A7 · Your useful guide and adult replacement card

Original ordinary model · choose one useful question or representation

My reader / question / exact source

What the record shows · unit / sample / period

Unknown / useful next check

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Your choices · optional own paper, words, sign, AAC or exact scribing

My own decision / support wanted

First version / actual edit or justified keep / reason

What I actually did / supplied / helper action / planned

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Complete source · use one useful part in your usual communication

Choose a useful job

Choose a fictional reader and leave a useful next-check guide. All complete ordinary source records are available separately; name the one you use. Create a three-panel guide, table-and-note, flow, directed arrangement or exact spoken/signed/AAC record. No public audience or account is needed.

Keep a first version. Make an actual substantive revision for the reader or give a reason for keeping it. A helper's words are labelled helper wording; learner-directed wording remains attributed to the learner. The adult replacement card is optional professional planning, not child or family administration.

Complete guide job and neutral records

Make an own help-desk guide

Choose a fictional reader and one ordinary source case. Leave them a guide they could use to decide what to check next. The outcome may be a three-panel page, a table-plus-note, a directed tactile layout, a spoken/signed/AAC explanation with an exact record, or a typed guide. No public audience or publishing account is required.

Complete job

1. Name reader, decision/question and exact source.
2. Use two accurate details, with units, start/end, sample and period where relevant. Show the height-change working and a separate alive-count statement for O2/O4.
3. Create a representation that serves your question: table, labelled graph, count groups, condition map or decision sequence.
4. State one source/method limit without inventing missing values or cause.
5. Give one specific feasible next enquiry/plan for adult review.

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6. Keep a first version. Re-read or invite a willing reader to find the next step; revise one actual part and explain why. If no revision occurs, write a reason for keeping it. Actual audience interaction is separately recorded, not inferred.

Descriptive project feedback

Ready to use for this fictional job: details and representation agree; growth/survival are distinct; source/time/sample and unknowns are visible; next step follows the problem; an actual edit or justified keep is documented for the selected reader.

One more check: useful idea, but a unit, denominator, reference point, limit or next step is missing/ambiguous. Point to that component and request it; do not rewrite the guide for the learner.

Model and try a new ordinary example: final height is called growth, missing is set to zero, plan is called observed, or cause/action is claimed without evidence. Model just the failed component with different ordinary values, then invite a new own try. No grade or whole-course verdict is attached.

Neutral ordinary job record

text
MY CHOSEN JOB / READER: _____
SOURCE / LIVING THING / SAMPLE / PERIOD: _____
QUESTION / CRITERION: _____
NUMBER WORK / UNIT / REPRESENTATION: _____
GROWTH MEASURE: _____
ALIVE-AT-CHECK MEASURE (or not supplied): _____
WHAT THE SOURCE SHOWS: _____
WHAT IT LEAVES UNKNOWN: _____
MY OWN NEXT QUESTION / REVIEWED PLAN: _____
FIRST VERSION / LATER VERSION / KEEP OR EDIT REASON: _____

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WHAT I ACTUALLY DID / WHAT WAS SUPPLIED OR ONLY PLANNED: ___

Optional equipment record · never pre-filled

text
PAPER MODEL OR APPROVED NON-INVASIVE OBJECT: _____
PERMISSION / ADULT REVIEW / DATE (if needed): _____
INSTRUMENT / SCALE / REFERENCE POINT / UNIT: _____
READING 1: _____ READING 2: _____ READING 3: _____
ACTUAL CHECK TIME / DEVIATION / POSSIBLE ERROR: _____
IF NOT RUN, WRITE “NOT OBSERVED”: _____

Using supplied model lengths does not establish equipment use. Measuring a paper stem does not establish a plant-growth investigation or fieldwork. Mark actual learner operation, child-directed helper operation and supplied values separately.

Educator neutral capture

Record day/task component, first or later, response mode, exact learner contribution, access support, any content hint, specific strength, one next teaching move and an unelicited component. Use a school-local identifier privately; no names/diagnoses/home circumstances are needed in the public source. A lack of materials or a choice not to handle something is not an attainment deficit.

Optional adult local replacement workflow

Make a useful local replacement

An educator can replace a short real-world hook with a current relevant public example, or keep the complete supplied cards. Children do not have to find sources, disclose locations or collect living things. A checked source is still a source with a boundary; it does not automatically verify a local claim or approve an action.

