

SILVEROAKS INTERNATIONAL SCHOOL BANGALORE

MYP ASSESSMENT POLICY



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International Baccalaureate Organization

Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Silver Oaks International School

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To integrate in teaching and learning, the goals for conservation and social justice to develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.



IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with fore thought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives —intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Assessment Philosophy

“To begin with the end in mind” means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now and the steps you take reach the right direction.

Dr Stephen R Covey The Seven Habits of highly Effective People

At Silver Oaks, we begin teaching with an end in mind. We aspire to groom lifelong learners who will live for a purpose, learn to apply, lead with determination and leave a timeless legacy. To this end school developed a philosophy of assessment that motivates teachers and students to believe in excellence.

Assessment is integral to teaching and learning and is central to the goal of thoughtfully and effectively guiding students through the essential elements of learning.

The prime objective of assessment is to provide feedback on the teaching and learning process within the IB Programmes and National programmes.

All stake-holders like students, parents, teachers, pedagogical leadership team, Principal, Head of the School and Management are required to make themselves familiar with this assessment policy. It is essential that all stakeholders understand the philosophy of assessment.

It helps in evaluating whether the Programme is meeting the aims of School Missions statement and that of IBO’s mission statement

Why Assessment

- *To create opportunities for all students to do more.*
- *To inculcate growth mindset.*
- *To create ownership and responsibility for learning.*
- *And to make assessment as learning, for learning and of learning.*

Principles of Assessment:

Silver Oaks Assessment policy promises to

- Provide the student with constructive feedback on student’s performance and help in giving appropriate support to the student.
- Establish the criteria of assessment, at the beginning, during, end of the units and well before the assessments to the students.
- Acknowledge student performance by means of proper reporting.
- Ensure that only genuine student work is assessed.
- Give feedback on the essential elements of the learning process through reports.
- To meet the needs of both the MYP framework and National Curriculum.

Purpose of Assessment:

Assessment is a key component of the teaching and learning process in a school. It helps the teachers and students to make necessary alterations to the learning process.

How assessments can help teachers:

- Design tasks using prior knowledge of the students.
- Understand the gaps, misconceptions and strengths of the teaching program and learner outcomes in each student.
- Understand the need in differential teaching and assessment.
- Set goals for student attainment.
- Use approaches to learning as effective tools to further learning.
- Broaden the learning opportunities provided to the students.
- Provide the appropriate remedial support.

How assessments can help students:

- Identify their strength and weaknesses.
- Work on their weak areas.
- Know their misconceptions and gaps.
- Know where they stand in terms of learning objectives.
- Develop skills, which help them to learn by themselves and with others.
- Articulate and reflect on the process of learning.
- Determine future choices based on their strengths and weaknesses.

How assessments can help parents:

- Understand the learning journey of their ward.
- Identify the strengths and weaknesses of their ward.
- Give appropriate support to their ward.

How assessments can help Coordinator Principal and the Director Education

- Assess the learner outcomes in each of the subjects taught.
- Suggest/take appropriate corrective action to improve the learning experience of students.
- Discuss with teachers on the measures to be taken to strengthen learning.
- Determine training needs for teachers and administrators.

Types of Assessment

Formative assessments may include

- **Short tests, Concept mapping:** To review the overall understanding of a topic, or to assess the conceptual understanding or the knowledge base.
- **Quiz, Class discussions, Role-play, Debates & Oral presentation:** Help teachers and students assess the presentation skills, knowledge, recollection of facts and communication skills.
- **Projects, Research work or Field work:** Involves students identify sources for information, collect data, sort and interpret. Research skills, Transfer skills, social skills and communication skills can be assessed.
- **Class-work:** Assimilation and comprehension of knowledge can be assessed through worksheets, note taking etc.
- **Home-task:** This complements the work done in class and is essential to learning. Could involve homework worksheet, problem solving, small assignments etc.

Midterm and Graduation Tests (Summative)

Using the MYP Criterion, subject specific objectives can be assessed through:

- **Formal written tests:** Conducted on topics learnt through units.
- **Presentations:** Formal tests through presentations where the student is given advance notice on all aspects of assessment, including the criteria rubric.
- **Research Projects:** Task is given to students with clear guidelines including the criteria rubric.
- **Assignments:** Short term task given to students with clear guidelines.
- **Practical assessment:** After training for all the laboratory skills required, the teacher can conduct a formal practical test to assess the understanding and the laboratory skills of the students.

MYP5

All MYP students in the 5th year of MYP may take the IBO e-assessment to qualify for MYP Certificate. The requirements for getting MYP Certificate are: Score no less than 3 out of 7 in the assessment of each of the following:

- Language & Literature (on screen e-assessment)
- Language Acquisition (e-portfolio – externally assessed)
- Individuals & Societies (on screen e-assessment)
- Science (on screen e-assessment)
- Mathematics (on screen e-assessment)
- Inter disciplinary examination (on screen e-assessment)
- One out of Art or Design or Physical & Health Education.
(e-portfolio- externally assessed)
- Personal Project (externally assessed)

In order to achieve the MYP Certificate from the IBO, a candidate must gain at least **a total of 28 points over all in the above eight assessed components**. PS: A grade of 1 or 2 in any component cannot contribute to the award of the MYP Certificate.

ATL Clusters

ATL skills learned and practiced during units or outside, can be integrated in assessment through a variety of tasks and projects involving problem-solving, hands-on approaches (individually and in groups), as well as traditional testing. Assessments involving ATL often require students to use information from different sources critically and to make appropriate use of technology. Source: P:65 MYP From Principles to Practice

Communication Skills: Effective use of language through the exchange of thoughts and ideas through interaction (written, oral and non-verbal communication).

Social Skills Collaborative Skills of working cooperatively and effectively with others

Organization Skills Planning, managing, organizing resources, effective use of time and meeting deadline

Affective Skills Skills of managing the state of mind. Mindfulness, perseverance, emotional management, self-motivation and resilience

Reflection Skills Revisiting and reconsideration of every action. A thoughtful process for improvement after an in-depth analysis of one's actions.

Information Literacy Skills of accessing, interpreting, evaluating and generating relevant information.

Media Literacy Skills of interacting with different media to use, create ideas and information by giving due credit to all sources through proper academic acknowledgement practices.

Critical Thinking Skills of analyzing and evaluating text, media, issues and ideas.

Creative Thinking Generating novel ideas and considering new perspectives.

Transfer Skills to draw connections and hence effectively using skills and knowledge in multiple contexts and across disciplines.

What is assessed in Formatives, Mid Term & Graduation Tests?

Students are assessed in formatives, midterm and graduation tests in an academic year. They are also assessed in exams conducted by IBO.

Assessment is an essential tool in determining whether the students are achieving the objectives of the IB Programmes.

Formative assessment helps the teacher to continuously structure the teaching as per the requirements of the students learning needs. Midterm assessments help in determining the learning journey thus far and Graduation tests aim at evaluating students through subject specific objectives & Criterion and the ATLs of each year level.

How are assessments reported in an academic year?

In an academic year:

- Transcripts of Formative assessments will be sent home
- 4 to 5 times, student led conferences and 3-way conferences will be organized.
- Two reports on Summative assessments and 4 reports on Formative assessments will be given to parents.

Summative Reports

One in Midterm and the second is Graduation report given at the end of the year.

Midterm & Formative reports convey the progress in the subject specific learning objectives evaluated through the criterion, **Graduation report** will evaluate the same at the conclusion of the year. These reports will also convey the developmental stages of the students in 'approaches to learning'.

Sample Report Card of Mid Term & Graduation Report

Academic Year: Name of the Student: Class:

Subjects	Achievement Levels				Final Grade	Local Grade
Language and literature English	A	B	C	D		
Teacher's comments:						
Language acquisition						
Teacher's comments:						
Individuals and Societies						
Teacher's comments:						
Mathematics Standard Mathematics						
Teacher's comments:						
Arts Visual Arts Performing Arts						
Teacher's comments:						
Physical and health education						
Teacher's comments:						
Design						
Teacher's comments:						

Sciences						
Teacher's comments:						

Grade	1	2	3	4	5	6	7
Local/Letter Grades	D	C	C+	B	B+	A	A+
Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

A consistent numbering system of 1 to 7 is awarded as grades, where 1 is the lowest attainment and 7 is the high attainment
Grade descriptor is further converted into letter grades like A+, A, B+, B, C+, C, D & F
Grade boundaries for the assessment of the 4 criteria is 32
Each criterion covers a set of necessary objectives and strands. All assessment task sheets will have details of being assessed

Subject	Collaboration	Communication	Organization	Affective	Reflection	Information Literacy	Media Literacy	Critical Thinking	Creative Thinking	Transfer
Language & Literature										
Language Acquisition (Hindi/French/Kannada)										
Individuals & Societies										
Standard Mathematics										
Science										
Physical Education										
Arts										
Design										

Approaches to Learning

ATLs will be included in both formative and summative by using these grade descriptors:
BE: Below Expectations
AE: Approaching Expectations
ME: Meeting Expectations
EE: Exceeding Expectations

Sample Report of MYP Formative Assessment

From:

To:

Name of the Student: Name of the Teacher:

Subject: Topics/Units:

Criterion A						
Criterion B						
Criterion C						
Criterion D						

Criterion for FA

- Teachers may use any one or two or three criteria with some specific strands for the assessments. The strands and the criterion will be inserted into the respective column.

