INTRODUCTION

Included in the Graduation Requirements for Public High Schools in Maryland is a requirement that “To be awarded a Maryland high school diploma, a student shall meet the Maryland graduation assessment requirements.” Students must meet the graduation assessment requirements for the Maryland High School Assessments in algebra, science, English and government. Students unable to meet the requirements for these assessments have the option to meet them by satisfactorily completing the requirements associated with the Bridge Plan for Academic Validation. This manual outlines the policies and procedures related to the Bridge Plan for Academic Validation.

Background

Students must complete specified enrollment, credit, and service requirements to be awarded a Maryland High School diploma. Credits in algebra, science, English and government are among the required credits a student must earn. After completing these courses, students shall take the Maryland High School Assessments for algebra, science, English, and government.

The Bridge Plan for Academic Validation provides a process that helps ensure all students have a fair opportunity to demonstrate their knowledge and skills if traditional assessments are not effective measures for them. The Bridge Plan for Academic Validation reflects research into similar plans for alternatives to passing State assessments currently in place in other states across the country. It has particular implications for students with disabilities, students with 504 Plans, English Language Learners, and students who experience assessment anxiety, or who do not perform well on a traditional assessment.

The Bridge Plan for Academic Validation process does not change Maryland graduation requirements. The process does provide remediation and a path to graduation that is meaningful, rigorous, and clearly tied to State standards. Successfully completing a content specific Bridge Project is not meant to indicate that the student has passed the content-related Maryland High School Assessment.

For more information, contact Cecilia Roe, Director of Instructional Assessment and Professional Learning at the Maryland State Department of Education Division of Curriculum, Instructional Improvement, and Professional Learning at 410-767-0574 or Cecilia.Roe@Maryland.gov
KEY ACRONYMS AND DEFINITIONS

Academic Validation---The process of assessing a student’s project.

Accommodations---Instructional modifications that are allowed and provided for students with disabilities and are included in the student’s Individualized Education Program (IEP).

Assessed Areas---Bridge Projects are available for algebra, science, English, and government.

Bridge Plan Coordinator--- A school system person identified as the lead person to facilitate the Bridge Plan program for that school system.

Combined-Score Option---An opportunity for students to meet a graduation assessment requirement by achieving the specified combined assessment score on the Maryland High School Assessments.

HSA---the current high school assessments in science, and government, old assessments in English 10 and Algebra I that were discontinued in 2015.

LAC---The Local Accountability Coordinator for the school system. LEA---The local educational agency or school system.

Maryland High School Assessments---the HSA, PARCC, or other assessments in algebra, science, English, and government developed or adopted by the Department that are aligned with and measure a student’s skills and knowledge as set forth in the Maryland College and Career Ready Standards for those subjects.

Parallel Paths---The term refers to the student’s option to enter into a Bridge Plan program and, at the same time, continue to take the Maryland High School Assessment to meet the diploma requirement.

PARCC Assessments---the current assessments in algebra and English aligned with the Maryland College and Career Ready Standards.

Project Modules---As of the 2016-2017 school year, only the Algebra I Bridge Project uses the term “Project Module.” See the Algebra I Project Monitor Guide for further details.

Project Monitors---School-based individuals assigned to help students participating in the Bridge Plan for Academic Validation process. Monitors should be certified in the project content area.

Project Monitor Guides---Specific directions and resource information provided to Project Monitors to use in assisting students who are working on Bridge Plan projects.

Review/Validation Panels---A group of content-specific individuals from the local school
system who assess the portions of a student’s Bridge project that are to be externally validated.

Scoring Documents---Tools provided for review panels to use in assessing student projects.

Student Planner and Agreement ---The mandatory form which must be completed before a student participates in the Bridge Plan for Academic Validation process.

