

APPENDICES

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Bridge Plan for Academic Validation Student Planner and Agreement - ALGEBRA/DATA ANALYSIS

Once complete, this form becomes part of a student's permanent record. (Page 1 of 2)

_____	_____	_____
Date	Student Name	Student ID #
_____	_____	_____
Highest HSA Score	School	School System

In accordance with the Maryland state graduation requirements, this student has not yet fulfilled the testing requirement. This student has taken the Algebra/Data Analysis HSA twice, participated in intervention activities, and met all eligibility criteria for using the Bridge Plan for Academic Validation in Algebra/Data Analysis. The student has met or is on schedule to meet all other state and local graduation requirements. The student, student's parent(s)/guardian(s), and designated school representative have agreed to employ the Bridge Plan. The student's performance on the HSAs and participation in intervention activities are:

	Highest Test		2 nd Highest Test		Appropriate Assistance
	Date	Score	Date	Score (if available)	Type (specify) <i>Classroom instruction, course, tutoring, independent study, other</i>
Algebra/ Data Analysis					

Indicate education plan if applicable:

- ELL (English Language Learners) IEP (Individualized Education Program) 504

ASSIGNING PROJECT MODULE(S)

Step 1: Locate the range in which the student's highest HSA score falls on the chart below to find the number of project modules to be assigned to the student.

Step 2: Select appropriate project module(s) and record them below.

HSA score range	390-411	368-389	346-367	324-345	302-323	280-301	Below 280
No. of projects	one (1)	two (2)	three (3)	four (4)	five (5)	six (6)	seven (7)

PROJECT MODULE(S) SELECTION

A student who requires multiple project modules will complete a project module from each Content Expectation before selecting an additional module in a specific Content Expectation. Complete the chart below by filling in the project code and the target completion date.

CONTENT EXPECTATION(<i>adopted from MSC/CLG*</i>) <small>* MSC = Maryland State Curriculum/CLG = Core Learning Goals</small>	PROJECT CODE		COMPLETION DUE DATE
	Expectation	Number	
Analyzing Patterns and Functions	A-a.		
Modeling Real-World Situations	A-b.		
Collecting, Organizing & Analyzing Data	A-c.		
Using Data to Make Predictions	A-d.		
<i>(List additional projects if appropriate.)</i>			

Bridge Plan for Academic Validation Student Planner and Agreement – BIOLOGY

Once complete, this form becomes part of a student's permanent record. (Page 1 of 2)

 Date Student Name Student ID #

 Highest HSA Score School School System

In accordance with the Maryland state graduation requirements, this student has not yet fulfilled the testing requirement. This student has taken the Biology HSA twice, participated in intervention activities, and met all eligibility criteria for using the Bridge Plan for Academic Validation in Biology. The student has met or is on schedule to meet all other state and local graduation requirements. At this time, the student, student's parent(s)/guardian(s), and designated school representative have agreed to employ the Bridge Plan. The student's performance on the HSAs and participation in intervention activities are as follows:

	Highest Test		2 nd Highest Test		Appropriate Assistance
	Date	Score	Date	Score (if available)	Type (specify) Classroom instruction, course, tutoring, independent study, other
Biology					

Indicate education plan if applicable:

- ELL (English Language Learners)
 IEP (Individualized Education Program)
 504

ASSIGNING PROJECT MODULE(S)

Step 1: Locate the range in which the student's highest HSA score falls on the chart below to find the number of project modules to be assigned to the student.

Step 2: Select appropriate project module(s) and record them below.

HSA score range	378-399	356-377	334-355	312-333	290-311	268-289	Below 268
No. of projects	one (1)	two (2)	three (3)	four (4)	five (5)	six (6)	seven (7)

PROJECT MODULE(S) SELECTION

A student who requires multiple project modules will complete a project module from each Content Expectation before selecting an additional module in a specific Content Expectation. Complete the chart below by filling in the project code and the target completion date.

CONTENT EXPECTATION(adopted from MSC/CLG*) <small>* MSC = Maryland State Curriculum/CLG = Core Learning Goals</small>	PROJECT CODE		COMPLETION DUE DATE
	Expectation	Number	
Structure and Function of Biological Molecules	B-a.		
Structure and Function of Cells and Organisms	B-b.		
Inheritance of Traits	B-c.		
Mechanism of Evolutionary Change	B-d.		
Interdependence of Organisms in the Biosphere	B-e.		
(List additional projects if appropriate.)			

