



November 5, 2021

The Honorable Luke E. Torian  
Chairman, House Appropriations Committee  
Virginia General Assembly  
4222 Fortuna Plaza, Suite 659  
Dumfries, Virginia 22025

The Honorable Janet D. Howell  
Chair, Senate Finance and Appropriations Committee  
Virginia General Assembly  
P.O. Box 2608  
Reston, Virginia 20195-0608

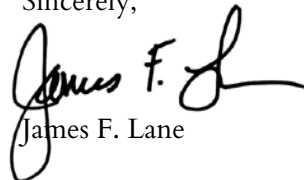
Dear Sir and Madam:

I am pleased to submit the enclosed report that provides a status update on the work the Department of Education has done in supporting school divisions in the use of performance assessments to verify credits in history and social science.

The 2020 and 2021 General Assembly Appropriations Acts (line 139) direct the Department of Education to report on its progress in supporting school divisions in the use of performance assessments to verify a history and social science credit, including the number of school divisions offering the option, the number of students earning a verified credit with such option, and the number of students attempting but not successfully earning a verified credit with such option.

If you have any questions or require additional information, please do not hesitate to contact Shelley Loving-Ryder, Assistant Superintendent, Department of Student Assessment, Accountability and ESEA Programs, at (804) 225-2102 or [Shelley.Loving-Ryder@doe.virginia.gov](mailto:Shelley.Loving-Ryder@doe.virginia.gov).

Sincerely,



James F. Lane

JFL/SLR/as

Enclosure

c: The Honorable Atif Qarni, Secretary of Education



**VIRGINIA  
IS FOR  
LEARNERS**

**IMPLEMENTING PERFORMANCE  
ASSESSMENTS FOR THE AWARD OF  
VERIFIED CREDITS IN  
HISTORY AND SOCIAL SCIENCE**

*A REPORT TO THE HOUSE  
APPROPRIATIONS AND SENATE FINANCE  
AND APPROPRIATIONS COMMITTEES*

NOVEMBER 1, 2021



## PURPOSE

This report describes the actions taken by the Virginia Department of Education (VDOE) in response to language within the 2020 and 2021 Virginia General Assembly's Appropriations Acts that provided funding for assessment related materials for a verified credit in high school history and social science. Specifically, the language directs the Virginia Department of Education to respond, as stated below:

### 2020 Appropriations Act line 139

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.

2. The Department of Education shall report on the progress of implementing option (iv), including examples of tasks and scoring rubrics; agency support to school divisions for implementation; and information about divisions planning or interested in offering the option to students. Such progress report shall be submitted to the Chairs of the House Appropriations and Senate Finance and Appropriations Committees by November 1, 2020.

3. The Department of Education shall report on the progress of implementing option (iv), including the number of divisions offering the option; the number of students earning a verified credit with such option; and the number of students attempting but not successfully earning a verified credit with such option. Such progress report shall be submitted to the Chairs of the House Appropriations and Senate Finance and Appropriations Committees by November 1, 2021.

## PROGRESS ON IMPLEMENTING OPTION (IV): 2020-2021

In response to the language within the 2020 Virginia General Assembly's Appropriations Act, VDOE established a timeline to develop resources to support full implementation of option (iv). VDOE actions in 2020-2021 include:

- Develop, vet, and finalize state-developed performance tasks for Virginia and United States History through a pilot program to ensure the availability of a variety of state-developed tasks for earning verified credit in this course in the 2021-2022 school year.
- Develop training and a calibration protocol for scoring student responses to state-developed performance tasks using the state-developed Upper Secondary Common Rubric. Convene scoring sessions to vet this training and the calibration protocol, using samples of student responses to state-developed performance tasks for Virginia and United States History submitted by school divisions participating in the pilot program.
- Develop anchor responses and corresponding annotations to support consistency in scoring responses to state-developed performance tasks when using the state-developed Upper Secondary Common Rubric.
- Prepare state-developed performance tasks for World Geography, World History and Geography to 1500, and World History and Geography 1500 to Present in preparation for a pilot program during the 2021-2022 school year designed to vet and finalize these tasks. It is anticipated that state-developed performance tasks in World Geography, World History and Geography to 1500, and World History and Geography 1500 to Present will become available for earning verified credit in the 2022-2023 school year.

