|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | |  | | | | | | | | | | | Subject | Digital Technologies and Hangarau Matihiko | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91890 | | Version | 1 |
| Standard Title | | Conduct an inquiry to propose a digital technologies outcome. | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Conduct an inquiry to propose a digital technologies outcome. | | | | | | | | | Conduct an in-depth inquiry to propose a digital technologies outcome. | | | | | | Conduct a comprehensive inquiry to propose a digital technologies outcome. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Deciding on an inquiry focus and developing an inquiry question(s) linked to digital technologies. | | | | | |  | | |  | | |  |  | | |  | |
| Undertaking research to gather information. | | | | | |  | | |  | | |  |  | | |  | |
| Organising and analysing information. | | | | | |  | | |  | | |  |  | | |  | |
| Proposing a digital technologies outcome to the inquiry. | | | | | |  | | |  | | |  |  | | |  | |
| Summarising the findings of the research in relation to the inquiry question(s) and the proposed outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Establishing and meeting agreed milestones of the inquiry. | | | | | |  | | |  | | |  |  | | |  | |
| Analysing the implications and perspectives that impact on the proposed outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the impact of the findings of the research in relation to the inquiry question(s) and the proposed outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Drawing insightful conclusions about the findings of the research in relation to the inquiry question(s) and the proposed 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.