

Evidence Move Match

Bring prepared reading into a discussion that probes and reflects.

CCSS.ELA-Literacy.SL.7.1a "Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Before discussion, read all three fictional school records. Mark two specific details and one uncertainty. Complete Questions 1-2 and Stage 1 independently before joining your team.

Fictional source packet: can we improve hallway flow?

- ① Record A: The transition log. A student team timed the same sixty students traveling the same route after lunch on four ordinary days. The median trip took 4 minutes 20 seconds, 4 minutes 10 seconds, 4 minutes 30 seconds and 4 minutes 20 seconds. On two later days, teachers tried one shared locker-stop area rather than stopping along both hallway walls. The medians were 3 minutes 50 seconds and 4 minutes. These are observations from six days, not a controlled experiment. The log did not record crowding on other routes or the number of late arrivals.
- ② Record B: The student survey. Of the same sixty students, forty returned a survey after the trial. Twenty-four respondents said travel felt easier, ten said it felt about the same, and six said it felt harder. Eight respondents also wrote that reaching their own locker required walking past it and doubling back. That comment count overlaps the three opinion groups; it is not an additional group of respondents. Students who did not respond may have had different experiences. No one collected a survey before the trial.
- ③ Record C: The planning note. The principal can approve a one-week follow-up trial but cannot move lockers this term. The student team must recommend whether to test the shared-stop arrangement again and identify what additional evidence to gather. A decision should consider trip time, access to lockers and students whose experiences are missing. Quoting a faster time alone does not settle whether the change caused it or whether the arrangement works for everyone. Use the records to pose questions, respond to others and reconsider your recommendation.

2 ANSWER WITH EVIDENCE _____ Use the passage**1** What do the trip times suggest, and what do they fail to establish?

2 Why can you not add the eight locker comments to $24 + 10 + 6$ as if they were a fourth opinion group?

3 After discussion, describe how someone used a prepared detail to probe or change your reasoning.

3 YOUR TURN _____ Your own words

Work in teams of three or four, with a worksheet per learner. Keep your prepared notes visible. Every learner must refer explicitly to the reading, probe a peer's reasoning and reflect on the exchange. Answer Question 3 after the discussion.

1. Prepare before talking

Record a tentative recommendation, two supporting details with record letters, and one question the evidence leaves open. Your question should invite thinking, not merely ask someone to repeat a number.

2. Use the preparation aloud

In an opening round, each learner states a recommendation and refers to a prepared detail. In a second round, each uses a record to ask a peer a probing question; that peer responds with evidence. Continue until everyone has asked and answered. Note your question, your peer's response and the source used.

3. Reflect after listening

Write your final recommendation, explain how a peer's evidence strengthened or changed it, and propose one specific missing observation to gather next. If your view stayed the same, explain why the discussion supported it.

PART 1 • READ AND MARK

Before discussion, read all three fictional school records. Mark two specific details and one uncertainty. Complete Questions 1-2 and Stage 1 independently before joining your team. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What do the trip times suggest, and what do they fail to establish?	The two trial medians are lower than all four ordinary-day medians. The uncontrolled comparison does not establish that the arrangement caused the difference or show what happened on other routes.
2	Why can you not add the eight locker comments to $24 + 10 + 6$ as if they were a fourth opinion group?	The eight comments overlap the forty respondents in the three opinion groups. They report another feature of some of those responses, not eight additional people.
3	After discussion, describe how someone used a prepared detail to probe or change your reasoning.	Accept a specific record detail, an actual peer contribution and an explained effect on the learner's reasoning. Agreement may remain if it is supported thoughtfully.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative preparation: I favor a limited follow-up trial, because Record A shows lower trial medians and Record B reports easier travel for 24 of 40 respondents. I still want to know why eight respondents doubled back.

Illustrative exchange: A learner asks, "Record A timed only one route. How would you check whether the shared stop helps students approaching from another direction?" A peer proposes timing both routes and tracking locker access. The question draws on the reading to probe the recommendation rather than simply asking for an opinion.

Illustrative reflection: I still favor a trial, but the locker comments make me add a measure: observers should count double-back trips and ask the twenty nonrespondents about their experience. A faster median alone does not establish cause or fair access. Actual student reflections must describe the exchange that occurred.

All records and numbers are invented for this exercise. The standard allows prior reading OR research; reading and preparing from the supplied packet meets the preparation route. Do not replace it with personal experience alone. Observe each learner explicitly using prepared evidence to probe and reflect. Different recommendations are valid when they address the source limits; do not require consensus or a predetermined policy.