

The taxonomy: 4 tiers, 16 uses

VERSION 3 · ADOPTED JULY 2026

The CiteKeep taxonomy gives students, instructors and institutions one shared vocabulary for describing how AI contributed to a piece of coursework. It is organized by how far AI's contribution reaches into the work a student submits. Students declare their use; instructors set a policy for each use; institutions see the patterns in aggregate.

1 TIERS AND USES

A Supported my learning AI helped me understand. Nothing AI-produced is in my submitted work.	Explaining or learning content	Getting help understanding concepts, readings, problems, directions, or class material.	NOT IN WORK
	Creating study or practice materials	Making flashcards, quizzes, practice questions, study guides, examples, or explanations of answers.	NOT IN WORK
B Supported my process AI shaped how I worked. I wrote or made everything I submitted.	Brainstorming and idea generation	Coming up with topics, research questions, titles, examples, or creative directions.	USUALLY
	Research support	Locating scholarly sources and references for academic research, refining search terms, narrowing a topic, summarizing or comparing sources, or organizing research notes.	USUALLY
	Planning and organizing work	Creating outlines, assignment plans, timelines, section headings, or presentation structures.	USUALLY
	Coordinating group work	Drafting team messages, summarizing meetings, dividing tasks, or managing a group project schedule.	NOT IN WORK
C Refined my work AI touched material I submitted, but the substance is mine.	Revising and improving work	Improving clarity, organization, tone, argument, evidence, flow, or alignment with assignment expectations.	YES
	Editing, proofreading, and formatting	Checking grammar, spelling, punctuation, citations, formatting, or general polish.	YES
	Creating visuals or multimedia	Generating images, graphics, diagrams, charts, slides, captions, or other visual supports.	YES
	Checking work or solving problems	Checking answers, explaining steps, solving math or technical problems, debugging code, or creating formulas.	USUALLY
	Translation, simplification, or accessibility support	Translating text, simplifying reading level, converting information into another format, or making content more accessible.	USUALLY
	Documenting AI use and reflecting on learning	Recording prompts and responses, explaining how AI was used, describing what changed, or reflecting on your learning process.	NOT IN WORK
D Generated content in my work AI produced substance that appears in my submitted work.	Drafting content	Generating a first draft of written work, discussion posts, emails, scripts, slides, or other assignment content.	YES
	Analyzing and interpreting data	Running calculations or statistics, coding or categorizing data, finding patterns, or interpreting what results mean.	YES
	Collecting or generating data	Designing surveys or interview questions, gathering source data, or generating sample, synthetic, or simulated data.	YES
	Completing tasks autonomously	Letting an AI agent browse, run code, use other tools, or carry out multi-step work with limited step-by-step direction.	YES

The tag on each use shows whether that use usually reaches the submitted work: Not in work, Usually, or Yes.

2 POLICY STATES

Permitted The use is allowed and does not need to be disclosed under this policy.	Permitted with disclosure The use is allowed, and the student records it in CiteKeep.	Not permitted The instructor prohibits the use. If it happened, the student still discloses it; recording a use does not grant permission.
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When the uses inside one tier carry different states, the tier shows as Partly permitted and lists the state for each use.

Disclose AI use.
Demonstrate your learning.

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Applying the taxonomy, and where it comes from

VERSION 3 · CITEKEEP-DISCLOSURE-TAXONOMY-V3-20260724

3 INSTRUCTOR PRESETS

PRESET	A	B	C	D
Open: disclose everything All uses allowed. Disclosure is the only requirement.	P	D	D	D
Process and polish DEFAULT Help is fine. AI-generated content is not.	P	D	D	N
Process only For courses assessing writing craft.	P	D	N	N
No AI in the work Learning support stays allowed; AI in submitted work is not.	P	N	N	N

P = Permitted · D = Permitted with disclosure · N = Not permitted. Instructors can then change any single use.

4 EXTENT OF AI IN THE WORK

No part of it	AI supported my process only.
A minor portion	Isolated phrases or one element.
A moderate portion	Full sections, revised by me.
A substantial portion	Most of the structure or content.

7 ALIGNMENT WITH SOURCE FRAMEWORKS

The 16 uses follow the AID Framework's practice of naming the specific role AI played; the data, analysis and autonomous-task uses draw on GAIDeT's delegation categories. The four tiers apply the AI Assessment Scale's question of how far AI reaches into assessed work, per use rather than per task. Tier A and the line between refining (C) and generating (D) are CiteKeep additions.

TIER	CITEKEEP USE	AID HEADING	GAIDET TASK
A	Explaining or learning content	·	·
A	Creating study or practice materials	·	·
B	Brainstorming and idea generation	Conceptualization	Idea generation
B	Research support	Information Collection	Literature search and systematization
B	Planning and organizing work	Methodology	Research design
B	Coordinating group work	Project Administration	·
C	Revising and improving work	Writing: Review & Editing	Adapting tone; recommendations
C	Editing, proofreading, and formatting	Writing: Review & Editing	Proofreading and editing; reformatting

8 REFERENCES

SOURCES USED TO BUILD THE TAXONOMY

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5 LEARNING EVIDENCE

Reflection	What the student learned, reconsidered, or still questions.
Summary	The relevant AI response restated in the student's own words.
Critique	The strengths, limits, or risks the student found in the AI output.
Sources	How the student verified the AI output against other sources.

Instructors can require any of the four on an assignment. A reflection cannot be required while AI may be used to document or reflect on AI use. Students who used no AI can submit a No AI Use Attestation instead.

6 RELATION TO THE AI ASSESSMENT SCALE

The AI Assessment Scale sets one level for a whole task. CiteKeep sets a state for each of the 16 uses, so a preset is the closest match to an AIAS level: Process only resembles AIAS Level 2 (planning, no AI content submitted), Process and polish adds AIAS Level 3 editing, and Open extends to AI-generated content with disclosure. Tier A has no AIAS equivalent because it covers studying, not the assessed task.

TIER	CITEKEEP USE	AID HEADING	GAIDET TASK
C	Creating visuals or multimedia	Visualization	Visualization
C	Checking work or solving problems	·	Validation; quality assessment
C	Translation, simplification, or accessibility support	Writing: Translation	Translation
C	Documenting AI use and reflecting on learning	AI Tool(s) statement	·
D	Drafting content	·	Text generation
D	Analyzing and interpreting data	Data Analysis; Interpretation	Data analysis
D	Collecting or generating data	Data Collection Method; Data Curation	Data collection; data curation
D	Completing tasks autonomously	Execution	Process automation

RELATED STANDARDS AND RESEARCH

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