

Post-Plagiarism Assignment Audit

The checklist below can be used as an audit for writing or research assignments that may have to be rethought to update your definition of plagiarism and consider how you can transition to a post-plagiarism (Eaton, 2023) view. The criteria in the checklist are options to consider, so that you may determine which ones fit your discipline and your teaching and grading philosophy better.

Checklist Audit

Post-Plagiarism Criteria	Not Yet	Potentially Possible	In Development	Already Included
Hybrid Writing				
Can AI act as a thinking partner rather than a replacement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there explicit student decision making components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I balance my evaluation of the product to include AI and student oversight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expanded Creativity				
Does the assignment indicate use of AI for idea generation, revision support, or other thinking partner tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student compare AI-generated ideas to their own thinking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the assignment indicate that students should demonstrate creative expansion of the ideas, not just acceptance of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global Access Through Removal of Language Barriers				
Does the assignment indicate standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A was used to generate ideas and guiding topics. Dr. Leticia De Leon created the questions from some of the recommendations and created the checklist ratings.*

English use or flexibility of language use?				
Is it possible for an assignment to transcend language, and use multimodal expression, so that thinking is more important than the language used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the assignment have the potential for global influence, regardless of the language used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability				
Do I define what ethical AI use is for the assignment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do students retain responsibility for accuracy and truthfulness of their work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I indicate that AI is allowed but that the student is accountable for the information used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Respect through Attribution				
Is scholarly respect for intellectual property demonstrated in referencing and citing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I include parameters to distinguish source citation and AI attribution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are AI citations and transparency being handled in the assignment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process Evaluation				
Do students demonstrate the process they took to the final product?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are students making their thinking visible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does my grading criteria consider the process, as well as the final assignment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Citation

Eaton, S. (2023). Postplagiarism: transdisciplinary ethics and integrity in the age of artificial intelligence and neurotechnology. *International Journal for Educational Integrity* (2023) 19:23. <https://doi.org/10.1007/s40979-023-00144-1>

Microsoft. (2026). Microsoft Copilot (May 21 version). [Large language model]. Integrated in UTRGV 365.

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