Educator — component criteria, own source keys and next teaching

Keep keys away from selected first/later learner sources. Descriptive observations are independent / supported / not observed, with exact response/source/support. No combined score, A–E grade, fixed neurotype or year-completion inference. A decline/rest/private response is not an incorrect subject answer. Ordinary making remains available.

A-first — Cloud shelter model

Own source (../stages/A-first/source.html) · own blank (../stages/A-first/blank.html)

Release: Capture this selected first response before keys, worked models, feedback or its later source. Record prior exposure and usual/neutral supports; if already exposed, label it exposed and choose an unused reserve if suitable.

Component 1

Key and legitimate limits: Rock mound upper right, moss tray lower left or roof upper left, from marked lower-left front; any source-consistent chosen relation accepted.

Actual criterion: Actual source-supported chosen location and viewpoint/relation; record prompt and response separately.

Component 2

Key and legitimate limits: Actual own marks/arrangement/account names the source and meaning key; chosen two-feature positions agree with the source. Adult-only product/plan is not child recording.

Actual criterion: Actual child-authored recording with source, meaning key and selected source-consistent positions. Child direction and adult fabrication count as different contributions; no assumed production from a plan.

Component 3

Key and legitimate limits: Rock mound natural with 'naturally formed'; tray managed with 'planted/tended' and moss living material; roof constructed with 'built'. No origin inference beyond source.

Actual criterion: Source-supported feature aspect/context or appropriately evidenced unknown; rigid one-category-only, handwriting or colour conformity are not criteria.

Keep the complete notice packet. Original expression CC BY 4.0; code/font/renderer terms separate.

Component 4

Key and legitimate limits: A relevant where/how/what/why question and a real missing item such as visitors, distance or weather; no fabricated answer.

Actual criterion: Actual relevant child question and named source limit; missing culture/locality/fieldwork is not filled by fiction.

Specific actual next teaching: Unrelated teaching source: invented parcel depot, a naturally formed slope at the left, a planted/tended flower tub in the centre and a built sorting counter at the right. On a blank sheet model labels and source/viewpoint, then try finding the tub. Ask the child for a fresh question and record their actual contribution. If the first gap was classification, contrast slope origin/tub care/counter construction; if location, compare actual source and own map; if question, model where/what with a separate cup-and-box pair. Do not use the first/later shelter/courtyard source, positions or answer language.

Record the observed gap and which part was actually taught, child's response, helper actions and date. This complete offer is not proof that it happened. Later/unseen status requires the real conditions above.

A-later — Canopy repair courtyard

Own source (../stages/A-later/source.html) · own blank (../stages/A-later/blank.html)

Release: HOLD. Release only after the matching first response is preserved AND actual unrelated targeted teaching is recorded with date/source/action/response/support, plus actual interval, exposure and later conditions. Planned/offered lessons do not satisfy this gate; do not backfill a first response or assume gain.

Component 1

Key and legitimate limits: Ridge lower right, seed bed upper left or work-table centre from upper-right marked front; no invented north bearings.

Actual criterion: Actual source-supported chosen location and viewpoint/relation; record prompt and response separately.

Component 2

Key and legitimate limits: Actual own record names source/key and source-consistent chosen positions; wanted adult making and child direction are separately recorded.

Actual criterion: Actual child-authored recording with source, meaning key and selected source-consistent positions. Child direction and adult fabrication count as different contributions; no assumed production from a plan.

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Component 3

Key and legitimate limits: Ridge naturally formed; bed managed by deliberate tending (living seeds are natural material); table constructed by built description. Care-provider identity unknown.

Actual criterion: Source-supported feature aspect/context or appropriately evidenced unknown; rigid one-category-only, handwriting or colour conformity are not criteria.

Component 4

Key and legitimate limits: Relevant source-linked question with supplied missing visit/distance/provider/etc.; no actual fieldwork inferred.

Actual criterion: Actual relevant child question and named source limit; missing culture/locality/fieldwork is not filled by fiction.

