CAE

CCRA+

Sample Assessment

HIGH SCHOOL

Table of Contents

▶ Overview

CAE's College and Career Readiness Assessment (CCRA+) for grades 6–12 includes a Performance Task (PT) and a Selected-Response Question (SRQ) section. There are three types of questions in the SRQ section: Scientific and Quantitative Reasoning (SQR), Critical Reading and Evaluation (CRE), and Critique an Argument (CA). CCRA+ is administered online. The PT contains an open-ended prompt that requires written responses. The SRQs ask the student to choose the best response based on the Document Library provided.

CCRA+ tasks are designed to assess students' general critical thinking and written communication skills, regardless of their academic concentrations. These skills include scientific and quantitative reasoning, analytic reasoning and evaluation of information, problem solving, writing effectiveness, and writing mechanics. These skills are necessary not only for success in high school and college, but they are important for success in the workplace and other aspects of life outside the classroom. No prior knowledge of any particular field is necessary in order to perform well.

What is presented in this practice assessment is an abbreviated version of a PT and of SRQs. Please note how the assessment includes real-world scenarios and a series of documents that reflect an authentic situation.

About CAE

CAE partners with educational organizations to help prepare students for their next steps. Using our authentic performance-based assessments, educators, students, and their families gain actionable insights to help them develop their critical thinking, problem-solving, and written communication skills — the skills that are necessary for academic success and most in-demand by employers. Instructional materials are available to support essential skill development along with professional development on using performance tasks and how to integrate essential skills instruction into existing curricula. CAE can also develop custom performance-based assessments to measure the specific skills your organization is interested in, including for core subject areas

For more information, visit www.cae.org.

Performance Task: Community Service

ROLE

You are a member of the Abington Public Schools Board of Education.

SCENARIO

The Abington Public Schools Board of Education has been asked to consider the following proposal made by several residents at a recent Board meeting: Abington Public Schools should enact the requirement that middle and high school students must perform unpaid community service in order to graduate from high school. The Board agreed to study and vote on the proposal, with the understanding that if it is approved, Abington Public Schools leaders will develop a program that specifies how students will meet the community service graduation requirement.

By voting yes to the proposal, you would authorize Abington Public Schools District leaders to develop a community service program as a graduation requirement. By voting no to the proposal, you would reject community service as a graduation requirement for Abington students.

In order to make your decision, you have gathered a library of research documents to help you better understand the pros and cons of the proposal. Review these documents and decide whether you would argue in favor of or against the proposal.

TASK

Your task is to decide whether to vote yes or no to this proposal and to provide an explanation for your decision. Make sure to state a position and the rationale behind it, support your position with evidence found in the scenario and the Document Library, and address any potential counterarguments.

There is no correct answer. However, your recommendation should clearly present all the evidence and reasoning necessary to support your position. Your answers will be judged not only on the accuracy of the information you provide, but also on how thoroughly the provided information is covered, how clearly your ideas are presented, how effectively your ideas are organized, and how well your writing reflects the conventions of standard written English.

While your personal values and experiences are important, please complete this task solely on the basis of the information provided above and in the Document Library.

Document Library

Document 1: Report of the community service study group

Document 2: Letters to the editor from two Abington students

Document 3: Magazine article about community service

Document 4: Another school district's community service data

Document 5: Another school district's community service program evaluation

Report

To: Abington Public Schools Board of Education

From: Community Service Study Group

Subject: Summary of CSSG's Findings

_____

Background

At a recent Board of Education meeting, six Abington residents spoke in favor of requiring middle and high school students to perform community service as a graduation requirement. They envision a requirement similar to the one enacted by Howard Public Schools, one of our neighboring school districts in Franklin County. To assist the Board in reaching this decision, Board Member Sally Merkin agreed to lead a Community Service Study Group (CSSG) with the assistance of interested residents. The CSSG findings are summarized below.

Findings

Community Service, Definition and Rationale: Community service is an unpaid activity that benefits the people and institutions of a community. Many such activities are suitable for teenagers. Research suggests that teens can benefit from community service: teens who volunteer are more likely to have positive school experiences, develop good self-esteem, and avoid risky behaviors such as smoking or using illegal drugs.

