

CAE



CCRA+

Sample Assessment

MIDDLE SCHOOL

www.cae.org

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► 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 (SOR), 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 the practice example is an abbreviated version of a PT and SRQs. Please note how the assessment includes real-world scenarios and a series of documents that reflect an authentic situation.

This sample includes three examples of a high quality response that demonstrate the student's critical thinking and written communication skills.

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: Healthy Eating

ROLE

You are a volunteer for the Nutrition Team at the Green Hills Neighborhood Health Fair. The goal of the fair is to help community members learn about healthy living practices and to educate families about resources in their neighborhood.

SCENARIO

At the fair, you are paired with a neighborhood family of four that is seeking advice about healthful eating on a budget. They want to both save money and improve the nutritional value of their meals. In particular, the family is seeking meals with more protein and fiber and less fat. They would also like to know how they can get more vitamins and minerals into their diet. Lastly, they want nutritious meals that will be delicious and appealing to all members of the family. As a Nutrition Team volunteer you have several resources to inform families about eating well. You have pricing and nutritional information from the neighborhood supermarket and suggested meal plans to offer to people seeking nutritional advice. Further, you have also had a conversation with the executive director of the Green Hills Neighborhood Association (via instant messenger), who is a certified nutritionist.

TASK

Based on the information provided in the Document Library, suggest a sample meal plan that best fits the health needs and budget of the family you are advising and write a recommendation for the family. You may choose a meal plan from Document 3 or create your own based on the information in the documents. Your meal plan should include the foods for three meals and one snack.

Question

Why did you choose to include certain foods in the meal plan and exclude others? Using information from the Document Library, explain your reasoning. Be sure to explain why you did or did not choose to include each of the meal plans in Document 3 and support your explanation by citing information from the other documents. In your recommendation, list the foods you would include in each meal, and explain why the meal plan you suggest best fits the family's health and financial needs.

Document Library

Document 1: Interview with Cheryl Robinson, M.S. in Nutrition-Executive Director, Green Hills Neighborhood Association

Document 2: Green Hills Market, Common Foods Nutritional and Pricing Information

Document 3: Sample Daily Meal Plans, provided by Green Hills Health Fair

DOCUMENT 1: Interview with Cheryl Robinson, M.S. in Nutrition — Executive Director, Green Hills Neighborhood Association

Volunteer: Hi, Ms. Robinson! Thank you so much for agreeing to help me understand the goals of the Green Hills Neighborhood Health Fair. I want to make sure that I have the best information if I am to advise families of their nutritional plans.

Cheryl Robinson: No problem! Our goal is to help people in the neighborhood understand that they can improve their health and lifestyles through eating better. The first step towards this goal is helping people know what nutrients they need and which foods provide those nutrients.

V: So what nutrients should people include in their diet as part of a healthy lifestyle?

CR: Nutritionists generally recommend consuming foods that have the appropriate amounts of proteins, fats, carbohydrates, and vitamins. They suggest eating foods low in fat and high in protein as well as consuming good carbohydrates. This doesn't mean that fat should be avoided altogether. For example, nuts and fish are high in fat but extremely healthful food options. Nutritionists also suggest limiting the amount of cholesterol, sodium, and calories in one's diet. People should be careful with the amount of sodium they eat. Processed foods tend to be very high in salt so it is best to stay away from them.

V: You mentioned "good" carbohydrates. What are some "good" carbohydrates?

CR: The good carbohydrates that nutritionists recommend are fruits, vegetables, and some kinds of grains. These carbohydrates can also be good sources of fiber, which is an important part of our diet.

V: So what are the recommended amounts of nutrients for a proper diet?

CR: Great question! Most people need 40-50 grams of protein, 25 grams of fiber, and about 300 grams of carbohydrates per day. Nutritionists recommend limiting fat to less than 60 grams per day. Other essential nutrients include vitamin A, vitamin C, calcium, and vitamin B. Most of the vitamins and minerals needed for a good diet can be found in fresh fruits and vegetables in local grocery aisles.

V: A lot of people that I have spoken to are concerned that fresh, healthful foods are expensive. Is there a way to eat well on a budget?

