

Leveraging AI for Writing Feedback & Scoring

September RLA PL - Leveraging AI for Writing Feedback & Scoring

Getting AI to Score & Provide Feedback on Student Writing: What You Need to Know

To get accurate results from an AI chatbot, make sure your prompt includes:

- The **reading passage** students responded to
- The **writing prompt** you gave them
- The **rubric** used to score their response
- **Scored exemplars** to guide the AI's calibration (Optional but very helpful)

I tested this process using a 8th-grade STAAR passage titled "Mr. Linden's Library," along with the official STAAR ECR rubric. I also referenced TEA's scored student exemplars, though I didn't include them in my original prompts—adding them would likely improve accuracy. While no AI tool matched STAAR scoring perfectly every time, several came very close.

Text - [Mr. Linden's Library 8th grade 2024 STAAR](#)

[Prompt for Mr. Linden's Library](#)

[2024 8th Grade RLA Scoring Guide](#)

[Informational Writing STAAR Rubric](#)

Class Companion Example Assignments:

- Step-by-Step: [Writing Process: Exploring Carol's Curiosity in "Mr. Linden's Library"](#)
- [Writing Feedback & Scoring for "Mr. Linden's Library"](#)

Magic School Example:

- [8RLA: Mr. Linden's Library" ECR Writing Feedback \(Student example room\)](#)
- [8RLA: "Mr. Linden's Library" ECR Writing Feedback \(Make a copy\)](#)

[Co-Pilot Chat Example](#)

[Claude Example Prompt](#) / [Claude Student Feedback](#)

Scored Student Writing Examples:

Writing Score: 0 = Nonscorable or Unsuccessful **Enrolled Grade:** 8

Carol goes to sleep thinking about the book. But she kept having mysteries about the book but she remembers that mysteries can't happen in the real world. The next time they went to the library her mom was not feeling good so she went by herself she found a book with small drawings of ships and islands and reads through the book a boy was swimming with a dolphin and the boy was very tired as she was getting the book and wanted a old man told her it was not a good book and that she would not like it.

Writing Score: 1 = Ineffective **Enrolled Grade:** 8

carols curiosity is very important in the passage cause he talk abt a dream about a library that come true and this take place in Mr. lindens library . One night carol sleeps and he is disturbed with dreams his dream was sitting in the library An she awoke in her room with dark remebering the book next to the windowshield .and the next time she visted the library carol mother was not feeling well . So carol went by herself . an the first thing she was grab the book and check it out. and the stuff she dreamed about came true and she told linden .

Writing Score: 2 = Not Developed **Enrolled Grade:** 8

Carol's curiosity influences the story because, she was waiting to get to the library to read the book to see if anything different has happened in the story of the book . So shes creating like suspense , because she held her breath and walked more softly , almost sneaking up on the books that awaited her . It was like something out of the ordinary waited for her .

Writing Score: 3 = Between Not Developed and Limited **Enrolled Grade:** 8

In the story of " from Mr. Linden's Libary " Carol had her nose in a book , and especially this one book. She imagens many ordinary things such as " She held her breath and walked more softly , almost sneaking up on the books that awaited her. " This shows she still belives in the little things. When she had go to her section of the books shes was reading the titles on the shelved books. She had found a book called " The Traveler's Guide to Maderia an the West Indies. She had begun to hear nosies so she walked away , but while she was doing that she was reading the book. However this book wasn't the same setting? It was werid so she look at the number of the page but how could it be different each time she had fliped the page. In the end she had asked what the old black man but he didn't seem so present.

Writing Score: 4 = Limited **Enrolled Grade:** 8

Carol's curiosity influence the events of the excerpt because since she is the main character of the story all of her sctions are going to have an impact on the story. An example of this is when she had a dream where she was in Mr. Linden's library aksing him personal questions and questions about his books, which led to her going to the library for the first time in a while. Another exapmle of this is when she found a book about the Madeira and *The West indies* where in the book she met a person named Esteban and he was a swimmer and how he was going to swim to the islands but the atory ended up changing every time she read it and ended up being uncomftrable with and old man. As we can see Carol's curiosity helps influence the excerpt by her actions by moving the plot.

Writing Score: 5 = Between Limited and Partially Developed **Enrolled Grade:** 8

Carol's curiosity influences the events in the excerpt by her having mysterious dreams which also causes her to return to Mr. Linden's library but in the case by herself, as well as 2nd trip to the library. Beginning in paragraph 4 when it which mentions when "Carol's sleep was disturbed by troubled dreams." and that leads to her waking up thinking about the book that she saw on the window seat in Mr. Linden's library as she lays in the darkness in her room. As she lays there curious thinking about the book she thinks her imagination has control over. Secondly her curiosity also continues on her second trip to the library, but as she is by herself due to the fact her mother has a headache and is unable to join her but gives her permission to go by herself. As Carol arrives to the library she still has that thought of curiosity about the book from the window seat. Carol has found the book and leafed through it and as she does she realizes she was right the had been changing each time and it wasn't just her imagination. To sum it up her 2nd trip to the library and her troubled dreams is what influenced Carol's curiosity in the excerpts.

Writing Score: 6 = Partially Developed **Enrolled Grade:** 8

Carols curiosity influences events because she ends up doing different things and thinking differently because her curiosity led her here. In the first sentence the text states "the ending of the story had changed" which had confused Carol and drove her to make up a plausible reason that this had happened. She wanted to see if it had changed again, so she went back to the book to check if the ending had changed as the text later does state "She moved quickly to Mr. Linden's book". Her curiosity had actually led her to discover the books ending changes each day as the text states "it was changing from day to day". Carols curiosity led her to do multiple acts which led to the events that transpired.

Writing Score: 7 = Between Partially Developed and Effective **Enrolled Grade:** 8

In the story "Mr. Linden's Library" many events occurred. I believe most of those events were caused by Carol. One of those events is her going to Mr. Linden's library alone. Carol's mom was sick and Carol could've just waited till next time they go to Mr. Linden's library but Carol was too curious about a book she saw in the library and couldn't wait. Carol ends up leaving and going alone. In paragraph six it says "Now that her mother knew more about Mr. Linden, she was fine to let Carol go by herself." Carol's gets ahead of herself with her curiosity to see that book and ends up leaving alone. When she arrives first thing she thinks about is asking Mr. Linden about that book. Carol creates another event by going into the library without Mr. Linden. So now that she's in the library alone she proceeds to go through the book creating another event. In conclusion to the story "Mr. Linden's Library" a handful of events were caused by Carol and her curiosity.

Writing Score: 8 = Effective **Enrolled Grade:** 8

Carols curiosity of the book causes her to return to the library to examine the book once more to make sure the book had not changed. So when she would return and found each time that the ending has changed it created a puzzle and mystery and lead her to wonder what was going on. In paragraph 8 it states "She hoped he would allow her to go into the library alone" Showing her curiosity of the book. When Carol realized that the books ending did change every time it made her doubt her belief of "all things makes sense" Now that she had figured out that the book was changing by day to day it still had her thinking how could the story be different each time she read it? Her curiosity still struck her she still couldn't find the pieces to the puzzle. It shows in pages eleven thru twelve parts of the book showing that the book had changed and it wasn't carol's imagination that the book had changed. She doubles checked the number on the page even the numbers before to make sure she didn't jump pages. She was right the book had changed every day the boy in the story was swimming out farther each time, and the dolphins swam with him. In conclusion carol's imagination drives her to find the mysteries of the book and what is making the book change. Each day it influenced her to try to solve the puzzle and what was happening to the book. As her curiosity built up each day it created suspense, and mysteries / confusing setting.

Carol's curiosity influences events in the excerpt by taking her more deeply in his mystery. When she looked at the book it was like if she had remembered something. The ending of the story had changed and she wanted to discover what was it. Carol's motivation was the reason to return to Mr. Linden's library. This rising action created in her an interest about the book in the window seat. When she woke up after having troubled dreams she thought of mentioning the book to her mother, but she decided against it. She said it was her mystery, and she rather enjoyed the curiosities of it all. The next time they were supposed to visit Mr. Linden but Carol's mother had one of the headaches, but her mother was fine to let her go alone now that she knew more about Mr. Linden. She wanted so much to discover this by her own that in paragraph 8 states "She hoped he would allow her to go into the library alone and he did." When Mr. Linden allowed her to get into the library alone she held her breath and walked more softly almost sneaking up on the books that awaited her Carol sensed that something out of the ordinary was waiting for her. She glanced at the window seat. She took the book she started reading it and then she realized the change of the end of the story. She grabbed the book she would borrow, she was so excited that she was holding it with both hands and carried it down to Mr. Linden. In conclusion Carol's curiosity influences events in the excerpt by taking her more deeply in this mystery. She discovered that the book has changed. Her curious and her motivation has finally discovered this mystery.

Writing Score: 10 = Fully Developed **Enrolled Grade:** 8

In the story, Mr. Linden's mysterious book that changes stories had driven Carol's curiosity towards the rabbit hole of the mystery. Carol's curious nature has influenced her fate and the events of the story. She has changed it by enjoying the curiousness of it all, being driven to find the book again, and thinking of getting answers from Mr. Linden as well. My first reasoning to why Carol's curiosity has influenced the story is cited in paragraph 5. In that paragraph, it is mentioned that she rather keep the mystery to herself and enjoy the curiousness of it all. The way that this is connected is because Carol decided to solve it by herself and hence she will be driven into doing many things to solve it without anyone stopping her. She could put herself into danger or gain many things from her experience on her own. In paragraphs 7 to 8, my second reasoning is cited there. In those paragraphs, it is said that Carol is thinking about getting her hands on that book first thing entering that library and hoping to go alone. The way that this is also connected is that Carol is keeping the mystery going by wanting to get that book and see if she was correct about what she had thought the book changes every day. This also meant that she can further investigate why it was happening or discover other things it can do. My last reasoning was found towards the end of the story and in paragraph 7. In those last paragraphs, it is shown that Carol has questions in mind for Mr. Linden and wants to know what he's reading. This also makes a connection because she wants to know from him especially since he's the owner of the book and he might know the origin to why the book changes day to day. At the end of the excerpt, there is a cliffhanger and I think Carol might ask why it's not a good book or may ask about its past. In conclusion, these interactions and Carol's curiosity has influenced the events of the story in many ways and will continue to based off the cliffhanger. The ways she has done it was by enjoying the curiosity of the mystery, urge to find the book again, and thinking about asking for answers from Mr. Linden.

Student Examples to Calibrate:**PASSAGE A:**

Carol's curiosity came from a book that she read before but the end of the story had changed, she started to look for the other book the had a direffent ending. It all started becuase she got a book and it looked the same as one book she had before. The same night she wass disturbed because she had dreams abut her sitting on Mr.Linden's library asking him questions about him and his books. She was going to find the mystery and enjoyed it all. She and her mom were going to go to and visit Mr. Linden but her mom wasn't felling good so her mom let Carol go by herself. When she got there and she aask if she could go to his library alone, when she got to the library she started to walk more softly. The book she had dream off was in the window on Mr.Linden's library just like she saw it on her dreams. Carol found a book that was about a guy and dolphing. both of them were swimming to an island. Carol checked the number on the page and the book she was reading, she saw the story was changing every time, she carried the book down to Mr.Linden. He was also reading the same book.

PASSAGE B:

Carols curiosity allows her to go back to the library for answers about the strange book. When she goes back to the library she strays from the book in a way, almost trying to avoid it at first. She being so curious, thought about asking Mr. Linden about the book. After caving and flipping through his book she had realized that she was correct about her mystery, the story had intact changed. She went to Mr. Linden with a book she would borrow and started conversation about the book he was reading. His tone changed into a lower pitch disregarding the mystery of it, therefore will probably lead carol with more questions than answers.

