WRITEGUARD FOUNDING COHORT · EDUCATOR EDITION V1.0

# The 10-Pack AI-Resistant Writing Classroom Kit

Ten classroom-ready Secondary & IB MYP writing tasks engineered to make genuine student authorship observable — plus a printable Staged-Drafting Desk Card, 24 neutral criterion feedback stems, and a calm, evidence-based parent conference script.

**10 Print & Digital Writing Tasks**

Grades 7–11 · EAL Capable through Proficient · IB MYP, IGCSE & Secondary English aligned. Every task fits a single 40-minute period.

**Engineered Against Copy-Paste**

Anchored to live partner quotes, local observations, closed-book excerpts, and staged checkpoints that generic AI prompts cannot fake.

**60-Second Oral Authorship Checks**

Every task ships with 3 targeted follow-up questions to verify student ownership gently — zero false-positive AI detector accusations.

**3 Teacher Ready-to-Use Appendices**

Half-page student desk checklist, 24 criterion-aligned feedback stems, and a calm email + meeting script for paste-burst conferences.

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TEACHER QUICK-START GUIDE

# Why Task Design Beats AI Detectors Every Time

40-Minute Blueprint
Zero-Accusation
Workflow

Statistical AI detectors regularly misclassify well-structured EAL writing as "90%+ AI" while missing students who paraphrase chatbot output on a second device. When integrity rests on a probability score, every conversation turns defensive. When integrity rests on **observable classroom process**, the drama disappears.

### 01

### Anchor to Live Room Facts

Require 2–3 details that only exist inside your classroom today: a named partner's live quote, a 4-row class survey tally, or a closed-book 12-line excerpt handed out at minute 0.

### 02

### Stage the 40-Minute Clock

Split drafting into three visible checkpoints (Plan → Draft → Targeted Revision). Students who outline in minutes 0–8 rarely panic-paste at minute 35.

### 03

### Pair With Process Evidence

Run the task inside **WriteGuard** (or paper + revision pen). Review cadence, revisions, and paste bursts objectively — then confirm with one 30-second oral question.

## Quick Index — Choose the Right Task for Monday Morning

| # | TASK TITLE | TEXT TYPE | TARGET BAND | BUILT-IN AI-RESISTANCE LOCK |
|---|---|---|---|---|
| 01 | Local Commute Redesign Memo | Persuasive Memo | Grades 7–9 / EAL | Real daily route + 2 local landmarks |
| 02 | Two-Interview Campus Feature | Journalistic Feature | Grades 8–10 | 2 live named classmate quotes |
| 03 | "Fix My Broken Draft" Challenge | Revision + Rationale | Grades 7–9 / EAL | Annotated edits on provided flawed text |
| 04 | Evidence-Locked Scene Autopsy | Literary Analysis | Grades 8–11 | Closed-book 12-line excerpt + class debate |
| 05 | Contrarian Policy Letter | Formal Argument | Grades 9–11 | Fixed budget cap + peer counterargument |
| 06 | Decision That Backfired | Reflective Narrative | Grades 7–10 | 5-bullet locked timeline + mid-draft pivot |
| 07 | Data-to-Opinion Mini-Editorial | Op-Ed / Commentary | Grades 8–10 | Live 5-min class survey 4-row table |
| 08 | Side-by-Side Register Flip | Formal Email + Note | Grades 7–9 / EAL | Convert 6-line peer chat + justify 3 shifts |
| 09 | Peer-Debate Synthesis Essay | Discursive Essay | Grades 9–11 | Synthesize 2 live partner debate claims |
| 10 | 12-Min "Explain Your Own Essay" | Metacognitive Lock | Grades 7–11 (Any) | Closed-notes reflection immediately post-submit |

**Standard 40-Minute WriteGuard Session Rhythm:** Project your 6-character Class Code at the door (2 min) → Complete the live room warmup / anchor capture (6 min) → Solo silent drafting with Checkpoint 1 at min 16 (22 min) → Targeted 2-edit revision pass (7 min) → Submit & exit reflection (3 min).

TASK 01 · PERSUASIVE MEMO

# The Local Commute Redesign Memo

Grades 7–9 · EAL Capable–Proficient
Target: 220–320 words · 40 mins

**Why AI Struggles Here:** Generic chatbots produce vague clichés about "smart traffic lights." This task locks students to their real morning commute, two named local choke points from this week, and one realistic low-cost fix.

### STUDENT-FACING PROMPT (PROJECT OR PASTE INTO WRITEGUARD)

**Role & Audience:** You are writing a short, practical memo to your local neighborhood council or school transport coordinator.

**Task:** Describe **one real bottleneck** you personally experienced on your way to school this week, and propose **one realistic, low-cost improvement** that could be tested within 30 days.

