**ANTHROP\C**

# Diligence assessment matrix

## Strong performances show

- Integration of ethical reasoning throughout (not just final review)
- Nuanced understanding of transparency needs for specific contexts
- Clear responsibility for both product and process

| Assessment focus | What to look for | Evidence of strong performance |
|---|---|---|
| **Outcome** | • Quality of attribution/citations<br>• Completeness of transparency documentation<br>• Evidence of verification<br>• Discipline compliance | • Diligence statements clearly articulate AI's role<br>• All AI contributions appropriately attributed<br>• Evidence of fact-checking and accuracy verification<br>• Work meets ethical standards for the discipline |
| **Process** | • Data handling practices<br>• Permission documentation<br>• Constraint checking<br>• Ethical decision points | • Chat logs show careful handling of sensitive information<br>• Documentation of permissions sought and obtained<br>• Evidence of checking institutional/legal requirements<br>• Ethical considerations visible throughout process |
| **Reflection** | • Ethical dilemma discussion<br>• Understanding of responsibilities<br>• Future planning<br>• Values articulation | • Student discusses ethical challenges encountered<br>• Demonstrates understanding of their accountability<br>• Plans for improving responsible practice<br>• Articulates personal ethical framework for AI use |

## 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