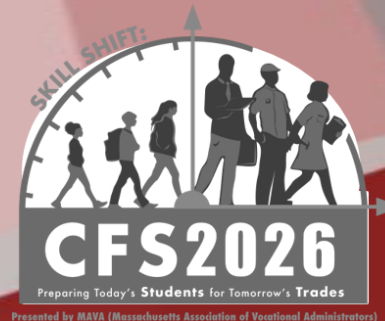




From Evidence to Action: Using AI to Amplify Authentic Assessment in ELA & Math

**JFY AI Teacher Assistant:
Writing and Math Assessment Tools**



JFYNet AI Teacher Assistant (TA)



JFYNet AI Teacher Assistant



What is it?

- AI Enabled System for Teachers
- LLM Assisted Assessment Tool

Why use it?

- Time-saving
- Actionable Feedback

What are the benefits?

- Improved Writing and Math Responses
- Batch Scoring of Student Work
- Customizable Assessment Criteria
- Personalized Support Online or Onsite

AI Enabled Essay Assessment Process



Writing Assignment of Constructed Response

- Teacher Generated Prompt
- Teacher Identified Reading Selection(s) / Math Problems
- Teacher Identified or Created Scoring Rubric



Large Language Model (LLM) Training

- Sample Student Essays or Math Responses
- Benchmarked Scored Essays or Solved Math Problems
- Assessment Mega-Prompt



Essay Processing

- Teacher Submits Class Zip File of Individual Essays
- LLM Generates Individual Assessments
- LLM Generates Class Summary

Elements of the Mega Assessment Prompt

View: MassCUE Grade 7 MCAS 2022

Writing Level

7th grader

Writing task given to essay writer

Based on "The Teen Who Woke Up Her School" and "Why Schools Are Struggling to Let Students Sleep In," write an essay arguing that middle schools and high schools should have later starting times.

Be sure to use information from both articles to develop your essay.

For this question, you will write an essay based on the passage(s). Your writing should:

- Present and develop a central idea.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

Excerpt passages

Why Schools Are Struggling to Let Students Sleep In

By Alexandra Sifferlin

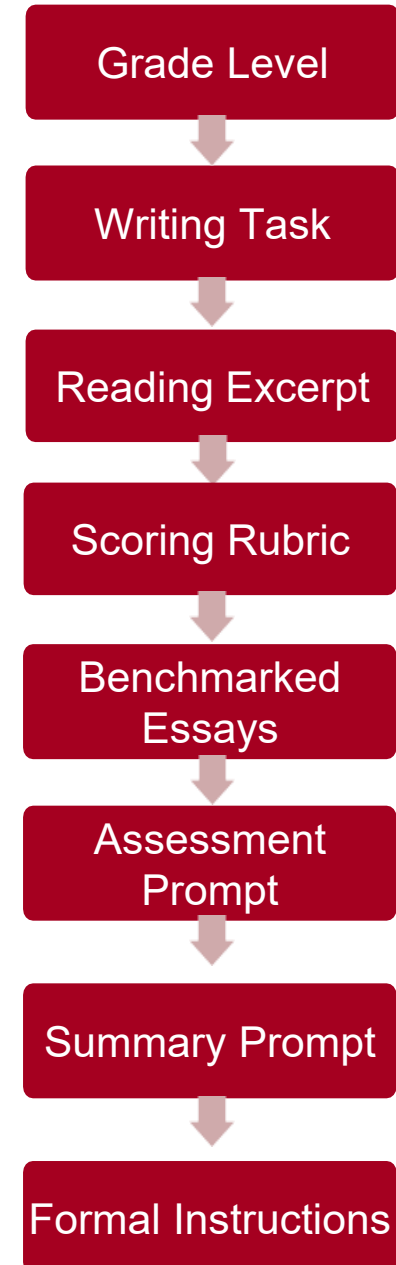
1. Several years ago, Jodi McCloy assistant superintendent of the school district in Temecula, Calif., started fielding a bizarre complaint from parents and students. It was too hard, they say, for teens to rise for homeroom. Initially, she was puzzled. Classes started at 7:30 a.m. The solution seemed so simple: go to bed earlier.
2. That's when McCloy learned about sleep phase delay, the medical term for how puberty affects bedtime. As hormones change, so do circadian rhythms, making it biologically unfeasible for some teens to go to bed before 11 p.m. and wake up before 8 a.m. –let alone get dressed, transported and ready to learn.
3. Concerned, McCloy met with a group of parents, teachers and administrators to discuss a question that doctors have been posing for years, lately with growing urgency: Should school start later? Among adolescents, getting the recommended amount of sleep (around nine hours) has been linked to higher test scores and better behavior. Surely, McCloy thought, Temecula could revise its policy.
4. Others were skeptical. Starting classes at 8:30 or 9:00 a.m. might make it harder for parents to get to work on time, and shifting the bus schedule would cost at least \$1 million.

