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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 | 3 |
| Notes |  | Standard No. | Languages 3.2 (Presentation) | Version | 1 |
| Standard Title | Give a clear spoken presentation in [language name] that communicates a critical response to stimulus material | Credits | 3 |
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| **Achieved** | **Merit** | **Excellence** |
| Give a clear spoken presentation in [language name] that communicates a critical response to stimulus material. | Give a clear, convincing spoken presentation in [language name] that communicates a critical response to stimulus material. | Give a clear, effective spoken presentation in [language name] that communicates a critical response to stimulus material. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Explains and justifies a viewpoint in culturally appropriate spoken (insert language name). |[ ]   |  |  |  |
| The presentation includes analysis, interpretation, or evaluation of stimulus material. Language reflects curriculum level 8. |[ ]   |  |  |  |
| Communication is achieved overall despite inconsistencies in, for instance: language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns. |[ ]   |  |  |  |
| Explains and justifies a viewpoint using language that is credible and connected. |  |[ ]   |  |  |
| A range of language and language features are selected and used that are fit for purpose and audience.  |  |[ ]   |  |  |
| Communication is not significantly hindered by inconsistencies. |  |[ ]   |  |  |
| Explains and justifies a viewpoint using language that is controlled and integrated. |  |  |[ ]   |  |
| A range of language and language features are capably selected and successfully used 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.