

Assessment in the age of AI

AI-Assisted Assessment Activity

1 SUMMARY INFORMATION

YOUR NAME & SURNAME: SLAVENKA MARKOTA

TITLE OF THE ASSESSMENT ACTIVITY: EVALUATION OF WRITTEN PRODUCTION IN FRENCH LANGUAGE TEACHING, ROOMMATE SEARCH ADS

CONTEXT OF STUDENTS: HIGHT SCHOOL, FRENCH LANGUAGE 2ND GRADE, 2ND YEAR OF LEARNING, 70 HOURS PER YEAR

AGE OF STUDENTS: 17 YEARS

TYPE OF ASSESSMENT : FORMATIVE ASSESSMENT

AI TOOL(S) USED: MAGIC SCHOOL AI

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.	SUBJECT CURRICULUM OF THE FRENCH LANGUAGE Domain A. Communicative language competence FJ (2) A.2.3 THE STUDENT WRITES A SHORT AND VERY SIMPLE TEXT. Students value each other in order to evaluate and compare their own progress and the progress of others in the activity of writing. The student analyses and evaluates the correct use of the present in writing short text. The student assesses the correct use of vocabulary related to the topic of sports. The student analyses and is worthy of using descriptive backgrounds. The student explains and evaluates the use of vocabulary for the topic of leisure activities.

<p>Assessment Instructions</p> <p>Provide here the assessment instructions for the students.</p>	<p>The teacher suggests to students an ad writing exercise after a processed lesson with a similar theme and vocabulary. He explains to them how the voltage of writing in pairs, will correct each other's work, Evaluate the written work. Students in a pair write a short and simple text on the topic Of Ad to search for roommates.</p> <p>Also, the teacher suggests a section and together they discuss its content, components and criteria it contains. After that, they exchange their work with another couple in the class and will evaluate their work based on the rubric.</p> <p>Students present their notes to others and explain how and why they decided on such and such number of points. Students point out what has been done well in the work, then they show what else needs to be worked on.</p> <p>In the final part, the teacher asks students questions about evaluation, whether it was easy, whether they like this way of working and the like.</p> <p>Students are fully involved in the evaluation process, And with the support of the teacher in order to maximize encourages the development of students' independent and self-regulated approach to learning. Thus, students will also be involved in the decision-making process on further steps in learning after evaluation. This approach helps students develop self-regulated learning.</p>
<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>Valuation as learning</p> <p>As I stated earlier, students will evaluate the written work of another couple (pairs) from the class based on the rubric.</p>
<p>USE OF AI TOOL</p>	
<p>Teacher-Generated Prompts</p> <p>Specify the prompts you have entered in the AI tool.</p> <p>I</p>	<p>The student writes a short and very simple text from 60 to 100 words.</p> <p>A student writes an ad looking for a housemate in the current academic year. He lists three activities he likes to do and three he doesn't like to do. He lists the 4 types of sports he plays. He then lists three qualities that a sought-after person must have. It correctly uses the present, descriptive adjectives and nouns for sports and leisure activities. There should be 5 proficiency levels described for each category.</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>	



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>

Rubric Title: Writing a Roommate Ad

Criteria	5	4	3	2	1
Content	The student includes all required elements: three activities they like, three activities they don't like, four types of sports played, and three qualities sought in a housemate.	The student includes most of the required elements, but may be missing one or two.	The student includes some of the required elements, but may be missing several.	The student includes few of the required elements, missing several key components.	The student does not include any of the required elements.
Language Use	The student correctly uses present tense, descriptive adjectives, and nouns for sports and leisure activities throughout the ad.	The student mostly uses correct present tense, descriptive adjectives, and nouns, with a few minor errors.	The student inconsistently uses present tense, descriptive adjectives, and nouns, with noticeable errors.	The student rarely uses present tense, descriptive adjectives, and nouns correctly, resulting in significant errors.	The student does not use present tense, descriptive adjectives, and nouns correctly.
Length	The student writes a text that is between 60 to 100 words.	The student writes a text that is slightly shorter or longer than the required length.	The student writes a text that is significantly shorter or longer than the required length.	The student writes a text that is much shorter or longer than the required length.	The student does not fulfill the length requirement.
Grammar and Mechanics	The student demonstrates excellent control of grammar and mechanics, with minimal or no errors.	The student demonstrates good control of grammar and mechanics, with a few minor errors.	The student demonstrates fair control of grammar and mechanics, with some noticeable errors.	The student demonstrates limited control of grammar and mechanics, with significant errors.	The student demonstrates poor control of grammar and mechanics, with numerous errors.



Overall Quality	The student's writing is clear, engaging, and effectively communicates the desired information.	The student's writing is mostly clear and communicates the desired information, but may lack some engagement or clarity.	The student's writing is somewhat unclear and may not effectively communicate the desired information.	The student's writing is unclear and does not effectively communicate the desired information.	The student's writing is confusing and does not communicate the desired information.

