

Step 4: Participate in the Bridge Plan for Academic Validation

Once a student is eligible for the Bridge Plan, the student and his/her parent/guardian will meet with designated school staff to begin planning for the Bridge Plan. MSDE has developed model forms to aid in the Bridge Plan planning process, including:

- the Bridge Plan Student Forms Instruction Sheet Model (*Appendix A*);
- the Bridge Plan Project Package Planner Model (*Appendix B*);
- the Bridge Plan Student Agreement Model (*Appendix C*);
- the Bridge Plan Project Package Completion Schedule Model (*Appendix D*); and
- the Bridge Plan Project Package Submission Form Model (*Appendix E*).

These forms were designed to ensure that the student, his/her parent/guardian, and designated school staff are aware and in agreement of what the student must accomplish in order to use the Bridge Plan to meet the testing requirement for graduation.

Local school systems may want to review the model forms and customize them to reflect the school system's specific procedures. The forms can be maintained and tracked electronically but need to be easily accessible for follow-up work and possible audits.

MSDE will ensure the integrity and security of the process by:

- developing a bank of project modules for each HSA content area;
- producing process guidelines;
- establishing scoring guides or rubrics for each project module;
- producing sample responses to each project module;
- providing training for Local Review Panels; and
- participating in the initial review sessions of Local Review Panels.

MSDE will use multiple measures to ensure appropriate use of the Bridge Plan by all participants (*see Academic Validation Project Package Approval Process*). MSDE will establish a system of State controls that will assure rigor and consistency of scoring standards for Academic Validation Project Packages across all schools and school systems.

Academic Validation Project Package Content. The available project modules for students will be based on the specific Content Expectations for the four HSAs.

Test/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, for the HSA test. The following are the HSA course/content areas:

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

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

Algebra/Data Analysis

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

Framework

Project Modules. MSDE will develop project modules for each Content Expectation in stages. All project modules carry the same value. For Summer 2008, one project module will be available in each Content Expectation, with a second project module available upon request; two new project modules will be available in Fall 2008, Spring 2009, and Summer 2009. Over time, there will be a bank of project modules to choose from when assigning modules to students.

The requirements for each project module will be rigorous, ensuring that the student will be able to demonstrate that he/she has an understanding, or mastery, of the particular HSA Content Expectation content and principles.

Each project module would include:

- **directions** on how to assign the project,
- **scoring “look-fors,”** and
- **other guides** to assist in completing the assignment.

Assigning Project Modules. The student, parent/guardian, and designated school staff member(s) will review and complete:

- the Bridge Plan Student Forms Instruction Sheet Model (*Appendix A*); and
- the Bridge Plan Project Package Planner Model (*Appendix B*).

The designated school staff will assign a student one or more project modules using the **Bridge Plan Project Assignment Chart** (*see below*). The number of project modules assigned to a student in a specific content area is determined by highest HSA score the student earned on the test he/she has not passed. A student must complete the entire project module(s) assigned to receive credit. The assigned project module(s) become the basis for the student’s Academic Validation Project Package.

Bridge Plan Project Assignment Chart	
No. of Projects Assigned	Algebra (passing score 412)
One	390-411
Two	368-389
Three	346-367
Four	324-355
Five	302-333
Six	280-301
Seven	Below 280
English (passing score 396)	
One	374-395
Two	352-373
Three	330-351
Four	308-329
Five	286-307
Six	264-285
Seven	Below 264



Bridge Plan Project Assignment Chart	
No. of Projects Assigned	Biology (passing score 400)
One	378-399
Two	356-377
Three	334-355
Four	312-333
Five	290-311
Six	268-289
Seven	Below 268
Government (passing score 394)	
One	372-393
Two	350-371
Three	328-349
Four	306-327
Five	284-305
Six	262-283
Seven	Below 262

A student who must complete multiple project modules in a specific content area will be assigned a project module from each Content Expectation before being assigned any additional modules in a specific Content Expectation. Below are examples of how project modules could be assigned to a student.

Example 1: Student A scored 375 on the Algebra/Data Analysis HSA. Based on the *Bridge Plan Project Assignment Chart*, the student would be assigned 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 2: Student B has a score of 305 on the English HSA. Based on the *Bridge Plan Project Assignment Chart*, the 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. Once the Academic Validation Project Package Planner is completed, the student, parent/guardian, and designated school staff member will complete

- the Bridge Plan Student Agreement Model (*Appendix C*); and
- the Bridge Plan Project Package Completion Schedule Model (*Appendix D*).

The student agreement provides a documented record of the student’s Bridge Plan process, including:

- the first and second HSA testing results;
- the student’s participation in locally-administered or approved assistance;
- ELL, IEP, or 504 plan designation, if appropriate;
- the project module(s) to be completed;
- the assigned Project Monitor; and
- assurances that student is responsible for the submitted work.

The completion schedule provides a timeline of when the student should meet the following Project Package milestones:

- progress review dates; and
- completion date.

An appropriate school staff member will be assigned the role of Project Monitor and will work with the student throughout the duration of the Academic Validation Project Package. The student, parent/guardian, Project Monitor, and designated school staff member will sign the Bridge Plan for Academic Validation Student Agreement and the Bridge Plan for Academic Validation Schedule for Project Package Completion.

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 crucial that the submitted Academic Validation Project Package be solely the work of the individual student.

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.

Project Package submission. Upon a student's completion of the Academic Validation Project Package, the designated school staff will submit the package to the Local Review Panel (*see Academic Validation Project Package Approval Process*). A student's Academic Validation Project Package must include an Academic Validation Project Package Submission Form (*Appendix E*) signed by the student, parent/guardian, Project Monitor, and designated school staff member, and all supporting material(s) for the completed project modules.

In some cases, it may be to the student's advantage to make an oral 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 Local Review Panel.

The Local Review Panel will be judging Academic Validation Project Packages for the student's mastery of content. The Local Review Panel will then send recommendations to the local superintendent for approval or rejection of

the Academic Validation Project Package. If the student's package is approved, he/she will have fulfilled the requirement for the specific HSA test (*see Academic Validation Project Package Approval Process*).

Adequate time should be allocated so that the Academic Validation Project Package can be reviewed and approved prior to commencement exercises.

Parallel Path. In some cases, it will be to the student's advantage to continue participating in locally-administered or approved assistance and retake the HSAs while working on his/her Academic Validation Project Package. This will be a local determination.

Example 1: Student C took and passed the Algebra/Data Analysis HSA freshman year with a score of 427. Student C was placed in an English and a government class sophomore year, and received passing grades in both at the end of the courses. Student C took the English and government HSAs for the first time, earning 317 on the English HSA and 326 on the government HSA.

Over the summer, Student C participated in an intensive learning program and took the English and government HSAs a second time, scoring 368 and 371, respectively. Student C meets the eligibility criteria for the Bridge Plan and will be completing Academic Validation Project Packages in both content areas. At the same time, Student C will continue taking the HSA for both content areas to earn a passing score or a score that will allow the student to use the Combined-Score Option.

Student C will have fulfilled the requirement for the English and government HSAs when he/she either earned a passing score on both HSAs, earned a score high enough to use the Combined-Score Option, or successfully

completes the Academic Validation Project Packages for both content areas. Student C could also consider the Combined-Score Option, but since he/she has not yet taken the high school biology course, it would be difficult to make a decision.

