



High School Assessment and Learning Policy Handbook 2016-2017

CAS Statement of Mission

Casablanca American School provides a challenging and innovative international program within a nurturing environment, motivating and inspiring every student to achieve academic and personal excellence.

CAS Statement of Vision

Casablanca American School strives to be the leading institution in the region for developing successful global citizens.

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Regarding Handbooks

Please note that the information you need as a parent or student at Casablanca American School are contained in the Student Handbook. The high school Student Handbook is divided into three handbooks. These are:

High School Parent-Student Handbook 2016-2017

High School Rules and Expectations Handbook 2016-2017

High School Assessment and Learning Policy Handbook 2016-2017

All handbooks are available for download on Google Drive and Schoology. Updates may happen throughout the school year. In the case of updates to a handbook, parents and students will be notified by email.

Parents and students are asked to take note of the follow section of the terms and agreements agreed upon between the parent and school:

Compliance with rules & regulations

The Student, and where applicable, the Parents, shall abide by the rules and regulations as set forth in the Handbook, which may be amended by the School periodically, and such other rules as may be promulgated by the School from time to time. The Parents will ensure the Handbook has been read and reviewed with the Student. The Parents further acknowledge that any violation of the School's policies, rules, and regulations may lead to dismissal of the Student, without the refund or reduction of any of the financial obligations owing to the School. The Parents expressly understand and agree, on their own behalf and on behalf of the Student that the decision of the Head of School in regard to any disciplinary matter shall be final, absolute, and determinative in all cases, and expressly and completely waives any and all right to contest such decision for any reason and in any forum whatsoever.

Parental commitment to learning process

A positive and constructive working relationship between the School and the Parents is essential to the fulfilment of the School's educational purpose. It is important for this relationship to work that at least one parent is required to attend teacher conferences, and to follow their child's progress on Edline. It is also expected of Parents to be active members of the CAS Association, which requires attendance to General Assemblies (one parent may attend and bring a proxy to vote for the other Parent). It is expected that at least one parent speaks English to ensure their child's potential to succeed at CAS. By signing this agreement, parents agree to enter a partnership with CAS to educate their child, to respect all rules and regulations of the school, and to act in the best interest of the community.

Introduction

This handbook is essential as it creates a framework on which we should base our primary job as a high school: effective teaching and learning. In connection to our school's Vision and Mission, the policy outlined is designed to promote a challenging, innovative, and motivating environment in which each of our students can strive towards academic and personal excellence.

Essential Understandings

Key principles of this policy are:

- 1) At CAS we recognize the importance of having a shared understanding and approach to learning. However, we recognize that different staff members have different styles, strengths, areas of interest, and approaches. This should be valued and shared.
- 2) Teamwork is the basis of successful outcomes and therefore our success is dependent on how closely we work together and communicate.
- 3) All staff are learners. As learners we will make mistakes; however, we are committed to learning from these.
- 4) All students have the right to have access to the very best learning we are able to offer.
- 5) As teachers we are responsible for providing the guidance, support, and expertise necessary to allow effective learning to take place in our school.
- 6) We recognize that teaching can be at times difficult. We realize that as teachers we work with students with a variety of abilities, maturities, and personalities. We understand that while our impact on differing students will vary, we should do our best to ensure everyone achieves to their abilities.

Assessment Philosophy and Principles

Assessment Philosophy

At Casablanca American School we view teaching, learning, and assessment as interdependent. Therefore, it is necessary that as a faculty we share a common assessment language and can articulate a common philosophy.

At CAS we believe that assessment is fundamental to improving student learning. It is a process that allows us as educators to *gather information* that reflects levels of student achievement so as to *give effective feedback* to students regarding their learning.

We understand that learning outcomes - in terms of not just subject materials, but also academic and personal skills - should be explicitly stated for the course in which we teach and the assessments we give. Furthermore, we recognize that the learning outcomes are the central element to course design and implementation.

