International School Rheintal

Academic Integrity Policy

Reviewed May 2021/ August 2016

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ISR Guiding Statements

International School Rheintal Vision

ISR is the school of choice in the Alpen Rheintal region providing a high quality international education in English for students from Kindergarten to Grade 12, inspiring international-mindedness, academic and personal excellence and responsible engagement.

Reviewed June 2023

International School Rheintal Mission

ISR is a supportive, challenging and student-centered environment. We encourage each student to reach their potential whilst promoting international-mindedness, empathy and life-long learning. Through teamwork and individual endeavours, members of the school community should:

- Respect and take responsibility for themselves, others and the environment
- Appreciate and respect diversity
- Think critically
- Reflect thoughtfully
- Communicate effectively
- Celebrate success

Reviewed June 2023

The International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

Balanced We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Rationale

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.

Clear guidelines about the teaching, learning, meaning and vocabulary of academic honesty, together with agreements made by members of the school community, make the "knowledge, understanding and thinking transparent" and explicit (IBO. *Academic Honesty in the IB Educational Context* 1) creating a common understanding of ethos and expectations. This is of particular importance in an international school setting, to ensure that cultural and language differences do not impede understanding 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. Most students know that deliberate cheating is wrong, but receiving guidance and assistance or using and adapting material for their own work is not simple and thus teachers at ISR will be responsible for educating students in appropriate procedures. Teachers are responsible for monitoring academic integrity, and informing the appropriate Coordinator, parents, and Director in cases of inappropriate behavior.

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

Further information for the individual programs follows:

Academic Integrity in the Primary Years Programme

(Reviewed April 2021)

Opportunities for development of understanding about Academic Integrity

Implicit

The IB Learner Profile, the ISR guiding statements and the PYP curriculum framework provide the foundation for a culture where academic integrity is integral and implicit. Through our Programme of Inquiry, there is continual development of all PYP concepts, Approaches to Learning skills (ATLs) and Learner Profile attributes. Additionally, by celebrating success from the earliest age, we promote pride and satisfaction in students' *own* work.

Explicit

Opportunities for explicit teaching and learning about Academic Integrity occur throughout the Programme of Inquiry, in particular, where one focus of a unit of inquiry is on:
Learner Profile: *Principled*
Key Concept: *Responsibility*
ATL: *Research skills*

In the PYP, teaching and learning about Academic Integrity will focus on developing three areas of common understanding, as exemplified below.
Why – Importance
What – Meaning and Examples
How – Citation and Referencing

Common Understandings

Understand *why* academic integrity 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

Learner Profile - Principled
ATL - Research skills
Concepts- Responsibility, Connection, Causation

Understand *what* constitutes academic integrity

- 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

Learner Profile - Knowledgeable
ATL - Research skills
Concepts – Form, Function

Understand *what* constitutes academic *dis*honesty
- plagiarism
- copying the work of another student
- unpermitted collaboration
- collusion

Learner Profile - Knowledgeable
ATL - Research skills
Concepts – Form, Function

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

Learner Profile - Knowledgeable
ATL - Research skills
Concepts – Form, Function

Know *how* to cite and reference sources

- provide information about the source of information, according to developmental phase-appropriate learning outcomes

Learner Profile – Thinker, Inquirer
ATL – Research skills

Concepts – Function, Responsibility
Action

Referencing and citation

- Students will be systematically introduced to the need for and practice of referencing and citation that follows simple formats, using developmentally appropriate graphic organisers.
- Summative assessments will require the inclusion of references in the form of developing bibliographic information from Grades 1 to 6 of the programme.
- Use of quotation marks for language directly from sources will be introduced, reinforced and practised.
- Simple citation methods will be introduced to acknowledge quotations and intellectual ideas.
- Rubrics for research skills include requirements for referencing appropriate to each age and grade level.

Malpractice and Consequences in the PYP

In the PYP, lack of academic integrity is treated as a learning opportunity. Instances of verbatim copying from or lack of citation of sources are considered first draft material, and students are taught or retaught the skills needed to rework the material in their own words and cite quotations. Rubrics for research skills, self- and teacher evaluation are used for reflection and goal setting to improve skills and attitudes leading to academic integrity. Malpractice is considered generally to be the result of a lack of language and or research skills, and is addressed accordingly.

