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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 | |  | | | | | | | | | | | Subject | Digital Technologies and Hangarau Matihiko | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91906 | | Version | 1 |
| Standard Title | | Use complex programming techniques to develop a computer program. | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Use complex programming techniques to develop a computer program. | | | | | | | | | Use complex programming techniques to develop an informed computer program. | | | | | | Use complex programming techniques to develop a refined computer program. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Writing code for a program that performs a specified task. | | | | | |  | | |  | | |  |  | | |  | |
| Using complex techniques in a suitable programming language. | | | | | |  | | |  | | |  |  | | |  | |
| Setting out the program code clearly and documenting the program with comments. | | | | | |  | | |  | | |  |  | | |  | |
| Testing and debugging the program to ensure that it works on a sample of expected cases. | | | | | |  | | |  | | |  |  | | |  | |
| Documenting the program with appropriate variable/module names and organised comments that describe code function and behaviour. | | | | | |  | | |  | | |  |  | | |  | |
| Following conventions for the chosen programming language. | | | | | |  | | |  | | |  |  | | |  | |
| Testing and debugging the program in an organised way to ensure that it works on a sample of both expected cases and relevant boundary cases. | | | | | |  | | |  | | |  |  | | |  | |
| Ensuring that the program is a well-structured, logical response to the task. | | | | | |  | | |  | | |  |  | | |  | |
| Making the program flexible and robust. | | | | | |  | | |  | | |  |  | | |  | |
| Comprehensively testing and debugging the program. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.