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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 3.5 Writing | Version | 1 |
| Standard Title | Write a variety of text types in clear [language name] to explore and justify varied ideas and perspectives. | Credits | 5 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Write a variety of text types in clear [language name] to explore and justify varied ideas and perspectives. | Write a variety of text types in clear convincing [language name] to explore and justify varied ideas and perspectives. | Write a variety of text types in clear effective [language name] to explore and justify varied ideas and perspectives. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Content is in an informed, organised text which is linguistically and culturally appropriate in format and style. |[ ]   |  |  |  |
| Explores and justifies varied ideas and perspectives by evaluating and giving explanations or evidence to support own ideas and perspectives as well as supporting or challenging those of others. |[ ]   |  |  |  |
| Content and language are fit for purpose and audience. |[ ]   |  |  |  |
| Communication is achieved overall, despite inconsistencies, such as format, spelling, lexical choice, level of formality, language conventions and language features. |[ ]   |  |  |  |
| Develops ideas and perspectives in language which is generally credible and connected. |  |[ ]   |  |  |
| Uses a range of language and language features that are fit for purpose and audience. |  |[ ]   |  |  |
| Communication is not significantly hindered by inconsistencies. |  |[ ]   |  |  |
| Develops ideas and perspectives in language which is controlled and integrated. |  |  |[ ]   |  |
| Language and language features fit for purpose and audience are capably selected and successfully used. |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.