Assessments Principles

- **The primary purpose of assessment is to improve student learning.**
- **Assessment should be an integral component of course design and not something to add as an afterthought.**
- **Effective assessment requires clarity of purpose, goals, standards and criteria.**
- **Effective assessment requires a variety of measures.**
- **Assessment works best when it is ongoing rather than episodic.**
- **Assessment for improved performance involves feedback and reflection.**
- **Assessment is always used to improve learning outcomes and never for punitive reasons.**

Academic Assessment Policy

Non-Grade Assessment:

Formative Assessment

CAS puts a high value on formative assessment. Formative assessment is assessment *for* learning and happens while learning is still taking place. Both teacher and students should undertake formative assessment to inform learning, diagnose student needs, and to plan next steps. The goal of formative assessment is to improve student performance on intended instructional outcomes.

Formative assessment is *not* used for grading purposes in *high school* at CAS.

Graded Assessment:

Summative Assessment

Summative assessment is what we use at CAS to obtain grades for reporting. Summative assessments should be designed to provide formal evaluation at the end of a sequence of learning. This can take place discretely on a unit or skill, or can be administered as a chunk assessment that incorporates more than one unit or skill.

Guideline for Assessment Practices

- 1) In line with the final reporting, all assessments are reported as a 1 to 7 grade.
- 2) Assessments should allow students access to the full range of achievement descriptors.
- 3) IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades as they move through the program.
- 4) Assessed work should vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
- 5) Feedback on assessments should be prompt (within 10 working days). A summative assessment on the same criteria should not be assigned until the previous assessment has been returned and reviewed.
- 6) Formative assessment should always take place before a summative assessment is given on a unit or skill. These should be documented in the written curriculum.

Number of Assessments Per Course

The quantity of assessments assigned will vary with the individual requirements of each course. It is important that a balance is found between allowing students enough opportunities to demonstrate their learning without the undue pressure of excessive assessments, and not assessing students to the point it detracts from quality learning time. Furthermore, teachers should recognize that students have assessments from all classes. It is important that teachers communicate with other teachers and their students to help find a balanced workload.

Where possible, teachers are encouraged to discuss deadlines with students before setting them and show a degree of flexibility.

In general, the following guidelines should apply:

- 1) One major assessment should be given per trimester that may comprise up to 30% of the trimester grade. This can be in the form of performances, projects, end of trimester exams etc.
- 2) One mid-term assessment should be assigned per trimester that may comprise up to 15% of the trimester grade.
- 3) A variety of types of minor assessments should be given per trimester. These should be valued between 5%-10% each.
- 4) On-going skills assessments (such as vocabulary work) can be given on a regular basis but should not comprise more than 10% of the trimester grade.

Assessment Scheduling

- All assessments must be scheduled on the Assessment Calendar for the relevant grade.
- Assessments must be scheduled at least one week previous to the date of the assessment. Students will have access to the calendars.
- Pop Quizzes may be allocated without notification, however a Pop Quiz should not take more than 15 minutes of class time and may only count towards a portion of the on-going assessment grade.
- All major assessments and mid-term assessments should be scheduled at the beginning of each trimester. In special circumstances these dates can be reviewed later in the trimester and changed in a staff meeting and by notifying students.
- Assessments cannot be given the week before scheduled exam weeks. In some cases, projects maybe due during this time if sufficient time has been given for the students to complete the work.

Assessment Integrity

Teachers should be aware that assessments available online and from software are readily available to students on the Internet. These assessments should be used for formative assessment and practice, but care must be taken when using these for summative assessment purposes.

When giving assessments used in previous years, from online sources, or from past IB papers, teachers should assume that students have access to the answers. Assessments should be modified accordingly to ensure the assessments' integrity if necessary.

When giving assessments to multiple classes, teachers should either a) give the same assessment at the same time, or b) create different versions of the assessment. Teachers may request the use of the MPR to administer written assessments or the assistance of a support teacher to help supervise.

Teachers are responsible to make sure assessments are stored in a safe location in both electronic and paper form, and should ensure that print outs of assessments are collected from the photocopier room immediately. Teachers may also use the high school office to print assessments.

Teachers are responsible for being vigilante with their computer security. Passwords for grade books and computers should be changed regularly. Teachers should log off from their computer when they are not in class and turn their computer off at the end of each school day.

Grading

CAS grades on 1 to 7 grading scale in-line with the International Baccalaureate. In accordance with the IB, the scale should translate as follows.

