Performance Assessment Storyboard Example

Position Paper: Is Health a Human Right in Haiti?

Asia Society | Center for Global Education
International Studies Schools Network

Grade Level	Secondary Level
Performance Assessment	**Position Paper:** Create a paper that takes a strong position on the question of whether access to international medical care and funding to fight infectious disease is a right of the people of Haiti.
Global Issue	**Infectious Disease:** How do we make sense and respond to the issue of global health and infectious diseases individually, in our communities, nationally, and globally? Politicians, economists, historians, anthropologists, doctors, writers, and scientists worldwide have always grappled with questions related to health and disease. A study of this issue may allow us to address questions such as: Is health a human right? Can the wealthy and healthy afford to ignore the well-being of the poor and sick? What would it take to effectively address the spread of air- and water-borne disease? How do we resolve cultural and religious tensions regarding the best approach to addressing the spread of disease?
Enduring Understandings	• Individuals can affect the landscape of infectious disease. • Technology has a huge (and complex) impact on disease and medicine within the local, national, and global contexts. • Availability of resources influences the extent to which the spread of disease can be prevented. • Culture influences how communities understand, experience, and respond to disease. • Disease and poverty are inextricably linked locally, nationally, and globally.
Essential Question	• **Is health a human right?**
Student Resources	• *Mountains beyond Mountains*, by Tracy Kidder • The Haitian Cholera Epidemic and the Moral Legitimacy of the United Nations: http://www.huffingtonpost.com/beatrice-lindstrom/haiti-cholera_b_3768193.html • Health care is not a human right http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1126951/ • Global Report for Research on Infectious Diseases of Poverty: http://www.who.int/tdr/stewardship/global_report/en/ • Universal Health Coverage: http://www.paho.org/hq/index.php?option=com_content&view=category&layout=blog&id=5675&Itemid=40122&lang=en • Partners in Health: Health is a human right: http://www.pih.org

Annotations

> For this performance assessment, I am focusing on this Essential Question because of the particular texts students will read.

	Formative Task 1: Develop or Choose a Position	Formative Task 2: Outline and Draft	Summative Task: Position Paper
Timeframe	2-4 hours	3-5 hours	3-4 hours
The Ask (to Students)	Select three of the five provided resources as research to inform you in crafting an evidence-based position on the question of whether access to international medical care is a right of the people of Haiti. Write up to a page (in draft form) detailing your position and identifying the influences that shaped it. List the evidence that supports it and the evidence that contradicts it.	Create a draft position paper. Use the writing process to revise and edit your draft.	Create a polished paper that takes a strong position on the question of whether access to international medical care and funding to fight infectious disease is a right of the people of Haiti.
Common Core, State, and/or District Standards	CCRA.R.7 CCRA.W.8	CCRA.W.1; W.5; W.8; W.9	CCRA. R7; R.8; R.9; CCRA.W.1; W.4; W.8; W.9
Global Leadership Performance Outcomes	LEAD11-12.INV.1.ISSUE LEAD11-12.INV.3.RSPNS LEAD11-12.PERS1.SELF	LEAD 11-12.PERS1.SELF LEAD 11-12.COMM1.ADNCE	LEAD11-12.INV.1.ISSUE LEAD11-12.INV.3.RSPNS LEAD11-12.PERS1.SELF LEAD 11-12.COMM1.ADNCE

Annotations

For this performance assessment, I have identified 2 formative tasks to focus on with my students. Our central text is Mountains Beyond Mountains, which we have been reading for the past 3 weeks, exploring a number of the Enduring Understandings and the Essential Question. For the position paper, each student will read three additional nonfiction texts on the issue (there are five they can choose amongst, or find their own).

I chose these from the position paper shell. There is a list of formative tasks included in each shell.

I've customized each formative task, as well as the summative task, from the position paper shell. They now fit the Essential Questions explored by the Global Issue Overview.

The standards and Global Leadership Performance Outcomes were taken from the position paper shell.

	Formative Task 1: Develop or Choose a Position	Formative Task 2: Outline and Draft	Summative Task: Position Paper	Annotations
Learning Activities: Scaffolding to support completion of the formative tasks and summative task, such as: • instructional strategies • checks for understanding	1. I will ask students to use the **Cornell note-taking** strategy, or another strategy that they prefer, to take notes on the provided articles (not the book, *Mountains beyond Mountains*).	1. I will ask students to **write a reflection** answering some of the following 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?	Complete a polished paper that take a strong position on the following questions: • Are the people of Haiti entitled to health care? Are they entitled to funding and medical care to fight the spread of cholera? • Is this a human right? • What are the implications of assuming this is or is not a human right?	My students are 11th graders and are very familiar with note-taking, so I don't need to teach them how to take notes, rather I want them to take notes using a format that works for them. These are some of the deep questions explored by the infectious disease overview. I have modified them here to fit the particular focus of our recent class discussions.
	2. **Jot Thought** for the Essential Question	2. I will offer to facilitate a **think-aloud**, in which I will model the outlining and drafting process for students. (This will be optional.)		
	3. If students find it helpful, they can complete an **Author Says/I Say/So Chart.**	3. I will ask students to look carefully at two of the resources that are essentially position papers: *"Should the United Nations Send funds to Fight Disease in Haiti?"* and *"Health is not a Human Right."* I will ask students to **Code the Texts**. Then, students will use the rubric (below) and the assessment criteria (above) to construct feedback, identifying areas where the texts might be strengthened.		
	4. If students find it helpful, they can complete a **Topic/Detail/Response** 3-column chart to help them organize their post-it notes from the Jot Thought task.	4. I will set up Writing Centers with specific supports or lessons based on student need.		

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 collected 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 the audience's needs.	Identifies and understands the expectations and perspectives of diverse audiences and applies that understanding to meet the audience's needs.	Identifies and understands the unique expectations and perspectives of diverse audiences and applies that understanding to fulfill the audience's needs.