


## **Assessment Evidence Gathering Templates for internal and external assessment after an Unexpected Event**

**Attached are templates which can assist you in recording evidence of achievement of internally and externally assessed standards following an unexpected event.**

*NZQA has developed these templates to record student achievement suitable for reporting when an unexpected event means that more formal assessment opportunities have not been possible.*

- The templates can be used to establish a grade for learner achievement at the achievement criteria or element level.
- Attached are examples of templates that can be used to record evidence of achievement for external and internal standards as part of the teaching and learning programme.
- Using the template, the teacher indicates that they have sighted evidence against the key requirements of the standard. The examples below have been developed by NZQA moderators.
- Their use is optional and may be adapted by teachers to better suit their needs.
- Evidence may be sourced from a range of formal and informal assessment types, including evidence from the learning process, prior learning, naturally occurring evidence and teacher professional judgement.
- Heads of Department need to be confident that teachers have sighted sufficient evidence as part of the verification process.
- The template may provide a tool to record evidence of achievement as it occurs during the teaching and learning process. The collection and collation of evidence is not required but may be useful in an event where students are isolated or teaching and learning time has been reduced.
- These templates can only be used for standards where the Ministry of Education/NZQA is the standard setting body.
- If an internal standard is subsequently selected for external moderation and no formal assessment took place, please advise the School Relationship Manager.
- It is intended that templates for most achievement standards will be available on the NZQA Website by the end of next week.

**Achievement Standards template:**


Unexpected Event Grade External Achievement Standard Assessment Template					 <small>NEW ZEALAND QUALIFICATIONS AUTHORITY                      MANA TOHU MĀTAURANGA O AOTEAROA                      QUALIFY FOR THE FUTURE WORLD                      KIA NOHO TAKATŪ KI TŌ ĀMUA AO!</small>	
Learner Name						
NSN						
Subject		Level				
Standard No.		Version				
Standard Title						
Achieved	Merit	Excellence				
Key requirements: (list)		A✓	M✓	E✓		
Sufficiency statement:						
Achievement						
Merit						
Excellence						
CIRCLE OVERALL GRADE	N	A	M	E		

# Evidence Gathering Internal Achievement Standard Assessment Template



Learner Name				
NSN				
Subject		Level		
Standard No.		Version		
Standard Title				
Achieved		Merit		Excellence
Key requirements: (list)		A✓	M✓	E✓
Sufficiency statement:				
Achievement				
Merit				
Excellence				
CIRCLE OVERALL GRADE	N	A	M	E

**Unit Standards template:**

Evidence Gathering Internal Unit Standard Assessment Template		 <small>NEW ZEALAND QUALIFICATIONS AUTHORITY                      MANA TOHU MĀTAURANGA O AOTEAROA</small> QUALIFY FOR THE FUTURE WORLD KIA NOHO TAKATŪ KI TŌ ĀMUA AO!	
Learner Name			
NSN			
Subject		Level	
Standard No.		Version	
Standard Title			
Element	Descriptor (list)	NA✓	A✓
1			
2			
3			
4			
Sufficiency statement:			
Achievement			
CIRCLE OVERALL GRADE		N	A

**This evidence collecting template could be attached to the template.**

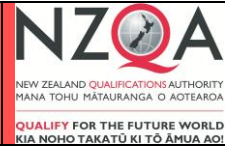
<b>Evidence to meet requirements of standard</b>		
<b>Criteria</b>	<b>Evidence sighted</b>	<b>Date</b>

**Optional cover sheet: (for use with whole classes)**

Subject		Level	
Standard No.		Version	
Standard Title			

<b>Sources of evidence contributing to this grade</b> (eg class work, oral conferencing, practice activity from previous school-based assessment etc)	
<b>Benchmarked against:</b> (circle as appropriate)	TKI resources, NZQA exemplars (including Best Practice Workshops) Previously moderated school benchmarks, Verification by professional colleagues, Subject association material Other

**Evidence gathering internal assessment- exemplar  
(Achievement Standard)**



Learner Name	
Subject	English, NCEA Level 1
Standard No.	AS90856
Standard Title	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence

Achieved	Merit	Excellence
Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Show convincing understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Show perceptive understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence.