System Coordinators---The title used by some school systems for the person in that school system who facilitates the Bridge Plan for Academic Validation process.
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SECTION 1: ELIGIBILITY CRITERIA FOR PARTICIPATION IN BRIDGE PLAN FOR ACADEMIC VALIDATION PROCESS

Each student who failed a Maryland High School Assessment once may participate in the Bridge Plan for Academic Validation process and shall be provided at least one opportunity to retake the appropriate assessment in accordance with the testing schedule issued by the Maryland State Department of Education. To be eligible to use a successfully completed Bridge Project as a means to satisfy the graduation assessment requirements, a student must first satisfy the following criteria:

1. Failed one or more Maryland High School Assessments at least twice;
2. Received a passing grade and earned credit in the course or courses related to the assessment or assessments;
3. Demonstrated overall satisfactory attendance in the most recent school year completed; and
4. Demonstrated satisfactory progress toward achieving the high school diploma requirements specified in COMAR 13A.03.02.09B(1) and (2); and
5. Participated successfully in appropriate assistance as defined in §C of this regulation after having failed one or more of the Maryland High School Assessments.

Additional information related to Eligibility Criteria 1

Maryland High School Graduation Assessment Requirements

As Maryland transitions to new assessments there will be a variety of pathways that students in any one graduating class may follow in meeting the graduation assessment requirements. Pathways are described in the table below. Note that during the transition years, there are varieties of methods a student may follow within each pathway.

Parallel Paths

Each of the three options:

1. Validation of Maryland High School Assessments via passing score, participation or substitute exam
2. Combined-Score
3. Bridge Plan for Academic Validation

Students can be working on more than one of the three options at any given time. This is known as working on a parallel path.

*Example:* A student working on a parallel path could be participating in locally administered or approved assistance and continuing to retake the Maryland High School Assessments in order to earn a passing score or a score that will allow the student to use the Combined-Score Option.

*Example:* A student working on the Bridge Project could continue to take the Maryland High School Assessments in order to earn a passing score or a score that will allow the
student to use the Combined- Score Option.

*Example:* Due to the remedial benefits of completing a Bridge Project, a student may begin to work on a Bridge Project in a subject PRIOR to failing the Maryland High School assessment in that subject twice; however, the project cannot be submitted in lieu of a student’s passing Maryland High School assessment score/combined score, until he/she has failed to pass the same content assessment TWICE.

**Options for Meeting Graduation Assessment Requirements**

<table>
<thead>
<tr>
<th>Pathway 1: Passing Score/Participation Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Met Graduation Assessment Requirements by obtaining passing scores on each of the Maryland High School Assessments (HSA). The minimum passing scores on each of the required Maryland High School Assessments are:</td>
</tr>
<tr>
<td>● HSA Biology - 400</td>
</tr>
<tr>
<td>● HSA Government – 394</td>
</tr>
<tr>
<td>1b. Met Graduation Assessment Requirements by obtaining passing scores on the Maryland High School Assessments (HSA) in government and biology and participating in the Maryland High School Assessments for algebra and English. Prior to the 2016-2017 school year, participation in the Maryland High School Assessments in:</td>
</tr>
<tr>
<td>● English</td>
</tr>
<tr>
<td>● Algebra</td>
</tr>
<tr>
<td>The minimum passing scores for the Maryland High School Assessments in:</td>
</tr>
<tr>
<td>● Biology - 400</td>
</tr>
<tr>
<td>● Government- 394</td>
</tr>
<tr>
<td>1c. Met Graduation Assessment Requirements by obtaining passing scores on the Maryland High School Assessments in algebra, biology, English, and government. The minimum passing scores for first time test takers of the Maryland High School Assessments in the 2016-2017 school year</td>
</tr>
<tr>
<td>● PARCC English 10 -725</td>
</tr>
<tr>
<td>● PARCC Algebra I - 725</td>
</tr>
<tr>
<td>● HSA Government- 394</td>
</tr>
<tr>
<td>● Participate in High School Maryland Integrated Science Assessment (MISA) or the HSA Biology in the 2016-2017 school year.</td>
</tr>
<tr>
<td>1d. Met Graduation Assessment requirements on a Department approved substitute assessment. The Department established the following allowable substitutes for the Maryland High School Assessments:</td>
</tr>
</tbody>
</table>
### Content Area

<table>
<thead>
<tr>
<th>Substitute Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP Exams</strong></td>
</tr>
<tr>
<td>Scores of 3, 4, or 5</td>
</tr>
<tr>
<td><strong>IB Exams</strong></td>
</tr>
<tr>
<td>Scores of 5, 6, or 7</td>
</tr>
</tbody>
</table>

