

# ISR Academic Honesty Policy (Modified for Parents)



**Inspiring international-mindedness, academic and personal excellence and responsible engagement**



**Reviewed March 2017**

**(Abbreviated version for parents – full version is available from the office.)**

The school's desire to ensure academic honesty is in full agreement with the requirements of the International Baccalaureate and is an integral part of our programs and academic environment. Academic

honesty is expected of all members of the school community. The principle of academic honesty should be viewed positively by the entire school community and become a natural part of academic study, remaining with the student throughout his or her education and beyond (IBO. *Academic Honesty in the IB Educational Context* 1).

As reflected in our Vision, ISR strives to provide a "high quality international education in English for students from Kindergarten to Grade 12, inspiring international-mindedness, academic and personal excellence and responsible engagement." Our Mission statement commits members of the school community, through teamwork and individual endeavors, to respect and take responsibility for themselves and others, think critically, communicate effectively and celebrate success. The guiding statements are underpinned by the ten characteristics of the IB Learner Profile. Academic honesty is part of being "principled", a learner profile attribute where learners strive to "act with integrity and honesty" as we question, inquire and act (IBO. *Academic Honesty in the IB Educational Context* 3). Integrity in all aspects of life, including the academic area, is implicit in the guiding statements and forms the basis of this policy. Academic Honesty is not simply a skill to be learned, rather an underlying ethos embedded in the school culture through the ISR vision, mission, philosophy and objectives. The school expects all students to possess and demonstrate academic integrity.

The purpose of this document is to communicate expectations of students and how teachers will educate students to ensure academic honesty is maintained.

At ISR, all members of the school community are expected to commit to the guidelines laid out in this document. This helps to maintain fairness and consistency. Teachers and other staff model and teach good practice with regards to academic honesty, giving clear and age appropriate expectations. Parents play a role by understanding the expectations of academic honesty placed on students and supporting these principles. Students adhere to age appropriate agreements about academic honesty.

Academic honesty assumes that the work submitted by a student is his or her own work. Homework, course work, internal assessments and tests should reflect the knowledge and efforts of the student.

Teachers should regularly demonstrate, inform and remind students of appropriate ways to do research and acknowledge sources. The Librarian will also teach this during library lessons and when students work in the library.

The consequences of plagiarism or cheating will be outlined below. For students in the Diploma program, academic misconduct in work submitted for assessment would likely mean that the Diploma is not awarded.

The school will provide professional development for teachers. The school will also take measures to ensure parents are aware of the importance of academic honesty and to give them advice of what it constitutes and what role parents can play in ensuring academic honesty.

It should be noted that the school follows the Modern Language Association (MLA) style for referencing sources.

### **Definitions of key vocabulary terms for the purposes of the ISR Academic Honesty Policy**

**Bibliography** – a list of sources viewed during the research process

**Collaboration** – sharing ideas or work to complete a task

**Collusion** – allowing work to be copied by another student

**Giving credit** – informing your audience about the source of your ideas or information

**Group work** – a task where two or more students collaborate

**Individual work** – a task completed alone

**Intellectual property** – ideas or work that result from original creative thought

**In-text Citation** – An indication in the text, which shows the reader that the information comes from a source

**Paraphrasing** – rewriting a text using your own words

**Plagiarism** - passing off the ideas or work of someone else as your own

**Source** – the origin of a piece of information

**Works Cited/References** – a list of sources used directly in the work

## **Academic Honesty in the Primary Years Program**

(Revised April 2015)

In the PYP, teaching and learning about Academic Honesty will focus on three areas of understanding, as exemplified below.

Why – Importance

What – Meaning and Examples

How – Citation and Referencing

### **Common Understandings**

#### **Understand *why* academic honesty is important**

- gives our work credibility
- shows that we understand the research process
- shows that can choose and analyze various sources and can make our own conclusions
- shows respect to others
- gives the reader the chance to read further

#### **Understand *what* constitutes academic honesty**

- taking responsibility for, and pride in, our own work
- recognizing the difference between individual and group work
- giving credit for use of the intellectual property of others, including group members
- citing and referencing sources to the agreed format for each phase
- using IT and library resources responsibly

#### **Understand *what* constitutes academic *dishonesty***

- plagiarism
- copying the work of another student
- unpermitted collaboration
- collusion

#### **Understand *what* constitutes plagiarism**

- passing off intellectual property of others as your own
- copying words or ideas without giving credit
- failure to use quotation marks for a quote

