

KIS Academic Integrity Policy

Our Mission

Kongsberg International School is committed to developing reflective, creative, and divergent thinkers in the service of an evolving global society.

We aspire to excellence, recognizing all stakeholders as lifelong learners. We aim to maximize the potential of each individual, fostering holistic development and leadership. We value the synergy of collaboration as innovators, communicators and conceptual thinkers. We commit to putting learning into responsible action.

KIS is an IB World School, and our mission is in alignment with the International Baccalaureate Organization mission statement:

The International Baccalaureate Organization 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 IBO 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.

Academic Integrity Philosophy and Rationale

We believe that, at any age, we make a significant contribution to the world as thinkers, creators and communicators in expressing our ideas. We also believe that understanding the impact our words and actions have on others is part of our responsibility as principled communicators.

We recognize that we learn from others, critique and build on existing ideas and sometimes use words others have used to support our own thinking. Our aim is not to imitate or reproduce, but to use information as a springboard for exploration, unique ideas, solutions to problems and divergent ways of looking at an issue.

We also recognize that access to technology provides us with many different ways of receiving and using information and that ongoing discussion about access, data privacy, authorship and fair use is an integral part of education for life in our times. The rapid development of digital tools and solutions, such as paraphrasing tools, represents an extra challenge for students and teachers. It has become increasingly challenging to understand and practice what is appropriate use of information from sources and to act in an ethical manner.

We demonstrate what we owe to thinkers, writers, artists, experts and others who provide the foundation we have built upon by recognizing them as sources for our information. This is academic honesty.

As a part of the IB community, we commit to being risk takers. We believe that school should be a place where mistakes are positive learning opportunities. We also believe in being principled, which means that we take responsibility for our actions, including our mistakes. As such, in our approach to academic honesty, we focus on the ongoing development of skills for managing self and information and for growing responsibility, in a partnership with students who have committed to learning in pursuit of excellence.

Academic honesty in the IB educational context

Academic honesty is defined as “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment” (International Baccalaureate, 2014a). Students are responsible for creating authentic work and for acting in a responsible and ethical manner throughout PYP and MYP. This applies to both general practice and final assessments.

A breach of academic honesty is broadly defined as an offence against the academic integrity of the learning environment, which includes but is not limited to cheating, plagiarism, lying, stealing, fabrication, misrepresentation, giving or receiving unacknowledged assistance from another person, or using sources of information without appropriate acknowledgement.

The IB defines academic misconduct as “behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment”. (International Baccalaureate, 2017a and 2014c).

Terminology

Plagiarism: Submitting material, in part or in whole, intentionally or unwittingly, that is not entirely one's own work, including paraphrasing ideas, data, or writing without proper acknowledgement of the source. (International Baccalaureate Organization (2017b)

Fabrication: Inventing data, information or citations in an assignment or project. Gathering or collecting data outside of standard guidelines defining appropriate methods. Failing to include an accurate account of data collection methods.

Misrepresentation: Making an intentional false statement or forging documents in an assignment, research project or an investigation.

Collusion: supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another

Duplication of work: the presentation of the same work for different assessment components.

Intellectual property: Intellectual property describes an individual's or organization's ownership of inventions, literary or artistic works, symbols, names, images and designs used in commerce.

Students must 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.

Roles relating to Academic Integrity:

Student Responsibilities

When putting academic integrity into practice, students are expected to:

- Be aware of the expectations for their grade level.
- Do and support authentic work.
- Be transparent in their working practice.
- Take responsibility for their own learning
- Act in an ethical manner.
- Embody the IB Learner Profile.
- Embody the KIS mission statement.

Teacher Responsibilities

As the adults with the most direct contact with students, teachers are expected to:

- Make students aware of the academic integrity policies.
- Teach academic integrity as it applies to all areas of the curriculum.
- Ensure that tasks can be completed either independently or with the appropriate amount of scaffolding.
- Provide students with support in developing relevant ATL skills.
- Ensuring inquiry is the basis for all teaching and learning at KIS.
- Model use of sources in presentations and assignments they create for the class.
- Model positive attitudes towards academic honesty.
- Follow protocols when a breach is suspected.