### Pathway 1: Combined Score Option

#### 2a. Combined Score - 3 HSA Assessments
- 1206 for Algebra I, Biology, Government

#### 2b. Combined Score - 2 HSA Assessments
- 812 for Algebra I and Biology (Government Met Bridge Program, if Required)
- 806 for Algebra I and Government (Biology Met Bridge Program)
- 794 for Biology and Government (Algebra I Participation Met)

#### 2d. Combined Score (Scores for PARCC and HSA may not be combined.)
- 1450 combined minimum scores for PARCC English 10 and PARCC Algebra I
- 794 for Biology and Government

### Pathway 3: Bridge Plan for Academic Validation

Students who meet the Eligibility Criteria listed in COMAR 13A.03.02.06.E.1 and have failed to satisfy any of their Maryland High School Graduation Assessment requirements via Pathways 1 and 2 may satisfy unmet requirements via successful completion of an applicable Bridge Project.

Due to the remedial benefits of participation in the Bridge Plan for Academic Validation process, a student may begin to work on a Bridge Project in a subject PRIOR to failing the associated Maryland High School Assessment in that subject twice; however, the project cannot be used as a means to satisfy a graduation assessment requirement until the student has failed the aligned Maryland High School Assessment at least twice.

### Pathway 4: Waiver

**Award Waiver**, if needed and eligible, as outlined in COMAR 13A.03.02.09-1
SECTION 2: Bridge Plan for Academic Validation Process

Bridge Plan for Academic Validation Student Planner and Agreement

Once it is determined that a student is eligible to participate in the Bridge Plan for Academic Validation process, designated school staff should begin planning by completing a Bridge Plan for Academic Validation Student Planner and Agreement for the student.

The Student Planner and Agreement form was designed to ensure that the student, his/her parent/guardian, and designated school staff are aware of and in agreement with what the student must accomplish in order to use a successfully completed Bridge Project to meet the assessment requirement for graduation. Local school systems may also want to include additional information about the student to reflect the school system’s specific procedures. Local school systems will need to include any accommodations required if the student has an IEP, EL Plan, or 504 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 for each content area for which the student is completing a Bridge Project.

The Student Planner and Agreement provides a documented record of the student’s:
● First and second (if available) Maryland High School Assessment results;
● Participation in appropriate assistance;
● EL, IEP, or 504 Plan designation, if appropriate;
● 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.

The completed Bridge Plan for Academic Validation Student Planner and Agreement can be maintained and tracked electronically but needs to be easily accessible for follow-up work and possible review. A separate Student Planner and Agreement form must be completed for each content prior to that student working on a project in that content.

Parent/Guardian Role

The parent/guardian of any student participating in the Bridge Plan for Academic Validation process must be made aware of the graduation assessment requirements and the steps that the LEA is taking to help the child meet those requirements. The school must make every effort to obtain a parent/guardian signature on the Student Planner and Agreement for students under the age of 18. It is preferable that the form be signed in-person. Digital signatures are acceptable. In those rare cases where every attempt has been made to have the parent/guardian sign the form 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 kept and noted on the Parent/Guardian signature line on the Bridge Plan for Academic Validation Student Planner and Agreement. Students 18 years or older do not need parental consent unless the student has a disability with an applicable IEP.
Parents/guardians are encouraged to:
- Become fully aware of the student’s academic status and the progress toward meeting the assessment requirements in order to earn a Maryland High School Diploma
- Meet with designated school staff regarding the student’s graduation status and available options to secure a Maryland High School Diploma
- Participate in the meeting with the Project Monitor
- Sign the required form in the Bridge Plan for Academic Validation process* (see the Bridge Plan for Academic Validation Student Planner and Agreement)
- Monitor the student’s progress toward completing the assigned project.

### Student Role

Eligible students who elect to participate in the Bridge Plan for Academic Validation process must:
- Meet with an assigned school counselor/advisor to determine the status and options for the student to earn the Maryland High School Diploma.
- Participate in appropriate assistance in content areas where the assessment requirement was not met.
- Attempt to meet all Maryland High School Assessments graduation requirements via passing or combined score options.
- Complete and sign the required Bridge Plan for Academic Validation Student Planner and Agreement for each content they are completing a Bridge Project.
- Meet with the designated school staff person to review the requirements of the Bridge Plan for Academic Validation process, and develop a schedule.
- Complete the Bridge Project under the supervision of the Project Monitor.
- Attest that all work on the completed Bridge Project is solely his or her work.