Scale	IB Descriptor	CAS Descriptors
7	Excellent	Extraordinary mastery/understanding
6	Very Good	Proficient
5	Good	Approaching proficiency
4	Satisfactory	Meets expectations
3	Mediocre	Approaching expectations
2	Poor	Does not meet expectations
1	Very Poor	Unsatisfactory achievement

Where possible, assessments should be graded on a 1-7 assessment rubric with clearly stated achievement criteria. In the cases in which percentage scales are most appropriate, grades should be converted to the appropriate CAS 1-7 grade. The percentage that corresponds to each grade scale is to be determined by the teacher taking into consideration the IB Subject Report conversion table from the previous academic year.

Non-Academic Assessment

In addition to academic assessment, students at CAS are assessed for their non-academic performance. These assessments are in the areas of Effort, Conduct, and Personal Habits.

Each trimester, students are assigned a holistic grade ranging from 1 to 4 for each course they are enrolled in.

If students achieve a grade of 1 in any area in any program for a trimester, a meeting with the teacher, parents, and students will be organized to address the area of weakness. If a student achieves a grade of 1 in any area in more than one subject, a meeting between administration, parents, and students will be organized to address the areas of weakness. Additionally, certain privileges will be revoked such as participation in extra-curricular activities such as sports.

CAS Holistic Effort Rubric

4	Exceeding	Student consistently demonstrates best effort in the classroom. The student consistently demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student consistently participates in class discussion, is actively engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. The teacher does not have to remind the student and can always count on the student to be working as expected, giving best effort at all times.
3	Meeting	Student usually demonstrates best effort in the classroom throughout the term. The student usually demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student usually participates in class discussion, is actively engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. Once in a while the student may need a teacher reminder or prompt to continue giving best effort.
2	Approaching	Student sometimes demonstrates best effort in the classroom throughout the term. The student sometimes demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student sometimes participates in class discussion, is actively engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. There may be an attempt on the part of the student, but requires prompting on the part of the teacher.

1	Beginning	Student <i>rarely</i> demonstrates best effort in the classroom throughout the term. The student <i>rarely</i> demonstrates persistence and perseverance in his or her work, positively responds to feedback, or shows genuine interest and curiosity in learning and growing. In addition, student <i>rarely</i> participates in class discussion, is engaged in learning tasks, turns in all completed class work and homework assignments on time, or is prepared for class. The student often requires prompting to give best effort and lack of effort is affecting academic achievement.
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CAS Holistic Conduct Rubric

4	Exceeding	Student <i>consistently</i> respects other people’s opinions, feelings, ideas, and property (i.e. refrains from bullying, name calling, laughing at, making fun of, etc); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty.
3	Meeting	Student <i>usually</i> respects other people’s opinions, feelings, ideas, and property (i.e. refrains from bullying, name calling, laughing at, making fun of, etc); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty. Student may consistently demonstrate some of these behaviors but at times may be inconsistent or require reminding or prompting from the teacher regarding one or more of the habits.
2	Approaching	Student <i>sometimes</i> respects other people’s opinions, feelings, ideas, and property (i.e. refrains from bullying, name calling, laughing at, making fun of, etc); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty. Student may usually demonstrate some of these behaviors but may require frequent reminding or prompting from the teacher regarding one or more of the other habits. Teacher may have had a conference with parents. Student may have had more than one meeting with principal and/or discipline report.
1	Beginning	Student <i>rarely</i> respects other people’s opinions, feelings, ideas, and property (i.e. refrains from bullying, name calling, laughing at, making fun of, etc); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty. Student requires frequent reminders or prompting from the teacher and still only occasionally demonstrates these behaviors. Teacher may have had a conference with parents. Student has had numerous meetings with principal and/or discipline report. A student may have demonstrated illegal behaviors or repeated severe behaviors as outlined in the CAS High School Handbook. A student at this level is considered to have unsatisfactory, or "failing" conduct.

