EL ALTILLO INTERNATIONAL SCHOOL | iSP International Schools Partnership

STYLE GUIDE AND ACADEMIC INTEGRITY POLICY

Middle Years Programme and Diploma Programme

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1. WHAT IS A STYLE GUIDE?

A style guide is a set of rules for the design and writing of documents such as class assignments, essays, research papers and projects, whether for general use or for a specific publication or organization. At school, it provides a standardized framework and rules for the use and presentation of assignments. For written assignments, we will follow APA style or formatting guidelines.

2. PROPER USE OF INFORMATION

2.1 BIBLIOGRAPHIC REFERENCES

When writing assignments, we often need to consult information from other sources. To give authors due credit, we will use the following referencing system, which will appear at the end of written assignments set by the school's teachers in a section entitled "Bibliography." We normally use books, magazines, websites and newspapers when preparing written assignments.

SOURCES CONSULTED
This section should include all books and articles consulted in preparing the assignment.
EXAMPLES:

Websites with an author:

- Pérez Sánchez, L. (n.d.) "El Coro en la tragedia griega clásica: Edipo Rey de Sófocles". Retrieved 16 December 2017 from http://www.elcantodelamusa.com/docs/2010/febrero/doc5_sofocles.pdf

Websites without an author:

- Guía de Grecia, (n.d.) "Partes del Teatro Griego". Retrieved 16 December 2017 from: http://www.guiadegrecia.com/general/teatro.html

Books:

- Oliva, C. (1992): Historia básica del arte escénico. Ed. Cátedra, Madrid.

Videos:

Retrieved from (video links)

Image references:

- IM1. Retrieved 18 December 2017 from: https://www.google.es/search?q=TEATRO+GRIEGO&rlz=1C1GGRV_enES751ES751&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjR8f 2jkZPYAhUsLsAKHQK-A30Q_AUICigB&biw=1368&bih=733#imgrc=zMQRs6-oyli5hM:
- IM2. Retrieved 18 December 2017 from: https://www.google.es/search?q=tragedia+griega+mascaras&rlz=1C1GGRV_enES751ES751&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiwvJSQjpPYAhUpDsAKHW1SCoMQ_AUICigB&biw=1368&bih=733&dpr=2#imgrc=P9LYSu3e6vHhtM:

2.2. USE OF REFERENCES

Although we have already reviewed how to reference the sources consulted, we also need to know how to quote authors directly or cite them indirectly.
Direct and indirect

quotations:

NOTES—CITATIONS

This citation style does not use footnotes.

- Citations are placed in the text as it is written. Important:
    - If a quotation has fewer than 40 words, place it in quotation marks with a parenthetical reference giving the author, year of publication and page number(s) from which it was taken.

EXAMPLE:
OPTION 1
As Gimeno Sacristán (2009) points out, "The truth is that, in practice, schooling already intervenes in time outside the academic setting, as we have seen with homework or assignments to do at home" (p. 117).

OPTION 2
"The truth is that, in practice, schooling already intervenes in time outside the academic setting, as we have seen with homework or assignments to do at home" (Gimeno Sacristán, 2009, p. 117).

o If a quotation has more than 40 words, place it in a separate, indented paragraph without quotation marks.
o The author, date and page number must always accompany the quotation, in that order.

EXAMPLE:

Passion in teaching is political precisely because it is personal. If teaching as work is progressively being deprofessionalized, as can be seen in the current intentions of education policies around the world, it is precisely because, in parallel, it is being depersonalized.
(Nias, 1996, pp. 305–306)

3. PRINCIPLES FOR PRESENTING ASSIGNMENTS: EXAMPLES

This section establishes the principles, practices and features required for written assignments submitted in different subjects and gives greater formality and structure to work submitted at our school. Presentation may contribute to the assignment grade, as determined by the teacher.

a. Assignment format and presentation

This document was developed for use in Secondary School and Bachillerato (upper secondary school). It will be revised in response to suggestions for improvement from teaching staff or students.

