University's learning management system. Whereas students who engage in unauthorized use of AI will be in clear violation of the [Academic Integrity Policy](#), any user of Brock University systems that utilizes ChatGPT's agent mode (or other agentic AI tools) to access Brightspace or other university systems will additionally be in violation of Brock's IT [Acceptable Use Policy](#) and [Standards](#).

## Guidance from the Centre for Pedagogical Innovation

Although formative assessments continue to play an essential role in supporting assessment for learning and open (non-secure) summative assessments help students develop the knowledge, skills, and competencies, instructors are advised to reconsider the weighting of summative assessments that are carried out in Brightspace (e.g., online exams or quizzes, discussion forum posts, etc.) in favour of summative assessments that carry a higher degree of assessment security, as is the case with invigilated exams or tests, interactive oral assessments, or different types of experiential learning.

As a reminder, Brock University's policy on undergraduate student evaluation requires that the final course grade reflects grades from no fewer than 3 assessments and that a single item cannot account for more than 50 percent of the final grade.

Instructors are also reminded that the university's spectrum of flexible course delivery modes includes online courses (synchronous or asynchronous) with on-campus exams, which supports flexibility for students while preserving the integrity of key summative assessments.

### **Discussions planned concerning the future of assessment at Brock University**

Starting in the Fall term, the Centre for Pedagogical Innovation will convene a series of conversations across each of the teaching Faculties that will inform the development of proposals concerning the future of assessment at Brock University. This may include, for example, a shift towards a program-level approach to assessment, as has recently been [adopted by the University of Melbourne](#). These proposals will then be taken to the Senate Teaching and Learning Policy Committee and the Graduate Studies Committee for consultation and consideration.

### **Key terms**

**Formative assessment:** Assessment designed primarily to provide feedback to learners and to support their development during the learning process. Examples may include low-stakes quizzes, comprehension checks, draft submissions, classroom polling, and self-assessments.

**Summative assessment:** Assessment designed primarily to evaluate student learning, including whether and to what extent they have achieved the established learning outcomes. Examples may include midterm, progress, or final exams, end-of-term projects, capstone performances, and portfolio submissions.

**Secure assessment:** Assessment in which one can have relatively high confidence that assessment rules were followed and one can verify that the student completed the task. Examples include invigilated tests or exams, creative performances, and experiential learning (e.g., internships, practicums, labs, etc.).

**Open assessment:** Assessment in which the university may not be able to fully verify that the student completed the task. These are typically assessment types and tasks that are "unobserved" or produced without supervision and are therefore regarded as "insecure." Examples of these include traditional written assignments, unobserved practical or group assignments, and take-home exams.