

External Assessment Evidence Gathering Template



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| Learner Name | | NSN | | Grade | |
| Subject | Lea Faka-Tonga | | | | |
| Standard Number | 91679 | Level | 3 | Version | 1 |
| Standard Title | Demonstrate understanding of a variety of extended spoken Lea Faka-Tonga texts | | | | |
| 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>Evidence may include:</p> <ul style="list-style-type: none"> • clarifying information, ideas and opinions • summarising information, ideas and opinions • producing, annotating, amending, and completing visual representations of ideas e.g. maps, sketches, diagrams • rephrasing Lea Faka-Tonga statements for a different or specific purpose e.g. making a recommendation, giving advice. | | | | |

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Demonstrates understanding of a variety of extended spoken Lea Faka-Tonga texts. | Demonstrates clear understanding of a variety of extended spoken Lea Faka-Tonga texts. | Demonstrates thorough understanding of a variety of extended spoken Lea Faka-Tonga texts. |
| <p>Key requirements for Achievement:</p> <p>Makes meaning of spoken Lea Faka-Tonga by responding in own choice of English, Te Reo Māori and/or Lea Faka-Tonga to the information and varied perspectives in the Lea Faka-Tonga heard.</p> <p>This includes:</p> <ul style="list-style-type: none"> • showing a general understanding of the passage • giving basic information but missing some relevant detail • writing some contradictory answers which show a limited understanding of specific details in the passages. | <p>Key requirements for Merit:</p> <p>Selects relevant information and varied perspectives from the texts and communicates them unambiguously.</p> <p>This includes:</p> <ul style="list-style-type: none"> • showing a sound grasp of the vocabulary and language features of curriculum level 8 • understanding most of the detailed information • selecting information relevant to the answers • writing mostly unambiguous answers that can connect different parts or ideas of the text • developing their answers by adding some correct detail to justify their responses • omitting or misinterpreting some of the complex information in the passages and is therefore unable to show thorough understanding. | <p>Key requirements for Excellence:</p> <p>Expands on relevant information and varied perspectives from the texts with supporting detail.</p> <p>Evidence shows understanding of the implied meanings or conclusions within the text.</p> <p>For example:</p> <ul style="list-style-type: none"> • showing sophisticated listening discrimination skills with respect to language difficulties e.g. verb tenses and words with only minor differences in sound • making inferences or summarising information, which is supported by appropriate evidence from the passages • showing an ability to draw conclusions, summarise and link ideas across the passage • making only minor errors which do not affect their understanding of the passage • demonstrating understanding of nuances and implied meanings of the passages. |

| Achievement | Achievement with Merit | Achievement with Excellence |
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| 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> |
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