Wk 3 Authentic Assessment with AI

Learning Objective: In-service educators will critically assess the quality of an authentic summative assessment using generative AI.

Purpose: This activity is intended to help you brainstorm and revise your authentic summative assessment through the use of AI as an intelligent tutor. This activity will also help you be better prepared for completing your second project, which follows the assessment cycle.

Below is the process you will document and submit.

1 CREATE YOUR FIRST DRAFT

You will demonstrate your initial understanding of how to an authentic summative assessment as a PBL for your written objective. Remember to use the Wk 3 Interactive Review for information on the learning objective requirements for stage 2 of the classroom assessment cycle.

Here's an overview to create a PBL.

- connected to the real world outside the classroom
- meaningful to the student, so that it motivates them to engage in it
- require higher order thinking through creativity or problem-solving

You will create the full description of the authentic assessment by selecting a project-based, problem-based, or performance-based assessment. You will include the following:

1. Grade Level
2. Learning Objective (of learning)
3. This description will be written for the students, so that it contains all the instructions and materials they will need to complete the assessment. Think of this as the handout or instructions you will give to your students. This should not be a worksheet.

You can save your work in a document, where you will be documenting your process.

2 FEEDBACK FROM GENERATIVE AI

Once you have your first draft of the authentic PBL assessment, you will then use generative AI to get feedback on your work.

2.1 USE MICROSOFT COPILOT

The recommended chatbot to use is Microsoft Copilot because it will also generate real resources, it will keep your information private, and it will allow you to upload

the file. You need to log in to Copilot using the Edge browser and your UTRGV credentials.

Copilot (microsoft.com)

2.2   AI PROMPT

Once you are logged in, use the paperclip icon to upload the assessment task file, then add your prompt using the following prompt template: (I recommend you create your prompt before you upload the file.)

I am a [2nd grade teacher, administrator, etc.] and I am planning a lesson/unit on [topic/lesson]. At the end of my lesson/unit, I want to use an authentic assessment that uses PBL parameters.

Please review my authentic assessment plan written for my students, and give me specific feedback to help me improve it. Please format the feedback so that you tell me if 1) the objective fits the assessment, 2) if the assessment follows PBL parameters, 3) if it fits the topic or lesson, and 4) if it is grade level appropriate.   Please do not show me a revised assessment but provide me feedback that allows me to revise it myself.

Please note that AI can be wrong, so your knowledge of the assignment will help you determine if the feedback is useful or not. This is why AI is also more useful when the process is iterative. That means, have a conversation with it. When you first prompt it, and it generates the first response, ask it a follow up question on anything you need clarification, extension of feedback or a redirection. Try to ask it at least 2 or 3 follow up questions just to make sure you understand exactly what you need to do to revise or improve your assessment task. Copilot also offers you recommendations if you're not sure what to say to continue the conversation.

Do not ask generic or vague questions like, "Anything else? What else do you suggest?" Be specific, as the chatbot gets better the more information and details you give it.

2.3   DOCUMENT THE CONVERSATION

Once you have finished your conversation with the chatbot, copy past your entire conversation, including your initial prompt and all follow up questions and responses from the chatbot. Add this entire conversation in the same document where you wrote your initial objectives draft. Please make sure you provide subheadings to divide each step in the process.

3 REVISED OBJECTIVES WITH CRITICAL ANALYSIS

In the next section of the same document, create a new subheading to write your revised authentic assessment. The process from draft to revision needs to be clear by documenting all the steps in your document.

3.1 REVISION

Based on the feedback you received from the chatbot, revise your assessment so that they better meet the requirements for creating a PBL authentic summative assessment.

3.2 CRITICAL ANALYSIS

Add 1-2 well-developed and elaborated paragraphs at the end of the revised objectives that indicate how you analyzed the items after the chatbot gave you feedback. Use the following guiding questions to guide your analysis, but do not include the question text in the paragraphs.

- Were the recommendations unbiased? What did I do to ensure they were not biased?
- Did any of my questions appear to be subjective rather than objective, where I was imposing my opinion without realizing it? What did I do to ensure the questions were objective?
- How did I ensure that my assessment met the stated purpose and format?
- If you looked up additional resources provided by Copilot, how did those assist you in revising the assessment task?

4 GRADING RUBRIC

This rubric adds up to 25 points.

Criteria	Process Not Demonstrated 0-0	Process Needs Major Improvements 1-2	Process Needs Minor Improvements 3-4	Process Accomplished 5-5
Planning Parameters	No assessment task submitted or no process demonstrated.	Inadequate or poorly constructed assessment task, which minimally met the formatting and parameters	Well-constructed assessment task, which meets most of the formatting and parameters of the	High-quality assessment task, which meets the formatting and parameters of the assignment and fits the

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		of the assignment. The purpose of the assessment was unclear or not well aligned.	assignment and which mostly fits the purpose of the assessment.	purpose of the assessment.
Grade level relevance	No assessment task submitted or no process demonstrated.	The description of the assessment ask was not appropriate to the grade level, with language and jargon used above the age or too below grade level to offer appropriate rigor.	The description of the assessment task was mostly appropriate to the grade level, with some minor use of jargon or other unrelated terms. Connected mostly well to the age.	The description of the assessment task was appropriate to the grade level that was intended, with clear connection to the age.
Generative AI Feedback Process	No AI feedback submitted or no process demonstrated.	Feedback from AI is minimally used or not well-documented. The prompt was not thoroughly written or no follow up was used.	Feedback from AI is thoroughly documented though the prompt may have been missing a key element. Some follow up questions asked, though not all of them improved the feedback or extended it.	Feedback from AI is thoroughly documented with an appropriately phrased prompt. Included multiple follow-up questions for clarity and improvement.
Feedback Incorporation	No assessment task submitted or no process demonstrated.	Minimal or no incorporation of feedback demonstrated. It may result in missed opportunities for improvement.	Partial incorporation of feedback shows a willingness to adapt. Some revisions based on feedback are evident, but further refinement is possible.	Effective incorporation of feedback demonstrates a thorough revision process. The assessment task reflects a clear and specific understanding of what needed to be improved.

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Critical Analysis	No critical analysis submitted or no process demonstrated.	Limited or no critical analysis indicates a surface-level approach. The assessment task process lacks depth, and potential weaknesses remain unaddressed.	Basic critical analysis acknowledges strengths and weaknesses. It identifies areas for improvement and suggests minor adjustments.	Thorough critical analysis goes beyond surface observations. It evaluates trade-offs, considers alternative approaches, and ensures an appropriate assessment task design.