

# Assessment in the age of AI

## AI-Assisted Assessment Activity

### 1 SUMMARY INFORMATION

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YOUR NAME & SURNAME: RAQUEL SÁNCHEZ RUIZ

TITLE OF THE ASSESSMENT ACTIVITY: RUBRIC TO ASSESS COOPERATIVE WORK IN AN ELT METHODOLOGY UNIVERSITY CLASSROOM

CONTEXT/AGE OF STUDENTS: ELT METHODOLOGY CLASSROOM, IN THE 3<sup>RD</sup> GRADE (OUT OF 4 YEARS) OF THE ENGLISH MINOR IN THE DEGREE IN PRIMARY EDUCATION IN SPAIN.

TYPE OF ASSESSMENT (FORMATIVE OR SUMMATIVE): FORMATIVE ASSESSMENT

AI TOOL(S) USED: CHATGPT

### 2 ASSESSMENT ACTIVITY

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

ACTIVITY	
<p><b>Assessment Objectives</b></p> <p>List the specific objectives you aim to achieve through this assessment activity.</p>	<ul style="list-style-type: none"><li>• TO ASSESS STUDENTS' <u>BEHAVIOUR AND PERFORMANCE</u> AND ASSIGNMENT OF <u>ROLES</u> WITHIN COOPERATIVE WORK</li><li>• TO GATHER TO WHICH EXTENT STUDENTS HAVE ACHIEVED THE <u>CITIZENSHIP</u> AND <u>ENTREPRENEURSHIP</u> COMPETENCES.</li></ul>

	<ul style="list-style-type: none"> <li>● <b>TO ASSESS STUDENTS' <u>COMMUNICATIVE COMPETENCE</u>, INCLUDING THE THREE SUBCOMPETENCES OF LINGUISTIC, SOCIOLINGUISTIC AND PRAGMATIC COMPÉTENCES.</b></li> <li>● <b>TO ASSESS IF STUDENTS INCLUDE AND WORK ON THE MODE OF COMMUNICATION OF <u>MEDIATION</u>.</b></li> </ul>
<p><b>Assessment Instructions</b></p> <p>Provide here the assessment instructions for the students.</p>	<p><b>THIS IS THE RUBRIC THE TEACHER WILL EMPLOY TO ASSESS <u>COOPERATIVE WORK</u> IN THE DIFFERENT FORMATIVE ASSESSMENT TOOLS FOR THIS ELT METHODOLOGY CLASS, INCLUDING CLASS WORK, PRACTICES OR GROUP PRESENTATIONS, AMONG OTHERS.</b></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>STUDENTS WILL RECEIVE FEEDBACK THROUGH A MOODLE TASK, WHICH WILL BE DIVIDED INTO THE FOUR INDICATORS CORRESPONDING TO EACH OBJECTIVE (PERFORMANCE AND ROLES, CIVIC AND ENTREPRENEURSHIP COMPETENCES, COMMUNICATIVE COMPETENCES AND MEDIATION).</b></p> <p><b>THE RUBRIC WILL BE DESIGNED AS A SCALE WITH SUCH FOUR INDICATORS AND THE DESCRIPTORS FOR FOUR LEVELS OF ACHIEVEMENT TO BE USED AS A FORMATIVE ASSESSMENT TOOLS.</b></p>

## USE OF AI TOOL

### Teacher-Generated Prompts

Specify the prompts you have entered in the AI tool.

**AS AN EXPERT ON DIDACTIC AND ELT METHODOLOGY, DESIGN A RUBRIC IN THE FORM OF A SCALE FOR FORMATIVE ASSESSMENT OF COOPERATIVE WORK FOR UNIVERSITY STUDENTS OF THE DEGREE IN PRIMARY EDUCATION IN ENGLISH.**

**DEFINE FOUR LEVELS OF ACHIEVEMENT FOR THE FOLLOWING INDICATORS: BEHAVIOUR, PERFORMANCE AND ROLE DISTRIBUTION; CITIZENSHIP AND ENTREPRENEURSHIP COMPETENCES; COMMUNICATIVE COMPETENCES; AND MEDIATION.**

**CONSIDER THAT THE OBJECTIVES OF THIS FORMATIVE ASSESSMENT TOOL ARE:**

- **TO ASSESS STUDENTS' BEHAVIOUR AND PERFORMANCE AND ASSIGNMENT OF ROLES WITHIN COOPERATIVE WORK**
- **TO GATHER TO WHICH EXTENT STUDENTS HAVE ACHIEVED THE CITIZENSHIP AND ENTREPRENEURSHIP COMPETENCES.**
- **TO ASSESS STUDENTS' COMMUNICATIVE COMPETENCE, INCLUDING THE THREE SUBCOMPETENCES OF LINGUISTIC, SOCIOLINGUISTIC AND PRAGMATIC COMPÉTENCES.**
- **TO ASSESS IF STUDENTS INCLUDE AND WORK ON THE MODE OF COMMUNICATION OF MEDIATION.**

