Assessment Policy

Rationale

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance.

The assessment process involves:

- Providing students with opportunities to demonstrate learning.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students’ learning.

Purpose

This policy is to inform students, parents and teachers of the key principles around assessment and assessment requirements at Woree State High School.

Relevance to Related Legislation and DETE Policy

LEGISLATION

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006

RELEVANT POLICY

- QCAA July 2015 – Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects
- QCAA July 2015 – Special provisions for school-based assessment in Authority and Authority-registered subjects
- QCAA July 2015 – Using standards to make judgements about student achievement in Authority and Authority-registered subjects
- QCAA July 2015 – Strategies – Authenticating authorship of student responses
- QCAA July 2015 – Strategies – Making judgements when student authorship cannot be authenticated
- Roadmap for P-10 curriculum, teaching, assessment, and reporting – Department of Education, Training, and Employment (DETE) 2011

Operation of the Policy

AIMS OF THE POLICY

This policy outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- Maximise the opportunity for students to demonstrate what they know and can do.
- Ensure fairness to all students.
- Mandatory completion of courses of study to achieve a result

BACKGROUND PRINCIPLES

Students must complete and submit all mandatory assessment items [as determined by the Curriculum Head of Department, the syllabus and the work program] to meet course requirements to be eligible for credit for any semester unit for each subject being studied.

The work submitted/completed must indicate every attempt has been made by the student to satisfy the specific assessment criteria.
Subsequent results will form part of the student’s assessment profile for the subjects and semester units studied leading to overall levels of achievement being awarded.

**ASSESSMENT OF STUDENT PERFORMANCE**

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance.

The assessment process involves:
- Providing students with opportunities to demonstrate learning.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students’ learning.

**PURPOSES OF ASSESSMENT**

Assessment information will be collected for diagnostic, formative and summative purposes and to inform learning, teaching and curriculum planning.

**Formative purposes:**
- To provide feedback to students on both their strengths and weaknesses as a basis for future growth
- To provide information for teachers for the revision of existing units and the planning of future units

**Summative purposes:**
- To provide a basis for reporting
- To provide information for determining exit levels of achievement.

**RESPONSIBILITIES**

**Teachers**

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

Teachers will support students by providing them, where appropriate, with modeling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.

Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

**Heads of Department**

Heads of Department are accountable for quality assuring assessment items using the Curriculum Quality Assurance System. This means HODs ensure all assessment is valid, clear and fair.

**Students**

Students are responsible for submitting assessment items or sitting examinations on the due day unless special consideration has been formally arranged. The student must show academic integrity.

**Parents/Guardians**

It is the responsibility of Parents/Guardians to support and encourage their children to complete all assessment by the due date. They should inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.
ACADEMIC INTEGRITY

Assessment conditions and procedures must ensure the integrity of students’ responses. If a teacher believes that a student’s work has been compromised then it is the student’s responsibility to validate the integrity of the work.

For example:

- The teacher suspects plagiarism in an assignment. The students would need to demonstrate the work is their own through submission of drafts, source documents and research notes.
- The teacher suspects cheating on a test. The student would need to demonstrate, through class notes, drafts, pre-tests, or practice exams that the work is of similar standard to previous work.

If a teacher suspects there has been a breach of academic integrity they should investigate it. If the breach is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

One of the values in the Woree State High School Code of Behaviour is self responsibility, and it is the responsibility of students to act in a trustworthy way. Trustworthiness means:

- We seek to be fair and honest in all our dealings with others.
- We keep our word.
- We act responsibly.
- We perform tasks graciously and as best we can.
- We are truthful.

As such, students who are found to be academically dishonest have shown unacceptable behaviour.

The teacher shall record the incident in OneSchool and discuss the matter with the relevant Curriculum Head of Department. Any consequences will follow the Flowchart of Consequences for Unacceptable Behaviour outlined in the 2016-2019 Woree State High School Responsible Behaviour Plan for Students.

Strategies for authenticating student work

Teachers can use strategies to help them authenticate student work and prevent a loss of academic integrity. The QCCA July 2015 policy – Authenticating authorship of student responses should be used as a guide.

DEFINITIONS

The following definitions apply throughout this document when referring to assessment items.

An **Assignment** is any piece of assessment that is not completed under test conditions.

An assignment may be:

- Written (essays, poems, newspaper articles, research papers)
- Oral (seminars, speeches, interviews, debates)
- Practical (performances, creation of product)
- Aural (foreign language, Music)
- Multimedia (film, combinations of above, a PowerPoint presentation and speech).

