

Linear Relationships Local Teaching Record

One learner or group, one next decision

Use the guide's separate rate, initial-value, representation and comparison criteria. Quote or describe what the learner did; probe unclear reasoning before choosing a route.

Record	Teacher notes
Target and task used	
Actual explanation or work	
What is sound; what remains uncertain	
Help, calculator, response mode or answer exposure	
Neutral question and response	
Chosen teaching file and reason	
Different unused next task and timing	
New evidence and qualified next decision	

A correct number alone may not establish the requested reasoning. A correct explanation with a calculation slip is different evidence from a wrong model. Record those differences. Multiple questions in one model are not independent confirmations.