

SECTION 2: PROJECT CONTENT EXPECTATIONS

The HSA tests are based on specific performance indicators, or Content Expectations (*see below*), within the Voluntary State Curriculum/Core Learning Goals. Bridge Plan project modules address the same content areas or expectations as the HSA tests, that is, each project module covers specific content a student would be expected to know, or have mastered, in order to pass the HSA test. The following are the HSA course/content areas and Content Expectations:

English

- Reading Comprehension and Interpretation
- Making Connections and Evaluations in Reading and Literature
- Composing in a Variety of Modes
- Controlling Written Language by applying the conventions of Standard English

Biology

- Skills and Processes of Biology (project embedded in other expectations)
- Structure and Function of Biological Molecules
- Structure and Function of Cells and Organisms
- Inheritance of Traits
- Mechanism of Evolutionary Change
- Interdependence of Organisms in the Biosphere

Algebra/Data Analysis

- Analyzing Patterns and Functions
- Modeling Real-World Situations
- Collecting, Organizing, and Analyzing Data
- Using Data to Make Predictions

Government

- U.S. Government Structure, Function, and Principles
- Protecting Rights and Maintaining Order
- Systems of Government and Foreign Policy
- Impact of Geography on Governmental Policy
- Economic Principles, Institution, and Processes

Selecting Project Modules

The student, parent/guardian, and designated school staff member(s) will review and complete the Bridge Plan for Academic Validation Student Planner and Agreement.

Working in collaboration with the student and parent/guardian, the designated school staff will assign a student one or more project modules using the Bridge Plan Project Assignment Chart. The number of project modules for a student to complete in a specific content area is determined by the highest HSA score the student earned on the test he/she has not passed. The project module(s) become the basis for the student’s Academic Validation Project Package. To satisfy the HSA requirement, a student must complete all project module(s) as agreed.

Bridge Plan Project Assignment Chart				
No. of Projects to be Assigned	Algebra (passing score 412)	English (passing score 396)	Biology (passing score 400)	Government (passing score 394)
One	390-411	374-395	378-399	372-393
Two	368-389	352-373	356-377	350-371
Three	346-367	330-351	334-355	328-349
Four	324-345	308-329	312-333	306-327
Five	302-323	286-307	290-311	284-305
Six	280-301	264-285	268-289	262-283
Seven	Below 280	Below 264	Below 268	Below 262

Some students may need to complete multiple project modules in the same specific content area. These students will complete a project module from each Content Expectation before they complete any additional modules in a specific Content Expectation. Using the Bridge Plan Project Assignment Chart, the following examples show how project modules could be selected:

Example: Student A scored 375 on the Algebra/Data Analysis HSA. This student would complete two project modules. Algebra/Data Analysis has four Content Expectations so the student would work on a project module from any two of the Content Expectations (i.e. Collecting, Organizing, and Analyzing Data and Using Data to Make Predictions).

Example: Student B has a score of 305 on the English HSA. This student would be assigned five project modules. Because there are only four English HSA Content Expectations, Student B must complete one project module in each Content Expectation as well as a fifth project module from any of the four Content Expectations.

Student Work Plan

The student, parent/guardian, Project Monitor, and designated school staff member will complete and sign the Bridge Plan for Academic Validation Student Planner and Agreement.

The Student Planner and Agreement provides a documented record of the student’s Bridge Plan process, including:

- First and second (if available) HSA testing results,
- Student’s participation in locally-administered or approved assistance,
- ELL, IEP, or 504 Plan designation, if appropriate,
- Project module(s) to be completed,
- Name of Project Monitor,
- Assurances that student is responsible for the submitted work, and

- Completion due date. Due date may be extended by the Project Monitor, if appropriate.

An appropriate school staff member will be assigned the role of Project Monitor and will periodically check the student's progress throughout preparation of the Project Package.

