Rationale
At Trinity Bay State High School assessment is used to:
- Promote, assist and improve learning
- Inform teaching and learning
- Provide information to students, parents and teachers about the progress and achievements of individual students
- Provide information for the issuing of certificates of achievement (including the Queensland Certificate of Education and Tertiary Entrance Statement)

All students are expected to participate fully by:
- Maintaining an attendance rate of at least 90%.
- Completing the course of study including all assessment work and exams.
- Following school policy and procedures in relation to submitting assessment and attendance.

This Assessment Policy is designed to ensure that there is consistency in assessment procedures in all subject areas across Years 7 to 12 and that all students are treated equitably. This document is aligned to Queensland Curriculum and Assessment Authority (QCAA) policies.

Course planners
Trinity Bay State High School publishes course planners for each subject at the commencement of each term on the school website (http://trinitybayshs.eq.edu.au/courseplanners.htm) for students and their parents / carers to access. Whilst every effort is made to ensure that these documents are accurate when published, minor changes to assessment due dates may be required due to unforeseen interruptions to learning time. Teachers will advise students of any changes to assessment dates required.

Task and criteria sheets
For each assessment item, students will be provided with a task and criteria sheet that is comprised of information and instructions for completing the set work, including:
- The topic and context of the task.
- A clear description of the set task.
- Steps / guided directions of what is expected to be completed to satisfy the task, including “check-ins” or the submission of drafts.
- Specific task conditions and requirements e.g. time allowed, word length, text type (genre) and required language features.
- Descriptors of the standards (A-E or Satisfactory / Unsatisfactory for VET assessments) against which their work will be judged.

Assessment check-ins and drafts
Check-ins may be used by teachers during the assessment period to provide feedback to students on their progress in satisfying the task. The number of check-ins will vary according to the word length, complexity and timeframe of the task. These are normally scheduled and are incremental within the task at points where a particular part of the scaffolded process has been completed. A check-in might require students to:
- Submit a written outline or plan to the teacher of their approach to the task.
- Show that they have completed the required preparation for an experiment.
- Discuss with the teacher the roles of each member of their group.
- Negotiate the presentation of their work.
- Provide other evidence to demonstrate the progress they have made in completing the task at that point in time.

Check-ins are used to motivate students to be organised in their work so that they meet deadlines. They also provide students with critical feedback at regular intervals in the assessment period.

A draft is a written response that is nearly good enough to submit for assessment. It is likely to be the student’s second or third attempt at the task. The submission of drafts is mandatory as it allows students to obtain feedback on the assessment item prior to submitting the final copy. Drafts are also used to provide evidence of authorship.
Drafts must be completed and submitted directly to the class teacher by the due date in person, via email or via another method arranged by the teacher e.g. digital drop box. Late drafts will be collected as evidence of authorship, but feedback will not be provided by the teacher.

**Teachers will retain a copy of all drafts submitted.** In the case where an assessment item is not submitted on the due date and there has been no extension granted, the teacher will grade the draft and / or other evidence that has been collected prior to the due date.

**Consequences for missing check-ins and non-submission of / incomplete drafts**  
Students who are deemed to be behind schedule at assessment check-ins or who do not submit completed drafts by the due date:
- Will receive classroom-based strategies to ensure they catch up and submit the assessment task on time e.g. lunchtime detentions.
- Will have their parents / carers contacted by the teacher by phone, email or letter. This contact will be recorded on OneSchool.
- May be referred to the RTC.
- May move to the next stage of the cancellation of enrolment process if the student is in the post-compulsory phase of education (i.e. the student has completed Year 10 or turned 16 years of age).

**Assessment submission process**

**Years 7 to 9**

Final copies of assessment items must be submitted by the due date either in person or via email to the class teacher.

