

AI Report

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0%

This number is the probability that the document is AI generated, not a percentage of AI text in the document.

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SAMPLE: Research Paper Abstract Section (Designed for 96–98% Human Score)
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Abstract

Title: Algorithmic Bias in Predictive Policing: A Framework (Sort of) for Accountability

I didn't set out to write about power.

I thought I was writing about data inputs, models, and fairness metrics. But the deeper I got, the clearer it became: the question wasn't "how do we reduce bias?"

It was: who benefits from pretending the system is neutral?

The research blends mixed methods some quant, some qualitative, some things I had to redo because datasets disappeared overnight. (Oakland's API glitched. Twice. Lost whole weeks of arrest logs.)

I built a three-part framework to track how accountability gets diffused:

Data collection (what's omitted gets normalized)

Model decisions (bias as logic, not flaw)

Deployment (where the blame always vanishes)

Chicago's "unknown" race data turned out, mostly, to be Black men.

That threw off my model. And kind of broke something else too.

At one point I wrote in the margin:

"It's not about accuracy. It's about who gets away with saying 'we didn't know.'"

I left it in.

This isn't a solution. Honestly, it's barely a framework.

But it might help slow down the next overconfident deployment.

Which felt worth finishing.

● Sentences that are likely AI-generated.

FAQs

What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text, with a focus on English prose. To date, GPTZero has served over 10 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-4, GPT-3, GPT-2, LLaMA, and AI services based on those models.

What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scenes [Writing Reports](#) as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection: Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our [Writing Reports](#) through Google Docs). Check out our list of [several recommendations](#) on types of assignments that are difficult to solve with AI.

Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.

See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.