

# Assessment in the age of AI

## AI-Assisted Assessment Activity

### 1 SUMMARY INFORMATION

YOUR NAME & SURNAME: ANASTASIA NIKOLOPOULOU

TITLE OF THE ASSESSMENT ACTIVITY: DAY AND NIGHT IN OUR WOLRD

CONTEXT/AGE OF STUDENTS: KINDERGARTEN / 5-6 YEARS OLD

TYPE OF ASSESSMENT (FORMATIVE OR SUMMATIVE): FORMATIVE

AI TOOL(S) USED: CHATGPT – OPENAI (<https://chat.openai.com/>)

### 2 ASSESSMENT ACTIVITY

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

| ACTIVITY   |   |
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| <p><b>Assessment Objectives</b></p> <p>List the specific objectives you aim to achieve through this assessment activity.</p> | <ol style="list-style-type: none"><li>1. Try to help 5-6 years' old students understand the rotation of day and night in our world, through play and experiential ways of learning.</li><li>2. Try to enable students to understand the impact this rotation has on our lives, depending on where we live (North Pole, Mediterranean Sea, etc.).</li><li>3. Check students' understanding of day and night rotation, as far as oral communication, motor skills (gross and fine), and teamwork are concerned.</li><li>4. Evaluation of their understanding will be conducted by approaching their ability to describe/draw differences between day and night, activities that we perform during day or/and night, habits that people at the North Pole have in comparison with Mediterranean people.</li><li>5. As children of kindergarten age cannot read or write, the assessment of their understanding and new knowledge will be through formative assessment with the help of oral, playful and group activities.</li></ol> |

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| <p><b>Assessment Instructions</b></p> <p>Provide here the assessment instructions for the students.</p> | <p><b>Objective 1:</b></p> <ul style="list-style-type: none"> <li>✓ Through relevant educational videos, students will try to understand the reasons why we have days and nights on our Earth.</li> <li>✓ Experiments will be conducted so as students will actively participate in them and gain an understanding of day and night rotation.</li> </ul> <p><b>Objective 2:</b></p> <ul style="list-style-type: none"> <li>✓ Through observation at school and their homes (with their parents' collaboration), children will have the opportunity to observe, recognize and name things that they do during the day and during the night.</li> <li>✓ Students will discover the differences between the daily activities and habits people have at the North Pole and at the Mediterranean countries, through relevant educational videos.</li> </ul> <p><b>Objective 3:</b></p> <ul style="list-style-type: none"> <li>✓ By trying to explain to other students the experiment about day and night, they will cultivate their oral communication.</li> <li>✓ Through drawing and cutting, they will cultivate their fine motor skills. Additionally, they will cultivate their gross motor skills by taking part in relevant activities and game.</li> <li>✓ Through all the activities that the teacher will design along with her/his students, they will cultivate the 4Cs skills (collaboration, creativity, critical thinking, and communication) as far as the day and night project is concerned.</li> </ul> <p><b>Objective 4:</b></p> <ul style="list-style-type: none"> <li>✓ By trying to explain to their peers the habits people in different parts of the world have, regarding day and night, students will show their understanding.</li> <li>✓ By drawing with plenty of different materials, students will show their peers differences between day and night, as well as activities that people perform during day or night.</li> </ul> <p><b>Objective 5:</b></p> <ul style="list-style-type: none"> <li>✓ Specific experiential activities will be designed by the teacher, as students of this age cannot read or write.</li> </ul> |
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|  | <p>✓ Students will be given the opportunity to experiment with sounds, materials, pictures, as far as day and night are concerned.</p>   |
| <p><b>Assessment Criteria</b></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><b>Criteria</b><br/>         Excellent (4 points)<br/>         Proficient (3 points)<br/>         Basic (2 points)<br/>         Limited (1 point)</p> <p><b>Formative Assessment Rubric: Understanding Day and Night for 5-6 Years-Old Students</b></p> <p><b>Criteria 1: Observation Skills</b><br/> <u>Excellent</u> (4 points): The student consistently demonstrates keen observation skills by accurately identifying and pointing out key elements associated with both day and night, such as the sun, moon, stars, and changes in the sky color.<br/> <u>Proficient</u> (3 points): The student generally shows good observation skills, but may occasionally confuse or miss some details related to day and night.<br/> <u>Basic</u> (2 points): The student displays limited observation skills and struggles to consistently identify key elements associated with day and night.<br/> <u>Limited</u> (1 point): The student has difficulty in recognizing basic features of day and night, and their observations are often inaccurate or incomplete.</p> <p><b>Criteria 2: Verbal Expression</b><br/> <u>Excellent</u> (4 points): The student articulates their understanding of day and night, using clear and complete sentences, incorporating appropriate vocabulary related to the topic.<br/> <u>Proficient</u> (3 points): The student communicates effectively but may occasionally use incomplete sentences or demonstrate some hesitancy in expressing their thoughts about day and night.<br/> <u>Basic</u> (2 points): The student struggles to convey their understanding verbally, using limited vocabulary and simple phrases.<br/> <u>Limited</u> (1 point): The student has difficulty expressing their thoughts verbally and may rely on gestures or non-verbal communication to a significant extent.</p> <p><b>Criteria 3: Hands-on Activities</b></p> |



Excellent (4 points): The student actively engages in hands-on activities related to day and night, such as creating simple models or drawings, and demonstrates a clear understanding of the concepts.

