ANKARA MEDIPOL UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

Guidelines for Instructors on the Use of

ARTIFICIAL INTELLIGENCE

in Assessment, Marking and Feedback Practices

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1. Purpose and Scope

These guidelines provide a framework for the responsible, ethical and transparent use of Artificial Intelligence (AI) tools in assessment, marking and feedback practices at the School of Foreign Languages.

AI tools may support teachers in assessment-related tasks; however, they should enhance rather than replace professional judgement. Teachers remain responsible for all assessment decisions, grades and feedback communicated to students.

These guidelines apply to:

- all teachers and staff who prepare, administer, mark or give feedback on assessments in any programme of the School;
- all assessment components, including pop quizzes, online homework, speaking performance assessments, writing tasks and drafts, and achievement tests (see Section 15);
- any generative AI tool, whether stand-alone, built into a platform or accessed through a browser or app.

Teachers are also encouraged to follow these guidelines when using AI for lesson planning and materials development, taking into account the data privacy and transparency requirements in Sections 9 and 13.

2. Definitions

Term	Meaning in these guidelines
AI tool	Any software that uses artificial intelligence to generate, evaluate or transform text, speech, images or other content (for example chatbots, writing assistants and automated scoring tools).
Approved AI tool	An AI tool that the School or University has reviewed and approved for use with student work or assessment data.
AI-assisted assessment	AI contributes to the process, but the teacher reviews the output and makes the final decision.
AI-generated assessment	AI independently generates an evaluation, mark or grade without teacher review.
Personal data	Any information that can identify a person, such as names, student numbers, email addresses, photos, and voice or video recordings.
Formative assessment	Assessment used mainly to support learning and give feedback, with little or no weight in final grades.
High-stakes assessment	Assessment that has a significant effect on a student's progression, placement or pass/fail status (see Section 14).

3. General Principles

The use of AI in assessment should be guided by the following principles:

> **GUIDING PRINCIPLES**
>
> **Transparency · Human Oversight · Fairness · Accuracy · Data Privacy · Academic Integrity · Accountability**

AI should be used as a supportive tool, not as an autonomous decision-maker. No student's academic performance or standing should be determined solely by AI-generated evaluations.

A human-centred approach means that the needs, well-being and rights of students and teachers come first. AI systems may have limited information about some cultures, contexts and learner groups, so teachers should make decisions based on their own knowledge of their students and context.

4. Appropriate Uses of AI

Teachers may use institutionally recommended AI tools to support assessment-related practices such as:

- generating or refining draft feedback;
- identifying recurring patterns in student performance;
- checking assessment materials for clarity and consistency;
- comparing feedback against established rubrics or assessment criteria;
- supporting the development of assessment tasks, rubrics and marking criteria;
- identifying possible areas for improvement in student work;
- assisting with moderation or standardisation activities where appropriate.

All AI-generated content must be reviewed, verified and, where necessary, edited by the teacher before being used.

Uses that are not permitted

Teachers must not:

- use AI as the sole marker of student work or to decide official grades (Section 6);
- enter identifiable student information, or recordings of students, into any AI tool that is not approved for that purpose (Section 9);
- use AI to assign final grades, decide pass/fail or placement, or resolve borderline cases (Section 14);
- use AI output as the only evidence in an academic integrity case (Section 12).

5. Selecting and Testing AI Tools

Before using an AI tool with assessment materials or student work, teachers should check that:

- the tool is reliable, or has been approved for the intended use by the relevant unit;
- the privacy policy explains what data is collected, how it is stored and whether it is used to train the AI;
- there is a setting that stops the tool from using inputs for training, and that history and uploaded files can be deleted;
- the tool does not sell or share data for advertising or analytics, and does not expose students to advertising or pressure to pay for upgrades;
- it works for students who use assistive technologies, and suits their age and language level;
- the provider is clearly identifiable, has a visible support contact, and the tool is regularly maintained.

Before first use in class or for assessment, teachers should **test the tool themselves**: use fictional data (for example a made-up student name), try a few unusual or sensitive prompts, and keep a note or screenshot of any unexpected outputs so they can be shared with colleagues and reported where necessary.

6. Marking and Grading

> **MARKING RULE**
>
> AI should not be used as the sole marker of student work.

