



Academic Integrity

International Baccalaureate Middle Years Programme

Thomas Jefferson Middle School

Last Revised September 2021

What is Academic Integrity and why do we have a policy?

The IB Learner Profile states that students must “act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.” They are also to “take responsibility for their own actions and the consequences that accompany them.” One of the main purposes of Jefferson’s IB MYP program is to support students in becoming creative, independent, principled learners. To do so, we have developed this school-wide Academic Integrity Policy to define the terms and concepts, highlight the responsibilities of stakeholders, and outline the consequences of malpractice. Students must know the rules, apply the rules, and understand their importance in order to make good choices about their academic success.

Pledge for Student Work:

Students sign an affirmation statement when turning in work, examples:

Write out this pledge and sign your name. “I affirm that I have not given or received any unauthorized help on this assignment, and that this work is my own.”

“By submitting this assessment, I am affirming that I have not given or received any unauthorized help on this assignment, and that this work is my own.”

What are some key concepts and terms we should know when it comes to Academic Integrity?

Authenticity: An authentic piece of work is one that is based on a student’s individual and original ideas with the ideas and work of others fully acknowledged.

Intellectual Property: Forms of intellectual and creative expression include works of literature, art or music, etc. All forms must be respected and are usually protected by law.

Malpractice or misconduct: Behavior which may result in someone gaining an unfair advantage over another.

Plagiarism: the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Is there more to know about malpractice or misconduct? - Yes, here are some important terms we should know:

Cheating: Bringing unauthorized materials, such as “cheat sheets,” to an examination or quiz. Sharing information about an examination or quiz receiving such information without the teacher’s permission.

Copying: Taking work of another student, with or without that student’s consent, and submitting it as one’s own.

Collusion: Helping another student to be academically dishonest.

It is important to note that instances of plagiarism and collusion are generally not intentional. There is typically a misunderstanding of what the rules mean and how students should effectively comply with them. As students develop their sense of academic responsibility and skills, they see relying upon fellow students, parents, and teachers as acceptable sources of information without properly acknowledging the source (Carroll, J., IBMYP 2012).

Additional examples of malpractice include:

- Unauthorized use of cellphones, tablets or other electronic devices
- Use of cheat sheets
- Unauthorized access to assessment questions
- Resubmitting assignments for other classes without the teacher’s permission
- Signing one’s name to work that he or she did not complete (i.e., group work).

Everyone in the school community has a role to play to ensure we uphold Academic Integrity. What are our responsibilities?

School Administrators and Counselors serve as support networks for students, parents, and teachers while also providing necessary disciplinary actions should academic honesty occur.

The school will:

- promote teaching skills rather than policing
- Use APA format for citations.

Teachers serve as the primary instructor in the process of understanding academic integrity. Teachers will:

- ensure learners understand the academic learning policy
- create inquiry-based assessments that reward the effort required to complete the assignment as well as the final product
- teach proper ways to acknowledge others’ work
- provide simple, clear guidelines and expectations to students
- use of vertical (**subject area team**) planning to ensure consistent guidance for students about the use of others’ work
- administer the pledge and discuss its meaning; collect for inclusion in student’s permanent file
- show by example

- clearly communicate any changes in expectations for student autonomy and independence. Such changes should be communicated through examples and be interactive.

Students will:

- always do their own work
- refrain from sharing their work with other students to claim as their own
- track use of resources and always give credit to the original source or author, including all images and online sources
- use appropriate ways to signal use of sources, focusing on APA style citations
- ask the teacher or librarian when in doubt for clarification
- show academic integrity and complete the [Student Academic Integrity Pledge](#).

Parents and Guardians should:

- support their students in planning a balanced approach to student work
- understand what student academic misconduct and its consequences by completing the [Parent/Guardian Academic Integrity Pledge](#).

Where can we go to get help with citations?