Growth of Mandatory Community Service: For three decades, the idea that public schools should require students to participate in community service has been gaining support. In cities such as Atlanta, Chicago, Cincinnati, Philadelphia, and Washington, D.C., community service is a high school graduation requirement. Smaller school districts have also adopted the requirement. According to school and community leaders, a well-designed community service requirement enriches students' learning and promotes civic pride and responsibility.

Opposition to Mandatory Community Service: Mandatory community service for students is controversial and has faced strong opposition. Many parents and students argue that community service should be a personal choice and that the requirement amounts to forced labor for students. Objections to mandatory community service have led to lawsuits, with opponents claiming the requirement violated students' or parents' constitutional rights. However, courts have always ruled in favor of schools that implemented the requirement.

Howard Public School District's Community Service Requirement: Ten years ago, Howard Public School District (HPSD), a neighboring school district, established a community service requirement. Like Abington, Howard is a small city with numerous public and nonprofit facilities and organizations (e.g., parks, libraries, youth sports, recreation centers) that can offer community service opportunities for students.

HPSD students must perform a total of 75 hours of community service. Students may begin community service in grade 7. HPSD maintains a website page that lists approved community service organizations and their contact information. Students may locate community service opportunities independently or with a guidance counselor's assistance. Guidance counselors track and record community service hours completed by students.

Abington Press
The Student Paper of **Abington High School**

Abington Students Offer Views on Proposed Community Service Requirement

Community Service Shouldn't Be Forced on Abington Students

Last February, a blizzard dumped 28 inches on the region. When the snow stopped falling, Mayor Clarke posted a message on Abington's community listserv: elderly and disabled residents needed help shoveling. Within hours, dozens of teenagers, including me, were out shoveling. We voluntarily helped others in the community because it was the right thing to do.

Now the Abington School Board is considering a proposal that would force Abington teens to perform community service in order to graduate from high school. What an awful idea! This requirement would rob teens like me of an experience all young people should have: the satisfaction of helping the community because we want to, not because we have to.

The community service requirement would also place extra demands on families. Parents would have to help their children find opportunities to earn service hours and then provide the needed transportation. Time spent doing community service would also take away from time parents and children should be spending together.

Even worse, the community service requirement would make extra work for the very organizations it's meant to assist. The professionals who manage these organizations would have to find suitable tasks for teenagers and then train and supervise them. And what are the chances these teens would have a good attitude toward work they were being forced to do?

Abington's teenagers should help out in the community when there is useful work they can do with enthusiasm. We shouldn't be forced to do work we don't care about just to graduate.

Monica Ruggeri
Monica Ruggeri
Abington Middle School 8th grader

Community Service Requirement for Graduation Helps Students and Community

In a few months, I will graduate from Abington High School. I'm in favor of the proposed community service requirement for middle and high school students. Based on personal experience, I think this requirement is an outstanding idea.

In the summer after seventh grade, I volunteered at the Abington Animal Rescue Center. It wasn't my idea, though—it was my parents'. They wanted me to do something useful and interesting with my free time during summer vacation. After researching a few ways I could volunteer—as a library assistant, a referee for the youth soccer league—I decided to work at the Animal Rescue Center.

The work wasn't fun or exciting. I cleaned out cages, swept floors, and fed the cats and dogs. I volunteered just two mornings a week, and at first I looked forward to my time off, so I could have fun with my friends. But gradually my attitude changed. My supervisor valued my help. It freed her and other staff to do other important tasks, such as reuniting lost dogs and cats with their owners and finding good homes for abandoned and/or mistreated pets.

By the end of that summer, I'd volunteered 60 hours of my time at the animal shelter. The staff appreciated my hard work and positive attitude. My supervisor encouraged me to return the next summer and I did.

In the summer after ninth grade, I was old enough to apply for a paid job as a camp counselor. I had to provide a reference—someone besides my parents who could recommend me. Since I'd been a volunteer, that was easy. My supervisor wrote a great recommendation, and I got the job.

Community service is an excellent way for students to gain experience and skills in actual workplaces that serve the community in valuable ways. When students perform community service, they help themselves while they're helping others.