Rubric

Scored in two areas:

1. Idea Development (0-5)
2. Standard English Conventions (0-3)

Scoring Guide for Idea Development (Score: 0-5)



Processing Essays in the *JFYNet TA System*



Essay Assessment Prompt Library

Prompt Sets	
Add a new prompt set Import a prompt set from JSON export	
Name	
'25 Grade 7 CWA #1 (My Mother Really Knew)	
'25 Grade 8 CWA #1. (Tell-tale Heart)	
'25 Grade 9 CWA #1 (Welcome to America)	
'25 Grade 11 CWA #1 (Declaration of Independence)	
'25 Grade 12 CWA #1 (Adichie Speech)	

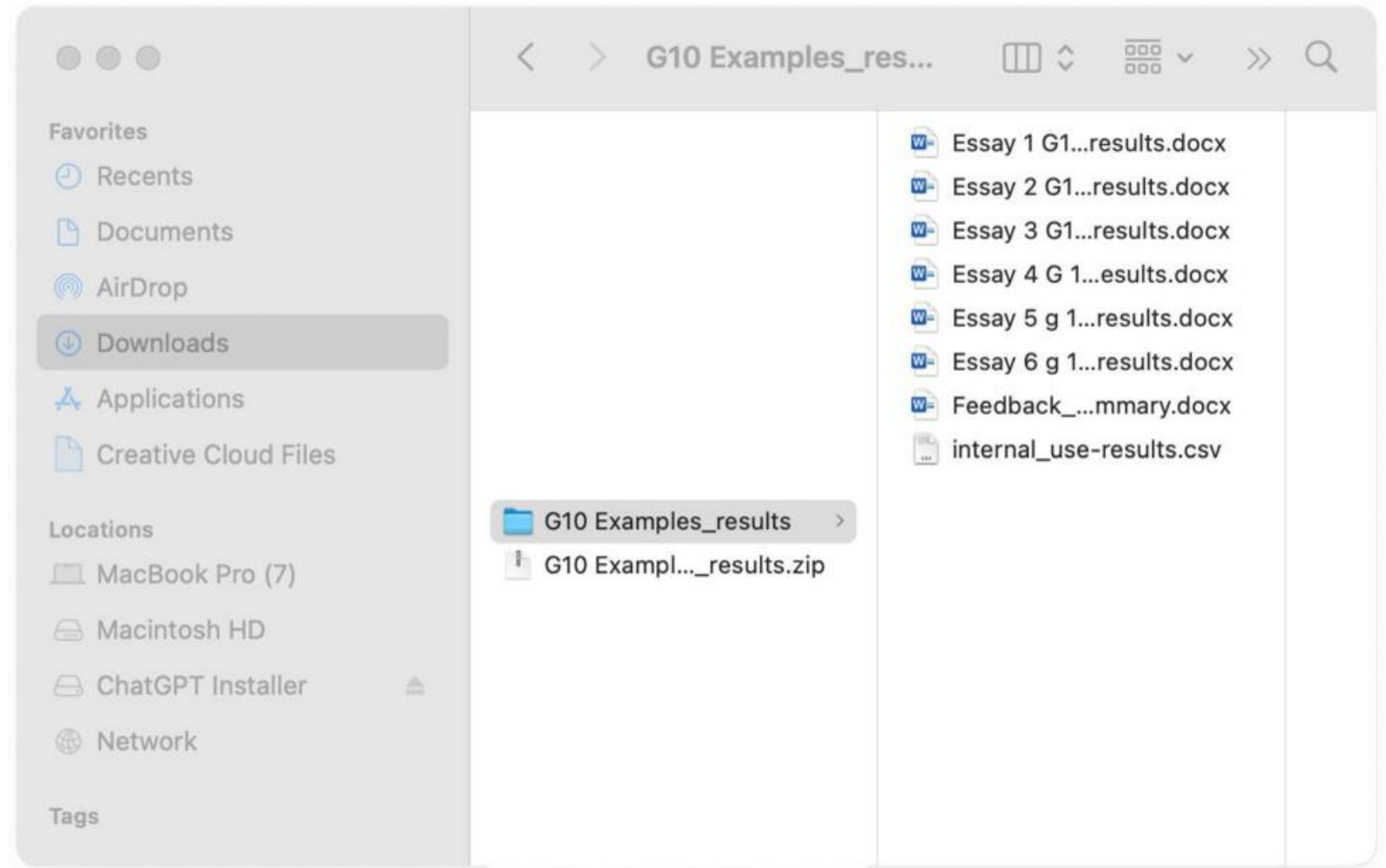
- MCAS Prompts 7-10
- AP Literature Prompts
- AP Language Prompts
- SAT Writing Prompts (Retired)
- Curriculum Prompts
- College Essays
- Informational Writing
- Narrative Writing