Specific actual next teaching: Unrelated teaching source: invented parcel depot, a naturally formed slope at the left, a planted/tended flower tub in the centre and a built sorting counter at the right. On a blank sheet model labels and source/viewpoint, then try finding the tub. Ask the child for a fresh question and record their actual contribution. If the first gap was classification, contrast slope origin/tub care/counter construction; if location, compare actual source and own map; if question, model where/what with a separate cup-and-box pair. Do not use the first/later shelter/courtyard source, positions or answer language.

Record the observed gap and which part was actually taught, child's response, helper actions and date. This complete offer is not proof that it happened. Later/unseen status requires the real conditions above.

B-first — Toy-workyard records

Own source (../stages/B-first/source.html) · own blank (../stages/B-first/blank.html)

Release: Capture this selected first response before keys, worked models, feedback or its later source. Record prior exposure and usual/neutral supports; if already exposed, label it exposed and choose an unused reserve if suitable.

Component 1

Key and legitimate limits: R1 2018 before R2 2025; dates belong to invented records, not proof of actual events or child visits.

Actual criterion: Actual ordering/source-date interpretation; invented records remain invented, no field visit or completion date fabricated.

Component 2

Keep the complete notice packet. Original expression CC BY 4.0; code/font/renderer terms separate.

Key and legitimate limits: Same built table and bell above; hooks change two to four. Key does not say every workshop changed or why.

Actual criterion: Actual supported same/change from both sources; no inference from silence or a universal history claim.

Component 3

Key and legitimate limits: Fixer: finding tools via nearby hooks; Watcher: understanding signal via clear bell label. Two fictional views, not actual interviews or universal claims.

Actual criterion: Actual source-attributed discussion of purposes, with response/support recorded; matching names alone is only partial evidence, not whole S04 attainment.

Component 4

Key and legitimate limits: E.g. add a clear paper bell label or mark hook key, linked to supplied bell/hooks/purpose. Actual real authority/source/safety/suitability needs checking; no implemented change invented.

Actual criterion: Actual source-backed conclusion/proposal and real-decision limits; a proposal is not implementation, permission or an all-user access judgement.

Specific actual next teaching: Unrelated teaching source: invented puppet-ticket desk record published 2011 says two paper tickets and one label; a 2024 record says two tickets and a larger label. One fictional organiser values readable labels; one visitor values room to pause. Model an unscaled source-date strip, supported same/change and two attributed purposes. Separate what source shows from a modest suggestion to make a model label clearer. Record actual child's interpretation/proposal and support; do not reuse workshop/pottery source objects, counts or dates.

Record the observed gap and which part was actually taught, child's response, helper actions and date. This complete offer is not proof that it happened. Later/unseen status requires the real conditions above.

B-later — Pottery-cart records

Own source (../stages/B-later/source.html) · own blank (../stages/B-later/blank.html)

Release: HOLD. Release only after the matching first response is preserved AND actual unrelated targeted teaching is recorded with date/source/action/response/support, plus actual interval, exposure and later conditions. Planned/offered lessons do not satisfy this gate; do not backfill a first response or assume gain.

Keep the complete notice packet. Original expression CC BY 4.0; code/font/renderer terms separate.

Component 1

Key and legitimate limits: C1 2019 earlier, C2 2026 later; invented record dates, no actual child field visit.

Actual criterion: Actual ordering/source-date interpretation; invented records remain invented, no field visit or completion date fabricated.

Component 2

Key and legitimate limits: Same shelf/wide label; paper bowls three to five. Count change is supported only for this model pair.

Actual criterion: Actual supported same/change from both sources; no inference from silence or a universal history claim.

Component 3

Key and legitimate limits: Sorter values grouped bowl cards to count choices; Reader values label to find a choice. May connect both to finding choices; no all-user claim.

Actual criterion: Actual source-attributed discussion of purposes, with response/support recorded; matching names alone is only partial evidence, not whole S04 attainment.

Component 4

Key and legitimate limits: E.g. maintain an explicit shelf/label key or group paper bowl marks, linked to source. Real source, responsible authority, permission/suitability remain unknown; proposal not adoption.

Actual criterion: Actual source-backed conclusion/proposal and real-decision limits; a proposal is not implementation, permission or an all-user access judgement.

