ASSESSMENT 2016
YEARS 7-10
INFORMATION, POLICY AND PROCEDURES
FOR YEARS 7-10 STUDENTS AND PARENTS
1 Introduction

Assessment of skills, knowledge and understanding occurs as an integral part of the teaching and learning process. Assessment can be both formal and informal – that is, through assignments, tests and examinations or through classroom activities, questioning, interviewing, peer marking, etc.

At Kinross Wolaroi School both formal and informal assessments are used to monitor student progress throughout the year. The purpose of this booklet is to give students details about the assessment tasks they will be expected to complete over the year. It should allow students to plan and manage their time more effectively. Each subject has a list of the formal assessment tasks with a percentage weighting for each task. More specific details about each task will be provided by classroom teachers (including the content, layout, outcomes being assessed and marking criteria to be used) closer to the due date of the task.

2 Assessment For, As and Of Learning

The K-10 syllabuses developed by the Board of Studies and implemented in NSW schools advocate assessment for, as and of learning. These components of assessment give students opportunities to produce work that develops their knowledge, understanding and skills. A range of assessment strategies is used in such learning. Assessment (in summary from Board of Studies’ documents):

- enables teachers to gather evidence about student achievement in relation to outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning

Assessment tasks are designed to promote individual and collaborative learning. They clearly explain the purpose and goal of the task being undertaken. They are designed in such a way as to help the student learn better, rather than just achieve a better mark. Assessment tasks provide meaningful feedback which enables the student to grow in their understanding of how they learn – such tasks are not just content-driven. These tasks also encourage students to take responsibility for their own learning.

3 School use of assessment results

Assessment is used by the school as a guide for the awarding of the Common Grade Scale, reported at the end of each semester. The awarding of the CGS is a federal government requirement that allows schools to compare students against national benchmarks from state to state. The Common Grade Scale is:

A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply those skills to new situations.

B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D. The student has a basic knowledge and understanding in a few areas of content and has achieved a limited level of competence in the processes and skills.

E. The student has an elementary knowledge and understanding in a few areas of content and has achieved very limited competence in some of the processes and skills.

Assessment results are also used to calculate Academic Excellence awards for speech day and as a guide for placing students into classes in the following year.

Finally, assessment results (those collected before late November) will be used as a guide along with Course Performance Descriptors to award a grade for each student in each Year 10 Course for their Record of School Achievement (RoSA). These grades are submitted to the Board of Studies in late November (see the KWS policy on Assigning RoSA Grades).

4 Assessment Policy and Procedures

The following procedures have been designed to ensure that each and every student at Kinross Wolaroi School is dealt with in a fair and reasonable way:

4.1 Assessment Timetable

At the beginning of Term 1 in Years 7 – 10, students will be issued with an assessment timetable for the calendar year. This timetable will give students an overview of the formal assessment tasks they need to complete for the year and enable them to plan their work so that tasks do not pile up or get left to the last minute. It will provide students with the assessment weightings of each task and the approximate timing of tasks. (Precise dates of tasks will be provided with good notice). It will include an Assessment Planner for the year. Generally, at least two weeks’ notice of the details of a task and the criteria being used to assess that task will be provided. Occasionally the scheduling or nature of tasks may change owing to unanticipated factors in the calendar. If any change does occur, students will receive adequate notice in writing from the classroom teacher or the Head of Department. Students who are absent prior to a task need to check with their teacher upon their return to school to see if any details about the forthcoming task were distributed during their absence.

4.2 Submission of tasks

Submission of tasks is at the discretion of each faculty, the time and place for submission being specified when the task is set. Generally, tasks are due at the beginning of the period on the date due. Should the class period not occur for some reason (e.g., evacuation drill, timetable change, etc), it is the student’s responsibility to submit the task before the end of the school day by 3:30pm. Furthermore, students who are off-site for some reason (e.g., representative sport), must make arrangements to submit the task on time.