ATLs in FA

- Other than the 2 summative reports, which include ATL assessments, students will maintain a reflection journal on ATLs. This journal will act as self, peer and parent assessment throughout the year.

What is not right in Assessments?

The following grading practices will act against to MYP assessment Principles and School's assessment philosophy.

- Determining grades using proportion of scores for classwork, homework and tests. (No averaging)
- Determining grades by averaging summative performance scores over the year.
- Using single pieces of work to determine final grades.

General Grade Descriptor

		Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Recording of Assessments

Portfolios

Students will maintain the record of work, tasks and assessments with appropriate labeling. This may help in reflection, refinement or as evidence of learning progress.

Teachers will also maintain the work assigned, work done by students, exemplars for future reference, differentiated tasks given, prior knowledge tests, assessment strategies and question papers etc.,

Checklists & Continuum

MYP Criterion of Year 3 & 5 for each subject is developed as a checklist in Excel format for reference, highlighting the strands assessed and the grades achieved. This also serves as a Continuum as it visually represents the developmental stages.

A checklist of 'MY ATL' is given to students as a reflection tool to identify the skills they developed during the academic year. While it is a self/peer/parent assessment tool, it is also a checklist where development of ATLs is recorded.

Anecdotal records are brief written notes based on observations of students. Records on the whole class, on smaller groups or on individual students can help the teacher identify areas of understanding or misunderstanding.

Samples of students' work can serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the particular task.

Formative Reports recorded and documented online, this serves as recording before reporting to the parents.

Midterm & Graduation Reports: Transcripts, Grades achieved are documented and recorded online as well as given in print form to parents.

Roles and Responsibilities:

Teacher's responsibilities include:

- Planning and executing a balanced assessment in formatives, midterm and graduation tests.
- Design assessments **for, as and of** learning.
- Aim at designing assessment tasks to evaluate the understanding of statement of inquiry, key concepts and related concepts planned for the unit.
- Clearly, communicate to students and parents about assessment expectations and criteria along with teaching plans through updates on parent portal.
- Assessment should be based on students' prior knowledge, skills, and learning style
- Involve students in the assessment process, by explaining the objectives and process of assessment and also in self-assessment or peer assessment tasks.
- Provide adequate opportunity to enhance ATL skills through a varied range of assessments
- Assessment of all MYP strands of all four objectives at least twice in an academic year.
- Accommodate differential assessments depending on the students' needs.
- Informing the students and parents on assessment dates well in advance.
- Documenting a clear assessment profile of each student in soft copies.
- Document details of assessment in the MYP Unit planners
- work collaboratively with other colleagues for effective planning and execution of Inter-disciplinary projects.

Class Facilitator's responsibilities include:

- Communicate to students and parents on the academic progress of the students. Where appropriate communicate with the Coordinator and Principal on issues related to student progress.
- Collaborate with the subject teachers in order to keep track of students overall academic progress.
- Monitor progress report to see that all assessment related entries are made before sending the reports to parents.

Coordinator's responsibilities include:

- Guide and enable the process of subject area assessment planning through collaboration. Standardization of assessments is discussed and done before the marking of answer scripts.
- Providing opportunities for moderation and design evaluation of the assessment task carried out across subject areas.
- Monitor the assessment documentation maintained by each subject teacher.
- Ensure teacher's review and reflect on their assessment practices on a continuous basis.
- Provide professional development opportunities for subject teachers to learn good assessment practices from each other as well as experts.
- Ascertain there is consistency in assessment across subjects.
- Provide guidance, collaboration, and coordination of assessment practices across the subjects.
- Monitoring the assessment practices to meet the standards expected by IBO.

Responsibilities of Principal & Director Education & MYPC include:

- Provision of time for teachers to plan their assessment, to reflect on practices and to collaborate with other teachers for effective assessment.
- Ensure that all teachers review and reflect on their assessment practices through appropriate appraisal system.
- Provision of appropriate professional development for teachers to know the latest practices in assessment.
- Provide appropriate time and forum for students, teachers and parents to meet to discuss assessment.

Student's responsibilities include:

- Being responsible for their own learning and assessment.
- Participate actively in all assessment task carried out during class.
- Understand and act upon the feedback provided by teachers.
- Seek clarifications on assessment criteria before and after assessment.
- Communicate effectively with teachers and peers on assessment.
- Actively participate through collaboration on all group assessments like Inter-disciplinary projects.
- Organize all assessment feedback and also keep a journal of reflections on assessment.
- Self-assess, seek peer or teacher or parent assessment in the development of ATLs.

Parent responsibilities include:

- Know the assessment practices of the school and IB MYP.
- Actively participate in the assessment of their ward.
- Provide time for the student to keep up with the assessment requirements.
- Provide a conducive environment at home which promotes positive and progressive learning.
- Communicate constructively with both student and teacher.
- Provide extra support at home where a student is lacking understanding of a subject.

Who is primarily responsible for assessments in the school

- Director Education
- Principal
- PYP Coordinator
- MYP Coordinator
- DP Coordinator
- Teachers
- Students
- Parents

Professional development for Effective Assessment Practices

A. IB training for teachers

All our teachers have attended at least one IB MYP workshop – Category 1 or Category 2 in their subject area. These workshops have provided helpful information about the objectives and assessment criteria for each subject area. Teachers learn invaluable information regarding assessment design and standardization of grading practices.

B. Collaboration

To facilitate our use of collaboration time, we have provided our staff with tools related to the following areas: collaborative curriculum planning, inquiry, collaborative instructional delivery, collaborative communication related to data and day-to-day interactions, and digital tools for authentic professional collaboration and communication. Utilizing the time allotted in the timetable of the school, teachers and support staff are able to more effectively work together during collaboration time. This allows us to discuss strategies, share ideas, plan curriculum, differentiate instruction, design authentic assessment tasks, and standardize grading practices. Through this collaborative time, we are able to better implement the IB MYP.

Review Process

The Assessment Policy was created by a committee, which consisted of the Director Education, Principal, MYP Coordinator and Teachers.

The Assessment Policy is shared with staff, students, and families in a variety of modes of communication. The policy is posted on our website in written English form

Every year, the pedagogical leadership team will review the Assessment Policy. The team will ensure representation from all subject areas. The purpose of the review will be to study the current document to ensure its accuracy toward meeting IB MYP standards.

Developed in April 2018

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- Programme Standards and Practices For use from 1 January 2014
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Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

What is language!

A language, of course is not merely a set of grammatical rules or a vocabulary. It is a flash of human spirit, the vehicle by which the soul of each particular culture comes into the material world. Every language is an old-growth forest of the mind, a water-shed of thought, and an ecosystem of spiritual possibilities.

-From "The Wayfinders" by Wade Davis

At Silver Oaks, language is essentially about communicating thoughts, feelings and ideas. It is considered important to communicate the same in a positive and clear expression. To inculcate this, School developed a culture, which is an inside out approach to enhance all expressions and communications. While language is a set of words, school's culture is an underlying philosophy to develop language as a personality and attitude.

School's Culture

"Speak softly and pleasantly smile always be positive and progressive feel good look good and do good have and show confidence"

Aspiration: At Silver Oaks, we aspire to develop an ecosystem of learners, teachers, parents and visitors who communicate with each other with clarity, understanding and respect.

School's Motto: *Where the mind is without fear and the head is held high*

The motto is also applied in language learning and communication. Students are encouraged to read, write and speak without fear and shed inhibitions. Language is encouraged to be developed as a personality with focus on IB attributes and attitudes.

Languages carousel at Silver Oaks

From Early years to Grade VI in PYP, students learn English as a language, as medium of instruction and mode of communication. English therefore is the 1st language.

From Grade 1, they begin to learn one additional language of their choice. The carousel offers Hindi or Kannada or French. This is called 2nd language.

From Grade V, they learn one more additional language for introduction and familiarity into one more language. This is called 3rd language. Choice is between Hindi, Kannada and French. However, this is for a period of four years only. (This matches with the national requirement)

From Grade IX, which is MYP4, students continue with English & 2nd language.