Teachers must:

- make the final judgement regarding grades and student performance;
- check AI-generated evaluations against the official marking rubric;
- review AI-generated marks or feedback for inconsistencies and errors;
- ensure that the AI considers all relevant assessment criteria rather than focusing only on grammar, vocabulary or surface-level accuracy;
- manually verify AI-supported assessment decisions before communicating them to students.

AI-generated scores should never automatically become students' official grades.

7. Alignment with Assessment Criteria

When AI is used to assist marking or feedback, teachers should provide the tool with the relevant rubric, learning outcomes and assessment criteria whenever appropriate.

AI-generated feedback should:

- explicitly relate to the assessment criteria;
- reflect the intended learning outcomes;
- address content, organisation, reasoning and creativity where relevant, rather than focusing exclusively on language errors;
- avoid vague or unsupported judgements such as "This is a good essay" without reference to assessment criteria.

8. Accuracy, Fairness, Bias and Accessibility

Teachers should recognise that AI-generated evaluations may contain errors, inconsistencies or biases.

Teachers must therefore:

- critically review AI-generated assessment and feedback;
- cross-check AI evaluations against established criteria;
- be alert to potential bias related to linguistic background, writing style, dialect, cultural background or vocabulary choices;
- avoid assuming that AI-generated evaluations are inherently objective;
- periodically compare AI-generated evaluations across different types of student work to identify possible patterns of inconsistency or bias;
- check AI-generated materials and feedback for stereotypes, offensive content or unequal respect for individuals and groups, and not use such content.

Accessibility. Teachers should consider students with disabilities or additional needs when choosing and using AI tools. No student should be disadvantaged because of the AI tool used.

Where AI output conflicts with professional judgement or established assessment criteria, the teacher's informed professional judgement and institutional assessment procedures take precedence.

9. Data Privacy and Student Work

Student privacy and intellectual property must be protected when AI tools are used. Students own the intellectual property in their work, and entering it into an unapproved tool may breach their rights.

Teachers should:

- use reliable AI platforms whenever possible;
- avoid entering personally identifiable information such as student names, student numbers or email addresses into public AI systems;
- anonymise student work before uploading or processing it through an AI tool;
- avoid uploading complete student work when only a limited section is necessary;
- not enter photos, audio or video recordings of students or transcripts that could identify them into any AI tool that is not approved for that purpose;
- where a tool offers the setting, switch off the use of inputs for training, and delete student work and chat history after use unless institutional policy requires otherwise;
- comply with institutional data-protection requirements and applicable legislation, including the Turkish Personal Data Protection Law (KVKK, Law No. 6698) and, where relevant, the GDPR;
- avoid retaining student work in external AI systems longer than necessary.

Student work should never be used to train, test or improve external AI systems without appropriate institutional authorization and consent.

10. AI-Generated Feedback

AI may assist teachers in preparing feedback, but the teacher remains responsible for the final feedback provided to the student.

Before sharing AI-assisted feedback, teachers should:

- check its accuracy and relevance;
- adapt it to the individual student's performance and needs;
- ensure that it is clear, specific and actionable;
- balance comments on strengths with areas for improvement (AI tools often over-focus on errors, or are over-positive);
- remove generic, repetitive or inappropriate comments;
- ensure that the tone is constructive and supportive.

Students should also be encouraged to engage critically with feedback, rather than accepting AI-generated suggestions automatically.

Where appropriate, students should have opportunities to ask their teacher questions or request clarification about AI-assisted feedback.

11. Using AI to Develop Assessment Materials

AI may help teachers draft test items, tasks, answer keys, rubric descriptors and practice activities. Because AI-generated items often contain errors or an inappropriate level, teachers must:

- review every AI-generated item and answer key for accuracy, a single clear correct answer, and appropriateness to the CEFR level and learning outcomes being assessed;
- check items and texts for bias, culturally unsuitable content and unfamiliar cultural references;
- check that texts, images and audio generated or sourced with AI do not breach copyright, and that the School may share them;
- follow the School's test-development and moderation procedures; AI-generated items must not be administered directly without review;
- not enter secure test content into public AI tools before the test has been administered.