Project Monitor (Printed)

Signature

Date

School Representative (Printed)

Signature

Date

*The school shall make every effort to have the parent/guardian sign this document. However, in the case where every attempt has been made without success, the student may participate in the Bridge Plan program without a parental signature if the school administration so certifies. Documentation to that effect should be noted on the Parent/Guardian signature line.



Bridge Plan for Academic Validation



Bridge Plan for Academic Validation Student Planner and Agreement – GOVERNMENT

Once complete, this form becomes part of a student's permanent record. (Page 1 of 2)

Date

Student Name

Student ID #

Highest HSA Score

School

School System

In accordance with the Maryland state graduation requirements, this student has not yet fulfilled the testing requirement. This student has taken the Government HSA twice, participated in intervention activities, and met all eligibility criteria for using the Bridge Plan for Academic Validation in Government. The student has met or is on schedule to meet all other state and local graduation requirements. At this time, the student, student's parent(s)/guardian(s), and designated school representative have agreed to employ the Bridge Plan. The student's performance on the HSAs and participation in intervention activities are as follows:

	Highest Test		2 nd Highest Test		Appropriate Assistance
	Date	Score	Date	Score (if available)	Type (specify) Classroom instruction, course, tutoring, independent study, other
Government					

Indicate education plan if applicable:

ELL (English Language Learners) IEP (Individualized Education Program) 504

ASSIGNING PROJECT MODULE(S)

Step 1: Locate the range in which the student's highest HSA score falls on the chart below to find the number of project modules to be assigned to the student.

Step 2: Select appropriate project module(s) and record them below.

HSA score range	372-393	350-371	328-349	306-327	284-305	262-283	Below 262
No. of projects	one (1)	two (2)	three (3)	four (4)	five (5)	six (6)	seven (7)

PROJECT MODULE(S) SELECTION

A student who requires multiple project modules will complete a project module from each Content Expectation before selecting an additional module in a specific Content Expectation. Complete the chart below by filling in the project code and the target completion date.

CONTENT EXPECTATION(adopted from MSC/CLG*)	PROJECT CODE	COMPLETION
---	--------------	------------

* MSC = Maryland State Curriculum/CLG = Core Learning Goals			DUE DATE
	Expectation	Number	
U.S. Government Structure, Function, and Principles	G-a.		
Protecting Rights and Maintaining Order	G-b.		
Systems of Government and Foreign Policy	G-c.		
Impact of Geography on Governmental Policy	G-d.		
Economic Principles, Institutions, and Processes	G-e.		
<i>(List additional projects if appropriate.)</i>			



Bridge Plan for Academic Validation Project Package Submission Form – ENGLISH

Date

Student Name

Student ID #

Highest HSA Score

School

School System

The submitted Project Package includes the project module(s) indicated below. Complete the chart below by filling in the project code.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC = Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE	
	Expectation	Number
Reading Comprehension and Interpretation	E-a.	
Making Connections and Evaluations in Reading and Literature	E-b.	
Composing in a Variety of Modes	E-c.	
Controlling Written Language by Applying the Conventions of Standard English	E-d.	
<i>(List additional projects if appropriate)</i>		

If applicable, indicate education plan and provide a copy of the accommodations as an attachment:

- ELL (English Language Learners) IEP (Individualized Education Program) 504

By signing below, you

- Pledge that all work submitted in the Academic Validation Project Package has been done only by the student and thus meets the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Pledge that the student's Academic Validation Project Package has not been duplicated, in full or partial form, for distribution other than for the review panel; and
- Agree that any Academic Validation Project Package submitted for a Maryland High School Diploma HSA requirement becomes the sole property of the school system and is not returnable.

Student Name (Printed)

Signature

Date

Project Monitor Name (Printed)

Signature

Date



Bridge Plan for Academic Validation



Bridge Plan for Academic Validation Project Package Submission Form – GOVERNMENT

Date

Student Name

Student ID #

Highest HSA Score

School

School System

The submitted Project Package includes the project module(s) indicated below. Complete the chart below by filling in the project code.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC =Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE	
	Expectation	Number
U.S. Government Structure, Function, and Principles	G-a.	
Protecting Rights and Maintaining Order	G-b.	
Systems of Government and Foreign Policy	G-c.	
Impact of Geography on Governmental Policy	G-d.	
Economic Principles, Institutions, and Processes	G-e.	
<i>(List additional projects if appropriate)</i>		

If applicable, indicate education plan and provide a copy of the accommodations as an attachment:

- ELL (English Language Learners) IEP (Individualized Education Program) 504

By signing below, you

- Pledge that all work submitted in the Academic Validation Project Package has been done only by the student and thus meets the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Pledge that the student’s Academic Validation Project Package has not been duplicated, in full or partial form, for distribution other than for the review panel; and
- Agree that any Academic Validation Project Package submitted for the Maryland High School Diploma HSA requirement becomes the sole property of the school system and is not returnable.

