NOVEMBER 2026 / JANUARY 2027 PLANNING

Novel stimulus scoring keys

Six original stimuli per course. Criterion-level responses, error hypotheses and transfer prompts.

Course	Pages
Algebra I	2-7
Geometry	8-13
Algebra II	14-19
English Language Arts	20-25
Global History and Geography II	26-31
U.S. History and Government	32-37
Life Science: Biology	38-43
Earth and Space Sciences	44-49
Physical Science: Chemistry	50-55
Physical Science: Physics	56-61
Physical Setting/Chemistry	62-67
Physical Setting/Physics	68-73

The course list and PDF bookmarks navigate to each atlas. Source links open the original public materials.

Charging the battery cart

Linear models | cost comparison

Instructional alignment A-CED.A; F-IF.B

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. A(h)=18+4h and B(h)=7h. Equal at h=6, cost $42.

2. A is cheaper at whole hours h>=7 because 18<3h.

3. Both plans cost $42 at six hours, so neither is strictly cheaper.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using the lower hourly rate without checking the fixed charge. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Now charge in half-hour increments. State the first cheaper allowed duration and explain why the continuous threshold stays six hours.

Related public evidence

ALG1_2026_08_35 | public question

Official mapping for that example

ALG1_2026_08_33 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Raised garden arch

Quadratic structure | equation and interval

Instructional alignment A-APR.B; F-IF.C

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. h=x(10-x), so contacts are 0 and 10; vertex (5,25).

2. -x^2+10x>=16 gives (x-2)(x-8)<=0, so 2<=x<=8.

3. The modeled arch occupies 0<=x<=10.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Reporting two boundary points without including the positions between them. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Sketch a second arch h(x)=-2x^2+20x. Which horizontal boundaries change for a 16-foot opening?

Related public evidence

ALG1_2026_08_15 | public question

Official mapping for that example

ALG1_2026_08_14 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Two receipt checks

Systems and constraints | paired receipts

Instructional alignment A-CED.A; A-REI.C

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. 2(8)+3(3)=25 works, but 4(8)+3=35 also works. The proposal satisfies both constraints.

2. Subtract twice A from B to get -5d=-15, so d=3 and s=8. Both equalities check.

3. One equation can have many pairs. Both independent conditions select a common pair.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Assuming a proposed pair must be wrong because the question asks for a check. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Replace receipt B with a budget of at most $35. Describe what changes in the solution set.

Related public evidence

ALG1_2026_08_35 | public question

Official mapping for that example

ALG1_2026_08_34 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Same center, different repair times

Statistics | two distributions

Instructional alignment S-ID.A

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. A sum=50 and B sum=50. Both means and medians are 10 minutes.

2. A range=4; B range=18. Five observations give limited information about future jobs.

3. A has the smaller observed spread, supporting greater predictability in this sample.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Concluding equal averages imply equal distributions. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Create a sixth observation that changes one mean without changing its median. Explain the effect.

Related public evidence

ALG1_2026_08_18 | public question

Official mapping for that example

ALG1_2026_06_18 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Labels on an exponential model

Growth and functions | model comparison

Instructional alignment F-LE.A; F-LE.B

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. 80 mg is the initial amount. Each cycle retains 75%, removing 25%.

2. At 1 both are 60; at 2 C=45 and D=40. Equal first changes do not establish equal models.

3. D becomes negative for t>4, which is impossible for the amount of material.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating a constant percent decrease as a constant subtraction. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Replace 0.75 with 1.25 and state which interpretation changes.

Related public evidence

ALG1_2026_08_5 | public question

Official mapping for that example

ALG1_2026_08_1 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Measuring foam panels

Quantities and precision | unit conversion

Instructional alignment N-Q.A; A-CED.A

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. 1.2 m by 0.5 m gives 0.6 square meter.

2. 20(0.6)(6)=$72.

3. A centimeter-to-meter factor applies to both lengths. 6000 square cm equals 0.6 square meter.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Applying one linear conversion to an area. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a 10% waste allowance to required area and revise the cost.

Related public evidence

ALG1_2026_08_35 | public question

Official mapping for that example

ALG1_2026_08_26 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Classifying a loading bay

Coordinate proof | coordinates

Instructional alignment G-GPE.B

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. AB and CD have slope 0; AD and BC have slope 2. Both pairs of opposite sides are parallel.

2. AB and AD are not perpendicular, so it is not a rectangle. Their direction-vector dot product is 12, not zero.

3. AB=6 and AD=sqrt(20); adjacent sides differ, so it is not a rhombus.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating one supported classification as proof of every classification. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Move C and D two units left and analyze which conclusions change.

Related public evidence

GEO_2026_08_35 | public question

Official mapping for that example

GEO_2026_08_16 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

One observation cannot prove congruence

Congruence and argument | counterexample

Instructional alignment G-CO.B; G-CO.C

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. No. The included angles differ, so SAS does not apply and these triangles have different included angles.

2. Make the included angle equal in both triangles while matching the corresponding 5 and 7 sides.

3. Rigid motions preserve angle measures and lengths, so an included-angle mismatch cannot be removed.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using any two equal sides and any angle as SAS. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Use a third equal side instead of the included angle and explain the different criterion.

Related public evidence

GEO_2026_08_33 | public question

Official mapping for that example

GEO_2026_08_25 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Two similar ramps

Similarity and trigonometry | scaled right triangles

Instructional alignment G-SRT.A; G-SRT.C

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The scale factor is 1.5, so B runs 7.2 m.

2. tan(theta)=0.6/4.8=0.125, giving about 7 degrees.

