

**INTERNATIONAL BACCALAUREATE**

**POLICY MANUAL**

**2018-2019**



**SHANGHAI  
AMERICAN  
SCHOOL**

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# IB DIPLOMA PROGRAMME ADMISSION POLICY

The Shanghai American School (SAS) IB Diploma Programme values students that bring an array of talents to the school. As such, the SAS IB program is inclusive and is available to all students. There are no additional admission requirements to participate in the IB Diploma Programme. To participate, students must be in grade 11 or 12 and must have met specific course prerequisites or the equivalent. Students that have not met course prerequisites may petition for access via a course waiver process.

## IB LANGUAGE POLICY

### PHILOSOPHY

At SAS, we honor and respect language as an inherent part of culture. We foster a multi-lingual learning environment that provides an open window to cultural understandings. Through language learning, our students strive to make meaning in a global context and our host culture.

Language is foundational to all learning. Therefore, we view teachers across all subject areas and contexts as teachers of language and parents as vital contributors to the language learning process. We recognize that ideal language learning is anchored in mastery of student's mother tongue.

SAS "is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds." (International Baccalaureate Language Policy, 2014)

### LANGUAGE OF INSTRUCTION

The primary language of instruction at Shanghai American School is in English. Within the Global Languages Department, we have adopted agreements that the primary language of additional language instruction will be in the target language at a developmentally appropriate level.

### LANGUAGE LEARNING

Language is a fundamental element of identity and culture. As students learn languages, students develop a deeper understanding of themselves and others as well as the world around them. Language learning allows students to be more engaged in life and helps them to appreciate the nature and value of a diverse, multicultural society. As members of the global society they can communicate effectively with confidence, make meaningful connections, evaluate language, appreciate culture, and use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens. With all skills attained, they will be life long learners making positive contributions to the world around them. The role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship.

### ADDITIONAL LANGUAGES

The Global Languages Department at SAS is devoted to preparing students to meet the challenges of living in multicultural and multilingual societies, as well as to succeed in the global work environment. To learn other languages and to appreciate other cultures helps students communicate more effectively in an increasingly globalized world. Critical thinking, creativity and the essential skills of language learning will be cultivated in students through learning Global Languages.

From grade 6 to 12, French and Spanish courses are offered to students from beginner level to IB Language B Higher Level. At the end of middle school each student's placement will be determined by teacher recommendation gathered from assessments, moderated portfolio evaluation and anecdotal notes. Additionally, if a student is new to SAS, a placement test will be given to determine appropriate level of placement as a part of the admissions process.

In order for students to be able to capitalize on their language experiences, the target language is the primary language of instruction within the Global Languages Department. In the beginner level classes some English is used to clarify meaning and increase comprehension. In intermediate and advanced language courses, the target language is the sole language of instruction. Students receive an authentic sampling of the language and cultures studied, through materials such as magazines, newspapers, novels, radio clips and songs from one or more of the cultures that primarily utilize the target language. To reinforce the immersion in the language culture there are middle and high school trips to a country where the target language is predominant. In order to enhance student learning, language classes incorporate a variety of technological resources. Student and teacher laptops, iPads, and other tools are used in conjunction with online materials that demonstrate conversations among mother-tongue language users in support and extension of hard copy and online textbooks and workbooks.

## **HOST COUNTRY CULTURE AND LANGUAGE SUPPORT**

To further student appreciation and understanding of our host country, the School believes that the study of the Chinese language in Mandarin is important, especially for Shanghai Elementary School students. “To the degree that use of resources for Chinese language do not interfere with the goals of English language development, the Chinese program will promote a continuing level of sophistication in all aspects of Chinese language instruction”. (2001 SAS Policy 7.5021) Although the instructional language is English, it is the objective of the school to enrich the educational experiences of its students by including the study of Chinese language as an important supplement to the language curriculum. Instruction in Mandarin is therefore mandatory for kindergarten through 5th grade students except those students receiving English as Additional Language (EAL) instruction. Chinese language instruction will be an elective available to students in 6th through 12th grade.

