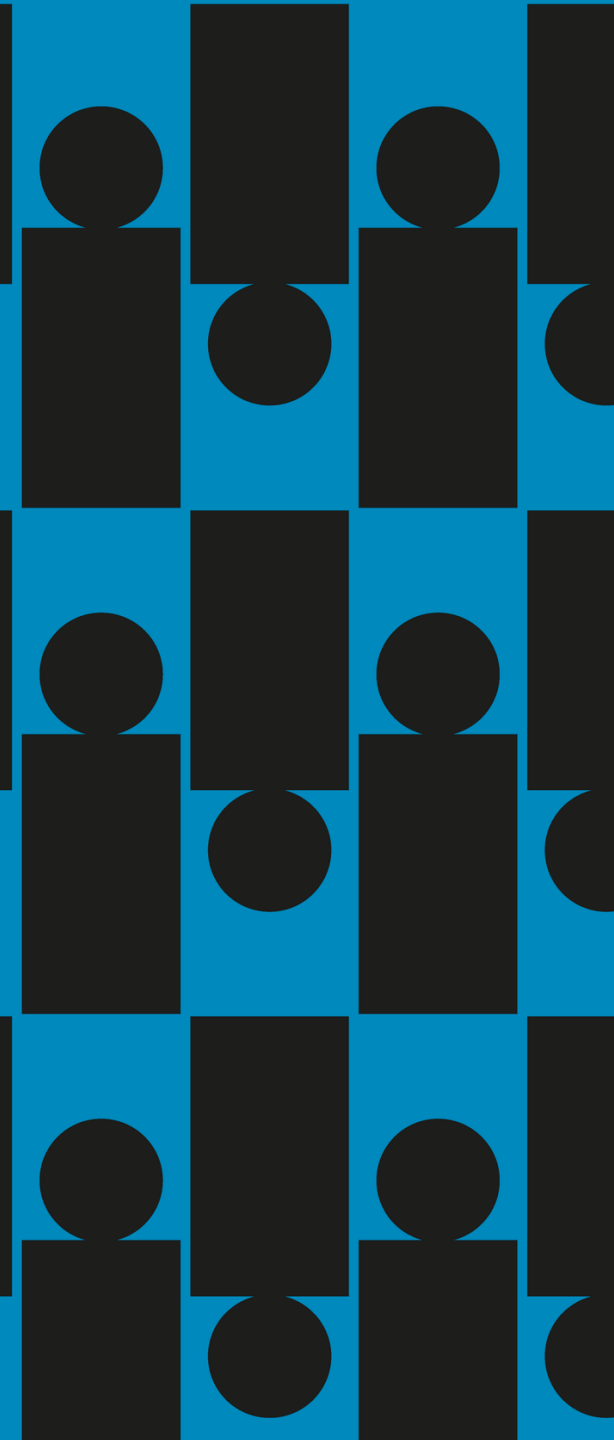
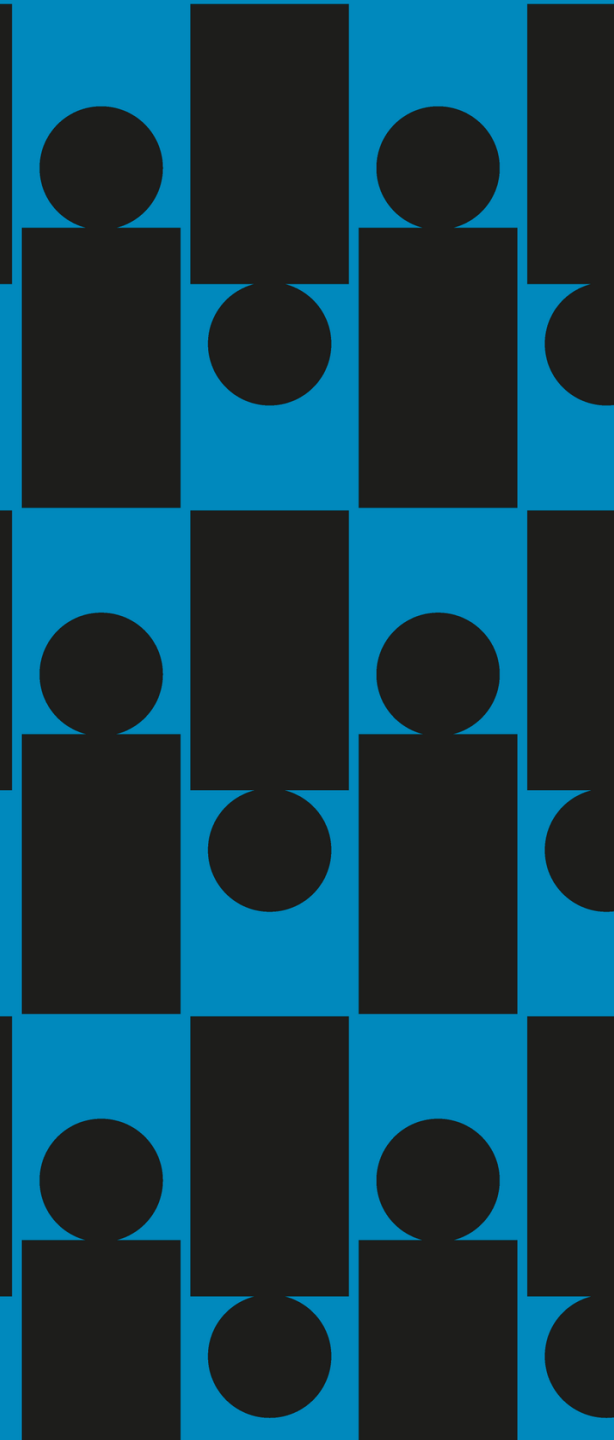




