

Description assessment matrix

Strong performances show

- Creation of high context that evolves within and between sessions
- Steering processes that improve collaboration quality
- Deliberate cultivation of specific relationship dynamics

Assessment focus	What to look for	Evidence of strong performance
Outcome	<ul style="list-style-type: none">• Quality and evolution of prompts• Sophistication of context building• Clarity of communication• Achievement of intended outputs	<ul style="list-style-type: none">• Prompts show progression from generic to highly specific• Later prompts reference earlier context effectively• Instructions demonstrate understanding of AI capabilities• Outputs closely match stated intentions
Process	<ul style="list-style-type: none">• Iterative refinement patterns• Recovery from failed attempts• Building shared vocabulary• Conversation depth and continuity	<ul style="list-style-type: none">• Chat logs show systematic improvement in description• Evidence of learning from unsuccessful attempts• Development of shorthand references and shared context• Multi-turn conversations building on previous exchanges
Reflection	<ul style="list-style-type: none">• Analysis of communication strategies• Recognition of effective techniques• Insights into context	<ul style="list-style-type: none">• Student identifies which description techniques worked best• Explains how their communication style evolved• Recognizes the value of context and relationship building• Articulates lessons about effective AI communication

Using this Matrix

For rubric development	For providing feedback	For peer and self assessment
<ol style="list-style-type: none">1. Select which Ds are most relevant to your assignment2. Choose appropriate assessment types for each3. Adapt the evidence indicators to your specific context4. Define performance levels (emerging, developing, proficient)	<ul style="list-style-type: none">• Use "What to Look For" columns to guide your review• Reference "Strong Performance" indicators in your comments• Help students see connections between different types of evidence• Encourage progression from surface to deep engagement	<ul style="list-style-type: none">• Share relevant portions with students before assignments• Have students identify their own evidence of competency• Use for peer review activities• Guide reflection prompts with these criteria