An **Exam** is an assessment instrument performed under direct official supervision at a specified time.

ASSSESSMENT SCHEDULES

By week 3 of each semester students will receive a printed individual Assessment Schedule. In addition, students can also access the same schedule via their OneSchool account.

Changes to the calendar can occur only when the relevant Curriculum Head of Department recommends the change and it is approved by the Deputy Principal Education Services. Students will need to be given reasonable notice (1-2 weeks) of the change in due dates. Amendments will be published as necessary.
ASSESSMENT / ASSIGNMENT TASK SHEET

Students will be provided with a ‘Assessment/Assignment Task Sheet’ for each assessment / assignment. The task sheet will include the following information:

- Commencement Date
- Draft due date
- Final due date
- Criteria assessed
- Conditions
- Task instructions

EXAMS

Attendance at Exams/Orals
Students must attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams at the end of term/semester.

Non Attendance at Exams
1. Inability to attend an exam due to illness
   If a student is ill and/or cannot attend a test or exam the following procedure must be followed:
   - The school must be notified BEFORE the scheduled test exam.
   - On return to the school the student is responsible for reporting to the relevant Curriculum Head of Department / Deputy Principal Education Services (in the case of Block exams) to make alternate arrangements.
   - Proof of illness, a Medical Certificate, must be produced on the student’s return to school after an illness which causes an absence for a scheduled test / exam to the relevant Curriculum Head of Department / Deputy Principal Education Services.

2. Prior knowledge of absence
   If a student knows in advance that they will be absent for a scheduled test they must:
   - Complete an Assessment Variation Request form through their teacher.
   - If approved the student will be allowed to complete a similar assessment piece as negotiated with the teacher in consultation with the relevant Curriculum Head of Department.

Failure to Attend an Exam

If students fail to attend scheduled exams and do not comply with the conditions outlined above they:

- Will not have completed the mandatory requirements of the course
- Parents/Guardian/Carers will be notified by letter ‘Notification of Student Failing to Attend Exam’.

Conduct during Exams

To be fair to all students sitting a test, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the test to the best of their abilities. Students who act in a way that disrupts others should be asked first questions. Students who disrupt again will choose to leave. The teacher will determine a level of achievement for this student using whatever evidence is available. This would usually mean marking the sections completed before the student chose to leave.

ASSIGNMENTS

During In-Class Assignment Time

- Use your time productively - focus on completing a reasonable amount of work each lesson
- Ask your teacher to clarify / explain things you don't understand
- Work very quietly in class
- Make appointments out of class time to talk to your teacher
Drafting Policy

Students will be issued with timelines for submission of assignments. When an assignment draft is due, students must hand their copy of their written assignment draft to the teacher who will keep a record of submission. Alternatively students may submit an electronic copy of their written submission. The ‘draft’ copy with feedback will be returned to the student. The student must submit the ‘draft’ with the ‘final’ submission. Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

Failure to submit a draft

If no draft work is submitted, the class teacher will contact the parent/guardian/carer (within 48 hours). The class teacher will note on the student profile “a result for IN CLASS work completed to date”. The class teacher will actively encourage the student to submit their draft work for feedback prior to the final due date.

Should the student not make a final or draft submission, then the IN CLASS WORK COMPLETED will be the result assigned on the student profile.

SUBMISSION OF ASSIGNMENTS

Years 7, 8, 9 and 10 all written assignments
- are to be submitted to their class teacher by 3.15pm on the due date.
- In the event, the class teacher is away ill or not present at class on the due date, the student must submit the assignment to the supervising teacher who will return these to the class teacher’s desk in the staffroom.

Year 11 and 12 - Submission of written assignments will be to Student Attendance Officers (SAOs) Office Window (Administration Building)
- When a written assignment is set the class teacher is responsible for submitting a copy of the class list off Oneschool to the Student Attendance Officers (SAOs).
- This will be placed in a separate file for each teacher and filed in the filing cabinet in the Student Attendance Officers (SAOs) office.
- Students are able to submit written assignments during breaks and up to 3.30pm on the due date.
- Students are not permitted to use class time to submit assignments.
- Students are to submit their assignments attached behind the applicable Assessment/Assignment Cover Sheet which is supplied by the class teacher when issuing the assignment.
- If a student is absent on the day an assignment is due, a medical certificate is required.
- On submission of the assignment to the Student Attendance Officers (SAOs) office, the student will receive the bottom section of the Assessment/Assignment Cover Sheet confirming the date, time received, the name of the Assessment and the name of teacher who has set the assessment. This is the student’s verification that the assessment has been submitted. (A parent or another student is able to submit an assignment for another student if he / she is unable to do so on the due date.- They too will receive the bottom section confirming lodgment)
- The Student Attendance Officers (SAOs) staff will attach the top section of the Assessment/Assignment Cover Sheet to the student’s written assignment and place in the appropriate class teacher file.
- Class teachers are able to collect written assignments directly from these files after 3.30pm on the due date.