Jerome Jackson
Jerome Jackson
Abington High School Senior

Community Service

by Nate Kagan

Required Community Service May Have Negative Effects

Increasingly, school districts across the country require students to perform community service hours to graduate from high school. The requirement is based on the assumption that community service helps students develop positive attitudes about themselves, connect to their communities, and become responsible citizens.

While these outcomes are admirable, they are also hard to measure. In fact, few researchers have tried to determine if mandatory community service actually achieves these outcomes. This lack of research frustrates opponents of mandatory community service who think the requirement may have negative effects.

Sociologist Marta Ruehl had reason to wonder about the downsides of required community service. Her school district had the requirement when she graduated 11 years ago, and she recalls that some students resented it. According to Ruehl, they viewed community service as something to get out of the way as soon as possible. "That was easy, actually," says Ruehl. "We had to do 75 hours between seventh grade and senior year. In grades seven through nine, I volunteered about 25 hours a year, and I was done."

Ruehl designed a study to find out if her experience was common. She examined data from several school districts that enacted required community service for students as a graduation requirement. The data showed that the rate of volunteering for eighth graders increased slightly after the requirement was enacted. But for 12th graders, the rate of volunteering decreased after the requirement was enacted.

Based on the study, Ruehl concludes that being required to do community service hours may cause students to lose enthusiasm for voluntarily helping out in their communities. She wonders if this effect will continue in their adult years. In other words, will mandatory community service for students make them less connected to their communities in the long run?

Ruehl points out that her study does not answer that question, but future research could. Such research might compare the volunteer activity of adults who did community service as a graduation requirement with those who did not.

Ruehl also suggests there could be a different explanation for the decreased rate of volunteering for 12th grade students who performed community service to graduate. It's possible, she says, that once students complete their required hours, they may lose track of other activities they do voluntarily because they don't need to record and count them. ▪

HOWARD PUBLIC
SCHOOL DISTRICT

Community Service Data

Howard Public School District students perform 75 hours of community service as a high school graduation requirement. Figure 1 shows the average number of community service hours students in each grade performed last year.
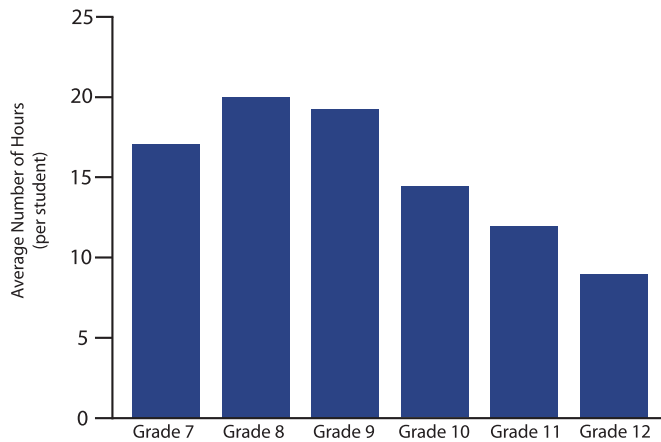

Figure 1. Average Number of Community Service Hours Performed by Students

Some students performed more community service than the required minimum of 75 hours. Figure 2 shows the percentages of seniors in last year's graduating class who performed more than 75 hours of community service.
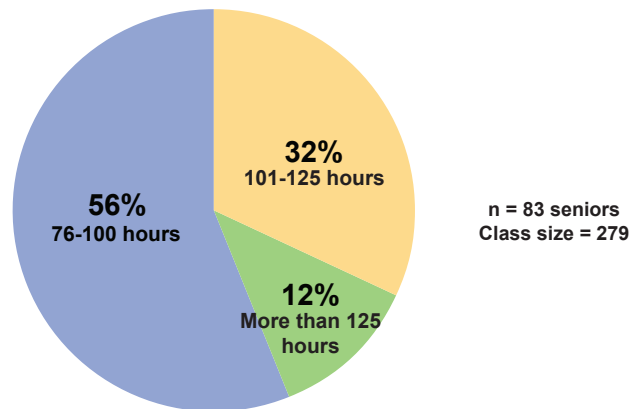

32%
101-125 hours

56%
76-100 hours

12%
More than 125 hours

n = 83 seniors
Class size = 279

Figure 2: Seniors Performing More than 75 Hours of Community Service

HOWARD PUBLIC SCHOOL DISTRICT

Community Service Program Evaluation

Our records indicate that HPSC students earned community service hours through your organization in the past year. To help us evaluate our Community Service Program, please provide the information requested below.