UNLESS THE TEACHER INDICATES OTHERWISE, THE FOLLOWING FORMATTING AND PRESENTATION GUIDELINES APPLY.

Cover page

The cover page should contain only the following elements (Example 1):

- School name in bold capitals, centered. Size 18.
- Subject in BOLD CAPITALS, left-aligned. Size 18.
- An optional photograph or illustration related to the assignment or activity (if required by the subject teacher).
- Teacher's name and student's year group in lowercase and bold, left-aligned. Size 16.
- Assignment title in BOLD CAPITALS and quotation marks, centered. Size 18.
- Student's full name, beginning with the surname, in lowercase and centered. Size 16.
- Year group and class centered. Size 16.
- Submission date centered. Size 16.
- Between these two items, you may insert a photograph or drawing related to the assignment if you wish.
- Assignment word count at the bottom right.

Font

- Clear and legible print.
- Use the following font and size: Verdana, 12 pt. The same font may be used on the cover page, with the specified sizes.
- The same font should be used throughout the assignment.
- Subheadings or headings within the assignment should be one point larger than specified above and in bold.

Margins

- Left and right: 3 cm.
- Top and bottom: 2.5 cm.
- Most computers with Microsoft® Word use these measurements by default.

Text spacing and alignment.

- Assignments should use 1.5 line spacing, except direct quotations, which should be single-spaced. Extended essays should be double-spaced.

- All text should be left-aligned, except for special assignments where the teacher gives advance notice.
- The “Bibliography” section should be single-spaced, with two spaces between references.
- Page numbers
- Place page numbers at the bottom center.
- Do not number the cover page.

b)
Examples:
Example 1

EL ALTILLO INTERNATIONAL SCHOOL

(5 spaces)

BIOLOGY
Prof. Susana Duarte

(5 spaces)

"SAMPLE PROGRAMME"

(1 space)

Antinoo Fernández

e z , f i r s t y e a r o

f B a c h i l l e r a t o

(13 spaces. A photograph or drawing may be inserted)

Submission date: 25 February 2025

430 words

4. WHAT IS AN ACADEMIC HONESTY POLICY?

Today we have many forms of communication that provide information on different subjects. Despite their benefits, however, they also entail risks. The volume of information gives rise to several issues that we must consider when using information and communication technologies.

One of these issues is the reliability of information. How many of us have received emails containing information that seemed true or whose accuracy was doubtful? Could we believe everything we receive in email chains? Is everything we hear on the radio or see on television true? These examples show why it is important to examine information critically in order to make good decisions.

Another issue is plagiarism. We may have engaged in it without realizing it. Plagiarism ranges from copying and pasting information from a website into a school assignment to reproducing pirated films. Simply put, plagiarism is stealing the work of someone who has made the effort to research, revise and express their ideas.

As we can see, this is a matter of integrity and respect for others' work. We need not go to court to take it seriously: it is enough to be aware of and respect other people's work.

That is why we need policies to help us handle information appropriately.

School activities at El Altillo International School foster an exchange between teachers and students based on the values promoted by our institutional educational project and underlying our internal code of conduct.

Mutual respect, trust, responsibility, commitment, truthfulness and honesty are among the pillars of this academic honesty policy. It is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

All members of the school community must understand the meaning and value of work completed through their own efforts and take pride in fulfilling the task assigned. Teachers must instill a sense of responsibility for academic honesty in students from the lower grades, helping them recognize the dishonesty and misconduct involved in failing to uphold it.

We hope this document achieves its purpose and helps us become people of integrity and honesty.

