



Academic Integrity Policy

Guidelines for members of the Primary, Middle and High school communities in our Sandefjord and Tønsberg campuses

Table of Contents

A. Aim	1
B. Philosophy	1
C. Responsibilities relating to academic integrity	3
D. Resources required for monitoring academic misconduct	4
E. Considerations for Student Use of Artificial Intelligence (AI) tools	4
F. PYP Guidelines	4
G. MYP Guidelines	7
H. DP Guidelines	10
I. Glossary	11
J. Acknowledgments	12
K. Appendices	13
K1. Continuum of expectations across year groups	
K2. Generative AI Acceptable Use Scale	
K3. Referencing terminology	
K4. Citing and Referencing – Checklist	
K5. Turnitin: General Guideline for scaffolded student use from MY1	

A Aim

Skagerak International School strives to foster a culture of academic integrity. It is the aim of the school to nurture personal integrity and to promote an understanding of academic integrity as good practice in learning and assessment.

B Philosophy

The school views academic integrity as a core value which is embodied in many aspects of the IB learner profile. By promoting a culture of integrity and honesty from a young age, students are encouraged to build the skills needed to conduct their academic work in a principled manner, to credit source material appropriately and to acknowledge any ideas not their own:

- that good academic research builds on the shoulders of others
- that integrity is essential and others need to trust your findings are genuine
- that it is necessary to build strong academic reputation and credentials - for you, your organization/institution and your team if you work in one
- you have a responsibility to others if you are part of a group
- that good research and citation of authoritative sources add credibility to your work and show the level of your research etc.

IB Learner Profile

The attributes of the IB Learner Profile are integral to the values of the SIS community. By promoting these qualities, the school seeks to foster academic honesty and integrity. We are collectively responsible for promoting and adhering to our expectations for academic integrity and for encouraging each other to be:

- Inquirers: they acquire the skills necessary to conduct research and inquiry
- Knowledgeable: they explore concepts, ideas and issues
- Thinkers: they are able to approach tasks in a critical yet creative manner and are able to make ethical decisions
- Communicators: they acquire the skills for effective collaboration
- Principled: they act with integrity and honesty and take responsibility for their own actions
- Open-minded: they make it a habit to seek and evaluate a range of views
- Caring: they show empathy and respect towards others and their needs
- Risk-takers: they approach challenges with forethought and explore them independently
- Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective: they are able to assess the strengths and weaknesses of their learning

Student learning

Ref: Carroll, 2014

In accordance with the principles and learning objectives of the PYP, MYP and DP, all subject teachers at Skagerak International School are responsible for guiding students in developing the skills required for working in an academically honest manner ([see Appendix K1](#)). Guidelines that address student learning for each level of the school follows this general progression:



C Responsibilities relating to academic integrity

ref: Academic honesty in the Middle Years, IBO, 2015

ref: Academic honesty in the Diploma Programme, IBO, 2015

It is the school's responsibility to

- structure the curriculum in a manner that allows students to develop the habits of academic honesty over time
- ensure that students adhere to the basic principles of academic integrity, as appropriate for their age level
- ensure that all members of the school community understand the value of academic integrity
- ensure that incidents of academic misconduct are dealt with in a manner appropriate to the assessment practices of the IB programme in question
- Promote a consistent approach to citation by the use of one common system (MLA).

It is the teacher's responsibility to

- show academic integrity in their own work
- support students in developing the skills and attitudes required for completing assignments in an academically honest manner
- use a common digital reliability system 'Turnitin' for all summative tasks in the MYP and DP as part of regular routine for students
- deal with incidents of academic misconduct in an appropriate manner (see programme specific guidelines) and refer incidents for further action if necessary.

It is the teacher librarian's responsibility to

- promote academic integrity within the school
- act as a liaison for both teachers and students to provide ethical guidance regarding citations and common formats promoted by the school (MLA)
- provide access to Turnitin to teachers and assistance to students
- ensure current publications regarding ethical use of information are available to teachers and students (IBO, MLA or otherwise).

