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| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |

# Agenda Item: D

## Date: September 23, 2021

### Title: Final Review of Proposed Revisions to 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* to Allow for the Use of Performance Assessments to Verify Credits in History and Social Science

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## Purpose of Presentation:

Action required by state or federal law or regulation.

**Executive Summary:**

The proposed revisions to the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8VAC20-131-110 Standard and Verified Units of Credit: Locally-Awarded Verified Credit* (the *SOA Guidance Document*)to allow for the use of performance assessments to verify credits in history and social science addresses language included in the 2020 and 2021 Virginia General Assembly’s Appropriations Act that adds “successful completion of assessments that include state-developed performance tasks scored locally in accordance with Board guidelines using state-developed rubrics” as an option for earning verified credit in history/social science. These amendments to the *SOA* *Guidance Document* provide guidance for local school divisions that exercise the option of using state-developed performance tasks, in conjunction with other local assessments, to determine if a student has earned a locally-awarded verified credit (LAVC) in history and social science.

The revisions to the *SOA Guidance Document* will assist the Board of Education (Board) in meeting Priority 1 of the Virginia Board of Education Comprehensive Plan: 2018-2023, to “provide high-quality, effective learning environments for all students” and Priority 3, to “ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*.”

## Action Requested:

Final review. Action requested at this meeting.

## Superintendent’s Recommendation: The Superintendent of Public Instruction recommends that the Board adopt the proposed revisions to the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8VAC20-131-110 Standard and Verified Units of Credit: Locally-Awarded Verified Credit* (the *SOA Guidance Document*)to allow for the use of performance assessments to verify credits in history and social science in response to the 2020 and 2021 Virginia General Assembly’s Appropriations Act*.*

## Rationale for Action:

Approving the revisions to the *SOA Guidance Document* at the September 23, 2021, Board meeting will allow the Virginia Department of Education (VDOE) to notify school divisions of these changes for immediate implementation during the 2021-2022 school year.

## Previous Review or Action:

Previous review or action. Specify date and action taken below:

**Date:** July 22, 2021

**Action:** First Review

**Background Information and Statutory Authority:**

The 2020 and 2021 Virginia General Assembly’s Appropriations Acts (line 139) provided an additional option for students to earn a verified credit in history as stated in (iv) below:

*D.1. Out of this appropriation, $300,000 the first year and $300,000 the second year from the general fund is provided for assessment related materials for a verified credit in high school history and social science. In establishing graduation requirements, the State*

*Board of Education shall require students to earn one verified credit in history and social*

*science. Such verified credit shall be earned by (i) the successful completion of a state developed end-of-course Standards of Learning assessment; (ii) achievement of a passing*

*score on a Board-approved standardized test administered on a statewide, multistate, or*

*international basis that measures content that incorporates or exceeds the Standards of*

*Learning content in the course for which the verified credit is given; (iii) achievement of*

*criteria for the receipt of a locally awarded verified credit from the local school board in*

*accordance with criteria established in Board guidelines when the student has not passed*

*a corresponding Standards of Learning assessment; or (iv) successful completion of*

*assessments that include state-developed performance tasks scored locally in accordance*

*with Board guidelines using state-developed rubrics.*

As required by this legislation, the proposed revisions to the *SOA Guidance Document* will establish guidelines to which school divisions must adhere when exercising option (iv) as permitted by this legislation. These guidelines will contribute to consistency among school divisions when determining if a student has earned a LAVC in history and social science.

The *Code of Virginia* § [22.1-253.13:4](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13%3A4/)establishes the Board’s authority to prescribe graduation requirements:

*A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. …*

The Standards of Accreditation establish the number of verified credits a high school student needs to earn for either a Standard or Advanced diploma ([8VAC20-131-50](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section50/) and [8VAC20-131-51](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section51/)). For students entering high school prior to 2018-2019, students must earn either six or nine verified credits, depending on diploma type. For students entering high school after 2018-2019, students must earn five verified credits for either diploma.

Verified credits can be earned through one of three pathways (or four pathways for writing). [8VAC20-131-110](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section110/) states, in part:

*B. A "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:*

*1. Achieves a passing score on a corresponding end-of-course SOL test. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.*

*Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.*

*2. Achieves a passing score on an additional test, as defined in 8VAC20-131-5, as a part of the Virginia Assessment Program.*

*3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.*

*a. Students who enter the ninth grade for the first time prior to the 2018-2019 school year and do not pass SOL tests in science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. Credit accommodations for students with disabilities may be used to confer locally awarded verified credits as provided in 8VAC20-131-50 B 3.*

*b. Students who enter the ninth grade for the first time in the 2018-2019 school year or thereafter and do not pass SOL tests in English, mathematics, laboratory science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. No more than one locally awarded verified credit may be used to satisfy graduation requirements, except as provided in 8VAC20-131-51 B 3 for students with disabilities seeking a standard diploma.*

*4. Meets the criteria for the receipt of a verified credit in English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment, that complies with guidelines adopted by the board. Such students shall not also be required to take the corresponding SOL test in English (writing).*

The Board’s *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia* clarifies regulations. Among the relevant clarifications are that students must attempt, unsuccessfully, the corresponding Standards of Learning (SOL) test at least twice and score within the 375-399 range in order to be eligible for a LAVC. Students under graduation requirements in 8VAC20-131-50 may earn no more than three LAVC which may only be applied toward a Standard Diploma Section 8VAC20-131-51 establishes the cap of one LAVC for students entering ninth grade in 2018-2019 or beyond.

