



New York Performance Standards Consortium

www.performanceassessment.org

Protocol for Oral Presentations in All Subjects

Important Assumptions for All PBATs

There has been some element of choice in the topic and/or texts.
The more choice, the more ownership and meaning for the student.

Each student has had an opportunity to respond to a different question or respond to a particular question in a unique way. PBATs are not formulaic.

Purpose of the Oral Presentation

The oral presentation is an original, on-demand component of the assessment process, providing a chance to establish a dialogue with the student; ask questions that relate to and go beyond the paper or, in literature, go beyond the questions the student has prepared. The process offers the student another means to express and elaborate on what they have learned, show how it may be applied elsewhere, build confidence, and prepare for college, career and citizenship. The oral defense of PBAT paper is also an opportunity to ensure that a student is the owner and author of the paper they are defending.

Before the Presentation

Students do not present until their paper has been evaluated by the teacher of the course and one external evaluator and rated at least a Competent on the Consortium rubric.

External evaluators are teachers of the discipline or specialists and other adults who are familiar with the field. While the teacher of the course may be present for a student's oral presentation, they can not take part in the evaluation.

For math, science and social studies all external evaluators must have received and read the paper in advance. For literature, they must have received and read the piece of literature to be discussed.

Although other students may attend presentations and are encouraged to do so, they do not complete a rubric, and schools should consider fairness to the presenting students when considering how many student observers will be present.

Dates for presentations must be sent to the Consortium for posting on the calendar.

If a presentation slot must be scheduled for more than one student, the number cannot exceed two to ensure that each student has sufficient time to present, discuss, and answer questions.

Before the student enters and the presentation begins, the panelists decide on what they want to focus on based on their understanding of, or questions about, the paper or shared text. The presentation will not be a step-by-step recitation of the paper or a summary of the text.

During the Presentation

Each PBAT presentation (per student) should run approximately 45 minutes; the beginning is student-driven and is followed by questioning and further discussion.

The student presenter begins with an introduction, which may include:

- Why the student chose the topic/text/problem/question
- What meaning it has for the student
- How the student grappled with the topic/text/problem
- Which interesting connections the student made and the process used

The student introduces the PBAT with a brief summary. In literature, the student will also pose a question or questions for discussion.

If the presentation is based on research—e.g., in social studies—the student must make clear how they know the sources are reliable.

Evaluators should then ask questions they had regarding the paper or text and additional questions/comments to extend the dialogue. The

goal is to better understand the depth of the student's knowledge about issues of importance to the shared text or topic of their paper. For example, panelists may query:

- In literature, are there other books the student has read that seem relevant to the shared text?
- In science, would a slightly different application of the experiment yield different results?
- In math, can the student show mastery by solving a problem that extends the work they have done on the problem in their PBAT?
- In social studies, would another historical or current event amplify the discussion of the issues raised in the PBAT?

The student can ask the panelists questions as well, demonstrating deeper knowledge of the problem or issue.

Panelists may suggest ways to improve the written PBAT. A student has that option, but panelists may not require revisions of the paper, as it has already been assessed as Competent by the teacher of the course and an external evaluator.

To close, the student may present a self-evaluation of the PBAT and a reflection on the process.

Following Presentation

The presenter and observing students leave the room while the evaluators complete the rubrics and discuss the final assessment.

If, during the oral defense, the student is unable to demonstrate an understanding of the content or language of the paper or text in response to questioning, the student should be given a score of Needs Revision for the oral defense. 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 investigate and follow up.

Schools should hold on to completed rubrics and papers for four years. In the past when the SED has had an audit, they have requested copies of the rubrics.

Useful Links

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