3. A criterion or maximum allowable slope must be supplied. Similarity preserves the angle but does not establish compliance.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using a scale factor for length as a change in angle. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Compare a third ramp rising 0.9 m over 6 m using its ratio instead of a drawing.

Related public evidence

GEO_2026_08_34 | public question

Official mapping for that example

GEO_2026_08_24 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Sector signs

Circles and measurement | arc and area

Instructional alignment G-C.B

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Arc lengths are pi cm and 3pi cm.

2. Areas are 1.5pi and 13.5pi square cm.

3. Length scales by 3 and area by 9. The central angle is unchanged.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Scaling area by the same factor as a radius. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Hold radius fixed and double the sector angle. Compare both scaling effects.

Related public evidence

GEO_2026_08_31 | public question

Official mapping for that example

GEO_2026_06_21 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

An open cylinder

Volume and modeling | container decision

Instructional alignment G-GMD.A; G-MG.A

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Both volumes are 72pi cubic cm.

2. The first uses 57pi square cm; the second uses 52pi, so the second uses less material.

3. Thickness, waste, lid needs, seam allowance or handling could alter the decision.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Inferring equal surface area from equal volume. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a lid to both and recalculate the preferred design.

Related public evidence

GEO_2026_08_32 | public question

Official mapping for that example

GEO_2026_08_26 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Which transformations undo each other?

Transformations | coordinate rule

Instructional alignment G-CO.A

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The composite is (x+4,-y+2).

2. P maps first to (3,1), then to (3,-1).

3. Reflection then translation gives (x+4,-y-2), so P ends at (3,-5). The results differ.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating reflection as changing both coordinate signs. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Replace reflection with a 180-degree rotation and compare the two orders.

Related public evidence

GEO_2026_08_13 | public question

Official mapping for that example

GEO_2026_08_8 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A changing coolant temperature

Exponential and logarithmic models | threshold model

Instructional alignment F-IF.B; F-LE.B

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. T(0)=100; the long-run level is 20 degrees.

2. 0.8^t<0.375 gives t>about 4.396. T(4)=52.768 and T(5)=46.2144, so minute 5.

3. Measurements are indexed at whole minutes. The two neighboring recorded times determine the first recorded crossing.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Reporting 4.396 as the first whole-minute reading. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Change the recording interval to two minutes and identify the first observed crossing.

Related public evidence

ALG2_2026_08_36 | public question

Official mapping for that example

ALG2_2026_08_9 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A platform that repeats

Periodic functions | sinusoidal model

Instructional alignment F-TF.B

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Amplitude 3 m, midline 7 m, period 12 s.

2. The first maximum occurs at t=3 s, height 10 m.

3. pi/6 is radians per second. Frequency is 1/12 cycle per second.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using the sine coefficient as period or treating radians as complete cycles. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Write a model with the same extrema but double the period.

Related public evidence

ALG2_2026_08_34 | public question

Official mapping for that example

ALG2_2026_08_24 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Exactly one inspection failure

Probability | event comparison

Instructional alignment S-CP.A; S-CP.B

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. 0.2(0.8)+0.8(0.2)=0.32.

2. 1-0.8^2=0.36.

3. At least one includes both failures, probability 0.04. Independence permits the products.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Confusing disjoint cases with independent events. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

If failures share an electrical supply, identify the additional joint information needed.

Related public evidence

ALG2_2026_08_13 | public question

Official mapping for that example

ALG2_2026_08_4 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A randomized tutoring comparison

Inference and study design | simulation result

Instructional alignment S-IC.A; S-IC.B

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. 8/200=0.04. The estimate has Monte Carlo variation.

2. Random assignment supports a causal comparison of the assigned methods under the study conditions.

3. Volunteer selection limits population generalization. A group mean effect does not establish every individual effect.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating a tail proportion as the probability the null hypothesis is true. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Replace random assignment with students choosing their method. Revise the permissible inference.

Related public evidence

ALG2_2026_08_35 | public question

Official mapping for that example

ALG2_2026_08_25 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A canceled factor

Rational expressions | domain and equivalence

Instructional alignment A-APR.D

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. f requires x!=3.

2. At 2 both equal 5. f is undefined at 3, while g(3)=6.

3. They agree on all real x except 3. Cancellation preserves the restriction.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating a canceled denominator as permission to restore an excluded input. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Represent the distinction with a graph and a marked point.

Related public evidence

ALG2_2026_08_33 | public question

Official mapping for that example

ALG2_2026_06_4 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A mean that hides a mixture

Distribution and model choice | two subgroup summaries

Instructional alignment S-ID.A

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The combined mean is 30 minutes for equal subgroup counts.

2. The data can have two clusters near 10 and 50 with few jobs near 30. A mean alone does not justify a normal shape.

3. Job category and the within-category distribution are useful.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Assuming a calculated mean establishes a bell-shaped distribution. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Make express jobs three times as common and revise the weighted mean and interpretation.

Related public evidence

ALG2_2026_08_17 | public question

Official mapping for that example

ALG2_2026_06_28 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The repaired radio

Fiction and character | original narrative

Instructional alignment R.3 (11-12); R.5 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. She anticipates judgment or disappointment and encounters an invitation to work together. The hidden towel supports the earlier expectation.

2. Moving the phone aside suggests she accepts shared repair and shifts from concealing the failure to engaging with it.

3. His concern could include restoring the radio or reconnecting with Mara. The passage does not explicitly state his private motive.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Retelling the sequence without explaining how a detail supports an inference. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Write a new ending in which the father takes the radio away. Explain how that changes the defensible interpretation.