PASSAGE C:

Carol was curious about a book she believed there were no real mysteries. She wanted to talk to her mom about a book but couldn't because her mom wasn't feeling well. Carol decided she would wait until she went back to Mr. Linden's house in order for her to ask him about the book. When she saw the book on the counter she went ahead and reread the book. She was right the book had changed.

PASSAGE D:

The way Carol's curiosity influenced events in the excerpt is because she kept thinking about the book, making her want to know more and her thoughts made the story more interesting, giving it suspense because she liked the feeling of it so she kept going along with her thoughts. In paragraph 4 it says, "Then she awoke and lay in the darkness of her room, thinking of the book on the window seat and how she must have allowed her imagination or some random thought to change the way she remembered the page." and in paragraph 13 it says "Again Carol checked the number on the page, even looking at the numbers of the pages before and after the one she was reading. She was right; the story had changed. It was changing from day to day!" This explains that her thinking so much made the book more suspenseful in resulting her to buy the book.

PASSAGE E:

Carol's curiosity influences the events in the story by leading her to investigate the book that she believed was changing. Starting with paragraphs 1 through 5, Carol starts to think about the book and how she remembered the ending differently, and tries to reason it out. In paragraph 10, she moves to Mr. Linden's book to investigate, and discovers that it has changed. The first example shows how she can overthink something to make her want confirmation, and paragraph 10 shows how that desire for assurance can drive her curiosity.

PASSAGE F:

Carol's curiosity about the book influences many of the main events happening in this story. Her curiosity drives her to do things she knows she shouldn't do. Carol's curiosity even causes her to dream about the book. One of the first ways Carol's curiosity influences something is in her dream. The author explains, "That night Carol's sleep was disturbed by troubled dreams. Carol dreamt of sitting in Mr. Lindins library, questioning him about his life and all the books in his library. The she awoke and lay in the darkness of her room, thinking of the book on the window seat and how she must have allowed her imagination or some random thought to change the way she remembered the page." This part of the story shows that Carol was thinking about the book even while she slept. Her curiosity influenced this event in the story. Another event that her curiosity influenced is when she wanted to go into the library on her own. In paragraph 8 the story states "She hoped he would allow her to go into the library alone, and he did. She held her breath and walked more softly, almost sneaking up on the books that awaited her." This evidence shows that she was so curious about the book, that she wanted to go into the library just to look at it. The last event that her curiosity influenced was her actually reading the book. Paragraphs 11 through 12 show her reading the book and in paragraph 13 the author explains, "Again Carol checked the number on the page, even looking at the numbers of pages before and after she was reading. She was right; the story had changed. It was changing from day to day! The boy in the story was swimming out farther each time, and the dolphin swam with him, as if it knew something special about the boys mission. But how could the story be different each time she read it?" This part in the story shows that Carol read a good portion of the book and found out that the story changes day after day. Her curiosity influenced this event by causing her to go into the library by herself and read the book. All three of these events were influenced by Carol's curiosity. They show how Carol got so curious about the book and began doing things she normally wouldn't do.

PASSAGE G:

Her dream got her to think about the book on the window seat and how it would just sit there, she thought that she had let her imagination or some random thought to change the way she remembered the page. The next time they were to visit the library her mother was so sick she had to go alone. She thought about asking him directly about the book but she just didn't know how to bring it up perhaps she would start talking about the last book she had checked out or but first she had to find the mysterious book that took place in her dream. After finding the book just sitting next to the window like in her dream with the cover glistening from the sunlight of the sun she had found a book with small drawings of ships and islands as she read it she noticed a sort of interest in it. As she was reading it she noticed that it changes every time and that it was just going on it made her confused but her mind led her to believe it was all just the book as she went to check out her book. When she asked Mr. Linden what he was reading its like his response made the room cold and eerie. She noticed his voice went lower than it ever had before as he said to her "you wouldn't be interested" a little before that he had said nothing and the room was silent nothing was said and nothing was heard. All of her thinking led her to having to go to the library by herself, finding the book, then finally checking out the book.

PASSAGE H:

Yesterday Carol had read a book that seemed to be changing everytime, she grows curious and gains permission from Mr. Linden to enter the library to find and read the book again, to make sure she wasn't just going crazy. Her curiosity is piqued when she realizes the story really is changing, so she checks the book out of the library, where Mr. Linden seems a little standoff-ish.

PASSAGE I:

Carol's curiosity influences the events in the article by, showing so much intrest in dreaming about being in Mr. Linden's library, thinking of a book on the window seat. Carol wondered about the book, she was curiose so she had asked his mom if they were able to go visit Mr. Linden but, Carol's mother was not feeling so well, therefore Carol asked her mother if she was able to visit Mr. Linden. She was fine letting Carol go by himself because Carol's mother knew Mr. Linden. As she made her first trip alone to Mr. Linden's house, Carol thought about asking him about the last book she had borrowed but Carol was still mostly intrested in finding that book she had been thinking about all night. In paragraph (4) states that "Thinking of the book on the window seat and how she must have allowed her imagination or some random thought change the way she remembered the page". Carol glanced at the window seat. The book was still there, Stated in paragraph (9) "The book was still there, angled so that the sun cast a shadow diagonally across the title". Carol was finding a right time to go for the book. She then moved quickly to Mr. Linden's book. She read through a couple of pages. Shows in paragraph (11), and (12). Carol checked the page number, she was confused because looking at the number of the pages before and after the one she was reading the story had changed. Stateing in paragraph (13) "She was right; the story had changed. It was changing from day to day!". Which is unusual because allthough she got the book shes been thinking about all night. It was changing story's. Carol was question herself. The authors says in paragraph (13) "But how could the story be different each time she read it?". Carol grabbed her book she would borrow, and walked down to Mr. Linden. He was excited she chosed "George Miller's travel adventure from the age of sail." Says in paragraph (15) "Mr. Linden examined the book over his rimless glasses he wore. Excellent choice." Carol was somehow not very intrigued in the book anymore she acted very thownoff about the book. Shows in paragraph (18) "Its not a very good book." "You wouldn't be intrested." Carol very much has not lost intrest in the book because, she thought of the book all night and used alot of her imaginary of getting her way to the book. Maybe now she will examine the book and wanna know why she was so investigated in this book.

PASSAGE J:

Carol's curiosity influences events had made her so curious about the book that was in the window seat. She had to got so caught up towards the end of the story that she gets her days mixed up she had thought that the pervious day was the day she was on."The texts says It was as if she had remembered a pervious day but had mixed that day with another.Another one is that she had snuck up on the book as if she had knew that something was waiting for her." The text says she hoped he would allow her to got into the library alone, and he did. She held her breath and walked more softly, almost sneaking up on the books that awatied her. Ever time she would read the book the next page would be like how she wanted it to be as if she had knew what was going to happen." the text says Again corol checked the number on the page, even looking at the numbers of pages before and after the one she was reading. She was right; the story had changed." The story was alos changing day by day ever time she was reading it "the text stats It was changing form day to day! The bot in the story was swimming out father each time." every time that she had read the story it had changed and she didnt know how it was doing that " the text stats But how could the story be different each time she reads it?" This is the coucluse to this story.

PASSAGE K:

Carol's curiosity influences the events on how she does whatever she can to get a hold of the book in her dream and how she didn't tell anyone about Mr. Linden's book being in her dream. Carol's curiosity influences her to not tell anyone about the dream she had of the book. According to the text "She thought of mentioning the book to her mother but decided against it. It was her mystery, and she rather enjoyed the curiousness of it all." This is showing the reader how, Carol was influenced by her curiosity, and didn't even tell her own mother about Mr. Linden's book. According to the text, "She hoped he would allow her to go into the library alone, and he did." This is initially telling us how she wanted to check it out secretly. Carol's curiosity also influences her to make sure she gets a hold of the book no matter what. According to the text, "First she had to get her hands on his book and check it out." This is telling us how carol is getting straight to the point of getting her hands on the book. According to the text, "She grabbed the book she would borrow, holding it with both hands, and carried it down to Mr. Linden." This shows us that, she now got a hold of the book and she isn't letting go of it. In Conclusion, Carol was determined to get the book she wanted without anyone finding out she had dreamed about it. Overall, the story is mainly influenced from Carol's mindset and curiosity towards Mr. Lindens book.

Calibration Answer Key:

- PASSAGE A: Writing Score: 3 = Between Not Developed and Limited
- PASSAGE B: Writing Score: 6 = Partially Developed
- PASSAGE C: Writing Score: 1 = Ineffective
- PASSAGE D: Writing Score: 4 = Limited
- PASSAGE E: Writing Score: 5 = Between Limited and Partially Developed
- PASSAGE F: Writing Score: 10 = Fully Developed
- PASSAGE G: Writing Score: 0 = Nonscorable or Unsuccessful
- PASSAGE H: Writing Score: 2 = Not Developed
- PASSAGE I: Writing Score: 8 = Effective
- PASSAGE J: Writing Score: 7 = Between Partially Developed and Effective
- PASSAGE K: Writing Score: 9 = Between Effective and Fully Developed

6th Grade RLA

6th Unit 3 ECR Text:

from The Breadwinner

Rubric - [Informational Writing STAAR Rubric](#)

Writing Prompt:

In *The Breadwinner*, Parvana's story gives readers important information about the challenges faced by girls under Taliban rule.

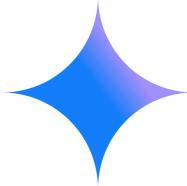
Write an informational essay explaining how the setting in *The Breadwinner* affects the characters and the events in the story. Use examples from the story to show how living under Taliban rule shapes what the characters do and what happens to them.

Student tools:

These tools can give students immediate feedback on their writing.

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">Preview the tool as a student: 6th ECR Writing Feedback - from The BreadwinnerMake a copy of the template room for your own class
Class Companion 	<ul style="list-style-type: none">Make a copy of the 6th Scaffolded ECR Activity for "from The Breadwinner"Make a copy of Writing Feedback Assignment: 6th Grade Informational ECR: How Setting Affects Character in "The Breadwinner"

**Other
Conferencing
Tools:**



Most AI chatbots can provide students with feedback on their work. I recommend [Gemini](#) or [Co-Pilot](#), since their free versions allow file uploads without usage limits.

For effective writing conference feedback, include these in your prompt:

- The text students are responding to
 - The assignment prompt
 - The rubric
 - (Optional) Student-scored examples to match your grading style
- One Book

If you want feedback on a specific part of the writing, state that clearly and adjust the rubric as needed. Then, paste the student's work into the chat and review the AI's feedback together. You can also request a mini-lesson from the chatbot to reteach content.

For more ideas, see the [AI Prompts for Conferences tab](#).

6th Unit 3 DCA ECR Text: One Book, One Camel

Rubric - [Informational Writing STAAR Rubric](#)

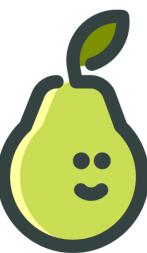
Writing Prompt:

Read the article "One Book, One Camel." Based on the information in the article, write a response to the following:

Explain how the Camel Mobile Library has affected the people of Garissa.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

Scoring & Feedback Tools for Teachers:

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">• Join my room as a student - 6th Unit 3 DCA ECR Feedback Tool• Make a copy of the template room for your own MS account
Pear Start 	<ul style="list-style-type: none">• 6th Grade Unit 3 DCA Feedback Tool
Other AI Tools:	Chatbot Example Prompting Instructions: <ol style="list-style-type: none">1. Navigate to your favorite chatbot (such as Gemini, Copilot, etc.)