- paraphrasing without citing

**Know *how* to cite and reference sources**

- provide information about the source of information, according to the appropriate phase (see below)

**Agreements for Community Members**

**At ISR, PYP students**

- take responsibility for their own work
- know the difference between individual and group work
- do not copy other people's work
- do not allow another student to copy their work
- give credit to group members, or other people who help us
- give credit when using someone else's words, ideas or other work
- cite and reference sources in the way agreed for each phase

*(Academic Integrity Policy)*

**At ISR, parents of PYP students**

- model the traits of the Learner Profile and PYP attitudes, especially 'principled' and 'integrity'
- are familiar with this document, ISR PYP Academic Honesty Policy
- praise and celebrate their child's own and original work
- encourage their child to give credit to anyone who helps with school work done at home
- encourage their child to cite and reference sources in the way agreed for each age/phase, for school work done at home

**Example Work Cited MLA Format:**

*Academic Integrity Policy.* Atlanta International School 2009.<http://www.aischool.org/page.cfm?p=5189>  
accessed April 29, 2015

IBO. *Academic Honesty in the IB Educational Context.* 2014

IBO. *Effective Citing and Referencing.* 2014

## ISR PYP Academic Honesty Policy Phases

### Bloom's Taxonomy – Progression of Learning

<b>Remember</b> <ul style="list-style-type: none"> <li>Label</li> <li>Define</li> <li><b>Describe</b></li> </ul>	<b>Understand</b> <ul style="list-style-type: none"> <li><b>Classify</b></li> <li>Understand</li> <li><b>Examples</b></li> <li>Defend</li> </ul>	<b>Apply</b> <ul style="list-style-type: none"> <li>Prepare</li> <li>Illustrate</li> <li><b>Collect</b></li> </ul>	<b>Analyze</b> <ul style="list-style-type: none"> <li>Compare/Contrast</li> <li>Survey</li> <li><b>Identify</b></li> </ul>	<b>Evaluate</b> <ul style="list-style-type: none"> <li><b>Convince</b></li> <li><b>Appraise</b></li> <li>Criticize</li> </ul>	<b>Create</b> <ul style="list-style-type: none"> <li><b>Plan</b></li> <li>Compose</li> <li>Design</li> </ul>
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Students should progress through these specific phases to enable effective development of academic honesty:

K-1 (Introduce)	K-2 (Practice)	K-3 (Consolidate)	Grade 1 (Introduce)	Grade 2 (Practice)	Grade 3 (Consolidate)	Grade 4 (Introduce)	Grade 5 (Practice)	Grade 6 (Consolidate)
<b>Phase 1</b>			<b>Phase 2</b>			<b>Phase 3</b>		
<ul style="list-style-type: none"> <li>Is able to show resources to their teachers and other adults</li> <li>Can find more than once source about a theme and group the sources together</li> <li>Can share learning with others and can say where and how they found their information; for example, "I asked my grandfather."</li> </ul>			<ul style="list-style-type: none"> <li>Is able to identify sections of the work cited: author, title, publisher, place, date, page numbers, URL</li> <li>Understands the difference between a work cited and bibliography</li> <li>Can highlight or underline information taken from resources</li> <li>With a teacher generated template, students are able to keep track of resources used within their research process</li> <li>Academic honesty specific vocabulary is introduced and used</li> </ul>			<ul style="list-style-type: none"> <li>Write a basic MLA work cited independently</li> <li>Be able to evaluate what is a credible resource</li> <li>Use credible resources within their research process</li> <li>Plan out how to keep track of citations throughout the research process</li> <li>Use MLA formatted in-text citations confidently</li> <li>Understand that if in-text citations are used, the resources must be present in the final work cited</li> <li>Students revise and cross-reference in-text citations with their work cited</li> <li>Understand and use academic honesty specific vocabulary</li> </ul>		
<p><b>Example of what this will look like:</b></p> <p><b>Step 1:</b> Teacher asks children prompting questions about what information they found from specific sources</p> <ul style="list-style-type: none"> <li>"Where did you find out about 'x'?"</li> <li>"What book exactly? Can you find that for me and show me? Are there any other books you can find that will give you more information about this?"</li> </ul> <p><b>Step 2:</b> Students will find the teacher and tell them about information that they found from a specific place:</p> <ul style="list-style-type: none"> <li>"My grandma told me about..."</li> </ul>			<p><b>Example of what this will look like:</b></p> <p><b>Step 1:</b> Student initiated: the student will find and talk to their teacher and peers about where their information came from</p> <ul style="list-style-type: none"> <li>"Look at this information I found in 'x' source!"</li> <li>"Do you know where I can find more information about 'x'?"</li> <li>"Can we look together? Did you find anything useful?"</li> </ul> <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>Will record author, title, publisher, place, date, page numbers, website within a graphic organizer – various</li> </ul>			<p><b>Example of what this will look like:</b></p> <p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>Work Cited: Collection of sources in MLA format (see below) using guiding graphic organizer to support recording skills</li> <li>In-text citation: Students write author behind information taken from a source (in brackets)</li> </ul> <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>Work Cited: List of sources alphabetized in MLA format</li> <li>In-text citation: Students write the author and page number, OR title of webpage, behind the</li> </ul>		

