Shanghai Community International School
上 海 长 宁 国 际 外 籍 人 员 子 女 学 校

Academic Honesty Policy
Pudong Campus, Upper School

Purpose and Philosophy

As SCIS students develop into "inquiring, knowledgeable and caring learners who contribute positively to their communities," they have daily opportunities to read and write, to consider and create. They draw upon a broad base of shared information and ideas to construct and express their own understandings, support their own arguments, and articulate new ideas in their own unique voices. This policy is intended to support students in making effective use of the wealth of resources available to them as they make their own original contribution to the learning of both the SCIS community and beyond.

We are committed to the practice of academic honesty in all aspects of teaching and learning, and expect that the conduct and work of all SCIS stakeholders will be consistent with Principled behavior described by the IB Learner Profile.

> *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.*

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Academic Conduct[1]

Appropriate academic conduct calls for students to act as scholars, drawing on a growing body of information and ideas for knowledge, foundation, and inspiration while generating their own original products and using feedback as a constructive opportunity for continued growth.

Academic misconduct is behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. This behavior limits the opportunity for learning and growth for all involved.

Academic Conduct	Academic Misconduct
crediting sources Ideas, information, and images created by others are explicitly cited using a standard convention that allows the audience to easily locate the original sources.	**plagiarism** the representation, intentional or unintentional, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. *Example:* Making use of a good idea from a source without naming the original author and referring the reader to the source.
collaboration When appropriate to a given task, students work together as a team, discussing and clarifying their ideas, assisting each other to understand material, workshopping their writing, and so forth.	**collusion** supporting academic misconduct by another candidate, for example, allowing one's work to be copied by another: *Example:* Letting a friend copy homework to be submitted in their own name.
original work Each assignment is a new opportunity for students to move forward with their learning and produce work at a new level.	**duplication of work** submitting the same work, even if original work by the student, for multiple tasks or in multiple courses. *Example:* Submitting the same piece of writing for assessment in both History and English.
examination conditions Students sit for exams individually and quietly, prepared with writing instruments and formally authorized reference materials only.	**misconduct during an examination** taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate. *Example:* Accessing the internet during an exam.

Any **other behavior** that gains an unfair advantage for a student or that affects the results of another student may also be considered a lapse of academic honesty,

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[1] Categories of misconduct in this section are taken directly from International Baccalaureate Organization, *Academic Honesty in the Diploma Programme,* OCC, 2016, with some additions for clarity.

and will prevent students from gaining the full learning benefit of completing the task. These may include, but are not limited to:

- Submitting work that reflects the original thinking and/or writing of a tutor, parent, or any other individual other than that of the student.

- Using translations from internet applications to produce work in the language of the class.

- Falsifying data to be analyzed as part of an original investigation.

SCIS Specific Practices and Expectations
Student responsibilities

- Ensure that all submitted work is authentic in nature. This means that the work must be the student's original work and expression and that the work of any others included in the submission must be accurately and entirely acknowledged.

- Include a Bibliography or Works Cited page with any assignment that draws on sources.

- Cite the work of others, whether quoted or paraphrased, using the most current MLA format.

  - **Direct Quotation**
    According to Robert Goff, "Liberal studies are essential for transforming young people into thinking, civilized human beings" (93).

  - **Paraphrase**
    One study suggests that if adolescents are to develop into adults who are critical and civilized, it is important that they participate in liberal studies (Goff 93).

- Respect the concept of intellectual property for non-textual sources, whether creative or expressive, when working with publications, images, music, video or any other sources of others' work.

- Conduct themselves appropriately within a testing environment to ensure that both the fact and appearance of academic honesty are maintained at all times.

- Seek clarity from teachers in the event of any confusion regarding academic honesty guidelines.

Teacher responsibilities

- Ensure that every course taught includes a minimum of one assessment task per year that requires effective use of research skills and/or source citation.

- Provide appropriate instruction to students regarding academic practices that result in ethically responsible work.

- Provide clear guidance to students on academic writing and use of MLA reference styles.

- Provide clear guidelines for group and collaborative work, so that students avoid collusion, ensuring fair assessment.

- Confirm that all work accepted for assessment is the authentic work of that student.

- Make effective use of tools to check for originality, such as reviewing originality reports from Turnitin.com.

- Ensure that all tasks, whether submitted to the IB or assessed internally, including the Personal Project, External Assessments, Extended Essays, etc., are authenticated through both Turnitin.com and appropriate professional practice.

School responsibilities

- Promote and publicize this policy, as well as the IB Academic Honesty guidelines.

