

Students' Assessment Literacy in the Writing Classroom (in the Age of AI)

Sharing by Faith Ong and Erica Rodriguez

MANJUSRI
SECONDARY SCHOOL

文殊中學



Overview

- Background
- Theoretical Underpinnings
- Classroom Practice
- Findings
- Looking Ahead

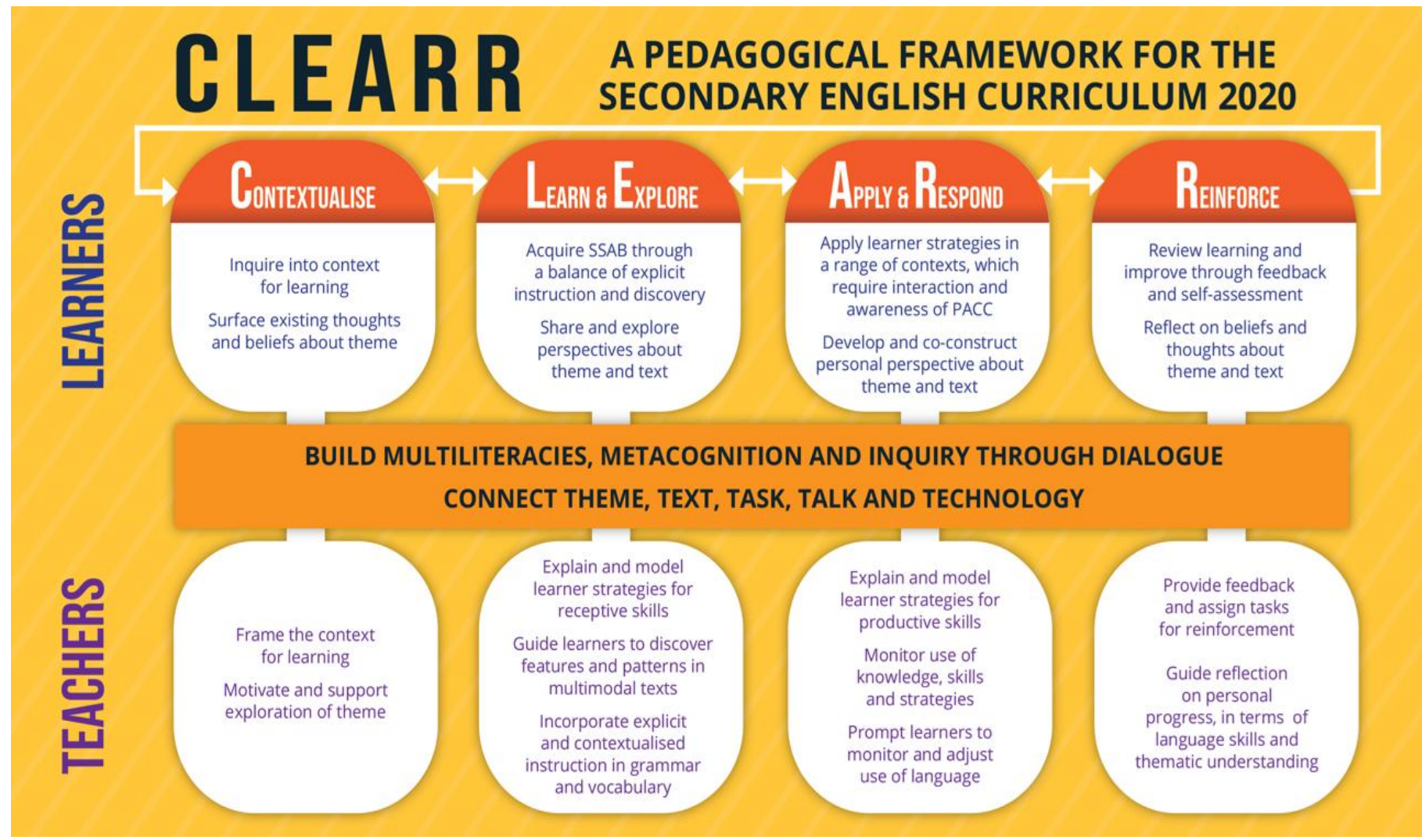
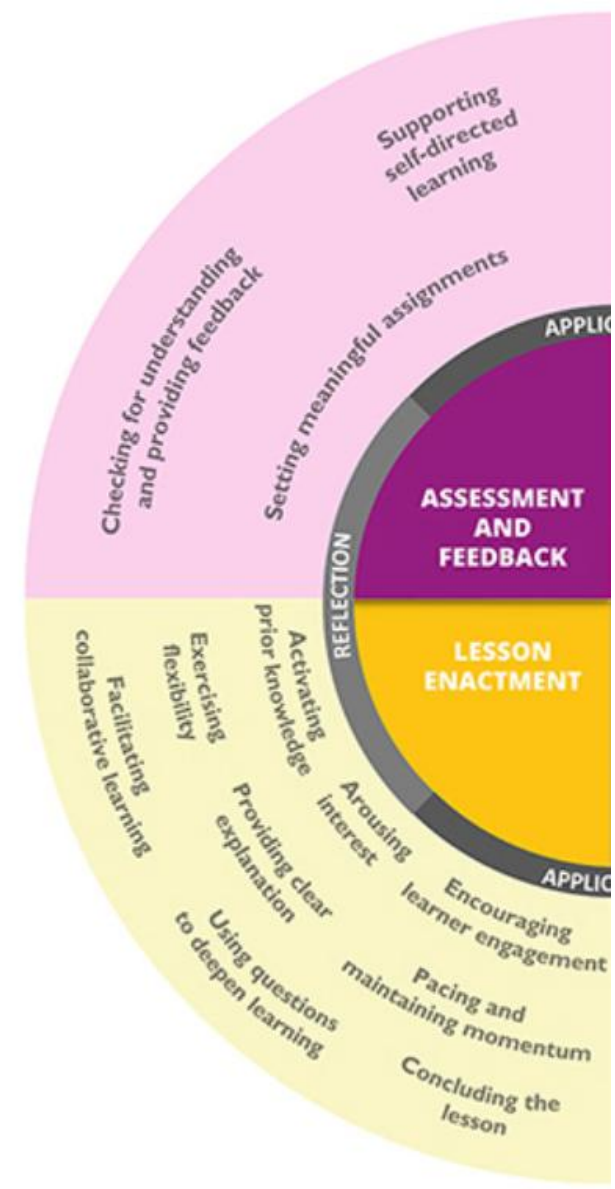
Background of EL Learners in Singapore

- Come from diverse socio-economic and cultural backgrounds
- Limited exposure to English in their home settings
- Differ in literacy development
- Possess varied learning needs, interests, readiness and motivation levels
- Speak mother tongue languages
- Some may have special/ specific educational needs



A photo of students in Ms Faith Ong's Sec 2 English Class (2021)