Student Name (Printed)

Signature

Date

Project Monitor Name (Printed)

Signature

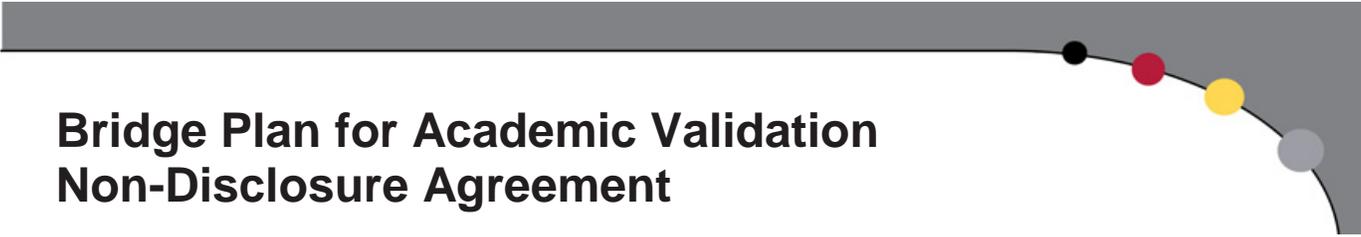
Date



Bridge Plan for Academic Validation

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Bridge Plan for Academic Validation Non-Disclosure Agreement

This form is required for all personnel who work with secure materials associated with the Bridge Plan for Academic Validation materials administered by or through the Maryland State Department of Education. The school system must retain completed forms for one year following the last contact of the named person with any Maryland State Department of Education assessment material. Two sets of materials are considered “secure” as part of the Bridge Plan for Academic Validation: Scoring documents and completed student project modules that have been scored.

It is my understanding that the Maryland State Department of Education Bridge Plan for Academic Validation secure materials are confidential. I agree to abide by all of the regulations governing test administration and data reporting policies and procedures, COMAR 13A.03.04. As part of these regulations, I know that I am:

- Not to duplicate Bridge Plan for Academic Validation secure materials for any reason except as authorized by the Maryland State Department of Education directly or through the Local Accountability Coordinator.
- Not to make written notes about the topics or content of the secure Bridge Plan for Academic Validation materials unless requested to do so by the Maryland State Department of Education directly or through the Local Accountability Coordinator.
- Not to provide any part of the Bridge Plan for Academic Validation secure materials for review or other use by any other party(ies).
- Not to disseminate any of the Bridge Plan for Academic Validation secure materials to any other party(ies).
- To return Bridge Plan for Academic Validation secure materials to the representative authorized by the Maryland State Department of Education at the conclusion of any scoring or professional development activity
- Not to discuss the results of any decision regarding a local scoring panel outside the scoring center.

Date _____

Name (please print clearly) _____

Signature _____ Title _____

School System _____ School _____

Bridge Plan for Academic Validation

Review Panel Recommendation to Superintendent – ALGEBRA/DATA ANALYSIS

Date

Student Name

Student ID #

The submitted Project Package includes the project module(s) indicated below. After your review, check either accept or reject in the box following the appropriate project code. If the project is rejected, the Review Panel will need to provide comments that clarify what additional components the project needs in order to be accepted.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC = Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE		Accept	Revise	Reject
	Expectation	Number			
Analyzing Patters and Functions	A-a.				
Modeling Real-World Situations	A-b.				
Collecting, Organizing & Analyzing Data	A-c.				
Using Data to Make Predictions	A-d.				

The following information can be used as the basis for inserting text into the superintendent's letter to the student if the student's Project Package is not accepted. Please specify Expectation to which the comment refers.

Comments from the Review Panel:

The comments and recommendations provided were made without bias and adhere to the procedures and guidelines set by the Maryland State Department of Education. By signing this document, you are in agreement with the decision and recommendations that will be provided to the local superintendent.

Review Panel Member Name (Printed)

Signature

Date

Review Panel Member Name (Printed)

Signature

Date

Review Panel Member Name (Printed)

Signature

Date

Review Panel Coordinator Name (Printed)

Signature

Date

Review Panel Coordinator Name (Printed)

Signature

Date



Bridge Plan for Academic Validation



Bridge Plan for Academic Validation
Review Panel Recommendation to Superintendent – ENGLISH

Date

Student Name

Student ID #

The submitted Project Package includes the project module(s) indicated below. After your review, check either accept or reject in the box following the appropriate project code. If the project is rejected, the Review Panel will need to provide comments that clarify what additional components the project needs in order to be accepted.

