P-Purpose
R-Role
O-Objective
M-Method
P-Parameters
T-Tone

Prompt #1 - Creating Lesson Plans Prompt
Adapted from: AI for Education Chat GPT Prompt Library for Educators
Arkansas Academic Standards
Change the information in purple to information specific to the lesson plan you want to create.

Take on the role of an experienced **8th-grade English teacher**.

Generate a lesson plan for **8th graders** that includes learning goals of writing an argumentative essay covering **ELA 8.W.1.S, 8.W.2.S, 8.W.3.S**, to address the essential question of Write to Inform about a Topic **"How can we craft argumentative essays that engage readers from the start by providing a clear preview of the content, organizing ideas effectively, using well-chosen facts and details, and ensuring a cohesive flow of information?"** . Include the following:

- A teaching hook to engage students
- A video to help students visualize the concept
- A list of key vocabulary
- Student reading materials
- Lesson outline that includes direct instruction, guided practice, independent practice, and a closing activity
- Scaffolds for students who [list learning needs]
- Assessment of learning

The lesson plan is for the following student task description:

> For our 8th-grade English unit on persuasive writing, you have chosen a topic on which to write an argumentative essay. Write your paper based on the expectations taught and reviewed in class and outlined in this rubric, which will be used to evaluate your essay. You may use the example essay attached for reference as an exemplar.

The rubric should contain three parts:

1. Scoring and Scale

2. Criteria
3. Descriptions

The rubric should be fully aligned with the following curricular standards for **grade 8**:

8.W.1.S: Compose an argument using clear reasons and supporting evidence.

- Introduce claims supported by credible sources.
- Distinguish alternate or opposing claims.
- Maintain a cohesive structure.

8.W.2.S: Write to inform about a topic.

- Introduce a topic with a clear preview of what is to follow.
- Organize ideas, concepts, and information using broad categories.
- Select well-chosen facts, definitions, concrete details, quotations, and examples.
- Maintain a cohesive structure, clarifying the relationships among the ideas, concepts, and information.

8.W.3.S:

Write to express real or imagined experiences and/or events.

- Develop a topic, context, narrative elements, and point of view and/or perspective. • Select well-chosen, descriptive details and use sensory language and precise language.
- Develop well-structured event sequences to show the relationships among ideas and experiences.
- Use narrative techniques effectively, utilizing dialogue, pacing, sensory language, and description.

Generate a list of professional resources for teaching this lesson with APA 7 citations for the sources.

Generate a list of 5 CFA's (Common Formative Assessments) for this lesson
With an answer key

Prompt #2 - Creating a Rubric
Adapted from TCEA: How to Create a Rubric with ChatGPT

Using Arkansas 2023 ELA Standards **2023 ELA Standards PDF**

Take on the role of an experienced **8th-grade English teacher**.

Create a well-crafted and clear evaluation rubric for students in the form of a table using student-friendly language.

The rubric is for the following student task description:

> **For our 8th-grade English unit on persuasive writing, you have chosen a topic on which to write an argumentative essay. Write your paper based on the expectations taught and reviewed in class and outlined in this rubric, which will be used to evaluate your essay. You may use the example essay attached for reference as an exemplar.**

The rubric should contain three parts: Scoring and Scale, Criteria, and Descriptions.

The rubric should be fully aligned with the following curricular standards for **grade 8**:

8.W.1.S: Compose an argument using clear reasons and supporting evidence.

- Introduce claims supported by credible sources.
- Distinguish alternate or opposing claims.
- Maintain a cohesive structure.

8.W.2.S: Write to inform about a topic.

- Introduce a topic with a clear preview of what is to follow.
- Organize ideas, concepts, and information using broad categories.
- Select well-chosen facts, definitions, concrete details, quotations, and examples.
- Maintain a cohesive structure, clarifying the relationships among the ideas, concepts, and information.

8.W.3.S: Write to express real or imagined experiences and/or events.

- Develop a topic, context, narrative elements, and point of view and/or perspective. • Select well-chosen, descriptive details and use sensory language and precise language.
- Develop well-structured event sequences to show the relationships among ideas and experiences.
- Use narrative techniques effectively, utilizing dialogue, pacing, sensory language, and description.

Use the following scoring scale for the rubric:

- **Beginning (1 point)**
- **Developing (2 points)**

- **Proficient (3 points)**
- **Exemplary (4 points)**

Include the following criteria for each element of the scoring scale mentioned above:

- **Thesis**
- **Evidence**
- **Explanation**
- **Conclusion**
- **Conventions**

For each of the criteria and each scoring scale, generate a descriptor based on the standards I have provided.

Generate the rubric in the form of a table. The first row heading for the table should include the scoring scale and points. The first column on the left of the table should display the criteria. The descriptors for each component and score should be listed under the correct scoring scale and points column and criteria row. Make the descriptors in the table as specific to the standards as possible.

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Grading Student Work

✅ Appropriate Uses of AI in Grading

Teachers may use AI to:
• Generate rubric-aligned feedback
• Identify strengths and growth areas in student work
• Suggest possible scores for teacher review
• Provide differentiated feedback language
• Help calibrate grading across teams or PLCs
• Save time on repetitive feedback writing

🚫 Inappropriate Uses of AI

Teachers should NOT:
- Allow AI to assign final grades without teacher review
- Upload personally identifiable student information when district policy prohibits it
- Use AI detection tools as proof of cheating
- Replace individualized feedback with generic AI responses
- Ignore rubric alignment

Grading Prompt Guide

You are assisting me with grading student work. You are NOT the final decision maker. Your role is to provide rubric-aligned feedback and suggested scoring that I will review for accuracy, fairness, and professional judgment.

Here is the assignment description:
[Paste assignment directions and learning targets here]

Here is the rubric:
[Paste full rubric with scoring levels and descriptors here]

Grade Level:
[Enter grade level]

Subject:
[Enter subject]

Standards Being Assessed:
[List standards if applicable]

Student Work:
[Paste student work here or attach it]

Please do the following:

1. Score the assignment using ONLY the rubric criteria provided.
2. For EACH rubric category:
- Provide suggested score
- Provide clear justification referencing specific evidence from the student's work
3. Provide strengths of the student's work.
4. Provide specific growth areas tied directly to rubric language.
5. Provide 2–3 actionable next steps written in student-friendly language.
6. Identify any possible misunderstandings or skill gaps.

7. Flag any concerns about academic integrity or AI-generated writing ONLY if strong indicators exist. Do NOT assume misconduct.
8. Maintain an encouraging, constructive, and age-appropriate tone.

Formatting Requirements:
- Organize response by rubric categories
- Use bullet points
- Do not change rubric language
- Do not include commentary outside rubric criteria
- Keep feedback concise but meaningful
- Avoid absolute statements; use evidence-based language

Important:
If rubric or assignment expectations are unclear, ask clarifying questions before grading