

SEEU™ Evidence of Thinking Record

Show what you notice, how you interpret it and what helps your thinking develop.

Name

Class

Date

Image or object

Inquiry question

My first idea

Before discussion or research, I think this may suggest...

Use the four filters in any order. Start anywhere. Go back to a filter when a new detail or idea changes your thinking. Short notes, labelled sketches or dictated responses are welcome.

Spot | Notice what is there

Record two specific details. What did you almost miss?

Examine | Look at how it works

Choose one visual decision, such as light, colour, scale or framing. How does it affect what you notice or think?

Explore | Consider possibilities

What else could this suggest? What would you need to find out to be sure?

Understand | Construct meaning

My interpretation is... The strongest evidence is... This supports my interpretation because...

Turn over when your teacher shares context, or when you have done your own research.

Check, return and reflect

Name _____

Image or object _____

Explore again | Check the context

What context did you check? Keep what you found separate from what you still need to know.

What I found, and where it came from**What I still need to know**

Return to a filter

Which filter did you go back to? Circle one: Spot · Examine · Explore · Understand

What did you add or change?

What changed or became clearer

I first thought... Now I think... because... If my idea stayed the same, what made it stronger?

My next question

Teacher follow-up

My response

Teacher Guide

Use the record to make students' reasoning available for discussion and feedback.

This resource is designed for an image, artwork or object inquiry, with two worked responses pitched at upper primary. Adapt the language and response mode to your students. The record captures a sample of thinking; it should be considered alongside discussion, observation and other work.

Curriculum connection. Supports Australian Curriculum v9.0 Visual Arts, Years 5 and 6, Exploring and responding (AC9AVA6E01), and the general capabilities Critical and Creative Thinking and Literacy.

Prepare the inquiry

Choose one image or object students can examine closely and an inquiry question that invites interpretation. For example, "How can an image make an ordinary object feel important?" Decide which contextual information to introduce later, and retain its source. A brief maker statement or museum label can be enough.

Print the record double-sided on A4, or enlarge it to A3 when students will sketch. Side 1 is for looking and thinking. Side 2 is for checking context and reflecting.

Use it in the classroom

1. Allow quiet looking and an individual first idea before sharing interpretations. Preserve this response so students can return to it.
2. Introduce Spot, Examine, Explore and Understand as four filters rather than a fixed sequence. The grid on side 1 can be completed in any order. Model the difference between a visible detail and an inference: "The chair is empty" is an observation; "someone is lonely" is an interpretation that needs support.
3. Invite students to make notes or sketches, then discuss a detail with a partner. Ask, "What do you see that supports that?" and "Could that detail support another reading?" Students may revisit any filter.
4. Turn to side 2 and introduce a small amount of verified context. Have students identify its source, test it against their reading, and record what they found and what they still need to know. Then ask them to go back to one filter and add or change something.
5. Ask students to explain whether their first idea changed, became more precise or remained convincing.
6. Read the responses and choose one next teaching action. Leave a specific follow-up question, then give students time to answer it under "My response".

Read for evidence and respond

Spot: specific noticing. If the response says "it looks sad", ask the student to identify a visible detail before naming a mood.

Examine: links between choices and effects. If a student lists colours without explaining their effect, ask which colour draws attention and why.

Explore: context and alternatives. If a possible explanation becomes a fact, ask what is known, where it came from and what remains uncertain.

Understand: reasoning and reflection. If the claim is unsupported, ask for the strongest detail and an explanation of how it supports the claim. If an idea changes, ask what prompted the change.

Adapt without losing the thinking

For younger learners, ask the prompts aloud and scribe their exact words, or use an annotated drawing with a short oral explanation. Offer vocabulary, enlarged images or audio recording as needed. Extend older students by asking them to weigh competing interpretations and the reliability of contextual sources.

Do not reward changing an idea for its own sake, response length or agreement with the teacher. Look for the relationship between the interpretation and its evidence. This is a classroom resource, not a standardised or validated assessment instrument.

Worked Example

Upper primary visual arts | How can an image make an ordinary object feel important?

Teaching example using an AI-generated image made to look like a photograph. The student responses on the following pages are illustrative, not real students' work.