Key requirements:	A	M	E
Can identify at least four significant aspects of the visual text	✓	✓	✓
Can provide different, specific, evidence for each aspect	✓	✓	✓
Can give different explanations as to how each aspect creates meaning and/or effect	✓	✓	✓
Can show how at least 2 of the aspects work together to create effect and/or meaning		X	X
Can communicate the creator's purpose and ideas, as well as wider contexts such as human experience, society and the wider world			X

**Sufficiency statement:**

Achievement: (shows understanding)	All of A must be ticked <b>OR</b> First three requirements must be <b>ticked/met</b>
Merit: (shows convincing understanding)	All of M must be ticked <b>OR</b> First four requirements must be <b>ticked/met</b>
Excellence: (shows perceptive understanding)	All of E must be ticked <b>OR</b> All five requirements must be <b>ticked/met</b>

CIRCLE OVERALL GRADE	N	<b>A</b>	M	E
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**References and Resources** available from the English subject page on the NZQA website:  
Clarifications Document, TKI Resources and Conditions of Assessment, Exemplars of student work.

Evidence gathering internal assessment template – exemplar (Achievement Standard)		 <small>NEW ZEALAND QUALIFICATIONS AUTHORITY          MANA TOHU MĀTAURANGA O AOTEAROA</small> <small>QUALIFY FOR THE FUTURE WORLD          KIA NOHO TAKATŪ KI TŌ AMŪA AO!</small>			
Learner Name					
NSN					
Subject	Visual Arts	Level	2		
Standard No.	AS91316	Version	2		
Standard Title	Develop ideas in a related series of drawings appropriate to established painting practice				
Achieved	Merit	Excellence			
Develop ideas in a related series of drawings appropriate to established painting practice.	Clarify ideas in a related series of drawings appropriate to established painting practice.	Extend ideas in a related series of drawings appropriate to established painting practice.			
Key requirements: (list)		A ✓	M ✓	E ✓	
Presents sufficient evidence to show the development of personal ideas.		✓			
Produces a related series in response to an identified subject, concept, problem or situation.		✓			
Evidence is appropriate to characteristics and constraints of established painting practice at New Zealand Curriculum Level 7.		✓			
Analyses and reflects upon own work to produce a defined personal response (intended purpose) to a proposition.			✓		
Demonstrates technical proficiency and pictorial coherency appropriate to the identified painting approach.			✓		
Further develops personal ideas in a new technical, pictorial or conceptual iteration of the proposition.				✓	
Extension of new ideas is sufficiently sustained and significant to stand independent of the initial clarification.				✓	
Sufficiency statement:					
Achievement	All of A must be ticked				
Merit	All of A and M must be ticked				
Excellence	All of A and M and E must be ticked				
CIRCLE OVERALL GRADE		N	A	M	E



**Evidence gathering internal assessment  
template - exemplar  
(Unit Standard)**



Learner Name	XXXXXXX		
NSN	1122334455		
Subject	Communication Skills	Level	3
Standard No.	1304	Version	9
Standard Title	Communicate with people from other cultures		
Outcome	Statement	NA ✓	A ✓
1	Can describe cultural values relevant to communication with persons from two cultures other than one's own.		✓
1	Can outline two verbal and two non-verbal common communication practices for each of two cultures other than one's own.		✓
1	Can describe four barriers to communication and strategies to reduce the impact of those barriers, for each of two cultures other than one's own.		✓
1	Can interact appropriately in terms of culture, purpose, and situation, with persons from two cultures other than one's own.		✓
Sufficiency statement:			
Achievement	All four evidence requirements must be met for achievement		
CIRCLE OVERALL GRADE		N	A