

External Assessment Evidence Gathering Template



Learner Name		NSN		Grade	
Subject	Lea Faka-Tonga				
Standard Number	91669	Level	1	Version	1
Standard Title	Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on areas of most immediate relevance				
Purpose of this document	This Assessment Template is a resource for secondary teachers to support the recording of evidence against the requirements of an externally assessed Achievement Standard. It incorporates the assessment requirements of the Achievement Standard, and evidence statements that support the award of a derived grade. Assessment Templates are not a replacement for external examinations.				
Sufficiency statement	<p>Multiple forms of evidence provided by a student may be recorded on the Template under each Grade. The final recommended Grade must be recorded on the cover page.</p> <p><i>Spoken Lea Faka-Tonga texts</i> refer to aural texts containing language beyond the immediate context (e.g. past and future events), such as short conversations, voice messages, podcasts, announcements, instructions and reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.</p> <p><i>Areas of most immediate relevance</i> refer to language related to basic personal information and past, present, and/or future experiences (e.g. family, shopping, local area, events and activities).</p> <p>Evidence might include but is not limited to:</p> <ul style="list-style-type: none"> • clarifying information, ideas and/or opinions • summarising information, ideas and/or opinions • producing, annotating, amending, or completing visual representations of ideas (e.g. maps, sketches, diagrams) • rephrasing Lea Faka-Tonga statements for a different/specific purpose (e.g. making a recommendation, giving advice). 				

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on areas of most immediate relevance.</p>	<p>Demonstrate clear understanding of a variety of spoken Lea Faka-Tonga texts on areas of most immediate relevance.</p>	<p>Demonstrate thorough understanding of a variety of spoken Lea Faka-Tonga texts on areas of most immediate relevance.</p>
<p>Key requirements for Achievement:</p> <p>The student makes meaning of spoken Lea Faka-Tonga by responding in their choice of English, te reo Māori, and/or Lea Faka-Tonga to the information, ideas and/or opinions about the events, people, places and experiences of the Lea Faka-Tonga heard.</p> <p>This involves:</p> <ul style="list-style-type: none"> • showing understanding of simple facts from the passage • writing brief answers with limited supporting detail • showing understanding of basic vocabulary • showing inaccuracy in detail due to misunderstanding of language e.g. tenses. 	<p>Key requirements for Merit:</p> <p>The student selects relevant information, ideas and/or opinions from the texts and these are unambiguously communicated.</p> <p>This involves:</p> <ul style="list-style-type: none"> • writing fuller answers supported by relevant details • making some successful connections with supporting evidence • recognising some higher-level lexical elements • lacking enough vocabulary/language knowledge to understand finer details. 	<p>Key requirements for Excellence:</p> <p>The student expands on relevant information, ideas and opinions from the texts with supporting detail to show understanding of the implied meanings or conclusions within the text.</p> <p>This involves:</p> <ul style="list-style-type: none"> • giving detailed answers that show a full understanding of the texts • demonstrating a high level of accuracy with language comprehension • justifying their answers with details from the passage • writing sound, reasoned and clearly sequenced responses • inferring meaning by making connections.

Achievement	Achievement with Merit	Achievement with Excellence
Assessment Date/s:	Assessment Date/s:	Assessment Date/s:
Evidence provided by the student: <i>state type of assessment, nature of the evidence – e.g. text used, responses to questions</i>	Evidence provided by the student: <i>state type of assessment, nature of the evidence – e.g. text used, responses to questions.</i>	Evidence provided by the student: <i>state type of assessment, nature of the evidence – e.g. text used, responses to questions.</i>