Beginning Chinese language instruction at SAS will focus primarily on proficiency in conversational Chinese. Once fluency is achieved, the program will introduce reading and writing of host country (simplified) characters. For students already fluent in spoken Chinese, instruction will focus primarily on reading and writing skills in host country (simplified) characters.

## **MOTHER TONGUE SUPPORT**

Shanghai American School Mother Tongue programs offered on-site include English and Chinese, both extending from kindergarten through IB Standard Level A in Language and Literature. We offer Chinese language in all levels.

Shanghai American School encourages students to develop their mother tongue through the IB self-taught Language A (SL) program. The Mother Tongue coordinator works to provide a teacher/tutor with the required credentials and training to teach literature and/or language and literature at the IB level. Recently this has been available in French, Korean, Spanish, Swedish, German, Japanese, Portuguese and Dutch. The tutoring agreement is between the family and tutor.

## **SUPPORT PROGRAMS AND RESOURCES**

### **SPECIAL EDUCATION NEEDS**

The Shanghai American School IB Diploma Programme recognizes that students come from a variety of cultures, backgrounds, and that they have their own learning styles, strengths and challenges. It is the responsibility of the school to work together as a team to remove barriers that may interfere with learning.

The SAS IB Programme implements the program using inclusive teaching strategies so that all DP students can engage in meaningful learning experiences. Teachers use differentiated instructional strategies to support student-learning styles and to further enhance student potential. Students with special educational needs are supported by teachers and support staff. Learning experiences are designed to allow all students, including those with special needs, to experience the Diploma Programme according to the philosophy of the IB Programme. SAS uses Response to Intervention to support all learners in attaining curricular expectations. In our tiered inter-

vention model, all students are eligible for classroom level accommodations to support high levels of learning. The classroom teacher(s) and school counselor utilize a tiered intervention process to identify students who require additional support beyond the classroom.

Students that are identified with clinical learning needs are provided additional support and accommodations. The Learning Support team will develop a Learning Support Plan (LSP), which is specifically tailored to the unique need of each student.

## ENGLISH AS AN ADDITIONAL LANGUAGE SUPPORT

Shanghai American School's English as an Additional Language (EAL) program assists students in the development of English skills necessary for academic success. Our EAL program operates in both pull-out and push-in models to support mastery of core content and the development of academic speaking, listening, reading, and writing skills. Students gain English language proficiency and confidence through instruction, activities, and reinforcements that build academic vocabulary, developing traits of writing, improving reading comprehension, and speaking fluency. They are also asked to reflect on their own language learning.

All applicants to SAS whose mother tongue is not English are given an English Language assessment prior to acceptance to SAS to determine their eligibility to be enrolled in our EAL program. We offer EAL support for grades 1 through 10.

Certified EAL teachers provide EAL instruction to those students who are identified as requiring support for strengthening English skills. In order to provide students with the most effective language learning environment, our EAL teachers use a sheltered immersion model that includes scaffolded instruction of core content information, differentiation based on proficiency levels, and other EAL best practices.

EAL students in grades 1 through 8 receive one of two levels of support: "EAL+" (pull out) in which certified EAL teachers provide intensive EAL instruction in small groups during the allocated English Language block, or "EAL" (push in) where certified EAL teachers and mainstream teachers work collaboratively co-planning, developing materials, and co-teaching lessons in the core classroom.

At the high school level, EAL support is offered through our writing centers, operated by certified EAL faculty, as well as blended, English-language rich classes in the Humanities taught by certified EAL faculty.

## DIGITAL AND MEDIA LITERACY

Contemporary communications require evolving competencies in digital, cultural, and multi-media competencies. Through our 1:1 laptop program, students receive spiraled and increasingly challenging guidance in information retrieval, critical evaluation of information-rich resources, forming and communicating perspectives regarding digital citizenship, and the representation, language, production, and audience considerations of digital storytelling. Digital and media literacy are integrated components across disciplines and contexts of the pre-kindergarten through grade 12 curriculum, supported by dedicated Technology Resource Facilitators.

Authentic language learning, including immersion in host culture language (Mandarin) and required digital and media literacy is enhanced through students' micro-campus experiences.