- **Paragraph 1 (The Real Problem):** Name two exact streets, intersections, crossings, or drop-off zones you passed this week and explain what slowed people down.
- **Paragraph 2 (Your 30-Day Fix):** Propose one specific change (no multi-billion-dollar subways!) and explain clearly how it improves safety or saves minutes.
- **Paragraph 3 (Anticipate One Pushback):** Name one group who might complain about your fix (drivers, shopkeepers, parents) and answer their concern fairly.

### 40-MINUTE STAGED CHECKPOINTS

1. **Min 0–6 (No Typing Yet):** On scrap paper or top of editor, list 2 real place names + 1 time-stamp from this week + 1 pushback group.
2. **Min 6–28 (Solo Drafting):** Draft all 3 paragraphs steadily in your own plain voice. Aim for concrete sensory details over fancy vocabulary.
3. **Min 28–37 (Targeted Revision):** Replace 2 vague verbs ("makes it better", "helps a lot") with exact actions, and tighten one overly long sentence.
4. **Min 37–40 (Submit):** Read your memo aloud quietly once before submitting.

### WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** Short pause at minute 4–6 while choosing local street names, followed by steady drafting and small vocabulary edits in Paragraph 2.
- **Red flag:** Sudden 200+ word paste containing abstract phrases like "*multifaceted urban mobility infrastructure*" with zero named local landmarks.
- **EAL Scaffold:** Provide 3 neutral openers on the board ("*Every weekday around [time], [location] backs up because...*").

### 60-SECOND ORAL AUTHORSHIP CHECK (PICK ANY 1 QUESTION)

1. "Point to the exact spot you wrote about in Paragraph 1 — what is right next to it on the left side of the road?"
2. "Which sentence in Paragraph 3 did you change your mind about while writing?"
3. "Explain your 30-day fix to me in one casual sentence without looking at your screen."

TASK 02 · JOURNALISTIC FEATURE

# Two-Interview Campus Feature Article

Grades 8–10 · Secondary / IB MYP
Target: 280–400 words · 40 mins

**Why AI Struggles Here:** Students must weave in **two direct quotes attributed by first name** from live 4-minute partner interviews conducted inside your room before anyone opens a laptop.

### STUDENT-FACING PROMPT (PROJECT OR PASTE INTO WRITEGUARD)

**Topic (Teacher picks one):** *Should students be allowed headphones during independent study?* OR *What is the most underrated 10-minute habit for surviving exam week?*

**Pre-Write (8 mins, Laptops Closed):** Interview **two classmates** seated near you. Write down their exact first name and **one verbatim sentence** they said (including one concrete reason or example they gave).

**Drafting Task:** Write a crisp school-newspaper feature article that includes:

- A sharp, specific headline + 2-sentence lead hooking the reader with a real campus moment.
- Both classmates' direct quotes properly punctuated and woven into your paragraphs (showing two different angles or priorities).
- A closing paragraph that steps back and leaves readers with one thoughtful question or takeaway.

### 40-MINUTE STAGED CHECKPOINTS

1. **Min 0–8 (Live Interviews — Screens Down):** Pair up, ask 2 follow-up questions, record exact wording on a sticky note.
2. **Min 8–12 (Quote Entry):** Open WriteGuard and type your two raw quotes at the bottom of the page as your "Evidence Bank."
3. **Min 12–32 (Article Drafting):** Build the headline, lead, and body around those real quotes.
4. **Min 32–40 (Editor's Pass):** Check quotation punctuation, trim 15 filler words, and confirm your headline matches the actual quotes.

### WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** Quotes typed first in short bursts, then moved/integrated into body paragraphs with reporting verbs (*explained, pushed back, admitted*).
- **Red flag:** Generic fabricated quotes ("*Sarah, a local student, remarked that technology enhances productivity*") instead of actual seated classmates.
- **Bonus Check:** Ask the quoted classmate to give a thumbs-up if that's really what they said!

### 60-SECOND ORAL AUTHORSHIP CHECK (PICK ANY 1 QUESTION)

1. "What did [Classmate Name] say right BEFORE the quote you chose to include?"
2. "Why did you pick this headline over a simpler one?"
3. "Which reporting verb did you change during your editing pass?"

TASK 03 · ANALYTICAL EDITING + JUSTIFICATION

# The "Fix My Broken Draft" Live Revision Challenge

Grades 7–9 · EAL Capable–Proficient
Target: Rewritten Draft + 4 Notes · 40 mins

**Why AI Struggles Here:** Instead of generating a blank-page essay, students surgically repair a deliberately flawed text pre-loaded inside the editor and justify 4 exact changes linked to this week's class grammar/style targets.