Related public evidence

ELA_2026_08_24 | public question

Official mapping for that example

ELA_2026_08_21 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

First thaw

Poetry and figurative language | original poem

Instructional alignment R.2 (11-12); R.4 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. A defensible reading concerns limits of control or change unfolding gradually. The unused shovel and independent thaw support it.

2. The ledger personifies ice as recording or controlling a slow accounting, lending order or persistence to the scene.

3. The speaker prepares to act but recognizes the thaw can proceed independently. Other evidence-supported readings are acceptable.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Naming personification without explaining its contribution to meaning. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Change the final line to "is waiting for my hand." Explain the shift.

Related public evidence

ELA_2026_08_23 | public question

Official mapping for that example

ELA_2026_08_22 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Who counts as a reader?

Rhetoric and perspective | original editorial

Instructional alignment R.6 (11-12); R.8 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The writer urges consultation and caution before shrinking the quiet room.

2. The contrast challenges reliance on a visible metric and expands the reader's idea of value.

3. Room use, patron needs, checkout delays and feasible alternatives would support a comparison. The passage alone does not establish them.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating persuasive language as empirical evidence of the policy's effect. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Analyze the same issue from a librarian responsible for a long checkout queue.

Related public evidence

ELA_2026_06_2 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Should the lab remain open after school?

Source-based argument | constructed argument source set

Instructional alignment W.1 (11-12); R.7 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. A defensible argument may propose a limited later pilot while retaining early access. It must explain how demand, capacity and staffing evidence support that choice.

2. Source D establishes a competing scheduling need. Use it to justify preserving or testing another access route.

3. The survey may be unrepresentative. Intentions do not establish actual attendance or justify a precise prediction.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Collecting source details without explaining their relation to the claim. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a fifth source showing that buses leave before the proposed session ends. Revise the recommendation.

Related public evidence

ELA_2026_08_Part_2 | public question

Official mapping for that example

ELA_2026_06_Part_2 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The title changes the reading

Structure and ambiguity | original microfiction

Instructional alignment R.5 (11-12); R.2 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Inventory suggests a count of possessions, while the ending introduces an uncountable memory or loss.

2. The concrete count makes the missing intangible element more noticeable. The added pencil extends the pattern before the turn.

3. The scene may concern closure, change, remembrance or continuity. His mother's current location or fate is unspecified.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Filling an ambiguity with an unsupported biographical claim. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Retitle the piece "Opening Day" and explain what remains supportable.

Related public evidence

ELA_2026_08_24 | public question

Official mapping for that example

ELA_2026_08_23 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A chart needs a sentence

Evidence and information | constructed data and competing claims

Instructional alignment R.7 (11-12); W.1 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Loans increase from 20 to 40, so borrowing grows in count under the stated equal eligible populations.

2. Late returns rise from 4 to 6, but the late-return rate falls from 20% to 15%. B's claim depends on the criterion.

3. Participation rose while the share of loans returned late fell. A higher late count alone does not establish less reliable borrowers.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Changing the denominator between a count and a rate argument. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Make the second eligible population 200. Reassess the claim about participation.

Related public evidence

ELA_2026_08_Part_2 | public question

Official mapping for that example

ELA_2026_06_Part_2 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Rights on paper and in practice

Revolution and citizenship | historical teaching simulation

Instructional alignment 10.2

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. A claims broad equality while B limits participation by property ownership.

2. Enlightenment ideas and challenges to inherited authority help contextualize the demand. Connect the named context to the actual wording.

3. Ask who created the documents, their audience, jurisdiction, date or whose participation was excluded.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Equating a proclaimed right with equal implementation. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Compare the tension with a later movement seeking expanded citizenship, using verified course evidence.

Related public evidence

GLOBAL2_2026_08_8 | public question

Official mapping for that example

GLOBAL2_2026_08_7 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Mechanization and the household

Industrialization | constructed household accounts

Instructional alignment 10.3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Weekly cash income rises by 4 units while household farm hours fall by 16.

2. Wage work may replace some household agricultural labor as factory employment expands.

3. Other changes could matter. Employment records, prices and comparable households would strengthen the account.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Inferring improved well-being from nominal income alone. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a price index that doubles and revise the interpretation of increased cash income.

Related public evidence

GLOBAL2_2026_08_6 | public question

Official mapping for that example

GLOBAL2_2026_08_5 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The railway and the concession

Imperialism and perspective | constructed source pair

Instructional alignment 10.4

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The company prioritizes export and profitability; the council emphasizes land access or local livelihoods.

2. A mine-to-port route can connect extraction to external markets. The relationship must be tied to the route rather than merely naming imperialism.

3. It can reveal objections and perceived losses. It cannot alone quantify all affected households or represent every local viewpoint.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Describing bias as a reason to discard a source completely. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Replace the prospectus with an engineer's route survey and reconsider what can be inferred.

Related public evidence

GLOBAL2_2026_08_29 | public question

Official mapping for that example

GLOBAL2_2026_08_11 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Peace after war

War and international institutions | constructed policy debate

Instructional alignment 10.5

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Large war costs can motivate institutions intended to settle disputes through negotiation.

2. A emphasizes collective conflict resolution. B emphasizes national sovereignty and control.

3. Use a historically accurate example, such as disputes over participation or enforcement, and explain its connection to the challenge.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating a proposed institution as evidence that conflict has ended. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a small state's perspective and identify whose concerns are missing.

Related public evidence

GLOBAL2_2026_08_17 | public question

Official mapping for that example

GLOBAL2_2026_08_16 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Winning independence, choosing priorities

Decolonization | constructed national planning debate

Instructional alignment 10.7

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Export revenue competes with domestic food security under a limited budget.

