Center
for Global
Education

Asia
Society

Performance
Assessment

POSITION PAPER:
WHAT IS YOUR PERSPECTIVE?

Performance Assessment Shell
POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

Overview

PERFORMANCE ASSESSMENT	POSITION PAPER: WHAT IS YOUR PERSPECTIVE?	TEACHER NOTES
Time Frame	6-12 Hours	This number assumes some class time and some independent work.
Description	Students will create and share a paper that uses evidenced-based arguments to take a strong position on an issue of global significance.	See the description of Audience, below for ideas about "sharing."
SAGE ALIGNMENT: student choice	Students can demonstrate independence through this task in a number of ways: Students can choose the issue and/or they can choose their position. They can also choose the resources they review and/or the audience for their paper.	
SAGE ALIGNMENT: authentic task	Position papers are written in many professions: the closing argument in a court of law, a briefing for a politician or member of Congress, a presentation at a local city council meeting, a blog post, and a letter to the editor or editorial. They require that students use non-fiction informational texts and develop skills to comprehend as well as critique.	
SAGE ALIGNMENT: global significance	Global issues, by their very nature, are complex and allow students to explore a range of possible positions. Position papers provide students with an opportunity to explore an issue, come to understand other perspectives and cultures, and express their views about that issue while demonstrating their capacity to construct viable arguments and critique the reasoning of others.	Some examples of globally significant issues are poverty, hunger, climate change, access to clean water, conservation, and infectious disease.
SAGE ALIGNMENT: exhibition to an audience	Position papers require students to respond to the varying demands of audiences and purpose. There are many possible audiences for position papers: if students are working on a school issue it might be an assembly, if it's a community issue they might present at a City Council Meeting or Town Hall. Students might submit letters to the editor of a newspaper, or see if they can create a guest blog post. Students can create their own class wiki, or put their papers together into a publishable book on a self-publishing site, such as Blurb. Students might also submit a paper to a conference.	This Summative Assessment is more about the process of writing the paper than about the sharing. Blog and wiki posts, editorials, etc. are powerful sharing methods that do not require extensive time.

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

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Global Leadership Performance Outcomes	**LEAD 11-12.INV1.ISSUE**: Identifies, describes, and frames questions about an issue and explains how that issue is local, regional, and/or global. **LEAD 11-12.INV3.RSPNS**: Analyzes, integrates, and evaluates evidence to formulate a coherent response to a global question. **LEAD 11-12.PERS1.SELF**: Defends personal perspective clearly on situations, events, issues, or phenomena and describes influences on that perspective. **LEAD 11-12.COMM1.ADNCE**: Identifies and understands the expectations and perspectives of diverse audiences and applies that understanding to meet the audience's needs.	
Grade Level Adaptations	• **Elementary**: Student learning might focus on identifying evidence to support their positions and on finding ways to organize their evidence in writing. • **Middle School**: Students will potentially be able to engage in distinguishing their position from others and identify evidence that enhances their position. • **Secondary School**: Students might focus their learning on arguing for their position by acknowledging and countering other popular opposing points of view. Students will also potentially learn to adjust their arguments or language for different audiences.	

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POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

Storyboard Snapshot

TASKS	FORMATIVE TASK #1: CHOOSE AN ISSUE OR SUB-TOPIC TO RESEARCH	FORMATIVE TASK #2: DEVELOP OR CHOOSE A POSITION	FORMATIVE TASK #3: OUTLINE AND DRAFT	SUMMATIVE TASK: EXECUTIVE SUMMARY
The Ask (*this is what you will ask students to do*)	**What makes for good position paper topic?** You will write a page describing the global issue or sub-topic they will be researching.	**What is your position on this issue?** You will research a global issue or sub-topic to inform the crafting on an evidence- based position.	**How can you figure out what you want to say, and how to say it in the most compelling and convincing way possible?** You will create a draft position paper and then use the writing process to revise and edit your drafts.	**If you had two minutes to tell someone about your issue and your position on it, what would you say?** You will create an executive summary that prepares you to present the essential points of your position to an audience.