In the event of copying directly from another student, collusion, or submitting work that is not their own, students may be required to redo the assignment.

In the event that a student with proficient language skills wilfully and deliberately continues malpractice, a meeting may be called between the teacher, parents and student.

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, PYP teachers

- model the traits of the Learner Profile
- praise and celebrate student's own and original work
- give clear expectations about individual or group work
- model good practice by giving credit to sources and using citations/references on materials provided to students
- plan learning experiences within the PoI to teach about Academic Integrity (why, what, how)
- where appropriate, provide templates and other support material to assist students in citing and referencing sources in the way agreed for each phase

At ISR, parents of PYP students

- model the traits of the Learner Profile
- are familiar with this document, ISR PYP Academic Integrity 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

Bibliography

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

"SIS Academic Honesty Policy." *Skagerak International School*, 2017, www.skagerak.org/uploaded/Policies/SIS_Academic_Honesty_policy_FINAL_2017.pdf.

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

IBO. *Effective Citing and Referencing*. 2014

ISR PYP Academic Integrity Developmental Phases

KINDERGARTEN By the end of this phase, a student demonstrating academic integrity…
DOES • Look at books and audio-visual materials to learn new information. • Share learning with others and identify the source of information. • Identify their own work and the work of others. ("I wrote this, Amy drew that picture") • Play, role play and complete a task in a group. • Acknowledge the contributions of others in a group. ("Me and Sam built this model. He put the bricks together and I put the wheels on")
DOES NOT • Present another person's work as their own.
EXAMPLES OF DEVELOPMENT THROUGH THIS PHASE ***Introducing/Developing*** *Teacher prompts children* *"Whose picture is this?"* *"How did you find out about ladybirds?"* *"Which parts did you build? Which parts did Sam build?"* *"What did we learn/find out about from this book/website?"* ***Developing/Demonstrating*** *Children tell teachers* *"I wrote this, Amy drew that picture"* *"Me and Sam built this model. He put the bricks together and I put the wheels on"* *"Look at this book about ladybirds"* *"I learnt about the weather in this film"* *"I asked my grandpa about his old watch and he told me …"*

GRADES 1-3   By the end of this phase, a student demonstrating academic integrity…
DOES • Acknowledge help from parents, older students and friends. • Look at/read books, print and audio-visual material in order to learn new information. • Communicate new knowledge and key understandings from sources in their own words. • With teacher guidance, begin to use keywords to take notes from written or visual materials. • Begin to work collaboratively in groups to share information, gathering and presenting with contribution from all group members. • Understand copying as cheating.

- Begin to highlight or underline information, quotes, facts gathered from sources of information in their own work.
- Identify bibliographic elements such as author, title, publisher, date, url, website name.
- Use appropriate graphic organisers to keep track of resources used to gather information.

DOES NOT
- Present parent or other persons' work as his or her own.
- Copy whole sentences from a book or print material onto his or her own paper.
- Copy classwork from another student.
- Pass off another student's work as his or her own when working in a group.

EXAMPLES OF DEVELOPMENT THROUGH THIS PHASE

Beginning

. *"I found out about X from PebbleGo/my Aunt/this book".*

. *"I did the writing, Max drew the pictures and Lily found some information".*

. *Points out the title and the author of a book, or the name of a website.*

. *Writes/draws their understanding about a researched topic, and can communicate the website, book or person they learnt it from when prompted eg verbally or written*

. *Uses examples from books to back up claims "I think the mouse was principled because he did XYZ".*

Developing

. *Uses teacher-given keywords to record information from a source (eg Monkeys - habitat, food, habits)*

.*Communicates understanding from print or audio visual source in their own words.*

. *Finds and records the title and author of a book, webpage or clip title and website name in a graphic organiser*

. *Makes interview questions to find information, and communicates what they found out using the name of the interviewee. "Mr. Beck told me …"*

. *Refers to the page of a book to back up a claim "I think the mouse was principled because he did XYZ on this page here/page 12"*

Demonstrating

. *Uses teacher-given and own questions and keywords to record information from a source*

.*Communicates understanding from print or audio visual source in their own words, stating the source of the information. "I found out XYZ about monkeys from PebbleGo and this library book".*

.*Finds and records the title, author and page number of a book, webpage or clip title, website name and date accessed, interviewee and date of interview in a graphic organiser.*

. *Understands that when we use an image we should give credit to the creator/owner.*

. *Picks out a quote or passage from a book to back up a claim and gives page number. "I think the mouse was principled because he did XYZ and it says on page 12 … "*

GRADES 4-5   By the end of this phase, a student demonstrating academic integrity...

