**Assessment Redesign Worksheet**

**Instructions**

This worksheet guides you through systematically redesigning assessments that are vulnerable to AI completion. Work through each section to transform your existing assignment into one that naturally produces valid evidence of student capability.

**Time needed:** 30-45 minutes per assessment

**Part 1: Current Assessment Analysis**

**1.1 Assessment Overview**

**Course:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Assessment:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Current assignment description:**

[Paste or write your current assignment brief here]

**Weighting:** \_\_\_\_\_% **Duration:** \_\_\_\_\_ weeks **Current format:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1.2 AI Vulnerability Test**

**Test your assignment with AI** (if you haven't already):

**AI Tools Used:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date Tested:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AI Output Quality:**

* ☐ Would clearly fail
* ☐ Would barely pass
* ☐ Would likely pass
* ☐ Would definitely pass
* ☐ Would exceed expectations

**What did AI do well?**

**What did AI miss or get wrong?**

**Overall vulnerability assessment:**

* ☐ Low risk - AI cannot complete this effectively
* ☐ Medium risk - AI could complete parts but would miss key elements
* ☐ High risk - AI could complete most/all of this successfully

**1.3 Learning Objectives Review**

**What do you want students to learn from this assessment?**

**Which learning outcomes does this assessment target? (Check all that apply)**

* ☐ Critical thinking & analysis
* ☐ Applied knowledge & technical skills
* ☐ Creative & professional practice
* ☐ Communication & collaboration
* ☐ Ethical & social responsibility
* ☐ I'm not sure what this assessment measures

**Part 2: Problem Identification**

**2.1 Structural Issues**

Check all that apply to your current assessment:

**Task Design Issues:**

* ☐ Main challenge is information processing/organization
* ☐ Relies heavily on compliance with "don't use AI" rules
* ☐ Designed primarily for administrative convenience
* ☐ Generic format that doesn't require personal engagement
* ☐ Can be completed without demonstrating genuine understanding

**Assessment Format Issues:**

* ☐ Focuses only on final product, not process
* ☐ No opportunity for real-time demonstration of capability
* ☐ Lacks personal context or authentic application
* ☐ Missing opportunities for peer interaction or collaboration
* ☐ Students can submit work without defending or explaining it

**Validity Issues:**

* ☐ Doesn't actually measure intended learning outcomes effectively
* ☐ Can be gamed through surface-level responses
* ☐ Doesn't prepare students for real-world application
* ☐ Focuses on content reproduction rather than critical thinking

**2.2 Root Cause Analysis**

**What is the main problem with this assessment?**

* ☐ It's essentially an information processing task
* ☐ It doesn't require students to demonstrate thinking, just organize content
* ☐ The format makes student capability invisible
* ☐ It's designed for easy marking rather than meaningful learning
* ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 3: Redesign Strategy Selection**

**3.1 Transformation Approach**

**Choose your primary redesign strategy:**

**☐ Product → Process**

* Focus on documenting development stages rather than just final outcome
* Add portfolio elements, stage-gate reviews, reflection components
* Make thinking and decision-making visible

**☐ Written → Interactive**

* Transform written submissions into presentations, demonstrations, defenses
* Add live Q&A, peer interaction, real-time problem-solving
* Require students to explain and justify their work

**☐ Generic → Personal/Local**

* Connect assignment to student's specific context, location, or experience
* Require local research, personal application, community engagement
* Make assignment unique to each student's situation

**☐ Individual → Collaborative**

* Add group elements with individual accountability
* Include peer teaching, critique, or problem-solving components
* Create opportunities for students to learn from each other

**☐ Static → Adaptive**

* Build in response to unexpected questions or challenges
* Include elements that can't be pre-planned or AI-generated
* Require spontaneous demonstration of knowledge/skills

**☐ Combined Process + AI Integration**

* Document learning journey while allowing thoughtful AI use
* Integrate AI interaction logs with process documentation
* Focus on both human creativity and AI collaboration skills

**3.2 Specific Mechanics to Add**

**Check the elements you'll incorporate:**

**Process Documentation:**

* ☐ Development portfolio/journal
* ☐ Stage-gate reviews with feedback
* ☐ Reflection on learning and decision-making
* ☐ Documentation of challenges and problem-solving

**Live/Interactive Components:**

* ☐ Presentation with Q&A session
* ☐ Demonstration of skills or techniques
* ☐ Defense of choices and decisions
* ☐ Peer teaching or critique session

**Personal/Contextual Elements:**

* ☐ Application to student's local community/context
* ☐ Integration of personal experience or perspective
* ☐ Connection to student's career goals or interests
* ☐ Original research in student's immediate environment

