Original descriptive rubric and next teaching

Complete source · use one useful part in your usual communication

Educator only, after first capture. These are original formative criteria, not official QCAA A–E descriptors, a summed grade, clinical test or whole-year judgement. The examples below are fictional possibilities or conditional real opportunities, never observed children, made assets, real replies or human accounts supplied by this pack. No particular image, word, order, audience emotion, spoken reason or tool performance is correct.

For each component use own evidence available / supported own evidence / adult-only contribution / unavailable or declined, with a literal note. These are descriptive statuses, not ordered levels. Plan-based reasoning can be valuable; it supplies no actual made-work, source-encounter or recipient event. Supported own selections remain supported, and helper fabrication stays separate from child tool operation. No total, improvement quota or fixed ability inference.

Criterion | Actual evidence to describe | One next invitation
C1 · Own purpose and selection | An attributable own job, intention, preference or accepted/rejected choice, with offered options identified. | Return one genuine feature/job choice; retain UNKNOWN rather than invent intent.
C2 · Possibilities and relations | An own possibility or selected relation, with actual made trial versus plan named and no fixed first/next convention. | Offer one neutral actual broad relation trial on an unrelated ordinary subject.
C3 · Actual communicating work | Actual child-authored made features and own supplied idea when available; child operation, helper fabrication and adult-added detail separate. | Make one wanted part only on agreement; a specification stays a plan until realised.

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Original descriptive rubric and next teaching

Complete source · use one useful part in your usual communication · continued

C4 · Actual source and own how/why | Actual authorised work/account/medium and own scoped exploration, with genuine account, child interpretation and adult inference distinct. | Prepare a real optional source/account; do not promote factual recall or a fictional model to human importance evidence.
C5 · Actual reception of made own work | Actual made own work deliberately presented to a real suitable willing recipient through agreed medium; presenter and actual reply/NONE separate. | Preserve privacy; offer a later actual option if wanted. Permission, supervision, plan and puppet are not reception.
C6 · Honest revisit and next choice | An own keep/change/try/leave choice with intention, actual/NONE/model response and actual/current-only comparison accurately named. | Model the event/plan distinction after first capture, then return the decision without requiring agreement or improvement.

A changed route, support, source, context or actual condition prevents a simple before/after gain claim. Keep first response, later assistance and actually delivered teaching separate.

A · first · A message for an imaginary parcel station

Target: own purpose and a made communicating feature (C1 / C3).

Complete task: Invent a small picture message for an imaginary parcel station. Choose a job for it and one thing you want it to show. You may make one wanted part, direct a willing helper, keep an unmade plan, choose another job, or pass.

One possible worked interpretation: An invented model maker chooses a message about finding the first pictured parcel, directs one broad square at the edge and leaves the next part unmade. Adult draws the square; a decorative stripe chosen by the adult stays adult detail. Own selection is supported evidence; the remaining direction is a plan. No recipient or reply.

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Original descriptive rubric and next teaching

Complete source · use one useful part in your usual communication · continued

Accept alternatives accurately: An own coherent different response, supported own choice, one part, private plan, no words, rejection or decline is described for the component actually available. Decline is not proof of attainment. A specification is not a made work; adult fabrication is not child handling. D needs an actual source/account and own exploration; E needs actual reception of made own work. No stage page or plan supplies those events.

Next teaching: If purpose and representation were wholly adult supplied, give one unrelated ordinary broad blank choice. Invite the child to select a job or one wanted feature, then follow only accepted directions. Do not ask them to reproduce the parcel design or reveal the later collection.

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

A · later · A message for an imaginary kite collection

Target: own purpose and a made communicating feature (C1 / C3).

Complete task: Invent a different small picture message for an imaginary kite collection. Choose what the message is for and one wanted feature. You may make a wanted part, direct a willing helper, retain a plan, change the job, or pass.

One possible worked interpretation: An invented model maker chooses a kite-location picture, draws a broad angled form and asks an adult to write only the chosen word 'here' beside it. Adult scribing is separate. A wordless version or different own purpose is also possible; no audience is supplied.

