

Evidence Under Review

Evaluate sources, weigh limits, and build a balanced claim.

11.R.1 "Evaluation and Synthesis of Information Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary. Gather and organize information from various sources..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each claim supported by evidence. Circle details that help you judge a source's credibility or limitations, then number the sentence that gives a balanced claim.

Later Starts, Stronger Evidence

- ① A student research team begins with the question, "Should high schools start later?" It is too broad because it could include health, transportation, sports, and every age group. The team narrows its inquiry to, "What happened to student sleep and school performance after Seattle high schools delayed their start time in 2016?" This revision names a place, population, change, and outcomes. The researchers plan to compare an original scientific report, district records, and reporting from local news outlets. They record author, date, publisher, evidence, and purpose for each source in a source log.
- ② The scientific report is a strong source for sleep findings because its researchers collected original data from students before and after the schedule change. Using wrist monitors, they found that students slept about 34 minutes longer on school nights after the delay. The report also found a 4.5 percent increase in median grades. Its limits matter: the study examined two Seattle schools, so its results may not predict effects in every district. District attendance records can strengthen the inquiry, but the team must check how the district defines absences and whether any other policy changed at the same time.
- ③ A local newspaper article offers evidence. It quotes coaches, students, and parents who describe problems with later dismissal times, including conflicts with sports, jobs, and transportation. These accounts are useful for identifying consequences that grades and sleep data do not measure, but they cannot show how common a problem is. The team should not treat the article as proof that later starts lower achievement. A balanced claim could state that the Seattle study links a later start to more sleep and higher median grades, while scheduling costs may require planning. The team cites quotations and paraphrases. If an AI tool suggests a source, they verify the original before use.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did the team narrow its original question, and why does the revised question create a more focused inquiry?

2 Why is the scientific report credible for the team's sleep findings? Identify one limitation the team must acknowledge.

3 What evidence supports the main claim about later start times, and what source raises a counterclaim?

4 What two ethical research actions should the team take when using quotations, paraphrases, and AI-suggested sources?

3 YOUR TURN _____ Your own words

Choose a school policy question. Write a narrowed research question, name one primary and one secondary source you would use and one limit for each, then write a two-sentence provisional claim that acknowledges a counterclaim and explains how you would verify any AI-suggested source.

PART 1 • READ AND MARK

Underline each claim supported by evidence. Circle details that help you judge a source's credibility or limitations, then number the sentence that gives a balanced claim. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did the team narrow its original question, and why does the revised question create a more focused inquiry?	The team changed a broad question about all high schools to one about Seattle high schools after a 2016 schedule change. The revised question specifies the place, population, change, and outcomes to investigate.
2	Why is the scientific report credible for the team's sleep findings? Identify one limitation the team must acknowledge.	It is credible because researchers collected original before-and-after data using wrist monitors. Its results may not apply to every district because it examined only two Seattle schools.
3	What evidence supports the main claim about later start times, and what source raises a counterclaim?	The scientific report supports the claim with increased sleep and higher median grades. The local newspaper article raises a counterclaim by describing scheduling conflicts involving sports, jobs, and transportation.
4	What two ethical research actions should the team take when using quotations, paraphrases, and AI-suggested sources?	The team should cite every quotation and paraphrase. It should verify the original source before using a source suggested by AI.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Research question: How would a 30-minute later start time affect first-period attendance among juniors at Lincoln High during the 2026-27 school year? I would use the school's anonymized first-period attendance records, a primary source limited because records do not explain absences, and a peer-reviewed review article about delayed high school start times, a secondary source limited because its schools may differ from Lincoln. Provisional claim: If attendance records show fewer first-period absences after the change, Lincoln should consider a later start because research and local data would point in the same direction. However, family transportation and after-school schedules could create costs, so I would compare schedule surveys with attendance data and verify the original study rather than relying on an AI summary.

Accept equivalent explanations that distinguish original data from reporting or commentary and identify a reasonable source limitation. In the open task, accept varied school policies if the student includes a focused question, source evaluation, a qualified claim and counterclaim, and responsible AI verification.