A Toolkit for Addressing AI Plagiarism in the Classroom

Developed by

COMMONLIT   **Quill**

AI Writing Check

A free service provided by the nonprofit organizations

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👋 Educators, AI Writing Check is a free service developed by Quill.org and CommonLit.org to enable educators to check if a piece of writing submitted by a student was written by the AI tool ChatGPT. This algorithm is designed to detect AI-generated writing.

We estimate, based on testing with 15k essays, that this tool is accurate 80-90% of the time. For this reason, we'd like to encourage teachers to exercise caution when using this tool to detect academic dishonesty. AI Writing Check is a stopgap tool measure for educators to use this school year until more advanced AI detection tools are made widely available.

To check responses longer than 400 words, you must separate the text into individual sections.

Enter text here

Top 5 Things All Educators Should Know About AI and ChatGPT

1) AI (Artificial Intelligence) is the simulation of human intelligence by machines.

AI is a field of computer science focused on building very advanced machines that perform tasks associated with human intelligence. Scientists use large datasets to "train" algorithms to make better and better predictions, like predicting the next word, phrase, sentence, or even paragraph of a text. The field is advancing rapidly.

2) AI takes many forms and is becoming more ubiquitous.

Many companies leverage AI today to perform basic— and increasingly more complex— tasks. For example, when you chat with a customer service help desk, or call to schedule an appointment, you are likely interacting with AI. AI also powers many search engines that generate personalized recommendations. It can even help to power many homes and cars!

3) ChatGPT is an AI chatbot recently launched to the public and is currently free.

In December, a company called OpenAI unveiled a tool called ChatGPT. Today, anyone, including students, can sign up for free and start interacting with it through prompts or questions. ChatGPT runs on an algorithm that was trained by input from the whole Internet. It can write business plans, essays, and even working lines of computer code, all in seconds.

4) Students may use ChatGPT to write essays for them— in ways difficult for teachers to detect.

ChatGPT's release has sparked a national conversation about the promise and harms of AI in society. In K-12 education, one immediate threat is that students can use it to generate essays and written responses. They do this by prompting the chatbot, and then copying/pasting the response to submit as their own. These responses are free of grammatical errors, and in our analysis, would frequently receive As and Bs, especially at the middle school level.

5) Tools like AIWritingCheck.org can help teachers detect AI-generated work and protect academic integrity.

Quil and CommonLit, two non-profits, launched www.aiwritingcheck.org. Other tools like this one exist. These tools, along with a range of other practices, can help teachers counteract potential harms of ChatGPT. However, they are not 100% accurate at identifying AI-generated writing, and therefore should be used with caution to identify academic dishonesty.

Strategies for Utilizing AIWritingCheck.org in The Classroom

1 Set Clear Classroom Expectations For AI-Generated Writing

Take Note: ChatGPT's launch has sparked a discussion in K-12 about how to think about AI and how to treat AI-generated writing. Institutions and schools have taken measures, ranging from embracing the technology to banning it altogether.

Recommended Strategy: Start a discourse that involves teachers, leaders, and community members to set some expectations up front. One strategy to consider is treating ChatGPT like a research source that students must cite just like any other source, and if students pass off AI-generated writing as their own, without citations, this will be considered cheating. Note that students will not be able to cite ChatGPT using a link to their generated response; instead, ask students to repeat the exact language of their search query in the footnotes in lieu of a link.

2 Expect That AI Detection Tools Will Sometimes Generate Incorrect Results

Take Note: Many AI detection sites do not post accuracy rates. At the moment, AIWritingCheck.org has an 80% - 90% accuracy rate. This means that if you check 100 student essays, 10-20 of those essays will be incorrectly flagged. The reason is that AI detection systems look for formulaic syntax that AI systems adhere to, but this means that some formulaic student writing could be mistakenly flagged as AI. As a result, institutions should take caution and avoid using these systems as the sole proof of academic dishonesty.