Using AI for Backwards Design Planning

Purpose	Prompt
Describe the context	I am building a Backwards Design Plan in Vermont for students in Grade (x) (subject area) I am planning using this critical proficiency (x) I am planning using these priority performance indicators (x)
Make a request	Please list the learning targets that students need to Understand , Know and Do to show grade level proficiency
Describe parameters	- list the top 2 for each learning target - Ensure descriptors are task neutral - Write the learning targets in student friendly language - Use the appropriate stems for each learning target - I understand - I know - I can - Please avoid: - abstract terminology



Using AI for Building Learning Continuums/ Progression

Purpose	Prompt
Describe the context	I am building a Learning Continuum in Vermont for students in Grade (x) (subject area) I am planning using this critical proficiency (x) I am planning using these priority performance indicators (x)
First request (determine guiding questions)	Using these Understandings (x), please create 3-4 guiding and provoking questions that I can choose from to guide the learning of my students in this unit
Next request request (determine essential)	I want my continuum to start with 2 levels of complexity Essential: Foundational, serves as the base to build more complexity on, Non negotiables, The most important concepts and skills, Still grade level, Familiar applications, single steps, benchmark ideas, Important for all students to build on, Enough for a “pass” – not remedial or below grade level Confident: The full intent of a grade level standard, Not increasing quantity, Unfamiliar situations, Multiple steps, Integration of skills please create two levels of complexity for these content goals (x) Ensure stems start with I know
Next request request (determine confident)	please create two levels of complexity for these skills goals (x) Ensure stems start with I can
Next request (determine access)	I want to extend these essential level goals (x) to include an access point: An access point is: Derived from an essential grade level standard, Concrete and familiar, Adjusting complexity not the concept, Simplify path, not destination, Matches a student’s literacy and communication levels, Based on literacy levels • Early Emergent: Can attends to pictures, symbols, objects, Can match, Can identify, Can respond to choices • Emergent: Can read and use familiar words, Can identify simple patterns, Can connect symbols with meaning • Transitional: Can read familiar text, Can use multiple cues, Can apply strategies that are modelled
Next request (determine challenge)	Now I want to extend these confident level goals (x) to include a challenge point A challenge point is: Beyond the grade level complexity, Increases in complexity, maintains the concept, Not based on quantity, Deepens understanding, Promotes transfer. Encourages evaluation, creativity or innovation, Not just the next grade level, Innovative, Can be organized around challenge levels • Deeper thinking: can analyze, justify, compare, or evaluate the learning. Verbs: analyze, compare, justify, evaluate, explain why • Transferring Ideas: can apply the learning in a new context, subject, situation, or problem. Verbs: apply, connect, adapt, transfer, use in a new context • Pursuing innovation: can create, design, investigate, refine, or propose something new using the learning. Verbs: design, create, develop, investigate, propose, refine, defend