

PERFORMANCE ASSESSMENT BOOKLET

Performance Assessment Name:	Grade Level(s) and Content Area(s):
Argumentation: Voluntourism in Hawai'i	Gr 8 ELA
Names of Assessment Developers:	Position/Affiliation:
Aimee Takaki Catherine Price	Secondary Education ELA/Myron B. Thompson Academy (PCS) ELA Teacher/Waipahu Intermediate School
<p>Citations/Attributions. If this task is an adaptation of work published elsewhere, list all citations/attribution. Permission to include copyrighted work must be obtained from the owner and documented here.</p> <p>(Google definition: Voluntourism) AVID resources (Philosophical Chairs, rules of engagement, note taking)</p>	
PERFORMANCE ASSESSMENT TARGETS	
<p>Big Idea(s). Specify the big idea(s) that will be evaluated by the performance assessment.</p>	
<p>Argumentation</p> <ul style="list-style-type: none"> • Reading informational or narrative text • Communicating an argument 	
<p>Standards. Identify the disciplinary content and practice standards that are measured in this performance assessment? In other words, what claims do you want to make about what a student knows and can do?</p>	
<p>NOTE: The focus of the performance assessment is communicating an argument. In some cases, this may be in the form of a written text, or it may be in the form of oral communication, or even a combination of the two. Additionally, students may have opportunities to conduct research. In the cases where research is conducted and/or students present information orally, teachers may want to identify appropriate standards to evaluate. Scoring rubrics should be created or selected to evaluate the quality of student performance in these areas; however, communicating an argument should be evaluated using the rubric associated with this performance assessment. Research and oral communication standards and rubrics are not included in this performance assessment.</p>	

**W.8.1: Write arguments to support claims with clear reasons and relevant evidence.**

- W.8.1.A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1.D: Establish and maintain a formal style.
- W.8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

ELA-Literacy.SL.8.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Reading Informational Text:

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

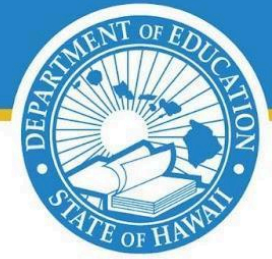
RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

PERFORMANCE ASSESSMENT DESIGN

Brief Task Description. Describe what students will be required to produce, perform, or demonstrate in the task. Explicitly describe the authentic/real-world connection(s), cross-content connections, and key audience(s) beyond the classroom teacher, class, or school.

**Description:**

In this performance assessment, students will consult various sources provided to them in the course as well as sourced independently. Using these sources, students will analyze and synthesize information regarding voluntourism and its positive and negative impact on Hawai'i. Students may frame analysis through the lens of environment, economy, agency, culture, society, or a mix of these. Students will take a stance, or a position, on whether Hawai'i should or should not allow voluntourism.

The culminating end-product will be one of the following:

- Essay
- Letter

The student's stance (position) on whether voluntourism is an issue or not will be communicated through their argumentative product. They will then present their position on the topic to the state government of Hawai'i. The presentation is a written (essay, letter) product.

- **Authentic/real-world connection(s):** Tourism, environmental, and economical issues, societal issues or expectations, community problems
- **Cross-content connections:** Social Studies (for context in Hawaiian culture) or Science (for context with environmental impact/concerns) or Math (principles of economics regarding supply and demand)
- **Key audience(s) beyond the classroom teacher, class, or school:** Local and state leaders and community, social media/online community

TEACHER DIRECTIONS

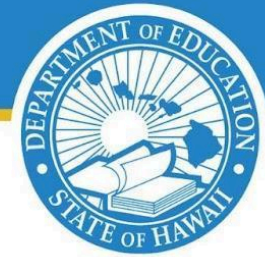
Unit of Instruction. Identify curriculum connections and then briefly describe a potential unit of instruction (specify curricular unit) that would serve as a foundation for this performance assessment. This includes a general lesson sequence and activities, as well as formative assessment suggestions.

