



Exemplar AI Prompts for Teachers

(version 1.0)

*AI Prompts to Save Time,
Enhance Performance, and
Facilitate Instruction*

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Introduction and Use

What This Guide Is For

These exemplar prompts are designed to help K–12 teachers use AI efficiently and responsibly to support their core professional responsibilities. When **modified thoughtfully** for individual teacher and classroom purposes, these exemplars support both instructional quality and professional sustainability.

As clear models for common instructional tasks, these prompts reduce the time teachers spend drafting, revising, and reformatting materials, which can realistically save 5 to 7 hours per week when used consistently.

The prompts also reinforce sound instructional practices by embedding clarity of purpose, alignment to learning goals, and attention to student needs. As a result, teachers can shift more of their limited time toward instructional decision-making, student interaction, and responsive teaching.

How to Use the Prompts

Much of each sample prompt can be used as-is. Essential elements that need to be modified are italicized. In most cases, however, the teacher only needs to customize the prompt once for all uses, such as grade, content area, and student characteristics, which are not likely to change in the short-term.

First copy a prompt to Word, Notepad, or another text editor. Then add any appropriate modifications. Once modified, the prompt can be copied and pasted into the AI chat box. Save the modified prompt for later re-use.

Effective Prompt Structure

Effective prompts clearly communicate instructional purpose, provide sufficient context for the task, and constrain the AI's output so results are usable in, and appropriate for, real classroom settings. Strong prompts mirror good lesson planning by clarifying goals, audience, and success criteria before asking for a product.

Core elements of effective prompts for teachers include the following elements:

1. Role specification:

Define who the AI should act as, such as an instructional coach, literacy specialist, or assessment designer, to anchor responses in appropriate expertise.

2. Instructional context:

Include grade level, subject, lesson or unit focus, time constraints, and classroom conditions to ensure relevance.

3. Clear learning purpose:

State the instructional goal, objective, or use case so outputs align to teaching and learning rather than surface-level tasks.

4. Student considerations:

Describe developmental levels, learning needs, language proficiency, or other relevant factors that affect instructional decisions.

5. Task clarity:

Specify exactly what the AI should generate, such as strategies, questions, feedback, or materials, and how many items are needed.

6. Constraints and boundaries:

Set limits related to length, tone, tools, grading, or appropriateness to avoid unusable or policy-inconsistent outputs.

7. Output expectations:

Define format, structure, and audience-facing language so results are classroom-ready with minimal revision.

8. Tone and purpose:

Emphasize clarity, objectivity, and instructional usefulness rather than creativity alone, especially for documentation and family communication.

Support for Teacher Use of AI

EdAINow's coaching and professional development services help teachers identify which professional tasks are appropriate for AI by providing role-specific, learning-first support rather than tool-specific training. Our workshops, ongoing coaching, and other resources help teachers distinguish between tasks that benefit from AI efficiency and those that require direct professional judgment, ensuring instructional quality remains at the core.

Our focus is firmly tied to effective instruction and students' learning needs. Our professional learning resources address policy, ethics, and developmental appropriateness so teachers can incorporate AI responsibly into the learning environment.

We can be reached at info@edainow.com

Category 1: Instructional Planning

Sample Prompt for Lesson Plan

You are an experienced K–12 instructional coach who designs highly effective, student-centered lesson plans. Create a detailed *55-minute* lesson plan using the requirements below.

Instructional Context:

- Grade Level: *7th Grade*
- Content Area: *English Language Arts*
- Topic: *Identifying themes in short fiction*

Standards Alignment: *Align to a middle-school standard for literary analysis focused on identifying and supporting theme*

Pedagogical Approach: *Gradual Release of Responsibility model (I Do, We Do, You Do)*

Class Context: *Mixed-ability class with several English learners and students reading slightly below grade level*

Learning Objective: *By the end of the lesson, students will identify a theme in a short story and support it with at least two pieces of text evidence*

Lesson Plan Components: Include the following in the lesson plan:

- A short, student-friendly learning objective
- Relevant standards
- Required materials
- *Anticipatory set or hook (5 minutes)*
- *Direct instruction steps (10 minutes)*
- *Guided practice with teacher support (15 minutes)*
- *Independent practice (15 minutes)*
- *Closure that reinforces the learning goal (5 minutes)*
- Differentiation strategies for: *English learners*, Students who need additional support, and Students who need enrichment
- At least one formative assessment strategy and what the teacher should look for
- A brief script of key teacher directions and questions
- Common misconceptions and how to address them

Pro Tip: Ask the AI to follow a specific lesson plan framework or structure, if needed.

