Cloud Grader Intervention Groups

D DeJager Primary

Assessment: Video Demo August 2026

Classroom Intelligence report: #21

Group membership is calculated from final question performance by Cloud Grader. The groups are instructional guidance and remain subject to teacher professional judgement.

Focused Support — Question 1

Learning focus: Definition of evaporation

Learners (4): Erling Haaland, Freddy Mercury, John Smith, Prince Albert

Recommended classroom action

Visual Vocabulary Matching

Match the terms 'Liquid' and 'Gas' to pictures of water and steam.

Intended learning: Distinguish between water states.
Success indicator: Correctly identifies steam as the gas form.

Reteaching sequence

Step	Teacher action	Learner action
1	Demonstrate a small amount of water in a shallow dish over a heat source.	Observe the water level decreasing over time.
2	Define 'water vapour' as the gaseous form of water.	Write a sentence explaining where the water went.

Quick formative check

What happens to water molecules when they are heated?

Expected response: They gain energy and turn into water vapour gas.

Focused Support — Question 2

Learning focus: Condensation process

Learners (1): Freddy Mercury

Recommended classroom action

Identify Condensation

Circle examples of condensation in a series of images.

Intended learning: Recognise condensation in real life.
Success indicator: Correctly identifies fog or dew.

Reteaching sequence

Step	Teacher action	Learner action
1	Show a cold glass of water with droplets on the outside.	Discuss where the water came from.
2	Explain that cooling causes gas molecules to slow down and cluster.	Draw a diagram showing gas turning to liquid.

Quick formative check

Why does dew form on grass in the morning?

Expected response: Water vapour in the air cools down and condenses into liquid droplets.

Focused Support — Question 3

Learning focus: Precipitation characteristics

Learners (2): Erling Haaland, John Smith

Recommended classroom action

Forms of Water

List three types of precipitation.

Intended learning: Identify forms of precipitation.
Success indicator: Lists rain, snow, and hail.

Reteaching sequence

Step	Teacher action	Learner action
1	List various forms of precipitation.	Brainstorm locations where they have seen rain or snow.
2	Clarify that clouds move over land and sea.	Map out a cycle showing precipitation over land.

Quick formative check

Is rain only found over the ocean? Explain.

Expected response: No, clouds move over land and release precipitation there too.

Focused Support — Question 4

Learning focus: Water cycle sequence

Learners (2): Prince Albert, Julius Ceaser

Recommended classroom action

Sequence Ordering

Number the four stages of the water cycle in the correct order.

Intended learning: Sequence the cycle.
Success indicator: Correct order identified.

Reteaching sequence

Step	Teacher action	Learner action
1	Draw a circular diagram of the water cycle.	Label the four stages in order.
2	Model a written explanation using transition words.	Write a paragraph describing the cycle.

Quick formative check

What is the correct order of the water cycle starting with the sun?

Expected response: Evaporation, condensation, precipitation, collection.

Consolidation — Question 4

Learning focus: Water cycle sequence

Learners (5): Forest Gump, John McArthur, John Smith, Erling Haaland, Freddy Mercury

Recommended classroom action

Cycle Description

Write a short paragraph explaining how the cycle repeats.

Intended learning: Describe the continuous cycle.
Success indicator: Includes all four stages in order.

Quick formative check

What is the correct order of the water cycle starting with the sun?

Expected response: Evaporation, condensation, precipitation, collection.

Extension — Question 1

Learning focus: Definition of evaporation

Learners (3): Forest Gump, John McArthur, Julius Ceaser

Recommended classroom action

Energy Transfer Analysis

Explain how heat energy causes molecules to escape the liquid surface.

Intended learning: Understand the molecular basis of evaporation.
Success indicator: Correctly describes energy gain.

Quick formative check

What happens to water molecules when they are heated?

Expected response: They gain energy and turn into water vapour gas.

Extension — Question 2

Learning focus: Condensation process

Learners (6): Erling Haaland, Forest Gump, John McArthur, John Smith, Julius Ceaser, Prince Albert

Recommended classroom action

Atmospheric Comparison

Compare condensation on a glass to cloud formation in the sky.

Intended learning: Generalise the concept to atmospheric scales.
Success indicator: Identifies cooling as the common factor.

Quick formative check

Why does dew form on grass in the morning?

Expected response: Water vapour in the air cools down and condenses into liquid droplets.

Extension — Question 3

Learning focus: Precipitation characteristics

Learners (5): Forest Gump, Freddy Mercury, John McArthur, Julius Ceaser, Prince Albert

Recommended classroom action

Geographic Factors

Research how mountains affect precipitation patterns.

Intended learning: Understand orographic effects.
Success indicator: Explains the rain shadow effect.

Quick formative check

Is rain only found over the ocean? Explain.

Expected response: No, clouds move over land and release precipitation there too.