



Punjab ELDS Assessment Tool (Children Age 3, 4 and 5 Year)



EARLY LEARNING & DEVELOPMENT STANDARDS





QUAID-E-AZAM ACADEMY FOR EDUCATIONAL DEVELOPMENT

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Acknowledgement

I would like to express my gratitude to everyone who contributed to the development of the assessment checklist for Early Learning and Development Standards (ELDS). With the help of technical and financial support of UNICEF, QAED team worked together with teacher Resource Center and experts from different institutions to develop comprehensive ELDS assessment checklist for assessing the growth of children at different ages (3, 4, and 5).

I am immensely grateful to all who contributed to this effort, including UNICEF team, experts from Teacher Resource Center (TRC), Home Economics College, University of the Punjab, ITA, P&D Department, Beaconhouse School System, Special Education Department, Punjab Examination Commission (PEC), Ali Institute, and PMIU. The efforts of QAED ECCE team is also appreciable in coordinating different stakeholders and experts and leading the whole task. Their unwavering dedication and cooperative spirit have paved the way for enhanced early childhood education and development on a global scale.

We strongly believe that these ELDS assessment checklists will be helpful for teachers, education managers, and parents to assess the developmental growth of children in different ages (3, 4, and 5) and take corrective actions timely.

Sarah Rashid
Director General QAED

Guidelines to use ELDS Assessment Checklist

The assessment checklist for Early learning and Development Standards (ELDS) is a guide for assessors (ECCE teachers, parents, caregivers, education managers) to understand what most children at the age of 3, 4, and 5 can learn and do in different areas of development domains. The assessors take help from the following guidelines to use the checklist of ELDS effectively and understand the development stages of the child to take corrective actions.

Familiarize with the Checklist

First of all the assessors should know the different domains of ELDS. Then take time to thoroughly understand the ELDS assessment checklist, including the skills, behaviors, and knowledge that children should have at different stages of their development. Review each domain, sub-domain, standard, and indicator to gain a comprehensive understanding of the expectations. The ELDS assessment checklist collects information into five Domains of Early Learning Development described in National Curriculum for ECCE. The development domains include:

1. Physical Development
2. Social and Emotional Development
3. Language and Literacy Development
4. Cognitive Development
5. Approaches to Learning

The ELDS assessment checklist is divided into three parts that guide about development indicators for each year (3, 4 and 5 years) of child development in the five developmental domains.

Assess Each Child's Progress

Use the ELDS assessment checklist to assess each child's progress in various areas of development. Observe and document their skills and behaviors based on the performance levels or scales provided and identify areas where the child requires additional support.

- 1 = Needs to develop the required skill
- 2 = Developing / Progressing
- 3 = Developed the required skill

Regularly Monitor and Plan Activities Based on Assessment Finding

Utilize the ELDS assessment checklist as a guide to plan activities that target the specific skills, behaviors, and knowledge outlined in the standards. Design age-appropriate activities that support children's development in each domain. Tailor the activities to address the individual needs and interests of the children.

Continuously monitor each child's progress using the ELDS checklist. Regularly reassess their skills and behaviors to track their development over time. Based on the assessment results, adjust teaching strategies, interventions, and activities as necessary to address any areas of improvement or challenges identified. Remember that the ELDS assessment checklist is a tool to guide assessment and facilitate targeted interventions. It is crucial to maintain open communication with parents and caregivers, share information from the checklist with them, and collaborate to support children's development both in the classroom and at home.