School Leadership Responsibilities

In their role as leaders of the school, SLT members are expected to:

1. Provide appropriate PD in methods of teaching academic integrity and in laws and good practice related to academic integrity.
2. Provide guidelines for:
 - 2.1. Expectations and systems for action in case of a breach, detailing clear consequences appropriate for the age of the student.
 - 2.2. Citation method consistency.
3. Provide information to parents regarding the policy through class or school parent meetings.
4. Oversee the consistent application of the policy in all classes.
5. Provide tools for supporting academic integrity.
6. Support teachers in meetings with parents and by investigating questionable situations.

7. Arbitrate decisions if needed in cases of a breach.

Parent Responsibilities

As the adults ultimately responsible for their children, parents are expected to:

- Support and understand the academic integrity policy.
- Keep open communication with teachers and other members of the school community.
- Value their child's independence in their work and learning, resisting the temptation to do the work for their child, thereby interfering in the learning process.
- Develop appropriate questioning skills in order to help their children, especially children in PYP.

Strategies to provide education and support

PYP 1-2

- Including academic integrity in the expectations for the different tasks (in the rubrics)
- Creating opportunities for reflection after group work and/or major products.
- Create a rubric for group work (for G1-2)
- Consistently model academic integrity (sources of information/copyrights)
- How to talk about, "I read...", "I heard..."

PYP 3-4

Teaching:

- How to talk about, "I read...", "I heard..." "I found online..."
- How to talk about sources – G3 "cite sources" or "reference sources"; G4 start with "sources" and then transition during the year to "references" or "bibliography."
- Teach notetaking skills (key words, facts, recording the source)
- How to use notes to write a paragraph
- How to write down, or record, reference sources
- How to bookmark sources
- How to check browsing history
- Importance of recording the date of note taking
- Copy/paste functions and what is allowed or not
- How to reference images and music (go into the image if using Google images, and reference the actual source, either under picture or on a reference page)

Strategies:

- Modelling how to "coach" each other to give help, when not in a testing situation, without allowing copying
- Remind them to "use their own brain"
- Discuss disadvantages to copying answers

PYP 5-6

Teaching:

- how to search for information
- how to synthesize information from various sources
- how to cite written and online sources
- how to identify authors, names of publications, type of online source
- how to cite primary sources (e.g. interviews, images)
- how to collaborate in a responsible and academically honest way
- evaluating appropriate sources – awareness of author’s perspective, agendas and reliability
- how to do authentic work
- variety of note-taking strategies (paraphrasing, quotations, language)

Strategies:

- asking good questions
- modelling proper citation
- annotating sources / bibliography for work presented to the students
- use of citation machines

MYPA-B

Teaching:

- How to give credit to people who help.
- Why to cite in the first place
- Use sources to support personal evidence of learning

Strategies:

- Practice making citations when applicable
- Identifying the difference between stealing and copying
- Practice using citation machines

MYPC-D

Teaching:

- Source evaluation – diligence in investigating authorship
- Research skills:
 - Annotating bibliographies
 - Planning workflow – curating sources in investigation
 - Variety of sources – use and citation
- ATL:
 - Use of critical vocabulary
 - Abstraction
 - Self-support: definitions of words, self-reliance, unpacking words
 - Critical thinking

Strategies:

- Use a wider range of sources in research and practice consistent citing of written and online sources using Harvard style
- Further develop vocabulary and subject terminology
- Focus on how to use technology appropriately to support learning and on what constitutes fair use of sources.

Age appropriate guidelines

PYP 1-2

Good referencing	Poor referencing
<ul style="list-style-type: none"> • Always write your name on your work. • Tell where you found your information (book, computer, person) • Come up with your own ideas 	<ul style="list-style-type: none"> • Copying from others • Forgetting to put your name on your work • Not thinking before sharing

PYP 3-4

Good referencing	Poor referencing
<ul style="list-style-type: none"> • Book – title, author, page number • Website – website and article or copy/paste url (e.g. nationalgeographic.com, Panda Bears), date accessed • Images – url of site / date accessed, book used • Music – artist, title of track • Quotations generally kept to one sentence, give page number or url to the first slash / title of website directly after the quote 	<ul style="list-style-type: none"> • Copy whole sentences without quotation marks • Google as source • Not going into the actual source, but using the image / snippet in search list as valid information

PYP 5-6

Good referencing	Poor referencing
<ul style="list-style-type: none"> • Citing written and online sources using beginning Harvard style (including author, publisher, year, publication, title, date accessed) • Quotations with source clearly acknowledged (e.g. The Institute for Farming says, "...") or (Author, Year). • Information from various types of sources • Images and other media (songs) • Citing interviews / emails 	<ul style="list-style-type: none"> • No citations or references with little identifying information (e.g. no author, just url) • Copy and pasted text • Only one or two sources • Google url or other search engine

