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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 | Te Reo Māori  | Level | 3 |
| Notes |  | Standard No. | 91650  | Version | 2 |
| Standard Title | Whakarongo kia mōhio ki te reo Māori o te ao whānui  | Credits | 4 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Whakarongo kia mōhio ki te reo Māori o te ao whānui.  | Whakarongo kia mārama ki te reo Māori o te ao whānui. | Whakarongo kia mātau ki te reo Māori o te ao whānui. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Evidence of a minimum of two listening tasks of different contexts.  |[ ] [ ] [ ]   |  |
| Able to understand the meaning of spoken Māori by distinguishing between facts and opinions and hypotheses, and recognising intentions to persuade and influence in different contexts.  |[ ] [ ] [ ]   |  |
| Comprehends the main information/ideas and/or opinions when listening in less familiar contexts to show an overall understanding of the listening passages.   |[x]   |  |  |  |
| Recognises and understands words and sentence structures when listening in less familiar contexts. |[ ]   |  |  |  |
| Comprehends the main information/ ideas and/or opinions as well as some of the finer detail to show a clear and in-depth understanding of the listening passages.   |  |[x]   |  |  |
| Recognises and understands most of the information. |  |[x]   |  |  |
| Gives responses that includes supporting evidence from the listening passages.  |  |[ ]   |  |  |
| Fully comprehends the listening passages. Responses are detailed and accurate.  |  |  |[x]   |  |
| Relevant information, ideas and opinions are selected and expanded upon.  |  |  |[ ]   |  |
| The meaning and purpose of the speaking is confidently communicated to meet all the requirements of the task.  |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.