Locally Awarded Verified Credit Plan for History and Social Science

The information in this form must describe how the school division will meet the requirements included in the *Guidelines for Locally Awarded Verified Credits* contained in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia* when using state-developed performance assessments to verify credits in high school History and Social Science courses*.* Additional information to support implementation is contained in *Implementation Support for School Divisions Using State-Developed Performance Tasks to Verify a Credit in History and Social Science* (*Implementation Support*)*.*

The information in this form is subject to review by Virginia Department of Education (VDOE) staff and must be maintained by the school division in accordance with the regulations for record retention established by the Library of Virginia. When requested by the VDOE, the information must be submitted using this form. Questions regarding this information may be directed to student assessment staff by email at Student\_Assessment@doe.virginia.gov or by telephone at (804) 225-2102.

# School and Division Information:

Division Code (nnn):       Division Name:

\*School Code (nnnn):       \*School Name:

*\*These fields are to be used only in school divisions that have begun initial implementation in specific schools. Note that if a school division has begun using this method to verify credit in specific schools, it is expected that a plan for making this a divisionwide practice is expected in order to provide access to the same assessment opportunities for students across the school division.*

# Locally-Awarded Verified Credit (LAVC) Plan Contacts:

Note: The primary and alternate contact persons should each have access to the LAVC Plan for History and Social Science and should each be able to address questions from VDOE staff. As the school division designee responsible for the administration of assessments needed to meet graduation requirements, the Division Director of Testing is expected to be either the primary or alternate contact.

## Primary LAVC Plan Contact Person:

First Name:       Last Name:

Position:       Email:       Phone:

## Alternate LAVC Plan Contact Person:

First Name:       Last Name:

Position:       Email:       Phone:

### In each section below, describe how the elements of the school division’s LAVC Plan for History and Social Science meets the requirements outlined in the *Guidelines for LAVC* and *Implementation Support.*

#### Standards of Learning (SOL) Coverage: Include details for each high school course in which the division will use state-developed performance tasks to verify a credit in history and social science as allowed by the *Guidelines for LAVC* and *Implementation Support.* Indicate the timeline during which specific state-developed performance tasks will be administered and the SOL measured by each. Ensure that the state-developed performance tasks completed will cover a majority of the different historical eras or categories include in the course. As well, indicate the timeline for the administration of each local assessment that will be included in the collection of evidence reviewed by the local panel and the SOL covered by each of these assessments. The plan should document how the SOL for the entire course have been assessed and what evidence for the SOL for the entire course will be provided for the local panel’s review.

#### Completion of State-Developed Performance Tasks:

Include details such as guidelines that will ensure that state-developed performance tasks are completed under appropriate testing conditions, description of the training that will be provided to teachers, how testing conditions that do not meet the guidelines will be reported and addressed, how students will access these assessments, etc. Collaboration among the primary and secondary contacts for the LAVC Plan for History and Social Science, Division Director of Testing, History and Social Science supervisor and teachers, and technology staff at the division and school levels is a best practice that may enable schools to utilize existing technology applications in new ways that meet the need for security.

While many divisions may approach the completion of the state-developed performance tasks as an “event” (e.g., all student responses are completed over two consecutive days in all Virginia and U.S. History classrooms), school divisions are encouraged to consider if a more flexible approach to scheduling is possible. For example, a school might collect student responses to one of the state-developed performance tasks for Era 1 every Tuesday and Wednesday during October, having each Virginia and U.S. History teacher schedule his/her classes individually based on needs and readiness, so that all student samples are collected and ready for the school’s November calibration and scoring activities for this specific task.

Specific accommodations required for students to access these assessments should be documented for individual students but are not to be documented within the LAVC Plan. Some accommodations that are not permissible during SOL testing may be allowable for all students completing performance assessments (e.g., completing the response to the summative task over multiple days). Accommodations that advantage students with content-specific support (e.g., handouts that tell students how to organize their writing, graphic organizers that lead a student through the steps of stating a claim and supporting that claim, a list of information that should be included in each paragraph of the response, etc.) are not permitted.

#### Scoring Student Responses to State-Developed Performance Tasks:

Include details such as when and how scorers will be trained, who will conduct this training, local scoring protocols including maintaining student anonymity during the scoring process, the local process to ensure that scorers remain anchored to the rubrics, the process to address nonadjacent scores, how disturbing content will be addressed, etc. Plans for regular re-calibration during a scoring window or scoring event should be included. The local process for appealing the score on a response to a state-developed performance task should be described, and the process and timeline for providing information to students and families on scores earned for these responses should be included.

It is best practice that each paper is scored by two readers independently, without knowledge of the scores assigned by the other reader. If each paper will not be scored by two readers, it is recommended that a percentage of papers be scored by two readers. It is required that at least one of the responses to the state-developed performance tasks used to verify credit be scored by an educator who did not provide the student with instruction in the course being verified.

#### Determining if LAVC Is Awarded:

School divisions are required to convene a local panel to review collections of evidence as described in the *Guidelines for LAVC.* This evaluation is a separate process from scoring student responses to specific state-developed performance tasks. School divisions should not rely on or establish “cut” scores to determine if verified credit is awarded. School divisions must be able to show how the local methodology adopted is aligned to the requirements for the local review prescribed by the *Guidelines for LAVC* and *Implementation Support*. Include details such as the timeline for determining if verified credit will be awarded, the process for training the local panel, the process for evaluating collections of evidence, the local appeals process, etc.

#### Additional Considerations:

Include details for logistical factors that have been considered such as local record keeping processes and storage of scored collections of evidence; local monitoring processes; human and fiscal resources needed; technology needs; ensuring that all students who need a verified credit in history/social science have been assessed; processes for transfer students; processes for opportunities with new/alternate tasks and make-up tasks; processes for working with outside placement facilities to determine the most appropriate assessment method of verifying credit for students being served by those facilities; etc. Note that school divisions selected for desk review will provide documentation that includes a summary of the number of collections of evidence evaluated and the number of verified credits awarded or denied by the local review panel.