## SUMMARY OF 2020-2021 ACTIONS BY VDOE TO SUPPORT IMPLEMENTATION OF OPTION (IV)

As indicated in the *Report to the House Appropriations and Senate Finance and Appropriations Committees* submitted on November 6, 2020, twelve state-developed performance tasks for Virginia and United States History were offered for use by teachers participating in the pilot program during the 2020-2021 school year. As background, each Virginia and United States History task 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; and the task/ compelling question for students; and the Upper Secondary Common Rubric. During the pilot program, VDOE collected samples of completed student responses to these tasks as well as feedback from the teachers on the tasks to determine what revisions need to be made prior to using these state-developed tasks for the purpose of verifying a credit.

On November 19, 2020, the Virginia Board of Education approved an update to the [\*Emergency Guidelines for Locally-Awarded Verified Credits\*](#). The revised *Emergency Guidelines* removed barriers to earning a verified credit for students who continued to be impacted by ongoing pandemic conditions and met the enumerated conditions. The second of two pathways to earning a verified credit established by these *Emergency Guidelines*, through an amended locally awarded verified credit process (option two), was available to students enrolled in a high-school credit bearing course in history/social science that was eligible for a verified credit in the fall of 2020 or spring of 2021. Superintendent’s Memo [#316-20](#) announces the adoption of these *Emergency Guidelines* and states:

The locally-determined verification process for these students must include the student’s responses to performance assessment tasks, however, there is no requirement that the student must have taken the associated history or social science Standards of Learning assessment.

In addition to providing flexibility to students, option two encourages school divisions to build and/or grow their capacity to administer performance assessments in history and social science, allows teachers to assess in dynamic ways, and creates a foundation for the use of this type of assessment model in the future.

In recognition of the challenges of the timing for immediate implementation of these guidelines and to support school divisions interested in the flexibility afforded by these *Emergency Guidelines*, VDOE extended the offer to use the state-developed performance tasks for this purpose. While school divisions expressed appreciation for this flexibility, VDOE does not have information regarding how many verified credits were awarded through the use of the *Emergency Guidelines* and the locally awarded verified process.

Sixteen school divisions representing 7 of 8 Superintendent’s Regions completed the pilot program and submitted a collective total of 871 samples of student responses to state-developed performance tasks to VDOE. One additional school division had elected to participate but later shared that the implementation of state-developed performance tasks was too challenging for classroom teachers when coupled with challenges for instruction and assessment presented by the pandemic.

Based on feedback from school divisions, interest and participation in the opportunity to pilot the state-developed performance tasks in Virginia and U.S. History may have been low due to the small number of students who have not yet earned the verified credit in history and social science needed for graduation by the time they are enrolled in Virginia and U.S. History. It is anticipated that interest in option (iv) may be greater in courses that have greater numbers of students who have not yet earned the verified credit in history and social science needed for graduation.



# SCORING SESSIONS, SELECTION OF ANCHOR RESPONSES, AND DEVELOPMENT OF ANNOTATIONS

The VDOE Offices of Humanities and Assessment convened a team of Virginia high school History and Social Science educators to score selected student responses to state-developed performance tasks for Virginia and U.S. History. Candidates selected for the 2021 VDOE History and Social Science Performance Assessment Scoring Team were nominated by school division instructional leaders for History and Social Science based on their expertise in the teaching and learning of Virginia and United States History. Participation in this opportunity was expected to also prepare team members to assist their school division as they planned and implemented local training for prospective scorers. As such, school division leaders were asked to identify candidates who had the capacity to share and support other educators in their school division with this work moving forward. Selected team members represented all eight Superintendent’s Regions and were current teachers, supervisors and/or history and social science division-level coordinators. A Lead Facilitator and four Team Leaders were identified, and participants were divided into four scoring teams each consisting of a Team Leader and two to three scorers. A summary of the VDOE History and Social Science Performance Assessment Scoring Team’s work and associated timeline is provided in the table that follows.

