

Using AI to Create Success Criteria

The following example was created utilizing the Tennessee Academic Standards and ChatGPT. There are two very important things to do when using AI: 1) Be as specific as possible when writing your prompt, and 2) Always confirm that the response AI provides is accurate information. You can use follow-up prompts to refine the product AI produces.

6th Grade Math

Prompt: Can you take this Tennessee Math academic standard for 6th grade and create 3 success criteria for the teachers to use? 6.NS.B.2 Fluently divide multi-digit numbers using a standard algorithm.

ChatGPT Response:

Success Criteria for 6.NS.B.2

1. I can set up a division problem correctly by organizing the multi-digit dividend and divisor using the standard long division format.
2. I can divide accurately and record each step (divide, multiply, subtract, bring down) until the entire dividend has been worked through.
3. I can check my answer by multiplying the quotient by the divisor (and adding the remainder, if any) to confirm it equals the dividend.

Follow-Up Prompt: How can I incorporate a student accountability piece?

ChatGPT Response:

Success Criteria with Accountability

1. I can set up a division problem correctly by organizing the multi-digit dividend and divisor using the standard long division format.
→ *Accountability:* I will show my setup in my notebook so my teacher (or partner) can check it.
2. I can divide accurately and record each step (divide, multiply, subtract, bring down) until the entire dividend has been worked through.
→ *Accountability:* I will explain my steps to a partner or record them in writing to make sure each one is correct.
3. I can check my answer by multiplying the quotient by the divisor (and adding the remainder, if any) to confirm it equals the dividend.
→ *Accountability:* I will circle my check step and write "Check" so it is clear I verified my work.

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3rd Grade ELA

Prompt: Create success criteria for the following Tennessee ELA standard: 3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as -ly, -less, and -ful. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.

ChatGPT Response:

Success Criteria for 3.FL.PWR.3

1. I can find and explain the meaning of common prefixes and suffixes (like *re-*, *pre-*, *-ful*, *-less*, *-ly*).
2. I can read and understand words with Latin suffixes such as *quickly*, *hopeless*, or *helpful*.
3. I can break apart and read multi-syllable words by looking for smaller word parts or chunks.
4. I can read and recognize irregularly spelled words (like *said*, *does*, or *enough*) even when they don't follow normal spelling rules.

Follow-Up Prompt: How can I incorporate a student accountability piece?

ChatGPT Response:

Success Criteria with Accountability

1. I can find and explain the meaning of common prefixes and suffixes (like *re-*, *pre-*, *-ful*, *-less*, *-ly*), and I can show this by writing or saying what the prefix/suffix means in a new word.
2. I can read and understand words with Latin suffixes (such as *quickly*, *hopeless*, *helpful*), and I can show this by using one of those words correctly in a sentence.
3. I can break apart and read multi-syllable words by looking for smaller chunks, and I can show this by explaining out loud how I divided the word into parts.
4. I can read and recognize irregularly spelled words (like *said*, *does*, or *enough*), and I can show this by reading them correctly in a passage or word list.

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9-12 Social Studies

Prompt: Develop success criteria, including a student accountability piece, for the following Tennessee Social Studies Standard: Describe how the domestication of plants and animals gave rise to stable communities.

ChatGPT Response:

Success Criteria with Accountability

1. I can explain what “domestication” means for plants and animals, and I can show this by giving an example of a plant or animal that humans domesticated.
2. I can describe how farming and raising animals provided people with steady food sources, and I can show this by drawing or writing a short explanation of how food stability changed people’s lives.
3. I can explain how steady food supplies allowed people to build permanent homes and larger communities, and I can show this by comparing a nomadic lifestyle to a farming community in my own words or pictures.