



## **Pan American International High School at Monroe**

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New York City Department of Education

Affiliated with Internationals Network for Public Schools

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# **PAN AMERICAN INTERNATIONAL HIGH SCHOOL AT MONROE**

## **Performance Based Learning and Assessment**

### ***What is a Performance Based Assessment Task?***

A Performance Based Assessment Task (PBAT) is a written task designed and implemented by the teacher and aligned to the Internationals ELL discipline rubrics. The Internationals Network is part of an ELL waiver from the state, allowing our students to produce and defend written essays and lab reports, in place of Regents exams. For this reason, our students must only pass the Algebra Common Core and ELA Common Core exams. All other graduation assessments are in the form of PBATs. In order to graduate, our students must complete PBATs in the following disciplines:

- English
- Native Language (Spanish)
- Social Studies
- Math
- Science
- Personal Statement

Students in the 11<sup>th</sup> and 12<sup>th</sup> grades work on PBATs over the course of the year – in class and with mentors. Each teacher will mentor a minimum of 3 students every year. Mentors are responsible for making sure students are on track to complete and pass their PBATs before the end of the school year; this includes following up with students, calling home, scheduling conferences with parents to address the failure to attend school, mentoring sessions, etc. Mentors are also expected to maintain accurate documentation of PBAT as well as to update the information to reflect accurate records on the PBAT spreadsheet. Frequently updating the PBAT spreadsheet shared by the PBAT coordinator. Additionally, mentors work with their students during Friday mentoring sessions, before school, and after school (provided that it doesn't disrupt other academic support). We offer ongoing professional development both in school and outside of school to support teachers in understanding the rubric as well as in mentoring and supporting students so that they can do graduation-worthy work in all content areas.



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### ***Why do we value performance learning and assessment?***

We acknowledge that students are different and that in assessment one size does not fit all. In an effort to promote equity throughout the school, we assess the same learning outcomes using different tasks in order to provide a number of opportunities for students to demonstrate competency; learning outcomes are also assessed multiple times throughout the academic year. Learning outcomes are also assessed across multiple modalities (orally, visually, in writing, etc). Teachers, therefore, vary assessments in many ways, and this multifaceted assessment is not only equitable for all students but aligns more closely with how adults are assessed in the real world. The PBATs are aligned to this value because they provide students with options, promote student voice, and mimic the assessments and writing tasks that students will encounter more frequently in both college and their career(s).

### ***The Oral Presentation***

The Oral Presentation is an opportunity for students to demonstrate their mastery of the English language as well as the academic and communication skills they have acquired at Pan American International High School at Monroe. The Oral Presentation will measure students' ability to accurately and effectively present a topic to a panel of teachers in an hour and a half-long presentation.

- All presentations should last approximately 1-1.5 hours, including presentation, questioning, debrief and assessment.
- Choice of attire is at the discretion of the student, but should be thought about carefully because it can be part of an effective presentation.
- The Native Language paper is written in Spanish and students have the option to present and discuss it in Spanish, English, or both.
- Students will present for up to an hour and a half as follows:
  - 5-10 minute ***formal presentation*** on a paper of choice
  - 10-20 minute questioning and discussion on paper with panel
  - 25-35 minute informal presentation and discussion of other 2 papers with panel
  - 10-15 minute grading discussion (student is out of room)
  - 5-10 minute feedback session between panel and student