Teachers refer to the Flowchart – Assessment Policy with regard to non- submission of assignments.

Submission of Digital / Electronic Assignment Pieces
- Students can email assessment items to assignments@woreeshs.eq.edu.au with -
a. their name
b. subject and
c. teacher name in the subject line

- Students submitting a USB or CD / DVD as part of an assessment are to place the USB / Disc in an envelope / zip lock bag attached to the Assessment/Assignment Cover Sheet and the criteria sheet (multimodal to include copy of speech notes)
- For multimodal assessments students can do either of the above

Submission of Assignments AFTER the Due Date

All late assessments are to be submitted through the Student Attendance Officers (SAOs) office

The normal submission processes as outlined above is to be followed. This allows for:-
- Documented evidence of the submission date & time to be provided to both the student and teacher.
- Accurate recording of data for determining the non-submission of assessment processes
- The timely generation of a letter to parents/guardian/carer Notification of Student Failing to Submit an Assignment'. to inform them of their student's a failure to submit an assignment/assessment piece.

Absence on Due Date of Assignments

If a student knows they will be absent on the day an assessment item is due they must:
- Arrange for the item to be submitted before the listed date
- Have it delivered to the school on that date.

Late submission of student responses to assessment instruments

Where students do not submit a response to an assessment instrument by the due date, judgments will be made using evidence available on or before the due date.

Non submission of student responses to assessment instruments

In cases of non-submission of student responses a standard cannot be awarded as there is no evidence for it.

ASSIGNMENT EXTENSION—REQUESTED BY STUDENTS

No extensions will be approved on or after the due date.

There are only two grounds for applying for an extension of due date by students prior to the due date:

1. Illness
   - A medical certificate is mandatory.

2. Extenuating circumstances (including unexpected circumstances)
   - Family excursions/vacations which necessarily occur in school time
   - Family activities of a very special nature requiring absence from school
     - Bereavement, family breakdown etc.
     - Essential sporting / cultural commitments
     - Long-term illness of self or family member
   - If a delicate family matter or personal circumstances applies, the application can be lodged directly with Guidance Officer, Community Education Counsellor, the Deputy Principal Education Services or the Principal who will consult with the relevant Curriculum Head of Department
   - Unexpected circumstances arise if a situation occurs suddenly (and belatedly) causing the student to be unable to submit on the due date

   Extensions will be considered on a case-by-case basis

Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for extension.
To apply for assignment extensions students should follow these steps:

- **Obtain Assessment Variation Request Form** from the relevant Curriculum Head of Department early as possible prior to the due date. (This form will need to be attached to assignment on submission).
- Complete and return to the relevant Curriculum Head of Department.
- The relevant Curriculum Head of Department will consult with relevant class teacher.
- Approval or non-approval granted and student given copy of form.
- The relevant Curriculum Head of Department forwards a copy of form for filing with Student Profile.
- The relevant Curriculum Head of Department advises the Student Attendance Officers (SAOs) of the name of the student and the new due date immediately. This will prevent the generation of a letter 'Notification of Student Failing to Submit an Assignment'.

**EXTENDED KNOWN ABSENCE**

Should a student know that they will be absent during the term or the school receive notification of an extended absence from the parent/guardian/carer, the Head of Department – Junior/Senior Secondary will provide the student with an **Extended Student Absence Notification form** or may see each teacher individually if the circumstances warrant this.

**Absence Durations defined as:**

- **SHORT** – 1 week or less. Teacher may consider evidence already collected be used to form judgement on an assessment item
- **MEDIUM** – 1 to 2 weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle
- **LONG** – More than 2 weeks. Consideration should be given as to when there will be sufficient evidence to make valid judgements at the end of the course of study.