Editing Prompts in ELA

Once created, a Prompt Set can be accessed to edit or to process an individual or a full class of student essays.

Process	Manage
Submit an essay for evaluation	View View my submissions Expectations Preview prompt
Submit an essay for evaluation	View View my submissions Expectations Preview prompt
Submit an essay for evaluation	View View my submissions Expectations Preview prompt
Submit an essay for evaluation	View View my submissions Expectations Preview prompt
Submit an essay for evaluation	View View my submissions Expectations Preview prompt
Submit an essay for evaluation	View View my submissions Expectations Preview prompt
Submit an essay for evaluation	View View my submissions Expectations Preview prompt

Processed Set of Essay Assessments Downloaded to Computer



Individual Assessment Sample: ELA

Idea Development Scoring

- The essay presents a clear and developed central idea/thesis that explains the roles of Hanneke and Mr. Knightley in Alma's and Emma's lives.
- Effective selection and explanation of evidence from both excerpts support the central idea.
- The organization is effective, with clear paragraphs focusing on different aspects of the mentors' roles.
- The expression of ideas is clear and shows a good understanding of both texts.

Standard English Conventions Scoring

- Mostly consistent control of sentence structures, though there are some minor grammatical issues (like missing apostrophes).
- Mostly consistent control of mechanics relative to the length and complexity of the essay.
- Minor spelling errors (e.g., 'doesnt' instead of 'doesn't') are present but do not significantly interfere with communication.

Scores

Idea Development: 4

Standard English Conventions: 2

Overall Assessment

This essay demonstrates a clear understanding of the roles that Hanneke and Mr. Knightley play in the lives of Alma and Emma, respectively. The central idea is well-developed, and the essay uses effective evidence from the texts to support its points. However, it could benefit from a bit more detailed analysis and more frequent use of textual evidence.

The essay also shows mostly consistent control of English conventions, though there are minor grammatical and usage errors that should be addressed. Improving sentence variety and refining some of the language and transitions will help move this essay from a good response to an excellent one.

Class Summary Assessment Sample: ELA

Overall Assessment

The essays analyzed generally demonstrate a solid understanding of the roles played by Hanneke and Mr. Knightley in the lives of Alma and Emma, respectively. Students successfully develop a clear and focused thesis that is well-supported by evidence from the texts. The organization of ideas is logical, with clear paragraphs devoted to various aspects of the mentors' impacts on the protagonists.

Scores Summary

For **Idea Development**, most students managed to achieve high scores, frequently scoring 4, indicating their ability to develop clear and focused central ideas supported by relevant evidence. The scores given the fewest times are at the lower end, such as 0 or 1, suggesting that nearly all students succeeded in adequately developing their ideas.