Table with 5 columns: Content Expectation, Project Code (Expectation, Number), Accept, Revise, Reject. Rows include Reading Comprehension and Interpretation, Making Connections and Evaluations in Reading and Literature, Composing in a Variety of Modes, and Controlling Written Language by Applying the Conventions of Standard English.

The following information can be used as the basis for inserting text into the superintendent's letter to the student if the student's Project Package is not accepted. Please specify Expectation to which the comment refers.

Comments from the Review Panel:

The comments and recommendation above were made without bias and adhere to the procedures and guidelines set by the Maryland State Department of Education. By signing this document, you are in agreement with the decision and recommendations that will be provided to the local superintendent.

Review Panel Member Name (Printed)

Signature

Date

Review Panel Member Name (Printed)

Signature

Date

Review Panel Member Name (Printed)

Signature

Date

Review Panel Coordinator Name (Printed)

Signature

Date



Bridge Plan for Academic Validation



Bridge Plan for Academic Validation Review Panel Recommendation to Superintendent – GOVERNMENT

Date

Student Name

Student ID #

The submitted Project Package includes the project module(s) indicated below. After your review, check either accept or reject in the box following the appropriate project code. If the project is rejected, the Review Panel will need to provide comments that clarify what additional components the project needs in order to be accepted.

CONTENT EXPECTATION (adopted from MSC/CLG*) <i>*MSC = Maryland State Curriculum/CLG = Core Learning Goals</i>	PROJECT CODE		Accept	Revise	Reject
	Expectation	Number			
U.S. Government Structure, Function, and Principles	G-a.				
Protecting Rights and Maintaining Order	G-b.				
Systems of Government and Foreign Policy	G-c.				
Impact of Geography on Governmental Policy	G-d.				
Economic Principles, Institutions, and Processes	G-e.				

The following information can be used as the basis for inserting text into the superintendent's letter to the student if the student's Project Package is not accepted. Please specify Expectation to which the comment refers.

Comments from the Review Panel:

The comments and recommendations provided were made without bias and adhere to the procedures and guidelines set by the Maryland State Department of Education. By signing this document, you are in agreement with the decision and recommendations that will be provided to the local superintendent.

Review Panel Member Name (Printed)

Signature

Date

Review Panel Member Name (Printed)

Signature

Date

Review Panel Member Name (Printed)

Signature

Date

Review Panel Coordinator Name (Printed)

Signature

Date



Bridge Plan for Academic Validation

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Bridge Plan for Academic Validation Sample Superintendent's Letter – ACCEPTED

Congratulations!

Your [CONTENT AREA] Bridge Plan for Academic Validation Project has been reviewed and accepted. Through the Bridge Plan option, you have met ___ partially met ___ (check one) the [CONTENT AREA] portion of the Maryland High School Assessment graduation requirement. If you have not already done so, you must also fulfill the High School Assessment requirement in the other three content areas to complete the testing requirement for graduation.

You will also need to meet all other graduation requirements—State and local course credits, service-learning requirements, and other local requirements—in order to receive a Maryland High School Diploma. Your school counselor will be able to advise you about meeting these requirements.

Again, congratulations on your accomplishment. If you have any questions, please call [CONTACT NAME] at [PHONE NUMBER].

Sincerely,

Local Superintendent Signature

Bridge Plan for Academic Validation Sample Superintendent's Letter – NOT ACCEPTED

Your [CONTENT AREA] Bridge Plan for Academic Validation Project Package has been reviewed but was not accepted for meeting the [CONTENT AREA] portion of the Maryland High School Assessment graduation requirement. The review panel provided the following comments as to why your Bridge Plan Project Package was insufficient:

COMMENTS:

You now have several options which you can consider:

(1) Resubmit your Project Package.

Based on the comments from the review panel, you can continue to work on your Project Package and resubmit it for review. If you choose this option, you are responsible for notifying your Project Monitor, arranging meetings with him/her, and ensuring that the revised Project Package is resubmitted in the appropriate time for review. Your Project Monitor will assist you during this time and when you resubmit the Project Package for review.

(2) Appeal this decision.

