## **Discussion Grading Rubric: AI in Public Education**

## **Name of Speaker Being Graded: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| Category | Excellent (4 pts) | Good (3 pts) | Fair (2 pts) | Poor (1 pt) |
| --- | --- | --- | --- | --- |
| Analysis of Positive ConcernsTotal Score: | Identifies and articulates well-supported arguments for the positive impact of AI on public education, considering factors like equity, engagement, and teacher workload. | Presents some valid arguments for the positive impact of AI, but lacks comprehensive evidence or analysis. | Offers generic or poorly defined positive impacts of AI without clear explanation or reasoning. | Fails to identify or adequately discuss any positive impacts of AI on public education. |
| Analysis of Negative ConcernsTotal Score: | Identifies and articulates well-supported arguments for the positive impact of AI on public education, considering factors like equity, engagement, and teacher workload. | Presents some valid arguments for the positive impact of AI, but lacks comprehensive evidence or analysis. | Offers generic or poorly defined positive impacts of AI without clear explanation or reasoning. | Fails to identify or adequately discuss any positive impacts of AI on public education. |
| Consideration of Unexpected ConcernsTotal Score: | Goes beyond common concerns to delve into unexpected or less-discussed issues related to AI in public education, demonstrating originality and critical thinking. | Briefly mentions some unexpected concerns, but lacks significant exploration or analysis. | Fails to identify or discuss any unexpected concerns, sticking only to mainstream issues. | N/A |
| Evidence and ResearchTotal Score: | Supports arguments with relevant and credible sources, including research articles, expert opinions, and case studies. | Uses some sources to support arguments, but they may be limited in scope or credibility. | Relies on personal opinions or anecdotal evidence with minimal external support. | Lacks any supporting evidence or relies on unreliable sources. |
| Argument, Clarity and OrganizationTotal Score: | Presents arguments in a clear, concise, and well-organized manner, demonstrating effective use of logic and transitions. | Arguments are generally clear and organized, but may lack some sophistication or flow. | Arguments are poorly organized or confusing, making it difficult to follow the reasoning. | Arguments are unclear, illogical, or poorly structured. |
| Presentation and EngagementTotal Score: | Delivers the presentation with confidence and clarity, effectively engaging the audience through visuals, questions, and interactive elements. | Presents the information in a clear and engaging manner, but may lack some polish or audience interaction. | Presentation is hesitant, disorganized, or lacks engagement with the audience. | Delivers the presentation poorly or fails to meaningfully engage the audience. |
| Total # of points x 4 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

##