



## **Mar Qardakh School**

Title: Academic Honesty Policy

Related policies:

- Assessment Policy
- Technology Policy
- Ethical Code

# I. Rationale

## Purpose Statement

The purpose of this document is to clarify the understanding of the Mar Qardakh School academic honesty policy within the school setting. The policy applies to the whole school and is to be communicated to and understood by all teachers, students, parents, and administrators.

***Mar Qardakh School seeks to empower the whole person by providing means for academic, social, spiritual and personal development.***

## Philosophy and Aims

Academic honesty is a set of values that promotes personal integrity and good practice in teacher, learning and assessment. At Mar Qardakh School we believe that the core of developing academic honesty lies in developing the character of our students. The IB Learner Profile is embedded in our Ethical Code and Daily life. Many, if not all of the Learner Profile attributes, play a role in academic honesty. Our students are:

- **Inquirers**, acquiring the skills necessary to conduct inquiry and research.
- **Knowledgeable**, exploring concepts, ideas and issues.
- **Principled**, acting with integrity and honesty and taking responsibility for their own actions.
- **Open-minded**, eagerly seeking and evaluating a range of points of view.
- **Risk-takers**, brave and articulate in defending their beliefs.

By cultivating these attributes and equipping students with the tools for proper use and attribution of ideas and material, we seek to produce learners who pursue their studies with discipline, respect, integrity, perseverance, motivation and work ethic. By focusing on character development, we approach academic honesty in a positive way whenever possible, stressing the importance of integrity in all forms of assessment and emphasizing the benefits and importance of academic honesty in conducting research.

## Definitions:

\*The following definitions have all been taken from the IB Academic Honesty Paper (2011)

**Academic Honesty:** a set of values and skills that promote personal integrity and good practice in teacher, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.

**Malpractice:** behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- 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).

\*Please note that not all of these examples of malpractice are applicable in all of the IB Programmes; some, such as behavior in the examination room and CAS records only apply to the Diploma Programme.

**Intellectual Property:** Forms of intellectual and creative expression that must be respected and are protected by law, such as patents, registered designs, trademarks, moral rights and copyright. (Summarized from the IB Academic Honesty Paper, 2011).

## II. Details and Advice

**Student Responsibilities:** Each student is required to abide by the school's academic honesty policy, and is fully responsible for the authenticity of all work submitted to be assessed. The student is responsible for ensuring that all sources are properly acknowledge and cited (in MYP and DP, this involves using MLA and/or APA formats). Diploma candidates are additionally required to sign all assessments submitted to the IB, verifying that it is authentic work.

### **Teacher Responsibilities:**

Teachers are expected to guide students in all three IB Programmes regarding matters of academic honesty, acting as role models and providing students with the support needed to learn how to create authentic pieces of work, expressing their own ideas and properly citing any work and ideas drawn from other sources. Teachers are also expected to remind students of the importance of abiding by the academic honesty policy, and the harm of academic dishonesty, which includes not only disciplinary consequences, but also the compromising of character and trust. Teachers are also responsible for checking all work submitted by students to ensure that it is authentic, detect and indication of academic malpractice, and report such incidents to the respective IB Coordinator. Teachers are expected to provide students with regular opportunities to practice academic honesty and master the skills needed to do so successfully. Teachers of all subjects are involved in this to the extent appropriate for their subject areas; it is understood that some subjects, such as Language studies and humanities related subjects will include more numerous opportunities for practicing academic honesty in written works. All subjects, including mathematics and sciences, however, include different inquiry based tasks that will require research and therefore afford opportunities for students to practice academic honesty.

The teacher-librarian will also be actively involved in implementing the school's academic honesty both through teaching the students how to effectively research and properly cite sources. In cases of suspected malpractice, the teacher-librarian may also be asked to validate sources and/or the origin of information being presented by a student.

