Cherryland Middle School

2019-2020

Academic Honesty Policy

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I. PURPOSE, MISSION, AND BELIEFS

A. PURPOSE OF THE ASSESSEMENT POLICY

Cherryland Middle School (CMS) places a high level of importance on academic honesty. With that understanding, a committee of teachers and administrators from CMS developed the Academic Honesty Policy. Consistent with the standards and practices in place at Cherryland Middle School, this document provides an overview of CMS's expectations and practices regarding academic honesty.

B. MISSION STATEMENT AND BELIEFS

We are active, lifelong global learners.

As academic honesty is "a set of values and skills that promote personal integrity and good practices in teaching, learning, and assessment", the CMS Academic Honesty Policy is important in helping our school achieve its mission (Academic Honesty 2).

Leadership in Rigorous Education

CMS students are given rigorous assessment tasks to complete. These academic challenges are to be accomplished honestly, ensuring that the work is the student's own and that proper credit is given to sources used. However, it is not enough to simply establish these expectations; as leaders we must set an example and offer guidance. Therefore, it is the responsibility of CMS staff members to teach students the importance of, and skills related to, properly using sources and appropriately acknowledging sources.

Inquiring, Knowledgeable, and Caring Citizens

At CMS students become knowledgeable about academic honesty expectations and practices. If questions remain, students are encouraged to be inquirers; self-advocates who ask questions and seek answers regarding academic honesty concerns.

Intercultural Understanding and Respect

Principled students act with honesty, fairness, and justice to uphold the Academic Honesty Policy. They respect the rights and intellectual property of others by completing their own work and giving credit where it's due. Students learn to take responsibility for their academic actions and the consequences of those actions, even if the offense is unintentional.

II. DEFINING CONCEPTS

A. ACADEMIC HONESTY

Academic honesty is defined as a set of intrinsic values and skill. Furthermore, CMS expects that students respect others' intellectual property, and submit work that is of their own creation. If CMS students want to use the ideas of others in their work, they are expected to cite them appropriately, using the Modern Language Association (MLA) format. See Appendix B on page 14 for free MLA citation tools.

B. ACCOMPLICE TO CHEATING

At CMS, accomplice to cheating (collusion) is defined as behavior that provides another student with help in cheating. This help includes:

- Giving intellectual property (their own or others) to a student with internet to cheat
- Providing information on how to obtain another student's intellectual property
- Providing information on how to obtain assessment tasks (prior to examination)
- Forging documents for another student
- Helping copy documents for another student
- Providing unauthorized notes to another student during an assessment

C. AUTHENTIC AUTHORSHIP

Authentic authorship is defined as a student's piece of work based on his/her "individual and original ideas with the ideas and work of others fully acknowledged" (*Academic Honesty 2).* It is important to note that students may use resources that support their ideas, but they must also cite the source.

D. CHEATING

Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation. Cheating includes, though is not limited to:

- Copying another student's work (with or without their knowledge)
- Copying assessment tasks
- Forgery
- Using unauthorized notes during an assessment

E. COLLABORATION

Collaboration is a necessary 21st century skill. Therefore, CMS desires that all of our students learn to collaborate ethically on intellectual projects. However, students must understand the difference between honest collaboration and dishonest collaboration. Collaboration is defined as cooperative work with other students on intellectual tasks. In collaborative work, students are assigned individual responsibilities to create interdependence and group accountability. Students are not allowed to collaborate unless the teacher has assigned a collaborative task or has approved student requests for collaboration. Any behavior during collaboration that falls under the definition of *cheating* or *accomplice to cheating* will be handled as such.

F. DUPLICATION

Duplication is defined as the student turning in the same work for different assessment tasks or different subject areas. For example, a student cannot use his/her own summative work from a unit in Language Acquisition about environmentalism for a summative task in Science (unless an interdisciplinary unit has been established by the teachers and they have created a singular assessment task). Also, a student cannot use a summative task that he/she completed for Individuals and Societies Year 2 for a task in Individuals and Societies Year 3 even if the task is similar. Therefore, students must produce new work (meeting requirements for authentic authorship) for each assessment task assigned throughout their academic careers.

G. INTELLECTUAL PROPERTY

Intellectual property is defined as ideas or work of another person, including professionals and students.