Curriculum Connections:

- [Springboard Unit 2 Assessment 2: Writing an Argumentative Essay](#)

Summary of Unit of Instruction:

- This performance assessment would fit into a unit on argumentative reading and writing. Students learned the process and structure of an argument by providing an argumentative stance (or position), selecting strong, credible, and relevant evidence (such as data/statistics, quotes from reputable sources, or personal connections) to best support a position, and give



reasoning for the evidence.

Prerequisite Knowledge and Skills:

- Students should have had exposure and lessons about the concepts used within their argument.
- Teachers should ensure students are familiar with and have practiced the use of counterclaims.
- Teachers should conduct prior instruction regarding vocabulary that might be difficult or unfamiliar.
- Effective use of multimedia resources.
- Communicating with argumentative skills (taking a stance or position with credible and reliable evidence used for support along with clear, coherent justifications and the use of a counterclaim).
- Students should understand the meaning of “voluntourism”.

Things to Consider prior to this assessment:

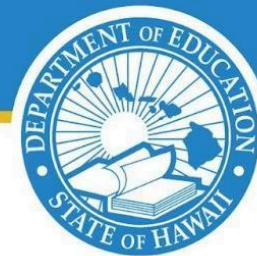
- Students must have had knowledge of writing a letter or essay and citing sources in [MLA format](#).
- Students should have had experience with using templates/graphic organizers to assist with gathering research information.
- Students should have had experience with identifying credible and reliable resources.

Possible Formative Assessments:

- Evidence of Research
- Student Debate Transcript/Reflection
- First draft of product
- Peer Feedback
- Teacher Feedback

Prior to Administration of Performance Task:

- Teachers should spend time on reviewing conventions of letter writing as it relates to the assessment. It would be helpful for students to see how to meet the assignment guidelines with the letter format (examples and non examples).
- Teachers should spend time teaching or reviewing the use of a counterclaim in argumentative writing.
- Teachers should clarify assignment guidelines as they relate to the letter and essay formats in conjunction with the rubric.
- Review the student instructions and rubric prior to administering the assessment. Clarify any questions and ensure students understand the task and what they are expected to accomplish. Review any vocabulary with students as needed.
- Teachers should ensure students have familiarity with research, including identifying



credible and reliable sources, and note taking prior to administering the assessment.

NOTE: Student Rubrics should be reviewed with students; modifications to the Student Rubrics can be made to support student understanding of the success criteria.

Time Required. Identify the estimated amount of time required for students to complete this performance assessment (not the unit of instruction). If identifying class periods, specify the class period's length of time.

Students should be allotted approximately 2 weeks for teachers in block or traditional scheduling.

- Week 1: Research and create a plan for the product (outline provided as an option if students want to use it). Plan the first draft of the product.
- Week 2: Peer/teacher feedback and finalize the completed product and performance assessment.

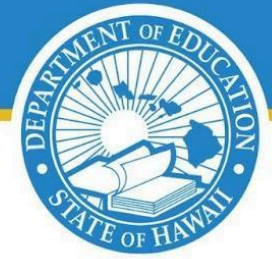
Resources and/or Materials. Provide a clear list of materials, including technology, required to complete the task. Add hyperlinks for online resources and names of print resources.

- Laptop/computer with internet access
- Graphic organizer (outline) (optional)
- Pens/pencils, highlighters
- Teacher provided resources (text/media related to the topic) either digital or printed prior to the assessment
- Examples/Non Examples of performance task products provided in the Scoring Guidance section

Resources

- [Generic Graphic Organizer Templates](#)
- [Graphic Organizer for Argumentative Writing](#)

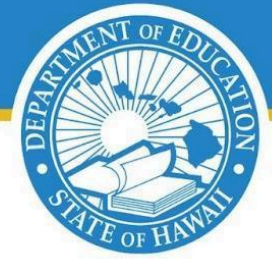
Pros of Voluntourism	Cons of Voluntourism
<ul style="list-style-type: none"> • Voluntourism in Hawai'i • Hotels and Voluntourism in Hawai'i • Voluntourism in Paradise: 5 Incredible Opportunities To Give Back on Maui • Hawaii Tourism Officials Are Seeking 'Mindful, Respectful And High-Value Travelers' 	<ul style="list-style-type: none"> • The Pros and Cons of Voluntourism • Water Shortage in Hawaii • Voluntourism: the good and the bad <ul style="list-style-type: none"> ○ Important: This article needs to be edited or contextualized for age appropriate content. • The dark side of voluntourism selfies