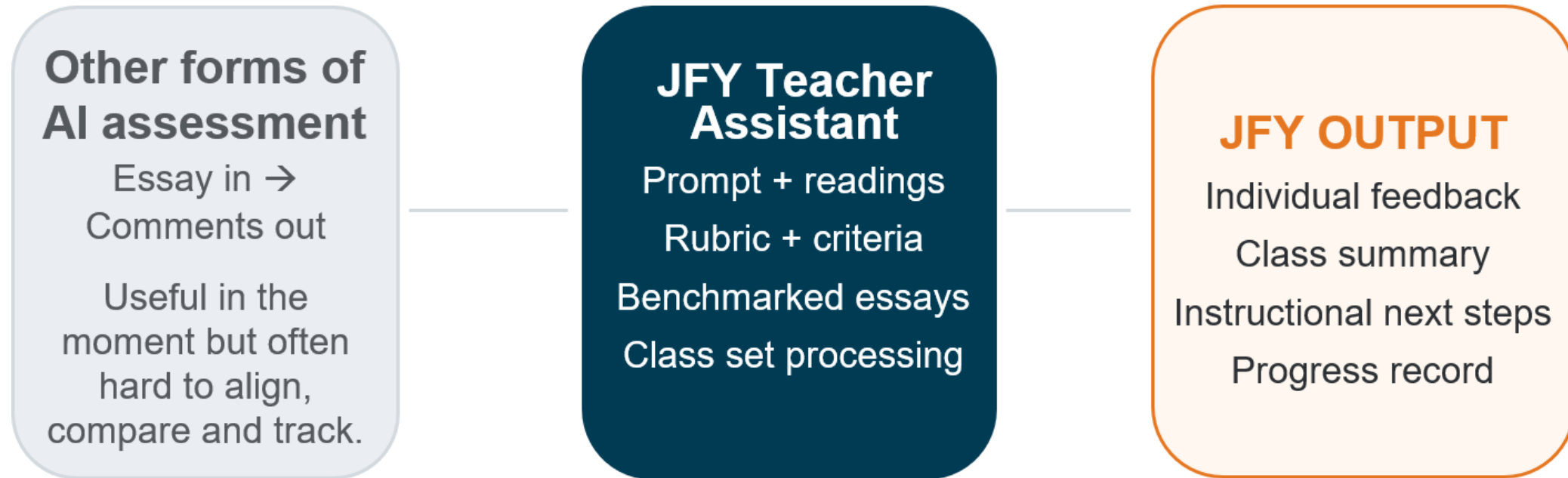
In **Standard English Conventions**, students generally scored in the middle to high range, with most receiving scores around 2 or 3. This reflects a moderate to good command of grammar, punctuation, and spelling. However, there were occasional minor errors and awkward phrasing that impacted the overall clarity. The least frequent scores were 0 and 1, indicating that few students struggled significantly with English conventions.

Main Focus of Feedback

- **Thesis Development:** Encouragement to make the thesis more specific by mentioning both characters' contributions and setting up comparisons early.
- **Idea Development and Organization:** Advice to use transition words for better flow, ensure each paragraph develops a single idea fully, and connect evidence back to the main argument.

What makes JFY's Writing Assessment Tool different?

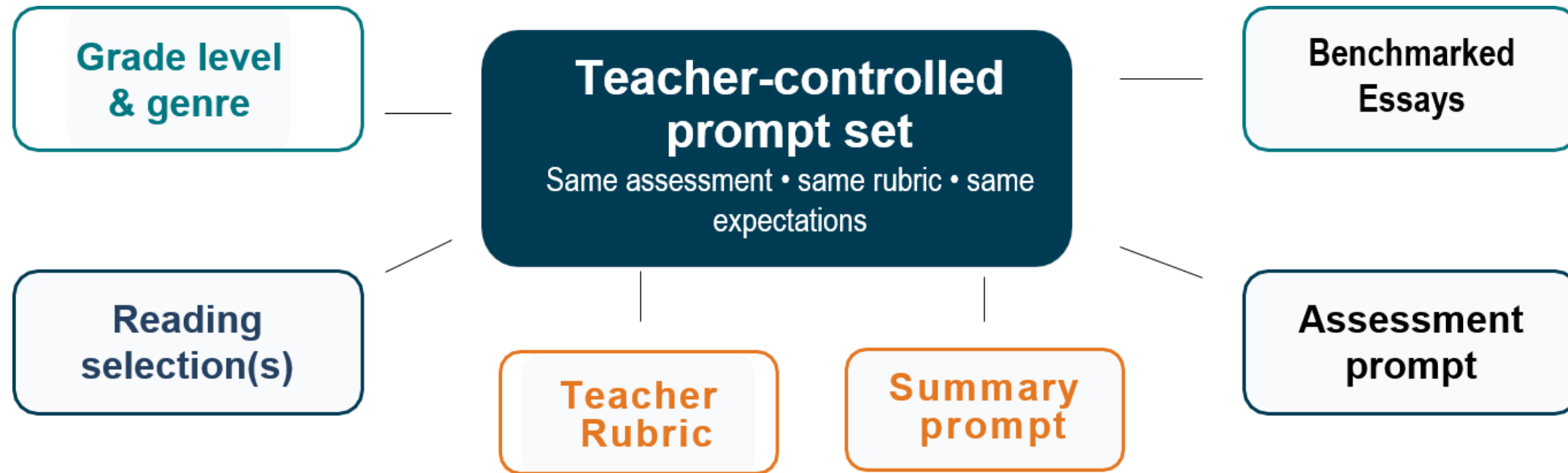
Not just AI comments - a teacher-controlled assessment workflow built around the same criteria for every student.