CR: There certainly is. Eating well can be very affordable, in fact. Nutritionists recommend that you consume more fruits and vegetables than any other food group. This is a real benefit to people shopping on a budget, as these foods are usually much more affordable than meat. You don't need to buy fancy health foods; you just need to shop smart for nutritious foods that you can find in any grocery store aisle or farmers' market. The key is shopping smart.

V: What does it mean to "shop smart"?

CR: I have a few tips for shoppers who want to eat well without spending a lot of money. Shopping more often and buying less food on each trip will help keep your supply of fruits and vegetables fresh, so they do not rot and go to waste. Compare prices at the grocery store. Depending on the season, different fruits and vegetables will be priced differently. Try to choose foods that are in season and affordable. Also, plan your meals for every two or three days, and go grocery shopping about as often, so that you never waste produce by letting it go bad. Also, do not be afraid of frozen fruits and vegetables—they can be just as nutritious, and, often times, just as fresh because they are canned or frozen immediately upon being picked.

V: This is great! Thank you!

DOCUMENT 2: Green Hills Market, Common Foods Nutritional and Pricing Information

	Serving Size	Calories	Fat (grams)	Carbs (grams)	Fiber (grams)	Protein (grams)	Vitamins and Minerals	Green Hills Market price (per 1 serving)
Spinach	1 cup (30 grams)	7	0.1	1.1	0.7	1	Vitamin A, Vitamin C	\$0.35
Tomatoes	1 medium (123 grams)	22	0.2	4.8	1.5	1.2	Vitamin A, Vitamin C	\$0.65
Broccoli	148 grams	50	0.6	10	4	4.2	Vitamin A, Vitamin C, Calcium	\$0.70
Lima Beans	0.5 cup (94 grams)	108	0.5	20	7	8.5		\$0.30
Almonds	35 almonds (40 grams)	186	16	6	12	4.0	Calcium, Iron	\$1.10
Potatoes	1 potato (213 grams)	163	0	38	5.2	4.3	Vitamin C, Vitamin B	\$0.45
Apples	1 apple (182 grams)	95	0.3	25	4.5	0.5	Vitamin C	\$0.35
Strawberries	0.5 cup (72 grams)	24	0.2	5.5	1.7	0.5	Vitamin C	\$0.75
Wheat Bread	1 slice (28 grams)	69	1.3	12	2	3.6		\$0.15
Spaghetti	1 cup (140 grams)	221	1.5	43	2.5	8		\$0.45
Potato Chips	29 grams	155	11	15	1.6	2		\$0.70
Brown Rice	1 cup (195 grams)	216	1.8	45	3.5	5.8	Vitamin B	\$0.40
Cheddar Cheese	1 slice (28 grams)	120	9	0.5	0	7.5	Calcium	\$0.45
Fruit Yogurt	1 cup (245 grams)	250	3	47	0	11	Calcium	\$2.50
Orange Juice	1 cup (248 grams)	111	0.5	26	0.5	1.7	Vitamin A, Vitamin C	\$0.35
Eggs	1 egg (50 grams)	78	5	0.6	0	6.5	Vitamin B	\$0.35
Ground Beef	100 grams	225	17	0	0	23	Vitamin B	\$1.10
Fried Chicken	130 grams	320	16	5	0.1	30	Vitamin B	\$1.60
Salmon	198 grams	400	25	0	0	40	Vitamin C, Vitamin B	\$3.15

Carbs is abbreviated for Carbohydrates.

▶ DOCUMENT 3: Sample Daily Meal Plans (Provided by Green Hills Fair)

Find the Meal Plan that fits your needs!

Meal Plan 1

Breakfast

Eggs
Cheddar Cheese
Fruit Yogurt

Lunch

Salmon
Broccoli
Brown Rice

Snack

Almonds
Strawberries

Dinner

Ground Beef
Spaghetti
Tomatoes



Meal Plan 2

Breakfast

Eggs
Toast (Wheat Bread)
Orange Juice

Lunch

Wheat Bread
Cheddar Cheese
Tomatoes

Snack

Apples
Fruit Yogurt

Dinner

Lima Beans
Brown Rice
Broccoli



Meal Plan 3

Breakfast

Eggs
Cheddar Cheese
Toast (Wheat Bread)

Lunch

Spaghetti
Tomatoes
Cheddar Cheese

Snack

Potato Chips
Orange Juice

Dinner

Fried Chicken
Spinach
Potatoes



Meal Plan 4

(Custom Meal Plan)

Breakfast

Lunch

Snack

Dinner



Performance Task Answer Sheet

Please use the space below to respond to the task and answer the question from page 4.