<ul style="list-style-type: none"> ● Destination Management Action Plans Unique Destination Management Action Plans from the Hawai'i Tourism Authority for each county. Includes an overview of survey results specific to the counties. This would allow students to focus on issues specific to their region. ● Hawaii Voluntourism: Travel and help make the world better Video news report on pros of voluntourism in Hawai'i, challenges of traveling to Hawai'i post pandemic 	<ul style="list-style-type: none"> ● Hawaii is a Paradise but Whose? This article touches on voluntourism and adds more contextualization to the issues with tourism in general. ● State Tourism Officials Visit Kaua'i to Pitch Progress: We are not your grandfather's HTA Issues surrounding tourism in Kaua'i
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Accessibility Strategies. List the universal tools, designated supports, and accommodations most relevant to this task.

- Universal tools (available for all students):**
- English dictionary, highlighter, spell check, thesaurus, graphic organizers
- Designated supports (available to all students based on teacher discretion):**
- Text-to-speech, bilingual dictionary, translated student directions, magnification, read aloud, overlays, extended time
- Accommodations (available for students with IEP or 504 plans):**
- Read aloud, scribe, ASL, Braille, speech-to-text, extended time



STUDENT DIRECTIONS

Task(s)/Activity(ies). Include the task as it will be presented to the students. This includes all student instructions used in the administration of this performance assessment. Include any supplemental materials that are presented to students.

A student booklet should be used for administration and linked in below. The student booklet should also contain the rubric for student reference.

W APPROVED-Grade 8 ELA_Voluntourism in Hawai'i_Communicating an Argument_Student...

Underline aspects of the student directions that can vary based on local context without changing the intended measurement outcomes (i.e., construct).

Prompt:

Voluntourism is a type of tourism where tourists participate in a volunteering activity while on vacation. However, it is important to consider how the impacts of voluntourism in Hawai'i affect the local community and Hawai'i's resources.

The state government in Hawai'i would like members in the local community to share whether or not there are any issues or benefits with voluntourism and to argue for or against voluntourism. Students within your school community have been asked to create a presentation sharing your argument about the topic.

To develop your argument and presentation you will need to:

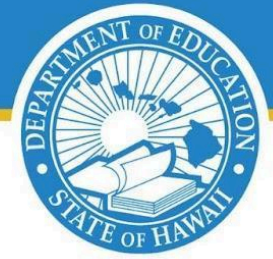
- Research voluntourism considering the issues or benefits. Read and review the provided texts/media to help you understand the topic.
- Take a stance (a position) on whether Hawai'i should or should not allow voluntourism based on what you read.

Create an argument to support your position. Use relevant evidence and clear reasoning to argue your side. Be sure to cite and list the sources in a Works Cited page. The argument can be presented in the form of a(n):

- Essay
- Letter

Your presentation must include the following requirements of argumentation:

- An introduction with a stance (position) and a clearly chosen side of the argument
- Relevant evidence with clear reasoning
- A counterclaim using relevant evidence and clear reasoning to support your position
- A conclusion



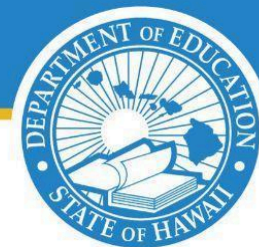
- Appropriate MLA style and conventions for the intended audience

SCORING GUIDANCE

Anchor Papers and Annotations. To support more consistent and accurate scoring of this performance assessment, create anchor papers and annotations for selected student work samples using the templates.

