

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

School Code	E
Practitioner Code	E33
Curriculum Area(s)	Numeracy and Listening & Talking
Level	3 rd level
Stage(s)	Primary 7
Specific subject (if applicable)	

Experiences and Outcomes:

I can **display** data in a clear way using a suitable scale, by **choosing** appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.

MTH 3-21a

When **listening** and **talking** with others for different purposes, I can:

- communicate information, ideas or opinions
- **explain processes**, concepts or ideas
- **identify issues raised**, summarise findings or draw conclusions.

LIT 3-09a

Learning Intentions:

- To select an appropriate form to display data.
- To display data clearly.
- To explain processes to an audience.
- To identify issues raised when asked questions.

Success Criteria:

- I can identify different ways to present data.
- I can state properties of different ways to present data.
- I can apply the properties of my chosen form to display data.
- I can identify the process.
- I can state the steps within the process.
- I can explain the process to a peer.
- I can listen to questions.
- I can identify what is being asked.
- I can answer the question clearly.

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

Activity one – work completed by Group One only

Teaching input/group discussion on different ways of presenting data.

Revise layout and use of bar graphs, line graphs and pie charts identifying the properties of each.

Activity two – work completed by whole class

Class grouped into groups of four with one/two pupils of Group One per group.
Create a survey question and gather data.

Activity three – work completed by Group One only

Decide appropriate form to display data – giving reasons for choice.
Create success criteria for the chosen form of presentation and plan explanation of process for peers.

Activity four – work completed by whole class

Pupil from Group One explains to the rest of group the process of how to create the chosen form of presenting data.
Pupil from Group One answers questions others in the group may have.

Activity five – work completed by whole class

Each member of the group creates a bar graph, line chart or pie chart to present the findings from their survey. Pupil from Group One supports other pupils to ensure they follow the success criteria they created.

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

I can identify different ways to present data.

Make/Write – bar graphs, line graphs and pie charts created for different sets of data.

I can state properties of different ways to present data.

Make/Write – bar graphs, line graphs and pie charts created for different sets of data.
Make – success criteria created for group teaching.

I can apply the properties of my chosen form to display data.

Write – pupil's justification for selecting their chosen method to display their data
Make/Write – bar graphs, line graphs and pie charts created for different sets of data.
Make/Write – sample graph made for demonstration to group.
Make/Write – graph created to show results of group survey.

I can identify the process.

Say – video of group discussion identifying the process to create a bar graph.
Make – success criteria created for a bar graph.
Self, peer and teacher assessment sheet.

I can state the steps within the process.

Say – video of explanation to group

I can explain the process to a peer.

Say – video of explanation to group

I can listen to questions.

Say – video of questions after explanation

I can identify what is being asked.

Say – video of questions after explanation

I can answer the question clearly.

Say – video of questions after explanation

Did the learner successfully attain the outcomes? 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 received oral and written feedback in the form of self, peer and teacher assessment. He generated the success criteria for his group. After learning about different forms to display data he then used this knowledge to create a survey, carry it out and select an appropriate form to display the data he had gathered.

He clearly explained how to display data in a comparison bar graph and answered questions his peers had.

The evidence clearly shows that this pupil has met the elements of the Experience and Outcome that were being assessed. He should now be given the opportunity to demonstrate these skills to a younger audience and teach a younger pupil about data handling.

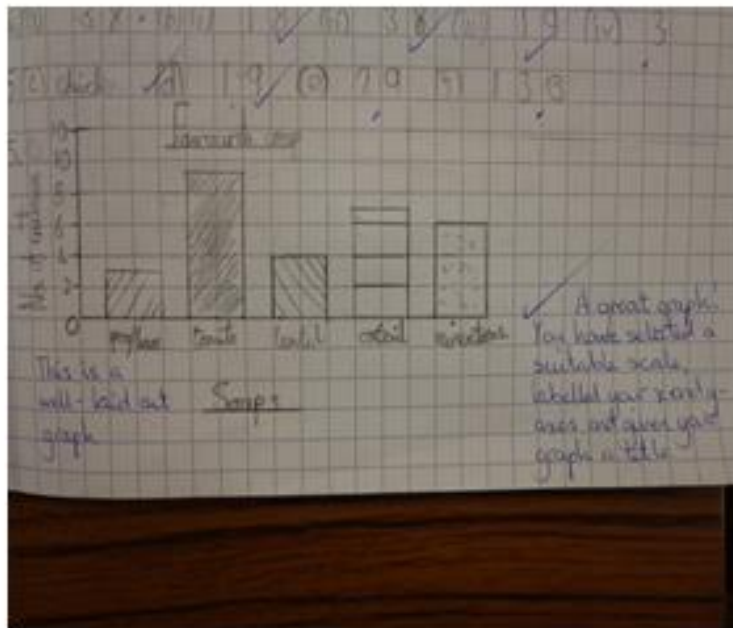
Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

"I enjoyed learning about different types of graphs, especially pie charts, which were quite tricky. I really liked coming up with the survey and going to Primary 1 to find out the results. I liked teaching other people in my class about graphs and would really like to do something like this again."

Activity 1 Evidence

Teaching input/group discussion on different ways of presenting data.
Revise layout and use of bar graphs, line graphs and pie charts identifying the properties of each.