5. LACK OF ACADEMIC HONESTY AND ACADEMIC MISCONDUCT

Academic misconduct refers to any action by which a student gains an unfair advantage in one or more components of assessment.
The most common forms of academic misconduct are:

a. Plagiarism

Plagiarism: presenting another person's ideas or work as one's own.

b. Collusion

Collusion: a student's behavior that contributes to another student's academic misconduct by allowing that student to copy or submit their work as their own.

c. Other forms of academic misconduct

- Submitting the same work twice: presenting the same work for different assessment components or Diploma Programme requirements.
- Bringing unauthorized materials into an examination room (for example, an electronic device other than an authorized calculator, one's own scrap paper, notes or a mobile phone), whether or not those materials are used or contain information relevant to the examination.
- Behaving improperly during an examination, including any attempt to disrupt the examination or distract another student.
- Exchanging information relating to an examination or facilitating (or attempting to facilitate) its transmission in any way.
- Copying another student's work.
- Stealing examination papers.
- Using an unauthorized calculator or one containing previously stored data during an examination.
- Disclosing or discussing the content of an examination with anyone outside the local school community within 24 hours after the examination ends.
- Fabricating data for an assignment.
- Falsifying documentation relating to the completion of Community Service or CAS.
- Any other act that gives a student an unfair advantage or affects another student's results.

6. SCHOOL SANCTIONS FOR ACADEMIC MISCONDUCT

Academic misconduct will be addressed according to the applicable level, as detailed below:

Level 1

Incidents will be dealt with by the teacher of the subject in which the violation occurred. The student will receive a grade of 0 for that activity or assignment. The subject teacher will decide whether the student must redo the work.
Violations at this level include, but are not limited to:

- Submitting another person's schoolwork, homework or activities as one's own.
- Copying work or information from the internet or other sources, in whole or in part, without citing the sources, and presenting it as original work.

- Taking or using information from other sources without providing the appropriate references.
- Failing to follow the instructions of the examination supervisor or any other school staff member responsible for supervising the examination.
- Behaving improperly during an examination, including any attempt to disrupt the examination or distract another student.
- Any repeat of the above violations will have Level 2 consequences.

Level 2
These violations or behaviors are considered serious. If a student is found responsible, the case will be handled by a disciplinary committee. A repeated minor violation will be treated as a serious one.
Violations at this level include, but are not limited to:
- Copying or allowing another student to copy during examinations.
- Using methods or devices to send or receive information while examinations are being administered.
- Stealing or obtaining examination papers and/or distributing them to others.
- Taking another student's work, notes or school materials without that student's permission.
- Falsifying documentation relating to the completion of Community Service or CAS.
- Impersonating another student in an examination or practical assessment.

The seriousness of violations will be assessed by a disciplinary committee and reflected as breaches of the secondary-school code of conduct.

7. MEASURES THE SCHOOL WILL TAKE IF A STUDENT IS FOUND GUILTY OF ACADEMIC MISCONDUCT IN THE DIPLOMA PROGRAMME.

a. Once the research plan has been defined, the topic may not be changed, although the aspect or perspective may be changed.
b. Only medical certificates will be accepted as justification for missing a submission deadline.
c. The various interim and final stages in preparing IB assignments, both for internal assessment and the extended essay, will be graded in the relevant subject according to the achievements at each stage. No specific penalty will be imposed if academic dishonesty occurs while a piece of work is being drafted, but it will be reflected in the grade awarded for that stage. The established deadlines will not be changed. For example, if a student commits an academic honesty violation in the first draft, they must still submit the final version on the scheduled date and will therefore lose the opportunity to receive teacher feedback and make the recommended corrections.
d. If a student submits the final version of their work to the relevant teacher and the teacher discovers plagiarism that was not detected in the earlier draft or drafts, the student will have one day to revise the work. If the student does not wish to redo it, they will receive a grade of 1 (one) in the relevant subject and the school will submit the work to the IBO with a warning that it has been plagiarized. The student's parents will be called in and informed of the

matter, since the IBO will not award a grade for that subject and the student will therefore not receive the Diploma.

