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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 | Home Economics | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91467 | | Version | 2 |
| Standard Title | | Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society. | | | | | | | | | Implement an action plan with reflection to address a nutritional issue affecting the well-being of New Zealand society. | | | | | | Implement an action plan with insight to address a nutritional issue affecting the well-being of New Zealand society. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Participates in the action in accordance with the written plan. | | | | | |  | | |  | | |  |  | | |  | |
| Refines the plan through identifying and explaining barriers and enablers. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluates the extent to which the action achieved the desired outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Reflects critically on the effectiveness of the plan by providing reasons and evidence to support the reflection. | | | | | |  | | |  | | |  |  | | |  | |
| Reflects critically on the effectiveness of the plan with reference to factors contributing to the nutritional issue, e.g. determinants of health, attitudes, values and key stakeholders. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.