► Performance Task Sample Response 1

Based on your needs and the information in the documents provided by Green Hills Neighborhood Health Fair, I have created a custom meal plan for your family:

Breakfast: 2 Eggs, Cheddar Cheese, Orange Juice
Lunch: Lima Beans, Broccoli, Brown Rice
Snack: Fruit Yogurt, Apple
Dinner: Ground Beef, Spaghetti, Tomatoes

This meal plan is based on the meals described in Meal Plan 1 but has been changed to fit comfortably within your budget, and still provide nutritional foods that reach your health goals to increase protein and fiber, and also limit calories and fat.

For breakfast, I recommend a meal of two eggs, cheddar cheese, and orange juice. This is a classic and delicious breakfast the whole family will really like. Together, eggs and cheddar cheese give you 20.5 grams of protein, which is an ideal amount of protein in a meal. Since this is a good amount of protein for one meal, you don't need to add the fruit yogurt as suggested in Meal Plan 1. Instead, I recommend adding orange juice, because it is a healthy choice. It's also a refreshing beverage for the morning meal.

For lunch, I recommend a meal of lima beans, broccoli, and brown rice. For this meal, I substituted salmon with lima beans. Salmon is a delicious and protein-filled food but lima beans are much cheaper. Lima beans cost \$0.30 per serving while salmon costs \$3.15 per serving. So you save \$2.85 per serving, which saves your family a total of \$11.40 for the whole meal! Even though salmon has 36 more grams of protein than the lima beans, you can still get the recommended 40-50 grams of protein per day as long as your other meals are full of protein. With all the ground beef, yogurt, eggs, and cheese in your meal plan, your family will receive as much protein as they need. The broccoli and brown rice in this lunch plan give fiber and vitamins that are necessary in a healthy meal.

For your snack, I recommend eating fruit yogurt and apples. Fruit yogurt is delicious and filled with protein. Apples have plenty of fiber and Vitamin C. I did not recommend the almonds and strawberries provided in Meal Plan 1 because these are way too expensive. For dinner, I recommend the dinner suggested in Meal Plan 1: ground beef, spaghetti, and tomatoes. This is a great, delicious meal for your family. Spaghetti has a lot of carbohydrates, but don't worry. According to our nutrition expert and executive director, some carbohydrates are very important for your diet.

While there are some benefits to the meal plans suggested in Document 3, this custom meal plan I'm suggesting is the best for your family's needs. Meal Plan 1 has high-fiber, high-protein options with a low fat and calorie content, but it is the most expensive. Meal Plan 2 is healthy and nutritious, but I chose to create a new meal plan that included more variety, since I know a diverse appeal is important to your family. There is no meat or fish in Meal Plan 2 and wheat bread is repeated in breakfast and lunch. Meal Plan 3 is quite inexpensive, but it does not offer as nutritious food options for the family to eat. It does not provide food options that are as perfect for your health goals of eating meals with high protein and high fiber while also being low in fat and calories.

The meal plan suggested above is a healthy and budget-friendly choice for your family. Enjoy!

Analysis and Problem Solving

Subscore: 6

- States an explicit decision/ conclusion/ position
- Provides comprehensive support, including nearly all of the relevant and credible information, in a manner that demonstrates outstanding analysis and comprehension of the documents
- Thoroughly refutes contradictory evidence or alternative decisions/ conclusions/positions (if applicable)

Writing Effectiveness

Subscore: 5

- Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments
- Provides valid elaboration on facts or ideas related to each argument and cites sources of information

Writing Mechanics

Subscore: 5

- Demonstrates very good control of grammatical conventions
- Consistently writes well-constructed sentences with varied structure and length
- Uses varied and sometimes advanced vocabulary that effectively communicates ideas

The above scores, pulled from the CCRA+ rubric, illustrate how a student's response might be graded. However, a common question we receive from formative-minded educators is: "How might we use this information to improve?" The simplest action to take is to refer back to the rubric (provided on page 12) and review the characteristics of a response you would expect students to achieve.