Name of Organization: Franklin County Board of Elections
Your name and title: Gerald Jefferson, Deputy Director
Describe your organization's function: To register voters and conduct local, state, and national elections

For the following questions, please provide information for the past year.

1. How many HPSD students performed community service for your organization and in what grades were these students enrolled?
We had a total of 22 volunteers from grades 7-12.

2. How many hours of community service, in total, did HPSD students perform for your organization?
According to our Volunteer Log, HPSD students volunteered a total of 322 hours. Each student also participated in a one-hour training session.

3. What responsibilities did HPSD students have in your organization?
Students served as Election Aides at polling places on Primary Election Day in April and on General Election Day in November. Some students also volunteered as office assistants, helping staff prepare Board of Elections mailings (stuffed and addressed envelopes) to registered voters.

4. How did your organization benefit from community service performed by HPSD students?
The election year was a busy time for the Board of Elections as we worked to get registered voters to the polls. We notified voters of their polling places and provided sample ballots to inform them in advance of the candidates and issues they would vote on. We welcomed student volunteers' assistance with these important, time-consuming tasks. Setting up polling places and staffing them on election days were other essential responsibilities we carried out with the assistance of student volunteers.

5. How did HPSD students benefit from performing community service for your organization?
Volunteering for the Board of Elections gave students a close-up view of the election process and how it affects them. Students gained appreciation of the effort involved in informing voters about candidates and ballot issues. Some students came to us with little interest in politics and government but became keenly interested in them through their work. Other students were already aware of the Board of Elections' importance in the community. For these students, community service for the Board of Elections was an opportunity to do volunteer work that they value highly.

6. What problems or concerns, if any, do you have regarding HPSD's Community Service Program?
It would be helpful if school guidance counselors were more selective about the students they direct to the Board of Elections for community service. In some cases, we found it challenging to work with unreliable and unmotivated students. We were not willing to supervise such students and asked them to find volunteer opportunities elsewhere.

▷ Performance Task Answer Sheet

Please use the space below to write your response to the task on page 4.

Fueling the Future

In a quest to solve the energy problems of the twenty-first century—that is, to find sustainable and renewable sources of energy that are less destructive to the environment yet economical enough to have mass appeal—scientists throughout the world are experimenting with innovative forms of fuel production. While oil is still the most common source of fuel, there is a finite amount of it, and new alternatives will become necessary to sustain the supply of energy that we are accustomed to.

Corn-based ethanol, the most common alternative to traditional fossil fuels (primarily coal, petroleum, and natural gas), is mixed into gasoline in small quantities, and it now accounts for about 10% of the fuel supply from sources within the United States. Because corn is grown on farmland, it is subject to price fluctuations based on supply and demand of the crop, as well as disruptions resulting from naturally occurring events, such as droughts and floods. At present, nearly 40% of the corn grown in the United States is used for fuel, and the demand for corn-based ethanol is rising. To meet this demand, wetlands, grasslands, and forests are all being converted into farmland with the sole intention of growing corn for more ethanol production. Corn grown for ethanol has become a more valuable commodity for farmers than crops grown for food, and this has negatively affected consumers worldwide, as shown by the increasing price of food over time.
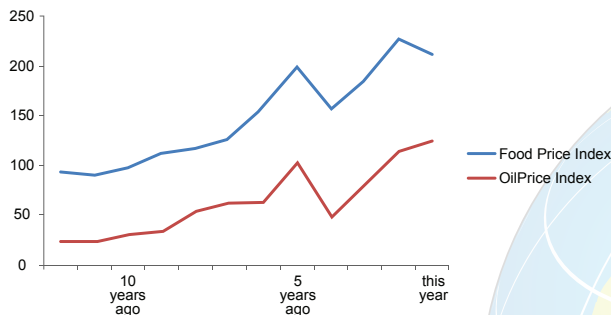
carbon dioxide when they are burned, algae have the ability to recapture and use that carbon dioxide during photosynthesis while they are growing. In this regard, the advantage is enormous. The process of growing algae actually absorbs more carbon dioxide than is released into the atmosphere when it is burned for fuel. Most manufacturing processes strive for "carbon neutrality"—or the balance between carbon emissions and depletion corresponding to a net carbon output of zero. Even better, algae-based biofuel can be described as "carbon negative." Other forms of biofuel can make similar claims. For example, ethanol from corn also eliminates carbon dioxide in the atmosphere through photosynthesis. Unlike corn, however, algae grow in water, usually in man-made ponds built on land not used for crops. Additionally, algae do not require fresh water. Instead algae can be grown in salt water, and, in some cases, even sewage water and other waste material.