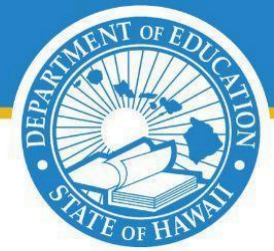
See teacher scoring rubric on the next page.

[W APPROVED-Grade 8 ELA_Voluntourism in Hawai'i_Communicating an Argument_Anchor Papers ...](#)

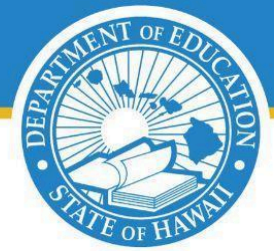


Grade 8 Communicating an Argument Scoring Rubric Voluntourism in Hawai'i

Communicating an argument can be in the form of writing, speaking, or a multimedia presentation. See below for writing or speaking standards.	4 Exceeds	3 Meets	2 Nearly Met	1 Not Met
<p>Purpose / Controlling Idea CCSS.ELA-Literacy.W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically CCSS.ELA-Literacy.SL.8.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<ul style="list-style-type: none"> Introduces a clear context and purpose for the argument appropriate to the task, purpose, and audience. Establishes and maintains a credible and original claim, and the entire written or oral communication works to support the claim in an insightful manner. 	<ul style="list-style-type: none"> Introduces a mostly accurate context and purpose for the argument appropriate to the task, purpose, and audience. Establishes a believable and credible claim, and the written or oral communication supports the claim in a coherent manner. 	<ul style="list-style-type: none"> Introduces a partial context and purpose for the argument which is somewhat aligned to the task, purpose, and audience. Establishes a claim, but parts of the written or oral communication shift and do not connect to the claim. 	<ul style="list-style-type: none"> Introduces a confused, incomplete, or irrelevant context and purpose which is not clearly aligned to the task, purpose, and audience. Attempts to establish a claim but the written or oral communication has multiple and/or unrelated claims.
<p>Development / Comprehension CCSS.ELA-Literacy.RL/RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. CCSS.ELA-Literacy.W.8.1b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating understanding of topics or texts. CCSS.ELA-Literacy.SL.8.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or</p>	<ul style="list-style-type: none"> Includes an elaboration of relevant and precise reasons, details, facts, and quotes to thoroughly support the claim about the topics or texts. Provides a clear explanation of the details, facts, and quotes demonstrating a thorough understanding of the topics or texts. Uses precise and sophisticated content, academic, and domain-specific vocabulary to support the claim and argument about the topics and/or texts. 	<ul style="list-style-type: none"> Includes appropriate and relevant reasons, examples, details, facts, and quotes to support the argument about the topics or texts. Provides a clear explanation of the details, facts, and quotes demonstrating an understanding of the topics and/or texts. Uses accurate content and precise and descriptive academic and domain-specific vocabulary to explain the claim and argument about the topics and/or texts. 	<ul style="list-style-type: none"> Includes reasons, examples, details, facts, and/or quotes which are partially related in an attempt to support the argument about the topics or texts. Provides a simplistic explanation of the examples, details, facts, and quotes demonstrating a basic understanding of the topics or texts. Uses basic or generic content, academic, and/or domain-specific vocabulary to explain the claim and argument about the topics and/or texts. 	<ul style="list-style-type: none"> Includes a reason and/or unrelated examples, details, facts, and/or quotes which do not support the argument about the topics or texts. Provides an inaccurate explanation of the reasons, examples, details, facts, and/or quotes, or no explanation demonstrating a lack of understanding of the topics or texts. Uses limited or inaccurate content and/or vocabulary in an attempt to explain the claim and argument about the topics and/or texts.



