From Question to Action

Investigate a public decision and plan an evidence-based response

TOT.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 Circle Nia's inquiry question, underline two kinds of evidence she gathers, and number three steps from gathering evidence to making a recommendation.

Where Should the Bus Stop?

1. At a public meeting in the fictional town of Alder Creek, residents debate whether to move a bus stop from outside the high school to the next block. Some drivers say buses block the turn lane at dismissal. Students say the current stop lets them wait under a streetlight. One student, Nia, asks, "Would moving the stop make the trip safer for everyone, or just clear traffic for drivers?" Her question cannot be settled by personal preference alone. She needs evidence about who uses the stop, when conflicts occur, and what conditions are like at the proposed location.

2. Nia plans three ways to investigate. She will count bus riders and turning cars during two dismissal periods, recording only totals, not names. She will request the transit agency's stop guidelines and the town's reports of traffic incidents near both corners. Finally, she will ask riders and nearby residents what they notice, including people who use mobility devices. A neighbor says a stop farther from the school would reduce traffic backups, but a rider says the proposed corner has no curb ramp. Nia cannot treat either account as a complete answer. She checks the ramp claim on site and compares her observations with the written guidelines.

3. After collecting evidence, Nia sorts claims into what the records support, what people report, and what remains uncertain. If her two counts show different patterns, she will repeat the count before drawing a conclusion. She will compare three options: keep the stop, move it, or change the dismissal traffic pattern. Her final product is a one-page recommendation to the transit board with a brief evidence summary, a note about access for riders, and one question the board still needs to investigate. The board can use her work when it reviews the stop, even if it chooses a different option.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write one question about safety that Nia could investigate using a source in the passage. Name the source.

2. Why does Nia check both the curb-ramp claim on site and the transit agency's guidelines before recommending a move?

3. If Nia's two dismissal counts show different patterns, what should she do before reaching a conclusion? Explain why.

4. What should Nia include in her recommendation so the transit board can examine her evidence and what remains uncertain?

3 YOUR TURN

Your own words

A public library board is considering extending evening hours. In 90 to 110 words, write an investigation plan with your own question, two kinds of evidence, a way to check a conflicting claim or gap, and a recommendation you would make after comparing at least two options.

ANSWER KEY

From Question to Action

HIGH SCHOOL · TOT.P.1.2.D

PART 1 · READ AND MARK

Circle Nia's inquiry question, underline two kinds of evidence she gathers, and number three steps from gathering evidence to making a recommendation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write one question about safety that Nia could investigate using a source in the passage. Name the source.	**How many traffic incidents were reported near each corner? Nia could use the town's traffic incident reports.**
2	Why does Nia check both the curb-ramp claim on site and the transit agency's guidelines before recommending a move?	**She needs to verify the condition at the proposed corner and compare it with the agency's stop guidelines.**
3	If Nia's two dismissal counts show different patterns, what should she do before reaching a conclusion? Explain why.	**She should repeat the count to see whether either pattern holds before relying on the numbers.**
4	What should Nia include in her recommendation so the transit board can examine her evidence and what remains uncertain?	**A brief evidence summary, a note about access for riders, and one question the board still needs to investigate.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Would staying open until 9 p.m. improve library access for people who work late? I would compare hourly entry counts from current evenings with anonymous surveys of residents who cannot visit before closing. I would also ask staff about costs. If surveys suggest high demand but evening counts are low, I would investigate whether current hours keep those residents from visiting. I would compare extending hours every night with trying later hours twice a week. I would recommend a two-night trial to the library board, explain the evidence and costs, and identify what the trial would still leave uncertain.

Accept other investigable questions and evidence sources grounded in the passage. For Part 3, look for a question the student can research, distinct evidence sources, a plan for resolving uncertainty, and a recommendation that weighs two options.