# Assessment Redesign Checklist

**Using the CLEAR Model for AI-Era Assessments**

## C - Contextualized Tasks

**Goal: Make the task anchored in the students' actual environment, recent activities, or shared class moments.**

☐ **Does the task reference something that happened in class, in a discussion, or in a specific lesson?**

☐ **Does the prompt require using local context, school events, community issues, or classroom materials AI cannot know?**

☐ **Did I include a requirement such as:**

- o **"Use an example from last week's activity…"**
- o **"Refer to the experiment we ran in class…"**
- o **"Analyze the local issue we discussed…"**

☐ **Would an AI tool lack access to the information needed to answer fully?**

## L - Learner-Specific Inputs

**Goal: Force personalization so each student produces a unique response.**

☐ **Does the task require students to use their own preferences, stories, or reflections?**

☐ **Does the assignment ask about a mistake they made, a strategy they chose, or a decision they took?**

☐ **Is there a prompt element that requires:**

- o **personal experience**
- o **personal data logs**
- o **choice-based explanations**
- o **self-evaluation**

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☐ **Would two students naturally produce different answers?**

☐ **Is it impossible for AI to fabricate these personal details consistently?**

**E - Evidence of Thinking**

**Goal: Require students to reveal their reasoning, not just output.**

**Checklist**

☐ **Did I require drafts, notes, or brainstorming sketches?**

☐ **Does the assignment ask for explanations of choices, why this method, or what they rejected?**

☐ **Does the rubric include thinking artifacts such as:**

- o **a decision-making log**

- o **a comparison table**

- o **a reflection on process**

- o **screenshots of work-in-progress**

☐ **Would copying/pasting an AI answer be insufficient because the reasoning evidence is missing?**

☐ **Does the task value process over product?**

**A  Added Constraints**

**Goal: Create tasks that challenge reasoning within limitations.**

☐ **Does the task require students to make tradeoffs, compare two imperfect options, or justify one choice over another?**

☐ **Does the prompt include constraints, such as:**

- o **limited budget**

- o **limited time**

- o **limited data**

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      ○   **conflicting stakeholder needs**

☐ **Does the scoring reward the ability to navigate constraints, not merely explain content?**

☐ **Would the task be difficult to solve with generic AI reasoning because of nuanced requirements?**

**R - Real-World Tasks**

**Goal: Situate learning in authentic scenarios that mirror real human challenges.**

**Checklist**

☐ **Does the assignment ask students to play a realistic role (journalist, designer, policy advisor, researcher, parent, engineer)?**

☐ **Does the task involve a real local issue, not a fictional or generic one?**

☐ **Are students required to interact with their environment, gather small observations, or reference real events?**

☐ **Is there a real audience or stakeholder (even simulated) who would care about the work?**

☐ **Would an AI struggle to generate an answer without accurate, local knowledge?**

**Final Review: "CLEAR Test"**

**Before assigning, ask yourself:**

**C – Is this grounded in something AI does not know (classroom/local context)?**

**L – Will every student produce a different response?**

**E – Am I grading their *thinking*, not their *output*?**

**A – Did I add meaningful constraints that require human judgment?**

**R – Does the task feel like something a person would do in the real world?**