You also have the option to appeal this decision to the Maryland State Superintendent of Schools. If you choose this option, you must submit a letter to the State Superintendent's office within ten (10) calendar days from the day you receive this letter. Your appeal letter should address why the decision not to accept your Academic Validation Project Package is incorrect. A State Review Panel will review your materials and make a recommendation to the State Superintendent. The address for the State Superintendent is:

Maryland State Superintendent of Schools
ATTN: Bridge Plan for Academic Validation

200 West Baltimore Street
Baltimore, MD 21201

If the State Superintendent approves your Project Package, you will have fulfilled the High School Assessment requirement for this specific content area.

If the State Superintendent does NOT approve your Project Package, the decision and comments in this letter stand. At that point, you can either rework your Project Package using the comments and directions above or you can retest in this specific content area to

earn a passing score or a score that will allow you to use the Combined-Score option to meet the High School Assessment requirement.

Your school counselor and/or Project Monitor will be able to advise you about these options.

General Graduation Requirements:

You must meet the Maryland High School Assessment requirement for graduation by demonstrating knowledge and skills in four content areas – algebra/data analysis, biology, English, and government. You must fulfill the requirement in all four content areas to complete the testing requirement for graduation. You also need to meet all other graduation requirements—State and local course credits, service-learning requirements, and other local requirements—in order to receive a Maryland High School Diploma. Your school counselor will be able to advise you on meeting these requirements.

If you have any questions about the content of this letter, please call [CONTACT NAME] at [PHONE NUMBER] immediately.

Sincerely,

Local Superintendent Signature

Bridge Plan for Academic Validation

School-Based Implementation Guide

There are three key principals for effective implementation of the Bridge Plan for Academic Validation that will allow the highest percentage of students to reach graduation eligibility:

- 1) Accurately identifying student participants
- 2) Selecting an organizational model for delivering services
- 3) Ensuring that students receive effective instruction

Accurately identifying student participants

- 1) It is imperative that the local school system (LEA) provide schools an ***accurate list of enrolled students and the student's HSA pass/fail status***. Schools should also check LEA data against information from students' cumulative folders to ensure accuracy.
- 2) An administrator, bridge coordinator, guidance counselor, or some other staff member must ***identify those students who are eligible for the Bridge Plan for Academic Validation***. Students must meet the following criteria:
 - a) Making satisfactory progress toward graduation (credits, service learning, local requirements, etc);
 - b) Received a passing grade and earned credit in the HSA-related course;
 - c) Failed an HSA at least twice after receiving appropriate assistance; and
 - d) Demonstrate overall satisfactory attendance, as locally defined.
- 3) ***School-based staff must contact Bridge Plan-eligible students and their parents to review the available options for meeting the testing requirement***. At the end of this meeting, there should be an agreement on the option(s) the student will be working on and ***signatures should be secured on the appropriate forms***. The options are:
 - a) Continue to receive appropriate assistance and retest until the student meets the Combined-Score Option. (Students must earn 1208 or more when the three HSA test scores are added together.)
 - b) Identify the content area(s) where the student would be using the Bridge Plan and the specific Bridge Plan projects the student would be completing. Complete the Academic Validation Student Planner & Agreement.
 - c) Agree to pursue a parallel path, which involves working on Bridge Plan projects while participating in appropriate assistance leading to re-taking one or all of the HSA exams.

(Note: If a student increases their score in a particular content area, they may meet the Combined-Score Option or reduce the number of Bridge Plan projects they must complete.)

Selecting an organizational model for delivering services

- 1) There are a variety of delivery models available to support students working on Bridge Plan projects. ***The building principal, in collaboration with LEA staff, will determine which***

delivery model best fits the individual school. Selection of an appropriate delivery model will depend on two key variables:

- a) The number of students participating in the Bridge Plan in each content area;
 - b) The resources available (staffing allocations, pay for after school work).
- 2) ***Schools around the state are pursuing a variety of delivery models.*** The list below is not exhaustive, but merely attempts to share best practices being used throughout Maryland:
- a) Include a class in the master schedule specifically for students working on Bridge Plan projects;
 - b) Group students who are eligible for the Bridge Plan in an HSA mastery class with students who have failed an HSA only once. Instruct ALL students using HSA mastery materials so ALL students participate in the October HSA administration. At that time, Bridge Plan-eligible students will begin working on assigned Bridge Plan projects (parallel path).
 - c) Develop a pull-out program where assigned Project Monitors pull students from existing classes to work on Bridge Plan projects;
 - d) Utilize extended lunch or advisory periods as time for students to meet with Project Monitors.
 - e) Conduct an after-school program for students working on Bridge Plan projects.
 - f) Utilize online resources that will facilitate Project Monitor and student communication.

Other delivery models are possible. However, regardless of the delivery model, it is imperative that students with an IEP, 504 Plan, or ELL Plan receive the appropriate accommodations.