The proposed revisions to the *SOA Guidance Document* establish a new pathway to earn a verified credit in history and social science through an amended LAVC process, using state-developed performance assessments, scored locally using the applicable state-developed common rubric, in conjunction with other local assessments. LAVC earned through this new pathway would not be subject to the caps on the number of LAVC a student might earn.

The Board’s requirement that local school boards adopt policies to govern procedures used to confer a LAVC under these guidelines still applies and is further clarified in these guidelines. In school divisions exercising the option to use this amended LAVC process, students who need the verified credit in history and social science to meet graduation requirements would not be required to take the associated history and social science SOL test. The provision of this new option for a LAVC in history and social science encourages school divisions to build and/or grow their capacity to administer performance assessments in history and social science and continues to build on the foundation for the use of this type of assessment model in the future.

To support the use of performance assessments, the Board is also asked to remove language prohibiting the award of verified credit for performance assessments in history and social science from the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*. This language describes legislation enacted by the 2018 Virginia General Assembly prohibiting the use of performance assessments in awarding verified credit in history and social science, as follows:

***Guidance regarding performance assessment for verified credit in history/social science:***

*The 2018 General Assembly enacted legislation prohibiting the award of verified credit for performance assessments in history/social studies. This supersedes the language in 8VAC20-131-110. The 2018 legislation provides that the only way to earn a verified credit in history and social science is through successfully completing: (i) a Standards of Learning assessment; (ii) a substitute test that incorporates or exceeds the course content; or (iii) a locally awarded verified credit.*

As well, to make available to students who entered the ninth grade for the first time prior to the 2018-2019 school year the opportunity to use a LAVC in history/social science toward requirements of an Advanced Studies diploma, the Board is asked to remove language from the *SOA Guidance Document* that does not allow LAVC to be used to award verified credits for the Advanced Studies diploma, as shown below:

* + *For students who enter the ninth grade for the first time prior to the 2018-2019 school year, no more than three verified credits may be awarded through this process and locally-awarded verified credits may not be used to award verified credits for the Advanced Studies diploma.*

In recent years, VDOE has provided professional development and fostered partnerships supporting both the implementation of the *2015 History and Social Science SOL* and the inclusion of performance assessments and performance tasks in history and social science classrooms. The bulk of this work predates the 2020 Appropriations Act, laying a foundation for change in instruction and assessment practices that should occur in tandem with the use of performance assessments to verify credit in history and social science. Background information and additional context including state-developed performance tasks and state-developed rubrics in history and social science, related professional development provided by VDOE, and the 2020-2021 Pilot Program for State-Developed Performance Assessments is provided in Attachment A*: Supplemental Background Information and Context for the Use of Performance Assessments to Verify Credits in History and Social Science*.

Materials to support school divisions in planning and conducting local scoring events using the state-developed common rubrics include “Conducting a Holistic Scoring Event” (YouTube video presentation) and “History and Social Science Scoring Supports” (PowerPoint presentation). VDOE will provide additional support for scoring through webinars to address questions, and surveys will be used to determine additional needs related to scoring.

Depending on the availability of funding, VDOE will provide opportunities for the external verification of local scores.

A strikethrough version of the proposed revisions to the Guidelines for Locally Awarded Verified Credit contained in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia* to Allow for the Use of Performance Assessments to Verify Credits in History and Social Science is presented in Attachment B, with highlighting and a single underline or strikethrough indicating changes. Since the July 22.2021, Board meeting, a few changes have been made to the proposed revisions to the guidelines. A summary of the changes is provided below. These revisions are highlighted in blue in Attachment B. A “clean” version of these guidelines is provided as Attachment C. The language describing the number of state-developed performance tasks that must be included in a student’s collection of evidence and the number of responses that the teacher of record will be permitted to score has been revised to ensure the guidelines will be flexible enough to be used for any history and social science course eligible for a verified credit. The updated description requires the collection of evidence to include “the student’s responses to state-developed performance tasks from the majority of the different historical eras or categories” instead of prescribing “tasks from three of four different historical eras.”

As well, the language describing the number of responses that the teacher of record shall be permitted to score has been revised accordingly. The updated language states, “At least one of the responses to the state-developed performance tasks used to verify credit must be scored by an educator who did not provide the student with instruction in the course being verified.” This language replaces, “The teacher of record shall not score more than two of the three responses that must be included in a student’s completed collection of evidence.”

