ANTHROP\C

Delegation assessment matrix

Strong performances show

- Exploration of relationships between goals, tasks, and capabilities
- Platform evaluation based on awareness of when and why tools are appropriate
- Intentional orchestration of human-AI collaboration

Assessment focus	What to look for	Evidence of strong performance
Outcome	• Quality of task division plans • Appropriateness of AI tool selection • Achievement of stated goals • Coherence between objectives and methods	• Delegation plan shows clear rationale linking goals to capabilities • Tool choices demonstrate understanding of strengths/limitations • Work distribution leverages unique human and AI strengths • Final products reflect strategic use of AI collaboration
Process	• Decision documentation throughout project • Evidence of platform exploration • Iteration in task allocation • Adaptation when initial plans don't work	• Chat logs (or student created plans) show exploration of multiple approaches • Documentation reveals why certain tools were chosen/rejected • Evidence of pivoting when delegation strategies need adjustment • Progressive refinement of human-AI work distribution
Reflection	• Analysis of delegation choices • Consideration of alternatives • Evaluation of impact • Learning from delegation decisions	• Student articulates why specific delegation choices were made • Discusses trade-offs between different approaches • Identifies what they'd do differently next time • Connects delegation decisions to project outcomes

Using this Matrix

For rubric development

1. Select which Ds are most relevant to your assignment
2. Choose appropriate assessment types for each
3. Adapt the evidence indicators to your specific context
4. Define performance levels (emerging, developing, proficient)

For providing feedback

- 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

For peer and self assessment

- 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