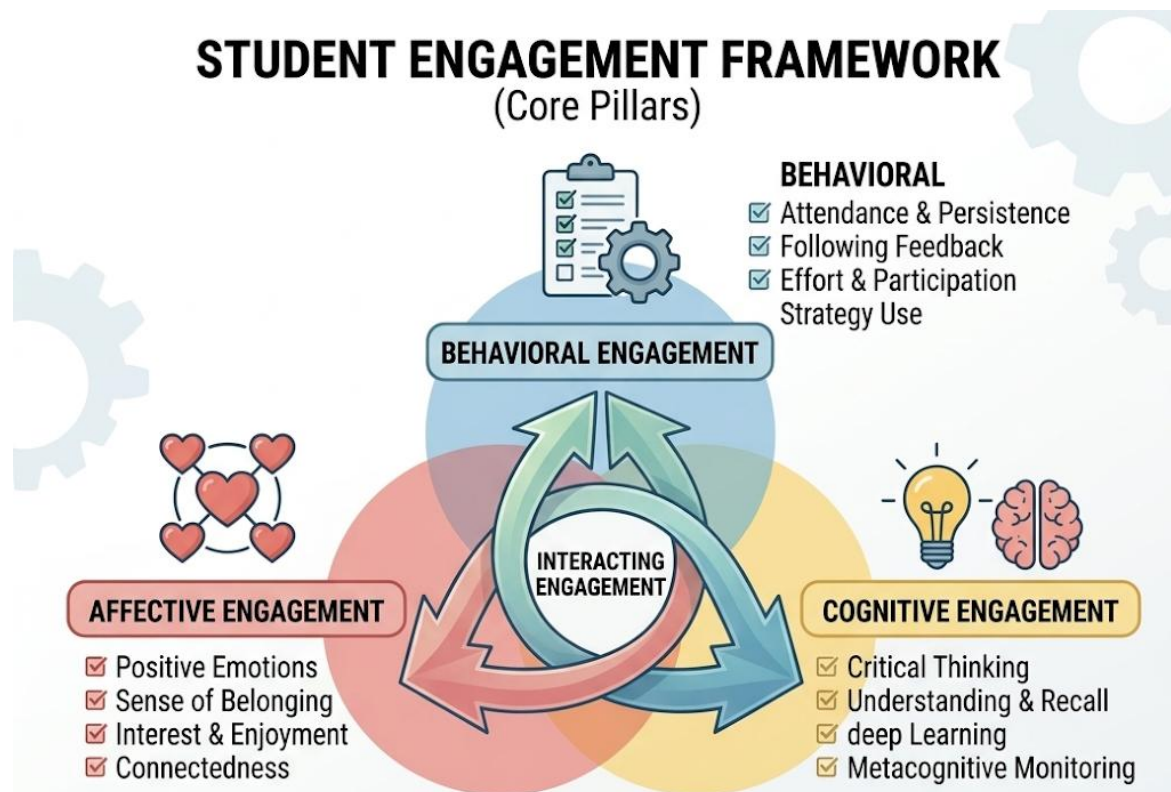
The Place of Feedback in EL Instruction



Theoretical Underpinnings

Students' Engagement with Teacher Feedback

STUDENT ENGAGEMENT FRAMEWORK (Core Pillars)



APPLYING FEEDBACK IN PRACTICE (Winstone & Lipnevich, 2020)



Emotions to Teacher's Comments



Acting Upon Feedback (Revisions)



Processing & Understanding Feedback

Based on Fredricks et al. (2004) and Winstone & Lipnevich (2020)

Students' Engagement with Feedback

Table 1 Students' engagement with different feedback practices

	Affective (What helped students' self-efficacy)	Behavioural (What helped students to act on feedback)	Cognitive (What helped students' understanding of feedback)
Written feedback Personal level Feedback	Encouraging when accompanied with specific areas to be improved or teachers' affirmation of improvement		Effective if accompanied with specific areas to be improved
Corrective feedback	Autonomy and self-efficacy from being able to choose what to rework	When instructed, revised without understanding or ignored those they did not understand	May not lead to transfer in another task
Summary statements			Found these easier to understand
Written feedback with pre-feedback activities		If made part of lesson routine	Success criteria checklists helped
Written feedback with post-feedback activities		Worksheets highlighting how to common mistakes	Teacher-led class discussions helped process feedback Individual dialogue with teacher Reflections

(Tay and Lam, 2022)

Written feedback more effective if:

- teacher gave specific areas for improvement
- students' given autonomy to choose what to rework
- given opportunity for individual dialogue with teacher

Classroom Practice

Why are students' engagement with feedback so critical?



In non-AI enabled writing lessons

A student is able to receive feedback from **three possible sources (teacher, peers or personal reflections)** on a piece of writing that he/she has done.

How did I better prepare my students for formative assessment in the Sec EL writing classroom?

Develop safe pre-writing spaces

- Using teacher modelling to emphasise standards for short writing responses and their ideas and elaboration matter
- Students are taught to give simple feedback (I agree + reason/ I disagree + reason)
- Prepares students to be receptive to new perspectives from their peers.

The Reading-Writing Connection: Building safe spaces with pre-writing activities

Manjuri Secondary + 34 • 1yr

1E3A (Ms Ong's Class) Our Favourite Innovations!

Pinned

Ms Ong's Sample

hydratespark.com

Smart Water Bottle - HdrateSpark
Bluetooth Water Bottle + Tracker
App

3 reasons why I think this innovation is cool

1. It solves a real problem I have- I don't drink enough water daily.
 - When I'm focused on lesson planning or teaching, I can go hours without drinking. By evening, I have a headache and feel exhausted. This bottle sends a gentle reminder every hour, which means I actually remember to drink up!

Pinned

Name + Class

1. Insert a link of your favourite innovation
2. Write down 3 reasons why you think that innovation is cool and interesting.

0

Add comment

Ylinh 1-1

all3dp.com

My favourite innovation is the

Chen Yiran 1-1

My favourite innovation is 3D printer, it has frame, print bed, extruder, nozzle, control panel, Filament Spool Holder, **Build Chamber**, Cooling Fans, Endstops and Sensors, and Connectivity Options. It can print pretty much anything, even human body parts, buying a 3D printer is much cheaper than setting up a factory, and turn wastes into food.

sufi 1-1

geeksforgEEKS.org

20 Best Innovations in Last Five Years [2024 Updated]

1:air taxis

2 firstly air taxis can go on both air and water

secondly if you only need to take an airplane for a short distance air taxis will be the perfect one to do so

lastly the bridge gaps between commercial aeroplanes and costly private jet



365robot.sg

Robot Waiter | Restaurant Food
Delivery Robot - 365Robot Pte Ltd

The robot waiter can move to the right tables to serve food and it will not get confused about serving the food to the wrong tables so it is faster. It has a cute AI face on the screen and it is interesting how it won't knock into things or people.



my favourite innovation is the cell phone as it bring information from all across the world, and it brought us joy as we also could install games and the cover of the phone could also be change and can be the design that u want.