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A short adult review route

1. Choose the learner job first. For Day 6, find named contributions and why collaboration/building on earlier work helped. For Day 8, find a real problem, scientific knowledge, possible response and decision evidence. A scenic photo or general “save nature” page alone cannot answer either job.
2. Open the primary body. Read the relevant paragraph/table/legend and item rights. Record what you actually opened, not every linked dataset. A search snippet or inaccessible PDF may be recorded as a lead, not as a full body reading. If the source fails, retain that fact and use the supplied card.
3. Fix the claim’s boundaries. Identify place, species/living thing, period, measure, unit, sample/denominator, method and unknowns. Separate source publication/update, observation/event dates, your check date and any scheduled future activity. Leave a date absent if absent. Do not infer a live forecast, current habitat condition, permission or cause from a general page.
4. Review rights and access. A public page is not blanket reuse permission. Prefer an original brief factual paraphrase and direct credit. Check item-specific text/media/data rights, images of people, ICIP and local community authority; do not copy logos, artwork or cultural voice. Obtain appropriate review/permission before fieldwork or cultural knowledge. Never use learner/private family records as public data.
5. Replace the complete task and answer together. Write the local card with enough literal information to answer offline. Revise the questions, representation, criterion, worked model and key if units, counts, period or roles change. Independently recompute each numerical result; another adult can check one worked solution. Keep ordinary replacements away from assigned/reserve checks.

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6. Set a trigger to recheck. Before the next teaching use, after a source revision, before any proposed action, when a date/period expires, when local policy changes or when a learner challenges a claim. Mark status approved for this lesson / revise / use supplied card instead. This is an educator judgment, not an automatic feed or certificate.

Copy this review card

text
LEARNER JOB / SLOT: _____
PROVIDER / EXACT ITEM TITLE: _____
DIRECT URL / PAGE / HEADING / TABLE / LOCATOR: _____
BODY ACTUALLY OPENED / ACCESS LIMIT: _____
EXACT BOUNDED CLAIM IN MY OWN WORDS: _____
PLACE / SPECIES OR GROUP / LOCAL RELEVANCE: _____
EVENT OR OBSERVATION DATE / PERIOD: _____
PUBLICATION DATE (if given): _____
UPDATE DATE (if given): _____
ADULT CHECK DATE / SOURCE SNAPSHOT IDENTIFIER: _____
MEASURE / UNIT / SAMPLE / DENOMINATOR / METHOD: _____
ASSOCIATION OR CONTROLLED CAUSAL EVIDENCE? _____
MISSING / UNKNOWN / NOT CURRENT OR NOT LOCAL: _____
TEXT / DATA / MEDIA RIGHTS / CREDIT / CHANGES: _____
PLACE / COMMUNITY / SCHOOL PERMISSION NEEDED: _____
REVISED COMPLETE LEARNER SOURCE / TASK: _____
RECALCULATED ANSWER / CRITERION / INDEPENDENT CHECK: _____
RECHECK TRIGGER / BEFORE-WHEN: _____
REVIEWER ROLE / DECISION / REMAINING ACTION: _____

No pupil name, address, diagnosis, image, current booking or location track belongs on this public planning card. Store any real assessment records under school policy, separately.

Three bounded local choices

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Coastal Queensland class: FACT4 is an actually read Queensland example. Use it as the stated Mon Repos/Bundaberg reference, not proof of a different beach. Ask an educator to check a named local authority’s current public lighting/turtle guidance for local relevance and rights. No such additional locality has been checked in this proposal. The learner’s useful output is an enquiry note, not altered lighting.

Inland class: use FACT1’s environmental-measurement idea alongside a teacher-reviewed public local botanic-garden or council habitat-monitoring report. Choose a report with a date, living thing and method, not a social post. The report itself has not been selected or opened here. Without one, use O2: it offers a complete comparison and no assumption that the child has a garden.

Time-poor or remote home/class: use the full supplied O2/O4 records and optional FACT cards on paper/read-aloud. Learners can leave an unknown column or a question for an adult. No outdoor visit, measuring tool, internet, plant ownership or family time is required. A hypothetical local replacement remains labelled hypothetical until actually reviewed.

Worked replacement arithmetic · invented illustration

An educator drafts a fictional, not local-observed replacement: four labelled seedlings start at 12 mm. The final four heights are 18, 20, 22, 20 mm after five days; three are marked alive. The mean height is (18 + 20 + 22 + 20) ÷ 4 = 20 mm; recorded mean increase is 20 − 12 = 8 mm over five days; alive count 3 of 4 at Day 5. The mean covers all four labelled height records. If the adult chooses survivors-only height instead, the actual survivor identifiers/heights and both task/key must change; do not silently mix denominators. No treatment effect or future survival follows from this constructed record.

Complete free alternative

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Use these full words and source tables on scrap paper, an exact read-aloud, sign/AAC or learner-directed marks. No diagram hides extra data. Original diagram descriptions and all labels accompany the complete generated text alternative. Blank areas can be replaced by any amount of own paper; no neatness, handling or writing speed requirement. These are supplied/model jobs, not a completed plant investigation.

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