When they graduate to Grade VII where the MYP begins in the school, they continue with the same language choices.

For students who join the school in MYP classes, language carousel helps them choose according to their proficiency of language from previous schools.

In English and 2nd language, focus will be on the aims of language acquisition and language & literature as recommended by PYP & MYP.

Phases of language learning as suggested in PYP & MYP documents will be used as reference guides to help the progression in learning.

IMP: Progression from one phase to the next will depend on the outcomes in formative and summative assessments.

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage***
- develop a respect for, and understanding of, diverse linguistic and cultural heritages***
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes***
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication***
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning***
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy***
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components***
- offer insight into the cultural characteristics of the communities where the language is spoken***
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities***
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.***

Taken from: Language acquisition guide. Page: 7

The aims of MYP language and literature are to encourage and enable students to:

use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction

develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts

develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts

engage with text from different historical periods and a variety of cultures

explore and analyze aspects of personal, host and other cultures through literary and non-literary texts

explore language through a variety of media and modes

develop a lifelong interest in reading

apply linguistic and literary concepts and skills in a variety of authentic contexts.

Taken from Language and literature guide. Page:6

Silver Oaks focuses on MYP language acquisition global proficiency table to help students stride towards global pathways of language.

Focus: Will be on using the MYP language acquisition global proficiency table, both as reference and a tool.

School will aspire to help students reach phase 6. However, students will be accommodated according to the phases they are in, based on a prior assessment, formative assessments and summative assessments. Progression from one phase to the next depends on the learner outcomes.

Language acquisition continuums will be used as teaching/learning/assessing tools.

Language & Literature

Each MYP language and literature course must include study of a balance of genres.

Each MYP language and literature course must include study of a range of literature.

Each year of each MYP language and literature course must include a world literature component.

Taken from Language and literature guide. Page 7

Novel Study from Grade 1 to 10

Silver Oaks uses '**novel study**' for developing language and literature from **Grade I to 10**.

To give diverse exposures and genres, students are recommended two novels per year level. In the two novels, one novel is by an Indian author and one by a western author. Besides these two personal copies, students are encouraged by a well-equipped class, home and school libraries. Teachers have clear plans for using these novels and other resources for the progression of learning.

Planning a progression of learning

Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students' progress through their MYP language and literature studies, they are expected to engage with and explore an increasing **range** and **sophistication** of **literary and informational texts** and **works of literature** extending across **genres**, **cultures** and **historical periods**. These texts will also provide models for students to develop the competencies to communicate **appropriately** and **effectively** in an increasing range of **social, cultural** and **academic contexts**, and for an increasing **variety of audiences and purposes**.

MYP Language and literature guide. Page 9

Focus: Through novel study and other multiple resources, school will focus on the development of skills to meet language and literature course objectives.

Teaching, learning and assessing of the same will be done through: **'Oral, Written and Visual communication' by using Phases 1, 3 & 5.**

Language is a result of meaningful experience, engagement and thought

The school believes that meaningful experience and thought provide a stimulating platform for development of language.

All students

- Develop language through Inquiry based learning
- Learn language through stages in Bloom's taxonomy, making thinking visible and thinking routines
- Learn to listen, speak, read and write through diverse contexts within the curriculum and other school events.
- Can Use technology, resources, books and class room engagements to enhance language
- Encouraged to see language as a tool for thinking, inquiring and learning.
- Are encouraged to maintain and value their mother tongue and to value those of other students.
- Are given the opportunity to become proficient in more than one language.
- Exposed to a broad range of literature reflecting a variety of cultures and perspectives.
- Encouraged to develop a love of language and literature.
- Provided constructive and specific feedback from teachers and peers.

Authentic and diverse language and literature learning experiences in the school:

Creative writing policy: A fortnightly task for children to write creatively and assess their work through self, peer or teacher assessments on Monday mornings.

Speakers at Silver Oaks: A fortnightly event to encourage public speaking, oratory skills, confidence and fluency.

Respect for mother tongue: Children are encouraged to respect and appreciate all languages and mother tongue. And various events are created to celebrate mother tongue.

Language days: Hindi, Kannada and French days are planned in every calendar year to develop respect and appreciation for these languages.

School functions: Many Indian languages and foreign languages are included in the school functions to give exposure to students

Language support from the stage of Admissions

Students seeking admission in Silver Oaks go through multidimensional assessment procedures, including English-language proficiency. Past records, current levels in academic areas, language or language-readiness skills are identified and curated. Students are placed in appropriate instructional settings based on the outcomes from entry level tests. Students without English background or fluency are appropriately supported through support classes. Students are placed in the appropriate level based on their language proficiency. Student portfolio is maintained to track the progress in languages and students are given opportunities to reflect and rework.

Mother Tongue Support

Considering the importance of Mother tongue as a base to learning other languages, Silver Oaks encourages students to develop speaking skills in their mother tongue. Although Kannada and Hindi are taught formally, students are encouraged to seek help from home to develop their mother tongues. Parents and grandparents of students are invited to school to build respect and appreciation for different mother tongues. Wherever possible, reading and writing skills are also encouraged through home tasks with the help of parents.

The school celebrates its linguistic diversity by conducting language events during the academic year. Students present skits, poems, short stories, displays etc. to highlight the linguistic culture.

Silver Oak encourages parents and students to speak and develop their mother tongue at home. This strengthens the child's language skills while instilling a sense of importance about his/her culture.

Additional Support

Along with parents, teachers and students, school assumes a collective responsibility to equip the school library and classrooms with resources to support language development in all students. The school has a library and media center which is well stocked with books and provides students with adequate place and computers to research for material.

Role of School leadership

- Use English as the primary language of communication.
- Ensure that policies and procedures regarding language acquisition are developed, implemented and reviewed regularly.
- Share responsibility for development, implementation and revision of the Language Policy and curriculum efforts.
- Support teachers in their delivery of instruction.
- Provide teachers with opportunities for professional development to enhance their own language proficiencies.
- Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities. Provide funding, facilities, leadership and resources for the successful implementation of the language policy.
- Hold leadership team accountable for the effective implementation of the Language Policy.
- Ensure the planning, delivery, and evaluation of effective professional development to realize the goals of language policy.

Role of Teachers

- Use English as the primary language of instruction
- Encourage speaking in 2nd and 3rd languages or foreign languages during the respective classes
- Be aware of how language is learnt or acquired
- Integrate language instruction with content instruction.
- Make complex academic content instructionally comprehensible.
- Create classroom environments that are rich in content and standards.
- Create ample opportunities for students to read, speak, listen and write through interactive activities.
- Support and encourage language self-assessment.
- Give ongoing regular feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
- Hold high expectations for all students.
- Work collaboratively to develop culturally inclusive and age- appropriate and developmentally appropriate curriculum and teaching strategies.
- Integrate appropriate technology that enhances language development.
- Use a pedagogical approach that enhances language development.
- Select resources that are linguistically accessible and culturally inclusive.
- Teach English language skills for social interaction.

Role of Parents

Language, communication and thought begin at home. Therefore, it is imperative that parents are to be considered as partners in language development of children. Parents will be oriented to:

- Have a positive attitude towards English, Hindi and other modern languages.
- Promote the advantages of learning other languages.
- Maintain mother tongue literacy skills in the home or after school.
- Encourage and support their child's additional language acquisition.
- Communicate with other parents to exchange ideas and reduce isolation on ways to help language development.
- Support the expectation that students use English as the language of learning and social interaction on campus.
- Supply multilingual materials at home.
- Be knowledgeable about language program and the various language options available at different levels to help students make proper choices in order to support the schools' efforts.
- Be prepared to make the long-term commitments that is success oriented.
- Encourage language acquisition by providing opportunities and materials that enhance language development.

Role of Students

- English is the primary language of instruction and interaction. Students are encouraged to put in a conscious effort for effective communication in English and other languages.
- Students are expected to use English both in and out of the classroom.
- Language competence is developed through practice and use of the language.
- Importance is given to both students' mother tongue and Hindi which is commonly spoken amongst students.
- Therefore, the school has a flexible policy about the language students' use for social interaction with their peers.

Students are encouraged to:

Acquire information by listening to oral presentations; interpreting print and graphic material and observing and recording practical experiences. Read a variety of texts in the language. Develop speaking skills through activities such as storytelling, oral presentation etc. Convey information by telling stories and explaining ideas. Think logically through inference, hypothesis, analysis, prediction and evaluation. Accomplish practical tasks either individually or by collaborating in small groups. Work collaboratively in group activities that lend themselves to use of the language. Make decisions by identifying alternatives, evaluating evidence and determining appropriate actions. Work creatively by using ideas and materials inventively. Demonstrate respect for others by using English in class as well as in social situations. Develop fluency in English for all forms of communication.