DOES

- Acknowledge help from parents, older students and friends, and group members
- Use several sources, including print, audio-visual, first person sources and interviews in order to gather information.
- Take notes in his/her own words, using keywords and paraphrasing skills.
- Summarize new knowledge and key understandings from sources in their own words.
- Assimilate information gathered from various sources to write reports, summaries, essays and presentations in their own words, highlighting or underlining information or quotes gathered from sources.
- Understand plagiarism and collusion as cheating.
- Understand that downloading or copying from electronic sources without permission is cheating.
- Work collaboratively in groups and contribute by sharing information and presenting understandings.
- Begin to evaluate resources for credibility.
- Progress from using a graphic organiser to independently keeping track of resources used to gather information.
- Use a simple guide to MLA citations to create a bibliography of sources used.
- Begin to use in-text citations in place of highlighting/underlining information gathered from sources.

DOES NOT

- Present other persons' work as his or her own.
- Copy phrases or sentences from any source into his or her own work.
- Copy classwork from another student without permission (as in during group or pair work).
- Pass off another student's work as his or her own when working in groups.
- Copy another student's homework or allow another student to copy his/her homework
- Copy from notes or others on tests
- Present material that is not true, or fictitious, as fact.

EXAMPLES OF DEVELOPMENT THROUGH THIS PHASE

Beginning

. Uses teacher-given and own questions and keywords to record information from more than one source.
.Picks out a quote or passage from a book to back up a claim and gives page number. "I think the mouse was principled because he did XYZ and it says on page 12 … "
.Communicates understanding from print or audio visual sources in their own words, highlighting or underlining information or examples taken from sources and using quotation marks for direct quotations.

.Begins to list sources used in an assignment in a bibliography using a teacher-given graphic organiser, including title, author, publisher, date and page number of a book, webpage or clip title, website name and date accessed, interviewee and date of interview.

. Is introduced to 'Usage rights' on Google image search and using Creative Commons to search for images.

. Knows that books, school resources such as Britannica and teacher recommendations are reliable sources because the information there has been through a process of checking.

Developing

. Uses teacher-given and own questions and keywords to collect information from a range of primary and secondary sources.

.Assimilates and communicates understanding from a range of sources in their own words, using quotation marks for direct quotations, and either underlining, highlighting or writing the author or title in brackets after the information/quote.

.Lists sources used in an assignment in a bibliography using a teacher-given graphic organiser, including title, author, publisher, date and page number of a book, webpage or clip title and poster, website name and date accessed, interviewee and date of interview, image credit. May begin to create bibliography independently.

. Uses 'Usage rights' on Google image search and uses Creative Commons to search for images. Obtains image credit.

. Begins to consider criteria for source reliability, such as currency, relevance, accuracy, authority and purpose (CRAAP test). Begins to learn the meaning of different domain names (.org, .com. gov etc)

Demonstrating

. Uses teacher-given and own questions and keywords to collect information from a range of primary and secondary sources.

.Assimilates and communicates understanding from a range of sources in their own words, using quotation marks for direct quotations, and writing the author and page number, article title or appropriate MLA style in-text citation in brackets after the information/quote.

.Independently lists sources used in an assignment in a bibliography using a teacher-given MLA citation guide, including title, author, publisher, place, date and page number of a book, webpage or clip title, website name and date accessed, interviewee and date of interview, image credit.

. Uses 'Usage rights' on Google image search and uses Creative Commons to search for images. Obtains image credit and pastes it under images used.

. Begins to assess the credibility of information sources using criteria such as currency, relevance, accuracy, authority and purpose (CRAAP test) and clues such as domain names.

