AI misuse rubric

How high is the potential for AI misuse on your writing assignment?

Prepare your assignments for the age of Artificial Intelligence (AI) by reviewing and revising writing prompts before sharing with students. This rubric for educators presents four traits focused on areas unique to the capabilities and limitations of AI as well as ethical considerations for the use of AI.

How to use this rubric:

Evaluate your writing assignment and give a score for each criteria in this rubric. If a trait in your prompt scores *Developing* or *Emerging,* reflect on the proposed questions and make revisions to discourage acceptable responses from AI-generated writing. Moving your scores to *Advanced* or *Proficient* will help safeguard your writing assignments against student misuse of AI.

	Advanced	Proficient	Developing	Emerging
Student voice **To improve your prompt, reflect on:** *Does the writing task propose a clear purpose that requires students to write to their audience?*	The prompt demands students to take powerful ownership of the task and purpose. Students will have to demonstrate a definitive perspective, considering the audience's knowledge and values, in order to respond to the prompt.	The prompt requires students to take ownership of the task and purpose. Students will have to demonstrate a perspective, considering the audience, in order to respond to the prompt.	The prompt does not clearly ask students to take ownership of the task and/or purpose. Student perspective and attending to the audience may not be required in order to respond to the prompt.	The prompt does not require students to take ownership of the task and/or purpose. Students will not have to demonstrate a perspective or consider the audience in order to respond to the prompt.
Critical thinking/ Reasoning **To improve your prompt, reflect on:** *Does the writing task ask students to thoughtfully consider the issue and draw a conclusion based on their evaluation?*	The prompt requires students to skillfully analyze and synthesize the issue. Students should infer a logical conclusion considering multiple expert viewpoints based on what the prompt demands. The prompt encourages students to create new knowledge based on novel ideas.	The prompt asks students to analyze and synthesize the issue. Students should infer a conclusion considering multiple viewpoints based on what the prompt demands. The prompt encourages students to share new ideas.	The prompt does not clearly ask students to analyze and/ or synthesize the issue. It is not evident if an inferred conclusion is required.	The prompt does not require students to analyze and synthesize the issue. Students will not have to infer a conclusion based on what the prompt demands.

	Advanced	**Proficient**	**Developing**	**Emerging**
Sources & citations (Note: Refer to this trait if it is applicable to your assignment.) **To improve your prompt, reflect on:** *Does the writing task require students to include real, verifiable sources throughout their essay?*	The prompt requires students to cite verifiable sources, including a strong variety of facts, concrete details, quotations, or examples. It's clear the sources must be current and relevant to the writing task, and a full reference list is required.	The prompt asks students to cite verifiable sources, which may include a variety of facts, concrete details, quotations, or examples. It's clear the sources must be relevant to the writing task, and a full reference list is required.	The prompt asks for students to cite sources, but does not explain that sources need to be verifiable. It's unclear if the sources should be relevant to the writing task, and if a reference list is required.	The prompt does not require students to cite verifiable sources, including a variety of facts, concrete details, quotations, or examples. The prompt does not ask students to include a reference list.
Personalization (Note: Refer to this trait if it is applicable to your assignment.) **To improve your prompt, reflect on:** *Does the writing task ask students to reference an event that required their presence or personal experience?*	The prompt demands students to reference an authentic experience, such as a classroom discussion, a field trip, or an event from their personal lives. Students will need to smoothly integrate their experiences and show evidence of original thinking to respond to the prompt.	The prompt requests students to reference an authentic experience, such as a classroom discussion, a field trip, or an event from their personal lives. Students will need to integrate their experiences and show evidence of original thinking to respond to the prompt.	It is unclear if students will need to reference an authentic experience, such as a classroom discussion, a field trip, or an event from their personal lives to respond to the prompt. Students may answer the prompt without including original thoughts and/or experiences.	The prompt does not ask students to reference an authentic experience, such as a classroom discussion, a field trip, or an event from their personal lives. Students can answer the prompt without including original thoughts and/or experiences.

Ethical use of AI

Did I define parameters around ethical use of AI for assignments and communicate expectations with my students? Does the writing prompt describe those expectations?

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