

Annunciation Catholic School – Academic Honesty Policy

Annunciation students and staff are expected to demonstrate personal honesty and integrity. Academic honesty is central to the IB learner profile. Students at Annunciation Catholic School are expected to submit authentic work that represents their individual and original ideas and clearly acknowledges the work of others. Academic pursuits can be challenging, but as with all challenges, accomplishing a goal often yields rewards far greater than the effort put into the work. The creation of authentic work is often an arduous task, but the skills learned in doing so – problem solving, articulating arguments, synthesizing information, rigorous academic research, etc. – will be invaluable to life-long learning.

International Baccalaureate Standard: The school promotes responsible action within and beyond the school community.

- The school has developed and implements an academic honesty policy that is consistent with IB expectations.
- Teaching and learning promotes the understanding and practice of academic honesty.
- Teaching and learning supports students to become actively responsible for their own learning.
- Teaching and learning develops the IB learner profile attributes.

Guiding Principles

We believe that creating a culture of academic honesty is the responsibility of all members of the Annunciation community. **We believe** that only through the practice of academic honesty students can reach their individual potential. **We believe** that inquiry based learning encourages creative and critical student work. **We believe** that authors have a right to determine how their work can be used, shared and built upon, and these decisions should be respected. **We believe** that by promoting academic honesty, we are striving to create a community based on respect and encourage creativity and personal responsibility.

Academic Honesty

Throughout the Primary Years Program (grades K-5), teachers aim to instill an understanding and respect of academic honesty. All subject teachers work with students of all age groups to develop understanding, highlight importance of completing one's own work, promote best practices and identify skills that need developing. Violations will be dealt with on a case-by-case basis, primarily between the teacher and student, but when deemed necessary, with the cooperation of administration and parents/guardians.

In the Middle School, teachers continue to build on the principles developed in the PYP and incorporate the responsibilities and guidelines contained within this policy.

Annunciation's academic honesty expectations are communicated to all students annually, posted in classrooms, and posted on the school website.

Shared Responsibility

Students are responsible for

- Using correct forms of citations and to request guidance when they are unsure of how to cite a source;
- Ensuring that all work submitted is an "authentic piece of work ... that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged (IBO, 2007, p. 2)
- Working with teachers in ensuring fellow students are working within the definition of academic honesty as set out in this policy;
- Not engaging in any form of academic dishonesty as defined in this policy;
- Understanding the rationale for this policy.

Teachers are responsible for

- Being familiar with the IBO Academic Honesty policy
- Teaching students what constitutes academic honesty and dishonesty in their respective disciplines;
- Demonstrating why "the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavor, and integrating these words and ideas with one's own in accepted ways is an important academic skill." (IBO, 2003, p. 3)
- Being proactive in preventing malpractice, including randomly checking work for plagiarism. (IBO, 2003, p. 7)
- Acting as role models by using correct citing conventions when providing students with notes and reference material
- creating inquiry-based assessment tasks where creativity is encouraged and where the use of information helps to solve a problem;
- teaching ways to acknowledge others
- teaching reflection on the learning process
- providing 5th-grade with specific information regarding academic honesty before embarking on their Exhibition projects;

Parents are responsible for

- Recognizing the importance of reviewing this Academic Honesty policy and other policies such as the Digital Citizenship policy and the Assessment policy.
- Supporting the academic honesty philosophy of the school.
- Modeling personal integrity

Defining Academic Dishonesty/Malpractice

“The student is ultimately responsible for ensuring that all work submitted is authentic, with the work or ideas of others fully and correctly acknowledged.” IBOAcademic Honesty (2011)

Authentic Authorship	Work that is actually written by the named author
Collusion	<p>Work that is produced by more than one person, which can include:</p> <ul style="list-style-type: none"> ● When someone allows you to copy her/his work or writes part of it for you and you present it as your own work. ● Letting someone else copy your assignment, homework or answers in a test or exam. Giving others the answers during a test, quiz or exam. ● Sharing photos of non-collaborative assignments with any work or answers shown
Duplication	<p>Presenting the same work for marking more than once, which can include:</p> <ul style="list-style-type: none"> ● ‘Recycling’ an old assignment by presenting it as new original work for additional credit without acknowledging that this has been done. ● Handing in the same text or research material for two different subject assignments without acknowledging that this has been done.
Intellectual Property	Creations of the mind: inventions, literary and artistic works, and symbols, names, images & pictures, and designs used in commerce.

