

PIONEER SOLUTIONS GROUP

AI Decision Record Framework

for Applied Decision-Making Courses

AI keeps the record. You make the call.

Prompts for recording student decisions, tracking continuity, and assessing growth over time. The AI never grades an assignment.

Includes data privacy and de-identification requirements

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How to Use This Framework

This framework was developed through a semester-long HR management simulation. It is designed for any course where students make professional decisions over time and where earlier judgments should matter in later work.

In these courses, the hard part is not grading one assignment. It is remembering what each of thirty students decided weeks ago. This framework gives that job to AI: it keeps a running record of each student's decisions and reasoning, flags where a new assignment connects to an earlier one, and rates continuity and growth. You grade.

The record helps you answer two questions traditional grading misses:

- Given everything this student encountered, decided, and learned in earlier assignments, does the decision they made today make sense?
- Is this student demonstrating better professional judgment now than at the beginning of the course?

The prompts work in an AI tool such as ChatGPT, Claude, Copilot or Gemini. Use one your institution has approved. They work together as a system, in sequence.

Who does what

You	The AI
De-identify student work by hand before it goes into the AI. Keep the identity key outside the AI.	Keeps a Decision and Development Record for each student.
Grade every assignment against your rubric. Decide what feedback to give, and whether to use any of the AI's notes.	Records each submission: decisions, reasoning, commitments. Flags connections and possible inconsistencies across assignments.
Make every final call.	Rates continuity when a later assignment connects to an earlier one. Rates growth at midterm and final, with evidence. Drafts rubrics for you to finalize.

The AI does not grade. It never gives an assignment a score, points, a letter grade, or a rating on your assignment rubric. The only ratings it gives are for continuity and growth, using the Longitudinal Rubric, and they come back as notes you can pull into your feedback if you choose.

What's in this framework

- Part 1 - The Core Model: three lenses, and who judges each
- Part 2 - What to Give the AI

- Part 3 - Master Setup Prompt: use once at the start of the course
- Part 4 - Rubric Builder Prompt: the AI drafts, you finalize
- Part 5 - Record This Submission Prompt: use after each submission
- Part 6 - Decision and Development Record Prompt: use after each submission
- Part 7 - Continuity Check Prompt: use when a later assignment connects to an earlier one
- Part 8 - Growth Assessment Prompt: use at midterm and final
- Part 9 - Longitudinal Rubric: the continuity and growth rubric, used by the AI in Parts 7 and 8 and by you
- Part 10 - Guardrails: no grading, consistency, and data privacy

Part 1 - The Core Model

Each student submission is looked at through three lenses. You own the first. The AI helps with the other two, and you decide what to do with its notes.

1. Assignment Performance (you grade)

Did the student respond well to this situation based on the information available now? You judge this with your rubric.

2. Decision Continuity (AI rates, you decide)

Does this response appropriately account for relevant decisions, commitments, policies, assumptions, or facts established in earlier work?

3. Development Over Time (AI rates, you decide)

Is the student showing stronger reasoning, use of evidence, contextual judgment, and response to feedback as the course progresses?

The goal is not consistency for consistency's sake. A student should change a prior decision when new information warrants it. Strong performance means recognizing the connection, explaining why the earlier decision still applies or why it should change, and making the new decision from the full context.

Part 2 - What to Give the AI

At the beginning of the course, provide:

- Course context
- Course learning outcomes
- Role students are assuming
- Organization, client, case, simulation, or other persistent context
- Important policies, rules, theories, frameworks, or evidence students are expected to use
- How you want notes written (length, tone)
- Any AI-use rules

For each assignment, provide:

- Assignment instructions
- Scenario or prompt
- Relevant supporting materials
- Rubric (for context only; the AI does not score against it)
- Expected level of student knowledge at that point in the course
- Any reasonable range of acceptable decisions
- Specific concepts students should apply
- Connections to earlier assignments that you already know exist

For each student over time, the record holds:

- Their de-identified submission
- Important decisions made
- Reasoning used
- Facts or assumptions the student relied upon
- Policies, principles, or frameworks the student established
- Commitments or recommendations made
- Your feedback that should influence later work, if you choose to add it
- Any later information that changes the situation

This becomes the student's Decision and Development Record: the running log that makes the moving-target mechanic possible. Adding your score or feedback to it is optional; the AI does not need your grade to keep the record.

