

Lunch-Line Logic

Analyze a process problem and judge a practical solution.

11.W.1.B.iii "Write analyses that: Examine and evaluate processes and/or problems to propose solutions."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline statements that explain what causes the lunch-line bottleneck. Circle each proposed solution, then number the pieces of evidence or criteria that would be used to judge whether the solution works.

Fixing a Lunch-Line Bottleneck

- ① In this fictional school case, at Riverton High, the lunch line often slows during the first ten minutes of fourth period. Students join one long queue even when a second serving station has no customers. A review of five lunch periods showed that the bottleneck begins at the entrance: students cannot see the menu boards until they are already in line, and many pause to decide after reaching the cashier. Staff members also restock drinks from a cooler beside the cashier, briefly blocking payment. The problem is not simply that too few students fit in the cafeteria. It is that choices, payment, and restocking collide at one point.
- ② Adding another cashier might help, but it would not stop students from making decisions at the register or prevent the cooler from blocking the counter. Moving the menu boards to the entrance would let students choose before joining a line. The school could also post a QR code linking to the daily menu, although that option should supplement, not replace, visible signs because some students may not have a phone or reliable data. Finally, a staff member could restock drinks before lunch and during the last five minutes, when demand usually falls. These changes target separate steps in the process rather than treating the line as a single problem.

- ③ To test the proposal, Riverton should run a two-week pilot rather than purchase new equipment immediately. During the pilot, administrators can record the time from a student's arrival at the entrance to payment, count how many students use each station, note when restocking occurs, record staff minutes spent on the new routine, and anonymously ask students whether line delays caused them to skip lunch. They should compare these measures with data from similar lunch periods before the changes. If wait times fall at both stations without increasing skipped meals or staff workload, the school can keep the new routine. If the second station remains unused, leaders should investigate whether its location, food options, or signage is discouraging students. This evidence-based revision would make the solution responsive instead of automatic.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What two conditions near the cashier create the bottleneck? Explain how each condition slows the process.

- ② Why does the writer say that adding another cashier would not fully solve the problem?

- ③ How does the writer evaluate the QR-code menu option? Include one benefit and one limitation.

- ④ What information should administrators collect during the pilot, and what result would show that the new routine is working?

3 YOUR TURN

Your own words

Write a 150–200 word analysis recommending a response to the lunch-line problem in the supplied case. Explain two causes, evaluate at least two alternatives using feasibility and access, propose a bounded pilot, and name evidence that could change your recommendation. Do not invent measured results.

Analyze causes and alternatives

Draft the first part of your analysis. Distinguish the bottleneck from its symptoms and weigh two possible solutions. The 150-200 word range applies to both parts together.

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Recommend and evaluate

Complete the analysis with a pilot, relevant measures, and a condition for revising the plan. Read both parts together for a coherent recommendation.

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

PART 1 • READ AND MARK

Underline statements that explain what causes the lunch-line bottleneck. Circle each proposed solution, then number the pieces of evidence or criteria that would be used to judge whether the solution works. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two conditions near the cashier create the bottleneck? Explain how each condition slows the process.	Students decide after reaching the cashier because they cannot see menus earlier, and drink restocking blocks the payment area. Both delays occur at the same point in the line.
2	Why does the writer say that adding another cashier would not fully solve the problem?	Another cashier would not stop students from deciding at the register or keep the cooler from blocking payment.
3	How does the writer evaluate the QR-code menu option? Include one benefit and one limitation.	It could help students see the daily menu before entering the line, but it should not replace visible signs because some students may lack a phone or reliable data.
4	What information should administrators collect during the pilot, and what result would show that the new routine is working?	Collect entrance-to-payment times, station-use counts, restocking times, staff minutes, and anonymous reports of skipped lunches. Compare similar periods before and during the pilot. Shorter waits at both stations without added skipped meals or staff workload support keeping it.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Riverton should test changes to the lunch process before purchasing another cashier station. The case identifies two interacting delays: students choose food at the register, and drink restocking blocks payment. An extra cashier might increase payment capacity, but it would leave those interruptions in place. Earlier menu signs address decision time, while rescheduled restocking addresses access to the counter. A digital menu could supplement the signs, although relying on phones alone would exclude some students.

I recommend a two-week pilot with visible menus before the queue and restocking outside the busiest interval. Staff should check that drinks remain available; shifting work must not create a new shortage. Compare similar lunch periods before and during the pilot using entrance-to-payment times, use of both stations, restocking interruptions, staff minutes, and anonymous reports of skipped lunches. If waiting decreases without increased workload or missed meals, the routine merits continuation. If the second station stays empty, investigate its location, menu, and signs before assuming more cashier capacity is the answer.

The model analyzes the supplied fictional case and proposes measurements; it does not invent a successful trial. Accept other feasible recommendations when they address causes, compare alternatives, consider access and workload, and identify evidence that could lead to revision. Count both response parts together.