Assessment Checklist for

3

Year-Old Child

Early Learning & Development Standards Assessment Checklist for 3-Year-Old Child

Name of the Child: _____

Father/ Guardian: _____

Gender of the Child: M F Date of Birth: _____ Age of the Child: _____

Name of the School: _____

General Registration Number: _____

Name of the Teacher: _____ Gender of the teacher: M F

Age of the Teacher: _____ Date: _____

Performance level/ Scales: 1 = Needs to develop 2 = Developing 3 = Developed

Domain: 1. Physical Development

Sub-Domains/ Indicators		Performance level/ Scale		
		1	2	3
1.1 Gross Motor Development				
<i>Standard: The child should be able to demonstrate coordination of large motor muscles with a purpose of movement.</i>				
1.1.1	Walks up and down stairs unassisted.			
1.1.2	Jumps from single step, landing on both feet.			
1.1.3	Kicks a large ball.			
1.1.4	Catches and throws a big ball.			
1.1.5	Tries to pedal a tricycle.			
1.1.6	Climbs on a play equipment.			
1.1.7	Pours water from a jug to a glass.			
1.1.8	Walks, and runs easily changing direction and speed.			
1.2 Fine Motor Development				
<i>Standard: The child should be able to use fingers and hands for different purposes.</i>				
1.2.1	Enjoys building with blocks.			
1.2.2	Scribbles and traces different lines and strokes.			
1.2.3	Turns pages of a book one at a time.			
1.2.4	Opens and closes large button and zipper.			
1.2.5	Plays with small objects.			
1.2.6	Opens and closes doors with assistance.			
1.2.7	Holds pencil with thumb and finger grip.			
1.3 Sensorimotor Development				
<i>Standard: The child should be able to demonstrate the use of senses (sight, hearing, smell, taste, touch, etc.) during interaction with environment to guide his/her motions.</i>				
1.3.1	Identifies the hard and soft texture.			
1.3.2	Identifies different smells.			
1.3.3	Identifies different tastes (sweet, salty and spicy).			
1.3.4	Identifies the sounds (loud & soft).			
1.3.5	Identifies different temperatures (cold & hot).			

Sub-Domains/ Indicators		Performance level/ Scale		
		1	2	3
1.4 Health, Nutrition, Personal Care, and Hygiene				
<i>Standard: The child should be able to eat a variety of nutritious foods.</i>				
1.4.1	Washes and dries hands with assistance.			
1.4.2	Brushes teeth and hair with assistance.			
1.4.3	Identifies between healthy and unhealthy food.			
1.4.4	Understands the importance of drinking clean water.			
1.4.5	Cuts paper under supervision.			
1.4.6	Takes care of his/her personal hygiene (wiping running nose, covering mouth and nose while sneezing and yawning).			
1.4.7	Goes to toilet with assistance.			
1.4.8	Tries to achieve bladder control.			

Domain: 2: Social and Emotional Development

Standard 1: Child should be able to adapt feelings and emotions.

Standard 2: The child should be able to interact positively with peers.

Indicators		Performance level/ Scale		
		1	2	3
2.1	Engages in play with other children.			
2.2	Shows affection towards other children by sharing things.			
2.3	Laughs frequently, is friendly and eager to please.			
2.4	Expresses feelings like happy, sad & angry.			
2.5	Takes care of his/her belongings.			
2.6	Expresses affection towards familiar relations.			
2.7	Names his/her religion.			
2.8	Shares about likes and dislikes.			

Domain 3: Cognitive Development

Sub-Domains/ Indicators		Performance level/ Scale		
		1	2	3
3.1 Logical and Mathematical Reasoning				
<i>Standard: Children apply strategies to connect prior knowledge, experiential knowledge of a concept to meet the age-appropriate objectives using problem solving skills.</i>				
3.1.1	Listens to stories attentively.			
3.1.2	Likes to look at books, read to others and explain pictures.			
3.1.3	Attempts to join dots.			
3.1.4	Builds a tower of eight or more blocks.			
3.1.5	Understands triangle, circle, square and can point to requested shape.			
3.1.6	Places eight to ten pegs in a peg board.			
3.1.7	Recognizes numbers 0-9 and can separate objects/ things etc.			
3.1.8	Identifies and can name primary colours red, blue, green and yellow.			

Sub-Domains/ Indicators		Performance level/ Scale		
		1	2	3
3.2 World Around Us (Science & Social Studies)				
<i>Standard: Child develops awareness of family and community relations, his/her social roles and responsibilities, and differentiates similarities and differences in people.</i>				
3.2.1	Talks about family members.			
3.2.2	Recognizes plants and animals.			
3.2.3	Recognizes living and non-living things.			
3.2.4	Recognizes at least 1- 5 body parts.			
3.2.5	Tells basic weather conditions such as rainy, sunny and cloudy day.			
3.2.6	Makes a queue and waits for his/her turn.			
3.2.7	Mingles with children having diverse abilities.			
3.3 Creativity				
<i>Standard: The child should be able to manifest creativity in daily activities.</i>				
3.3.1	Enjoys symbolic play.			
3.3.2	Engages happily in role-play.			
3.3.3	Uses various art techniques such as drawing, colouring, collage and printing to create craft work.			

