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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 | English | | Level | 1 |
| Notes | |  | | | | | | | | | | | Standard No. | 91925 | | Version | 3 |
| Standard Title | | Demonstrate understanding of specific aspects of studied text | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of specific aspects of studied text. | | | | | | | | | Demonstrate convincing understanding of specific aspects of studied text. | | | | | | Demonstrate perceptive understanding of specific aspects of studied text. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Describe specific aspects of a text. | | | | | |  | | |  | | |  |  | | |  | |
| Describe how specific aspects create engagement with, or viewpoints on, a text. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Support descriptions with examples from the text. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Explain how specific aspects work together to create engagement with, or viewpoints on, a text. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Support explanations with examples from the text. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Discuss the relationship between specific aspects of a text, and author’s purpose or wider context, using examples from the text. | | | | | |  | | |  | | | ☐ |  | | |  | |
| Support discussion with examples from the text. | | | | | |  | | |  | | | ☐ |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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, please follow the external moderation guidelines on the NZQA website.