Since the July 22, 2021, Board meeting, VDOE staff have received one concern about the proposed revisions. The school division staff member who contacted VDOE staff with the concern wanted the guidelines to allow the results of locally-developed tasks scored with local rubrics to be used as evidence for the locally-awarded verified credit instead of the requirement to use students’ responses to the state-developed tasks scored with the state-developed rubric. VDOE staff explained that the Appropriations Act language requires the use of the state-developed tasks and the state-developed rubric and that the guidelines were drafted to comport with this requirement.

**Timetable for Further Review/Action:**
Following Board approval, these *Guidelines* will be posted on Town Hall for a 30-day public comment period, pursuant to the Administrative Process Act and communicated to school divisions via superintendent’s memorandum. Additionally, the information will be shared through a webinar co-hosted by the Office of Student Assessment and Office of Humanities.

## Impact on Fiscal and Human Resources:

Any costs associated with the implementation of the guidelines to VDOE will be covered by existing funds. While the cost to school divisions is indeterminate, it should be noted that planning and implementing local scoring events and determining if a LAVC is conferred will directly impact fiscal and human resources for school divisions exercising this option.

# Attachment A

***Supplemental Background Information and Context for the Use of Performance Assessments to Verify Credits in History and Social Science***

# [Background Information on the Use of Performance Tasks and Rubrics in History and Social Science](#_heading=h.2bnlhufb2ikv)

# [Professional Development on the Use of Performance Tasks in History and Social Science](#_heading=h.1fob9te)

## [Development of State Performance Tasks and State Common Rubrics](#_heading=h.t2mvxk962z57)

## [Pilot Program for State-Developed Performance Assessments in History and Social Science](#_heading=h.dy90ytg95rkw)

## Background Information on the Use of Performance Tasks and Rubrics in History and Social Science

Actions taken by the Virginia Department of Education (VDOE) staff to support the implementation of performance assessments in history and social science has laid a foundation for the response to legislative actions from the Virginia General Assembly in 2020, with much of this work predating the legislation. The adoption of the *2015 History and Social Science Standards of Learning* (SOL) reflected a shift toward deeper learning, moving the application of the history and social science skills to the forefront of instruction and assessment. As well, professional development provided by VDOE in response to recommendations for instruction and assessment presented to the General Assembly by the SOL Innovation Committee in 2015, and actions taken by school divisions to achieve the expectations established by the Board with its adoption of the *Profile of a Virginia Graduate,* each set the stage for this new assessment option described in the 2020 legislation.

As background, performance tasks may require students to create a product or construct an argument or response. Performance tasks are designed to provide feedback to students and teachers and include opportunities for students to develop and demonstrate not only academic content knowledge but also higher-order thinking and communication skills. Performance tasks are scored using a rubric that describes the criteria for success and levels of achievement. Rubric scores are based on evidence in student work and, when used during instruction, provide descriptive feedback to students and teachers that can be used to make adjustments during the learning process. Used together, the state-developed performance tasks will require students to apply the core historical thinking skills they have learned, and the use of the state common rubrics to score student responses to these tasks will provide consistency in achievement expectations for all students across the Commonwealth.

## Professional Development on the Use of Performance Tasks in History and Social Science

The focus of professional development provided by VDOE since 2015 has set the stage for school divisions to transition to the use of performance tasks to verify credit in history and social science. Utilizing a train-the-trainer model, VDOE has provided professional development offerings across the Commonwealth to support full implementation of the *2015 History and Social Science SOL*, providing experiences and examples of engaging instruction and performance assessment opportunities in order to deepen student understanding of academic content through the use of information sources and the application of the history and social science skills. Examples of offerings in support of these goals include but are not limited to:

* K-12 History and Social Science SOL Institutes, 2016: Sessions focused on deepening participants’ understanding of the progression of history and social science skills and instructional best practices to foster skill development alongside content learning.
* K-12 History and Social Science SOL Institutes, 2017: Sessions focused on the *2015 History and Social Science SOL*, which were purposefully designed to lead to the use of performance assessments. Participants’ experiences in grade-level bands were developed to make changes in history and social science instruction necessary to prepare students to demonstrate skills and knowledge through performance assessments.
* Performance Assessment Assurances: Next Steps for Leading Deeper Learning in Virginia, May and June of 2018: Staff from each school division in Virginia participated in secondary History and Social Science breakout sessions during this two-day conference. Sessions included comparison of different types of performance assessments and experience with the *Virginia Quality Criteria Tool for Performance Assessments*. Participants discussed the draft common rubrics for History and Social Science and *Principles of Scoring Student Work*, authored by the Stanford Center for Assessment, Learning & Equity (2016), and VDOE staff from the Office of Humanities led participants through a scoring activity using samples of student responses to a secondary performance task and the draft state common rubric.
* K-12 History and Social Science SOL Institute, 2018: Sessions provided served as follow-up to the Performance Assessment Assurances: Next Steps for Leading Deeper Learning in Virginia workshops. Breakout sessions led by school division specialists provided opportunities for classroom teachers to use and apply the *Virginia Quality Criteria Tool* and draft common rubrics. Participants also participated in a session during which examples of performance assessments were shared and instruction needed for this type of assessment was demonstrated.
* K-12 History and Social Science 132 Workshop Conference for Division Leaders, April 2019: Content coordinators, supervisors, specialists, and division administrators responsible for history and social science instruction from every school division were invited to this differentiated workshop. Attendees had the opportunity to select sessions, based on their school division’s level of readiness with implementation of performance tasks and performance assessments for history and social science. Sessions included “Writing Balanced Assessment Plans for History and Social Science,” “Using the Virginia Quality Criteria Tool for Performance Assessments, Common Rubrics, and Scoring Practices,” “Preparing Teachers to Participate in a Division-wide Scoring Event,” “Changing Instruction to Prepare for Deeper Understanding,” and “Leading for Quality Performance Assessments.”
* K-12 History and Social Science Deeper Learning Conferences, fall 2019: These conferences, held at four locations across Virginia, offered professional development sessions focused on the development and scoring of performance tasks and assessments. Breakout sessions, led by school division specialists and teacher trainers, emphasized the historical thinking and analysis skills within the 2015 SOL and Curriculum Framework.
* Partnerships with professional organizations and museums: Ongoing work with history organizations and museums across the Commonwealth continues, with efforts coordinated to gather and publicize the availability of resources that can be used as artifacts and sources to support performance tasks and assessments. Examples of partners in this work include: the Virginia Social Studies Leaders Consortium; the Library of Congress; various Virginia museums and partner agencies, including the Library of Virginia, Virginia Humanities, Virginia Museum of History and Culture, Moton Museum, Birthplace of Country Music Museum, the Frontier Museum, Danville Museum of Fine Arts and History, Fort Monroe, Jamestown-Yorktown Foundation, Colonial Williamsburg, Montpellier, Monticello, Mount Vernon, etc.

While these professional development offerings and partnerships supporting the implementation of the *2015 History and Social Science SOL* and the inclusion of performance assessments and performance tasks preceded the legislative actions previously referenced, this work has laid a foundation for change in instruction and assessment practices that will accompany the use of performance assessments to verify credit in history and social science.

## Development of State Performance Tasks and State Common Rubrics

Draft versions of the state common rubric were first provided in 2017 to school divisions for use in evaluating student responses to performance assessments. These rubrics are aligned to the *2015 History and Social Science SOL* and were developed by VDOE in conjunction with history and social science educators from local school divisions. Training in using these rubrics was provided to all school divisions in 2018 during the “Performance Assessment Assurances: Next Steps for Leading Deeper Learning in Virginia” conferences and History and Social Science SOL Institutes.

In fall 2018, the VDOE history and social science program staff collaborated with classroom teachers representing different school divisions across the Commonwealth to develop six model performance tasks in order to begin the finalization of the draft state common rubrics. These tasks were implemented by volunteer teachers across the state to students enrolled in Grade 3 History, United States History to 1865, and United States History: 1865 to the Present, World History and Geography to 1500, World History and Geography: 1500 to the Present, and Virginia and United States History. In April 2019, VDOE convened committees of Virginia educators, including teachers, to participate in range-finding activities that would finalize the state common rubrics. The goal of each range-finding committee was to select student responses that would exemplify or illustrate each score point of the rubric from student responses to the model performance tasks that had been collected from volunteer school divisions during the 2018-2019 school year. During these meetings, it became evident that in order to produce responses representative of each score point for the full range of the rubric, some revisions to the tasks would need to occur. Discussions of the draft common rubrics alongside the performance task responses led to deeper understanding of the performance expectations described by the rubrics as well as the impact of the performance task design itself on scoring. The committee determined that the responses collected for the purpose of range finding revealed flaws in the tasks themselves that limited the opportunity for students to demonstrate some levels of performance described in the rubrics.