2. Upload the reading passage, prompt, and rubric for the text through the attachments
3. Add a detailed prompt such as:

As a 6th-grade English teacher, provide feedback on the student essay below using the rubric provided in the attachments. Each item on the rubric should be scored on a 5-point scale with 2 sections for scoring. The first section is about the organization and development of ideas and it is worth up to 3 points. The second section is conventions, and it is worth up to 2 points. Include detailed notes and comments along with each rating to give the student actionable items they can use to improve their writing. The feedback should be appropriate for 6th-grade students and written in a constructive, encouraging, and clear tone. Be sure to also give them a total score, but also break it down by the two sections listed in the rubric. I have attached both the rubric and the text that students should reference in their response.

The prompt for the essay is:

Read the article "One Book, One Camel." Based on the information in the article, write a response to the following:

Explain how the Camel Mobile Library has affected the people of Garissa.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

7th Grade RLA

7th Unit 3 ECR Texts:

The Song of Wandering Aengus & Eldorado

Rubric - [Informational Writing STAAR Rubric](#)

Writing Prompt:

Read the poems "The Song of Wandering Aengus" and "Eldorado"

Based on the details in these stories, write a response to the following:

Write an informational essay explaining how the author's use of word choice develops the mood.

Student tools:

These tools can give students immediate feedback on their writing.

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">Preview the tool as a student: 7th ECR Writing Feedback Room: "The Song of Wandering Aengus" and "Eldorado"Make a copy of the template room for your own class
Class Companion 	<ul style="list-style-type: none">Make a copy of the scaffolded activity: Analyzing Mood through Word ChoiceMake a copy of the writing feedback tool: 7th ECR Feedback: 'The Song of Wandering Aengus' and 'Eldorado'

**Other
Conferencing
Tools:**



Most AI chatbots can provide students with feedback on their work. I recommend [Gemini](#) or [Co-Pilot](#), since their free versions allow file uploads without usage limits.

For effective writing conference feedback, include these in your prompt:

- The text students are responding to
- The assignment prompt
- The rubric
- (Optional) Student-scored examples to match your grading style

If you want feedback on a specific part of the writing, state that clearly and adjust the rubric as needed. Then, paste the student's work into the chat and review the AI's feedback together. You can also request a mini-lesson from the chatbot to reteach content.

For more ideas, see the [AI Prompts for Conferences tab](#).

7th Unit 3 DCA ECR Texts:

Last Dance & The Tree

Rubric - [Informational Writing STAAR Rubric](#)

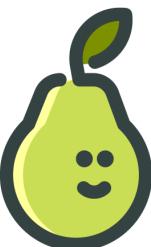
Writing Prompt:

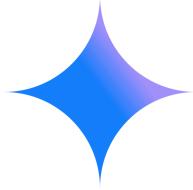
Read the story Last Dance and the poem The Tree. Based on the information in both selections, write a response to the following:

Explain how the speaker in the poem The Tree and the narrator in the story Last Dance respond **SIMILARLY** to change and loss.

Write a well-organized informational composition that uses specific evidence from the selections to support your answer.

Scoring & Feedback Tools for Teachers:

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">Join my room as a student - 7th Unit 3 DCA ECR Feedback ToolMake a copy of the template room for your own account
Pear Start 	<ul style="list-style-type: none">7th Grade Unit 3 DCA Feedback Tool
Other AI Tools:	Chatbot Example Prompting Instructions:



1. Navigate to your favorite chatbot (such as Gemini, Copilot, etc.)
2. Upload the [reading passage](#), prompt, and [rubric](#) for the text through the attachments
3. Add a detailed prompt such as:

As a 7th-grade English teacher, provide feedback on the student essay below using the rubric provided in the attachments. Each item on the rubric should be scored on a 5-point scale with 2 sections for scoring. The first section is about the organization and development of ideas and it is worth up to 3 points. The second section is conventions, and it is worth up to 2 points. Include detailed notes and comments along with each rating to give the student actionable items they can use to improve their writing. The feedback should be appropriate for 7th-grade students and written in a constructive, encouraging, and clear tone. Be sure to also give them a total score, but also break it down by the two sections listed in the rubric. I have attached both the rubric and the text that students should reference in their response.

The prompt for the essay is:

Read the story Last Dance and the poem The Tree. Based on the information in both selections, write a response to the following:

*Explain how the speaker in the poem The Tree and the narrator in the story Last Dance respond **SIMILARLY** to change and loss.*

Write a well-organized informational composition that uses specific evidence from the selections to support your answer.

8th Grade RLA

8th Grade Unit 3 ECR Texts:

It's Complicated: The Social Lives of Networked Teens and Outsmart Your Smartphone

Rubric - [Argument/Opinion Writing STAAR Rubric](#)

Writing Prompt:

You have read the selections "It's Complicated: The Social Lives of Networked Teens" and "Outsmart Your Smartphone." Based on the information in BOTH of these selections, write a response that argues whether social media's impact on teens is more harmful or beneficial.

Write a well-organized argumentative essay that uses specific evidence from BOTH selections to support your answer.

Student tools:

These tools can give students immediate feedback on their writing.

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">Preview the tool as a student: 8th ECR Writing Feedback: It's Complicated: The Social Lives of Networked Teens and Outsmart Your SmartphoneMake a copy of the template room for your own class
Class Companion	<ul style="list-style-type: none">Make a copy of 8th Unit 3 ECR Writing Scaffold Activity

	<ul style="list-style-type: none"> • Make a copy of 8th Unit 3 ECR Writing Feedback
Other Conferencing Tools:	<p>Most AI chatbots can provide students with feedback on their work. I recommend Gemini or Co-Pilot, since their free versions allow file uploads without usage limits.</p> <p>For effective writing conference feedback, include these in your prompt:</p> <ul style="list-style-type: none"> • The text students are responding to • The assignment prompt • The rubric • (Optional) Student-scored examples to match your grading style <p>If you want feedback on a specific part of the writing, state that clearly and adjust the rubric as needed. Then, paste the student's work into the chat and review the AI's feedback together. You can also request a mini-lesson from the chatbot to reteach content.</p> <p>For more ideas, see the AI Prompts for Conferences tab.</p>

8th Unit 3 DCA ECR Text:

The Need for High-Speed Trains

Rubric - [Argument/Opinion Writing STAAR Rubric](#)

Writing Prompt:

Based on the information in this article, write an essay in which you take a position on whether all U.S. cities should embrace high-speed trains as a solution to improve urban transportation.

Write a well-organized argumentative essay that uses specific evidence from the article to support your position.

Scoring & Feedback Tools for Teachers:

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">Join my room as a student - 8th Unit 3 DCA ECR Feedback ToolMake a copy of the template room for your own MS account
Pear Start 	<ul style="list-style-type: none">8th Grade Unit 3 DCA Feedback Tool
Other AI Tools:	Chatbot Example Prompting Instructions:



1. Navigate to your favorite chatbot (such as Gemini, Copilot, etc.)
2. Upload the reading passage, prompt, and rubric for the text through the attachments
3. Add a detailed prompt such as:

As an 8th-grade English teacher, provide feedback on the student essay below using the rubric provided in the attachments. Each item on the rubric should be scored on a 5-point scale with 2 sections for scoring. The first section is about the organization and development of ideas and it is worth up to 3 points. The second section is conventions, and it is worth up to 2 points. Include detailed notes and comments along with each rating to give the student actionable items they can use to improve their writing. The feedback should be appropriate for 8th-grade students and written in a constructive, encouraging, and clear tone. Be sure to also give them a total score, but also break it down by the two sections listed in the rubric. I have attached both the rubric and the text that students should reference in their response.

The prompt for the essay is:

Based on the information in this article, write an essay in which you take a position on whether all U.S. cities should embrace high-speed trains as a solution to improve urban transportation.

Write a well-organized argumentative essay that uses specific evidence from the article to support your position.

ENG I

ENG I Unit 1 ECR Texts:

The Seventh Man & The Most Dangerous Game

Rubric - [Informational Writing STAAR Rubric](#)

Writing Prompt:

Read "The Most Dangerous Game" and "The Seventh Man." Based on the information in both passages, write a response to the following.

Foreshadowing happens when the author provides clues in the text that hint at events that will happen later in the story. Explain the role foreshadowing plays in the plots of "The Most Dangerous Game" and "The Seventh Man."

Write a well-organized informational composition that uses specific evidence from both stories to support your answer.

Student tools:

These tools can give students immediate feedback on their writing.

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">Preview the tool as a student: ENG I Unit 1 ECR Writing FeedbackMake a copy of the template room for your own class
Class Companion	<ul style="list-style-type: none">Make a copy of ENG I Unit 1 ECR Writing Scaffold Activity: Analyzing Foreshadowing in "The Most Dangerous Game" and "The Seventh Man"

	<ul style="list-style-type: none"> • Make a copy of ENG I Unit 1 ECR Writing Feedback
Other Conferencing Tools:  	<p>Most AI chatbots can provide students with feedback on their work. I recommend Gemini or Co-Pilot, since their free versions allow file uploads without usage limits.</p> <p>For effective writing conference feedback, include these in your prompt:</p> <ul style="list-style-type: none"> • The text students are responding to • The assignment prompt • The rubric • (Optional) Student-scored examples to match your grading style <p>If you want feedback on a specific part of the writing, state that clearly and adjust the rubric as needed. Then, paste the student's work into the chat and review the AI's feedback together. You can also request a mini-lesson from the chatbot to reteach content.</p> <p>For more ideas, see the AI Prompts for Conferences tab.</p>

ENG I Unit 2 DCA Texts:

Good Enough & Simply Me

Rubric - [Informational Writing STAAR Rubric](#)

Writing Prompt:

Read the selection Good Enough. Based on the information in the selection, write a response to the following:

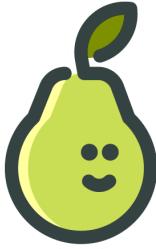
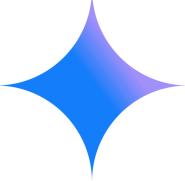
In the story, Joey feels discouraged after making mistakes during basketball practice and worries about his future on the team. However, his encounters with Lloyd at the grocery store help him see things differently.

Explain how Joey's interactions with Lloyd influence his outlook.

Write a well-organized informational essay that uses specific evidence from the text to support your answer.

Scoring & Feedback Tools for Teachers:

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">Join my room as a student - <u>9th Unit 2 DCA ECR Feedback Tool: "Good Enough"</u><u>Make a copy of the template room for your own account</u>
Pear Start	<ul style="list-style-type: none"><u>ENG I Unit 2 DCA Feedback Tool</u>

	
Other AI Tools:  	<p>Chatbot Example Prompting Instructions:</p> <ol style="list-style-type: none"> 1. Navigate to your favorite chatbot (such as Gemini, Copilot, etc.) 2. Upload the reading passage, prompt, and rubric for the text through the attachments 3. Add a detailed prompt such as: <p><i>As a 9th-grade English I teacher, provide feedback on the student essay below using the rubric provided in the attachments. Each item on the rubric should be scored on a 5-point scale with 2 sections for scoring. The first section is about the organization and development of ideas, and it is worth up to 3 points. The second section is conventions, and it is worth up to 2 points. Include detailed notes and comments along with each rating to give the student actionable items they can use to improve their writing. The feedback should be appropriate for 9th-grade students and written in a constructive, encouraging, and clear tone. Be sure to also give them a total score, but also break it down by the two sections listed in the rubric. I have attached both the rubric and the text that students should reference in their response.</i></p> <p><i>The prompt for the essay is:</i></p>

Read the selection *Good Enough*. Based on the information in the selection, write a response to the following:

In the story, Joey feels discouraged after making mistakes during basketball practice and worries about his future on the team. However, his encounters with Lloyd at the grocery store help him see things differently.

Explain how Joey's interactions with Lloyd influence his outlook.

Write a well-organized informational essay that uses specific evidence from the text to support your answer.