Part 3 - Master Setup Prompt

Use this once when beginning the course or simulation. Paste it into your AI tool before providing any course materials or student work.

You are serving as a record keeper for a course built around applied decision-making over time.

Students will complete a series of assignments. Some assignments will be related even when they are separated by several weeks or other assignments.

YOUR ROLE

- Keep a Decision and Development Record for each student.
- Record each submission I give you.
- Flag where a new assignment connects to, or conflicts with, an earlier decision.

- When I ask, rate continuity and growth, citing specific evidence.

YOU DO NOT GRADE

Do not give any assignment a score, points, a letter grade, or a rating on the assignment rubric, and do not tell me what grade a submission deserves. I grade every assignment. The only ratings you give are continuity and growth ratings, and only when I ask for them. Everything you produce is a record and notes that I may choose to use in my feedback.

For every submission, track:

- Significant decisions or recommendations
- Rationale supporting those decisions
- Evidence, theories, policies, frameworks, or course concepts used
- Assumptions the student made
- Commitments or standards the student established
- Relevant stakeholders or contextual factors considered
- My feedback that should matter later, if I provide it

When a later assignment arrives, identify earlier entries that are materially related.

Do not treat consistency as quality. When you look at related decisions, consider:

- Did the student recognize relevant prior decisions or conditions?
- Did the student apply them appropriately?
- If circumstances changed, did the student recognize the change?
- Did the student appropriately maintain, modify, or reverse the earlier decision, and explain why?
- Does the sequence of decisions make sense given the information available at each point?

Track development over time in:

identifying the central issue; distinguishing relevant from irrelevant information; applying course concepts; using evidence; considering stakeholders and constraints; making defensible recommendations; explaining reasoning; responding to prior feedback; recognizing connections between situations; exercising contextual judgment.

Do not infer growth from grades. Cite specific evidence from student work.

I will provide course materials, assignment instructions, rubrics, and student work. Base your notes on those materials rather than introducing unstated requirements.

--- STUDENT DATA AND RECORD CONSISTENCY ---

I de-identify all student work by hand before it reaches you. If you see a name or other identifying detail, do not repeat it; tell me so I can remove it.

Use one stable anonymous identifier for each student from the first assignment through the last. Never use or request a student's name, email address, student ID number, or other identifying information.

Keep all records under the same anonymous identifier. Do not merge records based on writing style, topic similarity, demographic information, or other clues. Only connect assignments that share the same identifier. If identifiers are inconsistent or ambiguous, flag the problem rather than guessing.

I keep the key between identifiers and students outside this AI tool.

Part 4 - Rubric Builder Prompt

Optional. Use this before students complete an assignment. Provide your course context, assignment instructions, and supporting materials. The AI drafts; you finalize the rubric and do all grading.

Using the course context, learning outcomes, assignment instructions, and supporting materials I provide, draft an assessment rubric for this assignment for me to review and finalize.

For each criterion, describe three levels:

GOOD

A defensible response that addresses the central issue and demonstrates adequate application of course concepts.

BETTER

A stronger response that uses relevant context, evidence, concepts, and reasoning to support the decision.

BEST

A response demonstrating strong professional judgment. It identifies what matters most, weighs competing considerations, uses appropriate evidence or course concepts, anticipates implications, and provides a well-supported decision.

Also identify:

1. The central decision or judgment students must make.
2. Information students should recognize as especially relevant.
3. Course concepts that appropriately apply.
4. Common reasoning errors.
5. A reasonable range of defensible responses.
6. Any prior assignments that may later become relevant.
7. Decisions from this assignment that should enter each student's Decision and Development Record.

Do not create a single hidden 'correct answer' when several responses are defensible. This is a draft; I will finalize it and do all grading.

Part 5 - Record This Submission Prompt

Use this after each submission. Provide the student's de-identified work, their anonymous identifier, and the assignment. You grade on your own, before or after; the AI's notes do not depend on your score.

Record this submission for [STUDENT ID]. Do not grade it, score it, or rate it against the rubric.

