



Autoscoring

V1 Overview

Introduction

Introducing Autoscoring!

We're excited to announce the launch of our new AI-powered Autoscoring tool, designed to transform how you evaluate student writing!

This innovative feature streamlines the grading process while delivering reliable, consistent feedback aligned with ThinkCERCA's proven rubrics.

Built on Teacher Expertise

- **Our Approach:** Provide feedback that mirrors skilled, nurturing educators for argumentative and informational writing
- **How We Do It:**
 - Use generative AI to analyze student writing patterns
 - Identify context, semantics, and nuances in writing
- **ThinkCERCA's Added Value:**
 - Expert educators regularly review all feedback systems
 - Ensures scoring fairness and accuracy across student populations
 - Provides guidance grounded in sound pedagogical principles

Student-facing Walkthrough

The student submits their writing

The student submits their writing as usual in Spark

The screenshot displays a student's writing submission interface. A central white dialog box with a blue information icon asks, "Are you sure?" and "Are you ready to submit your assignment to your teacher?". Two buttons are visible: "Not Yet" and "Yes, Submit", with the latter highlighted by a red border. The background shows a writing prompt about the Everglades, a "Feedback" section with comments like "Compelling evidence!" and "Great reasoning!", and a sidebar with an "Expand" button.

finished with your bath, you pull the drain and all the water is sucked into a hole. Something similar to that happened in 1845 in Florida when the legislature asked for permission from congress to drain the everglades. Evidence It is said that approximately 50% of the everglades was drained or redirected by canals during the 1900s. This re... and many more things are in the same basin. The water again, except to fill the tub again. The creature that you are What are you going faced with this problem everglades. The Everglades stores and reptile species escaped after hurricanes everglades. Evidence diamond shaped sand Evidence From they especially love snacking on small birds and mammals. Reasoning These dangerous snakes are a threat to all the animals that live in the everglades and they need to be stopped. Claim Therefore what I think to be a bigger threat to the

Feedback 3

Claim

Refine your claim for greater clarity

Your claim is clear but could be stronger by directly linking it to the passage. Try to avoid starting with 'I think' to make it more assertive. Keep up the good work!

Was this feedback helpful?

Compelling evidence!

Great reasoning!

Auto feedback is continuously evolving. If you encounter occasional glitches or inaccuracies, please [report an issue](#)

Expand

The writing is sent for autoscoring

Autoscoring is almost immediately available for student review

Emily's Test Class V2

DONE
3/03



Pythons Invade the Florida Everglades

Growth Focus: Claim/Counterclaim

WRITING

60%

by CERCA AI

The “by CERCA AI” label informs student that the score is from AI and not the teacher

The student can review their grade

The AI-generated score and writing feedback are available in the student experience

Grade: **80.0%** *by CERCA AI*

CERCA AI gives the following scores and comments based on ThinkCERCA's rubrics

GROWTH FOCUS *by CERCA AI*
Claim/Counterclaim

EVALUATION CATEGORY: CLAIM/COUNTERCLAIM

Your Score: 4.0 *by CERCA AI*

AI Comment: Your claim is clear and addresses the prompt! To make it even stronger, try distinguishing more clearly between the two threats to the Everglades.

EVALUATION CATEGORY: EVIDENCE

Your Score: 3.0 *by CERCA AI*

AI Comment: You have included evidence from the text to support your claim! Adding more specific examples will make your argument even more convincing.

Teacher-facing Walkthrough

The can teacher view the autoscore

The grade and feedback is almost immediately available for the teacher to review and modify in LEARN

Grade 8 Level

Pythons Invade the Florida Everglades

Student ▾	Status	Submission Date	Writing	
Emily LeBlanc	 Completed	03/03/2025	80.0% by CERCA AI	 ▾

The teacher can review score and feedback

Emily's Test Class V2 / Python's Invade the Florida Everglades / Feedback With Score Given / LeBlanc, Emily LeBlanc

Return to Student ▾

What was the bigger threat to the Everglades: draining the swamp or the Burmese python? Support your claim

