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| **Alternative Evidence Gathering Template – Internal Assessment** | | | | | | | | | | | | |  | |
| These templates must only be used to record student achievement and report results where remote assessment is the only practical option and the collection of direct assessment evidence from students has not been at all possible. ‘Alternative Evidence’ is student evidence for internally assessed standards that has been seen or heard within the teaching and learning programme. These templates do not signal a reduction in what is accepted for each grade, but rather a means of summarising evidence for reporting. These templates must be viewed in conjunction with the standard and assessment advice forwarded to schools to ensure that valid, credible and reliable assessment and learning has occurred before the standard is awarded. While physical evidence of student work does not need to be attached, the assessor decisions made must also be verified internally before reporting results. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Student ID | | Student 1 | | | | | | | | Subject | Digital Technologies | | Level | 1 |
| Notes | |  | | | | | | | | Standard No. | 91878 | | Version | 1 |
| Standard Title | | Develop a design for a digital outcome. | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | **Merit** | | | | | **Excellence** | | |
| Develop a design for a digital outcome. | | | | | | | Develop an informed design for a digital outcome. | | | | | Develop an effective design for a digital outcome. | | |
|  | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | A | | M | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Defines the purpose and end users for the digital outcome. | | | | |  | |  | |  |  | | |  | |
| Researches and generates a range of design ideas. | | | | |  | |  | |  |  | | |  | |
| Selects a chosen design and describes the appropriateness of that chosen design. | | | | |  | |  | |  |  | | |  | |
| Describes relevant implications. | | | | |  | |  | |  |  | | |  | |
| Uses feedback to improve the design. | | | | |  | |  | |  |  | | |  | |
| Explains how the design meets relevant implications. | | | | |  | |  | |  |  | | |  | |
| Justifies, with evidence, that the chosen design is suitable for the purpose and end users. | | | | |  | |  | |  |  | | |  | |
| **Sufficiency statement** | | | | | | | | | | **Internal Verification** | | | | |
| Achievement | All of A is required | | | | | | | | | Assessor: Date: | | | | |
| Merit | All of A and M is required | | | | | | | | | Verifier: Date: | | | | |
| Excellence | All of A, M and E is required | | | | | | | | | Verifier’s school: | | | | |
| MARK OVERALL GRADE | | | N | A | | M | | E | | Comments: | | | | |

For the purpose of national external moderation:

* only six WORD templates are required where available
* samples are not required to be randomly selected
* there should be one each of N, A, M, E and up to 2 others
* descriptions of evidence and explanations of judgements are not required for all other students, and a spreadsheet may be used.