e. If a student submits the final version of their work to the relevant teacher and the teacher discovers that the student has added a new passage that did not appear in the earlier draft or drafts and that this passage was plagiarized, the student will receive a grade of 1 (one) in the relevant subject. The school will submit the work to the IBO with a warning that it has been plagiarized. The student's parents will be called in and informed, since the IBO will not award a grade for that subject and the student will therefore not receive the Diploma.

f. If a student submits work identical to that of a classmate, both students will receive a grade of 1 (one). They must each start a new assignment, but the submission deadlines will not change. This means
they will submit a new first draft on the date scheduled for the second draft and will therefore lose the opportunity to make corrections.

g. If a student commits any of the violations described in this policy, the school will not undertake to recommend that student for any university, scholarship opportunity, academic competition or other opportunity requiring a statement about the student's conduct.

h. The school considers any of the above a SERIOUS VIOLATION.

8. PROCEDURES FOR MONITORING ACADEMIC HONESTY IN THE DIPLOMA PROGRAMME.

8.1 Verification of the original authorship of students' work

8.1.1 Student responsibilities

Students are ultimately responsible for ensuring that all work submitted for assessment is original and clearly acknowledging the work or ideas of others by properly citing the sources.

Students must meet all deadlines set by the school, for their own benefit. These deadlines allow time to review work whose authorship may be in doubt before the final version is submitted.

All students enrolled in the Diploma Programme must sign a declaration stating that all work they submit for assessment is their own original work. This includes work completed in class or at home and any work for internal assessment. This requirement does not remove the need to sign the student declaration on the coversheets submitted with work for assessment or moderation.

The IBO selects work at random and sends it to an online plagiarism-prevention service. Examiners' experience also enables them to identify texts and materials that are not a student's original work.

8.1.2. Plagiarism-detection programme

The school holds licenses for the Turnitin plagiarism-detection software, which are renewed annually. All work to be sent to the IB for

assessment or moderation must first be checked using this software.

No work for which the software indicates partial or complete plagiarism will be submitted for assessment. In such cases, the work will be returned to the student for revision and, where applicable, sanctions will be applied in accordance with school and IB rules.

The software can also identify indicators of similarity to AI-generated content, expressed as a percentage representing a likelihood of AI use. This percentage is not conclusive proof, but it is an indication that teachers will examine.

If improper use of AI is detected under the school's academic honesty policy and IB rules, the work will be returned to the student to redo. Work involving unauthorized or inappropriate use of AI tools is not accepted. Students must be able to demonstrate authorship and explain how they produced their work when asked.

8.1.3. School responsibilities.

Diploma Programme teachers are responsible for supporting students as they prepare work for assessment and for ensuring that all student work meets the requirements.

If the coordinator or a teacher has reason to believe that all or part of work submitted by a student for discussion before final submission may breach academic integrity principles and constitute academic misconduct, they must remind the student of the obligation to observe the academic integrity policy and requirements, and of the risks of failing to do so.

Once a student has formally submitted the final version of their work, together with the signed coversheet, to a teacher for internal or external assessment, they may not withdraw it. Any subsequent suspicion of academic misconduct will be reported to IBCA. Work is considered "formally submitted" when the student gives it to the teacher, not when the school sends it to the examiner.

Teachers (or supervisors, in the case of extended essays) must also sign the coversheet when work is to be sent to an examiner for assessment or, for internal assessment work, for moderation.

By signing, the teacher certifies that, to the best of their knowledge, the student's work is original.

This declaration must not be removed or changed, nor may work be submitted without the teacher's signature because the teacher believes it may not be original.

8.2 INVESTIGATION PROCEDURE

Whenever a student engages in academic misconduct, the coordinator will be asked to submit a report to IBCA after conducting an investigation. When academic misconduct is suspected, the coordinator's report

(which must be prepared and handled with due regard for confidentiality, for example by referring to the student's candidate number rather than their name) will generally include: a statement from the subject teacher concerned (or the supervisor in the case of extended essays); a statement from the coordinator; a statement from the student responding directly to the allegation of plagiarism; or a summary of the conversation with the student about that allegation.

