



Oakridge
International
School

Bengaluru | Hyderabad | Visakhapatnam | Mohali

Oakridge International School

Newton Campus

International Baccalaureate Middle Years Programme

Academic Honesty Policy

Established: June 2014
Policy Review: June 2016
Next Policy Review: June 2017

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.

Oakridge International School Mission Statement

Oakridge International School, Newton Campus is a centre for excellence in education. In keeping with the rich heritage of India, it will emphasize the simultaneous development of the Spirit, the Mind, and the Body, and endeavour to send out compassionate, responsible and innovative students, committed to change and progress in the development of India and the global environment.

The IB Learner Profile

Inquirers We develop their natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable We explore concepts, ideas, and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned ethical decisions.

Communicators We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

Principled We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.

Open-minded We understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers We approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. We are brave and articulate in defending their beliefs.

Balanced We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective We give thoughtful consideration to our own learning and experience. We are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Academic Honesty: Philosophy and Practice

Philosophy

Oakridge International School guided by the philosophy of the IB places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We are guided by our expectations and practices by two of the Learner Profile attributes, which describe students as:

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

It is the policy of Oakridge International School that:

- All students understand the basic meaning and significance of academic honesty
- All work produced by students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion
- The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to Summative assessments.

The aim of this policy is to:

- Promote good academic practice and a school culture that actively encourages academic honesty
- Enable students to understand what constitutes academic honesty and dishonesty
- Encourage students to look to their teachers, supervisors and coordinator for support when completing assessed work in order to prevent any possible form of malpractice (See page 6 for further details)
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others
- Explain to students that they have an important role in ensuring that their work is 'academically honest'.
- Impart to students that plagiarism is a serious academic offence for which Oakridge International School shows no tolerance
- Explain to students precisely what penalties will be imposed should they be found guilty of malpractice.

What is Academic Honesty?

Academic honesty refers to:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of 'authentic' pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights, and copyright

What is Academic 'Malpractice'?

Malpractice is 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 may include:

- **Plagiarism:** The representation of the ideas or work of another as the candidate's own
- **Collusion:** Supporting malpractice by another candidate – allowing one's work to be copied or submitted for assessment by another
- **Fabrication of data**

Malpractice also includes:

- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination

- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes ...
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Copying the work of another candidate with or without their permission
- Referring to or attempting to refer to, unauthorized material that is related to the examination
- Failing to comply with the instructions of the invigilator or another member of the school's staff responsible for the conduct of an examination
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations

DEFINING FORMS OF MALPRACTICE

Collusion/Collaboration

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot, therefore, be the same as another candidate's. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration.

Working together is collaboration.

Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is malpractice and will be penalized.

Plagiarism

Plagiarism is passing off someone else's work (ex: another student, family member, tutor, nanny...etc), writing, thoughts, visuals, graphics, music and ideas as your own. Plagiarized work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic honesty. It is also a criminal offence in some instances.

What is paraphrasing?

Paraphrasing is writing a piece of text out in your own words. You are allowed to do this, but you must acknowledge the source you have used.

What is Infringement?

Infringement is when a student unintentionally violates the standard academic practice of clearly acknowledging all ideas and words of other persons. In this case, the candidate is not deliberately attempting to gain an unfair advantage. An example of infringement would be a candidate who has not used some means of indicating a quotation but has cited the source of the text in the bibliography or in a footnote. The final award committee may designate a case of this type as academic infringement and not malpractice.

If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or IB diploma requirement concerned. The head of school will be notified that this action has been taken. The case will not be recorded as malpractice.

Acknowledging Sources

How can I make sure that I am not plagiarizing material?

- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work.
- All ideas and work of other persons, regardless of their source, must be acknowledged
- CD Rom, email messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals
- The sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided
- All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged
- Always use TurnItIn in to affirm the authenticity of the work submitted
- Material cannot be paraphrased without acknowledging the source

The OIS Website contains links to sites that give detailed instructions on citing sources using MLA style. All documents should follow the MLA style. Many of the sites also provide information on grammar and mechanics.

The Role of the Librarian

The Librarian is a very useful resource for all DP students and teachers. He/She is an expert in the area of academic honesty, and can provide ethical guidance alongside information on the most appropriate citation system to use in each DP IA assignment, particularly the Extended Essay.

The Role of Turnitin

To promote academic honesty and teach students about plagiarism and accountability, the school has purchased a license for turnitin.com. All teachers starting with the MYP Year 1 will be expected to introduce students to using Turnitin. As students get older and go into later MYP years, teachers will expect that all summative and formative written assignments be checked through Turnitin. When students reach Year 1 of the DP, they will have been accustomed to using this software automatically before turning in any assignment.

While Turnitin can check for plagiarism, the similarity report it produces must be checked by teachers and must be explained to teachers.

The Teacher as a Role Model

The teacher is an important role model for students. Just as teachers expect students to be academically honest, they as well need to be academically honest. Teachers need to religiously name sources and cite sources. If the teacher uses a poster, worksheet, presentation, etc that he/she found on the internet, they need to cite the source. Teachers should also cite sources of clip art they use to enhance their handouts and worksheets.

What Support Can Students Expect from OIS?