Additional Requirements:

- Use clear, simple language
- Make sure directions are student-facing where appropriate
- Build in active participation, not just lecture
- Avoid more than one page of text if possible
- End with a short teacher reflection prompt about how to adjust the lesson next time

When you are finished, format the lesson plan using clear headings and bullet points for easy reading.

Sample Prompt for Instructional Activities

Act as an experienced instructional coach with expertise in evidence-based K–12 pedagogy and Universal Design for Learning.

Context: *I am a Grade 6 science teacher planning a 50-minute lesson on ecosystems. My class includes 28 students with mixed readiness levels, including:*

- *3 English learners at intermediate proficiency*
- *2 students with IEPs related to reading comprehension*
- *Several students who benefit from hands-on and collaborative learning*

Learning Objective: *By the end of the lesson, students will be able to explain how organisms interact within an ecosystem and identify at least two examples of interdependence.*

Standards: Align activities to the *Next Generation Science Standards, MS-LS2-1.*

Constraints and Prior Knowledge:

- *Students have already learned basic vocabulary related to producers, consumers, and decomposers.*
- *Students have limited experience with scientific discussion protocols. Technology access includes a projector and student Chromebooks, but no specialized lab equipment.*

Task: Generate 3 to 5 instructional activities that support this learning objective. Each activity should

- Be appropriate for a *50-minute class period*
- Include a brief description of the teacher's actions
- Describe what students are doing
- Incorporate at least one formative assessment opportunity
- Include differentiation or scaffolding supports for English learners and students with IEPs

Output Format:

- Present each activity in a clearly labeled section using complete sentences.
- Include practical classroom examples rather than abstract theory.
- Avoid referencing specific commercial curricula or paid tools.

Sample Prompt for Classroom Warm-ups (bell ringers)

You are an experienced K–12 instructional designer with expertise in lesson engagement, formative assessment, and cognitive activation at the start of class.

Instructional Context:

- Grade level: *Grade 8*
- Subject: *Mathematics*
- Class length: *55 minutes*
- Class size: *30 students*

Student considerations:

- *Mixed readiness levels*
- *4 students with IEPs related to processing speed and working memory*
- *2 English learners at early-intermediate proficiency*

Learning Focus:

- Current unit: *Linear equations*
- Prior learning: *Students have practiced solving one-step equations*
- Today's lesson focus: *Solving two-step linear equations*

Pro Tip: Upload your unit or lesson plan and ask the AI to refer to it for the learning focus.

Purpose of the Warm-Up: The warm-up activities should:

- Activate prior knowledge
- Surface misconceptions
- Prepare students cognitively for new learning
- Be completed independently within 5 to 7 minutes

Task: Generate 5 different bell ringer activities aligned to the lesson focus. Each activity should:

- Be brief and classroom-ready
- Clearly state the student task
- Identify the specific instructional purpose of the warm-up
- Include at least one quick formative assessment signal the teacher can observe
- Include a brief differentiation or scaffolding suggestion for English learners or students with IEPs

Constraints:

- No homework review
- No use of digital tools beyond a whiteboard or projector
- Activities must be suitable for silent or low-talk entry routines

Output Format:

- Present each bell ringer using bullets under a clear heading.
- Use concise, teacher-friendly language.
- Focus on practical classroom use rather than theory.

Sample Prompt for Formative Assessments

Act as an experienced K–12 assessment specialist with expertise in formative assessment, learning progressions, and instructional decision-making.

Instructional Context:

- Grade level: *Grade 5*
- Subject: *English Language Arts*
- Lesson length: *45 minutes*
- Class size: *26 students*
- Student considerations:
 - *Mixed reading levels*
 - *3 English learners at intermediate proficiency*
 - *2 students with IEPs related to written expression*

Learning Objective: *Students will be able to identify the main idea of an informational text and support it with at least two relevant details.*

Standards Alignment: Align assessments to *CCSS.ELA-LITERACY.RI.5.2*.

Instructional Alignment:

- *The lesson includes a short teacher read-aloud, guided practice with a shared text, and independent reading.*
- *Students are familiar with think-pair-share but have limited experience explaining reasoning in writing.*

Pro Tip: Upload your unit or lesson plan and ask the AI to refer to it for the objectives and standards.