Feedback students can use. Data teachers can teach from.

Built around teacher-created assignments

A prompt set can be turned to the exact task, text, rubric, and scoring expectations – not generic writing advice.



The result is feedback against the criteria students were asked to meet.

That makes the output more useful for reteaching, conferencing, revision, and comparing growth over time.

From individual feedback to whole-class instruction

Teachers received student-specific guidance and a class summary based on the same rubric and criteria.



What the class summary makes visible:

- Which rubric criteria are strongest and weakest
- Which skills need reteaching tomorrow
- Where to form small groups of conferences

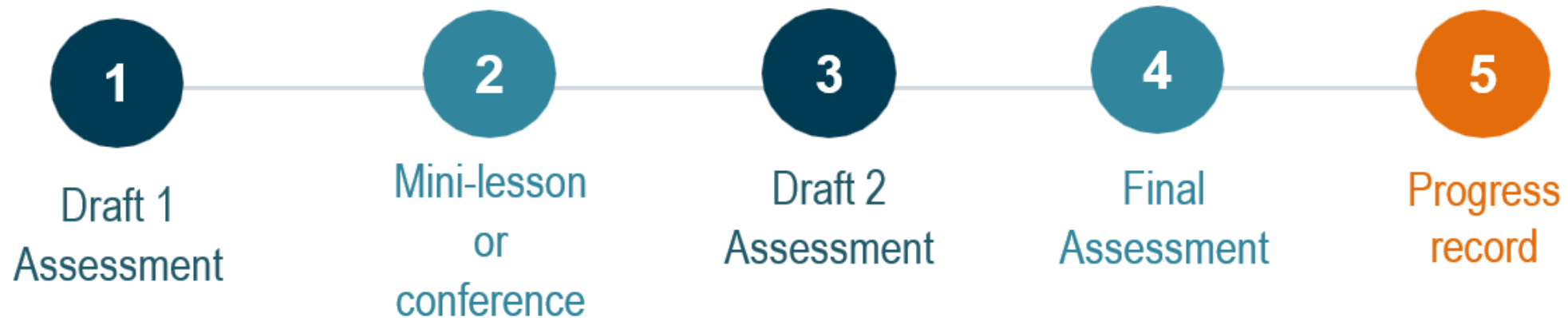
What teachers can do next:

- Plan a mini-lesson from actual student evidence
- Target feedback without every paper first
- Show students trends before revision

Feedback becomes a record of growth

Downloadable outputs help teachers measure progress across drafts, units, and classrooms.