► Performance Task Sample Response 2

After careful consideration of the documents and an assessment of your health and budgetary needs, I recommend Meal Plan #2 from our list of sample meal plans as a healthy and affordable option for your family. Not only does Meal Plan #2 fit comfortably within your budget, it also provides nutritional foods that reach the health goals of increasing protein and fiber, while limiting calories and fat.

I recommend Meal Plan #2 because it provides nutritional value and will likely appeal to the tastes of all your family members. Eggs, for example, are a very popular breakfast meal because of their versatility and flavor. The inclusion of orange juice will make breakfast a delicious and energizing way to start the day. For lunch, all of your family members are likely to enjoy a well-prepared grilled cheese sandwich. The combination of wheat bread, cheddar cheese, and tomatoes makes a delicious and nutritionally balanced meal. A snack of yogurt and apples is both protein-filled and low in fat. Finally, you can end your day with a nutritional meal of lima beans, brown rice, and broccoli.

Meal Plan #2 is superior to the other options for its health benefits and alignment with your needs. It does not include overpriced or highly fattening food items like Meal Plans #1 and #3 do. For example, Meal Plan #3 includes fried chicken, which is fattening. Meal Plan #2 is tasty, low in fat, and nutrient-filled while remaining inexpensive. As Cheryl Robinson, the executive director of Green Hills Neighborhood Association, notes, eating well can be very affordable. It is important to know what to buy and how to make smart decisions in the grocery aisle. To know more about eating well on a budget, you and your family can access further information and recommendations from the Green Hills Neighborhood Association.

Analysis and Problem Solving

Subscore: 4

- States an explicit decision/ conclusion/position
- Provides valid support that addresses multiple pieces of relevant and credible information in a manner that demonstrates adequate analysis and comprehension of the documents: some information is omitted
- May attempt to address contradictory information or alternative decisions/conclusions/ positions (if applicable)

Writing Effectiveness

Subscore: 5

- Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments
- Provides valid elaboration on facts or ideas related to each argument and cites sources of information

Writing Mechanics

Subscore: 6

- Demonstrates outstanding control of grammatical conventions
Consistently writes well-constructed complex sentences with varied structure and length
- Displays adept use of vocabulary that is precise, advanced, and varied

The above scores, pulled from the CCRA+ rubric, illustrate how a student's response might be graded. However, a common question we receive from formative-minded educators is: "How might we use this information to improve?" The simplest action to take is to refer back to the rubric (provided on page 12) and review the characteristics of a response you would expect students to achieve.

► Performance Task Sample Response 3

There are many ways to eat healthy without spending a lot of money. Green Hills Neighborhood provides you with options. Of the meal plans that they provide, I recommend you choose Meal Plan #1 or Meal Plan #2. #1 is a little expensive but it has salmon which is known to be a healthy part of any meal. It is also full of vegetables like broccoli.

Meal plan #2 is also a good option but some of your family member may not be happy with a meal of lima beans and brown rice for dinner. It depends on your family and their tastes. The only thing I would not do is take Meal Plan #3. It has potato chips and fried chicken which are known to be fattening. If you are trying to avoid fat then Meal Plan #3 is not for you. Your family could choose something healthier like chicken that is not fried. Or regular potatoes instead of potato chips.

If you decide to design your own meal, just be sure to include lots of vegetables and fruits. Even carbohydrates can be okay to eat. You can find healthy food in the grocery aisle, you just have to shop smart. You also have to be sure that everything is fresh so you don't waste it. Pick foods that are healthy and make a meal plan that fits your family's needs and their budget.

Thank you and enjoy.

Analysis and Problem Solving

Subscore: 2

- States or implies a decision/ conclusion/position
- Provides analysis that addresses a few ideas as support, some of which is inaccurate, illogical, unreliable, or unconnected to the decision/ conclusion/position

Writing Effectiveness

Subscore: 3

- Provides limited or somewhat unclear arguments. Presents relevant information in each response, but that information is not woven into arguments
- Provides elaboration on facts or ideas a few times, some of which is valid; sources of information are sometimes unclear

Writing Mechanics

Subscore: 3

- Demonstrates fair control of grammatical conventions with frequent minor errors
- Writes sentences that read naturally but tend to have similar structure and length
- Uses vocabulary that communicates ideas adequately but lacks variety

The above scores, pulled from the CCRA+ rubric, illustrate how a student's response might be graded. However, a common question we receive from formative-minded educators is: "How might we use this information to improve?" The simplest action to take is to refer back to the rubric (provided on page 12) and review the characteristics of a response you would expect students to achieve.