<http://pp.pressbooks.pub/scscswritingcontest2023/chapter/the-innovation-of-cell-phones/#:~:text=American%20engineer%20Martin%20Cooper%20was,before%20the%20battery%20Oran%20out.>



Anonymous
2 years ago

i agree it a great innovation as
the workers dont have to
overwork themself



Tan Sze Xuan Annaclare (Ma...
2 years ago
i agree it is a great innovation
because the robots can work
effeciently



Anonymous

2 years ago
Wow Idan you are soo cool



Anonymous

2 years ago
Agreed!



Anonymous

2 years ago
Cell phones aren't a recent innovation but they definitely are innovative and useful in our day to day lives



智行慈願

Preparing students behaviourally and cognitively

Name + Class

I used to think 3d printing was...

Now I think that 3d printing is...

Jowell 1-3

I used to think that 3D printing can only print items that cannot be consumed. Now i think that 3D printing can print almost anything and is very useful in our daily lives

idan 1-2

i used to think that 3d printer is useless and only could print pictures on paper and it was a waste of material. Now i think that 3d printer is useful as it could print other things such as food and other necessities that we need.

Pinned

Ms Ong's Sample

I used to think 3D printers were only useful for factories and businesses. I thought they were expensive and complicated, so they weren't relevant for ordinary people like me.

Now I think 3D printing has the potential to change our daily lives in many ways. It can help reduce waste by printing replacement parts for broken items, and it can even be used to create food for people with special dietary needs. This makes it more than just a cool technology but something actually practical and helpful in solving real world problems.

sufi 1-1

I used to think that 3 d printers are just to make art etc but

annaclare 1-2

i used to think 3D printing was not as useful
now i think that 3D printing is useful since now i know they can print food and print items that have been broken

Chen Yiran 1-1

I used to think that 3D printing is a very innovative invention. It almost can do everything, even make food.

ryan seah 1-2

i used to think 3d printing was a waste of time and money
now i tjink 3d printing is more of a fun experiece

firash s1-1

i used to think that 3d printing is fake
now i think that 3d printing is real and helpful

yuming 1-1

i used to think 3d printing could just print simple things
now i think 3d printing can print everything

qistina 1-3

i used to think 3D printing can only print certain things

now i think that 3D printing is very cool and can print more things such as food

ylinh 1-1

i used to think that 3D printing would all be plastic and not edible. Now i think that 3D printing can be edible if you are printing food and i think 3D printing is also very cool because you can print anything you want.

yu xin 1-3

I used to think that there was only one material for 3d printing
Now i think that there are many material for making something out of the 3d printer

Jiayun 1-1

I used to think 3D printing was just making things out of plastic by a machine, now i think that with 3D printing you can make anything you want with any material even food

Owen 1-3

I used to think 3d printing was useless and does not help in our daily life .

Chloe Lim, 1-3

I used to think that 3D printing

+ Post

Creating opportunities for students to behaviourally and cognitively act on their learning and “publish” small pieces of writing

Must we use Gen-AI in the writing classroom?

What is the use of GenAI in service of?

Let's find out

Insert mentimeter QR nearer to the date due to Mentimeter settings (QR only valid for 14 days)

Qn 1: What has AI not changed about feedback in your classroom?

Let's find out

Insert mentimeter QR nearer to the date

Qn 2: In terms of assessment and feedback which is hardest to get from your students?

MCQ:

Reading the feedback at all

Acting on it

Understanding why it matters

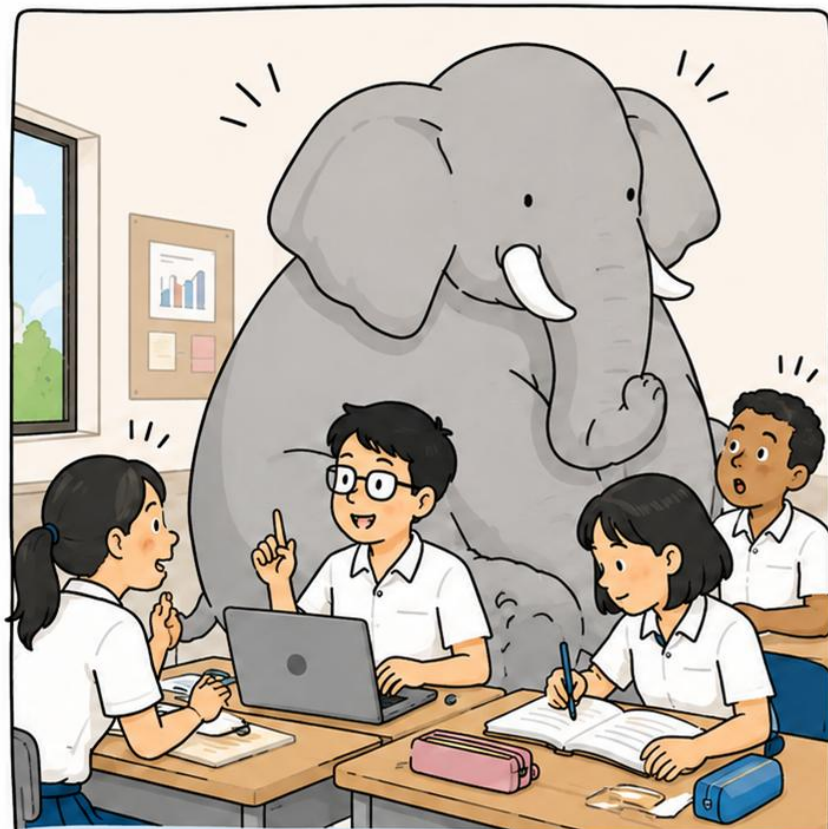
Applying it to the next piece

Understanding our students' engagement with feedback in AI-enabled writing lessons



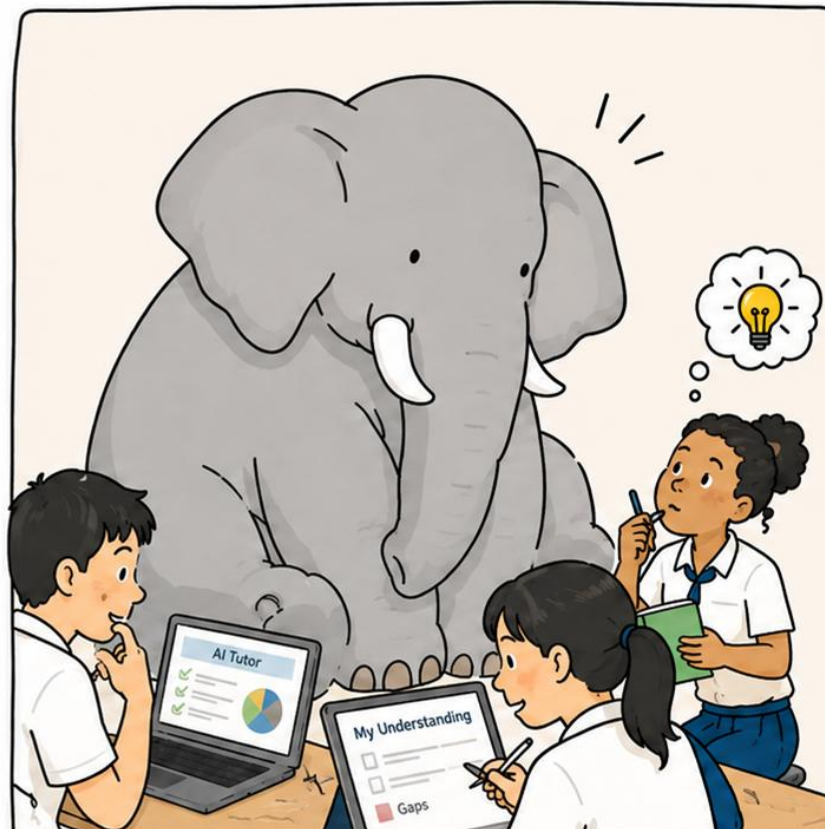
What does it look like?

