Implementation Support for School Divisions Using

State-Developed Performance Tasks to

Verify Credits in History and Social Science

As announced in [Superintendent’s Memo #276-21](https://www.doe.virginia.gov/home/showdocument?id=3376), the Virginia Board of Education adopted revisions to the [Guidelines for Locally Awarded Verified Credits](https://www.doe.virginia.gov/home/showdocument?id=39934&t=638072204224570000) contained in the Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia on September 23, 2021. These revisions allow for the use of state-developed performance tasks to verify credits in History and Social Science. Implementation Support for School Divisions Using State-Developed Performance Tasks to Verify Credits in History and Social Science supplements these guidelines and provides additional clarification regarding the requirements and best practices for school divisions that exercise this option.

# Completion of State-Developed Performance Tasks

State-developed performance tasks that will become part of a collection of evidence used to determine if a locally awarded verified credit is awarded will be provided to school divisions by the Virginia Department of Education (VDOE). Performance tasks released by other organizations may not be substituted for state-developed performance tasks. Any response to a state-developed performance task that will be part of the evidence used to determine if locally awarded verified credit is awarded must be completed independently by the student while at school under the supervision of school personnel. Responses completed by the student in the remote or virtual learning environment are not to be included.

While constructing the response to the summative task included in the state-developed performance task, the student should not be provided with assistance from any person or material that would prevent the student from independently demonstrating proficiency. Composing a draft prior to the task and using the internet to access resources not provided as part of the state-developed task are examples of assistance that prevent a student from independently demonstrating proficiency. State-developed performance tasks may not be revised to provide a student with additional directions or examples related to the skills being measure. Examples of supports, examples, and directions that are not permitted include but are not limited to: a list of steps to follow when composing a response, a list of information that should be included in each paragraph, a graphic organizer that leads students through the steps in developing an argument, a template that includes sentence stems for the student to complete, etc. Ancillary materials that include support of this nature are not permitted.

# Testing Conditions

School divisions are required to have processes and procedures in place to ensure that students complete work on the summative task independently, without assistance from others and without access to materials that are not permissible. The flexibility in testing conditions permitted during the 2020-2021 school year when a school division was providing only virtual instruction due to the pandemic is not permitted in 2021-2022 and beyond when completing responses that will be used to verify credit.

Testing conditions for the performance tasks used to verify credit will vary from standardized Standards of Learning (SOL) testing conditions. For instance, it is not expected that a response to a state-developed performance task be completed within a single class period; however, the school division and individual school staff will determine what conditions will best ensure that each student completes these responses independently while at school and under the supervision of school personnel.

Testing accommodations for a student should be provided based upon accommodations for classroom summative assessments, as documented in the student’s current Individual Educational Plan, Section 504 Plan, or English Learner Participation Plan. Accommodations that provide inappropriate assistance or prevent a student from independently demonstrating proficiency are not permitted.

# Appropriate Ancillary Materials While Completing Responses

During completion of the state-developed performance task, a student should be provided with the state-developed task provided to the school division by VDOE, which will include all source materials that are necessary and appropriate for completing the task. Student work generated independently on the scaffolding questions that are a component of the state-developed performance task and a student’s notes and annotations for the task are examples of appropriate ancillary materials permitted for use by a student during construction of the final response to the state-developed task. As well, the appropriate state-developed common rubric should be provided to each student as written, without any modifications, additions, or deletions.

The scaffolding questions provided as part of the recommended instructional implementation for each state-developed task are intended to be formative and provide an opportunity for constructive feedback from a teacher and/or peers. It is appropriate for the student to have access to feedback from a teacher and/or peers on the student’s responses to the formative task/scaffolding questions included in the state-developed performance task when independently composing the response to the summative task.

Ancillary materials that provide inappropriate assistance with the skills and content being assessed are not permitted and may prevent a student from independently demonstrating proficiency. Examples of ancillary materials that provide inappropriate assistance include, but are not limited to: drafts for the final response, notes or instructions from the teacher on information that should be included within different sections or paragraphs of the student’s response, sentence frames or paragraph frames that lead or cue the student in developing the response, a list of steps to follow when composing a response, graphic organizers that lead students through the steps in developing an argument, a state-developed rubric that has been modified to include examples specific to the course or task content, etc.

# Scoring Responses to State-Developed Performance Tasks

To promote consistency in achievement in the Core Expectations across courses, all scorers must use the applicable state-developed common secondary rubric when scoring responses to state-developed performance tasks. The state-developed common secondary rubrics are to be used as written. All scorers must participate in local professional development that includes training materials provided by VDOE prior to scoring student responses to state-developed performance tasks. 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 state-developed common rubrics for history and social science are not course-specific, but each correlates with the history and social science skills and level of rigor associated with specific high school courses aligned to the Board approved *History and Social Science Standards of Learning*. The state-developed rubrics that must be used as written to score student responses that will be used to determine if LAVC is awarded include:

* [HSS State-Developed Common Rubric-Upper Secondary](https://www.doe.virginia.gov/home/showpublisheddocument/31604/638047066284700000): Use to score responses to state-developed performance tasks completed by students enrolled in Virginia & U.S. History (available beginning in 2021-2022)
* [HSS State-Developed Common Rubric-Early Secondary](https://www.doe.virginia.gov/home/showpublisheddocument/32082/638047126875170000): Use to score responses to state-developed performance tasks completed by students enrolled in World Geography (anticipated availability for LAVC beginning in 2022-2023), World History and Geography to 1500 (World History I, anticipated availability for LAVC beginning in 2022-2023), or World History and Geography: 1500 A.D. (C.E.) to the Present (World History II, anticipated availability for LAVC beginning in 2022-2023)

Materials to support school divisions in planning and conducting local scoring events 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 webinar to address questions, and surveys will be used to determine additional needs related to scoring.