2. Colonial economic structures or dependence on external markets may persist after political independence.

3. Crop yields, import needs, prices, land conditions and distributional effects would help. The stimulus does not supply them.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Assuming political independence eliminates economic dependence immediately. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Introduce a sharp export-price fall. Revise the evidence-based argument.

Related public evidence

GLOBAL2_2026_08_33 | public question

Official mapping for that example

GLOBAL2_2026_08_30 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

An issue across two settings

Human rights and enduring issues | constructed evidence set

Instructional alignment 10.10; 10.9

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. An issue such as unequal power or protection of workers can fit when the response explains harm, significance and recurrence.

2. Safety enforcement remains contested. Setting B includes a law whose implementation is disputed.

3. Use actual documents from more than one historical context and accurate outside knowledge, with specific effects over time.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Naming an issue without showing how it recurs or affects people. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Replace B with an example showing successful enforcement and analyze change alongside endurance.

Related public evidence

GLOBAL2_2026_08_28 | public question

Official mapping for that example

GLOBAL2_2026_08_27 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A rule and a power

Constitutional foundations | constructed civic case

Instructional alignment 11.2

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The case concerns distribution of authority between state and national governments.

2. A constitutionally valid conflicting federal rule controls under federal supremacy.

3. The premise establishes validity for this case. A real dispute could require analysis of authority and constitutional limits.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Assuming every federal action defeats a state rule regardless of constitutional authority. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Remove the premise of valid federal authority and identify the questions now needing evidence.

Related public evidence

USHG_2026_08_6 | public question

Official mapping for that example

USHG_2026_08_5 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A promise and a barrier

Reconstruction and citizenship | constructed policy evidence

Instructional alignment 11.4

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Expanded national protections faced obstruction that could limit their practical effect.

2. A legal guarantee and actual ability to exercise a right are different outcomes. B supplies an enforcement barrier.

3. A registration record, testimony or enforcement report could show how a named community experienced the conflict.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating constitutional adoption and implementation as the same event. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Compare this relationship with a later voting-rights enforcement struggle using verified evidence.

Related public evidence

USHG_2026_08_35 | public question

Official mapping for that example

USHG_2026_08_34 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Who benefits from a rate?

Industrialization and reform | constructed economic source pair

Instructional alignment 11.5

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The railroad and bulk shipper value cost or volume advantages. Small producers seek access on terms they consider fair.

2. Unequal access to transport can prompt demands that government regulate commercial practices.

3. It is useful evidence of the railroad's stated rationale. It cannot alone establish the actual cost savings or fairness.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Calling an interested source useless for every historical purpose. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add audited cost data showing bulk savings. Reconsider which parts of the debate it resolves.

Related public evidence

USHG_2026_08_29 | public question

Official mapping for that example

USHG_2026_08_14 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Relief, recovery, reform

Depression and government | constructed program table

Instructional alignment 11.7

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. A addresses immediate relief, B supports employment and recovery, and C targets future financial practices. Categories can overlap when justified.

2. Severe unemployment or financial instability can increase pressure for federal action beyond prior arrangements.

3. Outcomes, reach, implementation and alternatives need evidence. Stated intent is one part of evaluation.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using a category label in place of explaining a program's intended mechanism. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Supply employment and budget data for B and write a qualified evaluation.

Related public evidence

USHG_2026_06_18 | public question

Official mapping for that example

USHG_2026_06_17 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A message has an audience

Cold War and sourcing | constructed diplomatic source pair

Instructional alignment 11.9

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The public speech highlights security and ideology; the internal note emphasizes strategic access. Different audiences can shape the emphasis.

2. The speech is direct evidence of the public justification, with limits for identifying every private motive or measuring outcomes.

3. The pair supports multiple considerations. It cannot by itself determine their relative weight in the final decision.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Equating a difference in emphasis with proof that one document is false. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add an ally's account and compare the interests represented.

Related public evidence

USHG_2026_08_30 | public question

Official mapping for that example

USHG_2026_08_25 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The turnout denominator

Civil rights and civic outcomes | constructed participation data

Instructional alignment 11.10

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Registration rises from 40% to 70%. Eligible-voter turnout rises from 30% to 42%.

2. Registered-voter turnout changes from 300/400=75% to 420/700=60%. The denominators answer different questions.

3. Participation among eligible voters increased. The two time points alone cannot isolate the enforcement action from other changes.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using a falling registered-voter percentage to claim fewer eligible people voted. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a comparison county and identify what further conditions matter for causal interpretation.

Related public evidence

USHG_2026_08_36 | public question

Official mapping for that example

USHG_2026_08_27 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A pond after a nutrient pulse

Ecosystem stability | constructed time series

Instructional alignment HS-LS2-6

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Construct an evidence-based explanation; identify a testable alternative
Crosscutting concept Stability and change; cause and effect

1. Algae rise from 10 to 80 units by day 4 while dawn oxygen falls from 8 to 3 mg/L. This is evidence of a changed ecosystem state.

2. A bloom can increase organic material available for decomposition. Respiration and decomposition consume dissolved oxygen, contributing to the decline.

3. Repeated measurements of decomposition, temperature, respiration or daytime and dawn oxygen could distinguish pathways. Association alone does not identify every cause.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating greater algal abundance as proof that oxygen must increase at every time of day. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Draw and label the system after nutrients are reduced. Predict one measurement and justify the time scale.

Related public evidence

BIO_2026_08_37 | public question

Official mapping for that example

BIO_2026_08_40 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The resistant survivors

Natural selection | constructed population model

Instructional alignment HS-LS4-4

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Build an explanation from population evidence
Crosscutting concept Cause and effect

1. Before, 10/100=10%; after, 8/17 is about 47%.

2. Resistant survivors can contribute a greater share of inherited variants to offspring, increasing resistance frequency over generations.