During the summer of 2019, informed by the outcomes of the 2019 range-finding committees, the history and social science program contracted with coordinators and specialists to develop performance tasks for Grade 3 History, United States History to 1865, United States History: 1865 to the Present, World History and Geography to 1500, World History and Geography: 1500 to the Present, and Virginia and United States History. These state-developed tasks were designed to serve two purposes: first, these tasks could be shared as examples with school divisions after vetting; and second, student responses to the performance tasks developed by this committee would serve as the basis for range-finding sessions in April 2020. If successful, the range-finding meetings would enable VDOE to finalize the draft common rubrics. During the 2019-2020 school year, VDOE collected samples of student responses to these performance tasks. Because of the school closures in spring 2020, the face-to-face meetings planned for April 2020 were conducted virtually over several weeks in May and June. Committee members first participated in a general training session to establish norms and scoring expectations and then met by course/content area. Instructional leaders and partners from school divisions across the state facilitated the scoring sessions, supported by VDOE staff from both the Office of Humanities and the Office of Student Assessment. Based on the input from committee members, all state common rubrics have been finalized, are available for use by school divisions, and are posted on the VDOE History and Social Science Instruction webpage. The [HSS State-Developed Common Rubric: Upper Secondary](https://www.doe.virginia.gov/instruction/history/rubric/hss-rubric-uppersecondary.docx) will be used when locally scoring student responses to performance tasks in Virginia and U.S. History. The [HSS State-Developed Common Rubric: Early Secondary](https://www.doe.virginia.gov/instruction/history/rubric/hss-rubric-earlysecondary.docx) will be used when scoring student responses to performance tasks in World History I, World History II, and World Geography when state-developed performance tasks in those content courses become available.

To comply with the emphasis on history and social science courses eligible for verified credit included in legislation from the 2020 General Assembly and the limited resources allocated for this work, VDOE narrowed its task development during 2020 to focus on the Virginia and United States History course. This narrowed focus would enable VDOE to offer school divisions the opportunity to pilot state-developed tasks representing the different eras within Virginia and U.S. History during 2020-2021. In June 2020, VDOE convened a group of experienced teachers, division-level specialists, and division instructional leaders/supervisors responsible for history and social science instruction and assessment within their respective divisions to develop performance tasks that could be used to verify a credit in Virginia and U.S. History. The developers were selected based on previous work with the history and social science program at the VDOE during SOL Institutes, Deeper Learning Conferences, the 132 Workshop, and performance assessment work within school divisions.

Work for this group began with training from Dr. John Lee, department head and professor in the Department of Teacher Education and Learning Sciences in the College of Education at North Carolina State University. Dr. Lee has authored or co-authored several books, including: *Inquiry-Based Practice in Social Studies Education: Understanding the Inquiry Design Model*; *Teaching Social Studies: A Methods Book for Methods Teachers*; *Teaching the C3 Framework*; and *Research on Technology in Social Studies: Guiding Learning with Technology*. Dr. Lee worked with VDOE instructional staff and assessment staff along with the history educators through two days of training in the Inquiry Design Model (IDM). IDM is a distinctive approach to creating curriculum and instructional materials that focuses on the main elements of the instructional design process: compelling questions, sources, and formative tasks. After this training, the group divided into four teams that used IDM to develop three distinct performance tasks for one of the four historical eras covered by the Virginia and U.S. History SOL.

Each state-developed performance assessment follows the Inquiry Design Model and uses a foundation of questions, sources, and tasks:

* Questions: The overarching question, which provides focus for the inquiry, is called the “compelling question.” Students will develop an argument or claim in response to the compelling question. Supporting questions included within each task are designed to help students develop their argument or claim and analyze the sources presented.
* Sources: Primary and secondary sources are included in each task. Students analyze the information sources provided, consider prior learning, and synthesize the evidence to substantiate their claims.
* Tasks: Formative tasks are used to provide students an opportunity to apply the social science skills. Students demonstrate their understanding of the content through the sources and the evidence collected through the tasks. These formative tasks give teachers an opportunity to check for understanding of both skills and content.

Each of these components can be differentiated for learning styles, comprehension, level, and instructional delivery model.

As planned, the 12 state-developed performance tasks resulting from this work were offered through a pilot program for use by Virginia and U.S. History teachers during the 2020-2021 school year as a means of vetting these tasks prior to their use for verifying credit. Each of these tasks includes an inquiry structure for the task, links to sources to be used by students while completing the task, instructional supports and best practices for teachers, scaffolding questions, the task/ compelling question for students, and the HSS State-Developed Common Rubric: Upper Secondary. VDOE is collecting both samples of completed student responses to these tasks as well as feedback from the teachers on the tasks to determine if revisions are needed before using these state-developed performance tasks as part of the evidence used to confer a locally-awarded verified credit (LAVC).

Finally, a team of Virginia educators representing all eight Superintendent’s Regions participated in training and scoring sessions in June 2021, during which student responses to the piloted tasks were scored and rationales from scorers were collected. Materials to support local scoring training will be a product of this work, to include anchor papers representing each score point on the HSS State-Developed Common Rubric: Upper Secondary and annotations to provide rationales for the scores assigned.

