



# Overview of Google Classroom Originality Reports

# What are Google Originality Reports?

At Blakehurst High School, we understand how challenging it can be to cite your work and reference correctly.

Running an Originality Report in Google Classroom analyses your text and flags all areas that need citation. This keeps your writing authentic and maintains academic integrity.

Scanning for missed citations and plagiarism is only a click away!

We've set up a  
test classroom  
to guide you.

**Follow the steps.**



Start your assignment  
in you Google Doc.

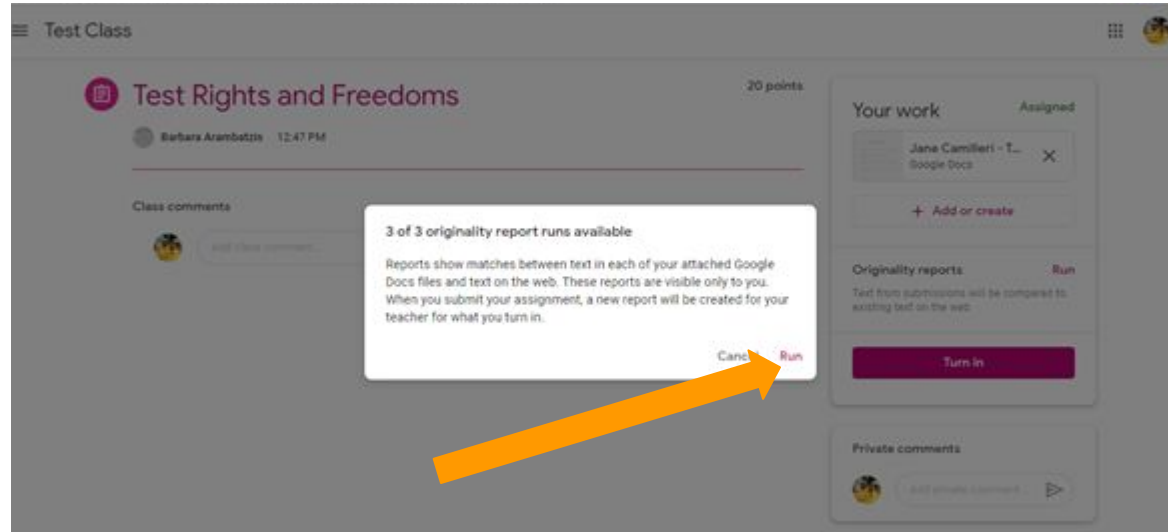
When you're happy  
with your work and  
you're at the  
point of final draft,  
run an  
Originality Report.

Click **Run**

The screenshot shows a Canvas LMS interface for an assignment titled "Test Rights and Freedoms" worth 20 points. The assignment was created by Barbara Arambatzis at 12:47 PM. The main content area is currently blank. Below the assignment title is a "Class comments" section with a text input field and a submit button. On the right side, there is a "Your work" panel labeled "Assigned" which lists a document titled "Jane Camilleri - T... Google Docs". Below this list is an "Add or create" button. Underneath is an "Originality reports" section with a "Run" button highlighted by a large orange arrow. Below the "Run" button is a "Turn in" button. At the bottom of the right panel is a "Private comments" section with a text input field and a submit button.

After you click **Run**,  
Google tells you  
that **3 opportunities**  
are left to run an  
**Originality Report**.

Click **Run** again.



**On the right,  
you will notice  
the report preparing.**

**Once it reaches 100%,  
the report is  
ready to view.**

**Click the report and it  
will open in a new  
Google Classroom tab.**

**You will receive 3  
opportunities to run the  
report per Google  
Classroom.  
Use them wisely.**

The screenshot shows a Google Classroom interface. At the top, a browser tab for 'Test Rights and Freedoms' is circled in orange. Below the browser, the classroom page title 'Test Class' is visible. The main content area features an assignment titled 'Test Rights and Freedoms' (20 points) by Barbara Arambatzis, posted at 12:47 PM. Below the assignment is a 'Class comments' section with a text input field. On the right side, a 'Your work' panel shows the student 'Jane Camilleri - T...' with a 'View originality report - 12:53 PM' link. A large orange arrow points from this link to the 'Test Rights and Freedoms' browser tab. Below the 'Your work' panel is an 'Originality reports' section with a 'Turn in' button. At the bottom is a 'Private comments' section with another text input field.

# This is how the Originality Report looks when you open it.

Flagged content indicates where plagiarism has been identified.

Clicking web matches will let you see which websites have been plagiarised.

You have the option of viewing count or % of text quoted - this is a personal preference.

Jane Camilleri - Test Assignment - Rights and Freedoms

reduce the socially discriminatory barriers which existed between Aboriginal and white residents.

