

## PART C: ACADEMIC HONESTY

The Avon Maitland DSB values the highest standards of academic conduct. Research for essays, projects and assignments is an important part of learning. Teachers are required to work with their students to ensure that the work submitted reflects the highest level of academic honesty. A variety of methods, which are appropriate to the subject, grade and course type will be taught to help students avoid **plagiarism/cheating**. These lessons will also outline how **plagiarism/cheating** are detected.

Academic Dishonesty may be described as, but is not limited to the following:

**Cheating** – Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; and/or violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.

**Plagiarism** - Intentionally imitating the language and thoughts of another without attribution, in order to represent them as one's own original work; submitting another individual's assignment, in whole or in part, and representing it as your own; using direct quotations, or large sections of paraphrased material without acknowledgement; copying an assignment/essay from any electronic or hard copy source, or knowingly allowing one's assignment/essay to be copied by another student; and/or purchasing/accepting or distributing/selling assignments/essays in partial fulfillment of course requirements.

### **Consequences for Academic Dishonesty:**

Academic honesty is an attitudinal and behavioural issue. When it is clear that a student has not been academically honest, teachers, school support teachers and school administration must view the results as a serious matter, with progressively severe consequences.

Consequences for academic dishonesty must be discussed with the academic disciplinary team, which at a minimum must include administration, the department head (if applicable) and teacher. The student's parents/guardians (if the student is under the age of 18) will be notified of the infraction.

The academic disciplinary team will consider a continuum of behavioural and academic responses and consequences based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

Consequences for academic dishonesty are not limited to but may include one or more of the following:

- discussion with teacher and/or principal on the importance of academic honesty; this discussion may be reflected in the evaluation of the student's development of the learning skills and work habits;
- opportunity to resubmit an assignment;
- opportunity to complete an alternative assignment;
- opportunity to retake the test;
- receiving a mark penalty on the assignment;
- loss of credit (requires consultation with Regional Superintendent).

An **Academic Disciplinary Team** can include:

- Principal/Vice-Principals (where applicable)
- Department Head (where applicable)
- Classroom Teacher
- Special Education Resource Teacher
- Student Success/Guidance Teacher(s)
- Superintendent of Education – Regional Superintendent
- Other members as determined by school

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### Late or Missed Assignments

*The purpose of assessment and evaluation is to improve student learning.* While the teacher and the student play the largest role in the assessment process, the involvement of administrators and school teams, along with the student's parents/guardians, should also be considered. Communication is key. It may range from informal whole group instruction or notes/emails to others, to the formal communication of a phone call, or conference.

Grades 1 to 6: In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

Grades 7 to 12: Late and missed assignments can affect the overall evaluation of the assignment (e.g., mark penalty/deduction) and may also be noted on the report card as part of the evaluation of the student's development of learning skills and work habits.

Schools must inform students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **Please see Appendix 4a as an example of a student planner insert.**

**See Appendix 4B, which details a visual process for late and missed assignments.**

#### Role of the Administration

The administration of the school will:

- ✓ assume final responsibility for making decisions in unresolved issues regarding assessment and evaluation, including late or missed assessments
- ✓ involve the school team when a student's progress is a concern
- ✓ provide in-service concerning the board's assessment and evaluation procedures
- ✓ monitor the application of the Board's procedures with respect to assessment and evaluation, including the appropriate use of "R", "I" and marks below 50%.

#### Role of the Teacher

It is the duty of a teacher to teach diligently and faithfully and to encourage the pupils in the pursuit of learning. In Avon Maitland, this role takes the following form:

- ✓ ensure that the assessment has reasonable timelines, including a due date, and a possible extension for larger assessments
- ✓ ensure that the student is aware of the expectations (curriculum expectations, learning goals, and success criteria) within the assessment, the achievement categories being evaluated and their weightings, and the due date of the assessment
- ✓ communicate any possible consequences for late and missed assignments
- ✓ provide meaningful class time for each assessment
- ✓ ensure that the needs of the exceptional student is met, consistent with the strategies outlined in the IEP
- ✓ provide assessment for learning opportunities before the assessment of learning in order for a student to demonstrate/practice the curriculum expectations that will be assessed
- ✓ provide descriptive feedback in a timely manner that will allow the student to improve his/her achievement