Opportunities for Assistance

Each local school system has developed strategies for providing assistance to students working on the Bridge Plan. Potential strategies may include opportunities for a student to work on the Academic Validation Project Package in a classroom environment, work online, participate in mentored or monitored independent study, and/or participate in a work group. If a school does provide any of these opportunities, **it is mandatory that the submitted Academic Validation Project Package be solely the work of the individual student.** The Project Monitor may indicate to the student specific areas within a project module that require revision prior to submitting the completed project for scoring.

Monitoring Student Work

The assigned Project Monitor will periodically review a student's progress and may adjust the student's timeline as necessary. The monitor can facilitate the student's work and advise but must not complete any of the student's Academic Validation Project Package.

The project monitor is an important part of the Bridge Plan for Academic Validation. This person is a school-based individual assigned to guide students through the process of participating in the Bridge Plan. The Project Monitor will periodically review a student's progress toward project completion and may adjust the student's timeline as necessary. The monitor can facilitate the student's work, advise the student *on content knowledge, provide direct instruction when needed, or advise students where to secure content resources.* The monitor must not complete any of the student's Academic Validation Project Package.

Project Package Submission

Local school systems have the discretion to allow students to submit completed project modules for scoring or the local school system may require students to submit all completed project modules in a content area at one time. Students experience the greatest level of success when they receive timely feedback regarding the disposition of a submitted project. This is particularly crucial when a project is returned for modification and resubmission. When the student has completed the Bridge Plan for Academic Validation Project Package, the designated school staff will submit the package to the Local Accountability Coordinator or Bridge Plan Coordinator (*see Section 4: Academic Validation Review Process*). The student's Bridge Plan for Academic Validation Project Package must include a Bridge Plan for Academic Validation Project Package Submission Form and all supporting material(s) for the completed project modules, including a copy of accommodations if the student has an IEP, 504 Plan, or ELL Plan.

In some cases, it may be to the student's advantage to make a presentation about the work done to complete the project modules. The local school system and school will determine whether a student will make an oral presentation to the Review Panel, submit an audio or video recording, or make the presentation in some other manner. Local school systems determine the format required for all projects submitted for scoring.

Project Accommodations

Project accommodations for students who have an IEP, 504 Plan, or an ELL Plan must be approved and documented according to the procedures and requirements outlined in the document entitled *2007-2008 Maryland Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment (MAM)*. A copy of the most recent MAM is available online at docushare.msde.state.md.us/docushare/dsweb/Get/Document-53279/MD-AccommodationsManual_rev111306.pdf.

The school's IEP team will determine what accommodations will be made for a student with disabilities who is participating in the Bridge Plan program. No accommodations may be made for students merely because they are members of a subgroup. Any accommodations must be based on individual needs, not on a category of disability area, level of instruction, environment, or other group characteristics. Responsibility for confirming the need and appropriateness of an accommodation rests with the school system Local Accountability Coordinator or Bridge Plan Coordinator and school-based staff involved with each student's instructional program, including the IEP Team for students with disabilities.

The Project Monitor must include in the Bridge Plan for Academic Validation Project Package the accommodations required for the specific student with an IEP, 504 Plan, or ELL Plan who has chosen to use the Bridge Plan program to meet the testing requirement for graduation.

Large Print Materials

The Bridge Plan for Academic Validation materials will be provided to eligible students who require large print modular materials. Project modules will be sent to each Local Accountability Coordinator or Bridge Plan Coordinator as described in this manual. It is then the responsibility of the local school system to have these project modules reproduced in large print format.

Braille-Formatted Projects

MSDE will survey local school systems before releasing new project modules to determine the need for modules in Braille format. When needed, MSDE will provide modules in Braille format.

Verbatim Reading Accommodation and Kurzweil™ Projects on CD

Students who have a verbatim reading accommodation documented in their IEP, 504 Plan, or ELL Plan and who receive that accommodation in instruction must receive the accommodation in their Bridge Plan participation. The accommodation may be provided either by an assigned reader or through technology. All project modules requiring the information in Kurzweil™ will be formatted by the local school system before distribution to the Project Monitor.