Proposal Blueprint

Trace how a technical proposal connects a claim, evidence, and action.

12.W "The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that states the proposal's position, circle each source name, and number the pilot plan, counterclaim response, and evaluation step 1 through 3. These marks show how the proposal moves from a claim to evidence and action.

A Limited Lighting Pilot

1. To: Facilities Committee Subject: Occupancy-Sensor Pilot Our school should pilot occupancy sensors in six seldom-used classrooms before deciding whether to install them campuswide. After 4:00 p.m., lights in these rooms often remain on while clubs meet elsewhere, adding avoidable electricity use to the operating budget. A small pilot gives the committee a controlled way to test a practical solution without committing to a major purchase. This proposal explains the need for the pilot, the evidence behind the equipment, and measures that will protect teachers' control of their classrooms during the test period.

2. The U.S. Department of Energy's Lighting Controls guide states that occupancy sensors turn lights on or off in response to activity, while vacancy sensors require a person to turn lights on but switch them off automatically. Because teachers need predictable control during lessons, the pilot should use vacancy settings and a 15-minute delay. In addition, the Environmental Protection Agency's ENERGY STAR program advises organizations to manage energy use through efficient equipment and operations. Together, these sources support testing controls, not assuming that new devices alone will solve the problem.

3. Some teachers may worry that sensors will darken a room during quiet independent work or interfere with presentations. That concern is reasonable, so the pilot should include a wall switch that allows staff to override the setting and a short training sheet explaining the delay. Facilities staff should record installation cost, teacher feedback, and after-hours lighting use for eight weeks. At the end of the pilot, the committee can compare those records with the same eight-week period from the previous year. If the results show reliable operation and lower after-hours use, the committee should approve a phased expansion; if not, it should revise the settings or stop the project.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's central recommendation, and what three areas does the first paragraph preview?

2. Why does the writer recommend vacancy settings instead of standard occupancy settings for this pilot?

3. How does the writer use both authoritative sources to support the proposal?

4. What counterclaim does the writer address, and what evidence will the committee use to decide whether to expand the project?

3 YOUR TURN

Your own words

Write a 150-180 word proposal to the assistant principal recommending a four-week vacancy-sensor pilot in the library's two group-study rooms. Use both sources, cite them as (Source A) and (Source B), address one reasonable concern, and end with a clear next step: Source A, the U.S. Department of Energy's Energy Saver page, explains that occupancy sensors turn lights off when spaces are unoccupied; Source B, a library closing log for April 2026, records lights left on in the two rooms on 12 of 20 school days.

ANSWER KEY

Proposal Blueprint

GRADE 12 · 12.W

PART 1 · READ AND MARK

Underline the sentence that states the proposal's position, circle each source name, and number the pilot plan, counterclaim response, and evaluation step 1 through 3. These marks show how the proposal moves from a claim to evidence and action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's central recommendation, and what three areas does the first paragraph preview?	**The writer recommends a pilot of occupancy sensors in six seldom-used classrooms. The paragraph previews the need for the pilot, evidence behind the equipment, and measures to protect teachers' control.**
2	Why does the writer recommend vacancy settings instead of standard occupancy settings for this pilot?	**Vacancy settings require a person to turn the lights on, which gives teachers more predictable control during lessons, while the lights still turn off automatically when the room is empty.**
3	How does the writer use both authoritative sources to support the proposal?	**The Department of Energy guide explains how occupancy and vacancy sensors work, supporting the choice of vacancy settings. The EPA's ENERGY STAR program supports managing energy use through efficient equipment and operations.**
4	What counterclaim does the writer address, and what evidence will the committee use to decide whether to expand the project?	**The writer addresses the concern that sensors could darken rooms during quiet work or presentations. The committee will review installation cost, teacher feedback, and after-hours lighting use, then compare the records with the same eight-week period from the previous year.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

To: Assistant Principal Rivera Subject: Four-Week Library Sensor Pilot The school should test vacancy sensors in the library's two group-study rooms for four weeks. The April closing log found lights on in those rooms during 12 of 20 school days after students had left (Source B). This repeated waste makes the rooms a sensible, limited location for a pilot. The U.S. Department of Energy explains that occupancy sensors turn lights off when spaces are unoccupied (Source A). To preserve student control, the pilot would use vacancy mode, so a student or staff member turns the lights on, and the system turns them off after 15 minutes without motion. Some users may worry that the lights will switch off during quiet work. Staff can test the delay, post override instructions, and collect user comments. The librarian should record after-hours lighting observations, complaints, and installation costs each week. At the end, staff should compare the new log with April's baseline. After four weeks, the assistant principal can use those records to decide whether to continue, adjust, or end the pilot.

Accept answers that accurately identify the proposal's claim, audience-aware equipment choice, source-based reasoning, counterclaim response, and evaluation plan. For the open response, require a clear recommendation, meaningful use of both provided sources, an addressed concern, logical organization, and a specific concluding action.