Proposal in Progress

Trace how a group investigates and revises a practical proposal.

12.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 Put a star by the group's shared question, underline each piece of evidence, circle each concern or limitation, and draw a box around the final proposal plan.

A Cafeteria Waste Inquiry

1. At Riverside High, a student team asked whether the cafeteria could reduce single-use plastic without making lunch service slower. Maya, who worked the register line, described where cups and utensils piled up. Owen proposed surveying students, but Leila cautioned that opinions alone would not show how much waste the school produced. The group agreed on a question: Which disposable items were used most often, and what change could reduce them without adding unreasonable costs or delays? They assigned roles, then wrote their question on a shared board so every member could test ideas against it.

2. For three lunch periods, Maya counted items in bins after students had sorted their waste, while Owen timed the busiest ten minutes at each serving line. Leila interviewed the cafeteria manager about prices, storage, and health rules. Their notes showed that plastic forks were discarded more often than cups, and the manager said bulk metal utensils would require additional washing capacity. Instead of arguing from assumptions, the team compared counts, timings, and operational limits. They decided to examine compostable forks and a utensil-return station before recommending a purchase to the district.

3. At the next meeting, the students drafted a one-page proposal rather than treating the data as a final answer. Owen wrote a claim that the school should replace every plastic item immediately. Maya asked him to revise it because their counts covered only three days and did not measure costs for every item. Leila suggested a pilot: test compostable forks and a return station for four weeks, record disposal and line-time data, and ask staff to report problems. The group combined these ideas into a proposal with a timeline, a budget question, and a plan to share results with the cafeteria manager and student council.

2 ANSWER WITH EVIDENCE

Use the passage

1. What shared question did the team use to guide its investigation?

2. How did the team use more than one kind of evidence before choosing its next step?

3. What limitation did Maya identify, and how did it change the group's plan?

4. How did the group turn different viewpoints into a shared proposal?

3 YOUR TURN

Your own words

Work with two to four peers to choose a school issue. After each member contributes a different kind of evidence or perspective, write a 90-110-word shared proposal that states the group's question, evidence and limits, a revised action or pilot, and a feedback plan.

ANSWER KEY

Proposal in Progress

GRADE 12 · 12.P.CP.1.d

PART 1 · READ AND MARK

Put a star by the group's shared question, underline each piece of evidence, circle each concern or limitation, and draw a box around the final proposal plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What shared question did the team use to guide its investigation?	**Which disposable items were used most often, and what change could reduce them without adding unreasonable costs or delays?**
2	How did the team use more than one kind of evidence before choosing its next step?	**They compared bin counts, serving-line timings, and the cafeteria manager's information about prices, storage, and health rules.**
3	What limitation did Maya identify, and how did it change the group's plan?	**She noted that the counts covered only three days and did not measure all costs, so the group proposed a four-week pilot instead of immediate replacement.**
4	How did the group turn different viewpoints into a shared proposal?	**They revised Owen's broad replacement claim and combined Maya's caution with Leila's pilot idea into a proposal with data collection, a timeline, a budget question, and a sharing plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our group asked how the library can provide more quiet study space during exam weeks. Jordan counted occupied seats at three afternoon periods, Priya surveyed students who left because tables were full, and Mateo explained that staff cannot close the computer area. We agreed that the survey is limited because only 38 students responded. After Priya questioned our first idea of removing lounge chairs, we revised the plan. We propose a two-week pilot that reserves six tables for silent study from 3:00 to 5:00, tracks use, and gathers student and librarian feedback before any permanent change.

Accept answers that accurately connect the group's evidence, constraints, revisions, and shared text. For Part 3, accept varied school issues if the response is 90-110 words and includes all required collaboration and proposal elements.