In the MYP and DP, it is the parents' responsibility to

MYP	DP
<ul style="list-style-type: none"> • Encourage them to ask their teachers for advice if they are having difficulties with their work. • Establish a good level of communication with the school so that you understand the requirements of the MYP and what is expected of students. • Support your child but be sure he or she is the one responsible for the work done. 	<ul style="list-style-type: none"> • Encourage them to plan each assignment. • Provide support with the scheduling of their work, as they may have many assignments to complete. • Establish a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students. • Encourage them to ask their teacher for advice if they are having difficulty with their work.

In the MYP and DP, it is the students' responsibility to

MYP	DP
<ul style="list-style-type: none"> • Make work personal and write using their own “voice”. • Acknowledge help and resources used. • Allow themselves time to do the work properly. • Submit work that is authentic as part of the e-Portfolios and personal/community projects. • Familiarize themselves with what constitutes academic misconduct 	<ul style="list-style-type: none"> • Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the agreed referencing style. • Cite sources so that readers can find them; if the origin of the source cannot be stated it is probably better not to use it.

D Resources required for monitoring academic misconduct

The school uses [Turnitin](#) integrated into the school's learning management system to monitor the authenticity of student work in the upper years of the Programme (MY1 – DP2). Teachers help students understand what levels of similarity may be acceptable ([see appendix K5](#)). All major assignments, except those done under test conditions, must be submitted to ManageBac or Toddle, especially when research is involved. The system creates a report showing how much of the work matches other sources. Students can see these reports to make improvements and resubmit their work before the due date.

Any work that emerges from screening as problematic and cannot be further authenticated will be referred to the MYP or DP coordinator and Principal (where appropriate) for further investigation.

E Considerations for Student Use of Artificial Intelligence (AI) tools

ref: Academic Integrity Policy, IBO, 2023

To prepare students for the evolving world of artificial intelligence, opportunities to develop AI literacy become important aspects to learning about integrity. The school regards AI as a tool that students may use for assignments and projects, provided they do so responsibly and with their teacher's discretion.

When permitted, teachers will specify when and how AI tools can be used for specific assignments ([see Appendix K2](#)). Sometimes, limited use of generative AI may be allowed for certain tasks, while in other cases, it may be restricted. Whenever students use AI (whether incorporating text, paraphrasing, or modifying images etc.) they must cite the AI tool in the body of their work and include it in the bibliography. Any failure to properly cite AI-generated content is considered academic misconduct and will result in consequences that align to each section of the school as outlined below.

F PYP Guidelines: Using other's work

The attitudes advocated by the PYP that support the development of integrity in an academic community are set out in The Learner and Learning and Teaching sections of PYP: From Principles to Practice (2018).

Of these attitudes, **confidence, independence, integrity, and respect** are the qualities most important for developing values of personal academic integrity and need to be actively encouraged by teachers in the Primary school. Academic integrity in the PYP is developed through the Approaches to Learning, particularly the **Research Skills** and the sub-skill of Ethical Use of Media/Information, where students are expected to understand and apply social and ethical technology. In addition, the learner profile emphasizes being **principled** in our actions, which is also of primary importance to developing the practice of academic integrity.

PY1-3

The academically honest student:

DOES	DOES NOT
<ul style="list-style-type: none"> ✓ Acknowledge help from parents, older students and friends ✓ Look at and read books and print material in order to learn new information ✓ Summarize key understandings from audio-visual material. ✓ Communicate new knowledge in his/her own words. ✓ Begin to assimilate knowledge from several sources into independent ideas and understandings. ✓ Understand copying as cheating. ✓ With teacher guidance, begin to use key words to take notes from written or visual materials. ✓ Begin to work collaboratively in groups to share information gathering and presentation with contribution from all group members 	<ul style="list-style-type: none"> ✗ Present parent or other persons' work as his or her own. (The importance of this is explained to parents) ✗ Copy whole sentences from a book or print material onto his or her own paper. ✗ Copy classwork from another student. ✗ Pass off another student's work as his or her own when working in groups.