### **School Responsibilities**

The school is responsible for making sure that it establishes and maintains an effective academic honesty policy. Parts of this responsibility may be delegated to the IB Coordinator(s) and/or other faculty members, who, together with the Head of School, are responsible for the following:

- Making sure students understand what constitutes academic honesty, authentic work and intellectual property, as well as what constitutes malpractice
- Putting in place and implementing teacher training related to understanding and implementing the school's academic honesty policy, and knowing how to detect malpractice
- Ensuring that all members of the school community adhere to the academic honesty policy
- Implementing the disciplinary consequences associated with malpractice when necessary in a fair and consistent manner
- Keeping parents informed and updated on the school's academic honesty policy and its significance
- Providing support for all students as they learn about academic honesty, and additional scaffolding for students with special needs to help them master the skills needed to succeed at meeting the expectations of the academic honesty policy.

**Parent Responsibilities:** Parents are expected to be aware of the school's academic honesty policy, and to support it, explaining why it is so important to their children and encouraging them to abide by all ethical standards in relation to academic honesty. Parents are also expected, to the extent possible, to make sure their children follow the academic honesty policy on any work completed at home.

### **III. Education and Support**

Students will receive age-appropriate support in learning about academic honesty and developing the skills needed to meet the expectations of the academic honesty policy. These supports can include, but are not limited to the following:

- Sessions given by teachers and/or the teacher-librarian addressing specific elements of the academic honesty policy (such as how to properly cite sources, appropriate citation formats, etc.)

- In-class practice opportunities pertaining to academic honesty, identifying and citing sources. These opportunities will take place in group and individual settings and will enable the students to learn about academic honesty in a non-threatening environment, in which they can make mistakes and learn from them through the support of their teachers and/or peer support. These class activities can help the students practice academic honesty directly or indirectly. *Direct Exercises:* Teachers (particularly in language and/or humanity subjects) will give exercises specifically related to certain skills, such as valid paraphrasing, citation requirements and referencing formats that have the specific goal of helping students practice academic honesty (for example, students could be given a few quotations and asked to properly cite them, or to develop a bibliography from a few sources, or to edit a bibliography to identify and correct errors, etc.). *Indirect Exercises:* All teachers will give tasks that require research and therefore give students the opportunity to practice skills pertaining to academic honesty.
- Teachers and the teacher-librarian will regularly provide students with examples of materials and works that include proper referencing and citation, as well as with examples that illustrate insufficient references and citations to help students recognize what is expected of them.
- The language support teacher, in addition to helping students strengthen their language skills, can work with students one-on-one or in small group sessions, helping them review their work and identify if/where further references, more complete citations, and/or revisions of work are needed in order to maintain academic honesty.
- Any students struggling in this area can request additional support, either from teachers and the teacher-librarian or, in when appropriate, from the SEN coordinator who will then assist in developing a plan of action for the student to be carried out by the student with the support of faculty members.

#### **IV. Age-Appropriate Guidance**

**PYP:** In PYP, students form the foundation of academic honesty by learning about the Learner Profile attributes, learning how to conduct inquiries and explorations, and learning how to cite sources. Teachers model academic honesty in the classroom for students, and introduce students to ways of properly acknowledging the work and ideas of others and using resources ethically in one's own work.

PYP students should:

- Say when they have received information, ideas or help from other sources (this could include their parents, other students, the teacher or books and online sources). In an oral presentation, students should say who helped them. In a written assignment, students should make a statement acknowledging if they received help on the assignment and, if so, from whom.

- Learn how to cite ideas taken from other sources and learn how to make a simple bibliography. This will occur gradually; students in PYP 1 will simply be expected to acknowledge who helped; by PYP 5, students will have learned how to follow a simple format for citing sources that prepares them for transitioning into using the MLA/APA formats in the MYP and DP.
- Complete their own work. Students may not copy work from other students or allow other students to copy their work. If students have a group assignment, they may work together, and must then include all names on the assignment, as well as a statement regarding any other sources they used. Even when working together, each student should contribute to the process and not duplicate the work of another member of the group.

**MYP:** The MYP continues to help students develop their understanding of academic honesty through the Learner Profile attributes, as well as other components of the programme, such as the global contexts and approaches to learning. All members of the MYP community continue to be actively involved in fostering an environment of academic integrity and upholding the academic honesty policy.

