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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. The template needs to be completed in accordance with the requirements in the Subject Learning Outcomes. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Student ID | | Student 1 | | | | | | | | | | | Subject | Mathematics and Statistics | | Level | 1 |
| Notes | |  | | | | | | | | | | | Standard No. | 91944 | | Version | 1 |
| Standard Title | | Explore data using a statistical enquiry process | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Explore data using a statistical enquiry process. | | | | | | | | | Explore data using a statistical enquiry process with statistical justification. | | | | | | Explore data using a statistical enquiry process with statistical insight. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explains different sources of variation in the data collection process. | | | | | |  | | |  | | |  |  | | |  | |
| Presents the data using at least one appropriate visualisation. | | | | | |  | | |  | | |  |  | | |  | |
| Describes features of the data in context with reference to at least one appropriate visualisation. | | | | | |  | | |  | | |  |  | | |  | |
| Connects ideas within the statistical enquiry process to complete an investigation. | | | | | |  | | |  | | |  |  | | |  | |
| Justifies features of the data in context, using at least one appropriate visualisation and measure. | | | | | |  | | |  | | |  |  | | |  | |
| Incorporates statistical and contextual knowledge in the completed investigation, including reflecting on the statistical enquiry process. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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, please follow the external moderation guidelines on the NZQA website.