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Original descriptive rubric and next teaching

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Next teaching: If purpose and representation were wholly adult supplied, give one unrelated ordinary broad blank choice. Invite the child to select a job or one wanted feature, then follow only accepted directions. Do not ask them to reproduce the parcel design or reveal the later collection.

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

B · first · A picture message for a make-believe lantern shop

Target: own relation between message parts and an actual possibility (C2 / C3).

Complete task: Invent a small picture message for a make-believe lantern shop. Choose a first picture and what, if anything, comes with it. No real lamp, shop, light or purchase is needed. You may make one part, direct a willing helper, keep a plan, choose a different form, or pass.

One possible worked interpretation: An invented model maker directs a broad oval first, then two separated oval drawings in the next region. They say the second offers choices. Adult fabricates all requested positions. A prior spoken alternative remains a plan, not a made trial. No real illumination, buyer or reply.

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Original descriptive rubric and next teaching

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Next teaching: If the order or relation was adult supplied, offer two actual unrelated ordinary marks/regions. Ask one first/together/next choice in the child's usual communication. Allow one part and no fixed order. Make an accepted choice only with agreement; do not rehearse either held shop/cupboard.

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

B · later · A picture message for a make-believe cloud cupboard

Target: own relation between message parts and an actual possibility (C2 / C3).

Complete task: Invent a different small picture message for a make-believe cloud cupboard. Choose what belongs first, next or together. No cupboard handling, weather fact or sound is needed. You may make one wanted part, direct a willing helper, leave a plan, choose another form, or pass.

One possible worked interpretation: An invented model maker draws two broad curved cloud-like marks together and chooses no starting order. They later direct a third region with one repeated curve, then keep both. Actual fictional relations and later assistance are separate; no weather or audience effect.

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Next teaching: If the order or relation was adult supplied, offer two actual unrelated ordinary marks/regions. Ask one first/together/next choice in the child's usual communication. Allow one part and no fixed order. Make an accepted choice only with agreement; do not rehearse either held shop/cupboard.

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

C · first · An imaginary pebble museum message

Target: literal keep/change comparison without invented prior evidence (C2 / C6).

Complete task: Invent a little picture message for an imaginary pebble museum. Begin with one wanted feature. After your first response, you may keep it or try one different possibility. No real pebbles, museum visit or earlier work is supplied. You may make, direct, plan, change the job, or pass.

One possible worked interpretation: An invented model maker directs two broad ovals and then directs a new placement on another region. Adult fabricates both. The only written difference is oval separation; maker keeps the first by preference. No real museum or better comprehension is inferred.

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Original descriptive rubric and next teaching

Complete source · use one useful part in your usual communication · continued

Accept alternatives accurately: An own coherent different response, supported own choice, one part, private plan, no words, rejection or decline is described for the component actually available. Decline is not proof of attainment. A specification is not a made work; adult fabrication is not child handling. D needs an actual source/account and own exploration; E needs actual reception of made own work. No stage page or plan supplies those events.

Next teaching: If a planned alternative was labelled a completed trial or an erased original was reconstructed, teach the distinction using unrelated adult work after first capture. Offer one actual new trial if wanted. Receive KEEP without inventing an error; preserve earlier status and do not show the harbour brief.

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

C · later · An imaginary ribbon harbour message

Target: literal keep/change comparison without invented prior evidence (C2 / C6).

Complete task: Invent a different little picture message for an imaginary ribbon harbour. Choose one first feature. After capture, you may keep it or try an own different arrangement. No water, ribbon handling, harbour rule or earlier trial is supplied. You may make, direct, plan, choose another job, or pass.

One possible worked interpretation: An invented model maker draws a long curve, erases it with their own agreement, and draws a new broad bent curve. With no surviving before trace, record current work and the stated process; do not score a visible before/current comparison or automatic improvement.

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Original descriptive rubric and next teaching

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Next teaching: If a planned alternative was labelled a completed trial or an erased original was reconstructed, teach the distinction using unrelated adult work after first capture. Offer one actual new trial if wanted. Receive KEEP without inventing an error; preserve earlier status and do not show the harbour brief.

