

External Assessment Evidence Gathering Template



Learner Name		NSN		Grade	
Subject	LEA FAKA-TONGA				
Standard Number	91674	Level	2	Version	1
Standard Title	Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters				
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 but is not limited to:</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 or giving advice. <p><i>On familiar matters</i> refers to regularly encountered information, ideas and opinions that will be expressed in clear standard aural Lea Faka-Tonga texts.</p>				

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters.</p>	<p>Demonstrate clear understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters.</p>	<p>Demonstrate thorough understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters.</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 opinions about the events, people, places, and experiences of the Lea Faka-Tonga that is heard.</p> <p>This involves:</p> <ul style="list-style-type: none"> • answering most parts of every question briefly • may include some incorrect information • demonstrating a sense of the general meaning • demonstrating basic knowledge of language at level 7 of the curriculum • providing some accurate but simple information from the texts. 	<p>Key requirements for Merit:</p> <p>The student selects relevant information, ideas, and opinions from the texts and communicates them unambiguously.</p> <p>This involves:</p> <ul style="list-style-type: none"> • clear understanding of the general meaning of the passage • identifying key information • demonstrating a good knowledge of vocabulary and an understanding of some of the more complex language • giving supporting detail, although not in all parts of the question • demonstrating some understanding of nuance, but there are some inconsistencies and/or incorrect facts. 	<p>Key requirements for Excellence:</p> <p>The student expands on relevant information, ideas and opinions from the texts with supporting detail; and shows understanding of the implied meanings or conclusions within the text.</p> <p>This involves:</p> <ul style="list-style-type: none"> • demonstrating a thorough understanding of the passage through well-articulated answers that provide coherent, detailed and considered responses to the questions • using supporting evidence from the passages to justify their answers • making valid inferences, expanding on the lexical translation • showing understanding of the implied meanings • linking information with justified conclusions • recognising and understanding the more complex language.

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>