If a student is being investigated for possible academic misconduct, the coordinator must inform the student.

The student and their legal guardians have the right to see the evidence, statements, correspondence and reports relating to the case. The decision not to disclose this information rests entirely with the head of school or the coordinator. Certain information may be withheld to protect the identity of an informant.

The IBO normally gives every student under investigation for suspected academic misconduct the opportunity to give their account and submit a written defense to IBCA. The student is expected to make the contents of their statement available to the coordinator, although they may ask for it to remain confidential. The student must be given sufficient time to prepare a response to the allegation.

8.3. MEASURES THE IBO WILL TAKE IF A STUDENT IS FOUND GUILTY OF ACADEMIC MISCONDUCT.

If the Final Award Committee confirms that an academic infringement has occurred, no mark will be awarded for the affected component or part(s) of a component. The student may still receive a grade for the relevant Diploma Programme subject or requirement. No further penalty will be imposed, and the case will not be recorded as academic misconduct.

If the Final Award Committee confirms that academic misconduct has occurred, no grade will be awarded for the subject concerned. The student will not receive the diploma, although they will receive a certificate for any subjects in which no academic misconduct was found. They may register again for an examination session at least one year after the session in which the misconduct was established.

If a student is found guilty of academic misconduct in relation to one or more pieces of work within a component, the student will not be entitled to a calculated mark based on the remaining work for that component. Consequently, no grade will be awarded for that subject. For example, a subject may require a portfolio of four separate pieces of work for internal assessment.

If a student is found to have plagiarized some or all of one piece of work, the other three pieces will not be used to calculate the internal assessment mark and, consequently, the student will receive no grade for that subject. Once awarded, diplomas or certificates may be revoked at any time if it is shown that the student engaged in academic misconduct.

8.4. USE OF ARTIFICIAL INTELLIGENCE (AI) AND ACADEMIC HONESTY

As an International Baccalaureate (IB) World School, El Altillo International School regards academic integrity as a fundamental principle of learning and an ethical, personal commitment requiring students to demonstrate their own knowledge, understanding and thinking honestly, transparently and responsibly.

In this context, given the growing presence of artificial intelligence (AI) tools in education, the school adopts the IB approach, which permits ethical use of AI provided that students are transparent, respect original authorship and do not replace their own learning.

The use of AI is an integral part of the school's Academic Honesty Policy.

Key principles of academic integrity and AI use

- Academic integrity is not ensured by rules alone; it is developed through reflection, dialogue and teachers' modeling of good practice.
- Students are always responsible for work they present as their own and must be able to demonstrate a genuine understanding of its contents.
- AI use must not replace a student's own thinking, analysis, reflection or work.
- The primary aim is to ensure transparency by clearly distinguishing original parts of the work from those derived from external sources, including AI tools.

Ethical use of artificial intelligence tools

Students may use AI tools critically and thoughtfully to support learning, provided that:

- AI is used to help them learn, not to pretend that learning has taken place when it has not.
- Students analyze, cross-check, rephrase and understand the information obtained.
- AI use is explicitly disclosed to teachers and properly cited where appropriate.

Students may not present any content wholly or partly generated by AI as their own without appropriate acknowledgment.

Rules for citing AI-generated content

Any text, idea, image, code or other output generated with AI must:

- Be clearly identified in the body of the work.
- Be explicitly listed in the bibliography.

The reference must include:

- The AI tool used.
- The instruction or prompt entered.
- The date the content was generated.

Example reference:

OpenAI. (23 February 2023). ChatGPT response to the prompt "[prompt used]" on "[topic]."