NOTE: Bridge Plan pilot site visits during Summer 2008 showed that the highest project completion success rates were with students who were in daily contact with Project Monitors.

Ensuring that students receive effective instruction

The Project Monitor will work directly with students to facilitate completion of the Bridge Plan project(s); however, the submitted Academic Validation Project Package must be solely the work of the individual student. Interaction between the Project Monitor and the student will vary depending on the school's chosen organizational model for delivering services. Summer 2008 Bridge Plan pilot implementation revealed important characteristics of effective instruction that led to successful project completion.

- 1) ***Forming an effective relationship between Project Monitor and student is critical.*** Since students completing Bridge Plan projects have not experienced success on the HSA multiple times, they obviously need a great deal of encouragement and support as they tackle these challenging projects.
- 2) ***Project Monitors must become intimately familiar with the Bridge Plan projects students are completing.*** The content knowledge required for successful completion is tied directly to the Core Learning Goals. Project Monitors should consult with curriculum specialists/department chairs in advance to ensure they have a good working knowledge of all aspects of the Bridge Plan projects.

3) ***Project Monitors should review two items related to Bridge Plan project scoring that will assist greatly as they guide students toward successful project completion:***

- a) Each project ends with the Project Scoring Criteria in the form of a checklist. Guiding students carefully through this checklist is critical.
- b) Review the sample scoring tool for public release projects. Project Monitors can obtain the sample scoring tool from the LEA's Local Accountability Coordinator.

4) ***Bridge Plan projects are instructional interventions. Students will be successful when Project Monitors facilitate project completion by employing the following instructional techniques:***

- a) Break down Bridge Plan project completion dates into smaller parts; perhaps even exceed the number of ***Check Points*** beyond those indicated in the Project Monitor Guide and Student Project documents.
- b) Teach important concepts and skills found in the Core Learning Goals immediately prior to having students demonstrate that knowledge in their Bridge Plan projects. Instruction can be individual, in small groups, or in larger groups.
- c) Provide frequent feedback to students. **DO NOT** let students continue progress on a project until they have successfully completed initial steps. While ultimately students **MUST** produce work that is solely their own, Project Monitors are encouraged to point out errors, inaccuracies, and inconsistencies along the way so students will ultimately be successful.
- d) LEA's may consider developing parallel projects that mirror the actual Bridge Plan projects students will complete. Project Monitors may walk students through these projects prior to having the student tackle the actual Bridge Plan project.

The overall goal of the Bridge Plan for Academic Validation is to provide an opportunity for students to demonstrate mastery of the Core Learning Goals using methods other than paper and pencil tests. Completion of a Bridge Plan project, coupled with whatever instruction, review, and practice the student requires, provides an alternative way to demonstrate content mastery.

In feedback MSDE received from the summer Bridge Plan pilot implementation:

- Students indicated that the projects are challenging. Yet, with assistance, the student was able to share what they knew about a subject.
- Project Monitors working with these students indicated that the Bridge Plan projects are fair, yet challenging, and are an excellent tool, tied closely to the Core Learning Goals, for students to demonstrate content mastery.

Bridge Plan for Academic Validation

Validation Center Protocols

Validation Center Protocols

Local Education Agencies (LEAs) have the flexibility to convene local Validation Center for scoring panels whenever needed. They may do so individually or in concert with other LEAs. If two or more LEAs decide to establish a regional Validation Center, the center is still considered locally controlled. Whether LEAs individually convene a Validation Center or participate in a regional center, protocols must be assured.

LEAs will:

- Recruit scoring panel members
- Train scoring site members by function
- Chairperson
- Content assessor
- Devise an efficient and operational system which meets the needs of the number of participants
- Assure security throughout the scoring process.

The location of a Validation Center is left to the discretion of the LEA. However, the center must be of adequate size to satisfy the volume of project modules to be scored. The center location should be determined based on the information gathered from schools submitting Bridge Plan for Academic Validation Project Packages.

To start, the LEAs should gather the name of the high schools submitting Project Packages and the number of packages being submitted prior to determining the location of the Validation Center. In order to recruit appropriate scoring panel members, the LEAs will also need to know the number of Project Packages being submitted by each high school in the following categories:

- Content area
- Special education consultation
- 504 reviews
- Second language acquisition

The Local Accountability Coordinator (LAC) or Bridge Coordinator should identify a numerical coding system to place on all Project Packages as they are received. Below is an example of a Validation Center's coding, but any coding system is acceptable as long as it satisfies the need of the LEA.

