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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. | 91651  | Version | 2 |
| Standard Title | Kōrero kia whakamahi i te reo Māori o te ao whānui | Credits | 6 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Kōrero kia whakamahi i te reo Māori o te ao whānui.  | Kōrero kia whai kiko i te reo Māori o te ao whānui. | Kōrero kia whai hua i 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.** |
| Speaking tasks of different contexts and purposes, using a variety of vocabulary.  |[ ] [ ] [ ]   |  |
| The performance or interaction is filmed without breaks and language is audible and natural in stress, rhythm and intonation.  |[ ] [ ] [ ]   |  |
| Speaking on a range of topics beyond the personal experience of the student, expressing and developing some ideas, information, opinions using explanations, relevant details, or examples relevant to the purpose and intended audience.  |[x]   |  |  |  |
| 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. Information, ideas or opinions are developed with appropriate evidence, examples, explanations and conclusions. Ideas are linked to form a coherent structure.   |  |[x]   |  |  |
| Can express and justify some opinions with reasons.  |  |[x]   |  |  |
| Body language and intonation enhance speaking delivery.  |  |[ ]   |  |  |
| Language and language features are selected and used to suit the topic and intended audience.  |  |[ ]   |  |  |
| Communication is not significantly hindered by inconsistencies.  |  |[ ]   |  |  |
| Speaks confidently on a range of topics. Information, ideas, opinions are developed and sustained. Ideas are supported with relevant explanations and examples. Opinions are justified.  |  |  |[x]   |  |
| Skilfully selecting from, and effectively uses a range of language and language features that support the intent of the speaking.  |  |  |[ ]   |  |
| Communication is confident and fluid which holds the attention of the listener.  |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.