



To: Dr. Charles Johns
From: Rosanne Williamson, Cameron Muir, Ed Solis, Ryan Bretag
Re: Academic Integrity - Best Practices
Date: December 14, 2020

Background

According to [Board Policy 8440, Academic Dishonesty](#), “The Board of Education believes that the staff has a professional obligation to encourage honesty, to instruct students in the distinction between honest and dishonest work, to create conditions which hinder attempts to cheat, to utilize instructional strategies which encourage honesty, and to penalize dishonest behavior.”

Every school year the Academic Dishonesty policy and procedures are reviewed by the deans with students as a component of the Student Rights and Responsibilities in the student-parent handbook. Teachers have also reinforced this policy to their classes.

In light of remote learning there is an elevated awareness and concern for academic dishonesty among teachers, students and parents. It is important to note that academic dishonesty is not something new and there is no guaranteed way to prevent it. We are aware of this concern and have taken measures to reduce academic dishonesty through professional development and best practices for assessment in the remote environment.

Professional Development

Our Instructional Supervisors and teachers have continued to focus on assessment practices which by design help curtail academic dishonesty. Teachers are keenly aware of the issue and are actively working to address it. Currently, we are offering professional learning sessions for teachers who are working to revise their final exams. In addition, course teams and individuals are working on this task during professional learning mornings (late arrivals). Teachers create different forms and applications of assessments to prevent cheating, and they monitor their students on Zoom while they take exams.

We have put together tools for teachers regarding final exams, "how do we do this," and [exam strategies](#) including the tools that are constructed to support their exam type: multiple choice, project-based, speaking, etc.. As we head into remote final exams this semester, we wanted to provide a one-page quick reference guide as a sample of exam strategies that will be implemented. This is constructed in a way that doesn't dive into the pedagogical practices, which is better suited for instructional coaches and instructional supervisors. Instead, this is what educational technology considerations and tools are available for their chosen strategy through working with colleagues, coaches, and supervisors.

Examples

The examples below illustrate the work we have done to curtail academic dishonesty that has been ongoing since the spring. Examples may vary depending on the specific content area or type of assessment given. All examples would not necessarily apply to all assessments a teacher administers.

- Many teachers make a statement reminding students about academic dishonesty before each assessment. Teachers have honest, transparent, and direct conversations about academic dishonesty and its consequences (for oneself and others).
 - Clarity of expectations for academic honesty
 - Frequent reminders about the importance of academic honesty
 - Student signature of understanding expectations prior to submitting assessment
- For objective questions using the Google Forms quiz feature can require students to use a lockdown browser and scramble the question order for every student which makes cheating a lot harder (especially if the number/difficulty of questions also puts students under time pressure). Another product, WebAssign, offers the same functionality. AP College Board has a test platform that has the same features listed above.
- WebAssign also changes the numerical values to answers having the same type of problem but the answers differ.
- Using the AP test bank to scramble questions, creating different versions of tests.
- Performance based assessments are very hard to cheat on because the student has to demonstrate something that is unique to them (i.e. giving a speech - especially if the assessment is focused on skills and not content).
- Some teachers have been inserting screenshots of their test questions in the Google Form (to avoid the easy copy and paste of the question into a Google search).
- Many English and Social Studies teachers require students to submit work to [turnitin.com](https://www.turnitin.com). This product can identify potential cases of plagiarism. [Originality Reports](#) is similar to turnitin.com, but is built-in to Google.
- A more process-oriented approach to teaching writing
 - Frequent checks on writing progress and interim due dates
 - Requiring writing conferences and TLC visits
- Many exams in English are essays, and prompts may be specific to cluster questions for the course which are less represented in works published online. Teachers have access to Google's Originality Report for student writings and have used this to curtail academic dishonesty.

- Prioritization of assignments that require independent analysis, evaluation, and synthesis vs. “finding the right answer”.
- Assignment of projects and papers that require creativity and personal choice.
- Unique, original essay prompts that will not lead to essays already written and posted online.
- Assessments that are open-note are application type of tests so students can’t just Google answers. Notes serve as a good resource but the answers aren’t found directly from the notes. Creation of open-book/open note quizzes and tests that require demonstration of critical close reading skills.
- Teachers ask students to leave their video on and unmute during assessments. Cameras are sometimes focused on desk space and any tools (for example, calculator) students are using. Hands must be in view the entire time. Phone should be in the frame and face down.
- Students may not leave their workspace without requesting permission via private chat.
- With videos, kids submit video recordings instead of audio so that they can’t have someone else record audio; teachers can also tell if they edited audio.
- Visual projects, watching the students doing the task [Watching students while painting].
- Including math or science problems where students need to explain beyond a numerical answer (in writing or verbally).
- Using programs that allow the teacher to hide the assessments after it is given.
- Performance videos in PE.