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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 | Physical Education | Level | 3 |
| Notes |  | Standard No. | 91500  | Version | 2 |
| Standard Title | Evaluate the effectiveness of a performance improvement programme  | Credits | 4 |
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| **Achieved** | **Merit** | **Excellence** |
| Evaluate the effectiveness of a performance improvement programme.  | Evaluate, in depth, the effectiveness of a performance improvement programme.  | Critically evaluate the effectiveness of a performance improvement programme.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Examines (explains how and why with specific examples) the performance improvement programme by using biophysical principles (more than one) and socio-cultural factors (more than one).  | ☐ |  |  |  |  |
| Makes judgements about the effectiveness of the student’s actual performance improvement programme using biophysical principles and socio-cultural factors.  These judgements are justified (why/why not) and supported with specific examples from the training programme.  | ☐ |  |  |  |  |
| Examines in detail (explains in detail how and why with specific examples) the performance improvement programme by using biophysical principles (more than one) and socio-cultural factors (more than one).  |  | ☐ |  |  |  |
| Makes coherent judgements (clear and connected) about the effectiveness of the student’s actual performance improvement programme by using biophysical principles and socio-cultural factors.  |  | ☐ |  |  |  |
| Makes coherent, insightful judgements (clear and connected and shows deeper understanding) by questioning and challenging assumptions about the effectiveness of the student’s actual performance improvement programme. The assumptions relate to the student’s own training programme.  |  |  | ☐ |  |  |
| Uses these judgements to identify and justify what modification(s) may be made to improve the effectiveness of the programme.  |  |  | ☐ |  |  |
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| **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.