## Pilot Program for State-Developed Performance Assessments in History and Social Science

In preparation for the potential use of state-developed performance assessments, combined with other locally-developed assessments, to verify a credit in history and social science beginning with the 2021-2022 school year, VDOE provided the opportunity for school divisions to pilot the use of the state-developed performance tasks for Virginia and U.S. History and the state common rubrics during 2020-2021. The pilot program serves two primary purposes. First, it allows VDOE to collect samples of student responses to the state-developed tasks in order to identify student responses exemplifying each score point of the rubric for those tasks. These “anchor papers” will be used to support local scoring and promote consistency in achievement expectations across the Commonwealth. Second, the pilot program allows teachers to use the state-developed performance tasks and associated materials with students enrolled in Virginia and U.S. History in a low-stakes environment, prior to the tasks being used to verify a credit needed for graduation. (Note that during this pilot program, the End-of-Course SOL Test for Virginia and U.S. History (2015) continued to be used to verify credit.) Feedback collected by VDOE from these teachers will be used to determine what additional instructional supports and professional development opportunities need to be developed.

In light of the pandemic and to encourage participation in the pilot program, VDOE allowed for participating teachers to choose among the state-developed performance tasks rather than adhering to the original expectation that teachers use one assigned task from each of the four eras covered within the Virginia and U.S. History SOL. Additionally, VDOE encouraged school divisions exercising the flexibility set forth by the *Emergency Guidelines for Locally-Awarded Verified Credits* (LAVC), Option Two,to consider using these state-developed performance tasks with students enrolled in Virginia and U.S. History who needed the verified credit in history and social science for graduation. As a reminder, students eligible to earn a LAVC under these guidelines must “1. Pass the corresponding high school course; AND 2. Demonstrate mastery of the standards, competencies, and objectives of the entire course through a locally-determined verification process that must consist of an evaluation of a collection of evidence, including the student’s responses to performance assessment tasks.”

**Next Steps**

In an effort to move forward with the use of performance tasks and assessments to confer a LAVC in history and social science, the VDOE has convened a group of World History and Geography teachers and specialists to develop state-developed performance tasks. Using the previous model implemented for state-developed performance tasks in Virginia and U.S. History, the task developers worked throughout the month of June to develop tasks for use by local school divisions during the 2021-2022 school year. The VDOE will continue to provide training sessions and support for task development and best practices for instruction and will assist with planning and implementation of local scoring events throughout the school year.

# Attachment B

## Proposed Revisions to 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* to Allow for the Use of Performance Assessments to Verify Credits in History and Social Science

## Locally-Awarded Verified Credit

### 8VAC20-131-110(B) states, in part:

*B. A "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit, and meets one of the following:*

*3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.*

*a. Students who enter the ninth grade for the first time prior to the 2018-2019 school year and do not pass SOL tests in English, mathematics, science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. Credit accommodations for students with disabilities may be used to confer locally awarded verified credits as provided in 8VAC20-131-50 B 3.*

*b. Students who enter the ninth grade for the first time in the 2018-2019 school year or thereafter and do not pass SOL tests in English, mathematics, laboratory science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. No more than one locally awarded verified credit may be used to satisfy graduation requirements, except as provided in 8VAC20-131-51 B 3 for students with disabilities seeking a standard diploma.*

Guidance:

* + For students who enter the ninth grade for the first time prior to the 2018-2019 school year, no more than three verified credits may be awarded through this process ~~and locally-awarded verified credits may not be used to award verified credits for the Advanced Studies diploma~~.
	+ For students entering the ninth grade in the 2018-2019 academic year or thereafter, no more than one verified credit may be awarded through this process.
	+ Students eligible for credit accommodations shall not be subject to the limitations on the number of verified credits that may be awarded through this process.
	+ The award of verified credits under this guidance will not be used to recalculate a school’s accreditation rating.
	+ ~~To be eligible to earn locally awarded verified credits in English, mathematics, science, or history/social science under this guidance, a student must:~~
	+ ~~Pass the high school course;~~
	+ ~~Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice; and~~
	+ ~~Demonstrate achievement in the academic content through an appeal process administered at the local level.~~
	+ A student may be eligible to earn locally-awarded verified credits under two options. Student eligibility and the locally-awarded verified credit process vary between the two options.

Option One: To be eligible to earn locally-awarded verified credits in reading, writing, mathematics, science, or history/social science, a student must:

* + - Pass the high school course;
		- Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice; and
		- Demonstrate achievement in the academic content through an appeal process administered at the local level.

Option Two: To be eligible for a locally-awarded verified credit in history/social science under this guidance, a student meeting these conditions must:

* + Pass the corresponding high school course, AND
	+ Demonstrate mastery of the standards, competencies, and objectives of the entire course through a locally determined verification process that must consist of an evaluation of a collection of evidence, including the student’s responses to state-developed performance task scored locally using the state-developed rubric.

Locally-awarded verified credits earned in history and social science using option two will not count toward the cap on the number of locally-awarded verified credits a student may earn.

