

AI & Assessment: Bust the Detector Myth

An AI detector can't prove who wrote it. A well-designed assessment can. Exhibit A: detectors such as Turnitin's AI checker and GPTZero produce false positives, most often against multilingual writers and neurodivergent students. Some have even flagged the US Constitution as AI-written.

Time ~25 min **Tools** AI & Assessment module · AI Assessment Scale · Viva voce



BEFORE YOU START

1. Open the module and sign in with your @aisa.sch.ae Google account when it asks. It opens in the language you're playing in.
2. Pick one real assessment you'll give in the next three weeks. You'll redesign it in the planner at the end.
3. Six short sections plus a cheat sheet. **Next** moves you on and ticks off each section.

Your missions

1 Put the detector on trial

Find out why an AI-detector score is not evidence.

- Open section 2, **AI-Proof**, and read **Don't rely on AI detectors**.
- Detectors produce false positives, most often against multilingual writers and neurodivergent students: the students we most need to protect.
- Treat a detector score as a conversation starter at most, never as proof of misconduct.

2 Set the rules first

Choose an AI Assessment Scale level and a traffic-light colour for your assessment.

- Section 1, **Set the Rules**: pick one of five levels, from **No AI** to **AI Exploration**.
- Match it to a traffic light: Red (no AI), Amber (AI for named steps only, and cited) or Green (AI expected).
- Put the colour, one sentence of explanation and the citation rule on the task sheet. The Briefing tab has a ready-made Amber line to copy.

3 Design out the need for a detector

Pick at least two of the 12 AI-proofing moves for your assessment.

- Section 2 lists 12 moves. Strong starters: tie the task to this week's lesson, use local context, and grade the process (drafts, Docs version history), not just the final file.
- Ask for the reasoning: "Why did you choose A over B?" AI produces answers; students have to defend choices.
- Section 3, **Integrate**, turns it round: tasks where students critique, fact-check or debate the AI.

4 A viva, not a verdict

Plan a short oral defense for your assessment.

- Section 4, **Defend (Viva)**: a 5–10 minute conversation where the student explains their work and answers questions they didn't prepare for.
- Pick 3–5 questions from the question bank, e.g. "Walk me through how you arrived at this conclusion."
- You don't need to viva everyone. Talk to one student in three, chosen at random after everyone has handed in. The chance of being asked changes the whole class.

5 Pass the scenarios, plan your redesign

Answer the three scenarios in section 6, then fill in the Redesign Planner for your real assessment.

- Scenario 3 is the big one: GPTZero says "98% likely AI". Choose wisely.
- **Next** stays locked until all three scenarios are answered correctly.
- Fill in the planner, then **Save to this browser** or **Print / Save as PDF**. Print the cheat sheet for your desk too.

TASK-SHEET LINE · PASTE IT ON YOUR NEXT ASSESSMENT

AI use on this task: AMBER. You may use AI to brainstorm and to check your language, but every idea, analysis and sentence you hand in must be your own. Name each AI tool you used and attach a short reflection. You may be asked to talk me through your work.

With your table. Play "Human or AI?" with your table: each person reads out two short paragraphs, one they wrote and one Gemini wrote. Can anyone tell which is which? (Neither can the detectors.)

REMEMBER

Key points

A detector score isn't evidence. A short viva either shows the student owns the work or opens an honest conversation.

False positives fall hardest on the students we most need to protect. That's why a score can never be proof.

AI helps with planning and polish; the thinking stays with the student. That's Level 2, an Amber task.

It's tied to what happened in your room and ends with an oral defense. No detector needed.