H. MALPRACTICE

Malpractice is defined as any act of academic dishonesty. This includes plagiarism, cheating, and accomplice to cheating.

I. PARAPHRASING

Paraphrasing is defined as using other words to restate another person's ideas. Paraphrased ideas usually have a sentence structure, style, and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source. However, because paraphrasing still uses the ideas of another person, the source must be acknowledged through citations.

J. PLAGIARISM

Plagiarism is defined as "using words, ideas, or products which belong to another person or source, without giving credit to the source from which it was taken" (qtd. In Carroll 3). Plagiarism can occur when a person tries to represent another person's work as their own in order to obtain some benefit, credit, or gain. However, plagiarism can also occur unintentially if a person does not acknowledge the work of others that helped him/her to complete the assessment task. Regardless of the motivation, plagiarism is unacceptable and can be avoided with proper teaching and learning.

III. ROLES OF STAKEHOLDERS

The education of students is a collaborative effort, in which all stakeholders play an important role. Therefore, each member of this collaborative team has duties to uphold. CMS writing teachers will go through the Academic Honest Policy at the beginning of the school year with all students.

A. THE ROLE OF THE LEADERSHIP TEAM

1. Education

Most acts of academic dishonesty are not intentional. With that understanding, the first offense of academic dishonesty is used as a teachable moment, in which the student meets with the CMS counselor. In this meeting, expectations regarding academic honesty are clarified for the student. The counselor ensures that the student:

- Understands what constitutes academic honesty, an authentic piece of work, and intellectual property
- Receives guidance on how to acknowledge sources
- Understands what constitutes malpractice (academic dishonesty) and the consequences of being found guilty
- Knows and understands the CMS Academic Honesty Policy

2. Processing Reports

All reports of academic dishonesty for MYP years 1-3 (grades 6-8) are sent to the CMS counselor and principal.

3. Delivery of Consequences

a. FIRST OFFENSE

Upon the first offense of academic dishonesty, the CMS counselor holds a meeting with the student. After the academic honesty meeting has concluded, the counselor notifies the student that he/she needs to complete an alternative assignment to demonstrate his/her understanding of the material so an achievement level can be awarded. The counselor is also responsible for notifying the student's family of the nature of the offense, as well the details of the meeting and the consequence, as well as notifying the principal.

b. SECOND OFFENSE

Upon the second offense of academic dishonesty, the student receives a zero for his/her work. The principal delivers this consequence and requires a meeting between the Principal, the student, and the family.

B. The Role of the Teacher

1. AWARENESS

All subject areas must contribute to the development of academic honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete assignments. Needed skills may include, but are not limited to:

- Conducting research
- Writing academically so as to fulfill the expectation of authentic authorship
- Acknowledging sources through the use of citations
- Working collaboratively
- Establishing timelines so work can be proof-read and edited by knowledgeable sources prior to the assessment submission deadline

These skills can be promoted in a variety of ways, including, but not limited to:

- Direct instruction of research steps and citation procedures
- Thorough assessment explanations including preferred citation formats
- Informal reminders
- List of conventions for acknowledging sources or a list of helpful resources that can aid students in creating accurate and consistent documentation of sources used

2. DETECTION AND REPORTING

Since teachers are responsible for administering their own assessments, they are also responsible for detecting and reporting incidences of academic dishonesty. Upon evaluating each student's assessment, teachers need to pay close attention to any work that seems misaligned with the level of that particular student. Given the CMS practices with frequent formative assessments, and summative assessment that are closely monitored by the teacher, these incidences are often easily detected.

When academic dishonesty is detected by a teacher, he/she should report the issue to the CMS counselor and provide adequate evidence of the malpractice. The teacher has discussed the evidence with the counselor, and from that point on will expect an alternate assignment from the student in a timely fashion.

3. FOLLOWING POLICY

Teachers are expected to uphold this policy, and report incidents of academic dishonesty whether detected or suspected. Suspicion of malpractice without sufficient evidence does require careful consideration. However, not all reports lead to consequences for students, as some are unsubstantiated. Therefore, teachers should not feel nervous when reporting their suspicions to the counselor.

