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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 | Visual Arts | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91460 | | Version | 2 |
| Standard Title | | Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context. | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context. | | | | | | | | | Produce a resolved work that demonstrates refined control of skills appropriate to a visual arts cultural context. | | | | | | Produce a resolved work that demonstrates mastery of skills appropriate to a visual arts cultural context. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Applies an identified cultural convention. For example, customs, formalities, practices and protocols related to the shared knowledge and values of a specific society, cultural or ethnic group.    Traditional and/or ethnic practices may include: whakairo, siapo, tivaevae. Contemporary and/or wider cultural practices may include street art, mural making, knitting, jewellery, tattoo, mask making and/or a social subculture (gothic, punk, cult of cute, emo, technophile); lowbrow art; ethnic art (Māori, Samoan, Chinese); protest art; feminist art; domestic craft. | | | | | |  | | |  | | |  |  | | |  | |
| Skills are applicable and fitting to the identified cultural conventions. | | | | | |  | | |  | | |  |  | | |  | |
| Work shows deliberate and independent management of processes, procedures, materials and techniques relevant to the identified cultural conventions. | | | | | |  | | |  | | |  |  | | |  | |
| Use practices and protocols effectively to support an art-making intention. | | | | | |  | | |  | | |  |  | | |  | |
| The resolved work is fully completed and realises an intention. | | | | | |  | | |  | | |  |  | | |  | |
| The outcome is sustained and significant in terms of size and complexity. | | | | | |  | | |  | | |  |  | | |  | |
| Shows deliberate, independent selection and proficient use of art making processes, procedures, materials, and techniques to achieve a particular outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Use practices and protocols with skill, confidence and consistent proficiency to produce a successful outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Shows critical selection and command of art making processes, procedures, materials, and techniques to achieve an accomplished outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Applies practices and protocols fluently with elements of personal innovation. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.