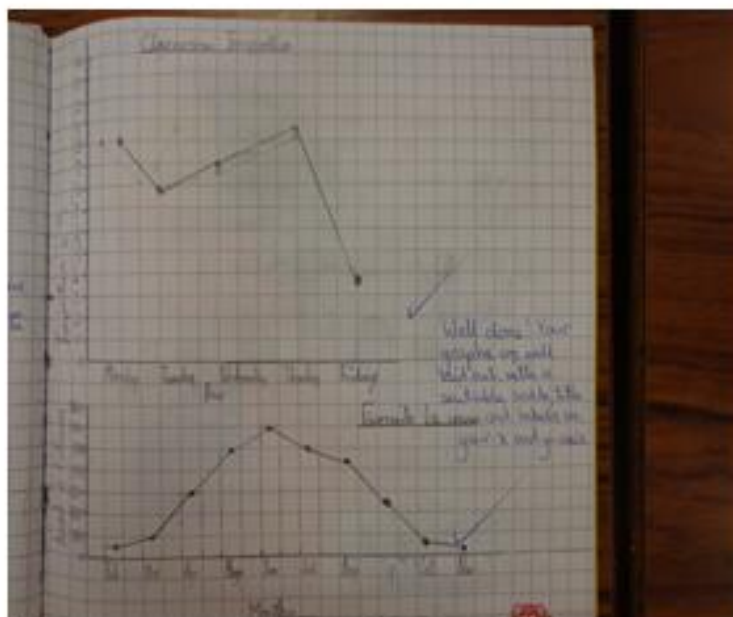


This pupil has demonstrated that he can identify and apply the properties of a bar graph. He has met the success criteria, which was:

- I can select a suitable scale.
- I can label my x and y axes.
- I can select a suitable title for my graph.
- I can leave a column after the origin, before I draw my first bar.
- I can create bars of equal size.
- I can create equal spaces between my bars.

Activity 1 Evidence

Teaching input/group discussion on different ways of presenting data.
Revise layout and use of bar graphs, line graphs and pie charts identifying the properties of each.



This pupil has demonstrated that he can identify and apply the properties of a line graph. He has met the success criteria, which was:

- I can select a suitable scale.
- I can label my x and y axes.
- I can select a suitable title for my graph.
- I can leave a column after the origin, before I plot my first point.
- I can plot the points on my graph accurately and join them using a ruler.
- I can create equal spaces between my points.

Activity 1 Evidence

Teaching input/group discussion on different ways of presenting data.

Revise layout and use of bar graphs, line graphs and pie charts identifying the properties of each.



This pupil has demonstrated that he can identify and apply the properties of a pie chart. He has met the success criteria, which was:

- I can record my data as a fraction: result/number of people surveyed.
- I can divide my numerator by my denominator and then multiply this by 360° to calculate the angle each section represents on the pie chart.
- I can draw a circle using a compass
- I can measure the angles on my pie chart using a protractor.
- I can label my pie chart or apply a key.
- I can select a suitable title for my pie chart.

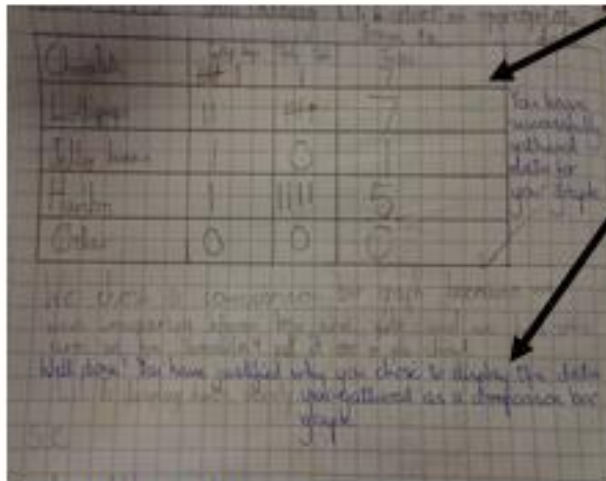
Activity 2/3 Evidence

Class grouped into groups of three with one pupil of Group One per group.

Create a survey question and gather data.

Decide appropriate form to display data – giving reasons for choice.

Create success criteria for the chosen form of presentation and plan explanation of process for peers.



This pupil was able to help his group create a survey about pupils' favourite sweets. The group decided that it was a suitable survey for an infant class. He has identified the most appropriate method to display his data and justified why he has chosen a comparison bar graph rather than a pie chart.

The image shows a handwritten list of success criteria on grid paper:

- I have justified why I chose to display the data as a comparison bar graph.
- I have identified the most appropriate method to display the data.
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- I have identified the most appropriate method to display the data.

Below the list, there are handwritten notes in blue ink:

You have successfully identified relevant success criteria which can be assessed!

This pupil was able to generate an assessable success criteria to create a comparison bar graph.

Activity 4 Evidence

Pupil from Group One explains to the rest of group the process of how to create the chosen form of presenting data.

Pupil from Group One answers questions others in the group may have.



The video clearly shows the pupil was able to explain to his peers how to create a comparison bar graph. He was also able to answer questions they had.

Activity 5 Evidence

Each member of the group creates a bar graph, line chart or pie chart to present the findings from their survey. Pupil from Group One supports other pupils to ensure they follow the success criteria they created.



This pupil was able to create a comparison bar graph, meeting the success criteria. He was also able to support the other pupils in the group to create their own graphs. The peer assessment demonstrates his peers felt supported during the task.

Name: [redacted] Date: _____

Listening and Talking

Learning Intentions

- To explain processes to an audience
- To identify issues raised when asked questions.

Success Criteria	Peer	Self	Teacher
I can identify the process.	●	●	●
I can state the steps within the process.	●	●	●
I can explain the process to a peer.	●	●	●
I can listen to questions.	●	●	●
I can identify what is being asked.	●	●	●
I can answer the question clearly.	●	●	●

*You successfully explained the process and stated the steps within the process through the success criteria.
He explained the process clearly, answered questions and identified information.
But what way these skills to teach a younger pupil about data handling.*