

**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 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 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.

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- 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.

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