12. Student Use of AI and Academic Integrity

Students should know clearly what AI use is acceptable. Teachers should:

- state, in the course information and in the instructions of each assessed task, whether AI use is not permitted, permitted for specific purposes only, or permitted (with a declaration encouraged), in line with the categories in the student handbook;
- explain to students how to use AI responsibly for learning, including checking its accuracy and not copying its output;
- encourage students to declare any AI use in a short **AI Use Statement at the end of their work** (tool, purpose and prompt), using the sample in Appendix B, so that this becomes a habit. The statement is voluntary: no declaration form is collected from students;
- suggest that, for presentations, speaking tasks and other non-written work, students place the statement on the final slide or say it at the end of the speech or recording;
- use drafting stages, in-class writing and speaking performances, and conversations with students as evidence of independent work.

AI-detection tools are unreliable and can wrongly flag the work of second-language writers. Detector results must never be the only evidence in an academic integrity case. Suspected misuse should be handled through the School's standard academic integrity procedures, with a conversation with the student before any decision. If need be, the task can be reassigned.

13. Transparency

The use of AI in assessment should not be concealed where its use is substantial.

Teachers should clearly distinguish between:

- **AI-assisted assessment:** AI contributes to the process, but the teacher reviews and makes the final decision.
- **AI-generated assessment:** AI independently generates an evaluation or grade.

The School permits AI-assisted assessment under appropriate human supervision. Fully AI-generated assessment decisions should not be used for formal grading unless specifically authorised by the institution.

Informing students

At the start of each course or track, teachers should tell students if and how AI tools may be used in preparing materials, feedback or assessment, and explain that final marks and decisions are made by the teacher. Students should be told when they are interacting with an AI tool rather than a person, and teachers should explain how their personal information is protected. Where the law or institutional policy requires consent for the processing of student work, it must be obtained before the work is entered into an AI tool. Teachers should also let students know that they are encouraged to declare their own AI use at the end of their work. Sample wording is given in Appendix B.

Acknowledging AI use

Teachers should make clear when AI helped to prepare materials or feedback, naming the tool and, where possible, its version, and keep the prompt used. Teachers are encouraged to share effective, inclusive prompts with colleagues so that good practice spreads and problematic prompts are corrected.

14. High-Stakes Assessment

Particular caution should be exercised when using AI in proficiency examinations, achievement tests, speaking and writing assessments, placement decisions, pass/fail decisions, or other high-stakes contexts.

AI should not independently:

- assign final examination grades;
- determine pass/fail status;
- make placement decisions;
- resolve borderline cases;
- override established moderation procedures.

This includes automated scoring of spoken or written performances. Any AI-supported practice in high-stakes assessment should be explicitly approved by the relevant academic or assessment unit.

15. Guidance by Assessment Component

The table below applies these guidelines to the main assessment components used in each track. It is a proposed framework for confirmation by the assessment unit and may be adapted for each programme.

Component	AI use that may be considered	AI use that is not permitted	Teacher action
Pop quizzes (grammar and vocabulary)	Drafting or varying items and answer keys.	Administering unreviewed AI items; entering secure quiz content into public tools before the quiz.	Check every item and key for accuracy and level (Section 11).
Online homework and workbook	Automatic marking of closed items by approved platforms; drafting extra practice.	Using unexplained AI scores for decisions without checking results.	Check platform scoring and keys; review unusual results manually; use mainly formatively.
Speaking performance assessments	Planning tasks; helping to word feedback from the teacher's own rubric notes.	AI scoring of performances; uploading recordings or identifiable transcripts to unapproved tools.	Score live or from recordings using the official rubric; give feedback personally.

Component	AI use that may be considered	AI use that is not permitted	Teacher action
Writing tasks (Draft 1 and Draft 2)	Drafting feedback on anonymised extracts; spotting recurring errors across the class.	AI-assigned marks as official marks; uploading identifiable or complete work to unapproved tools.	Edit all feedback; mark with the rubric; inform students; check Draft 2 shows the student's own revision.
Track Achievement Test (TAT)	Drafting items under approval of the assessment unit, followed by review, piloting and moderation.	AI marking; resolving borderline cases; deciding pass/fail or placement.	Follow test-development, security and moderation procedures (Sections 11 and 14).

16. Reporting Concerns and Incidents

All staff should know how to report problems linked to AI use. Teachers must report promptly to their coordinator or the school administration:

- AI outputs that are harmful, biased, offensive or inappropriate, including any that students were exposed to;
- safeguarding or security concerns arising from interactions with an AI system;
- suspected misuse of AI by staff or students.

Teachers should follow the University's cybersecurity, data-protection and safeguarding rules, and keep a note or screenshot of what happened to support the report.

