9-16-2024

First Year Language Acquisition Diagnostic Quizzes

Melissa Gjellstad
University of North Dakota, melissa.gjellstad@und.edu

[How does access to this work benefit you? Let us know!](#)

First Year Norwegian Diagnostic Quizzes

Melissa Gjellstad
NORW 101 – First-year Norwegian I – Fall 2024

Purpose:

This assignment asks you to use generative AI – in this case, Claude (Anthropic) – to develop low-stakes tests to help you study vocabulary words and concepts.* This assignment will help you retain information from class, focusing on the primary vocabulary for any given chapter, and reinforce your learning of those key words and phrases. Some of the generated sentences will use common words included in your textbook, others may expand your vocabulary base by offering contextual phrases and words outside the scope of the textbook. Many will offer culturally contextualized answers; however, you'll need to use your brain and what you know about Norway to ensure that these are correct answers. Utilizing this testing strategy on your own may help you create your own quiz materials as you study that better prepare you for homework assignments or unit exams.

Skills:

This assignment will help you practice the following skills, which are essential to your success in this course and beyond as you communicate in Norwegian. By the end of this assignment, you will be able to:
  • reinforce basic vocabulary retention for a given chapter
  • apply basic vocabulary to problem-solve in a similar but unfamiliar narrative context
  • analyze the accuracy of an AI-generated answer
  • evaluate helpful strategies to acquire vocabulary as you stretch to build your knowledge base

Tasks:

1. Open your Claude account at https://claude.ai (Open a free account, if you don't already have one.)
2. Copy and paste the provided Prompt 1 into a conversation box with Claude
3. Copy and paste the provided Prompt 2 into the same conversation
4. Modify the follow-up questions as needed for any chapter
5. Generate a quiz for any topic within chapters 1-3 of the *Sett i gang* textbook.
6. Review Claude's responses and modify prompts as needed to get the desired information
7. Write a reflective paragraph on your exchange with Claude.

  • **Prompt 1:**
    You are a quiz creator of highly diagnostic quizzes. You will look up how to do good low-stakes tests and diagnostics. You will then ask me two questions. 1) First, what, specifically, should the quiz test. 2) Second, for which audience is the quiz. Once you have my answers, you will construct several multiple-choice questions to quiz the audience on that topic. The questions should be highly relevant and go beyond just facts. Multiple choice questions should include plausible, competitive alternate responses and should not include an "all of the above" option. At the end of the quiz, you will provide an answer key and explain the right answer.

  • **Prompt 2**:
    I want you to create a quiz in Norwegian (bokmål) on countries and their national languages for adult learners of beginning Norwegian.

Be sure to be a careful reader! When I first generated this quiz, I noted that Claude capitalized all the languages in the quiz. *(NB! Remember that the Norwegian language capitalizes countries but not the languages spoken in that country.)* I typed that response to Claude and received a newly generated quiz without that grammatical error. Try to generate a quiz for any topic within chapters 1-3 of our *Sett i gang*

textbook. You might want to stay in dialogue with Claude to modify your prompts to generate the exact information you need.

The finished product may look different if you alter any of the prompts or follow-up questions. This is acceptable, as you are encouraged to tailor the process to work best for you.

Criteria for Success:

Upload an example of the low-stakes quiz you generated for in-class homework points today (before 11:59 p.m. CST) in the appropriate Assignment tab in this week's Blackboard (Bb) folder. The assignment is worth 10 points [5 points for AI work (#1-2), 5 points for reflection (#3)] and counts as a Participation score; the rubric is listed below and in Bb. Your submission, typed/pasted in a Word document, must include the following elements:
1. Your prompts
2. Claude's answers
3. Your reflection on Claude's answers & using this AI to help you study (how did you do on the quiz?)

For your reflection paragraph, note any standout elements of your exchange with Claude, such as:
- errors in Claude's answers
- remarkable cultural detail in the responses
- words or expressions you needed to look up to identify
- anything else that intrigued you with this exercise.

Criteria	Excellent	Satisfactory	Unsatisfactory	Poor	Submitted
Criterion 1: AI generation	5 points *Student demonstrates deep engagement with prompt and chapter.*	4 points *Student demonstrates some engagement with prompt and chapter; may include shortcomings.*	3 points *Student demonstrates little engagement with prompt and chapter; appears unfinished.*	2 points *Student demonstrates scant engagement with prompt and chapter; attempt is superficial.*	1 point *Student demonstrates no engagement with prompt and chapter.*
Criterion 2: Reflection	5 points *Student demonstrates deep engagement with reflection.*	4 points *Student demonstrates some engagement with reflection; may include shortcomings.*	3 points *Student demonstrates little engagement with reflection; appears unfinished.*	2 points *Student demonstrates scant engagement with reflection; attempt is superficial.*	1 point *Student demonstrates no engagement with reflection.*

*I generated this assignment having been inspired by an article on how best to implement AI as teaching tools. For the full article, please see:
Mollick, Ethan R. and Mollick, Lilach, Using AI to Implement Effective Teaching Strategies in Classrooms: Five Strategies, Including Prompts (March 17, 2023). The Wharton School Research Paper, Available at SSRN: https://ssrn.com/abstract=4391243 or http://dx.doi.org/10.2139/ssrn.4391243