### STUDENT-FACING PROMPT + PRE-LOADED FLAWED DRAFT

**Part A — Rewrite the broken paragraph below** so it reads like a clear, persuasive opinion column for teenagers. Fix the run-on sentences, repetitive word choices, weak evidence, and flat ending.

> "Many kids today are very tired at school and this is a really big problem because school starts very early in the morning and also phones keep kids awake at night so they cannot focus in class and teachers get annoyed. Some people say kids should just go to sleep earlier, that is easy to say but actually homework takes a long time and also buses come at 6:15 a.m. In conclusion, sleep is very important for students and schools should do something good about it soon."

**Part B — Four Revision Notes (2 sentences each):** Below your rewrite, list **4 specific changes** you made, quoting your *before* and *after* phrases and explaining **why** the new version works better for the reader.

### 40-MINUTE STAGED CHECKPOINTS

1. **Min 0–6 (Diagnose):** Students mark 4 flaws in the broken draft (e.g., 1 run-on, 1 vague phrase, 1 missing concrete detail, 1 cliché conclusion).
2. **Min 6–24 (Surgical Rewrite):** Edit directly inside the text (do not delete everything and paste a new essay!).
3. **Min 24–36 (Justification Notes):** Write the 4 before/after explanations in plain English.
4. **Min 36–40 (Verify):** Confirm at least 2 specific details were added without changing the topic.

### WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** High revision/edit ratio (35%–60%) as students split sentences, swap verbs, and tweak transitions directly inside the pre-loaded text.
- **Red flag:** Complete select-all-delete followed by a single instant paste of an overly formal academic rewrite.
- **Easy Remix:** Swap the broken paragraph each month to target your exact grammar unit (passive voice, clauses, transitions).

### 60-SECOND ORAL AUTHORSHIP CHECK (PICK ANY 1 QUESTION)

1. "Which of the four flaws in the original paragraph annoyed you most as a reader?"
2. "Look at Revision #2 — what other word did you consider before picking this one?"
3. "Read your new closing sentence aloud: why is it stronger than 'do something good about it soon'?"

TASK 04 · CLOSED-BOOK LITERARY ANALYSIS

# Evidence-Locked Literature Scene Autopsy

Grades 8–11 · IB MYP / IGCSE
Target: 260–380 words · 40 mins

**Why AI Struggles Here:** Students analyze a teacher-selected, unannounced 10–14 line passage handed out on paper with numbered lines — and must respond to **one specific interpretation raised aloud** during your 5-minute pre-write discussion.

### STUDENT-FACING PROMPT (PAIR WITH ANY 10–14 LINE PAPER EXCERPT)

**Setup:** Read the numbered 12-line excerpt on your desk (no devices or full-novel summaries). During our 5-minute opener, your teacher wrote **two competing claims** on the board about what drives the character's decision in this moment.

**Task:** Write a focused 2-paragraph literary analysis responding to this question: *How does the author's language in Lines 1–12 reveal the character's hidden tension or motive?*

- Cite **at least three short embedded quotes (2–6 words each)** with exact line numbers (e.g., *"cold iron latch" (L. 4)*).
- Explicitly agree with, extend, or challenge **one of the two claims written on the whiteboard today**.
- Zoom in on **one single verb, metaphor, or sentence shift** and unpack its effect on the reader in 2+ sentences.

### 40-MINUTE STAGED CHECKPOINTS

1. **Min 0–6 (Paper Annotation + Board Claims):** Underline 3 micro-quotes on the paper slip; pick which whiteboard claim you are testing.
2. **Min 6–10 (Claim Lock):** Type your 1-sentence thesis + your 3 line numbers at the top of WriteGuard.
3. **Min 10–32 (Deep Analysis):** Draft 2 tight analytical paragraphs — forbid plot summary!
4. **Min 32–40 (Precision Check):** Cut any sentence that merely retells what happened; sharpen 2 analytical verbs (*signals, undercuts, betrays*).

### WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** Frequent short pauses (looking down at the paper excerpt) followed by typing short exact line-numbered quotes.
- **Red flag:** Broad thematic fluff about the whole novel (characters or plot points NOT in Lines 1–12) or ignoring the whiteboard claims completely.
- **Differentiation:** For emerging writers, highlight 2 candidate words on the paper excerpt to anchor their zoom-in.

### 60-SECOND ORAL AUTHORSHIP CHECK (PICK ANY 1 QUESTION)

1. "Point to Line [X] on your paper — why did you quote those three words instead of the whole sentence?"
2. "How would the classmate who backed the OTHER board claim argue back against your thesis?"
3. "What does your analytical verb '[verb]' mean here in plain everyday words?"