Additionally, all written research work is to be submitted in hard copy (unless otherwise specified on the task notification), not email, USB drive or CD (although these may be additional to the hard copy). In cases of illness, misadventure or extenuating circumstances, the Head of Department may grant permission for submission by email.
4.2.1 Failure to complete/submit a hand-in task on time

Students who fail to submit tasks by the required time and date will be penalised 10% of the total available marks per day (this means that, for example, a task due on Friday which is not handed in until Monday would incur a 30% penalty for being three days late). In this circumstance, the class teacher must notify the Head of Department immediately and the Parent/Head of House will be contacted by the teacher or HOD ASAP (within one school day if possible). If a student is unable to complete the work on time for good reason (owing to accident, illness or misadventure, or other circumstances outside their control e.g. family tragedy, representative sport involving extended leave) then application should be made in writing to the Head of Department prior to the submission date.

In the case of illness, a note from the parent (or head of boarding house) will be required. An alternative submission date will be set unless the circumstances are exceptional. This submission date will be no greater than 7 days after the initial date. The 10% penalty per day will then apply after this alternative date. See also section 4.3.4 (affected tasks and estimates).

If a genuine attempt has not been made, then an N-Award warning letter should be issued by the HOD. This is the case whether or not a mark penalty has been recorded.

4.3 Absences, Illness and Misadventure

4.3.1 Absence prior to an Assessment task

It is not appropriate for students to be absent the day before an Assessment task, or for class periods preceding an Assessment task, for the purpose of finishing a task or preparing for a task. This gives the students an unfair advantage. Students who engage in this practice should be reported to the Head of Senior School. It should also be noted that for Preliminary and HSC tasks this practice incurs a 50% penalty of the mark awarded for the task.

4.3.2 Absence on the day of an Assessment task

If a student is absent on the day of an assessment task owing to illness or misadventure, the student should obtain a note of explanation from their parent (or head of boarding house) and submit it to the relevant Head of Department immediately upon return to school and make alternative arrangements to sit the task as soon as possible. If the absence is owing to reasons other than illness or misadventure, leave must be applied for in writing to the Head of Senior School prior to the day the task is due. Failure to do this may result in a penalty at 10% per day. See also section 4.3.5 (affected tasks and estimates).

4.3.3 Absence during the ‘Half-Yearly’ or the ‘Yearly’ Examinations

If a student is absent during one of the examination periods owing to illness or misadventure, a note of explanation from their parent (or head of boarding house) must be presented to the Director of Studies, and an alternative time for the missed examination will be organised. All half-yearly examinations, and/ or yearly examinations should be completed provided they can be rescheduled within the examination period. See also section 4.3.5 (affected tasks and estimates).
4.3.4 Illness or Misadventure (when a task is attended and attempted)

The following policy statements reflect the BOSTES rules and limitations for illness or misadventure and will apply for KWS assessment tasks:

- Illness or misadventure applications only apply to the student’s ability to perform in a task or examination due to illness or misadventure occurring immediately before or during a task.
- An illness or misadventure application will not be accepted or upheld on the basis of:
  - difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
  - other commitments, such as participation in entertainment, work or sporting events.
  - long-term illness such as glandular fever, unless you suffer a flare-up of the condition during the task or examination.
  - the same grounds for which you received disability provisions, unless you experience additional difficulties during the task or examination.
- There is no such thing as ‘special consideration’ whereby extra marks can be given to compensate for illness or misadventure. If an illness or misadventure application is upheld then the task will be deemed invalid for the student. In such cases, see section 4.3.5 (affected tasks and estimates).
- If illness or misadventure occurs immediately prior to a task or examination, you must notify the supervising teacher or presiding officer (PO) when you enter the room. If the illness or misadventure occurs during a task or examination, you must notify the supervising teacher or PO at once. The supervising teacher or PO will note the details and monitor you throughout the task or examination. A report will be forwarded to the Head of Department (HOD), or in the case of an examination, to the Director of Studies (DOS). It is the student’s responsibility to follow up the illness or misadventure situation by contacting the HOD (or in the case of an examination, the DOS) as soon as possible after the task or examination has concluded. Failure to do this may result in the application being dismissed.

