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.

Practitioner Code	T51
Curriculum Area(s)	Numeracy and Mathematics
Level	2/3
Stage(s)	Second Year

Experiences and Outcomes:

I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. (MNU 3-20a)

I can apply 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)

Learning Intentions:

I will
- learn about different ways in which we can interpret data using graphs, charts and tables
- analyse the validity of the data which we collect and discuss how data might be made more valid in future data gathering
- select which graph, chart and table is more appropriate for the information which we have gathered
- construct statistical graphs, charts and tables after gathering data

Success Criteria:
Please list SC and give brief detail on how learners were involved in their creation.

I can
- work collaboratively to source information.
- work collaboratively to analyse data and make suitable conclusions on the information.
- display data appropriately in tables and charts with each being labelled correctly (axis, title, key etc).
- select which table/chart is most appropriate to use given a specific set of data.
- use technology to gather appropriate information and then analyse this data.

Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen design principles. Make specific reference to **breadth, challenge & application**.

Activity 1 – Class Discussion
As a class we revised graphs, charts and tables from prior experience and learned how to construct frequency tables, pie charts, stem and leaf diagrams and scatter graphs from data.

Activity 2 – Questions from Worksheets
Class were asked to construct pie charts, stem and leaf diagrams and scatter graphs from data on worksheets and answer questions on frequency tables from textbook.

Activity 3 - Homework
Frequency table and stem and leaf diagram questions in homework.

Activity 4 – Group Discussion
In groups we decided on suitable questions for a survey.

Activity 5 – Group Task
In groups we visited another S2 class to gather data from our class and the other class.

Activity 6 – Group Task
In groups the class prepared a suitable diagram to display the data from the survey.

Activity 7 – Class Discussion
As a class we looked at what conclusions we could draw from the data and the dangers of extending the data to a wider population when using small samples.

Activity 8 – Block Test
Frequency table question in Block Test.

Record the planned assessment that will be gathered to meet the success criteria (Say, Write, Make, and Do) considering **breadth, challenge and application**.

Formative Assessment (Say)
Answer questions on what makes a good diagram.

Written work (Write)
Classwork from textbook and worksheets. Hand in homework. Block test question.

Survey (Do)
Gather data from both classes.

Display (Make)
Produce a suitable diagram to display data.

Discussion (Say)
Answer questions on what makes the data robust.

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

Throughout all class discussions that took place, the pupil was given oral feedback based on their answers.

Oral feedback was given when the class were practising their charts and to the groups as they produced their displays pointing out the features a good graph should have.

Written feedback was given on homeworks producing graphs.

Pupil Voice:

What have you learned?
"I learned how to construct pie charts, class intervals frequency tables, scatter graphs and stem and leaf diagrams"

How did you learn?
"By practicing how to produce the graphs in class and feedback from homeworks"

What skills have you developed?
"Finding Mean, Median, Mode and Range from a frequency table"
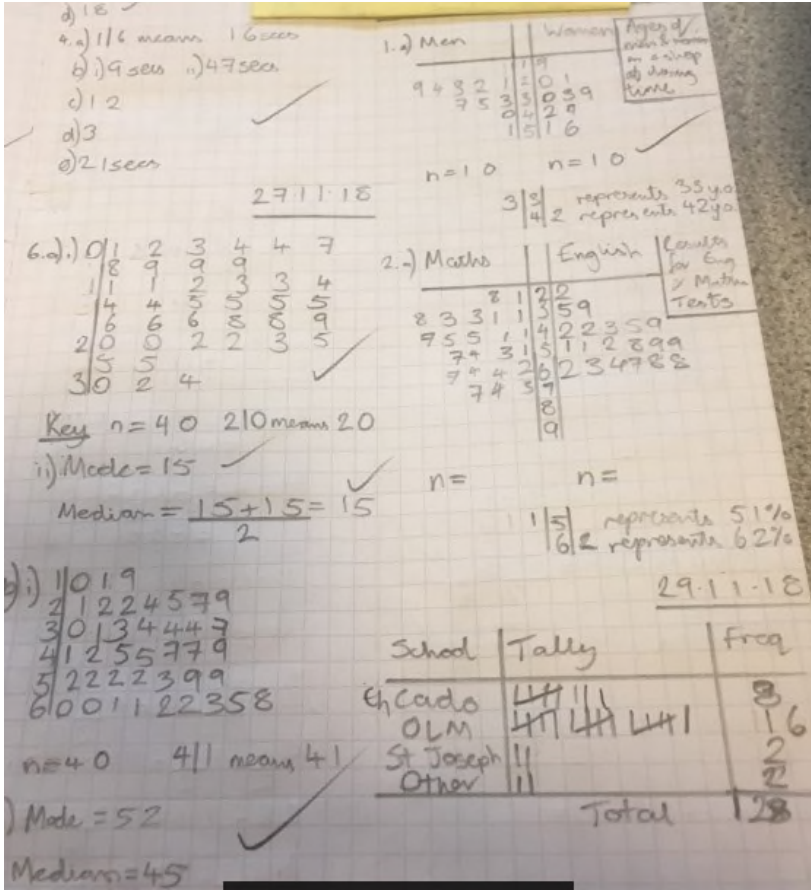"I enjoyed doing the Survey and working in a group to make the display"