Recommended Strategy: If a piece of writing is flagged as AI-generated, do not immediately assume that the student committed plagiarism. Instead, compare the text to another essay written by the same student, preferably from an in-classroom setting. Check the syntax, organization, vocabulary, and common grammatical mistakes, and use your best judgment as a second layer of validation. Remember, AI systems rarely contain grammatical errors; however, students can insert errors themselves or ask the AI to insert errors.
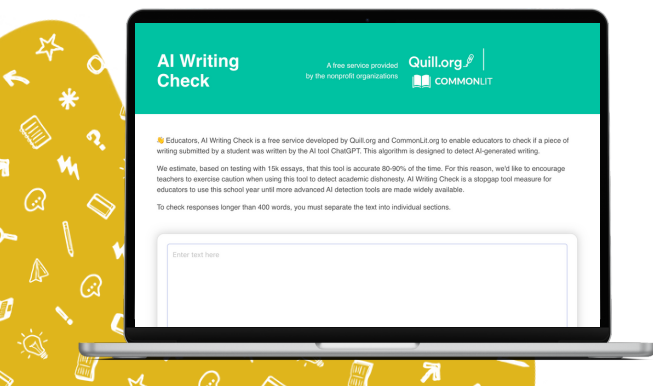
3 If You Identify AI Plagiarized Writing, Treat It As a Critical Learning Opportunity

Take Note: Moving into the future, students will likely need to learn how to write and communicate while also leveraging AI systems that are even more advanced than ChatGPT. It is also likely that, in the coming years, new solutions will emerge that will enable a student to prove, through a digital watermark or otherwise, that they in fact composed and edited a piece of writing.

Recommended Strategy: Until these tools are available, we recommend that teachers approach the launch of ChatGPT as a learning opportunity, and not as a mechanism to punish students. Help students understand what AI is, what it will likely be used for, and why it is still important for them to learn how to process information on their own.

Conversation Template: To Discuss AI-Plagiarism With Students

- **Meet 1:1 with a student and engage in a real conversation about ChatGPT.**
  - Have you heard of ChatGPT? What do you think of it?
  - What are other students saying about AI?
  - What do you think it should be used for?
- **Demonstrate your awareness of ChatGPT – its capabilities, pitfalls, and ideal usages.**
  - I was impressed when it came out, too.
  - Did you know scientists are hopeful that AI tools might someday be leveraged for incredible things – like treating disease?
  - People are having a lot of conversations about the dangers and promises of AI. Do you have thoughts about this?
- **Be direct about academic dishonesty.**
  - Please be honest: Did you use ChatGPT to complete this assignment?
  - If *No*:
    - Did you get any help on this assignment at all?
    - I compared this assignment to previous ones, and here's what I noticed.
  - If *Yes*:
    - Why did you use ChatGPT?
    - What prompt did you enter to generate this response?
- **Address the importance of writing as a way to communicate more effectively.**
  - I'm asking you these questions because writing is a way that we become more educated, and my fear is that when students use this tool to do the work for them, it takes away the opportunity to learn and get smarter.
  - Does that resonate with you? Did you know that writing helps you communicate with the world?
  - It's important that you are able to express your own thoughts and reasoning accurately. This is a skill that will serve you well in this classroom, and outside of it as you pursue your goals. Writing is a form of communication and it's important for your own development that you can do this well.
  - Have you ever written in a journal or something like that? Writing sometimes helps us clarify the way we feel. It helps us organize our thoughts. When we make mistakes, it's an opportunity to get better – and that's how we learn and improve.
- **Close out the conversation, making it clear that academic dishonesty has consequences.**
  - Thanks for your conversation today. I appreciate what you shared about [xyz].
  - You've given me a lot to think about, so as a next step, I'm going to take some time to consider what you said and give it a little more thought.
  - One thing I want to remind you about is that the consequence for plagiarism is... Were you aware of that?
  - The reason for this consequence is that we want students to get smarter, and that's what I want for you.
- **Take some time before deciding an appropriate course of action, knowing that AI detection isn't always perfectly accurate.**
- **Get support. Consider starting a conversation with other teachers or the child's family about AI-generated work and the importance of students writing authentically.**

Was this toolkit helpful for you? Anything you would like to add? Click <u>this link</u> to share your feedback.