4.3.5 Tasks affected by (or missed completely due to) situations outlined in this policy.

If the Head of Department (in consultation with the class teacher and the Director of Studies) deems that there is an acceptable reason, in accordance with this policy, why a task is invalid or could not be completed and the relevant documentation has been received, the following points should be considered in determining an estimate for the assessment task:

- An estimate must be based on appropriate evidence by the teacher in consultation with their Head of Department and (if necessary) the DOS.
- Appropriate evidence may be:
  - Other formal assessment tasks
  - Tasks other than formal assessment tasks
  - Based on one or many tasks depending on the type of task that was missed.
- The estimate will not necessarily maintain the rank of the student who misses the task. This will depend on the type of task missed and the other appropriate evidence available. In cases of extended absence where there has been little or no evidence of learning or progress, the student’s rank will be adversely affected to reflect the progress made by others in the cohort.
- If there is insufficient appropriate evidence (as deemed by the HOD in consultation with the DOS) the student may be required to do a substitute task to allow an estimate to be given. All students should complete over 50% of the assessment task weighting in each course, along with their cohort.
- Sometimes the estimate cannot be finalised until later in the course when further appropriate evidence has been collected (an interim estimate may be given).
These considerations highlight the importance for all students to complete all tasks (formal and informal) to the best of their ability, so that, in the case of an estimate being required, the evidence held by the teacher is a true reflection of the student’s ability and potential. When the estimate has been finalised (in consultation with the HOD) the student should be notified of the outcome. See also section 4.5 (Appeals).

4.4 Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Engaging in malpractice will result in loss of marks and heavy penalties (normally a zero mark and disciplinary action). Malpractice includes, but is not limited to:

- taking time off school prior to a task’s due date
- copying someone else’s work in part or in whole, and presenting it as their own (that is, plagiarism)
- using material (printed or otherwise) without reference to the source (also plagiarism)
- building on the ideas of another person without acknowledgement
- buying, stealing or borrowing any portion of another’s work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules (that is, cheating in exams)
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice, for example lending your work to another

Additionally:

- Mobile Phones are not permitted in examination rooms or assessment task venues
- Translators may be used during a task if permission has been granted by the DOS

4.5 Appeals

If a student wishes to lodge an appeal about the nature of a task, the marking of a task, or his or her ranking he or she must do so within three days of receiving the task or ranking in question with the relevant Head of Department. The HOD will consider the appeal and review the marking process with the marker(s). Any decision to alter a mark must maintain fairness to all students (not just the student lodging the appeal). If the student is still dissatisfied, he or she has the right to lodge an appeal with the Director of Studies; this must be done in writing within a week of having gone to the HOD. The appeal will be considered by the Assessment Review Panel, consisting of the DOS, the HOD for the relevant subject and another HOD, who will make a recommendation to the Head of Senior School. The decision made will then be communicated to the student.
4.6 Invalid tasks
A task may be deemed invalid if it does not function as required. For example, it may not adequately discriminate between the students or there may have been problems with the administration of the task that affected the candidature (as a whole or in part) or the task (completely or in part). In all cases, issues of administration must be managed to ensure that fairness is maintained for all students. If for some reason a task (or part of a task) proves to be invalid, the task may need to be discarded, either partially or in its entirety, or a new task may be needed to be considered with weightings adjusted as appropriate. If this should occur, a panel shall be convened similar to that of the Assessment Review Panel, and a recommendation made to the Head of Senior School as to how to proceed. See also Section 4.5 (Appeals).

4.7 Feedback on Assessments
The majority of assessment tasks will be returned to students within a week of submission. Sometimes, however, the size of the candidature and the type of task may mean that longer than this is necessary. Nevertheless, it is policy at KWS that ALL tasks be returned to students within a fortnight.

Should a student be uncertain of the reasons for a mark being awarded despite the marking criteria which was given before the task, he or she should speak to the teacher involved with the marking on the day the task is returned. Should the student still be unsure of the reasons for the mark awarded he or she should make an appointment with the Head of Department within three days of the task being returned. See also section 4.5 (Appeals).

Assessment marks are recorded centrally (on the school database), as well as in individual faculties. This should be done within a week of returning the task to students.

4.8 Requirements not being met
Students must make a genuine effort to satisfy Course requirements. Students who do not make a genuine attempt will receive a warning letter (see Appendix A) from the relevant Head of Department and given the opportunity to rectify the situation. If the situation is not rectified, the student will receive a second warning letter from the Director of Studies. If the situation persists and no effort is made by the student to address the situation, the student may be granted an 'N' award. This means the course in question cannot contribute to the Record of School Achievement.