Academic Honesty in the Middle Years Programme
(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

Teacher Responsibilities

- Ensure that students are informed of what constitutes academic honesty.
- Ensure that students are taught and model referencing skills and give the students opportunities to practice and consolidate the skills.
- Guide students towards using appropriate and reliable sources.
- Monitor students' work to ensure its integrity.
- Ensure students are aware of the consequences, particularly at the diploma level, of academic misconduct.
- read, understand, and comply with the IBO's "Academic honesty: guidance for schools" publication.

Teachers should formatively assess throughout the programmewhere appropriate (Personal Project, Community Project, essays and projects in all MYP subjects)

- List of works cited
- In-text citation
- Quality of sources used
- How the sources are used

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 incidences of academic dishonesty the following steps will be undertaken:

1. The documentation and episode will be reported to the MYP Coordinator.

2. The teacher and/or MYP Coordinator will email or call the parents to inform about the student's malpractice.

3. The student will have to report after school to make-up the assessment or homework with the teacher. The teacher will correct the assignment and grade the assessment.

4. If the teacher and student cannot agree that an offense has occurred, the MYP Coordinator and/or Director will hear both parties, plus anyone else involved, and a resolution will be sought.

5. In the case of a student coming to class with no assessment, the student will be given an amount of time (determined by the teacher) to complete the assessment either in class or after school.

Academic Honesty in the Diploma Programme

(Revised August 2016)

Academic Honesty is an extremely important part of the spirit of ISR. Those students who move through the prior ISR programmes, 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 Programme 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 Programme students throughout the Diploma Programme 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.

Teacher Responsibilities

At the beginning of every school year, the IBDP coordinator will provide to all IB staff members a copy of the most recent IB Academic Honesty Guide, the IB Effective Citing and Referencing Guide and the ISR Academic Honesty Policy and ensure that all teachers read, understand and abide by them. The IBDP Coordinator will communicate expectations of academic honesty to teachers, students and parents.

The IBDP Coordinator and teachers will abide by the IB rules and procedures for IBDP examinations and coursework.

Diploma teachers are responsible for making sure that each student adheres to a specific style of referencing appropriate to their subject. If need be students are explicitly taught aspects of referencing they are not familiar with. This is done throughout the two years of the programme through various pieces of work created and submitted by the student, assessed by the subject teacher and given feedback. The Diploma Coordinator checks with and supports teachers so that the referencing is done correctly and appropriately.

MLA Style Referencing uses in-text citations and a works cited page. Students have access to the current MLA handbook in the library and have access to on-line resources which help to cite works and avoid plagiarism. Individual subject teachers should regularly demonstrate and remind students of appropriate ways to carry out research and acknowledge sources. Teachers are expected to not only support the MLA style of referencing but also to give advice on the quality and appropriateness of sources used. Our librarian and other teachers throughout the school provide information on how best to search and use sources, for example Internet sources.

The Diploma Coordinator and Diploma teachers will provide referencing support and academic honesty advice for Diploma Programme students throughout the Diploma Programme 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. When academic misconduct is suspected during the drafting process of a paper, the student and the Coordinator must be advised.

Teachers should formatively assess the following throughout the programme where appropriate:

- List of works cited
- In-text citation
- Quality of sources used
- How the sources are used

This will help to ensure that students cite correctly when doing Works in Translation, Written Assignments, Historical Investigations, Business Management Projects, Math SL Explorations, Math Studies Projects, Science Labs, TOK Essays and Extended Essays.

Teachers are responsible for ensuring students are aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process. Teachers should make students aware of the consequences of academic dishonesty. Teachers should structure assignments and tests so as to minimize the

opportunity for student dishonesty and malpractice. Teachers must inform the DP coordinator of all cases of academic dishonesty so that records are centralized to help highlight problems with particular students.

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 programme 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 component. 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 programme, 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 programmes, 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.

It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate. This includes all work for internal assessment where teachers' marks are entered on the IB information system (IBIS), the secure web-based service for schools. When a school has implemented all prevention
measures teachers are expected, to the best of their ability, to detect any plagiarism, collusion or duplication of work. Teachers are also expected to support and act on the school's policy on good academic practice and provide candidates with advice whenever necessary. In this respect teachers must act as good role models for the candidates.

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 Programme 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.

This policy will be published on the ISR webpage, in the Student Diploma handbooks, Faculty handbook, on Managebac and on the Google drive.

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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