

AI Literacy Video Assessment Rubric

This rubric is used to assess educator-submitted videos based on demonstrated AI literacy. It is applicable to videos showing AI use for student learning and for staff professional learning, curriculum design, or programming support. For example, a teacher might demonstrate student-facing work with AI to support writing, or they might show how they've used AI to build a planning tool, deliver staff PD, or lead policy development.

It is explicitly aligned with the following:

- UNESCO AI Competency Framework for Teachers (U) – emphasising ethical awareness, pedagogical integration, and professional collaboration.
- SAIL Framework (Scaffolded AI Literacy) (S) – supporting progression across three levels of AI capability: Awareness, Experimentation, and Innovation.
- Australian Framework for Generative AI in Schools (A) – emphasising safe, inclusive, and educationally sound use of AI in school settings.

Scoring Key:

0 = Not evident – no reference or evidence in the video

1 = Some evidence – vague or brief mention; unclear impact

2 = Clear demonstration – specific, observable use with intent

3 = Transformative – deeply embedded, innovative, and influential practice

Tips for Scorers:

- Use the example indicators in the rubric table to help score consistently:
- Is the use of AI clearly explained or just mentioned?
- Is the practice aligned to teaching, learning, or leadership goals?
- Is there evidence of reflection or measurable impact?
- Would this practice inspire or guide others?

Rubric Table

Criteria	Level 1	Level 2	Level 3
Use of AI Tools (U, S) By Teacher or Student	Basic mention or curiosity-driven use of tools like ChatGPT or MagicSchool. E.g., "I tried ChatGPT to make a lesson once."	Regular use to support planning, differentiation, assessment, or teacher tasks. E.g., "I use ChatGPT to adjust task difficulty	One of the following: Customises tools (e.g. GPTs, workflows); selects tools strategically for innovation. E.g., "I built a GPT trained

		levels for my students."	on our curriculum to support weekly teacher programming."
Pedagogical Integration (U, S)	AI used mainly for teacher convenience (e.g., generating worksheets); not tied to learning impact. E.g., "It helps with admin."	AI supports student learning or staff development aligned with outcomes. E.g., "Students used AI to reflect on feedback," or "We generated sample rubrics to support teacher moderation."	AI drives new pedagogical models (e.g., flipped, project-based, collaborative planning). E.g., "We ran a student-led AI project showcased at our school showcase," or "Staff co-designed an AI-aligned scope and sequence."
Ethics, Safety & Equity (U, A)	Mentions safety (e.g., data privacy) but no deeper discussion. E.g., "I told students not to enter personal data."	Addresses AI hallucination, bias, and fairness; includes protocols or structured conversations. E.g., "We discussed ethical prompting and checked AI bias in outputs."	Leads safe, inclusive, and ethical AI practices; mentors others on cultural and accessibility considerations. E.g., "We developed a checklist to ensure our prompts supported neurodiverse learners."
Leadership & Collaboration (U, S, A)	Uses AI independently; shares informally. E.g., "I shared some prompts with a friend."	Collaborates with teams or presents locally. E.g., "I supported our stage meeting with AI strategies for EALD students."	Leads AI adoption across roles, schools, or systems. E.g., "I led an AI trial across 5 campuses and contributed findings to the department."
Reflection & Intentionality (S, A)	Describes use of AI tools but not why or what improved. E.g., "It made it quicker."	Connects use to staff or student needs; reflects on impact. E.g., "It reduced planning time and allowed more in-class feedback."	Demonstrates strategic and iterative development of AI-enhanced practice. E.g., "We redesigned our faculty's entire approach to assessment feedback using AI over three terms."
Policy Awareness & Compliance (A)	No reference to department or	Uses tools within policy expectations.	Leads development or implementation of

	school guidance. E.g., "I use what seems best."	E.g., "We check against approved apps and use teacher logins only."	safe-use frameworks. E.g., "I helped draft our school's AI position paper and trained staff on acceptable use."
Student/Teacher Agency & Critical Thinking (S, A)	AI is used as a shortcut; users accept outputs without reflection.	Students/staff experiment, revise, and question AI output. E.g., "They evaluated AI-generated text and made improvements."	Students/staff show critical AI literacy—design prompts, analyse strengths/limitations, and lead or present thinking. E.g., "Students ran a debate about the limits of generative AI in persuasive writing."

Note: This rubric supports diverse contexts including early childhood, primary, secondary, tertiary, and adult education; student-facing or staff-focused practice.