17. Responsible and Proportionate Use

AI tools use significant energy and computing resources. Teachers should use AI where it adds real value, for example to improve learning or to automate repetitive work, and avoid it for simple tasks that existing tools can do. Clear, targeted prompts reduce unnecessary repeated prompting, and unneeded outputs and history should be deleted. Teachers may also help students understand the environmental impact of AI as part of digital literacy.

18. Professional Development and Institutional Review

The School encourages teachers to develop their AI literacy, to share questions and experiences with colleagues, and to take part in training provided by the institution.

AI technologies and regulations develop rapidly. Therefore, these guidelines should be reviewed regularly in accordance with:

- developments in AI technologies;
- data-protection requirements;
- institutional assessment policies;
- emerging research on AI-assisted language assessment;
- feedback from teachers and students.

CORE PRINCIPLE

AI may inform assessment; it should not replace professional judgement.

The teacher remains responsible for the fairness, accuracy and educational value of every assessment decision.

Quick Reference Summary

✓ DO	✗ DO NOT
Use AI to support professional judgement	Allow AI to replace professional judgement
Provide the official rubric	Ask AI to grade without clear criteria
Anonymise student work	Upload identifiable student information
Check AI feedback before sharing	Copy and send AI feedback without reviewing it
Check outputs for bias and inaccuracies	Assume AI assessment is objective
Use AI cautiously for formative assessment	Let AI independently assign high-stakes grades
Review AI-generated test items	Directly administer AI-generated items
Keep human moderation procedures	Replace moderation with AI
Clearly define permitted student AI use	Leave students uncertain about acceptable AI use
Encourage students to declare their AI use at the end of their work	Collect or require separate declaration forms
Follow institutional data policies	Upload student work indiscriminately to public AI tools
Tell students how AI is used	Use AI in assessment without informing students
Report data or content incidents immediately	Treat AI-detector results as proof of misuse

Recommended Tools

PLEASE NOTE

Inclusion in this list is a suggestion only and does not mean a tool is approved for use with student work. Teachers must still apply Sections 5 and 9, and check each tool's current privacy settings and terms. Review AI-generated content before use.

Tool	Best for	Access	Guidance
A. General-Purpose AI Assistants *Versatile chatbots. Excellent for explanation and practice; always verify factual claims.*			
ChatGPT chatgpt.com	Explanations, practice activities, brainstorming	Free plan	GREEN Use as a tutor — ask it to explain, not to write
Claude claude.ai	Understanding texts, concepts and feedback	Free plan	GREEN Ask for explanations and guided feedback
Google Gemini gemini.google.com	Research support and explanations	Free plan	YELLOW Always verify information against reliable sources
Microsoft Copilot copilot.microsoft.com	General help, summarising, study questions	Free plan	YELLOW Check output before use
DeepSeek www.deepseek.com	General-purpose assistance and explanation	Free	YELLOW Read the privacy policy before uploading anything
Qwen Chat chat.qwen.ai	General-purpose assistance and explanation	Free	YELLOW Read the privacy policy before uploading anything
B. Writing Support and Feedback *Use these to understand your errors. Never submit text that a tool has rewritten for you.*			
Write & Improve (Cambridge) writeandimprove.com	Instant CEFR-levelled feedback on your writing	Free	GREEN Ideal for self-study drafts
Virtual Writing Tutor virtualwritingtutor.com	Error detection with explanations	Free plan	GREEN Read the explanation, then correct it yourself
Grammarly www.grammarly.com	Grammar, punctuation and style feedback	Free plan	GREEN Review and understand each suggestion
ProWritingAid prowritingaid.com	Detailed style and readability reports	Free plan	GREEN Use the reports to learn your habits
Hemingway Editor hemingwayapp.com	Sentence length and readability checking	Free	GREEN Good for editing your own draft
Grammica grammica.com	Quick grammar checking	Free	GREEN Check, then revise in your own words