* The Board of Education requires that local school boards adopt policies to govern procedures used to confer locally-awarded verified credit. The verification process will include:

Option One:

* + The appointment by the local school board of a local review panel comprised of at least three educators. Different panels may be appointed for individual schools or groups of schools, at the local school board’s discretion.
	+ The local review panel will review information that provides evidence of the student’s achievement of adequate knowledge of the Standards of Learning content. The panel shall have discretion in determining the information to be considered and may include, but not be limited to: results of classroom assignments, divisionwide exams, course grades, and additional academic assignments (e.g., papers, projects, essays, or written questions) as deemed appropriate.

Option Two:

* + The appointment by the local school board of a local panel of at least three educators to evaluate a student’s collection of evidence. Different panels may be appointed for individual schools or groups of schools, at the local school board’s discretion. A student’s teacher of record for history/social science is not permitted to serve on this review panel.
	+ The local review panel will review a collection of evidence that provides information on the student’s mastery of the standards, competencies, and objectives of the entire course. A student’s collection of evidence reviewed by the local panel must include:
		- The student’s responses to state-developed performance tasks from the majority of the different historical eras or categories included in the SOL, each completely independently by the student while under the supervision of school personnel within the school environment. The student’s responses to the state-developed performance tasks must each be scored in accordance with these guidelines using the applicable state-developed common rubric; AND
		- A variety of local assessments covering the remaining Standards of Learning content for the entire course, each completed by the student independently. Local assessments included in the collection of evidence should be graded or scored prior to review by the local panel.
	+ Based on the evidence reviewed, the local review panel may award the verified credit, deny the verified credit, suggest participation in a remedial program and retesting, or make additional academic assignments as deemed appropriate prior to determining whether to award the verified credit.

Additional guidelines for the use of performance assessments when used as part of the collection of evidence used to confer locally-awarded verified credits in history and social science are found below.

# State-Developed Performance Tasks and State-Developed Rubrics

School divisions choosing this option must administer state-developed performance tasks provided by the Virginia Department of Education to school divisions choosing this option and use state-developed common rubrics to score these performance tasks locally.

State-developed performance tasks will measure achievement in the core expectations and skills in the current Board-approved *History and Social Science Standards of Learning* (SOL). Additional evidence of content mastery will be measured through locally-developed assessments. The inclusion of these additional assessments in the collection of evidence will provide confirmation of achievement across the content standards within the course. Together, these state-developed performance tasks, scored using the state-developed common rubric, and additional local assessments will be evaluated by a local panel, in accordance with Board guidelines, to determine if a locally-awarded verified credit in history and social science is awarded or denied.

# Standards of Learning Coverage

School divisions that choose to use state-developed performance tasks to confer a locally-awarded verified credit in history and social science must also administer additional local assessments in order to cover the SOL included in the entire course. These local assessments are not required to be performance assessments and should include a variety of assessment types. Similar to the test blueprints in place for the end-of-course SOL tests aligned to the 2008 SOL, the *2015 History and Social Science SOL* are organized into historical eras or content categories, and state-developed performance tasks will be provided for each of these eras or categories.

# Completion of State-Developed Performance Tasks and Locally-Developed Assessments Used to Confer Locally-Awarded Verified Credits

All state-developed performance tasks and locally-developed assessments that will become part of the evidence evaluated to determine if a locally-awarded verified credit in history and social science is conferred must be completed independently by the student while at school and under the supervision of school personnel. A collection of evidence used to confer a locally-awarded verified credit must include not only a student’s response to a state-developed performance task for the majority of the different historical eras or categories included in the course but also a variety of local assessments that measure the remaining SOL covered in the entire course. The student’s mastery of the core expectations (i.e., historical thinking skills described in SOL .1a and .1c of the 2015 *History and Social Science SOL*) will be demonstrated through the student’s responses to state-developed performance tasks for a majority of the different historical eras or categories included in the SOL for the entire course, and the student’s understanding of the essential knowledge defined by the content standards in the SOL for the entire course will be demonstrated through other local assessments administered to the student. Thus, the completed collection of evidence that will be used to determine if a locally-awarded verified credit in history and social science is conferred will be composed of the student’s responses to state-developed performance assessments from a majority of the different historical eras or categories included in the course AND a variety of local assessments that cover the content SOL that are not measured in the state-developed tasks completed by the student.

**Scoring Student Responses to State-Developed Performance Tasks**

Completed state-developed performance tasks must be scored using the applicable state-developed common secondary rubric by scorers who have been trained on the application of the rubric. The state-developed common secondary rubrics are to be used as written. Core Expectations (.1a and .1c) will be scored for every state-developed task. Task Specific Skills that are scored will vary by task; however, the language in the state-developed common secondary rubric that corresponds to the task specific skills measured by the state-developed performance task that a student has completed is not to be altered.

It is best practice for teachers of record not to score their own students' responses to performance tasks and for each response to be scored by two scorers, each without knowledge of the score assigned by the other. At least one of the responses to the state-developed performance tasks used to verify credit must be scored by an educator who did not provide the student with instruction in the course being verified.

