|  |  |
| --- | --- |
| **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 | Languages [language name]  | Level | 1 |
| Notes |  | Standard No. | Languages 1.5 Writing | Version | 2 |
| Standard Title | Write a variety of text types in [language name] on areas of most immediate relevance. | Credits | 5 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Write a variety of text types in [language name] on areas of most immediate relevance. | Write a variety of text types in convincing [language name] on areas of most immediate relevance.  | Write a variety of text types in effective [language name] on areas of most immediate relevance. |
|  |  |  |
| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Uses language related to basic personal information and past, present, and/or future experiences in order to express personal ideas and opinions in culturally appropriate written language. |[ ]   |  |  |  |
| Communication is achieved overall, despite inconsistencies, such as format, spelling, lexical choice, level of formality, language conventions or language features. |[ ]   |  |  |  |
| Uses language, communication skills and cultural knowledge up to and including curriculum level 6. |[ ]   |  |  |  |
| There is development of the information, ideas and opinions which is generally credible and connected. |  |[ ]   |  |  |
| The writer selects and uses a range of language and language features that are fit for purpose and audience.  |  |[ ]   |  |  |
| Communication is not significantly hindered by inconsistencies. |  |[ ]   |  |  |
| There is development of the information, ideas and opinions which is controlled and integrated. |  |  |[ ]   |  |
| The writer capably selects and successfully uses language and language features that are fit for purpose and audience.  |  |  |[ ]   |  |
| Communication 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.