<ul style="list-style-type: none"> <li>• “<i>Book</i>’ showed me how birds eat worms.”</li> </ul> <p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>• The student will bring a book or source and will ‘show and tell’ why they chose these books</li> <li>• The student will be asked to choose a book that they feel best connects to them and/or the unit and to explain why</li> </ul> <p>The student identify where their learning came from – can show peers and adults where exactly they found the information they have used</p> <ul style="list-style-type: none"> <li>• “I found two books about what birds eat!”</li> <li>• “I learned this from books x, y, and z.”</li> <li>• “I found this out from watching the bird out the window.”</li> </ul>	<p>graphic organizers rotating one focus at a time</p> <ul style="list-style-type: none"> <li>• Student can highlight information they have taken from a source</li> </ul> <p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>• Student can number their sources they used, then match those numbers within their highlighted writing using brackets</li> <li>• This can take many forms – this should be student written in the graphic organizer of the teachers choice – the key is that the student is recording all sections of the citation even if not in the correct order</li> </ul>	<p>information taken from a source (in brackets)</p> <p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>• Work Cited: Author. <u>Title</u>. Publisher: Place (date). Page</li> <li>• Work Cited: Author. <u>Title</u>. Publisher: Place (date). URL. Date retrieved on</li> <li>• In-text citation: Students use in-text citations using MLA format: (Romlewski 29) directly after information taken from a source is used</li> </ul>
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## **Academic Honesty in the Middle Years Program**

(Revised August 2016)

### **Academic Honesty**

In order to prevent academic dishonesty, it is crucial that students gain an understanding of the various definitions that constitute academic dishonesty:

### **Malpractice**

Malpractice is any behavior that results in, or may result in, a student or group of students gaining unfair advantages in academic work. Malpractice includes but is not limited to plagiarism, collusion, duplication of work, cheating, and falsifying data/work.

### **Plagiarism**

The representation of the ideas or work of another person as one's own:

- Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.
- Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited.
- Failure to identify (cite) the source of quotations and paraphrases. Of course, one must cite the source of quotations; one must also cite the source of ideas and information that are not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items—for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends, and relatives.
- Failure to identify the source of the elements of a nonverbal work (for example, painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others.

### **Collusion**

Supporting the malpractice by another student or assisting another student's academic dishonesty:

- Writing a paper or other project for another student.
- Allowing another student to copy from one's examination, paper, homework assignment, or other project.
- Assisting another student on a take-home examination, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor.
- Sharing information regarding assessment contents and questions with other students.

### **Cheating**

The use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or other project:

- Copying answers from another student's examination, paper, homework assignment, with or without that person's consent.
- Providing work to be copied (collusion).
- Communicating in any way with another student or a third party during an examination without the permission of the instructor.



- Using unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) during an assignment or examination without the permission of the instructor.
- Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor.
- Collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work or other project without the permission of the instructor.

### **Fabrication**

The creation of false data or citations:

- Fabrication of data: Inventing or falsifying the data of a laboratory experiment, field project, Service/Action activity, or other project.
- Fabrication of a citation: Inventing a phony citation for a research paper or other project.
- Alteration of an assignment: Altering a graded examination, paper, homework assignment, or other project and resubmitting it to the instructor in order to claim an error in grading.

### **Duplication of Work**

Using the same work for more than one course without clear permission from the instructor:

- Submitting a paper or project in more than one course for a grade.
- Submitting a lab report for more than one course without discussing it with both teachers involved.

### **Student Responsibilities**

- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Understand the proper way of citing or acknowledging the original authorship of works or ideas (latest MLA style).
- Understand the consequences of academic dishonesty and malpractice.
- Understand and obey the rules relating to proper conduct of examinations

### **Consequences/Sanctions**

Depending on the grade and history of the student teachers should use their discretion for how to handle academic misconduct. Initial cases should be dealt with in a constructive manner in the classroom. With repeated incidents of academic dishonesty further steps will be undertaken.

