

How should teachers guide their students when using AI tools?

Students should be informed of the following rules.

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

Using software to improve language and grammar

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subject other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the Access and inclusion policy for more details.
- The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.