

Checklist for Creating AI-Resistant Assignments and Assessments

1. Clear Communication and Policies

- ☐ Is your policy about AI use and academic honesty clearly stated in the syllabus and on each assignment?
- ☐ Have expectations for the originality of work and use of external tools been made explicit to students on an ongoing basis?
- ☐ Do students complete an AI transparency statement for each assignment?

2. Personalization & Reflection

- ☐ Does the task require students to include personal experiences, opinions, or reflect on their own learning journey?
- ☐ Are students asked to relate the assignment to specific events, class discussions, or their own community or background?
- ☐ Is there a reflective component about the process (e.g., challenges faced, strategies used, or takeaways)?

3. Specificity to Class Context

- ☐ Does the assignment require reference to recent in-class activities, discussions, or materials that are not available online?
- ☐ Are students required to use course-specific terminology, examples, or case studies taught uniquely in your class?
- ☐ Are prompts tied to unique or local issues?

4. Higher-Order Thinking & Creativity

- ☐ Does the assessment move beyond recall and summary, requiring analysis, synthesis, evaluation, or creation?
- ☐ Are students tasked with applying concepts to novel situations or integrating information from multiple sources?
- ☐ Is creative thinking encouraged, for example, by having students design solutions or develop unique arguments?

5. Process & Scaffolding

- ☐ Is the assignment broken into multiple steps (proposal, outline, drafts, final submission), each submitted and reviewed separately?
- ☐ Are students required to document their process (e.g., annotations, peer reviews, drafts) to show how their work developed over time?
- ☐ Are collaborative or peer-reviewed elements included?

6. Format & Medium Variety

- ☐ Are diverse formats used (oral presentations, videos, infographics, podcasts, annotated documents)?
- ☐ Does the assignment include tasks requiring real-life observations, interviews, or use of resources unavailable to AI?

7. Exam & Submission Conditions

- ☐ Are summative assessments completed in controlled, supervised, or in-person settings (e.g., handwritten exams, timed essays)?
- ☐ Are open-book or open-note approaches used that require students to apply knowledge rather than simply recall facts?

8. Instructor Self-Check

- ☐ Have you tested your prompts and assignments using AI tools to see if generic answers are generated easily?
- ☐ Does your assessment require up-to-date, specific, or nuanced understanding that AI tools might lack?

Note: No assignment is entirely “AI-proof,” but using the above checklist increases resistance and encourages genuine student learning.

This list of questions was generated by Gemini 2.5 Pro, based on a human-created list of AI-resistant strategies, and then edited and modified by humans.