

Building and testing: a progress check

240 minutes (6 periods)

The CBA: Putting the pieces together

WHAT THIS LESSON DOES

Over six periods you will continue building your project or portfolio. Test your work regularly to catch issues early. Record your decisions and changes so you can explain your process later.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Make steady progress and test as you go
- Keep evidence of your process and decisions

BEFORE THE BELL

- Ensure students have access to their milestone sheets and evidence notes.
- Put the permanent board strip up for the whole stretch: Aim → Build → Test → Debug → Evidence, with the four debug questions under Debug.
- Put a one-line period-exit ticket on the board every period matching the Done-for-this-period bullets.
- State clearly that this package is six periods of steady progress, not a single lesson in which everything is finished.
- Student devices; class way of opening saved CBA work; milestone plans from earlier sessions; board strip Aim → Build → Test → Debug → Evidence; period-exit ticket line on the board
- Display the class AI ground rules; evidence checklist and sentence frame on the board
- Student devices with project tools; shared save location; space for teams to test without shouting over each other; board strip Aim → Build → Test → Debug → Evidence; evidence sentence frame and period-exit ticket on the board
- Student devices; class save routine; optional sign-up list for quick peer testing pairs; board strip and period-exit ticket still visible

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HOW THE LESSON RUNS

4 min	introduction	Start
7 min	content	How these periods work
86 min	content	Hands-on: build, test, leave a trail
17 min	content	Mid-stretch check
103 min	content	Hands-on: keep building and testing
17 min	activity	Progress check against your milestones
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Circulate the room during hands-on periods to offer support.
- Start and end each period with a one-line aim and save ritual.
- Call the period reset yourself once per period inside the long build blocks (show one test, rewrite aim, rotate roles), because students deep in a build will not stop to do it themselves.
- In the second build block, call the visitor test mid-stretch and the three-minute decision share at the end, so the second half has a moment where work is shown to someone else rather than repeating the first block in silence.
- Keep the mid-stretch check brisk to allow time for adjustment.
- Model how to fill the evidence frame once during whole-class discussion; use the good-versus-thin examples in the progress check.
- Point stuck students at the board strip rather than the full on-screen brief.

WHAT TO WATCH FOR

- Students aiming to finish everything in these periods. Remind them it is steady progress over six periods.
- Vague evidence notes. Point them back to the Date / Did / Tested / Result / Decision frame on the step and the good-versus-thin examples.
- Skipping the status check. Ensure all students mark milestones and set next actions.
- Drifting through a full period with no test. Use the period reset as the catch.

DIFFERENTIATION

- Support: fill the evidence frame once yourself as a model, and keep the board strip up every period.
- Extension: encourage students to test with peers and incorporate feedback into their plan.
- Support: allow more time for milestone review if needed before continuing build; shrink stuck aims to the smallest end-to-end piece that still runs.