▶ Performance Task Scoring Rubric

	1	2	3	4	5	6
<p>Analysis and Problem Solving</p> <p>Making a logical decision or conclusion (or taking a position) and supporting it by utilizing appropriate information (facts, ideas, computed values, or salient features) from the Document Library.</p>	<p>May state or imply a decision/conclusion/position</p> <p>Provides minimal analysis as support (e.g., briefly addresses only one idea from one document) or analysis is entirely inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position</p>	<p>States or implies a decision/conclusion/position</p> <p>Provides analysis that addresses a few ideas as support, some of which is inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position</p>	<p>States or implies a decision/conclusion/position</p> <p>Provides some valid support, but omits or misrepresents critical information, suggesting only superficial analysis and partial comprehension of the documents</p> <p>May not account for contradictory information (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides valid support that addresses multiple pieces of relevant and credible information in a manner that demonstrates adequate analysis and comprehension of the documents; some information is omitted</p> <p>May attempt to address contradictory information or alternative decisions/conclusions/positions (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides strong support that addresses much of the relevant and credible information, in a manner that demonstrates very good analysis and comprehension of the documents</p> <p>Refutes contradictory information or alternative decisions/conclusions/positions (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides comprehensive support, including nearly all of the relevant and credible information, in a manner that demonstrates outstanding analysis and comprehension of the documents</p> <p>Thoroughly refutes contradictory evidence or alternative decisions/conclusions/positions (if applicable)</p>
<p>Writing Effectiveness</p> <p>Constructing organized and logically cohesive arguments. Strengthening the writer's position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence).</p>	<p>Does not develop convincing arguments; writing may be disorganized and confusing</p> <p>Does not provide elaboration on facts or ideas</p>	<p>Provides limited, invalid, over-stated, or very unclear arguments; may present information in a disorganized fashion or undermine own points</p> <p>Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion); sources of information are often unclear</p>	<p>Provides limited or somewhat unclear arguments; presents relevant information in each response, but that information is not woven into arguments</p> <p>Provides elaboration on facts or ideas a few times, some of which is valid; sources of information are sometimes unclear</p>	<p>Organizes response in a way that makes the writer's arguments and logic of those arguments apparent but not obvious</p> <p>Provides valid elaboration on facts or ideas several times and cites sources of information</p>	<p>Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments</p> <p>Provides valid elaboration on facts or ideas related to each argument and cites sources of information</p>	<p>Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments</p> <p>Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information</p>
<p>Writing Mechanics</p> <p>Demonstrating facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).</p>	<p>Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge</p> <p>Writes sentences that are repetitive or incomplete, and some are difficult to understand</p> <p>Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear</p>	<p>Demonstrates poor control of grammatical conventions with frequent minor errors and some severe errors</p> <p>Consistently writes sentences with similar structure and length, and some may be difficult to understand</p> <p>Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear</p>	<p>Demonstrates fair control of grammatical conventions with frequent minor errors</p> <p>Writes sentences that read naturally but tend to have similar structure and length</p> <p>Uses vocabulary that communicates ideas adequately but lacks variety</p>	<p>Demonstrates good control of grammatical conventions with few errors</p> <p>Writes well-constructed sentences with some varied structure and length</p> <p>Uses vocabulary that clearly communicates ideas but lacks variety</p>	<p>Demonstrates very good control of grammatical conventions</p> <p>Consistently writes well-constructed sentences with varied structure and length</p> <p>Uses varied and sometimes advanced vocabulary that effectively communicates ideas</p>	<p>Demonstrates outstanding control of grammatical conventions</p> <p>Consistently writes well-constructed complex sentences with varied structure and length</p> <p>Displays adept use of vocabulary that is precise, advanced, and varied</p>

DOCUMENT: Data Literacy

The Music Business More Listeners, More Money?

It's in our cars, on our computers, and streaming from the Internet. Music is everywhere these days, and with the technology industry rapidly expanding, more people are listening to music on their personal devices, like tablets and smart phones. This means people can listen to their favorite songs while they email, exercise, work, travel, and commute. People can listen to music almost anytime they want and data seem to indicate that they do. Looking at the numbers can help one understand just how much more time Americans are spending listening to music in recent years.