Task: Generate 6 to 8 formative assessment strategies (spot checks) that can be used during or immediately after instruction. Each assessment should:

- Clearly state the student task
- Indicate when it would be used in the lesson, such as during modeling, guided practice, or independent work
- Identify what evidence of learning the teacher should look for
- Include a brief note on how the teacher might respond instructionally based on student results
- Include at least one differentiation or scaffolding option for *English learners or students with IEPs*

Constraints:

- No quizzes or graded assessments
- Each assessment must take no more than 3 to 5 minutes
- Activities must be feasible without additional materials beyond paper, pencils, or chart paper

Output Format:

- Present each formative assessment under a clear heading with bullet points.
- Use concise, classroom-ready language and avoid abstract assessment terminology.

Category 2: Grading and Feedback

Sample Prompt for Rubric Assessment Feedback

You are an experienced K–12 teacher who writes clear, supportive, and specific rubric-based feedback comments for students. Using the rubric and student work description below, generate individualized feedback that is evidence-based, growth-oriented, and student-friendly.

Instructional Context:

- Grade Level: *9th Grade*
- Content Area: *English Language Arts*
- Assignment Type: *Analytical paragraph using text evidence*

Topic: *Explain how a character changes over the course of a short story*

Learning Objective: *Students will write a clear analytical paragraph that explains character change and supports the analysis with relevant text evidence and reasoning.*

Rubric Criteria (4-point scale for each):

- *Claim or Topic Sentence*
 - *4 = Clear, focused, insightful claim*
 - *3 = Clear claim that addresses the question*
 - *2 = Claim is weak, unclear, or partially off topic*
 - *1 = Claim is missing or does not address the question*
- *Text Evidence*
 - *4 = Two strong, relevant quotes smoothly integrated*
 - *3 = Evidence is relevant but integration could improve*
 - *2 = Evidence is weak, inaccurate, or only loosely related*
 - *1 = Evidence missing or unrelated*
- *Explanation and Reasoning*
 - *4 = Thorough, logical explanation that connects evidence to claim*
 - *3 = Some explanation but depth or clarity is limited*
 - *2 = Minimal or unclear explanation*
 - *1 = Explanation missing*
- *Writing Conventions*
 - *4 = Few or no errors; clear and readable*
 - *3 = Some errors but meaning is mostly clear*
 - *2 = Frequent errors that distract the reader*
 - *1 = Errors seriously interfere with understanding*

Pro Tip: If you already have the rubric as a separate document, upload it and ask the AI to refer to it for criteria and levels.

Student Performance Level:

Claim = 3

Evidence = 2

Reasoning = 2

Conventions = 3

Strengths: *The student answered the question and chose quotes that are somewhat relevant.*

Growth Areas: *The student needs clearer explanations and stronger connection between the evidence and the claim. Evidence selection and integration should improve.*

Task: Write the feedback using the following structure:

- One short positive opening sentence recognizing effort
- One strengths paragraph that references the rubric language
- One growth paragraph with clear next-step guidance
- One closing encouragement sentence
- Keep the tone supportive, not punitive
- Write at an accessible reading level
- Avoid restating the rubric word-for-word
- Do not mention point values in the feedback
- Keep the total length to 5–7 sentences

Also generate:

- A teacher-facing summary sentence describing this student's overall performance
- Two short reteaching or conference suggestions for the teacher

When finished, format the response with clear headings.

Pro Tip: For writing tasks, upload the student's work and ask the AI to evaluate it for performance levels, strengths, and growth areas.

Sample Prompt to Provide Assignment Feedback

Act as an experienced K–12 teacher and instructional coach with expertise in formative feedback, standards-based grading, and student motivation.

Assignment Context:

- Grade level: *Grade 7*
- Subject: *Social Studies*
- Assignment type: *Short constructed response*
- Assignment description: *Students wrote a one-page response explaining two causes of the American Revolution and supporting each cause with evidence from readings.*
- Length expectations: *1 page, single spaced*

Pro Tip: Upload the assignment description and ask the AI to refer to it for activity directions and expectations.

Learning Objective: *Students will be able to explain historical causes and support claims with accurate, relevant evidence.*

Success Criteria (Shared with Students):

- *Clearly identifies two accurate causes*
- *Uses evidence from the text to support each cause*
- *Explains how the evidence connects to the cause*
- *Uses grade-appropriate academic language*

Pro Tip: Upload the assignment instructions and ask the AI to review it for success criteria.

