

Qualifications With Evidence

Write a formal application with relevant qualifications and properly scoped sources.

12.W.1 "Modes and Purposes for Writing Write extended pieces that: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In the fictional model letter, underline a qualification linked to the work, circle the two source names, and mark the sentence that limits what those sources establish locally.

A Conservation Internship Application

- ① Dear Hiring Committee: I am applying for the County Conservation Internship. As captain of my robotics team, I scheduled work sessions, tracked supply costs and explained designs at a community showcase. Those experiences prepare me to organize information and make unfamiliar ideas understandable. I would connect research to useful outreach while keeping broad statistics separate from local evidence.
- ② EPA WaterSense reports that average household leaks can waste over 9,300 gallons annually. USGS explains that over 68 percent of Earth's freshwater is in ice and glaciers. These sources give a practical reason to discuss leaks and broader context for valuing freshwater, but neither measures waste in this county. I would ask supervisors which local records could support an outreach project.
- ③ For residents, I would develop a short handout explaining why leak checks matter and directing readers to EPA guidance. For county staff, I would prepare a memo distinguishing source findings, local evidence needs and proposed next steps. I would welcome the opportunity to discuss how my organization and communication skills could support this work.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the opening connect a concrete accomplishment to the opportunity?

2 How do the EPA and USGS findings play different roles in the application?

3 Why does the writer name missing local evidence rather than claim a local benefit?

4 How does the conclusion adapt planned communication for two audiences while closing the application?

3 YOUR TURN

Your own words

Sources for Your Turn

Fictional application scenario: The County Conservation Internship seeks a student who can organize information and explain water conservation to residents. Use a real qualification or an explicitly fictional practice profile. The model applicant led a robotics team and helped explain projects to visitors. The opportunity and applicant are invented; the two government sources in the supplied pack are real.

Source A: U.S. Environmental Protection Agency, WaterSense, "Fix a Leak Week" (updated March 13, 2026; checked September 8, 2026)

Editorial summary: EPA states that leaks in an average household can waste more than 9,300 gallons in a year. Its guidance describes finding and addressing common leaks.

Scope and limits: This broad household estimate is not a measurement of this county, a claim that every home leaks the same amount, or guaranteed savings from this proposed outreach.

<https://www.epa.gov/watersense/fix-leak-week>

Source B: U.S. Geological Survey, Water Science School, "How Much Water is There on Earth?" (November 13, 2019; checked September 8, 2026)

Editorial summary: USGS explains that over 68 percent of Earth's freshwater is stored in ice and glaciers. It describes water in multiple reservoirs, including groundwater, rivers and lakes.

Scope and limits: This is global distribution context, not a measure of local water availability or proof that a particular county faces a shortage.

<https://www.usgs.gov/water-science-school/science/how-much-water-there-earth>

Write a three-paragraph formal application for the fictional County Conservation Internship using 180-230 body words. Introduce your qualifications and purpose, connecting one concrete accomplishment to the work. Use and attribute both supplied government sources and explain their limits. Close with communication plans for residents and county staff. Use a real accomplishment or label a fictional practice profile.

Write the complete application

Leave a blank line between paragraphs. Add a greeting and sign-off outside the body word count.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

In the fictional model letter, underline a qualification linked to the work, circle the two source names, and mark the sentence that limits what those sources establish locally. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the opening connect a concrete accomplishment to the opportunity?	Scheduling, tracking costs and explaining designs demonstrate organization and communication skills relevant to conservation outreach.
2	How do the EPA and USGS findings play different roles in the application?	EPA supplies a practical household leak concern; USGS supplies global freshwater context. Neither is evidence of measured county losses or a local shortage.
3	Why does the writer name missing local evidence rather than claim a local benefit?	It shows accurate source use and a realistic next step. General statistics cannot establish this county's conditions or the effect of an untested project.
4	How does the conclusion adapt planned communication for two audiences while closing the application?	Residents receive a brief accessible handout and guidance; staff receive a memo separating evidence needs and next steps. The writer closes by offering to discuss relevant skills.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Dear Hiring Committee,

I am applying for the fictional County Conservation Internship. During a robotics showcase, I organized the demonstration schedule and explained our design to visitors with different levels of experience. I also tracked materials in a shared spreadsheet. These accomplishments prepare me to organize information carefully and communicate it clearly. I would use those skills to connect dependable research with practical water-conservation outreach.

EPA WaterSense reports that leaks in an average household can waste over 9,300 gallons annually. That estimate gives outreach a concrete issue to address. USGS reports that over 68 percent of Earth's freshwater is in ice and glaciers, offering broader context for freshwater availability. These national and global sources do not establish this county's leak losses or water shortage. Before making local claims, I would ask supervisors which utility records or surveys are available and note their limits.

For residents, I would prepare a plain-language handout that explains the concern and points to EPA leak guidance. For county staff, I would write a memo separating source findings from unanswered local questions and proposed research steps. I would appreciate an interview to discuss how my planning and communication experience could contribute to this project.

Sincerely, Practice Applicant

The internship, applicant and accomplishments in the models are clearly fictional; the attributed government findings are real. This task practices formal technical application writing and sustained evidence use within the broad standard. Require a complete three-paragraph 180-230-word body, one concrete relevant accomplishment, accurate attribution to both sources, limits on local inference and distinct communication plans for residents and staff. Accept real accomplishments or labeled practice profiles without rewarding invented credentials as real. Greeting/sign-off do not count as body paragraphs or words. A source's broad scope is not evidence of local shortage or guaranteed savings.