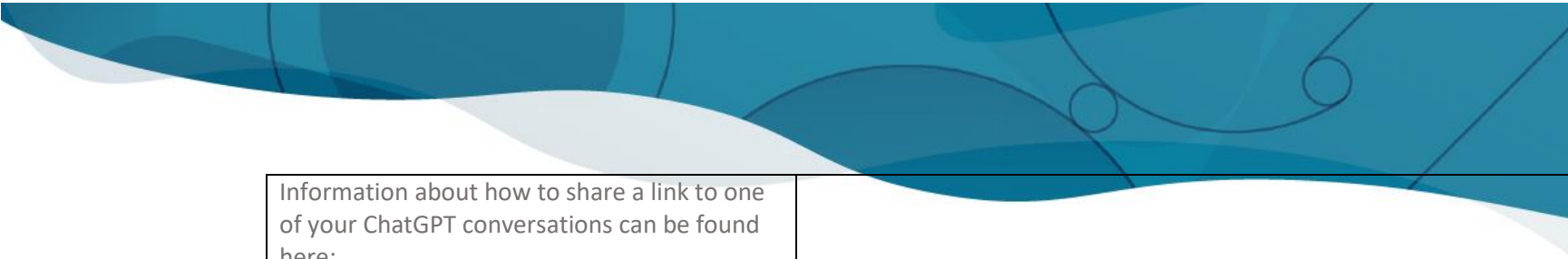
**ALSO, CONSIDER THE FOLLOWING ISSUES CONCERNING ETHICS: DATA PRIVACY, EQUITY, TRANSPARENCY AND ACCOUNTABILITY, BIAS, STUDENT ENGAGEMENT.**

### AI Response

Paste the response provided by the AI tool by sharing the link to chat or by sharing screenshots of your conversation.

### CHATGPT'S RESPONSE:

This is the link: <https://chat.openai.com/share/cded2994-bebc-4a1f-bc73-a85c48bd3230>



Information about how to share a link to one of your ChatGPT conversations can be found here:  
<https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq>

### Your Adjustments

Explain how and why you adjusted the AI response based on your context and needs.

The first thing I have changed is the way descriptors were formulated, since they did not consider the CEFR's recommendations to write descriptors and they were not independent. All my changes have been highlighted.

I have also changed the language to British English, since that is the variety I usually employ.

I have also included a quantitative specification of the qualitative degrees of achievement according to the marking system of Spanish Higher Education.

I have also added concepts that HE students should know and implement in an ELT Methodology class both regarding language and didactic issues.

I have also polished the indicators corresponding to the subcompetences of communicative competences according to the original volume of the CEFR (2001), but also Companion Volumes (2018 and 2020).

I have also adapted the final dispositions, especially due to their vagueness, to classroom rules and Spanish, and especially my university, regulations.

### Formative Assessment Rubric for Cooperative Work

#### Indicator 1: Behaviour, Performance, and Role Distribution

Criteria	Novice 0-4 (fail)	Developing 5-6.9 (pass)	Proficient 7-8.9 (merit)	Exemplary 9-10 (distinction)
Behaviour and Collaboration	Does not collaborate, disrupts group dynamics, or does not contribute to tasks.	Occasionally engages collaboratively but may need reminders to stay on task.	Engages collaboratively, listens to others, and contributes effectively to tasks.	Actively engages collaboratively, demonstrates leadership, and facilitates positive group dynamics.
Performance in Assigned Roles	Struggles to understand and fulfil assigned roles, impacting the group's progress.	Understands and fulfils assigned roles at times, which impacts the group's progress, although minimally.	Demonstrates a clear understanding and fulfils assigned roles effectively.	Demonstrates exceptional understanding and consistently exceeds expectations in assigned roles.