MYP students are expected to:

- Meet all expectations required at the PYP level
- Include a variety of researched sources in their assessment tasks when appropriate (any task requiring written work and/or oral content-oriented presentations should include references to various sources; it is understood that some tasks in subjects like mathematics and P.E. will be of a more practical, skill-based nature and not necessarily require the inclusion of various sources).
- Properly cite sources and develop bibliographies using approved style guides (MLA and/or APA).
- Develop a more nuanced understanding of what constitutes authentic work as well as malpractice
- Learn about the differences between types of sources and how to identify which sources are most valid and/or authoritative on a given topic.
- Maintain academic honesty in all settings, including in examinations.

**DP:**

DP students are expected to:

- Meet all expectations required at the PYP and MYP levels
- Achieve a thorough understanding of all aspects of academic honesty and malpractice
- Develop more advanced and detailed skills regarding citations and bibliographies

- Utilize a wide range of sources of various types (textbooks, periodicals, newspapers, online sources, oral sources, etc.) on a regular basis throughout their work.
- Be familiar with the DP General Regulations related to academic honesty
- Be aware of the specific consequences malpractice can have on all components of the DP (internal and external assessment, extended essay, TOK and CAS)





## V. Specific Age-Appropriate Applications

Academic Honesty in the IB Programmes					
Approaches to Teaching and Learning	Self-management, social, communication, thinking and research skills				
	Culminating Project	Group Work	Oral Presentation	Creative Work	Other

PYP	<p>Teacher talks to students in advance about their project, asks about where they received help and how the sources help is indicated within the project. Provides additional support to students as needed to help them learn how to simply but honestly document their sources.</p> <p>Teachers communicate importance of academic honesty to parents so students can receive support at home. Teachers show examples of student work that was copied and examples of student work that maintain</p>	<p>The teacher encourages inclusion, both addressing the group as a whole and addressing individual students that aren't participating.*</p> <p>Students are reminded of the importance of contributing their ideas to class discussions</p> <p>The teacher regularly gives all students the opportunity to share their ideas with the class.</p>	<p>Students are taught how to research and gather information from different sources by their homeroom teachers and the teacher-librarian, and, when appropriate other teachers.*</p> <p>The teacher explains to students that ALL sources must be documented (online, printed, oral, etc.)</p> <p>Students learn basic bibliography and citation formats and how to include them in a variety of presentation formats (oral as well as written).</p> <p>Students learn how to make oral reference to different sources within a presentation.</p>	<p>Students will learn how to cite sources that they used when developing creative work (work mainly visual, audio visual and/or hand/on) – e.g. how to acknowledge sources that may have inspired a painting, how to acknowledge sources used when putting together elements of a creative presentation (music, effects, etc.), etc.</p>	<p>Students will be taught the importance of including other sources and how it strengthens their work by the teachers and teacher-librarian</p> <p>Students will be introduced to the difference between primary/ secondary sources and how to determine the value of a source.</p>
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<p>MYP</p>	<p>To help maintain academic honesty in the personal project, students will be encouraged to make the most of the following:</p> <ul style="list-style-type: none"> <li>- Meetings with supervisors</li> <li>- Frequent updating of the process journal (include sources used)</li> <li>- Drafts of the project and project report</li> <li>- Development of a bibliography</li> <li>- Consistent use of approved style guide (MLA, APA)</li> </ul>	<p>Students will learn how to work effectively as a group while maintaining academic honesty (e.g. each part must be authentically created, not copied from other students in the group, even though the entire project will be put together and submitted by the group). Students will learn how to clearly define roles and responsibilities within group projects to make sure each student knows what unique contribution they should develop.</p>	<p>Students will learn about copyright laws and legitimate use to help them determine what materials they may or may not include in audio-visual presentations and how these materials must be cited.*</p>	<p>Students will learn about the extent to which their ideas are original and or draw off from previously existing ideas in projects they design, and how to properly cite any inspiration that came from previously existing ideas. *</p> <p>Students will discuss the topic of knowledge and originality – are there any truly original ideas?</p>	<p>Students will learn more nuanced ways of citing sources appropriately (direct quotations, paraphrasing, reference to an idea, etc.)</p>
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DP	If/when students submit draft work that seems to lack original ideas and/or includes references that aren't properly cited, teachers will remind the student of the importance of academic honesty during the draft phase so the student has the opportunity to revise their work appropriately before submitting the final. * This can be applied to the extended essay, but also other culminating written projects.	Teachers will focus on helping students learn how to handle peer pressure and withstand the pressure to unduly do another student's work or help the other student beyond what is acceptable.*  Individual students will be reminded of the importance of making unique contributions within group learning contexts.	Students will learn how to cite sources within an oral presentation using the appropriate methods and formats depending on the nature and components of the presentation.	Students will continue learning the extent to which a work is original and how to duly acknowledge both direct and indirect sources of inspiration.	Students will learn the DP specific academic honesty regulations pertaining to their assessment tasks (such as signing a cover page verifying the authenticity of their work) and will engage in discussions regarding the reason behind these requirements and consequences that could arise from failing to meet the academic honesty expectations.*
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\* Some of these ideas have been paraphrased or adapted from the "Academic Honesty in the IB Educational Context" 2014 document.