MYPA-B

Good referencing	Poor referencing
<ul style="list-style-type: none"> • Citing written and online sources using Harvard style (including author, publisher, year, publication, title, date accessed) • Be consistent in citation style • Quotations with source clearly acknowledged (e.g. The Institute for Farming says, "...") • Information from various types of sources • Use references to support personal learning 	<ul style="list-style-type: none"> • Claiming group work as only your own • Copying another student's work and present it as their own • Poor or too general citations • Use of webaddress / url in text • Using references in text without explanations / analysis

MYPC-D

Good referencing	Poor referencing
<ul style="list-style-type: none"> • Citing written and online sources using Harvard style (including author, publisher, year, publication, title, date accessed) • Be consistent in citation style • Organized bibliography • Quotations with source clearly acknowledged (e.g. The Institute for Farming says, "...") • Information from various types of sources • Use references to support personal learning • Use appropriate in-text referencing according to verbal, written and mixed-media presentation • Information from various types of sources • Use references to support personal learning • Use appropriate in-text referencing according to verbal, written and mixed-media presentation 	<ul style="list-style-type: none"> • Claiming group work as only your own • Copying another student's work and present it as their own • Poor or too general citations • Disorganized bibliography • Use of webaddress / url in text • Using references in text without explanations / analysis

Scenarios

PYP 1-2

Summative Assessment Task	Group Work	Presentation	Creative Work	Independent Work
<p>Students are creating a poster/ non-fiction booklet on animal habitats. They are using books and a child-friendly research database to collect the information they need. The teacher reminds them to write down where they found the information they use on their final product. The teacher also provides students with a template/ recording sheet for students to record their resources (the title of the book and/or the name of the database). It is also one of the criteria included in the rubric for self-assessment and teacher evaluation.</p>	<p>Students are about to start working on a group task. The teacher recalls the class agreements regarding group work with the whole group before starting with the task. One of the groups starts arguing about one idea which affects the progress of their work. The teacher intervenes by modeling talking about and listening to the different ideas in the group and respecting different points of views even if you don't agree with them. The teacher supports the students in blending their ideas together. At the end of the session, the teacher encourages students to reflect on the experience and also starts a discussion on acknowledging everyone's ideas.</p>	<p>Students are working in groups to design a logo for their house groups. They present their design to the rest of the class. The teacher notices that some members of the group don't have their names on their project. The teacher asks questions about how the group worked on their project highlighting the importance of recognizing everyone's contribution by having their names on the final project.</p>	<p>3 students have decided to make a comic book, participating with their own pages. Another student decides to join the group but not contributing with any writing or drawing. However, she wants her name as one of the authors. The teacher decides to have a conversation individually to the members of the group to listen to the different perspectives. The teacher has to make sure that the fourth student understands that she has to respect others' work and understand the reason why the other members are upset. The teacher talks with the group (all together) giving the chance to listen to each other opinions. Finally, the fourth student understands that she has to contribute with</p>	<p>A student starts copying from his/her neighbor. The teacher notices it and pulls the student out for a private conversation explaining the importance of doing one's own work stressing the importance of making mistakes, learning from them, and taking pride in one's own effort. The teacher could also have a class discussion re: what to do when you are stuck and don't know what to do.</p>

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PYP 3-4

Summative Assessment Task	Group Work	Presentation	Creative Work	Independent Work
Students are writing a book about earth changes and are researching online. The teacher provides a source sheet for the last page of the book and teaches them how to record their sources, giving examples from books, images, and websites.	- During a group research project one student is not having the same level of input as two other students, they are sitting back and not getting involved. The teacher assigns roles and then rotates the roles to different students, so they can think about the different ways of participation.	- During presentation of explorers, one group used words they didn't understand, and were not able to pronounce properly. This indicated that they have copied ideas from a written source. The teacher provided feedback about looking up words using dictionaries and online dictionaries. The teacher models note taking skills, and ways to use information sources without plagiarising. Reiterate the idea that there is little value in copying out ideas and words you do not know the meaning of.	- A student uses copyrighted music for a school project and does not reference the artist. The teacher instructs the student that it is important to check copyright laws in the country (with the librarian) and that it is always necessary to cite sources. The teacher directs the student to a website with free music which allows downloads for school projects, as long as it is referenced. The teacher instructs the students how to cite sources correctly (based on grade level expectations using the Harvard referencing guidelines).	- During a research project a student with very low levels of English is researching a topic with fluent English speakers. The teacher assigns each student a role within a group to record key vocabulary in English. The student is also encouraged to carry out some research in their mother tongue and record the key vocabulary. They also explain this information to the rest of their group.