3. The population composition changes through differential survival and reproduction of existing variation. The model does not describe need-driven transformation.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Explaining an inherited population change as an intentional change by individual organisms. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a survival cost for resistance when treatment is absent. Explain why the long-run prediction now requires more evidence.

Related public evidence

BIO_2026_08_18 | public question

Official mapping for that example

BIO_2026_08_28 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Where does the dry mass come from?

Matter and energy | constructed growth investigation

Instructional alignment HS-LS1-5

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Develop a model and evaluate an investigation
Crosscutting concept Energy and matter

1. Carbon dioxide supplies carbon incorporated into sugars and other organic matter, contributing to dry mass.

2. Light supplies energy for the process. Carbon dioxide supplies matter. Energy is not converted into carbon atoms.

3. Control starting biomass, species and temperature, and measure carbon dioxide exchange or repeated dry mass with replicates.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Saying plants obtain most of their added dry mass directly from soil or from light. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Use a labeled carbon atom to trace a possible path from air to a consumer.

Related public evidence

BIO_2026_08_31 | public question

Official mapping for that example

BIO_2026_01_7 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A response that reverses a change

Homeostasis | constructed feedback data

Instructional alignment HS-LS1-3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Plan a comparison and interpret evidence
Crosscutting concept Stability and change

1. The response counteracts the disturbance and returns the variable toward the target.

2. Use matched disturbances with and without blocking, repeat trials, control conditions, and measure the variable over time.

3. A real system may involve multiple interacting responses, delays and measurement variation not represented.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Calling any increasing response positive feedback without considering its effect on the regulated variable. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Reverse the response so the variable moves from 8 to 9 to 10. Explain the changed feedback relationship.

Related public evidence

BIO_2026_08_34 | public question

Official mapping for that example

BIO_2026_08_32 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A mutation and a chain of effects

Information and protein | constructed molecular model

Instructional alignment HS-LS1-1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Construct a mechanistic explanation
Crosscutting concept Structure and function

1. A DNA change can alter protein structure, changing nutrient transport and therefore cell function or growth.

2. The model connects the shape change with reduced binding and slower growth under controlled conditions.

3. The exact changed amino acid or folding pathway requires sequence and structural evidence.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Jumping directly from a gene change to an outcome without a protein-level mechanism. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a second mutation that changes DNA but leaves the protein unchanged. Revise any claim that every mutation changes function.

Related public evidence

BIO_2026_08_11 | public question

Official mapping for that example

BIO_2026_08_16 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Restoring a migration route

Human impacts and solutions | constructed design decision

Instructional alignment HS-LS2-7

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Evaluate and refine a solution
Crosscutting concept Systems; stability and change

1. A meets the budget at $40,000 and projects 55% passage. B projects 80% passage but exceeds budget at $75,000.

2. A is feasible under the supplied ceiling; B requires funding or redesign. A defensible recommendation must recognize passage and cost trade-offs.

3. Measure upstream passage, population reproduction or survival before and after with comparable monitoring and a reference site if feasible.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Choosing the highest biological estimate while ignoring the explicit design constraint. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add long-term maintenance costs and compare whole-project feasibility.

Related public evidence

BIO_2026_08_25 | public question

Official mapping for that example

BIO_2026_08_4 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A roof and its energy budget

Climate and energy | constructed energy budget

Instructional alignment HS-ESS2-4

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use a quantitative energy model
Crosscutting concept Energy and matter

1. A reflects 25% and absorbs 600 W/m². B reflects 60% and absorbs 320 W/m².

2. Higher reflection reduces absorbed solar energy, which can reduce heating under comparable conditions.

3. Area coverage, weather, storage, building systems and heat exchange must be modeled to estimate a temperature outcome.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating an energy-flux difference as an equal numerical temperature difference. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Double roof area. Distinguish energy per square meter from total power.

Related public evidence

ESS_2026_08_43 | public question

Official mapping for that example

ESS_2026_08_23 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The afternoon shore breeze

Weather and circulation | constructed temperature transect

Instructional alignment HS-ESS2-8

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Develop a model and test its prediction
Crosscutting concept Cause and effect

1. Surface air flows from water toward land, rises over land, returns aloft toward water, and descends over water in the simplified model.

2. Air over warmer land expands and rises, supporting a pressure-driven circulation with cooler replacement air at the surface.

3. A persistent measured surface wind in the opposite direction would require accounting for larger-scale weather or revising the model.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Equating the motion of warm rising air with the horizontal wind direction. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Reverse the nighttime surface temperature contrast and revise the arrows.

Related public evidence

ESS_2026_08_44 | public question

Official mapping for that example

ESS_2026_08_37 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A moving plate, a time pattern

Plate tectonics | constructed island-age model

Instructional alignment HS-ESS2-1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use a quantitative model of a surface process
Crosscutting concept Patterns; scale and proportion

1. 200 km/2 million years=0.1 m/year=10 cm/year. The Z pair gives the same estimate.

2. Older islands have traveled farther from the active hot spot as the plate moves.

3. The model assumes approximately fixed hot spot and roughly constant motion. Inconsistent age-distance measurements could require a more complex model.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Reading the age sequence as evidence that all islands erupted at the same time. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Introduce a bend in the chain while retaining ages. Identify a possible change in plate motion.

Related public evidence

ESS_2026_08_35 | public question

Official mapping for that example

ESS_2026_08_11 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Water through a sediment column

Water and Earth materials | constructed investigation design

Instructional alignment HS-ESS2-5

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Plan an investigation of water interacting with Earth materials
Crosscutting concept Structure and function; cause and effect

1. Use replicate columns, equal geometry, starting dryness, input volume and time. Change grain size while controlling packing and material composition as closely as feasible.