PY4-6

The academically honest student:

DOES	DOES NOT
<ul style="list-style-type: none"> ✓ Acknowledge help from parents, older students and friends, and group members ✓ Read from several sources, including print sources, in order to gather information. ✓ Take notes in his/her own words, using key words and paraphrasing skills. ✓ Begin to use first person sources and interviews in information gathering. ✓ Summarize understandings from audio-visual material in his or her own words. ✓ Write reports and summaries of information in his/her own words, with a developing style of academic language. ✓ Acknowledge sources in a bibliography. ✓ Is able to assimilate knowledge from several sources into independent ideas and understandings. ✓ Understand plagiarism as cheating. ✓ Understand that downloading or copying from electronic sources without permission is cheating. ✓ Work collaboratively in groups and contributes by sharing information and presenting understandings. 	<ul style="list-style-type: none"> ✗ Present other persons' work as his or her own. (The seriousness of plagiarism is explained)) ✗ Copy phrases or sentences from any source into his or her own work. ✗ Copy classwork from another student without permission (as in during group or pair work). ✗ Pass off another student's work as his or her own when working in groups. ✗ Copy another student's homework or allow another student to copy his/her homework without permission ✗ Copy from notes or others on tests ✗ Present material that is not true, or fictitious, as fact.

The Exhibition

As evidence of the culmination of the PYP, exhibition work should reflect all of the criteria for academic integrity presented in the primary years, and especially in PY4-6. In addition, exhibition work should show that students are able to independently work in an academically honest manner.

During the exhibition, an academically honest student:

DOES	DOES NOT
<ul style="list-style-type: none"> ✓ Acknowledge help from his/her mentor ✓ Plan his/her own independent inquiry leading to research ✓ Create a central idea to guide his or her inquiry ✓ Access sources from many different places, including organizations and individual first person resources ✓ Contact and initiate communication with first person sources. ✓ Interview first person sources ✓ Work collaboratively with his or her team to share and contribute information ✓ Present understandings in a variety of provoking audio/visual and creative formats ✓ Assimilate understanding leading to an action plan. 	<ul style="list-style-type: none"> × Present use mentor sources as his/her own without citation × Misrepresent or misquote first person sources × Rely extensively on mentors, parents or other group members to gather information or create presentations. × Present material that is not true, or fictitious as fact.

Referencing and citation

Throughout the primary years, students will be systematically introduced to the need for and practice of referencing and citation that follows simple formats. Summative assessments will require the inclusion of references in the form of developing “works cited” information from year 1 to 6 of the programme. Use of quotations for language directly from sources will be required. Simple citation methods will be introduced to acknowledge quotations and intellectual ideas. Summative assessments or other research that missing reference and citation of quotes will be considered rough draft and revision will be expected. Rubrics for research include requirements for referencing appropriate to each age and year level.

Consequences of academic misconduct at the Primary Level

In the PYP, academic misconduct is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or retaught the skills needed to rework the material in their own words and cite quotations. Self- evaluation and teacher explanations of rubrics provide methods for reflection on a student’s ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic integrity. Misconduct is considered generally to be the result of a lack of language and or research skills and is addressed accordingly.

In the event that a student with proficient language skills wilfully and deliberately continues misconduct, a meeting may be called between the teacher, parents and student, and ultimately between the principal and parents. Notes of continued misconduct may be recorded in the student’s file.

G MYP Guidelines: Encouraging academic integrity (MY1- Y11)

“In the MYP, approaches to learning skills are particularly relevant to academic integrity given the clear links to students’ developing competencies in self--management, research and communication. [...] MYP teachers are responsible for guiding and supporting students in the development of academic integrity in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects.” (IBO, 2014)

MY1-3

The academically honest student:

DOES	DOES NOT
<ul style="list-style-type: none"> ✓ Acknowledge help from parents, older students, friends or AI tools ✓ Acknowledge information taken from books, the internet or persons ✓ Acknowledge the source of direct quotations ✓ Acknowledges reference materials in a bibliography ✓ Knows what constitutes cheating and abides by the rules ✓ Follow all test/exam rules 	<ul style="list-style-type: none"> ✗ Use notes during a test unless allowed by a teacher ✗ Copy from another student during a test ✗ Copy from the homework of another student ✗ Give another student his/her own work to copy ✗ Hand in work as his/her own that has been copied ✗ Do homework for another student

MY4 - MY5 (Y11)

The academically honest student:

DOES	DOES NOT
<ul style="list-style-type: none"> ✓ Keep and maintain accurate, personal course notes ✓ Understand and abides by the school’s expectations concerning academic integrity ✓ Acknowledge, in an appropriate referencing format, help from another person or AI tools ✓ Ask beforehand what kind of external help is permissible ✓ Acknowledge, in an appropriate referencing format, information taken from a wide variety of sources ✓ Follow all test/exam rules ✓ Attends an Academic Integrity workshop lead by the librarian at the beginning of the school year. 	<ul style="list-style-type: none"> ✗ Copy work of another student ✗ Give another student his/her work to copy ✗ Do the homework of another student ✗ Submit work done by another student, a parent or a friend ✗ Use notes during a test unless allowed to by the teacher or the examination rules

MY5 expectations for certification

Those students who qualify for their MYP Certificate are expected to apply all of the skills for academic integrity that they have acquired throughout the MYP. E-portfolio subjects and online examinations require students to adhere to the regulations set out by the IBO.

At MY5, students are expected to:

- Use in-text parenthetical referencing for any source material used (text or images)
- Understand plagiarism and intellectual property as well as the consequences of academic misconduct
- Use academic integrity forms where appropriate to formally declare the work completed is authentic,
- Follow rules for examination sessions as published by the IBO.

Referencing in the MYP

The expectation for use of proper citation begins at the beginning of middle school; this expectation is scaffolded depending upon the age and time in the school. Students are expected to use correct and appropriate referencing in all subject areas, according to MLA format. As well as including accurate lists of works cited at the end of documents, students must acknowledge sources within the body of their texts. They must also acknowledge the sourcing of images and any other intellectual property used in their own work. Bibliographies and annotated bibliographies should only be used when requested on a task, which also outlines the student's background reading. [See appendix K3](#) for terminology related to referencing.

Any student work that is not referenced properly for the age-group will be handed back and the student will be asked to resubmit; someone else's work cannot be evaluated towards a student's grade. It will not be assessed until the revision has been done, although the date of submission will be counted as the first date on which the work was handed in. Minor errors in MLA format, even at higher levels can be pointed out as feedback and a way to further learn/improve the quality of their work. Students will be reminded to use checklists to ensure they have cited all aspects of work submitted ([see appendix K4](#)).

Academic misconduct in MY1-3

In the lower years, students are still developing the approaches to learning skills required for approaching assignments with academic integrity. The teacher must first decide if evidence of misconduct is (1) due to a lack of academic integrity skills or (2) a deliberate act of academic misconduct. In both cases, a record will be placed in the student's record for tracking.

(1) With guidance, the student will be given the opportunity to rectify the situation.

(2) the student will be given a formal warning and the opportunity to rectify the situation will be given. In subsequent instances, the work will be awarded a level 0 for the relevant assessment criterion. The issue will be referred to the MYP coordinator for further action and an academic integrity letter will be sent home to parents.

Academic misconduct in MY4-MY5

If a student hands in work where plagiarism is apparent, due to a lack of referencing skills, the student will be given the opportunity to rectify the situation within a given period of time.

If a student hands in work where misconduct in the form of deliberate plagiarism or collusion is evident, that work will not be given a grade; the student will be required to submit a new piece of work. In addition, the issue will be referred to the MYP coordinator and an academic integrity letter will be sent home to parents.

In subsequent instances of academic misconduct, the work once again will not be graded. In addition, parents will be asked to attend a meeting with the subject teacher, MYP coordinator and relevant principal. The purpose of the meeting is to determine whether there was a clear attempt of misconduct on the part of the student and possible consequences that could include suspension or, in the case of persistent and deliberate misconduct, a student may be withdrawn from the relevant exam session (MY5).

Misconduct under test conditions and externally moderated course work

If a student is suspected of cheating during a test, they will initially be given a warning. Any subsequent attempt of cheating will be considered a deliberate act of academic misconduct and will be dealt with accordingly (see guidelines above).

In the case of MYP certificate students' e-portfolio, students must formally declare that the work they are submitting is authentic. If a teacher suspects that a student has engaged in a dishonest way towards the completion of their

work, they will bring it to the attention of the MYP coordinator. The coordinator will meet with the student to discuss the matter and parents will be contacted. If work is submitted to the IB and is flagged as academically dishonest, the MYP coordinator will be contacted, a formal investigation will occur and the student could be prevented from obtaining their certificate.