The most promising aspect of algae biofuel stems from its yield. When compared to other biofuel producers, algae's fuel yield per harvested acre is over 500 times greater than that of corn.

The following chart compares commonly used biofuel crops on several important factors.

Table 1: Comparison of biofuel crops (based on information found at: algaefuel.org and c1gas2org.wpengine.netdna-cdn.com)

Figure 1: Food and oil price indices (based on information found at www.fao.org and www.indexmundi.com)

Product	Oil Yield Gallons/ Acre	Harmful Gas Emissions	Use of Water to Grow Crop	Fertilizer Needed to Grow Crop	Energy Used to Extract Fuel from Crop
Ethanol from Corn	18	high	high	high	high
Biodiesel from Soybeans	48	high	high	low-medium	medium-low
Biodiesel from Canola	127	medium	high	medium	medium-low
Biodiesel from Algae	10,000	negative	medium	low	high

Another alternative that has gained attention in recent years is the harvesting of biofuel from algae. Biodiesel, a type of biofuel, is produced by extracting oil from algae, much like the process involved in creating vegetable oils from corn or soybeans. Ethanol can also be created by fermenting algae.
Algae biofuel has some unique benefits that separate it from other fossil fuel alternatives. To begin with, while all fuels create

QUESTIONS: Data Literacy

1. **Which of the following negatively affects algae biofuel's ability to be a "carbon-negative" energy source?**

   A. It takes 3000 liters of water to create one liter of biofuel from algae, which is highly inefficient and wasteful of resources.

   B. The process of extracting biofuel from algae requires more energy than is generated by burning the biofuel itself.

   C. The construction of facilities needed to extract algae biofuel would initially require the use of fossil fuels for energy.

   D. Algae biofuel is about 25 years away from being commercially viable, by which point there will be more efficient alternative energy sources.

2. **The graph shows that food and oil prices increase and decrease together. Which of the following is the most plausible explanation for this phenomenon?**

   A. As the price of food increases due to supply and demand, the cost of oil also rises because less land is available for planting corn.

   B. Food and oil suppliers dictate the prices of their goods. Therefore, the prices of food and oil rise as consumers can afford to pay more for commodities.

   C. The prices of oil and food are simultaneously affected by global conditions, such as natural disasters, weather, famine, and political unrest.

   D. Farmers plant more corn for ethanol when the price of oil increases. The price of food then rises because less food-yielding crops are being produced.

3. **What additional information could be added to the table for evaluating the efficiency and viability of algae biofuel compared to other sources of biofuel?**

   A. The average amount of money farmers earn per acre for each biofuel source.

   B. The costs associated with the extraction of energy from each biofuel source.

   C. The taxes collected by the government on the sale of each biofuel crop.

   D. The level of financial support each type of biofuel has received from investors.

4. **Which of the following could plausibly occur if algae become a highly efficient and cost-effective source of biofuel?**

   A. The price of food would fall because more farmland could be used to produce food rather than corn harvested for ethanol.

   B. The supply of fresh water would be reduced because of the demands of harvesting algae for biofuel.

   C. The cost of fuel would rise as the world's markets become flooded with alternative sources of energy.

   D. The amount of carbon in the air would increase because more fuel will be burned due to lower costs.

Dear Nord County School Board,

We urge you to consider a ban on serving coffee in the Nord High School cafeteria. This is important for protecting and promoting good health practices in our teenagers. Caffeine is a harmful drug for growing brains and bodies. Many adults struggle to break their own addiction to coffee so allowing the teenagers at Nord High School to begin drinking coffee on a regular basis is a dangerous idea. Teenagers have less self-control and common sense about their own health than their adult counterparts.

