Academic Honesty Policy
JT Moore Middle Prep, an IB World School

General Statement of Policy
The International Baccalaureate Programme Academic Honesty Policy adheres to the MNPS district-wide policy for academic honesty and aligns with the mission and vision of the district and IB Programmes. This policy strives to promote personal integrity as well as lend support to a culture of academic honesty.

District Policy
The district provides support for academic honesty through its own policy for academic honesty:

“MNPS expects all students to abide by ethical academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. This provision covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class. The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty may be subject to an academic penalty.”
-Grading Procedures IM 4.144

School Responsibilities
The MYP schools provide a safe place for students by assisting students as they develop their inquiry skills, take appropriate risks, and learn from their mistakes while engaging in authentic work. Schools rely heavily on partnerships with parents, community members, teachers, and students to educate children on the ethics and values of academic honesty.

Teacher Responsibilities
It is the responsibility of the teachers to provide opportunities for students to develop and produce authentic, original work. Instructors are also charged with teaching students citation and research procedures, what constitutes misuse or plagiarism, and to provide instruction in self-management, social awareness, communication techniques, critical thinking, and ethical research skills. Teachers will not only teach academic honesty but will also model good practice. Administrators will support them in this effort.

Parent & Community Responsibilities
The Middle Years Programmes in MNPS recognize the important role that parents play in working with the schools to ensure that students are successful. Parental support of this academic policy will enhance student learning as they strive to produce work that adheres to ethical norms and demonstrates the use of principled behaviors. Parents should become informed of the expectations placed on students and support these practices both inside and outside the school building. Community members should take advantage of the expertise and resources of the school librarian when questions arise about plagiarism, copyright, other ethical issues, and good academic practice for referencing sources. All community members, working together under the same understandings, will create an environment that promotes academic integrity and student success.
For citation recommendations, please visit: http://jtmoorelibrary.weebly.com/citing-sources.html.

Student Responsibilities
It is an expectation that all students produce authentic works and adhere to district and IB MYP policies. Students should have the opportunity to make mistakes and learn from those mistakes.

The Learner Profile helps guide our focus on academic honesty and integrity. We use the Learner Profile to
help students develop appropriate decision-making skills and work habits. We recognize that, with the support of the Learner Profile,

• students should take responsibility for their own work.
• students should produce individual, original work unless otherwise instructed.
• through accountable talk and academic citation conventions, students will give credit to other people working in the group.
• students do not copy the work of others.
• students cite sources according to agreed-upon, age-appropriate formats.
• students use information technology and library resources responsibly.

The following definitions, guidelines and procedures allow students the opportunity to learn from their mistakes as they develop skills and characteristics to assume the mantle for their own learning.

For citation recommendations, please visit: http://jtmoorelibrary.weebly.com/citing-sources.html.

Definitions
The following definitions and examples will enable students to have a clear picture of what is permissible and what is not.

**Academic Dishonesty** can also be referred to as “malpractice.” Malpractice includes plagiarism, copying, collusion, duplication of work, falsifying of data, or any other behavior that offers an unfair advantage for a student or that affects the results of another student. *When parents or other adults complete an assignment for a student, it is considered academic dishonesty and is subject to due consequences.*

**Plagiarism** - taking the ideas or works of another and submitting it and claiming that he/she produced it as an original piece of work. Example: performing a piece of music in band class, claiming he/she wrote it when it was written and published by another. Additionally, copying verbatim, or almost verbatim, from a website or other source, and inserting it into an essay or paper without proper citation is considered plagiarism.

**Copying** - taking the work of another and submitting it as his/her own. Example: taking another student’s work, erasing the name and substituting one’s own name, or transferring someone else’s answers onto a homework or classwork assignment.

**Cheating** – using or sharing answers during a test or assessment. Example: looking at another student’s answers on a test and copying his/her answer. Viewing another student’s work during an assessment without specific permission from the teacher is considered cheating.

**Duplicating** - turning in the same assessment for different classes without the permission of the teachers. Example: an assignment that is given by the History teacher to write a paper on the causes of the Civil War, is also turned into the English teacher to satisfy the requirement of writing an informational text without the teachers’ knowledge that the same paper is being used without being satisfied to two assignments.

**Falsifying data** - purposely changing, subtracting or adding data of a lab report or another source to result in the desired outcome. Example: making up data to include in a lab report, or changing actual lab report data to fit a desired result.

**Collusion** - helping another to be dishonest by allowing him/her to copy work. Example: telling another student what was on a test before he/she takes that same test, or sharing data from an experiment, or allowing another student to turn in as his/her own product.

**Paraphrasing** - restating another person’s words using one’s own words. This is permissible when paraphrasing does not become copying or plagiarizing. Example: reviewing a magazine article, and restating one of the author's sentences using the student’s own age-appropriate words.

**Summarizing** - the process of giving a brief description of another's main points. This is permissible when summarizing does not become copying or plagiarizing. Example: reading an article on a website, and describing, in the student’s own words, the main points the author made.

**Group Collaboration Guidelines**
While we recognize that learning is a social endeavor, we must have common understandings for the production of work within a group or partnership. The following points clarify our expectations for such work:

• Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work. If there is any part of the collaborative project that is unclear, it is the student’s responsibility to seek clarification from the instructor.
• When students are expected to work together, they must recognize and encourage contributions of others in the group.
• No one student should complete the work of the group and try to submit it as a collaborative effort.
• Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
• When a product is required from a group, the product should reflect each member’s contribution.
• Each student’s work should be explicitly acknowledged.
• Each student will reflect on his or her participation and the participation of the other members of the group.
• Students will reflect on the group’s processing and communication.
• Students will always appropriately give credit to any outside research used to inform their product, using age-appropriate citation formats.

Any concerns about collaborative work or products should be addressed within the group and with the teacher immediately.

For citation recommendations, please visit: [http://jtmoorelibrary.weebly.com/citing-sources.html](http://jtmoorelibrary.weebly.com/citing-sources.html)

**Guidelines and Procedures**

MNPS Grading Procedures Grades 5-8

• Overall grades are based on work products that address grade level standards.
• Grades should reflect student mastery of grade level content standards and a separate grade given for overall effort using the effort rubric.
• Within each category, grades shall be determined and recorded using multiple forms of assessment that demonstrate proficiency in a standard, including but not limited to:
  - Projects/presentations
  - Performance tasks
  - Summative Assessments
  - Portfolio Assessments
  - Written performance
• Students will have multiple opportunities to demonstrate proficiency.
• Students will be given additional opportunities to show mastery of standards thus extra credit will not be assigned.
• Do not include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement, or use “I” for Incomplete or Insufficient Evidence
• Do not reduce marks on work submitted late; provide support for the learner.
• Behavior will not be included in grades. See Effort Rubric 5-8.
• For grades 5-8, students’ scores on the end-of-year state assessments will make up 10% of the student’s yearly (final) average in the subject areas of mathematics, reading/language arts, science, and social studies.


**Consequences**

Consequences for academic malpractice include, but are not limited to, resubmission of original work, loss of privileges, further restriction of assessment environment, in school suspension, out of school suspension, and/or reduction of effort grade.

**Policy review**

This policy will be reviewed on a yearly basis by the coordinator and staff, allowing for input from staff, parents, and students. The coordinator will make adjustments to the policy as needed, insuring compliance with IBO and MNPS policy components.

Most recent review: 12 October 2015 by teachers & school counselors.