Academic misconduct in Y11

Students coming into Y11 from other systems that have not had the same expectation over a period of time will be given more leniency than others if a lack of understanding is shown (see guidelines for MY1-3 above). Incidents of academic misconduct for students in Year 11/MY5 could result in the student receiving a lower end of term behaviour grade. This grade formally registered with their Vg1 marks for the national system. For more details outlining assessment routines, please refer to the school’s [Assessment policy](#). Explicit opportunities are embedded within the Y11 academic program to express the importance of, expectations for, and general procedures for practising academic integrity at the high school level.

H DP Guidelines: Academic integrity and avoiding plagiarism

DP1-DP2

The academically honest student:

DOES	DOES NOT
<ul style="list-style-type: none"> ✓ Make clear which words, ideas, images and works are not their own (including maps, charts, musical compositions, movies, computer source codes and any other material). ✓ Give credit for any copied, adapted and paraphrased material. ✓ Ensure when using text, make clear where the borrowed material starts and finishes ✓ Ensure all sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text. 	<ul style="list-style-type: none"> × Copy work of another student × Give another student his/her work to copy × Do the homework of another student × Submit work done by someone else (e.g. a parent, a private tutor, purchased papers) × Submit work without comprehensive citation × Use notes during a test unless allowed to by the teacher or the examination rules × Communicate with others during test conditions × Use unapproved technology during a test.

Referencing in the DP

All DP students are expected to use correct and appropriate referencing in all subject areas, according to MLA format. As well as including accurate lists of works cited at the end of documents, students must acknowledge sources within the body of their texts. They must also acknowledge the sourcing of images and any other intellectual property used in their own work. Bibliographies and annotated bibliographies should only be used when requested on a task, which also outlines the student’s background reading. [See appendix K3](#) for terminology related to referencing.

Where there is a need for the use of subject specific referencing systems, for example APA in Psychology, instructors will be responsible to explicitly teach these systems within the framework of their own course.

Academic misconduct in DP1-2

If a student hands in work where misconduct in the form of deliberate plagiarism or collusion is evident, that work will **not be given a grade**; the student will be required to submit a new piece of work. In conjunction with the teacher, the DP coordinator will require the student to complete the assignment under controlled conditions. Parents

will be informed and a note in the student's record will be made. The grade for behaviour may be changed from G to NG for the current semester report.

In subsequent instances of academic misconduct, the work once again will not be graded. In addition, parents will be asked to attend a meeting with the subject teacher and either the DP coordinator and/or principal. The purpose of the meeting is to discuss the consequences of the student's repeated misconduct. A number of sanctions may be employed, ranging from academic probation to expulsion. Incidents of this type may also result in lowering end of term behaviour grades to NG or LG, which appear on students' report from the school.

In the case of serious misconduct in work for the external diploma, the school will notify the IBO in addition to the above. A report will then be made following procedures clearly outlined by the IBO 'Academic Integrity Policy'. Parents will be contacted and asked to attend a meeting to discuss the serious consequences which may result in the loss of the student's diploma.

I Glossary

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work (IBO 2019).

Academic misconduct The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen (IBO 2019).

- **Plagiarism:** the representation of the ideas or work of another person as one's own.
- **Collusion:** supporting misconduct by another student, as in allowing one's work to be copied or submitted for assessment by someone else.
- **Fabrication of data:** manufacturing data for a table, survey or any other such requirement.

Authenticity is the term used with older students when they confirm in writing that a piece of work is authentic and was carried out in a manner that reflects the attitudes of academic integrity. "An **authentic piece of work** is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a [student's] work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged" (IBO, 2009).

Collaboration "defines the habit of working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in "allowing one's work to be copied or submitted for assessment by another" as defined in the Regulations" of the IB Diploma Program (IBO, 2009).

Inspiration in creative work: "Although the principles of academic integrity apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that [students] may be influenced by the work of other artists and writers, whose works may inspire the [students'] own creativity. Thus there are circumstances where the creative use of the work or ideas of another person is acceptable, but the original source must always be acknowledged" (IBO, 2009).

Intellectual property describes an individual's or organisation's ownership of inventions, literary or artistic works, symbols, names, images and designs used in commerce. The "concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. [Students] must at least 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." By developing the skills and values of academic integrity and taking measures to prevent academic misconduct, the school seeks to discourage illegal activities, for example illegal music downloads or peer-to-peer file sharing (IBO, 2009).

