



The last six. Assessment to habit.

Where Day 1 built lesson materials, Day 2 builds the routine — assessment, admin, an assistant of their own, and how to use it responsibly.

Same rule as Day 1: hand each template out right after its segment. Templates 11 and 12 close the loop — one gives teachers a standing assistant, the other gives them a policy for using it.

What's inside

- 07 Quiz / Test Generator Prompt — built from curriculum objectives
- 08 Rubric-Based Feedback Prompt — personalised, not generic
- 09 Report Card Comment Prompt — specific, not templated language
- 10 Parent Communication Prompt — drafts you still read before sending
- 11 Custom AI Assistant Setup Guide — a standing helper, not a one-off
- 12 Classroom AI-Use Policy Template — fill-in-the-blank, one page

Workshop **Day 2** of 2

Templates in this pack: **6**



TEMPLATE 07 / 12

Quiz / Test Generator Prompt

Uses the same CRAFT skeleton from Day 1 — only the Action line changes.

COPY-PASTE VERSION

Context: I teach [subject] at [level], covering [curriculum objective / topic]. Students are at [ability level].

Role: Act as an experienced [subject] teacher familiar with [curriculum — e.g. CSEC, Trinidad Primary Curriculum, SEA].

Action: Build a [quiz / test] with [number] questions covering [topic], mixing [question types].

Format: Numbered questions with mark allocations, followed by a separate answer key.

Tone: [exam-style and formal / low-stakes and encouraging]

FILLABLE FIELDS

topic

ability level

number of questions

question type mix

mark allocation

answer key yes/no

SUBJECT SWAP-IN NOTE

SUBJECT GROUP	ADD TO THE ACTION LINE
Math / Science	"Include working steps in the answer key."
English / Social Studies	"Include a model answer for any extended-response question."

TEMPLATE 08 / 12

Rubric-Based Feedback Prompt

Paired with Template 07 — the rubric is what keeps the feedback from sounding generic.

COPY-PASTE VERSION

"Here is a student's response: [paste student work]. Here is my rubric: [paste rubric or list criteria]. Give personalised feedback that names one specific strength, one specific area to improve, and one actionable next step — written directly to the student, [encouraging / formal] tone."

FILLABLE FIELDS

student work (anonymised)

rubric / criteria

tone

- **Facilitation note:** have teachers paste a real, anonymised student response live. Feedback that skips the rubric-paste step is where the "generic AI feedback" complaint usually comes from — worth saying out loud in the room.

TEMPLATE 09 / 12

Report Card Comment Prompt

Built to avoid the generic phrasing report card comments are known for.

COPY-PASTE VERSION

"Write a report card comment for a student who [1-2 real observations – e.g. 'participates well but rushes written work']. Subject: [subject]. Tone: [warm and constructive]. Length: [2-3 sentences]. Avoid generic phrases – reference the specific observation."

FILLABLE FIELDS

real observation(s)

subject

tone

length

- **Why the observation has to be real:** this prompt only works as well as what goes into it. A vague input still produces a generic comment – the specificity is the teacher's job, not the AI's.

TEMPLATE 10 / 12

Parent Communication Prompt

A drafting tool — the read-through before sending is not optional.

COPY-PASTE VERSION

"Draft a message to a parent about [specific situation — e.g. missed homework, behaviour note, praise]. Tone: [warm but direct]. Keep it to [3-4 sentences]. End with a clear next step or invitation to discuss."

FILLABLE FIELDS

specific situation

tone

length

- **Say this out loud before handing it out:** sensitive parent communications — discipline, special-needs concerns, anything emotionally charged — always get the teacher's own read-through and personal touch before sending. This template drafts; it does not decide what to say.

TEMPLATE 11 / 12

Custom AI Assistant Setup Guide

A walkthrough, not a prompt — this is the one they'll return to daily.

FIVE STEPS TO SET UP YOUR ASSISTANT

- 1 **Choose your platform** — the tool we're standardising on for this room.
- 2 **Name it** — e.g. "[Your Name]'s Grade 5 Math Assistant."
- 3 **Give it instructions:** "You are my teaching assistant for [subject] at [level]. Always follow [curriculum]. When I ask for a lesson, quiz, or worksheet, use the CRAFT structure — ask me for context, role, action, format, and tone if I don't provide them."
- 4 **Upload 1–2 reference documents** if the tool allows it — a curriculum guide, past lesson, or scheme of work.
- 5 **Test it with one real request** before the session ends.

TEMPLATE 12 / 12

Classroom AI-Use Policy Template

One page, fill in the blanks — the closing template of the whole workshop.

FILL IN THE BLANKS

AI TOOLS ARE USED FOR [teacher prep only / student use with supervision / both]

STUDENTS MAY USE AI FOR [list — e.g. brainstorming, checking grammar]

BUT NOT FOR [list — e.g. writing full essays, homework answers]

DISCLOSURE I will tell students / parents when: [describe — e.g. “any assignment feedback partly generated by AI will be noted”]

DATA & PRIVACY [e.g. “no student names or personal information are entered into AI tools”]

- **This is the one they keep pinned up.** Encourage teachers to write this one by hand, in their own words, rather than copy-pasting the brackets filled in — a policy only holds if the teacher actually believes it.