Domain 4: Language and Literacy (Listening, Speaking, Reading, Writing)

Indicators		Performance level/ Scale		
		1	2	3
4.1 Listening, Speaking				
<i>Standard: The child should be able to attend, understand and respond to increasingly complex language.</i>				
4.1.1	Talks about objects, events and people.			
4.1.2	Expresses feelings in words.			
4.1.3	Talks about surroundings.			
4.1.4	Listens to stories, poems and rhymes with enjoyment.			
4.1.5	Talks about himself/herself and family.			
4.1.6	Listens attentively and follows simple instructions.			
4.2 Reading				
<i>Standard: The Child should be able to recognize and identify letters and make letter-sound connections.</i>				
4.2.1	Recognizes letters.			
4.2.2	Recognizes sounds of letters.			
4.3 Writing				
<i>Standard: The Child should be able to learn writing skills and show knowledge of writing conventions; he/she demonstrates an understanding of writing as a means of communication.</i>				
4.3.1	Holds writing tools properly to develop pencil grip.			
4.3.2	Joins the dots and tries to write letters (Urdu/English).			

Domain 5: Approaches to Learning

Standard 1: *The child should be able to manifest curiosity and interest, to experience and learn new things.*

Standard 2: *The child should be able to take initiative in interactions and activities.*

Indicators		Performance level/ Scale		
		1	2	3
5.1	Participates in individual and group play.			
5.2	Watches and notices things around him/her.			
5.3	Plays with water or sand pits.			
5.4	Plays with puzzles.			
5.5	Flips through picture books.			

Assessor's Comments:

Name of the Assessor: _____

Signatures: _____ Date: _____

Assessment Checklist for

4

Year-Old Child

Early Learning & Development Standards Assessment Checklist for 4-Year-Old Child

Name of the Child: _____

Father/ Guardian: _____

Gender of the Child: M F Date of Birth: _____ Age of the Child: _____

Name of the School: _____

General Registration Number: _____

Name of the Teacher: _____ Gender of the teacher: M F

Age of the Teacher: _____ Date: _____

Performance level/ Scales: 1 = Needs to develop 2 = Developing 3 = Developed

Domain 1: Physical Development

Sub-Domains/ Indicators		Performance level/ Scale		
		1	2	3
1.1 Gross Motor Development				
<i>Standard: The child should be able to demonstrate coordination of large motor muscles with a purpose of movement.</i>				
1.1.1	Pedals a tricycle / child car, takes turns with confidence.			
1.1.2	Plays safely and comfortably with playground equipment.			
1.1.3	Catches a bounced ball most of the time.			
1.1.4	Maintains body balance by jumping on both feet over small objects.			
1.1.5	Walks up and down carrying objects in one or both hands.			
1.1.6	Takes care of self-space and others.			
1.2 Fine Motor Development				
<i>Standard: The child should be able to use fingers and hands for different purposes.</i>				
1.2.1	Builds a tower with ten or more blocks.			
1.2.2	Forms shapes and objects out of clay.			
1.2.3	Holds a crayon or marker using a tripod grasp.			
1.2.4	Threads small wooden beads on a string.			
1.3 Sensorimotor Development				
<i>Standard: The child should be able to demonstrate the use of senses (sight, hearing, smell, taste, touch, etc.) during interaction with environment to guide his/her motions.</i>				
1.3.1	Paints and draws with purpose.			
1.3.2	Differentiates among hard, soft, rough, and smooth texture.			
1.3.3	Differentiates among sweet, salty, spicy, fruity, and sour.			
1.3.4	Differentiates among different sounds (animals and objects).			
1.3.5	Observes the things carefully in surrounding.			
1.4 Health, Nutrition, Personal Care, and Hygiene				
<i>Standard: The child should be able to eat a variety of nutritious foods.</i>				
1.4.1	Tells about what he/she likes and what he is interested in eating.			

Sub-Domains/ Indicators		Performance level/ Scale		
		1	2	3
1.4.2	Washes and dries hands at appropriate time (before meals, after toileting etc.).			
1.4.3	Brushes teeth and hair.			