CAS Holistic Personal Habits Rubric

4	Exceeding	Student <i>consistently</i> wears the complete uniform and adheres to CAS grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.) picks up after himself or herself, and is on time for all classes. Student respects school property and supplies, as well as the property of other students and staff. Student always comes to class prepared with the materials needed for learning.
3	Meeting	Student <i>usually</i> wears the complete uniform and adheres to CAS grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after himself or herself, and is on time for all classes. Student respects school property and supplies, as well as the property of other students and staff. Student always comes to class prepared with the materials he or she needs for

		learning. Student may consistently demonstrate some of these habits but at times may be inconsistent or require reminding or prompting from the teacher regarding one or more of the habits.
2 	Approaching	Student <i>sometimes</i> wears the complete uniform and adheres to CAS grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after himself or herself, and is on time for all classes. Student mostly respects school property and supplies, as well as the property of other students and staff. Student sometimes comes to class prepared with the materials he or she needs for learning. Student may usually demonstrate some of these habits but may require frequent reminding or prompting from the teacher regarding one or more of the other habits
1 	Beginning	Student <i>rarely</i> wears the complete uniform and adheres to CAS grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after himself or herself, and is on time for all classes. Student does not consistently respect school property and supplies, or the property of other students and staff. Student rarely comes to class prepared with the materials he or she needs for learning. Student requires frequent reminders or prompting from the teacher and still only occasionally demonstrates these habits.

Homework

Homework is one resource for helping students learn. While homework does not take the place of good teaching, it contributes to students' success by reinforcing, maintaining, extending and enriching the classroom program.

The following are some general comments regarding homework assignments:

Homework Guidelines

Homework Should:

- Be planned to meet individual and/or group needs
- Be related to skills previously taught in the classroom or an extension of classroom learning
- Be clearly understood by students before they take it home
- Be reasonable with regard to length, expectations and resources available
- Be assigned for learning purposes only --not for punishment or "busy work"
- Emphasize quality rather than quantity
- Encourage the development of students' time management skills
- Be acknowledged. A completed homework assignment deserves recognition by a written comment, verbal feedback, and application in classroom activities or formal correction where applicable.

Weekend and Holiday Homework:

- Homework may be assigned over weekends. Think of weekend homework as “Friday night homework” instead of “homework for three nights”. This generally keeps homework to a reasonable level.
- Homework may be assigned over holidays, but it is important to keep in mind the fact that holidays often mean travel and family get-togethers. The type and amount of homework should be allocated accordingly. Respect for religious holidays is important.

Suggested daily allotment for homework:

Grades 9 - 10	2-3 hours
Grades 11-12	3-4 hours

In the **High School**, faculty members working at the same grade level are expected to collaborate so as to avoid the uneven or unreasonable distribution of homework assignments, papers, and tests.

Grades for **High School** courses may include assessment of at-home tasks. However, the timely completion of regular homework will be a contributing factor in determining a student’s effort grade that will be recorded as a nonacademic achievement factor.

Late Work -- Homework: Non-Graded

Timely completion of class work/homework is essential for students to be successful learners. As such, when a child does not complete assigned work it is important that the teacher let him/her know this behavior is unacceptable. Some possible consequences of late work could include:

- Staying after school with the teacher to complete work
- Coming to school early to complete work
- Staying in during lunch/recess to complete work
- A telephone call or e-mail sent by the teacher to the parents to inform them of the problem
- A telephone call or e-mail sent by the student to the parents to inform them of the problem
- A meeting with the student and parents to discuss the problem

Late Work and Missing Assignments

At CAS we recognize that managing time and workload is a skill that some students struggle with. As a principle, we believe that students should be given opportunities to display their learning despite challenges in this area. We also recognize, however, that

deadlines are important in terms of teacher preparation, fairness to all students, and life skills. The following guidelines are provided to find a balance between the two.

Assessment Notification

Students should be given ample notification of a graded assessment in order to effectively prepare. This time should range from several weeks to several days dependent on the magnitude of the assessment. Students should be given at minimum 72 hours notice before a graded assessment.

Notification for *all* graded assessments must be made on the class Google Classroom account, MangageBac or Schoology. Tasks, rubrics and study guides should be attached when appropriate.

