

Library Evidence Notes

Organize different sources without making them say more than they do.

7.R.1.B "Collect, organize, and synthesize information from multiple sources using various notetaking formats."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the complete bold source heading beginning A, B or C in each document. Circle one useful finding in each document. Box one stated limit on what each source can establish.

When Is the Library Busiest?

A. Library entry log - fictional records

Research question: When does this school library seem busiest, and what should a follow-up check measure? All three sources are invented for this classroom simulation.

Creator and method: Library desk team. Entries counted in three equal 20-minute windows on each of five school days in one week.

- Before school: 40 entries across the five windows.
- Lunch: 80 entries across the five windows.
- After school: 20 entries across the five windows.

These are entries, not unique people. Someone who left and returned could be counted twice. The log does not show how long anyone stayed or how full the room became.

B. Student survey - fictional response summary

Creator and method: Student council asked 12 students from one homeroom which of the three periods they usually used for library visits.

- 8 selected lunch.
- 3 selected before school.
- 1 selected after school.

Each respondent chose one period. These are reported usual habits, not this week's entry counts. The homeroom was not a random sample of the whole school; students who do not use the library were not separately recorded.

C. Librarian interview - fictional transcript

Interviewer: What do you notice during lunch?

Librarian: I often see a line at the desk near the start of lunch. Some students return a book and leave; others stay to read. A busy doorway does not always mean every seat is occupied.

Interviewer: What else would help us understand demand?

Librarian: Count occupied seats at the same points in each period, and repeat the entry counts during another week. I have not collected those seat counts yet.

This interview provides an observation and a proposed next check. It is not a measured occupancy record.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Why is A's 80 versus 40 versus 20 comparison useful, and why does it not tell us how many different students visited?

- 2 How does B support the lunch pattern while measuring something different from A?

- 3 What does C add that a list of entry totals leaves out? Distinguish its observation from its proposed check.

3 YOUR TURN

Your own words

Collect and organize notes from all three supplied sources using a source chart and numbered notes. Then synthesize them to answer the research question.

Source chart: A and B

Use the first ruled line for two headings: Source and Notes. Draw one vertical divider near the left quarter of this ruled area. Use the next three lines for A and the final three for B. In each row, record the useful finding and its limit in your own words, with the source label in the left column.

Numbered notes: C

Write a numbered list labeled C - librarian interview. Separate the observed desk line and short visits from the two suggested follow-up measurements. Keep proposed information separate from evidence already collected.

Synthesize and qualify

Answer the research question by connecting A, B and C with their labels. Explain how the different evidence fits together, one conclusion it cannot support, and a follow-up check that addresses that limit. Use as much of the space as you need; there is no fixed sentence count.

PART 1 • READ AND MARK

Underline the complete bold source heading beginning A, B or C in each document. Circle one useful finding in each document. Box one stated limit on what each source can establish. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why is A's 80 versus 40 versus 20 comparison useful, and why does it not tell us how many different students visited?	The windows have equal length and cover the same five days, so the entry totals can be compared for that week. Repeat entry is possible; totals are not unique-student counts.
2	How does B support the lunch pattern while measuring something different from A?	Eight of twelve respondents report usually visiting at lunch, whereas A counts entries during one specific week. The small, nonrandom homeroom sample cannot establish a school-wide majority.
3	What does C add that a list of entry totals leaves out? Distinguish its observation from its proposed check.	C observes a lunch desk line and explains that some visitors leave quickly. Counting occupied seats and repeating entry counts are proposed follow-up checks, not already collected findings.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Example entries for your chart:

A - entry log: Lunch 80; before 40; after 20, across equal windows in one week. Counts entries, not unique people or occupied seats.

B - student survey: 8 of 12 homeroom respondents usually choose lunch; 3 before, 1 after. Small, nonrandom report of habits, not a school-wide count.

Possible numbered notes from C

1. Observation: a desk line often forms near the start of lunch, but some visitors leave quickly.
2. Suggested check: count occupied seats at consistent times and repeat entry counts in another week. No seat counts have been collected.

Possible synthesis

Lunch appears busiest for entries in the supplied week: A records 80 entries, compared with 40 and 20 in equal observation windows. B's 8 lunch choices and C's observed desk line point in the same direction but measure different things. Together they justify investigating lunch demand, not claiming that most students visit or that every seat is full. Count occupied seats at consistent points in all three periods and repeat entry counts during another week to test whether the pattern continues.

TEACHER ASSESSMENT NOTES

All three documents and their data are fictional and complete. Inspect the actual source chart and numbered notes, not a description of intended formats. The chart uses one header line plus three lines per source; a single vertical divider creates the source and notes columns. Accept concise notes that preserve units, scope and limits. Require the synthesis to connect all three sources, not merely list them. Different definitions of busy are possible if justified; do not equate entries, unique people, seats and reported habits. No outside survey, interview or invented result is required.