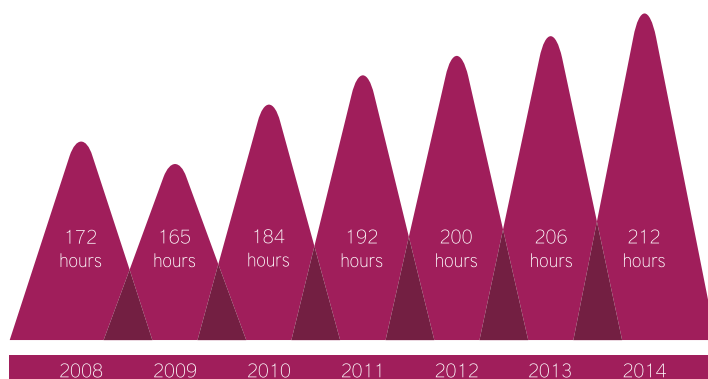
This continued increase in music listening should be exciting news for record companies and recording artists. One would expect that the more often Americans listen to music, the more money the music industry would make. However, this is not necessarily the case.

New Forms, Less Profit

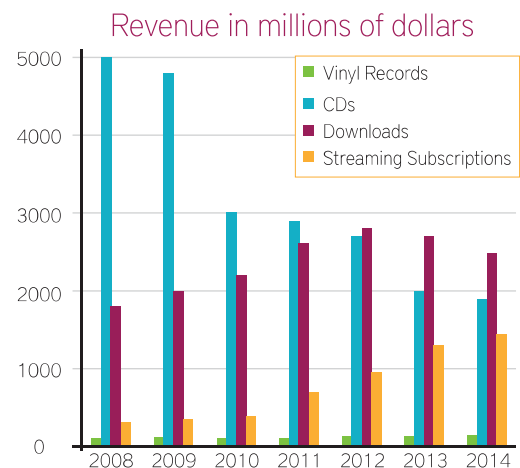
Just as technology is responsible for the increase in music listening, it may also be responsible for the music industry's struggles to make money from its listeners. When people started using the Internet to listen to music, the traditional way for record companies to make money—selling CDs and records—quickly disappeared and companies were scrambling for new ways to profit. The Internet introduced the world to the music download. Online services like iTunes sell music downloads for a base price per song, providing a way for the music industry to make money from digital music listening. This method of making profit, however, has been repeatedly challenged by illegally pirated music downloads and free music streaming sites. Extensive legal battles and public campaigns have gradually limited the amount of illegal downloading options

available to the average Internet user. However, streaming sites have figured out how to generate money from their services through advertising or subscription-based fees. The bar graph depicts a look at how changes in music listening formats have affected profits over a seven-year timeframe.

Streaming and downloading do not provide the same profit that CD and record sales previously did. Despite the efforts to profit from new forms of music distribution, record companies—not to mention recording artists—are still earning less than in the pre-Internet days. According to one industry trade group, recording earnings fell below \$7 billion in 2013 for the first time since they began tracking these rates in 1973. Growth in the technology industry is good for listeners, but less so for the music industry that seeks to make a profit from music listeners.



Time Americans spend listening to music, per person, per year.



SOURCES:

<http://www.nytimes.com/2014/09/26/business/media/music-sales-drop-5-as-habits-shift-online.html>
http://www.nytimes.com/2014/07/04/business/media/sharp-rise-seen-in-music-streaming-as-cd-sales-and-downloads-plummet.html?_r=0
<http://www.digitalmusicnews.com/permalink/2014/06/26/streaming-isnt-saving-music-industry-new-data-shows>
<http://www.digitalmusicnews.com/permalink/2015/01/20/vinyl-comeback-really-looks-like>

