

The *Assignment* Audit Sheet

Where is thinking visible in this task?

PICK ONE ASSIGNMENT YOU CURRENTLY GIVE. ANSWER HONESTLY. REDESIGN ACCORDINGLY.

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- 01 Could a thirteen-year-old produce an acceptable answer to this assignment using AI alone, in under one minute, without doing any thinking?
If yes — the assignment measures output, not thinking.
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- 02 Where in this task is the student required to *observe* something with their own attention, before reaching for an answer?
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- 03 Where in this task is the student required to ask a real question — one I do not already have the answer to?
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- 04 Where in this task is the student required to attempt something, risk being wrong, and find out?
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- 05 Where in this task is the student required to verify a claim against an independent source — not just accept what AI or a textbook says?
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- 06 Where in this task is the student required to take a position — to say *I think this, and not that, and here is why?*
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- 07 Where in this task is the student required to defend their reasoning out loud, under questioning — even briefly?
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- 08 If I removed AI from the picture entirely, would this assignment still ask the student to think? If not, the assignment was already weak.
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A SIMPLE TEST

*If the trail of thinking is invisible, the assignment is grading the artifact,
not the mind.*