Development, implementation and review of the language policy

Director Education, Principal, PYP & MYP Coordinators and language specialists developed language policy collaboratively. The language policy was developed keeping in mind the cultural and linguistic diversity of the student population and the geographical context of the school. The pedagogical leadership team reviews the language policy annually, to ensure that the needs of students are met and at the same time they are prepared to connect with the dynamic world does annual review.

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- MYP Language Acquisition Guide For use from September 2014/January 2015
- MYP Language and Literature Guide For use from September 2014/January 2015

***SILVEROAKS INTERNATIONAL SCHOOL
BANGALORE
INCLUSIVE EDUCATION POLICY***



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4	Facilitating inclusive learning	7
5	Realizing the School's beliefs and IB Standards in Inclusive education	8
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International Baccalaureate Organization

Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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To integrate in teaching and learning, the goals for conservation and social justice to develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.



IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with fore thought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Inclusive Education Policy

Inclusion is a process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is s more about responding positively to each individual's unique needs. Inclusion is less about marginalizing students because of their differences.

(Learning diversity in the International Baccalaureate: Special educational needs within the International Baccalaureate programmes)

Silver Oaks firmly believes in an inside out approach to learning where character first and competence next are the priorities. Silver Oaks reassures every student that his/her self-esteem and self-worth is far more important than a performance in assessment. Affirming identity, valuing prior knowledge and creating supportive environment are the key factors in making inclusive education successful.

Silver Oaks respects and appreciates the diverse learning needs in students and renders support and encouragement to all students with sincerity and commitment. Providing inclusive education to all students is the primary responsibility of Silver Oaks.

Silver Oaks has chosen to adopt inquiry-based learning as it engages every learner in his/her own pace. Student centric methodology accommodates for independent learning styles and paces. Group learning methods and cooperative learning techniques essentially meet varying needs of students.

As additional support, school works on identifying learning gaps and disorders and uses the services of trained special educator and counselor to help in building the gaps.

All teachers are expected to assess the prior knowledge of learners through a test and plan their teaching designs according to the diverse needs of students. Differentiated instruction, assessments and home tasks help in supporting the diverse needs of students.

By design, multiple intelligences and diverse learning styles are understood by all teachers and accommodated in all teaching/learning engagements.

From the stage of admission to inclusion in classrooms

At the time of admissions, all students go through an induction Programme, which is written, as well as oral. Transcripts of the same are curated. Teachers, parents and students refer to these curated records from time to time. In cases of learning gaps, parents are taken into confidence while preparing the dossier of the student. All remedial steps are well planned to help the student cope. Where need be, external professional help is sought for designing the remedial action.

In case of students with a history of special needs, they engage with the Head of the school, Special educator and year level teachers for better understanding. Conversations with parents and observations of the child are recorded and used for future reference.

Admission is given if the school is capable of providing the required support to the student.

In cases where there is no history but identified with special needs:

- Teachers try to understand the evident gaps between year level expectations and age of the student.
- Teachers use a check list designed by the specialist educator to understand the needs of the student
- Teachers observe academic, behavioral, emotional difficulties in the students. Depending on the need, the teachers or special educator will take care of the student.
- Diagnostic tests are conducted to understand the needs of the student. In all remedial plans, parents are included, and teachers extend support to the special educator.
- If the child exhibits behavioral concern, he/she is referred to student counselor for regular counseling sessions.

Facilitating inclusive learning

A harmonious and positive climate is diligently built across the school to make every student feel emotionally, socially and physically safe.

Teachers provide differentiated learning opportunities for all and provide materials appropriate to their interests and abilities. This ensures that all students have a full access to the school curriculum. Individual progress is the main indicator of success.

Differentiation happens in content, process, product and environment.

Arrange of learning opportunities is provided to all. School has a resource room where the special educator supports students who need special tutoring.

This educational support is designed to make sure the inclusion model is in position that these students get adjusted to the regular classroom instruction.

The special educator undertakes responsibilities such as identifying the needs of a student, planning a Programme that suits the child, communicating the student's requirements with the regular classroom teacher and having a follow-up programme for students with their individual needs.

Through the special education center, School supports children with various kinds of challenges such as Learning disabilities, slow learners, Asperger's Syndrome, Mild hearing Impairment and ADD/ADHD.

Accommodations are provided by external examinations for the boards depending on the curriculum opted by the child with special needs. Special accommodations during the boards as required by the students shall be applied in advance to the external examination department.

Realizing the School's beliefs and IB standards in Inclusive education

- *Individual Education Plan (IEP)*- An Individualized Education Plan is maintained for all the students with special needs after the assessment in order to enhance the skills that are deficient for the overall performance of the student.
- Individual case files are maintained to record the progress of each student with special education needs.
- Communication of the student's progress and other details happens through timely emails, telephone conversation with the parents periodically.
- The formative and summative tasks are differentiated using assessment strategies and tools according to the child's abilities.
- The student's progress is recorded periodically either by the teacher or special educator.
- Students with special needs get a detailed anecdotal report at the end of each term.
- All year level teachers regularly meet with special educators in order to collaborate on curriculum and assessment, to reflect on student learning, and to plan for differentiation.

Culture of learning

At Silver Oaks, a culture of learning is diligently created to encourage students, teachers and parents to thrive in the positive learning climate and reap the best out of it. Making the **learner as an agent** and encouraging the learner to build a **learning agency** realizes the lofty goals of inclusive education.

Role of the School Counselor& Special Educator

The counselor nurtures, guides, and supports the social and emotional lives of students, providing guidance in social skills one-on-one, in small groups, or with the larger classroom in conjunction with the teacher.

As a special educator, she guides the teachers on identification of common learning gaps in students. She also prepares a checklist for teachers to understand students with special needs. Sharing her time between classroom observations and giving support to students with special needs, counselor cum special educator plans her time effectively to realize the inclusive education policy of the school.

While addressing the academic, social, and emotional needs of students, the counselor also acts as a bridge between teachers and parents, working to create an environment where every student will have the tools they need to fulfill our school mission.

Sustaining the Goals of Inclusive education

A committee comprising of Director Education, Principal and Coordinators along with teachers will periodically assess the realization of this policy. Depending on the needs, recruitment of more trained staff will be done to ensure that all students thrive in the learning environment of the school.

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SILVEROAKS INTERNATIONAL SCHOOL BANGALORE

ACADEMIC HONESTY POLICY



www.silveroaks.co.in

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Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Academic Honesty: Philosophy and Practice

Character first, Competence next. With this inside out approach, Silver Oaks works on character building through value generation in students.

Silver Oaks implements IB programmes as they develop reflective learners who understand that other people with their differences can also be right. In a culture of collaboration, students are encouraged to be open minded to other's ideas and develop multiple perspectives.

While group learning and inquiry-based learning act as catalysts in making students acknowledge peer ideas and multiple resources, Silver Oaks considers it important to train them into developing:

- Academic honesty as the profile of learners
- Malpractices which amount to dishonesty
- Consequences of dishonesty
- Norms to be followed when external sources are used
- Tools which help in using bibliography and plagiarism tests

Academic honesty as the profile of learners

In an inquiry-based learning Programme, where a student is continuously constructing knowledge and developing skills, it is expected that students will present original work, thoughts and ideas.

In case of ideas or work taken from any other source, students are expected to give credit/acknowledge/quote the source only to show integrity, which can make her/him a better person.

It is not out of fear of being caught or punished for copying or plagiarizing but for evolving as a principled learner, and a knowledgeable researcher for which academic honesty is important.

Interpreting the attributes of a learner profile in the context of academic honesty

Principled: Learners to be principled in terms of following timelines, submissions, citing& acknowledging sources and resources, being authentic and original and owning responsibility towards learning and assessments.

Open minded: In group work and inquiry, learners to be open minded in accepting multiple perspectives, collaboratively work with others and open to new ideas.

Thinker: Learners to develop a culture of thinking critically, creatively, analytically and logically to understand ideas and explore new ideas instead of depending or borrowing on or from sources.

Courageous: Learners are to be encouraged to explore, innovate, create and act in different learning contexts. Learners are to be encouraged to give critical and insightful evaluation of sources.

Communicator: Learners to be empowered to express ideas and thoughts clearly, confidently and creatively while acknowledging sources or giving due credit to the support taken.

Knowledgeable: Learners to be groomed to be knowledgeable with a purpose and responsibility to further the knowledge pool existing in the world. To this effect, school is responsible to instill the values of learning and promoting learning.

