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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 and Hangarau Matihiko | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91900 | | Version | 1 |
| Standard Title | | Conduct a critical inquiry to propose a digital technologies outcome. | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Conduct a critical inquiry to propose a digital technologies outcome. | | | | | | | | | Conduct an in-depth critical inquiry to propose a digital technologies outcome. | | | | | | Conduct a comprehensive critical 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.** | |
| Decides on an inquiry focus and develops specific inquiry question(s). | | | | | |  | | |  | | |  |  | | |  | |
| Undertakes research to gather background information and ideas. | | | | | |  | | |  | | |  |  | | |  | |
| Analyses gathered information. | | | | | |  | | |  | | |  |  | | |  | |
| Establishes a refined inquiry focus. | | | | | |  | | |  | | |  |  | | |  | |
| Proposes a digital technologies outcome to the inquiry. | | | | | |  | | |  | | |  |  | | |  | |
| Explains relevant risks and ways to mitigate these risks. | | | | | |  | | |  | | |  |  | | |  | |
| Reports on the findings of the research in relation to the inquiry question(s) and proposed digital technologies outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Compares and contrasts different perspectives that relate to the inquiry focus. | | | | | |  | | |  | | |  |  | | |  | |
| Discusses possible future opportunities relating to the inquiry focus and explains the possible impacts of these opportunities. | | | | | |  | | |  | | |  |  | | |  | |
| Effectively manages milestones and inquiry progression. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluates the strengths and weaknesses of the proposed digital technologies outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Critiques any sources used and evaluates their potential for bias and inaccuracies. | | | | | |  | | |  | | |  |  | | |  | |
| Considers possible issues relating to the proposed outcome and suggests areas for improvement, extension, and/or follow-up. | | | | | |  | | |  | | |  |  | | |  | |
| Critiquing the accuracy, relevance, reliability, and/or significance of the findings. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.