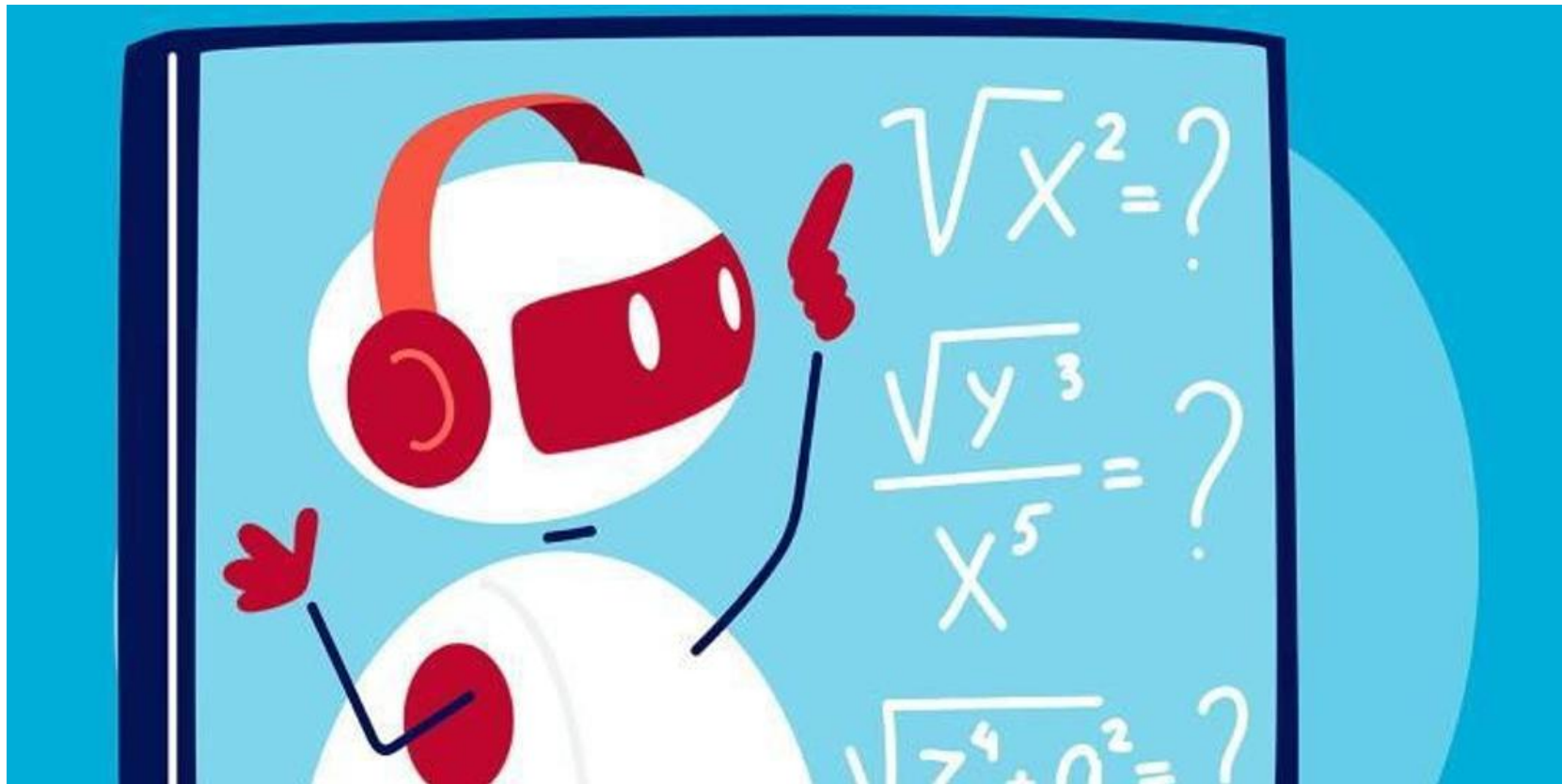
Other AI assessments comment on a draft.
JFY formatively documents writing development.



