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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. |  |
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| Student ID | Student 1 | Subject | Mathematics and Statistics | Level | 1 |
| Notes |  | Standard No. | 91945 | Version | 3 |
| Standard Title | Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific region | Credits | 5 |
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| **Achieved** | **Merit** | **Excellence** |
| Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific region. | Use mathematical methods, applying relational thinking, to explore problems that relate to life in Aotearoa New Zealand or the Pacific region. | Use mathematical methods, applying extended abstract thinking, to explore problems that relate to life in Aotearoa New Zealand or the Pacific region.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Uses mathematical methods that are appropriate to the problems. |[ ]   |  |  |  |
| Communicates accurate mathematical information related to the context of the problem. |[ ]   |  |  |  |
| Applies mathematical methods using logical connections. |  |[ ]   |  |  |
| Communicates accurate mathematical information related to the context of the problem using appropriate mathematical statements. |  |[ ]   |  |  |
| Extends mathematical methods using logical, connected sequences to explore or solve a problem by considering limitations, assumptions, generalisations, or predictions. |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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:  |

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