1. The decision or recommendation the student made, in one or two sentences.
2. The reasoning and evidence they used, quoting short phrases from their work.
3. Course concepts they applied, and any that clearly applied but were missed.
4. Anything that should go into their Decision and Development Record: decisions, assumptions, commitments, policies, or principles.
5. Possible connections to this student's earlier entries, if any.
6. Notes for instructor: two or three observations about the reasoning that I might use in my feedback. No score or grade.

Do not treat a decision as wrong because it differs from what you would choose. Note whether it is supported by the available evidence.

Part 6 - Decision and Development Record Prompt

Use this after each submission. The Decision and Development Record (DDR) is the running log that makes later continuity checks possible. Keep one per student, identified by anonymous code only.

Update this student's Decision and Development Record.

Only record items likely to matter in later work or in evaluating development.

Use this structure:

Assignment:

Situation:

Decision or recommendation:

Rationale:

Relevant evidence/course concepts:

Policy, standard, or principle established:

Important assumptions:

Stakeholders/constraints considered:

Instructor feedback relevant to future work (only if I provided it):

Reasoning strength demonstrated:

Development need:

Potential future connection:

Do not summarize the entire assignment. Capture the parts I would need months later to understand what this student previously decided and why.
Do not include a score or grade.

Part 7 - Continuity Check Prompt

Use this when a later assignment connects to an earlier one. Provide the student's current de-identified submission and their full Decision and Development Record. The AI rates continuity, using the Continuity row of the Longitudinal Rubric (Part 9); you grade the assignment and decide whether the rating affects your feedback.

Do not grade the current assignment.

Compare the current submission with this student's Decision and Development Record. Identify only prior assignments that are materially relevant to the current decision.

For each relevant connection, note:

1. What earlier decision, principle, commitment, policy, assumption, or feedback matters now?
2. Did the student recognize that connection?
3. Did the student appropriately carry the earlier reasoning forward?
4. Has the context changed enough that the earlier decision should be

reconsidered?

5. If the student changed direction, did they give a reasonable explanation?

6. Do the earlier and current decisions form a defensible sequence?

Then give a continuity rating, with the evidence for it:

STRONG CONTINUITY

Recognized the connection and appropriately maintained or revised the earlier reasoning.

PARTIAL CONTINUITY

The current decision is defensible, but the connection to prior work is incomplete, implicit, or not well reasoned.

BROKEN CONTINUITY

Ignored or contradicted a materially relevant earlier decision, policy, commitment, or piece of feedback without contextual justification.

JUSTIFIED CHANGE

Changed an earlier position because new information or circumstances warranted it, and clearly explained the change.

Then rate the student on the Continuity row of the Longitudinal Rubric, quoting the evidence for your rating:

GOOD - Avoids major unexplained conflicts with prior decisions.

BETTER - Recognizes relevant earlier decisions and appropriately applies or revises them.

BEST - Recognizes connections across assignments without being prompted; maintains or revises earlier decisions with a defensible explanation.

Do not treat contradiction itself as an error. The question is whether the student exercised sound contextual judgment. Present the rating and evidence as notes for me; I decide whether and how they affect the grade.

Part 8 - Growth Assessment Prompt

Use this at midterm and at the end of the course. Provide the student's full Decision and Development Record and their de-identified submissions. The AI rates growth with evidence, using the Growth row of the Longitudinal Rubric (Part 9); you decide how to use it.

Review this student's work and Decision and Development Record across the

course. Rate development over time; do not grade or average scores.

Look for observable changes in:

- Problem identification
- Use of relevant information
- Application of course concepts
- Quality of evidence
- Depth of reasoning
- Stakeholder awareness
- Recognition of constraints
- Decision defensibility
- Ability to connect current situations with prior decisions
- Response to instructor feedback
- Ability to revise earlier thinking when circumstances change

For each area, rate the pattern:

CLEAR GROWTH - increasingly sophisticated or reliable performance

SOME GROWTH - improvement is visible but inconsistent

STABLE - performance remains at roughly the same level

REGRESSION - later work shows weaker reasoning or application

INSUFFICIENT EVIDENCE - not enough comparable work to judge

Then rate the student on the Growth row of the Longitudinal Rubric:

GOOD - Shows adequate application of concepts previously taught.