Definitions of types of sources, references to citation conventions and other important information can be found on the TJMS web page here: <https://jefferson.apsva.us/library/bibliography/>. Great resources are listed below:

- [Library Canvas Module on Bibliography](#) and resources on [Research](#)
- [Purdue Online Writing Lab -- for reference.](#)
- [Don't Plagiarizzle: A rap song about plagiarism](#)
- [No Red Ink Citing Resources](#)
- [NoodleTools for creating citations](#)

Of course, our librarians are there to help as well.

What school practices can we expect that will promote Academic Integrity?

Throughout the school year, just before taking a major test or when submitting a major summative task or project, students sign a form affirming they will not or have not plagiarized, acted in collusion with others, or committed any other actions of malpractice.

Policy Adoption and Review

This policy was written in 2018 by a variety of teachers and the IB Coordinator. It was shared with the Language and Literature department first for revision and review. Then it was shared with the school leadership team. The draft Academic Honesty policy was sent to all teachers for their feedback. After receiving that input, the policy was adopted by the school leadership team. It will be reviewed annually every August by the IB Committee and approved every September by the leadership team.

What happens if I do something considered to be malpractice?

Levels of Malpractice	Description	Actions by Teacher & Department Head	Action by Counselors & Administrators
<p>Level 1</p>	<p>Accidental Malpractice May occur due to inexperience and is limited to the first. May occur if a student submits work that is not entirely their own, with only instances of plagiarism.</p> <p><i>An example may involve paraphrasing ideas or using material without MLA citation. It might not also be where a student has copied homework from a classmate or asked for "help" in a way that solicits answers, rather than understanding.</i></p>	<p>If an assignment: -team conference with student to inform and guide future behavior -incident recorded in team notes, parent/guardian contacted -teacher allows the student to make up the assignment so that the student generates original ideas. Students may earn full-credit.</p> <p>If a test, exam, or quiz: -If the student is caught cheating in the midst of a test or the results of a test indicate student(s) have cheated, the teacher speaks with the student(s) involved to verify cheating has taken place. The same procedure as that for cheating on an assignment is followed and the student is allowed to retake a different version of the test for full-credit.</p>	<p>No intervention by counselors or administrators at this level.</p>
<p>Level 2</p>	<p>Deliberate Malpractice A student has one recorded instance of malpractice either within the same course or in other courses within the same academic OR it is clear that the dishonesty was intended.</p> <p><i>In these cases, students may have completely copied work from another student, or used words that are not their own, without citing the source. A student may have copied from electronic sources and/or changed key words and phrases. If a student copies work on an assignment or test, it is assumed that they did so, knowingly.</i></p>	<p>- Level 1 procedures for infractions involving assignments, tests and quizzes apply.</p> <p>AND</p> <p>- The classroom teacher makes a copy of the assignment, and any other documents related to the assignment for counselor</p> <p>AND</p> <p>- The student is presented with a choice of assignment to complete to promote Academic Honesty in the school community.</p>	<p>1) Parent or guardian is contacted. 2) Teacher submits materials and summary of incident to the grade level counselor. 3) Counselor meets with student to provide counseling. 4) Grade level assistant principal and principal are notified.</p>
<p>Level 3</p>	<p>Repeated Malpractice A student has more than one recorded instance of malpractice either within the same course or in other courses across academic years.</p> <p><i>In these cases, students may have submitted plagiarized work, made up sources, submitted the same assignment more than once, stolen test materials, used electronics inappropriately, or shared or published answers.</i></p>	<p>- Level 1 procedures for infractions involving assignments, tests and quizzes apply.</p> <p>AND</p> <p>- The classroom teacher makes a copy of the assignment, and any other documents related to the assignment for counselor</p> <p>AND</p> <p>- The student is required to serve in-school suspension (ISS) for 1 day.</p>	<p>Steps 1-4 above are followed</p> <p>AND</p> <p>5) Summary of incidents is placed in the student's file.</p>