**A.I. Ethics,** Exhibition Sentence Starters

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| **THINK: An RCS student uses relevant evidence to analyze a situation or make a logical claim.** | | | |
| Emerging | Developing | Proficient | Excels |
| Background knowledge may not be displayed or stays the same as the start of the class. Questions may be at surface level as student builds skills of questioning and building background knowledge. | Background knowledge is displayed, but may not connect to topic. Question maybe unrelated to question or topic. | Student applies and builds background knowledge by generating questions that are on topic and target the learning goals. | Background knowledge is applied to new topics, challenges, and questions. Students knowledge base expands as a result of their thinking. |
| No clear claim is made. | Claim is made, but may not be reasonable or connected to question or topic. | Claim is specific, reasonable and is connected to the question/topic. | Claim is clear, focused, and  exposes layers of meaning and context related to evidence and topic. |
| Evidence is lacking or disconnected from the claim. No citations are made | Evidence is present and on topic, but no clear connection is made to support the claim. An attempt is made at citations, but formatting my not work. | Multiple pieces of reliable evidence are present and cited and support the claim/argument. Citations are included and formatted accurately. | Multiple pieces of reliable evidence are present and cited and support the claim/argument. Citations are included and formatted accurately. |
| Analysis is incomplete: is missing multiple parts, meanings, or relationships. | Analysis is partially done but superficial: may be missing some of the parts, their meanings, or their relationship to one another. | Analysis connects the evidence to the claim by explaining the parts, what they do/mean,and how they relate to one another. | Analysis is complex and includes multiple viewpoints and explanations. |

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| **Questions for the student**   * Why is it important to consider ethics and AI? * What is the moral of your Gray Area story? Good -> Evil? Evil -> Good? Neutral -> Good/Bad? * If you were to code a robot or machine, what ethical code would you use? Why? * How has your understanding of ethics changed from the beginning of the course to now? * What drew you to investigate your A.I. Moral Dilemma? Why did you choose your A.I. problem? * Tell me more about your A.I. Moral Dilemma...what is the problem? Solution? * What do you believe needs to be done in order to responsibly grow A.I. in the future? |
| **Sentence Starter for your Exhibition**   * In this class, we discussed/learned about/talked about... * It’s important to consider ethics because… * It’s important to consider ethics with A.I. because… * The future of A.I. is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because… * The current impact of A.I. in our world is… * If I were to code a robot or machine, the things I’d consider are... * When I wrote my ethical code, I   + Investigated…   + Explored…   + Thought about… * The thing that drew me to my A.I. Moral Dilemma was… * The reason I chose my A.I. Moral Dilemma topic was… * Some possible/potential problems are… * Some possible/potential benefits are… * For this technology to be developed ethically and responsibly, I think we need to… * Future A.I. growth needs to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to be safe and responsible. |