When You Suspect AI Misuse

A fair process for teachers, with a documentation form. Decide from evidence and conversation, never from a detector score alone.

> **AI detectors are not reliable enough to prove anything.** A 2023 study found that the detectors it tested "consistently misclassify non-native English writing samples as AI-generated." Vanderbilt University turned off Turnitin's AI detector in 2023, noting that even the 1% false positive rate Turnitin claimed at launch would have meant around 750 of the 75,000 papers Vanderbilt submitted in 2022 being wrongly labeled. TeachAI's sample guidance says the accuracy of these tools "is questionable." A score can be a reason to look closer. It is never a finding.

1. Check the level first

Find where you stated the AI level for this assignment, in writing. If the level was unclear, or the assignment had none and students were never told that means Level 0, treat the case as a misunderstanding: reteach the rule and have the student redo the work.

2. Gather evidence

WORTH LOOKING AT

- [ ] Earlier work and in-class writing from this student
- [ ] Notes, drafts, and version history (in Google Docs: **Last edit**, top right)
- [ ] Any AI use disclosure the student turned in
- [ ] Sources, quotes, or facts you cannot find anywhere
- [ ] Content that does not answer your actual prompt, or ignores class material it should use

NOT ENOUGH ON ITS OWN

- A detector score
- "It sounds like AI"
- Writing that is better than you expected
- Fluent, formal, or plain writing from an English learner
- A sudden improvement after tutoring or extra help
- Missing version history alone (students may draft offline or on paper)

3. Talk with the student

Meet privately and soon. Open with questions, not a conclusion. For example:

"Walk me through how you wrote this. Where did you start?"

"Tell me about this paragraph. What does it mean in your own words?"

"Which sources did you use? Show me where you found this one."

"Did you use any tools or get any help? You can tell me now if you did."

4. Let the student show what they know

Give a short, fair check of the same skill: explain a key idea out loud, answer two questions about their own work, or write a paragraph on the same topic in class. Follow any accommodations in the student's IEP or 504 plan. Understanding of the work is strong evidence. So is a clear draft history.

5. Decide and write it down

FINDING	TYPICAL RESPONSE
No misuse. The work is the student's, or AI use was within the level.	Close the case. Tell the student and thank them for walking you through it.
AI allowed but not disclosed, first time.	Reteach how to disclose. Student adds the disclosure.
AI allowed but not disclosed, again after a reteach.	Treat as AI used beyond the level (next row).
AI used beyond the level, first time.	Student redoes the work at the correct level. Contact a parent or guardian.
Repeated or serious misuse, such as AI-written work submitted as the student's own on a major assessment.	Follow your Code of Student Conduct. Refer to an administrator. Contact a parent or guardian.
Cannot tell.	No penalty. Have the next assignment of this kind done in class, and keep the record.

You make the decision, not software. Fill in the form on the next page for every case past step 3, including cases with no misuse.

6. Prevent the next one

- Put an AI level on every major assignment (Guide 2) and teach students how to disclose (Guide 3).
- Grade the process: proposals, drafts, short conferences, reflections (Guide 7).
- Do key writing in class at Level 0, so you know each student's voice.
- Teach why it matters. Free one-period lessons on cheating and plagiarism: **ethicslabs.ai/teacher-resources**

> **Florida:** Rule 6A-1.0957(3)(e)9 requires policies on verifying student work, and (3)(e)10 says AI is "never used as a decision maker absent human review," including in discipline. This process and form meet the spirit of both. If any AI tool's output was part of the evidence, also log your review on the Florida kit's human-review log (doc 8, part 2).

Suspected AI Misuse: Documentation Form

One form per case. Write facts, not conclusions, until Part E. This form may become part of the student's education record. Keep it under your school's student records policy and share it only with people who need it.

STUDENT	GRADE	COURSE AND PERIOD	TEACHER
ASSIGNMENT	**DATE SUBMITTED**	**AI LEVEL STATED**	**WHERE STATED (SYLLABUS, SHEET, LMS)**
		0 1 2 3 none	

A. What raised the concern? (check all that apply)

☐ Sources or facts I could not verify ☐ Does not fit the prompt or class material
☐ Very different from the student's in-class work ☐ No drafts or history ☐ Detector score (never enough alone) ☐ Other: _____

B. Evidence reviewed

ITEM	REVIEWED?	WHAT IT SHOWED
Earlier and in-class work	Y / N	
Drafts and version history	Y / N	
AI use disclosure	Y / N / none	
Sources and citations checked	Y / N	
Other		

C. Conversation with the student

Date _____ Others present _____

The student's account, in their words where possible:

D. Chance to show understanding

☐ Explained the work out loud ☐ Answered questions about it ☐ Wrote a short piece in class ☐ Declined
☐ Accommodations followed: _____

E. Finding

☐ No misuse ☐ AI allowed but not disclosed ☐ Beyond the level, first time ☐ Repeated or serious ☐ Cannot tell

The finding rests on (list the evidence, not a detector score):

F. Outcome and follow-up

ACTION	DATE	DETAILS
Outcome given to student		
Parent or guardian contacted		
Referred to administrator		
Student told how to ask for review		

Teacher signature **Date**

Student signature (shows the student received this form, not that they agree) **Date**

Student comment (optional)

Sources. W. Liang, M. Yuksekgonul, Y. Mao, E. Wu, J. Zou, "GPT detectors are biased against non-native English writers," arXiv:2304.02819 (2023), published in Patterns · Vanderbilt University, "Guidance on AI Detection and Why We're Disabling Turnitin's AI Detector," Aug. 16, 2023, vanderbilt.edu/brightspace · TeachAI, AI Guidance for Schools Toolkit, Sample Guidance and Sample Considerations for Existing Policies, teachai.org · Rule 6A-1.0957(3)(e)9 and 10, F.A.C., flrules.org · Google Docs Editors Help, support.google.com/docs/answer/190843. All opened November 12, 2026.

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