ENG II

ENG II Unit 2 ECR Text:

At The Head of Her Class, and Homeless

Rubric - [Informational Writing STAAR Rubric](#)

Writing Prompt:

Read the article “At the Head of Her Class and Homeless.” Based on the information in the article, write a response to the following:

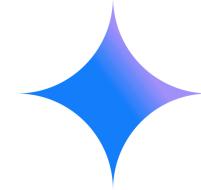
Explain what makes Rashema Melson’s situation unusual.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

Student tools:

These tools can give students immediate feedback on their writing.

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">Preview the tool as a student: ENG II Unit 2 ECR Writing Feedback: At The Head of Her Class and HomelessMake a copy of the template room for your own class

Class Companion 	<ul style="list-style-type: none"> • Make a copy of ENG II Unit 2 Scaffolded ECR Activity: At the Head of Her Class and Homeless • Make a copy of ENG II Unit 2 ECR Writing Feedback Activity: At the Head of Her Class and Homeless
Other Conferencing Tools:  	<p>Most AI chatbots can provide students with feedback on their work. I recommend Gemini or Co-Pilot, since their free versions allow file uploads without usage limits.</p> <p>For effective writing conference feedback, include these in your prompt:</p> <ul style="list-style-type: none"> • The text students are responding to • The assignment prompt • The rubric • (Optional) Student-scored examples to match your grading style <p>If you want feedback on a specific part of the writing, state that clearly and adjust the rubric as needed. Then, paste the student's work into the chat and review the AI's feedback together. You can also request a mini-lesson from the chatbot to reteach content.</p> <p>For more ideas, see the AI Prompts for Conferences tab.</p>

ENG II Unit 2 DCA Text:

Antarctica: Governing the Icy Continent

[2024 Scoring Guide](#)

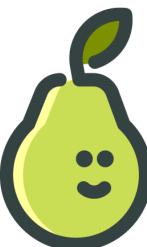
Writing Prompt:

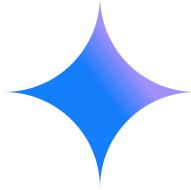
Read the article "Antarctica: Governing the Icy Continent." Based on the information in the article, write a response to the following:

Explain what makes the situation in Antarctica unusual.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

Scoring & Feedback Tools:

Tool Name:	Pre-Made Resources:
Magic School 	<ul style="list-style-type: none">Join my room as a student - 10th U2 DCA ECR Feedback Tool for "Antarctica: Governing the Icy Continent"Make a copy of the template room for your own account
Pear Start 	<ul style="list-style-type: none">ENG II Unit 2 DCA Feedback Tool
Other AI Tools:	Chatbot Example Prompting Instructions:



1. Navigate to your favorite chatbot (such as Gemini, Copilot, etc.)
2. Upload the reading passage, prompt, and rubric for the text through the attachments
3. Add a detailed prompt such as:

As a 10th-grade English II teacher, provide feedback on the student essay below using the rubric provided in the attachments. Each item on the rubric should be scored on a 5-point scale with 2 sections for scoring. The first section is about the organization and development of ideas, and it is worth up to 3 points. The second section is conventions, and it is worth up to 2 points. Include detailed notes and comments along with each rating to give the student actionable items they can use to improve their writing. The feedback should be appropriate for 10th-grade students and written in a constructive, encouraging, and clear tone. Be sure to also give them a total score, but also break it down by the two sections listed in the rubric. I have attached both the rubric and the text that students should reference in their response.

The prompt for the essay is:

Read the article "Antarctica: Governing the Icy Continent." Based on the information in the article, write a response to the following:

Explain what makes the situation in Antarctica unusual.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

AI Prompts for Conferences & Feedback

AI Prompts for Student Writing Conferences Examples

AI can act like a *coaching partner* rather than a grading machine.

Teachers can use it to:

1. Generate Targeted Feedback Before the Conference

- Paste a student's draft into an AI tool and ask it to highlight strengths and 2–3 areas for growth (aligned to rubric criteria and the specific language of the TEK).
- Teachers can then bring those insights into the conference, focusing on patterns instead of line edits.
- EXAMPLE PROMPT: "*Highlight the strengths of this student's thesis and organization, and give 3 suggestions for improvement aligned to a 9th grade STAAR writing rubric.*"
- EXAMPLE PROMPT: "*Here is a 9th-grade student's essay draft. Highlight two strengths and suggest three areas for growth in thesis, organization, and evidence. Keep feedback specific and actionable, using student-friendly language.*"

2. Use AI to Model Revision Moves

- During the conference, copy a problematic sentence/paragraph and ask AI to generate *three alternative versions*.
- This shows the student possibilities without rewriting their whole essay.
- The student can then compare, choose, and revise—keeping ownership of their work.
- EXAMPLE: **Rewrite this paragraph three different ways:
 1. to strengthen the thesis,

2. to add better transitions,
3. to deepen commentary.

Keep the student's voice and level appropriate for 10th grade."*

3. Question Generator for Conferencing

- Teachers can ask AI to provide coaching-style questions (not answers).
- This helps shift the teacher from editor to facilitator.
- EXAMPLE: "Create 5 open-ended questions I can ask a 10th grade student to help them strengthen their evidence and commentary."
- EXAMPLE: "Create five open-ended coaching questions I can ask this student about their introduction to help them clarify and strengthen their thesis."

4. Mini-Lesson Creation on the Spot

- If multiple students struggle with the same skill (like transitions or commentary), teachers can prompt AI to generate a short mentor text or practice paragraph.
- They can then use it immediately in small groups or one-on-one conferences.
- EXAMPLE PROMPT: "Write a short mentor text (one paragraph) showing how to integrate a quote with strong commentary. Use a topic about school uniforms as the subject."

Guiding Principles for Meaningful Use

- **AI = Lens, Not Judge** → Teachers use it to focus conferences and calibration, not to replace professional judgment.

- **Student Ownership** → Always return the revision and decision-making back to the student.
- **Consistency** → AI helps surface patterns and rubric language so teacher teams stay aligned.

AI Prompts for Calibration & Scoring in PLCs

1. Rubric-Based Scoring

- Teachers can paste a sample essay and ask AI to “score” it against the rubric criteria.
- PLC members then compare their human scores to the AI’s.
- This sparks discussion: *Why did AI mark this as “developing,” while we saw it as “proficient”?*
- EXAMPLE PROMPT: *“Score this student essay using the Texas STAAR expository writing rubric. Provide a score for each category and explain why it earned that score.”*

2. Anchor Paper Rationales

- AI can help draft rationales for anchor papers (e.g., *“This is a level 3 because the thesis is present but not fully developed, and evidence is uneven”*).
- Teachers can refine AI’s explanations to match district/state expectations.
- EXAMPLE PROMPT: *“Explain why this essay would earn a score of 2 in development/organization and a 1 in conventions, using rubric language. Write the rationale as if for an anchor paper to train teachers.”*

3. Error Pattern Detection Across Samples

- AI can quickly scan a batch of student work and identify common writing issues (run-ons, weak commentary, vague thesis statements).
- This data can inform PLC calibration conversations and mini-lessons for the whole class.
- EXAMPLE PROMPT: “Analyze these five student essays and list the three most common writing issues. Suggest a short mini-lesson idea for each issue.”

4. Norming Discussions

- Teachers can anonymize student writing and run it through AI for multiple “possible scores.”
- During calibration, PLCs can debate where the sample truly belongs on the rubric, strengthening consistency across classrooms.
- EXAMPLE PROMPT: “This student essay has been scored differently by three teachers. Provide two possible scores with reasoning for each, using rubric language, to help guide norming conversations.”

Gemini/Copilot/Chat GPT/Claude

[Gemini/Copilot/Chat GPT/Claude](#)

1. Upload the text students will be reading
2. Upload the prompt that students will be responding to in writing
3. Upload Rubric

[See an example of my chat with Copilot here](#)

[See an example of my chat with Claude here](#)

Sample Prompt:

As a [6th-grade] English teacher, provide feedback on the student essay below using the rubric provided in the attachments. Each item on the rubric should be scored on a 5-point scale with 2 sections for scoring. The first section is about the organization and development of ideas and it is worth up to 3 points. The second section is conventions, and it is worth up to 2 points. Include detailed notes and comments along with each rating to give the student actionable items they can use to improve their writing. The feedback should be appropriate for 6th-grade students and written in a constructive, encouraging, and clear tone. Be sure to also give them a total score, but also break it down by the two sections listed in the rubric. I have attached both the rubric and the text that students should reference in their response.

The prompt for the essay is:

[Insert writing prompt here]

Here is the first sample essay:

<Paste student writing here>

Note: Chat GPT limited the amount of resources I could upload on a free account.

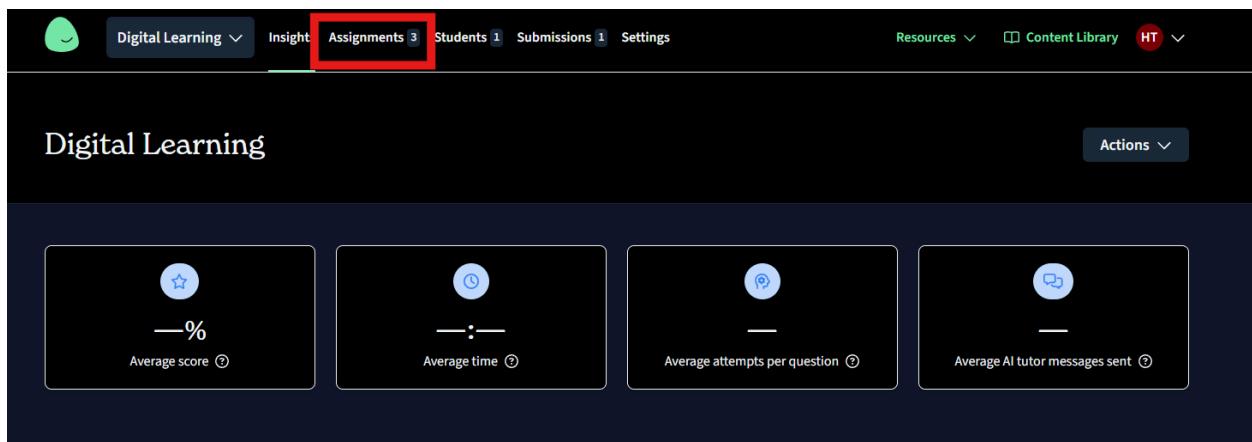
Class Companion

Class Companion

This tool allows students to write their essays directly into its system, and to receive instant feedback on their writing (if you so choose at least). Teachers will get insights into individual students' work and their classes as a whole.

