

Evidence in Motion

Trace how a model analysis connects claims, counterclaims, and credible evidence.

11.W.1.B.iv "Write analyses that: Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB The local proposal is a fictional classroom example; named research and health guidance are real. Underline the writer's main claim and final position, circle each source or evidence detail, write C beside the counterclaim, and number the paragraphs 1 through 3 to show the sequence of reasoning.

Later Starts, Stronger Learning

- ① Our district should move high school's first bell to 8:30 a.m. or later. This change would not solve every challenge teenagers face, but it would better match school schedules to adolescent sleep patterns. The American Academy of Pediatrics recommends that middle and high schools start at 8:30 a.m. or later because biological shifts during puberty make it hard for many teens to fall asleep early. That recommendation supports the proposal because a schedule that routinely begins before students can obtain adequate sleep asks them to learn during a period when alertness is often reduced.
- ② A 2018 study compared different groups of biology students at two Seattle high schools before and after a 55-minute start-time delay in 2016. Median school-night sleep was 34 minutes longer afterward. Median biology grades were 77.5 percent before and 82 percent afterward, a difference of 4.5 percentage points. The comparison offers more than an opinion about tiredness: sleep and biology grades were both higher in the later-start cohort. Still, the study does not prove that sleep alone caused the grade difference. The evidence supports a local trial, not a promised gain for each student.

- ③ Opponents reasonably note that a later dismissal could interfere with bus routes, sports, after-school jobs, and family schedules. That counterclaim deserves local evidence, not dismissal: the district should compare route capacity, activity schedules, and family survey results before choosing a time. Yet inconvenience alone is weaker than the health and learning evidence unless those records show that a workable schedule is impossible. The American Academy of Pediatrics recommendation and the Seattle study establish a clear reason to try a later start. A phased pilot, followed by attendance, sleep, and transportation data, would test whether the benefits outweigh the local costs.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① State the writer's central claim. What limit does the writer place on that claim in paragraph 1?

- ② What evidence from the Seattle study does the writer use, and how does the writer explain its connection to the claim?

- ③ What counterclaim does paragraph 3 present? What local evidence does the writer say should be examined before a decision?

4 How does the order of the three paragraphs build the writer’s final recommendation?

3 YOUR TURN

____ Your own words

Sources for Your Turn

Use the supplied source summaries to write about school phone use during class. You may cite these cards without opening their links. For another permitted topic, obtain the required number of credible sources before writing. Quote only wording labeled as an exact source quotation; paraphrase summaries.

Source A: OECD (2023). PISA 2022 Results: From data to insights.

Editorial summary: Across OECD countries, students reporting distraction from their own digital devices in most or every mathematics lesson scored 15 points lower than those reporting it never or almost never, after adjustment for student and school socioeconomic profiles. OECD is an international organization that analyzes education data.

Scope and limits: This is an association among assessed students, not proof that phones alone cause a score difference or that a ban will improve scores.

https://www.oecd.org/en/publications/2023/12/pisa-2022-results-volume-i_76772a36/full-report/from-data-to-insights_f1c46d26.html

Source B: UNESCO (2023). Global Education Monitoring Report: Technology in education.

Editorial summary: The report linked excessive or inappropriate technology use with weaker student performance, while recognizing benefits in some learning contexts. In 2023, fewer than one in four countries banned smartphones in schools. UNESCO is the United Nations education agency and reviews international evidence and policies.

Scope and limits: The policy count describes 2023, not current policy or evidence that bans work. Benefits depend on context and purpose.

<https://gem-report-2023.unesco.org/>

Write a 120- to 160-word analysis arguing for or against a school policy about student phones during class. State a clear claim, use and explain two credible sources, address one counterclaim, and end with a conclusion that follows from your evidence.

Write your response

Write 120-160 words. Use and explain the required sources, keep their limitations clear, and include every element in the task.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

The local proposal is a fictional classroom example; named research and health guidance are real.

Underline the writer's main claim and final position, circle each source or evidence detail, write C beside the counterclaim, and number the paragraphs 1 through 3 to show the sequence of reasoning. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	State the writer's central claim. What limit does the writer place on that claim in paragraph 1?	The district should begin high school at 8:30 a.m. or later. The writer says this change would not solve every challenge teenagers face.
2	What evidence from the Seattle study does the writer use, and how does the writer explain its connection to the claim?	Median school-night sleep was 34 minutes longer and median biology grades were 4.5 percentage points higher after the 55-minute delay, comparing separate groups. The author links these associations to potentially better learning conditions while noting that causation is not established.
3	What counterclaim does paragraph 3 present? What local evidence does the writer say should be examined before a decision?	A later dismissal could disrupt buses, sports, jobs, and family schedules. The writer says the district should examine route capacity, activity schedules, and family survey results.
4	How does the order of the three paragraphs build the writer's final recommendation?	The writer first states a claim supported by medical guidance, then adds study results, and finally addresses practical objections before recommending a phased pilot to weigh benefits against local costs.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should test supervised phone storage during class, with access outside lessons and appropriate exceptions. UNESCO's 2023 report links excessive or inappropriate technology use with weaker performance while recognizing benefits in some learning contexts. That supports focusing a rule on distractions rather than banning useful tools. OECD's PISA 2022 analysis found a 15-point mathematics gap between frequently distracted and rarely distracted students after socioeconomic adjustment. This association does not prove phones alone cause lower scores, but it strengthens the reason to study classroom attention. Critics may argue that families need urgent contact or that students need medical access. Therefore, establish reliable office communication and individual access procedures before the trial. Review interruption records and family feedback after one month, then decide whether the evidence supports continuing the policy.

Accept equivalent statements that accurately identify the claim, evidence, counterclaim, and reasoning sequence. For the open response, require a sustained logical sequence in which each credible source is connected explicitly to the writer's position and the counterclaim receives a reasoned response. Local proposals are fictional classroom examples; named research and guidance are real. Seattle compared separate cohorts, not individual gains, and does not establish sole causation. Its Results explicitly labels the grade medians 77.5% and 82%, a 4.5-percentage-point difference. Sources: AAP (2014), <https://pubmed.ncbi.nlm.nih.gov/25156998/> ; Dunster et al. (2018), <https://doi.org/10.1126/sciadv.aau6200> .