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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 | Languages [language name] | Level | 1 |
| Notes |  | Standard No. | Languages 1.3 Interact | Version | 2 |
| Standard Title | Interact using spoken [language name] to communicate personal information, ideas and opinions in different situations. | Credits | 5 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Interact using spoken [language name] to communicate personal information, ideas and opinions in different situations. | Interact using convincing spoken [language name] to communicate personal information, ideas and opinions in different situations.  | Interact using effective spoken [language name] to communicate personal information, ideas and opinions in different situations.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Includes opinions, ideas and information that relate to the student’s life, and may include formal cultural responses. |[ ]   |  |  |  |
| Interactions are characterised by a genuine purpose, negotiating meaning, initiating and maintaining, participating and contributing, natural language, using different language for different purpose(s), contextually appropriate language, using simple interactive strategies such as pausing, prompting, seeking clarification etc. Not all characteristics may be evident in one interaction. |[ ]   |  |  |  |
| Uses language, communication skills and cultural knowledge up to and including curriculum level 6. |[ ]   |  |  |  |
| Interaction may be hindered in some places by inconsistencies. |[ ]   |  |  |  |
| Uses a range of language that is consistently fit for the context and demonstrates skilful selection from a repertoire of language features and strategies to support the interaction. |  |[ ]   |  |  |
| Interaction is not significantly hindered by inconsistencies. |  |[ ]   |  |  |
| Successfully uses a range of language that is consistently fit for the context and demonstrates skilful selection from a repertoire of language features and strategies to support the interaction. |  |  |[ ]   |  |
| Interaction is not hindered by inconsistencies. |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **Sufficiency statement** | **Internal Verification**  |
| Achievement | All of A is required [x]  | Assessor: Date:  |
| Merit | All of A and M is required [x]  | Verifier: Date:  |
| Excellence | All of A, M and E is required [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.