#### If the student's progress is a concern:

- ✓ communicate with student and parents/guardians at various checkpoints during the duration of the assessment
- ✓ involve school educational support staff, such as the SERT, Student Success Teacher, Student Services personnel and school administration, when the completion of the assessment by the due date is a concern
- ✓ provide other opportunities for the student, when mitigating circumstances suggest it is appropriate, to demonstrate his/her achievement of the subject/course expectations covered in the assessment

#### If the student does not complete the assessment by the due date:

- ✓ communicate in a timely manner with parents/guardians and student, formally (phone call, conference), concerning the missed deadline
- ✓ ensure that intensive support is provided to the student to promote completion of the assessment, with the involvement of the appropriate support staff
- ✓ students may receive a lower score in learning skills and work habits (e.g., Good to Satisfactory)

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- ✓ determine if the assessment should be evaluated with a mark deduction due to its lateness after considering the course's year and level of study if applicable, and the reasonable effort that has been made to differentiate the assessment. Total deductions should not be more than one level (e.g., level 3 to level 2) for late assignments.

### **If the student does not complete the assessment by the end of the extension:**

- ✓ determine if the assessment must be evaluated with an "I" (insufficient evidence of the curriculum expectations to evaluate) or mark deduction, or if more time should be provided to the student to complete the assessment. If more time is permitted, imposing an additional and heavier mark deduction should not be used since the focus needs to be on learning and improving student achievement
- ✓ students may receive a lower score in learning skills and work habits (e.g., Good to Satisfactory)
- ✓ communicate with the student where the expectations assessed in the assignment will be next assessed, with the purpose of reassuring the student that overall expectations are assessed a number of times in the subject/course

### **Moving forward, after the assessment:**

- ✓ ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement
- ✓ conference with the student concerning next steps for improvement before the next assessment

### **Role of the Student**

The student will be diligent in attempting to master such studies as are part of the program in which the student is enrolled. In Avon Maitland, diligence takes the following form:

- ✓ pay attention to the expectations of assessment and the due date of the assessment
- ✓ communicate to the teacher when the evaluation/success criteria of the assessment based on course expectations is unclear
- ✓ pay attention to any possible mark deductions due to not handing the assessment (or portions of the assessment) in by the appropriate date(s)
- ✓ use class time for each assessment productively
- ✓ request further support from the teacher or support staff when having difficulty
- ✓ meet early deadlines that are part of the assessment where the teacher plans to track your progress to provide feedback
- ✓ use the descriptive feedback given by the teacher and/or from peers to improve your assessment

### **If the student's progress is a concern:**

- ✓ communicate in a timely manner with your teacher concerning the progress of the assessment
- ✓ communicate with your parents/guardians concerning the progress of the assessment
- ✓ consider seeking further support from school staff, such as the SERT or Student Success Teacher
- ✓ take advantage of any other opportunities the teacher provides to assist in your completion of the assignment

### **If the student does not complete the assessment by the due date:**

- ✓ reflect on any reasons why this late assessment was not completed by the due date
- ✓ communicate with the teacher concerning this late assessment
- ✓ communicate with parents/guardians concerning this late assessment
- ✓ take advantage of support provided to you to complete the assessment
- ✓ be aware of any mark deduction due to its lateness