TRANSLATE FRENCH

Titre de la rubrique : Rédaction d'une annonce de colocataire

Critère	5	4	3	2	1
Contenu	L'étudiant inclut tous les éléments requis : trois activités qu'il aime, trois activités qu'il n'aime pas, quatre types de sports pratiqués et trois qualités recherchées chez un colocataire.	L'étudiant inclut la plupart des éléments requis, mais il peut en manquer un ou deux.	L'étudiant inclut certains des éléments requis, mais il peut en manquer plusieurs.	L'étudiant inclut peu des éléments requis, en manquant plusieurs composants clés.	L'étudiant n'inclut aucun des éléments requis.
Utilisation de la langue	L'étudiant utilise correctement le temps présent, les adjectifs descriptifs et les noms pour les sports et les activités de loisirs tout au long de l'annonce.	L'étudiant utilise principalement le temps présent, les adjectifs descriptifs et les noms correctement, avec quelques erreurs mineures.	L'étudiant utilise de manière incohérente le temps présent, les adjectifs descriptifs et les noms, avec des erreurs remarquables.	L'étudiant utilise rarement correctement le temps présent, les adjectifs descriptifs et les noms, ce qui entraîne des erreurs significatives.	L'étudiant n'utilise pas correctement le temps présent, les adjectifs descriptifs et les noms.
Longueur	L'étudiant écrit un texte qui compte entre 60 et 100 mots.	L'étudiant écrit un texte légèrement plus court ou plus long que la longueur requise.	L'étudiant écrit un texte nettement plus court ou plus long que la longueur requise.	L'étudiant écrit un texte beaucoup plus court ou plus long que la longueur requise.	L'étudiant ne respecte pas l'exigence de longueur.
Grammaire et mécanique	L'étudiant démontre une excellente maîtrise de la	L'étudiant démontre une bonne maîtrise de la grammaire et	L'étudiant démontre une maîtrise correcte de la grammaire	L'étudiant démontre une maîtrise limitée de la grammaire	L'étudiant démontre une maîtrise médiocre de la

	grammaire et de la mécanique, avec un minimum ou aucune erreur.	de la mécanique, avec quelques erreurs mineures.	et de la mécanique, avec quelques erreurs remarquables.	et de la mécanique, avec des erreurs significatives.	grammaire et de la mécanique, avec de nombreuses erreurs.
Qualité générale	L'écrit de l'étudiant est clair, captivant et communique efficacement les informations souhaitées.	L'écrit de l'étudiant est principalement clair et communique les informations souhaitées, mais il peut manquer d'engagement ou de clarté.	L'écrit de l'étudiant est quelque peu confus et peut ne pas communiquer efficacement les informations souhaitées.	L'écrit de l'étudiant est confus et ne communique pas efficacement les informations souhaitées.	L'écrit de l'étudiant est déroutant et ne communique pas les informations souhaitées.

My Adjustments

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

I would make the following changes with respect to my students:

In the category section Contenu et Longueur I would put together in one, and I would add the Lexique category. And the new Kohérence et cohésion because this seems too generally called qualité générale. I would also throw out the word Mécanique because it seems meaningless to me in this context. I would also throw out the word temps because it is enough le présent. Instead of the word adjectifs descriptive I would rather put qualificatifs. Also regarding the length of the text, I would exclude that the text bounces from the proposed one because it is longer, it is desirable at the initial level for the student to write more, so he should not be sanctioned.

I would also add the total number of points as well as percentages that would help students in their analysis. I would also add concrete verbs for example faire, avoir, amuser for evaluating the present tense. Some of these remarks are indicated red in the attached rubric.