Malpractices which amount to dishonesty

- **Malpractice:** any unfair behavior that results in or may result in a student or group of students gaining unfair advantages in academic work.
- **Plagiarism:** representing ideas or work of another person as one's own; failure to cite source of ideas and information.
- **Collusion:** supporting, aiding or assisting another student in academic dishonesty.

Legitimate collaboration: When students work in groups to interact for constructive educational purposes for specific school purposes. The role of each student is defined in the collaboration and monitored by the teachers.

Unacceptable collusion: When students work in groups but produce identical or substantially similar outcome, which depicts copying other students work.

- **Duplication of work:** presenting the same work more than once for grading without clear permission.
- **Falsifying record:** alteration of grades or remarks in examination papers, homework assignment or resubmitting it with new inputs to the instructor to claim an error in grading
- **Cheating:** the use or attempted use of unauthorized assistance during examination, on a writing assignment, homework assignment or other projects.
- **Fabrication/fudging:** creation of false data or citations
- **Consequences of dishonesty:** Incidents of academic misconduct and the actions to be taken:

Confidentiality

- Considering the extensive practices of school to educate and inform the students and parents on the importance of academic honesty, concerned teachers should have confidential discussions with the Coordinator or Principal before including the student.
- It is essential to analyze and critically understand the situation to avoid misinterpretation or bias.
- While protecting the self-esteem of the students, it is also important to keep these discussions private and confidential.
- Depending on the situation, teacher can have a private conversation with the student to ascertain if it is intentional or unintentional action and also try to understand if the student has any inadequacies, which led him or her to indulge in malpractices.
- Depending on the situation, teacher(s) can counsel the student or seek help from the counselor or inform the Coordinator or approach the Principal for further action.
- Where need be, parents should be informed or called to the school to assume responsibility for remedial action.

What remedial actions may be taken?

- Make the student sit alone and reflect on his/her improper actions and write 'preventive measures' he or she could have taken to avoid this malpractice.
- Assign the student to sessions with counselor for introspection and remediation.
- Admonish or reprimand the student orally or in writing and inform the parents.
- Make the student redo the work.
- Make the student stay back at home for a day or two or a week and reflect and redo the work. Parents should be included in the discussion on these actions.
- Inform the examination board and abide by the decision.
- Where the misconduct is unacceptable, student will be dismissed from the school.

Rights of the Students

Ombudsman/ Conflict resolution: To ensure fair and rule out bias the student should be allowed to reach out to an impartial committee formed with representations from administrative, academic and parents body, if he or she felt unduly pressurized or humiliated.

Tools and norms to be followed when citing sources, using bibliography and plagiarism tests

MLA

Silver Oaks promotes the usage of MLA, for norms of citation, bibliography and information on grammar and mechanics.

The school will be using http://turnitin.com/en_us/ for the process of MLA citing.

Some Examples of conventions for citing and acknowledging original authorship are:

1. Acknowledge help if taken from various resources, which includes parents, friends and teachers.
2. Acknowledge all printed and electronic sources used.
3. During research use structured MLA citation in bibliography and direct quotations.
4. Citation of any images used in printed or digital presentations will be done by all students.

*Examples of Citation to help students understand what their citations should look like and how to format them are added in the annexure.

Norms:

Honesty is the best policy.

The best thing about truth is, you don't have to remember anything.

- As a principle, all ideas or work sourced from other people, books, articles, write ups, journals, data, photographs, maps, media reports, open sources on Internet, multimedia, etc., must be acknowledged.
- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of work, and/or in a bibliography at the end, each and every piece of material used in the production of work.
- When quoting directly, usage of appropriate punctuations is essential.

- All works of creative arts, visual or theatre arts, music or dance, if inspired or sourced from original work of others, it is essential to acknowledge.
- If paraphrasing any passage, work or material, it should be acknowledged.

Academic honesty! What does it mean in?

- If journals or Internet sources are used in inquiry and content from them is used in presentations, student present their understanding and not copy the text verbatim.
- Every resource used including websites, books, magazines, newspapers, people and photographs should be mentioned in the bibliography.
- A listed Bibliography should be at the end of the report in alphabetical order. Students should use MLA format, especially during the PYP Exhibition, Personal Project in MYP, TOK & EE in DP.

The Role of the Librarian

- The Librarian is a very useful resource for all IB students and teachers.
- School librarians teach and employ good academic practice for documenting sources used.
- Their knowledge of resources available and their search skills can be used to validate sources cited, and they are often able to trace the origins of suspect passages.
- They may conduct sessions for students to give guidance on appropriate citation systems.
- Librarians may even help students identify authentic sources of information during research work.
- He /She is an expert in the area of academic honesty and can provide ethical guidance alongside information on the most appropriate citation system to use in each assignment, particularly the Extended Essay in the IBDP, Personal Project in the MYP and in the PYP Exhibition.
- The Librarian at Silver Oaks each academic year takes sessions on academic policy of the school. This includes:
 - 1. How to comply to set standards of academic work.
 - 2. The regular do's and don'ts for the students.
 - 3. How to acknowledge, cite and reference tasks.

School & Teachers as Role Models

Silver Oaks believes in setting the school as an example for building academic honesty.

From using original software to citing or acknowledging all sources, which help in the development of the school, Silver Oaks motivates students to thrive in honesty and build integrity.

To this effect, leadership team, teachers, administrative staff, try to set examples of academic honesty by following all the above norms and principles.

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- Academic Honesty: Guidance for Schools, (2003, 2011), Published by the International Baccalaureate Organization, Switzerland.
- Academic Honesty in Diploma Programme Arts (2012), Published by the International Baccalaureate Organization, Switzerland
- http://sites.umuc.edu/library/libhow/mla_examples.cfm

Annexure

From : http://sites.umuc.edu/library/libhow/mla_examples.cfm

MLA Citation Examples

Based on the MLA Handbook, 8th Edition, 2016

Some General Rules

- **In-Text Citations**
- **Authors**
- **Titles**
- **Dates**
- **Volume and Issue Numbers**
- **Page Numbers**
- **Citing a Source within a Source**
- **DOIs and URLs**

Works Cited List Examples

- **Articles**
 - **Academic Journals**
 - **Magazines**
 - **Newspapers**
 - **Encyclopedia Articles**
 - **Book, Film, and Product Reviews**
- **Books**
- **E-books**
- **Web Sites**
- **Online Classroom Materials**
- **Conference Papers**
- **Technical and Research Reports**
- **Dissertations and Theses**
- **Images**
- **Streaming Videos**
- **Interviews and E-mail Messages**

Need More Help?

For further guidance on MLA citations, please visit **The MLA Style Center**. You can also **ask a librarian** for help with citation-related questions.

Need the 7th Edition?

See **MLA Citation Examples: 7th Edition**.

Some General Rules

In-Text Citations

What You Are Citing	In-Text Citation
The entire work (or a work that has no page numbers)	In his article "Allston Gothic," local historian Forman Jackson demonstrates how completely the neighborhood's gruesome past has been forgotten by its residents.
Include information in the text of your paper that will allow the reader to locate the source in your works cited list.	OR A recent newspaper article demonstrated just how thoroughly the neighborhood's gruesome

If it is not possible to include this information in the text, follow the sentence where the citation needs to be made with an in-text citation containing only the name of the author.	past has been forgotten by its residents (Jackson).
A specific page	(Cortois 70)
If the author's name is included in the text of the sentence where the citation takes place	Jacobs has argued this point (190-210).
Multi-volume set	(Green 1: 112-14) "1" is the volume number.
Citing multiple authors	See Authors , below.

Authors

One author

Example: Works Cited List	Example: In-Text Citation
Courtois, Charles A.	(Cortois 70)

Two authors

Example: Works Cited List	Example: In-Text Citation
Martin, Jonathan A., and Christopher Jackson.	(Martin and Jackson 127-28)

Three or more authors

Example: Works Cited List	Example: In-Text Citation
Fontela, Pablo, et al.	(Fontela et al. 153-54)
If a work has more than 2 authors, MLA gives you the option of listing only the first author followed by "et al." (Latin for "and others").	

Group author

Example: Works Cited List	Example: In-Text Citation
Modern Language Association.	(Modern Language Association 111)

No authors listed

Example: Works Cited List	Example: In-Text Citation
"Hints and Notions." <i>The Decorator and Furnisher</i> , vol. 6, no. 2, May 1885, pp. 61-68. <i>JSTOR</i> , ezproxy.umuc.edu/login?url=http://www.jstor.org/stable/25584271 .	("Hints and Notions" 61)
List that source by title in your works cited list. The title should be followed by the name of the source in the citation. and the	In-text citations should include the title and the page number(s) of the text you are quoting or referring to, with the titles of articles in quotations, and the titles

remainder of the citation composed as appropriate for the source type. Alphabetize reference list entries beginning with a title using the primary word of the title (excluding a, an, or the).	of books or Web sites italicized. In cases where the title contains a colon, use only the text before the colon in the in-text citation.
---	---

Titles

Titles of books, periodicals, art works, reports and Web sites are italicized. Please check the appropriate sample citation on this page to make sure you are using italics correctly.