2. A drains 80 mL and retains 20 mL. B drains 30 mL and retains 70 mL under the stated assumptions.

3. Pore connections and water adhesion to particle surfaces can affect movement and retention. Measure porosity, packing or surface properties to distinguish mechanisms.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Equating high porosity with guaranteed rapid drainage without considering pore connection and water retention. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Change grain size and packing together. Explain why the cause of a changed drainage rate becomes harder to identify.

Related public evidence

ESS_2026_08_20 | public question

Official mapping for that example

ESS_2026_08_19 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A repeated dimming

Orbital evidence | constructed light-curve data

Instructional alignment HS-ESS1-4

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use mathematics to test an orbital model
Crosscutting concept Patterns

1. The intervals are six days, giving a modeled six-day period.

2. Repeated similar dips support periodic transit geometry. One dip alone does not establish a repeating orbit.

3. Stellar variability, an eclipsing companion or instrumentation require consideration; additional cycles and independent measurements could test the interpretation.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Equating transit duration with the full orbital period. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Make the intervals 6, 6 and 12 days. Propose a missed observation and a competing model.

Related public evidence

ESS_2026_08_41 | public question

Official mapping for that example

ESS_2026_08_3 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Recycling under constraints

Resources and decisions | constructed resource comparison

Instructional alignment HS-ESS3-2

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Evaluate competing resource solutions
Crosscutting concept Systems; cause and effect

1. A costs about $1667 per tonne and fits the budget. B costs $1875 per tonne and exceeds it.

2. A is feasible under the given ceiling and has the lower stated cost per recovered tonne. A decision must also consider recovery uncertainty and environmental effects.

3. Energy use, emissions, displaced mining impacts, local waste composition and recovery quality would inform evaluation.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating a single cost-benefit ratio as a complete account of environmental and social consequences. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a reuse option and specify the comparable evidence needed to evaluate all three.

Related public evidence

ESS_2026_08_27 | public question

Official mapping for that example

ESS_2026_06_4 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The order on the periodic table

Atomic structure and properties | constructed element comparison

Instructional alignment HS-PS1-1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use a model to predict chemical behavior
Crosscutting concept Patterns

1. X tends to lose one electron, forming +1; Y gains one, forming -1.

2. One electron transfers from X to Y, supporting a 1:1 ratio for this charge model.

3. The valence pattern supports charge reasoning. It omits orbital detail and the full energetics of actual substances.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Thinking a neutral atom changes its element when it forms an ion. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Replace Y with a model atom having six valence electrons and revise the ratio.

Related public evidence

CHEM_NEW_2026_08_39 | public question

Official mapping for that example

CHEM_NEW_2026_08_15 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

What the boiling evidence can show

Interparticle forces | constructed property investigation

Instructional alignment HS-PS1-3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Interpret an investigation and construct an explanation
Crosscutting concept Structure and function

1. The 95°C liquid is consistent with stronger attractions under the supplied conditions.

2. Energy helps separate molecules against attractions. Boiling does not ordinarily break the covalent bonds within each molecule.

3. Use equal pressure and purity, repeat measurements and compare additional structure or property evidence.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Explaining boiling by breaking all bonds inside molecules. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Change external pressure and explain why the original temperatures require a controlled comparison.

Related public evidence

CHEM_NEW_2026_08_36 | public question

Official mapping for that example

CHEM_NEW_2026_08_35 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Conservation on both sides

Reaction models | atom-count model

Instructional alignment HS-PS1-7

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use mathematics and a model to support conservation
Crosscutting concept Energy and matter

1. $2H_2 + O_2 \rightarrow 2H_2O$.

2. Both sides contain 4 H atoms and 2 O atoms.

3. Atoms are conserved and rearranged. Three reactant molecules become two product molecules, so molecule counts can differ.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Changing a subscript to make the atom counts match. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Use a particle diagram with four H_2 and one O_2. Identify the excess substance after reaction.

Related public evidence

CHEM_NEW_2026_08_31 | public question

Official mapping for that example

CHEM_NEW_2026_08_29 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A system that warms its surroundings

Chemical energy | constructed thermal evidence

Instructional alignment HS-PS1-4

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Develop an energy model
Crosscutting concept Energy and matter

1. Energy transfers from the reaction system to the surroundings, consistent with an exothermic reaction.

2. Products have lower chemical potential energy than reactants in this model; the difference is released.

3. Activation energy concerns the barrier along a reaction path. Net temperature change does not specify that barrier.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating energy released overall as evidence that no activation barrier exists. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a catalyst and revise the path while keeping the net energy difference.

Related public evidence

CHEM_NEW_2026_08_32 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Which evidence measures rate?

Reaction rate | constructed reaction data

Instructional alignment HS-PS1-5

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Analyze data and construct an explanation
Crosscutting concept Cause and effect

1. A produces 20 mL in 10 s, averaging 2 mL/s. B produces 35 mL, averaging 3.5 mL/s.

2. At the higher-temperature condition B, particles can collide more frequently or with greater energy, increasing effective collisions.

3. Final volume describes total gas yield here. The time taken to reach that yield can differ.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using final product amount as the sole measure of reaction speed. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Change surface area while holding temperature fixed and design a fair comparison.

Related public evidence

CHEM_NEW_2026_08_48 | public question

Official mapping for that example

CHEM_NEW_2026_08_37 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A concentration threshold

Solutions | constructed solution data

Instructional alignment HS-PS1-10

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use proportional reasoning with evidence
Crosscutting concept Scale and proportion

1. A is 6 g/100 mL and exceeds the target. B is 3 g/100 mL and meets it.

2. 12/5*100=240 mL final solution.