PYP 5-6

Summative Assessment Task	Group Work	Presentation	Creative Work	Independent Work
<p>A group of students has researched a topic and are assembling their final product/presentation. They have sourced most of their sources correct using Harvard form but have forgotten the dates they accessed the site. The teacher has them reaccess the site, confirm that the same information was there, and then add the current date into their sources.</p>	<p>Students are working together in small groups. The teacher notices that one student is not participating. The teacher has a one-to-one conversation with the student and encourages participation by asking questions and reminding the student of the importance of presenting his/her own ideas. The group is encouraged to use delegation and deadlines to split the work in a balanced, fair way.</p>	<p>A grade 6 student is working on the exhibition. During the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed.</p> <p>The student has used items from web searches as part of his visual presentation. Since the information is easily available, he is confused about whether or not all sources need to be documented.</p> <p>The student reviews the school guidelines for academic honesty. He also asks his classmates for guidance. The classroom teacher, media specialist and parents also model and provide regular reminders to all students about the importance and meaning of academic honesty.</p>	<p>A student has recounted a film story in their own personal writing book. They share it with the class in a shared time, and it is recognized as the same story as the film. The teacher uses this opportunity to announce that it is a recount and that it is respectful to say where the idea came from, that it isn't their own. However, if the student decides to add and morph the story, they can use the phrase, "inspired by."</p>	<p>Students in grade 6 have completed an independent essay about an idea that has different perspectives. They are guided by their teacher on how to write in-text citation when they reference information from specific sources.</p> <p>A student has completed their scientific method and has referenced their teacher in the source section. They are then instructed to use the form as if it was an interview and source it in that way.</p>

MYPA-B

Summative Assessment Task	Group Work	Presentation	Creative Work	Independent Work
<p>A student has been working on a research project about the Middle East in Individuals and Societies and has family relatives who live there. For much of their life they have given the student information and facts about the Middle East and the student would like to use this in their report, but has no formal interview or written record of their conversation. They express concern to the teacher about appearing to have plagiarized the work or having facts that are not substantiated with evidence. The teacher instructs the student to cite their family members in the report but explains how to paraphrase. The teacher also instructs the student to send the report to family members for verification</p>	<p>Students are working on a lab study in Science class and are working together to gather data. When it comes time to write up the reports one student volunteers to make the table and graphs for all the other students in their group since they all were working together on the assignment. The teacher steps in and informs the group that even though they were working together in the lab, they must each create a table of their own if they are going to put their names on the report without giving the author of the table credit or correctly cite where they are getting that table from. Students follow suit in order to follow the academic honesty policy.</p>	<p>Students are delivering an analysis presentation in their English class on a book that they have read together. Halfway through the presentation it is clear that one member in the group has not read the novel they were presenting on and had only read the summaries online. The other members of the group speak to the teacher about the problem and express concern with academic honesty. The teacher assures the students in the group that although they work together, they are graded individually. The teacher then talks to the student in question and tells them that they must be truthful with their reporting and document where they got the information from before the work is accepted.</p>	<p>A student in art class is influenced by the work of Vincent Van Gogh and is applying his style to contemporary paintings of a modern environment. The student questions the originality of his work and whether he should be giving credit to the people who have influenced him throughout his development as an artist. The teacher assures the student that influences are happening all the time on our artistic styles, and unless there is a profit being made there should not be a breach of copywrite. The student is allowed to use a style that they have seen before but should not be reproducing work and calling it their own. As long as there is a difference and the student is honest about where their influences come from they should</p>	<p>A student turns in an essay with far too many citations on things that are basic facts. The student was confused about what needed to be cited and what didn't. The student has cited information like "Norway is a country in Europe" and "World War II happened in the 1940s". The teacher takes the student aside and instructs them about the difference between citing common knowledge and facts with information that could be questioned. The teacher then prepares a fun lesson and game about when a citation is necessary and when it is not needed for the class. The student has a better understanding of citations in preparation of their next essay.</p>

and then use this contact in their bibliography.			be in line with academic honesty.	
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MYPC-D

