

Evidence to Action

Combine three evidence streams in a presentation for a decision-making audience.

12.C.2.A.i "Report orally on a topic or text or present an opinion. This includes: Selecting the modes and purposes for presentations and synthesizing multiple streams of information."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark each source's main finding and limit. Underline the times in C. Decide which printed card would help listeners follow a spoken proposal and be ready to explain why.

Library Hours: Complete Practice Records

A • Student survey, May 4, 2026

In a fictional school-library survey, 68 of 100 volunteer respondents requested study space after 6 p.m. The remaining 32 did not request it. The survey did not ask which weekdays students would attend or establish the views of every student.

B • Library door-count summary, May 8, 2026

Staff counted entries during the same final open hour, 5–6 p.m., on five ordinary weekdays and five pre-exam weekdays. Mean entries per hour were 40 on ordinary days and 60 before exams. These are entry counts, not unique people or measures of demand after closing. Evening staffing costs have not been estimated.

C • Proposed schedule and transit card

A proposed four-week pre-exam pilot would keep one study room open until 8:30 p.m. on weekdays. In the complete practice timetable for those weekdays, the last eastbound bus leaves at 8:45 p.m. from a stop five minutes away on foot. An 8:30 close leaves ten minutes beyond that walk; other routes and individual access needs are unverified.

All three records are invented classroom materials. Work with a partner or teacher as the library-board audience. Use the printed cards as display material, or make one supporting chart or schedule on separate paper. No Internet search or real timetable is needed.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How should the board audience and decision purpose shape your presentation?

2 How do A, B and C answer different questions?

3 Which card would you show rather than read in full, and why?

4 What evidence is still needed before a permanent extension?

3 YOUR TURN

Your own words

Prepare and deliver a 120-150 word proposal to a partner acting as the library board. Synthesize all three supplied sources, identify each aloud, and ask for a specific next step. Choose and actually use a supporting printed mode. Keep evidence limitations clear; planning alone does not complete the task.

Speaking script

Write 120-150 spoken words. Connect the survey, entry counts and timetable to a decision; do not simply list three facts. Explain at least one limit and end with a request.

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.

Choose and prepare the supporting mode

Select one printed source card to display, or create one chart or schedule on separate paper. State why it fits the board's decision and how it complements your speech. Prepare it now; label any data accurately.

Present and check the synthesis

Deliver the talk and show/refer to the selected material. Your listener names the three sources and explains how they connect. Record one accurate connection heard, one unclear point and the clarification you gave. Exchange roles.

PART 1 • READ AND MARK

Mark each source's main finding and limit. Underline the times in C. Decide which printed card would help listeners follow a spoken proposal and be ready to explain why. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How should the board audience and decision purpose shape your presentation?	Use a clear request, accessible formal language, named evidence and explicit limits so the board can weigh a pilot.
2	How do A, B and C answer different questions?	A shows interest among survey volunteers; B shows current-hour entry patterns; C constrains one route and a proposed closing time. Together they inform need, timing and feasibility without proving future attendance.
3	Which card would you show rather than read in full, and why?	C can let listeners compare 8:30 closing, a five-minute walk and 8:45 departure. B is also useful for comparing 40/60 entries. Accept a specific audience-based reason.
4	What evidence is still needed before a permanent extension?	Actual evening use, evening staffing costs and access on other routes or for different needs. Counts before 6 p.m. cannot establish demand afterward.

PART 3 · YOUR TURN (SAMPLE ANSWER)**Speaking script**

Library board members, consider a four-week study-room pilot until 8:30 on weekdays before exams. The student survey found that 68 of 100 volunteers wanted space after six, suggesting interest without representing every student. The staff summary shows mean entries rising from 40 to 60 during the final open hour before exams. That supports exam-season timing, but it does not measure evening demand. The transit card places the last eastbound departure at 8:45, five minutes away on foot. An 8:30 close leaves walking time and a small buffer, although other routes remain unverified. These sources support testing a schedule, not promising permanent hours. Please request an evening staffing estimate and an access review, then consider a pilot that records actual evening use and costs before a longer commitment.

Mode choice

I displayed card C as a printed schedule so the board could see closing, walking time and departure together. I pointed to those times while explaining the proposed close, rather than reading the whole card.

Listener check · illustrative completed record

My listener connected the survey's interest with the pre-exam timing in the entry counts, but asked whether 60 people would attend after six. I clarified that B counts entries before closing and cannot predict evening attendance; that is what the pilot would measure.

TEACHER ASSESSMENT NOTES

Observe an actual oral presentation with supporting material. The model's after-delivery record is illustrative, not an instruction to invent feedback. Accept print, a student-made chart or a schedule if used purposefully. A graphic must label 40/60 as mean entries during 5–6 p.m., never people after 6. The 8:45 bus is only one route; do not infer universal access. Evaluate synthesis and mode/purpose fit, not decorative technology.