**2021 VDOE History and Social Science Performance Assessment Scoring Team**

Date	Members Meeting	Meeting Overview
Initial Meeting, Training, and Practice Scoring <b>June 7, 2021</b> (full day, 9:00-3:30)	Scorers, Team Leaders, Lead Facilitators, VDOE Staff	Lead Facilitators trained the teams in the process of scoring using the state common rubrics and student responses to selected state-developed tasks. Members discussed components of the rubrics, scoring calibration protocols, rationales for tasks scored, and came to consensus.
Leaders Meet <b>June 8, 2021</b> (full day, 9:00-3:30)	Team Leaders, Lead Facilitators, VDOE Staff	Team Leaders worked with Lead Facilitators to: draft annotations/scoring rationales for anchor sets representing each score point of the rubric, using rationales generated during the June 7 meeting; prepare materials needed for individual team scoring sessions; finalize logistics of sharing resources.

<p>Establish Times for Individual Team Scoring Sessions <b>June 8-June 10, 2021</b></p>	<p>Scorers, Team Leaders, Lead Facilitators, VDOE Staff</p>	<p>Team Leaders communicated with Scorers and Lead Facilitators to: provide logistics for sharing materials and ensure access; schedule times for individual team scoring discussion sessions, establishing a timeline that enables ALL work to be completed no later than June 30, 2021. Team Leaders shared dates/times for team scoring sessions with VDOE Staff by close of business on June 10, 2021.</p>
<p>Individual Scoring Team Meetings <b>(beginning week of June 8)</b></p>	<p>Scorers, Team Leaders, Lead Facilitators (VDOE Staff will attend as needed)</p>	<p>Team Leaders facilitated individual team scoring discussion meetings with their assigned small groups of Scorers, with support from Lead Facilitators. Team Leaders set expectations with individual teams and shared the specific samples that Scorers would read/score in advance of these meetings. Scorers shared their rationales for scores assigned.</p>
<p>Team Leaders Check-in Meetings <b>June 14, 21, 28</b></p>	<p>Team Leaders, Lead Facilitators, VDOE Staff</p>	<p>Check-in to discuss progress and challenges</p>
<p>Midway Point Submission <b>June 21, 2021</b></p>	<p>Team Leaders, Lead Facilitators, VDOE Staff</p>	<p>Submitted midway drafts of annotations/scoring rationales for anchor papers to VDOE. VDOE reviewed and provided feedback by June 23.</p>
<p>Final Draft Submission <b>June 30, 2021</b></p>	<p>Team Leaders, Lead Facilitators</p>	<p>Final drafts submitted to VDOE to finalize documents.</p>

Members of the Humanities and Assessment Team have individually reviewed the provided file with accompanying documentation and established a set of scored response examples to serve as anchor responses with corresponding annotations. Staff members are currently making final adjustments prior to sharing with school divisions later this month.



# REVISIONS TO THE GUIDELINES FOR LOCALLY AWARDED VERIFIED CREDITS

At its meeting on September 23, 2021, the Virginia Board of Education approved revisions to the [Guidelines for Locally Awarded Verified Credits](#) (LAVC) contained in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia* (the SOA Guidance Document) to allow for the use of performance assessments to verify credits in history and social science. The Board’s action establishes guidelines to which school divisions must adhere when exercising option (iv) as permitted by this legislation, which will contribute to consistency among school divisions when determining if a student has earned a LAVC in history and social science. Superintendent’s Memo #[276-21](#), dated September 24, 2021, announces the revisions to the Guidelines for LAVC. To further clarify details regarding the requirements and considerations for school divisions exercising this option, VDOE provided [Implementation Support for School Divisions Using State-Developed Performance Tasks to Verify Credits in History and Social Science](#). School divisions exercising this option will use the [Locally Awarded Verified Credit Plan for History and Social Science](#) fillable form provided by VDOE to plan and document how the collection of assessments reviewed by the local panel will meet the requirements described in the Guidelines for LAVC.