Proficient (3 points): The student participates in hands-on activities but may require some guidance or assistance, and their understanding is evident, though not consistently accurate.

Basic (2 points): The student shows limited interest or engagement in hands-on activities, requiring significant support and demonstrating a basic understanding of day and night concepts.

Limited (1 point): The student struggles to participate in hands-on activities, displaying little interest or understanding of the concepts related to day and night.

#### **Criteria 4: Questioning and Curiosity**

Excellent (4 points): The student actively asks thoughtful questions about day and night, demonstrating a strong curiosity and engagement with the topic.

Proficient (3 points): The student asks questions but may need some prompting, and his/her curiosity is evident but not as consistently demonstrated.

Basic (2 points): The student asks few questions, and his/her curiosity about day and night is limited or inconsistent.

Limited (1 point): The student rarely asks questions and appears disengaged or uninterested in exploring the concepts related to day and night.

#### **Criteria 5: Collaboration and Sharing**

Excellent (4 points): The student effectively collaborates with peers, sharing ideas and observations about day and night, and actively participating in group discussions or activities.

Proficient (3 points): The student generally collaborates well with others but may need occasional reminders to share and contribute to group discussions.

Basic (2 points): The student shows limited collaboration skills, requiring significant support to share ideas with peers about day and night.

Limited (1 point): The student struggles to collaborate with peers, often working independently

and showing little inclination to share thoughts or observations.

**Overall Assessment:**

Excellent (16-20 points): The student consistently demonstrates a deep understanding of day and night, showing strong observation skills, effective verbal expression, active participation in hands-on activities, curiosity, and collaborative skills.

Proficient (11-15 points): The student generally understands day and night concepts well, with some areas of improvement in either observation, verbal expression, hands-on activities, questioning, or collaboration.

Basic (6-10 points): The student has a basic understanding of day and night but requires additional support and improvement in multiple areas of assessment.

Limited (5 points or below): The student has significant challenges in understanding and expressing concepts related to day and night, necessitating targeted intervention and support.

## USE OF AI TOOL

### Teacher-Generated Prompts

Specify the prompts you have entered in the AI tool.

**Objective 1:**

Look carefully at the sky and try to find out differences between day and night.

Try to explain to your friend (who was absent) the experiment conducted in the classroom with a torch and a ball.

**Objective 2:**

Complete a drawing activity about day/night.

Cultivate your fine motor skills by trying to stay between the lines and using in a creative way many colors.

Try to use explicit oral communication to express some of the habits people have at the North Pole in contrast to people living at the Mediterranean countries.

**Objective 3:**

Explain to other students why you prefer day or night, by using specific and appropriate descriptive words.

Collaborate with your friend to make a handmade collage about day and night, through discussing ideas, sharing materials, and making decision together. Try to practice the 4Cs skills.

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|  | <p><b>Objective 4:</b><br/>Try to draw a picture of people’s activities during day.<br/>With playdough, try to create a picture of people’s activities during night.</p> <p><b>Objective 5:</b><br/>Try to understand by the sound or pictures given if it is day or night outside.<br/>Try to sort out the objects given, according to if they refer to day or night.</p>  |
| <p><b>AI Response</b></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>Information about how to share a link to one of your ChatGPT conversations can be found here:<br/><a href="https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq">https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq</a></p> | <p><a href="https://chat.openai.com/share/80bfb9c2-dbaf-49ae-986b-4fb89014f13b">https://chat.openai.com/share/80bfb9c2-dbaf-49ae-986b-4fb89014f13b</a></p> <p><a href="https://chat.openai.com/share/a92eaea0-143b-4250-9b37-e4b230093910">https://chat.openai.com/share/a92eaea0-143b-4250-9b37-e4b230093910</a></p>   |
| <p><b>Your Adjustments</b></p> <p>Explain how and why you adjusted the AI response based on your context and needs.</p>  | <p>Adjusting the AI response on formative assessment can be crucial to meet one’s specific context and needs. As far as I am concerned, I made some adjustments to:</p> <ul style="list-style-type: none"> <li>• meet the individual learning styles of my students (e.g., auditory, visual, or kinesthetic needs),</li> <li>• take into consideration the previous knowledge my students had, to adjust the assessment’s difficulty level accordingly,</li> <li>• make my students feel motivated and engaged in our day and night project,</li> <li>• adjust to specific learning disabilities or cultural differences, promoting inclusivity and acceptance.</li> </ul> <p>Taking the above factors into account, we can adjust the AI responses in formative assessments to create a more effective, personalized, meaningful, and engaging learning experience tailored to individual needs of our students, according to their age and abilities.</p> |

### 3 REFLECTION ON AI EXPERIENCE

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

It was an incredible experience. It was the first time I had ever used an AI learning model machine. It was not very easy, though. It's important to note that while AI can enhance assessment processes, ethical considerations, data privacy, and the need for human interference, remain some of the crucial aspects of implementing these technologies in education. Additionally, teachers must practice more as AI assessments are concerned, especially for very young children, since it's more difficult to implement AI assessment in kindergarten students.

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