5 Disability Provisions
Students with a disability (evidenced-based) may be allowed certain provisions (range of adjustments) in the sitting of tasks and examinations. Disability Provisions are granted to students who are impaired by their disability and require adjustments to perform on the same basis as other students. The BOSTES categories are learning, sensory (hearing/vision), physical and medical (including socio-emotional) disabilities. The range of adjustments are dependent on the disability, the degree of impairment,
functional evidence and current levels of performance. For consideration for Disability Provisions, students/parents are directed to make an appointment with the Student Academic Services department.

For more information, please read the BOSTES guidelines at http://www.boardofstudies.nsw.edu.au/disability-provisions/.

Conclusion

The above procedures have been designed to create a 'level playing field' for all students and to allow all students to achieve to the best of their ability. Should a student have genuine concerns regarding a course being studied and an assessment task, he or she is urged to see their classroom teacher immediately. If a student or parent has any query about assessment policy and procedures at Kinross Wolaroi School then please feel free to contact me on 6392 0306 or pmirrington@kws.nsw.edu.au.

Paul Mirrington
Director of Studies
### Years 7-10 Subject Co-ordinators for 2016

Subject co-ordinators are available on the following numbers should you wish to discuss your son’s or daughter’s progress, or seek clarification on an assessment issue.

<table>
<thead>
<tr>
<th>Department</th>
<th>Subjects</th>
<th>Head of Department</th>
<th>Contact #</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>Miss Amanda Sheahan</td>
<td>6392 0388</td>
</tr>
<tr>
<td>Student Academic Services</td>
<td>Academic Literacy</td>
<td>Mr Yooie Choi</td>
<td>6392 0436</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics 5.1 Pathway</td>
<td>Mrs Michelle Hill</td>
<td>6392 0331</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics 5.2 Pathway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics 5.3 Pathway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Mr Matthew Healey</td>
<td>6392 0368</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Geography</td>
<td>Mrs Sue-Ann Gavin</td>
<td>6392 0333</td>
</tr>
<tr>
<td>History and Religious Education</td>
<td>History</td>
<td>Ms Dianne Chappel</td>
<td>6392 0418</td>
</tr>
<tr>
<td>History and Religious Education</td>
<td>History Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Religious Education</td>
<td>Religious Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical and Applied Science (TAS)</td>
<td>Agriculture</td>
<td>Mr Simon Lun</td>
<td>6392 0448</td>
</tr>
<tr>
<td>Technical and Applied Science (TAS)</td>
<td>Industrial Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical and Applied Science (TAS)</td>
<td>Information, Software &amp; Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical and Applied Science (TAS)</td>
<td>Technology (Mandatory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Food Technology</td>
<td>Mrs Toni Bilton</td>
<td>6392 0409</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Textiles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Visual Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>French</td>
<td>Mr Chris Oldham</td>
<td>6392 0345</td>
</tr>
<tr>
<td>Languages</td>
<td>Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education</td>
<td>PASS</td>
<td>Mr Huon Barrett</td>
<td>6392 0344</td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education</td>
<td>PDHPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Drama</td>
<td>Ms Heidi Anthony</td>
<td>6392 0341</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Providers</td>
<td>Distance Education</td>
<td>Mr Paul Mirrington</td>
<td>6392 0306</td>
</tr>
</tbody>
</table>

### Other contacts

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Contact number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Co-ordinator</td>
<td>Miss Claire Goodall</td>
<td>6392 0357</td>
</tr>
<tr>
<td>Director of Studies</td>
<td>Mr Paul Mirrington</td>
<td>6392 0306</td>
</tr>
<tr>
<td>Head of Student Academic Services</td>
<td>Mr Yooie Choi</td>
<td>6392 0436</td>
</tr>
<tr>
<td>Head of Senior School</td>
<td>Mrs Bev West</td>
<td>02 6392 0302</td>
</tr>
</tbody>
</table>
Appendix A – Official warning letter for requirements not being met

Dear <Parent/Guardian> <Date>

Re: OFFICIAL WARNING - Non-completion of a Stage 5 (Years 9 – 10) Course

I am writing to advise that your son/daughter <Student Name> is in danger of not meeting the Course Completion Criteria for the Stage 5 course <Course Name>.