There may be parents and researchers who claim that a daily cup or two of coffee for a teenager is not dangerous, but this is a misconception that is easily erased by simply looking at the facts. Teenagers need more sleep than most adults because their minds and bodies are still developing. Caffeine consumption disrupts their sleep cycles and leads to sleepiness during the school day. One study found that teenagers who fell asleep during class consumed 76% more caffeine than those who did not sleep during the school day. Additionally, caffeine consumption can lead to mood swings, impulsiveness, and loss of control. These are issues that many parents deal with. Serving coffee in the Nord High School cafeteria only worsens these problems and threatens the healthy functioning of our high school students.

Ban coffee from Nord High School and help Nord teenagers lead healthier lives.

Sincerely,

Garret Ricci

Garret Ricci
Parent of Nord High School students

Petition to Keep Coffee in our School Cafeteria

To all Nord High School students:

Due to complaints from some parents, the Nord School Board is now considering a ban on coffee in our high school cafeteria. This would be an injustice to our school community! We have a right to make our own choices about our bodies and our consumption habits. Coffee is a healthy drink in moderation and is an important part of the school day for students who lead busy lives, balancing homework, friends, work, and extra-curricular activities. Just one cup of coffee during the day can help busy students stay alert and focused.

It's time that the Nord School Board treats high school students like the young adults that we are. They must give us the responsibility of making smart choices, and we will rise to the occasion. We must demand respect for our choices and our needs.

Oppose the ban on coffee in the Nord High School cafeteria by signing the petition below. Protect our rights!

Sincerely yours,
Lisa Browning
Nord High School Senior Class President

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

▶ QUESTIONS: Critical Reading & Evaluation

1. **Which of the following statements, if true, would most seriously weaken Garret Ricci's claim?**

   A. Teenagers who are prone to mood swings and impulsiveness consume caffeine at the same rate as their peers.

   B. Adults who consume a small amount of caffeine daily are able to multitask more efficiently.

   C. Adults who consume caffeine regularly were not necessarily coffee drinkers as teenagers.

   D. Eighty percent of caffeine consumed by teenagers is consumed in the form of soda and other caffeinated non-coffee beverages.

2. **Which of the following is a significant flaw in the Garret Ricci's argument?**

   A. The author assumes that teenagers have less self-control than adults, without any evidence.

   B. The author claims that sleeping during class is caused by caffeine consumption, while it may be that caffeine consumption is a result of sleepiness.

   C. The author associates sleep and mood with health, without explaining the connection.

   D. The author uses anecdotal evidence from parents and teenagers, rather than a substantial body of research.

3. **On which point do Garret Ricci and Lisa Browning most clearly disagree?**

   A. The ability of teenagers to make reasonable judgments about their own health.

   B. The usefulness of coffee as a replacement for sleep.

C. The effects of coffee on the human brain and body.

D. The prevalence of coffee in a variety of cultural and commercial settings.

4. **It can be inferred that Lisa Browning would MOST LIKELY agree with which of the following statements?**

   A. The School Board should not be allowed to make decisions about anything that affects the daily life of students.

   B. The job of a class president is to protect the rights of students and represent their voices.

   C. Parents who complain about coffee in the cafeteria have a negative view of teenagers.

   D. Every high school student should enjoy the physical and mental benefits of coffee by drinking it daily.

5. **Which of the following statements could be used as a counterargument to Garret Ricci's claim?**

   A. Coffee needs to be available in high school cafeterias for the teachers and staff members who rely on it.

   B. Because of its bitter taste, most teenagers are unlikely to consume coffee, whether or not it is served in their high school cafeterias.

   C. Teenagers will be exposed to coffee elsewhere, so it is important that they learn to consume it in school, with self-control and moderation.