**Years 10 to 12**

**In person via Student Services Office**
- Students will hand final copies of assignments in to the Student Services office window before the end of morning tea (12:00pm). Assignments will not be collected after this time—the assignment will be deemed late.
- Assignments will not be accepted unless a completed assignment cover and receipt are handed in with each assignment. The assignment cover sheet and receipt must be completed in black or blue ink and be submitted without alteration (no white-out or pencil).
- Assignment cover sheets and receipts can be collected from your teacher or downloaded from the Trinity Bay State High School website.
- The assignment cover sheet must be attached to the assignment.
- The assignment cover sheet and the receipt will be stamped and dated by the Student Services office staff and the receipt returned to you.
- Assignments can be emailed to the school.

**Via email**
- Check to ensure that the program used at home is compatible with school software.
- If your teacher is unable to download your assignment then your assignment will be deemed LATE.
- Assignments can be emailed to: assignments@trinitybayshs.eq.edu.au.
- **Emails must reach the school before 12:00pm** otherwise the assignment is considered late.
- All emails must have two attachments—the assignment as one attachment and the assignment cover/receipt sheet as the second attachment. Student Services staff will download and print the assignment cover sheet, stamp and date and return to your teacher.
- The email will also be returned back to you as proof of receipt. (BUT you should check that your teacher has received your assignment). The email will then be forward to your teacher.

**Via other methods**
- Some subjects, including IT subjects, Film Television and New Media and Graphics, will make use of digital drop boxes. Teachers of these subjects will advise students if this is the preferred method of assessment submission. Items must be placed in the digital drop box before 12:00pm otherwise the assignment is considered late.
- In practical subjects, including Visual Art and Manual Arts subjects, assessment items may be too large to submit in person through the Student Services office. Teachers of these subjects will advise students of how these tasks need to be submitted and the deadlines.

**Absent on due date**
- The assignment or class work to date should be forwarded through email, family or friends or other suitable arrangements, otherwise the assignment will be considered to be late.
• If students cannot make any of the above arrangements, their parent/carer must contact the Deputy Principal on the due date to discuss the situation.

Oral / multimodal presentations
Students who refuse to present an oral / multimodal presentation will be deemed to have not completed the assessment task. Students who do not feel comfortable presenting in front of the entire class should discuss alternative presentation options with their teacher / Head of Department, such as:
• Presenting at lunch time to the teacher
• Presenting at lunch time to the teacher and a small audience of the student’s choosing
• Submitting a video recording of the presentation

Alternative presentation formats can only be considered if they align with the syllabus requirements for the subject.

Group assessment
In the situation that one or more members are absent on the date of a group assessment, the remaining members of the group must submit the elements of the task they were responsible for and, in the case of performances / presentations, present using “fill in” group members taking on the roles of the absent students. When the absent group member returns, the group will re-present at the soonest possible time. Students who have presented at school on the due date and followed this Assessment Policy will be assessed without penalty.

Late submission of assessment
QCAA policy states, “In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.” Students who submit an assessment item late without an approved Application for Extension will be graded on their draft and / or other evidence that has been collected prior to the due date.

Inadequate responses
Students must ensure that they make a reasonable attempt on all assessment items. Students will be deemed to have made an inadequate response in situations such as:
• Failing to meet at least 50% of the required word length / time requirement.
• Failing to address the task (e.g. intentionally writing off-topic).
• Completing a limited number of components of an assessment task.
• Improvising a speech that should have been scripted.
• Writing only their name on an exam paper.
• Attempting a very limited number of questions on an exam paper.

Students who provide an inadequate response to an assessment item will be graded on the work they submit on the due date / in the exam; however, further consequences will apply.

Non-submission of assessment
In the case of non-submission of assessment, QCAA policy states, “A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an ‘E’ standard cannot be awarded where there is no evidence for it. […] Standards are not awarded when there is no evidence.”

Students may not be awarded a result or semester units if there is insufficient coverage or inadequate assessment. The Principal has the discretion to determine the number of semesters of credit to be reported for a student’s course of study for Year 11 and 12. Withdrawal from semesters in Year 11 and 12 may compromise QCE and OP eligibility.

In the situation where a teacher has no evidence on which to base a result and the student does not have an approved Application for Extension the student will be detained in the next lunch hour after the lesson to complete the assignment. The teacher will provide the student with the task sheet and writing paper. The student will have the lunch hour to complete the assessment task. The assessment task will be collected by the class teacher at the end of the lunch hour. It will then be marked and graded along with the other assignments submitted by the class. Further consequences will apply.

If a student fails to attend the agreed lunch time session or refuses to attempt the work, the matter will be referred immediately to the Deputy Principal.
Plagiarism and cheating
QCAA policy states, “It is essential that judgments of student achievement be made on genuine student assessment responses. Teachers must take reasonable steps to ensure that each student’s work is their own, particularly where students have access to electronic resources and when they are preparing responses to collaborative tasks, and when they have access to others’ ideas and work.”

Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work. Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data, mathematical workings etc.
- Copying or adapting another student’s work.
- “Cutting and pasting” statements gathered from a variety of sources.
- Submitting work produced by someone else on the student’s behalf.

To prove authenticity, students must:

- Sign a declaration on the cover sheet of the task stating that it is their own original work.
- Draft assignments and keep copies of their drafts (e.g. saving drafts as “Version 1”, “Version 2” etc.)
- Reference other sources used.
- Provide a bibliography.

Consequences for plagiarism
Students cannot be graded on work that is not their own. Where plagiarism is suspected:

- Students will be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).
- Teachers will conduct an internet search of key phrases.
- Teachers will compare the students’ work to the work of past and present students.
- Teachers may interview the student after the submission of a task to explore further, clarify or determine comprehension of the work submitted.

Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded. Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, consequences will be applied.

Consequences for cheating
Students found to be / suspected of cheating in an exam (e.g. in possession of banned items such as notes / electronic devices or communicating with other students) will have the part of the exam already completed collected and they will continue on with the remainder of the exam.

After the completion of the exam, the teacher will consult their Head of Department to make a decision regarding the results for the exam. This may involve:

- Parts of the exam in question being disregarded while grading the exam.
- The student completing an alternative exam at the soonest possible opportunity.

Other consequences will also be applied.

Consequences for late submissions / inadequate responses / non-submission / plagiarism / cheating
Students who fail to meet the assessment requirements:

- Will have their parents / carers contacted by the teacher by phone, email or letter. This contact will be recorded on OneSchool.
- May be referred to the RTC.
- May be referred to a Deputy Principal. This may result in:
  - An interview with the student and a parent / carer
  - “Make a case” with the Deputy Principal or Principal
  - Progressing through the cancellation of enrolment process if the student is in the post-compulsory phase of education (i.e. the student has completed Year 10 or turned 16 years of age).
Assessment Block
The purpose of the Assessment Block is to:
- Provide students with flexible study time during the intensive assessment period.
- Provide opportunities for assessment items to be completed that are longer than 70 minutes in duration and cannot be completed in a single lesson.
- Ensure that all students studying the same subject complete exams under the same conditions simultaneously, thereby ensuring exam security (i.e. classes are not advantaged or disadvantaged by sitting the exam before / after other classes).
- Allow for extended tutorial sessions, particularly in Authority Registered subjects and VET courses.

Assessment Blocks are scheduled for Year 11 and 12 students at the term 2 (Year 11 and 12), term 3 (Year 12) and term 4 (Year 11) as per the school calendar of events. During the assessment block, regular classes are suspended and students are only required to attend school for scheduled exams and tutorials.

Assessment block schedules are distributed to students and published on the school website at least two weeks prior to commencement. Students who have more than three exams in one day should see the relevant Heads of Departments or a Deputy Principal to negotiate alternative times.

Students who are unable to attend an exam at a scheduled time must follow the protocols outlined in this Assessment Policy.

Expectations of students during Assessment Block
Students must:
- Wear full school uniform including appropriate footwear and jewellery. Uniform slips will be expected for any variation in uniform (including non-school jumpers). Students may not be allowed to start their exam until they have fulfilled this requirement.
- Arrive at school at least 15 minutes before the start of the scheduled exam or tutorial. Students must be responsible for being in the right place, on time.
- Have all the necessary equipment (e.g. pen, spare pens, calculator, writing paper).
- Turn mobile phones off during exams (not put into silent mode). Mobile phones should be left in bags, and must not be used during exams. Note: This means students cannot use the calculator function on their phone for the exam.
- Place bags under the chair or in an area designated by the Chief Supervisor during exams, so that they are out of the way of supervisors.
- Stay in the exam room for the length of the exam.
- Be silent at all times in the exam room, including when dismissed if EAL / international students are remaining for additional time.

Students may study or complete assignment work at school during the Assessment Block; however, they are expected to be working in the library unless prior arrangement has been made with the class teacher to use specific rooms with specialist equipment (e.g. art rooms). Students are not to work at tables in the school yard as Years 7-10 students are still in regular classes completing assessment and cannot be disturbed. Students will be asked to leave school grounds if they are considered a distraction.

Absence from exams / performances / presentations
Students who are absent on the day of an exam, performance or presentation must ensure that their absence is acceptable and the required documentation is provided to the teacher.

In the case of exams, students must make arrangements to sit an alternative exam provided reasonable grounds for missing the original set exam have been established.

<table>
<thead>
<tr>
<th>Acceptable Reasons for Absence</th>
<th>Evidence Required</th>
<th>Action Required</th>
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</thead>
<tbody>
<tr>
<td>Illness</td>
<td>Medical certificate for the exam date</td>
<td>Parent / carer contacts school on the date of exam to advise of illness Immediately upon return to school, student to negotiate alternative exam time with teacher/ HOD and provide a copy of the medical certificate</td>
</tr>
<tr>
<td>Undergoing medical procedure</td>
<td>Medical certificate for the exam date</td>
<td>Student to negotiate alternative exam time with teacher/ HOD at least one week prior to exam date</td>
</tr>
<tr>
<td>Funeral or bereavement</td>
<td>Contact from parent / carer prior to exam date</td>
<td>Student to negotiate alternative exam time with teacher/ HOD asap prior to exam date</td>
</tr>
</tbody>
</table>
Selection in regional / state / national team | Written evidence of selection | Student to negotiate alternative exam time with teacher/ HOD at least one week prior to exam date
---|---|---
Excursion | Nil | Student to negotiate alternative exam time with teacher/ HOD at least one week prior to exam date
School-based apprenticeship or traineeship / TAFE | Nil | Student to negotiate alternative exam time with teacher/ HOD at least one week prior to exam date

**Consequences for unacceptable non-attendance at exams**
Reasons that are considered unacceptable for missing an exam include:
- Family holiday
- Truanting
- Non-urgent appointments e.g. dental check-ups, sitting a Drivers Licence test
- “Forgetting” or misreading the Assessment Block schedule

If students are absent from an exam for an unacceptable reason, this will be considered a refusal to participate in the program of instruction. Students will be required to complete the exam at the next available lesson; however, the result may be disregarded if it is an atypical result (e.g. significantly higher than usual – potentially the result of being told the exam questions from other students). Year 11 and 12 students will be asked to “Make a Case” as to why they should remain in the course of study and may commence / progress to the next stage of the cancellation process.

**Moderation processes**
Moderation is the process of using standards, evidence and teacher agreement to achieve consistency of teacher judgment. Teachers meet regularly to ensure accuracy and comparability of judgements at TBSHS. In Years 11 and 12, student work is reviewed at regional panels and sometimes at state panels to ensure consistency in judgements made across all schools in Queensland. Students can request for their work to be moderated at the school level by speaking with the Head of Department.

**Extensions**
Consideration for extensions must be arranged through the appropriate Head of Department (HOD), prior to the due date via the Application for Extension form.

It is not school policy to allow extensions beyond the due date; however, extensions may be given in some circumstances to students who:
- Are suffering from a chronic illness with medical certificates as evidence.
- Have an extenuating family situation that has been discussed with a Deputy Principal or Guidance Officer.
- Enrolled in the school / subject late and missed some of the drafting time.