J Bibliography

IBO (2023). *Academic Integrity Policy*: [Academic integrity policy \(ibo.org\)](#) Cardiff: International Baccalaureate Organization. (Accessed August 2024)

IBO. (2023). *Academic Integrity In the PYP*. [Academic Integrity in the PYP \(ibo.org\)](#) Cardiff: International Baccalaureate Organisation (Accessed June 2024).

IBO. (2015). *Diploma Programme: From Principles into practise*. [DP: From Principles into practise](#). Cardiff: International Baccalaureate Organization. (Accessed June 2024).

IBO. (2022). *Effective Citing and Referencing*. [Effective citing and referencing \(ibo.org\)](#) Cardiff: International Baccalaureate Organization. (Accessed August 2024).

IBO. (2023). *MYP: From Principles into Practice*. [MYP: From Principles into Practise \(ibo.org\)](#) Cardiff: International Baccalaureate Organisation (Accessed June 2024).

K Appendices

K1 Continuum of expectations across year groups

Primary Years	P1	P2	P3	P4	P5	P6
How to read factual text for information	<	<	√	<	<	<
To distinguish fact from opinion	√	√	√	√	√	√
To use contents, index, and headings in books		√	√	√	√	√
To write guiding questions for form, function, causation and change					√	√
Dictionary skills			√	√	√	√
With teacher guidance, how to find key words in text.		√	√	√	<	√
Simple summary skills both orally and in written form.	√	√	√	√	√	√
Simple ways to acknowledge information derived from others. (first person information)	√	√	√	√	√	√
How to work to gather information, share and assimilate ideas and present learning in a group		√	√	√	√	√
What constitutes copying	√	√	√	√	√	√
How to organize research independently from sources				√	√	√
To work from guiding questions to organize inquiry and frame research						√
Evaluate sources for fact or opinion				√	√	√
Using book, print, and electronic contents and indexes			√	√	√	√
Basic note taking skills			√	√	√	√
Simple Works Cited format						√
Use of quotations				√	√	√
Simple interview techniques					√	√
What constitutes plagiarism				√	√	√
The relationships between knowledge, responsibility, action, and personal integrity						√
To write central ideas and guiding questions for inquiry and to frame research						√
To research organizational and first person resources						√
Interview techniques with first person sources						√
Ways to relate understanding and personal integrity to action						√
Ways to provoke others to action						√

Middle Years: MY1 – MY5 (Y11)	M 1	M 2	M 3	M 4	M 5	Y 1 1
The importance of giving other people credit for their work, ideas etc.	✓	✓	✓	✓	✓	✓
How to use text and electronic resources for research	✓	✓	✓	✓	✓	✓
Strategies for evaluating reliability and validity of source material (CRAAP)	✓	✓	✓	✓	✓	✓
Note taking skills	✓	✓	✓	✓	✓	✓
How to write an informational essay	✓	✓	✓	✓	✓	✓
Simple paraphrasing and adaptation of source material	✓	✓	✓	✓	✓	✓
Ways to acknowledge sources informally in writing and speech	✓	✓	✓	✓	✓	✓
Use of direct quotations and citations	✓	✓	✓	✓	✓	✓
Simple ways to acknowledge information derived from electronic sources	✓	✓	✓	✓	✓	✓
To compile a reference list according to a recognized convention (MLA)	✓	✓	✓	✓	✓	✓
What defines academically honest behaviour in a variety of situations (incl. tests)	✓	✓	✓	✓	✓	✓
A variety of note taking skills	✓	✓	✓	✓	✓	✓
Techniques for acknowledging direct quotations with an in-text citation	✓	✓	✓	✓	✓	✓
Skills of paraphrasing, summarizing and adapting of source material	✓	✓	✓	✓	✓	✓
Techniques for acknowledging paraphrasing with in-text citations	✓	✓	✓	✓	✓	✓
Considering bias in reference materials	✓	✓	✓	✓	✓	✓
Techniques for using translated material			✓	✓	✓	✓
Formal skills for acknowledging source material according to a recognized convention (MLA)	✓	✓	✓	✓	✓	✓
To apply fair use guidelines and respect intellectual property	✓	✓	✓	✓	✓	✓