A student is able to receive feedback from **four possible sources** [teacher, peers, personal reflections and the (teacher-mediated) use of AI] on a piece of writing that he/she has done.



93%

of students surveyed in
my Upper Sec EL class
believe AI helps
their learning



90%

of students surveyed in
my Upper Sec EL class
say AI helps them identify
gaps in their own understanding

My students'
perceptions of
the use of AI in
the EL writing
classroom

ELiS
ENGLISH LANGUAGE INSTITUTE
OF SINGAPORE



How can I better foster students' engagement with feedback?

The truth is...

Non AI-enabled Learning Experience	AI-enabled Learning Experience
Will and skill are <i>possible obstacles</i> . Teachers often wonder about mark anxiety and spend much time to ensure that teacher/ peer feedback is well received and acted on.	The will and skill are interestingly <i>no longer scarce</i> . 93%* believe AI helps their learning. The question is: How can EdTech (use of AI) be used purposefully in the service of the way we teach writing

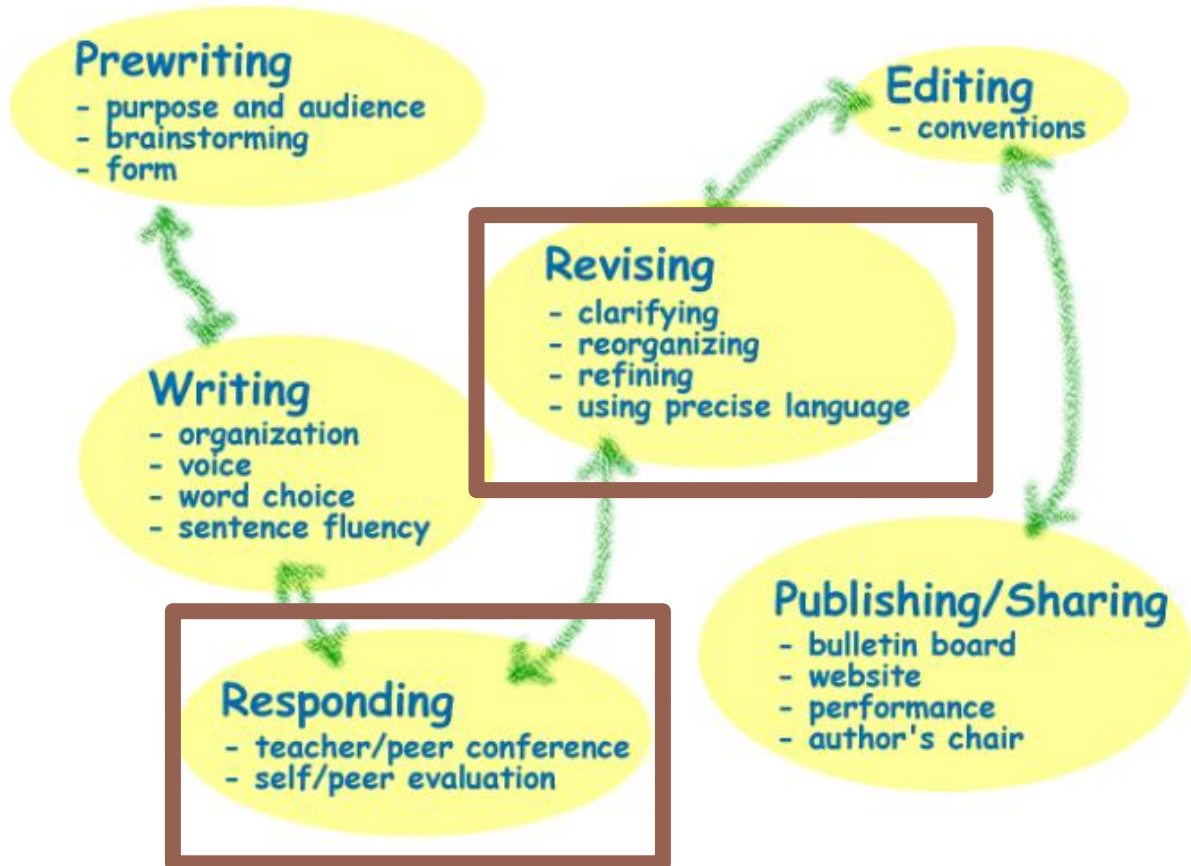
*refers to students surveyed in MJR (1 Upper Sec EL class)



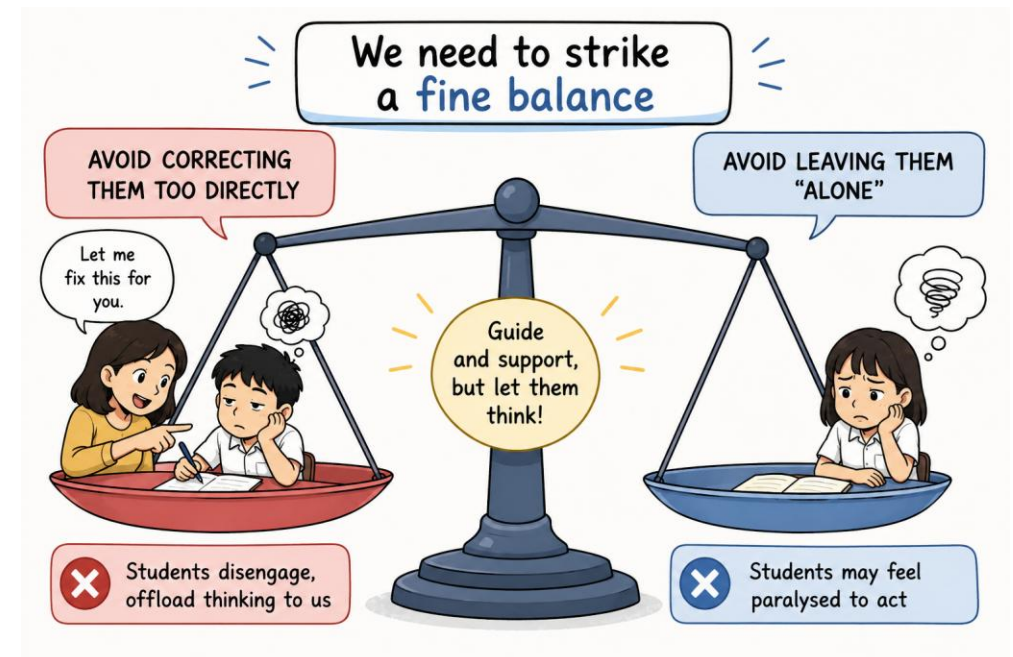
AI-enabled Learning Experiences (Lower and Upper Sec EL Classrooms)

How do I design learning experiences for greater student agency in the writing process cycle?