Malpractice	<p>Commonly referred to as cheating, which can include:</p> <ul style="list-style-type: none"> • Imitating someone else's signature. • Using hidden notes on paper, electronic devices or written on yourself during a test or examination. • Asking for or looking up answers during a test or examination. • Making up or altering scientific or other research data. • If you work in a team, letting others do the work and then adding your name as if you had done an equal part of the work. • Pretending to be someone else on an exam/test

Unfair Advantage	<p>Any behavior that gains an unfair advantage for a student.</p> <ul style="list-style-type: none"> • Taking unauthorized material into an examination room, • misconduct during an examination, • falsifying a record • Obtaining information, a copy of, or answers to an assessment • Posting, sharing, or using assessment information that wasn't intended to be posted, shared or used
Plagiarism	<p>Presenting someone else's ideas without crediting them, which can include:</p> <ul style="list-style-type: none"> • Copying or paraphrasing material and presenting it as your own work without properly citing the book, newspaper or website where you took it from. • Take someone else's idea and present it as yours without citing the source. • Translating a text or an idea and then presenting it as yours without citing the original source.

Malpractice includes but is not limited to: In-class and take-home assignments, Quizzes, tests and exams, All written and oral work, Lab work and write-ups, Projects and group-work.

Academic Honesty Violations

Any incident of malpractice on any school-based assignment or assessment will be addressed in the following ways:

Process of malpractice investigation for internal evaluation

First offense – student will receive a grade of zero for the piece of work. In addition, the teacher will email the student's parents outlining the incident and how it has been dealt with. A copy of this email must be forwarded to the principal.

Second offense – student will receive a grade of zero for the piece of work. A panel consisting of, but not limited to: the student, subject teacher, IB coordinator, principal, and parents/guardians will convene to determine whether or not the malpractice was intentional. Based on the panel's findings, consequences may vary from academic probation to a complete withdrawal from the program.

Third offense – student will receive a grade of zero for the piece of work. A panel consisting of the student, subject teachers, IB coordinator, principal, and parents/guardians will convene to determine whether or not the malpractice was intentional. Based on the panel's findings, the student may be dismissed from the school.

Expectations for Citations

Grade 3	Record the author and title.	Record the URL
4	Record the author, title and publisher.	Record the URL, and the date accessed.
5	Record the author, title, publisher and year of publication.	Record the title of website, URL and date accessed.
MS	Grade 6 students should cite primary sources, books, reference works/magazines /newspaper articles, websites and interviews using the MLA formatting outlined in the table below.	

Assessment tools used in Grades 3-8 should include the above age-specific expectations as part of the success criteria/rubric.

How to Cite Sources

Modern Languages Association (MLA) is the formatting style used at Annunciation.

Book	Author. Title of Book. City of Publication: Publisher, Year
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	Example: Brinkley, Alan. The Unfinished Nation. New York: Knopf, 1993.
Reference materials	Author. "Article Title" Title of Encyclopedia. Edition Date.
	Example: Byrne, Jamie. "Saint Ambrose" Encyclopedia Britannica. 1984
Magazines and newspaper articles	Author. "Title of the Article". Title of the Newspaper. Date of Publication
	Example: Horne, Adele. "Calls Grow for Rumsfeld's Resignation" The Sydney Morning Herald. 7th May 2004
Websites	Author. Title of webpage. Available http://address, Date of Document or date of access
	Example: Burka, Lauren. A Hypertext History of Multi-User Dimensions. Available http://www.usa.net/home/history.html, January 10, 1996
Interviews	Interviewee's name. (Date of Interview). [Name of person who interviewed]. Place of Interview.
	Example: Garret, Joseph. (2002, October 25th) [Karlson, Ludovika].Sydney, Australia

*Students may use websites such as www.bibme.org and www.citationmachine.net to help with the formatting.

“Ultimately, the onus of responsibility to be academically honest should be placed upon the learner through teaching, learning and reflecting.”

Policy Draft created on July 05, 2017, using results of Annunciation Teacher Survey and works cited on original .