### Project Monitor Role

The project monitor plays an important role in the Bridge Plan for Academic Validation process. The Project Monitor is a certified content specific educator assigned to guide a student through the Bridge Plan for Academic Validation process.

The Project Monitor should:
- Be trained annually by the local school system.
- Sign the Student Planner and Agreement.
- Monitor student progress adjusting timelines if needed.
- Provide instructional supports.
- Provide feedback.
- Make accommodations for students with an IEP, 504 Plan or EL Plan.
- Not complete any portion of a student’s project.
- Ensure that all parts of the student’s project represent the work of the individual student. Any group work should be for instructional purposes only.

### Project Accommodations

Project accommodations for students who have an IEP, 504 Plan, or an EL Plan must be approved and documented according to the procedures and requirements outlined in the
document entitled *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](https://docushare).

The school’s IEP team will determine what accommodations will be made for a student with disabilities who is participating in the Bridge Plan for Academic Validation program. 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.

**Adaptions for English Learners**

Notes on this section:
- This section does NOT Apply to English 10 Bridge Projects
- All student written responses must be submitted in the English language.

1. If a student has EL accommodations and the completion of a Bridge Project requires directions or supplemental resources translated into another language, districts may utilize the following options:
   - Provide an interpreter to read documents to the student.
   - Utilize translation software, such as [Google Translate](https://translate.google.com), to assist the student in navigating the documents. Please note that not all text may be translated accurately or be translated at all with a translation tool. Maryland State Department of Education is not responsible for incorrect or inaccurate translations. Maryland State Department of Education will not be held responsible for any damage or issues that may possibly result from using translation software.
   - Locate translated documents (for example, online) and allow students to utilize these documents.

2. Adaptations to Government Bridge Projects for English Learners:
   - Government Bridge Projects identified on the front cover of the project as “EL Version” contain a core primary source government document translated into Spanish.
   - Bridge Monitors may choose to utilize these versions of the Bridge Projects if the student speaks Spanish as a primary language.

**Bridge Project Submission**

When the student has completed his or her assigned Bridge Project, the designated school staff will submit the completed project to the Local Accountability Coordinator or Bridge Plan Coordinator (*see Section 4: Academic Validation Review Process*). Each of the student’s Bridge Projects must include a Bridge Plan for Academic Validation Project Submission Form and all supporting material(s) for the completed project. Please note that the project submission form has been revised to include a signed statement by the project monitor that verifies that the accommodations from the student’s IEP, 504 Plan, or EL Plan have been provided.
SECTION 3: LEA ROLES AND RESPONSIBILITIES

Although many individuals will be responsible for the successful implementation of the Bridge Plan for Academic Validation process within a district, several key individuals will assume the primary responsibilities.

Key individuals include:
- School System Local Accountability Coordinators or Bridge Plan Coordinators
- Designated School-Based Personnel
- Local Review Panel Members
- Local Superintendents
- State Superintendent

School System Local Accountability Coordinators (LACs) or Bridge Plan Coordinators

School System Local Accountability Coordinators or Bridge Plan Coordinators play a key role in the Bridge Plan for Academic Validation process. Although their roles may vary by definition for each local school system, the Bridge Plan Coordinator or LAC should:
- Coordinate annual training activities for school-based personnel involved with the Bridge Plan for Academic Validation process.
- Access the Bridge Projects, Project Monitor’s guide, and scoring documents using a secure code provided by MSDE.
- Disseminate, electronically or by hard copy, the Bridge Projects and Project Monitor guide to each participating high school.
- Schedule Local Review Panel meetings.
- Provide the scoring documents to Local Review Panels.
- Develop a process for storing all submitted projects. (MSDE will request copies of completed projects to be forwarded for an annual audit. Copies of projects may also be helpful in the event of an appeal.) Systems may choose to enter them as PDFs in the local school system’s database.
  - Projects submitted by students without an IEP, 504 Plan, or EL Plan must be kept until the student graduates and receives a Maryland High School Diploma. The system must also store the Student Planner and Agreement Forms, Project Scoring Documents, and Project Acceptance and/or Rejection letters until such time as the materials are “no longer educationally useful.”
  - For projects submitted by students with an IEP, 504 Plan, or EL Plan, the local school system must store only the following for five years after graduation (in accordance with IDEA):
    - The entire packet of project materials if the project was rejected and never resubmitted, and
    - The Student Planner and Agreement Forms, Project Scoring Documents, and Project Acceptance Letter if the project was successful.
- Remove the scoring documents from electronic access to the schools and/or dispose of all scoring documents used by the Local Review Panel upon completion of the review.
Designated School-Based Personnel

