

# **AGOURA HIGH SCHOOL IB DIPLOMA PROGRAM**

## **ACADEMIC HONESTY POLICY**

### **IB 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.

### **AGOURA HIGH SCHOOL MISSION STATEMENT**

Agoura High School develops inquiring, knowledgeable and caring Chargers who are active citizens engaged in 21st century learning.

## IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

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

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

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

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

**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.

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

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

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

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

**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.

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## **INTRODUCTION**

The Agoura High School Academic Honesty Policy has been established in order to support IBO regulations regarding (continued) authorization as an IB World School. Teachers, administrative and support staff, and students and their parents must be made aware of and are required to document their acknowledgement this Academic Honesty Policy and the consequences of malpractice.

Academic Honesty is meant to encompass a set of values and principles that students should embrace as members of the learning community. Agoura High School students are expected to adhere to these values and principles in order to maintain a learning environment that allows for independent thought, promotes a culture of respect, and affords opportunities to grow as a learner according to the elements of the IB Learner Profile.

Academic Honesty requires students to take responsibility for producing and submitting work that is their own. Work includes, but is not limited to, papers, projects, presentations, portfolios, and any and all assessments. Malpractice is defined as any effort by students that is contrary to the values and principles of Academic Honesty. Malpractice includes, but is not limited to, cheating, plagiarism, collusion, bringing unauthorized material into an examination, and/or any attempt to abet others in committing malpractice. Students who are suspected of malpractice, will be investigated by Agoura High School and the IBO. Students who are found to have engaged in malpractice will likely not be awarded the IB Diploma and are additionally subject to the sanctions established by Agoura High School and LVUSD.

## **AUTHENTICITY OF WORK**

IBO defines an authentic piece of work as “one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. This requirement includes a candidate’s responses to examination papers in May and/or November. All quotations in a candidate’s examination script must be properly acknowledged.” (Academic Honesty, 2011)

Authentic work is expected for ALL submissions for ALL subjects at ALL times by ALL students using proper references. This includes collaborative work such as presentations or labs.

## **INTELLECTUAL PROPERTY**

IBO defines intellectual property as including “patents, registered designs, trademarks, moral rights and copyright. Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law.” (Academic Honesty, 2011)

## **PROPER CONDUCT DURING EXAMINATIONS**

Students will be made aware of proper conduct during examinations policies and procedures at the time of exam registration and again prior to sitting for the scheduled examinations in May. Students are expected to adhere to these policies and procedures and consult with the IB Coordinator if there are any questions or concerns.

## MALPRACTICE

IBO defines malpractice as “behaviour 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 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 behaviour 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... Fabrication of data is a further example of malpractice)” (Academic Honesty, 2011)

## MALPRACTICE DURING AN EXAMINATION

“The following examples of malpractice ***do not constitute an exhaustive list*** (emphasis added) and refer only to the written examinations:

- taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.” (Academic Honesty, 2011)

## **INAPPROPRIATE CONDUCT BY AN IB COORDINATOR OR TEACHER(S)**

“Breaches of regulations are not confined to candidates; inappropriate conduct by a coordinator or teacher may be brought to the attention of the final award committee. The following are examples of unacceptable actions that will be investigated by the IB:

- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements of the Diploma Programme
- leaving candidates unsupervised during an examination
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination.

“In consultation with the head of school, and with the utmost discretion, the IB will conduct an investigation into an alleged breach of regulations by a coordinator or teacher. The purpose of an investigation will be to establish whether:

- the coordinator or teacher is in breach of IB regulations
- the security or integrity of assessment has been compromised
- the results of any candidate (or candidates) have been affected.” (Academic Honesty, 2011)

## **AVOIDING MALPRACTICE**

### **1. AVOID PLAGIARISM**

Individual subject teachers will discuss academic honesty in the context of their own subject areas, however “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 review their own work before submission for assessment and before the coversheet is signed to identify any passages, data, graphs, photographs, computer programs, etc that still require acknowledgment” (Academic Honesty, 2011)

Assessed work includes written and oral assignments for internal or external assessment and must use a student’s “own language and expression” (“Academic Honesty Policy” 2011). Sources must be acknowledged whether quoted directly, paraphrased, or used for ideas.

Students must acknowledge:

- sources for all verbatim quotations of two or more consecutive words
- sources from which they paraphrase or summarize facts or ideas
- sources for ideas or information that could be regarded as common knowledge in their own culture or life experience, but which they think the reader might still find unfamiliar
- sources for materials that they might not normally consider as "texts" because they are not written (e.g. oral histories, etc)
- sources that add relevant information to the particular topic or argument of their work

Other considerations regarding plagiarism:

“Some candidates seem to believe that because the internet is in the public domain and largely uncontrolled, information can be taken from websites without the need for acknowledgment. On the contrary, candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. Simply stating the search engine that was used to find the website is not acceptable and does not, in the view of the final award committee, constitute a form of acknowledgment. The requirement to cite the source of material includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CDRoms, DVDs, email messages and any other electronic media must be treated in the same way as the internet, books and journals.

