

Solutions

2.1

: five school days.: written category guide; same after-lunch timing; stated bin locations or labelled-bin identification, with explanation of consistent use.

2.2

: $18/90 \times 100 = 20\%$.: highest recorded rate; the classroom and canteen are each 10%.

2.3

each: no labels were changed; no before/after or intervention comparison was made; recorded counts describe errors, not a measured reduction. Accept no matched baseline/control as an alternative distinct design limit, without double-counting absent comparison.

2.4

: canteen's 15/150 is 10%, below stair landing's 20%; compare denominators rather than raw counts.: bin replacement is not approved.: five-day observation supports further investigation, not a guaranteed remedy or school-wide conclusion.

3.1

each: findings use the actual counts/rates; discussion retains scope and causal limits; conclude with a proposed approved follow-up; cite Chen (2025), page 4 for the label-testing recommendation rather than the invented reduction; give full supplied-source identifying details instead of Internet; maintain clear speaker handovers and invite audience questions without omitting limits.

3.2

Local analytic rubric, 8 ×: state bounded question; identify five-day observation; describe consistent category counting; report 20% stair rate; report other two 10% rates; reject intervention/causal claim; acknowledge limited scope; label next study as approval-dependent; coherent truthful 80–110 word response. Example: “This pilot examined sorting errors at six school return bins over five days. Researchers used a written category guide to count items once after lunch without collecting names or photographs. Recorded error rates were ten percent near the classroom, twenty percent at the stair landing and ten percent near the canteen. The differing checked totals make rates more informative than raw error counts alone. These observations do not demonstrate an effect of label changes, because no intervention was tested. The findings concern the observed bins and period. A proposed follow-up could test label understanding after teacher approval.”