Specific actual next teaching: Unrelated teaching source: invented puppet-ticket desk record published 2011 says two paper tickets and one label; a 2024 record says two tickets and a larger label. One fictional organiser values readable labels; one visitor values room to pause. Model an unscaled source-date strip, supported same/change and two attributed purposes. Separate what source shows from a modest suggestion to make a model label clearer. Record actual child's interpretation/proposal and support; do not reuse workshop/pottery source objects, counts or dates.

Record the observed gap and which part was actually taught, child's response, helper actions and date. This complete offer is not proof that it happened. Later/unseen status requires the real conditions above.

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RA-first — Tide reading-deck model

Own source (../stages/RA-first/source.html) · own blank (../stages/RA-first/blank.html)

Release: Capture this selected first response before keys, worked models, feedback or its later source. Record prior exposure and usual/neutral supports; if already exposed, label it exposed and choose an unused reserve if suitable.

Component 1

Key and legitimate limits: Creek left, pot row upper right or deck lower right from marked lower-right front; source-consistent relationships accepted.

Actual criterion: Actual source-supported chosen location and viewpoint/relation; record prompt and response separately.

Component 2

Key and legitimate limits: Own record/source/key/positions are actually supplied by child contribution; plan and helper fabrication kept distinct.

Actual criterion: Actual child-authored recording with source, meaning key and selected source-consistent positions. Child direction and adult fabrication count as different contributions; no assumed production from a plan.

Component 3

Key and legitimate limits: Creek naturally flowing; pot row managed by tending, plants living; deck constructed by built token. No real tide/ownership inferred.

Actual criterion: Source-supported feature aspect/context or appropriately evidenced unknown; rigid one-category-only, handwriting or colour conformity are not criteria.

Component 4

Key and legitimate limits: Any relevant source question with unknown safety/owner/tides/distance/culture; no invented local answer.

Actual criterion: Actual relevant child question and named source limit; missing culture/locality/fieldwork is not filled by fiction.

Specific actual next teaching: Unrelated reserve teaching source: invented picnic-packing desk has a naturally formed pebble shown below a deliberately planted herb tray, beside a built storage box from a fixed front. Create an actual two-feature label/key record and ask a relevant missing-information question. Reteach the observed classification/location/source/question gap and capture actual response, helper actions and date. Do not use either reserve reading-deck/music-square source or dates.

Keep the complete notice packet. Original expression CC BY 4.0; code/font/renderer terms separate.

Record the observed gap and which part was actually taught, child's response, helper actions and date. This complete offer is not proof that it happened. Later/unseen status requires the real conditions above.

RA-later — Hill music-square model

Own source (../stages/RA-later/source.html) · own blank (../stages/RA-later/blank.html)

Release: HOLD. Release only after the matching first response is preserved AND actual unrelated targeted teaching is recorded with date/source/action/response/support, plus actual interval, exposure and later conditions. Planned/offered lessons do not satisfy this gate; do not backfill a first response or assume gain.

Component 1

Key and legitimate limits: Stones lower left, grass centre or stage upper right from upper-left front; no north/scale inference.

Actual criterion: Actual source-supported chosen location and viewpoint/relation; record prompt and response separately.

Component 2

Key and legitimate limits: Actual child contribution/source/key/positions recorded; neatness/speech/device independence not criteria.

Actual criterion: Actual child-authored recording with source, meaning key and selected source-consistent positions. Child direction and adult fabrication count as different contributions; no assumed production from a plan.

Component 3

Key and legitimate limits: Stones natural by exposed description; grass managed by tending (living material); stage constructed by built description. No cultural significance inferred.

Actual criterion: Source-supported feature aspect/context or appropriately evidenced unknown; rigid one-category-only, handwriting or colour conformity are not criteria.

Component 4

Key and legitimate limits: Relevant question plus a supplied missing audience/sound/permission/significance/dimension; no concert/fieldwork claim.

Actual criterion: Actual relevant child question and named source limit; missing culture/locality/fieldwork is not filled by fiction.

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Specific actual next teaching: Unrelated reserve teaching source: invented picnic-packing desk has a naturally formed pebble shown below a deliberately planted herb tray, beside a built storage box from a fixed front. Create an actual two-feature label/key record and ask a relevant missing-information question. Reteach the observed classification/location/source/question gap and capture actual response, helper actions and date. Do not use either reserve reading-deck/music-square source or dates.