The Writing Process



How can we give students meaningful feedback on their writing *during* revision so that we can see the ABCs of student engagement with feedback?



1. Establish what our students are learning

• Persuade others to hold a particular point of view or act in a particular way by:					
◦ using the appropriate organisational structure in the text (e.g., issue or background, position, point, elaboration)					
◦ stating the writer's position or proposed action in the opening to orientate the reader					
◦ developing the writer's argument using support strategies, such as valid reasoning with relevant, sufficient and persuasive examples (e.g., anecdotes, appeal to shared beliefs or values or reader's emotions, expert opinions or evidence [e.g., factual descriptions, analyses])					

ELS 2020, p.79

Cognitive: Using the **syllabus** as a guide to develop the students' skills in student-friendly language. This also allows the AI to provide feedback that meets the learning objectives.

Sample 1: Prompt for Students to use with SALiS

I want you to provide me feedback in the form of questions to help me revise my introduction paragraph based on how persuasive my introduction is.

The topic and skill is to write a persuasive introduction using 1 of the following persuasive support strategies as a hook: CASH (Celebrity Quote, Anecdote, Surprising statement, Historical Statement) in my speech.

The paragraph should also contain a: **Hook (using CASHGOD), direct address to audience, introduce yourself, your view/ stand and thesis Statement.**

Sample 2: Creating writing checklists

2G3 Qn

Q2

Write about a time when you did not heed your parents' advice and you regretted it.

You will receive feedback from the Feedback Assistant after you have completed your essay.
[Read Less](#)

 **FEEDBACK ASSISTANT**

Short Answer Feedback Assistant will provide marks and feedback for this question

Prepopulated Answer here...

•	Recount incidents involving personal experience by:		
◦	using the appropriate organisational structure in the text (e.g., orientation, record of events in chronological order, comment)		
◦	orientating the reader to the context (e.g., background or setting)		
◦	describing with selected factual or sensory details the setting, experiences or series of events		
◦	describing in the first person the writer's feelings and thoughts		
◦	reflecting why the experiences or events described are memorable or worth recounting		

ELS 2020, p. 72/ 75 (G3/ G1 Syllabus)

1G1 Qn

Q2

Write about a time when you did not listen to your parents' advice and you regretted it.

You will receive feedback from the Feedback Assistant after you have your essay.

Writing Checklist

- Have I introduced the reader to the background or setting or where the story takes place?
- Have I described the writer's feelings and thoughts?
- Have I provided enough factual details?
- Have I used 'show not tell'/ my 5 senses to describe what

2. The role of teacher-mediated AI use in the classroom

Instructions

1. Review your first draft of your written Introduction Paragraph in your Learning Booklet and make any revisions if necessary.
2. Based on your draft introduction, you will interact with SALiS to ask for feedback in the form of questions.
3. In your Google Docs, open the prompt sheet template that has been prepared for you. Please fill in the sections highlighted in green.

Prompt for Students:

Your job is to provide me feedback in the form of questions to help me revise my introduction paragraph based on how persuasive my introduction is.

The topic and skill is to write a persuasive introduction using 1 of the following persuasive support strategies as a hook: CASH (Celebrity Quote, Anecdote, Surprising statement, Historical Statement) in my speech.

The paragraph should also contain a: **Hook (using CASH), direct address to audience, introduce yourself, your view/ stand and thesis Statement.**

My question is: [Insert your chosen essay question here]

My draft introduction paragraph is: [Paste your draft paragraph here]

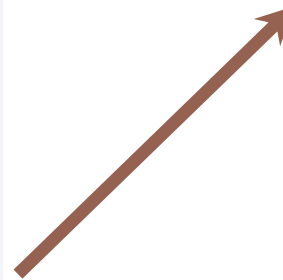
Please present the information in a table using 2 columns:

"Column #1 - Specific sentences or phrases or words from my work requiring revision. Select at least 4-5 areas.

Column #2 – Propose 4-5 improvements in the form of questions that a Singaporean teenage student can understand.

Teachers are instrumental in designing a learning experience

- Preserve the friction and ‘effortful’ learning process to ensure we develop our students’ metacognitive awareness
- Critical thinking is not offloaded





SALiS

Thank you for sharing your draft introduction! Let's focus on revising it to make it more persuasive.

Specific sentences or phrases from your work requiring revision	Proposed improvements in the form of questions
"A long time ago, people lived differently from how we live today."	How can you make this idea more relevant to your audience today?
"They had different ways of getting food and lived simple lives."	What example could you use to show how their eating choices affected the environment?
"As time passed, people started eating different kinds of food and had more choices."	Why is it important to discuss how these choices impact the environment now?
"many people are talking about protecting the environment"	Can you use a surprising statement or a quote here to grab attention?
"I think this is something we should think about carefully."	How can you express your viewpoint more strongly to persuade your audience?

Now, let's confirm which areas you'd like to work on! What 2-3 specific areas do you want to focus on for improvement?

Affective Domain: Questions **carry less threat than direct corrections**. Lowered emotional cost of receiving the feedback vs Tr-> Student feedback.

Behavioural Domain: Student agency is also preserved and they act on **their chosen feedback**.

Cognitive Domain: Students have to think and **not just blindly accept every piece** of feedback.

Use of EdTech to collect, analyse and enable students to act on feedback in a timely manner

Rubrics based on a writing checklist

1. Approaching Expectations	2. Meeting Expectations	3. Exceeding Expectations
B. Orientation		
MARK RANGE: 0 - 1	Up to 2	Up to 3
Able to simply orientate the reader to the context (e.g., background or setting)	Able to mostly orientate the reader to the context (e.g., background or setting)	Able to fully orientate the reader to the context (e.g., background or setting)
C. Description		
MARK RANGE: 0 - 1	Up to 2	Up to 3
Able to simply describe with selected factual or sensory details the setting, experiences or series of events	Able to mostly describe with selected factual or sensory details the setting, experiences or series of events	Able to fully describe with selected factual or sensory details the setting, experiences or series of events

Personal Recount Rubrics
A. Organisational Structure
0 - 1 2 - 2 3 - 3
B. Orientation
0 - 1 2 - 2 3 - 3
C. Description
0 - 1 2 - 2 3 - 3
D. Elaboration of Description
0 - 1 2 - 2 3 - 3
E. Reflection of Experiences or Events
0 - 1 2 - 2 3 - 3
F. Grammar: Tenses
0 - 1 2 - 2 3 - 3

Students are able to immediately select an area in the writing checklist to revise/edit based on the given feedback

B. Orientation

MARKS: 3

0 - 1

2 - 2

3 - 3

3. Exceeding Expectations

3 - 3

Able to fully orientate the reader to the context (e.g., background or setting)



Criterion Feedback

You have fully oriented the reader to the context by providing a clear background and setting for your experiences. The introduction effectively sets the stage for the events that follow.

