

AP Capstone Policy on Use of Generative Artificial Intelligence (AI):

DEFINITION OF GENERATIVE AI IN AP CAPSTONE COURSES

Generative AI tools use predictive technology to produce new text, charts, images, audio, video, etc. This includes not only ChatGPT and similar Large Language Models (LLMs), but also many writing assistants or plug-ins that are built on this or similar AI technologies. Generative AI tools can be contrasted with other AI-based tools that do specific tasks—for example, that help students with grammar, but don't generate new writing.

POLICY ON ACCEPTABLE GENERATIVE AI USE IN AP CAPSTONE COURSES

Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not to bypass it. Accordingly, all performance tasks submitted in AP Seminar and AP Research must be the student's own work. While students are permitted to use Generative AI tools consistent with this policy, their use is optional and not mandatory.

Students can use generative AI tools as optional aids for exploration of potential topics of inquiry, initial searches for sources of information, confirming their understanding of a complex text, or checking their writing for grammar and tone. However, students must read primary and secondary sources directly, perform their own analysis and synthesis of evidence, and make their own choices on how to communicate effectively both in their writing and presentations. It remains the student's responsibility to engage deeply with credible, valid sources and integrate diverse perspectives when working on the performance tasks. Students must complete interim "checkpoints" with their teacher to demonstrate genuine engagement with the tasks.

The following table describes what constitutes acceptable use of generative AI at different phases of the work to complete the performance tasks.

Phase of Work	Acceptable Use	Not Acceptable Use
Exploring ideas to develop and refine an area of inquiry	Using generative AI tools to get a sense of existing debates on an issue, potential sub-topics, or what is generally already widely known about a topic.	Taking the output of generative AI tools uncritically, such as using AI to generate a research question or thesis, without engaging with the actual research or relying solely on generative AI as a source of information about a topic.
Finding sources	<ul style="list-style-type: none">› Using generative AI to find authors, organizations, publications, or sources that may be pertinent to the area of inquiry, so that the student can then locate and read those perspectives directly.› Asking for recommendations on related sources to further explore the topic or address gaps in research. <p>NOTE: Not all AI tools are the same in terms of the likelihood they will provide output with credible sources. For example, AI-powered search engines for research databases draw from vetted sources, whereas ChatGPT does not necessarily differentiate. Students must review output with a skeptical,</p>	Using a list of sources generated by AI without going to the original sources and reviewing the content.

	critical eye to be sure any suggested sources are real, credible, and relevant to their inquiry	
Summarizing and/or interpreting sources	<p>Using generative AI to help develop understanding of complex texts by:</p> <ul style="list-style-type: none"> › Requesting help with understanding complex vocabulary or sentence structures in a source. › Asking for clarification on a confusing concept or passage in a source. <p>NOTE: Students should always read the original text of the sources they intend to use to ensure they are accurately understanding and utilizing the evidence from those sources in their work</p>	<ul style="list-style-type: none"> › Generating a summary or paraphrasing of the source instead of reading it. › Requesting direct quotes or citations from a source to use as evidence without independently identifying them. › Copying and pasting AI generated source summaries into the final draft.
Synthesizing ideas and information from sources into a literature review, report, or argument	<p>No acceptable use.</p> <p>NOTE: Students will be asked questions in either their checkpoints to ensure they have done this work themselves.</p>	<p>Asking generative AI to:</p> <ul style="list-style-type: none"> › Compare or contrast sources and/or generate a review of literature. › Synthesize common or contrasting elements from within a source or across multiple sources. › Develop statements or paragraphs that put sources in conversation
Drafting or outlining a paper	<p>Seeking guidance on general best practices in how to structure a research paper, essay, or report</p> <p>NOTE: Students will be asked questions (on the reasoning underpinning their choices for structure and content) in either their checkpoints to ensure that they have done this work themselves.</p>	<ul style="list-style-type: none"> › Asking generative AI to produce an outline or draft of a specific paper. › Requesting generative AI to write all or part of the paper. › Using writing generated by AI in the final draft.
Revising a paper	<ul style="list-style-type: none"> › Using spell or grammar checkers. › Asking for feedback on style and tone (students must make deliberate choices on what feedback to incorporate). 	<ul style="list-style-type: none"> › Accepting AI-generated suggestions for revisions of written work without critically evaluating such contributions. › Incorporating into student submissions new sections of text suggested by generative AI.
Creating Citations / Bibliography	<ul style="list-style-type: none"> › Seeking guidance on how to cite or check citations. › Generating a draft of the bibliographic listing of citations or checking the format of a student generated draft of the bibliographic listing of citations. 	<ul style="list-style-type: none"> › Using AI to generate citations without having directly studied the original sources. › Relying on generative AI to create the bibliographic listing of citations without then checking the accuracy of the format.
Developing Presentations	<ul style="list-style-type: none"> › Seeking general guidance on effective presentations. › Generating initial ideas for key points, sequence, or visuals for presentations. 	<ul style="list-style-type: none"> › Uncritically using AI to produce the key points, visuals, or structure for presentations. › Using AI to generate a script that is memorized or read for the

		presentation.
Preparing for Oral Defense	No acceptable use.	Using AI to generate possible answers to potential oral defense questions (and memorizing or reading them).