▶ QUESTIONS: Data Literacy

- 1. Which of the following data sets would be most relevant to the author's claim?**
 - A. data showing the amount of money spent on advertising by record companies
 - B. data showing what percentage of listeners use new technology to listen to music
 - C. data showing the relationship of music-listening hours to time spent on the Internet
 - D. data showing the average amount of music-listening hours for different age groups
- 2. If someone wants to claim that streaming music has the potential to generate greater profits in future years, which statement would best support this claim?**
 - A. The amount of money earned from music downloads decreased between 2012 and 2014.
 - B. The rise in music-listening hours is smaller than the decrease in money earned through CD sales.
 - C. The rate of increase in profits for streaming music has risen steadily in recent years.
 - D. The total money earned from music sales in 2014 is less than the total money earned from music sales in 2008.
- 3. Which of the following statements, if true, would best support the author's claim?**
 - A. Most consumers said they would never pay for entertainment material that they know they can get for free on the Internet.
 - B. Many advertisers say they would like to appeal to a music-listening audience.
 - C. More music listeners purchased a CD or vinyl record in the past year than in the previous 10 years.
 - D. Some recording artists represented by record companies have produced digital-only albums.
- 4. It can be inferred that the author of the passage would most likely agree with which of the following statements?**
 - A. Consumers will always choose the most familiar option, rather than the newest technology.
 - B. There is always a way for companies to profit from people's habits.
 - C. The success of the technology industry is challenging the way other industries make a profit.
 - D. People's dislike for advertising will lead them to return to old forms of music listening.
- 5. What conclusion can be drawn from the information given in the passage?**
 - A. Changes in the way people listen to music have affected the way recording artists create their products.
 - B. The high level of advertising has led to an increase in subscriptions to music-streaming sites.
 - C. The decrease in profits from music sales has led to fewer recording artists in the industry.
 - D. The ability to listen to music for free has led to more listening hours per person.

1-B, 2-C, 3-A, 4-C, 5-D
Answer Key:

DOCUMENT: Critical Reading & Evaluation



Jacqueline Lee
Superintendent of Schools
Bayford County

Dear Parents of Bayford County Students:

As we prepare to start a new school year, we are doing all we can to ensure that this year will be successful, inspiring, and safe. Last year, we saw several counts of petty theft and bullying in our middle and high schools. While we have been lucky that none of these incidents escalated to more serious violence, we are aware that our students are not free from crime and danger. We are committed to doing all that we can to make our schools safe for all of our students.

In order to carry out this commitment, I have made the decision to install security cameras in all of our public schools. Cameras will cover all school entrances and exits, hallways, and doorways to locker rooms and bathrooms, where thefts most often take place. The cameras will be connected to a direct live feed in both the principal's office and the local police precinct. This is to ensure that if there were a serious incident in our school, we can work efficiently with the police department to keep our students safe. The security cameras will, of course, incur some expense, for which we will adjust our budget accordingly. I see this as more than a precaution; this is a necessity. It will help children feel safe when they come to school each day. In case a crime is committed, we will be ensured that the resources needed to solve the problem and prevent escalation are available.

Here's to a safer year, full of learning!

Sincerely,

Jacqueline Lee, Superintendent of Schools

BAYFORD PRESS LETTERS TO THE EDITOR

Dear Bayford County Parents, Teachers, and Students:

I am writing in response to a notice that was sent to the parents of all Bayford County school children from Jacqueline Lee, our superintendent of schools, announcing her decision to put security cameras in all of our public schools. This is cause for alarm among our entire community! I have written to the superintendent's office several times to protest this action and I urge you to do the same.

Lee claims that the security cameras will protect our students from crime and danger. This is unnecessary and misguided. Lee goes on to mention a few counts of petty theft and bullying, then admits that the Bayford County School System has never had issues with more violent crime. Theft and bullying are issues that need to be addressed through discussion and information, not by putting our students and teachers under constant watch. These security cameras, which will send a direct feed to the police station, are a violation of privacy. Our children already live in a world with increasing security and decreasing privacy. Our

schools should be a place where they trust and feel trusted by the adults around them. Security cameras send the message to our students and staff that they are dangerous criminals. I predict that these cameras will cause more crime than they will prevent.

Additionally, these cameras will cost thousands of dollars to purchase, install, and maintain! Our schools need more money for academic programming and higher teacher salaries. A strong learning environment is what will keep our students safe. These kinds of extreme measures are expensive and counterproductive. I urge you to take a stand and protest this abuse of our tax dollars and of our students!

