Start Time Evidence

Synthesize credible sources into a careful research conclusion.

9.T.C.2.d "Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each source name, circle the evidence it contributes, and number the statements that explain a source's limit.

Should High Schools Start Later?

1. To investigate whether high schools should begin later, Maya collected sources that answered different parts of the question. She chose a policy statement from the American Academy of Pediatrics, a peer-reviewed study in Science Advances, and a Centers for Disease Control and Prevention analysis of school schedules. These sources were credible because each named its authors, methods, or data. Maya did not treat them as identical, however. A medical group can explain adolescent sleep needs, a study can test an outcome, and a national analysis can show how common an existing practice is.

2. The Academy's statement recommends that middle and high schools start at 8:30 a.m. or later. It connects that recommendation to teenagers' biological sleep patterns and their need for adequate sleep. The Science Advances researchers examined 92 students at two Seattle high schools after start times moved 55 minutes later. Students slept 34 minutes longer on school nights, and their median grades rose 4.5 percent. This study supplies outcome evidence, but its small group and single city mean Maya should not assume every school would get the same result.

3. The CDC analysis adds a broader view, reporting that 75 percent of U.S. public high schools began before 8:30 a.m. in the 2015-16 school year. It does not show whether those schedules harmed sleep or grades, so it cannot prove the Academy's recommendation. Still, Maya can synthesize the sources: sleep science supports a later start, the Seattle study suggests possible benefits, and the CDC data shows that later schedules would require changes at many schools. Her conclusion should distinguish evidence from prediction.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does each of Maya's three sources contribute a different kind of information to her research question?

2. Which source provides direct outcome evidence, and what two outcomes did it report?

3. Explain one reason Maya should be cautious about using the Seattle study to predict results for every high school.

4. Write a conclusion about later start times that combines evidence from at least two sources in the passage.

3 YOUR TURN

Your own words

Write a 70-90 word recommendation to a school board about whether it should investigate later high-school start times. Synthesize evidence from at least two named sources, state what one source cannot prove, and use a cautious claim.

ANSWER KEY

Start Time Evidence

GRADE 9 · 9.T.C.2.d

PART 1 · READ AND MARK

Underline each source name, circle the evidence it contributes, and number the statements that explain a source's limit. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does each of Maya's three sources contribute a different kind of information to her research question?	**The Academy explains sleep needs and gives a recommendation. The Science Advances study measures outcomes after a later start. The CDC analysis shows how common earlier start times are nationwide.**
2	Which source provides direct outcome evidence, and what two outcomes did it report?	**The Science Advances study provides direct outcome evidence. Students slept 34 minutes longer, and their median grades rose 4.5 percent.**
3	Explain one reason Maya should be cautious about using the Seattle study to predict results for every high school.	**The study included only 92 students in two schools in one city, so its results may not apply to every school.**
4	Write a conclusion about later start times that combines evidence from at least two sources in the passage.	**Later start times are supported by sleep science, and the Seattle study suggests they may improve sleep and grades. However, the results should not be assumed for every school because the study was limited to a small group in one city.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The school board should investigate later high-school start times rather than assume that a change will work everywhere. The American Academy of Pediatrics connects later starts to adolescent sleep needs, and the Seattle Science Advances study found longer sleep and higher median grades after a later start. However, the Seattle study included only 92 students in one city, so it cannot predict every district's results. The CDC data also shows that changing schedules may affect many schools.

Accept conclusions that accurately combine at least two sources and distinguish evidence from a prediction. For the open response, require a named source, a supported cautious recommendation, and an accurate limitation.