

Source Signal Check

Integrate evidence before making a decision.

CCSS.ELA-Literacy.SL.11-12.2 "Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems..."

NAME _____

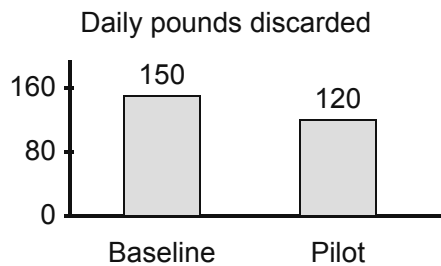
DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB All data and voices below are a classroom simulation. Read Sources A and B, then listen to a partner read Source C aloud. Compare what each source can establish.

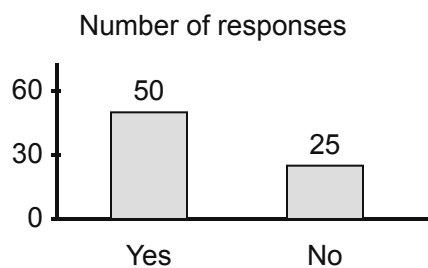
Should the School Expand Smaller Portions?

- ① The fictional school serves 200 lunches each day. It is considering offering smaller first portions with optional second helpings to reduce waste. Source A records food discarded during two five-day weeks: a baseline week and a pilot week. Menus differed. The same scale was checked before each daily weighing; the chart shows daily averages, not totals.
- ② Source B is a voluntary, one-time poll of 75 students who attended an environmental club lunchtime display. Fifty said they would choose a smaller first portion. The club promotes waste reduction. Its poll reports intentions in this group; attendance was self-selected, and repeat response checks were not recorded.
- ③ Source C, cashier interview script: "I counted selections on the first pilot day. Twelve of the 200 lunch buyers chose a smaller first portion. I did not track individual students, compare them with the club poll or ask why they chose it. The smaller-portion sign was posted near the end of service. I have not counted other pilot days." A partner reads this script aloud while listeners keep their eyes off this paragraph, then listeners check their notes against the text.

A • Cafeteria weighing log: two five-day weeks**Less food discarded during the pilot week**

Daily average: baseline 150 lb; pilot 120 lb. Both weeks served 200 lunches per day. Menus differed. The same checked scale was used. The chart starts at zero.

Classroom simulation. Values are pounds of discarded food per day.

B • Environmental club voluntary poll**50 of 75 attendees said yes**

Question: Would you choose a smaller first portion? Yes 50; no 25. Only visitors to the club display responded. Repeat-response checks were not documented.

Classroom simulation. Intentions, not observed purchases.

2 ANSWER WITH EVIDENCE

Use the media and background

- 1** What does Source A show, and why does it not prove the portion option caused the change?

- 2** Evaluate the credibility and accuracy limits of Source B.

3 Why are the 50 in Source B and 12 in Source C not a direct contradiction?

4 What should be checked in each source before recommending expansion?

3 YOUR TURN _____ Your own words

Materials: one worksheet and pencil per learner; groups of three or four; no device required. Use the printed chart and poll with the actual spoken cashier script.

Use all three sources to make and defend a qualified recommendation. Evaluate each source and identify one apparent discrepancy that the group must interpret.

1. Hear and verify

Take turns reading Source C aloud so every learner also listens once without looking at that paragraph. Listeners note its count and one limitation, then check both against the script.

Count, population and one limitation:

2. Assess all three sources

Each learner explains what one source measures and a credibility or accuracy check it needs. Continue until the group has evaluated all three; each learner then identifies a limit of another source.

Brief notes for A, B and C, one line each:

3. Discuss a decision

Each learner proposes a next step using all three sources. Ask and answer a question about a discrepancy. Compare recommendations; record agreement or a remaining difference without forcing consensus.

Recommendation and one unresolved question:

4. Defend and reflect

Each learner delivers a short recommendation citing all three sources, one check for each, and the discrepancy. A listener challenges one inference; respond and state what further information would change your decision.

Inference challenged and your response:

PART 1 • READ AND MARK

All data and voices below are a classroom simulation. Read Sources A and B, then listen to a partner read Source C aloud. Compare what each source can establish. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What does Source A show, and why does it not prove the portion option caused the change?	Average daily discarded food fell from 150 to 120 pounds, a 30 pound decrease. Different menus and only two weeks limit a causal conclusion; checked weighing supports measurement, not causation.
2	Evaluate the credibility and accuracy limits of Source B.	The poll reports 50 of 75 club-display attendees choosing an intention. Its volunteer sample, advocacy setting and undocumented repeat checks limit representativeness and confidence in the count.
3	Why are the 50 in Source B and 12 in Source C not a direct contradiction?	They count different things in different groups and periods: intentions among 75 attendees versus actual choices among 200 buyers on one day. Late signage is another possible influence, not a proven cause.
4	What should be checked in each source before recommending expansion?	Check Source A daily logs and comparable menus, Source B original responses and duplicates/sampling, and Source C selection logs plus signage/timing and more days. Match units and groups before comparing.

PART 3 · YOUR TURN (SAMPLE ANSWER)

I recommend extending the pilot with clear signage and comparable menus before expanding it. Source A records less discarded food, but menu changes could contribute. Source B shows interest among a self-selected group, with repeat responses unchecked. Source C records lower actual uptake on one day; its twelve choices do not directly contradict fifty survey intentions from a different group. I would check the original records, count more days and ask why students choose each option.

The chart and poll are supplied simulated artifacts; the cashier script must actually be spoken and heard. Do not equate intentions with choices or daily averages with weekly totals. A thirty-pound change is a 20 percent decrease from 150, but the task does not require that percentage. Source B gives 50/75 intentions; Source C gives 12/200 actual choices in a different sample. Score evaluation of each source, explicit discrepancy handling and a defensible decision, not agreement with the model. Accept a justified decision to pause or continue a bounded trial. Nothing establishes a causal effect, full-school preference or financial savings.