Tool	Best for	Access	Guidance
WordCounter wordcounter.net	Word count, keyword density, readability	Free	GREEN Useful for meeting task word limits
QuillBot quillbot.com	Paraphrasing and summarising	Free plan	YELLOW Paraphrased text is not your own writing — declare it
NotebookLM notebooklm.google.com	Studying from your own sources and notes	Free plan	YELLOW Verify summaries against the original text
C. Speaking and Conversation Practice *Excellent for building fluency and confidence outside class. Record yourself and listen back.*			
Speak & Improve (Cambridge) speakandimprove.com	Guided speaking tasks with CEFR feedback	Free	GREEN Repeat tasks and compare your scores
ELSA Speak elsaspeak.com	Pronunciation and speaking practice	Free plan	GREEN Independent daily practice
Gliglish gliglish.com	Conversation simulation with an AI partner	Free plan	GREEN Choose your level and slow the speed down
TalkPal talkpal.ai	Role-play and topic-based conversation	Free plan	GREEN Ask for corrections after each exchange
Tutor Lily tutorlily.com/home	Guided speaking practice	Free plan	GREEN Use for exam-style speaking prompts
Kansei kansei.app	Natural dialogue practice	Free	GREEN Practise everyday functional language
Pi pi.ai	Relaxed conversational practice	Free plan	GREEN Good for low-pressure fluency work
Google Translate — Conversation translate.google.com	Two-way spoken conversation support	Free	YELLOW A communication aid, not a learning tool
D. Pronunciation *Hear real speakers and imitate. Pronunciation improves through listening and repetition.*			
YouGlish youglish.com	Hear any word used by real speakers on video	Free	GREEN Compare British, American and other accents
Forvo forvo.com	Native-speaker pronunciation of single words	Free	GREEN Check unfamiliar or difficult words
Speechling speechling.com	Record, compare and receive feedback	Free plan	GREEN Use the record-and-compare function

Tool	Best for	Access	Guidance
E. Listening *Choose material slightly above your current level and listen more than once.*			
Randall's ESL Cyber Listening Lab www.esl-lab.com	Levelled listening tasks with comprehension checks	Free	GREEN Start at your level and move up
VOA Learning English learningenglish.voanews.com	Slow-speed news with transcripts	Free	GREEN Listen first, then read the transcript
TED www.ted.com/talks	Authentic talks with subtitles and transcripts	Free	GREEN Use subtitles only on the second listening
F. Vocabulary, Collocation and Reading *Corpus tools show how words are really used. They are more reliable than a chatbot for collocation.*			
SkELL (Sketch Engine) skell.sketchengine.eu	Real example sentences and word sketches	Free	GREEN The best first stop for 'how is this word used?'
Just The Word just-the-word.com	Collocation checking from a corpus	Free	GREEN Test whether your word combination is natural
StringNet nav.stringnet.org	Patterns and phrases around a word	Free	GREEN Useful for academic phrasing
FreeCollocation m.freecollocation.com	Collocation dictionary	Free	GREEN Check verb + noun combinations
Describing Words describingwords.io	Adjectives that commonly modify a noun	Free	GREEN Widen your descriptive range
Related Words relatedwords.org	Semantically related vocabulary	Free	GREEN Build topic word lists
Reverse Dictionary reversedictionary.org	Find a word when you only know the meaning	Free	GREEN Useful when writing
Hypcol hypcol.marutank.net	Collocation and hyponym search	Free	GREEN Supplementary corpus tool
Cathoven www.cathoven.com	CEFR level analysis of any text	Free plan	GREEN Check whether a text matches your level
Quizlet quizlet.com	Flashcards and vocabulary revision	Free plan	GREEN Build your own sets — don't only use others'
Anki apps.ankiweb.net	Spaced-repetition vocabulary revision	Free	GREEN Best for long-term retention
G. Translation *Translation tools are permitted for understanding, but translated text submitted as your own writing is not your own work.*			
DeepL Translator www.deepl.com/en/translator	High-quality translation for comprehension	Free plan	YELLOW Use to understand, not to produce assessed work
DeepL Write www.deepl.com/write	Clarity and phrasing suggestions	Free plan	YELLOW Learn from the corrections; rewrite yourself

