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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. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Student ID | | Student 1 | | | | | | | | | | | Subject | Te Reo Māori | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91654 | | Version | 2 |
| Standard Title | | Waihanga tuhinga whai take i te reo Māori o te ao whānui | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Waihanga tuhinga whai take i te reo Māori o te ao whānui. | | | | | | | | | Waihanga tuhinga whai kiko i te reo Māori o te ao whānui. | | | | | | Waihanga tuhinga whai hua i te reo Māori o te ao whānui. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Two pieces of text with a minimum of 600 words in total. Each text type and context are different. | | | | | |  | | |  | | |  |  | | |  | |
| Writing reflects the expectations of curriculum level 8 of *Te Aho Arataki Marau mō te ako i te Reo Māori. Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13.* | | | | | |  | | |  | | |  |  | | |  | |
| Both pieces taken to publication standard. There is evidence of drafting, writing, proofreading and editing/reworking of language over a period of time. | | | | | |  | | |  | | |  |  | | |  | |
| Writing conventions are used. Examples include spelling, punctuation, grammar, order of words, macrons, sentences and paragraphing. | | | | | |  | | |  | | |  |  | | |  | |
| Can express and develop information, ideas and opinions appropriate to the text type and meeting the requirements of the task. | | | | | |  | | |  | | |  |  | | |  | |
| Justifies some opinions by providing supporting evidence and explanations to support a point of view. | | | | | |  | | |  | | |  |  | | |  | |
| Uses vocabulary and language features relevant to the text type and intended reading audience. | | | | | |  | | |  | | |  |  | | |  | |
| Successful communication. Inconsistencies do not significantly interfere with communication. | | | | | |  | | |  | | |  |  | | |  | |
| Develops most information, ideas and opinions gives relevant details, examples and explanations. | | | | | |  | | |  | | |  |  | | |  | |
| Can justify ideas and opinions. | | | | | |  | | |  | | |  |  | | |  | |
| Structures and builds on ideas so they are connected to create a coherent whole. | | | | | |  | | |  | | |  |  | | |  | |
| Uses relevant language features in a deliberate and controlled manner. | | | | | |  | | |  | | |  |  | | |  | |
| Communication is not hindered by inconsistencies. Evidence of successful crafting to produce writing with limited errors. | | | | | |  | | |  | | |  |  | | |  | |
| Shows development of information, ideas and that is controlled, integrated and sustained. | | | | | |  | | |  | | |  |  | | |  | |
| Structures ideas in a logical sequence to suit the text type. | | | | | |  | | |  | | |  |  | | |  | |
| Deliberate and effective use of language features to convey meaning and hold the attention of the reading audience. | | | | | |  | | |  | | |  |  | | |  | |
| Communication is not hindered by inconsistencies. Evidence of successful crafting to produce writing with limited errors. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **Sufficiency statement** | | | | | | | | | | | | | **Internal Verification** | | | | |
| Achievement | All of A is required | | | | | | | | | | | | Assessor: Date: | | | | |
| Merit | All of A and M is required | | | | | | | | | | | | Verifier: Date: | | | | |
| Excellence | All of A, M and 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.