Component-specific criteria and actual next teaching

Staff only. Ordinary teaching and each first/later source remain separately selected. These are original descriptive criteria, not QCAA A–E grades or a formal instrument. Preserve the first response before opening this file.

For each of four own questions record observed with exact evidence, partly observed with the concrete gap, or not observed. Also capture source/version/date/familiarity, actual work or plan, child creative choice, physical operator, actual prompts/access/support, encounter/permission/recipient where relevant. Do not convert unavailable into wrong or collapse child direction into adult physical skill.

A later stage is eligible only after the first capture and actual targeted teaching of its observed gap, with dated interval and unused later source/support recorded. The teaching plan alone does not satisfy this condition. Compare only matched actually elicited components; no automatic gain from later timing. A first stage already seen is familiar. Reserve another unused family rather than erasing exposure.

Select one family at a time; G is the suggested Day85/90 pair. H–L are separately held alternatives/reserves for a relevant target, not twelve compulsory child tasks. Each stage carries its own full source, four questions and blank. Keys/criteria and ordinary worked examples are withheld until capture. Multiple coherent media solutions are valid.

Family G · Construct and inspect a chosen sequence

Held first/later sources: A pretend pocket lighthouse / A pretend folding staircase.

Question-specific review: Capture own idea/feature choice; actual constructed work versus unmade specification; chosen order and actual trial only when they exist; actual keep/change/next choice. Multiple coherent intentions and one-part making are valid. No required lighthouse/staircase mechanism, two-frame completion, literacy, speed, independent device operation or viewer understanding.

Actual next teaching: After first capture, use an unrelated ordinary hat/boat or own chosen paper subject. If construction is absent, help fabricate one wanted part on the learner's direction; if order/trial is the gap, model First then Next on adult work and let the child choose another order. Record what was actually taught, support and interval before releasing unused G-later.

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Feedback to the child after capture: 'I saw the part you chose. Want help with one next bit, keep it, or later?' Name the exact observed feature, not a diagnosis or a guessed outcome. Keep missing components not observed.

Staff interpretation example: If an adult moved the child's directed square into an actual frame, record child creative direction and adult operation. If the child only specified it, record plan. If no actual source/recipient/second trace exists, that component stays unavailable; a plausible answer cannot create it. This is an interpretation rule, not a supplied human response.

Family H · Choose an actual cue or intentional wordless form

Held first/later sources: A pretend scarf vending window / A pretend umbrella ticket window.

Question-specific review: Own picture/clue or deliberate no-clue choice; actual production and exact relationship only when observable; local maker meaning distinguished from an assumed universal symbol; actual keep/change choice. No caption reading, spelling, full-sentence reason or customer reaction is required. Description access is not independent visual viewing.

Actual next teaching: After capture, model an unrelated pretend garden picture with exact optional caption then wordless version. If an adult caption dominates, remove the demand and offer a learner-owned clue/none choice. If transcription differs, read source and actual wording back and follow the child's revision. Log actual teaching before unused H-later.

Feedback to the child after capture: 'I saw the part you chose. Want help with one next bit, keep it, or later?' Name the exact observed feature, not a diagnosis or a guessed outcome. Keep missing components not observed.

Staff interpretation example: If an adult moved the child's directed square into an actual frame, record child creative direction and adult operation. If the child only specified it, record plan. If no actual source/recipient/second trace exists, that component stays unavailable; a plausible answer cannot create it. This is an interpretation rule, not a supplied human response.

Family I · A real manual trial, not merely a planned pause

Held first/later sources: An invented tunnel of stars / An invented cave of wheels.

Question-specific review: Own constructed feature; chosen hold versus repeated frame/next, exactly as intended; real trial and actual operator/display if held; current choice. A printed pause alone is a plan. No universal duration, sound,

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independent software skill, attention span or viewer emotion inference.

Actual next teaching: After capture, use an unrelated own broad gallery: hold one actual page, then separately reveal a repeated page. Ask which the child wants, including neither. If operation is inaccessible, let the learner direct a neutral operator and retain attribution. Record actual teaching/interval before unused I-later.