**Collaborative Elements:**

* ☐ Group work with documented individual contributions
* ☐ Peer feedback and iteration cycles
* ☐ Student-led discussions or workshops
* ☐ Collaborative problem-solving with role accountability

**Part 4: New Assessment Design**

**4.1 Redesigned Assessment Overview**

**New assessment title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**New format description:**

**Timeline and milestones:**

* Week \_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Week \_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Week \_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Week \_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Submission requirements:**

**4.2 Student Brief Draft**

**Write your new assignment brief for students:**

[Draft your new assignment instructions here - aim for clarity about expectations, process, and assessment criteria]

**4.3 Assessment Components & Weighting**

**How will you evaluate the new assessment?**

| **Component** | **Description** | **Weight** | **Rationale** |
| --- | --- | --- | --- |
|  |  | \_\_\_% |  |
|  |  | \_\_\_% |  |
|  |  | \_\_\_% |  |
|  |  | \_\_\_% |  |
| **Total** |  | **100%** |  |

**Part 5: Validity & Implementation Check**

**5.1 Learning Objectives Alignment**

**Does your new assessment effectively measure your learning objectives?**

| **Learning Objective** | **How New Assessment Measures This** | **Confidence Level (1-5)** |
| --- | --- | --- |
| 1. |  | \_\_\_/5 |
| 2. |  | \_\_\_/5 |
| 3. |  | \_\_\_/5 |

**Areas needing adjustment:**

**5.2 Implementation Feasibility**

**Practical considerations:**

**Time requirements:**

* **For students:** \_\_\_\_\_ hours (vs. \_\_\_\_\_ hours in original)
* **For marking:** \_\_\_\_\_ hours (vs. \_\_\_\_\_ hours in original)

**Resource needs:**

* ☐ Classroom/presentation space
* ☐ Technology/equipment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* ☐ Additional staff/support: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* ☐ Student training on new format
* ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Potential challenges:**

**Mitigation strategies:**

**5.3 Student Communication Plan**

**How will you prepare students for this new assessment format?**

**Introduction strategy:**

**Support/training needed:**

* ☐ Workshop on new assessment format
* ☐ Practice sessions or examples
* ☐ Clear rubrics and expectations
* ☐ Additional feedback opportunities
* ☐ Technical training (if applicable)

**Part 6: Quality Assurance**

**6.1 AI Resistance Check**

**Test your new assessment design:**

**Could AI complete this new assessment effectively?**

* ☐ No - requires live demonstration, personal context, or real-time interaction
* ☐ Partially - AI could help with preparation but not final demonstration
* ☐ Yes - still vulnerable and needs further redesign

**If still vulnerable, what additional elements could you add?**

**6.2 Validity Double-Check**

**Final verification questions:**

**Does this assessment:**

* ☐ Measure what you intend to measure?
* ☐ Prepare students for real-world application?
* ☐ Require demonstration of genuine capability?
* ☐ Make student thinking and learning visible?
* ☐ Align with your course's learning objectives?

**Are students:**

* ☐ Required to demonstrate understanding, not just reproduce content?
* ☐ Able to show their individual capability clearly?
* ☐ Engaging with authentic, meaningful tasks?
* ☐ Developing skills they'll use beyond this course?

**6.3 Final Refinements**

**Based on your analysis above, what final adjustments will you make?**

**Part 7: Implementation Plan**

**7.1 Next Steps**

**Immediate actions:**

* ☐ Finalize new assignment brief and rubric
* ☐ Schedule any additional resources/space needed
* ☐ Prepare student communication materials
* ☐ Create support materials/examples
* ☐ Plan timeline for rollout

**Week 1:**

**Week 2:**

**Week 3:**

**7.2 Success Metrics**

**How will you know if the redesign is working?**

**Student engagement indicators:**

**Learning quality indicators:**

**Practical success measures:**

**7.3 Review & Iteration Plan**

**When and how will you evaluate this new assessment?**

**Mid-semester check:**

* Date: \_\_\_\_\_\_\_\_\_\_\_\_\_
* Focus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**End-of-semester review:**

* Student feedback collection method: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Self-evaluation criteria: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Planned improvements for next iteration:**

**Worksheet Complete!**

**Congratulations!** You've systematically redesigned your assessment to be more AI-resistant while better serving your learning objectives.

**Key outputs from this worksheet:**

* ☐ Clear analysis of why original assessment was vulnerable
* ☐ New assessment design that naturally requires human capability
* ☐ Implementation plan with practical considerations
* ☐ Quality assurance checks completed
* ☐ Plan for ongoing evaluation and improvement

**Next step:** Test your new design with a small group or pilot implementation before full rollout.

*Save this completed worksheet as documentation of your redesign process and for future reference when adapting other assessments.*