TASK 05 · FORMAL ARGUMENTATIVE LETTER

# The Contrarian Policy Letter (Two Real Constraints)

Grades 9–11 · Secondary / IB MYP–DP
Target: 300–420 words · 40 mins

**Why AI Struggles Here:** Generic persuasive essays argue for impossible utopias. Locking students to an exact **USD 500 micro-budget** plus **one live peer counterargument posted on the board** forces real tradeoffs and authentic reasoning.

### STUDENT-FACING PROMPT (PROJECT OR PASTE INTO WRITEGUARD)

**Scenario:** Your student council has been granted exactly **USD 500** to improve daily student life at school next term. You must spend **all USD 500** — and not a dollar more — on one concrete pilot project.

**Pre-Write (5 mins):** Share your pitch in 20 seconds with a partner. Your partner must give you **one honest reason your plan could fail**. Write their objection down.

**Task:** Write a formal letter to the Student Council Budget Committee defending your proposal:

- **Itemized Mini-Breakdown:** State 2–3 realistic cost items totaling USD 500 inside Paragraph 2.
- **Direct Rebuttal:** Name and answer the exact objection your partner raised today — without pretending the risk is zero.
- **Success Metric:** Define one simple way the school can measure after 4 weeks whether the USD 500 worked.

### 40-MINUTE STAGED CHECKPOINTS

1. **Min 0–6 (Partner Pitch & Stress-Test):** Exchange ideas; write down your partner's sharpest objection verbatim.
2. **Min 6–12 (Budget + Metric Lock):** Enter your 3 budget lines (sum = USD 500) and your 4-week metric at the top of the draft.
3. **Min 12–33 (Formal Letter Drafting):** Use crisp, respectful formal register — zero begging or exclamation marks.
4. **Min 33–40 (Register & Logic Audit):** Check the arithmetic, remove 2 informal expressions, and verify your rebuttal directly addresses the objection.

### WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** Visible arithmetic/price tweaks during drafting (e.g., adjusting USD 150 → USD 120 to stay under USD 500) and nuanced concessions ("*Even if...*").
- **Red flag:** Bloated corporate-speak ("*fostering holistic student wellbeing through synergistic community engagement*") with vague uncosted promises.

### 60-SECOND ORAL AUTHORSHIP CHECK (PICK ANY 1 QUESTION)

1. "If the committee cut your budget from USD 500 to USD 300 tomorrow, which item would you drop first?"
2. "What was the toughest part of answering your partner's objection?"
3. "How did you decide on your 4-week success metric?"

TASK 06 · REFLECTIVE NARRATIVE

# "The Decision That Backfired" (Process-Log Narrative)

Grades 7–10 · Personal Narrative
Target: 280–400 words · 40 mins

**Why AI Struggles Here:** AI writes glossy, melodramatic redemption arcs ("That rainy Tuesday taught me the true meaning of resilience"). This task locks students to an ordinary, low-stakes real memory and forbids moralizing clichés.

### STUDENT-FACING PROMPT (PROJECT OR PASTE INTO WRITEGUARD)

**Task:** Tell the true story of a **small, ordinary decision you made** (a shortcut, a white lie, skipping prep, overconfident guess, bad purchase) that backfired within 24 hours.

- **The 5-Bullet Lock (Min 0–5):** Before writing prose, type 5 short factual bullets at the top: *Where · Who else was there · Exact bad choice · The 10-second moment it went wrong · One awkward physical detail you still remember*.
- **The Anti-Cliché Rule:** You are **banned** from ending with *"I learned that honesty is the best policy"* or any textbook moral. End on a concrete image, quiet realization, or small habit you actually changed.
- **Mid-Draft Pivot:** Slow down the exact 10 seconds things went wrong into 4–5 vivid sentences.

### 40-MINUTE STAGED CHECKPOINTS

1. **Min 0–5 (5-Bullet Memory Lock):** Type the 5 factual anchors — keep them raw and plain.
2. **Min 5–26 (Scene Drafting):** Turn the bullets into a 3-part narrative (Setup → Slow-Motion Turn → Quiet Aftermath).
3. **Min 26–36 (Detail Upgrade):** Cut 3 vague adjectives (*bad, nervous, crazy*) and replace them with physical actions or dialogue.
4. **Min 36–40 (Ending Check):** Delete any preachy final sentence and end one sentence earlier if it lands harder.

### WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** Bullets written quickly first, then expanded organically with honest self-deprecating tone and specific everyday objects.
- **Red flag:** Instant melodrama ("*As thunder rumbled outside, a profound realization washed over me...*") or total mismatch between the 5 bullets and final prose.