## VI. Procedures

If a teacher suspects that a student may have broken the academic honesty policy and submitted inauthentic work, the teacher must inform their respective coordinator of the incident and what they believe occurred, and present any evidence they have pointing to the possibility of malpractice. The IB Coordinator is responsible for conducting an investigation into the incident. The investigation will involve a meeting between the Coordinator and the student in question, in which the Coordinator informs the student of the teacher's concerns and asks the student to reply. The Coordinator will accept any evidence the student can supply to verify the authenticity of the students' work (evidence could take the form of prior drafts, outlines, etc. showing the student's own development of their work). After collecting all available evidence related to the incident in question, the coordinator will formulate an opinion regarding whether or not malpractice occurred and, if it did, the extent and severity of malpractice (whether it is an infringement, or a case of academic dishonesty). The Coordinator will submit their findings and conclusions to the Head of School, who will make a final decision regarding the situation, including whether or not malpractice occurred and, if so, what appropriate disciplinary actions will be implemented.

All incidents will be recorded and kept in the respective IB Coordinator's files. Each record will include the following information:

- Name of the teacher who believe malpractice may have occurred
- Name of the student suspected of possible malpractice
- Date when malpractice is believed to have occurred
- Information regarding the task or other form of work believed to include malpractice
- Specific nature of the malpractice suspected
- Brief description of the IB Coordinator's findings during the investigation and evidence collected
- Concluding decision. If it was determined that malpractice had occurred, the record must make note of what consequences were implemented. Otherwise, it can state that, based on the evidence, it was decided that no malpractice occurred and, as a result, no consequences were implemented.

Each IB Coordinator will review all records pertaining to cases of malpractice once each semester together with the Head of School and one or more other designated faculty members in order to:

- Ensure that cases are being handled consistently and fairly

- Identify any commonly recurring contexts or mistakes involved in cases of malpractice that could indicate a wider misunderstanding of certain elements of academic honesty among the student body and put in place solutions to help make sure the students receive sufficient support and practice in those areas.

## **VII. Student Rights**

As mentioned in “Procedures”, students have the right to be informed of any case in which they are accused of malpractice and present their understanding of the situation to the IB Coordinator. They also have the right to produce any evidence that could help demonstrate that they did not use malpractice, but maintained academic honesty. Evidence could take the form of other witnesses, personal work (e.g. former drafts of the task in question that could help show the student’s own development of thought), or any other evidence the student believes could help establish their academic honesty.

In addition, students have the right to be shown any specific evidence that malpractice did occur and respond accordingly.

If the form of malpractice was grave and could lead to a severe consequence that affects the student’s academic standing and/or ability to graduate, the student may have their parent present both when the student is first informed of the accusation of malpractice and in the final meeting when the school presents its decision and any consequences to be implemented.

## **VIII. Consequences of Malpractice:**

### **Internal Sanctions**

First Offense: First Warning. The student will receive a zero on the assignment. The student’s parents will be notified of the incident through a written notice. The incident will be recorded and placed in the student’s record. The student will meet with their respective coordinator to be reminded of the importance of academic honesty.

