

**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	B
Practitioner Code	8
Curriculum Area(s)	Science, Literacy and Health and Wellbeing
Level	Second
Stage(s)	Primary 5
Specific subject (if applicable)	Water conservation

**Experiences and Outcomes:**

I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water. **SCN 2-18a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a**

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**

**Learning Intentions:**

- To investigate water samples from the environment.
- To explore methods that can be used to clean water.
- To explore methods of conserving water.
- To explore rights and responsibilities (in relation to water).
- To persuade others using relevant supporting detail and/or evidence.

**Success Criteria:**

- I can collect water samples from the environment.
- I can examine a water droplet under a microscope.
- I can create a filter system to clean a water sample.
- I can discuss ways to conserve water.
- I can state the rights and responsibilities I and others have in relation to water.
- I can use relevant details and evidence to persuade others to conserve water (through writing).

**Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.**

Lesson 1 – Collect water samples from pond, rainwater and puddles. Examine under a microscope.

Lesson 2 - Make a water filter system to clean a sample of water.

Lesson 3 – Video clip stimulus. Online research. Discuss ways to conserve water and rights and responsibilities in relation to water.

Lesson 4 – Persuasive writing lesson with water conservation context.

## Practitioner Moderation Template

## Learner Evidence

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

**Say:**

- discuss ways to conserve water
- state the rights and responsibilities that relate to water.

**Write:**

- persuasive writing regarding water conservation

**Make:**

- create a filter system to clean water

**Do:**

- collect water samples
- examine water droplet under a microscope

Did the learner successfully attain the outcomes? YES/NO

Yes

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

The pupil was given oral feedback on all of the success criteria. This was positive as he had successfully attained the outcomes. The persuasive writing was also self-assessed and received a written comment from the teacher. Next steps were given orally at the end of the topic. These were to take on board what he has learned about water conservation and in the persuasive writing lesson to extend his persuasive writing skills into other pieces of work.

**Pupil Voice:**

**What have you learned?**

"All of it. I think the biggest thing was when we filtered water and it was amazing when we found microscopic organisms in our water samples. We learned about why it is important to conserve water and what our rights and responsibilities are to do with water."

**How did you learn?**

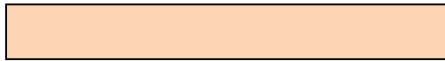
"It was really good when we did our water filters and examining our water samples. Instead of just looking stuff up on the internet we went out into the environment and did it ourselves. We also had to follow instructions to build our water filters and research online to get information for our persuasive writing."

**What skills have you developed?**

"I like science so I feel like I already have a lot of skills but I think I am better at understanding scientific words now and using the microscopes."

# *Learner Evidence*

Colour coding key:



**Lesson order and Learning Intentions.**



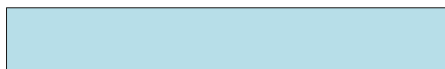
**Learner Tasks.**



**Success Criteria**



**Pupil Voice**



**Range of Assessment Methods**

## Practitioner Moderation Template

## Learner Evidence

### Lesson 1

LI: To investigate water samples from the environment.

Task: Learners collected water samples from the pond and puddles in the local park. They also collected rainwater in the school garden. They examined their water samples under a microscope.



SC: I can collect water samples from the environment.

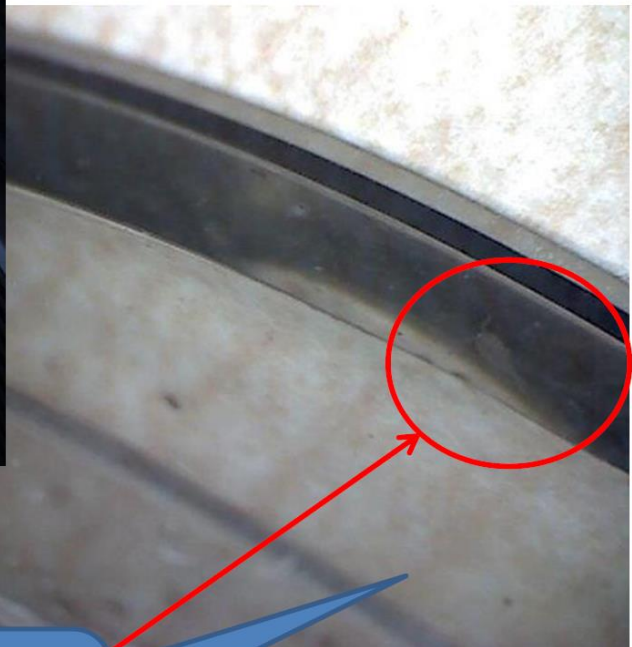


### Do -

- Collect water samples
- Examine water droplet under a microscope.



SC: I can examine a water droplet under a microscope.



Learner: I can see something moving in mine.

Teacher: What is it?

Learner: It's a micro-organism.

# Practitioner Moderation Template

# Learner Evidence

## Lesson 2

LI: To explore methods that can be used to clean water.

