



New York Performance Standards Consortium

www.performanceassessment.org

PBAT Protocol FAQs

How many rubrics do we need to fill out for each PBAT?

Four total rubrics. Two for the written component, and two for the oral presentation.

Who is expected to fill out the rubrics?

For the written component, the classroom teacher should fill out one and an external evaluator, usually a teacher in the same discipline, must fill out another.

For the oral presentation, the rubrics must be filled out by two external evaluators.

So, while you need four rubrics, you only need three people to fill them out, since an external evaluator may fill out one for the written piece and one for the oral presentation.

What is an "external evaluator"?

Someone other than the classroom teacher who assigned the paper/project. It could be another teacher or staff member from the school, or someone from outside the school. It should be someone familiar with the field and thus competent to understand the paper/project.

The external evaluators **MUST** have read the paper prior to the presentation. For literature, the external evaluators **MUST** have read the selected text prior to the discussion.

Can the classroom teacher participate in the oral presentation?

Yes! While the classroom teacher cannot play any role in the evaluation of the presentation (because they are not an external evaluator), they are encouraged to be present for the oral presentation.

In fact, they are best positioned to provide context to the external evaluators prior to the presentation, to explain what the student can be expected to understand (and where they should be pushed) as well as what areas were not covered in the class/project, and thus unfair to ask about.

Graduate level dissertation committees include the candidate's advisor; there is no reason Consortium oral presentations cannot include the classroom teacher. Their presence can help lower the anxiety level for the student, permitting them to truly demonstrate their skills and knowledge.

So, how many people can sit on the oral presentation panel?

A minimum of two (the external evaluators), but, as the last answer makes clear, better if you can have the classroom teacher as well, so then you've got three (however, the classroom teacher does not participate in evaluating the oral presentation).

There is no maximum number, but it is important to remember that giving a presentation is a stressful experience for many students, so a large audience might be a problem. Schools should use their judgment and consult the student in deciding how many is too many.

Do the *evaluators of the written component* need to reach consensus on each band of the rubric or overall?

Neither. The two evaluators may submit different ratings. As long as all the ratings are Competent or higher, the student passes. If either evaluator rates a paper/project as Needs Revision for even a single band, the student must revise the paper/project to ensure that each band is rated Competent or higher.

Do the external evaluators of the oral presentation have to reach consensus on each band of the rubric or overall?

Neither. External evaluators of the oral presentation are not obligated to agree on every band nor on the overall rating. If a student receives one or more Needs Revision, the student will be asked to present a second time at a later date with the same or different evaluators.

Please note, however, external evaluators of the oral presentation cannot ask a student to revise a paper since it has already been rated Competent or higher by two evaluators.

Can students sit on the panel?

Yes, but they cannot participate in evaluating the oral presentation, and they should be observers, not participants. The school should use its judgment about which students it is appropriate to include, and the student presenting should be consulted in the decision.

Some schools may want to have younger students see what an oral presentation is like before they reach that stage and allowing them to watch a presentation is a good way to grow the culture of PBATs in the school.

What about family members?

Sure, but it is inappropriate for them to be acting as an external evaluator for a student they are related to. If family members (or any other member of the extended school community) are acting as external evaluators (for an unrelated student, for example), it is important to remember that they must be familiar with the field being presented, and they must have read the paper or selected text in advance.

How many students can present to the same panel (at the same time)?

Ideally, just one, since the purpose of the oral presentation is to allow the student to demonstrate their skills and knowledge in an "on demand" fashion (and thereby build their confidence as they head into

post-secondary life), and that requires that the panelists ask them multiple questions and follow ups.

However, if the school, for economy of resources/external evaluators, wishes to have two students present to the same panel, that is permissible, as long as each student is given the evaluators' full attention.

Absolutely not more than two.

All of the PBATs require that the student write, and both the literature and the social studies require analytic papers. Are students allowed to present their project in a form other than a written paper - say, as a powerpoint?

The written paper is required for all PBATs. Performance assessment is a *system*, each component contributing to the whole. The paper and the presentations are multiple ways to express learning ("multiple measures"), and both are required. Accommodations should be provided to Students with Disabilities and Multilingual Learners to support students (see Useful Links below).

Consortium graduates consistently say that their writing skills are better than those of their non-Consortium peers and that they have served them well in college and the work-place.

What is the Consortium's policy on the use of AI during the PBAT process?

Effective September 2026, the [Consortium's Policy on the Use of AI in PBATs](#) prohibits the use of generative artificial intelligence during the PBAT process (aside from search functions and for students with documented learning needs and explicit accommodations).

What happens if during the oral defense, a student is unable to demonstrate understanding of the content or language of their paper or the selected text?

The student should be given a score of "Needs Revision" for the appropriate bands of the rubric (and, therefore, "Needs Revision" overall). If the evaluators have concerns of academic dishonesty, they should bring them to the attention of school staff, and it is the school's responsibility to follow up according to their policies.

These FAQs are meant to address confusions that have arisen, but all teachers should be familiar with the full written protocols and accommodations. View them [on our website](#), or use the links below.

Useful Links

<i>Rubrics</i> Literary Analysis Essay & Oral Rubrics Engineering/Design Science Rubric Experimental Science Rubric Math Rubric Social Studies Analytical Research Paper Rubric	<i>PBAT Protocols & Accommodations</i> Evaluation at Consortium Schools: PBAT Policies PBAT Accommodations for Students With Disabilities PBAT Accommodations for English Language Learners Protocols for Oral Presentations PBAT Protocol FAQs PBAT Artificial Intelligence Policy
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