Sincerely,
Sheila Rey
Bayford County parent and former teacher

Sources:
<http://www.scholastic.com/browse/article.jsp?id=3751958>
<http://parade.com/352032/marilynvossavant/surveillance-cameras-in-schools/>

▶ QUESTIONS: Critical Reading & Evaluation

- 1. Which of the following statements, if true, gives the strongest support to the views presented by Jacqueline Lee in her letter to parents?**
 - A. Nearby counties have already installed security cameras in their schools.
 - B. Three out of four students surveyed reported feeling unsafe during the school day.
 - C. The school thefts all occurred in the boys' or girls' locker rooms.
 - D. A security guard has been employed by the school for the past five years.
- 2. It can be inferred that Sheila Rey, the author of the letter to the Bayford Press, would most likely agree with which statement?**
 - A. People's privacy is not valued enough by society.
 - B. Parents, not the school, are responsible for a child's safety.
 - C. Education should focus solely on academic issues.
 - D. Theft is not a serious enough crime to cause any response from the school.
- 3. On which point do the two authors most likely agree?**
 - A. Budget issues and large expenses should be decided democratically.
 - B. Teachers are responsible for teaching students ethical conduct.
 - C. Student behavior is unpredictable and possibly dangerous.
 - D. School is a place where students should feel safe.
- 4. Which of the following statements, if true, would most weaken the position presented by Jacqueline Lee?**
 - A. The cost of maintaining security cameras can be more expensive than the cost of installing them.
 - B. Security cameras are more effective for solving thefts than for preventing violence.
 - C. Schools with high security measures tend to have more behavioral issues and worse student-teacher relationships.
 - D. Large schools tend to have higher crime rates than smaller schools.
- 5. Which of the following statements, if true, would reveal a possible bias in Sheila Rey's argument?**
 - A. Sheila Rey was formerly a teacher in a school in a different county that had a high crime rate.
 - B. Sheila Ray has two children in the Bayford County Elementary School.
 - C. Sheila Rey formerly ran in opposition to Jacqueline Lee for the position of Superintendent of Schools.
 - D. Sheila Rey worked as a school guidance counselor after being a teacher.

Answer Key:
1-B, 2-A, 3-D, 4-C, 5-C

▶ DOCUMENT: Critique an Argument

ARGUMENT

The language of computers and technology is the most useful language in today's world. That is why the foreign language requirement in schools should be replaced with a computer programming requirement. Learning computer coding would give students a skill set that will lead to success in their professional and academic careers.

Currently, most American schools begin a foreign language requirement in 6th or 7th grade. Students choose between French, Spanish, and, sometimes, Chinese. Some students continue to learn these languages for years, but the vast majority of students stop in high school and never use the

language again. Foreign languages are only useful for students who choose to travel or work with a community that speaks the language. Computer programming, however, is a universal language and will aid students throughout their lives. It provides students with far more opportunities to succeed in technology and business than knowing a second language offers. Furthermore, it helps students understand how computers work, which is a central part of everyday life. Schools should keep with the times and replace the foreign language requirement with a computer programming requirement.

Sources: http://www.nytimes.com/2014/03/24/world/europe/adding-coding-to-the-curriculum.html?_r=0

▶ QUESTIONS: Critique an Argument

1. **The author states, "The language of computers and technology is the most useful language in today's world." Which of the following statements, if true, would weaken that belief?**

- A. It is hard to predict how important computer programming will be in the future, because computers are changing rapidly.
- B. If a student does not learn a particular technological skill in school, he or she often learns it on the job.
- C. Most Americans are more likely to speak Spanish on the job than to use a computer programming language.
- D. Students who are exposed to computer programming at a young age are more likely to take on technological challenges than those who are not.

2. **Which of the following statements could be used as a counterargument to the author's claim?**

- A. Foreign language learning provides students with an important cultural awareness that an education in computer programming does not provide.

B. Students interact with technology outside of the classroom so they have no need for learning programming in school.

C. Because of the focus on literacy and mathematics in most school systems, all language requirements will likely be terminated.

D. Computer programming is best taught as an extra-curricular activity, to students who are already passionate about computers.

3. **Which of the following, if true, would reveal a bias in the author's argument?**

A. The author comes from a multilingual background where foreign languages are spoken at home.

B. The author works as a computer programmer and owns a small technology company.

C. The author served on the board of education in his local town for many years.

D. The author has children in the 6th and 7th grade, where the foreign language requirement begins.