

Beyond the Bike Survey

Evaluate and use techniques that make an explanation clear.

9.T.T.2 "Expository Techniques: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional information note for student reporters. Underline a definition, circle a concrete example, and mark a comparison or process. Explain how these choices help readers understand what the evidence can and cannot show.

Intention Is Not a Bicycle Count

- ① At fictional Riverview High, 126 students answered a September survey. Of those respondents, 41 said they would bike more often if covered parking were available. This is a statement of intention: what someone says they expect or hope to do. It is not a count of future bicycle trips. For example, a student might want to cycle but still need a family ride on a rainy morning. Defining the term and giving an everyday example help student reporters avoid turning a survey response into a prediction.
- ② An observation records what someone actually sees at a specified place and time. In a separate fictional count, a student recorded 18 bicycles parked at the main entrance at 8:00 a.m. on one Tuesday. The survey measures reported intentions; the count measures parked bicycles at one moment. Their numbers answer different questions, so 41 minus 18 does not reveal how many students changed their minds. The two groups are not matched, and one parked bicycle does not tell us how often its rider cycles.
- ③ To investigate a change over time, reporters could count bicycles at the same entrance and time on several comparable school days before and after a parking change. First, they would record the date, weather, and any special events for each count. Next, they would compare patterns across similar days. Finally, they would explain possible limits: rain, attendance, or roadworks might also affect cycling. This process provides more useful observations than a single count, but it still would not prove that parking alone caused any difference.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** How do the definition of intention and the rainy-morning example work together for student reporters?

- 2** Which opening better serves new student reporters: "The study used two measures" or the specific survey figures in paragraph 1? Explain a benefit of your choice and what still needs explaining.

- 3** Explain how the comparison in paragraph 2 prevents a misleading conclusion. Refer to both 41 and 18.

- 4** How do the sequence words and the final limitation in paragraph 3 help reporters understand the investigation?

3 YOUR TURN

Your own words

Write a 90-120-word information note for new student reporters explaining the difference between survey intentions and observed behavior. Use both fictional Riverview figures with their scope, at least two expository techniques (definition, example, comparison, or process), and one evidence limitation. Explain the evidence rather than asking readers to approve a project.

Explain the two measures

Write the complete 90-120-word note below. After writing, underline one technique and circle a different technique in your own note.

This image shows a blank 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

Read this fictional information note for student reporters. Underline a definition, circle a concrete example, and mark a comparison or process. Explain how these choices help readers understand what the evidence can and cannot show. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the definition of intention and the rainy-morning example work together for student reporters?	The definition names the distinction between an expected action and an observed action. The familiar example makes it concrete: a student can intend to cycle but travel another way. Together they discourage an unsupported prediction.
2	Which opening better serves new student reporters: "The study used two measures" or the specific survey figures in paragraph 1? Explain a benefit of your choice and what still needs explaining.	Either supported judgment is acceptable. The figures provide a concrete starting point, but readers need the definition and limits to interpret them. The shorter opening previews two measures efficiently but needs examples to explain what the measures are.
3	Explain how the comparison in paragraph 2 prevents a misleading conclusion. Refer to both 41 and 18.	The 41 are survey respondents reporting an intention; the 18 are bicycles observed at one time. They are not matched people or the same measure. Comparing the meanings prevents subtracting them as if the difference showed changed minds.
4	How do the sequence words and the final limitation in paragraph 3 help reporters understand the investigation?	First, next and finally order the work from recording conditions to comparing patterns and interpreting limits. The final caution explains why even repeated counts do not prove that parking alone caused a change.

PART 3 · YOUR TURN (SAMPLE ANSWER)

An intention is something a person says they expect to do, while an observation records what someone sees. At fictional Riverview High, 41 of 126 survey respondents said covered parking would encourage them to bike more. That does not mean 41 additional trips will occur. For example, rain could change a student's plan. Separately, 18 bicycles were counted at the main entrance at 8:00 a.m. on one Tuesday. That snapshot cannot show how often those riders cycle. Reporters should explain both measures and their limits before drawing conclusions. Repeated counts under comparable conditions could reveal patterns, but would not establish a single cause.

Evaluate technique plus effect on the audience, not merely the name of a technique. The transfer should explain, using at least two techniques and both bounded fictional figures. Accept accurate alternatives within 90-120 words. Do not interpret the survey as actual trips, subtract unlike measures, or claim that repeated observations establish causation. A policy request or rebuttal is not a substitute for the required explanation.