On September 27, 2021, staff from the Office of Student Assessment and the Office of Humanities partnered to host a webinar for school divisions to share information about history and social science assessments in the 2021-2022 school year and to discuss in detail the revisions to the Guidelines for LAVC. The 242 registrants for this webinar represented 114 of 132 school divisions that ensure the proper administration of the Virginia Assessment Program, which includes the administration of assessments used to verify credits needed for graduation.

To further support school divisions exercising option (iv) during the 2021-2022 school year as well as those planning or considering implementation of option (iv) in 2022-2023 and beyond, additional webinars have been held and are planned:

Webinar Date	Webinar Title	Webinar Description
September 27, 2021	History and Social Science Assessments in 2021-2022	Standards of Learning assessments in history and social science to be administered in the 2021-2022 school year were discussed. Actions taken by the Virginia Board of Education at its September 23rd meeting were discussed with an emphasis on the revisions to the Guidelines for Locally Awarded Verified Credits.

October 4, 2021	Unpacking the Inquiry Design Model	The Inquiry Design Model (IDM) structure used for state-developed performance tasks was discussed. A sample task that adheres to the IDM structure served as the basis for discussion.
October 20, 2021 (repeated on October 21, 2021)	Performance Assessments and Local Alternative Assessments	This session was offered as part of regularly scheduled training for Division Directors of Testing. VDOE resources to support performance assessments across content areas were shared, and information on available resources and upcoming webinars to support the use of state-developed performance tasks in history and social science was included.
October 28, 2021	Unpacking the Guidelines for Locally Awarded Verified Credits:	This webinar will review the changes to the Guidelines for Locally Awarded Verified Credits. The information included will be similar to that provided in the “History and Social Science Assessments for the 2021-2022 School Year” on 9/27/21.
November 9, 2021	Developing Locally Awarded Verified Credit Plans for History and Social Science	This webinar will walk participants through the Locally Awarded Verified Credit Plan Form for History and Social Science and the decisions to be made by the team developing this plan.
To be determined	Using Anchor Responses and Annotations for Instruction and Assessment	This webinar will share the Anchor Responses and Annotations that correspond to the HSS State Developed Common Rubric-Upper Secondary. These resources will be used locally to train educators scoring the state-developed performance tasks in Virginia and U.S. History.
November 18, 2021	Leading Local Scoring for State-Developed Performance Tasks	This webinar will review the processes for planning and conducting a local scoring event for state-developed performance tasks that will become part of the collection of evidence used to confer LAVC in history and social science. Resources to be reviewed through this lens include <a href="#">Conducting a Holistic Scoring Event</a> and <a href="#">Principles of Scoring Student Work</a> .

## **2021-2022: USING STATE-DEVELOPED PERFORMANCE ASSESSMENTS, IN CONJUNCTION WITH LOCAL ASSESSMENTS, TO VERIFY CREDITS IN VIRGINIA AND UNITED STATES HISTORY**

Based on the results of the pilot program in 2020-2021 and the successful scoring sessions using the state-developed common rubric associated with Virginia and U.S. History, VDOE determined that each of the twelve state-developed performance tasks developed for this course would be made available for school divisions interested in exercising the option to verify credits in Virginia and U.S. History using these tasks beginning in 2021-2022.

To limit exposure, these state-developed performance tasks for Virginia and U.S. History have been made available only to those school divisions that have indicated their intention to verify credits via option (iv). To date, 10 of 127 school divisions that have submitted responses to the survey used to notify VDOE of this intent have indicated their intention to use the state-developed performance tasks, in conjunction with other local assessments, to confer locally awarded verified credits in Virginia and U.S. History during the 2021-2022 school year. Access to these tasks has been provided to the Division Director of Testing for each of these school divisions.