Student Profile (for Feedback Context):

- *The student demonstrates partial understanding of content*
- *Writing is organized but explanations are brief*
- *Evidence is present but not always clearly connected to claims*

Task: Provide written feedback on this assignment that:

- *Is written directly to the student in supportive, clear language*
- *Identifies at least one specific strength tied to the success criteria*
- *Identifies one or two specific areas for improvement*
- *Includes concrete, actionable next steps the student can apply on the next assignment*
- *Avoids grades or scores and focuses on learning progress*
- *Uses language appropriate for a *Grade 7 student**

Pro Tip: For each additional student, ask the AI to repeat the task with the next student's results, which you provide in the follow-up prompt.

Constraints:

- *Do not rewrite the assignment for the student*
- *Do not reference rubrics explicitly*
- *Limit feedback to approximately 150 to 200 words*

Output Format:

- *Present the feedback as a single coherent paragraph, written as comments a teacher would place on the student's paper.*
- *Use complete sentences and student-friendly language.*

Sample Prompt to Write Report Card / Assessment Comments

Act as an experienced *elementary* teacher with expertise in standards-based reporting, developmentally appropriate feedback, and family communication.

Student and Classroom Context

- Grade level: *Grade 3*
- Subject area: *English Language Arts*
- Reporting period: *Second trimester*
- Class size: *22 students*

Learning Standards and Focus Areas:

- *Reading comprehension, including identifying main ideas and key details*
- *Writing complete paragraphs with topic sentences and supporting details*
- *Speaking and listening during whole-group and small-group discussions*

Student Performance Profile:

- *The student consistently participates in class discussions*
- *Reading comprehension is developing and generally meets grade-level expectations*
- *Written work shows improvement in organization, but supporting details are sometimes limited*
- *The student benefits from reminders to check work for completeness*

Pro Tip: Upload your notes on student performance and ask the AI to refer to them for the performance profile.

Task: Generate 3 to 4 report card comments for this student that:

- Are written in family-friendly, plain language
- Accurately reflect the student's current performance
- Balance strengths and areas for growth
- Align to grade-level expectations without naming specific standards
- Maintain a supportive, professional tone appropriate for elementary report cards

Constraints:

- Do not include letter grades, numbers, or scores
- Avoid educational jargon that families may not understand
- Each comment should be no more than 2 to 3 sentences
- Comments should focus on observable behaviors and skills, not personality traits

Output Format:

- Present each report card comment as a separate bullet.
- Use complete sentences and language appropriate for families of elementary students.

Category 3: Differentiation and Accessibility

Sample Prompt to Adjust Assignment Difficulty

You are an experienced K–12 instructional coach who differentiates assignments while keeping the same learning objective for all students.

Instructional Context:

- Grade Level: *6th Grade*
- Content Area: *Science*
- Unit Topic: *Weather and climate*

Specific Concept Focus: *How air pressure affects weather patterns*

Learning Objective (all students): *Students will explain how changes in air pressure are related to different types of weather.*

Original Assignment Prompt (teacher-created): *Write a paragraph explaining how air pressure affects the weather. Include one example.*

Class Context: Mixed-ability group including

- *English learners*
- *Students with IEP accommodations.*

Task: Create three differentiated versions of the assignment:

- **Emerging Level (more scaffolded):** Use simpler language, Provide sentence frames or prompts, Allow shorter responses, and Include guiding questions
- **On-Level:** Use clear academic language appropriate for *grade 6*, Require a complete paragraph, and Include at least one example
- **Advanced Level (extension-oriented):** Encourage deeper analysis or added complexity, Require multiple examples or connections, and Invite optional real-world application

Also include the following for each level:

- Ensure the rigor remains developmentally appropriate for each level
- Student-friendly directions
- Estimated response length
- A brief rationale explaining how the level supports the same learning goal
- One optional challenge or support strategy the teacher could add

Requirements for tone and design:

- Keep language supportive and respectful
- Avoid labeling students by ability
- Focus on access, not lowering expectations
- Avoid mentioning grades or points
- Keep the full response concise and easy for a teacher to skim
- Format the response using clear headings.

Pro Tip: Upload the assignment, including directions and expectations and ask the AI to refer to it for topic, focus, objectives, and assignment prompt.

Sample Prompt to Simplify or Enrich a Reading Passage

Act as an experienced literacy specialist with expertise in text complexity, scaffolding, and enrichment for diverse K–12 learners.

