



New York Performance Standards Consortium

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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 choices, 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; offer the student another means to express and elaborate on what they have learned and show how it may be applied elsewhere. It gives the student a chance to build confidence and prepare for college.

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.

Oral presentation panelists / external evaluators are teachers of the discipline, specialists in the field, and other adults who have familiarity 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. 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.

All panelists must have received and read the paper in advance.

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. The presentation will not be a step-by-step recitation of the paper.

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/book/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 presents a brief summary of the PBAT.

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

If the presentation is based on literature, the student *may* choose to bring in another text or piece of artwork that amplifies the themes and ideas of the PBAT texts.

Panelists should then ask questions they had regarding the paper 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 topic building off the work of their paper. For example, panelists may query:

- In literature, are there other books the student has read that seem relevant to the topic?
- 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 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.

It is suggested that schools 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> Literature Rubric Engineering/Design Science Rubric Experimental Science Rubric Math Rubric Social Studies 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
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