The organizational pattern, size of school, and available resources within a school will determine how the Bridge Plan for Academic Validation process is administered in each local school system, and the process may vary by school within the local system. Each local school system will have the responsibility and flexibility to determine which the school personnel who will assume critical functions of the Bridge Plan for Academic Validation process.

Although the personnel may vary by title and function in the building, it is imperative that key roles are clearly differentiated at the school level. It is critical that the individuals assigned the specific responsibilities of the Bridge Plan for Academic Validation process receive the proper training to successfully satisfy the responsibilities of their role.

Each school within the school system should identify personnel who can perform the following functions:

- Compile a list of students who meet eligibility requirements for participation in the Bridge Plan for Academic Validation process. (See Section 1 for Eligibility Requirements)
- Assure that accommodations included in a student’s IEP, 504 Plan, or EL Plan are provided for the student.
- Advise those students who meet eligibility requirements that they may participate in the Bridge Plan for Academic Validation process.
- Advise students that in order to participate in the Bridge Plan for Academic Validation process, they must have participated in locally-administered or approved assistance.
- Advise students that they may continue to take Maryland High School Assessments while participating in the Bridge Plan for Academic Validation process in order to earn a passing score or a score high enough to use the Combined-Score Option.
- Discuss the student’s status and the logistics of the Bridge Plan for Academic Validation process with the student and their parent(s)/guardian(s).
- Ensure that Bridge Plan for Academic Validation Planner is accurately completed.
- Review the requirements of the assigned project.
- Establish a timeline for project completion that includes progress-monitoring checks.
- Oversee student's work on assigned Bridge Projects.
- Submit the completed Bridge Plan for Academic Validation Project Package to the Local Accountability Coordinator or Bridge Plan Coordinator on behalf of the student.
  - The Bridge Plan for Academic Validation Project Package must include the Student Planner and Agreement which includes a certification that the work submitted was completed by the student and the Project Package Submission Form signed by the student and the Project Monitor.

Staff Qualifications

Educators who oversee any aspect of the Bridge Plan for Academic Validation process must possess certain qualifications. Project Monitors MUST be certified in the area in which they are providing support for Bridge Projects.

Qualified Staff

- Maryland teacher-certified academic classroom teachers.
- Maryland teacher-certified teachers of special education, gifted and talented, or ESOL.
- Maryland teacher-certified teachers of physical education, art, home economics, industrial arts, etc.
- Maryland teacher-certified guidance counselors, media specialists, school psychologists, and school administrators.
- Other Maryland teacher-certified teachers who may be working as instructional assistants.*
  
  *Maryland teacher-certified instructional assistants who are regular employees of the school system for the purpose of providing instruction are only permitted to provide allowed accommodations to individual students as long as the instructional assistant is not the parent/guardian of a student, and the instructional assistant is under the supervision of a qualified staff member.

Non-Qualified Staff
Non Maryland teacher-certified instructional assistants who are not regular employees of the school system (i.e. student teachers, parents, volunteers) and Maryland teacher-certified teachers who are not regular employees of the school system and who are not on the school’s substitute list are not eligible to be involved in the Bridge Plan for Academic Validation process. They may, however, provide instructional interventions.

Review/Validation Panels
Review Panels score identified portions of each Bridge Project. See Section 4: Academic Validation Review Process in this administrative manual for the composition and roles of the Local Review Panel.