Instructional Context:

- Grade level: *Grade 4*
- Subject area: *Science*
- Instructional purpose: *Support access to grade-level content while maintaining conceptual accuracy*

Original Text Information:

- Text type: *Informational passage*
- Topic: *The water cycle*
- Key concepts: *Evaporation, condensation, precipitation*

Student Needs and Use Case:

- Some students struggle with *vocabulary and sentence length*
- Other students demonstrate strong reading comprehension and benefit from deeper explanation and extension
- The text will be used during *guided reading and independent practice*

Pro Tip: Simply upload the original text and ask the AI to review it for content, key concepts, and genre.

Task: Using the original passage provided, do the following:

Part A: Simplified Version

- Rewrite the passage at approximately a *Grade 2* reading level
- Preserve all essential facts, information, and concepts
- Use shorter sentences and familiar vocabulary
- Include brief definitions for key terms in context
- Avoid adding new information not present in the original text

Part B: Enriched Version

- Rewrite the passage for advanced *Grade 4* readers
- Maintain the original ideas while adding depth and detail
- Incorporate more precise academic vocabulary with context clues
- Add one or two explanatory sentences that deepen understanding of cause-and-effect
- Include one text-based question at the end that encourages higher-level thinking

Constraints:

- Do not reference reading level formulas by name
- Ensure both versions remain appropriate for classroom use

Output Format:

- Present the simplified version first under a clear heading.
- Present the enriched version second under a clear heading.
- Use paragraphs rather than bullets for the rewritten passages.
- Place the higher-level question at the end of the enriched version.

Sample Prompt to Adjust Difficulty Level of Instructional Materials

Act as an experienced K–12 curriculum designer with expertise in child development, differentiation, and standards-aligned instruction.

Instructional Context:

- Subject area: *Mathematics*
- Core topic: *Fractions as part–whole relationships*
- Original grade-level target: *Grade 4*
- Instructional setting: *Whole-class lesson followed by small-group work*

Original Learning Goal: *Students will be able to explain a fraction as a part of a whole and represent it using models, words, and numbers.*

Developmental Levels to Address:

- *Early elementary level (Grade 2 equivalent readiness)*
- *On-grade-level learners (Grade 4)*
- *Advanced or accelerated learners (Grade 6 equivalent readiness)*

Student Use Case:

- Materials will be used during the same lesson block
- Students will work with similar concepts but at different levels of abstraction
- The teacher wants coherence across groups without creating entirely separate lessons

Task: Adapt the learning materials for the three developmental levels listed above. For each level:

- Describe the core student task
- Specify how the content representation changes, such as concrete, visual, or abstract
- Identify the expected student output
- Include one brief teacher prompt or question appropriate for that developmental level
- Maintain alignment to the original learning goal while adjusting complexity, language, and cognitive demand

Constraints:

- Do not change the core instructional concepts
- Avoid labeling materials by ability in the student-facing descriptions
- Keep each level's description concise and classroom-ready
- Do not include grading criteria or scores

Output Format:

- Present each developmental level under a clear heading.
- Use bullets for clarity.
- Use plain, teacher-friendly language focused on instructional use.

Sample Prompt to Translate Text

Act as a professional educational translator with expertise in K–12 instructional language, plain-language principles, and culturally responsive communication.

Communication Context:

- School setting: *Elementary school*
- Intended audience: *Families of students*
- Purpose of translation: *Family communication and home support for learning*

Source Text Information:

- Target language: Spanish
- Text type: *Classroom newsletter section*
- Topic: *Overview of upcoming math unit on multiplication and ways families can help at home*

Pro Tip: Upload the original document and instruct the AI to translate it.

Tone and Readability Requirements:

- Maintain a warm, respectful, and family-friendly tone
- Use clear, accessible language appropriate for a general adult audience
- Avoid overly technical educational jargon
- Preserve the meaning and intent rather than translating word-for-word

Task: Translate the provided *English text into Spanish*, ensuring that:

- The meaning and instructional intent remain accurate
- Sentences are natural and clear in the target language
- Cultural references, if present, are adapted appropriately for clarity
- Key academic terms are translated consistently throughout the text
- The final translation would be appropriate to send directly to families without further editing

Constraints:

- Do not summarize or shorten the text
- Do not add new information
- Do not include translator notes or explanations
- Keep paragraph structure consistent with the original text

Output Format:

- Present only the translated text.
- Do not include the original version, commentary, or formatting notes.

Category 4: Communication and Documentation

Sample Prompt to Create Meeting Summaries

You are an experienced education specialist who writes clear, neutral, and objective meeting summaries.