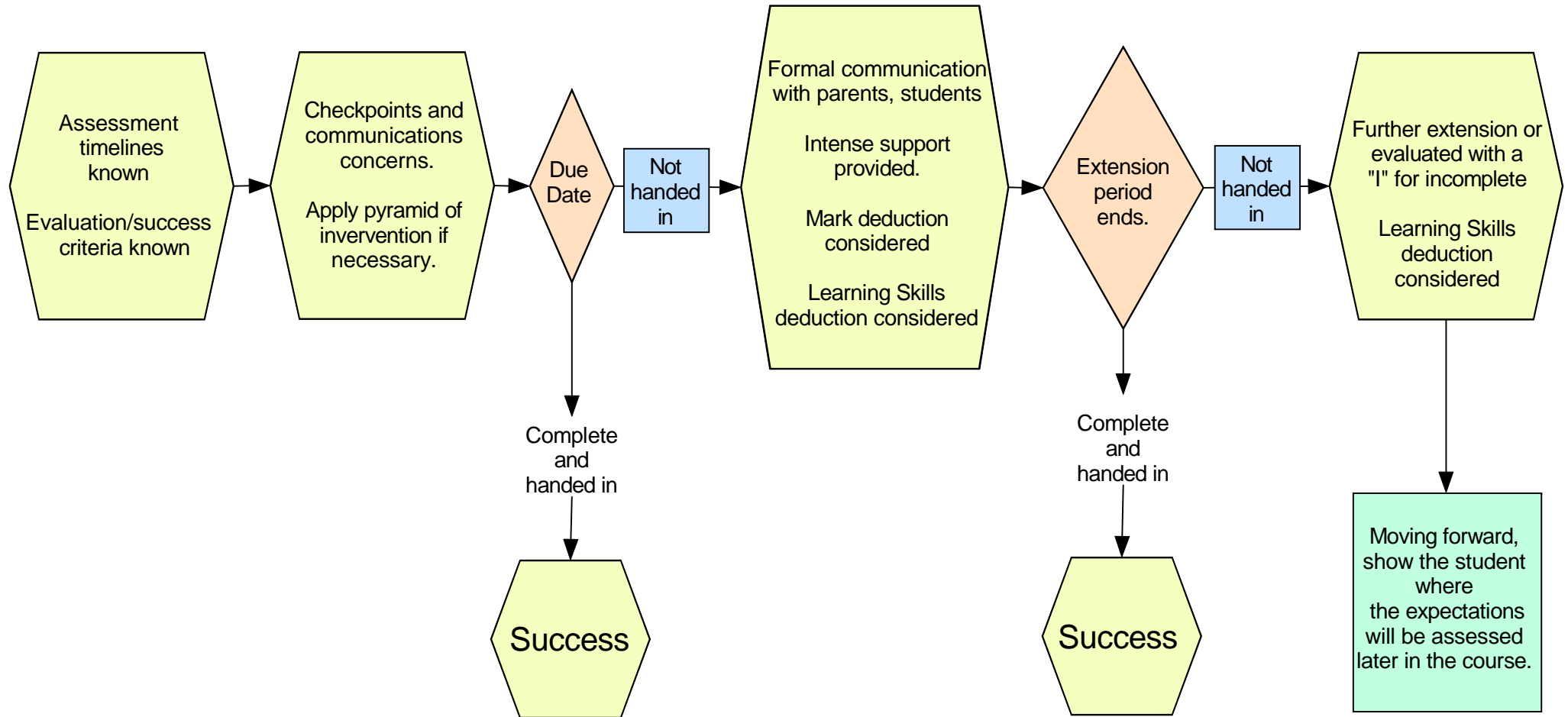
### **If the student does not complete the assessment by the end of the deadline window (missed assignment):**

- ✓ conference with the teacher concerning the impact of the "I" on this assessment
- ✓ pay attention as to where the expectations assessed in the assignment will be next assessed

### **Moving forward, after the assessment:**

- ✓ use the "next step" strategies and opportunities provided to you for improvement before the next assessment

# APPENDIX 4B



## **Lower Limit of Percentages**

1. The lower limit for grades 1 through 6 has not changed, and will remain an R. An R represents any mark/grade below 50%.
2. The lower limit for grades 7 and 8 is now recorded as an R.
3. Grades 9-12:  
27% is the lowest grade a student can achieve on a final report card.  
39% is the lowest grade a student can receive on a midterm report card.