Tool	Best for	Access	Guidance
Reverso www.reverso.net/text-translation	Translation with contextual examples	Free plan	YELLOW The example sentences are the useful part
H. Test and Exam Practice *Practise under timed conditions, then review every incorrect answer.*			
Test-English test-english.com	Levelled grammar and vocabulary tests	Free plan	GREEN Review the explanation for every mistake
Exam English www.examenglish.com	Practice tests for international exams	Free	GREEN Useful for exam familiarisation
I. Research and Source Checking *AI tools invent sources. Every reference must be located and read before you cite it.*			
Google Scholar scholar.google.com	Locating academic sources	Free	GREEN The reliable way to verify a citation
Perplexity www.perplexity.ai	Search with linked sources	Free plan	YELLOW Open and check every source it gives you
Consensus consensus.app	Findings from published research papers	Free plan	YELLOW Read the original paper before citing
J. Visuals, Presentations and Multimedia *For project work and presentations. Always state which tool generated an image, video or graphic.*			
Napkin AI www.napkin.ai	Turning text into diagrams and visuals	Free plan	GREEN Good for explaining a process
Canva www.canva.com	Posters, slides and infographics	Free plan	GREEN Widely used and reliable
Microsoft Designer designer.microsoft.com	Graphics and social-style visuals	Free plan	GREEN Credit generated images
Infografix infografix.app	Infographic generation	Free plan	GREEN Check that the data shown is your own
Gamma gamma.app	AI-assisted presentation building	Free plan	YELLOW The content must still be yours
Adobe Firefly www.adobe.com/products/firefly	Image generation	Free plan	YELLOW Declare generated images
Craiyon www.craiyon.com/en	Simple image generation	Free plan	YELLOW Declare generated images
Lumen5 lumen5.com	Turning text into short videos	Free plan	YELLOW Declare generated video
simpleshow simpleshow.com	Explainer video creation	Free plan	YELLOW Declare generated video
Suno suno.com	Text-to-song generation	Free plan	YELLOW Creative projects only, with disclosure

Tool	Best for	Access	Guidance
K. Speech-to-Text and Text-to-Speech *Helpful for accessibility, note-taking and listening to your own written work.*			
Google Voice Typing (Google Docs) docs.google.com	Dictation and speaking practice	Free	GREEN Dictate, then correct the transcript yourself
TTSReader ttsreader.com/legacy	Reading any text aloud	Free	GREEN Listen to your own draft to catch errors
Speechninja speechninja.co	Fast speech-to-text	Free	GREEN Useful for note-taking
NaturalReader www.naturalreaders.com	Natural-sounding text-to-speech	Free plan	GREEN Good for reading long texts aloud
TurboScribe turboscribe.ai	Transcription of audio and video	Free plan	YELLOW Do not upload recordings of other people

Appendix A: Checklist for Teachers

Use this checklist when AI is involved in assessment, marking or feedback.

Before using AI

☐ The tool is approved, or I have checked its privacy policy, training opt-out and data deletion options.

☐ I have tested the tool with fictional data.

☐ Students have been told how AI may be used, that the teacher makes the final decision, and that they are encouraged to declare their own AI use at the end of their work.

☐ I have anonymised student work and removed names, numbers, emails, photos and recordings.

☐ I am entering only the part of the work that is necessary.

☐ I have the official rubric and learning outcomes to give to the tool.

While using AI

☐ I am not using AI as the sole marker, and not for high-stakes decisions.

☐ I am checking output against the rubric and for accuracy, bias and tone.

☐ I am editing feedback so that it is personal, specific, balanced and actionable.

After using AI

☐ I have verified marks and feedback before sharing them with students.

☐ I have deleted student work and chat history from the tool, unless policy requires otherwise.

☐ I have reported any data, content or safeguarding incident (Section 16).

Appendix B: Sample Statements

1. Notice to students (optional-course information)

SAMPLE WORDING

Your teachers may use approved AI tools to help prepare materials and draft feedback. Your work is anonymised before it is entered into any AI tool, and your teacher checks and edits all AI-assisted feedback. Marks and final decisions are always made by your teacher using the official rubric. If you use AI in your own work, you are encouraged to say so in a short AI Use Statement at the end of the work; there is no form to submit. If you have questions about how AI is used in your assessment, please ask your teacher.

2. Student AI Use Statement (optional — added by students at the end of their work)

SAMPLE WORDING

I used [name of AI tool] on [date] for [purpose, for example checking grammar or generating ideas]. The prompt I used was: [prompt]. I checked the output and the final work is my own.

This statement is written by students as part of their own work. It is not collected on a separate form and teachers do not need to record it. For presentations and speaking tasks, it can be placed on the final slide or said at the end of the speech or recording.

3. Teacher acknowledgement of AI-assisted feedback (optional)

SAMPLE WORDING

Draft feedback prepared with [AI tool and version] on [date] from the prompt “[prompt]” and reviewed and edited by [teacher name].