AFTER CHECKOUT / GRADES 7-8

Release the records in stages.

Teacher desk guide for the fictional consumer-evidence investigations.
Use alongside the purchased collection; this guide does not replace the case pages.

BEFORE CLASS

Choose one case: Cancellation, Ledger or Fulfillment. Prepare student pages 1-3 as the initial packet. Keep pages 4-8 separate. Page numbers below are within each case PDF, not the total collection.

1

Notice and question

STUDENT PAGES 1-3 / FORMATIVE

Invite a bounded claim, a relevant unknown and a request for a record that could help. Keep this initial response. Do not score the claim or verification request.

2

Give everyone the common record

STUDENT PAGE 4 / RELEASE BEFORE SCORING

Every learner receives the same common returned record. An early choice or request must not control access to this evidence.

3

Explain from the returned record

STUDENT PAGES 5-6 / SCORED

Use the case rubric. Ask learners to identify a supplied record, explain what it supports and retain a relevant unknown.

4

Check independent transfer

STUDENT PAGE 7 / SCORED

Release page 7 only at the transfer stage. Collect its response separately from the common-record response. Keep the initial note formative so an early guess is not treated as final evidence.

Access option: student page 8 is the optional low-writing response route, not a different task or a substitute for the supplied records.

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Keep the evidence bar steady.

The response mode can change. Learners still need to connect their reasoning to the supplied initial, returned and transfer records.

THREE QUESTIONS TO KEEP VISIBLE

What does this record state?

What does it leave unknown?

What record would help distinguish the explanations?

MAKE ACCESS A PREPARATION CHOICE

Plan a response mode before class. Use editable text, pointing, oral response, dictation, speech-to-text or exact staff scribing. On optional page 8, expose only the prompts for the current stage. Keep later prompts covered. Learners still need a reason tied to evidence.

PROJECT ONLY THE INTENDED PAGES

Teacher pages 3-6 are intended for projection. Keep teacher pages 1-2 and 7-9 private: they contain guidance, keys, rubric and participation notes. Each teacher case PDF has 9 pages.

KEEP THE CASE FICTIONAL

Read the case boundaries before starting. The people, records, quantities and rules are fictional. Do not ask students to bring purchases, accounts, packages, addresses or family financial information. This is evidence practice, not consumer, banking, delivery or legal guidance.

COLLECT THREE DISTINCT PIECES OF WORK

Keep the initial response as formative evidence of the starting idea. Collect the common-record response and the independent transfer separately. Apply the supplied case rubric to the scored work; do not reward an early guess simply because it matches the ending.

Use this desk guide with the collection's START HERE notes and the relevant teacher case PDF. Follow Milestone Teachers on TpT for new resources.

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