### 60-SECOND ORAL AUTHORSHIP CHECK (PICK ANY 1 QUESTION)

1. "What happened 10 minutes AFTER the last sentence of your story?"
2. "Which sentence did you cut or rewrite at the end to avoid a cheesy moral?"
3. "Why did you pick that one physical detail in your slow-motion scene?"

TASK 07 · INFORMATIONAL OP-ED

# Data-to-Opinion Mini-Editorial (Live Room Survey)

Grades 8–10 · Informational / Argument
Target: 240–350 words · 40 mins

**Why AI Struggles Here:** The entire editorial must interpret a **brand-new 4-row data table generated live by hands-up voting inside your classroom** during minutes 0–5. That dataset literally did not exist 6 minutes ago.

**STUDENT-FACING PROMPT (RUN LIVE 4-QUESTION SHOW-OF-HANDS POLL ON THE BOARD FIRST)**

**Live Poll Setup (5 mins):** Ask the class 4 quick hands-up questions on a relatable topic (e.g., *Homework & Sleep* or *Weekend Screen Habits*) and write the exact headcounts in a 4-row table on the whiteboard:

| LIVE CLASS QUESTION (FILL TOTALS ON BOARD) | YES / HIGH | NO / LOW | CLASS % |
|---|---|---|---|
| 1. Slept under 7 hours on 3+ school nights this week? | ___ | ___ | ___% |
| 2. Checked a phone within 10 minutes of waking up today? | ___ | ___ | ___% |
| 3. Felt rushed finishing homework after 9:30 p.m. this week? | ___ | ___ | ___% |
| 4. Would trade 30 mins of screen time for 30 mins extra sleep? | ___ | ___ | ___% |

**Drafting Task:** Write a tight 3-paragraph mini-editorial interpreting **today's exact class numbers**. Cite at least **3 exact figures** from the board, highlight **one surprising contradiction** in the data, and warn readers of **one limit** of a small classroom poll.

### 40-MINUTE STAGED CHECKPOINTS

1. **Min 0–5 (Live Tally):** Count hands, compute percentages together on the board.
2. **Min 5–10 (Angle Selection):** Pick the single most surprising gap between two rows (e.g., Question 1 vs. Question 4).
3. **Min 10–32 (Editorial Drafting):** Hook with the boldest stat → unpack the contradiction → acknowledge sample-size limits + practical takeaway.
4. **Min 32–40 (Fact-Check Pass):** Verify every cited number matches the whiteboard exactly.

### WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** Accurate room numbers integrated smoothly into causal explanations ("*Nearly two-thirds of our room admitted...*").
- **Red flag:** Citing external global Pew/WHO statistics instead of today's live board numbers, or getting the room counts wrong.

### 60-SECOND ORAL AUTHORSHIP CHECK (PICK ANY 1 QUESTION)

1. "Which two rows on the board contradicted each other most in your view?"
2. "If we ran this exact poll with Grade 6 students instead, which row would flip first?"
3. "Why did you include that specific caution about sample size in Paragraph 3?"

TASK 08 · REGISTER & AUDIENCE CONTROL

# Side-by-Side Register Transformation

Grades 7–9 · EAL Capable–Proficient
Target: Formal Email + 3 Notes · 40 mins

**Why AI Struggles Here:** Students must preserve **five exact factual constraints** from a messy casual chat thread while transforming tone — AND explain 3 deliberate register shifts in their own words.

### STUDENT-FACING PROMPT + SOURCE CHAT THREAD

**Group Chat — Science Fair Team (Tue 19:42):**
• *Kai:* ugh bad news guys, the cardboard display board got soaked in the rain on my walk home 😭
• *Nina:* wait seriously?? presentation is THURSDAY 10am in Hall B!!
• *Kai:* yeah totally ruined. also Mr. Chen's lab table #4 had a broken power strip today so our water pump demo kept dying.
• *Nina:* can we ask the coordinator for a spare foam board + working extension cord before 8:15am tomorrow? we already finished the data charts on USB so we only need 25 mins to reprint + mount.

**Part A — Formal Email (140–200 words):** Write a polite, concise, problem-solving email to the Event Coordinator (*Ms. Rivera*) explaining what happened and making the exact two requests above — without sounding panicky or blaming anyone.

**Part B — 3 Register Shift Notes:** List 3 casual phrases from the chat, the formal wording you wrote instead, and 1 sentence explaining why that shift respects the reader's time.