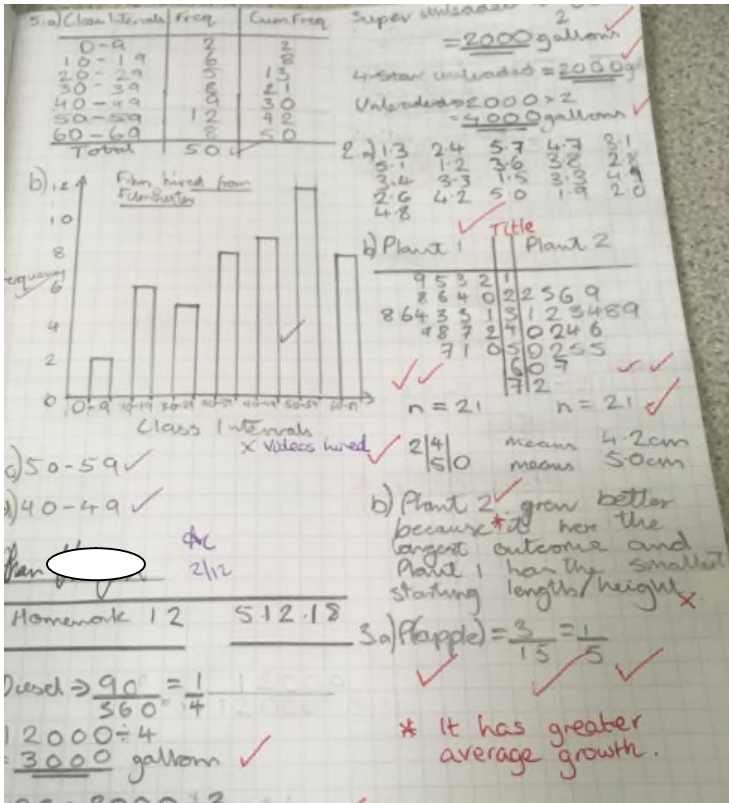**Did the learner successfully attain the outcomes?**   **YES**
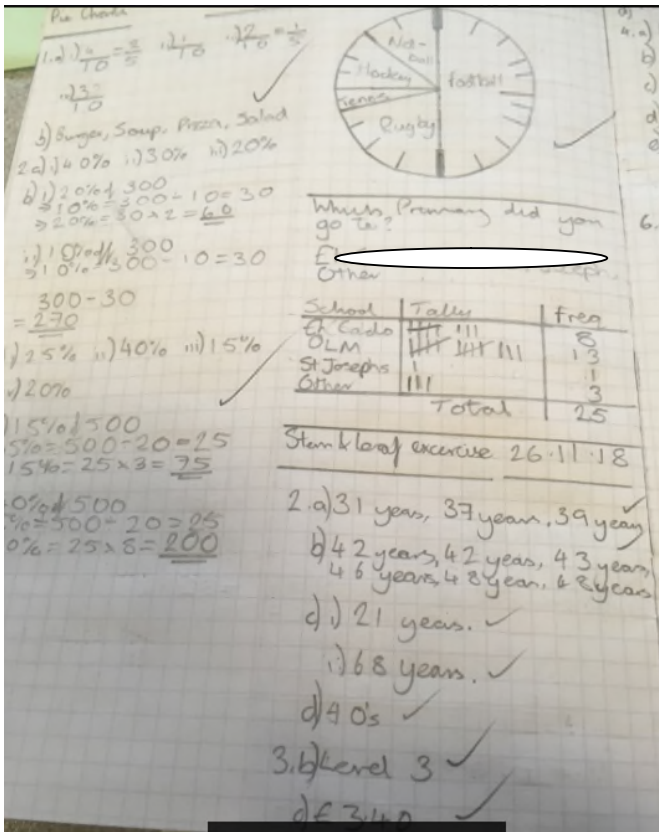
Written work evidence
MTH 3-21a
Pupil has produced an appropriate pie chart