The class teacher will talk with this student about the time they will be away and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- Any support materials they may be provided to minimise the effect of absence to learning
- Any planning adjustments that may be made to minimise the effect of absence to learning
- Should “Special Consideration” (Years 11/12) be considered?

- The **student** should make contact with all of their teachers and take this form home with them once completed to advise parents of the arrangements made.
- **Teachers may** contact home if they feel they need to discuss the effects of the absence with the parent further.
- Information may be communicated to students via their **MIS school email account** or via the **email account for the parent entered on OneSchool**.

**PLAGIARISM**

*Plagiarism is the copying of another person's ideas, text, or other creative work, and presenting it as one's own.*

Plagiarism will not be tolerated. Students suspected of plagiarism will be referred to relevant Curriculum Head of Department.

In cases of plagiarism, teachers will only mark and assess the material considered not to have been plagiarized.

**SPECIAL PROVISIONS**

*Making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.*

Special provisions may apply to any student with specific educational needs. Assessment criteria and standards are not modified, the intent and rigour of the syllabus or Study Area Specification is maintained.
In making a decision about special provisions, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

**EXEMPTIONS**

*Allowing non-completion of some particular piece of assessment*

- An exemption may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence (as determined by the relevant Curriculum Head of Department)
- An exemption will only be allowed when there is sufficient alternative information to make a judgment about a level of achievement without the student having to complete a particular assessment instrument
- An exemption is inappropriate where the student is unable to meet mandatory requirements
- Exemption is not an option where reasonable adjustment is appropriate

**SELECTIVE UPDATING OF STUDENT ASSESSMENT**

Students in Years 11 and 12 at Woree State High School are able to selectively update their summative assessment at times in some subject areas as negotiated with the relevant Curriculum Head of Department, subject to the conditions listed below.

Selective updating allows the student to submit work on a new task that may be of a similar nature and completed under similar conditions to an earlier task. Generally, it is the option to attempt a new task in order to achieve a higher standard of work in that dimension.

*Note:* A student may apply to selectively update a given criteria ONCE. Selective updating does NOT apply if a student is absent at the time of assessment or does not submit an assessment item.

If a student wants to selectively update an Application for Selective Updating of an Assessment Item Form must be submitted to the relevant Curriculum Head of Department by the end of Term 3 (or at other times as requested). These forms are available from relevant Curriculum Head of Department.

If a student chooses to selectively update an assessment item the result will be the "latest" and hence will replace the previous result in the student portfolio (even if the result is lower than the previous result).

A student may appeal to the Deputy Principal Education Services if their application for selective updating is not approved and they consider that they have satisfied the required criteria. If an application for selective updating is approved, the class teacher and student(s) will negotiate a suitable time. It is recommended that selective updating should occur in the student's own time (not in class time).

**FAILURE TO COMPLY**

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements stated in a syllabus.

Students failing to meet the mandatory requirements of a syllabus:
- Cannot be rated for the semester unit.
- May have the unit removed from their Senior Statement

If a student repeatedly does not meet mandatory requirements:
- They will not have met the substantial requirements of the course as per the Education (General Provisions) Act 2006, (QLD), and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an OP.
• This may become grounds for cancelling the students’ enrolment as per the Education (General Provisions) Act 2006, (QLD)

**Documentation**

a) 2016-2019 Responsible Behaviour Plan for Students – Woree State High School
b) **Assessment Schedule**, generated on OneSchool distributed by week 3 of each semester
c) **Assessment / Assignment Task Sheet**  
d) **Assessment / Assignment Cover Sheet**
e) Extended Student Absence Notification form  
f) **Variation to Assessment Form**  
g) **Application for Selective Updating of an Assessment Item Form**
h) Letter to Parents – Notification of Student Failing to Submit Draft  
i) Letter to Parents – **Notification of Student Failing to Attend Exam**  
j) Letter to Parents – **Notification of Student Failing to Submit Final Assignment**
WOREE STATE HIGH SCHOOL
Assessment Variation Request

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<thead>
<tr>
<th>Student Name</th>
<th>Teacher</th>
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Student: ____________________
Teacher: ____________________

Assessment Item: ____________________
Due Date: ____________________

Date of Extension: ____________________
Other Information: ____________________

Please tick the following that apply:

1. Extension to timeline for assessment from Head of Department and Subject Teacher
2. Extension to timeline for assessment being sought from Head of Department and Subject Teacher
3. Medical condition necessitating extension consideration to assessment being sought from Head of Department and Subject Teacher
4. Non-medical circumstance necessitating special consideration to assessment (e.g., bereavement, representation agent) obtained from Head of Department and Subject Teacher

Reason: (If medical, please attach medical certificate)

Students making the request to vary condition because:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Declarations

In applying for this variation, I assure Woree State High School that I am not seeking unfair advantage over other students in this course.

