

AI-Assisted Grading and Personalized Feedback in Large Political Science Classes — A Multi-University Randomized Trial from Houston

AI in Education · Good practice · United States of America

Quality score: 53/100

Evidence strength: Moderate

Summary

An RCT across four political science courses at Houston and partner universities found GPT-4-assisted grading of short-answer questions, using instructor rubrics, matched human grading quality without raising regrade requests, easing pressure toward multiple-choice-only tests.

Key dimensions

Dimension	Score
Evidence of learning impact	1/3
Equity & inclusion	0/3
Transparency, ethics & data protection	2/3
Teacher capability & pedagogy	3/3
Scalability & sustainability	2/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-08-23

[University of Houston](#) — accessed 2026-08-23

[PLOS ONE article](#) — accessed 2026-08-23

[PMC full text](#) — accessed 2026-08-23

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