   D. It is the parents' job, not the school's, to determine whether their teenagers should consume caffeine.

DOCUMENT: Critique an Argument

ARGUMENT

Law-enforcement agencies depend heavily on eyewitnesses to identify suspected criminals. Indeed, it is estimated that 77,000 people nationwide are put on trial each year because of eyewitness identification. Traditionally, eyewitnesses are asked to identify suspects in a police "lineup" where suspected criminals are presented along with known innocents, called fillers, in a simultaneous (all at once) lineup. However, nowadays the lineups typically involve photos, not actual people. New research conducted in a well-controlled laboratory setting suggests that presenting photographs in a sequential (one at a time) lineup significantly reduces eyewitnesses' identification of fillers from 18% in simultaneous lineups to 12% in sequential ones. It is clear that the sequential lineup is far superior to the simultaneous one, and it is imperative that law-enforcement agencies change the way in which eyewitnesses identify criminal suspects. This will greatly reduce the number of innocent people put on trial.

QUESTIONS: Critique an Argument

1. **Which of the following is the strongest argument against the speaker's position that law-enforcement agencies need to change eyewitness identifications from simultaneous to sequential lineups?**

   A. Simultaneous lineups have traditionally been used and have always worked well, so it does not make sense to change things.

   B. Eyewitnesses using a sequential lineup may not be better at ruling out fillers because the rate of misidentification between the two groups is not that large.

   C. It is easier for eyewitnesses to rule out fillers in a simultaneous lineup because they are seeing everyone at the same time.

   D. People should have faith in the legal system because there are many steps in the judicial process to prevent an innocent person from going on trial.

2. **The speaker states that the study was conducted in a well-controlled laboratory setting. The speaker probably intended this statement to**

   A. establish that a laboratory study is better than a study that was conducted in the field because it is free of competing explanations for the difference between the two lineups.

   B. illustrate that a laboratory setting is one in which a placebo must be in place in order for researchers to draw an accurate conclusion about the two lineups.

   C. demonstrate that both real-world and scientific experiments can be conducted in laboratory settings because laboratory settings are neutral environments.

   D. reveal that the results of the study are not accurate because studies conducted in a laboratory setting are contrived and not a reflection of what happens in the real world.

Continued

3. **Which of the following research results would best strengthen the case for law-enforcement agencies using sequential lineups instead of simultaneous ones?**

   A. The same percentage of suspects was found guilty by juries regardless of whether a sequential or simultaneous lineup was used.

   B. Eyewitnesses presented with a sequential lineup made fewer overall selections than those presented with a simultaneous lineup.

   C. Eyewitnesses presented with a sequential lineup feel more confident about their choices than those presented with a simultaneous lineup.

   D. Fewer fillers were identified as criminals by eyewitnesses presented with a sequential lineup than those presented with a simultaneous one in real-life cases.

4. **What assumption does the speaker make when stating that law-enforcement agencies can reduce the number of innocent people sent to prison if they use sequential lineups?**

   A. Eyewitnesses could identify fillers as criminal suspects who then could be incorrectly put on trial and ultimately sent to prison.

   B. If the simultaneous lineup is less accurate at identifying suspects, then more fillers are misidentified and incorrectly tried than if law-enforcement agencies only use sequential lineups.

   C. If the sequential lineup is better at increasing the number of correctly identified suspects, then the fillers will no longer be needed, leading to fewer people being incorrectly put on trial.

   D. People who act as fillers in multiple lineups could be incorrectly identified as suspects in one lineup but not in another.

5. **Eyewitnesses from multiple cases were recruited to participate in a follow-up study where they were randomly assigned to one of two groups. Which one of the following research designs could be used to test the hypothesis that an officer's body language influences eyewitnesses' ability to correctly identify a suspect in a lineup?**

   A. Have officers with knowledge of the cases present images in a sequential lineup to one group of eyewitnesses and in a simultaneous lineup to the other group.

   B. Have officers with no knowledge of the cases present images in a sequential lineup to one group of eyewitnesses and in a simultaneous lineup to the other group.

   C. Have officers with knowledge of the cases present images to one group of eyewitnesses and officers with no knowledge of the cases present images to the other group.

   D. Two officers, one with and one without knowledge of the cases, present images to one group of eyewitnesses and another officer with knowledge of the cases presents images to the other group.