Written work evidence
MTH 3-21a
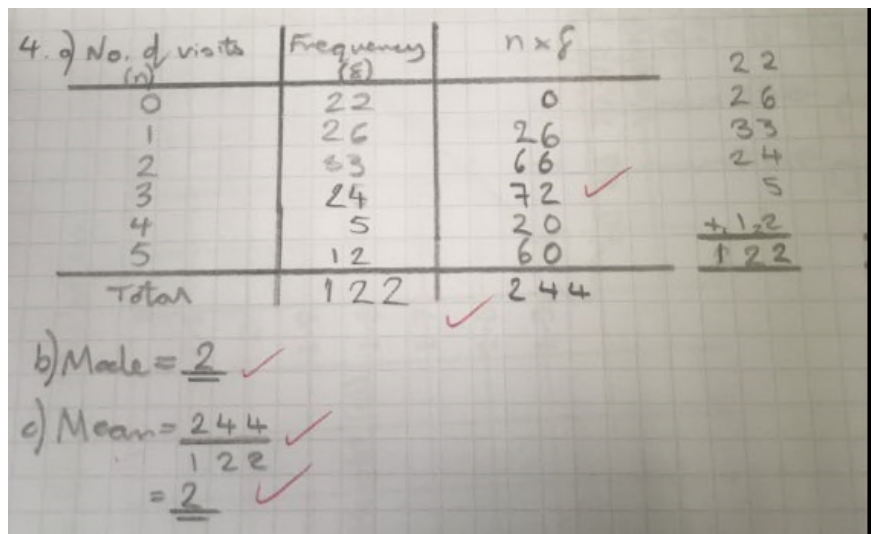Pupil has produced accurate stem and leaf diagrams

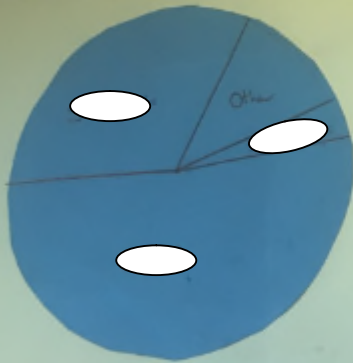Written work evidence
MNU 3-20a
Pupil has gathered data from survey

WHAT SCHOOL DID YOU GO TO?

Mr _____ Maths Class

Ms _____ Maths Class
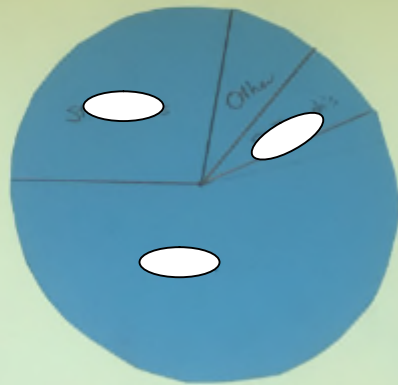
Other

School	Tally	Frequency
	HTI III	8
	HHI LHH III	13
	I	1
Other	III	3

School	Tally	Frequency
	HTI III	8
	HHI LHH LHH I	16
	II	2
Other	II	2

8 3 | 0 | 2 2 8
3 | 1 | 6

Display work evidence
MNU 3-20a
Data gathered has been
displayed in frequency tables
and pie charts.