

ACADEMIC HONESTY – Teacher Guidelines

The School Academic Honesty Policy states that teachers are responsible for:

1. Clearly informing students that academic honesty is School policy.
2. Maintaining clear and consistent standards, requiring fully paraphrased work, in-text citations, and complete bibliographies according to grade-level standards.
3. Clearly explaining that academic honesty is an essential component of learning and understanding.
4. Helping students take notes properly in order to support proper documentation and prevent plagiarism.
5. Checking student work for authenticity prior to final submission, particularly with respect to IB Assessments (e.g. Internal Assessment, Extended Essay and Personal Project).
6. Notifying the IB Coordinator when malpractice is suspected.
7. Giving the student one more opportunity to re-submit plagiarized work by an appropriate deadline ¹
8. Serving on the Academic Honesty Review Panel, when asked.
9. Completing the Student Referral Form in conjunction with the IB Coordinator.

1. Communicating the School Academic Honesty Policy to students

The Academic Honesty Policy is available to all teachers in the school community and teachers are expected to refer to it when outlining the expectations of completed assessment tasks.

2. Maintaining consistent standards

Teachers must require fully paraphrased work, in-text citations, and complete bibliographies according to grade-level standards. Research diaries should be a standard requirement for any assignment where students collect their own sources. Details about the specifics of the bibliographic formatting requirements of the MLA (Modern Language Association) guidelines that are the standard used at the school can be found at:

<http://owl.english.purdue.edu/owl/resource/747/01/>

3. Academic Honesty as an essential component of learning and understanding

Practice C2.10 of the IB Standards and Practices states that 'The written curriculum integrates the policies developed by the school to support the program(s).' It is expected that teachers make every effort to explicitly refer to academic honesty, the school's policy in particular, either in their unit plans or in assessment tasks that they give to students.

4. Helping students take notes properly in order to support proper documentation and prevent plagiarism

There are several methods of notetaking that students can use (see http://www.redlands.edu/docs/StudentLife/1Five_Methods_of_Notetaking.docx_UPDATED_7-09.pdf for a summary of the most popular ones), but no matter which method they select, there are four things that all students must do to avoid plagiarism. First, every student should skim the source to make sure that it actually addresses the research question. If it does, the next thing that student must do is to record the complete bibliographic details of the source.

¹ Determined by the teacher or, in cases of externally assessed work, the IB Coordinator.

Then, he or she reads a relevant passage from the source with notebook closed and, after reading, summarizes the passage aloud. Being able to do this shows understanding and prepares the student for the next step, jotting down the spoken ideas in the notebook below the source's bibliographic details, using incomplete sentences and as few words as possible. (If necessary, the student can reread the passage, but the notebook must again be closed.) Later, when the student uses the notes to prepare a presentation, he or she will be using his or her own words.

5. Checking student work for authenticity prior to final submission

As a ruling principle, all written or other products submitted for assessment must represent students' own work.

Work that is deemed to be academic dishonesty is clearly outlined in the School Academic Honesty Policy under the following headings:

- Plagiarism
- Collusion
- Duplication
- Unfair advantage

6. It is the responsibility of the teacher to verify the authenticity of student work and to prevent malpractice by:

- 6.1 supervising student assessment tasks, providing feedback at various stages and in various to minimize the opportunity for plagiarism. For instance, it is recommended that longer assignments, such as projects and Extended Essays, have several intermediate deadlines. The monitoring of progress at each stage will help teachers ensure that the final product represents their students' own work,
- 6.2 closely monitoring what students are doing, talking to them, and giving advice. This not only helps students learn, but also reveals the potential for plagiarism before it actually occurs,
- 6.3 assessing the oral or written progress within the classroom, studio, or laboratory,
- 6.4 regularly developing new tests, assignments, and projects to replace ones from prior years,
- 6.5 maintaining deadlines for assignments and keeping submitted work secure,
- 6.6 using a wide variety of assessment items: formal and informal, short tests, examinations, essays under supervision, fieldwork, practical or laboratory activities, research, and oral presentations to thoughtfully balance assessment and to provide a means for detecting anomalies,
- 6.7 advising students of potential plagiarism or poor referencing during the drafting stages of their work,
- 6.8 encouraging students to use a variety of source materials (including primary data), minimizing direct quotations, and referencing all ideas and sources appropriately,
- 6.9 setting tasks that encourage student reflection and analysis of information rather than fact or information gathering, and
- 6.10 requiring students to submit work through Turnitin, which checks for plagiarism.
Please note that Turnitin is not foolproof and that teachers can best determine whether a student's work is indeed authentic.

7. Checking of student work in development and the drafting process

It is acceptable in the developmental stages of an assessment task for the teacher to ask questions and to offer general advice — for example, about alternative strategies that might be tried. But the teacher should not dictate or make specific changes in such a way as to put into question the student's authorship or ownership of that particular piece of work. Where alterations have been written into work or work has been changed by the teacher in other ways, as part of formal marking, the work must be considered to have been assessed and,

therefore, may not be further developed by the student for resubmission. The focus of teacher assistance should be on informing the student rather than on amending / editing the draft.

With respect to IB Diploma/Careers assessment pieces, teachers should follow the guidance given regarding the drafting process, specifically the number of drafts that a student may submit for feedback.

8. Notifying the IB Coordinator when plagiarism is suspected

As soon as a teacher detects signs of malpractice, the IB Coordinator should be informed immediately and the steps for 'investigating malpractice' outlined in the Academic Honesty Policy be followed.

Teachers may be asked to allow the student another opportunity to re-submit the work with appropriate supervision.

Teachers may be asked to join the Academic Honesty Review Panel in reviewing any cases of malpractice.

9. Notifying the relevant Deputy Principal while the case is being investigated or once matters are resolved.

To keep the Deputy Principal abreast of individual student matters, the teacher in conjunction with the IB Coordinator must submit a Student Referral Form describing action taken /to be taken.