

<b>Assessment and Evaluation: Academic Dishonesty and Plagiarism</b>	
<b>Adopted:</b> June 21, 2011	<b>Last Reviewed/Revised:</b> January 6, 2025
<b>Next Scheduled Review:</b> 2027-2028	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-46 Assessment and Evaluation</a> <a href="#">VI-56 Assessment and Evaluation - Late and Missed Assignments</a> <a href="#">VI-29 Supervised Alternative Learning</a> <a href="#">VI-43 Home Instruction</a> <a href="#">II-05 Reporting Student Achievement To Parents Guardians</a> <a href="#">II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students</a> <a href="#">VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students</a> <a href="#">II-39 Progressive Discipline and Safety in Schools</a> <a href="#">II-45 Equity and Inclusive Education</a>	

## Purpose

To ensure that all students achieve their potential and are supported in choosing appropriate pathways that meet their aspirations.

## Application and Scope

This procedure applies to all Halton Catholic District School Board (HCDSB) learning environments.

## References

[HCDSB Code of Conduct](#)

[Growing Success Assessment, Evaluation, and Reporting in Ontario Schools](#)

[Learning For All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)

## Definitions

**Academic Dishonesty:** is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited, to the following:

- Copying from another student or making information available to another student for the purpose of copying during a test/examination/quiz or for individual/group assignments;
- Failing to follow instructions of the presiding teacher during an examination;
- Submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else, including the use of Artificial Intelligence (AI) and presenting it as one's own work;
- Using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

**Plagiarism:** is a form of academic dishonesty and is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. Therefore, plagiarism is considered to be presenting someone's words and/or ideas as one's own and can take many forms, including the following:

- Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.
- Submitting an assignment written, in whole or part, by someone else (e.g. buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying, or using work done by another student (including homework);
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of the material, including books, magazines or print from all electronic sources (videos, podcasts, etc.);
- Not providing quotation marks for direct quotations – even if sources have been cited.

**HCDSB Learning Environments:** include all schools and Alternative Specialized Programs [e.g. International Baccalaureate (IB) and Advanced Placement (AP)], adult education, continuing education (con-ed), alternative education, home instruction, e-learning, Supervised Alternative Learning (SAL), Prior Learning Assessment and Recognition (PLAR) For Day School Students. Courses offered through other school boards, or Independent Learning Centre (ILC), may be subject to alternate policies and procedures.

## Principles

HCDSB is committed to assessment and evaluation practices that are grounded in the belief that all students should be able to demonstrate their learning in an environment that reflects the Catholic values of fairness, equity and respect for all.

HCDSB is committed to enabling every student to reach their potential and succeed by maximizing student learning and school effectiveness through continuous assessment and evaluation of programs and student achievement at the classroom, school, family of schools, and board levels.

HCDSB believes that practicing academic honesty also helps students to fulfill the Ontario Catholic Graduate Expectations by demonstrating that they are:

- self-directed, responsible, lifelong learners,
- collaborative contributors, and
- responsible citizens.

Ultimately, it is a shared responsibility among parents/guardians, students and staff to ensure an environment of academic honesty.

## Requirements

### Roles and Responsibilities

- HCDSB expects that every school will model and implement academic honesty strategies to support and utilize preventive and responsive practices for cheating and plagiarism. Successful implementation of these practices depends on the professional judgement of educators. When responding to incidents of cheating and/or plagiarism, schools will:
- ensure that assessment and evaluation support growth and learning with the belief that each and every student can achieve and be successful given the appropriate time and support.
- implement practices aligned with the Ontario Catholic Graduate Expectations and our mission and vision as a Catholic school board;
- implement practices aligned with the Fundamental Principles articulated in the Ministry of Education's *Growing Success* policy;
- ensure that reported grades accurately reflect student achievement of the overall curriculum expectations of the subject or course;
- ensure that mark deduction will not result in a report card letter grade or percentage mark that misrepresents the student's actual achievement of the curriculum overall expectations;
- promote academic honesty;
- ensure that students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating or plagiarizing;
- ensure that the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency and severity of policy violations; and the individual circumstances of all students;

- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of all students;
- ensure that students with special education needs are provided with accommodated, modified or alternate programs as outlined in the Individual Education Plan;
- ensure that English language learners (ELL) students are provided with accommodated, modified or alternate programs, as required.

## Responsibilities

### 1. Prevention of Academic Dishonesty and Plagiarism

#### **Schools will:**

- explain the HCDSB Policy on Academic Dishonesty and Plagiarism to all students;
- communicate HCDSB and school practices to all stakeholders and all appropriate HCDSB staff (e.g. student agendas, school webpage, info evenings).

#### **Teachers will:**

- communicate to students that academic honesty is required in all aspects of their school work;
- define and explain plagiarism and academic dishonesty to ensure students are aware of what academic dishonesty entails using subject and grade specific examples;
- discuss the ethical dilemmas presented by plagiarism with the students;
- instruct students on appropriate research and citation practices;
- monitor students' work and provide ongoing feedback throughout the assignment process;
- ensure all assignments are clearly defined, at the student's developmental level, and accompanied by success criteria;
- structure assignments when possible in a way that discourages plagiarism;
- ensure that student work completed within a group project is evaluated individually;
- ensure that assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

#### **Students will:**

- ensure academic honesty in all aspects of their school work so the marks they receive are a true reflection of their own achievement;

- ensure that all work they submit for evaluation must be their own and that cheating and plagiarism will not be condoned;
- seek clarification from teachers about what constitutes plagiarism and academic dishonesty and ensure they are clear as to the consequences;
- seek remediation when their research skills are deficient;
- ensure that all their work is original and that they cite sources accurately and consistently.

## **2. Detection of Academic Dishonesty and Plagiarism**

**When plagiarism or academic dishonesty is suspected teachers will:**

- gather evidence of the plagiarism or academic dishonesty

## **3. Response to Academic Dishonesty and Plagiarism**

When a student has not met the HCDSB's expectation of academic honesty, a consequence will be applied which will ensure the student's understanding of the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural and academic responses that take into account the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances and human dignity of the student.

**Schools will:**

- record incidents of academic dishonesty

**Teachers will:**

- discuss the matter with the student(s) involved;
- define and explain the evidence of academic dishonesty and plagiarism in the student's work to ensure the student understands why their academic honesty is being questioned;
- inform Administration of repeated minor incidents of academic dishonesty by a student;
- in the event of a serious incident that may have an impact on a student's success, inform Administration;
- in the event of repeated minor incidents and/or a serious incident that may have an impact on a student's success, inform a student's parents/guardian.

**Teachers may:**

- require the student to do supplementary or alternative work;
- in consultation with Administration assign a grade penalty up to the full value of the assignment.

**Administration may:**

- meet with the student, parent/guardian and teacher;
- assign consequences for the behaviour;
- limit a student's eligibility for school awards;
- suspend the student.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
*Director of Education and Secretary of the Board*