- Facilitate advisory sessions addressing academic honesty every semester. These will cover grade level appropriate information regarding correct documentation of the ideas of others, attribution, respect, and learner understanding regarding SCIS and IB policies.

- Require that all teachers incorporate the explicit teaching of appropriate academic conduct and practices for any/all reports, projects, and written work by students.

- Offer professional development for all teachers (new and returning) with respect to IB and SCIS Policies regarding academic honesty during annual teacher orientation.

- Provide a mid-semester review for all teachers regarding the use of these polices on assessments and assignments.

- Monitor subject overviews to ensure that every course in every subject at every grade level includes a minimum of one assessment task per year that requires explicit teaching and effective use of research skills and/or source citation.

- Develop and promote a standard MLA reference handout for use all classes from grades 6-12.

- Devote advisory time to specific activities that promote student awareness of academic honesty, specifically by allowing students to create scenarios, principles, and punishments appropriate for grade level understanding.

- Ensure all teachers include an academic honesty policy in each class syllabus at the beginning of the year.

- Hold a seminar for parents on academic honesty to promote awareness and the need to reinforce behaviors and values with their children.

- Provide ongoing training for teachers in the use of Turnitin.com and similar tools and promote their effective use.

Parent responsibilities

Students need support to uphold the principles of academic honesty wherever they do their work, and the role of parents is essential. It is natural and expected that parents will seek to monitor their children through the successful completion of school projects at home, or may make arrangements for another adult to do so. All adults who assist students with academic work must be familiar with the principles of this policy as they support students. Students must have full ownership of their own work, and be confident in explaining every aspect of their process. Appropriate adult support may include:

- Collaborating with students to find and identify appropriate sources of information and ideas.
- Assisting students in identifying and citing sources of ideas and information.
- Discussing sources with students and helping to identify key information and ideas
- Asking open-ended questions to encourage students to go further in their critical thinking.
- Working with students on the organization and outline of ideas.

The following types of support are NOT acceptable:

- Writing text on behalf of the student.
- Revising a student draft to correct/change content, usage, and style.
- Providing students with additional information or ideas without an appropriate academic source.
- Selecting and using content from sources without collaborating with the student.

Identifying Academic Misconduct

Teachers use professional discretion to identify work of concern, and must provide evidence in supporting that concern. Such evidence might include:

- Examples of student work showing an unexplained "jump" in apparent quality.
- Inconsistencies between knowing, understanding, and skills demonstrated in daily learning activities and on assessment tasks.
- Lack of notes, plans, process journals, drafts, or other evidence of the student's scholarly process.
- Reports from Turnitin.com.

Where misconduct is suspected, teachers will meet with the students in person, express their concerns, and give students the opportunity to provide additional evidence of the originality and integrity of their work.

Rights of the Students

Students have the right to invite a parent or advisor into any teacher conference. They have the right to appeal any decision by a teacher to the principals.

Consequences of Academic Misconduct

- Work produced through confirmed malpractice will not be graded.

- In Grade 6, and for students of any grade in their first year at SCIS, initial lapses in academic honesty may be treated as learning opportunities, and the teacher should work with the student to ensure that they understand the standards and have opportunities to practice them. Work in this case may be resubmitted for a grade with no penalty, at the teacher's discretion.

- Whether subject to disciplinary action or treated as a learning opportunity, all incidents will be documented, and the student's advisor and administrator will be informed.

- For students with at least one year in SCIS Upper School, or for first year students with recurring misconduct, malpractice may be subject to disciplinary action, at the discretion of the teacher and administration. Such action may include, but is not limited to, the following:
    - Informing the student's parents.
    - Documenting the incident in the school database.
    - Recording an N/A on the relevant criteria, or on the entire assignment.
    - Required resubmission of the assignment. Resubmission may or may not be given credit toward a grade, at the discretion of the teacher.
    - Withdrawal of privileges until the case is resolved.

- Where one student has multiple incidents of malpractice, they will be subject to further disciplinary action at the discretion of the administration, in consultation with the advisor, counselor, and parents.

- In the case of work that is subject to external assessment by the IB, including MYP Personal Projects, DP Extended Essays, and Internal and External Assessments, the work will not be submitted to the IBO. The student will not receive credit for the missing component.

- If malpractice is suspected after work has been submitted to the IBO, the organization will be informed, which will normally result in the withdrawal of an IB Diploma or MYP Certificate.

Policy Review

This policy is a living document, and all stakeholders have ongoing opportunities to engage with its principles and practices and provide feedback. The policy is subject to a full review by a focused committee as part of the self-study process every five years, or more frequently as needed.