Record the observed gap and which part was actually taught, child's response, helper actions and date. This complete offer is not proof that it happened. Later/unseen status requires the real conditions above.

RB-first — Shade picnic-stand records

Own source (../stages/RB-first/source.html) · own blank (../stages/RB-first/blank.html)

Release: Capture this selected first response before keys, worked models, feedback or its later source. Record prior exposure and usual/neutral supports; if already exposed, label it exposed and choose an unused reserve if suitable.

Component 1

Key and legitimate limits: P1 2020 earlier, P2 2024 later; complete invented model records.

Actual criterion: Actual ordering/source-date interpretation; invented records remain invented, no field visit or completion date fabricated.

Component 2

Key and legitimate limits: Same table and square direction label; screens one to three. No assertion about actual shade/weather.

Actual criterion: Actual supported same/change from both sources; no inference from silence or a universal history claim.

Component 3

Key and legitimate limits: Arranger values clear paper-activity table space; Locator values label for locating table; no actual participant interview.

Actual criterion: Actual source-attributed discussion of purposes, with response/support recorded; matching names alone is only partial evidence, not whole S04 attainment.

Component 4

Key and legitimate limits: E.g. keep table space/key clear or make a direction label more explicit, linked to source. Actual responsible

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authority/rights/safety/source/access evidence needed.

Actual criterion: Actual source-backed conclusion/proposal and real-decision limits; a proposal is not implementation, permission or an all-user access judgement.

Specific actual next teaching: Unrelated reserve teaching source: invented seed-sorting counter records from 2013 and 2023 retain one square label while adding a second paper scoop. Two fictional workers respectively value locating scoops and keeping the counter organised. Model dates, continuity/change, attributed purposes and a source-backed paper proposal; ask the child to practise the observed gap with fresh symbols. Record actual teaching and support before any later reserve stage. Do not use picnic/bird-hide records or answer details.

Record the observed gap and which part was actually taught, child's response, helper actions and date. This complete offer is not proof that it happened. Later/unseen status requires the real conditions above.

RB-later — Bird-watch paper-hide records

Own source (../stages/RB-later/source.html) · own blank (../stages/RB-later/blank.html)

Release: HOLD. Release only after the matching first response is preserved AND actual unrelated targeted teaching is recorded with date/source/action/response/support, plus actual interval, exposure and later conditions. Planned/offered lessons do not satisfy this gate; do not backfill a first response or assume gain.

Component 1

Key and legitimate limits: W1 2017 before W2 2022; supplied invented records, no actual outing.

Actual criterion: Actual ordering/source-date interpretation; invented records remain invented, no field visit or completion date fabricated.

Component 2

Key and legitimate limits: Round approach label same; viewing marks two to four. Real bird counts and actual openings unknown.

Actual criterion: Actual supported same/change from both sources; no inference from silence or a universal history claim.

Component 3

Key and legitimate limits: Keeper values tidy viewing marks; Finder values approach label for locating token. Both refer to model readability but different cues; no group-wide viewpoint.

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Actual criterion: Actual source-attributed discussion of purposes, with response/support recorded; matching names alone is only partial evidence, not whole S04 attainment.

Component 4

Key and legitimate limits: E.g. retain a clear round-label key or orderly square marks, tied to source. Genuine real source, authority/permission/local/cultural/suitability review remains needed.

Actual criterion: Actual source-backed conclusion/proposal and real-decision limits; a proposal is not implementation, permission or an all-user access judgement.

Specific actual next teaching: Unrelated reserve teaching source: invented seed-sorting counter records from 2013 and 2023 retain one square label while adding a second paper scoop. Two fictional workers respectively value locating scoops and keeping the counter organised. Model dates, continuity/change, attributed purposes and a source-backed paper proposal; ask the child to practise the observed gap with fresh symbols. Record actual teaching and support before any later reserve stage. Do not use picnic/bird-hide records or answer details.

Record the observed gap and which part was actually taught, child's response, helper actions and date. This complete offer is not proof that it happened. Later/unseen status requires the real conditions above.

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