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

TASKS	FORMATIVE TASK #1: CHOOSE AN ISSUE OR SUB-TOPIC TO RESEARCH	FORMATIVE TASK #2 : DEVELOP OR CHOOSE A POSITION	FORMATIVE TASK #3: OUTLINE AND DRAFT	SUMMATIVE TASK: EXECUTIVE SUMMARY
Learning Activities	**Brainstorm and choose a global issue** You will decide on a topic and gather information for your one page description.	**1. Research an Issue** You will find and analyze resources that will help you to grasp the topics key concepts. **2. Develop or choose a position** You will consider the research you have undertaken, and use it to inform the crafting of an evidence-based position on an issue. **3. Find supporting evidence** You will review your notes and find compelling quotes, facts, statistics, interviews, artifacts, and personal stories that support your position.	**1. Identify and Audience** You will determine the audience you intend to reach with your position paper. **2. Outline and Draft** You will organize your thoughts about the issue with the supporting evidence you have collected. **3. Give and receive feedback** Using feedback from a peer and/or teacher, you will strengthen your drafts by improving your presentation of a position. **4. Incorporate feedback for revision** You will use feedback from a peer and/or teachers to strengthen your paper. **5. Edit** You will use feedback from a peer and/or teachers to strengthen and refine your use of grammar, punctuation, academic vocabulary, and professional language.	**1. Choose your Audience** You will identify the type of presentation you will develop for your intended audience. **2. Executive Summary** You will develop a one-page executive summary and present to your intended audience

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

Rubric

The rubric on p. 6, below, will help you to assess the Global Leadership Performance Outcomes associated with this Performance Assessment (Rubrics for the Global Leadership Performance Outcomes can be found here: http://asiasociety.org/pos).

In addition to the performance outcomes, you will want to assess the Common Core Standards associated with the Position Paper Performance Assessment. You may also need to assess district and state standards and competencies. If your district or state has already developed rubrics for specific competencies and standards, include them here, as seems appropriate.

If your district or state has not developed assessment tools, it may be helpful to refer to the Expanded Scoring Rubrics developed by PARCC.

GLOBAL LEADERSHIP RUBRIC	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
LEAD11-12. INV1.ISSUE	Identifies and describes a local, regional, or global issue.	Identifies and describes a local, regional, or global issue and explores relevant questions about it.	Identifies, describes, and frames questions about an issue and explains how that issue is local, regional, and/or global.	Identifies, describes, and frames original questions about an issue and articulates how that issue is local, regional, and/or global.
LEAD11-12. INV3.RSPNS	Analyzes evidence to address a global question.	Analyzes and integrates evidence to construct a response to a global question.	Analyzes, integrates, and evaluates evidence to formulate a coherent response to a global question.	Analyzes, integrates, and evaluates evidence to formulate a coherent and original response to a global question.
LEAD11-12. PERS1.SELF	Describes personal perspective clearly on situations, events, issues, or phenomena.	Defends personal perspective on situations, events, issues, or phenomena.	Defends personal perspective clearly on situations, events, issues, or phenomena and describes influences on that perspective.	Defends personal perspective clearly, fully, and possibly elegantly on situations, events, issues, or phenomena, and explains in detail how various influences affect that perspective.
LEAD11-12. COMM1.ADNCE	Identifies the expectations and perspectives of diverse audiences.	Identifies the expectations and perspectives of diverse audiences and applies that understanding to address each audience's needs.	Identifies and understands the expectations and perspectives of diverse audiences and applies that understanding to meet each audience's needs.	Identifies and understands the unique expectations and perspectives of diverse audiences and applies that understanding to fulfill each audience's needs.

Center for Global Education

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

Formative Task #1

FORMATIVE TASK	CHOOSE AN ISSUE OR SUB-TOPIC TO RESEARCH	TEACHER NOTES
The Ask	**What makes for a good position paper topic?** Students will write a page describing the global issue or sub-topic you will be researching. Their work should identify, describe, and frame questions about the Issue they will be researching, and should also explain how the issue is local, regional, and/or global. As they work and develop a position on the Issue, they will explain why they selected the Issue or sub-topic for their research.	Research topics (and later, position papers) usually spring from passionate views and important questions that we have, want to explore, and ultimately, want to share with others. As you plan, it can be tremendously helpful to begin by providing students with the opportunity to identify their big questions and strong views about global issues and topics. It may also be helpful for students to review a list of big questions about particular topics. *Example of an Issue*: Water. *Examples of Sub-topics*: Water Scarcity, Water Pollution, Sanitation and Water, and Dead Zones in Oceans and Seas. These are not yet positions for the paper, but rather topics to be researched, out of which a position will be developed.
Time Frame	1-2 hours	
Global Leadership Performance Outcomes	LEAD11-12.INV1.ISSUE	See rubric for assessment criteria.