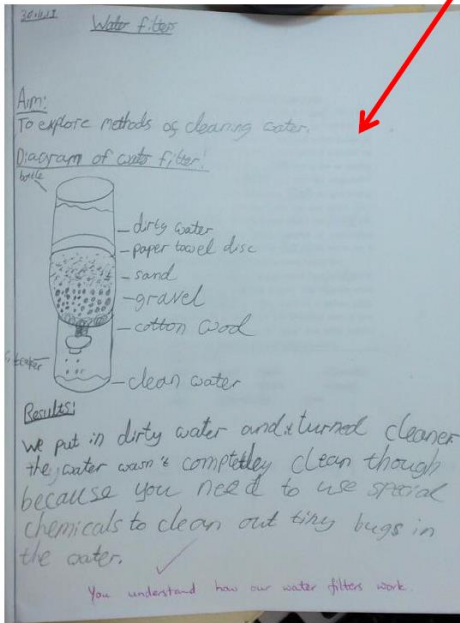
Task: Learners followed instructions to create a water filtering system and clean a sample of water.



Following instructions in a group to create water filters.

SC: I can create a filter system to clean a water sample.

Learners then wrote about how they created their filters and what the results were.



Learner: The water is coming out clean!

Teacher: Do you think it is safe to drink?

Learner: No, there might still be micro-organisms in it.

### Make -

- Create a filter system to clean water.

## Practitioner Moderation Template

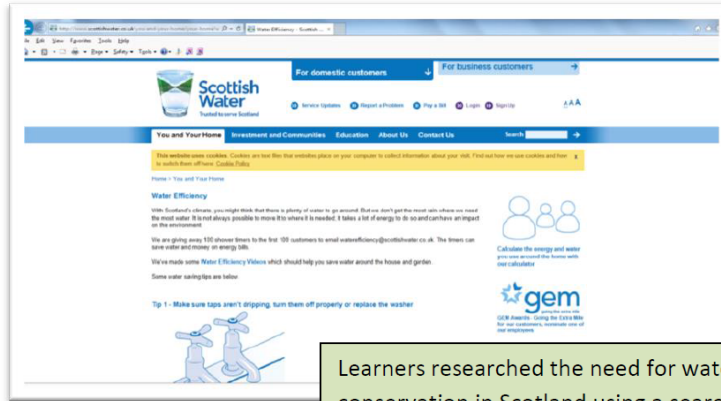
## Learner Evidence

### Lesson 3

LI: To explore methods of conserving water.

LI: To explore rights and responsibilities (in relation to water).

Task: Learners watched a video clip from Water Aid as a stimulus and then after some online research discussed water conservation and rights and responsibilities in relation to water.



Learners researched the need for water conservation in Scotland using a search engine.

### Say -

- Discuss ways to conserve water.
- State some rights and responsibilities that relate to water.

SC: I can state the rights and responsibilities I and others have in relation to water.

Learner: Every kid in the world has a right to clean water but not everybody has that. People can help to donate money to charities or conserve water to help other less fortunate. By conserving water I mean instead of having a bath just have a short shower or when you're brushing your teeth don't keep the tap on the entire time. And there's many other ways that I've not explained. If we don't conserve water this could affect others by not getting any water.

SC: I can discuss ways to conserve water.

Learners discussed conservation and rights and responsibilities in class at some length. This is just a short quote from the learner being followed.

**Practitioner Moderation Template**

**Learner Evidence**

**Lesson 4**  
 LI: To persuade others using relevant supporting detail and/or evidence.

Task: Learners were reminded of what they had learned about persuasive writing using a PowerPoint presentation. They then planned, and wrote about conserving water and after self-assessment shared their work in writing trios.

Wednesday 2nd December 2015

If you want to use water  
 you've got to save water!

We all know that water is important, <sup>crucial</sup> and something we need to survive. In my opinion lots of people take advantage of water, they don't realise how much water they actually have. Out of all the water in the world less than 1% is suitable for us to use. 1%! Is that a lot of water?

Most of us have enough water, but not all of us. Some people have to drink water from rivers which is where they do the toilet. You can imagine how unpleasant that is. There is a way to stop this, but with a price.

In places like Africa they don't have much rain. The opposite of Glasgow. To transport water to places like Africa, we use a lot of energy. A LOT of energy, therefore it can have a major effect on the environment. A MAJOR effect.

It's not just people who need water. Oh no no. Animals and plants need water to survive too. If they don't have enough water then we won't survive because we need animals and plants for food.

Now you can probably see why it is so important to save water. So, can you save water are taking a short shower instead of a bath, using a watering can instead of a hose and not leaving a tap dripping. So, if you stop for a minute and really think, you might be wasting water.

Well done! You have shown that you can use supporting detail and evidence to persuade others.

SC: I can use relevant details and evidence to persuade others to conserve water (through writing).

**Write -**

- Persuasive writing regarding water conservation.

This learner self-assessed their work this week. It was also read by the teacher who commented in writing.

S, A

Persuasive Writing

I am learning to persuade others using relevant supporting detail and/or evidence.

Success Criteria:	SA	PA/TA
My opinion is clear in the opening statement.	●	
I have used a rhetorical question.	●	
I have used groups of adjectives to enhance my point.	●	
I have included relevant facts to support my argument.	●	
I have repeated my point of view in the conclusion.	●	
<b>Core Targets:</b>		
I have used appropriate punctuation.	●	
I have written in paragraphs.	●	
I have used appropriate connectives.	●	
I have checked my work for spelling corrections.	●	

Comment:  
 \*My opinion is clear in the opening statement.  
 \*I have used a rhetorical question.  
 \*I've sort of but not really used appropriate punctuation.