Imagine you are in your bathtub one night, and when you are finished with your bath, you pull the drain and all the water is sucked into a hole. Something similar to that happened in 1845 in Florida when the legislature asked for permission from congress to drain the everglades. It is said that approximately 50% of the everglades was drained or redirected by canals dug underwater. This resulted in loss of habitats, endangered species, and many more threats to the environment. Now imagine that you are in the same bathtub doing the same thing, and you drain the water again, except that you remember something and you have to fill the tub again. Then all of a sudden a roach or some type of creature that you are afraid of makes its way into your bathtub. What are you going to do? The animals of the everglades were faced with this problem when the Burmese Python entered the everglades. The Burmese Python was kept as pets, sold in pet stores and reptile shows. It is said that these snakes escaped after hurricane Andrew and found a home in the everglades. The problem with these brown and gold diamond shaped scaled snakes is that they eat anything. From raccons to alligators, to deer and bobcats, and they especially love snacking on small birds and mammals. These dangerous snakes are a threat to all the animals that live in the everglades and they need to be stopped. Therefore what I think to be a bigger threat to the everglades is not the draining of the swamp, because that has already been somewhat fixed. It is the snakes that are more dangerous to the everglades. If they continue on their dangerous eating ways, then we will undergo another problem: The major loss of the prey of the Burmese Python. Think about this everytime you finish your bath or shower. You never know what's going to happen and you have to be ready for the worst. We can help exterminate the problem while we have a chance, but when it's too late, it's too late.

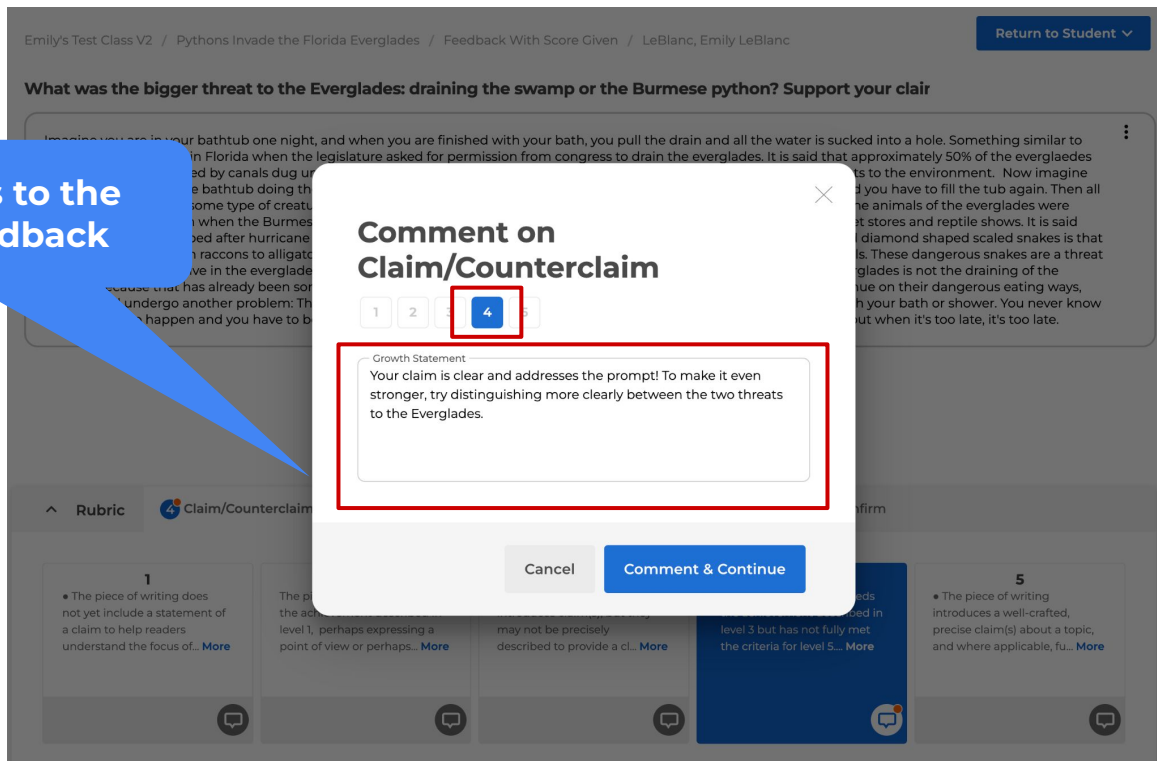
Click here to see AI feedback for the Claim score

^ Rubric **Claim/Counterclaim** Evidence Reasoning Coherence Audience Appeal Confirm