Visual stimulus

Look quietly before reading on. What do you notice first, and what could this image suggest?



Stimulus image. AI-generated for Understanding Art™. It does not document a real place or event.

For teachers. Show the image first. Keep the context card below covered, or cut it off, until students have recorded a first idea and worked with the filters on side 1. A generated scene can support interpretation, but it is not evidence of an actual classroom or event.

CUT OR COVER BELOW THIS LINE UNTIL FIRST IDEAS ARE RECORDED

Context card | Image brief

This image was not taken with a camera. It was generated by an AI tool from a written brief. The brief said:

“Create an empty classroom with one red chair beside a window, apart from stacked chairs. Afternoon light and a long shadow should draw attention to the single chair.”

Source: the brief used to generate this image for Understanding Art.

Worked Response A

A developed response. An illustrative record of an interpretation developing through evidence, shown in the order the student worked. Notice the return to Spot after the context was shared.

My first idea	"Someone has been left out, because one chair is away from the others."
Spot Notice what is there	"One red chair is near the window. There is a stack of grey chairs in the far corner. There are no people. I almost missed the long shadows on the floor."
Examine Look at how it works	"The red chair is the only bright colour, so I look at it first. There is a lot of empty floor around it. That makes the chair look small but important."
Explore Consider possibilities	"It could be about being lonely. But maybe the chairs were just moved for cleaning. I can't tell from the image why they are like this. I need to find out who made it and why."
Explore again Check the context	What I found, and where it came from: "The context card says the image was generated by AI from a brief. The brief asked for one red chair apart from the stacked chairs, with light and a long shadow to draw attention to it." What I still need to know: "Why the person who wrote the brief chose a chair, and why red."
Return to a filter Spot	"I went back to Spot. I had been calling it a photograph, but it is a generated image, so nobody really moved these chairs. I also noticed the long shadows start at the window and stretch right across the empty floor."
Understand Construct meaning	"I think the image makes an ordinary chair feel important and a bit lonely. My strongest evidence is the red colour and the empty space, because they make me look at the one chair and see how far it is from the others. It does not prove that anyone was left out."
What changed or became clearer	"I first thought someone was left out. Now I think that was a story I added. The brief told me the chair was put there on purpose to get attention. I still think it feels lonely, and I can say why."
My next question	"Would it still feel lonely if the chair was next to the stack?"
Teacher follow-up	"You separated what you can see from the story you added. Sketch the room again with the chair beside the stack. Which idea gets stronger, and which detail makes the difference?"
My response	"I drew it. Next to the stack, the red chair just looks like it is waiting to be packed away. The empty space was doing most of the work."

Evidence to notice. The student links visual choices to meaning, names the source of the context, returns to Spot to correct "photograph" and qualifies the first claim. The follow-up tests that reasoning through a deliberate change in composition.

Worked Response B

A developing response. The same image and inquiry question, with less evidence on the page. Use it to practise choosing one next teaching action.

My first idea	"It's sad."
Spot Notice what is there	"A chair. A window."
Examine Look at how it works	"There are colours like red, grey and yellow."
Explore Consider possibilities	"A kid got in trouble and had to sit by themselves."
Explore again Check the context	What I found, and where it came from: "It was made by AI." What I still need to know: "Nothing."
Return to a filter None circled	"I didn't change anything."
Understand Construct meaning	"It is about a lonely kid who got in trouble."
What changed or became clearer	"Nothing changed. I still think it's sad."
My next question	"Who is the kid?"

Reading this response

Spot. Objects are named, but not specific details. The mood came before the evidence.

Examine. Colours are listed without an effect.

Explore. A possible explanation ("a kid got in trouble") has become a fact, and the source of the context is missing.

Understand. The claim is not yet tied to anything visible. The idea stayed the same, but nothing has strengthened it.

Choose one next action. Four gaps do not need four questions. Start with Spot here, because this student has not yet tied the mood to anything visible.

Teacher follow-up	"You have a strong feeling about this image. Point to one thing you can see that makes it feel sad, and tell me how it does that."
My response	"The chair is all by itself and the other chairs are far away in the corner. That's why it feels sad."

Evidence to notice. One specific question moved the student from a mood to a visible detail and a reason. The next step is to separate the imagined child from what the image shows.