## **2021-2022 SCHOOL DIVISION INTENT AND INTEREST SURVEY: VERIFYING CREDITS IN HISTORY AND SOCIAL SCIENCE**

Each Division Director of Testing or a designee was asked to complete an online survey to indicate if:

- 1) the division will verify credits in Virginia and U.S. History during the 2021-2022 school year through the use of state-developed performance tasks or through the associated Standards of Learning test; and
- 2) the division has interest in verifying credits in World Geography, World History and Geography to 1500, World History and Geography: 1500 to the Present, and/or Virginia and U.S. History during the 2022-2023 school year or beyond.

Responses have been received by 124 of 132 school divisions to date. The survey results are summarized in the tables that follow.

### **Verifying Credits in 2021-2022: Virginia and U.S. History**

<p>Survey Question: For students enrolled in Virginia and U.S. History in the 2021-2022 school year who need a verified credit for graduation, our school division will administer:*</p>	
the End-of-Course Virginia and U.S. History Standards of Learning (2015) test (passing score of 400 or higher)	121 of 129 responses
state-developed performance tasks in conjunction with other local assessments, in accordance with the Guidelines for Locally Awarded Verified Credits and <i>Implementation Support for School Divisions Using State-Developed Performance Tasks to Verify Credits in History and Social Science</i>	10 of 129 responses
substitute test(s) approved by the Virginia Board of Education for awarding verified credits in history and social science	9 of 129 responses

\*Note: School divisions offering Virginia and U.S. History as a semester course have the option to administer the Standards of Learning test to students enrolled in first-semester courses and administer state-developed performance tasks and other local assessments to students enrolled in second-semester courses.

**Interest in Using State-Developed Performance Tasks in Conjunction with Local Assessments to Verify Credits in History and Social Science in 2022-2023 and Beyond**

<p>Survey Question: Our school division is interested in using state-developed performance tasks in conjunction with other local assessments, in accordance with the Guidelines for Locally Awarded Verified Credits and Implementation Support for School Divisions Using State-Developed Performance Tasks to Verify Credits in History and Social Science, in the following courses that are eligible for verified credit:</p>			
World Geography	World History and Geography to 1500 (World History I)	World History and Geography: 1500 to Present (World History II)	Virginia and U.S. History
32 of 124 responses	51 of 124 responses	48 of 124 responses	59 of 124 responses

# **WORLD GEOGRAPHY, WORLD HISTORY AND GEOGRAPHY TO 1500, AND WORLD HISTORY AND GEOGRAPHY: 1500 TO PRESENT**

## **TASK DEVELOPMENT AND PILOT PROGRAM FOR 2021-2022**

In March 2021, the history and social science program at the VDOE convened a group of History and Social Science educators and division instructional leaders to develop performance tasks that could be used in a pilot program for World Geography, World History and Geography to 1500, and World History and Geography 1500 to Present. This group was composed of teachers and division level curriculum specialists, coordinators and supervisors responsible for history and social science instruction and assessment within their divisions. The developers were selected based on recommendations from division supervisors, previous work with the history and social science program at the VDOE during SOL Institutes, Deeper Learning Conferences, the 132 Workshop as well as performance assessment work within their school divisions. This group represented four of the eight Superintendent's regions and included 24 educators. There were eight educators per course, three course leads, and one lead facilitator that worked closely with the VDOE history and social science program to review and provide feedback for the final performance assessment.

The work of this group began with an orientation and training materials created by 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*; *Visualizing Elementary Social Studies Methods*; and *Research on Technology in Social Studies: Guiding Learning with Technology*. The group used Dr. Lee's training materials on The Inquiry Design Model (IDM), which 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. Once the orientation was completed, the group divided into three teams based on knowledge of content, experience and skill set to develop distinct performance tasks using IDM. The smaller groups created performance assessments for each of the categories or eras within the World Geography, World History and Geography to 1500, and World History and Geography 1500 to Present Standards.