## REFERENCES

- Shanghai American School Language Policy*
- Shanghai American School, School Special Education Needs Policy*
- IB Handbook of Procedures, 2016*
- IB Language Policy, 2014*
- Dallas International School, IB Diploma Program, 2012*

# IB SPECIAL EDUCATIONAL NEEDS

The Shanghai American School IB Diploma Programme recognizes that students come from a variety of cultures, backgrounds, and that they have their own learning styles, strengths and challenges. It is the responsibility of the school to work together as a team to remove barriers that may interfere with learning. Barriers to learning can come in many forms including: the learning environment, the approaches to teaching and learning, the physical aspects of the school, the organization of the school, and the way in which individuals within the school interact with each other. It is the job of the Shanghai American School faculty to positively respond to and support each individual's unique needs.

There are students who may have recognized, special educational needs; other students may have special needs that have not yet been diagnosed. Examples of these special needs include:

- Specific learning disabilities (such as dyslexia and dyscalculia)
- Language and communication disorders
- Emotional and behavioral difficulties
- Physical difficulties affecting mobility
- Sensory impairments (such as visual or hearing difficulties)
- Medical conditions (such as asthma, epilepsy, and diabetes)
- Mental health conditions (such as attention deficit hyperactivity disorder, eating disorders, and anxiety)
- Gifted and talented students

The SAS IB Programme implements inclusive teaching strategies so that all Diploma Programme students can engage in meaningful learning experiences. Teachers use differentiated instructional strategies to support student-learning styles and to further enhance student potential. Students with special educational needs are supported by teachers and support staff. Learning experiences are designed to allow all students, including those with special needs, to experience the Diploma Programme according to the philosophy of the IB Programme. Students are not excluded from the program due to special needs.

## SHANGHAI AMERICAN SCHOOL SPECIAL NEEDS POLICY

Shanghai American Board Policy and Procedure outlines the services for students with special needs. The policy states, "Academic support is offered to students in grades 1 – 12. Services will focus on meeting student needs within the context of the classroom. Services include, but may not be limited to: assisting students in content areas, teaching study and organizational skills and providing learning strategies to students having difficulties with reading, writing, and mathematics. Classroom teachers and academic specialists will collaborate so that academic support will be integrated with the appropriate grade level content."

Learning Support services are individualized to meet the unique needs of students with disabilities. Learning Support may include individual or small group instruction, inclusion, resources, self-contained, consulting and specialized contracted outside services such as physical, occupational, and speech therapy and mental health counseling.

## IDENTIFICATION

SAS uses Response to Intervention to support all learners in attaining curricular expectations. In our tiered intervention model, all students are eligible for classroom level accommodations to support high levels of learning. The classroom teacher(s) and school counselor utilize a tiered intervention process identify students who require additional support beyond the classroom.

Once identified, the teaching team will engage in a student support team meeting to determine appropriate school-based services and the development of a Learning Intervention Plan (LIP) to facilitate attainment of the

learning goals. Students with a LIP are considered to be operating at the second tier of support. If the LIP is not sufficient in meeting the needs of the student, the student may be referred to our school psychologist or outside support service providers for further evaluation. Students that are identified with clinical learning needs are provided additional support and accommodations. The Learning Support team will develop a Learning Support Plan (LSP), which is specifically tailored to the unique need of each student. The ISP then becomes the guide for classroom teachers noting appropriate supports to ensure the student is provided ample and equitable opportunities to succeed.

SAS offers a range of learning support strategies, including but not limited to, classroom accommodations, collaborative planning, enrichment activities, small group instruction, and one-on-one support. Other services can be provided outside the classroom such as pull-out services to meet academic, social or behavioral needs. Students with significant needs may also receive outside therapeutic counseling services.

## **INCLUSIVE ASSESSMENT ARRANGEMENTS**

“The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behavior challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues.

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered. (Handbook of procedures for the Diploma Programme A7.1, 2016).

It is our responsibility to follow closely the specific requirements and comply with A7.1.2 and A7.1.3 of the Candidates with assessment access requirements document regarding arrangements for examinations. Some arrangements are permitted without authorization (A7.1.2) while other arrangements will require authorization prior to the examination (A7.1.3).

Examples will inclusive accommodations include, but are not limited to:

- Extra time
- Use of a calculator, spell check, or dictionary
- Readers and scribe
- Use of memory supports.

For arrangements requiring authorization, the IB Coordinator will complete and submit the Request for Inclusive Assessment Arrangement document on IBIS at least six months prior to the examination. Medical documentation from the family will be needed along with educational evidence. The IB Coordinator will work with the family to provide assistance in gathering the necessary documentation.

## **SPECIAL EDUCATIONAL NEEDS POLICY COMMUNICATION**

The SAS IB Diploma Programme Special Educational Needs Policy has been distributed to all Diploma Programme Teachers and has been included in the IB Policy Manual for easy access for the school community. The policy has also been posted on the IB School website for parent and community access.

## REFERENCES

*Shanghai American School Policy*

*IB Handbook of Procedures, 2016*

*Special Needs Policy – Lee High School, Arlington, Virginia*

*Plester, Jayne. IB and Inclusion: An Update. Presentation-IB World Conference of the Americas 2014*

# SAS IB ASSESSMENT POLICY

## INTRODUCTION

The Assessment Policy at Shanghai American School (SAS) was written in 2011 by the Assessment Task Force, which included parents, board members, faculty and administration. This document provided the Philosophy and Principles of Assessment outlining that assessment is an integral component of the educational process, and that the primary goal of a balanced and consistent assessment program is to support and enhance student learning. (The policy was reviewed in 2017.) At SAS the development, selection, administration, use, and monitoring of assessments are guided by the following principles:

1. The primary purpose of assessment is to support, guide, improve, and motivate learning for all students.
2. Effective assessment measures the learner's achievement of clearly articulated learning outcomes as outlined in the SAS curriculum.
3. Effective assessment is essential to high quality instruction.
4. Assessment should be designed to yield accurate information that clearly communicates student achievement.
5. Effective assessment recognizes and involves students as the primary users of assessment data.
6. Assessment methods should be varied, valid, reliable, and consistent, and yield meaningful results.

The purpose of this policy is to establish ground rules and recommendation for assessment, evaluation, and reporting within the IB program at Shanghai American School.

It is mandatory for all IB teachers to read the IB assessment policy and act accordingly. Individual syllabi and class policies referring to assessment, evaluation, and reporting must reflect the guidelines contained in this document.

## DEFINING ASSESSMENT

At Shanghai American School, the term assessment is defined as a dynamic process of gathering, evaluating, reporting, and utilizing learning feedback. Assessment involves the materials, practices, and procedures used to:

- Design and collect evidence of learning
- Evaluate learning and provide feedback to the learner
- Record, summarize, and determine appropriate level of student achievement
- Report student achievement to various audiences

Evaluation is defined as the act of critiquing a student's performance on an assessment task.

Grading is defined as the act of considering an array of assessment data in order to make a professional judgment about a student's level of achievement and assigning a mark, score, or other communicative representation.

## PURPOSES OF ASSESSMENTS

At Shanghai American School, we believe that assessment is an integral component of the learning process.

The primary purpose of a balanced assessment program is to provide valid and accurate information to support, enhance, and communicate student learning. With the aid of sound assessment practice and tools, various stakeholders will respond to assessment data and use it formatively to deepen and improve student learning.

The primary responses to assessment data are those made by the student and teacher. Feedback is at the heart



of the learning process. However, assessment results and data are also important to other stakeholders within the school community.

## **EFFECTIVE ASSESSMENT**

### **ALLOWS STUDENTS TO:**

- Demonstrate what they know, understand, or can perform
- Measure their achievement of learning outcomes
- Build motivation, confidence, and self-efficacy
- Self-reflect and self assess to understand their own learning and plan future learning goals
- Demonstrate their learning through a variety of assessment methods that recognize different learning styles

### **ALLOWS TEACHERS TO:**

- Evaluate progress of learning and understanding
- Build a profile of the student's learning and understanding
- Summarize learning data as a report of student learning
- Evaluate learning data in order to inform and adapt instruction design
- Evaluate learning data to monitor curriculum and assessment practices
- Use assessment to increase student motivation to learn

### **ALLOWS PARENTS TO:**

- Engage as partners in supporting and encouraging the learning process
- Receive accurate information on a student's learning progress
- Obtain accurate information about their child's strengths and areas in need of support
- Use learning progress to assist in planning for their child's future, both immediate and long term (academic programs, enrollment, university, etc.)

