|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | 91884 | | Version | 1 |
| Standard Title | | Use basic iterative processes to develop a digital outcome. | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Use basic iterative processes to develop a digital outcome. | | | | | | | | | Use basic iterative processes to develop an informed digital outcome. | | | | | | Use basic iterative processes to develop a refined digital outcome. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Planning a digital outcome to address a problem, need, opportunity, or interest. | | | | | |  | | |  | | |  |  | | |  | |
| Managing the development by decomposing the digital outcome into smaller components. | | | | | |  | | |  | | |  |  | | |  | |
| Trialling components of the outcome in an iterative manner. | | | | | |  | | |  | | |  |  | | |  | |
| Testing that the digital outcome functions as intended. | | | | | |  | | |  | | |  |  | | |  | |
| Describing relevant implications. | | | | | |  | | |  | | |  |  | | |  | |
| Using information from testing and trialling to improve the outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Trialling multiple components and/or techniques and selecting the most suitable. | | | | | |  | | |  | | |  |  | | |  | |
| Addressing relevant implications. | | | | | |  | | |  | | |  |  | | |  | |
| Applying information from the planning, testing and trialling of components to develop a high-quality outcome. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.