

1080 Learner Research Brief

DESIGN RATIONALE AND EVIDENCE BASE • RESEARCH EDITION • OCTOBER 2026

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STATUS

1080 Learner has not been field-tested. The research below explains its design. None of it evaluates 1080 Learner. Claim numbers point to the full paper's REFS.json, where each claim has its source, page and a quotation.

What it is

A learner completes short math, literacy and thinking tasks. The educator receives one page per learner that answers four questions:

What we saw

the actual responses (for example, 13 for $7 + 6 = \square + 4$, and 13 for $5 + 8 = 6 + \square$)

What it might mean

one reading, plus at least two **Also possible** explanations

Try tomorrow

one practical teaching move

How you'll know

in math, a fresh item held back from the session ($6 + 9 = \square + 8$: 7 fits, 15 repeats the pattern); in the demo's literacy block, one more question on a different passage

Why it is built this way

- **Wrong answers carry information.** Items are written so that common wrong rules give distinct, tagged answers, as in research item sets where wrong options map to known misconceptions [F10, F14, D06]. The equal-sign pattern is well documented [MATH-01, MATH-03]. Related fraction errors are documented for addition, and our fraction-equivalence tags extend them (our inference) [MATH-10, MATH-11, MATH-12].
- **Evidence before labels.** Assessment evidence is usually open to more than one explanation [D02], and a misconception is defined by consistency, not by one wrong answer [F08]. 1080 needs at least two agreeing responses, under every plausible setting of careless-error and guessing rates, before it calls a skill clear. A single response can give only a tentative "Some evidence" reading. Every reading has an "Also possible" line.
- **Honest stop reasons.** The engine records why it chose each item and why it stopped. When it stops at a workload cap, it says that this does not show what the learner can or cannot do [D08, D12].
- **A move and a check, not a mark.** Assessment is formative only when its evidence changes teaching [F01]. Feedback improves learning when it gives specific guidance, preferably without marks [F03, F04], and comparative grades tend to impede learning [F05].
- **Built for families, access and privacy.** A printable family note goes home through the educator [EQ-14, EQ-17]. Access comes first: text size, read aloud, themes, keys, and no timers [EQ-01 to EQ-05]. Canadian privacy regulators call for protective defaults, support for pseudonyms and collecting only what is necessary [EQ-09, EQ-10, EQ-13]. In 1080, learners use aliases, adults own the workspace, and the published privacy notice explains data handling; learners see an explanation before opening their session. Aliases are still treated as personal information [EQ-15].

What it is not

Not a diagnosis. No scores, norms, percentiles, grade equivalents or IQ. Not for placement or eligibility decisions [D13, D14]. Not validated. Educators decide what to do with every suggestion [D17].

The mark beside each skill shows how much usable evidence there is, not how well the learner did.

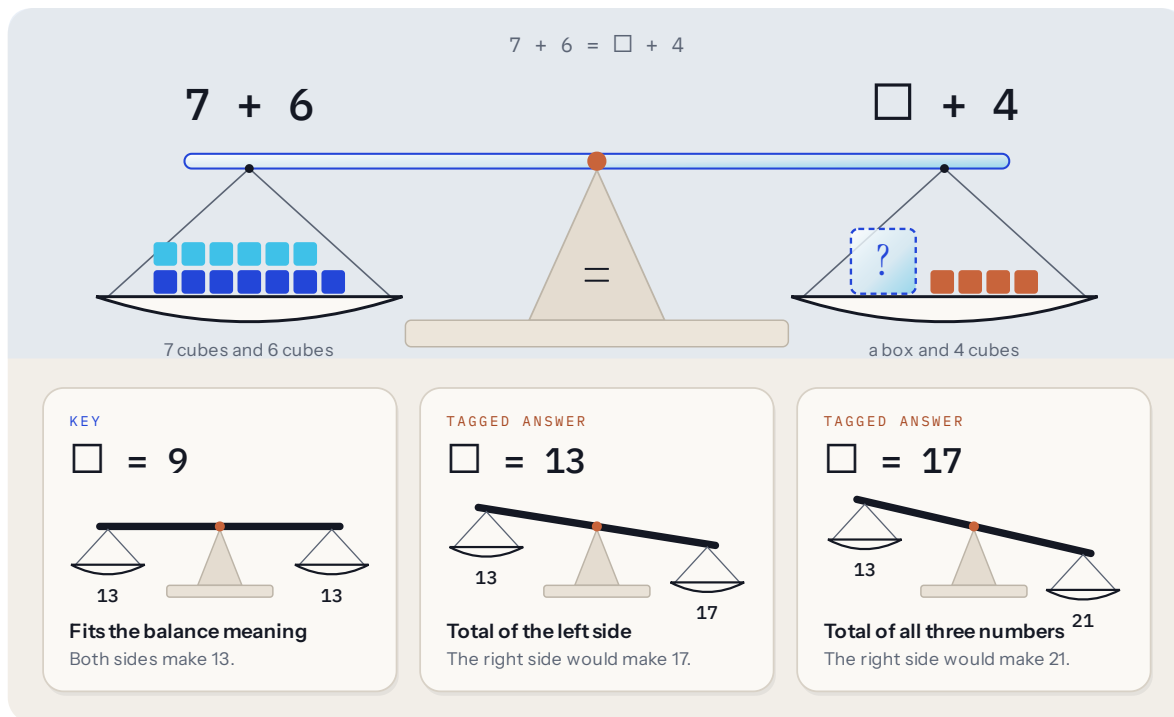


FIGURE Read as a balance, $7 + 6 = \square + 4$ asks for 9. Each tagged wrong answer follows a rule, so it tells the educator more than “wrong”. Values recomputed from the demo’s verified keys; pattern documented in [MATH-01, MATH-03].

Honest limits

1080 Learner’s engine figures come only from simulated learners, and choosing items by the links between skills is a proposal described in the paper; the demo uses a fixed item order. One response can give a tentative reading, never a clear one. Our teaching routines are supported only in their ingredients [MATH-08, MATH-14, MATH-15]. Re-teaching can work as well as targeting a specific error [F07], so the fresh check, not the tool, decides. The author designed the tool and sells access to the product.

Questions for future studies

(planned; no results yet):

- how useful educators rate each page;
- agreement between the page and the educator’s own read;
- responses on fresh checks after a suggested move (no comparison group, so change cannot be credited to the move);
- time cost for learners and educators;
- how the engine works on real responses.

Results will be published as counts with denominators, including null results, with no individual learner data.

Access and current terms

Updated 12 October 2026. One-time payment, no automatic renewal. Educator access: CAD 149, one named adult, 40 pathway starts. School access: CAD 990, one school campus, up to 8 named educators sharing 240 starts.

The 365-day term begins when the first adult redeems the included code. Creating a learner session uses one start; resuming it uses none. Find the code in My purchases and redeem it with your educator Google account at milestoneteachers.com/1080/access.

Request a full refund within 30 days of purchase. Refunded access ends; existing reports remain readable and exportable for 30 days, subject to retention or earlier deletion.

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Full paper, all six figures and the evidence table with every source, page and quotation:

milestoneteachers.com/1080-research/

Try the demo with sample learners: milestoneteachers.com/1080-demo/