

Option 1 - Create authentic assessments with the help of ChatGPT.

Directions:

- 1) Open ChatGPT. If you have never used ChatGPT before, quickly create an account. If you run into an issue, you can ask me or one of your group members for assistance.
- 2) Copy and paste this prompt into your ChatGPT conversation.

“You are an expert teacher, excelling in developing authentic assessments that enable students to exhibit their learning as a formative process. Create four authentic assessments ideas for my **[grade level and subject]** students studying **[topic]**. The assessments should be structured around an engaging narrative, emphasize varied response formats, and include opportunities for feedback. Aim to address a real-world issue, making the project beneficial for actual people or the community. The assessments should engage students and effectively demonstrate their learning, as well as enhance their skills and understanding of the subject in meaningful ways. Conclude with a public exhibition where students can present their work, showcasing their learning and achievements.”

- 3) Edit the bolded fields in the prompt to fit scenario 1 and see what ChatGPT outputs. Repeat for scenario 2. Discuss your results with your group. If you have time, try asking ChatGPT to create a rubric for one of these assignments.

Scenario 1: A tenth grade English class is studying *The Great Gatsby*.

Scenario 2: A 9th grade biology class is studying cell structure and function.

Discussion questions:

- a) For each scenario, which of ChatGPT’s assessment suggestions do you think are best and why?
- b) What changes might you make to the prompt and with what intention?
- c) Imagine a classroom where students are engaging in these sorts of assessments. What kind of learning experience would that be?
- d) Imagine you are a student prompting ChatGPT to do one of these assignments for you. Can the AI do it? What changes might you make to “AI-proof” it?

Option 2: Start building a roadmap for your school's AI policy.

Directions:

- 1) First, take a minute or two to briefly review the policy infographic on the next page.
- 2) Next, discuss these prompts with the other members of your group:
 - a) One of the “Guiding Questions” in the policy infographic is “ What parts of our school life should remain unaffected by technological change?” What are a couple of adjectives that describe the best parts of your school? If your school community felt secure that these things would be protected, do you think they’d be more likely to embrace change in other areas?
 - b) One of the “Common Mistakes” in the policy infographic is copying another school’s AI policy. Why do you think this might be a mistake?
 - c) A good first step in setting policy is to conduct a survey that establishes a baseline you can measure against after implementing new policies, interventions, and resources. What are one or two survey questions you’d have for students about their attitudes, concerns, and their overall level of understanding? What are one or two questions you’d have for the faculty?
 - d) Unlike other policies at your school, your AI policy will have to be frequently updated as the technology changes. Who should be in charge of keeping up with those changes? Who should be in charge of periodically reviewing the policy? How will students have a voice in that review?
 - e) Imagine a school where students are using AI tools to pursue their curiosities, solve real world problems, and express themselves. When and where could these students share these success stories? How might hearing these stories shift the attitudes of those who think that AI is “only for cheating?”

How to develop an effective AI policy at your school

Guiding questions

- How will our stance on AI reflect of our mission, vision, and values?
- How has AI already impacted our community, and how useful are the policies we already have in responding to it?
- How will we ensure that our policy remains up-to-date in a rapidly changing technological landscape?
- What parts of our school life should remain unaffected by technological change?
- How will we ensure that our community shares a common understanding and commitment to authentic assessment?

Centering students

- Survey and assess student attitudes, priorities, usage, understanding, and concerns e.g. privacy, accessibility, bias.
- Co-develop norms with your students. Frame these as “dos” rather than “don’ts.”
- Allow students to have agency in creative AI projects and experiments. Create space to share those efforts with the community.
- Empower a diverse student committee to liaise between the student body and administration, offer feedback on AI policy.

Policy components

- Community feedback mechanism for continued iteration and improvement.
- Integrity standards defining what type of assessments can be AI-assisted.
- Data and privacy standards stating what kind of PII should not be inputted into an AI.
- Teacher training plan with resources and a clear rationale integrated into PD efforts.
- Standards for edtech vendor vetting, equity/access to AI, citation guidelines.
- AI literacy plan for students with the resources to solve real world problems and space to exhibit that learning.

Common mistakes

- Attempting to police AI usage with unreliable detection systems.
- Rushing to turn everyone in the school community into a “prompt engineer.”
- Copying the policy of another school and adopting it as your own.
- Depending on AI to grade student assignments.
- Neglecting to teach students about important concepts like hallucinations, bias, and ethical use before introducing AI tools into the classroom.

Key steps

- Start by surveying the entire school community with a mixed methods approach to gather information about attitudes, concerns, and their overall level of understanding. This ensures broad input, provides a baseline to measure against later, and improves buy-in when the policy is ultimately implemented. Leadership should speak directly with students and treat them as a resource for their own learning.
- Outline the objectives of incorporating AI in the school. This should include the scope of AI applications, such as in personalized learning, administrative processes, and security.
- Form a committee comprising faculty, IT staff, administrators, and possibly student and parent representatives. This committee will be responsible for conducting research, drafting policy, reviewing feedback, and making decisions.
- Communicate the policy wisely. Let the community know that this is a work in progress and what the best channels are for their feedback. Understand that AI literacy varies, so the language used to communicate this policy should be clear and accessible to a diverse group of stakeholders. Strike a balance between broad policy language designed to address unforeseen circumstances and the use of specific, clarifying examples.