## Academic Honesty in the Diploma Program

(Revised August 2016)

Academic Honesty is an extremely important part of the spirit of ISR. Those students who move through the prior ISR programs, PYP and MYP, are to be taught, in an age-appropriate way, the ethical framework by which all truly academic work is held to, as well as the means and mechanisms by which one can acknowledge the ideas and works of others. The Modern Language Association (MLA) is the school's chosen method of doing this, however other standard methods are also acceptable, particularly for those who begin their time at ISR with the Diploma Program and may be familiar with another method of referencing. There may also be cases where subject areas lend themselves better to another specific style of referencing. The Diploma Coordinator and Diploma teachers will provide referencing support and academic honesty advice for Diploma Program students throughout the Diploma program in order that students continue to maintain a high ethical standard, improve their referencing skills, avoid malpractice and, in the end, produce work that is authentic.

### Student Responsibilities

Students should not engage in any form of academic dishonesty in any form at any time. Students should learn correct methods of source citation. Ignorance of standard practice as taught in the program shall not excuse student responsibility of proper source citation. Students should ensure that all work they submit is authentic and the student's own work. Students shall work collaboratively only in appropriate circumstances, and should ask their teachers for clarification about what type of collaboration is appropriate. Students will abide by the IB rules and procedures for IBDP examinations and coursework.

### Parent Responsibilities

It is important that parents also play a role in supporting their child academically; however, it is important that any work submitted for assessment remains the work of the student.

### Malpractice

Because there are so many different aspects of what constitutes malpractice, some of the definitions and expectations of the IB have been included in this section. Excerpts from *the IB Diploma Programme Academic Honesty Guide, 2009*:

The Regulations define malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes:

**Plagiarism:** this is defined as the representation of the ideas or work of another person as one's own whether done deliberately or inadvertently:

- Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.
- Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited.
- Failure to identify (cite) the source of quotations and paraphrases. Of course, one must cite the source of quotations; one must also cite the source of ideas and information that are not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items—for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends, and relatives.
- Failure to identify the source of the elements of a nonverbal work (for example, painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others.

**Collusion:** Supporting the malpractice by another student or assisting another student's academic dishonesty:

- Writing a paper or other project for another student.
- Allowing another student to copy from one's examination, paper, homework assignment, or other project.
- Assisting another student on a take-home examination, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor.
- Sharing information regarding assessment contents and questions with other students.

**Cheating:** The use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or other project:

- Copying answers from another student's examination, paper, homework assignment, with or without that person's consent.
- Providing work to be copied (collusion).
- Communicating in any way with another student or a third party during an examination without the permission of the instructor.
- Using unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) during an assignment or examination without the permission of the instructor.
- Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor.
- Collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work or other project without the permission of the instructor.

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements

- Submitting a paper or project in more than one course for a grade.
- Submitting a lab report for more than one course without discussing it with both teachers involved.

**Fabrication of data:** The creation of false data or citations

- Fabrication of data: Inventing or falsifying the data of a laboratory experiment, field project, Creativity/Activity/Service, or other project.
- Fabrication of a citation: Inventing a phony citation for a research paper or other project.
- Alteration of an assignment: Altering a graded examination, paper, homework assignment, or other project and resubmitting it to the instructor in order to claim an error in grading.

**Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate** (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

**Disclosing or discussing the content of an exam paper with someone outside the school community within 24 hours after the examination.**

The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected

to comply with all internal school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.

### **Consequences and Sanctions**

If there is a suspected case of academic dishonesty in the Diploma Program the following will occur:

1. The documentation will be submitted to the IB Diploma Coordinator and the Director.
2. The IB Diploma Coordinator and/or Director will impose appropriate sanction(s).
3. If the teacher and student cannot agree that an offence has occurred, the IB Diploma Coordinator and/or the Director will hear both parties, plus anyone else involved, and a resolution will be sought. The student is entitled to have a parent and/or teacher present in any discussion of a problem or incident.
4. If final IB Coursework or Examinations are in question, details will be submitted to the IB for adjudication.

Incidents will be taken and addressed on a case-by-case basis.

For further information about Diploma Academic Honesty, please refer to the *IB Diploma Programme Academic Honesty Guide, 2009, Academic honesty in the IB educational context, 2014, Effective Citing and Referencing, 2014* available on Managebac, or consult the IB Diploma Coordinator.

## Works Cited

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