### 40-MINUTE STAGED CHECKPOINTS

1. **Min 0–6 (Fact Extraction):** List the 5 non-negotiable facts (Hall B, Thu 10am, Table #4 power strip, spare foam board + extension cord, 8:15am tomorrow).
2. **Min 6–24 (Email Drafting):** Write a crisp subject line, polite opener, 2-bullet request, and appreciative close.
3. **Min 24–35 (3 Register Shift Notes):** Complete the Before → After → Why table below the email.
4. **Min 35–40 (Tone Check):** Trim any overly stiff archaic phrasing ("*I humbly beseech you*") to crisp, modern professional English.

### WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** Visible polishing of subject line and modal verbs ("*Can we get...*" → "*Would it be possible to borrow...*").
- **Red flag:** Overly robotic AI boilerplate ("*I hope this email finds you well. I am writing to formally bring to your esteemed attention...*") pasted in one chunk.

### 60-SECOND ORAL AUTHORSHIP CHECK (PICK ANY 1 QUESTION)

1. "Why did you write that exact subject line instead of just 'Help needed'?"
2. "How did you handle the rain accident without sounding messy or unprofessional?"
3. "Pick one of your 3 register shifts — how would you say it if emailing a close friend instead?"

TASK 09 · DISCURSIVE SYNTHESIS

# The Peer-Debate Synthesis Essay

Grades 9–11 · IB MYP / DP Prep
Target: 300–420 words · 40 mins

**Why AI Struggles Here:** Before typing a single word, students run a timed 6-minute paired mini-debate on assigned opposite sides — and their solo essay must explicitly evaluate **their partner's strongest live argument by name**.

### STUDENT-FACING PROMPT (PROJECT OR PASTE INTO WRITEGUARD)

**Debate Motion (Teacher picks one):** *Should high schools replace final written exams with 100% ongoing coursework?* OR *Should cities fine households that fail to sort recyclable waste?*

**Pre-Write — 6-Minute Paired Debate (Laptops Closed):** Partner A argues FOR (2 min), Partner B argues AGAINST (2 min), 2-min open rebuttal. Jot down **the single sharpest point your partner made** and one example they used.

**Solo Essay Task:** Step out of your assigned debate side and write a balanced 3-paragraph synthesis stating **your genuine personal verdict**:

- **Paragraph 1:** Frame the real tradeoff clearly and state your nuanced thesis.
- **Paragraph 2 (Steelman Your Partner):** Credit your partner's strongest live argument (by first name) fairly — explain why it carries real weight before showing its limit.
- **Paragraph 3 (Your Verdict & Condition):** Defend your own position and state **one condition** under which you would change your mind.

### 40-MINUTE STAGED CHECKPOINTS

1. **Min 0–6 (Live Paired Debate):** Speak first; capture 1 strong partner point + 1 example on scrap paper.
2. **Min 6–10 (Thesis & Condition):** Type your thesis and your "I would change my mind if..." condition before drafting.
3. **Min 10–33 (Solo Synthesis):** Draft all 3 paragraphs calmly, resisting one-sided rant language.
4. **Min 33–40 (Fairness Audit):** Read Paragraph 2 as if you were your partner — did you represent their argument honestly?

### WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** Real conversational attribution ("*During our debate, Mei pointed out that...*") and mid-draft hedging adjustments.
- **Red flag:** Standard 5-paragraph chatbot balance ("*On the one hand... on the other hand... both sides have valid points*") with zero trace of the live partner exchange.

### 60-SECOND ORAL AUTHORSHIP CHECK (PICK ANY 1 QUESTION)

1. "Did your partner actually change your mind on any small detail during the 6-minute debate?"
2. "In Paragraph 3, why did you choose THAT specific condition for changing your mind?"
3. "Which transition word in Paragraph 2 did you rewrite to sound more balanced?"

TASK 10 · UNIVERSAL AUTHORSHIP LOCK (PAIRS WITH ANY SUMMATIVE!)

# The 12-Minute "Explain Your Own Essay" Reflection

Grades 7–11 · Works With Any Subject
Target: 120–180 words · 12 mins

**Why This Is Every Teacher's Secret Weapon:** Pair this 12-minute closed-notes reflection immediately after ANY take-home or multi-day essay submission. Genuine authors breeze through it effortlessly; students who outsourced their essay cannot fake it.

**STUDENT-FACING PROMPT (CLOSED ESSAY — RUN IMMEDIATELY AFTER FINAL SUBMISSION)**

**Instructions:** Your final essay is submitted and closed (do not look back at it). Spend 12 quiet minutes answering these **4 short questions** in plain, honest English:

1. **Your Core Claim (1–2 sentences):** Summarize the main argument of the essay you just turned in, as if explaining it to a friend in the hallway.
2. **Your Hardest Revision (2–3 sentences):** Describe one paragraph, sentence, or idea you struggled with — what did you cut, move, or rewrite before submitting?
3. **Your Strongest Piece of Evidence (1–2 sentences):** Name one specific quote, fact, or example you used and explain why it beat other options you considered.
4. **One Honest Next-Time Fix (1 sentence):** If you had 20 extra minutes tomorrow, what single specific part would you sharpen?

