Verified Credit Plan: End-of-Course Writing

Each school division using local performance assessments to verify credits in writing must develop a Verified Credit Plan that describes how the school division will meet the requirements included in the [Guidelines for the Use of Local Performance Assessments to Verify Credits in Writing](https://www.doe.virginia.gov/home/showpublisheddocument/32322/638047186913170000)*.* This information is subject to review by Virginia Department of Education (VDOE) staff and must be maintained on file in 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 Division Information:

Division Code (nnn):       Division Name:

# School Year (Example: 202X-202X)

# Verified Credit Plan Contact Persons:

Note: The primary and alternate contact persons should have access to the Verified Credit Plan and 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 person.

## Primary Verified Credit Plan Contact Person:

First Name:       Last Name:

Position:       Email:       Phone:

## Alternate Verified Credit Plan Contact Person:

First Name:       Last Name:

Position:       Email:       Phone:

#### In each section below, describe how the elements of the school division’s Verified Credit Plan for End-of-Course (EOC) Writing meet the requirements outlined in the [*Guidelines for the Use of Local Performance Assessments to Verify Credits in Writing*](https://www.doe.virginia.gov/home/showpublisheddocument/32322/638047186913170000)and [*Virginia Board of Education Guidelines for the Use of Local Performance Assessments to Verify Credits in Writing: Implementation Support*](https://www.doe.virginia.gov/home/showdocument?id=32328) (effective fall 2019).

#### **Standards of Learning (SOL) Coverage:** (Include details such as which grade levels will use performance assessments to verify credits in writing if the division is using an incremental approach to local performance assessment implementation. Indicate the timeline during which specific English Standards of Learning for grades 9 through 11 will be addressed, the timeline for collecting persuasive, analytical, and argumentative types of writing and which sample will address the required research component, during which grade level the body of evidence is expected to be complete, etc.)

#### **Evaluation of Performance Tasks:**(Provide sufficient detail to describe the local processes used to develop and evaluate tasks, in accordance with the Virginia Quality Criteria Review Tool for Performance Assessments, including which personnel will participate and when and how this will occur. Describe how division staff will ensure that previously used tasks remain accessible and appropriate for all students and meet current needs. Best practices include: offering student choice; developing supplementary or alternate tasks for second opportunities and make-ups that allow students to use the same research or literature and annotations; collaborating across school divisions; and involving a broad spectrum of high school English teachers, English department chairs, and division-level instruction and assessment staff in the development of new tasks and revision of existing tasks.)

# Completion of Writing Samples:

(Include details such as local requirements to ensure that performance assessments 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 Verified Credit Plan for EOC Writing, Division Director of Testing, English 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 approach the completion of writing samples as an “event” (e.g., all writing samples are completed over two consecutive days in all Grade 11 English classrooms), school divisions are encouraged to consider if a more flexible approach to scheduling is possible. For example, a teacher might collect writing samples every Tuesday and Wednesday during October, based on individual student readiness, in order to have all writing samples collected before the school’s November recalibration and scoring event.

Specific accommodations that are necessary for students to access these assessments should be documented for individual students but are not included within the Verified Credit Plan. Note that some accommodations are not permissible during SOL testing but may be allowable for all students completing performance assessments (e.g., completing the short paper over multiple days). Accommodations that advantage students with content-specific support (e.g. Google translator, handouts that tell students how to organize their writing, etc.) are not appropriate.)

# Scoring Student Writing Samples:

(Include details such as when and how scorers will be trained and how documentation of annual qualification will be monitored, who will conduct this training and maintain the associated documentation, local scoring protocols including maintaining student anonymity during the scoring process, the local process to ensure that scores remain anchored to the rubrics within Understand Scoring, the process to address nonadjacent scores, how disturbing content will be addressed, etc. Plans for regular recalibration during a scoring window or scoring event should be included. The local process for appealing the score on a writing sample should be described, and the process and timeline for providing information to students and families on student achievement on writing samples 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.)

# Determining if a Verified Credit Should be Awarded:

(School divisions are required to convene a panel to review bodies/collections of evidence against the Performance Level Descriptors (PLDs) when determining if verified credit is awarded. This evaluation is a separate process from scoring. School divisions should not rely on or establish “cut” scores to determine if verified credit is awarded and must be able to show how the local methodology adopted is aligned to the PLDs and based on the preponderance of evidence within the writing samples considered. Include details such as the timeline for determining if verified credit will be awarded, the process for training evaluators using the annotated body of evidence anchor sets in accordance with the [*Procedures for Determining if Verified Credit is Awarded*](https://www.doe.virginia.gov/home/showdocument?id=32330) and resources provided on the [Local High School Performance Assessments: Evaluating Collections of Evidence to Award Verified Credit in Writing](https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/assessment-resources/local-high-school-performance-assessments-evaluating-the-collection-of-evidence-to-verify-credit-in-writing) webpage, 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 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; etc. Note that school divisions selected for desk review will provide documentation that includes not only a summary of the number of collections of evidence evaluated and the number of verified credits awarded but also will submit sets of collections of evidence representing each of the achievement levels described in the PLDs.)