



New York Performance Standards Consortium

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PBAT Accommodations for English Language Learners

Difference between a Modification and an Accommodation:

We may not modify the system, including the rubrics, that we have in place to assess student performance, but we can make accommodations to support a student who qualifies as an ELL.

Decisions affecting ELL accommodations:

- The NYC DOE *High School Academic Policy Guide* (updated August 2025) states:
Decisions to provide accommodations [for ELLs], as well as the specific accommodations themselves, are made on an *individual basis* and are *reflective of student needs*. [our italics]
- Our ultimate goal for each student is to best prepare her/him for the demands of college and to use an accommodation only when needed.
- Assessment accommodations remove barriers to the overall process so that English Language Learners can demonstrate their knowledge and skills.
- Assessment accommodations do not reduce expectations for learning.

Accommodations for PBATs:

- PBAT time and schedule
Note: Extended time accommodation for 12th grade ELL students
12th grade students who are completing both their literature PBAT papers

and orals in the same year may use the same text(s) for their literature essay and oral presentation. External evaluators will have read the text(s).

- Flexible setting
- For essays: the overall expectation is that PBATs will be written in English; however, if needed, a student may write in their home language (except for the literature PBAT).
- For oral presentations and defenses: so that the discussion may proceed without undue breaks in the discussion, students may naturally use the full repertoire of their linguistic skills (translanguaging) to communicate their responses to questions posed in English.

ELL Transfers

For ELL students who enter a Consortium school in 11th grade, the policies that apply to all transfer students would also apply to that student:

If a student enters as a transfer with fewer than 22 credits and the expectation of remaining in the school for 2 years or more to graduate, then that student is required to complete all 4 PBATs.

If a student enters as a transfer with 22 credits or more and the expectation of remaining in the school for less than 2 years, then the student will receive credit for any Regents exams passed but is still required to complete 2 PBATs, one in either English or social studies and the other in either math or science. The determination of which PBAT to complete will depend on which Regents exams have already been passed (e.g., if the student passed the ELA but not both of the social studies exams, then he/she will need to complete the social studies PBAT).

To ensure that students who transfer into a Consortium school receive in-depth instruction whether or not a student requires a PBAT in the subject area, all courses should conclude with an inquiry-based project in the subject area.

References:

<https://infohub.nyced.org/docs/default-source/default-document-library/acpolicy-highschoolacademicpolicyguide.pdf> August 2025 edition

<https://www.nysed.gov/bilingual-ed/english-language-learner-and-multilingual-le>

[arner-assessment-testing-accommodations](#)

<https://www.nysed.gov/sites/default/files/programs/state-assessment/high-school-administrators-manual-2019.pdf>