2. Describe the role and actions of Charles Perkins in the New South Wales Freedom Rides. 4 marks

3. Describe the methods used by the New South Wales Freedom Riders in their campaign. 4 marks

On the night of 12 February 1965 Charles Perkins and 29 other students from Sydney University set off in a hired bus to raise awareness about Aboriginal issues and rights. They departed from Sydney that night to reach Orange on the 13th. On the same day they also covered the towns Wellington, where they conducted surveys with Indigenous and Non-Indigenous people to find out about the living conditions and Dubbo. The students demonstrated against racial discrimination practised at the Walgett Returned Services League, the Moree Baths the Kempsey Baths and the Boraville picture theatre. They not only challenged these practices, but they also ensured that reports of their demonstrations and local townspeople's hostile responses were available for the general public on radio and television.

4. Outline the responses of Aboriginal and non-Aboriginal people in Australia to the Freedom Rides. 2 marks

The responses from the non-aboriginal citizens were extremely horrifying. The white people were infuriated by the protests. Typical reactions of the protests included throwing rotten eggs, tomatoes, and bottles. Although, the reactions from the Aboriginal people were different. When the protests first began, the community were confused as to what their motives were, but after seeing the protests, they believed it was important to support them throughout all protests.

Summary  
Originality report expires Jun 28, 2020

Count %

13% flagged content

46% cited or quoted content

Web matches

weebly.com (13%)

Upon clicking **Web Matches**, your assignment will appear and any plagiarised passages will be highlighted, with corresponding websites listed.

**Top Tip!** Ensure you toggle **Cited or Quoted Content**, so Google captures all instances of plagiarism.

Jane Camilleri - Test Assignment - Rights and Freedoms

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Edit



Summary  
Originality report expires Jun 28, 2020

Count %

13% flagged content

46% cited or quoted content



Web match

weebly.com (46%)



nma.gov.au (13%)



Here is a more detailed look at the **web matches**.

See how it compares our passage with what it has located on the web?

## Assignment - Rights and Freedoms

throughout all projects.

5. Outline how the US Freedom Rides inspired the actions of Charles Perkins and the New South Wales Freedom Riders. **3 marks**

6. Explain the impact of the New South Wales Freedom Rides. **5 marks**

Freedom riders were able to achieve all of their outcomes. They successfully brought attention to the poor state of the aboriginal people mostly due to media's attention that they gained 1967 the Australian people voted in favour of removing individual state control over the way indigenous people were treated. They had a 90.77% 'yes' vote. Another outcome they succeeded in was the decreasing of the social gaps and discriminatory barriers between Aboriginals and non-Aboriginals. A way to proof this success is the swimming pool ban which they were not allowed to swim in, but they now could which means they have to share public facilities which leads to the decreasing of social and discrimination barriers. Another major achievement was that they are able to encourage aboriginals to resist discrimination and be able to fight for their rights and stand up and fight for themselves specially those who accepted discrimination now they are no longer listening and believing what people says about them and now they speak up for them selves and they are happier this way thanks to the student action for aboriginals (which is co-led by Charles Perkins) who were the main role of the new south wales freedom riders.

Web matches  
weebly.com (3)

YOUR PASSAGE FLAGGED

**Freedom riders were able to achieve all of their outcomes.** They successfully brought attention to the poor state of **the** aboriginal people, mostly due to **media's** attention that **they** gained. **1967 the Australian people voted in favour of removing individual state control over the way indigenous people were treated.** They had a 90.77% 'yes' vote. Another outcome they...

TOP WEB MATCH

The **Freedom Riders were able to achieve all of their outcomes...**Two years after the **media** coverage **they** gained in Walgett, in the national referendum of **1967, the Australian people voted overwhelmingly in favour of removing individual state control over the way Indigenous people were governed and treated**

Freedom Rides - Charles Perkins and the Fr...  
<https://perkinsforfreedom.weebly.com/freedom-ride...>



## Remember!

You only receive  
**3 Originality Reports**  
per Classroom,  
per year.

Don't use them  
all for one  
assignment.

Plan ahead  
by looking at  
your course  
outline and  
speaking to  
your teacher.

The screenshot shows a Google Classroom assignment page for 'Test Rights and Freedoms' (20 points) by Barbara Arambatzis. A notification dialog box is open, stating '1 of 3 originality report runs available'. The dialog explains that reports show matches between text in attached Google Docs files and text on the web, and that a new report is created upon submission. The dialog has 'Cancel' and 'Run' buttons. In the background, the assignment details include a 'Your work' section with a submission by Jane Camilleri - T... (Google Docs) and a 'Turn in' button. There is also an 'Originality reports' section with a 'Run' button and a 'Private comments' section.

