FLUF(F) Test *Prompt Template*

Create a "Zero FLUF(F)" Prompt

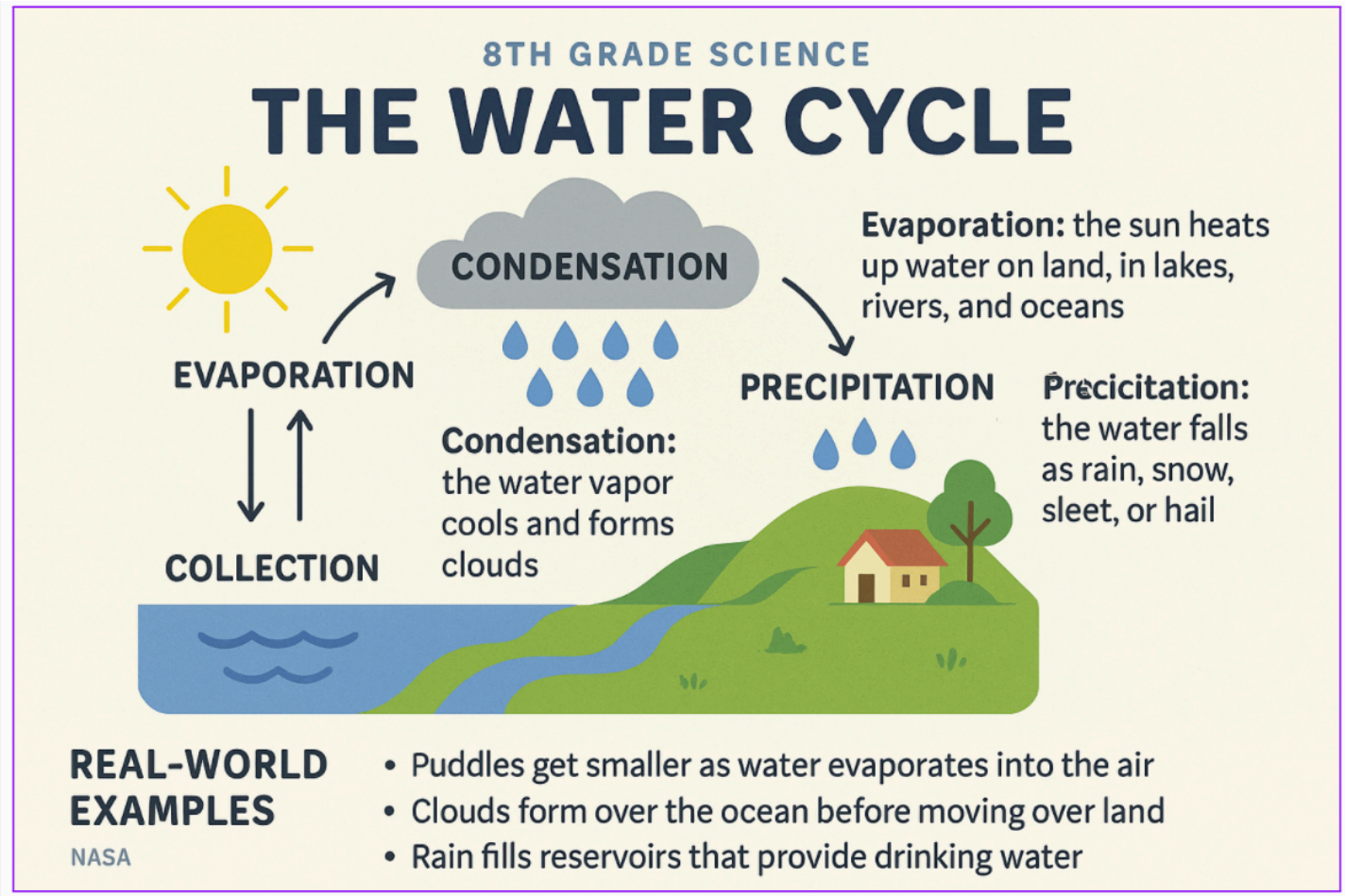
Your GenAI search results are only as robust as the prompt provided to the tool. To get better results, include all essential information. Using the elements below, add the prompt information that the bot/AI Tool will need to generate robust content.

Prompt Element	Descriptor	Prompt information
Who	*Role*	You are an 8th-grade science teacher helping students understand the water cycle.
What	*Desired Output*	Create a clear, easy-to-understand explanation of the water cycle with a labeled diagram and three real-world examples.
Where	*Location*	This will be used in a classroom setting and posted on the class website
When	*Time sensitivity*	This needs to be ready for tomorrow's lesson.
Why	*Purpose*	The purpose is to help students visualize and understand how water moves through the environment. To meet the NGSS MS-ESS2-4: Earth's Systems standards on the roles of wate in earth's surface processes.
How	*Steps or directions*	Explain the process in simple steps: evaporation, condensation, precipitation, and collection. Use short paragraphs and bullet points for clarity
Format	*Style*	Use a friendly, engaging tone with age-appropriate vocabulary. Include a labeled diagram and examples in bullet points.
Language	*Grammar*	Use clear, correct grammar.. Define any scientific terms.
Usability	*Sources*	Base your explanation on reliable science sources like NASA or NOAA and include citations.
Fanfare	*Audience*	Make it interesting for 8th graders—use relatable examples like puddles drying after rain o clouds forming
Function	*Expertise*	Respond as an expert science educator who knows how to simplify complex ideas for middle school students.

