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| **English Department**  **Achievement Standard Cover Sheet** | www.driveresources.org |

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| **Teacher and student to complete prior to beginning the assessment** | | | |
| Achievement Standard | [*1.9 Use information literacy skills to form conclusion(s) (AS90853)*](https://www.nzqa.govt.nz/ncea/assessment/search.do?query=English&view=achievements&level=01) | | |
| Level | *1* | Credits | *4* |
| Student’s name |  | | |
| Teacher |  | | |
| Due Date |  | | |
| Student Authenticity Statement | I understand that the work I submit for this assessment must be my own. I understand that if it was appropriate to source information then that information must be acknowledged in the appropriate manner (eg by using APA referencing and using quotation marks). I understand that I may be required to identify my sources if there is any question about the authenticity of this work.  I have acknowledged that plagiarism and/or collusion will result in disciplinary action which may make me ineligible for a grade in this standard.  Student signature:  x\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

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| **Teacher to complete after the assessment** | | | | |
| Final Grade as per these Achievement Criteria  (Highlight grade) | **Not Achieved** | **Achieved** | **Merit** | **Excellence** |
| Did not meet the criteria to achieve this standard. | Use information literacy skills to form conclusion(s).  *Use information literacy skills* means completing a systematic exploration…. The steps taken include:   * framing … an authentic, relevant context. Eg include identifying … a direction for investigation, or posing a question(s) * selecting and using appropriate strategies … * evaluating the reliability and usefulness of information…   See std for complete explanation.)  *Form conclusion(s)* involves creating ideas and knowledge based on information gathered...Eg   * expressing an opinion or judgement, reaching a decision, or suggesting a solution * evaluating the conclusion(s). | Use information literacy skills to form **convincing** conclusion(s).  *Form convincing conclusion(s)* involves creating ideas and knowledge based on information gathered in the inquiry that are clear and connected to the purpose of inquiry. This may include:   * + - expressing an opinion or judgment, reaching a decision, or suggesting a solution     - evaluating the conclusion(s).   There may be some unevenness in the conclusion(s). | Use information literacy skills to form **perceptive** conclusion(s).  *Form perceptive conclusion(s)* involves creating ideas and knowledge based on information gathered in the inquiry that are clear and connected to the purpose of the inquiry and show some insight or originality in thought or interpretation of the ideas gathered. This may include:   * + expressing an opinion, making a judgment or recommendation, reaching a decision, or suggesting a solution     - evaluating the conclusion(s)     - questioning or challenging ideas or information collected.   There may be some unevenness in the conclusion(s). |
| Marker’s Comments | See script / written below: | | | |
| Accepted by Student | I understand why I gained this grade, and accept this decision based on the quality of my work against the criteria outlined above.  Student signature:  x \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |