

Evidence at the Bus Loop

Compare video observations, data, and interviews to evaluate a school proposal.

CCSS.ELA-Literacy.RST.11-12.7 “Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one detail from each source that supports a possible solution, and circle one detail that limits what the evidence can prove.

A Plan for Cleaner Dismissal (Fictional Source Packet)

- ① **Source A: Observation log from a dismissal recording.** At fictional Riverside High, an environmental club investigated exposure near the bus loop. Its log notes that students stood nearest exhaust just after the bell while buses waited for late riders. The table prints the recorded idling-bus counts alongside monitor readings. Use this observation record; no external video is needed.
- ② **Source B: Air-monitor report.** A monitor beside the sidewalk recorded average fine-particle levels during four consecutive three-minute intervals after dismissal. Times are elapsed minutes: the intervals meet at 3, 6 and 9 minutes without overlap. Wind and nearby traffic may also affect readings, so the data cannot prove buses caused every particle. Compare the numeric record with Source A’s observations.

SOURCES A AND B: OBSERVATION AND MONITOR RECORDS

Minutes after bell	Idling buses in log	Fine particles, micrograms per cubic meter
0 to 3	2	8
3 to 6	6	18
6 to 9	5	15
9 to 12	2	9

- ③ **Source C: Survey and interview notes.** Forty-nine of 86 bus riders said they would use a covered waiting area farther from the curb. The transportation coordinator stated, “Drivers may turn off engines while waiting, but buses must remain ready to load safely.” The club proposed a marked waiting zone and a driver reminder. Evaluate that proposal using the observation log, table and interview notes.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Which three-minute interval provides the strongest combined evidence of an association between idling buses and fine-particle readings? Cite both table values.

- ② Why does the passage warn that the table cannot prove buses caused every particle? Name two possible influences on the readings.

- ③ How do the rider survey and the coordinator interview together support the marked waiting zone plus driver reminder? Explain both sources' roles.

- ④ What evidence should the club collect after making changes to judge whether the plan reduced exposure? Use details from two existing sources.

3 YOUR TURN

Your own words

Write an 80 to 110 word recommendation to the principal for a dismissal policy. Use one table fact, the rider survey or coordinator interview, and the passage's limit on the air-monitor data to support your recommendation.

[illegible]

PART 1 • READ AND MARK

Underline one detail from each source that supports a possible solution, and circle one detail that limits what the evidence can prove. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which three-minute interval provides the strongest combined evidence of an association between idling buses and fine-particle readings? Cite both table values.	Minutes 3 to 6. The log recorded 6 idling buses, and the fine-particle reading was 18 micrograms per cubic meter, the highest value.
2	Why does the passage warn that the table cannot prove buses caused every particle? Name two possible influences on the readings.	Wind and nearby traffic could also affect the fine-particle readings.
3	How do the rider survey and the coordinator interview together support the marked waiting zone plus driver reminder? Explain both sources' roles.	The survey shows that 49 of 86 riders would use a waiting area farther from the curb. The coordinator says drivers may turn off engines but must remain ready to load safely, supporting a reminder that accounts for safety.
4	What evidence should the club collect after making changes to judge whether the plan reduced exposure? Use details from two existing sources.	The club should repeat the dismissal observation count of idling buses and the air-monitor readings, then compare the new results with the earlier data.

PART 3 · YOUR TURN (SAMPLE ANSWER)

I recommend a marked waiting zone paired with a driver reminder. The table's highest values appeared 3 to 6 minutes after the bell, when six buses idled and fine particles measured 18 micrograms per cubic meter. That pattern makes reduced idling a reasonable goal. A waiting zone is practical because 49 of 86 riders said they would use an area farther from the curb. The coordinator's interview adds an important limit: buses must stay ready to load safely. Because wind and nearby traffic can affect readings, the school should repeat the monitoring before claiming the policy caused a reduction.

The school, source records and data are fictional classroom materials. Require students to combine the printed observation record, quantitative table and interview/survey notes, and distinguish association from causation. Students need no unavailable video. Accept alternative policies supported by the required evidence and the stated monitoring limitation.