To begin:

1. Create an account at <https://classcompanion.com>
2. Follow the steps to create a Class, then select the class.
3. Once in a class, go to the assignments tab at the top of the page



Digital Learning

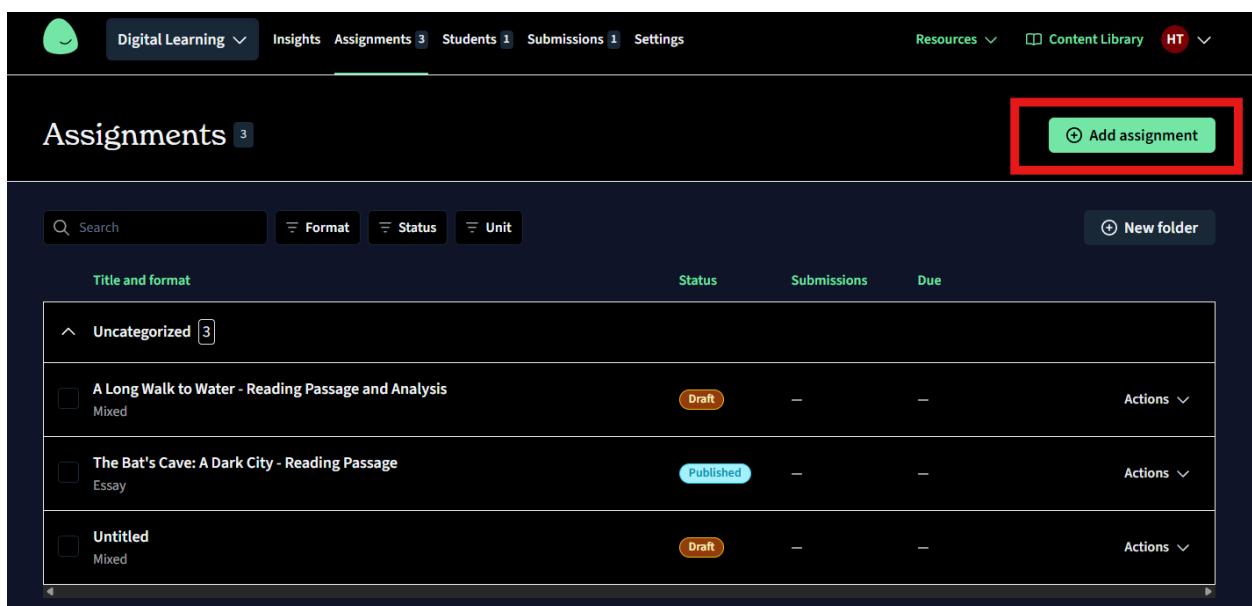
Average score

Average time

Average attempts per question

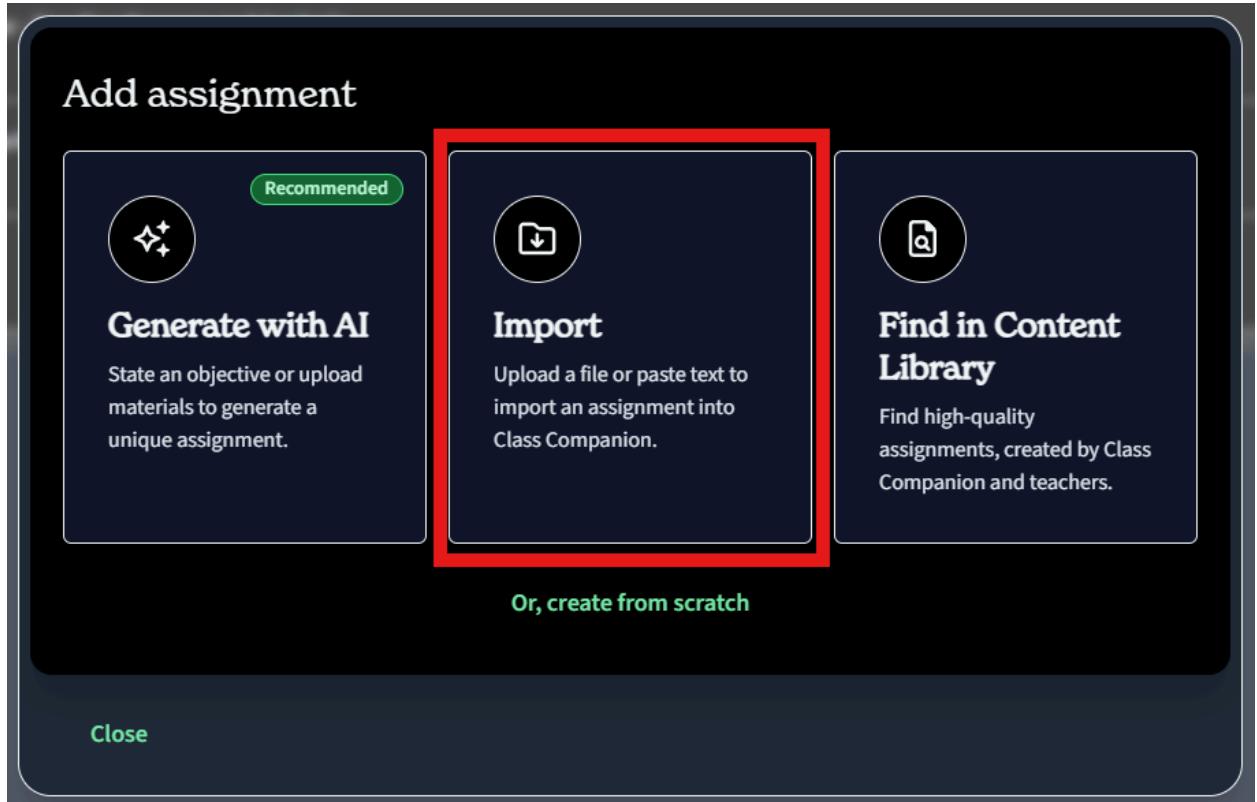
Average AI tutor messages sent

4. Select the green +Add assignment button

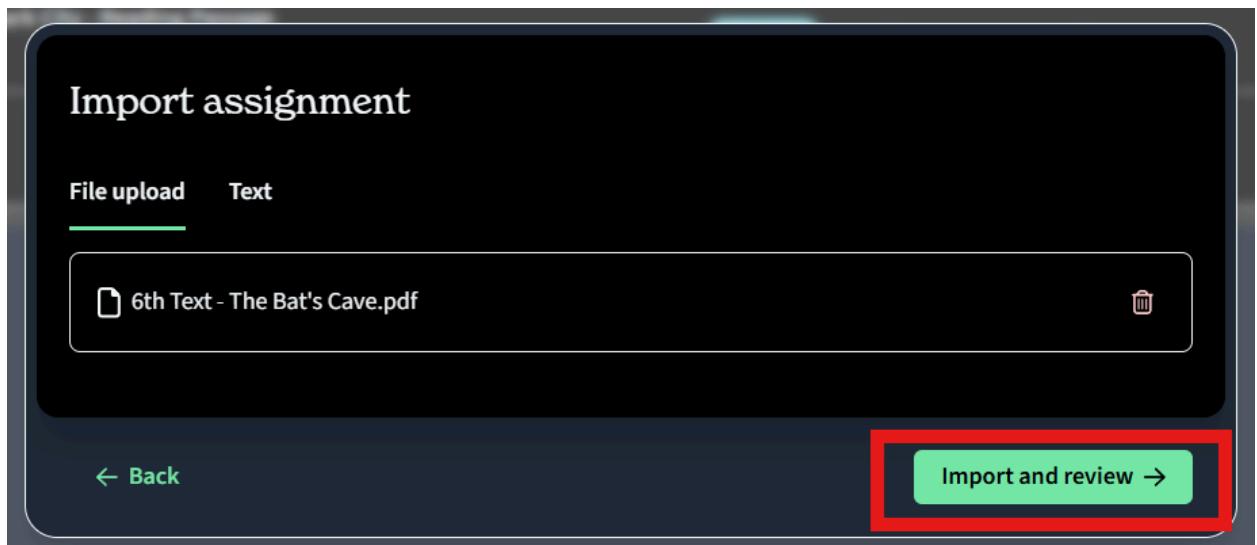


Title and format	Status	Submissions	Due	Actions
Uncategorized	Draft	—	—	Actions
A Long Walk to Water - Reading Passage and Analysis Mixed	Published	—	—	Actions
The Bat's Cave: A Dark City - Reading Passage Essay	Draft	—	—	Actions
Untitled Mixed	Draft	—	—	Actions

5. Select the Import option to add your text to the assignment (it will need to be downloaded to your computer, not Google Drive)



6. From here, upload the saved text file, or paste the text under the "text option"
7. Once it is attached, click the green "Import and review" button



8. Once the text populates, you can fill in the boxes for your assignment at the top, and then scroll to the bottom to add an essay question:

only give the bats a safe place to live, but many farmers now put these up to attract bats because they eat insects that can destroy their crops. More bats mean that there will be fewer insects to destroy human food. Scientists are hoping these efforts will keep bats safe and help their dark cities thrive for years to come.”

From THE BAT'S CAVE: A DARK CITY by Joyce Markovics, Bearport Publishing, 2010. Used by permission.

Read the selection and choose the best answer to each question.

+ Add group Add short answer Add multiple choice **Add essay**

9. Once the box opens, you can paste your prompt into the “essay prompt” box:

Question 1 **Essay**

Essay prompt

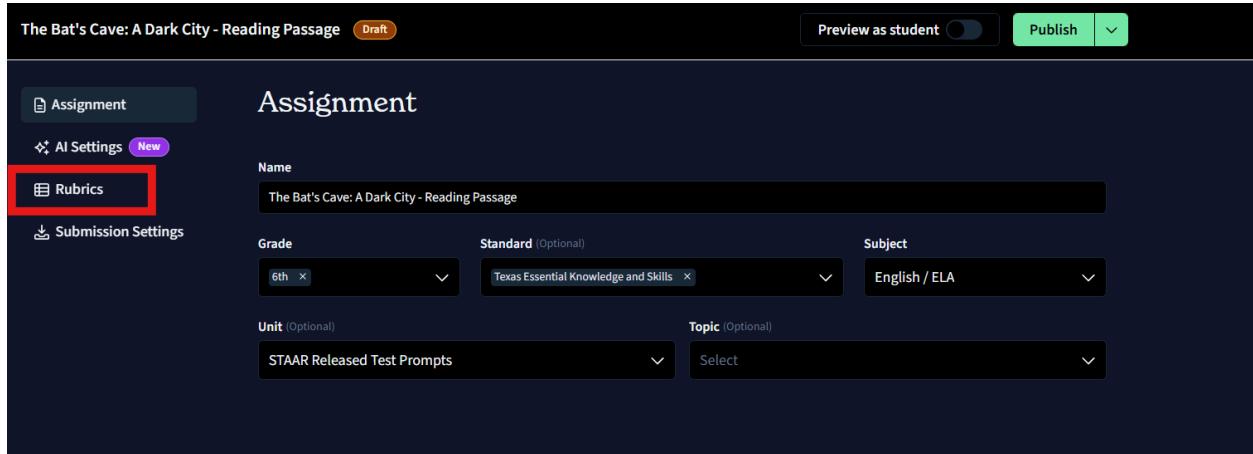
Read the selection “The Bat’s Cave: A Dark City.” Based on the information in the selection, write a response to the following: The town council, a group of people who make decisions about town laws and policies, is considering closing off public access to a bat cave in your town to protect the bat population that lives inside. Write a letter addressed to the town council about whether public access to the cave should be closed off. Write a well-organized argumentative letter that uses specific evidence from the selection to support your response. Remember to — • clearly state your claim • organize your writing • develop your ideas in detail • use evidence from the selection in your response • use correct spelling, capitalization, punctuation, and grammar Manage your time carefully so that you can — • review the selection • plan your response • write your response • revise and edit your response Write your response in the box provided.

