**Math Grade 6**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: D-**Geometry

**Grade: VI**

**Unit 7: Geometry**

**Type of Assessment: Formative**

[SLO: M-06-D-01] Recognize and identify 3-D shapes (i.e., cube, cuboid, cone, cylinder, sphere, hemisphere and cone) with respect to their characteristics.

Type of Task: MCQ

Level of SLO: Knowledge

Maximum Marks (01)

Task: How many sides, vertices and edges does a pyramid has?

**Options**

**A**) 8, 5, 5

B) 6, 5, 6

C) 5, 8, 6

D) 5, 5, 5

**Answer: A**

**Reason for Choosing Distracter:** Distracters shows number of sides , vertices and edges very close to that of pyramid.

**Name and Signature of Developer**

1. Dr Khalid Mahmood
2. Mr. Sardar Habib

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of reviewer**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: D-**Geometry

**Grade: VI**

**Unit 7: Geometry**

**Type of Assessment: Formative**

[SLO: M-06-D-02] Reflect an object using grid paper and compass and find the line of reflection by construction.

Type of Task: MCQ

Level of SLO: Knowledge

Maximum Marks (01)

Task: How many lines of symmetry an equilateral triangle has?

**Options**

**A**) 0

B) 1

C) 2

D) 3

**Answer: D**

**Reason for Choosing Distracter:** Distracters show lines of symmetry of 2-D shapes.

**Name and Signature of Developer**

1. Dr Khalid Mahmood
2. Mr. Sardar Habib

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of reviewer**

**Template for Essay Type Item**

**Subject: Mathematics**

**Domain: D-**Geometry

**Grade: VI**

**Unit 7: Geometry**

**Type of Assessment: Formative**

[SLO: M-06-D-02] Reflect an object using grid paper and compass and find the line of reflection by construction.  
Type of Task: Extended response

Level of SLO: Application

Task: Draw parallelogram ABCD and its reflected image EDGH. Then draw a line of reflection *p* between ABCD and EFGH.

Maximum Marks: 5

Level of Item: Application

**Expected Response:** **Skill Observed Score**

B

C

D

E

F

G

H

YY

X

A

*p*

Drawing figure 03

Steps of construction 02

1. Given a parallelogram ABCD and its reflected image EFGD.
2. Join B to F and C to G.
3. Find mid-point X of BF and Y of CG.
4. Line *p* passing through X and Y is required line of reflection.

**Name and Signature of Developer**

1. Dr Khalid Mahmood
2. Mr. Sardar Habib

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: D-**Geometry

**Grade: VI**

**Unit 7: Geometry**

**Type of Assessment: Formative**

[SLO: M-06-D-03] Identify and differentiate between parallel lines, perpendicular lines and transversal.

Type of Task: MCQ

Level of SLO: Knowledge

*l*

*m*

*p*

*n*

Maximum Marks (01)

Task: Which of line in the adjoining figure is transversal?

**Options**

**A**) *m*

B) *n*

C) *p*

D) *l*

**Answer: D**

**Reason for Choosing Distracter:** All lines except *l* are not transversal.

**Name and Signature of Developer**

1. Dr Khalid Mahmood
2. Mr. Sardar Habib

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of reviewer**

**Template for Essay Type Item**

**Subject: Mathematics**

**Domain: D-**Geometry

**Grade: VI**

**Unit 7: Geometry**

**Type of Assessment: Formative**

[SLO: M-06-D-04]

i-Identify adjacent angles

ii-find unknown angles related to parallel lines and transversals. (Corresponding, alternate and vertically opposite angles)

Type of Task: Extended response

*l*

*m*

3*x* + 20o

40o

*z*

*y*

Level of SLO: Comprehension

Task: Calculate unknown angles in the adjoining figure.

Maximum Marks: 5

Level of Item: Comprehension

**Expected Response:** **Skill Observed Score**

As 3*x* + 20o and 40o are supplementary angles.

Therefore, 3*x* + 20o + 40o = 180o

3*x* = 180o – 60o = 120o

*x* = 40o

Now 3*x* + 20o and y are opposite vertical angles.

Therefore, y = 3*x* + 20o = 3× 40o + 20o = 140o

Again z = 40o being vertical angles.