From March to July 2021, the history and social science program and lead facilitator provided various deadlines and touchpoints to allow for feedback and input, revisions and support on the individual tasks. During the development of the performance assessments for the Virginia and United States History course, the VDOE history and social science staff provided extensive instructional support, targeted best practices, and scaffolding for teachers, schools and school divisions. In an effort to gain a better understanding of the supports needed for full implementation of the performance assessments, the VDOE history and social science program streamlined the volume of

the given supports provided for World Geography, World History and Geography to 1500 (World History I), and World History and Geography 1500 to Present (World History II) to make way for instructional autonomy. In an attempt to strike a balance of support, the state-developed tasks for World Geography, World History and Geography to 1500 (World History I), and World History and Geography 1500 to Present (World History II) provide teachers with the IDM model blueprint and descriptions of sources to allow for flexibility in instruction.

On August 30, 2021, staff from the Office of Humanities and the Office of Student Assessment hosted a webinar to share information with Division Directors of Testing and school division History and Social Science Instruction Supervisors about the opportunity to pilot the state-developed performance tasks in World Geography, World History I, and World History II. Teachers participating in this opportunity can select one or more state-developed performance tasks to use with students in one or more of their classes, with the expectation that the summative task be used without alteration and that samples of students’ responses to the summative task be submitted to VDOE. Sample responses will be compiled and used for scoring sessions and anchor response selection planned for late spring of 2022. Timelines and the task selection forms were shared with registrants. Information about the number of school divisions currently participating in this pilot opportunity is provided in the table that follows.

**2021-2022 Pilot Program for State-Developed Performance Tasks: Participation Summary**

History and Social Science Course	Number of School Divisions Participating	Number of Teachers Participating	Superintendent’s Regions Represented
World Geography	7	33	I, II, IV, V, VII
World History and Geography to 1500	17	54 (not yet identified for one school division)	I, II, III, IV, V, VI, VIII
World History and Geography: 1500 to Present	21	74 (not yet identified for one school division)	I, II, III, IV, V, VI, VIII

The twenty-four state-developed performance tasks resulting from this work are being used by teachers participating in the pilot program during the 2021-2022 school year. 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, scaffolding questions, the summative task/ compelling question for students, and the Early Secondary Common Rubric. VDOE will collect both samples of completed student responses to these tasks as well as feedback from the teachers on the tasks to

determine what revisions need to be made prior to using these state-developed tasks for the purpose of verifying a credit.

## **RANGEFINDING AND ANCHOR RESPONSE SELECTION: 2021-2022**

2022 VDOE History and Social Science Performance Assessment Scoring Team sessions will be held in spring, 2022, for the purpose of scoring samples of student responses to the state-developed performance tasks being piloted in World Geography, World History and Geography to 1500, and World History and Geography: 1500 to Present. It is anticipated that the training for scoring team members and process followed will be similar in format to that used successfully by the 2021 VDOE History and Social Science Performance Assessment Scoring Team.

At the conclusion of these sessions, scored responses and corresponding rationales provided by the participants will be used to select a set of anchor responses and to develop an annotation for each selected anchor response. These materials will be shared with school divisions in fall of 2022 and will be used for local training purposes to promote consistency among scorers using the Early Secondary State-Developed Common Rubric to score state-developed performance tasks.

## **SUMMARY AND NEXT STEPS**

Following the pilot of the performance tasks for World Geography, World History and Geography to 1500 (World History I), and World History and Geography 1500 to Present (World History II) in 2021-2022, state developed performance tasks and rubrics will be available for each of the history and social science courses eligible for verified credit in the 2022-2023 school year. VDOE staff will continue to support school divisions as they administer the performance tasks and use the resulting student responses as part of the evidence considered in the locally awarded verified credit process.