Summative Assessment Task	Group Work	Presentation	Creative Work	Independent Work
<p>A student does a significant work on the final draft of the report for personal project. The student is concerned that the work does not match up with the rough draft and the process journal that the supervisor has seen before. The student is afraid of signing off on the academic honesty form without going through the final draft changes with their supervisor. The supervisor reassures the student that as long as they have correctly annotated their bibliography and in text citations according to the agreed format then there should not be a problem with signing the honesty form.</p>	<p>Three students are tasked to do a research project in English and one of the students has cut large pieces of an essay completed by a former student from the internet without citation. The other group members express concern to the teacher about the breach of academic honesty. The teacher talks with the group and discusses ways to deal with the situation to avoid the breach. The teacher explains how to correctly cite and give credit to the essay copied. The teacher introduces class activities that go into paraphrasing and correct documentation.</p>	<p>An MYP student is organizing a presentation for Spanish and is insecure in their abilities with the language. They are going to use videos and songs from the internet to support their speech and are concerned about copyright infringement. The teacher informs the student that copyright laws are complicated and as long as they are not making money or publishing the information on the internet they should not be in a breach of copyright. The student can use these materials to help support their learning and their demonstration of understanding so long as they keep it in the classroom and do not collect royalties.</p>	<p>An MYP student is designing a remote-control car for design. He is confused about how to acknowledge the sources that he used as inspiration for his design. He is concerned that he is just plagiarizing previous designs of remote-control vehicles and is struggling to prove that his is a brand new innovative design. The teacher explains that inquiring and analysing requires research of a range of products that can inspire the solution. The student realizes that by documenting his research with a bibliography he is acting with academic honesty.</p>	<p>As part of a science investigation a student has found the results of the experiment to be inconsistent. This student took the data from another student in order to better fit the hypothesis. The teacher notices the similarity and discusses the importance of reporting data accurately. The results of the experiment are not critical, it is the analysis and evaluation of these that show the learning.</p>

Rights of the student in suspected cases of academic misconduct

In suspected cases of academic misconduct, the school is committed to dealing with incidents in a manner that honours the student's voice, recognizes his/her dignity, follows a fair procedure and results in further learning and opportunities for personal and academic growth. The student has the right to:

- respond to the reported incident and make a counter-claim and/or explain the incident
- be accompanied by a parent, teacher or other support person in any discussion/meeting regarding a second or third infraction.

Consequences of academic misconduct

MYP A-MYP B

Consequences of academic misconduct:

- first instance:
 - the student is given a warning and explanation as to why work is not acceptable,
 - re-submission allowed within reasonable time frame with no loss of marks,
 - information to contact teacher and MYP Coordinator
- second instance:
 - allowance for re-submission,
 - information to MYP Coordinator, who will track re-occurrences and contact teacher who will inform parents
- subsequent instances:
 - MYP Coordinator will inform parents in writing and copy the contact/subject teacher with no marks awarded for work.

MYP C-MYP D

Consequences of academic misconduct:

- at first instance of suspected cases of academic misconduct:
 - Subject teacher will meet with the student involved to discuss the situation and inform MYP coordinator who may allow re-submission in cases of doubt, and questionable offences will be brought to the MYP Coordinator.
 - If the work was submitted for formative assessment, the student involved will get a warning.
 - If the work was submitted for summative assessment, the grade zero will be awarded. Contact teacher will inform parents.
- for subsequent instances of academic misconduct:
 - Subject teacher will inform Contact teacher and MYP Coordinator who will contact parents and who will track re-occurrences.
- in cases of academic misconduct in the Personal Project (MYPD), no grade awarded for Personal Project,

- Resulting in no award of KIS MYP Graduation Certificate
- Incident noted on student's Certificate of Attendance.

Bibliography:

International Baccalaureate Organization (2013) "What is an IB education?" Updated 2017

International Baccalaureate Organization (2014a) "Academic honesty in the IB educational context".

International Baccalaureate Organization (2014b) "MYP Principles to practice"

International Baccalaureate Organization (2014c): General regulations Middle Years Programme, Article 20 d

International Baccalaureate Organization (2017a) "Assessment principles and practices – Quality assessments in a digital age"

International Baccalaureate Organization (2017b) "Handbook of procedures for the Middle Years Programme".

Updated Spring 2019

Next review of the policy - 2022