Domain 2: Social and Emotional Development

Standard: 1 Child should be able to adapt feelings and emotions.

Standard: 2 The child should be able to interact positively with peers

Indicators		Performance level/ Scale		
		1	2	3
2.1	Behaves in an outgoing and friendly; overly enthusiastic way at times.			
2.2	Enjoys role-playing and make-believe activities.			
2.3	Enjoys doing new things.			
2.4	Shows pride in accomplishments.			
2.5	Enjoys playing with other children rather than himself alone.			
2.6	Cooperates with other children.			
2.7	Expresses likes and dislikes.			
2.8	Plays local games.			
2.9	Practices his/her own religion.			
2.10	Recognizes that other religions exists in Pakistan as well.			
2.11	Understands the importance of resources, water, food, electricity.			

Domain 3: Cognitive Development

Indicators		Performance level/ Scale		
		1	2	3
3.1 Logical and Mathematical Reasoning				
<i>Standard: The child should be able to apply strategies to connect prior knowledge, experiential knowledge of a concept to meet the age-appropriate objectives using problem solving skills.</i>				
3.1.1	Starts to understand time (morning, afternoon, evening, night).			
3.1.2	Remembers parts of a story/sequence of the story.			
3.1.3	Understands idea of counting objects/people.			
3.1.4	Names and identifies some written numerals.			
3.1.5	Identifies and compares quantities (full, half, empty).			
3.1.6	Recognizes, counts, and writes numbers 0-20 and can separate objects/things etc.			
3.1.7	Counts reliably ten everyday objects.			
3.1.8	Recognizes shapes circle, square, triangle, rectangle & oval.			
3.1.9	Demonstrates an understanding of big and small, tall and short, heavy and light.			
3.1.10	Identifies and can name colours such as red, green, blue, yellow, orange and purple.			
3.1.11	Understands the concept of addition through objects.			

Indicators		Performance level/ Scale		
		1	2	3
3.2 World Around Us (Science & Social Studies)				
<i>Standard: The child should be able to develop awareness of family and community relations, his/her social roles and responsibilities, and differentiate similarities and differences in people.</i>				
3.2.1	Sorts and groups objects according to size, shape, and color.			
3.2.2	Enquires about the world around them.			
3.2.3	Identifies himself/herself as family and classroom members.			
3.2.4	Talks about various family members.			
3.2.5	Talks about farm and wild animals.			
3.2.6	Talks about food, water, and clothes.			
3.2.7	Groups plants according to their height, colour, shape of leaves.			
3.2.8	Identifies various means of transportation.			
3.2.9	Recognizes, appreciates and respects similarities and differences among people.			
3.2.10	Mingles with children having diverse abilities.			
3.3 Creativity				
<i>Standard: The child should be able to manifest creativity in daily activities.</i>				
3.3.1	Draws a person with most of the body parts.			
3.3.2	Likes to choose favorite colour.			
3.3.3	Creates representations of real objects in artwork.			
3.3.4	Differentiates the sounds producing objects.			
3.3.5	Folds and unfolds papers in a variety of ways.			
3.3.6	Cuts and pastes various materials.			
3.3.7	Imitates various movements observed in nature.			

Domain 4: Language and Literacy (Listening, Speaking, Reading, Writing)

Indicators		Performance level/ Scale		
		1	2	3
4.1 Listening, Speaking				
<i>Standard: The child should be able to attend, understand and respond to increasingly complex language.</i>				
4.1.1	Knows some basic grammar rules, such as correctly using "he "and "she".			
4.1.2	Recognizes phonics in spoken language.			
4.1.3	Tells stories.			
4.1.4	Says the first and last name.			
4.1.5	Sings a song or a poem from the memory.			
4.1.6	Understands and follows instructions.			
4.2 Reading				
<i>Standard: The child should be able to recognize and identify letters and make letter-sound connections.</i>				
4.2.1	Recognizes and joins in with predictable words and phrases.			
4.2.2	Identifies names and characters in a story.			

Indicators		Performance level/ Scale		
		1	2	3
4.2.3	Identifies and tells the names of things in the class.			
4.2.4	Recognizes the capital letters and small letters and also recognizes sounds of letters.			
4.3 Writing <i>Standard: The child should be able to learn writing skills and show knowledge of writing conventions; he/she demonstrates an understanding of writing as a means of communication.</i>				
4.3.1	Knows that text carries meaning and is written from left to right (English).			
4.3.2	Knows that text carries meaning and is written from right to left (Urdu).			
4.3.3	Tries to write letters (Urdu / English).			
4.4.4	Draws and colours pictures to communicate meanings.			

Domain 5: Approaches to Learning

Standard 1: The child should be able to manifest curiosity and interest, to experience and learn new things.

Standard 2: The child should be able to take initiative in interactions and activities.

Indicators		Performance level/ Scale		
		1	2	3
5.1	Shows interest to new places.			
5.2	Plays with new materials and combinations of materials.			
5.3	Initiates games and activities with others (children and adults).			

Assessor's Comments:

Name of Assessor: _____

Signatures: _____ Date: _____



Assessment Checklist for

5

Year-Old Child

Early Learning & Development Standards Assessment Checklist for 5-Year-Old Child

Name of the Child: _____

Father/ Guardian: _____

Gender of the Child: M F Date of Birth: _____ Age of the Child: _____

Name of the School: _____

General Registration Number: _____

Name of the Teacher: _____ Gender of the teacher: M F

Age of the Teacher: _____ Date: _____

Performance level/ Scales: 1 = Needs to develop 2 = Developing 3 = Developed

Domain 1: Physical Development

Sub-Domains/ Indicators		Performance level/ Scale		
		1	2	3
1.1 Gross Motor Development				
<i>Standard: The child should be able to demonstrate coordination of large motor muscles with a purpose of movement.</i>				
1.1.1	Stands on one foot for ten seconds or longer.			
1.1.2	Hops; may be able to skip.			
1.1.3	Does somersault.			
1.1.4	Swings and climbs.			
1.1.5	Bends knees when landing.			
1.2 Fine Motor Development				
<i>Standard: The child should be able to use fingers and hands for different purposes.</i>				
1.2.1	Uses a spoon.			
1.2.2	Fixes puzzles of 3, 4 and 6 pieces.			
1.2.3	Cuts in straight line or curved line.			
1.2.4	Pegs the basket.			
1.3 Sensorimotor Development				
<i>Standard: The child should be able to demonstrate the use of senses (sight, hearing, smell, taste, touch, etc.) during interaction with environment to guide his/her motions.</i>				
1.3.1	Identifies the texture of unknown objects in a bag by touching.			
1.3.2	Differentiates among different types of smells garlic, ginger, perfume, vinegar, talcum powder and soap.			
1.3.3	Differentiate among temperatures (boiling hot, cold and warm).			
1.3.4	Describes in 2-3 sentences verbally about objects placed on the table.			
1.3.5	Moves quickly to avoid obstacles.			
1.4 Health, Nutrition, Personal Care, and Hygiene				
<i>Standard: The child should be able to eat a variety of nutritious foods.</i>				
1.4.1	Helps serving meals.			
1.4.2	Takes care of personal hygiene (cutting nails, keeping hair clean and tidy, taking bath, proper use of toilets).			

Sub-Domains/ Indicators		Performance level/ Scale		
		1	2	3
1.4.3	Uses a toilet independently.			
1.4.4	Identifies people in community who care for health needs (doctors, nurses).			
1.4.5	differentiates between healthy and unhealthy foods.			

Domain 2: Social and Emotional Development

Standard: 1 The child should be able to adapt feelings and emotions.

Standard: 2 The child should be able to interact positively with peers

Indicators		Performance level/ Scale		
		1	2	3
2.1	Identifies familiar relation/adults with assistance.			
2.2	Agrees with rules and follows clear instructions.			
2.3	Expresses needs and feelings appropriately and is sensitive to the needs and feelings of others.			
2.4	Perceives himself/herself in a positive way.			
2.5	Uses play to explore, practices and understands social roles.			
2.6	Appreciates love, care, friendship, tolerance, kindness, and respect for others.			
2.7	Takes care of home, school and public property.			
2.8	Recognizes historical and cultural places.			
2.9	Knows about the national games, flag, flower, food, dresses, language.			
2.10	Uses courtesy words as per situation e.g., thank you, please etc.			
2.11	Accepts mistakes and uses appropriate courtesy words e.g., sorry etc.			
2.12	Enjoys working in groups and teams.			
2.13	Practices about his/her own religion and respects other religions and have tolerance for them.			

