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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. |  |
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| Student ID | Student 1 | Subject | English | Level | 3 |
| Notes |  | Standard No. | 91477 | Version | 1 |
| Standard Title | Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language | Credits | 3 |
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| **Achieved** | **Merit** | **Excellence** |
| Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language.  | Create a fluent and coherent visual text which develops, sustains, and structures ideas, using verbal and visual language, and is convincing.  | Create a fluent and coherent visual text which develops, sustains, and structures ideas, using verbal and visual language, and commands attention.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| The text communicates ideas predominantly through visual language. |[ ]   |  |  |  |
| Visual text is primarily the student’s own work and use of verbal language is primarily in English. |[ ]   |  |  |  |
| The visual text type is appropriate, e.g. a graphic sequence, etc.  |[ ]   |  |  |  |
| Develops increasingly sophisticated ideas and makes links between those ideas.  |[ ]   |  |  |  |
| Uses structures and visual 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 visual 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 visual language features with sophistication and to create a striking whole that commands attention.   |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **Sufficiency statement** | **Internal Verification**  |
| Achievement | A visual text that meets all Achieved criteria. [x]  | Assessor: Date:  |
| Merit | A visual text that meets all Merit criteria. [x]  | Verifier: Date:  |
| Excellence | A visual text that meets 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.