#### Indicator 2: Citizenship and Entrepreneurship Competences

	Criteria	Novice 0-4 (fail)	Developing 5-6.9 (pass)	Proficient 7-8.9 (merit)	Exemplary 9-10 (distinction)
	Citizenship	Is not aware of group responsibilities and rules or values within the cooperative work context.	Demonstrates awareness of group responsibilities and mainly complies with the class rules.	Demonstrates a strong awareness of group responsibilities and complies with class rules and knows cooperation and ethical values.	Exemplifies exceptional awareness of group responsibilities and uses class rules and cooperation and ethical values to foster a positive learning environment.
	Entrepreneurship	Lacks initiative and creative problem-solving skills, hindering the group's innovative potential.	Demonstrates sufficient initiative and creative problem-solving skills to finish the main task.	Consistently demonstrates initiative and creative problem-solving skills, contributing to the group's innovative potential.	Exemplifies exceptional initiative, creativity, and consistently contributes innovative ideas to enhance group outcomes.

### Indicator 3: Communicative Competences

Criteria	Novice 0-4 (fail)	Developing 5-6.9 (pass)	Proficient 7-8.9 (merit)	Exemplary 9-10 (distinction)
Linguistic Competence	Struggles with language use, making it difficult for others to understand. Frequent errors (more than 12 and/or those included in the list of mistakes to avoid on Moodle) impact communication.	Demonstrates basic language skills, but occasional mistakes may impede understanding. Does not have errors from the list of mistakes to avoid on Moodle.	Consistently uses appropriate language, with occasional (fewer than 5) minor mistakes, mispronunciation or typos that do not impede understanding.	Exceptionally clear and precise language use, demonstrating mastery of linguistic competence. Has no errors and correct pronunciation.
Sociolinguistic Competence	Limited ability to adapt language to various social contexts; struggles to communicate effectively with diverse audiences.	Demonstrates ability to adapt language to social contexts, with occasional (fewer than 5 times) challenges in communication	Consistently adapts language effectively to social contexts, demonstrating understanding of diverse audiences. Good use of text type	Exceptional use or text type and genre and register to adapt language to various social contexts, fostering effective communication with diverse



		with diverse audiences.	and genre as well as register.	audiences. Considers Intercultural Communicative Competence.
Pragmatic Competence	Struggles with understanding and using language in context, leading to misunderstandings	Demonstrates understanding and use of language in context, but has lapses in appropriateness or there is wrong word choice or translation in context.	Consistently understands and uses language effectively in context and good word choice and English grammar structures, with minimal lapses in appropriateness (fewer than 5).	Exceptionally adept at using language contextually, contributing to clear and effective communication, with no appropriateness lapses or wrong word choice.
<b>Indicator 4: Mediation</b>				
<b>Criteria</b>	<b>Novice</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
	<b>0-4 (fail)</b>	<b>5-6.9 (pass)</b>	<b>7-8.9 (merit)</b>	<b>9-10 (distinction)</b>
Incorporation of Mediation	Does not incorporate mediation in communication, missing opportunities to	Incorporates mediation (which can be attest in at least one occasion), with some	Clearly incorporates mediation (specifying each occasion and the type of	Exemplifies exceptional use of mediation activities (mediating a text, mediating concepts and mediating

resolve conflicts or facilitate understanding.	success in resolving conflicts or facilitating understanding.	mediation they use), effectively resolving conflicts and facilitating understanding among group members.	communication) and mediation strategies to explain new concepts and to simplify texts, and incorporates different types of each explicitly, proactively addressing conflicts and ensuring a harmonious group environment.
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**Ethical Considerations:**

- **Data Privacy:** Rubric results will be shared securely with only authorized individuals. All the information and assessment feedback will be provided through the safe institutional platform (Moodle and Teams) and sharing information to just the individuals involved in each task. UCLM data protection regulations are complied at all times.
- **Equity:** The rubric is designed to assess skills and behaviours fairly, without bias or discrimination. Even though AI and technology may be employed in the activities, the teacher will monitor each of them in every occasion to ensure equity.
- **Transparency and Accountability:** Assessment criteria and processes are transparent, and educators are accountable for fair evaluations. Such criteria along with the list of errors to avoid and all rubrics will be published on Moodle

	<p>so that all students know how all kinds of evaluations, including different types of assessment, in advance and prepare their projects accordingly.</p> <ul style="list-style-type: none"><li>• <b>Bias:</b> Efforts are made to minimize biases in assessment, ensuring fair and unbiased evaluations. The teacher's monitoring and personal implication in all cases of evaluation will ensure no algorithm or technical or technological aspects influence any kind of evaluation negatively. Students will also have the opportunity to review any kind of project and consult their doubts to clarify evaluation processes.</li><li>• <b>Student Engagement:</b> The rubric encourages active participation, fostering a positive and engaging learning environment. Moreover, students will have to do different kinds of assessment, which contribute to the overall evaluation of the course, including peer-assessment, self-assessment and the teacher's and the teaching-learning process evaluation (obviously additionally to the students' assessment). Students will have to comply with data protection regulations as well as UCLM regulations, especially regarding the <i>Students' Evaluation Regulations (2022)</i>, as well as ethical issues and classroom rules, including netiquette if online processes are involved.</li></ul>
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### 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.*

If employed correctly, AI as a tool -the same way we did when online dictionaries and translators consolidated- can help teachers enrich the **quality** (both regarding content, format and language) of their assessment tools and instruments.

