

# External Assessment Evidence Gathering Template



<b>Learner Name</b>		<b>NSN</b>		<b>Grade</b>	
<b>Subject</b>	SAMOAN				
<b>Standard Number</b>	91566	<b>Level</b>	3	<b>Version</b>	1
<b>Standard Title</b>	Demonstrate understanding of a variety of extended written and/or visual Samoan texts				
<b>Purpose of this document</b>	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.				
<b>Sufficiency statement</b>	<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"> <li>• clarifying information, ideas and opinions</li> <li>• summarising information, ideas and opinions</li> <li>• producing, annotating, amending, or completing visual representations of ideas e.g. maps, sketches, diagrams</li> <li>• rephrasing Samoan language statements for a different or specific purpose e.g. making a recommendation or giving advice.</li> </ul>				

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended written and/or visual Samoan texts.	Demonstrate clear understanding of a variety of extended written and/or visual Samoan texts.	Demonstrate thorough understanding of a variety of extended written and/or visual Samoan texts.
<p>Key requirements for <b>Achievement</b>:</p> <p>The student makes meaning of written and/or visual Samoan by responding in their own choice of English/Te Reo Māori and/or Samoan to the information and varied perspectives in the Samoan read and/or viewed. This involves:</p> <ul style="list-style-type: none"> <li>• understanding the gist of texts but missing the detail, or showing detailed understanding of a section of a text but not understanding the gist overall</li> <li>• showing basic understanding of some curriculum level 8 language</li> <li>• providing basic answers without analysis and explanation</li> <li>• demonstrating understanding of ideas and vocabulary but being unable to provide details.</li> </ul>	<p>Key requirements for <b>Merit</b>:</p> <p>The student selects relevant information and varied perspectives from the texts and communicates them unambiguously. This involves:</p> <ul style="list-style-type: none"> <li>• showing a sound global understanding of the texts</li> <li>• drawing some conclusions but not supporting these with detailed evidence from the texts</li> <li>• lacking the consistency and sufficiency of integrated evidence that requires evaluation, prediction or justification, based on the reading text, to indicate thorough understanding</li> <li>• identifying the main ideas of the texts and developing these with some specific detail extracted from the texts</li> <li>• attempting to refer to but misinterpreting some of the complex information in the text and therefore being unable to show thorough understanding.</li> </ul>	<p>Key requirements for <b>Excellence</b>:</p> <p>The student expands on relevant information and varied perspectives from the texts with supporting detail and shows understanding of the implied meanings or conclusions, where relevant, within the text. This involves:</p> <ul style="list-style-type: none"> <li>• writing detailed answers that address the questions</li> <li>• drawing conclusions, making inferences, or summarising information based on different and/or relevant parts of the text</li> <li>• showing understanding of language complexities</li> <li>• basing answers on evidence from the texts</li> <li>• responding with an understanding of nuances and implied meanings not obviously stated in the texts.</li> </ul>

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