Reading a learner case

Newly designed classroom worksheet

FICTIONAL CLASSROOM NOTE

The class is labelling a route on a map. Mira leaves her first label blank. When a partner asks her to explain, she traces the route with a finger and describes each turn. She then labels the route on her own sheet.

1. Record two observations

What could another observer have seen or heard? Use a separate line for each detail.

2. Consider two explanations

How might two different explanations fit the same actions? Name one detail that fits each explanation.

3. Ask before drawing a conclusion

Write a question that invites Mira to describe her thinking. What could her answer help you understand?

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Two ways to see a pattern

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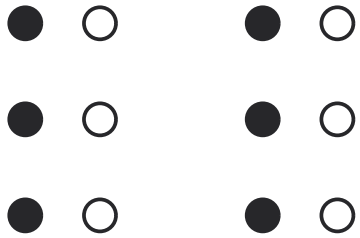
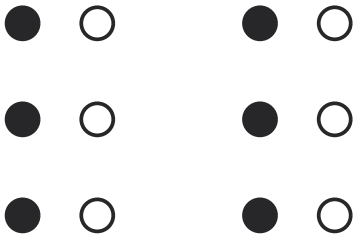
These two panels show the same marks. On your own, outline one grouping on the left. On the right, outline a different grouping using the very same marks.

Your first grouping



A different grouping



1. Describe what guided your eye

For each outline, identify the feature that made its marks seem to belong together.

2. Compare with a partner

Ask which grouping your partner noticed first. Which detail do they say drew their eye?

3. Change one feature

What would you move or redraw to make one grouping easier to see? Predict what a new viewer might notice.

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What can the evidence support?

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FICTIONAL ASSESSMENT CLAIM

After one map-making lesson, a tutor writes, “Leela works best alone and should always work independently.” The observation note says that Leela drew the map while two classmates took notes. It gives no account of how the group chose its roles.

1. Separate the record from the claim

Underline what someone observed. Circle the words in the tutor’s claim that go beyond that observation.

Evidence checklist

- ☐ What choice did Leela actually have in this lesson?
- ☐ What would Leela say about the role she took?
- ☐ What happens when she works with other partners or on other tasks?

2. Choose the evidence to seek next

Tick one question above. Explain how its answer could change the tutor’s conclusion.

3. Rewrite the tutor’s note

Write two sentences. Say what this lesson showed, then say what you would need to learn before making a recommendation.

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Notes for the teacher

Companion to worksheets 1–3

Choose one sheet and allow 12–15 minutes for discussion. Each student needs that page and a pencil. Give students a few minutes to work alone, then compare in pairs before hearing two responses from the group.

1 Reading a learner case

Mira leaves a label blank and traces a route with her finger. Both actions are observable. She may be finding the words for a route she knows, or working out the route as she traces it. The note alone cannot settle that question.

Ask students to write a question they would ask Mira, such as “Can you talk me through what you were doing when you traced the route?” Invite more than one reading.

2 Two ways to see a pattern

Each panel has three rows of four circles. In every row the circles are close in pairs, with a larger gap in the middle. The first and third circles are filled. Read this description aloud if a student prefers to describe groupings in words.

One person might pair neighbouring circles by distance. Another might pick out the filled circles across the gap. Ask which change would favour one reading, and why.

3 What can the evidence support?

One possible revision is “Leela drew the group map while her classmates took notes. I would ask how they chose their roles and observe another group task before recommending that she work alone.”

Which arrangement would Leela say she prefers? What work could you compare to judge how well she learns on her own and with a group?

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