### **ALLOWS CURRICULUM LEADERS TO:**

- Use data to evaluate the school's curricular, assessment, and instructional program
- Address professional development needs for teachers

### **ALLOWS SCHOOL ADMINISTRATION TO:**

- Evaluate data to make admissions placement decisions
- Make informed school programmatic and procedural decisions
- Assess areas of the school's strengths and/or weakness
- Make informed decisions regarding the allocation of funds and resources
- Use student achievement data to assist in the marketing of the school
- Reference baseline assessment data for comparisons to other benchmark schools

### **PROVIDES OTHER SCHOOLS WITH:**

- Data necessary for admissions and grade/course placement decisions
- The information to place students appropriately within a learning continuum
- Information for comparison

## **ESSENTIAL ASSESSMENT PRACTICES**

A balanced and consistent assessment program will be realized through the following practices:

## DESIGNING ASSESSMENT— PLANNING, ORGANIZING, AND COMMUNICATING:

### Teachers Select or Design:

- Assessment tools that directly measure instructionally relevant learning outcomes as defined by the Shanghai American School curriculum
- Assessment tools that provide the “best” evidence of the standards and learning outcomes being assessed
- Assessment methods that are varied and recognize a variety of learning styles
- Assessment tools that minimize, if not eliminate, sources of bias or distortion that can lead to inaccurate assessment information
- Assessment tools for use during instructional planning and use the results of these formative assessment tools to guide instruction
- Assessment plans that achieve a balance between formative assessment (for learning) and summative assessment (of learning)

### Teachers Provide Students and Parents:

- A written overview of assessment and grading during the first weeks of the school year, trimester, or semester.
- Clear learning targets, assessment criteria, and methods used for determining grades prior to learning and/or assessment.
- Teams of teachers moderate the results of common assessments.

## FORMATIVE ASSESSMENT—COLLECTING AND INTERPRETING FEEDBACK:

Formative assessment occurs frequently during the course of a unit, while students are still gaining knowledge and practicing skills.

Formative assessment includes teachers’ feedback and guidance from the teacher. Some formative assessment will be quick checks for understanding and others more detailed formative assessment.

For any course with more than one teacher it is a requirement to provide common formative assessments where teachers plan, moderate and use data to inform instruction in order to improve student learning.

### Teachers Provide Students:

- With multiple and varied opportunities to display their learning
- With frequent, timely, and specific feedback
- With feedback that indicates next steps toward closing the gap between current and desired performance
- With quality feedback that:
  - clarifies the expectations for good performance
  - facilitates the development of self-assessment (reflection) in learning
  - encourages the learners’ sense of self-efficacy and beliefs about learning.

Teachers regularly use the results of both formative and summative assessments (internal or external) to inform and guide instructional decisions.

### Summative Assessment:

Summative assessment occurs at the conclusion of a period of learning and is preceded by instruction, student practice, and formative feedback. It is aligned with SAS’s standards and benchmarks and IB assessment criteria. For any course with more than one teacher it is a requirement to provide common summative assessments where teachers plan, moderate, and use data to inform instruction in order to improve student learning.

In summarizing assessment data to determine a final grade, teachers consider the most recent and most consistent level of student learning and achievement of standards or benchmarks/IB assessment criteria.

Non-academic factors such as behaviors and attitude are not included in the final academic achievement grade but are reported separately on an Individual Learner Profile report.

### Grading and Reporting Essential Practices:

The purpose of evaluation and reporting is to improve student learning. Evaluation refers to the process of judging the quality of student learning, assigning a value to represent that quality, and summarize student's achievement to communicate to parents, other teachers, administrators, students and university or colleges. Although each teacher evaluates students independently, SAS demands that teachers moderate student assessment. For students with special needs and English language learners who may require accommodations, evaluation will be adapted to their need.

At Shanghai American School, the following methods of reporting student learning are used:

- Parent-teacher conferences
- Online transparent grades throughout a semester (Schoology Gradebook)
- Progress reports
- Final semester reports (twice a year)
- Student portfolios
- Email correspondence
- Phone calls
- Parent coffees
- College transcripts
- Letters of reference
- Newsletters/blogs
- SAS Annual Report

In determining a student's final academic grade, teachers may use professional judgment based on all evidence collected during the semester, including formative assessments, class performance, etc.