In addition to supporting student practices related to academic honesty, teachers should also model the policy. Acting as strong examples of ethical behavior, teachers should demonstrate appropriate collaboration and use of intellectual property throughout the year.

4. THE ROLE OF THE FAMILY

Families are expected to support the CMS Academic Honesty Policy. Therefore, it is essential that families come to requested meetings to discuss the academic honesty of their students. Families can also encourage academic honesty by helping students understand the expectations related to authentic authorship, thereby preventing malpractice.

C. The Role Of the Student

1. GIVING CREDIT

Each student is responsible for ensuring that all work submitted for assessment represents authentic authorship, with the work or ideas of others fully and correctly acknowledged (*Academic Honesty 11).* Even if the intellectual property is summarized or paraphrased, it requires proper MLA citations. Parenthetical citations should be used in all essays, and a "works cited page" is required for multi-source research and/or analytical writing.

2. CLARIFICATION

If, at any point, a student is concerned that his/her behavior may be interpreted as malpractice, he/she needs to seek clarification regarding the CMS academic honesty expectations. Attempts to gain clarification prior to submission of work will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic honesty are welcomed.

3. PRINCIPLED ACTION

a. REPORTING

Students who may know of a potential act of academic dishonesty, or of an act that has already occurred, are required to report it to a teacher immediately. Students who report these incidences are maintaining the CMS policy, acting with integrity, and helping their peers see the importance of academic honesty. The names of student who bring forth information regarding situations of academic dishonesty will remain confidential.

b. ACCEPTING CONSEQUENCES

Students "must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills" (*Academic Honesty 12).* It is our hope to avoid situations of malpractice, but should a situation arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.

IV. POLICY CREATION PROCESS

The Academic Honesty Policy was created with input from the entire CMS staff.

V. COMMUNICATION OF ASSESSMENT POLICY TO CMS COMMUNITY

The Academic Honesty Policy is shared with staff, families, and students in a variety of modes of communication. At CMS we also review the Academic Honesty Policy at the beginning of the school year with staff and students to reinforce the expectations regarding ethical academic conduct. We have an informational table set up during open house, to inform families and students of the details of the policy. The policy is available on our website in written English form.

VI. REVIEW PROCESS

Every three years a committee will be assembled to perform a complete examination of the Academic Honesty Policy. Our next full review will take place during the 2020-21 school year. If changes arise in the years between formal reviews, a committee can be formed to make amendments to the policy.

VII. APPENDICES

APPENDIX A: Glossary of terms

Abbreviation or Term	Brief explanation	Further information
Academic Honesty	Completing work fairly, based on one's own creation, following the expectations outlined by PSA	Page 4
Accomplice to Cheating	Helping others cheat	Page 4
Authentic Authorship	Work based on individual and original ideas with the ideas and work of others fully acknowledged	Page 4
Cheating	Using unfair means to place oneself at an advantage on an assessment	Page 5
CMS	Cherryland Middle School	Throughout
Collaboration	Cooperative work with other students on intellectual group tasks in which everyone has a role and members are dependent on one another	Page 5
Collusion	Helping others cheat	Page 4
Duplication	Using work for more than one assessment task or in more than one class	Page 5
Intellectual property	Ideas or work belonging to another person	Page 5
Malpractice	Any form of academic dishonesty	Page 6
MLA	Modern Language Association, a format for citing sources	Pages 4, 14
Paraphrasing	Using other words to restate another person's ideas.	Page 6
Plagiarism	Using another person's intellectual property and neglecting to acknowledge the source	Page 6

APPENDIX B: Citation sources

Below is a list of free citation sources to help students accurately acknowledge the intellectual property of others using MLA format.

Citation machine

http://citationmachine.net

Workscited4U

http://www.workscited4u.com

Noodle Tools

www.noodletools.com

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Please return this page to the school office

As a parent, I _____ agree to support my child's learning by monitoring:

1. Attendance
2. Homework (Homework Page)
3. Internet and online activity
4. PowerSchool Grades

As a student of CMS I, _____agree to:

1. Complete all assignments with my own efforts.
2. Do my best work.
3. Use the information I have been given to be academically honest.
4. Cooperate with parents, teachers, and obey all school rules.

_____ _____

Parent Signature Student Signature

_____ _____

Date Date