Local Superintendents
Local superintendents make the final determination regarding the student’s fulfillment of the diploma requirement through the Bridge Plan for Academic Validation process. See Section 4: Academic Validation Review Process in this administrative manual for the role of the local superintendent and the steps involved in fulfilling that role.

State Superintendent
The State Superintendent of Schools is responsible for reviewing all appeals submitted by students who have a Bridge Project rejected by the local superintendent. See Section 4: Academic Validation Review Process in this administrative manual for the basis of this review.
SECTION 4: ACADEMIC VALIDATION REVIEW PROCESS

Review Panels

Local school systems will identify qualified educators to serve as members of Review Panels to score Bridge Projects in algebra, biology, English, and government.

Composition of Review/Validation Panels

The composition of the review panels may differ by content areas; however, consistency of the review is critical. The review panel shall consist of the following members:

- One (1) central office staff member familiar with the requirements of the Maryland High School Assessments graduation requirements and the Bridge Plan for Academic Validation process to coordinate scoring. This person may act as the chairperson of the Review Panel.
- A staff member currently certified in special education should be made available on a consultation basis for each scoring site.
- A second language acquisition professional should be made available on a consultation basis for each scoring site.
- Each project must be graded by a minimum of two content-certified staff;
- School staff may be part of the review panel; however, the school staff member must not have taught the student in the student’s Maryland High School Assessment content-related course for the project being reviewed or have been the student’s Project Monitor.
- A staff member who has the technology skills and capability to scan and electronically store projects after they are reviewed if they are being stored electronically. (Electronically storing projects is optional.)

Review/Validation Panel Process

LAC or Bridge Project Coordinator should:

- Establish procedures to ensure security and confidentiality.
- Determine the structure of the Review Panel meetings:
  - Face-to-Face
  - Virtual
- Download scoring documents using secure access codes provided by MSDE.
- Convene Review Panels in a timely manner to assure a prompt scoring of submitted Bridge Projects.
- Allocate adequate time to evaluate projects prior to commencement exercises, providing the student time to make revisions if needed.

Training for Review/Validation Panel

Local training is crucial for the successful implementation of the Bridge Plan for Academic Validation process. Local school systems may conduct their own training after their designated staff is trained by MSDE. If requested, MSDE will provide one training session annually per local school system for a Review Panel. Local systems will identify participants to be trained. Training will be specific to roles of members of the Panel and will include handling of materials and recordkeeping/data entry.
Responsibilities of Review/Validation Panel

Review/Validation Panel members:

- Score submitted Bridge Projects;
- Provide feedback on unsatisfactory projects;
- Complete scoring documents;
- Ascertain that students with disabilities, 504 Plans, or ELL Plans were provided with the appropriate instructional accommodations as defined in their IEP or ELL Plans.
- Assure that the Bridge Plan for Academic Validation Project Package submitted is indeed the work of the student who has submitted the AVP Package. (*The completed Bridge Plan for Academic Validation Student Planner and Agreement will fulfill this requirement.*)
- Recommend to the local school superintendent that the student has successfully completed his/her Bridge Project or that the student has not successfully completed his/her project. *All recommendations to the local superintendent must occur within a reasonable amount of time.*
- Sign the Non-Disclosure Agreement and provide the results of the Panel Review to the school system’s Local Accountability Coordinator or Bridge Plan Coordinator.

Local Superintendent’s Decision

The local superintendent will review recommendations of the Review Panels and determine if the student has satisfactorily completed the Bridge Project.

The local superintendent can:

- Accept the recommendation of the Review Panel.
- Return the recommendation within five calendar days to the Review Panel for further evaluation with specific comments regarding the request for additional evaluation.
- Reject the Review Panel’s recommendations.

Notification of Student

The local superintendent or superintendent’s designee will be responsible for notifying the student and the school of the decision regarding the Bridge Project. This manner of notification must be sufficient to assure the student receives the information in an expedient manner. If the Bridge Project was determined to be unsatisfactory, the notification must include an explanation of the student’s appeal rights.

Bridge Project Scoring

Bridge Projects will be scored according to detailed procedures prescribed by MSDE to ensure that each project receives comparable levels of review.