Finding value of *x* 03

Finding value of y 01

Finding value of z 01

**Name and Signature of Developer**

1. Dr Khalid Mahmood
2. Mr. Sardar Habib

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Template for Essay Type Item**

**Subject: Mathematics**

**Domain: D-**Geometry

**Grade: VI**

**Unit 7: Geometry**

**Type of Assessment: Formative**

[SLO: M-06-D-04]

i-Identify adjacent angles

ii-find unknown angles related to parallel lines and transversals. (Corresponding, alternate and vertically opposite angles)

Type of Task: Extended response

*l*

*m*

3*x* + 16o

z

*n*

*y*

5*x* – 54o

Level of SLO: Comprehension

Task: In the figure, *l* and *m* are parallel and *n* is transversal.

Calculate unknown angles in the.

Maximum Marks: 5

Level of Item: Comprehension

**Expected Response:** **Skill Observed Score**

As 3*x* + 16o and 5*x* – 54o are alternate angles.

Therefore, 3*x* + 16o = 5*x* – 54o

5*x* – 3*x* = 16o + 54o

2*x* = 70o

*x* = 35o

Now y and 3*x* + 16o are opposite vertical angles.

Therefore, y = 3*x* + 16o = 3× 35o + 20o = 121o

Again z = 180o – y = 180o – 121o = 59o

Finding value of *x* 03

Finding value of y 01

Finding value of z 01

**Name and Signature of Developer**

1. Dr Khalid Mahmood
2. Mr. Sardar Habib

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: D-**Geometry

**Grade: VI**

**Unit 7: Geometry**

**Type of Assessment: Summative**

[SLO: M-06-D-04]

i-Identify adjacent angles

ii-find unknown angles related to parallel lines and transversals. (Corresponding, alternate and vertically opposite angles)

Type of Task: MCQ

Level of SLO: Knowledge

*l*

*m*

1

8

*n*

2

4

3

7

6

5

Maximum Marks (01)

Task: Referred to adjoining figure. Which of the

following pair of angles is corresponding?

**Options**

**A**) 1 and 4

B) 2 and 7

C) 1 and 5

D) 5 and 7

**Answer: C**

**Reason for Choosing Distracter:** None of the option exceptcorrectone is pair of corresponding angles.

**Name and Signature of Developer**

1. Dr Khalid Mahmood
2. Mr. Sardar Habib

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of reviewer**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: D-**Geometry

**Grade: VI**

**Unit 7: Geometry**

**Type of Assessment: Formative**

[SLO: M-06-D-05]

i-Recognize rotational symmetry,

ii-find the point of rotation and order of rotational symmetry.

Type of Task: MCQ

Level of SLO: Knowledge

Maximum Marks (01)

Task: Order of rotational symmetry for a rectangle is:

**Options**

**A**) 1

B) 2

C) 3

D) 4

**Answer: B**

**Reason for Choosing Distracter:** Distracters show order of rotational symmetry of some other plane figures.

**Name and Signature of Developer**

1. Dr Khalid Mahmood
2. Mr. Sardar Habib

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of reviewer**

**Template for Essay Type Item**

**Subject: Mathematics**

**Domain: D-**Geometry

**Grade: VI**

**Unit 7: Geometry**

**Type of Assessment: Summative**

[SLO: M-06-D-04]

i-Identify adjacent angles

ii-find unknown angles related to parallel lines and transversals. (Corresponding, alternate and vertically opposite angles)

Type of Task: Extended response

60o

60o

60o

O

Level of SLO: Comprehension

Task: Draw an equilateral triangle and find the centre of rotation,

angle of rotation and order of symmetry of it.

Maximum Marks: 5

Level of Item: Comprehension

**Expected Response:** **Skill Observed Score**

**Steps of construction:**

1. Construct an equilateral triangle.
2. Draw angle bisectors or right bisectors of sides meeting at point O.
3. O is required center of rotation.
4. As clear from figure, angle of rotation is 60o.
5. Finally the order of rotation is 3.

Construction f triangle 02

Finding center of rotation 01

Finding angle of rotation 01

Finding order of rotation 01

**Name and Signature of Developer**

1. Dr Khalid Mahmood
2. Mr. Sardar Habib

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**