Assessment Make Up Saturdays

Each trimester, 3 assessment make up Saturdays will be scheduled. These make-up days will be the time when teachers should assign make-up assessments. Students should be given one-week prior notice before attending a make up day. Attendance is compulsory, and failure to attend will result in students receiving no credit for the missed assessment. The retakes will be administered by the administration.

Missed In-Class Assessments

Students must provide a medical note or have a prior excused absence (by the principal or teacher) to be able to sit for any missed in-class, major, mid-term, or minor assessments. In this case, students may receive a make-up assessment. These assessments should be taken on a Saturday unless otherwise organized by the teacher.

In the case that an absence is unexcused (no prior excused absence or medical note) and proper notification has been given, students will receive a grade of 1 for the assessment.

Late Work - Assessments

Major and Mid-Term Assessments

In the case that a major or mid-term assessment is late, students will lose one grade scale per day. Assessments must still be submitted to be eligible to pass the course.

Minor Assessments

If a student fails to submit a minor assessment on time, students should be reminded of their responsibilities and parents should be notified through email. In the first two incidences, teachers should set a new deadline and grade the assessment as per normal if completed by this time. After the first two incidences during a trimester, a grade of 1 should be recorded for any subsequent late assignment.

End of Year Assessment

All yearlong courses from grades 9-11 will have a final exam or assessment. This is calculated at 10% of the overall grade.

Reporting and communication

Reporting

Trimester

CAS sends a report card to parents each trimester. Each subject will award a trimester grade, non-academic assessment grades, and provide two comments from a list of prewritten choices.

Trimester grades for high school can be set up in one of two ways in the grade book depending on the program. These are by standards or by tasks. An example of each can be seen below.

English 9- Standards	English 9- Tasks
30% Understand meaning of what is read	25% Major Essay
20% Interpret text	15% Mid Term Exam
20% Write in a variety of text types	30% Performances
20% Communicate clearly and effectively	10% Writing Task
10% Grammar and Mechanics	

Teachers should ensure that whichever way they set up their grade book they are consistent with other classes of the same program and it is communicated to students on the subject syllabus at the beginning of the program.

End of Year

Grade 9-11 All courses (except grade 9 sciences and arts)	Grade 9 Art, Music, Drama, Sciences	Grade 10 Art, Music, Drama
Trimester 1 30%	One trimester per subject with no end of year assessment	Trimester 1 20%
Trimester 2 30%		Trimester 2 20%
Trimester 3 30%		Trimester 3 20%
Final 10%		Major Project 40%
Overall 100%		Overall 100%
Grade 12 All Courses		
Trimester 1 35%		
Trimester 2 35%		
Trimester 3 30%		
Overall 100%		

Reporting to Colleges

Teachers should be aware that for the purposes of US College reporting, CAS grades are converted to a percentage scale. The conversation table is as follows:

Scale	%
7	96-100%
6	90-95%
5	80-89%
4	70-79%
3	60-69%
2	51-59%
1	1 - 50%

Communication

Schoology

Schoology is the program CAS uses for recording and reporting grading. Schoology is to be updated and posted to parents the last Friday of every month for all courses, and should not be uploaded to parents on other days.

ManageBac

ManageBac should be used to communicate all IB Assessments, assignments, projects, and oral/written tasks to students and parents. This may be used as an alternate to Google Classroom in conjunction with Schoology.

Google Classroom

Google Classroom is the primary way in which teachers will communicate with their students. All students are required to join the Google Classroom for their course and check it daily. Teachers are responsible for posting all homework and assessments on their classroom page in a timely manner. Parents may decide to create a shared [Gmail](#) account with their child in order to track their work and progress.

Academic Honesty

High School Academic Honor Code

We, the members of the Casablanca American School community, recognize that honesty, integrity and trust are vital parts of our lives. We value truthfulness, respect for the property of others, and respect for the work of others as their own. We expect everyone within the CAS community to uphold these standards in order to foster a positive, honest, and safe environment. We will attempt to keep our actions, attitudes, and judgments in accordance with these principles at all times.