Diploma Programme (DP1 and DP2)	D P 1	D P 2
A variety of note taking skills	✓	✓
Techniques for acknowledging information sources within text	✓	✓
Paraphrasing, summarizing and adapting of source material	✓	✓
Strategies for evaluating reliability and validity of source material	✓	✓
How to gather data for research assignments	✓	✓
How to write a research paper	✓	✓
Techniques for using translated material	✓	✓
To compile in-text citations and a reference list according to a common convention (MLA)	✓	✓
Apply fair use guidelines and respect for intellectual property	✓	✓



Student AI Integration Continuum for Empowered Learning

0

AI Free

- This task is completed entirely without AI assistance.
- AI must not be used at any point.
- Students must rely solely on their own knowledge, understanding and skills.
- Any use of AI is considered a violation of the school's academic integrity policy.

1

AI Assisted

- No AI can be used in the final submission of the task.
- AI can be used in the planning stages of the task for brainstorming, creating structures, generating ideas and improving work.
- All use of AI must be recognised and cited using MLA, with full prompts included and, upon request, supported with screen shots and links.

2

AI Enhanced

- AI is used to complete certain elements of the task, specified by the teacher, to enhance student's knowledge, efficiency and creativity.
- This level requires critical engagement with AI generated content and evaluating its output.
- Students are responsible for providing human oversight and evaluation of all AI generated content and are expected to cite their use of AI using MLA with full prompts included and, upon request, provide screen shots and links.



AI Empowered

- Students may use AI throughout the entirety of the task to support their own work in any way they deem necessary.
- AI should be a 'co-pilot' to enhance critical thinking skills and creativity.
- Students must provide human oversight and evaluation of all AI-generated content and are responsible for the accuracy, fairness and originality of all AI-generated content.
- All use of AI must be recognised and cited using MLA with full prompts included and, upon request, supported with screen shots and links.

Adapted by Vera Cubero 4/28/24 for the North Carolina Department of Public Instruction (NC DPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
[Link to Original Work](#)



Creative Commons Licensed BY (attribution) NC (Non Commercial) SA (Share Alike)
To remix this for your use case, you may make an editable copy, using this [TEMPLATE LINK](#).
Please maintain CC licensing and all attributions in all duplications, references, or remixing.

K3 Referencing terminology

Citation

- What you write in your own text when you use, or directly refer to, someone else's work.

Reference

- The full details of any citation, which allows someone to track down the work you have cited. (There should be a direct link between the first word of your citation in parenthesis and the alphabetised reference.) This is found on the Works Cited page at the end of your work.

List of Works Cited

- The full, detailed list of everything you have quoted or referred to specifically at the end of your work – a list of all your references.

Bibliography

- This is more extensive than a Works Cited page. It includes important sources you used for wider background reading and study, but which you have not referred to specifically or quoted directly. (Your teacher may sometimes ask you for an annotated bibliography as part of your work.)

K4 Citing and Referencing – Checklist

Use the checklist below to help remind you of when you need to cite information in your tasks. If you have questions about proper formatting, use the previous pages to help you or see your subject teacher.

Documentation checklist
When you have used an author’s exact words, have you put “quotation marks” around the quotation and named (cited) the original writer? (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)
When you put someone else’s thoughts and ideas in your own words, have you still named (cited) the original author(s)?
When you use someone else’s words or work, is it clear where such use starts—and where it finishes?
Have you included full references for all borrowed images, tables, graphs, maps, and so on?
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site? Is the citation a direct link to the first word(s) of the reference?
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?
Internet material: Have you included the URL or the DOI? For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?
Do(es) the first word(s) of the reference link directly to the citation as used?
Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?
Have you used ChatGPT or another AI tool as a source of information by paraphrasing the information accessed in your own words?

Modified from IBO. ‘Effective Citing and Referencing’. 2022. 14.

As a general guideline for Turnitin, you may consider this...

**Greater
than 30%**

Work must be redone using more ethical ways of citing your work. Use the checklist.

10 - 30%

Work may need to be redone. Consult the checklist.

**Less than
10%**

Work submitted is an acceptable level of 'similarity'