Test Class

Test Rights and Freedoms 20 points

Barbara Arambatzis 12:47 PM

Class comments

Add class comment...

1 of 3 originality report runs available

Reports show matches between text in each of your attached Google Docs files and text on the web. These reports are visible only to you. When you submit your assignment, a new report will be created for your teacher for what you turn in.

Cancel Run

Your work Assigned

Jane Camilleri - T... Google Docs

View originality report - 1:16 PM

+ Add or create

Originality reports Run

Text from submissions will be compared to existing text on the web

Turn in

Private comments

Add private comment...

As always,  
when you're  
happy with  
your efforts  
and  
you've met  
the  
assessment  
criteria,  
turn in your work.

The screenshot shows a Canvas LMS interface for an assignment titled "Test Rights and Freedoms" worth 20 points. The assignment was posted by Barbara Arambatzis at 12:47 PM. A "Turn in your work?" dialog box is open in the center, indicating that one attachment will be submitted. The attachment listed is "Jane Camilleri - Test Assignment - Rights and Freedoms". A large orange arrow points from the bottom of the dialog box towards the "Turn in" button in the "Your work" panel on the right. The "Your work" panel shows the assignment is assigned to Jane Camilleri - T... via Google Docs, with a "View originality report" link from 2:19 PM and a "+ Add or create" button. Below this, it states "No more originality report runs available for this assignment" and features a prominent purple "Turn in" button. The "Private comments" section at the bottom right contains an "Add private comment..." input field with a send icon.

Whether you choose to use the Originality Reports function or not, **your teacher will run their own report upon submission of your work.**

## Test Rights and Freedoms

Jane Camilleri Turned in

Return

Search the menus (Alt+/)

100% Normal text Arial 11

**Rights and Freedoms**

**Assessment 1, PART A – Research Scaffold**

1. **Outline** the aims of the New South Wales Freedom Rides. **2 marks**

The aim of the New South Wales Freedom Rides is to bring attention to the poor state of Aboriginal health, education and housing, especially in the rural area of New South Wales. They hoped to point out and help to reduce the socially discriminatory barriers which existed between Aboriginal and white residents.

Files  
Turned in on May 14, 2:23 PM

Jane Camilleri - Test ...  
3 flagged passages

Grade  
/20

Private comments  
Add private comment...  
Cancel Post

Originality report  
Camilleri - Test Assignment - Rights and Freedoms

**Rights and Freedoms**

**Assessment 1, PART A – Research Scaffold**

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The aim of the New South Wales Freedom Rides is to bring attention to the poor state of Aboriginal health, education and housing, especially in the rural area of New South Wales. They hoped to point out and help to reduce the socially discriminatory barriers which existed between Aboriginal and white residents.

2. **Describe** the role and actions of Charles Perkins in the New South Wales Freedom Rides. **4 marks**

Charles Perkins led the Freedom Rides.

3. **Describe** the methods used by the New South Wales Freedom Riders in their campaign. **4 marks**

On the night of 12 February 1965 Charles Perkins and 29 other students from Sydney University set off in a hired bus to raise awareness about Aboriginal issues and rights. They departed from Sydney that night to reach Orange on the 13th. On the same day they also covered the towns Wellington where they conducted surveys with indigenous and non-indigenous people to find out about the living conditions and Dublin. The students demonstrated against racial discrimination practised at the Volunteer Returned Services League, the Moore Raths, the Kemrose Raths and the Foraville picture theatre. They not only challenged these practices, but they ensured that reports of their demonstrations and local townspeople's hostile responses were available for news broadcasts on radio and television.

Summary  
Originality report expires Jun 28, 2020

Count %

3 flagged passages

4 cited or quoted passages

Web matches

weebly.com (6)

nma.gov.au (1)

Perkins in the New South Wales Freedom Rides.

**We highly recommend using the function to ensure your work is cited correctly.**

# Tips for Composing Original Responses

## Keep track of your sources

If you read a source, note down the details. This way you can refer back easily.

## Paraphrase

Read information and put it into your own words – re-state an idea. As a rule, do not copy more than 2 or 3 words in a row - if you do, you will need to quote the text. If Originality Reports has identified a passage, review your draft and decide on adjusting your sentences or “quoting the text”.

## Keep a bibliography

Even if you have not used direct quotes, include a bibliography of read & paraphrased material.

## Cite your sources

Avoid plagiarism by referring to the Blakehurst High School Style Guide - it is based on the Harvard Referencing System. If you use material and copy it word for word, you must quote it. If you paraphrase material, you must refer to it.

## Present your own idea

Instead of using other people’s ideas, come up with your own. Your ideas are unique, however, if you allude to the ideas you’ve read in other sources, you will need to cite the sources.