3. Dissolving and mixing can change the resulting volume. The target is defined per volume of solution, so prepare to a final volume.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Comparing masses directly while ignoring different solution volumes. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Provide a solution with a different total mass but the same concentration and compare the decisions.

Related public evidence

CHEM_NEW_2026_08_38 | public question

Official mapping for that example

CHEM_NEW_2026_08_34 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A cart with competing forces

Forces and motion | constructed motion data

Instructional alignment HS-PS2-1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use mathematics and test a model
Crosscutting concept Cause and effect

1. Net force is 12 N east, giving acceleration 3 m/s² east.

2. Acceleration is determined by the net force. Velocity also depends on the cart's prior motion.

3. Measure velocity at repeated equal time intervals and compare the change per second with 3 m/s east.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using the largest single force as the net force or confusing acceleration with velocity. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Keep the same forces but begin with the cart moving west. Describe its initial change in speed.

Related public evidence

PHYS_NEW_2026_06_37 | public question

Official mapping for that example

PHYS_NEW_2026_06_18 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A landing pad that spreads a stop

Momentum and design | constructed force-time models

Instructional alignment HS-PS2-3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Evaluate and refine a design
Crosscutting concept Cause and effect

1. Both impulses are (1/2)(base)(peak)=16 N s.

2. B has the lower peak and doubles stopping time while keeping equal modeled impulse.

3. The objects should have comparable changes in momentum. Material limits and actual force histories also matter.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Choosing by peak alone without checking whether the stopping requirement is comparable. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Require a maximum thickness or stopping distance and explain the new trade-off.

Related public evidence

PHYS_NEW_2026_06_20 | public question

Official mapping for that example

PHYS_NEW_2026_06_17 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Energy before the gate

Energy accounting | constructed energy budget

Instructional alignment HS-PS3-1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use an energy model
Crosscutting concept Energy and matter; systems

1. 120-30-20=70 J kinetic energy.

2. The 30 J has transferred into thermal energy. Total energy accounting includes it even though it is absent from the cart's mechanical subtotal.

3. Kinetic energy becomes 120-60-20=40 J, under the same stated conditions.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating decreased mechanical energy as destruction of energy. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Write a boundary-explicit diagram for cart alone versus cart plus track.

Related public evidence

PHYS_NEW_2026_06_36 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Two lamps on a supply

Electrical energy | constructed circuit

Instructional alignment HS-PS3-6

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use mathematical circuit models
Crosscutting concept Energy and matter

1. I6=2 A and I3=4 A; total 6 A.

2. P=VI=72 W, so E=720 J in 10 s.

3. The 6-ohm branch remains at 12 V and 2 A. Total supply current falls to 2 A.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Splitting voltage between parallel branches as if the circuit were series. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Give the supply an internal resistance and identify which prediction needs revision.

Related public evidence

PHYS_NEW_2026_06_32 | public question

Official mapping for that example

PHYS_NEW_2026_06_34 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A wave crosses a boundary

Waves | constructed wave data

Instructional alignment HS-PS4-1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Use a mathematical representation
Crosscutting concept Patterns

1. lambdaA=4 m and lambdaB=2 m from v=f*lambda.

2. Frequency is fixed by the source. Lower speed at fixed frequency gives shorter wavelength.

3. Measure spacing of adjacent crests in each medium and verify the source's cycles per second.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Holding wavelength constant and changing frequency at the boundary. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Double source frequency while keeping medium speeds fixed and revise the wavelengths.

Related public evidence

PHYS_NEW_2026_06_26 | public question

Official mapping for that example

PHYS_NEW_2026_06_10 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Two nuclear representations

Nuclear processes | constructed particle model

Instructional alignment HS-PS1-8

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

Practice Develop and compare models
Crosscutting concept Energy and matter

1. A models fission; B models fusion.

2. A decrease in rest mass corresponds to released energy under $E=mc^2$. Total mass-energy is conserved.

3. Total charge and nucleon count must balance for the specified reaction, with emitted particles included.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Interpreting a lower product rest mass as a failure of total mass-energy conservation. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Replace B with a radioactive decay. Identify what additional particles or radiation must be represented.

Related public evidence

PHYS_NEW_2026_06_24 | public question

Official mapping for that example

PHYS_NEW_2026_06_23 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Isotopes in a sample

Atomic identity | constructed isotope data

Instructional alignment Standard 4 / Key Idea 3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. 0.75(20)+0.25(22)=20.5 u.

2. Both have 10 protons. X-20 has 10 neutrons and X-22 has 12.

3. Neutron number and mass differ. Proton number and element identity stay the same.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Taking the unweighted mean of isotope masses or changing proton number. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Change the abundance of X-22 to 50% and revise the mean.

Related public evidence

CHEM_LEG_2026_08_85 | public question

Official mapping for that example

CHEM_LEG_2026_08_84 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Count the electrons

Oxidation and reduction | half-reaction model

Instructional alignment Standard 4 / Key Idea 3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Mg -> Mg2+ + 2e-.

2. Oxidation is loss of electrons. Mg loses two.

3. The right side must total zero charge, so +2 requires two -1 electrons.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Balancing atoms while leaving electrical charge unbalanced. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Write the reverse half-reaction and explain the classification.

Related public evidence

CHEM_LEG_2026_08_85 | public question

Official mapping for that example

CHEM_LEG_2026_08_84 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A gas model has a condition

Gas relationships | constructed gas data

Instructional alignment Standard 4 / Key Idea 3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. V2=2.0(450/300)=3.0 L.