Domain 3: Cognitive Development

Indicators		Performance level/ Scale		
		1	2	3
3.1 Logical and Mathematical Reasoning				
<i>Standard: The child should be able to apply strategies to connect prior knowledge, experiential knowledge of a concept to meet the age-appropriate objectives using problem solving skills.</i>				
3.1.1	Counts 10 or more things and compares the groups formed.			
3.1.2	Enjoys stories with riddles, guessing and suspense.			
3.1.3	Counts, recognizes and writes 0 --- 50 numerals.			
3.1.4	Adds and subtracts with sets of objects smaller than three.			
3.1.5	Recognizes the basic growing patterns.			
3.1.6	Identifies and compares quantities (full, half, empty).			
3.1.7	Recognizes and names 3-D shapes such as sphere, cube, cylinder and cone.			
3.1.8	Describes position and order of objects using position words such as in front of, behind, up, down, under, inside, outside, between and next			
3.1.9	Uses vocabulary related to money.			

Indicators		Performance level/ Scale		
		1	2	3
3.2 World Around Us (Science & Social Studies)				
<i>Standard: The child should be able to develop awareness of family and community relations, their social roles, and responsibilities, and differentiate similarities and differences in people.</i>				
3.2.1	Identifies and can name 12 colorus.			
3.2.2	Arranges objects according to their size/length going from the smallest to the biggest, the biggest to the smallest, the shortest to the longest, the longest to the shortest.			
3.2.3	Differentiates between living and non-living things.			
3.2.4	Demonstrates awareness and appreciation for family and cultural stories.			
3.2.5	Understands location of objects, areas at school and home.			
3.2.6	Recognizes, appreciates and respects similarities and differences among people.			
3.2.7	Mingles with children having diverse abilities.			
3.3 Creativity				
<i>Standard: The child should be able to manifest creativity in daily activities.</i>				
3.3.1	Enjoys role plays, dramas and music.			
3.3.2	Participates in role plays with other children.			
3.3.3	Creates objects of their own choice, using a variety of waste and indigenous materials selected from the immediate surroundings.			
3.3.4	Creates own patterns and designs using different techniques for printing.			
3.3.5	Performs a variety of roles and situations in front of the class with increasing confidence.			

Domain 4: Language and Literacy (Listening, Speaking, Reading, Writing)

Indicators		Performance level/ Scale		
		1	2	3
4.1 Listening, Speaking				
<i>Standard: The child should be able to attend, understand and respond to increasingly complex language.</i>				
4.1.1	Demonstrates an understanding of conversations by responding to questions.			
4.1.2	Uses correct pronunciation.			
4.1.3	Knows the sounds of vowels a, e, i, o, u and consonants.			
4.1.4	Uses rhymes and relates it to spelling patterns (words building).			
4.1.5	Expresses ideas with clarity in phrases.			
4.1.6	Demonstrates an understanding of non-verbal cues.			
4.2 Reading				
<i>Standard: The child should be able to recognize and identify letters and make letter-sound connections.</i>				
4.2.1	Demonstrates an understanding of several words in their home language.			
4.2.2	Uses sounds and rhymes to relate this to spelling patterns.			
4.2.3	Predicts what comes next in the story.			

Indicators		Performance level/ Scale		
		1	2	3
4.2.4	Tells a simple story by looking at the picture.			
4.2.5	Understands sentences with two or more phrases or ideas.			
4.2.6	Identifies rhyming words.			
4.3 Writing <i>Standard: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.</i>				
4.3.1	Writes two and three letter words.			
4.3.2	Writes simple sentences.			

Domain 5: Approaches to Learning

Standard 1: The child should be able to manifest curiosity and interest, to experience and learn new things.

Standard 2: The child should be able to take initiative in interactions and activities.

Indicators		Performance level/ Scale		
		1	2	3
5.1	Frequently asks the questions “why” and “How”.			
5.2	Plans an activity and puts it into practice.			
5.3	Feels confident and good about himself/herself.			
5.4	Works in collaboration.			
5.5	Plays show and tell games.			
5.6	Understands questions and answers actively.			

Assessor’s Comments:

Name of Assessor: _____

Signatures: _____ Date: _____