Calculation of the mean may not be the most accurate reflection of learning; teachers are encouraged to use their evidence based, professional judgment. Teachers should consider the most recent and consistent evidence of learning when using their professional judgment to determine a student's grade.

## SAS IB ASSESSMENT POLICY

Internally assessed IB work is graded and moderated by faculty. These include oral presentations, commentaries, investigations, and performances. All SAS teachers who teach an IB course receive IB training and specific training on how to use the IB criteria and assessment markbands. Internally assessed IB work is then moderated by the IB to assure reliability.

Teachers oversee IB external assessment as students produce the work, but external examiners, selected by the IB outside of the school, assess it. These include, for example, Group 1 and 2 written tasks, extended essays, and Theory of Knowledge essays.

The May examinations, for Year 2 IB students, are externally assessed and form the greatest portion of the assessment score for most subjects, other than those in Group 6.

## IB GRADING SYSTEM AND SAS GRADING SYSTEM

The IB grading scale in secondary education is different from the U.S. method because it ranges from 1-7 whereas the American system grades students on a percentage scale.

Students in IB classes are assessed, and given feedback, using IB subject-specific criteria and assessment objectives. Grade boundaries from previous IB Subject Reports, along with IB grade descriptors, assist teachers in determining the overall 1-7 grade. This is then converted into an SAS percentage and letter grade, according to the following table. Teachers provide students with the IB mark and 1-7 grade earned on assessed tasks, along with the SAS percentage.

IB GRADE	SAS GRADE	SAS PERCENTAGE
7	A	95 – 100
6	A	92.5 – 94.99
6	A-	89.5 – 92.49
5	B+	86.5 – 89.49
4	B	82.5 – 86.49
4	B-	79.5 – 82.49
3	C+	76.5 – 79.49
3	C	72.5 – 76.49
3	C-	69.5 – 72.49
2	D+	66.5 – 69.49
2	D	62.5 – 66.49
1	D-	59.5 – 62.49
1	F	<59.49

SAS uses Schoology as our learning management platform and all grades are recorded in the Schoology grade book. The Schoology grade book allows students real time access to their assessment data. Teachers make IB Predicted Grades at four designated points in the course. A predicted grade is the professional judgment of the teacher and is based on the evidence of the student’s work and the teacher’s knowledge of IB standards. Predicted grades help students to reflect, seek feedback and set goals. They may also be used as part of the university admissions process. The final predicted grades are submitted to IB for statistical purposes.

## EARNING THE IB DIPLOMA

Each of six subjects is graded on a scale of 1 to 7 points. A student who scores a minimum of 24 points on 3 Higher Level (HL) and 3 Standard Level (SL) (or 4 HL and 2 SL) subjects, is awarded the IB Diploma provided following conditions have been met:

- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- CAS requirements have been met.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

Excellent performance in the six subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the Extended Essay contribute to the overall score, which awards up to 3 bonus points based on the candidate’s combined performance.

Those students who do not satisfy the entire set of requirements for an IB Diploma are awarded a certificate for individual IB courses completed.

## IB LEARNING AT SAS

The IB Diploma Programme provides students with multiple methods and opportunities to show their achievement of the subject area objectives. This effective approach is found within the IB subject area courses where teachers create their own assessments to measure students' progress in addition to those required by IB.

SAS believes that students are ultimately responsible for their own learning. They meet this responsibility by working diligently to complete assignments on time and in an ethical and appropriate manner. Students are expected to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment. Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed. In addition to the stated objectives of each class, students are expected to set goals for their personal growth as life-long learners, to reflect on progress in meeting these goals, and to assess their achievement of them.

At SAS, teachers are responsible for facilitating student learning. They meet this responsibility by working diligently to understand intimately their subject matter and the standards of achievement for the courses they teach. They are expected to communicate clearly with students and parents what goals need to be accomplished in their subject areas and are responsible for providing precise instructions where assignments are concerned, guidance when needed, and timely feedback to aid improvement. Teachers are expected to analyze assessment data to determine strengths, deficiencies, and student needs. In this vein, teachers also use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practices to improve where needed.