2. Kelvin is an absolute temperature scale used in this proportional gas model.

3. A change in amount or pressure requires accounting for those variables; the simple direct proportion is insufficient.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using Celsius ratios in an absolute-temperature gas relationship. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Hold volume fixed instead and compare the pressure ratio.

Related public evidence

CHEM_LEG_2026_08_85 | public question

Official mapping for that example

CHEM_LEG_2026_08_84 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The amount still dissolving

Dynamic equilibrium | constructed rate table

Instructional alignment Standard 4 / Key Idea 3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Forward and reverse changes continue while their effects on amounts cancel.

2. Forward and reverse rates are equal.

3. Concentrations depend on the system's equilibrium relationship. Equal rates can occur at unequal concentrations.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Describing equilibrium as both reactions stopping. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add reactant and describe the initial imbalance before a new equilibrium.

Related public evidence

CHEM_LEG_2026_08_85 | public question

Official mapping for that example

CHEM_LEG_2026_08_84 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A dilution with a final volume

Solutions and quantities | constructed preparation

Instructional alignment Standard 4 / Key Idea 3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. n=2.0(0.025)=0.050 mol.

2. C=0.050/0.100=0.50 mol/L.

3. Molarity is amount per final solution volume. Added solvent volume alone is not the denominator.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using 75 mL of added solvent as the final solution volume. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Prepare the same final concentration using a different starting volume and justify the proportional relationship.

Related public evidence

CHEM_LEG_2026_08_85 | public question

Official mapping for that example

CHEM_LEG_2026_08_84 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Heat in an insulated cup

Energy transfer | constructed calorimetry

Instructional alignment Standard 4 / Key Idea 4

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. q=50(4.18)(6)=1254 J.

2. The metal loses 1254 J, or has q=-1254 J with the stated sign convention.

3. The cup or air can exchange heat, and measurements have uncertainty.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using the final temperature as the temperature change. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Double the water mass with the same energy input and predict the temperature rise.

Related public evidence

CHEM_LEG_2026_08_75 | public question

Official mapping for that example

CHEM_LEG_2026_08_65 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A spring with two energy routes

Mechanical energy | constructed spring data

Instructional alignment Standard 4 / 4.1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. $E=(1/2)kx^2=1.0$ J.

2. The triangular graph area is $(1/2)(0.10)(20)=1.0$ J.

3. Force grows during the stretch. Final force times distance uses the maximum force for the entire interval.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating a variable force as constant at its final value. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Double the extension and compare force and stored energy factors.

Related public evidence

PHYS_LEG_2026_06_76 | public question

Official mapping for that example

PHYS_LEG_2026_06_75 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A circuit with a carried result

Electrical energy | constructed series circuit

Instructional alignment Standard 4 / 4.1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. R=6 ohms, I=2 A, P=24 W.

2. The first error is total series resistance. Using 3 gives 4 A and 48 W consistently.

3. Read the exact rating guide. Where a criterion permits consistent carry-through, a later step may receive credit despite the original error. This card does not set official scoring policy.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Penalizing every later use of one error without reading the task-specific scoring criteria. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Change the circuit to parallel and recalculate the equivalent resistance before judging the work.

Related public evidence

PHYS_LEG_2026_06_76 | public question

Official mapping for that example

PHYS_LEG_2026_06_75 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A ray measured from which line?

Wave behavior | constructed refraction model

Instructional alignment Standard 4 / 4.3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. sin(theta2)=sin(30)/1.50=1/3, so theta2 is about 19 degrees.

2. It bends toward the normal as it enters the higher-index medium.

3. Then theta1=60 degrees, giving theta2 about 35 degrees. The given reference line matters.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Substituting an angle to the surface as though it were to the normal. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Reverse the path and explain how the reciprocal geometry supports the original result.

Related public evidence

PHYS_LEG_2026_06_81 | public question

Official mapping for that example

PHYS_LEG_2026_06_80 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The vector survives the calculation

Motion and forces | constructed momentum

Instructional alignment Standard 4 / 5.1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. p_i=6 and p_f=-2 kg m/s; delta p=-8 kg m/s.

2. F_avg=-8/0.5=-16 N, or 16 N west.

3. Velocity includes direction. Using 1-3 ignores the reversal and understates the change.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Dropping signs when motion reverses. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Keep both velocities eastward and compare the result.

Related public evidence

PHYS_LEG_2026_06_85 | public question

Official mapping for that example

PHYS_LEG_2026_06_84 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A photon between two levels

Modern physics | constructed energy-level model

Instructional alignment Standard 4 / 5.3

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The released energy is 3.0 eV=4.80e-19 J.

2. f=E/h is about 7.24e14 Hz.

3. Level labels use a chosen zero. The emitted energy is the positive magnitude of the atom's decrease.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using the final level energy alone as the photon energy. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Reverse the transition and state the required absorption energy.

Related public evidence

PHYS_LEG_2026_06_65 | public question

Official mapping for that example

PHYS_LEG_2026_06_64 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The charge-distance comparison

Fields and interactions | constructed electrostatic model

Instructional alignment Standard 4 / 5.1

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The force becomes one quarter of the original magnitude.

2. Opposite charges attract along the line joining them; the forces on the pair have equal magnitude and opposite directions.

3. The point-charge approximation or a sufficiently symmetric distribution must apply. Other nearby charges can add forces.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Applying inverse distance instead of inverse-square distance. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Double one charge at the same time as distance and compare the new force to the original.

Related public evidence

PHYS_LEG_2026_06_85 | public question

Official mapping for that example

PHYS_LEG_2026_06_84 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed