

Clashing Bell Times

Separate evidence from policy judgments.

11.T.T.2.b "Analyze and evaluate texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB All district details, people, numbers and documents below are fictional. Compare Texts A and B using the board note. Mark a same-date factual conflict, different conditional forecasts and opposing judgments.

Two Views on a Later Start

- ① **Text A: Mara Lin's Board Comment.** I support considering an 8:30 first bell instead of 7:35. In our voluntary student survey, 62 percent of 120 respondents reported fewer than eight hours of sleep on school nights. That warrants investigation, although respondents may not represent everyone. Our district had 42 operational buses assigned to morning routes on May 1. My preliminary plan needs three extra buses if elementary routes can be staggered. I see a possible investment in attendance and learning. Before a permanent change, we should test the route assumptions and monitor a pilot's effects.
- ② **Text B: Elena Ortiz's Transportation Memo.** I oppose approving a later bell before the board has a complete cost plan. Our district had 46 operational buses assigned to morning routes on May 1. Keeping the current elementary timetable and driver contracts, I project a need for eighteen extra buses. A staggered timetable could produce another estimate, but its feasibility remains untested. The survey raises a concern; it does not establish that changing the bell will increase each student's sleep. To me, committing funds now risks reducing resources for other programs. I recommend cost and schedule review before approval.

- ③ **Board Note.** Both writers use operational buses assigned to morning routes on May 1 to mean the same fleet category; they exclude reserve and out-of-service vehicles. The inventory has not yet been reconciled. Their extra-bus projections use different timetable assumptions. Neither provides a full route simulation or price estimate. The survey was voluntary, and information about nonrespondents is missing. The board has requested a dated fleet list, route schedules, contract terms and costs. It has not selected a final bell time.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Identify the direct factual conflict. Why do the date and fleet definition matter?

- ② Are the three-extra-bus and eighteen-extra-bus projections necessarily contradictory? Evaluate their assumptions.

- ③ Compare the writers' judgments about committing resources. How is this disagreement different from the fleet-count conflict?

- ④ Evaluate what the survey supports and what it does not establish. Identify a useful next step.

3 YOUR TURN

Your own words

Write a 100-130-word memo. Distinguish the direct factual conflict, the conditional projections and the policy judgments. Identify evidence needed to evaluate them and recommend a next step without choosing a final bell time.

Compare and evaluate

Use specific evidence from both texts and follow the word range and final-response instructions above.

[illegible]

PART 1 • READ AND MARK

All district details, people, numbers and documents below are fictional. Compare Texts A and B using the board note. Mark a same-date factual conflict, different conditional forecasts and opposing judgments. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Identify the direct factual conflict. Why do the date and fleet definition matter?	A says 42 operational morning-route buses on May 1; B says 46 for that same date and category. Matching definitions means the difference cannot be explained merely by counting different categories.
2	Are the three-extra-bus and eighteen-extra-bus projections necessarily contradictory? Evaluate their assumptions.	No. A assumes staggered elementary routes; B keeps the current timetable and contracts. Different conditions can produce different forecasts; comparable simulations are needed to test them.
3	Compare the writers' judgments about committing resources. How is this disagreement different from the fleet-count conflict?	Lin sees a possible investment in learning and attendance; Ortiz sees a risk to other programs before costs are known. These evaluate priorities and consequences, while the same-date fleet count is a checkable quantity.
4	Evaluate what the survey supports and what it does not establish. Identify a useful next step.	It reports short sleep among respondents, but voluntary responses may not represent all students and do not prove a later bell will increase sleep. Investigate response coverage and monitor a carefully designed pilot if one is approved.

PART 3 · YOUR TURN (SAMPLE ANSWER)

The board should first reconcile the fleet count: Lin reports 42 operational morning-route buses on May 1, while Ortiz reports 46 under the same definition. A dated vehicle list can test that direct factual conflict. The three-versus-eighteen projections are different: one assumes staggered routes and the other retains the current timetable and contracts. Compare simulations under stated, feasible conditions before calling either forecast wrong. Lin views spending as a possible investment, whereas Ortiz emphasizes risks to other programs; resolving the count will not by itself settle those priorities. Obtain route, contract and cost information, examine who answered the voluntary survey, and use that evidence to decide whether a monitored pilot merits consideration.

TEACHER ASSESSMENT NOTES

Do not equate every numerical difference with a contradiction. The current fleet counts address the same date and category; the forecasts are conditional on different schedules. Accept supported recommendations that gather evidence before choosing a final bell time. All records and statistics in this exercise are fictional.