## HOW TEACHERS USE THIS CLEANLY

- **Zero Policing Tone:** Frame it as metacognitive reflection (counts as a quick formative process check or IB ATL reflection).
- **Instant Voice Baseline:** Reading a student's 12-minute closed-notes voice right next to their multi-day essay makes genuine authorship unmistakable — and highlights gaps gently without a flawed AI detector score.
- **Time Cost to Grade:** 20 seconds per student.

## WHAT TO LOOK FOR IN WRITEGUARD

- **Authentic signal:** Specific, slightly messy honesty ("*My second paragraph kept repeating paragraph one so I cut the part about buses*").
- **Conversation trigger:** Student cannot recall their own thesis or main evidence from 5 minutes ago, or writes in a radically different vocabulary/syntax baseline.

## 60-SECOND GENTLE FOLLOW-UP (IF REFLECTION & ESSAY DON'T MATCH)

1. "I noticed your reflection summary sounded much clearer and more direct than Paragraph 2 of your essay — walk me through what Paragraph 2 is arguing in your own words."
2. "Which tools or drafts did you use while pulling Paragraph 2 together? Let's rebuild one section together in your real voice."

APPENDIX A · PHOTOCOPY-READY HANDOUT (2-PER-PAGE DESK CARD)

# Student Staged-Drafting Checklist

Cut Across Middle Line
Keep on Desks During Writing

## My 40-Minute Writing Process Card

**PROCESS OVER PERFECTION**

**Stage 1 — Plan (Min 0–6)**

- ☐ I wrote my core claim in 1 plain sentence.
- ☐ I listed 2–3 real room details / quotes / facts.
- ☐ I know who my audience is (formal vs. casual).

**Stage 2 — Draft Steadily (Min 6–28)**

- ☐ I typed my own thinking directly in the editor.
- ☐ No copy-pasting paragraphs from outside tabs.
- ☐ Stuck on a word? Write `[WORD]` and keep moving!

**Stage 3 — Real Revision (Min 28–37)**

- ☐ I cut at least 1 repetitive or filler sentence.
- ☐ I upgraded 2 weak verbs or transitions.
- ☐ Every paragraph clearly connects back to my claim.

**Stage 4 — Own It (Min 37–40)**

- ☐ I read my draft quietly from top to bottom.
- ☐ I can explain every sentence in my own voice if asked.

✂ ———————————— CUT HERE ———————————— ✂


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**Stage 2 — Draft Steadily (Min 6–28)**

- ☐ I typed my own thinking directly in the editor.
- ☐ No copy-pasting paragraphs from outside tabs.
- ☐ Stuck on a word? Write `[WORD]` and keep moving!

**Stage 3 — Real Revision (Min 28–37)**

- ☐ I cut at least 1 repetitive or filler sentence.
- ☐ I upgraded 2 weak verbs or transitions.
- ☐ Every paragraph clearly connects back to my claim.

**Stage 4 — Own It (Min 37–40)**

- ☐ I read my draft quietly from top to bottom.
- ☐ I can explain every sentence in my own voice if asked.

APPENDIX B · COPY-PASTE GRADING ACCELERATORS

# 24 Neutral Criterion Feedback Stems (Process + Craft)

Secondary & IB-Friendly
Constructive · Evidence-First

Designed for fast, consistent feedback across sections (pairs cleanly with IB MYP Criterion D, IGCSE Directed Writing, or standard Secondary English rubrics). Replace bracketed terms with one exact phrase from the student's draft.

## 1. STRUCTURE & ORGANIZATION (6 STEMS)

- Your opening claim sets a clear direction; next time, anchor each body paragraph with one specific topic sentence before adding details.
- The transition between Paragraph 1 and Paragraph 2 jumped abruptly — try adding a bridging clause showing contrast or cause.
- Strong pacing across your three paragraphs: you spent your word budget on the central tension instead of over-explaining the background.
- Your conclusion repeated Paragraph 1 almost word-for-word; push it one step further by stating a concrete implication or next step.
- Good evidence of mid-draft restructuring — splitting that long middle paragraph made your argument significantly easier to follow.
- Next draft target: lock your 3 bulleted points before paragraphing so every example earns its place.