Dates

With the exception of May, June and July, the names of the months must be abbreviated in MLA works cited lists as follows:

- January = Jan.
- February = Feb.
- March = Mar.
- April = Apr.
- August = Aug.
- September = Sept.
- October = Oct.
- November = Nov.
- December = Dec.

Undated Sources: When the source you are citing has no publication date, simply omit that part of the citation. Do not write "No date" or "N.d.".

Source	Example
No date given	Jane Austen Society of Australia. "Sense & Sensibility." <i>Jane Austen Society of North America</i> . Map. www.jasna.org/info/images/map-ss-1200.jpg .

Volume and Issue Numbers

Volume and issue numbers are often not available for articles in online periodicals. In these cases simply follow the date of the magazine or journal with a period in your works cited list citation, omitting the volume number where necessary.

Source	Example
Journal volume and issue number available	<i>Child and Family Behavior Therapy</i> , vol. 26, no.1, 2004, pp. 88-96.
Online periodical where volume and issue numbers are not given	<i>Journal of Family Counseling</i> , 2004.

Page Numbers

Source	Example
Page range whose first number is over 100	125-35 (not 125-135) 3200-22 (not 3200-3222) Do not repeat any numbers that can be easily inferred by the reader. This is done to minimize the length of works cited lists.
Online periodical where page numbers are not given	<i>Persuasions</i> , vol. 35, no. 1, 2014, www.jasna.org/persuasions/online/vol35no1/byrd.html . Simply omit page numbers and give the URL

after the publication date.

Citing a Source within a Source

Scenario: You read an article by Robbins that cites, on page 270, another article by Wills. You want to cite Wills's article, but you have not read Wills's article itself.

Works Cited List	In-Text Citation
Robbins, Michael. "Paul Muldoon's Covert Operations." <i>Modern Philology</i> , vol. 109, no. 2, 2011, pp. 266-99. <i>JSTOR</i> , doi:10.1086/663233.	Wills (cited in Robbins 270) notes that...
Your Works Cited list will contain the article you read, by Robbins. Your Works Cited list will NOT contain a citation for Wills's article.	Your in-text citation gives credit to Wills and shows the source in which you found Wills's idea. If Robbins directly quotes another author and you want to use that direct quotation, include the abbreviation "qtd. in." For example: As Freud wrote, "He himself, however, had not noticed this glaringly obvious connection" (qtd. in Robbins 272).

DOIs and URLs

Use a DOI number if one is available. Otherwise use a URL (particularly a **permalink or stable URL**, if one is available), and remove the beginning "http://" or "https://" from the link in your citation.

Source	Example
DOI	Robbins, Michael. "Paul Muldoon's Covert Operations." <i>Modern Philology</i> , vol. 109, no. 2, 2011, pp. 266-99. <i>JSTOR</i> , doi:10.1086/663233.
URL	Cohen, Lara Langer. "Emily Dickinson's Teenage Fanclub." <i>The Emily Dickinson Journal</i> , vol. 23, no. 1, 2014, muse.jhu.edu/article/543643.

Articles

Academic Journals:

Source	Works Cited List
Library database	Robbins, Michael. "Paul Muldoon's Covert Operations." <i>Modern Philology</i> , vol. 109, no. 2, 2011, pp. 266-99. <i>JSTOR</i> , doi:10.1086/663233.
Free Web	Cohen, Lara Langer. "Emily Dickinson's Teenage Fanclub." <i>The Emily Dickinson Journal</i> , vol. 23, no. 1, 2014, muse.jhu.edu/article/543643.
In print	Jordan, Stephanie. "Mark Morris Marks Purcell: 'Dido and Aeneas' as Danced Opera." <i>Dance Research</i> , vol. 29, no. 2, 2011, pp. 167-213.
More info	<ul style="list-style-type: none">• In-text citation examples• General Rules has more information about citing multiple authors, undated sources, etc.

Tip:

- Include volume and issue number (example: vol. 23, no. 1) when both are available.

Magazines:

magazines.

-Daily or Weekly Magazines

Source	Works Cited List
Library database	Updike, John. "Dreamy Wilderness." <i>The New Yorker</i> , vol. 84, no. 35, 3 Nov. 2008, p. 112. <i>Academic OneFile</i> , search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.188512674&site=eds-live&scope=site.
Free Web	Grossman, Lev. "Jhumpa Lahiri: The Quiet Laureate." <i>Time</i> , 8 May 2008, content.time.com/time/magazine/article/0,9171,1738511,00.html.
In print	Aviv, Rachel. "Captain of Her Soul: The Philosopher Martha Nussbaum's Emotions." <i>The New Yorker</i> , vol. 92, no. 22, 25 July 2016, pp. 34-43.
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

-Monthly Magazines

Source	Works Cited List
Library database	Newman, Judith. "Funny Girl." <i>Ladies Home Journal</i> , vol. 31, no. 5, June 2014, pp. 42-47. <i>MasterFILE Premier</i> , search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=96041993&login.asp&site=ehost-live&scope=site.
Free Web	Brady, Heather. "The Well-hidden World of Whiskey Aging." <i>National Geographic</i> , 29 July 2016, www.nationalgeographic.com/people-and-culture/food/the-plate/2016/07/whiskey-distilling-production-entrepreneurs-market-science.
In print	Beard, Alison. "Life's Work." <i>Harvard Business Review</i> , vol. 93, no. 4, Apr. 2015, p. 116.
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Tip:

- When an issue of a magazine covers several months, the name of the first and last month in the range should be given in the citation, separated by a dash, for example: Apr.-May 2003.

Newspapers

Source	Works Cited List
Library database	Mewshaw, Michael. "David Foster Wallace, a Fan and Elegant Analyst of Tennis." <i>Washington Post</i> , 19 June 2016, p. B6. <i>ProQuest News & Newspapers</i> , ezproxy.umuc.edu/login?url=http://search.proquest.com/docview/1797768833?accountid=14580.
Free Web	Michaels, Andrew. "Howard Police Teach Life Lessons to Youth Through Chess." <i>Baltimore Sun</i> , 23 Feb. 2016, www.baltimoresun.com/news/maryland/howard/columbia/ph-ho-cf-chess-club-hcpd-0225-20160222-story.html.
In print	Brown, Patricia Leigh. "Tiffany Glass and Other Tales from the Crypt." <i>New York Times</i> , 5 Sept. 1999, pp. A1+.

More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.
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Tip:

- When an article appears on nonconsecutive pages (for example A1 and A6) give only the first page number followed by a "+" as shown above. Give the page number on which the material you've used appears in your in-text citation, for example: (Brown A6).

Encyclopedia Articles

Source	Works Cited List
Library database	Myers, Kathleen Ann. "Juana Inés de la Cruz, Sor." <i>The Oxford Encyclopedia of Women in World History</i> , edited by Bonnie G. Smith, Oxford UP, 2008. <i>Oxford Reference</i> , www.oxfordreference.com/view/10.1093/acref/9780195148909.001.0001/acref-9780195148909-e-541 .
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Book, Film and Product Reviews

Source	Works Cited List
Library database	<p>Grimes, William. "Beyond Mandalay, the Road to Isolation and Xenophobia." Review of <i>The River of Lost Footsteps: Histories of Burma</i>, by Thant Myint-U. <i>New York Times</i>, 13 Dec. 2006, pp. E8+. <i>ProQuest</i>, ezproxy.umuc.edu/login?url=http://search.proquest.com/docview/433471566?accountid=14580.</p> <p>An untitled book, film, or product review (for example, a review covering multiple works):</p> <p>Guha, Martin. Review of <i>Fleeting Pleasures: A History of Intoxicants</i>, by Mervyn London, and <i>Substance Use among Young People in Urban Environments</i>, by Isidore S. Obot and Shekhar Saxena. <i>Journal of Mental Health</i>, vol. 15, no. 2, 2006, pp. 713-16. <i>PsycARTICLES</i>, ezproxy.umuc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2006-22219-010&site=eds-live&scope=site.</p>
In print	<p>Grimes, William. "Beyond Mandalay, the Road to Isolation and Xenophobia." Review of <i>The River of Lost Footsteps: Histories of Burma</i>, by Thant Myint-U. <i>New York Times</i>, 13 Dec. 2006, pp. E8+.</p> <p>An untitled book, film, or product review (for example, a review covering multiple works):</p> <p>Guha, Martin. Review of <i>Fleeting Pleasures: A History of Intoxicants</i>, by Mervyn London, and <i>Substance Use among Young People in Urban Environments</i>, by Isidore S. Obot and Shekhar Saxena. <i>Journal of Mental Health</i>, vol. 15, no. 2, 2006, pp. 713-16.</p>
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

- The name of the work being reviewed should be preceded by "Rev.", and italics or other formatting done as appropriate for items reviewed and the source of the review itself.