F. Grammar: Tenses

MARKS: 2

0 - 1

2 - 2

3 - 3

2. Meeting Expectations

2 - 2

Able to mostly use past tense to locate actions or events in the past



Criterion Feedback

While you mostly use the past tense to describe past events, there are occasional lapses into the present tense. Consistent use of past tense would enhance the clarity of your narrative.

C. Description

MARKS: 3

0 - 1

2 - 2

3 - 3

3. Exceeding Expectations

3 - 3

Able to fully describe with selected factual or sensory details the setting, experiences or series of events



Criterion Feedback

Your description of the events is vivid and detailed, allowing the reader to visualize the scenes and understand your experiences. The use of sensory details enhances the narrative.

D. Elaboration of Description

MARKS: 3

0 - 1

2 - 2

3 - 3

3. Exceeding Expectations

3 - 3

Able to fully describe in the first person the writer's feelings and thoughts



Criterion Feedback

You have fully described your feelings and thoughts in the first person, providing insight into your emotional journey and personal growth throughout the experiences.

3. Deliberately building ethical awareness in student reflections

P2

① INSTRUCTIONS

You may select more than one option.

Think of one improvement given by SALiS that you did **not** choose. Why did you leave it out?

You may select more than one statement.

- ☐ It did not match the task or the criteria
- ☐ I did not agree that the improvement suggested would improve my writing
- ☐ I did not really understand what it was asking for
- ☐ No real reason, I just picked the easiest improvements to work on

P3

If Gen AI gives you a fact, statistic, or example, what would you do?

- ☐ Check it against another source
- ☐ Trust it without checking
- ☐ Not sure how to check it
- ☐ Didn't think about checking it

P4

If GenAI gives you a one-sided view or leaves out other perspectives, what would you do?

- ☐ Add other viewpoints myself
- ☐ Ask GenAI to give other perspectives
- ☐ Not sure how to spot a one-sided view
- ☐ Didn't think about checking for this

Using Polls:

- Support students who are unfamiliar with the metalanguage of ethical considerations in writing
- Helpful data points for teachers and students to understand their students'/ reflect on their use of Gen AI and to be ethical student-writers

3a. Developing the ABCs of feedback

Task 3: Revise Introduction
Deadline: End Week 4

Name: _____ Class: _____ Date: _____

Manjusri Secondary School
Sec 3G2 English Language
Weighted Assessment 3 2026

Task Worksheet 3: Revise Draft Introduction

Select 3 questions that you have chosen from SALiS’s feedback and write your improved version in the graphic organiser below:

	SALiS’s question:	Your original work:	Your improved work:
1.			
2.			

15

Task 3: Revise Introduction
Deadline: End Week 4

3.			

Checked by:
Teacher: _____
Date: _____

16

3b. Developing a process-orientation towards learning

Question Body

Look at an introduction you wrote before this lesson and one suggested improvement by SALiS.

Explain why your new improved sentence will be better than your previous sentence. Use the 3 part structure to craft your responses.

Prepopulated Student Response ⓘ

RESPONSE SIZE

Medium



1. Before, my

2. Now I can

3. One example would be when I

Title

Monitoring

☒ Hide rubric before attempt ⓘ

1. Beginning

2. Developing

A. Awareness

MARK RANGE: 0 - 1

Up to 2

You are unclear about what you know or what you have learnt about writing the hook, background and thesis of an introduction.

You are able to identify what you know and what you have learnt about writing the hook, background and thesis of an introduction.

3. Exceeding

Up to

3

You are able to discuss what you know and what you have learnt about writing the hook, background and thesis of an introduction such as comparing your new introduction with your earlier draft to improve your understanding.

Building student-writers with ‘writer-ly’ dispositions:

1. Mirrors real world writing, exercising critical thinking and judgement.
2. Explain why and not just showcase the “revised” product.
3. Teachers can gather data on students’ approaches to writing with the use of GenAI

3c. Developing behavioural and cognitive engagement with the feedback

Which part of the introduction (hook, background or thesis statement) is still hard for you?

What learner strategy will you use to improve next time?

Prepopulated Student Response ⓘ

RESPONSE SIZE

Medium

1. I still find

2. In my next writing draft, I intend to

My Growth as a Writer

3. Exceeding

☒ Hide rubric before attempt ⓘ

1. Beginning2. Developing

A. Evaluation

MARK RANGE:0 - 1Up to 2

You are unclear of the limitations or gaps in your understanding, or strengths in your learning, in writing the hook (e.g. your choice of persuasive support strategies like CASH (celebrity quote, anecdote, suprising statement/statistic or historical review), background or thesis of an introduction.

You are able to identify limitations or gaps in your understanding, or strengths in your learning, in writing the hook (e.g. your choice of persuasive support strategies like CASH (celebrity quote, anecdote, suprising statement/statistic or historical review), background or thesis of an introduction.

You are able to assess limitations or gaps in your understanding of strategies in writing the hook (e.g. your choice of persuasive support strategies like CASH (celebrity quote, anecdote, suprising statement/statistic or historical review), thesis statement or background and can articulate the learner strategies you will use in future writing tasks.

Core Principle of ipsative assessment

*Optional: If teachers feel that a rubric would help your students understand where they're at

The student always compares to themselves, not to the external standard or criteria.

A Sample Lesson

MANJUSRI
SECONDARY SCHOOL

文殊中學



SAMPLE LESSON - 3G3 CLASSROOM

- Students: Secondary 3G3 Classroom (Mixed Ability)
- Lesson Objective (ELS2020, p. 79)
 - Persuade others to hold a particular point of view or act in a particular way by:
 - using the appropriate organisational structure in the text (e.g., issue or background, position, point, elaboration)
 - stating the writer's position or proposed action in the opening to orientate the reader
 - using appropriate language features



SAMPLE LESSON - 3G3 CLASSROOM

1) Recap: Structure and Language Features of an Argumentative Essay Introduction on SLS

1 Spot the Difference- Take a Stand

Example A:

Many students buy bottled drinks from the school canteen during recess. After finishing their drinks, they throw the empty bottles into the rubbish bins before returning to class. As a result, large amounts of plastic waste are produced every day. The cleaners empty the bins regularly, and new plastic bottles continue to be thrown away throughout the week. Plastic waste is a common sight around many schools.

Example B:

Many students buy bottled drinks from the school canteen during recess. After finishing their drinks, they throw the empty bottles into the rubbish bins before returning to class. I find this disappointing because so much of this plastic waste could easily be avoided. Furthermore, our school should encourage students to bring reusable bottles instead, as this simple change would reduce waste and help protect the environment. If we all play our part, our school can become a cleaner and greener place.

Texts adapted from ChatGPT, <https://chatgpt.com/>, accessed 12 July 2026, by Ms Faith Ong, LT (EL).

[Read Less](#)

Q1

Which example sounds more like a persuasive response?