<p>opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>CCSS.ELA-Literacy.L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
<p>Organization CCSS.ELA-Literacy.W.8.1a: Introduce claims, acknowledge and distinguish claims from alternate or opposing claims, and organize reasons and evidence logically.</p> <p>CCSS.ELA-Literacy.W.8.1c: Use words, phrases, and clauses to create cohesion and clarify relationships among claims, reasons, and evidence.</p> <p>CCSS.ELA-Literacy.W.8.1e: Provide concluding statements or section that follow from and support arguments presented.</p> <p>CCSS.ELA-Literacy.SL.8.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<ul style="list-style-type: none"> Organizes the written or oral communication into a coherent and logically ordered structure. Addresses a counterclaim's strengths and limitations in such a way that it advances the claim and captures readers' interest. Uses transitions which coherently demonstrate the relationships between ideas and evidence throughout the written or oral communication. Provides a conclusion which thoughtfully addresses the claim and offers a thought-provoking final thought and encourages a call to action. 	<ul style="list-style-type: none"> Organizes the written or oral communication into logical structure. Addresses a counterclaim's strengths and limitations in such a way that it advances the claim. Incorporates transitions which demonstrate the relationship between ideas and evidence. Provides a conclusion which restates the claim in an interesting manner and summarizes key points using a thought-provoking final thought. 	<ul style="list-style-type: none"> Attempts to organize the written or oral communication; however, the order creates some confusion. Acknowledges a counterclaim minimally describing strengths and limitations creating a weak structure. Uses some transitions to link ideas and evidence, but they lack consistency in clarifying the relationship between the ideas and evidence. Provides a conclusion which restates the claim or is a general summary of the information. 	<ul style="list-style-type: none"> Uses an unclear or ineffective structure attempting to organize the written or oral communication. Provides a confusing alternate or opposing claim or does not include one in the written or oral communication. Uses transitions ineffectively or does not use transitions. Provides a conclusion which does not support the claim or does not include a conclusion.
<p>Language / Conventions*</p> <p>CCSS.ELA-Literacy.W.8.1d: Establish and maintain formal style.</p>	<p>Written Expression:</p> <ul style="list-style-type: none"> Uses sophisticated grammar, 	<p>Written Expression:</p> <ul style="list-style-type: none"> Uses appropriate grammar, usage, 	<p>Written Expression:</p> <ul style="list-style-type: none"> Demonstrates some errors in 	<p>Written Expression:</p> <ul style="list-style-type: none"> Demonstrates many errors in



<p>CCSS.ELA-Literacy.W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.L.8.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.8.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>*Note: If the performance assessment is a presentation which does not require formal writing or speaking, this criterion may not apply.</p>	<p>usage, punctuation, and spelling and minor errors, if any, do not impact the clarity and quality of the writing.</p> <ul style="list-style-type: none"> ● Uses advanced and varied sentence structures to establish a formal style. ● Consistently and accurately cites sources. <p>Oral Expression:</p> <ul style="list-style-type: none"> ● Uses sophisticated grammar and usage and minor errors, if any, do not impact the clarity and quality of the presentation. ● Uses advanced and varied sentence structures to establish a formal style. 	<p>punctuation, and spelling and any minor errors do not impact the quality of the writing.</p> <ul style="list-style-type: none"> ● Uses different types of sentence structures to establish a formal style. ● Consistently cites sources with a few minor errors. <p>Oral Expression:</p> <ul style="list-style-type: none"> ● Uses appropriate grammar and usage and any minor errors do not impact the quality of the presentation. ● Uses different types of sentence structures to establish a formal style. 	<p>grade-level grammar, usage, punctuation, and/or spelling which weaken the overall quality of the writing.</p> <ul style="list-style-type: none"> ● Uses mostly standard sentence structures attempting to create a formal style. ● Cites some sources correctly. <p>Oral Expression:</p> <ul style="list-style-type: none"> ● Demonstrates some errors in grade-level grammar and usage, which weaken the overall quality of the presentation. ● Uses mostly standard sentence structures attempting to create a formal style. 	<p>grade-level grammar, usage, punctuation, and/or spelling which significantly detracts from the quality of the writing.</p> <ul style="list-style-type: none"> ● Uses short and choppy sentence structures creating an informal style and tone. ● Does not cite sources. <p>Oral Expression:</p> <ul style="list-style-type: none"> ● Demonstrates many errors in grade-level grammar and usage, which significantly detracts from the quality of the presentation. ● Uses short and choppy sentence structures creating an informal style and tone.
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