

AI Collaboration Evaluation Rubric

	Exceeds	Meets	Approaches	Limited
AI Prompt Design <i>How thoughtfully the student has designed the prompt(s) for AI and considered the complexity and clarity of prompts.</i>	Demonstrates a very good understanding of disciplinary concepts. The prompt is clear, moderately complex, and largely effective for AI, showing a good understanding of AI's limitations and capabilities.	Demonstrates a good understanding of disciplinary concepts. The prompt is understandable and effective but lacks consistent complexity or misses opportunities to leverage AI's capabilities or account for its limitations.	Demonstrates acceptable understanding of disciplinary concepts. The prompt may be unclear, oversimplified, or only partially effective for AI, showing insufficient understanding of AI's limitations and capabilities.	Fails to demonstrate understanding of disciplinary concepts. The prompt is unclear, overly simplified, or ineffective for AI, showing no understanding of AI's limitations or capabilities.
Critical Evaluation of AI Suggestions <i>How effectively the student evaluates and utilizes AI suggestions, as in whether they simply adopt AI-generated content or make conscious choices about what to include.</i>	Effectively evaluates AI suggestions with some evidence-based decisions about what to accept, modify, or reject, demonstrating a very good understanding of how AI outputs compare to disciplinary knowledge.	Evaluates AI suggestions with some critical thinking, but decisions are inconsistently supported by evidence, reflecting a good understanding of how AI outputs compare to disciplinary knowledge.	Evaluates AI suggestions, but critical thinking is minimal and decisions are often uncritical or without evidence, demonstrating an acceptable understanding of AI outputs in the light of disciplinary knowledge.	Does not effectively evaluate AI suggestions, with decisions appearing arbitrary or without justification, demonstrating no understanding of AI outputs and their link to disciplinary knowledge.
Revision Process <i>How the student has revised AI suggestions and demonstrated their critical thinking skills and disciplinary expertise.</i>	Offers a clear reflection on where and why AI-generated content needs improvement. Demonstrates very good quality improvement and good application of disciplinary knowledge.	Provides good reflection and shows some improvement in AI-generated content but lacks consistent demonstration of disciplinary expertise.	Provides acceptable reflection and some improvement of AI-generated content but only limited demonstration of disciplinary expertise.	Provides little to no reflection or improvement of AI-generated content and fails to demonstrate any disciplinary expertise.
Information and Digital Literacy <i>How the student has evaluated AI-generated content through relevant scholarly sources to enhance the rigor and reliability of the output.</i>	Very good evaluation of AI-generated content through the integration of relevant scholarly sources. Critiques are well-formed and add value to the reliability of the output, showing a very good command over information literacy.	Good evaluation of AI-generated content with some relevant sources but the critique lacks depth or consistency, demonstrating a good level of information literacy.	Acceptable evaluation of AI-generated content with minimal use of relevant sources and critiques is shallow, demonstrating an acceptable level of information literacy.	Fails to evaluate AI-generated content effectively or utilize relevant sources. Critiques are either absent or undeveloped, demonstrating a lack of information literacy.
Documentation and Reflection <i>How the student has recorded appropriate decisions and interactions with the AI co-pilot, and analyzed the strengths, weaknesses, and future improvements to these interactions.</i>	Very good articulation of decisions, which are clear and provide insight into the role of AI in co-creation. Offers some practical suggestions for future practice.	Good documentation of decisions and gives some insight into the role of AI in co-creation. Suggestions for future practice are sparse or generic.	Acceptable documentation of decisions and insights into the role of AI in co-creation. Lacks depth or forward-thinking.	Does not adequately document decisions or reflect on the role of AI in co-creation. Provides no meaningful suggestions for future practice.
Ethical considerations <i>Students' awareness of the reliability, biases, and other limitations of AI-generated content.</i>	Shows very good understanding of the reliability, biases, and other limitations of AI-generated content, and suggests some ways to mitigate potential problems.	Good understanding of the reliability, biases, and other limitations of AI-generated content, but suggestions for mitigating potential problems are vague or incomplete.	Demonstrates acceptable understanding of the reliability, biases, or other limitations of AI-generated content. Suggestions for mitigating potential problems are generic or superficial.	Fails to demonstrate understanding of the reliability, biases, and other limitations of AI-generated content. Makes no suggestions for mitigating potential problems.

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Rubric Feedback

AI Prompt Design

- Understand enough to prompt it (had the standard and request) but it was too unclear

Critical Evaluation of AI Suggestions

- Edited according to goals and evaluation of what was possible to do

Revision Process

- Looked at what AI put out and revised based on own goals

Information and Digital Literacy

- If you are using ai as a thought partner, you may not need this category
- This could be an optional category

Documentation and Reflection (Documentation on the Process)

- Didn't like format so asked gemini to change it
- Articulate process from video (watching video is a time suck for teachers), although it was good to hear process as were watching thinking of ideas

Ethical Considerations

- Should citation be mentioned here?
- Teachers may struggle with this because of the variability of knowledge and use of AI

Other Feedback

- examples of each would be helpful
- Combined critical evaluation of AI suggestions and Revision process
- The documentation and reflection section could be better use of time if you do a think pair share in the class