ASCD GHANA | EDTECH AND AI INTEGRATION

The AI Inquiry Cycle

A practical toolkit for closing learning gaps

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This companion pack turns the session into something you can use on Monday. Inside: a one-page reference to the cycle, the copy-ready AI prompts, and a worksheet for tracing a real student's root cause. Use them together, or one at a time.

QUICK REFERENCE

The Seven Steps

One loop. You diagnose why a student struggles before you decide how to help. When you reach step seven, you return to step three and trace again.

1 **Authentic Learning Experience**

Start with real work worth studying, not a worksheet. A task that produces evidence of thinking.

2 **Analyze Student Work Products**

Study the work before you evaluate it. Notice what the student did and did not demonstrate.

3 **Trace the Root** **(AI enters here)**

Give AI the work, the task, the rubric, and what the student should demonstrate. Ask it to find the underlying gap and flag its uncertainty.

4 **Precision Learning Plan**

Use the intervention prompt. AI drafts a plan every teacher can reinforce, with a built-in check for each part.

5 **Implement Supports**

Every teacher who works with the student reinforces the same root, each through the subject they already teach.

6 **Measure Growth**

Feed the new work back to AI with the re-assessment prompt. Did the specific skill grow against the benchmark?

7 **Refine and Scale**

If it worked, scale it to the group who shares the root. If not, return to step three and trace again.

PROMPT LIBRARY

The Analysis Prompts

Use these to trace the root. Give AI the full picture, not just the answer. Copy, fill the four inputs, and send.

FOR THE WRITING (LITERACY)

TASK: [paste or attach]
RUBRIC OR CRITERIA: [paste or attach]
WHAT THE STUDENT SHOULD DEMONSTRATE: [paste]
STUDENT WORK: [paste or attach]

Compare the student work against the task, the criteria, and what the student was expected to demonstrate. Identify the specific literacy skills the student did and did not demonstrate. Name the two most likely root causes for the gap, and tell me where you are uncertain. Do not recommend fixes yet.

FOR THE MATH (NUMERACY)

TASK: [paste or attach]
RUBRIC OR CRITERIA: [paste or attach]
WHAT THE STUDENT SHOULD DEMONSTRATE: [paste]
STUDENT WORK: [paste or attach]

Compare the student work against the task, the criteria, and what the student was expected to demonstrate. Walk through the student's reasoning step by step and mark each point where it breaks down. For each break, name the underlying numeracy concept the student has not grasped, and rank them from most to least foundational. Tell me where you are uncertain. Do not recommend fixes yet.

PROMPT LIBRARY

The Plan and Re-Assessment Prompts

Once you know the root, build the plan. After the intervention runs, measure the same root coming out.

THE INTERVENTION PLAN PROMPT

THE ROOT: [the diagnosed root cause]
THE STUDENT WORK: [the original work sample]
THE CONTEXT: [grade, timeframe, which teachers work with this student]

Using the diagnosed root, build a complete intervention plan. Return it in six labeled sections:
1. THE INTERVENTION: how every teacher who works with this student reinforces the same root.
2. THE TIMELINE: when each support happens, in small steps inside existing lessons.
3. THE BENCHMARKS: what the student should be able to do at each checkpoint.
4. THE MONITORING: what work to collect and when, to know whether the gap is closing.
5. THE MATERIALS: the mini-lesson, practice, and home support, ready to use.
6. THE ASSESSMENT: for each intervention, the observable evidence that shows it worked.

THE RE-ASSESSMENT PROMPT

THE ROOT: [the original diagnosis]
THE ORIGINAL WORK: [the first work sample]
THE NEW WORK: [the work collected after the intervention]
THE BENCHMARK: [what growth should look like]

Compare the new work to the original against the root. Has the specific skill grown? Rate the growth against the benchmark. Tell me what evidence shows it, where the student still falls short, and whether to scale, continue, or re-trace.

WORKSHEET

Trace the Root

Work through one real student's work. Move from what you see, to what AI surfaces, to the plan. Print this page, or fill it on screen.

1. The task

What were students actually asked to do?

2. What the teacher notices

The surface observation, not the diagnosis. What is missing or wrong?

3. What AI surfaced

Run the analysis prompt. What root did AI propose, and what did it flag as uncertain?

4. The root you are acting on

Your decision. AI proposes, you decide.

5. The plan and who reinforces it

Which teachers, and how each check will show it worked.

WHERE TO GO NEXT

Bring This to Your School

The cycle is the method. The ecosystem is the support around it, for when you are ready to go deeper.

Workshops

Live professional learning for teachers and leaders, from 90-minute clinics to multi-day series.

Platforms

TaskFixer AI for trustworthy student work, and ILM Fusion for faith-integrated learning.

Books

Teaching AI With Confidence, the K-12 AI literacy series for designated literacy leads.

Start Here

Not sure where to begin? The 360 Responsible AI readiness snapshot gives your school a custom next step.

Ready to bring this work to your school?

Book a discovery call at **creativetransformations.consulting**

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