☐ Example A

☐ Example B

3 Deconstruct a Persuasive Introduction Paragraph

Should schools ban single-use plastics?

Sample Introduction Paragraph:

Have you ever wondered where the plastic bottle you throw away today will end up tomorrow? Every day, countless plastic bottles, food containers and packaging are discarded after being used only once. In schools, single-use plastics have become a common part of students' daily routines, but these items contribute significantly to the growing problem of environmental pollution. Some people argue that banning single-use plastics is inconvenient because they are affordable and easily available. However, I believe that schools should reduce the use of single-use plastics because protecting the environment requires everyone to make responsible choices. This essay will discuss how reducing plastic waste can protect our environment, encourage sustainable habits and create a cleaner future for future generations.

[Read Less](#)

Q1

Which sentence in the introduction is most effective in capturing your attention? Why?

The hook is effective because it makes the reader think about...

2) Writing Draft Introduction and Using Prompt to Receive Feedback from SALIS

We are now going to use AI Salis Chatbot on SLS as a tool to give you feedback on your written work. Follow the steps below.

Step 1:

Type your introduction paragraph from your assessment portfolio pages 11 -12.

My Introduction Paragraph

Hello teachers and fellow classmates! I'm Seen Peng and today I will be discussing my topic on whether AI generated art should be eligible for the same awards as human-created works. While Artificial Intelligence (AI) is continuously going to improve and impact today's society, AI art has slowly been getting more and more used and many more artists are worried that it is going to affect their career paths, potentially losing their skills and creativity as well. While AI art has been getting more recognised and some companies and students are even using it for their work, it literally cannot make art without human artists input and this is why I believe AI art should not have the same credibility as human art and while AI tools will still be here to create art, humans will always be part of the process.

Help me revise my introduction paragraph based on how engaging my introduction is.

The topic and skill is to write an engaging introduction using at least 1 of the following: CASHGODSQ (Celebrity Quote, Anecdote, Surprising statement, Historical Statement, General Statement, Opinion, Definition, Scenario, Question) for a speech regarding on Artificial Intelligence/ Environment.

The paragraph should also follow this structure and format: Hook (using CASHGODSQ), General statements about the topic, Point of Contention + Your viewpoint/ Stand and Thesis Statement.

The question that I have chosen is: **AI art should not be eligible for the same rewards as human-created art**

My draft introduction paragraph is: [Hello teachers and fellow classmates! I'm Seen Peng and today I will be discussing my topic on whether AI generated art should be eligible for the same awards as human-created works. While Artificial Intelligence (AI) is continuously going to improve and impact today's society, AI art has slowly been getting more and more used and many more artists are worried that it is going to affect their career paths, potentially losing their skills and creativity as well. While AI art has been getting more recognised and some companies and students are even using it for their work, it literally cannot make art without human artists input and this is why I believe AI art should not have the same credibility as human art and while AI tools will still be here to create art, humans will always be part of the process.]

Please present the information in a table using 2 columns:

"Column #1 - Specific sentences or phrases or words from my work requiring revision. Select at least 4-5 sections.

Column #2 - **Propose 4-5 improvements in the form of questions that a Singaporean teenage student can understand.**

The key skill for this lesson is that I **will be able to use the above criteria to write a persuasive introduction.**

2) Feedback from SALiS

5 Interact with your Learning Assistant

D1

Task 3 WA3: Revising my Introduction with SALiS

① LEARNING ASSISTANT (BETA)

SALiS will provide responses for this discussion. Students will have to complete the [SLS module](#) before interacting with SALiS for the first time. Learning Assistant is only available for students Primary 4 and above.

You have 5 tokens to interact with SALiS.

 [VIEW CLASS SUBMISSIONS](#)

Remember, **SALiS is your Learning Assistant. Its role is to help you with your learning.** Interact with it and revise your draft accordingly.

Use the 'Create Note' function to note down useful ideas, words or expressions that will help you with your Personal Response.

[Read Less](#)



23 Jul 2026 01:27 PM

Great to see your introduction draft! Let's work together to improve it. Here's a table with some of the phrases that could be revised along with questions to guide your revisions:

Specific sentences, phrases or words from your work requiring revision	Ideas for Improvements
"Hello teachers and fellow classmates!"	Could this be more engaging? What unique angle can you add to grab attention?
"artificial intelligence (AI) is continuously going to improve..."	What specific improvements in AI art are you talking about? Any examples?
"many more artists are worried that it is going to affect their career paths"	How can you express this concern in a more impactful way? Is there a personal story that fits here?
"it literally cannot make art without human artists input"	How can you make this line stronger or more persuasive? Is there a defining phrase that might enhance this idea?
"this is why I believe AI art should not have the same credibility as human art"	Can you phrase your viewpoint in a way that creates more debate? What about a rhetorical question to challenge your audience?

Now, let's focus on the areas you want to improve. Which three sections would you like to work on, and why those choices?

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3) Students can choose to interact further with SALiS (limited)

 **LEONG SEEN PENG**

23 Jul 2026 01:43 PM

They are all more related and relevant to my main topic and I really want to improve in these sections

 **SALiS**

23 Jul 2026 01:43 PM

It's great to hear that you find the sections relevant! Focusing on those areas will definitely make your introduction stronger and more engaging. Now, as you work on improving them, think about these questions: - For the improvements in AI art, can you mention any real examples to support your point? - When you rephrase the collaboration line, how can you emphasize the uniqueness of human creativity? - For your debate statement, how might you structure it to create a more thought-provoking argument that connects with your audience? Which areas do you think you could brainstorm ideas for next?

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 **LEONG SEEN PENG**

26 Jul 2026 03:18 PM

For the last one, the one with the why I believe AI art should not have the same credibility as human-created works, I'm a bit stuck. May I have some pointers to make my mind think for a bit? I have got no idea what to say to make my view point create more debate

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 **SALiS**

26 Jul 2026 03:18 PM

It's completely normal to feel stuck sometimes! To help you create a more debatable viewpoint, consider these questions:

- What is the significance of human emotions or experiences in art that AI lacks?
- Can there be a difference in the intent behind AI-generated art versus human art?
- How does the process of creating art reflect personal growth or cultural values that AI cannot replicate?
- What responses might you expect from those who disagree with your viewpoint, and how can you address those challenges effectively?

These ideas can help you think deeply and connect your argument to broader issues. What do you think about these questions?

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 **LEONG SEEN PENG**

26 Jul 2026 03:24 PM

Ok I have thought abt it thank you for the help I am done with my work

4) Students revise draft based on selected feedback from SALiS

Task Worksheet 2: Writing Introductory
Deadline : 22 / 23 July, Wed/ Thu

Name: Aiken Tan (34) Class: 3C1 Date: _____

Manjusri Secondary School
Sec 3G3 English Language
Weighted Assessment 3 2026

Task Worksheet 3: Revise Draft Introduction

Select 3 questions that you have chosen from ChatGPT's feedback and write your improved version in the graphic organiser below:

	ChatGPT's question:	Your original work:	Your improved work:
1.	How can you make this a surprising statement or a rhetorical question to grab attention?	Now, if AI-generated art which takes mere seconds to generate was chosen over real art...	Can you imagine if how obviously disgusting it would be if AI-generated art, which takes mere seconds to generate, was chosen over <u>you</u> real art original works?
2.	Could you see the scene better by describing the feelings of artists?	What are the ethics and how would this impact the world around us?	Could you imagine the anguish artists would feel if their works were outshined by AI and how this would impact not just them, but the world around us?

