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| **3Alternative 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. | 91789  | Version | 2 |
| Standard Title | Devise strategies for a physical activity outcome  | Credits | 4 |
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| **Achieved** | **Merit** | **Excellence** |
| Devise strategies for a physical activity outcome.  | Devise in-depth strategies for a physical activity outcome.  | Devise comprehensive strategies for a physical activity outcome.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| A specific physical activity outcome is identified.  Selects relevant strategies (more than one).   Explains (how and why with specific examples) the knowledge that underpins the strategies to achieve the physical activity outcome at level 8 of the curriculum. This is completed prior to the trialling of these strategies.  | ☐ |  |  |  |  |
| Trials and makes adjustments to the strategies (more than one) in order to achieve the physical activity outcome.    There is evidence of trialling with specific examples.   The adjustments are explained (how and why with specific examples.)  The trialling occurs before the physical activity outcome is complete.  | ☐ |  |  |  |  |
| Selects and explains (how and why with specific examples), using coherent reasoning (clear and connected), the knowledge that underpins the strategies to achieve the physical activity outcome.  |  | ☐ |  |  |  |
| Selects and explains (how and why with specific examples), using coherent and insightful reasoning (clear, connected and shows deeper understanding) by questioning and challenging assumptions, the knowledge that underpins the strategies to achieve the physical activity outcome.  |  |  | ☐ |  |  |
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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.