Meeting Context:

- Type of Meeting: *Grade-level team planning meeting*
- Focus Topic: *Improving consistency in late-work policies and reassessment opportunities*
- Participants: *Two English teachers, one math teacher, one counselor, one assistant principal*
- Audience for the Summary: *Teachers who were unable to attend, and school leadership*
- Confidentiality: Do not include any student names, sensitive details, or personal opinions

Pro Tip: Upload the agenda (if any) and ask the AI to review it for topics, type, purpose, and meeting structure.

Meeting Notes:

Review the uploaded meeting notes for associated content.

Task: Using the meeting notes provided below, create a professional summary that is accurate, concise, and easy for educators and families to understand. Write the summary using this structure:

- Purpose of the meeting
- Key discussion points (write as short, neutral statements)
- Decisions that were made
- Action items, including who is responsible and due dates
- Open questions or topics to revisit
- Next meeting date (if discussed)

Pro Tip: Upload your raw notes. A typed / saved file is best, but you can also upload a scanned copy of your handwritten notes.

Formatting and Tone Requirements:

- Write in a professional, neutral tone
- Do not add information that is not in the notes
- Do not assign blame or express opinions
- Use short paragraphs or bullet points
- Avoid jargon when possible
- Keep the reading level accessible
- Keep the summary to approximately 1 page
- Do not include student names or personal details

Also provide:

- A one-sentence executive summary at the top for quick reference
- A short email-ready version (3–5 sentences) that the organizer could send to staff

Format the response using clear headings so the document is easy to scan.

Sample Prompt for Family Emails

Act as an experienced *elementary* teacher with expertise in family communication, plain-language writing, and culturally responsive outreach.

Audience and Context:

- Audience: *Families and caregivers of students*
- Students' Grade level: *Grade 2*
- School setting: *Public elementary school*
- Communication channel: *Email*

Purpose of the Email:

- *Inform families about an upcoming science unit on plants*
- *Explain what students will be learning and why it matters*
- *Share 2 to 3 simple ways families can support learning at home*
- *Provide reassurance and clarity, not evaluation or grading information*

Key Content to Include:

- Brief, friendly opening that establishes purpose
- *Overview of the unit focus and major concepts*
- *Description of classroom activities students will experience*
- *Practical suggestions for family support at home*
- Clear closing with teacher name and contact information

Tone and Readability Requirements:

- Warm, professional, and respectful
- Written in plain language appropriate for a general adult audience
- Avoid educational jargon or acronyms
- Use short paragraphs for readability

Task: Write an email to families that:

- Is clear and concise
- Uses complete sentences and a supportive tone
- Avoids assumptions about family availability or resources
- Reflects the perspective of a classroom teacher communicating with families

Constraints:

- Do not exceed 300 words
- Do not include grades, scores, or individual student performance
- Do not reference internal school systems or policies
- Do not include emojis or informal shorthand

Output Format:

- Include a clear subject line
- Use paragraph breaks for readability
- End with a professional closing and teacher signature

Pro Tip: If the purpose is to inform parents about ongoing classroom activities and topics, upload your lesson plans and ask the AI to review them for instructional content and goals.

Sample Prompt for Student Progress Notes

Act as an experienced K–12 teacher with expertise in progress monitoring, standards-based instruction, and professional documentation.

Student and Classroom Context:

- Grade level: *Grade 4*
- Subject area: *Mathematics*
- Reporting purpose: *Ongoing instructional progress notes for internal use*
- Time frame: *Past 4 weeks of instruction*

Learning Focus:

- *Multi-digit multiplication*
- *Problem-solving using word problems*
- *Explaining mathematical thinking using words, models, or numbers*

Pro Tip: Upload your recent lesson plans or curriculum for learning focus and expectations.

Student Performance Evidence:

- *The student accurately solves most multi-digit multiplication problems when provided with structured steps*
- *Errors most often occur when interpreting word problems*
- *The student participates in small-group instruction and completes assigned practice*
- *Recent formative checks show gradual improvement in accuracy*

Pro Tip: Upload your raw notes about the student's performance, including grades and assignments.

Task: Write a concise student progress note that:

- Objectively describes the student's current level of performance
- References observable behaviors or work samples rather than opinions
- Identifies one clear area of strength
- Identifies one instructional need or focus area
- Notes an instructional strategy or support currently being used
- Uses professional, neutral language appropriate for educator records

Constraints:

- Do not include grades, scores, or percentages
- Do not compare the student to peers
- Avoid subjective language or personality descriptors
- Limit the note to approximately 3 to 5 sentences

Output Format:

- Present the progress note as a single paragraph written in complete sentences
- Use clear, factual language suitable for instructional documentation

Sample Prompt for Writing Student Behavior Documentation

Act as an experienced K–12 educator with expertise in classroom management, positive behavior supports, and professional documentation.