At SAS the coordinator and administration are responsible for supporting teachers and students in their efforts to meet the goals in their coursework. They meet this responsibility by providing the necessary training for teachers to become knowledgeable of the needs for their subject areas. The coordinator is responsible for providing student data in a timely manner and for providing opportunities to analyze and reflect upon that data. The coordinator provides time for teachers to reflect on their practices and plan individually and collaboratively to enhance instruction. The coordinator and administration provide training on data interpretation and use as well as using multiple assessment strategies. They work together to analyze student performance, to set achievement goals for the school, and to plan goals for the future. The coordinator and administration are committed to providing the necessary materials and tools to best achieve the goals of the IB Diploma Program at Shanghai American School.

## REFERENCES

- Shanghai American School Assessment Policy, 2017*
- IB Diploma Programme Assessment Procedures, 2018*
- IB Diploma Programme: From principles into Practice, 2015*

# IB ACADEMIC HONESTY POLICY

## INTRODUCTION

“International Baccalaureate (IB) programme encourages students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.

Such transparency needs to be taught and supported throughout a child’s education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first.

A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviors and help to instill the values and principles that lie behind such behaviors. The attributes of the learner profile are important in nurturing such an environment. This guide will support schools, teachers and parents in providing such a learning environment and in helping students of all ages be academically honest in all their studies.” (Academic Honesty in the IB Educational Context, 2014)

## ACADEMIC HONESTY DEFINITION

Academic honesty, trust, and ethical behavior are the foundation of any school community and academic institution. Dishonest behavior erodes this foundation and is therefore the concern of all stakeholders at SAS. It is an ethical issue that impacts the school’s mission, goals, reputation, and relationships. Personal honesty is a behavioral expectation of all students.

Honesty and integrity form the cornerstone of the International Baccalaureate programme at Shanghai American School and are central to the high standards by which all SAS students should live by. We believe that every student has the right to pursue an education free from the ills caused by any form of intellectual dishonesty.

At Shanghai American School, we strive to nurture a culture of integrity and personal character. Thus, there are severe consequences for academic dishonesty. Academic dishonesty includes cheating, lying, stealing, plagiarism, unauthorized collaboration, fabrication of information, skipping class on the day of an assessment, the alteration of grades, and the forgery of signatures. Any allegation of academic dishonesty will be investigated thoroughly and appropriate disciplinary measures will be taken.

### BEHAVIORS DEFINED AS CHEATING (Not limited to):

- Giving or receiving information, looking on someone else’s paper, or allowing someone else to see one’s paper during an exam, test, or quiz
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key
- Use of unauthorized resources such as notes during an exam
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment in the student’s place
- Copying work assigned to be done independently or letting others copy one’s work.

## BEHAVIORS DEFINED AS PLAGIARISM:

Any misrepresentation of another's work as one's own including copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, art, photographs, and other similar works. Using an author's argument or point of view and representing them as one's own. If in doubt, acknowledge the source.

Parents and tutors may be consulted as resources, but they are not to complete assignments for students. It is appropriate for parents and tutors to help students by asking questions to clarify a student's thoughts or by discussing concepts and ideas related to an assignment. Assistance beyond this level can result in plagiarism or cheating.

## CONSEQUENCES FOR ACADEMIC DISHONESTY:

Shanghai American School provides swift and immediate consequences for any violations of academic honesty. The school differentiates the consequences between SAS assessments and IB assessments that contribute to a final IB mark.

For SAS Assessments, the school applies locally adopted consequences as outlined below:

- First Offense: Letter home to parents, one after school detention and the student will be required to complete an alternative assessment.
- Second Offense: Letter home to parents and a one-day suspension from school. Parents will need to meet with the Vice Principal prior to the student's reentry to school. The student will be required to complete an alternative assessment.
- Please note that if universities or colleges ask SAS for information regarding suspensions or other disciplinary actions, SAS will inform the inquiring institution(s) of the violation. The student may also be suspended or removed from elected or appointed leadership positions (NHS, Student Council, etc.) for the current school year.
- Additional Offenses: The student may face expulsion from school.