Critère	5	4	3	2	1
Contenu 1	L'étudiant inclut tous les éléments requis : trois activités qu'il aime, trois activités qu'il n'aime pas, quatre types de sports pratiqués et trois qualités recherchées chez un colocataire.	L'étudiant inclut la plupart des éléments requis, mais il peut en manquer un ou deux.	L'étudiant inclut certains des éléments requis, mais il peut en manquer plusieurs.	L'étudiant inclut peu des éléments requis, en manquant plusieurs composants clés.	L'étudiant n'inclut aucun des éléments requis.
Utilisation de la langue	L'étudiant utilise correctement le temps présent, les adjectifs descriptifs et les noms pour les sports et les activités de loisirs tout au long de l'annonce.	L'étudiant utilise principalement le temps présent, les adjectifs descriptifs et les noms correctement, avec quelques erreurs mineures.	L'étudiant utilise de manière incohérente le temps présent, les adjectifs descriptifs et les noms, avec des erreurs remarquables.	L'étudiant utilise rarement correctement le temps présent, les adjectifs descriptifs et les noms, ce qui entraîne des erreurs significatives.	L'étudiant n'utilise pas correctement le temps présent, les adjectifs descriptifs et les noms.
Longueur 1	L'étudiant écrit un texte qui compte entre 60 et 100 mots.	L'étudiant écrit un texte légèrement plus court ou plus long que la longueur requise.	L'étudiant écrit un texte nettement plus court ou plus long que la longueur requise.	L'étudiant écrit un texte beaucoup plus court ou plus long que la longueur requise.	L'étudiant ne respecte pas l'exigence de longueur.
Grammaire et mécanique	L'étudiant démontre une excellente maîtrise de la grammaire et de la mécanique , avec un minimum ou aucune erreur.	L'étudiant démontre une bonne maîtrise de la grammaire et de la mécanique , avec quelques erreurs mineures.	L'étudiant démontre une maîtrise correcte de la grammaire et de la mécanique , avec quelques erreurs remarquables.	L'étudiant démontre une maîtrise limitée de la grammaire et de la mécanique , avec des erreurs significatives.	L'étudiant démontre une maîtrise médiocre de la grammaire et de la mécanique , avec de nombreuses erreurs.
Qualité générale	L'écrit de l'étudiant est clair, captivant et communique efficacement les informations souhaitées.	L'écrit de l'étudiant est principalement clair et communique les informations souhaitées, mais il peut manquer d'engagement ou de clarté.	L'écrit de l'étudiant est quelque peu confus et parfois ne communique pas efficacement les informations souhaitées.	L'écrit de l'étudiant est confus et ne communique pas efficacement les informations souhaitées.	L'écrit de l'étudiant est déroutant et ne communique pas les informations souhaitées.

TOTAL

25 / 100%

20/80%

15/60%

10/40%

5/20%

II

This is the second activity. I am showing the students my work that I entered the magicschool Text proofreader tool and showing them the corrected text after generating it. Together, we discuss what was corrected well, where there were mistakes, if there are any now, and so on. After that, we discuss whether they would like me to continue correcting their mistakes or if we should input their work into this tool and let it correct it, and the students should also explain their answers.

Text Proofreader Tool



[See an Exemplar](#)

Take any text and have it proofread, correcting grammar, spelling, punctuation and adding clarity.

Original Text:

Bonjour, je suis marta, je cherch une personne pour ma colocatrice. J aime le sport, particulierement l fot et j aim regarder les match de foot chez moi. Je cherche une personne calme, sympa et facile a vivre.
J aimes aussi les balades, les soire entre amis et visiter des musees.

Generate



Bonjour, je suis Marta et je cherche une personne pour être ma colocataire. J'aime le sport, particulièrement le football, et j'aime regarder les matchs chez moi. Je recherche quelqu'un de calme, sympa et facile à vivre. J'aime aussi faire des balades, passer des soirées entre amis et visiter des musées.

Changes:

- "je cherch" changed to "je cherche"
- "I fot" changed to "le foot"
- "j aim" changed to "j'aime"
- "chez moi" changed to "chez moi."
- "calme, sympa et facile a vivre" changed to "calme, sympa et facile à vivre"
- "les balades, les soire entre amis et visiter des musees" changed to "les balades, les soirées entre amis et visiter des musées."

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 would use this use of artificial intelligence tools exclusively to create a grading section but in consultation with students. Before the activity itself, we would discuss in class about artificial intelligence, what it is, on what principle it works, what are the advantages and any disadvantages of the use of artificial intelligence. Then we would discuss the ethical principles that must be respected and what ethical guidelines they would offer for their peers regarding the use of artificial intelligence. After that, we would start the aforementioned activity of evaluating their works with the help of rubrics.

In this course I learned a lot of interesting things about evaluation with the help of artificial intelligence and everything learned is precious to me because I have not done such a thing before.

Last school year, my students conducted a synthesized model of research learning on the topic of artificial intelligence, so their research and conclusions are certainly praiseworthy, and for that I have confirmation here in this course. The topic was ai ethics and my students did an excellent job of recognizing problems such as reliability and bias when analysing data by ai. It is really necessary and above all extremely important to keep in mind the possibilities of misjudging certain information by artificial intelligence, so caution is inevitable.

Before the very use of artificial intelligence tools, it is necessary to carefully judge whether there is a possibility of bias of any kind in the possible assessment of student works and how reliable its assessment is. I would certainly recommend a mandatory check before giving feedback to students to control for possible error or any kind of intentional or unintentional bias.

Also, I believe that artificial intelligence tools can help teachers but also students in learning, they can help differentiated classes but we must never forget the role of a teacher who monitors the result of artificial intelligence with a watchful eye and corrects possible shortcomings and inconsistencies.





European School Education Platform and eTwinning are initiatives of the European Union and funded by Erasmus+, the EU's programme to support education, training, youth and sport in Europe. This document has been prepared for the European Commission by European Schoolnet under a contract with the Union, however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