School Name	School Code	Content Area	Project Code	Validation Center Code
Taft High School	1	Biology	B-b.1	1B-b.1
Wilson High School	2	Algebra	A-c.2	2A-c.2

The Validation Center must have the capacity to perform the requisite functions associated with scoring. Specifically, the facility must have:

- Adequate heating/cooling, ventilation, and lighting
- Sufficient furniture for all participants

- Laptop/wireless capability for each participant
- Adequate AV connection
- Project scanning capability and
- Capability to dispose of secure materials.

The facility should also have sufficient break and rest facilities to accommodate the number of participants.

Bridge Plan for Academic Validation Scoring Center Prototype

**Chairperson(s)
Data Recordation**

**Consulting Personnel
(i.e. Special Ed/ESOL)**

In box Algebra/
Data
Analysis **Out box**



In box Government **Out box**



In box English **Out box**



In box Biology **Out box**



In box Algebra/
Data
Analysis **Out box**



In box Government **Out box**



In box English **Out box**



In box Biology **Out box**



In box Algebra/
Data
Analysis **Out box**



In box Government **Out box**



In box English **Out box**



In box Biology **Out box**



Scanning Center	Audio-Visual Center		Disposition Center
	TV DVD/VCR	CD Player Laptops	

Validation Center Protocols

Site Security

Of primary concern is to have a facility that promotes the security of the submitted Project Packages, assessment data, and participants. Below are safeguards to consider to assure security at all sites:

- Controlled access to the room(s) where assessment occurs
- Materials should be accepted and returned on a receipt-basis only. This should be strictly controlled by the Chairperson of the Validation Center.
- All participants working in the Validation Center must sign a non-disclosure statement agreeing not to use or divulge any information concerning student Project Packages, scoring guides, or results of the assessment. This non-disclosure form is contained in the Administrative Manual.
- Cell phone use in the Validation Center is prohibited. Cell phones must remain off during scoring and used only at designated times.
- Only LEA administrative personnel and MSDE personnel associated with the Bridge program will be permitted in a Validation Center.

Roles and Responsibilities

The information below is a summary of the roles and responsibilities for the Validation Center. For more fully defined descriptions of the below roles and responsibilities, see the Administrative Manual.

In general, MSDE will:

- Provide LEAs with the scoring tools for each of the projects
- Provide initial training for Validation Center participants
- Act as a resource for all training materials
- Act as a resource for LEA scoring sites
- Provide guidance or interpretation on scoring rules/tools, and
- Provide statewide feedback from information compiled via the HSA Status and Completion end-of-year reporting manual.

The Local Accountability Coordinator (LAC) or Bridge Plan Coordinator will:

- Be responsible for all aspects of the scoring project defined in the Administrative Manual, including site location and scoring tool to assessors
- Monitor scoring sites
- Provide proper training prior to the Validation Center work
- Assess the progress of the Validation Center
- Maintain communication with MSDE on an as needed basis, and
- Complete or provide information to the LEA person responsible for submitting information via the HSA Status and Completion Manual.

The Chairperson/Director of Validation Center will:

- Develop a schedule for center operations
- Compile a scoring participant roster
- Identify content scoring teams with seat locations
- Arrange for third party resolution, if needed
- Assure non-disclosure forms are signed by participants
- Ensure that equipment needed is available and functional (i.e. computers, A-V equipment, etc.)
- Assist with or provide for the use of video or other media use when needed
- Schedule student for assessment interviews if needed, and
- Monitor or participate in all Project Package scanning.

Roles and Responsibilities (*continued*)

The Chairperson/Director of Validation Center will:

- Accept and process all Project Packages in an efficient manner
- Distribute scoring guides in the selected appropriate format (i.e. electronic, disk, hard copy)
- Assign the proper tracking codes to all projects
- Provide receipts to all submitting schools
- Return rejected projects on a receipt basis to the submitting schools
- Submit composite scoring sheet to the LAC or Bridge Coordinator
- Enter appropriate data on the local data base
- Make recommendations to the local superintendent or designee at the completion of the Validation Center, and
- Support MSDE personnel on site.

A Validation Center Scorer will:

- Complete training and meet qualifications as defined in the Administrative Manual
- Score projects accurately
- Alert chairperson/director of the need for resolution scoring, and
- Alert chairperson/director of issues not covered in training.

