

AI Policy: Evaluation Rubric

Criterion & Description	3 - STRONG The policy does this well.	2 - PARTIAL The policy does this somewhat.	1 - WEAK The policy misses the mark here.	My notes & evidence
Clarity Is it easy to understand? A good policy uses plain language and gives concrete examples of what students can and cannot do. <i>Ask yourself: Is there any rule you're not sure how to follow? Are there words or phrases that need a lawyer to explain?</i>	Uses plain language throughout. Gives specific, real-world examples of allowed and prohibited AI use.	Mostly clear, but some sections use jargon, leave key terms undefined, or rely on examples that don't reflect students' experiences.	Confusing or written in language students cannot understand. Rules are vague enough that students could interpret them in multiple ways.	Score: Rationale:
Care Does it keep me safe? A good policy protects students from real risks that come with using AI in school. <i>Ask yourself: Does this policy tell me what happens to my data? Does it name approved tools and explain why they are safe? Do I know what information I should never share with an AI?</i>	Names approved tools and explains why they're safe. Tells students what personal information should never be shared. Explains who can access student work and how data is stored.	Mentions privacy in general terms but doesn't give specific guidance. May list approved tools without explaining privacy implications.	Doesn't address student data or privacy at all. Students have no guidance on whether tools are safe or how to protect themselves.	Score: Rationale:

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Cognition Does it protect my thinking? AI can threaten your learning in two ways: by doing your thinking for you, and by feeding you information that sounds authoritative but is actually wrong. A good policy protects you on both fronts. <i>Ask yourself: Does this policy protect my right to struggle and grow? Does it warn me that AI can be wrong and give me strategies to check it?</i>	Distinguishes clearly between AI as a thinking tool vs. a replacement for thinking. Acknowledges AI can produce inaccurate or fabricated information and gives concrete verification strategies.	Addresses one dimension but not both. May protect against AI shortcuts without addressing misinformation, or warn about inaccuracy without connecting it to learning.	Either bans AI entirely or permits it freely, with no attention to how AI affects learning or how students should evaluate what AI produces.	Score: Rationale:
Completeness Does it cover real situations? A good policy addresses the actual scenarios students encounter (homework, essays, research, creative projects, test prep). <i>Ask yourself: If you weren't sure whether you could use AI for an assignment, could you open this policy and find enough guidance to figure it out, or at least know who to ask?</i>	Covers most real situations students face across different subjects and assignment types. Students know what is expected in specific, everyday cases, not just obvious or extreme ones.	Covers some situations well but leaves important use cases unaddressed. Students know what to do in clear-cut cases but are left guessing in more ambiguous ones.	So general that it doesn't help students know what to do in most everyday situations. Could apply to almost any technology, not specifically to AI.	Score: Rationale:

Our Recommendation:

The biggest strength of this policy is...	If we could change one thing, it would be...
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