The Casablanca American School strives to provide an environment that encourages academic integrity, demonstrated in both the virtual and non-virtual world, and teaches its practice. Cheating in any form is detrimental to such an atmosphere. Students should be aware that the administration, faculty, and staff will neither condone nor ignore any acts of academic dishonesty and that any student discovered acting without academic integrity will be subject to appropriate disciplinary action. Disciplinary measures should support the philosophy that the school needs to provide guidance to students as they learn to act with academic integrity. Consequences should not simply be punitive, but should also provide opportunity for personal growth and development to take place.

Students are expected to do the following:

- Work with academic integrity at all times (in the classroom, at home and on the internet) and refrain from any acts of academic dishonesty;
- Encourage others to act honestly and discourage others from acting dishonestly;
- Refuse to aid others in acts of academic dishonesty;
- Be given a certain degree of clemency should they, of their own accord, come forward to indicate involvement in an act of academic dishonesty.

Academic dishonesty includes but is not limited to the following:

- Changing, altering or fabricating a grade, score, or any other academic record;
- Theft of or gaining unauthorized access to any form of assessment;
- Plagiarism (presenting another person's work, ideas, words, computer programs, or academic or creative work as one's own without giving proper credit);
- Submission of falsified data, written or oral;
- Use of unauthorized materials or equipment, including electronic devices, during an assessment;
- Use of a substitute or agreeing to be a substitute during an assessment;
- Unauthorized communication with any person during a testing situation;
- Stealing or destroying work of another student including work presented electronically
- Copying another student's work or allowing one's own work to be copied;
- Taking credit for group work without actively contributing to the group;
- Deliberately choosing to miss classes through unexcused absences, lateness to school, or early dismissal in order to avoid taking a test or handing in an assignment;
- Falsifying a signature on a school-related document.

Consequences for academic dishonesty may include, but are not limited to, the following:

- No credit will be given for the work in question, but the work must still be completed and assessed;
- The administration will notify the parents, place a notation of the honor code violation on the school's database and/or in the student's file, and may assign disciplinary consequences such as short or long-term suspension to the student;
- The student will be removed from elective office;
- The student will be excluded from participation in extracurricular activities;
- Expulsion due to repeated incidents is a possibility;
- Record of severe or repeated incidents will be noted and reported to universities, especially if the incident occurs in 11th or 12th Grade;

All incidents of academic dishonesty will be brought directly to the HS Principal or Dean of Students, by the teacher for discussion and determination of consequences. While the particular assessment/assignment may not be used as evidence of understanding, the teacher may choose to provide an additional opportunity for the student to demonstrate his/her learning.

More than one occurrence will result in the escalation of consequences, with expulsion being the ultimate penalty.

| **The Honor Code**, when signed, is a pledge that a student's work is his or her own. Teachers will use the pledge below (printed or handwritten by student on an assessment page), and students will sign:

I have worked honestly to complete this work and have neither given, nor received, any information to complete it unfairly. Where material has been used from outside sources, it has been acknowledged with proper citation.

Plagiarism Defined

Students are expected to take responsibility for completing their own academic work as defined by individual teachers. It is both the student's as well as the teacher's responsibility to clearly define and understand what constitutes cheating. Students should assume that all work, including homework, is to be done individually unless the teacher states explicitly that collaboration on a particular assignment is permitted.

Plagiarism – The Five Levels

1. Un-credited verbatim copying of a full paper.
2. Un-credited verbatim copying of a large portion (up to half) of a paper.
3. Un-credited verbatim copying of individual elements such as sentences, paragraphs, or illustrations.
4. Un-credited improper paraphrasing of pages or paragraphs (by changing a few words or phrases or rearranging the original sentence order).
5. Credited verbatim copying of a major portion of a paper without clear delineation of who did or wrote what.

*Each year faculty members are expected to provide lessons and resources about how students can avoid cheating and plagiarism. Students will be expected to sign the **Academic Honor Code** in the first week of school and on every major assessment.*

Citation of Sources For Teachers

In order to provide a positive example to our students, all teachers must source to the best of their ability materials used in PowerPoints, worksheets, and assessments that have been created by other people or organizations.

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International School of Paris: Secondary School Assessment Policy 2014-2015

The Village School Assessment Handbook

Cheney School's Core Principles of Teaching and Learning