# Assignment Redesign Menu

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

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> No take-home assignment can be made AI-proof. The goal is to see and grade the thinking as well as the product. 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 AI use part of the task at Level 3; grade the checking and judgment. |

## Grade the process

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| **Checkpoints** | Proposal, outline, draft, final. Each earns points. |
| **Version history** | One piece of evidence; some students draft on paper or offline. |
| **Two-minute conference** | Students explain one paragraph or step aloud. 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 disclosure (Guide 3). |

## Make it specific to your class

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| **Class-only sources** | Require a quote from this week's discussion, a guest speaker, a class lab, or a handout. |
| **Local data** | Students measure something at school, interview a family member, or survey classmates on non-sensitive topics, following the Protection of Pupil Rights Amendment and your district's survey rules. |
| **Personal connection** | Tie the topic to an experience in their life or community, with a non-personal option for students who prefer privacy. |
| **Choose and defend** | Give three positions. Students defend one, then answer a classmate who chose another. |

## Use AI on purpose (Levels 2 and 3)

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| **Fact-check the bot** | Students ask an approved AI tool a unit question, then correct its errors from real sources. |
| **Beat the draft** | Show an AI answer to your prompt. Students write a better one and explain what it missed. |
| **Argue back** | Students ask AI for the strongest case against their thesis, then answer it. |
| **Prompt log** | Students submit their prompts. Grade their questions and how they used the answers. |

> **Teaching in Florida?** Until your district says otherwise, use these ideas only with AI tools your district has approved and only for students whose parents opted them in; a general tool you tell students to use may count as one the school "made available" (Rule 6A-1.0957(2)(b), (3)(e)1.e). Have a non-AI version ready for everyone else.

## 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, whiteboard problem-solving.
- First drafts of key essays in class, revised at home. Follow IEP and 504 accommodations.

## 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: list possible claims with AI or class notes. Bring three.
2. Level 0, in class: thesis and outline using two passages discussed in class.
3. Level 2, at home: draft, then AI feedback. Submit both drafts and a disclosure.
4. Two-minute conference on one paragraph.

**Sources.** M. Perkins, L. Furze, J. Roe, J. MacVaugh, The AI Assessment Scale v2.1, aiassessmentscale.com · Rule 6A-1.0957(2)(b), (3)(e)1.e, 9, F.A.C., flrules.org · 20 U.S.C. 1232h (PPRA). Opened November 12, 2026; rechecked November 16, 2026.

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