Books

Source	Works Cited List
Basic book	Jans, Nick. <i>The Last Light Breaking: Life among Alaska's Inupiat Eskimos</i> . Alaska Northwest Books, 1993.
Edited book	Miller, John, and Tim Smith, editors. <i>Cape Cod Stories: Tales from Cape Cod, Nantucket, and Martha's Vineyard</i> . Chronicle Books, 1996. Please see the sample citation for a chapter or article in an anthology below for information on citing a component of an edited collection.
Numbered edition other than the first	Wardle, Elizabeth, and Doug Downs, editors. <i>Writing About Writing: A College Reader</i> . 2nd ed., Bedford/St. Martin's, 2014.
Revised edition	Culliney, John L. <i>Islands in a Far Sea: The Fate of Nature in Hawai'i</i> . Rev. ed., U of Hawai'i P, 2006.
Multi-volume set	Green, Constance McLaughlin. <i>Washington</i> . Princeton UP, 1962-63. 2 vols. In-text citation: (Green 1: 112-14) "1" is the volume number.
Chapter or article in an anthology	Toibin, Colm. "Send My Roots Rain: Gerard Manley Hopkins." <i>Not Less Than Everything</i> , edited by Catherine Wolff, HarperOne, 2013, 284-99. If the piece being cited was previously published, give the original date of publication after its title. The page numbers of the chapter or article should follow publication information for the book in your citation.
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Note on publisher element:

- MLA citation style no longer includes the publisher's city, only the publisher's name.
- If the publisher's name includes "University" or "Press," abbreviate those, without periods, for example:
 - Princeton UP, 2014.
 - U of Pittsburgh P, 1994.

E-Books

Source	Works Cited List
Library database	Barkan, Leonard. <i>Mute Poetry, Speaking Pictures</i> . Princeton UP, 2013. <i>eBook Collection (EBSCOhost)</i> , ezproxy.umuc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=503029&site=eds-live&scope=site&profile=edsebook.

Free web	<p>Beton, Ernest Thompson. <i>The Arctic Prairies: A Canoe-Journey of 2,000 Miles in Search of the Caribou</i>. C. Scribner's Sons, 1911. Project Gutenberg, www.gutenberg.org/ebooks/6818.</p>
Book chapter from a library database (suggested format)	<p>Thompson, Kate. "Journal Writing as a Therapeutic Tool." <i>Writing Cures: An Introductory Handbook of Writing in Counselling and Psychotherapy</i>, edited by Gillie Bolton, Routledge, 2004, pp. 72-84. eBook Collection (EBSCOhost), ezproxy.umuc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=116959&site=eds-live&scope=site&profile=edsebook.</p> <p>Library databases may include chapters from books. Information about the publisher of a book can often be found in the description of the chapter in the database. Author and publisher information may be omitted from your citation if it is not available.</p>
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Web Sites

Source	Works Cited List
Author is an individual	<p>Inskeep, Steve. "In Iran, A Poet's 700-Year-Old Verses Still Set Hearts Aflame." NPR, 12 Feb. 2016. www.npr.org/sections/parallels/2016/02/12/466408554/in-iran-a-poets-700-year-old-verses-still-set-hearts-aflame.</p> <p>The publisher of the Web site, NPR, goes after the title of the Web page.</p>
Author is an organization	<p>Poetry Foundation. "Paul Laurence Dunbar." 2016. www.poetryfoundation.org/poems-and-poets/poets/detail/paul-laurence-dunbar.</p> <p>The publisher of the Web site, the Poetry Foundation, is used as the author because no individual author of the Web page content is named on the page.</p>
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Online Classroom Materials

Source	Works Cited List
Course module in UMUC online classroom	<p>UMUC. "What Is Research?" Course module in UMUC LIBS 150 online classroom, Summer 2016, learn.umuc.edu/d2l/le/content/147066/viewContent/6332908/View.</p> <p>No official MLA format for citing online classroom materials exists. This is merely a recommended format to use in citing such documents.</p>
More info	<ul style="list-style-type: none"> • In-text citation examples

• In-text citation examples

- **General Rules** has more information about citing multiple authors, undated sources, etc.

Conference Papers

Source	Works Cited List
Library database or free Web	<p>Levine, Sergey, and Vladlen Koltun. "Continuous Inverse Optimal Control with Locally Optimal Examples." <i>Proceedings of the 29th International Conference on Machine Learning, June 22-July 3, 2012</i>, edited by John Langford and Joelle Pineau. http://arxiv.org/pdf/1206.4617v1.pdf.</p> <p>MLA offers no guidance on citing electronic conference papers of any kind. We have created this suggested proposed following guidance for print and other types of online sources. For papers found in library databases, we suggest that you use the URL of either the conference itself or the sponsoring organization, located via Google.</p>
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Technical and Research Reports

Source	Works Cited List
Free Web	<p>United States. Government Accountability Office. <i>Information Security: Concerted Effort Needed to Consolidate and Secure Internet Connections at Federal Agencies</i>. Mar. 2010. www.gao.gov/assets/310/301876.pdf.</p>
In print	<p><i>Information Security: Concerted Effort Needed to Consolidate and Secure Internet Connections at Federal Agencies</i>. United States Government Accountability Office, Mar. 2010.</p>
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Dissertations and Theses

MLA does not provide official citation formats for dissertations and theses retrieved from online sources, but we recommend the use of the following:

Dissertations

Source	Works Cited List
Dissertations and Theses database	<p>Pecore, Joanna Theresa. "Sounding the Spirit of Cambodia: The Living Tradition of Khmer Music and Dance-Drama in a Washington, D.C. Community." Dissertation, U of Maryland, College Park, 2004. <i>Dissertations and Theses</i>, ezproxy.umuc.edu/login?url=http://search.proquest.com/docview/305175282?accountid=14580.</p>
Free Web	<p>Caprette, Christopher L. "Conquering the Cold Shudder: The Origin and Evolution of Snake Eyes." Dissertation, Ohio</p>

	State U, 2005, rave.ohiolink.edu/etdc/view?acc_num=osu1111184984 .
In print	Caprette, Christopher L. "Conquering the Cold Shudder: The Origin and Evolution of Snake Eyes." Dissertation, Ohio State U, 2005.
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Master's Theses

Source	Works Cited List
Dissertations and Theses database	Harzbecker, Joseph John. "Life and Death in Washington, D.C.: An Analysis of the Mortality Census of 1850." Master's thesis, U of Massachusetts, Boston, 1999. <i>Dissertations and Theses</i> , ezproxy.umuc.edu/login?url=http://search.proquest.com/docview/304573667?accountid=14580.
Free Web	Angelova, Anelia Nedelcheva. "Data Pruning." Master's thesis, California Institute of Technology, 2004. resolver.caltech.edu/CaltechETD:etd-05282004-000943 .
In print	Angelova, Anelia Nedelcheva. "Data Pruning." Master's thesis, California Institute of Technology, 2004.
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Tip:

- For Masters of Science theses, replace "MA" with "MS".

Images

MLA provides limited guidance on citing images: if you are unable to cite the image that you need to using the formats below, please **contact us** for assistance.

Titled Image

Source	Works Cited List
Library database	Martin, Agnes. <i>Morning</i> . 1965. Painting. Tate Gallery, London. <i>Oxford Reference</i> , www.oxfordreference.com/view/10.1093/acref/9780195335798.001.0001/acref-9780195335798-e-1302 .
Free Web	Rousseau, Henri. <i>The Ship in the Storm</i> . 1896. Painting. Musee de l'Orangerie, Paris, www.musee-orangerie.fr/en/artwork/ship-storm . The collection which owns the image should be included in your citation along with its location as shown above.
Image reproduced in a printed source	Rousseau, Henri. <i>The Ship in the Storm</i> . 1896. Painting. Musee de l'Orangerie, Paris. <i>Henri Rousseau: Jungles in Paris</i> . By Claire Fresches, et al. National Gallery of Art, 2006. p. 232.
More info	<ul style="list-style-type: none"> • In-text citation examples • General Rules has more information about citing multiple authors, undated sources, etc.