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

# Focused Holistic Scoring and Best Practices for Scoring

The state-developed common rubrics support a focused holistic scoring model for the Core Expectations and, separately, Task Specific Skills in history and social science that a student is expected to demonstrate in the response to the specific state-developed performance task. The reader first assigns a score point that most accurately describes the attributes of the response, based on the reader’s overall impression of the evidence of the student’s relative strengths or weaknesses in the Core Expectations. Next, the reader focuses attention on the Task Specific Skills measured by the task and assigns a score point that best describes the evidence in the student’s response. Since the Core Expectations are scored for every task but Task Specific Skills scored will vary by task, reporting scores for Core Expectations and Task Specific Skills separately is best practice. Assigning one overall score is not required.

. It is best practice that all responses to state-developed performance tasks are scored independently by two scorers. School divisions are encouraged to consider incorporating quality control activities throughout the scoring window to prevent scorers from drifting away from the scoring standards established during training. Recalibration activities are especially important if the scoring event spans multiple days or multiple sessions. For example, if training for scoring with the common rubric occurs more than a few days before the scoring window, it is recommended that scorers recalibrate immediately before scoring student responses. Similarly, if a scoring event occurs over multiple days, recalibration at the beginning of each scoring session is best practice to ensure the rubric is applied fairly and consistently to all student responses.

# Required Components of a Completed Collection of Evidence and Standards of Learning Coverage

A collection of evidence used to determine if locally awarded verified credit is conferred must include:

* the student’s responses to state-developed performance tasks for the majority of the different historical eras or categories included in the course, each scored using the appropriate state-developed common rubric; AND
* the student’s scored or graded responses to a variety of locally developed assessments that measure the remaining SOL covered in the entire course.

As the number of historical eras or categories included in the SOL differs by course, the number of responses to state-developed performance tasks that is required for a completed collection of evidence will differ accordingly. For example, the SOL for Virginia and U.S. History are organized into four historical eras: Early America through the Founding of the New Nation; Expansion, Civil War, and Reconstruction; Industrialization, Emergence of Modern America, and World Conflicts; and the United States since World War II. Thus, a collection of evidence for Virginia and U.S. History would require a response to a state-developed task from three of these four different eras in order to cover the majority of the eras included in the course. By contrast, the SOL for World History II are organized into three different historical eras: Emergency of a Global Age, 1500 to 1800 A.D. (C.E.); Age of Revolutions and Imperialism; and The Modern Era. In order to meet the requirement that responses to tasks represent the majority of the eras included in the SOL, a student’s collection of evidence for World History II will require a response to a state-developed task from two of these three different eras.

In addition, 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. The school division must ensure that SOL not measured in the state-developed performance tasks completed by the student are assessed through local assessments included in the collection of evidence. Local assessments included in the collection of evidence are to be completed independently by the student while adhering to the conditions established for local assessments. The conditions established for local assessments are at the discretion of the school division. These local assessments are not expected to be performance assessments or performance tasks, and it is appropriate that a variety of item types be included (e.g., multiple choice, true/false, short answer, etc.). Any local assessments included in a collection of evidence used to verify a credit must be graded or scored.

# Determining if Locally Awarded Verified Credit is Awarded

While individual state-developed performance tasks in Virginia and United States History will be scored using the [HSS State-Developed Common Rubric-Upper Secondary](https://www.doe.virginia.gov/home/showpublisheddocument/31604/638047066284700000), the student’s final completed collection of evidence is evaluated during a separate process by the local review panel appointed for this purpose. The *Guidelines for Locally Awarded Verified Credits* do not provide for a “mass” review option and instead describe this review as an individual determination for each collection of evidence evaluated.

School divisions should develop a protocol for identifying and training members of the local panel(s) that will evaluate the collections of evidence. A student’s teacher of record for history/social science is not permitted to serve on this review panel. After reviewing the collection of evidence that provides information on the student’s mastery of the standards, competencies, and objectives of the entire course, the panel will determine if LAVC is awarded or denied. The local panel is not expected to determine a performance level (e.g., Pass/Advanced, Pass/Proficient, etc.) that would result from a SOL test. It is best practice to determine an appeals process that will be followed, should the need arise.

# Additional Considerations

The most appropriate method for verifying credit should be made available to transfer students and outplaced students. This decision may be determined on a case-by-case basis. Factors that should be considered include the student’s individual needs, the instruction provided to prepare the student for the type of assessment that will be used, the time during the school year or semester at which a student first enrolls in the course, etc. For example, it may not be feasible for a student who transfers and first enrolls in a history and social science course in March to complete a collection of evidence. The most appropriate method for verifying credit for this transfer student may be the SOL test, even if other students enrolled in the course are each compiling a collection of evidence for verifying credit. School divisions are encouraged to work with facilities providing educational services for outplaced students to determine the most appropriate method for verifying credit.

# Records Retention and Destruction

Records Management regulations established by the Library of Virginia and set forth in General Schedule 21, Series Number 000239, “Examination Records: Scoring of Graduation-Associated State Required Assessments” are applicable. Collections of evidence should be retained for five years after the end of the academic year in which they were evaluated to determine if verified credit is awarded. The format of these records (e.g., electronic or paper) is determined by the local school division. At the conclusion of the retention period, confidential destruction is required.