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

D · first · An actual maker's original message, if available

Target: actual authorised work/account encounter and own how/why exploration (C4).

Complete task: Only if an actual suitable original message is available, your educator may offer it with its real title/maker/medium and the willing maker's genuine account. You may choose to encounter it or decline. After an actual encounter, offer one own notice or question about how or why it matters. No work, encounter or account is supplied by this page.

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Original descriptive rubric and next teaching

Complete source · use one useful part in your usual communication · continued

One possible worked interpretation: A possible real opportunity, not an event supplied here: after an actual permitted teacher-owned message and genuine account, the child might use AAC to ask why a feature was chosen and offer their own connection. Record only actual work/account/response/support. A generated pack example, purpose recall or adult-only explanation is insufficient for C4.

Accept alternatives accurately: An own coherent different response, supported own choice, one part, private plan, no words, rejection or decline is described for the component actually available. Decline is not proof of attainment. A specification is not a made work; adult fabrication is not child handling. D needs an actual source/account and own exploration; E needs actual reception of made own work. No stage page or plan supplies those events.

Next teaching: If only a teacher explanation or a copied purpose was recorded, prepare a real optional authorised work/account and invite one own noticing/question after an actual chosen encounter. Ask a scoped how/why connection without supplying an emotional or community generalisation. If source/account is absent, keep that evidence unavailable rather than generating a human story.

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

D · later · A genuinely different actual message, if available

Target: actual authorised work/account encounter and own how/why exploration (C4).

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Original descriptive rubric and next teaching

Complete source · use one useful part in your usual communication · continued

Complete task: This later opportunity needs a genuinely different suitable authorised message and an actual reviewed maker/source account, not the first work relabelled unseen. You can choose an encounter or decline, then offer an own noticing or how/why connection. If actual conditions or prior teaching are missing, hold the opportunity. No source event exists merely because this page is read.

One possible worked interpretation: A later genuine different reviewed work may elicit a different own question after actual targeted teaching. The child can disagree with the maker or decline. One account does not establish a community perspective, and no response or measured gain is supplied by this key.

Accept alternatives accurately: An own coherent different response, supported own choice, one part, private plan, no words, rejection or decline is described for the component actually available. Decline is not proof of attainment. A specification is not a made work; adult fabrication is not child handling. D needs an actual source/account and own exploration; E needs actual reception of made own work. No stage page or plan supplies those events.

Next teaching: If only a teacher explanation or a copied purpose was recorded, prepare a real optional authorised work/account and invite one own noticing/question after an actual chosen encounter. Ask a scoped how/why connection without supplying an emotional or community generalisation. If source/account is absent, keep that evidence unavailable rather than generating a human story.

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

E · first · One real willing recipient, if wanted

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Original descriptive rubric and next teaching

Complete source · use one useful part in your usual communication · continued

Target: actual wanted reception of made own work; response/NONE distinct (C5 / C6).

Complete task: Choose whether your actual own made message stays private or may be offered to one real suitable willing recipient. Both people can decline. If wanted and approved, present the actual work through the chosen view or exact-description route. A plan can be shared as a plan, but it is not a made media work. No recipient, presentation or reply is supplied by this page.

One possible worked interpretation: A possible actual opportunity, not a supplied event: the child authorises an agreeing helper to describe their actual made message to a real willing recipient. Record helper presentation and description access, actual reception and reply/NONE. This is not child public speaking or visual viewing. Private keeping leaves reception unavailable without error.

Accept alternatives accurately: An own coherent different response, supported own choice, one part, private plan, no words, rejection or decline is described for the component actually available. Decline is not proof of attainment. A specification is not a made work; adult fabrication is not child handling. D needs an actual source/account and own exploration; E needs actual reception of made own work. No stage page or plan supplies those events.

Next teaching: If permission, supervision, a pictured addressee or a puppet was labelled actual audience, distinguish them from deliberate reception of actual own work. Offer a real privacy choice and, only if wanted, a real willingness check. Actual sharing needs no reply; preserve NONE rather than prompting praise or a correct interpretation.