<p>1</p> <ul style="list-style-type: none">The piece of writing does not yet include a statement of a claim to help readers understand the focus of... More	<p>2</p> <p>The piece of writing exceeds the achievement described in level 1, perhaps expressing a point of view or perhaps... More</p>	<p>3</p> <ul style="list-style-type: none">The piece of writing introduces claim(s), but they may not be precisely described to provide a cl... More	<p>4</p> <p>The piece of writing exceeds the achievement described in level 3 but has not fully met the criteria for level 5... More</p>	<p>5</p> <ul style="list-style-type: none">The piece of writing is crafted, presenting a claim about a topic, and is applicable, fu... More

The teacher can review score and feedback

Make changes to the score and feedback



The screenshot shows a teacher's review interface. At the top, the breadcrumb trail reads: "Emily's Test Class V2 / Python's Invade the Florida Everglades / Feedback With Score Given / LeBlanc, Emily LeBlanc". A "Return to Student" button is in the top right. The main heading is "What was the bigger threat to the Everglades: draining the swamp or the Burmese python? Support your claim". Below this is a text box containing a student's response. A modal window titled "Comment on Claim/Counterclaim" is open, showing a progress bar with four steps (1, 2, 3, 4, 5) where step 4 is selected. The modal contains a "Growth Statement" box with the text: "Your claim is clear and addresses the prompt! To make it even stronger, try distinguishing more clearly between the two threats to the Everglades." At the bottom of the modal are "Cancel" and "Comment & Continue" buttons. The background shows a rubric with five levels of performance, with level 4 highlighted in blue.

Emily's Test Class V2 / Python's Invade the Florida Everglades / Feedback With Score Given / LeBlanc, Emily LeBlanc

[Return to Student](#)

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Comment on Claim/Counterclaim

1 2 3 4 5

Growth Statement

Your claim is clear and addresses the prompt! To make it even stronger, try distinguishing more clearly between the two threats to the Everglades.

Cancel [Comment & Continue](#)

1

- The piece of writing does not yet include a statement of a claim to help readers understand the focus of... [More](#)

The piece of writing does not yet include a statement of a claim to help readers understand the focus of... [More](#)

level 1, perhaps expressing a point of view or perhaps... [More](#)

may not be precisely described to provide a cl... [More](#)

level 3 but has not fully met the criteria for level 5... [More](#)

5

- The piece of writing introduces a well-crafted, precise claim(s) about a topic, and where applicable, fu... [More](#)

The teacher can review score and feedback

Emily's Test Class V2 / Python's Invade the Florida Everglades / Feedback With Score Given / LeBlanc, Emily LeBlanc

[Return to Student](#) ▾

What was the bigger threat to the Everglades: draining the swamp or the Burmese python? Support your claim

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Optionally add an overall comment!

^ Rubric  Claim/Counterclaim  Evidence  Reasoning  Coherence  Audience Appeal Confirm

OVERALL SCORE 
80%

Emily LeBlanc
Growth Focus: Claim/Counterclaim ▾

Overall Comment

[Return for Revision](#)

[Submit with Score](#)

The student view reflects teacher update

AI labels disappear because teacher has approved the score and feedback!

Grade: **80.0 %**

GROWTH FOCUS
Claim/Counterclaim

EVALUATION CATEGORY: CLAIM/COUNTERCLAIM

Your Score: 4.0

Teacher Comment: Your claim is clear and addresses the prompt! To make it even stronger, try distinguishing more clearly between the two threats to the Everglades.

EVALUATION CATEGORY: EVIDENCE

Your Score: 4.0

Teacher Comment: You have included evidence from the text to support your claim! Adding more specific examples will make your argument even more convincing.

Custom Lesson Support

Enabling Autoscoring for Custom Lessons

Autoscoring is available for custom lessons when AI Feedback is enabled

Create a Lesson

Title (Required)

Writing Prompt (Required)

Example: Should schools require uniforms? Write your opinion/claim and support it with evidence and reasoning. Include an introduction, body, and conclusion.

AI Feedback






AI feedback performance may vary with custom writing prompts. For best results, consider using prompts similar to the examples provided above.

Rubric Grade Level

Grade 3

Reading Selection (Required)

Paste the text(s) your students will read into the space below. Use the formatting option to add headings and author names if you have multiple sources.

Paragraph Font B I U A     

Enable AI
Feedback here

**What's next for
Autoscoring?**

Upcoming Autoscoring Features

Our team is working to make autoscoring more customizable and helpful for teachers and students:

- Support for state rubrics
- Option to enable/disable autoscoring
- Option for teacher to approve feedback before returning to student
- Plagiarism detection

We're also working to further improve accuracy and helpfulness through educator evaluations of autoscoring output!