Draft worksheet



Task Worksheet 6: Final Speech
Write between 700 - 800 words.

Write an Argument in the form of Speech Presentation to share new knowledge and persuade your classmates on your stand on your selected topic.

Your speech presentation should include the following:

- An engaging introduction using CASHGODSQ
- Two reasons to support your stand
- A rebuttal point to highlight your multiple perspectives consideration.
- Your persuasive conclusion of call to action to your classmates

Your discussion should engage the audience by adopting an appropriate tone and register. Consider using various linguistic features (e.g., headings, captions), visuals (e.g., font size and type, graphs and photos), space (e.g., layout, arrangement) and gestures to engage the audience

My Topic: AI generated art should be eligible for the same awards as human-created art. (Against)

Could you imagine if how obviously disgusting it would be if AI generated art, which takes mere seconds to generate, was chosen over your original work? Could you imagine the anguish these artists would feel if their works were outshined by AI and how this could impact them and the world around us? In the present day, it seems that anyone can generate their magnum opus just by typing a prompt into an AI engine. However, it takes traditional

Final Speech

Findings

Student Data (Sec 3G3 Lesson)

- I) Students are able to ask questions based on feedback from SALIS - making feedback more personalised



23 Jul 2026 01:18 PM

Thank you for sharing your draft introduction! Let's work on making it more engaging. Here's a table with suggestions for revision:

Specific sentences or phrases from your work requiring revision	Proposed improvements in the form of questions
"Now, if AI-generated art which takes mere seconds to generate was chosen over real art..."	How can you make this a surprising statement or a rhetorical question to grab attention?
"What are the ethics of this and how would this impact the world around us?"	Could you set the scene better by describing the feelings of artists?
"I seriously doubt that it would be fair at all..."	How might you express this as a strong opinion right from the start?
"In the present day, it seems that anyone can generate..."	Can you share a personal anecdote related to this idea?
"I don't think that AI art should be eligible..."	What definition of "fairness" can you include to clarify your stance?

Consider these questions to improve your introduction further. Which 2 or 3 areas would you like to work on based on this table?



TAN SHAO LONG AIKEN

23 Jul 2026 01:35 PM

For area one, i was thinking about adding "can you imagine how disgusting it would be if AI-generated art which takes..."

for area two, I would rephrase and ask the audience " could you imagine the anguish artists would feel if their works were outshadowed by AI and how this would impact not just them, but the world around us?"

for area 5, I would need a bit more specific suggestions by you.

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SALIS

23 Jul 2026 01:35 PM

Great ideas for areas one and two! Your surprising statement about the "disgust" of AI art is powerful. You could make it even stronger with an expressive adjective. For area two, the anguish of artists can be communicated vividly, and you've articulated it well! For area five, consider defining "fairness." What does it mean in the context of art? Are there specific criteria that should be met? Think about how you can clarify your position with examples or emotional appeals that resonate with the audience. Which part would you like to focus on next?



TAN SHAO LONG AIKEN

23 Jul 2026 01:39 PM

for area one, would the adjective obnoxious and disgust be strong enough?

for area five, I would add " as it would not be outrageous if people won awards by submitting work that was not created by them

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智行慈願

Student Data (Sec 3G3 Lesson)

2) Students show improvement after feedback given from SALiS

SALiS Question	Your original Work	Your improved work
How can you make this a surprising statement or a rhetorical question to grab attention?	"Now if AI-generated art which takes mere seconds to generate was chosen over real art..."	Can you imagine how obnoxiously disgusting it would be if AI-generated art. which takes mere seconds, was chosen over your original work?
Could you see the scene by describing the feelings of artists?	"What are the ethics and how would this impact the world around us?"	Could you imagine the anguish artists would feel if their works were outshadowed by AI and how would this impact not just them , but the world around us?

Student Data (Sec 3G3 Lesson)

2) Students show improvement after feedback given from SALiS

SALiS Question	Your original Work	Your improved work
How about a surprising fact or statistic to highlight urgency?	"There is a growing number of concerns about environmental issues"	The recent heatwave in Europe, which led to over 5,700 deaths in France alone serves as a wake-up call for us that stresses the need for action against climate change?
Could you use an anecdote about a young activist to make it relatable?	"The younger generations are stepping up..."	"Environmental activists like Greta Thunberg has become a beacon for youth activism against environmental issue. Her passionate speeches highlight how young people are demanding action from the government.

Lower Sec student reflections on learner strategies they will use when they do not have the aid of an online language checker (Annotated Feedback Assistant)

Categories	Sample Responses
Re-reading students' writing	<ul style="list-style-type: none">• Read aloud to hear the writing. Helps spot awkward phrases and errors that might be missed when reading silently.• Read through my composition before handing it in• Check through and read the sentences again• Read carefully and understand the setting
Focusing on specific aspects of writing	<ul style="list-style-type: none">• Understand the setting to know which tense, grammar to use• See if the sentences sound grammatically correct• Prevent slang in writing• Check punctuation
Applying knowledge learned	<ul style="list-style-type: none">• Recall AFA suggestion sent to me and take notes• Use my own knowledge to look out for errors. Look for red and blue triangular lines in Google Docs.• Be careful of how I manage my time
Using external resources	<ul style="list-style-type: none">• Read the dictionary• Run my grammar through other people

Looking Ahead

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Prioritising students' *ABC* engagement before/ when AI enters the feedback loop

Self Assessment of Draft Introduction

Let's predict. "I think the chatbot will comment on my _____, because _____."

Preparing for Feedback

Manjusri Secondary
less than a minute ago

Our 5 Part Success Criteria

Know what good looks like

Success criteria for your speech introduction (Worksheet 2)

- 1. Hook technique: Do I open with at least one hook that grabs my listeners — rhetorical question, statistic, quote...
- 2. Direct address: Do I speak TO my audience — "Good morning, fellow students...", "Have you ever...?"
- 3. Introduce yourself: Does my audience know who I am and why I am the one speaking?
- 4. Your stand: Can my audience tell exactly where I stand on the issue — no fence sitting?
- 5. Purpose (thesis): Do I tell them what my speech will persuade them to think or do?

+ Add comment

Manjusri Secondary
less than a minute ago

Acknowledging the Good

What was one area in your draft that SALiS did not question? What was one area that you did well in? Use "Our 5 Part Success Criteria" to share.

+ Add comment

Before students engage with actual AI feedback

Prompt: What might AI say about your draft based on the success criteria? Students will revise their draft.

This primes their metacognition.

Final Thoughts

"The best writing is rewriting." - E.B. White

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Thank you!

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