On IB assessment contributing to a final IB Mark, the school has adopted the IB sanctions as outlined below:

- If the amount of plagiarism is negligible, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject.
- If a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Transgressions during an examination will result in no grade being awarded for the specific subject involved.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.

## ACADEMIC HONESTY EDUCATION

At Shanghai American School we take pride in educating our students on the importance of academic honesty and integrity. We employ multiple layers of reinforcements for our students starting in elementary school through to the Diploma Programme. We believe that all teachers should model the principle of academic honesty.

The SAS academic honesty education program aims to:

- Explain to students that they have a central role in ensuring that their work is always academically honest.
- To see academic honesty as a larger set of values and skills that promote lifelong learning
- Engage with other students, teachers, and Librarians to promote academic honesty
- Encourage good academic practice and a school philosophy that fosters academic honesty

To support the education of our IB Diploma Programme students, SAS has designed an 'IB Core' class that is mandatory for all IB Diploma year one students. The class provides an overview to students about the following topics to support students in maintaining academic honesty:

- Academic honesty overview
- What constitutes 'malpractice'
- Proper research skills

- Time management
- Finding reliable sources
- How to properly site sources
- How to use Turnitin.com
- What constitutes collusion, plagiarism and duplication of work

## ROLES AND RESPONSIBILITIES

In order to maintain a learning environment that honors the intention of the IB and also promotes academic honesty we have asked each stakeholder to accept his or her role in building a culture of integrity.

### IB Diploma Programme Coordinator:

- Educate students about the academic honesty and support the acquisition of skills in the IB Core course
- Ensure that all faculty are informed of the IB Policy Manual including the specifics related to academic honesty
- Educate parents about the IB Policy Manual including academic honesty
- Provide support and intervention for students who may violate the academic honesty policy
- Report any violations of the academic policy on IB assessments to the IB

### Librarian:

- Provide support for research and information literacy skills.
- Support teachers in implementing the research skills curriculum.
- Support students in curating materials and databases.
- Reinforce the IB academic honesty expectations.
- Support proper reference and citation practices
- Maintain the turnit.com service and provide training for students and teachers.

### Student:

- Submit original work that is their intellectual property
- Acknowledge the work and ideas of others through proper reference and citations
- Validate your work through submission to Turnitin.com
- Manage time well and meet internal assessment deadlines
- Support your classmates by reinforcing academic honesty within your cohort
- If suspected of an academic honesty violation, provide support and evidence of your works originality.

### Parents:

- Reinforce academic honesty at home by engaging your students in conversations about their work
- Monitor the activities of supplemental education service providers contracted to support your child to ensure they are engaging ethically and in line with the IB Academic Honesty Policy.

### Teachers:

- Clearly explain academic honesty and educate students about the specific details regarding academic honesty in the discipline
- Provide regular feedback to students regarding their work and to ensure you are familiar with the quality of their original work
- Structure assignments in a manner that promotes integrity and work originality
- Be vigilant about providing original assessment tasks, monitoring student work on assessments, and also monitoring the conditions under which assessments are administered
- Utilize turnitin.com on written tasks as both a deterrent and originality check for students
- Report any suspected violations of academic honesty to the administration immediately.



### Administration:

- Ensure that all members of the community are familiar with the IB Policy Manual including the academic honesty policy
- Supervise teachers and ensure that students are informed about academic honesty and that teachers are engaging in classroom practices that promote honesty and work originality
- Provide swift and immediate response in the event the academic honesty policy is violated
- Ensure the integrity of the IB Diploma Programme in all matters of policy including the academic honesty policy.

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. The IB recognizes that academic honesty is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.”

[Diploma Programme: Academic Honesty, (July 2011) p2]

### REFERENCES

*Shanghai American School, Academic Honesty Policy*

*IB Handbook of Procedures, 2016*

*Academic Honesty in the IB Educational Context, 2014*

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Shanghai American School inspires in all students:

上海美国学校激励并培养所有的学生:

A lifelong passion for learning

终身学习的热情

A commitment to act with integrity and compassion

诚信与仁爱的信念

The courage to live their dreams.

追求梦想的勇气。

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