|  |  |
| --- | --- |
| **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 | English | Level | 3 |
| Notes |  | Standard No. | 91475 | Version | 1 |
| Standard Title | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas  | Credits |  |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.  | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and is convincing.  | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and commands attention.  |
|  |  |  |
| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Two pieces of written text of appropriate types, e.g., essays, short fiction, feature article, etc.  |[ ]   |  |  |  |
| Each piece at least 650 words long and own student work. |[ ]   |  |  |  |
| Both pieces taken to publication standard. Only very minor errors.  |[ ]   |  |  |  |
| Develops increasingly sophisticated ideas and makes links between those ideas.   |[ ]   |  |  |  |
| Uses structures and language features to sustain audience interest and to create consistent meaning/effects.  |[ ]   |  |  |  |
| Develops increasingly sophisticated, discerning ideas and integrates links between those ideas. |  |[ ]   |  |  |
| Uses structures and language features with discernment and to create consistent and convincing meaning/effects.  |  |[ ]   |  |  |
| Develops increasingly sophisticated, insightful ideas and integrates links between those ideas.  |  |  |[ ]   |  |
| Uses structures and language features with sophistication and to create a striking whole that commands attention.   |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **Sufficiency statement** | **Internal Verification**  |
| Achievement | Two pieces that meet all Achieved criteria. [x]  | Assessor: Date:  |
| Merit | Two pieces that meet all Merit criteria. [x]  | Verifier: Date:  |
| Excellence | Two pieces that meet all Excellence criteria. [x]  | 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.