Why the record matters

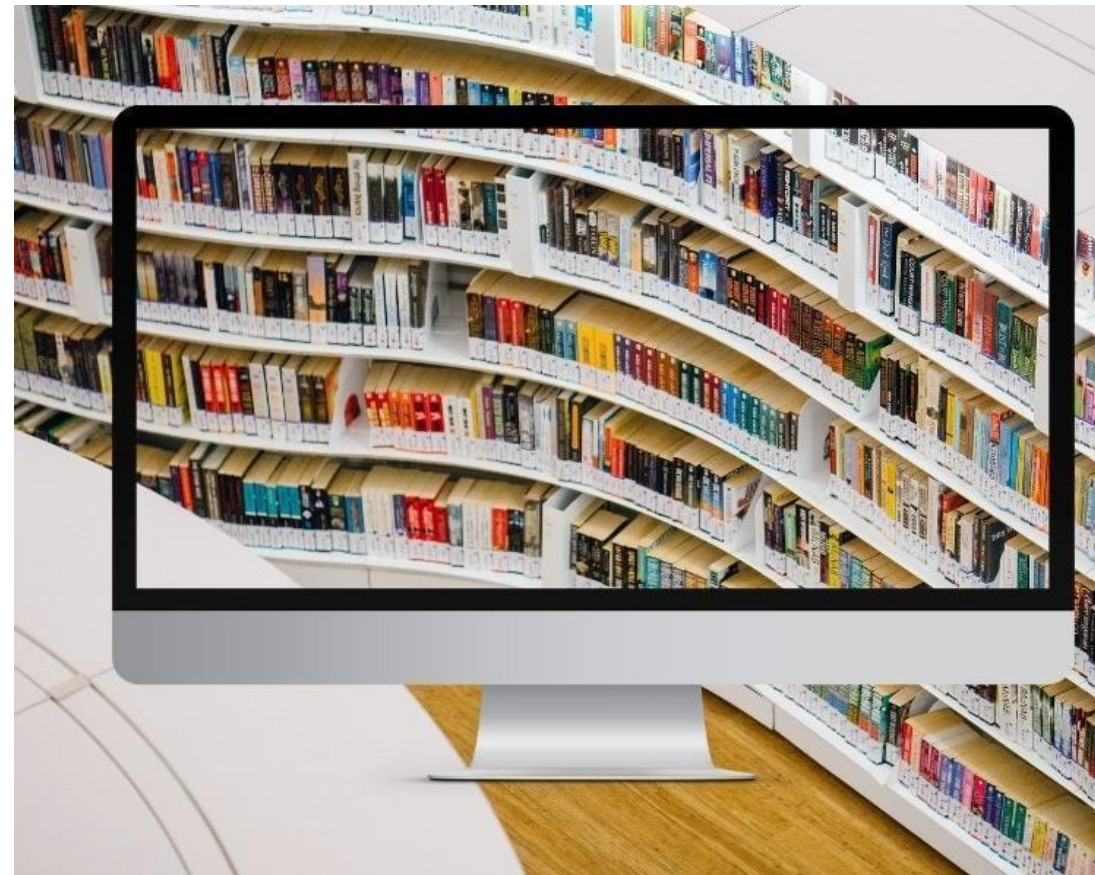
Teachers can compare the same criteria over time: thesis, evidence, organization, task awareness, language, and conventions. That turns AI feedback into usable instructional evidence for progress monitoring, reteaching, grouping, and documenting support.

Processing Math Constructed Response Questions in the JFYNet TA System



Currently the JFY Assessment Library includes over 25 Pre-defined Prompt Sets including...

- **Grade 7** Prealgebra Graphing Prompt
- **Grade 8** Algebra 1 Linear Equations Comparison Prompt
- **Grade 9** Geometry Converting Tables to Graphs and Parallel lines Prompt
- **Grade 10** Algebra 2 Algebraic Sequence Prompt
- **Grade 11/12** Precalculus Compound Interest Prompt



Constructed Response Prompt Library

Once created, a Prompt Set can be accessed to edit or to process an individual or a full class of student constructed response problems.

Problem Sets			Back to course
Add a new problem set Import a problem set from JSON export Copy a shared problem set			
Name	Process	Manage	
Grade 7 Math Prompt: Systems of Equations	Submit an answer set for evaluation	View View my submissions ExportJSON Edit Delete Preview prompt	
Grade 8 Math Prompt: Functions	Submit an answer set for evaluation	View View my submissions Export JSON Edit Delete Preview prompt	
Grade 9 Math Prompt: Linear Relationships	Submit an answer set for evaluation	View View my submissions Export JSON Edit Delete Preview prompt	
Grade 10 Math Prompt: Sequences	Submit an answer set for evaluation	View View my submissions Export JSON Edit Delete Preview prompt	
Grade 11/12 Math Prompt: Equivalent Forms of Expressions	Submit an answer set for evaluation	View View my submissions Export JSON Edit Delete Preview prompt	

Individual Assessment Sample MATH Sample

Scores

Problem Solving: 2

Reasoning and Proof: 2

Communication: 2

Representation: 2

Overall Score: 8

Analysis By Parts

Part A Analysis: The student provided the correct sum for the perimeter of the room, stating that $20 + 20 + 16 + 16 = 72$. While they calculated the perimeter correctly, there was no use of the given expression $2(20 + 16)$, which indicates a lack of engagement with the mathematical concept, resulting in a satisfactory score.