“The issue of plagiarism is not confined to subjects in groups 1 to 5 of the Diploma Programme. Copying works of art, whether music, film, dance, theatre arts or visual arts, without proper acknowledgment, may also constitute plagiarism. There are circumstances where the creative use of the work of another artist is acceptable, but the original source must always be



acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional.

“Copying text, or other material, is not always a deliberate attempt by a candidate to present the ideas or work of another person as their own. In fact, in the experience of the final award committee it is apparent that many candidates are not aware of when or how to acknowledge sources. It is essential that candidates are taught this important academic skill. For example, a candidate may copy one or two sentences from a book, journal or website without showing it as a quotation, but indicating its source in a footnote or the bibliography. Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement, and not malpractice.” (Academic Honesty, 2011)

## **2. CITE SOURCES**

Agoura High School uses the MLA format for acknowledging and citing sources. Students will be instructed in this procedure and any other specific requirements a teacher or subject may require.

## **3. KNOW THE DIFFERENCE BETWEEN COLLABORATION AND COLLUSION**

Some forms of assessment (labs, ToK presentations, etc) require students to collaborate with other students. Collaboration is permitted, and is even encouraged in the Learner Profile (see Communicators). “Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in “allowing one’s work to be copied or submitted for assessment by another” (Academic Honesty, 2011). Often, however, the lines between collaboration and collusion can become blurred thereby raising concerns over academic honesty. In every instance where collaboration is required or necessary, all students are expected to participate in an equitable and respectful manner and to ultimately submit work that is independently produced.

Collusion is defined as inappropriate cooperation between two or more students that results in work that has not been independently produced. Students must realize that collusion does not need to be intentional in order to be considered malpractice. For example, the sharing of data in a lab that results in exactly the same, or strikingly similar, analyses or conclusions would be considered collusion. If a teacher requires students to work in a group on a particular project (e.g. collecting data, doing fieldwork, etc), students are required to provide a description, analysis, evaluation, etc that is entirely their own even if the information being described, analyzed, evaluated, etc is same.

The following is NOT permissible in group work:

- Allowing a member or members of the group to write any part of another member’s assessment piece.
- Giving a copy of one student’s work with respect to that assessment to any other student within the group

## ROLES AND RESPONSIBILITIES

“The role of the **International Baccalaureate** is to:

- provide the regulations and instructions that govern the conduct of each examination session
- offer guidance to schools on what constitutes malpractice and how it can be prevented
- investigate cases of alleged malpractice, in liaison with the school concerned
- review all available statements and evidence collected during an investigation and decide whether to dismiss or uphold the allegation
- notify the head of school of the decision of the final award committee
- if requested, reconsider a decision made by the final award committee on submission of new factual evidence
- if requested, implement the appeals procedure on decisions made by the final award committee.

“During each examination session the IB takes a random sample of candidates’ work and submits it to a web-based plagiarism prevention service. However, the fact that the IB is doing this does not enable schools to abrogate their responsibility for ensuring that work submitted for assessment, whether internally or externally assessed, is the authentic work of each candidate.

“The **head of school**, or his or her nominee, must ensure that all candidates:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property
- receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources
- understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination)
- know the consequences of being found guilty of malpractice.

“It is also the responsibility of the head of school to establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty. It is assumed that part of this responsibility will be delegated to the coordinator and teachers.

“The school is the IB’s first line of defence against malpractice and schools are therefore expected to support the IB fully in the prevention, detection and investigation of malpractice. In the event of a candidate being investigated for malpractice, the school has additional responsibilities.

“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 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.

“The principal responsibility of an **examiner** is to mark (or moderate) the work of candidates against prescribed assessment criteria or a markscheme. It is not the role of examiners to search for plagiarism, collusion or any other form of malpractice. However, examiners are experienced educational practitioners who are familiar with the texts and websites that deal with their subject area. As examiners are well placed to identify plagiarism they are expected to be vigilant and report to the IB any cases where there is evidence to support an allegation of malpractice. Senior examiners may be asked to write reports on work submitted for assessment that shows evidence of malpractice.” (Academic Honesty, 2011)

## **THE PROCEDURE FOR AN INVESTIGATION INTO MALPRACTICE**

“The following circumstances are those that most commonly give rise to an investigation.

- A coordinator informs IB Cardiff that he or she suspects that work submitted to the IB for assessment (or as part of a sample for the purpose of moderation) may not be the authentic work of the candidate.
- A coordinator informs IB Cardiff that malpractice may have taken place during an examination.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IB member of staff randomly checking assessment material identifies possible plagiarism using a web-based application.

“If the IB initiates an investigation into malpractice it will do so soon after the evidence of malpractice is brought to the attention of the IB manager for academic honesty who will inform the relevant coordinator by email that a candidate/candidates is/are being investigated for possible malpractice. It is a requirement that the coordinator acknowledges receipt of this email and without delay informs the head of school that a candidate/candidates is/are suspected of malpractice.