Delete ONE of the following paragraphs:

This course is **mandatory** for the award of the Record of School Achievement (RoSA). Where the non-completion is in a mandatory course, the student will not be eligible for the award of the RoSA and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student’s transcript of results as ‘Not Completed’.

This course is a Stage 5 **elective** course that is credentialed on the Record of School Achievement (RoSA). Any elective course not satisfactorily completed will not appear on the student’s RoSA.

**Course Completion Criteria:**
The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

(a) **followed** the course developed or endorsed by the Board; and

(b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

(c) **achieved** some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform the Board that the student has not satisfactorily completed the course.

To date, <Student Name> has not satisfactorily met part (b) of the Course Completion Criteria. The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for <Student Name> to satisfy the Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the first official warning we have issued concerning <Course Name>. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

**Opportunity to satisfy the Course Completion Criteria**
To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by <Student Name>.

<table>
<thead>
<tr>
<th>Task Name(s) or Course Requirement(s) or Course Outcome(s)</th>
<th>Original Due date</th>
<th>Action required by student</th>
<th>Revised date to be completed by</th>
</tr>
</thead>
</table>

Please discuss this matter with <Student Name> and contact the school if further information or clarification is needed.

Yours sincerely

<HOD Name> Brian Kennelly
Head of <Department>
Principal – Kinross Wolaroi School

Please detach this section and return to the school

---

**Acknowledgement of Official Warning**

Re: Requirements for the Satisfactory Completion of a Stage 5 (Years 9 – 10) Course

- I have received the letter dated <date of this letter> advising me that <Student Name> is in danger of not meeting the course requirements for the course: <Course Name>, and am aware that this is the first official warning.

- I am aware that this is/is not a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student’s transcript of results as ‘Not Completed’, and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian’s signature: ____________________________ Date: ____________
Student’s signature: ____________________________ Date: ____________
Dear Parent/Guardian

Re: OFFICIAL WARNING - Non-completion of a Stage 4 (Years 7 and 8) Course

I am writing to advise that your son/daughter **Student Full Name** is in danger of not meeting the Course Completion Criteria for the Stage 4 course **Course Name**.

This course is **mandatory** for the award of the Record of School Achievement (RoSA). Where the non-completion is in a mandatory course, the student may not be eligible to progress into Stage 5 (Year 9 and 10) courses until the Course Completion Criteria are satisfied.

**Course Completion Criteria**: The satisfactory completion of a course requires principals to have sufficient evidence that the student has:
(a) followed the course developed or endorsed by the Board; and
(b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
(c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform BOSTES (The Board of Studies, Teaching and Educational Standards) that the student has not satisfactorily completed the course.

To date, **<Student Name>** has not satisfactorily met part (b) of the Course Completion Criteria. The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for **<Student Name>** to satisfy the Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

BOSTES requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **first official warning** we have issued concerning **<Course Name>**. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

**Opportunity to satisfy the Course Completion Criteria**

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by **<Student Name>**.

<table>
<thead>
<tr>
<th>Task Name(s) or Course Requirement(s) or Course Outcome(s)</th>
<th>Original Due date</th>
<th>Action required by student</th>
<th>Revised date to be completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please discuss this matter with **<Student Name>** and contact the school if further information or clarification is needed.

Yours sincerely

**<HOD Name>**

Brian Kennelly

Head of Department

Principal – Kinross Wolaroi School

---

Please detach this section and return to the school

**Acknowledgement of Official Warning**

Re: Requirements for the Satisfactory Completion of a Stage 4 (Years 7 and 8) Course

- I have received the letter dated <date of this letter> advising me that **<Student Name>** is in danger of not meeting the course requirements for the course: **<Course Name>**, and am aware that this is the **first** official warning.

- I am aware that this is a **mandatory** course. I am aware that any mandatory course not satisfactorily completed may preclude progression to Stage 5 (Years 9 and 10) Courses.

Parent/Guardian’s signature:________________________________ Date: _______________

Student’s signature:________________________________________ Date: _______________