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

Overview

Storyboard

Rubric

Formative Task #1

Formative Task #2

Formative Task #3

Summative Task

Conclusion

FORMATIVE TASK	CHOOSE AN ISSUE OR SUB-TOPIC TO RESEARCH	TEACHER NOTES
Learning Activity 1	• If students have complete freedom over the issue or topic they select, you might model your own writing process by showing how you gather information about the world. Model how you connect to news and global issues based on your prior life experience, your interests, and what you've read. You might also ask students to read newspapers, watch segments of news, and tune into radio news; then have them discuss the connections between the three different types of media. • Have students brainstorm several topics for their speech and ask them to write, draw or discuss each one for a few minutes. They can use writing partners, re-read their own work, or ask the whole class for advice on which topic is the "thickest," most relevant or most interesting. • Share a few sample speeches that are relevant to your classroom content and/or students' interests. Explore your textbooks and the internet for strong examples and primary source documents to support student thinking. • If you have identified a global issue for students, work with them to brainstorm potential sub-topics to research and ask them to write, draw or discuss each one for a few minutes. They can use partners, re-read their own work, or ask the whole class for advice on which topic is the most relevant or most interesting.	It will be important to consider the scope of choice that students be given: Are they choosing any global issue they can think of? Are they choosing from a vetted list you have created? Are they choosing a sub-topic within a global issue the class has been studying? You may also decide to choose topics for them (and skip this Formative Task).

Center for Global Education

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

Formative Task #2

FORMATIVE TASK	DEVELOP OR CHOOSE A POSITION	TEACHER NOTES
The Ask	**What is your position on this issue?** Students will research a global issue or sub-topic, and use their research to inform the crafting of an evidence-based position. They will write up to a page (in draft form) describing their position. Including a list of the evidence that supports it and the evidence that refutes it. Draft writing should reveal a cogent response to the selected global issue and describe the influences that shaped their position.	Teachers serve as guides, helping students decide, "How do you feel about what you have learned?" "What do you want to convince others?" and "Is there enough evidence to support your position? Or it is your opinion?"
Time Frame	3-5 hours	This task can be completed in a few hours if students are given a limited text set (two or three teacher-selected resources) to work with. Or the activity can be extended, if you are working on teaching students research skills and want to devote time to teaching students to find credible resources, scan the available literature, learn note-taking skills, and cite resources appropriately.
Global Leadership Performance Outcomes	LEAD11-12.INV.1.ISSUE LEAD11-12.INV.3.RSPNS LEAD11-12.PERS1.SELF	See rubric for assessment criteria
Learning Activity 1	**Research an Issue:** Students will find and analyze resources that will help them grasp the topic's key concepts, in addition to deepening their understanding of the range of perspectives about the issue. • Have students complete the first columns of a *KWL/KWHLAQ* chart (http://www.flickr.com/photos/langwitches/5958295132/). If you have a set of class resources for research, you might have them preview the books on their topic to frontload as a scaffold. • Use a protocol to brainstorm and reflect on questions, such as: http://www.bcps.org/offices/lis/researchcourse/explore.html#questions • Model how to take notes for your students (you can offer students several graphic organizers for note-taking, or teach them one strategy, such as Cornell). There are some middle school-level resources that could easily be modified for upper or lower grade students: http://infotech.spsd.org/MS/ms_research_step4.html • Have students complete an *I wonder/Author Says/I say/And So* chart: http://moormangb.ced.appstate.edu/5200_f10/unit1/author_says.pdf	Students will need varying levels of support identifying a position from their research and data. Creating opportunities for discussion and conferencing can provide students with an important opportunity to "think aloud" with each other and with you.

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

FORMATIVE TASK	DEVELOP OR CHOOSE A POSITION	TEACHER NOTES
Learning Activity 2	**Develop or Choose a Position:** Students will consider the research they have undertaken, and use it to inform the crafting of an evidence-based position on the issue. • Ask students to use a mapping/outlining strategy, like mind-mapping, Cornell notes, or T-charts to help them organize their thinking around their position. • If you are writing with your students use the Synthesis Protocol (http://www.west.asu.edu/johnso/synthesis/learners.html) to model your own synthesis of research. • Have students discuss or free-write about their understanding of and position on the issue they have researched. • Using a graphic organizer to have students weigh the evidence for and against the position they have chosen to ensure that the evidence supports their chosen position. Or in pairs have a partner write and ask questions that may poke holes in the evidence supporting the chosen position. Then have the student decide after answering the questions if their position is truly supported by evidence. • Using a graphic organizer have students weigh the benefits and potential pitfalls of the position they have chosen to ensure they fully understand and agree with the ramification of their chosen position. • Have students discuss or free-write about their understanding of, and position on, the issue/topic they have researched. • Create a class mural, asking all students to make a symbol for their position on an issue. After posting the symbols and explaining their positions, ask the other students to describe their views on the position, either verbally or by placing a post-it with comments next to particular symbols.	This is a great time for student conferences. While conferring, students can share their positions with other students.