“For all cases of malpractice by a candidate the coordinator will be asked to provide a report after he or she has conducted an investigation. In the case of suspected plagiarism the coordinator’s report, which must be prepared and handled in a manner that respects the need for confidentiality (such as referring to a candidate’s registration number rather than her/his name), will normally include:

- a statement from the teacher of the candidate for the subject concerned (or supervisor in the case of an extended essay)
- a statement from the coordinator
- a statement from the candidate
- a summary of an interview with the candidate regarding the allegation of plagiarism, if an interview is conducted. It is not mandatory to include a summary of an interview with the candidate; this is left to the discretion of the coordinator.” (Academic Honesty, 2011)

Cases of suspected malpractice are referred to the appropriate grade award committee for the subject in question. The grade award committee will review the work in question and a recommendation will be made to either accept the work or, in the case where malpractice is supported, submit the work and all evidence of suspected malpractice to the final award committee. The final award committee will then decide, with full discretion, whether to dismiss the allegation, uphold it, or ask for further investigations to be made.

## **PENALTIES FOR MALPRACTICE**

“When judging a case of alleged malpractice the committee will disregard the registration category of the candidate. If a candidate is found guilty, the aim is to penalize the candidate only for the subject in which he or she has been found guilty of malpractice.

“Work submitted by a candidate for assessment may contravene standard academic practice by failing to acknowledge the ideas or words of another person using quotation marks (or some other accepted practice). However, if there is some attempt by the candidate to acknowledge the source in the bibliography or in a footnote, the final award committee may designate a case of this type an academic infringement and not malpractice. The judgment as to whether “academic infringement” is the appropriate decision will be partly based on the quantity of text (or other media) that has been copied by the candidate.

“If the final award committee decides that an academic infringement has been established, no mark 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 diploma requirement concerned. No further penalty will be imposed and the case will not be recorded as malpractice...

“If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. (No lesser penalty for malpractice is available to the final award committee.) In the case of a Diploma Programme candidate the consequence is that no diploma will be awarded to the candidate. However, a Diploma Programme courses results will be awarded for other subjects in which no malpractice has occurred.

“If a candidate is found guilty of malpractice in his or her third attempt at achieving the diploma or improving the number of points for the diploma, the candidate will not be permitted a fourth examination session in which to achieve the diploma or improve the number of diploma points.

“If a candidate is found guilty of malpractice the candidate will be permitted to register for future examinations sessions in which malpractice was established, including the session that follows six months later...

“If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component; no grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will

not be based on the remaining three assignments: no grade will be awarded for the subject.

“If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future session.

“An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established. This includes the enquiry upon results service when, for example, a senior examiner may identify plagiarism in a piece of work that previously went unnoticed by the teacher or other examiner.” (Academic Honesty, 2011)

## **THE RIGHTS OF THE STUDENT**

“If a candidate is under investigation for possible malpractice, the coordinator must inform the candidate. Whether the candidate’s legal guardians are informed of the allegation and involved in the investigation is left to the discretion of the school, bearing in mind any relevant circumstances such as whether the candidate has reached the age of legal majority.

“The candidate and his or her legal guardians have a right to see evidence, statements, reports and correspondence about the case. Any decision to withhold such information rests entirely with the head of school or coordinator. Evidence may be withheld to protect the identity of an informant.

“It is the policy of the IB that any candidate being investigated for malpractice is given the opportunity to be heard and to submit a written defence to the final award committee. The school has no right to prevent this process, to edit or unduly influence the candidate’s statement. The candidate is expected to make the content of the statement available to the coordinator, but may request that the statement remain confidential to the IB.

“The candidate must be given sufficient time to prepare a response to the suspicion of malpractice. The IB information desk must be contacted for advice if the candidate may not be able to meet the deadline imposed by the IB.” (Academic Honesty, 2011)

In addition, students have the right to appeal the decision of the final award committee. However, appeals are only permitted on the grounds that the procedures used in making a final determination were not respected.

## **POLICY EVALUATION**

This policy shall be reviewed regularly as part of Agoura High School’s ongoing self-assessment process.

## **WORK CITED**

Academic Honesty, 2011. International Baccalaureate Organization (UK), First published August, 2009. Updated July, 2011. [www.ibo.org](http://www.ibo.org)

**ACADEMIC HONESTY ACKNOWLEDGEMENT**

- We have read the academic honesty policy and have clarified any questions we have about its contents.
- We understand what constitutes academic malpractice and what must be done to remain academically honest and accountable.
- We understand the consequences of malpractice, the most serious of which is not being awarded a score for a course and/or awarded the IB Diploma.

**Student Name (print):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Name (print):** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**This ACADEMIC HONESTY ACKNOWLEDGEMENT must be signed and returned to the IB Coordinator**