Untitled Image

If an image is untitled, create a brief, descriptive title for it. Do not italicize this title or place

it in quotes, and capitalize only the first word and any proper nouns.

Source	Works Cited List
Library database	Massachusetts Historical Society. Seal of the society set in a landscape with ornaments. <i>Proceedings of the Massachusetts Historical Society</i> , vol. 17, 1879-1880, p. iii. JSTOR, ezproxy.umuc.edu/login?url=http://www.jstor.org/stable/25079540.
Image reproduced in a printed source	Muybridge, Eadweard. Photograph of a horse running. 1887. National Gallery, London. <i>Eadweard Muybridge: The Father of the Motion Picture</i> . By Gordon Hendricks. Grossman, 1975. p. 202. Give the number of the page that the image appears on after the book's publication information.
More info	<ul style="list-style-type: none">• In-text citation examples• General Rules has more information about citing multiple authors, undated sources, etc.

Tip:

- If known, the collection which owns the image should be included in your citation along with its location as shown above.

Streaming Videos

Source	Works Cited List
Free Web	McGregor, Wayne. "A Choreographer's Creative Process in Real Time." <i>TED</i> , June 2012. www.ted.com/talks/wayne_mcgregor_a_choreographer_s_creative_process_in_real_time .
More info	<ul style="list-style-type: none">• In-text citation examples• General Rules has more information about citing multiple authors, undated sources, etc.

Interviews and E-mail Messages

Source	Works Cited List
Interviews	Brown, Jane. Personal interview. 18 Nov. 2006. Smith, John. Telephone interview. 12 Aug. 2006. Whiting, Jennifer. E-mail interview. 2-10 Dec. 2005. To cite an interview you have conducted as part of your research, give the name of the person you interviewed, the type of interview, and the date or range of dates.
E-mail message	Doe, Jane. "Re: Why Poetry Matters." Received by John Smith, 1 Aug. 2016. Give the name of the person who wrote the email. The title is the subject line of the email. For "Received by," the name will usually be your own. Finish with the date of the email.
More info	<ul style="list-style-type: none">• In-text citation examples• General Rules has more information about citing multiple authors, undated sources, etc.



SILVEROAKS INTERNATIONAL SCHOOL

BANGALORE TIMETABLE

MYP 2 - Isaac Newton											
	08:30 08:45	08:45 09:15	09:15 09:30	09:30 10:20	10:20 11:10	11:10 12:00	12:00 12:30	12:30 01:15	01:15 02:00	02:00 02:10	02:10 03:00
	15 mins	30 mins	15 mins	50 mins	50 mins	50 mins	30 mins	45 mins	45 mins	10 mins	50 mins
	Assembly	1	Recess	2	3	4	Lunch	5	6	Recess	7
Mon		Word Craft*		L&L	LA	I&S		I&S	Mat		Sci
Tue		HC*		Mat	L&L	Des		Des	Sci		PHE
Wed		Spell Bee*		Mat	Art (PA)	L&L		Art (VA)	Sci		LA
Thu		Des		I&S	L&L	Mat		Sci	LA		Art (VA)
Fri		PHE		L&L	LA	L3		Mat	Sci		I&S
Sat		LA		Art (VA)	Lib	Des		I&S	PHE		PHE

Working hour / week (Including Alternate Saturdays)

Subjects	Abbr.	M2 - Weekly	M2 – Annually (Assuming 35 weeks)
Language & Literature	L&L	4 Hours 10 Minutes	145 Hours 50 Minutes
Mathematics	Mat	4 Hours	140 Hours
Science	Sci	3 Hours 50 Minutes	134 Hours 10 Minutes
Design	Des	2 Hours 55 Minutes	102 Hours 5 Minutes
Language Acquisition	LA	3 Hours 45 Minutes	131 Hours 15 Minutes
3 rd Language	L3	50 Minutes	29 Hours 10 Minutes
Physical and Health Education	PHE	2 Hours 55 Minutes	102 Hours 5 Minutes
Art (Visual Arts)	Art (VA)	2 Hours 25 Minutes	84 Hours 35 Minutes
Art (Performing Arts)	Art (PA)	50 Minutes	29 Hours 10 Minutes
Individuals and Societies	I&S	4 Hours	140 Hours
Library	Lib	50 Minutes	29 Hours 10 Minutes

*Competitions at Silver Oaks

Word Craft = Creative Writing, HC = Human Calculator, Spell Bee = Spelling & Vocabulary

MYP 3 – Canis Majoris											
	08:30 08:45	08:45 09:15	09:15 09:30	09:30 10:20	10:20 11:10	11:10 12:00	12:00 12:30	12:30 01:15	01:15 02:00	02:00 02:10	02:10 03:00
	15 mins	30 mins	15 mins	50 mins	50 mins	50 mins	30 mins	45 mins	45 mins	10 mins	50 mins
	Assembly	1	Recess	2	3	4	Lunch	5	6	Recess	7
Mon		Word Craft*		Sci	I&S	Mat		Des	LA		L&L
Tue		HC*		L&L	Sci	Mat		I&S	LA		PHE
Wed		Spell Bee*		LA	L&L	Art (VA)		I&S	Mat		Sci
Thu		PHE		Mat	L3	L&L		I&S	Des		Des
Fri		Art (VA)		Mat	Art (PA)	Sci		Sci	LA		L&L
Sat		Lib		I&S	PHE	PHE		Des	LA		Des

Working hour / week (Including Alternate Saturdays)

Subjects	Abbr.	M3 - Weekly	M3 – Annually (Assuming 35 weeks)
Language & Literature	L&L	4 Hours 10 Minutes	145 Hours 50 Minutes
Mathematics	Mat	4 Hours 5 Minutes	142 Hours 55 Minutes
Science	Sci	4 Hours 5 Minutes	142 Hours 55 Minutes
Design	Des	3 Hours 55 Minutes	137 Hours 5 Minutes
Language Acquisition	LA	3 Hours 50 Minutes	134 Hours 10 Minutes
3 rd Language	L3	50 Minutes	29 Hours 10 Minutes
Physical and Health Education	PHE	3 Hours	105 Hours
Visual Arts	Art	1 Hour 20 Minutes	46 Hours 40 Minutes
Performing Arts	Mus	50 Minutes	29 Hours 10 Minutes
Individuals and Societies	IS	3 Hours 55 Minutes	137 Hours 5 Minutes
Library	Lib	30 Minutes	17 Hours 30 Minutes

*Competitions at Silver Oaks

Word Craft = Creative Writing, HC = Human Calculator, Spell Bee = Spelling & Vocabulary

MYP 4 - Quantum											
	08:30 08:45	08:45 09:15	09:15 09:30	09:30 10:20	10:20 11:10	11:10 12:00	12:00 12:30	12:30 01:15	01:15 02:00	02:00 02:10	02:10 03:00
	15 mins	30 mins	15 mins	50 mins	50 mins	50 mins	30 mins	45 mins	45 mins	10 mins	50 mins
	Assembly	1	Recess	2	3	4	Lunch	5	6	Recess	7
Mon		Word Craft*		Mat	PP	LA		Sci	L&L		Lib
Tue		HC*		I&S	Mat	LA		Sci	L&L		PA
Wed		Spell Bee*		Des**	Des**	Mat		Sci	L&L		I&S
Thu		LA		L&L	Mat	Des		LA	Sci		I&S
Fri		I&S		Des**	L&L	Mat		I&S	Mus		Sci
Sat		Sci		Des**	L&L	LA		PA	Lib		I&S

Working hour / week (Including Alternate Saturdays)

Subjects	Abbr.	M4 - Weekly	M4 – Annually (Assuming 35 weeks)
Language & Literature	L&L	4 Hours 45 Minutes	166 Hours 15 Minutes
Mathematics	Mat	4 Hours 10 Minutes	145 Hours 50 Minutes
Science	Sci	4 Hours 20 Minutes	151 Hours 40 Minutes
Design	Des	4 Hours 10 Minutes	145 Hours 50 Minutes
Language Acquisition	LA	3 Hours 45 Minutes	131 Hours 15 Minutes
Physical Activity	PA	1 Hour 35 Minutes	55 Hours 25 Minutes
Music (Choir)	Mus	45 Minutes	26 Hours 15 Minutes
Individuals and Societies	I&S	4 Hours 35 Minutes	160 Hours 25 Minutes
Library	Lib	1 Hour 35 Minutes	55 Hours 25 Minutes
Personal Project	PP	50 Minutes	29 Hours 10 Minutes

*Competitions at Silver Oaks

Word Craft = Creative Writing, HC = Human Calculator, Spell Bee = Spelling & Vocabulary

**We offer design as the subject