



International School
Groningen

Academic Integrity

MYP & DP

February 2026

“We learn with integrity, grow through authentic effort, and build trust across our whole school community.”

ISG 2026

Academic Integrity Policy 2026

1. Purpose and Philosophy

At ISG, academic integrity is a core expectation and a shared responsibility of students, teachers, parents and school leadership. Academic integrity reflects the IB Learner Profile attribute Principled and underpins inquiry, reflection and authentic learning across the MYP and DP.

Academic integrity is not only about avoiding misconduct; it is about emphasising that true learning comes from doing the work yourself. Thinking, learning, and knowledge construction are always visible and transparent.

The school commits to explicitly teaching academic integrity skills progressively across programmes, in line with ATL development and assessment expectations.

2. Definition of Academic Integrity

Academic integrity means acting honestly, responsibly and ethically in the creation of learning and assessment work. Students demonstrate academic integrity when they: - submit work that is authentically their own - acknowledge the ideas, words and work of others - follow assessment conditions and expectations - reflect honestly on their learning process

Plagiarism is defined by the IB as “the representation of the ideas or work of another person as the student’s own.”

Academic misconduct can be a deliberate decision or unintentional, often due to ignorance. In either scenario, it calls for an educational response.

3. Forms of Academic Misconduct

Academic misconduct includes, but is not limited to:

- Copying work from another student or allowing one’s work to be copied
- Submitting work written by another person or generated by tools without permission
- Using or paraphrasing sources without a correct citation
- Translating text from another language and submitting it as original work
- Using unauthorised resources during assessments
- Fabricating data, reflections or sources
- Submitting the same work for multiple assessments without approval
- Misuse of AI tools in assessed work

4. Academic Integrity within Assessment (MYP & DP)

Academic integrity is inseparable from assessment practice and is embedded within ISG's assessment philosophy. In line with the Assessment Policy, assessment at ISG is intended to be positive, supportive, and to stimulate further learning.

Academic integrity expectations are therefore communicated at the start of each assessment task, alongside:

- the purpose of the task (formative or summative)
- the criteria or grade descriptors used for assessment
- permitted levels of collaboration
- permitted use of digital tools, including AI –
- submission format and deadline (see action point 2.)

Teachers ensure that students understand that assessment evidence must authentically represent their own learning, understanding and skills.

a. MYP

Emphasis is placed on learning processes, formative feedback and skill development.

Breaches of academic integrity are initially treated as learning issues unless intent to deceive is evident.

Students may be required to resubmit work or complete alternative tasks to demonstrate achievement of criteria, in line with assessment requirements.

b. DP

Students are expected to demonstrate a higher level of independence and responsibility.

Assessment conditions reflect IB internal and external assessment requirements. Academic misconduct during examination work (IAs, EEs) is subject to IB regulations and may result in the student being reported to the IB, leading, for example, to the failure of an exam or an individual component.

Academic misconduct in assessments may result in no grade being awarded for the task, in line with assessment regulations.

Teachers clarify expectations before each task and document assessment conditions in ManageBac.

5. Use of Digital Tools, Grammar Support and AI

Digital and artificial intelligence tools may be used to support learning, where explicitly permitted by the teacher. Such tools must not replace student thinking, understanding or decision-making.

In line with IB expectations (2025), the use of digital or AI tools must be task-specific and transparent.

Where appropriate, students may be required to declare how these tools were used in the learning process. Inappropriate or undeclared use of such tools in assessed work constitutes academic misconduct.

Permitted uses (for learning purposes) may include:

- Brainstorming ideas
- Clarifying concepts or grammar rules
- Generating examples for analysis
- Vocabulary practice

Not permitted (assessed work):

- Writing or rewriting assignments
- Producing responses to questions or tasks
- Editing work beyond surface-level accuracy unless explicitly allowed

Teachers should specify permitted uses for each task. (see action point 3)

6. Referencing and Academic Presentation

Referencing is an assessed academic skill and forms part of students' responsibility to present work clearly, accurately and honestly.

In line with ISG assessment practice:

- Weak referencing or citation errors may receive formative feedback without grade reduction where the task does not assess referencing explicitly.
- Where referencing is a stated assessment requirement, failure to reference appropriately may limit achievement against the criteria.

ISG uses Modern Language Association's (MLA) referencing as the standard across programmes.

Students are expected to:

- use in-text citations where ideas, words or data are borrowed
- include a complete list of sources ('works cited' or 'bibliography')
- credit all text, images, data and media

Referencing skills are taught progressively in class, with increasing accuracy expected as students move from MYP to DP.

7. Detection Tools

The school uses Turnitin via ManageBac for plagiarism and AI detection checks within submitted assessments. Similarity reports are used as diagnostic tools and, by themselves, do not determine misconduct.

8. Procedures for Suspected Academic Misconduct

Suspected breaches of academic integrity may relate to student academic misconduct or, in rare cases, school maladministration. The school will respond to all concerns using a fair, transparent and proportionate process, informed by professional judgement and aligned with IB regulations.

Students are expected to demonstrate the authenticity of their work when questions arise. Teachers and coordinators use professional judgement and available evidence to determine whether academic integrity expectations have been met

- I. Teacher reviews evidence and consults the DP coordinator.
- II. Student meeting to discuss the learning process and evidence. The student's opportunity to justify that the submitted work meets the requirements of the academic policy must take precedence.
- III. Determination of intent and level (learning error vs misconduct)
- IV. Documentation of outcome

Where appropriate, the student's mentor and parents are informed.

