Assignment Redesign Menu

Changes that make student thinking visible. Pick one or two for your next assignment.

> No take-home assignment can be made AI-proof. The goal is to see and grade the thinking as well as the finished product, so students who do the work are not competing with a chatbot. The authors of the AI Assessment Scale describe its main job as "assessment redesign."

Start with the purpose

IF YOU NEED TO KNOW...	THEN...
What a student can do alone	Do it in class at Level 0. Keep it short.
How a student thinks through a problem	Grade the steps: proposal, notes, draft, a two-minute conference.
Whether a student can use AI well	Make the AI use part of the task at Level 3, and grade the checking and judgment.

Grade the process

IDEA	HOW IT WORKS
Checkpoints	Split the task into proposal, outline, draft, and final. Each earns points, and you see the work grow.
Version history	Ask for a link with edit history. Use it as one piece of evidence: some students draft on paper or offline.
Two-minute conference	Students explain one paragraph or one step out loud while classmates work. Five a day covers a class of 25 in a week.
Process reflection	"What was hardest? What did you change, and why?" At Levels 1 to 3, add the AI use disclosure (Guide 3).

Make it specific to your class

IDEA	HOW IT WORKS
Class-only sources	Require a quote from this week's discussion, a guest speaker, a lab your class ran, or a class handout.
Local data	Students survey classmates on non-sensitive topics (following your district's survey rules), measure something at school, or interview a family member, then analyze the results.

IDEA	HOW IT WORKS
Personal connection	Students tie the topic to a specific experience in their life or community. Offer a non-personal option for students who prefer privacy.
Choose and defend	Give three positions. Students defend one in writing, then answer a classmate who chose another.

Use AI on purpose (Levels 2 and 3)

IDEA	HOW IT WORKS
Fact-check the bot	Students ask an approved AI tool a question from your unit, then find and correct its errors using real sources.
Beat the draft	Show an AI answer to your prompt. Students write a better one and explain what the AI missed.
Argue back	Students ask AI for the strongest case against their thesis, then answer it in their own words.
Prompt log	Students submit their prompts with the work. Grade the quality of their questions and how they used the answers.

Use only approved tools, and have a non-AI version ready for students without permission (in Florida, students who are not opted in).

Keep some work in the room

- Short Level 0 writing in class each week, so you know each student's voice.
- Oral explanations, debates, Socratic seminars, and whiteboard problem-solving.
- First drafts of key essays written in class, revised at home.
- Follow IEP and 504 accommodations for in-class work, such as extra time or a device for writing.

Example: one assignment, redesigned

BEFORE

"Write a 1,000-word essay on the theme of power in the novel. Due in two weeks."

AFTER

1. Level 1: students use AI or class notes to list possible claims. Bring three to class.
2. Level 0, in class: write a thesis and outline that uses two passages discussed in class.
3. Level 2, at home: draft, then get AI feedback. Submit both drafts and a disclosure.
4. Two-minute conference on one paragraph.

Teach the why

Students make better choices when they understand what they lose by skipping the work. The Ethics Lab's free one-period lessons **Plagiarism and Copyright** and **Cheating** come with teacher guides, worksheets, and answer keys: **ethicslabs.ai/teacher-resources**. Questions: anik@ethicslabs.ai.

Sources. M. Perkins, L. Furze, J. Roe, J. MacVaugh, The AI Assessment Scale v2.1, aiassessmentscale.com · Rule 6A-1.0957(3)(e)1.e and 9, F.A.C., flrules.org. Opened November 12, 2026.

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