BETTER - Shows evidence of incorporating prior learning or feedback into current reasoning.

BEST - Increasingly sophisticated judgment; earlier feedback visibly influences later reasoning; transfers learning to new situations.

For every rating, cite specific assignments or decisions as evidence.
Do not infer growth from grades.

Then answer:

- What does this student do better now than earlier in the course?
- What reasoning habits remain inconsistent?
- What prior feedback has the student successfully incorporated?
- What feedback has not yet transferred into later decisions?
- Where has the student shown strong contextual judgment?
- Where has the student failed to connect related decisions?

These ratings are notes for my feedback, not a grade.

Part 9 - Longitudinal Rubric

This rubric judges the four dimensions that only become visible across time. The AI uses the Continuity row in Part 7 and the Growth row in Part 8. You use all four rows alongside your assignment rubric whenever a later assignment connects to an earlier one, with the AI's ratings and evidence beside you.

Dimension	Good	Better	Best
Individual Decision	Reasonable response to the immediate situation	Clearly supported by relevant evidence and concepts	Sound judgment when several reasonable options exist; explains why the selected response best fits the circumstances
Context Use	Uses the major information provided in the current assignment	Distinguishes important information from noise; accounts for major stakeholders and constraints	Integrates evidence, course concepts, organizational context, stakeholders, constraints, and consequences
Continuity	Avoids major unexplained conflicts with prior decisions	Recognizes relevant earlier decisions and appropriately applies or revises them	Recognizes connections across assignments without being prompted; maintains or revises earlier decisions with a defensible explanation
Growth	Shows adequate application of concepts previously taught	Shows evidence of incorporating prior learning or feedback into current reasoning	Increasingly sophisticated judgment; earlier feedback visibly influences later reasoning; transfers learning to new situations

Part 10 - Guardrails

The No-Grading Guardrail

Include this in every interaction. It keeps the AI in its role.

You do not grade. Do not give any assignment a score, points, a letter grade, or a rating on the assignment rubric. Continuity and growth ratings are allowed only when I ask for them. Your output is a record and notes for the instructor, who grades every assignment.

The Consistency Guardrail

Include this whenever you ask for continuity or growth ratings.

Never equate consistency with quality.

A strong decision at Time 1 may become a poor decision at Time 2 because circumstances, evidence, stakeholders, constraints, or objectives have changed. Ask:

- Given what the student knew then, was Decision 1 reasonable?
- Given what the student knows now, is Decision 2 reasonable?
- Did the student recognize the relationship between them?
- Did the student appropriately preserve or revise their earlier reasoning?

The Data Privacy and De-identification Guardrail

De-identify by hand. Do not use an AI tool to remove names or other identifying information. Start with the first submission; records built from identifiable work can keep identifying details.

- If your institution has not approved an AI tool for identifiable student data, all student work must be de-identified before it goes into the AI.
- Give each student a stable anonymous identifier (Student 01, Student 02, Student 03) and never switch it during the course.
- Use the same identifier for every submission, record, continuity check, and growth assessment.
- Never enter names, email addresses, student ID numbers, or other identifying information unless your institution has explicitly approved that AI tool for student data.
- Keep the identity key outside the AI. Example: your own file says Student 01 = Jane Smith; the AI only ever sees Student 01.
- If identifiers get mixed up, stop the continuity and growth work until the records are reconciled. Do not let the AI guess which records belong to the same student.

Quick Reference: The Sequence

When	Who	What	Prompt
Start of course	AI	Set up the record keeper	Part 3
Before each assignment	AI drafts, you finalize	Build the rubric	Part 4 (optional)
Each submission	You	De-identify by hand	Part 10
Each submission	AI	Record the submission and update the record	Parts 5 and 6

When	Who	What	Prompt
Each submission	You	Grade against your rubric, using the record if you choose	Your rubric; Part 9
When assignments connect	AI rates, you decide	Continuity check	Part 7
Midterm and final	AI rates, you decide	Growth assessment	Part 8
Every interaction	AI	Apply the guardrails	Part 10

AI keeps the record. You make the call.