

PRINT AND KEEP ON YOUR DESK

Three Checkpoint Cards

Five minutes per learner, three times a term. Ask the questions exactly as written, decide green, amber or red, agree one action, move on.

Print these and keep them on your desk. Five minutes per learner, three times a term. Write nothing except the colour and one action.

Checkpoint 1 – A question with a unit in it

END OF WEEK 2

By now: There is a real question, one named person who lives with the problem, and a quantity the learner can name in a single word with a unit attached.

Ask exactly this

1. Say your question back to me in one sentence, without reading it.

2. What exactly are you going to count, and in what - litres, rupees, minutes, teaspoons, times a week?

3. Say the unit again on its own. If it takes a sentence, the question is still too big.

4. Whose problem is this? Give me the name of one person who lives with it every week.

5. Which day this week do you take the first reading, and what do you take it with?

6. Which level did you declare, and what does that level ask of you that the one below does not?

- ON TRACK

The question comes out in one breath with a place, a person and a unit inside it. The unit is one word. The first reading has a date this week and a named instrument.
- WARNING

The question is still a topic, or the quantity is described but has no unit, or a person is named and nothing has been sent to them. **Do:** Three questions in the corridor: what unit, whose problem, which day. Write the unit at the top of their page in one word while they watch, then stand there while they send one message before the bell.
- STOPPED

No unit, no person, and the learner is waiting to be told what to measure. **Do:** Give them the project's own question and its unit unchanged, and start at step 1 today. If nothing has moved by the end of week 3, let them restart in another lab on a shortened plan - one baseline, one change, same defence date. A restart in week 3 still finishes; a rescue in week 5 does not.

LEARNER	G / A / R	ONE ACTION AGREED

Checkpoint 2 - The baseline is on paper

END OF WEEK 4

By now: A before-figure exists in writing, with its date, its instrument and its method beside it, taken while the situation was still normal. Nothing in Act 2 can be marked without it.

Ask exactly this

- 1. Read me your before-number out loud, with its unit.
- 2. What date was it taken, and what did you take it with?
- 3. How many separate readings is that one number made of? Say them.
- 4. Has anything changed since you took it - have you started the fix already?
- 5. If I asked you to take it again tomorrow, could you do it exactly the same way? Talk me through it.
- 6. Show me the page. I want to see the date written on it, not remembered.

ON TRACK

The learner says a number and a unit without hunting for it, gives a date earlier than today, names the instrument, and can talk through repeating the measurement step by step. The readings exist on a page you can see.

WARNING

There are readings but no single before-figure, or a figure with no date, or the change was already started before the last reading was taken. **Do:** Ten minutes at the desk: put every reading in one column, write the mean underneath, and put the date and the instrument at the top of the page. Any reading that was missed is written as missing, never filled in from memory. Photograph the page before they leave.

STOPPED

No number from before. There is enthusiasm about the fix and nothing recorded from the world as it was. **Do:** Stop Act 2 today, out loud, in front of them. They take the baseline this week even if it is three readings instead of seven, and the shortened period goes on the page. A thin baseline can be marked. An absent one returns the whole project unmarked, so this is the one deadline you do not let slide.

LEARNER	G / A / R	ONE ACTION AGREED

Checkpoint 3 - One change, measured the same way

END OF WEEK 6

By now: Exactly one thing was changed, the after-measurement repeats the before-measurement precisely, and the learner can say what would have happened anyway.

Ask exactly this

1. *What is the one thing you changed? Just the one.*
2. *What else changed in those weeks, whether you wanted it to or not?*
3. *Did you measure the after the same way as the before? Tell me the instrument and the two times of day.*
4. *Would this have happened anyway without your change, and how do you know?*
5. *Which of your two numbers would you not bet on, and why?*
6. *Who have you shown this to, and what did they argue with?*

ON TRACK

One change, named in a few words. The after-method matches the before-method item for item. The learner offers two confounders before you ask, and names their weakest figure ahead of you.

WARNING

Two or three changes ran together, or the after was measured a slightly different way, or the answer to what would have happened anyway is that nothing would. **Do:** Ten minutes: list every change on paper, ring the one they can defend, and write the rest into the confounder list rather than pretending they were not there. If the after was measured differently, re-take it the original way this week and label the first attempt as estimated.

STOPPED

No after-figure, or an after-figure the learner cannot connect to any before-figure, or a percentage standing where two numbers should be. **Do:** Run the defence on the date anyway. It carries 8 of the 20 marks, and an honest thin defence beats a missed one. Afterwards, start the second project clean in a different lab rather than repairing this one for weeks.

LEARNER	G / A / R	ONE ACTION AGREED