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

FORMATIVE TASK	DEVELOP OR CHOOSE A POSITION	TEACHER NOTES
Learning Activity 3	**Find Supporting Evidence:** Students will review their notes and find compelling quotes, facts, statistics, interviews, "artifacts," and personal stories that support their position. Students will keep track of the evidence that undermines their position, as they will also need to think about how to respond to counterclaims and conflicting evidence. • In the younger grade levels, a lesson on how to sequence information would be appropriate, helping kids identify where they need the most new information: in the beginning, middle, or end. • Model your own research question development, including several extra questions that are off task. Ask students to help identify which information would support your position and which would be extraneous. • Use a questioning protocol to challenge students to explain how they will use evidence to support their position.	The Model UN has a "hamburger model" to help elementary students think about logical and sequence.

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

Formative Task #3

FORMATIVE TASK	OUTLINE AND DRAFT	TEACHER NOTES
The Ask	**How can you figure out what you want to say, and how to say it in the most compelling and convincing way possible?** Students will create a draft position paper and then use the writing process to revise and edit your draft.	In the upper level grades it would be appropriate to add Introduction of Opposing Points of View and Rebuttals to the task.
Time Frame	3-4 hours	
Global Leadership Performance Outcomes	LEAD 11-12.PERS1.SELF LEAD 11-12.COMM1.ADNCE	See rubric for assessment criteria
Learning Activity 1	**Identify an Audience:** Students will determine the audience they intend to reach with their position paper. • Collect a range of position papers written on the same topic for different audiences (e.g., a school paper, a blog post, a newspaper article, a professional article). Ask students to complete a 3-column-chart, where they list the type of paper in the left column, the intended audience in the middle column, and in the right column, list the evidence that they have correctly identified the intended audience. You may need to model this with the first paper. • Ask students to write a reflection answering some of these questions: Who is the audience I want to reach? Who is most likely to be interested in my topic and my position? If the audience I am writing for is not particularly interested in my topic, what should I do to pique their interest? (Questions from the Purdue University Online Writing Lab are linked below.) • Ask students to meet with a partner to ask each other the following questions: Who is your audience? What do they already know about the subject? What do they need to know? What questions will they have for you? What do you want them to walk away thinking about? What does my audience like to read? What sort of writing will they expect? • Ask students to complete this simple online worksheet on Identifying an Audience: http://www.studygs.net/writing/audience.htm • Scholastic Identifying a Target Audience Activity: http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/targetaud.pdf	

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

FORMATIVE TASK	OUTLINE AND DRAFT	TEACHER NOTES
Learning Activity 2	**Outline and Draft:** Students will organize their thoughts about the issue, with the supporting evidence they have collected. They will use the writing process to construct their first draft. • Offer students a chance to look at exemplars, this time with the purpose of identifying structure, transition words, thesis or position construction, and the conclusion. Students may code the text to highlight these sections, use a rubric to give feedback on the papers, or design an outline checklist for their draft. • Model the outlining and drafting process through think-alouds about how you organize your notes, and then begin to draft. You might want to try multiple leads or organizations and ask kids to evaluate what they find most effective and why. • Organize Writing Centers with specific supports or lessons based on student needs (position creation, transition words, citations, etc.) allow students to work in different writing partnerships or peer edits.	Having students evaluate exemplars with rubric-specific feedback can help solidify what they need to add to do for the task. Look at the Annotated Tasks here at, http://schools.nyc.gov/NR/rdonlyres/0F4660F6-6E81-47F2-B0AC-42D85901CA85/0/NYCDOEG3LiteracySharks_Final.pdf
Learning Activity 3	**Give and Receive Feedback:** Using feedback from a peer and/or teacher, students will strengthen their drafts by improving their presentation of a position, strengthened by the effective use of supporting evidence, and convincing responses to counter-claims. • Try using the STAR or RAG feedback and revision protocols developed by Kelly Gallagher (see resources below). • Create a sheet that allows students to ask specific questions for feedback to multiple revision partners. • After reviewing drafts you may decide to create a specific set of grammar mini lessons based on student need. These mini lessons can then become part of the expectations for revising. • Model and/or use fishbowl exercises to support students in giving constructive and considerate feedback.	At all instructional levels teachers should have both remediation and extensions built into this formative assessment. Direct instruction on the difference between revision and editing as well as developing feedback protocols for peer review can help launch productive feedback sessions.
Learning Activity 4	**Incorporate Feedback for Revision**: Students will use feedback from a peer and/or teacher, to strengthen their infographic. • Using the Global Leadership Rubric (above) and the PARCC and/or LDC Rubrics, model for students how you would use a rubric to improve an infographic. • Using feedback, model for students how to make changes based on comments from a reader. • After reviewing drafts you may decide to create a specific set of mini lessons based on student need. These mini lessons can then become part of the expectations for revising.	

