

Clearer Proposals

Use a partner review and your own evaluation to edit a proposal.

12.W.3.B "Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This is a fictional classroom case. In the draft, underline a supported detail and circle two claims that exceed the evidence. Use the evidence note to check what is actually known.

Shade Proposal: Draft and Evidence

- ① Draft, opening: Our school should install shade sails at four bus-loading areas. A facilities count found six loading areas, but only two have permanent shade. The sails will solve every heat problem and will not block buses or walking paths. The project is affordable, and everyone wants it. We should approve it right away.
- ② Draft, next steps: A preliminary installer quote gives a price of \$4,800 per location for materials and installation. Four locations would cost \$19,200 before permits or extra site work. A group of students, transportation staff, and facilities employees could plan the work. The process will be quick and fair, and everything will be ready soon.
- ③ Evidence note for this case: The count and preliminary quote above are supplied evidence. No site-safety review, health source, student survey, funding decision, or completion schedule has been supplied. The facilities office recommends mapping the areas, checking underground utilities, and requesting three contractor bids before a decision. Writers may propose deadlines or actions, but must label them as proposals. Missing evidence must be investigated, not invented.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Identify a supported strength in the draft and explain its value.

- 2** Choose an unsupported claim. Explain what evidence is missing and how the writer could qualify or remove it.

- 3** Replace “quick and fair” with a concrete proposed step using the evidence note.

3 YOUR TURN _____ Your own words

Work with a classmate; each writer needs this sheet. Improve the supplied shade proposal using peer feedback and your own evaluation. Keep uncertain claims qualified and use only the supplied evidence.

1. Your working draft

Rewrite the proposal as one coherent paragraph. Include the need, a supported cost detail, a limit on what is known, and a concrete proposed next step. This is your draft for your partner to evaluate.

2. Exchange and evaluate

Exchange sheets. The peer writes one specific strength and two actionable suggestions about clarity or information quality here, referring to the draft. Return sheets. The writer then adds a self-evaluation: one remaining strength or concern and a reason to accept or adapt a peer suggestion.

3. Edit the full paragraph

Rewrite your paragraph using both the peer review and self-evaluation. Underline changed wording. Keep facts traceable to the note; ask for missing evidence instead of making it up.

PART 1 • READ AND MARK

This is a fictional classroom case. In the draft, underline a supported detail and circle two claims that exceed the evidence. Use the evidence note to check what is actually known. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Identify a supported strength in the draft and explain its value.	The loading-area count identifies the need, or the quote gives a preliminary cost. The cost explicitly excludes permits and extra site work; 4 times \$4,800 equals \$19,200.
2	Choose an unsupported claim. Explain what evidence is missing and how the writer could qualify or remove it.	"Everyone wants it" needs a survey or another valid record of views. Remove it or propose asking students. "Will not block" needs a site review; "solve every heat problem" is an unsupported guarantee. Do not invent results.
3	Replace "quick and fair" with a concrete proposed step using the evidence note.	The planning group should map the loading areas, check underground utilities, and request three contractor bids before recommending a decision. This is a proposed process, not a guarantee of fairness or speed.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Working draft: Our school should investigate shade at four bus-loading areas. Only two of the six areas have permanent shade. The quote puts the cost at \$19,200, and a planning group could review the proposal. Some information is still missing.

Peer review: Strength: the two-of-six count identifies a specific need. Suggestion 1: explain that \$19,200 is preliminary and excludes permits and extra site work. Suggestion 2: replace “some information” with a concrete gap, such as site safety or funding.

Self-evaluation: My draft uses the count accurately, but its next step is vague. I will accept both suggestions and add a site review before a decision.

Edited paragraph: Our school should investigate shade sails at the four bus-loading areas without permanent shade. The facilities count found only two shaded areas out of six. The preliminary quote estimates \$19,200 for materials and installation at four locations, excluding permits and extra site work. Site safety and funding have not been established. Before deciding, a group of students, transportation staff, and facilities employees should map the areas, check underground utilities, and request three contractor bids.

TEACHER ASSESSMENT NOTES

Arrange a real peer exchange. Each writer must leave a draft, receive a strength and two specific suggestions from a peer, add a distinct self-evaluation, and produce an edited paragraph. Underlining should identify revisions; the model names the stages in sequence. Evaluate clarity and information quality, including qualified costs and a proposed next step. No invented survey, vendor date, health claim, safety approval, or funding award is acceptable. A proposed action or deadline must not be presented as an established fact. Other well-supported wording is valid.