Student Name (please print): ____________________
Student Signature: ____________________ Date: ____________________

Parent/Guardian Name (please print): ____________________
Parent/Guardian Signature: ____________________ Date: ____________________

DESERE USE ONLY.

Action Taken:

Extention granted [ ]
Extention NOT granted [ ] (If not granted, state reason)

Head of: ____________________ TEACHER

WOREE STATE HIGH SCHOOL
Extended Student Absence Notification

Dear Teachers,

We have received advice regarding an extended absence from school [ ] ____________________ .

To: ____________________

Please talk to this student about the time they will be away and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- Any support materials that may be provided to minimise the effect of absence to learning
- Any planning adjustments that may be made to minimise the effect of absence to learning
- Should “Special Consideration” (Years 11/12) be considered?

The student should make contact with all of their teachers and take this form home with them once completed to discuss arrangements made.

Teachers may contact homes if they feel they need to discuss the effects of the absence with the parent further.

Information may be communicated to students via their MIS school email account or via the email account for the parent entered on DBS.

PLEASE NOTE: Absence Duration defined as:

- SHORT – 1 week or less. Teacher may consider evidence already collected to form judgement on an assessment item
- MODERATE – 1 to 2 weeks. Consideration needs to be given to the timing of the assessment piece and the impact on the student’s learning and the assessment in relation to the assessment cycle
- LONG – More than 2 weeks. Consideration should be given as to when there will be sufficient evidence to make valid judgments at the end of the course of study.

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<td>Teacher to ...</td>
<td>Student to ...</td>
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</table>

Head of Junior/Senior School signature: ____________________

[Signature]
Dear Parent/Guardian of ________________________________

RE: UNSUBMITTED ASSESSMENT and/or CONCERN OVER PROGRESS OF STUDENT

This is a notification from the Mathematics Department regarding our concern with the progress of your son/daughter in ________________________________

According to our records, your son/daughter has not handed-in their assignment by the due date or failed to attend a scheduled examination. In either case, please discuss with your son/daughter when he/she will attend school and submit the assignment or all the examination (usually when they present themselves to their class teacher). Please have them provide suitable documentation (a medical certificate and/or signed note from a parent) to the teacher or myself at that time.

Also, you may wish to discuss with your son/daughter what can be done to improve their overall progress. Some points that could be of assistance are:

- Students should spend in the order of 15-30 minutes homework at night on each day that they have their mathematics lesson
- Development of a good work ethic/organisational skills:
  - regular punctual attendance to class
  - bringing correct equipment to class
  - attentive behaviour in class
  - completing set work.
- Seeking assistance from their teacher before/after school or at lunch time.
- Considering whether their current subject choice is appropriate for your son/daughter

Please feel free to contact the class teacher or myself to discuss the matter further.

Vince Musumeci
Class Teacher

Vince Musumeci
Head of Department – Maths
vmusumeci@qeg.edu.au
Date:

Dear Parent/Guardian,

Notice of failure to submit assignment draft.

This notice is to inform you that your son/daughter [insert name of student] did not submit a draft of their ENGLISH COMMUNICATION assessment.

Name of Assignment:

date: [insert date]

To help the student complete this assessment, the class teacher has provided:
- Assessment Task Sheets (Due Date, Instructions, Criteria)
- Lesson plan (class)
- Library research lessons and/or Computer Access
- Class instruction
- Guidelines notes
- Resource Books
- Individual student assistance (where required)

When a student fails to submit a required draft, the opportunity for feedback is lost. The whole point of a draft is for the student to receive guidance on how to present their best possible work. Your son/daughter’s draft must be completed and submitted within two days. Please encourage your son/daughter to address this situation and complete the required draft. Further, please encourage and monitor completion of the final draft by the due date. If this assessment work is not submitted by the due date, continuing in this course is at risk.

If you would like to discuss this matter further, please contact the class teacher for more information or to arrange an interview. We look forward to working with you and will continue our efforts to help your student achieve their potential.

Yours faithfully,

Name of Teacher - Teacher

Helen Tenison-Woods - Head of Department
“Accept the opportunity of a lifetime at a great Cairns school where “every student counts.”