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

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Original descriptive rubric and next teaching

Complete source · use one useful part in your usual communication · continued

E · later · A different own message and renewed boundary

Target: actual wanted reception of made own work; response/NONE distinct (C5 / C6).

Complete task: For this later opportunity choose a different own made message and a renewed privacy boundary after actual first evidence and teaching. A previous recipient may be unavailable or unwilling now. Only an actual agreed presentation gives reception evidence. You may keep it private, communicate a plan as a plan or pass; no event or reply is supplied.

One possible worked interpretation: A child can keep the different work private and make an own next choice. That may provide C6 reasoning, not C5 reception. If actual showing occurs, record renewed agreement, actual work/access/presenter and real reply or NONE; no positive reaction or gain is assumed.

Accept alternatives accurately: An own coherent different response, supported own choice, one part, private plan, no words, rejection or decline is described for the component actually available. Decline is not proof of attainment. A specification is not a made work; adult fabrication is not child handling. D needs an actual source/account and own exploration; E needs actual reception of made own work. No stage page or plan supplies those events.

Next teaching: If permission, supervision, a pictured addressee or a puppet was labelled actual audience, distinguish them from deliberate reception of actual own work. Offer a real privacy choice and, only if wanted, a real willingness check. Actual sharing needs no reply; preserve NONE rather than prompting praise or a correct interpretation.

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Original descriptive rubric and next teaching

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Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

F · first · A message for an imaginary bookmark workshop

Target: own channel choice and attribution in a new message job (C1 / C3 / C6).

Complete task: Invent a short message for an imaginary bookmark workshop. Choose what it is for and whether to use picture only, optional own words or another usual cue. No cutting, binding, recording or writing is needed. You may make one part, direct a willing helper, keep a plan, choose another purpose, or pass.

One possible worked interpretation: An invented model maker chooses a broad line picture and no words. They direct the line position; adult supplies a decorative loop and labels that detail adult. The maker keeps picture-only. No reading, sound, recording, viewer or workshop attendance.

Accept alternatives accurately: An own coherent different response, supported own choice, one part, private plan, no words, rejection or decline is described for the component actually available. Decline is not proof of attainment. A specification is not a made work; adult fabrication is not child handling. D needs an actual source/account and own exploration; E needs actual reception of made own work. No stage page or plan supplies those events.

Next teaching: If independent literacy, voice or hearing was inferred from adult scribing/cueing, preserve actual operation attribution. On unrelated ordinary material offer picture-only or one exact wanted phrase/cue with a complete silent choice. Follow a genuine child selection, not a fixed channel label, and keep the later library unseen.

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Original descriptive rubric and next teaching

Complete source · use one useful part in your usual communication · continued

Evidence check: Exact source/prior exposure, own choice, available work/plan, actual operators/adult detail, actual source/account/recipient/access/reply or NONE, support and later assistance. No human/classroom/learning gain inferred.

F · later · A message for an imaginary blanket library

Target: own channel choice and attribution in a new message job (C1 / C3 / C6).

Complete task: Invent a different short message for an imaginary blanket library. Choose a useful-in-play job and a picture, optional own wording or another familiar cue. No textile handling, sound, real library or personal story is needed. You may make, direct, leave a plan, change the job, or pass.

One possible worked interpretation: An invented model maker draws a broad rectangle, chooses the exact phrase 'choose one' and directs where a helper scribes it. Adult writing is not child writing. A planned sound remains planned; wordless and private alternatives remain valid.

Accept alternatives accurately: An own coherent different response, supported own choice, one part, private plan, no words, rejection or decline is described for the component actually available. Decline is not proof of attainment. A specification is not a made work; adult fabrication is not child handling. D needs an actual source/account and own exploration; E needs actual reception of made own work. No stage page or plan supplies those events.

Next teaching: If independent literacy, voice or hearing was inferred from adult scribing/cueing, preserve actual operation attribution. On unrelated ordinary material offer picture-only or one exact wanted phrase/cue with a complete silent choice. Follow a genuine child selection, not a fixed channel label, and keep the later library unseen.

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