Evidence Into Action

Build an inquiry that leads to a usable recommendation

OKH.P.1.2.D "Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the students' inquiry question, number three evidence-gathering or decision steps in order, and circle one limitation that shapes their recommendation.

The Bus Stop Question

1. After a heavy rain, water pooled beside the entrance to a neighborhood bus stop. Riders had to step into the street to reach the bus. A city notice said crews could repair the curb next spring, but it did not explain whether the repair would solve the pooling. Students in a civics class chose their own question: Would a curb repair make the stop safer during rain, or would water still collect there? Their goal was not to guess what the city should do. They wanted to give the transit board a recommendation that could be checked against evidence.

2. First, the students visited the stop after two storms and recorded where water reached the sidewalk. They counted how many riders stepped off the curb, but they did not photograph faces or record names. Next, they asked the transit office for a public maintenance record and compared it with their observations. The record listed repeated drainage complaints, yet it did not show how deep the water became. The students also interviewed riders who agreed to talk. One rider suggested moving the stop uphill; another worried that a new location would be farther from homes.

3. Before writing, the group checked a city street plan to see whether a move was possible. The plan marked a driveway where the uphill stop might go, so they could not claim that moving the stop was a simple fix. They drafted a one-page brief for the transit board that compared a curb repair, a drainage review, and a possible relocation. For each option, they named supporting evidence and a missing fact. They asked the board to investigate drainage before choosing a design, and proposed checking the stop after future storms to judge whether the change worked.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the students' inquiry question go beyond the city's announced plan? Use a detail from the passage.

2. Choose two kinds of evidence the students gathered. What different information did each provide?

3. How did the street plan affect what the students could responsibly recommend?

4. Why is the brief for the transit board a useful final product for this inquiry? Name one feature that could help the board make a decision.

3 YOUR TURN

Your own words

Choose a school or community problem other than bus stop drainage, and write an inquiry question, two evidence-gathering steps in order, and a final product for an audience that could act on your findings. Explain one possible weakness in your evidence and how you would check it.

ANSWER KEY

Evidence Into Action

HIGH SCHOOL · OKH.P.1.2.D

PART 1 · READ AND MARK

Underline the students' inquiry question, number three evidence-gathering or decision steps in order, and circle one limitation that shapes their recommendation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the students' inquiry question go beyond the city's announced plan? Use a detail from the passage.	**The city announced a possible curb repair, but the students asked whether that repair would actually prevent pooling and make the stop safer during rain.**
2	Choose two kinds of evidence the students gathered. What different information did each provide?	**Their observations showed where water reached the sidewalk and how many riders stepped off the curb. The maintenance record showed repeated drainage complaints.**
3	How did the street plan affect what the students could responsibly recommend?	**It showed a driveway at the possible uphill location, so the students could not present moving the stop as a simple fix.**
4	Why is the brief for the transit board a useful final product for this inquiry? Name one feature that could help the board make a decision.	**It is intended for the board that can act on the problem. It compares options and identifies both supporting evidence and missing facts.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Could changing the lunch line layout reduce the wait without blocking exits? First, I would time the line on several school days and note where it backs up, without recording students' names. Next, I would ask cafeteria staff about serving rules and collect anonymous student feedback. I would give the principal and cafeteria manager a one-page proposal comparing two layouts. One week of timing might be unusual, so I would collect times during another week before making a recommendation.

Accept other passage-supported comparisons of evidence or explanations of the brief's value. For the open task, look for a student-chosen question, two feasible steps, a relevant audience and product, and a specific way to check an evidence weakness.