As compared to **traditional methods**, AI offers new viewpoints and **insights** and provides with ideas maybe teachers had not thought of at first. They also type faster than humans, especially with no typing knowledge or skills. About editing, it depends on the quality of the prompts probably. If prompts were well designed, it is probably faster to edit a pre-established and written document; if not, it may take more time to change the instrument correctly and it may also hinder creativity as seeing model may condition or even limit to the first ideas offered if one does not think beyond.

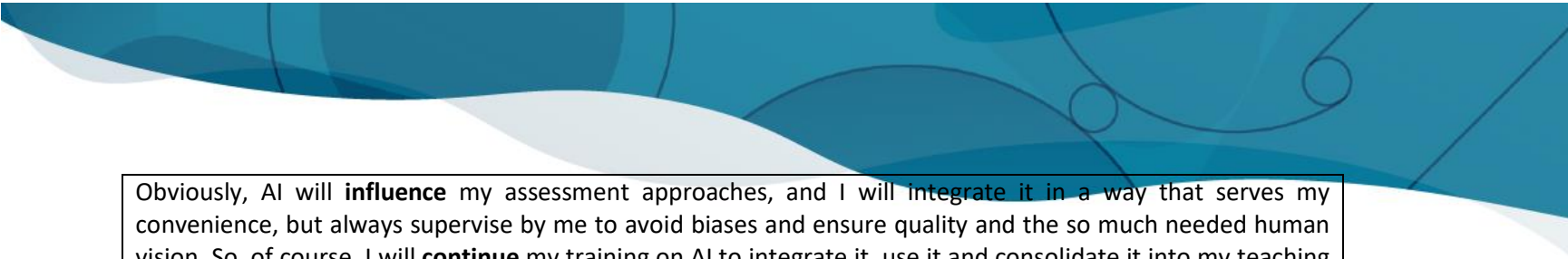
About things to be **improved**, I think even though my answers showed some knowledge, they were vague at times, which needed to an expert of the topic to correctly apply such practically and adapt it to particular courses, such as ELT Methodology for Spanish speakers, and Spanish and my own university regulations.

Another **challenge** or **limitation** is that, if you work with the free version, there are no updates up to a specific year, and since everything changes so fast, much edition is needed to update content to the current world.

Another issue that concerns me is how we are training the different apps to cater to businesses' needs and hidden interests we do not know. So I still do not know where AI goes (regarding such interests) and where it will take educators or how that would affect the jobs of the future, which will also have an impact on education, since we will need to prepare students for their reality.

Another challenge is that teachers need training not only on the use of different technology, but in this AI case on good prompting and that requires time and adds pressure to an already overloaded profession. We need to mingle many aspects, especially at university (teaching, innovating, researching, transferring knowledge and managing) and one has the feeling of inability to juggle everything and not being updating no matter how hard or much you try.

Technology, including AI, **evolves** and we need to understand and keep track if we want to make a difference in education and most importantly make decisions as experts to avoid others making decisions for use, especially who knows with what intentions (today more than ever money and capitalism rule the world). So we have to do our best not to lose our humanity, in a world where especially numbers and production count more than anything else, we have already forgotten the importance of arts and humanities (arts, music, theatre plays, reading...). And this is having a huge impact on social values, such as solidarity, mutual understanding, etc. which also affects our mental health. If we are seen as productive machines to produce money and move the economy, we forget about human values.



Obviously, AI will **influence** my assessment approaches, and I will integrate it in a way that serves my convenience, but always supervise by me to avoid biases and ensure quality and the so much needed human vision. So, of course, I will **continue** my training on AI to integrate it, use it and consolidate it into my teaching practice and will fight to be AI literate so that I can also instil the ethical use of AI in my students. Precisely, regarding the **ethical and privacy considerations** of the use of AI, I will read the European guidelines on AI we saw on this course and implement it every time I use AI. I will also commit to monitor everything I do with AI, as well as specifying which parts have been created with AI, especially to ensure all the instruments and their application comply with the European but also the Spanish law and particularly my university regulations, considering the *Students Evaluation Regulations* especially.