Feedback to the child after capture: 'I saw the part you chose. Want help with one next bit, keep it, or later?' Name the exact observed feature, not a diagnosis or a guessed outcome. Keep missing components not observed.

Staff interpretation example: If an adult moved the child's directed square into an actual frame, record child creative direction and adult operation. If the child only specified it, record plan. If no actual source/recipient/second trace exists, that component stays unavailable; a plausible answer cannot create it. This is an interpretation rule, not a supplied human response.

Family J · Compare genuine traces without inventing improvement

Held first/later sources: An invented mitten observatory / An invented boot aquarium.

Question-specific review: Actual own production; freely chosen keeper/trial; before/current traces and exact comparison only if both exist; stated preference or next choice without manufactured purpose. New unrelated work is not automatically revision. No improvement, source-wide achievement or recipient interpretation is inferred.

Actual next teaching: After capture, make two actual unrelated toy-catalogue versions, preserving the first only by permission. Model literal changed/held features and either/both/neither options. If earlier trace is missing, start a new reversible comparison rather than reconstructing history. Log actual teaching before unused J-later.

Feedback to the child after capture: 'I saw the part you chose. Want help with one next bit, keep it, or later?' Name the exact observed feature, not a diagnosis or a guessed outcome. Keep missing components not observed.

Staff interpretation example: If an adult moved the child's directed square into an actual frame, record child creative direction and adult operation. If the child only specified it, record plan. If no actual source/recipient/second trace exists, that component stays unavailable; a plausible answer cannot create it. This is an interpretation rule, not a supplied human response.

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Family K · A real maker encounter stays distinct from generated fiction

Held first/later sources: An invented basket planet / An invented ladder island.

Question-specific review: Actual permitted work/version/account and access route captured separately; child's actual notice/account response; how/why importance exploration only if supplied and actually elicited; own making choice/actual work or plan. Generated brief, encounter alone, feature, KEEP or purpose alone cannot establish E01. One person's account is not a community account. No invented source statement or forced personal disclosure.

Actual next teaching: After capture, prepare an actual teacher-owned original sequence with voluntary truthful dated account and item permission using SOURCE-SCOPE. Receive notice first, then distinguish account-backed how/why from unknown. If absent, continue own making without E01 evidence. Record actual targeted encounter/teaching and source differences before unused K-later; an account can remain private.

Feedback to the child after capture: 'I saw the part you chose. Want help with one next bit, keep it, or later?' Name the exact observed feature, not a diagnosis or a guessed outcome. Keep missing components not observed.

Staff interpretation example: If an adult moved the child's directed square into an actual frame, record child creative direction and adult operation. If the child only specified it, record plan. If no actual source/recipient/second trace exists, that component stays unavailable; a plausible answer cannot create it. This is an interpretation rule, not a supplied human response.

Family L · Actual willing sharing and reply or NONE

Held first/later sources: An invented button train / An invented kettle balloon.

Question-specific review: Own selected work or plan and actor roles; free private/share/later choice; real child permission/recipient willingness and actual presentation only if it occurs; actual volunteered reply or NONE distinct from intention. P01 needs actual work received, not a plan or puppet. No reply is not failed sharing. No compulsory audience, publicity consent, enjoyment or comprehension inference.

Actual next teaching: After capture, demonstrate a separate adult-owned sequence to a real willing adult only if both agree. Ask a neutral 'What do you notice?' if welcome, accept NONE and separate it from intention. Offer private making equally. Record actual permission/presentation teaching or the unavailable condition before unused L-later.

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Staff interpretation example: If an adult moved the child's directed square into an actual frame, record child creative direction and adult operation. If the child only specified it, record plan. If no actual source/recipient/second trace exists, that component stays unavailable; a plausible answer cannot create it. This is an interpretation rule, not a supplied human response.

Teacher setup (../ordinary/teacher-guide.html) · Complete source notice (../ordinary/source-notice.html)

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