

Evidence, Then Action

A model of evidence-based group inquiry and revision.

11.P.CP.1.d “Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)”

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each action the team takes to gather, check, or use evidence. Circle words or phrases that show how members discuss, revise, or make decisions together.

A Courtyard Inquiry

- ① At Riverside High, a student team wanted to learn why the courtyard stayed empty at lunch. Instead of assuming that students disliked the space, Maya opened their meeting with a question: “What keeps people from using the courtyard?” The group agreed to investigate before proposing changes. Luis designed a five-question survey, while Priya counted shaded seats at three lunch periods. Jordan interviewed the custodian about rules, maintenance, and access. They recorded sources and dates in a shared document. Their plan divided work, but each member could question the plan if new evidence appeared.
- ② When the team compared their findings, the survey showed that many students wanted a quieter place, but Priya’s counts showed only six shaded seats. Jordan reported that the courtyard gate was unlocked during lunch, so access was not the main barrier. The members did not treat one result as the whole answer. Luis asked whether the survey respondents represented all grades, and Maya suggested collecting thirty more responses near the bus loop. After discussing the evidence, they identified heat and a lack of comfortable seating as their strongest shared conclusion. They also listed a remaining question: Would students use the area if shade were added?
- ③ Next, the group created a one-page proposal for the principal. Maya drafted the opening claim, but she left comments asking teammates to test its accuracy. Priya added a table with seat counts, and Jordan summarized the custodian interview without naming him. Luis noticed that the draft promised “a cool courtyard,” a claim their evidence could not guarantee. The team replaced it with a request for two shade sails and twelve movable chairs, then explained how they would measure use after installation. Before submitting, they read the proposal aloud, checked that every source was represented fairly, and agreed on wording all members could support.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which actions show that the team investigated the courtyard before proposing a solution? Explain how those actions gave the group information to discuss.

2 How did Luis and Maya respond when they saw a possible limit in the survey evidence?

3 What shared conclusion did the group reach, and which evidence helped them rule out access as the main problem?

4 How did the team revise its proposal after Luis challenged the claim about a “cool courtyard”?

3 YOUR TURN _____ Your own words

Your group is considering a phone-free study room after school. Write a collaboration plan that states an investigable question, gives three distinct roles, names two kinds of evidence, and explains how the group will reach a decision. Then write a two-sentence proposal the group could submit, using only claims that evidence could support.

PART 1 • READ AND MARK

Underline each action the team takes to gather, check, or use evidence. Circle words or phrases that show how members discuss, revise, or make decisions together. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which actions show that the team investigated the courtyard before proposing a solution? Explain how those actions gave the group information to discuss.	They used a survey, counted shaded seats, and interviewed the custodian. These actions gave the group evidence about student preferences, shade, and access.
2	How did Luis and Maya respond when they saw a possible limit in the survey evidence?	Luis questioned whether the respondents represented all grades, and Maya suggested collecting thirty more responses near the bus loop.
3	What shared conclusion did the group reach, and which evidence helped them rule out access as the main problem?	They concluded that heat and a lack of comfortable seating were the strongest barriers. Jordan reported that the gate was unlocked during lunch.
4	How did the team revise its proposal after Luis challenged the claim about a “cool courtyard”?	They replaced the unsupported promise with a specific request for two shade sails and twelve movable chairs, and they explained how they would measure use afterward.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Our question is, “Would a phone-free study room meet a need after school?” Ana will survey students, Malik will record room use and noise levels for five afternoons, and Zoe will interview the librarian about available spaces; after comparing the evidence, we will approve an idea only if at least two members can support it and the evidence addresses cost and access. Proposal: We request a four-week trial of a phone-free study room in the library from 3:15 to 4:15. Surveys, observations, and the librarian’s availability information will help us decide whether the trial should continue.

Accept equivalent evidence-based explanations that accurately connect team actions to inquiry, discussion, revision, or shared decision-making. For Part 3, look for a workable question, distinct roles, multiple evidence sources, a clear decision process, and a proposal limited to supportable claims.