

Assessment in the age of AI

AI-Assisted Assessment Activity

1 SUMMARY INFORMATION

YOUR NAME & SURNAME: ANA MARGARIDA FONSECA

TITLE OF THE ASSESSMENT ACTIVITY: ECO-EXPRESSIONS: AI-ENHANCED PEER FEEDBACK LOOP

CONTEXT/AGE OF STUDENTS: IN THE CONTEXT OF AN ESL LESSON PLAN FOR 11TH-GRADE STUDENTS OPERATING AT THE B1/B2 LANGUAGE PROFICIENCY LEVEL, THIS PROJECT "ECO-CONSCIOUS CONSUMER CAMPAIGN" INTEGRATES ACTIVE PEDAGOGY AND AI TECHNOLOGY TO ENHANCE STUDENT ENGAGEMENT WITH ENVIRONMENTAL AND CONSUMERISM THEMES. THE PROJECT HARNESSSES THE 4 CS OF LEARNING BY HAVING STUDENTS COLLABORATE ON A MULTIMEDIA CAMPAIGN, UTILIZING AI TOOLS SUCH AS CHATGPT FOR CREATIVE BRAINSTORMING AND BING FOR RESEARCH. THIS INITIATIVE AIMS TO CULTIVATE AWARENESS AMONG PEERS ABOUT THE SIGNIFICANCE OF ECO-FRIENDLY CONSUMER HABITS, WHILE SIMULTANEOUSLY REFINING STUDENTS' ENGLISH LANGUAGE SKILLS THROUGH THE DEVELOPMENT OF CAMPAIGN MATERIALS SUCH AS POSTERS, SOCIAL MEDIA CONTENT, AND VIDEOS. **TLDR:** ESL STUDENTS, 11TH GRADE (APPROXIMATELY 16-17 YEARS OLD), EUROPEAN COMMON FRAMEWORK FOR LANGUAGES B1/B2 LEVEL.

TYPE OF ASSESSMENT (FORMATIVE OR SUMMATIVE): FORMATIVE

AI TOOL(S) USED: CHAT GPT, BING, GRAMMARLY, HEMINGWAY EDITOR (APP).

2 ASSESSMENT ACTIVITY

In the following section you are asked to describe the assessment activity you are planning to implement.

ACTIVITY	
Assessment Objectives List the specific objectives you aim to achieve through this assessment activity.	<ol style="list-style-type: none">2.1 Engage students in using AI tools for peer feedback on campaign materials.2.2 Ensure each student completes two rounds of feedback and implements a minimum of five AI-generated suggestions for improvement.2.3 Guide students to enhance their campaign content according to AI feedback, targeting language proficiency levels B1/B2.2.4. Align the activity with ESL learning outcomes and environmental awareness objectives, focusing on the use of specific vocabulary and persuasive language.2.5 Set a deadline of two weeks for the completion of the feedback and revision process in preparation for the campaign presentation.

<p>Assessment Instructions</p> <p>Provide here the assessment instructions for the students.</p> <p>(In brackets I included info for you only, as a peer reviewer, I would not include those in the instructions, just the numbered items and the last paragraph.)</p>	<p>(Using AI Tools for Peer Feedback)</p> <p>Log in to the AI feedback platform provided (e.g., Grammarly or Hemingway Editor).</p> <p>Upload your campaign draft, including text for posters or social media posts.</p> <p>Review the AI-generated suggestions on your own work first, then swap drafts with a peer.</p> <p>(Completing Feedback Rounds)</p> <p>Conduct two rounds of feedback where you review a classmate's campaign materials and provide constructive comments.</p> <p>In each round, focus on different aspects: the first on language and grammar, the second on content and persuasiveness.</p> <p>Use the AI tool to identify at least five areas for improvement in your peer's work and offer suggestions.</p> <p>(Enhancing Campaign Content)</p> <p>Revise your campaign materials based on the feedback received from your peers and the AI tool.</p> <p>Make sure your revisions address the specific suggestions and that your language use aligns with the B1/B2 ESL proficiency level.</p> <p>Aim to clearly communicate your environmental message while using persuasive language techniques.</p> <p>(Aligning with Learning Outcomes)</p> <p>Ensure your campaign materials incorporate key vocabulary related to environmental awareness and consumer habits.</p> <p>Apply the ESL learning strategies discussed in class to improve your English language proficiency through this activity.</p> <p>(Meeting the Deadline)</p> <p>You have two weeks from today to complete both rounds of feedback and make your final revisions.</p> <p>Keep track of your progress and submit your revised campaign materials by the deadline for the campaign launch presentation.</p> <p>Remember, the purpose of this activity is not just to create compelling campaign materials but also to improve your English communication skills through practical application and peer collaboration.</p>
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<p>Assessment Criteria</p> <p>Describe here the approach you will use to grade the work or give feedback to the students. In most cases this would ideally be in the format of a rubric with different feedback and levels. Paste here any rubric or other type of grading tool used.</p>	<p>For the formative assessment of Project 1, "Eco-Expressions: AI-Enhanced Peer Feedback Loop," the grading approach will focus on providing constructive feedback that encourages revision and improvement. The assessment rubric is designed with five criteria, each with four levels of performance.</p> <p>Check the rubric below.</p>
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Formative Assessment Rubric:

Criteria	Excellent	Good	Fair	Needs Improvement
Grammar and Language Use	Exceptional use of grammar and B2 level structures; no errors.	Good use of grammar with very few minor errors; mainly B1/B2 level structures.	Fair use of grammar; some errors, with a mix of A2/B1 level structures.	Poor use of grammar; frequent errors, with A2 level structures dominating.
Content Accuracy and Relevance	Content is completely accurate and highly relevant with in-depth insights.	Content is mostly accurate and relevant, with clear links to the theme.	Content is somewhat accurate and relevant, but some details are unclear.	Content is inaccurate or irrelevant, with little to no connection to the theme.
Persuasiveness and Clarity of Message	Message is exceptionally persuasive and clear, with a compelling call to action.	Message is clear and somewhat persuasive, with a clear call to action.	Message is somewhat clear but lacks persuasiveness, with a vague call to action.	Message is unclear and not persuasive, with no discernible call to action.
Use of AI Feedback	Excellent integration of AI feedback, enhancing the overall quality.	Good integration of AI feedback, with noticeable improvements.	Fair integration of AI feedback, with minor improvements.	Poor integration of AI feedback, with little to no improvement.
Creativity and Engagement	Work is exceptionally creative and engaging, with original ideas and presentation.	Work is creative and maintains engagement, with some original ideas.	Work shows an attempt at creativity, but engagement is inconsistent.	Work lacks creativity and fails to engage the audience.

USE OF AI TOOL

Teacher-Generated Prompts

Specify the prompts you have entered in the AI tool.

Act as an ESL Portuguese teacher with extensive knowledge of active pedagogies and AI-infused teaching strategies. You are teaching 11th graders with European Common Framework for Languages B1/B2 ESL language skills. You also love to have students explore the 4 Cs of Learning and you want them to use Chat GPT 3.5 or Bing (by using Microsoft Edge browser) to brainstorm, outline and check and improve their learning outputs. Taking all this into consideration and the guidelines above, give me 5 ideas of projects where these ESL students can learn about the impact consumer habits have on the environment. This is a transition project from the main theme of the Environment to another theme, Teenagers and Consumerism. After Consumerism students will study Advertising Strategies.

Now, for each project, provide me 2 AI-powered formative assessment activities.

Focus on Project 1 only. Provide adequate answers to this, according to Project 1:

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From now on we will focus on Project 1, Assessment activity 1 only. Understood?

Summarise {Project 1} in one paragraph for a lesson-plan contextualisation document {Project 1 info was then provided to chatbot}

(Iterating previous information in the chat with chatbot, I asked) provide me SMART specific objectives you as a teacher aim to achieve through this assessment activity

(after going through output) Good. Now rewrite this in list format.

Provide simple and actionable instructions for these students. The instructions should be extremely clear and relatable to {assessment objectives 2.1 to 2.5 in this document}

Lets focus on formative assessment criteria of the project. Describe here the approach you will use to grade the work or give feedback to the students. Create a 20-

	<p>point assessment rubric with different 5 feedback criteria and 4 performance levels.</p> <p>Replace the points with a qualitative scale and keep the performance descriptors. Submit rubric in table format.</p>
<p>AI Response</p> <p>Paste the response provided by the AI tool by sharing the link to chat or by sharing screenshots of your conversation.</p>	<p>Here's the full chat with Chat GPT, from context to iteration until I was satisfied with the bot's output: https://chat.openai.com/share/8dfd8d86-85c9-49cb-8069-7a360852c49d</p>
<p>Your Adjustments</p> <p>Explain how and why you adjusted the AI response based on your context and needs.</p>	<p>I made minor adjustments because, from the get-go, I tried to be specific when prompting, giving Chat GPT a role plus teaching skills, a context, specific tasks, output formats, and limits.</p> <p>I brainstormed eventual projects first and then focused on how they'd work and finally on how to assess the project chosen. This means I now have 5 possible new projects to use with my 11th-grade classes whenever I want. (I am in fact moving from the theme of Environmental Issues to that of Consumerism).</p> <p>After selecting Project 1 (out of 5 possible ones), I iterated what I wanted to ground the bot and keep it on task.</p> <p>Then I just went through the AI-Assisted Assessment Activity document and kept on "chatting" the desired outputs out of Chat GPT.</p> <p>It may seem tedious or time-consuming, but in fact, it is not. The outcomes are more satisfying and may open up different learning paths that we wouldn't expect in the first place.</p>

3 REFLECTION ON AI EXPERIENCE

Take a moment to reflect on your experience when working with AI to produce this assessment activity. Share insights, challenges, and lessons learned.

I love using AI to brainstorm and streamline my work as a teacher. As I mentioned, it may seem tedious or time-consuming, but in fact, it is not. The outcomes are more satisfying and may provide us with different possibilities and learning paths that we wouldn't come up with in the first place.

Working with AI has certainly brought about some exciting insights. One notable aspect is the importance of contextualization and iteration. These processes keep the machine focused on what we want and prevent it from "hallucinating" or generating irrelevant content. It's all about harnessing AI's potential to enhance our teaching practices.

However, there is a potential challenge that I've been pondering. It's the idea of co-dependence on AI. While AI is a powerful tool, we must strike a balance and not rely on it to the detriment of our own creativity and critical thinking. As educators, we should always maintain our role as guides and mentors in the learning journey, using AI as an aid rather than a replacement.

In the ever-evolving landscape of education and AI, there are valuable lessons to be learned. As I continue to explore the possibilities and challenges, I'm committed to finding the right balance that maximizes the benefits of AI while ensuring that our students receive a well-rounded and human-centered education.

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