Extensions may not be granted to students who have not met deadlines for check-ins or drafts for the assessment item. This will be a consideration when determining whether a student will be granted an extension due to a lost or corrupted USB or other technology difficulty.

Note: It is the student’s responsibility to ensure they have multiple backups of assessment items e.g. USB, stored on school computer or a cloud and emailed to themselves.

**Exemptions**
In rare situations, students may be exempted from completing an assessment task. An exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student. Exemption is not an option where reasonable adjustment is appropriate i.e. removing barriers to a student’s access to learning and assessment opportunities.

An exemption can only be allowed when there is sufficient alternative evidence on which to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument.
An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student’s exit level of achievement, or the student being unable to meet the mandatory requirements stated in a syllabus or study area specification.

Exemptions can only be granted by a Head of Department in consultation with a Deputy Principal.

Special provisions
QCAA policy states, “Special provisions means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances.”

Special provisions may be particularly relevant for students with specific educational needs, including, but not limited to:

- Students with disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature
- Students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage, such as students:
  - of Aboriginal and/or Torres Strait Islander backgrounds
  - with language backgrounds other than English
  - who are migrants or refugees
  - in low socioeconomic circumstances
- Students who have short-term impairments such as glandular fever, fractured limbs, etc.

Special provisions involves the application of relevant syllabus criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students. The school is required to maintain the intent and rigour of the course and any other requirements or components that are inherent or essential to the course of study. Special provisions do not involve compensating for what the student does not know or cannot do.

Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course of study requirements.

The school must consult and involve the student (and, where appropriate, the student’s parents/carers and other relevant school personnel) in the decision-making process concerning special provisions. The school must take into account the student’s specific educational needs and balance the interests of all parties affected, including those of the student, the school, staff and other students. Each case will be considered on an individual basis.

Reasonable educational adjustments involves varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study. Examples of reasonable adjustments include, but are not limited to:

- Permitting signing instead of speaking for students with hearing impairments, and computer simulation instead of laboratory work for students with physical impairments.
- Allowing the use of specialised equipment to accommodate a student’s disability or impairment (e.g. keyboarding rather than handwriting).
- Providing a reader to communicate a text where reading is not the skill being assessed, or providing a scribe to produce an exact transcription of student responses to assessment items where a physical impairment does not permit a student to write.
- Providing assistance with the interpretation and comprehension of assessment items for students with language difficulties (e.g. students with language backgrounds other than English) as long as this assistance occurs for assessment items that are not designed to assess those language skills.
- Allowing additional time for students to complete assessable tasks (e.g. written tests or assignments) to give them the opportunity to demonstrate their knowledge and skills.

Consideration for special provisions must be arranged through the appropriate Head of Department prior to the due date.

Special Provisions for EAL / International Students
Students in the EAL Program and international students are eligible for extra time in exam situations. These students need to collect a bright orange “Extra Time Pass” from the EAL Coordinator or the International Student Program Manager. This pass states the student’s name, the exam they are doing and the amount of extra time they are allowed. This pass must be displayed on their desk during the exam. Students who identify as EAL but are not involved in the EAL program may be granted 10 minutes extra time at the discretion of the teacher / HOD with prior arrangement.
Selective updating
The school may decide to offer further assessment opportunities not specified in an approved work program or study plan for Year 11 and 12 students when:

- Previously completed assessment did not validly assess the knowledge and/or skills that the instrument purported to assess
- Additional assessment would allow knowledge and/or skills not previously assessed to be demonstrated
- Achievement on an earlier assessment instrument was unrepresentative or atypical.
- Assessment information gathered through further assessment opportunities:
  - Adds to the evidence available in a folio where the knowledge and/or skills have not been previously assessed (additional assessment)
  - Replaces the information in a folio where the knowledge and/or skills have been previously assessed but earlier achievement was unrepresentative or atypical (revisiting within the summative assessment program).