Acceptable uses of AI (practical guidance)

AI use is considered acceptable when students use it:

- To summarize key ideas, generate outlines or organize information.
- To explore alternative viewpoints or opposing positions in support of research.
- To identify possible references that they subsequently investigate and analyze independently.
- To improve grammar or expression without having AI rewrite the work.
- To generate an essay structure or template.
- To receive formative feedback outside official assessment contexts.
- Provided that its use is transparent and disclosed.

In all cases, the final work must reflect the student's own thinking, understanding and personal effort.

Unacceptable uses of AI

Academic honesty is breached when students:

- Copy or directly reproduce AI-generated texts, quotations, arguments or reflections.
- Use AI to write entire essays or substantial parts of an assignment.
- Ask AI to rewrite their own work so they can present it as new.
- Use AI to generate personal reflections (for example, in TOK or the EE).
- Translate an assignment into another language using AI and present it as their own.
- Ask AI to assess or "correct" work that forms part of an official IB assessment.
- Use AI to generate research questions without guidance from a teacher or supervisor.
- Attempt to conceal AI use even when that use might have been acceptable.

Teacher judgment and school responsibility

The IB does not establish rigid rules on AI use. Therefore:

- Teachers' professional judgment will be crucial in assessing each situation.
- The school is responsible for verifying the original authorship of work submitted to the IB.
- In case of doubt, teachers may:
    - request oral explanations,
    - ask for drafts or evidence of the process,
    - check students' genuine understanding.

Failure to comply with this policy will be handled under the procedures of the school's Academic Honesty Policy and International Baccalaureate rules.

Educational purpose

The IB and El Altillo International School believe that appropriate AI use can help develop key skills such as:

- critical thinking
- analysis and evaluation of information
- creativity
- independence and academic responsibility

The school's approach is not to ban these tools but to teach their ethical and responsible use, preparing students for university and professional environments in which AI will be commonplace.

8.5. ACADEMIC HONESTY CONFIRMATION FORM

(FIRST- AND SECOND-YEAR BACHILLERATO STUDENTS MUST SUBMIT THIS SIGNED FORM TO THE IBO COORDINATOR)

ACADEMIC HONESTY CONFIRMATION

Student
I undertake to ensure that all the work I complete
for the International Baccalaureate programmes is the product of my own effort. If I use the ideas and/or materials of other authors, I will follow the criteria taught in class in accordance with the "Style Guide" section of this document.

Signature…….

Student's family: We, ……, as parents/guardians, undertake to encourage our child to complete their work for the International Baccalaureate programmes in accordance with the guidelines in the "Academic Honesty" document. We will also refrain from interfering in the work or contributing to its content in any way, recognizing that doing so would give our child an inappropriate advantage.
We share the school's respect for the intellectual honesty promoted by the IBO.

Father's/Mother's/Guardian's signature…….. ……

8.6. STUDENT WORK AUTHENTICITY DECLARATION FORM

(FIRST- AND SECOND-YEAR BACHILLERATO STUDENTS MUST SUBMIT THIS SIGNED FORM TO THE SUBJECT TEACHER WITH THE ASSIGNMENT, PRACTICAL WORK, ESSAY, RESEARCH PROJECT, ACTIVITY…)

STUDENT WORK AUTHENTICITY DECLARATION

Student

I, ……, certify that this work, which I have completed for Diploma Programme assessment, is original and the product of my own effort. If I have used the ideas and/or materials of other authors, I have followed the guidelines in the "Style Guide." I understand the risks associated with lack of academic honesty and academic misconduct.

Signature…….

9. REVIEW AND DISSEMINATION OF THE DOCUMENT

This policy is reviewed annually. Its most recent review was in January 2026. Those involved in reviewing and disseminating it are:
-School leadership
-Secondary School and Bachillerato coordinators (MYP and Diploma Programme coordinators).
-Head of the Guidance Department and Extended Essay Coordinator.

10. BIBLIOGRAPHY

-Academic integrity in the IB educational context.