

Colonel By Secondary School – Academic Authenticity Policy

Purpose

Colonel By Secondary School teachers and staff are committed to student learning. Learning is a process which is complex, challenging, and transformational.

Instruction is focused on the expectations set by the Ontario Ministry of Education, the International Baccalaureate Organization, the [OCDSB Exit Outcomes](#), the [IB Learner Profile](#), and the students' own objectives for learning.

Premise

Accurately understanding what a student has learned is essential for understanding student strengths and areas for growth as well as for shaping future instruction to ensure it is meaningful, effective, relevant, and accessible to students. As such, teachers rely on authentic and valid evidence gathered throughout the learning process to assess student learning and report on achievement when required.

Education

Academic honesty is taught across all classes and all grades by teachers, with reference to this policy as a guide for discussion. Students will also interact with the teacher-librarian to learn about proper citation and academic research.

When considering how to properly cite information for their academic work, students can also consult [The Purdue OWL](#) web page to increase their own understanding of how to cite the work of others for submission. Please note that Chicago, MLA, and APA formats now include sections on how to cite the use of AI Tools (eg. ChatGPT).

Students may also opt to use other style guides when citing their work. Students should always consult their teacher as to the preferred style for their subject area and should always be stylistically consistent when citing in their own work.

Statement on the use of AI Tools

AI can be a powerful tool for students. As with any tool, learning how to use it responsibly is of paramount importance, as is understanding the strengths and weaknesses associated with the tool. AI, like Wikipedia, may point you in a particular direction that is helpful but students using AI tools should always consider the source of the information being presented to them by the AI. AI is an emerging technology that may have its own biases and may not rely on sources of information that are considered peer-reviewed or of a scholarly nature. As such, it may not provide the best information for inclusion in an academic assignment.

To avoid misunderstandings, students must cite any AI use and include a statement at the end of their work if they have used AI tools in the process of creating their work.

Students should understand that the burden of evidence is always on the academic when submitting work for evaluation or review. As such, students must save and keep all chat logs they have which would support their using AI tools appropriately. Their teacher may ask to see this, or may ask to discuss the content of the work to better understand the extent of student learning.

Responsibilities

Teachers

It is a teacher's responsibility to use their professional expertise to design meaningful and engaging learning opportunities that help to foster academic, interpersonal, and socio-emotional learning for all students in their classroom, based on the students' individual needs. It is also the responsibility of the teacher to collect evidence of student learning throughout various stages of the learning process using observation, conversations and products. To make requirements as transparent as possible, teachers must provide clear instructions about key elements of the learning process students need to follow, including explicitly outlining what evidence of learning they will be looking for and how it will be gathered. Teachers should also discuss which learning tools students can use and how they can use them, prior to the commencement of learning activities designed to produce evidence of learning.

Students

It is the students' responsibility to utilize the learning opportunities offered by their teachers in a timely manner by coming to class ready to learn and adhering to deadlines. As part of their learning process, students are expected to retain and make available to their teacher evidence of their learning from multiple points in the process as indicated by their teacher. Students can ensure that sufficient and valid evidence of their learning is produced by following instructions provided by the teacher and asking clarifying questions to ascertain what constitutes an acceptable process for learning in each instance. The student may make use of various teacher-approved tools in the learning process in the manner specified by their teacher. Failure to follow the learning process as outlined, including the improper use of tools, digital or otherwise, may render some or all evidence of learning invalid. It falls to the student to verify with their teacher how best to take advantage of a learning opportunity in order to maximize the authenticity and validity of the evidence produced to document their learning. If students are unsure, they need to ask their teacher.

Definitions

Academic fraud can take many forms and is considered a serious offense. There are different types of academic fraud and it is a student's responsibility to ensure that work that they submit does not fall into one of these categories.

Plagiarism is the act of presenting another person's work as one's own. This might include work taken from an academic source, an online source, or another student. Even an instance where a student forgets to cite the work of another can be considered as plagiarism.

Collusion is the act of cooperating with another to gain an unfair advantage in an evaluation. Examples of collusion may include providing your work to another student for their use, copying or allowing another student to copy answers during a test or quiz, setting up a system which gains the colluders an unfair advantage over other students taking the same evaluation (such as telling another student what questions appear on a test).

Cheating is the act of an individual engaging in behaviour which unfairly represents their own learning on an evaluation. Examples of this may include, but are not limited to, copying answers from someone's test, stealing the work of one of your peers and submitting it as your own, attempting to gain access to a test before it has been given, or employing someone else to do your assignment.

Improper Use of AI Tools can take different forms. Some examples include, but are not limited to the following: Asking a question of AI and then copying and pasting all or part of the answer as your own, passing off AI generated text as your own (even if as a translation), falsely attributing the response of an AI as that of another.

Disputes

In instances where, in a teacher's professional judgment, some or all of the evidence of learning is ambiguous, or is missing, the teacher will make every effort to accurately determine a student's learning by seeking out additional evidence. Depending on the specific situation teachers will use a variety of approaches, including but not limited to:

1. Teachers may attempt to authenticate the existing evidence of student learning using available tools and techniques. This can include, but is not limited to, the use of TurnItIn (used for all IB assignments), asking students for process work related to the task (including prompts and outputs from AI tools), and/or through a student-teacher conference to verify student knowledge and understanding.
2. They may emphasize other pieces of evidence from the learning process in accordance with the expectation of triangulation of evidence.
3. Where, for whatever reason, the above two options are not possible or are unsuccessful, the teacher may work with the student to identify or generate evidence of learning through additional learning opportunities, including but not limited to, a student-teacher conference, the submission of process work deemed relevant to learning outcomes by the teacher, an alternative assignment, or use of evidence generated through the final evaluation at the end of the course.

Students are expected to fulfill reasonable requests from their teacher along these lines so long as it would not result in undue hardship for the student. Where a student or parent does not believe the request is fair or reasonable, they should speak to the teacher and suggest an alternative. If neither teacher nor the student or parent/guardian can come to agreement, the matter will be referred to a member of the administration team and the IB Coordinator to identify a reasonable solution.

Any and all valid evidence gathered through the teaching and learning process outlined above will be used to inform assessment and evaluation of learning. Incomplete learning opportunities will be treated as unsuccessful attempts that will form part of the consideration for assessment and evaluation in accordance with the need to consider currency and consistency of learning, as outlined by Growing Success and the International Baccalaureate Organization. Following the principles outlined above will ensure accurate and authentic reporting of student achievement that aligns with their learning and values the work and dedication of both teacher and student throughout the course and their time at the school.

Missed Tests and Assignments

Tests and assignments are two methods that teachers use to evaluate student learning. While at times it may be necessary for a student to miss a test or to hand in an assignment after the due date, this should not be the norm. Students must communicate with their teachers in advance with a valid reason if they are going to be absent from a scheduled evaluation or if they will not meet an assignment deadline. Should a student miss repeated evaluations or assignment deadlines, they will be referred to the IB Coordinator and/or school administration. Repeated missed evaluations may mean that we are not able to gather sufficient evidence of student learning and will have an impact on student academic achievement in their course and the IB Programme. Students must also realize that deadlines for work that must be submitted to the IBO are firm and a student jeopardizes their IB Diploma by not meeting those deadlines.