9. Consequences and Educational Responses (Aligned with Assessment Policy)

Responses to academic misconduct are proportionate and consistent with ISG's Assessment Policy, particularly regarding feedback, deadlines and reporting.

When academic misconduct is identified:

- The task may receive no grade (zero) where evidence does not authentically represent student learning.
- The task may still be required to be completed to demonstrate achievement of learning outcomes or course requirements.
- Teachers may provide feedback at their professional discretion, especially where learning rather than sanction is the priority.

Consequences to consider:

- the student's age and programme,
- whether the issue reflects a learning gap or deliberate misconduct,
- prior incidents,
- individual learning needs or circumstances.

Possible responses include:

- re-teaching and guided resubmission (particularly in MYP)
- awarding a zero for assessment purposes, clearly recorded in ManageBac under teacher comment/feedback for the work submitted (an additional comment or a copy of the comment may also be placed in Managebac behaviour)
- reflective or restorative learning tasks
- parent and mentor meetings (with support from the programme coordinator)
- referral to senior leadership team

Repeated or serious breaches, particularly in the DP, may affect eligibility for internal or external assessment submission, in line with IB regulations.

10. Roles and Responsibilities (see action point 4.)

- **Students:** act honestly, ask for clarification, and reflect on learning
- **Teachers:** are responsible for teaching academic integrity skills, clarifying expectations, and designing authentic assessments.

Please note that the level of guidance and feedback provided must not compromise the authenticity of student work, in accordance with IB subject guides and assessment regulations.

- **Coordinators & Leadership:** are responsible for ensuring alignment, consistency and professional development.

They should also monitor assessment practices to prevent school maladministration, including excessive assistance, inappropriate scheduling or assessment conditions that may give some students an unfair advantage.

- **Parents** support the school's policy on ethical learning

Review Cycle

This policy is reviewed every three years or in line with IB updates.

Next review: January 2027 (after the evaluation visit Nov 2026)

Implementation Development (2026–2027)

This may be moved to a subsequent PDP from January 2027

1. The school needs to define levels of academic misconduct, appropriate to both the year grade and level of concern.
2. The school needs to define an accepted submission format (for example, MSWord and/or .pdf)
3. The school needs to define acceptable use of AI or digital tools appropriate to each grade level and specify where teachers (with justification) may deviate from the expected norm.
4. The school needs to document how roles and responsibilities are facilitated. This includes appropriate training for each group.

References:

- International Baccalaureate. *Academic Honesty in the IB Educational Context*. International Baccalaureate Organization, 2014.
- International Baccalaureate. *Academic Integrity Policy*. International Baccalaureate Organization, 2019. Updated Mar. 2023 and Feb. 2025.
- International Baccalaureate. *MYP: From Principles into Practice*. International Baccalaureate Organization, 2014. Updated 2022.
- International Baccalaureate. *Diploma Programme: From Principles into Practice*. International Baccalaureate Organization, 2015.
- International Baccalaureate. *IB Programme Standards and Practices*. International Baccalaureate Organization, 2020. Updated ed.

Appendix 1.

MLA Referencing – Student How-To Guide (Ages 11–16)

*“Referencing is not about being perfect. It’s about being **honest, clear, and responsible**”*

Why?

Referencing shows: - which ideas are **yours** and which come from **someone else** - that you are being **honest and principled** - that your work can be **trusted**

If you use someone else’s words, ideas, pictures or data, you must say **where they came from**.

When?

You must reference when you: - copy **exact words** (a quote) - **paraphrase** (put ideas into your own words) - use **facts, statistics or explanations** you didn’t already know - use **images, graphs, tables or diagrams**

You do **not** need to reference: - your own opinions - things everyone knows (e.g. “Paris is the capital of France”)

How?

MLA has TWO parts (you need both!)

1. In-text citation (inside your work)

A short note in brackets **after the sentence**.

Format: (Author last name page number)

Examples: - Climate change affects food production worldwide (Smith 42). - According to Smith, climate change affects food production (42).

If there is **no author**: - Use the **title** instead: (“Climate Change” 3)

If it’s a **website with no page numbers**: - Just use the author or title: (NASA)

2. ‘Bibliography’ or ‘works cited’ page (at the end)

A list of **all sources you used**, in alphabetical order.

Title the page exactly: **‘bibliography’** or **‘works cited’**

MLA source examples

- **Website**

Format: Author. "Title of Page." *Website Name*, Publisher, Date, URL.

Example: Smith, John. "What Is Climate Change?" *National Geographic*, 12 May 2022, www.nationalgeographic.com/climate-change.

- **Book**

Format: Author. *Title of Book*. Publisher, Year.

Example: Brown, Lisa. *Understanding Volcanoes*. Oxford University Press, 2019.

- **Image**

Format: Creator. "Title or Description." *Website*, Date, URL.

Example: NASA. "Earth from Space." *NASA Image Library*, 2021, www.nasa.gov/images.

Paraphrasing the right way

Incorrect: Copying the sentence and changing one or two words.

Correct: Read the information - Close the source - Write it in your **own words** - Add an in-text citation

Common mistakes to avoid

- Forgetting in-text citations
- Only listing sources but not citing them in your text
- Copy-pasting from websites or AI tools
- Using images, tables, graphs (etc) without credit
- Copy-pasting the whole webpage URL in the text or under images

Final checklist:

- ☐ Did I mark and reference every borrowed idea?
- ☐ Do I have in-text citations?
- ☐ I have a references section (at the end)?
- ☐ Are the sources/references in alphabetical order?
- ☐ Does this work show my own learning?