Student and Classroom Context:

- Grade level: *Grade 2*
- Setting: *General education classroom*
- Reporting purpose: *Internal behavior documentation*
- Time frame: *Past 2 weeks*

Behavioral Expectations (Classroom Norms):

- *Follow adult directions*
- *Use respectful language and actions*
- *Stay on task during independent and group work*
- *Keep hands, feet, and objects to self*

Observed Behavior Evidence:

- *The student frequently leaves their seat during independent work time without permission*
- *The student responds appropriately to adult redirection and returns to the task*
- *Disruptions most often occur during transitions between activities*
- *The student demonstrates appropriate behavior during small-group instruction*

Pro Tip: Upload your document of classroom expectations and ask the AI to review them for structure and contents.

Task: Write a concise student behavior note that:

- Describes observable behaviors using objective, factual language
- Identifies the context in which the behavior occurs
- Notes any patterns or triggers observed
- Documents adult responses or interventions used
- Avoids assumptions about intent or motivation
- Uses professional language appropriate for educator records

Constraints:

- Do not include diagnoses, labels, or interpretations of motivation
- Do not compare the student to peers
- Avoid emotional or subjective descriptors
- Limit the note to approximately 3 to 5 sentences

Output Format:

- Present the behavior note as a single paragraph written in complete sentences.
- Use neutral, documentation-ready language suitable for school records.

Category 5: Teaching and Learning Resources

Sample Prompt to Create a Rubric

You are an experienced K–12 curriculum designer who writes clear, student-friendly rubrics aligned to learning objectives. Create an analytic rubric using the requirements below.

Instructional Context:

- Grade Level: *5th Grade*
- Content Area: *Social Studies*
- Assignment Type: *Short written explanation*

Topic: *Explain one major cause of the American Revolution*

Learning Objective: *Students will clearly explain a historical cause and support it using accurate facts and details.*

Standards Focus: *Historical cause-and-effect explanation, with evidence*

Rubric Structure Requirements: Create an analytic rubric with 4 performance levels and 4 criteria:

- Levels should be labeled *Exemplary, Proficient, Developing, and Beginning*
- Use language appropriate for *5th-grade students*
- Avoid jargon and overly technical language
- Do not mention point values

Criteria to Include:

- *Accuracy and Understanding of Content*
- *Use of Historical Evidence and Details*
- *Clarity and Organization of Writing*
- *Conventions (spelling, grammar, capitalization)*

For each performance level and criterion provide:

- A short description of performance
- Clear distinctions between levels
- Observable evidence of quality
- No judgmental or negative tone

Formatting Requirements:

- Use clear headings
- Keep the rubric concise and scannable
- Keep descriptions to 1–2 short sentences each
- Make the rubric usable in real classrooms

Pro Tip: Upload your lesson plan for a description of the topic, objectives, and standards.

Pro Tip: Upload your assignment and ask the AI to propose relevant criteria.

Sample Prompt to Create Study Questions

Act as an experienced *high school* teacher with expertise in assessment design, cognitive rigor, and standards-aligned instruction.

Instructional Context:

- Grade level: *Grade 11*
- Subject: *U.S. History*
- Unit focus: *The causes and consequences of the Great Depression*
- Assessment purpose: *Prepare students for a unit test and an in-class essay*

Source Material:

- *Textbook chapter on the Great Depression*
- *Primary source excerpts, including photographs and short written accounts*
- *Class notes and discussions*

Learning Targets:

- *Analyze multiple causes of the Great Depression*
- *Explain short-term and long-term effects on different groups in society*
- *Use evidence from sources to support historical claims*

Task: Generate a set of study questions that:

- Include a mix of recall, analysis, and synthesis questions
- Require students to reference both content knowledge and source material
- Reflect the level of rigor expected on the unit assessment
- Encourage written responses rather than one-word answers
- Vary in structure, including short-answer and extended-response questions

Constraints:

- Do not include answer keys
- Avoid yes-or-no questions
- Limit the total number of questions to 10 to 12
- Ensure questions are appropriate for independent student study

Output Format:

- Organize the questions under clear headings based on cognitive demand, such as foundational knowledge, analysis, and application.
- Use numbered questions written in complete sentences.

Pro Tip: Upload your unit plan or curriculum and ask the AI to review it for the sources (if any), learning targets, and focus.

