

## SECTION 1

# START HERE: THE AUDIT

*Before you redesign anything, you need to know what you're working with.*

This worksheet walks you through Step 1 of the Assignment Makeover Method: the Audit. Use it to evaluate any course assignment — a research paper, a discussion board post, a lab report, a case study — before you decide whether and how to redesign it.

**Not every assignment needs a makeover. The Audit helps you figure out where to start.**

## YOUR ASSIGNMENT

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**Assignment or assessment name:**

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**Course name / Number / Level (e.g., ENG 101, upper-division):**

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**Briefly describe the assignment (what students are asked to do):**

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## THE THREE AUDIT QUESTIONS

Ask these three questions about any assignment. Answer honestly — there are no wrong starting points, only useful ones.

### 1 Can a student paste this prompt directly into an AI tool and get a passing response?

*If yes — and if that response would earn a passing grade — this assignment is fully vulnerable.*

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### 2 Does the assignment require anything specific to THIS student?

*Their field experience, institutional context, research decisions, their voice? AI writes generically — it cannot write as your student.*

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### 3 Would you know if the thinking was done by AI rather than the student?

*Not whether you could prove it — but whether you would even notice. That's the real diagnostic question.*

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**What did these three questions reveal about this assignment?**

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## THE AI VULNERABILITY SPECTRUM

Based on your answers above, where does this assignment fall?

| Vulnerability Level         | What it looks like                                                                | Mine?                                                    |
|-----------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>Fully Vulnerable</b>     | Generic prompt — AI produces a passing response in under two minutes              | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Mostly Vulnerable</b>    | Analysis without disciplinary or personal context — AI handles it with minor gaps | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Partially Vulnerable</b> | Requires some field-specific synthesis — AI can approximate but misses nuance     | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Low Vulnerability</b>    | Process-based, iterative, or context-specific — AI needs real student input       | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>AI-Resistant</b>         | Real-world application, oral defense, or original field-based voice required      | <input type="checkbox"/> Yes <input type="checkbox"/> No |

## WHAT COMES NEXT

|                                      |                                                                                                                                    |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>If Fully or Mostly Vulnerable</b> | This is your makeover candidate. Move to Section 2 (Anchor) to clarify the learning you need to protect before redesigning.        |
| <b>If Partially Vulnerable</b>       | Consider targeted tweaks from the Design Strategies (Section 3) rather than a full redesign. One or two adjustments may be enough. |
| <b>If Low or AI-Resistant</b>        | This assignment is already doing its job. Document what makes it work and use it as a model when redesigning others.               |

Additional notes:

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**Remember:** The goal is not to eliminate AI from your courses. It is to design assignments where AI cannot do the learning for your students. The Audit is the first step in figuring out where you stand.