Evidence at the Stop

Evaluate sources before making a recommendation

11-12.W.8.b "Assess the strengths and limitations of each source (e.g., relevance, accuracy, and credibility) in terms of the task, purpose, and audience."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline a strength and circle a limitation for each source, then number the sources by how useful they are for recommending stops to inspect, with 1 as most useful.

Where Should the Shelters Go?

1. To recommend where the city should install two new bus shelters, a student committee must persuade transit officials who manage a limited budget. Their report needs evidence about heat, ridership, and whether a shelter will fit. The city's online heat map is a strong starting point: it identifies blocks with relatively hot surfaces, draws on satellite measurements, and explains when its data were collected. Yet those measurements show surface temperature at the satellite's observation time, not the air temperature riders feel while waiting. A hot block on the map deserves a closer look, but the map alone cannot identify the best stop.

2. The committee also has a rider log kept by neighborhood volunteers. For five weekdays, volunteers counted people waiting at six stops after school and noted whether each stop had shade. These observations connect more directly to riders' experience than the heat map does, and the stated schedule makes the counts easier to check. However, volunteers chose the stops and observed only after school. Their log cannot establish typical morning or weekend use, and a busy stop outside their route might be missing. The report should describe the log as a snapshot, not a complete ranking of citywide need.

3. A shelter manufacturer's brochure offers roof dimensions and an estimated price, details officials need when considering a purchase. It also claims that its canopy "cuts heat exposure by half," but gives no test method, location, or comparison shelter. Because the company benefits from a sale, the unsupported claim is less credible than the measurements on the city map. In its report, the committee can cite the brochure for dimensions and the estimated price, while identifying both as figures to verify before buying. It can use the map to select blocks for inspection and the log to flag stops for additional rider counts.

2 ANSWER WITH EVIDENCE

Use the passage

1. How can the heat map help the committee, and why can it not identify the best stop by itself?

2. What makes the rider log relevant to the committee's task, and what limits the conclusions officials can draw from it?

3. Which brochure details are useful to officials, and why should they question its claim about heat exposure?

4. A committee member writes, "The brochure proves this shelter will halve the heat at every stop." How should the committee revise its use of the brochure for transit officials?

3 YOUR TURN

Your own words

You are writing to the principal about replacing water fountains: a certified lab report lists test results from three fountains this month, while an anonymous online poll of 18 students says the water tastes bad but does not ask which fountains they use. In 70 to 100 words, assess one strength and one limitation of each source, explain what claim each can support for the principal, and identify further evidence you would seek.

ANSWER KEY

Evidence at the Stop

HIGH SCHOOL · 11-12.W.8.b

PART 1 · READ AND MARK

Underline a strength and circle a limitation for each source, then number the sources by how useful they are for recommending stops to inspect, with 1 as most useful. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How can the heat map help the committee, and why can it not identify the best stop by itself?	**It identifies blocks with relatively hot surfaces, but its satellite measurements do not show the air temperature riders experience at a particular stop.**
2	What makes the rider log relevant to the committee's task, and what limits the conclusions officials can draw from it?	**It counts waiting riders and records shade at six stops. Volunteers chose the stops and counted only after school on five weekdays, so the log cannot establish citywide, morning, or weekend need.**
3	Which brochure details are useful to officials, and why should they question its claim about heat exposure?	**Roof dimensions and estimated price help officials consider a purchase. The cooling claim lacks a test method, location, and comparison, and the manufacturer benefits from a sale.**
4	A committee member writes, "The brochure proves this shelter will halve the heat at every stop." How should the committee revise its use of the brochure for transit officials?	**The committee should not present the untested cooling claim as proof. It can cite the dimensions and estimated price as details to verify before buying.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For the principal, the certified lab report offers recent test results that can support a claim about the three fountains it tested. It cannot establish the condition of every fountain in the school, and its results would need to be compared with relevant safety standards before making a safety claim. The poll shows that some students dislike the taste, a concern worth investigating. However, 18 responses with no fountain locations cannot show which fountains students mean or how widespread the concern is. I would request tests at other fountains and a larger survey that identifies fountain locations.

Accept different source rankings in Part 1 when students can justify them in terms of the task. For Part 3, look for distinct claims about test results and student opinions, not an unsupported claim that either source proves the water is unsafe.