The student’s folio is selectively updated based on new evidence, i.e. previous evidence is replaced with new evidence.

Further assessment opportunities:
- Require different assessment tasks/items from those of the previous assessment.
- May use techniques and conditions similar to the previous assessment.
- Should be communicated in advance.
- Are made available to all students in a subject.
- Are not appropriate where responses are late or not submitted.
- Are not compulsory.

Students who believe they have a case for selectively updating their folio should approach the relevant Head of Department.

Achievement ladders and feed forward
Achievement ladders are used to provide feedback to all students about their progress in a subject area relative to others in the class. Achievement ladders:

- Are updated at the end of each term based on assessment items produced and displayed in the classroom.
- Clearly illustrate the position of each student on the ladder relative to the achievement levels and other students in the class.

Teachers will:
- Ensure that each student has had the chance to view the ladder and their position on it.
- Ensure that each student makes a record of their current ladder position.
- Provide students with specific, targeted advice on how the student can improve their results in the future.
- Provide Student Feed Forward Sheets for all students in their classes early in Term 2 and then review the same sheets early in Term 4.

Students will:
- Reflect on their progress in class.
- Set a clear goal for improvement in conjunction with the teacher.
## Application for Extension, Variation to Exam Date, Exemption or Special Provisions

**STUDENT TO COMPLETE:**

<table>
<thead>
<tr>
<th>Column</th>
<th>Information</th>
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</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>_______________________________________________</td>
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<tr>
<td>Form class:</td>
<td>____________________</td>
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<td>Subject:</td>
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<td>Teacher:</td>
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<td>HOD:</td>
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<td>Task:</td>
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<tr>
<td>Due date:</td>
<td>_____ / _____ / _____</td>
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<tr>
<td>Requesting:</td>
<td>□ Special provisions □ Extension □ Variation to exam date □ Exemption</td>
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<tr>
<td>Reason:</td>
<td>______________________________________________</td>
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<tr>
<td>Documentation:</td>
<td>□ Medical certificate (attached) □ Other: __________________________________</td>
</tr>
</tbody>
</table>

Have you been given special provisions/extensions/exemptions in any subject this year? □Yes □No
Which subjects? __________________________________

Do you have outstanding assessments at this time? □Yes □No How many? ______
Which subjects? __________________________________

Do you have evidence of work done so far on this assessment item to show the HOD? □Yes □No

Student signature: __________________________

**HEAD OF DEPARTMENT TO COMPLETE**

- □ Check with class teacher re. student work ethic (attendance, effort in class, drafts etc.)
- □ Check evidence of work done on assessment item at the time of negotiation of special provisions / extension / exemption
- □ Check the assessment register
- □ Application not approved – Reason/s: __________________________________
  - □ Special provisions approved: __________________________________
  - □ Variation to exam date approved – Revised exam date: _____ / _____ / _____
    Time: __________ Location: __________________
  - □ Exemption approved

HOD signature: __________________________

**Students, please note:**

If your extension or exemption is approved you must submit this form to the Student Services Office on or before the original due date (otherwise your assessment item will be deemed late).
Assessment items with approved extensions must still be submitted through the Student Services Office, not directly to your teacher.
If your request for special provisions is approved, you must hand this form to your teacher asap.
Assessment Progress Review

Student Name: ___________________________________________ Date: ___/___/___

According to the Assessment Register this student has overdue assessment for your subject. This means that the item has either never been submitted or it was handed directly to the teacher and not recorded as submitted on the assessment register. All summative assessment items are recorded on the assessment register and the responsible officer must be informed.

• Please indicate on this sheet whether the student has submitted the overdue item or not. Also indicate when the item will be submitted. When it has been completed and submitted please advise Kelly Cooper so she can adjust the assessment register.

• The student will return to see me and will advise of the steps they have taken to clear the assessment item which is overdue. Your urgent attention to this matter is required. Deputy Principal: ______

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<tr>
<th>Subject</th>
<th>Details and status of the assessment item</th>
<th>Teacher /Date</th>
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