Add image Add video Add excerpt

Delete

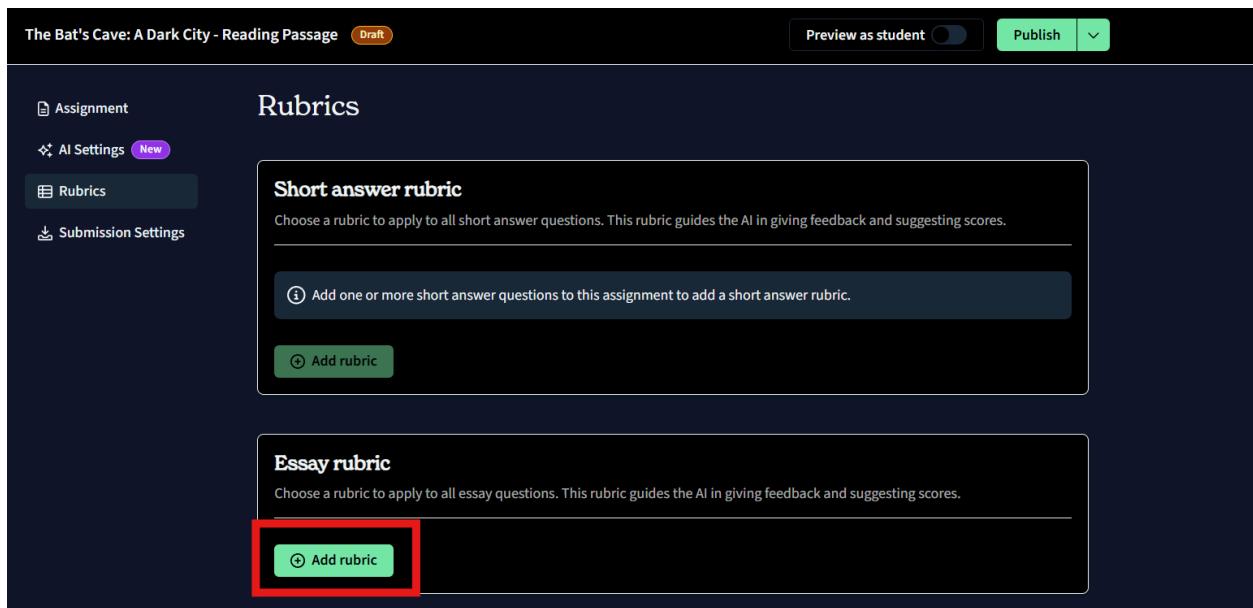
(Of course, you can add any additional questions you would like students to respond to as well, but for this, we are just looking at ECR)

10. Next, you'll want to add the rubric to your assignment. You can do this by selecting the "Rubrics" tab on the left side menu:



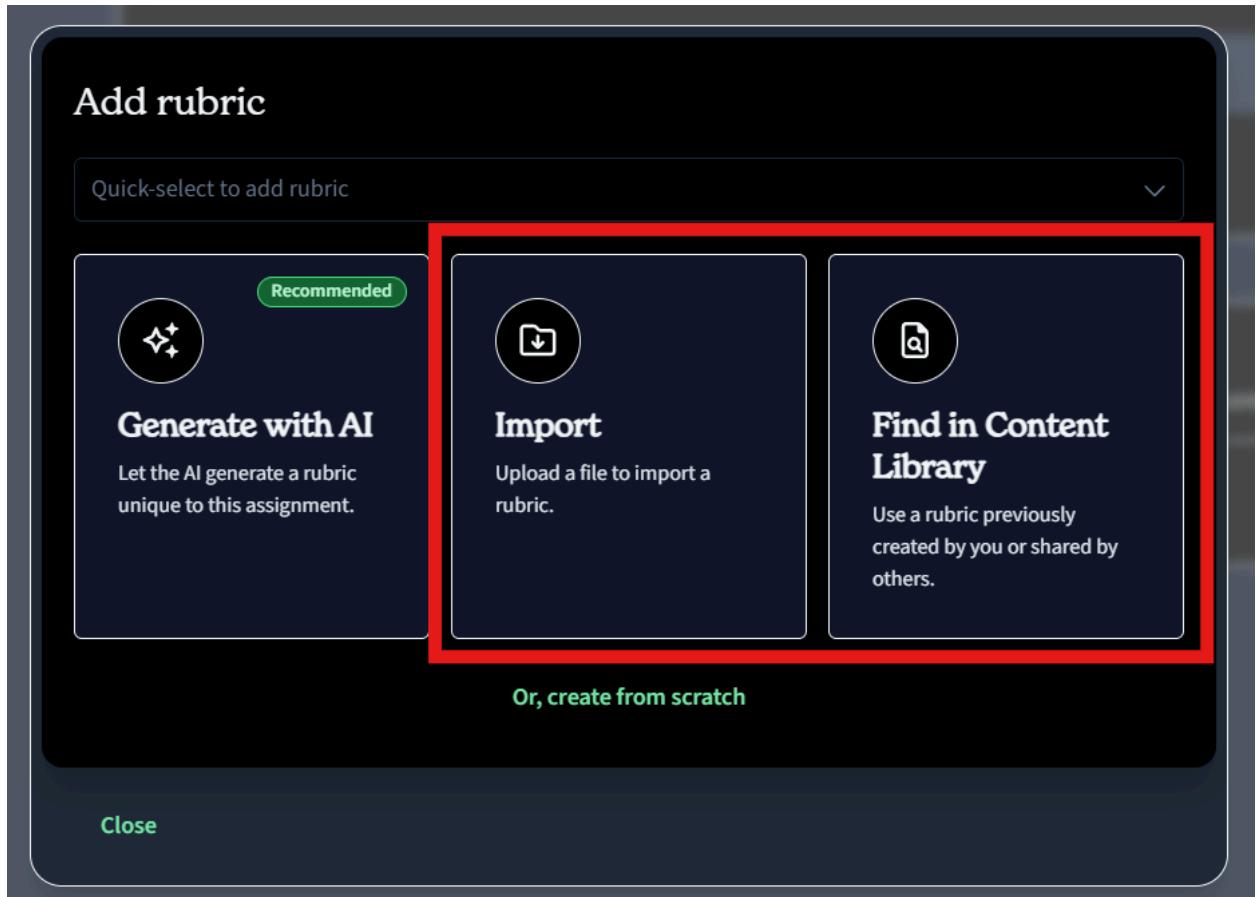
The screenshot shows the 'Assignment' page for 'The Bat's Cave: A Dark City - Reading Passage'. The 'Rubrics' tab is highlighted with a red box. The page includes fields for Name, Grade (6th), Standard (Texas Essential Knowledge and Skills), Subject (English / ELA), Unit (STAAR Released Test Prompts), and Topic (Select). There are also 'AI Settings' and 'Submission Settings' tabs. A 'Preview as student' button and a 'Publish' button are at the top right.

11. Once that window opens, you'll want to click the green "+Add Rubric" button, under the Essay Rubric Section



The screenshot shows the 'Rubrics' page for 'The Bat's Cave: A Dark City - Reading Passage'. It features two sections: 'Short answer rubric' and 'Essay rubric'. The 'Essay rubric' section is highlighted with a red box. It contains a note: 'Choose a rubric to apply to all essay questions. This rubric guides the AI in giving feedback and suggesting scores.' Below this is a green '+ Add rubric' button. The 'Short answer rubric' section also has a '+ Add rubric' button. The left sidebar includes 'Assignment', 'AI Settings', and 'Submission Settings' tabs. A 'Preview as student' button and a 'Publish' button are at the top right.

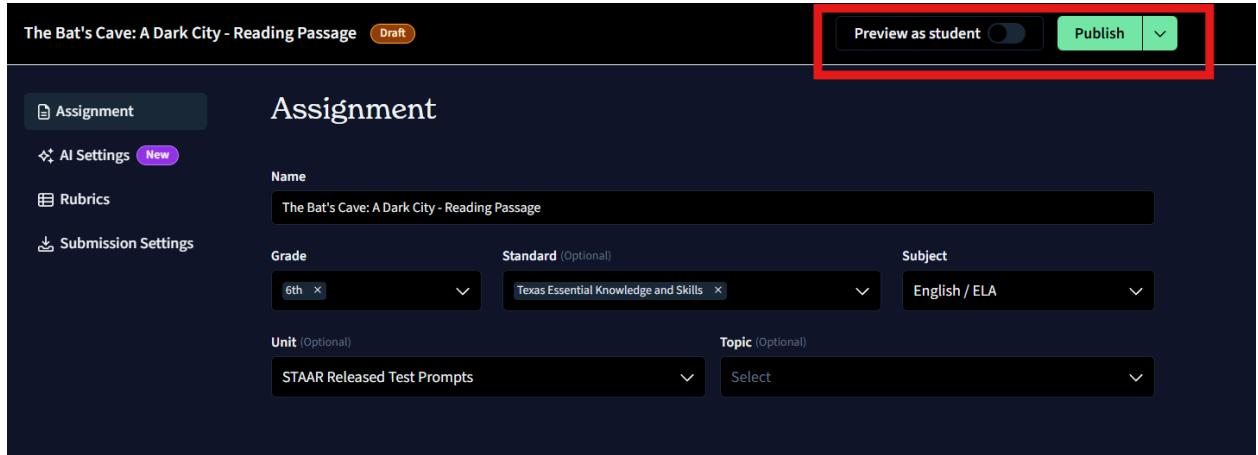
12. From here, you can import the STAAR writing rubric, OR you can find one that's already made in the Content Library and add it to your assignment.



13. After creating the assignment and adding a rubric, you can change any of the other assignments settings you would like to adjust under the Submission Settings on the left side menu:

A screenshot of the 'Submission Settings' section in the assignment editor. On the left, there is a sidebar with 'Assignment', 'AI Settings (New)', 'Rubrics', and 'Submission Settings' (which is highlighted with a red box). The main area shows 'Submission Settings' with a 'Maximum question attempts' section. The 'Question order' section is also partially visible at the bottom.

14. Once you have updated the settings to your preferences, you should be able to preview your assignment as a student to evaluate the feedback it gives you, and/or publish the assignment to share it with your students.



The screenshot shows the assignment creation interface. At the top, it displays the title "The Bat's Cave: A Dark City - Reading Passage" and a status of "Draft". On the right, there are two buttons: "Preview as student" (with a toggle switch) and "Publish" (in a green box). A red box highlights these two buttons. Below this, the main form is titled "Assignment". It includes sections for "AI Settings" (with a "New" button), "Rubrics", and "Submission Settings". The "Name" field is filled with "The Bat's Cave: A Dark City - Reading Passage". Under "Submission Settings", there are dropdowns for "Grade" (set to "6th"), "Standard (Optional)" (set to "Texas Essential Knowledge and Skills"), and "Subject" (set to "English / ELA"). There are also optional fields for "Unit (Optional)" (set to "STAAR Released Test Prompts") and "Topic (Optional)" (set to "Select").

15. Finally, you will make the assignments available to the students in your class so they are able to complete their writing, and for you both to get valuable insights to their responses. Once students have completed the assignment, you will be able to view their results from the "Insights" tab within your class.

Magic School/Magic Student

Magic School/Magic Student

This tool allows you to copy and paste OR upload student work samples through the "Writing Feedback" teacher tool, OR to have students directly submit their work and get AI feedback through the student tool. Create your account at magicschool.ai. Students will not have to create an account; they will just log in through a code from their teacher.

Example of Feedback:

Writing Feedback

 Edit Prompt ▾

Feedback on Argumentative Letter to Town Council

Areas of Strength:

- You have taken a clear position on keeping the bat cave open to the public and maintained this argument throughout your letter
- You effectively used evidence from the text to support your argument, such as when you cited "Bat cave is huge-large enough to house the 20 million bats that roost there"
- Your suggestion for creative solutions like the "Make your own Bat house" station shows thoughtful consideration of ways to make the cave both educational and interactive

Areas for Growth:

- Your letter would be stronger if you organized your ideas into clear paragraphs. Consider grouping related points together - safety measures in one paragraph, educational opportunities in another
- While you mention safety measures, you could strengthen your argument by explaining more specifically how daytime visiting hours would protect both visitors and bats
- Consider adding a formal closing to your letter that restates your main argument about keeping the cave open and summarizes your key points

General Feedback on Writing Mechanics:

- Watch for spelling errors in words like "television," "measures," "article," "accept," and "renovation"
- Add spaces after periods between sentences to improve readability
- Use consistent capitalization - "Bat cave" should either be "bat cave" or "Bat Cave" throughout your letter

Rubric Score:

Organization and Development of Ideas: 2/3 points

Conventions: 1/2 points

Total Score: 3/5 points

 Copy  Edit  Export  Read Aloud  More

What specific improvements can I make to the organization of the letter?

