

Evidence Before Action

Read a model analysis that weighs sources before reaching a conclusion.

11.W.1.B.ii "Write analyses that: Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the recommendation. Circle each evidence item and label its role: background rationale, local observation, or practical constraint. Mark the passages that limit a causal conclusion.

Should Riverton Start Later?

- ① In this fictional policy case, Riverton High is considering a first bell at 8:30 a.m. instead of 7:25. A writer recommends a trial before a permanent change. The American Academy of Pediatrics' 2014 policy statement supports middle and high school starts no earlier than 8:30, linking the recommendation to adolescent sleep biology. A practice survey at Riverton adds a different kind of evidence: among 200 volunteer respondents, 136 reported fewer than eight hours of sleep on school nights, or 68%. That result describes the respondents; without a representative sample, it does not establish how common short sleep is across the whole school.
- ② A fictional transportation estimate puts additional route costs at \$42,000 for the first school year under the proposed schedule. That is an estimate, not an approved budget or a one-semester price. Practice attendance records cover the same school days and scheduled student population: first period had 131 absence records and second period had 100. Thus first-period absence records were 31% higher, a relative comparison of counts, not 31 percentage points. The difference deserves investigation, but it does not prove that the early bell caused absences. Travel delays, class differences, or other factors may contribute.

- ③ The National Sleep Foundation recommends eight to ten hours nightly for teenagers aged 14–17. This background guidance explains why short sleep warrants attention; it does not diagnose the surveyed students. A trial could track sleep, attendance, costs, and effects on activities, comparing the same months across years while noting other changes. Such a comparison would inform a decision, but seasonal matching alone would not eliminate confounding factors. The local numbers above are invented classroom data. Background references are AAP, School Start Times for Adolescents (2014), <https://doi.org/10.1542/peds.2014-1697>, and National Sleep Foundation, How Much Sleep Do You Really Need?, <https://www.thensf.org/how-many-hours-of-sleep-do-you-really-need/>.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① How do the AAP statement and the practice survey play different roles in the argument?

- ② Check the 68% survey result and the 31% attendance comparison. What populations or quantities do they describe?

- ③ Why do the attendance records justify investigation without proving the early bell caused the problem?

- ④ What must the board clarify about the transportation estimate before judging a one-semester trial?

3 YOUR TURN

Your own words

Write a 100–130 word recommendation about a possible one-semester later-start trial. Interpret at least three evidence items from the passage, explain a sampling or causal limit, and address the transportation estimate on its stated time basis. End with a justified next step. Do not promise that a schedule change alone will improve attendance.

Evidence-based recommendation

Write 100-130 words. Explain what at least three evidence items contribute; qualify the conclusion and keep the cost's time basis clear.

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PART 1 • READ AND MARK

Underline the recommendation. Circle each evidence item and label its role: background rationale, local observation, or practical constraint. Mark the passages that limit a causal conclusion. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the AAP statement and the practice survey play different roles in the argument?	AAP provides a general biological/policy rationale. The survey describes sleep reported by 200 volunteer respondents at the fictional school; it is local evidence with a sampling limit.
2	Check the 68% survey result and the 31% attendance comparison. What populations or quantities do they describe?	$136 / 200 \times 100 = 68\%$ of volunteer respondents. $(131 - 100) / 100 \times 100 = 31\%$ more first-period absence records than second-period records over the same days and scheduled population. Neither is a schoolwide sleep rate or a 31-point difference.
3	Why do the attendance records justify investigation without proving the early bell caused the problem?	They show a difference in recorded absences, not its cause. Travel, classes, or other factors may contribute. A comparison alone does not isolate the start time.
4	What must the board clarify about the transportation estimate before judging a one-semester trial?	The \$42,000 estimate covers the first school year. The board needs a trial-specific estimate and its assumptions; it cannot simply treat the annual estimate as a semester cost.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Riverton should investigate a one-semester 8:30 trial before committing permanently. AAP's recommendation offers a biological rationale for later starts. The survey shows that 68% of its volunteers reported short sleep, although that sample may not represent the whole school. The attendance counts also warrant attention: first-period records exceed second-period records by 31%, but that comparison does not identify the cause. Transportation is a practical constraint, with \$42,000 estimated for the first school year, not the semester. Before approving a trial, the board should request a trial-specific cost estimate and an evaluation plan that tracks sleep, attendance, and other changes. That would support a decision without assuming the bell explains every problem.

The model distinguishes external guidance, volunteer self-reports, absence records, and an estimated cost. Accept support, opposition, or conditional support when the evidence is interpreted accurately. The 31% is relative to 100 second-period absence records, not a percentage-point change or a count of unique students. Matching dates/populations makes the counts comparable but does not establish causation. Year-to-year trial comparisons also need attention to other changes.