AARON BLACKWELDER • JASON COWLEY

FUTURE-READY TEACHING *with* AI

Unlocking Student Potential in the Age of Artificial Intelligence

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Please enjoy this complimentary excerpt from Future-Ready Teaching With AI.

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TABLE 5.5   LEVELS OF STUDENT AI INTEGRATION RUBRIC

STUDENT DECISION MAKING WITH AI-GENERATED PRODUCTS			
LEVEL 1: EMERGING	**LEVEL 2: APPROACHING**	**LEVEL 3: MEETING**	**LEVEL 4: EXCELLING**
Students can do this with full assistance.	Students can do this with some assistance.	Students can do this independently.	Students can collaborate with others in doing this.
CRITERIA	**OBJECTIVES**		**STUDENT SCORE**
Intentional Decision-Making Process	The student . . . makes strategic changes that significantly impact the output based on specific goals and criteria. uses a variety of editing and revising techniques (e.g., word choice, sentence structure, organization) strategically and intentionally.		
Justifying Decisions	The student . . . explains how each change enhances the product. provides the reasoning behind each change, drawing specific connections to the purpose and audience. identifies areas for improvement and explains how chosen strategies address those areas. demonstrates a strong understanding of how changes impact overall effectiveness.		
Ability to Synthesize	The student . . . makes edits and revisions that result in a highly polished and unified text. Includes transitions that effectively link ideas and maintain a clear focus throughout. demonstrates a strong awareness of the audience and purpose.		

**TABLE 5.6 STUDENT DEPTH INTEGRATION OF AI DEPTH OF KNOWLEDGE
RUBRIC**

STUDENT DECISION MAKING WITH AI-GENERATED PRODUCTS				
	LEVEL 1: RECALL & REPRODUCTION	**LEVEL 2: BASIC APPLICATION**	**LEVEL 3: STRATEGIC THINKING**	**LEVEL 4: EXTENDED THINKING**
Intentional Decision-Making Process	Student can prompt AI to generate an output.	Prompt engineering is intentional and focused on the intended task and purpose.	Prompt engineering demonstrates an awareness of AI's limitations and applies multiple prompts to achieve desired outcomes.	Student analyzes biases in the outputs and seeks to integrate other sources to be considerate of diverse perspectives.
Integration of AI Outputs	Student writes a simple restatement of AI output that may use synonyms or varying sentence structures.	Student applies editing techniques to AI outputs (e.g., word choice, sentence structure, organization) to include in their work.	Student makes revisions to or combines AI outputs and includes them in intentional ways in their work to meet specific goals and criteria.	Student makes strategic changes to AI outputs and combines them with other data to create novel works that respond to diverse perspectives and audiences.
Justifying Decisions	Student provides simple explanations to justify decision making.	Student explains how each change enhances the work.	Student provides reasoning behind each change, drawing specific connections to the purpose and audience.	The student defends their decisions, drawing on diverse data sources and expert opinions in their reasoning.

This rubric is based on Webb's Depth of Knowledge and reflects DOK levels 1–4. Adapted from Webb (1997).