The [HSS State-Developed Common Rubric: Upper Secondary](https://www.doe.virginia.gov/instruction/history/rubric/hss-rubric-uppersecondary.docx) will be used when locally scoring student responses to performance tasks in Virginia and U.S. History. The [HSS State-Developed Common Rubric: Early Secondary](https://www.doe.virginia.gov/instruction/history/rubric/hss-rubric-earlysecondary.docx) will be used when locally scoring student responses to performance tasks in World History I, World History II, and World Geography when state-developed performance tasks in those content courses become available.

**Annual Notification**

On an annual basis, school divisions will be asked to notify the Virginia Department of Education if they choose to use state-developed performance assessments in conjunction with other local assessments to confer locally-awarded verified credit in high school history and social science courses.

**Locally-Awarded Verified Credit Plans for History and Social Science**

On an annual basis, school divisions that choose to use state-developed performance assessments in conjunction with other local assessments to confer locally-awarded verified credits in high school history and social science must prepare Locally-Awarded Verified Credit Plans that describe how the collection of assessments reviewed by the local panel will meet the requirements included in these guidelines. Locally-Awarded Verified Credit Plans for History and Social Science will be subject to periodic review by Department staff on behalf of the Board of Education. Information gathered during the reviews will be used to provide technical assistance to school divisions and may be shared in summary form with the Board.

**Desk Reviews**

VDOE staff will conduct annual “desk reviews” to determine how local school divisions that use state-developed performance tasks and local assessments to confer locally-awarded verified credits in history and social science are implementing these guidelines. Documents to be reviewed during these desk reviews may include examples of how materials provided by VDOE have been used to train scorers, samples of scored student responses to state-developed performance tasks, and other local assessments used to measure the SOL included in the course. School division staff may be interviewed either by webinar or by telephone as part of these reviews. The reviews will help Department staff to identify technical assistance needs and to identify best practices for sharing with other Virginia school divisions.

# Attachment C

## Proposed Revisions to 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* to Allow for the Use of Performance Assessments to Verify Credits in History and Social Science

## Locally-Awarded Verified Credit

### 8VAC20-131-110(B) states, in part:

*B. A "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit, and meets one of the following:*

*3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.*

*a. Students who enter the ninth grade for the first time prior to the 2018-2019 school year and do not pass SOL tests in English, mathematics, science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. Credit accommodations for students with disabilities may be used to confer locally awarded verified credits as provided in 8VAC20-131-50 B 3.*

*b. Students who enter the ninth grade for the first time in the 2018-2019 school year or thereafter and do not pass SOL tests in English, mathematics, laboratory science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. No more than one locally awarded verified credit may be used to satisfy graduation requirements, except as provided in 8VAC20-131-51 B 3 for students with disabilities seeking a standard diploma.*

Guidance:

* + For students who enter the ninth grade for the first time prior to the 2018-2019 school year, no more than three verified credits may be awarded through this process.
	+ For students entering the ninth grade in the 2018-2019 academic year or thereafter, no more than one verified credit may be awarded through this process.
	+ Students eligible for credit accommodations shall not be subject to the limitations on the number of verified credits that may be awarded through this process.
	+ The award of verified credits under this guidance will not be used to recalculate a school’s accreditation rating.
	+ A student may be eligible to earn locally-awarded verified credits under two options. Student eligibility and the locally-awarded verified credit process vary between the two options.

Option One: To be eligible to earn locally-awarded verified credits in reading, writing, mathematics, science, or history/social science, a student must:

* Pass the high school course;
* Score within a 375-399 scale score range on any administration of the Standards of Learning (SOL) test after taking the test at least twice; and
* Demonstrate achievement in the academic content through an appeal process administered at the local level.

Option Two: To be eligible for a locally-awarded verified credit in history/social science under this guidance, a student meeting these conditions must:

* + Pass the corresponding high school course, AND
	+ Demonstrate mastery of the standards, competencies, and objectives of the entire course through a locally-determined verification process that must consist of an evaluation of a collection of evidence, including the student’s responses to state-developed performance task scored locally using the state-developed rubric.

Locally-awarded verified credits earned in history and social science using option two will not count toward the cap on the number of locally-awarded verified credits a student may earn.

* The Board of Education (Board) requires that local school boards adopt policies to govern procedures used to confer locally-awarded verified credit. The verification process will include:

Option One:

* + The appointment by the local school board of a local review panel comprised of at least three educators. Different panels may be appointed for individual schools or groups of schools, at the local school board’s discretion.
	+ The local review panel will review information that provides evidence of the student’s achievement of adequate knowledge of the SOL content. The panel shall have discretion in determining the information to be considered and may include, but not be limited to: results of classroom assignments, divisionwide exams, course grades, and additional academic assignments (e.g., papers, projects, essays, or written questions) as deemed appropriate.

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		- A variety of local assessments covering the remaining SOL content for the entire course, each completed by the student independently. Local assessments included in the collection of evidence should be graded or scored prior to review by the local panel.
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