Part B Analysis: The response showed an attempt to calculate the area of the windows and doors but was incomplete. The final area calculated (21 for the doors and 12 for the windows) was not added correctly, with only parts of the correct formulas presented ($2(43)$ and $3(73)$). This part lacks enough justification to fully explain the reasoning behind the calculations, leading to a score of 2.

Part C Analysis: The student attempted to calculate the area of the walls but made several errors in their calculations. The response did not adhere to the correct approach using the given expression for wall area, leading to an incorrect total area to be painted. Therefore, the score reflects the student's basic understanding, but significant mistakes were made.

Individual Assessment Sample MATH (Continued) Sample

Part D Analysis: The student made an attempt to find the total cost for paint, but the calculations for total coverage and gallon requirements were incorrect. They provided a total area but failed to articulate how they derived the cost entirely or if the gallons were rounded, impacting the clarity and correctness of their work.

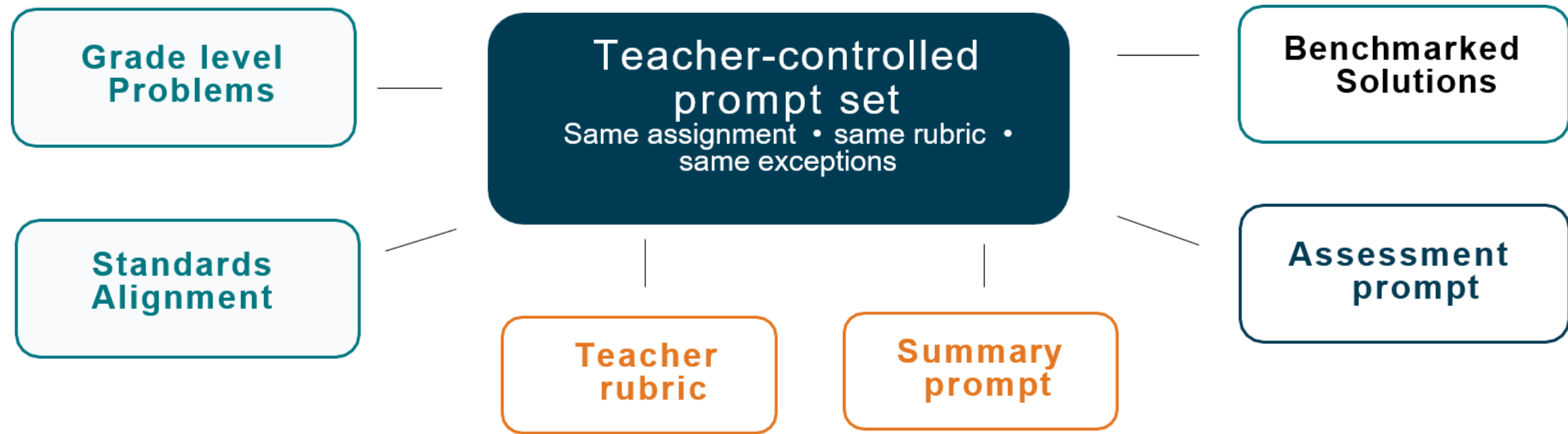
Overall Assessment

The student demonstrated a basic grasp of the math concepts and procedures necessary for calculating areas and costs related to painting a room. However, the execution displayed gaps in understanding and applied methods, as evident in multiple miscalculations and inconsistent use of expressions. Each part showed partial efforts, but results were below expectations for their grade level, leading to a low overall score.

Overall, the student's work indicates that they can access some of the problem-solving methods required to address the task at hand. However, the inconsistencies in calculations and explanations suggest a need for better understanding of the mathematical principles and a more structured approach to communication in their responses. Further practice with problem-solving strategies, reasoning, and proof methodologies is recommended to enhance their performance.

Built around the assignment teachers teach

A prompt set can be turned to the exact task, texts, rubric, and scoring expectations – not generic writing advice.



The result is feedback against the criteria students were asked to meet.

That makes the output more useful for reteaching, conferencing, revision, and comparing growth over time.



QUESTIONS? COMMENTS? DISCUSSION?
Contact Us to Schedule a Consultation!



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JFYnet.org

Thank You!



MAVA 2026 CONNECT FORM

SCAN
ME!



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