Assessment selection

Complete text · original source wording with native layout

Select one source and its own response space
Six E–J families supply different invented purpose domains; each has a complete first and matching later source. The four questions are open design/evidence prompts, not questions with one correct building. Each source includes its own four-question blank response. Select a family through the staff-only table below. Do not print the whole guide/key for a learner or expose all later forms during first capture.

Capture → teach → capture → feedback
1. Select one first source and its own response page. Check public prior exposure; it is open formative practice, not a secure examination. Read the complete source neutrally. Usual communication, scribing and neutral rereading are available. Record any content suggestion separately.
2. Save the original first work before showing ordinary models, comparison diagrams, Place Maker examples or a staff key. Partial work can be saved and continued; there is no timed or physical-completion quota.
3. Optional actual making/self-use or preference evaluation follows first capture. Record child actual action, child-directed adult action, plan and digital trial at their own scopes. No partner or physical trial is required to submit ideas; a plan does not prove actual making.
4. Use the component guide to choose one actual targeted teaching action: for example distinguish two arrangements, communicate an own choice, carry out an approved step, or separate observation from preference. Record the action/date/support; no supplied learning result.
5. At a suitable later time, read the matching later source and save its original responses before feedback. Retain actual teaching log, exposure and changed conditions. Without actual intervening teaching, label it another attempt rather than post-teaching progress.
6. Compare only components actually evidenced and choose a next teaching step. No worksheet-only whole-code/year grade or causal learning-gain claim. Access support is not a deficit score.

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Assessment selection · continued

Complete text continues

Staff selection table
- E · Looking: first source (held/e-first-source.md) + own blank (held/e-first-response.md); later source (held/e-later-source.md) + own blank (held/e-later-response.md); staff feedback (teacher/e-feedback.md).
- F · Arriving: first source (held/f-first-source.md) + own blank (held/f-first-response.md); later source (held/f-later-source.md) + own blank (held/f-later-response.md); staff feedback (teacher/f-feedback.md).
- G · Listening: first source (held/g-first-source.md) + own blank (held/g-first-response.md); later source (held/g-later-source.md) + own blank (held/g-later-response.md); staff feedback (teacher/g-feedback.md).
- H · Pausing: first source (held/h-first-source.md) + own blank (held/h-first-response.md); later source (held/h-later-source.md) + own blank (held/h-later-response.md); staff feedback (teacher/h-feedback.md).
- I · Making: first source (held/i-first-source.md) + own blank (held/i-first-response.md); later source (held/i-later-source.md) + own blank (held/i-later-response.md); staff feedback (teacher/i-feedback.md).
- J · Playing: first source (held/j-first-source.md) + own blank (held/j-first-response.md); later source (held/j-later-source.md) + own blank (held/j-later-response.md); staff feedback (teacher/j-feedback.md).

Each source has six labelled units: U1 job/context, U2 available material choice, U3 own ideas, U4 steps/actual action, U5 trial/preference, U6 genuinely familiar actual source. No unit supplies a child response or actual outcome. Q1 uses U1/U3; Q2 U2/U4; Q3 U5; Q4 U6. Keep the selected complete source with its own blanks; never substitute a different family’s source or an ordinary model. Staff feedback is held separately until capture.

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