From the information above, generate the prompt

You are an 8th-grade science teacher. Create a clear explanation of the water cycle for classroom use, including a labeled diagram and three real-world examples. This will be posted on the class website for tomorrow's lesson. The purpose is to help students visualize and understand evaporation, condensation, precipitation, and collection. Use short paragraphs, bullet points, and a friendly tone with age-appropriate vocabulary. Define scientific terms and cite reliable sources like NASA or NOAA. Make it engaging with relatable examples. Respond as an expert science educator who simplifies complex ideas for middle school students.

Paste Output below:



The Water Cycle: Nature's Recycling System

The water cycle is how water moves around Earth in a never-ending loop. It changes between liquid, gas, and solidforms. This process keeps rivers flowing, clouds forming, and plants growing. Let's break it down:

Key Steps

- Evaporation: The sun heats water in oceans, lakes, and puddles, turning it into water vapor (a gas) that rises into the air.
- Condensation: Water vapor cools high in the atmosphere and turns back into tiny liquid droplets, forming clouds.

- Precipitation: When clouds get heavy, water falls back to Earth as rain, snow, sleet, or hail.
- Collection: Water gathers in rivers, lakes, oceans, and underground. Then the cycle starts again!

Scientific Terms

- Evaporation: Liquid water → gas (water vapor)
- Condensation: Gas → liquid (cloud droplets)
- Precipitation: Water falling from clouds
- Collection: Water stored on land or in oceans

Real-World Examples

- Puddles shrink after a sunny day because water evaporates.
- Clouds form over the ocean before drifting over land.
- Rain fills reservoirs that supply drinking water.

Why does this matter? The water cycle supports all life and shapes weather patterns. NASA and NOAA study it to predict storms and understand climate change.
Learn more at NASA's Water Cycle page and NOAA's Water Cycle resources.

FLUF(F) Test *Checklist*

Use the **FLUF(F) Test Checklist** to examine your GenAI results and describe issues with output that may cause you to, reprompt, regenerate, and repeat until you reach "Zero FLUF(F)". Total the score in the **FLUF(F) Test Rubric.**

Indicator	Description of Infractions	GOAL: ZERO FLUF	
Review GenAI output against the indicator.	*Provide a brief description of the infraction, issue, or concern.*	**Plus** = yes, there are infractions/fail	**Minus** = no infractions/pass
Describe the issues with FORMAT Domain			
Layout	Issue: While the layout uses headings and bullet points, the diagram and text are not fully integrated visually for web posting. Could use better alignment and spacing for readability.	+	
Length	Pass: The length is appropriate for an 8th-grade audience.	-	
Other	Issue: The diagram has a spelling error ("precicitation" instead of "precipitation"), which affects clarity.	+	
Describe the issues with LANGUAGE Domain			
Tone	Pass: Tone is friendly and age-appropriate.	-	
Phrasing	Pass: Clear and simple phrasing.	-	
Repetition	Pass: No unnecessary repetition.	-	
Other	Issue: Minor typo noted in your comment ("solidforms" in the description). Needs proofreading.	+	
Describe the issues with USABILITY Domain			
Consistency	Pass: Terms are consistently defined.	-	
Credibility	Issue: Diagram contains labeling error ("precicitation"), which undermines credibility. Sources cited (NASA, NOAA) are strong, but the image error is problematic.	+	
Other	Pass: Instructions and examples are usable.	-	
Describe the issues with FANFARE (Audience) Domain			
Anecdotes	Pass: Real-world examples are relatable.	-	
Jargon	Pass: Scientific terms are explained clearly.	-	
Other	Pass: No unnecessary complexity.	-	

Describe the issues with FUNCTION (Expertise) Domain		
Expertise	Pass: Content aligns with science education standards.	-
Context	Pass: NASA and NOAA references provide context.	-
Other	Pass: No major gaps in scientific accuracy.	-

FLUF(F) Test *Rubric (CHOOSE ONE)*

Use **one of the following** to sum up the FLUF(F) Score using the infractions described in the checklist.

Sum up the FLUF(F) Checklist infractions by domain.

FORMAT (Proper Display of Information)	**LANGUAGE** (Clear Communication)	**USABILITY** (Valid & Reliable Sources)	**FANFARE** (Appropriate for the Intended Audience)	**FUNCTION** (Lens, role, or expertise of reviewer)	**SCORE** (GOAL: ZERO FLUF)	
(+/-) 2	**(+/-) 1**	**(+/-)** 1	**(+/-)** 0	**(+/-) 0**	**+Plus** = assess a point per infraction that is present	**-Minus** = none found
					SCORE: 4	

Remember, the goal is zero FLUF(F). Address any infractions by reprompt, regenerate, repeat until we have a satisfactory result.

REPROMPT/REGENERATE/REPEAT

Issue 1: Layout not fully integrated (diagram and text misaligned for web posting)

Reprompt:
"Would you like me to redesign the layout so the diagram and text are visually integrated—perhaps

Issue 2: Diagram spelling error (“precicitation” instead of “precipitation”)

Reprompt:
"The diagram has a spelling mistake. Should I create a corrected version of the diagram with accurate labels and improved clarity?"

Issue 3: Minor typo in text (“solidforms”)

Reprompt:
"I noticed a typo in the description. Would you like me to proofread the entire text and provide a polished version with all errors fixed?"

Issue 4: Diagram labeling error undermines credibility

Reprompt:
"Since the diagram has a labeling error, would you like me to generate a new, error-free diagram that matches the text and looks professional for your class website

Issue 5: Sources are strong, but image error is problematic

Reprompt:
*"The sources are solid (NASA, NOAA), but the image error reduces trust. Should I create a new diagram using accurate inform**ation from NASA/NOAA and ensure it’s visually appealing and error-free?"***