- Through its 'Academic Honesty Policy', the school makes it clear what constitutes academic honesty and an authentic piece of work
- Students will be clearly informed how malpractice will be investigated, and what the consequences are of having been found guilty of malpractice
- Teachers must also actively use correct citing conventions when providing candidates with reference material
- The Librarian is always willing to provide support and assistance in terms of research, and the correct use of citations. The Library website also provides considerable advice regarding these aspects of academic honesty.
- Candidates will be advised at all times to act as honestly and as accurately as possible to acknowledge the ideas and work of others.
- Candidates will be provided with the 'Conduct of Examinations' prior to the exams, and this will be discussed fully by the student advisors.
- Calendars for assignments properly planned and communicated to students and parents / guardians. These schedules should be agreed with the teachers responsible for the IB subjects, so they do not have unrealistic expectations of the students and duties are distributed reasonably.
- Regular meetings with a faculty member to verify that all the parties have a clear understanding of the expectations of the IB in regard to academic honesty.
- Briefings with parents / guardians of students at the beginning of the programme and before entering the final phase of the programme, to reiterate the expectations of IB in regard to academic honesty and the consequences of an incident of academic misconduct.

The Responsibility of Each Student

As students, your responsibilities in respect of academic honesty include the following:

- You are responsible for ensuring that all work submitted for assessment is authentically yours
- You are responsible for fully and correctly acknowledging the work and ideas of others
- You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
- You may be required to submit your work using software's that check academic dishonesty. Failing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within the school.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship.
- Once a student has 'signed off' the official OIS NC coversheet, indicating that the assessed piece of work is authentically his/hers, there is no opportunity to re-submit different work if the first submission is deemed to be plagiarised.
- You should be aware that teachers have the right to refuse to sign your coversheet if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or the satisfaction of the IB MYP Co-ordinator. The school will accept the teacher's decision in this case.
- It is the student's responsibility if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised.

The Responsibility of Each Teacher

Teachers are responsible as follows:

- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a middle school student
- Subject teachers are in the best position to identify work which may not be the authentic work of the student
- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal assessments.
- Teachers are strongly encouraged to use standardized software's like Turnitin to check all major assignments.
- Any issues of authenticity arising from plagiarism and/or collusion before the submission of work for assessment must be decided initially by the subject teacher, and then in discussion with the IB MYP Co-ordinator and the HOF.
- If the co-ordinator or teacher has reason to suspect that part or the whole of a candidate's work, may not be authentic, that work must not be accepted or submitted for assessment. In such cases, one of two possible courses of action may be adopted:
 - *The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed within the timeline now set by the MYP co-ordinator
 - *If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned.

An F will be entered for candidate's work, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Candidates must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented.

Monitoring and Sanctions

Teachers, students, and administration are encouraged to reflect on the work they are completing, presenting and assessing. This self-reflective approach, coupled with a school ethos which values personal and academic integrity, should, we believe, result in an environment where the monitoring of academic honesty is consistent, student-led and non-invasive.

Teachers do, however, retain responsibility both for guiding students in the formation of academically honest practices and for monitoring the work they hand in to ensure it complies with IBDP regulations. To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Diploma Programme, internal and external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise. Internal sanctions are those used by OIS and generally refer to assignments and classwork (general homework and 'drafts'), which do not count towards the award of the final MYP Certificate.

Internal Sanctions

Internal sanctions may be imposed by the school for incidences of malpractice relating to homework, classwork, and internal exams and will include:

- **1st Offense:** The student is required to re-do the work and reminded of OIS NC MYP academic policy. Parents are notified by the teacher and the malpractice is noted in school records.
- **2nd Offense:** The student is given zero for the work, parents are notified by the Co-ordinator, and the student receives disciplinary consequences. This second malpractice offense is noted in school records.
- **3rd Offense:** If a student is found guilty of a 3rd breach of academic honesty, they will receive no attainment for the subject for the entire term, and may be recommended for withdrawal.

External Sanctions

External sanctions are those assigned by the IB, or by the school, in compliance with IB regulations, and relate specifically to the perception that academic dishonesty has taken place in work which counts towards the award of the final MYP Certificate.

Investigating Malpractice

An investigation of malpractice which happens during an MYP exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption as possible should take place.
- The co-ordinator should be immediately informed by the invigilator of his/her suspicions
- The co-ordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator
- The Director (and School Vice Principal) should be informed as soon as possible
- The candidate's parents/guardians should be contacted
- Full written statements should be submitted and shared with the candidate and his/her parents
- The school Principal will make the final decision as to whether or not there should be consequences.

An investigation of suspected or proven malpractice relating to internal assessments may take the following form:

- The candidate is told that there are doubts about the authorship of his/her work
- If the candidate agrees that the work is not his/her own, if time allows, and if the coversheet has not been signed off by the candidate, then the work can be re-done
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this cannot be the case.
- The candidate, his/her parents, the subject teacher and the IB MYP Co-ordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept.
- The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work – and the subject.
- The subject teacher's decision will be final, and the candidate must be aware that the school can award an F for the work.

Some Final Points

- You should be aware that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service
- Academic Honesty is valued highly by OIS, by the IB and by universities and employers. Academic malpractice is viewed as a serious transgression of the values, which ENS seeks to impart and uphold. There can be no tolerance of deliberate academic dishonesty.
- So that you have a full understanding of the IB's approach to Academic Honesty, we strongly recommend that you read the full IB Guide to Academic Honesty which is available on the school's website.

Remember – IB students as are expected to be ‘Principled’.

You will act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. You will take responsibility for your own actions and the consequences that accompany them.

OIS NC MYP Malpractice Report

Student: _____

Year:

Subject: _____

Teacher: _____

Nature of Malpractice: Plagiarism Collusion Duplication Unfair Practice

Teacher's report to provide a detailed summary statement of the scenario including:

- Dates
- Stated requirements and conditions for the activity
- Specific evidence of malpractice
- A comment regarding severity of the situation
- A statement of recommended consequences, in line with the School Academic Honesty Policy

Teacher Signature: _____ Date: _____

Plagiarized source indicated / included YES / NO / Not applicable

Student Response:

Student signature: _____ Date: _____

School Action:

MYPC/VP-IC/Principal signature: _____ Date: _____

Bibliography

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