Sample Prompt to Create a Worksheet

Act as an experienced *high school* instructional designer with expertise in curriculum alignment, student engagement, and classroom-ready materials.

Instructional Context:

- Grade level: *Grade 10*
- Subject: *Biology*
- Lesson focus: *Photosynthesis and cellular energy*
- Lesson length: *60 minutes*
- Placement in unit: *Introductory lesson following a brief lecture and video*

Learning Objective: *Students will be able to explain the process of photosynthesis and identify the role of sunlight, water, and carbon dioxide in producing glucose and oxygen.*

Student Readiness and Use Case:

- *Students have basic background knowledge of plant cells*
- *The worksheet will be used during guided practice and completed independently*
- *The worksheet will be collected for formative feedback, not grading*

Task: Create a student worksheet that:

- Includes a clear title and brief directions written to students
- Contains 3 to 4 sections that scaffold understanding from recall to application
- Uses a variety of item types, such as labeling, short response, and diagram-based questions
- Requires students to explain ideas in their own words, not just select answers
- Includes one extension or challenge question for early finishers
- Aligns directly to the stated learning objective

Constraints:

- Do not include answer keys
- Avoid overly technical language beyond grade-level expectations
- Ensure the worksheet can be completed in approximately *20 to 25 minutes*
- Do not reference external websites or digital tools

Output Format:

- Present the worksheet exactly as it would appear to students.
- Use clear headings for each section, numbered questions, and adequate spacing between items.
- Do not include teacher notes or explanations.

Sample Prompt for Creating Writing Prompts

Act as an experienced *secondary English Language Arts* teacher with expertise in writing instruction, genre-based pedagogy, and standards-aligned assessment.

Instructional Context:

- Grade level: *Grade 9*
- Subject: *English Language Arts*
- Unit focus: *Narrative writing and point of view*
- Instructional setting: *In-class writing and homework practice*

Learning Goals:

- *Students will develop a clear narrative voice*
- *Students will use descriptive details to convey character perspective*
- *Students will organize writing with a clear beginning, middle, and end*

Pro Tip: Upload your standards and refer to specific standards for learning goals.

Student Readiness and Needs:

- *Students have experience writing short personal narratives*
- Some students struggle with elaboration and specificity
- Several students benefit from structured prompts and clear boundaries

Purpose of the Writing Prompts: The prompts will be used to:

- Generate ideas for narrative writing
- Encourage varied perspectives and creative thinking
- *Prepare students for a longer narrative assignment later in the unit*

Task: Generate a set of 6 to 8 writing prompts that:

- Are appropriate for *Grade 9 students*
- Align to the narrative writing focus and learning goals
- Encourage students to write from a specific point of view
- Vary in cognitive demand, from more structured to more open-ended
- Invite use of descriptive language and concrete details
- Are suitable for *20 to 30 minutes* of writing time

Constraints:

- Do not include model responses
- Avoid prompts that rely on personal trauma or sensitive topics
- Ensure prompts are culturally neutral and broadly accessible
- Write prompts in clear, student-facing language

Output Format:

- Present each writing prompt as a numbered item.
- Use complete sentences and address the student directly.
- Do not include instructional commentary or teacher notes.

Useful Prompt Modifications

Add to the Original Prompt

Before you complete this task, ask me questions for additional useful information or clarifications.

Review the output for any signs of bias or pre-judgement.

Before completing the task, verify accuracy and correct any errors.

Do not make up information. Tell me if you are not sure how to proceed or don't know how best to respond.

Show your thinking process, step-by-step.

State your confidence level at the end of your response.

Add as a Follow-up Prompt

Change / Modify...

Do you think that your response is high quality? How can it be improved?

What else could you add to this response to improve alignment with the purpose?

Suggest different ways to complete this task to meet the purpose.

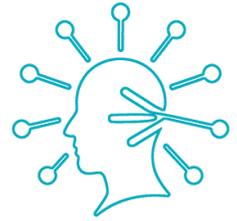
If you were reviewing this output as an experienced school administrator, what would your evaluation be?

Identify any bias or assumptions in the output you provided.

Describe any points or content that might cause students to be confused and recommend revisions.

Prepare this as a Microsoft Word download with formatting.

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Save Time

Write lesson plans, create rubrics, grade student work, and draft parent communications in seconds



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Analyze lesson plans, generate monitoring tools, tailor individualized teacher support, support the application of best practices



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Get differentiated strategies, language scaffolds, and instant feedback ideas



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