Evidence in Two Modes

Shape one finding for different audiences.

11.7.W "Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the team's finding, circle the numbers that support it, and write 1 beside the proposed poster and 2 beside the proposed audio message. Notice how each mode helps an audience understand the same evidence.

Should the Station Stay?

1. At fictional Cedar High, students asked whether a new bottle-filling station was worth keeping. For ten school days before installation, staff counted an average of 40 refills per day at the old fountain; for ten school days afterward, they counted 65 at the new station. These counts show more refills at the water stop, but they do not show whether anyone drank more water overall. A student team needs to share that distinction with classmates, families, and the school board. Their message begins with a plain-language finding: daily refill counts rose by 25, while overall water intake remains unknown.

2. For classmates rushing between classes, the team proposes a black-and-white poster with two labeled bars, 40 before and 65 after. A short caption gives the difference, 25 more refills per day on average, so no one must estimate it from the bars. Patterns as well as labels distinguish the bars for readers who cannot rely on color. Beside the display, a question asks, "What might explain the change besides the station?" The poster catches attention, but the question keeps the bars from being mistaken for proof that the station caused the increase.

3. For families who may never pass the fountain, the team drafts a 30-second audio message that reads both averages aloud and explains that the counts cover only two ten-day periods. A printed transcript offers the same information to people who cannot hear the recording or prefer to read. For board members deciding on funding, a brief note beside the transcript names a possible alternative explanation: warmer weather could have increased refills. The team recommends tracking counts across more weeks before making a stronger claim. Each format carries the same evidence, while its delivery meets a different audience's needs.

2 ANSWER WITH EVIDENCE

Use the passage

1. How would the poster's caption help a classmate interpret the two bars?

2. Why does the team place a question beside the poster's bars?

3. How do the audio message and its transcript make the same evidence useful to different family members?

4. What should the note help board members understand before they decide on funding?

3 YOUR TURN

Your own words

At fictional Elm School, last-hour library visits averaged 18 on four Mondays before a later closing time and 31 on four Mondays afterward; the bus schedule also changed. Write four sentences: a poster headline and a sentence giving exact labels for two bars aimed at students, followed by a two-sentence audio script for caregivers that states the evidence, mentions a transcript, and avoids an unsupported cause-and-effect claim.

ANSWER KEY

Evidence in Two Modes

GRADE 11 · 11.7.W

PART 1 · READ AND MARK

Underline the team's finding, circle the numbers that support it, and write 1 beside the proposed poster and 2 beside the proposed audio message. Notice how each mode helps an audience understand the same evidence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How would the poster's caption help a classmate interpret the two bars?	**It states that the average rose by 25 refills per day, so readers do not have to estimate the difference from the bars.**
2	Why does the team place a question beside the poster's bars?	**It prompts readers to consider other explanations instead of treating the bars as proof that the station caused the increase.**
3	How do the audio message and its transcript make the same evidence useful to different family members?	**The message reads the averages and time periods aloud; the transcript gives people who cannot hear it or prefer reading access to that information.**
4	What should the note help board members understand before they decide on funding?	**Warmer weather might explain some of the increase, so the board should not assume the station caused it. The team recommends tracking counts for more weeks.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Last-hour library visits rose after Elm School moved its closing time later. Label the poster bars "Before: 18 visits per Monday" and "After: 31 visits per Monday," with each value averaged over four Mondays. Caregivers, last-hour visits averaged 18 on four Mondays before later closing and 31 on four Mondays afterward, and a printed transcript of this message is available. The bus schedule changed too, so these counts cannot tell us whether later closing caused the increase.

Accept other accurate descriptions of how a mode clarifies the finding or makes it accessible. In Part 3, look for usable poster text and audio script text, both averages, a transcript option, and appropriate caution about causation.