How can I encourage students to use more formal language in their writing?

 Clear Inputs  Exemplar

Writing Feedback

Generate feedback on student writing based on custom criteria or a rubric.

Grade level: *

6th grade

Describe the assignment: *

 Read the selection "The Bat's Cave: A Dark City." Based on the information in the selection, write a response to the following: The town council, a group of people who make decisions about town laws and policies, is considering closing off public access to a bat cave in your town to protect the bat population that lives inside. Write a letter addressed to the town council about whether public access to the cave should be closed off. Write a well-organized argumentative letter that uses specific evidence from the

Type of Feedback or Rubric

 The attached rubric scores students based on a 5 point scale. The rubric is broken into two sections. The first section focuses on Organization and Development of Ideas and is worth up to 3 points. The second section is focused on conventions and is worth up to 2 points. Please include a score when generative feedback

 Add File  Total word limit: 1,706/75,000

 6th Argument Opinion Writing Rubric.pdf
855 words

Additional instructions for the type of feedback?

 Students' writing should be in response to the attached text, "A Bat's Cave." Their responses should reference this text.

 Add File  Total word limit: 1,706/75,000

 6th Grade The Bats Cave Text & Promp
851 words

 Prompt assistant

Insert the writing you want feedback on:

 Copy, then paste your written work here that you want AI feedback on.

 Add File  Total word limit: 1,706/75,000

Teacher Tool Option (if you want to score as the teacher):

- 1. Sign in to [magicschool.ai](https://www.magicschool.ai)**
- 2. Select “Teacher Tools” in the left side menu**
- 3. Select the “Writing Feedback” tool OR “Create a Custom Tool” if you want to save the generator to use again in the future**
- 4. Once the tool populates, fill in the blanks provided for you. First, you will enter the grade level**
- 5. Describe the assignment (enter prompt)**

Example: Read the selection “[Add name of text here].”
[Add writing prompt here]
- 6. Type of Feedback or Rubric (attach rubric, but also explain to ensure precise feedback)**

Example: The attached rubric scores students based on a 5 point scale. The rubric is broken into two sections. The first section focuses on Organization and Development of Ideas and is worth up to 3 points. The second section is focused on conventions and is worth up to 2 points. Please include a score when providing generative feedback
- 7. Additional Instructions for the type of feedback (include the text to which students will be responding)**

Example: Students' writing should be in response to the attached text, [Add Name of Text Here]" Their responses should reference this text.
- 8. Insert the Writing You want Feedback on**

Paste or upload the student sample you would like to score/generate feedback
- 9. Click the purple “Generate” button**

Note: The teacher option allows you one chat at a time, so you will have to hit back each time to enter the next student's response.

Magic Student option (allows students to generate their own feedback; you can see all results as well):

Student Room example link: <https://student.magicschool.ai/s/join?joinCode=qpsdDw>

- 1. Sign in to magicschool.ai**
- 2. Select “Magic Student” in the left side menu, and from the drop-down select student tools.**
- 3. Choose the “Writing Feedback” tool**
- 4. Once the tool populates, fill in the blanks provided for you. First, you will enter the tool name and description if you would like to change it from what automatically populates. Select the grade level as well.**
- 5. Enter the assignment description (include writing prompt)**

Example: Read the selection “[Add Text Name Here]”
[Insert Writing Prompt here]

- 6. Add the type of Feedback or Rubric (attach the rubric, but also explain to ensure precise feedback)**

Example: The attached rubric scores students based on a 5 point scale. The rubric is broken into two sections. The first section focuses on Organization and Development of Ideas and is worth up to 3 points. The second section is focused on conventions and is worth up to 2 points. Please include a score when providing generative feedback

- 7. Click the “Additional Fields” drop-down menu**

- 8. Add the learning objective or goal of the chat (optional but useful)**

Example: The student is expected to compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.

Students will respond to the writing prompt with evidence based upon the text(s) that they are reading. Students should get feedback to describe in student-friendly language what they are doing well and what they could do to improve their writing. Students should be able to clarify unknown questions and ideas as well.

- 9. Add additional Instructions for the type of feedback (include the text to which students will be responding)**

Example: Students' writing should be in response to the attached text, “[Insert text Name Here].” Their responses should reference this text.

10. Click the purple "Save to Room" button in the top right corner of the page, then name your room

11. Share the link to students to join the room and receive feedback on their writing

Example of feedback provided:

Feedback on Your Argumentative Letter to the Town Council

Score: Organization and Development of Ideas: 2/3, Conventions: 0/2

Overall Score: 2/5

Areas of Strength:

- You took a clear position that "Access of the public to the bat cave should be cut off" and stuck with your argument throughout the letter, showing good focus on your claim.
- You used excellent evidence from the text, especially the quotes "Protecting bat habitats is a good way to help keep these animals safe" and "Some bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats."
- You made a strong connection to how helping bats benefits humans too, referencing how "they will help us in other ways like eating moths and beetles which are bugs that destroy our crops" - this shows you understood the text well.

Areas for Growth:

- Your letter needs better organization - try to group similar ideas together in paragraphs instead of jumping between different points. For example, put all your safety concerns in one paragraph and all your evidence about conservation in another.
- Develop your ideas more fully by explaining *how* exactly people might harm the bats, rather than just listing possibilities like "throwing rocks." The text gives you specific information about why bats need undisturbed sleep and safe habitats.
- Your analogy about people walking into someone's house is creative, but it needs to be explained more clearly to make your point stronger.

General Feedback on Writing Mechanics:

- Focus on spelling - many words need correction: "acces/publics" should be "access/public's," "varyios" should be "various," "proteced" should be "protected," and "disrrupted" should be "disrupted."
- Work on sentence structure - some sentences are very long and need to be broken up with periods, like your second sentence that runs on with multiple ideas.
- Watch your capitalization and punctuation - remember to capitalize the first word after periods and use apostrophes for contractions like "don't" and possessives like "bats' habitat."

You have great ideas and strong evidence from the text - now focus on organizing those thoughts clearly and checking your spelling and grammar!

Hi there! I'm here to help you improve your writing. To get started, copy and paste or upload your writing and I'll give you feedback to make it even better.

Copy  Read Aloud

Dear Town Council, I say the Bat cave should be open to the public. The public should be able to see what a bat cave looks like in person and not on a television screen. For safety measures Bats are never awake during the day they are sleeping with their hooked claws and special tendons in their feet hooked to the ceiling. The only time it should be closed is at night. It should be closed at night because more than 20 million bats fly out the cave to hunt. Caves and the bats inside are interesting and should be seen up-close. A cool fact from an article is that "Bat cave is huge-large enough to house the 20 million bats that roost there." pg3. This shows one of the many facts or details to look at in the cave. This cave can be filled with facts about bats. Bats have amazing facts about them. Another idea is we can have a station called "Make your own Bat house". This is where you would make a house for our bat friends. As you can see there are many ideas for this site. If only you can accept my ideas into making this Bat cave open to the public and open to my ideas for renovation.

Copy

Feedback on Your Argumentative Letter to the Town Council

Score: Organization and Development of Ideas: 2/3, Conventions: 1/2
Overall Score: 3/5

Areas of Strength:

- You clearly stated your claim that "the Bat cave should be open to the public" right at the beginning, which helps readers understand your position immediately.
- You used specific evidence from the text effectively, like when you quoted "Bat cave is huge-large enough to house the 20 million bats that roost there" and referenced the bats' "hooked claws and special tendons in their feet."
- You showed good thinking about safety by suggesting the cave should only be open during the day when bats are sleeping, which demonstrates you understood the text's information about bat behavior.

Areas for Growth:

- Your letter needs a stronger organization with a clear introduction, body paragraphs, and conclusion. Right now, your ideas jump around a bit, making it harder to follow your argument.
- You could develop your ideas more fully by explaining *why* seeing bats up close is important and how your "Make your own Bat house" station would actually help protect bats, connecting it back to the text's information about bat conservation.
- Consider addressing the town council's concern about protecting the bat population more directly - the text mentions that "protecting bat habitats is a good way to help keep these animals safe," so you could explain how your plan would still protect the bats.

General Feedback on Writing Mechanics:

- Watch your spelling - "telivision" should be "television," "mesures" should be "measures," "artical" should be "article," and "except" should be "accept."
- Work on sentence structure - some of your sentences run together and need periods or commas to make them clearer, like "For safety mesures Bats are never awake during the day they are sleeping..."
- Remember to capitalize proper nouns consistently - "Bat cave" should be "bat cave" (unless it's the specific name Bracken Bat Cave from the text).

Great job using evidence from the text and thinking about both sides of the issue! Keep working on organizing your ideas and polishing your writing mechanics.

Brisk Teaching/Brisk Boost (Writing Coach)

Brisk Teaching/Brisk Boost (Writing Coach)

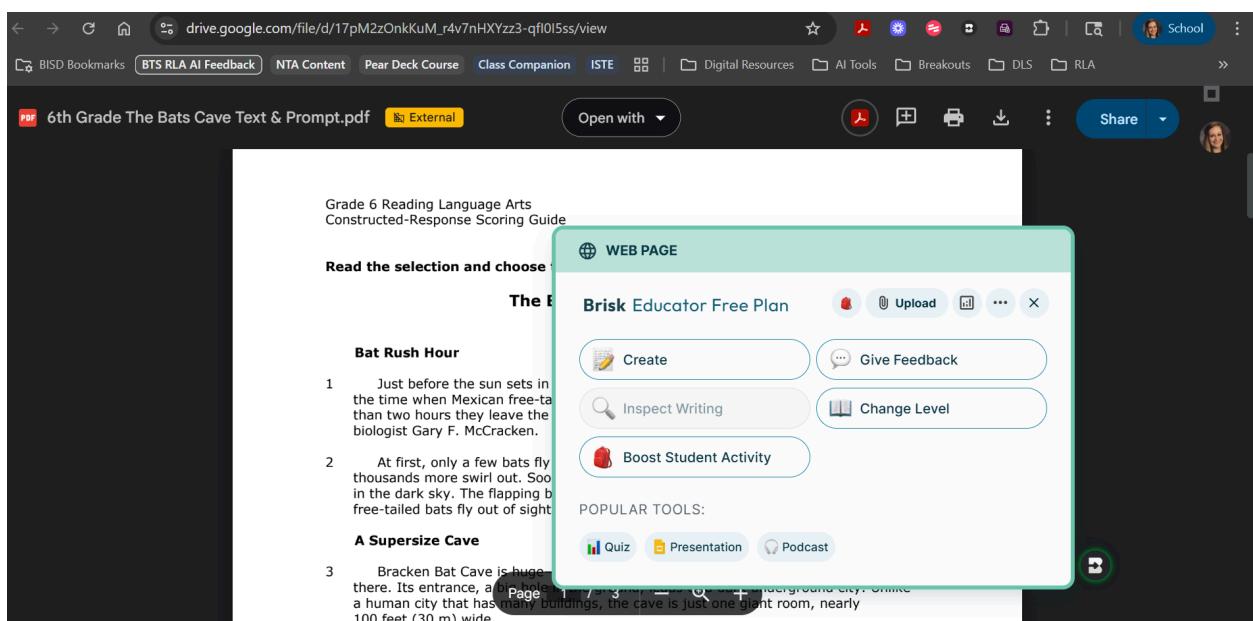
Brisk Teaching and Brisk Boost activities support feedback and scoring by using AI to analyze student essays, align them to rubrics, and provide clear, scaffolded feedback for improvement. Teachers can quickly review, adjust, and send comments or reteach with targeted Brisk Boost activities tied to specific writing skills. This tool works specifically with writing done in Google Docs.

To begin with the Brisk Boost Writing Coach:

1. Add the [Brisk Teaching Chrome Extension](#) to your browser
2. Open the extension from the top toolbar of your browser



3. Open the text to which you want students to respond (I had the best luck with PDFs that were in Google Drive, but it should work on websites as well. Make sure Google Drive docs are set to “Anyone with the link can view in the share settings”)
4. Click the Brisk Icon in the bottom right corner of your screen. This will open the Brisk options.



5. Select Boost Student Activity

6. From here, a menu will pop up with a variety of options, but you will want to switch to the Write tab at the top, and then select "Writing Coach"

← Boost Student Activity

Engage Assess **Write**



Writing Coach

Personalized writing assistance.



Glows & Grows

Feedback on strengths & areas of..



Next Steps

Guidance and feedback on next...



Goal Setting

Set goals to stay on track.

7. Next, you will enter the prompt that students will be responding to in the box provided. You will also upload the rubric for grading in this area.

The screenshot shows the Brisk AI interface for creating a writing coach activity. The top bar is teal with the text "WEB PAGE". Below it, the title "Brisk" is displayed with a back arrow icon. To the right are icons for a backpack, "Upload", three dots, and an "X". Below the title are three dropdown menus: "Writing C...", "in English", and "Standard AI". The main area is titled "Prompt" and contains a red-bordered box. Inside the box, the text "Create a writing coach activity about this web page" is followed by "<Add your detailed prompt here>". A red box highlights the "Rubric" button, which is located to the left of a "Prompt history" dropdown. Below the prompt box is a dropdown menu set to "6th Grade". At the bottom right is a teal "Next" button. The bottom of the screen shows a partial view of the web page content: "The ground, leads to a dark underground city. Unlike".

8. Once you have added the necessary information, click "Next"

Writing C...  in English  Standard AI 

Prompt

Create a writing coach activity about this web page
Read the selection "The Bat's Cave: A Dark City."
Based on the information in the selection,
write a response to the following:
The town council, a group of people who make
decisions about town laws and policies, is
considering closing off public access to a bat cave
in your town to protect the bat
population that lives inside. Write a letter addressed
to the town council about whether
public access to the cave should be closed off.

 6th Argument Opinio...   Prompt history 

6th Grade  

9. In the next window that opens, click the "Brisk It" Button. From here, a new page will open that gives you the Ink to share with your students. You can also preview and edit the activity OR moderate from this window. I would always recommend previewing and editing the activity. This lets you see exactly what the students will experience, and allows you to try the activity as a "mock student" in your

own class.

ACTIVITY CREATED

Your Boost activity is ready to share.

Have students go to app.briskteaching.com/show and enter code:

UM6Z15

Share the link below where you'd usually post assignments for students



Activity Link

<https://app.briskteaching.com/ws/UM6Z15>

[Copy Link](#)

[Preview & Edit](#)

[Add a class](#)

[Monitor Activity](#)

Once you share the link to students, they can start writing their response. At anytime, they can open the “Chat with Boost” button to get feedback on their writing. You, as the teacher, will be able to see any of the feedback that the chat has given to them as well. They can ask the bot for a score, and it will score them based on the rubric.

All student writing samples will be automatically added to a folder in your Google Drive for easy access, or you can monitor responses from the teacher dashboard:

https://app.briskteaching.com/teacher_home

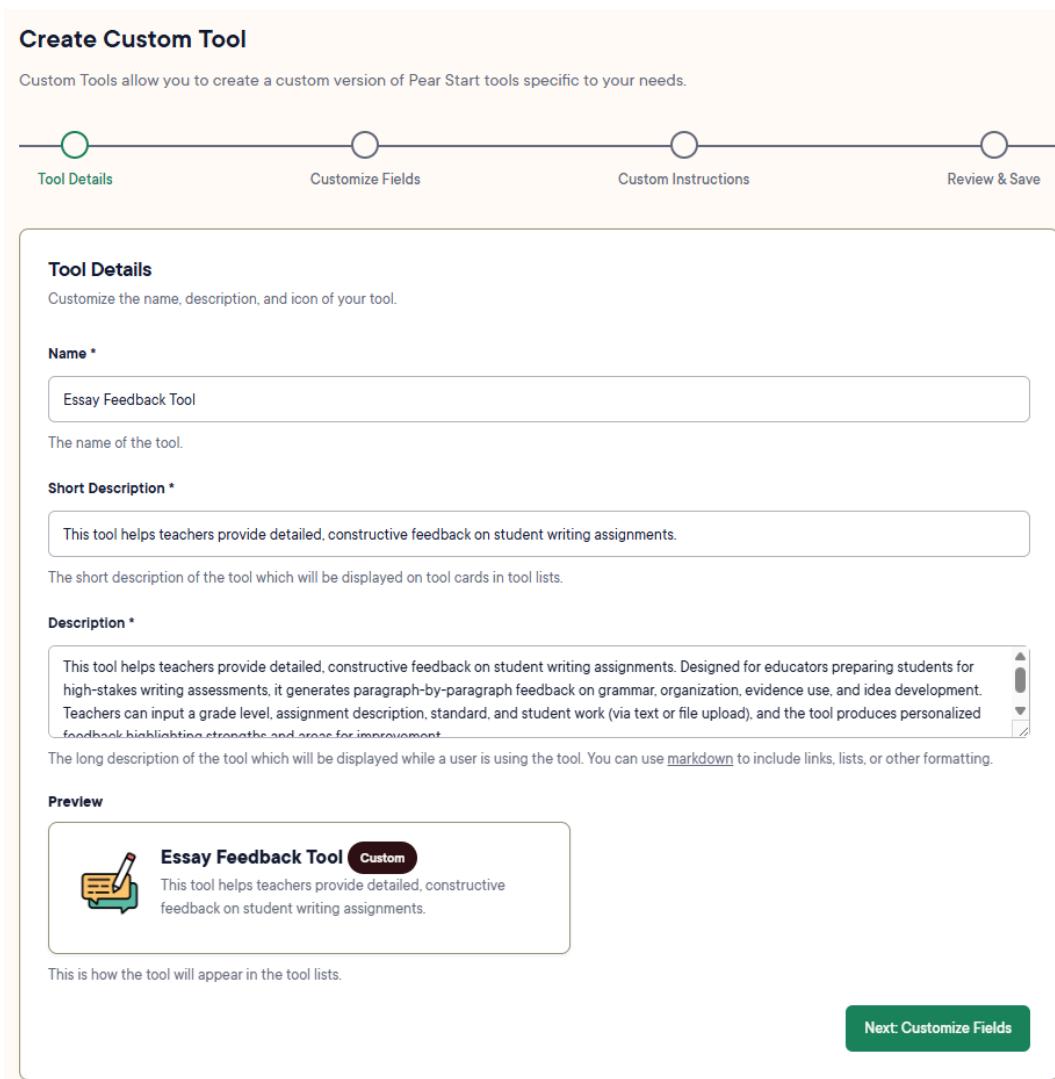
Pear Start

Pear Start

Pear Start is an artificial intelligence (AI) toolkit designed to help teachers quickly create lesson plans and classroom materials. As part of the larger Pear Deck Learning platform, its more than 40 AI-powered tools are meant to save educators time on lesson prep and administrative tasks. Here is a breakdown of how I set up this tool for ECR/SCR scoring and feedback:

Create a Custom Tool Instructions:

1. Log in to [Pear Start using your Google/BISD email address](#)
2. Once logged in, select the Essay Feedback Tool
3. Select “Create Custom Tool” in the top right corner



The screenshot shows the 'Create Custom Tool' interface. At the top, there is a navigation bar with four steps: 'Tool Details' (highlighted with a green circle), 'Customize Fields', 'Custom Instructions', and 'Review & Save'. Below the navigation bar, the 'Tool Details' section is expanded. It contains fields for 'Name *' (set to 'Essay Feedback Tool'), 'Short Description *' (set to 'This tool helps teachers provide detailed, constructive feedback on student writing assignments.'), and 'Description *' (set to 'This tool helps teachers provide detailed, constructive feedback on student writing assignments. Designed for educators preparing students for high-stakes writing assessments, it generates paragraph-by-paragraph feedback on grammar, organization, evidence use, and idea development. Teachers can input a grade level, assignment description, standard, and student work (via text or file upload), and the tool produces personalized feedback highlighting strengths and areas for improvement.'). The 'Preview' section shows a card with the tool's name, a pencil icon, and a description: 'Essay Feedback Tool' and 'This tool helps teachers provide detailed, constructive feedback on student writing assignments.' A green button at the bottom right of the preview section says 'Next: Customize Fields'.

4. Name the tool something specific to the text or assignment so you can find it in the future.
5. Adjust the Short description & description of the tool as needed, then click the green “Next: Customize Fields” button

Create Custom Tool

Custom Tools allow you to create a custom version of Pear Start tools specific to your needs.

Tool Details **Customize Fields** Custom Instructions Review & Save

Customize Fields

Provide default values for your tool and customize which fields are shown.

Grade Level (Reset) Hide Field

The grade level of your student.

Assignment Description and Standards (Reset) Hide Field

e.g., Read the article and explain how life would be different if you and your peers couldn't use social media until you were 16. Would your life be better, worse, or the same? Why?

Student Work for Feedback (Reset) Hide Field

Provide details about the writing assignment and select standards.

Attach... Link Website Select Standards

Paste the student's text directly or upload a file containing the assignment.

Go Back **Next: Custom Instructions**

6. Select the grade level

7. Add the Assignment Description & Standards

- In this step, you can select the appropriate standards for the assignment.

You will also want to attach the text that students are reading and the rubric with the attachments button. You should also include the prompt students will be responding to in their ECR response in the description.

For example:

Students will read and analyze the text "One Book, One Camel," then respond to the prompt in an extended constructed response.

The prompt for the essay is:

Read the article "One Book, One Camel." Based on the information in the article, write a response to the following:

Explain how the Camel Mobile Library has affected the people of Garissa.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

8. **You can skip the “Student Work for Feedback” section for now unless you want to add it. I want to use this tool for multiple student responses, so I am leaving it blank for now.**
9. **Click the green “Next: Custom Instructions” button**

Example:

As a 6th-grade English teacher, provide feedback on the student essay below using the rubric provided in the attachments. Each item on the rubric should be scored on a 5-point scale with 2 sections for scoring. The first section concerns the organization and development of ideas, and it is worth up to 3 points. The second section is conventions, and it is worth up to 2 points. Include detailed notes and comments along with each rating to give the student actionable items they can use to improve their writing. The feedback should be appropriate for 6th-grade

students and written in a constructive, encouraging, and clear tone. Be sure to also give them a total score, but also break it down by the two sections listed in the rubric. I have attached both the rubric and the text that students should reference in their response.

- 10. Click the green “Next: Review & Save” Button**
- 11. In this final step, you can test your tool with student work, and if you are happy with the way it works, then you can click the green “Save Custom Tool” button.**

Notebook LM

Notebook LM

1. Upload the text students will be reading
2. Upload the prompt that students will be responding to in writing
3. Upload Rubric

Sample Prompt:

You are a [6th-grade reading language arts teacher]. Your students are reading the attached text titled "[Add Name of Text Here]" and responding as part of an extended constructed response to the following prompt: [Add Writing Prompt Here.]

The attached rubric is what should be used for scoring student responses. The rubric scores students based on a 5-point scale, which includes two sections. The first section addresses organization and development of ideas and it worth up to 3 points. The second section is on conventions, and it is worth up to 2 points.

Based on the attached information, can you score a student's extended constructed response?

<PASTE STUDENT RESPONSE HERE>

Note: When the essay was full of conventions errors, the system could not always grade the response and would give an error that "The system was unable to answer." The amount of text you could paste in a chat was also limited.