Second Offense: Second Warning. The student will receive a zero on the assignment, and the incident will be recorded and placed in the student’s record. The student’s parents must schedule a conference with the school to discuss the recurrent offense.

Third Offense: Third Warning. The student will receive a zero on the assignment, and the incident will be recorded and placed in the student’s record. The student’s parents must schedule a conference with the school to discuss the recurrent offense, and must sign a form acknowledging that they understand that any future violations of academic honesty will result in disciplinary action that will possibly result in the students’ dismissal from the school.

Fourth Offense: Disciplinary Action. Appropriate disciplinary action will be determined on a case-by-case basis by a disciplinary committee comprised of the teacher, the respective IB Coordinator, the Academic Dean and the Dean of Students. Given that acts of malpractice can vary greatly in levels of severity, disciplinary consequences will be determined based on the

severity of the offense and, the level of the student's intent as discerned by the Head of School through the evidence and conclusions presented from the IB Coordinator's investigation.

Disciplinary action may include one or more of the following:

- The student will be placed on probationary status with an action plan. Progress will be reviewed after three months, at which time the student's status may be adjusted.
- The student will be given in-school detention accompanied by community service for a minimum period of three days and maximum period of one week.
- The student will be permanently dismissed from the school.
- MYP 5 students will not be permitted to enter the IB Diploma Programme.

### **Continuum:**

PYP: No additional consequences need to be specified for the PYP. All cases of academic dishonesty will be handled according to the steps listed above.

MYP: If an MYP student is suspected of malpractice on an assessment to be moderated externally by the IB, and there is enough time before the internal deadline for submitting the work to the IB, the student will be given the opportunity to redo the work authentically. Internal sanctions will be applied. If there is not sufficient time for the student to redo the work, the student is aware that their work will be marked zero, and that the school will notify the IB in writing of the malpractice that occurred. In addition to incurring internal sanctions, such an incident could prevent the student from passing the subject in question and/or passing the MYP, which would in turn prevent the student from entering the Diploma Programme at Mar Qardakh School.

DP: The internal sanctions listed above will be implemented for all internal cases of malpractice. Internal cases of malpractice include any classwork, homework, assessments or exams that are not involved in the official internal or external assessment of the Diploma Programme. Any cases of malpractice involving official internal or external assessment of the Diploma Programme will be subject to external sanctions compliant with IB regulations for the Diploma Programme.

- All external incidents of malpractice, which involve internal and external assessments will be reported in writing the IB and will be investigated by the IB together with the school. Should the IB conclude that malpractice occurred, the student may be removed from that course, not allowed to receive their DP Diploma and/or not allowed to receive a certificate in that subject.
- If the school suspects a student of malpractice in the initial development of an official assessment, such as the initial draft of their extended essay, TOK paper or other internal assessment, and the student has time to redo the work authentically before the internal deadline, the school may choose to treat the incident as a case of internal malpractice. If, however, such malpractice is detected in later stages of the internal assessment(s), it will be subject to the external sanctions compliant with the IB regulations.



- If a student is suspected of malpractice in work that is to be submitted for external assessment, the school has the right not to submit the work to the IB, which will result in the student not receiving a grade for that subject and therefore not receiving the IB Diploma.
- If a malpractice is identified after a student's work has been submitted to the IB, the IB reserves the right not to award a diploma to that student.

## **IX. Policy Review**

The academic honesty policy will be reviewed on an annual basis by a faculty committee. The teachers on the committee will have a thorough understanding of common student struggles and misunderstandings regarding the academic honesty policy based on their own experiences with the students in the classroom, and based on a review of the records of cases of malpractice. This will enable the teachers to review the policy in light of the specific needs of the Mar Qardakh Student body and make adjustments, clarifications or additions to meet the needs of the students while continuing to uphold the standards expected by the IB and the philosophy of Mar Qardakh School.

An in depth review of the policy will occur whenever the IB releases new and/or updated documents pertaining to academic honesty and its role within the IB. When this occurs, a committee will review and revise the school's academic policy in terms of both structure and content to make sure it continues to adhere to the requirements of the IB.

All policy reviews will be submitted to the IB Coordinator(s) for review and will ultimately be approved by the Head of School prior to being published for the school community.