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

FORMATIVE TASK	OUTLINE AND DRAFT	TEACHER NOTES
Learning Activity 5	**Edit:** Students will use feedback from a peer and/or teacher to strengthen and refine their use of grammar, punctuation, academic vocabulary, and professional language. • Give a mini-lesson on editing practices that authors use to ensure they have edited their work, including re-reading, reading the piece aloud, and having someone else read the piece to you. • Pair students up and have them read each other's work aloud so the author can hear the words they have written and self-edit. • Conduct shared group editing to train students in the diligence necessary to edit. Project a student's position paper and, going line by line, have students identify and correct all of the errors they can. Note: In choosing a paper it's great practice to use one that reflects errors typical in your class, to ensure students all learn from the shared experience. • After reviewing drafts, differentiate by giving each student three or four specific things to look for and correct in their draft such as "run-on sentences," "word choice," "sentence variety," or "correct subject-verb agreement." • After reviewing drafts, you may want to order a specific set of mini-lessons based on student need. These mini-lessons can then become part of the expectations for revising.	

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

Summative Task

SUMMATIVE TASK	EXECUTIVE SUMMARY	TEACHER NOTES
The Ask	**If you had two minutes to tell someone about your issue and your position on it, what would you say?** Students will create an Executive Summary that prepares you to present the essential points of your position paper to an audience.	If students are going to present their position paper to a live audience or use a multimedia vehicle to share their work (such as youtube, a blog post, voicethread, glog, PPT, Prezi, etc.), they should create an Executive Summary or a bulleted list of essential points to be addressed. This is not necessary if students are posting their paper to a blog or wiki, or contributing their paper to a book or conference.
Time Frame	2-3 hours	
CCSS Standards	N/A	
Global Leadership Performance Outcomes	LEAD11-12.COMM1.ADNCE	See rubric for assessment criteria
Learning Activity 1	**Choose your Audience**: Students will identify the type of presentation they will develop for their intended audience. • Collect a range of presentations on a position (e.g., youtube videos, voicethreads, slideshares, TED Talks, etc.). Ask students to complete a 3-column-chart, where they list the type of presentations in the left column, the intended audience in the middle column, and their evidence of the intended audience in the right column. You may need to model this with the first presentations. • Ask students to write a reflection answering some of these questions: Who is the audience I want to reach? Who is most likely to be interested in my topic and my position? If the audience I am writing for is not particularly interested in my topic, what should I do to pique its interest? (Questions from the Purdue University Online Writing Lab are linked below.) • Ask students to meet with a partner to ask each other the following questions: Who is your audience? What do they already know about the subject? What do they need to know? What questions will they have for you? What do you want them to walk away thinking about? What does my audience like to read? What sort of speaking will they expect? • Ask students to complete this simple online worksheet on Identifying an Audience: http://www.studygs.net/writing/audience.htm • Scholastic Identifying a Target Audience Activity: http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/targetaud.pdf	

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

SUMMATIVE TASK	EXECUTIVE SUMMARY	TEACHER NOTES
Learning Activity 2	**Executive Summary:** students will develop a one-page executive summary and present to their intended audience. • Have student partners read copies of each other's final paper. Ask them to highlight the most interesting and essential information. When they return the papers to their author they can discuss why they think items should be included or left out. • Have students code their own and each other's paper using the same codes that were used in the formative task on "Exploring the Genre of Persuasive Writing:" **IP**=introduction of the position; **MP**=main point re: the position; **SE**=supporting evidence for the position; **T**=transition sentences; **PL**=examples of persuasive language; and **CP**=conclusion about the position. Then, have the author use the codes to create a bulleted list of main points.	Inviting students to pair with new partners and/or outside faculty can help them develop their talking points and pace.

Performance Assessment Shell

POSITION PAPER: WHAT IS YOUR PERSPECTIVE?

Conclusion

In order to be globally competent, students must not only learn about the world but also learn to embody global citizenship. A well-rounded global curriculum not only opens students' eyes, but sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, regionally, and globally. As students develop global competence they investigate the world, learn more about where people come from and how they live, and come back to reflect on their own lives with more honesty. Students learn to recognize different perspectives and communicate and defend ideas while realizing how and why others may think differently than they do.