The Scanning Operator/Material Handler will:

- Under the supervision of the Chairperson(s), unpack and inventory Project Packages by school and assign them a local coding label
- Collect and scan all projects either prior to assessor distribution or when the projects have been assessed on an hourly basis
- Maintain a log of all scored Project Packages
- Submit completed Project Packages to the Chairperson(s)/Director for assessment and disposition
- Supply Project Packages to the content assessment teams, in conjunction with the Chairperson(s)/Director, and
- Assist the Chairperson(s)/Director in the disposition of materials, per LEA guidelines.

Other Validation Center Support:

- AV/Media Technician: LEAs may wish to staff Validation Centers with personnel capable of operating any of the needed technology to view, listen, tape, or electronically access a Project Package for accurate assessment.
- Information Technology (IT) Technician: LEAs choosing to electronically score Project Packages may choose to staff the Validation Center with an IT person.

Data Entry Requirements

MSDE Requirements: The HSA Status and Completion Manual, provided by the MSDE Division of Accountability and Assessment, provides details on Bridge Plan participation information reporting required by MSDE. The reporting requirements, per content area, can be found on pages 6 and 7 of the manual.

LEA Requirements: Reporting information required by each LEA will be based on the needs of the system, and the format will be dictated by each school system's local data base. The information entered should be either transferable or extractable to supply the information needed as described in the HSA Status and Completion Manual.

Data Entry Requirements (*continued*)

It is suggested that regardless of format, the following information be entered:

Student's Name: _____

ID# : _____

High School: _____

Content Area: _____

MSDE Project Code: _____

Other LEA Information: _____

Results: _____

- Yes
- No

Bridge Plan

Validation Center Check List

Center Chair/Director _____ Date _____
First Name Last Name

Local School System _____ Center Location _____

Y	N	NA	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Daily schedule developed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Presentations scheduled, if appropriate
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Equipment available and functional
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Computers networked to MSDE
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A-V equipment
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	County/school receipts completed for projects received
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Project Packages tracking codes assigned
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Project Packages scanned and electronically stored
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Scoring participants list completed, see attached
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Scoring teams identified and assigned seat locations
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-disclosure forms signed by scoring participants
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Project Packages distributed to scoring teams with plan for efficient rotations
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Scoring guides distributed to appropriate scoring participants
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Electronic
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disk
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hard Copy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Scoring sheet collected from all scoring participants
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Third party resolution arranged
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Composite scoring sheet completed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Data entry completed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Scoring guides properly disposed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Removed electronically
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disks collected
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hard copy destroyed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Scoring participant's notes disposed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Composite scoring sheet copy and county/school receipts completed for projects returned and sent to county/schools

	0	0	0
	0	0	0
	0	0	0
	0	0	0

**See student's composite scoring sheet for comments.*

Bridge Plan

Student Project Packages Receive and Return Receipt

Center Chair/Director _____ Date _____
First Name Last Name

Local School System _____ Center Location _____

PROJECT PACKAGE DELIVERY CONFIRMATION

Date _____ No. of Project Packages _____ Student Roster Attached Yes No

School (print name) _____ School Signature _____

Chair/Director Signature _____

PROJECT PACKAGE RETURN CONFIRMATION

Date _____ No. of Project Packages _____ Student Roster Attached Yes No

School (print name) _____ School Signature _____

Chair/Director Signature _____

COMMENTS:

**ANNUAL SECONDARY SCHOOL PERFORMANCE DATA SUMMARY
GRADE LEVELS 9-12**

STUDENT RECORD
CARD 3 SIDE 1
Maryland State
Department of Education
Rev. 12/05

Legal Name _____ ID# _____ Birth Date: Month _____ Day _____ Year _____

MARYLAND HIGH SCHOOL ASSESSMENTS (HSA)

Combined Score Required:

Requirement met: Date (when met) _____

HSA EXAM	Highest Scaled Score Earned	Bridge Plan	Alt HSA	Mod HSA
English <input type="checkbox"/>	_____	_____	_____	_____
Biology <input type="checkbox"/>	_____	_____	_____	_____
Algebra/Data Analysis <input type="checkbox"/>	_____	_____	_____	_____
Government <input type="checkbox"/>	_____	_____	_____	_____
Combined Score <input type="checkbox"/>	_____	_____	_____	_____

School Year __/__/__ Grade Level _____		
School _____		
Name _____		
Subject	Final Grade	Credits Earned

School Year __/__/__ Grade Level _____		
School _____		
Name _____		
Subject	Final Grade	Credits Earned

**Maryland High School Assessments
Local School System Label Final HSA Scores**

Local School System

Label

Diploma ____ Certificate ____ Date of Completion __/__/____	
School Name	
School Address	Phone No.
Signature of Principal or Designee	Date