



WHAT DOES THE DIAGRAM ALREADY TELL THEM?

Make meaning visible. Keep the challenge.



THE IDEA

Identify which information is already communicated by the assessment diagram and what the learner still has to infer.



IN THE CLASSROOM

Select a meaningful visual and a small number of labels or relationships.

ACROSS SUBJECTS

Maths: graph or geometric diagram. Humanities: a map or source image with a stated interpretive limit.

HOW TO USE IT

1



Identify which information is already communicated by the assessment diagram and what the learner still has to infer.

2



Locate a feature learners can point to.

3



Connect the feature to precise language.

4



Use that language to explain a changed visual, checking each claim against evidence.

WHAT DOES THE DIAGRAM ALREADY TELL THEM?

The assessment diagram labels 15 N upwards and 10 N downwards. The learner need not infer the individual values; they still have to calculate and explain the resultant. Distinguish given information from required reasoning.



WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.



EAL UPGRADE

Remove supplied labels selectively and ask learners to choose their own.



TRY IT TOMORROW

Change one feature or label and check that the interpretation changes with the evidence.



TEACHER LANGUAGE

"Show the relationship and explain the choice you made."