



## ***Academic Honesty Effective Classroom Practices***

The following suggested practices have been distilled from Irvine Unified School District classroom teachers. Recognizing that creative approaches to academic dishonesty are ever evolving, dialogue around these and other similar ideas is encouraged.

**Key strategy: Focus on prevention of academic dishonesty by conducting classes in a way that makes cheating, plagiarism and other dishonest conduct nearly impossible.**

### **Homework**

- A. Be clear about desired learning and purpose of the assignment.
- B. Clarify expectations for each assignment regarding help, jig-sawing, copying, etc.
- C. Tie all homework to demonstration of learning
  - 1. Consider giving a five minute daily quiz on learning from homework rather than points for homework completion.
  - 2. Provide 'recycling' options for those who have not yet learned.
- D. Assign work that leads to valuable learning, and is meaningful; avoid busy work.
- E. Provide timely feedback.
- F. Be sensitive to conflicts between major exams of other classes and other time demands of the school.
- G. Do not assume that a completed assignment resulted in desired learning.
- H. State clearly whether assignments are to be done independently or in groups.
- I. Identify specifically which resources are appropriate, and not appropriate, for each assignment.
- J. Develop guidelines for tutors, mentors and parents to help students complete their assignments without doing the work for the students.
- K. Teach and have students practice documenting sources as a means of preventing plagiarism.
- L. Plan projects/assignments that force students to move beyond stating the facts.
- M. Plan research assignments that are to be written in the first person.
- N. Try not to give the same tests year after year.

### **Cooperative or Collaborative Project Groups**

- A. Be clear about desired learning.
- B. Avoid automatically giving the same grade to each student involved in a group project.
- C. Create guidelines for group work and methods to document the involvement of each individual in the group. Sample process: Using a daily log to determine final grade for each group member.
  - 1. Group completes and initials daily log ascribing a rating of 1-5 to each member's contribution.
  - 2. Upon completion of the project, group reaches agreement, before the grade is given, determining the percent contribution by each group member; aggregate percent must add to 100.
  - 3. Each group member signs agreeing to percentage distribution of effort.
  - 4. Parent signs that student did their own work.
  - 5. Teacher monitors work daily.
  - 6. Teacher determines project grade or score, and that the grade (score) is distributed to each member of the group based on the individual student percentages in #3 above. Specifically:
    - (a) Compute aggregate project score: multiply the project score by the number of group members (Ex: 5 x 90),
    - (b) Assign individual scores: take each student's percentage of the 4, aggregate project score.

## Cooperative Learning Groups

- A. Be clear about the learning desired of each group member.
- B. Give a group test for the purpose of individual self-check.
- C. Use individual test results to determine student grade.

## Tests / Quizzes

- A. Set the proper environment by stating all expectations clearly (each time if necessary).
- B. Rearrange seating, particularly if friends or study partners are sitting together.
- C. Use alternate test forms and/or number tests and answer sheets (no one is allowed to leave until all are collected).
- D. If trading and grading papers in class, have graders use different color ink or pencil.
- E. Demonstrate serious, respectful concern about honest work
  - 1. Conduct well-proctored exams.
  - 2. Walk around continuously; monitor actively; look for suspicious behavior.
  - 3. Require use of blank paper cover sheet for covering answers.
  - 4. Look specifically for notes or information brought in, and/or direct copying.
  - 5. Keep all desks clear until testing session is completed.
  - 6. Avoid the rationalization that “the student is only cheating himself.”
- F. In the event of an apparent offense:
  - 1. Make general announcements clarifying expectations, if necessary.
  - 2. Make a direct remark to the suspected student (use moderate tone).
  - 3. If you are uncomfortable with the appearance of a situation, say so, and ask the student to move and/or to cease, if necessary.
  - 4. If you catch a student or students apparently cheating, quietly collect the exams of everyone involved and any notes or documents that may have been used.
- G. Avoid short answers; use constructed response items.
- H. Avoid tests where all members of the group earn the same grade automatically.

## Written Papers

- A. Make clear the guidelines to be used in referencing of materials. Inform students that citations should be used if there is any doubt. Use a consistent format across the school.

## Enforcing Academic Honesty Policies and Promoting Ethical Values

- A. Confront students who
  - 1. Breach academic honesty policy,
  - 2. Are suspected of breaching academic honesty policy; perhaps offering an alternative exam.
- B. Make enforcement a highly visible, standard operating procedure.
- C. Hang classroom posters espousing academic honesty.
- D. Reinforce district core ethical values including honesty, responsibility, and respect.
- E. Explain the meaning of academic dishonesty.
- F. Discuss definitions and provide examples of cheating, plagiarism, etc. at the beginning of the year and prior to every major assignment.

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## Definitions

*Collaboration:* a strategy for working together in continuing, intertwining, overlapping efforts while maintaining a shared conception of a problem.

*Cooperation:* a strategy for completing a project where each person in the group is responsible for a designated portion of the work required to reach a specific goal.

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### Acknowledgment:

Modern Languages Association Citation Example:

Schrock, Kathleen, *Kathy Schrock's Guide for Educators*. 1995. [www.capecod.net/schrockguide/](http://www.capecod.net/schrockguide/) (6 Nov. 1997)