|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Student ID | | Student 1 | | | | | | | | | | | Subject | Te Reo Māori | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91285 | | Version | 3 |
| Standard Title | | Kōrero kia whakamahi i te reo o te ao torotoro. | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Kōrero kia whakamahi i te reo o te ao torotoro. | | | | | | | | | Kōrero kia whai kiko i te reo o te ao torotoro. | | | | | | Kōrero kia whai hua i te reo o te ao torotoro. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Speaking tasks have different contexts and purposes. | | | | | |  | | |  | | |  |  | | |  | |
| The performance or interaction is filmed continuously without breaks. | | | | | |  | | |  | | |  |  | | |  | |
| Speaking is the student’s own work without over-reliance on prompts such as a transcript or cue cards. | | | | | |  | | |  | | |  |  | | |  | |
| Uses a variety of vocabulary. | | | | | |  | | |  | | |  |  | | |  | |
| Language is audible. Uses natural pronunciation, stress, rhythm and intonation. | | | | | |  | | |  | | |  |  | | |  | |
| Speaks on a range of topics from the exploratory world. Expresses ideas, information and opinions relevant to the requirements of the task. | | | | | |  | | |  | | |  |  | | |  | |
| Some language features have been selected that are fit for purpose and audience. | | | | | |  | | |  | | |  |  | | |  | |
| Speaking can be followed and understood. There may be some inconsistencies in language that hinder the understanding of the listening audience in places, but overall the meaning is communicated. | | | | | |  | | |  | | |  |  | | |  | |
| Speaks convincingly on a range of topics. Communicates the main ideas that are relevant to the topic and develops some ideas using details, explanations and/or examples in a way that is credible and connected. | | | | | |  | | |  | | |  |  | | |  | |
| Can express and justify some opinions with reasons. | | | | | |  | | |  | | |  |  | | |  | |
| Deliberate use of language and language features which are relevant to the task. | | | | | |  | | |  | | |  |  | | |  | |
| Body language and intonation enhance speaking delivery. | | | | | |  | | |  | | |  |  | | |  | |
| Communication is not significantly hindered by inconsistencies. | | | | | |  | | |  | | |  |  | | |  | |
| Speaks confidently on a range of topics. Information, ideas and opinions are effectively developed with reasons, details and examples in a controlled and integrated manner. | | | | | |  | | |  | | |  |  | | |  | |
| Skilfully selecting from, and effectively using, a range of language and language features that support the intent of the speaking. | | | | | |  | | |  | | |  |  | | |  | |
| Communication is confident and fluid, holding the attention of the listener. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **Sufficiency statement** | | | | | | | | | | | | | **Internal Verification** | | | | |
| Achievement | All of A is required | | | | | | | | | | | | Assessor: Date: | | | | |
| Merit | All of M is required | | | | | | | | | | | | Verifier: Date: | | | | |
| Excellence | All of E is required | | | | | | | | | | | | 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.