Staff F feedback

Complete text · original source wording with native layout

Staff only · F Arriving feedback
Use after saved first/later original capture. Family F changes from an imaginary parcel pick-up place (arrive and collect a fictional parcel card) to an imaginary welcome desk (arrive and see a child-created greeting mark). This changes the invented brief; it does not establish equal form difficulty or caused learning gain.

- Q1 / U1,U3: accept two genuinely different own arrangements and a choice linked to the selected job/preference. For arriving, a child can position parts differently without a polished building or written sentence. Do not require the ordinary example’s design.
- Q2 / U2,U4: look for actually available material selection and a communicated small sequence. Note actual child action separately from child-directed adult making or a plan. Do not give physical-making credit from an oral answer alone.
- Q3 / U5: accept keep/change through purpose or preference. Any actual toy-marker trial has its own model/actor/action; an actual willing reply has faithful attribution. A arriving layout preference does not prove a real user’s access or comfort.
- Q4 / U6: requires a genuinely already known actual place and an available verified specific people-choice account/source. Unknown remains unknown. The invented an imaginary parcel pick-up place or an imaginary welcome desk alone is not a familiar actual environment.

Possible targeted teaching after first capture: support the child to show two distinct arrangements for the arriving job, communicate a chosen material/action, or separate a toy trial from a preference—select the component actually needed. Use ordinary practice after capture, log what actually occurred, then offer the matching later source at a suitable time before feedback. Do not supply these prompts as hidden help during later original capture.

Record actual source/work/date/exposure/support/teaching/action in the blank component log (COMPONENT-RUBRIC.md). Both unfinished and supported work retain their actual scope; no numerical whole-code/year grade. Assessment procedure (../ASSESSMENT-GUIDE.md) · Rights (../SOURCE-AND-RIGHTS.md). Original © NeuroForgeIO Pty Ltd 2026, CC BY 4.0 (../licenses/CC-BY-4.0.txt).

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