## 2. EVIDENCE & REASONING (6 STEMS)

- Citing [specific local detail / quote] grounded your point immediately and made your voice unmistakable.
- You named the counterargument fairly; push one sentence deeper to explain *why* your solution still outweighs that drawback.
- Watch out for unsupported generalizations like "[phrase]" — swap in one concrete example from today's room data or excerpt.
- Excellent micro-analysis of "[word/phrase]" — zooming into one word revealed far more than summarizing the whole scene.
- Your claim is persuasive, but Paragraph 2 asserts rather than proves: add one "because + concrete result" sentence.
- Next draft target: integrate short 3–6 word embedded quotes instead of dropping full-sentence block quotes.

## 3. LANGUAGE, VOICE & REGISTER (6 STEMS)

- Your register matched the audience cleanly — polite, direct, and free of stiff or artificial phrasing.
- Several sentences drifted too casual for a formal reader ("[phrase]") — test swapping in a neutral modal verb or precise noun.
- Clear EAL growth: your control of [complex clauses / tense shifts] stayed accurate even when expressing a nuanced tradeoff.
- Watch repeated starter words ("Also... Also..."). Varying sentence openings will immediately lift your fluency band.
- Two overly dense sentences in Paragraph 2 obscured a great idea — split anything over 30 words into two crisp statements.
- Strong vocabulary precision in "[phrase]" — natural, accurate, and clearly owned in your own voice.

## 4. WRITING PROCESS & AUTHORSHIP (6 STEMS)

- Your process timeline shows steady, authentic drafting with genuine self-corrections — strong independent writing habits.
- Great use of the final 8 minutes: your targeted edits tightened wordiness without losing your natural voice.
- Next session, spend 4 full minutes outlining first — rushing straight into typing led to backtracking mid-paragraph.
- Your closed-notes reflection matched your essay's core logic closely, confirming deep ownership of the argument.
- Notice that most edits happened only in the final 2 minutes; try pausing once halfway through to check alignment with your thesis.
- Let's spend 3 minutes together comparing your drafting timeline with your final paragraph so we can strengthen your in-class voice.

APPENDIX C · DE-ESCALATION PLAYBOOK

# Calm, Non-Accusatory Parent & Student Conference Script

Facts Over Accusations
Zero AI-Detector Wars

> **Golden Rule:** Never open with "*I think you used ChatGPT*" or "*An AI detector flagged this at 94%.*" Both trigger instant denial and angry parent emails. Lead strictly with **observable process facts** and a clear path forward.

## 1. The 4-Step, 5-Minute Student Conversation (Before Emailing Home)

1. **Show the neutral timeline side-by-side:** "*Before I grade this, I want to check one process detail with you. On our writing log, Paragraph 2 appeared in a single 290-word paste at 02:14 after two minutes away from the tab.*"
2. **Invite an honest explanation without trapping:** "*Walk me through how you drafted that section — did you write it somewhere else first, get help from a tool, or use another source?*"
3. **Run one calm 30-second authorship check:** "*Without looking at the screen, explain the main point of Paragraph 2 and what this word ('[word]') means in your argument.*"
4. **Offer a constructive academic reset (aligned to your school policy):** "*My job is to grade your real writing voice so I can help you grow. Let's arrange a supervised 20-minute redraft of Paragraph 2 in your own words.*"

## 2. Ready-to-Send Parent Email Template (Calm, Factual, Supportive)

**Subject:** Checking in on [Student Name]'s [Assignment Title] writing process

Dear [Parent Name],

I hope your week is going well. I am writing to share a quick update regarding [Student Name]'s recent writing task, *[Assignment Title]*, and the supportive next step we have agreed on.

In our English classes, we use a process-based writing workspace so students can build authentic drafting and revision habits — rather than relying on unreliable AI-percentage detectors. When reviewing [Student Name]'s submission today, the process log showed that [e.g., 310 words of the final draft were pasted in a single block after two minutes of active typing], and the phrasing differed significantly from [Student Name]'s usual in-class writing voice.

[Student Name] and I had a calm, constructive conversation about this today [and I have attached the 1-page Writing Process Summary for transparency]. Because my priority is helping [Student Name] strengthen their own independent writing and assessment readiness, we have arranged [e.g., a supervised 25-minute redraft during Study Support on Thursday / next step per school policy] so I can assess their genuine work fairly.

Thank you for partnering with us to support [Student Name]'s growth as an independent writer. Please feel free to reply if you would like a quick 10-minute call.

Warm regards,
[Your Name]

### QUICK PRE-SEND PARENT EMAIL CHECKLIST

- ☐ Zero words like "*cheated,*" "*plagiarized,*" or "*AI detector score*" — stick 100% to observable timestamps, paste size, and voice contrast.
- ☐ Attach the 1-page **WriteGuard Writing Process Evidence Certificate PDF** so parents see objective facts immediately.
- ☐ Keep your tone warm, forward-looking, and strictly aligned with your school's Academic Integrity Policy.