- **State Scoring Criteria**
  Review Panels will be provided with scoring criteria and scoring rubrics, including model responses to items, so Bridge Projects can be evaluated consistently. Panel members will be trained by MSDE staff or designated trained local staff as appropriate. This standardization of training will help ensure that the work of all panels will be consistent, even when MSDE staff is not present during reviews.
● Scoring Guidelines
   The State will develop scoring procedures and provide training to designated local school system staff to assure consistent and proper scoring of all content Bridge Projects.

● Scoring
   In order to ensure equity and consistency, scoring will be done at the local school system level (not the school level).

Student Options
A student whose Bridge Project deemed unsatisfactory may:
   ● Revise and resubmit the project; or
   ● Appeal the decision of the local school superintendent within 10 calendar days of receipt of notification.

Annual Scoring Consistency Audit
LEAs will submit a sample of graded Bridge Projects to MSDE for review upon request. MSDE Project Developers from each content area will review submitted Bridge Projects Data gathered via the reviews will inform any needed adjustments to the process. Reviews will never result in the reversal of original scoring decisions. MSDE may conduct site visits during any phase of the bridge process.

Annual Evaluation/Audit
MSDE will conduct an annual audit to assure consistency in standards across and within school systems. Findings from the state audit will be used to provide feedback to districts as needed and to adjust procedures and training for future use of the Bridge Plan, but they will NOT be used to reverse original decisions of panels.
SECTION 5: ETHICS AND SECURITY

Code of Ethics and Security Regulations

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education:

“It is a breach of professional ethics for school personnel to provide verbal or non-verbal clues or answers, teach items on the assessment, share writing prompts, coach, and hint or in any way influence a student’s performance during the testing situation. A breach of ethics may result in invalidation of assessment [Bridge Plan for Academic Validation] results and LEA or MSDE disciplinary action.”

Unlike the administration of Maryland High School Assessments, the Bridge Plan for Academic Validation process does require active participation by school-based personnel to assure successful administration of the Bridge Plan for Academic Validation process. A school-based person must be assigned to a participating student while he/she works on the Bridge Project. The assigned person should make sure the student understands the requirements of the Bridge Project, where and how to secure any necessary materials and suggest possible resources. The assigned person is the de facto advisor for the Bridge Project, meeting with the student on the agreed upon review dates. This person may provide direct instruction without providing the exact answer. In the case of a student with an IEP, 504 Plan, or ELL Plan, the assigned person must ensure that all accommodations are met during the completion of the Bridge Project.

It is imperative that within these guidelines that ethics and security measures are maintained to assure the validity of the Bridge Project. The student must sign the Student Planner and Agreement Form and the Project Package Submission Form, attesting that the Bridge Project submitted is that of the student. The designated school representatives must also attest that the submitted Bridge Project is that of the student.

Secure Materials

The following materials are considered secure and are not in the public domain and not available for public review. All materials used in the evaluation of a student’s Bridge Project will be considered secure.

- **Scoring Documents**
  Scoring documents are to be held by the Local Accountability Coordinator or Bridge Plan Coordinator and distributed to the Review Panels. Scoring documents are available on-line through secure access codes provided by MSDE to the Local Accountability Coordinators or Bridge Plan Coordinators. These materials may be used either electronically or in hard copy format. Scoring documents should remain secured until needed by the Local Review Panel or for training purposes. Scoring documents must be returned to the Local Accountability Coordinator or Bridge Project Coordinator after use by the Review Panel.

- **Student’s Bridge Project**
  The student’s entire Bridge Project, which contains his/her personal information, all work
he/she completed in the project, signed forms, and the Review Panel Recommendation to the Superintendent, are considered secure. Once the student has decided to engage in the Bridge Plan for Academic Validation process, the designated school official will be responsible for completing the required packet information, which must be secured until given to the Review Panel. After the Review Panel completes the evaluation of the project, the following materials will become part of the student’s permanent folder: (1) planner agreement and (2) project acceptance letter.

The student packet for the Bridge Plan containing confidential information may be accessed by the Local Accountability Coordinator or Bridge Plan Coordinator for reference purposes, by school administration, or by designated school personnel working with the student’s guidance counselor.

- **Project Monitor Guide**

  One Project Monitor Guide should be provided to the Project Monitor for the project his/her students are completing. The Project Monitor should keep the guide secure while it is in his/her possession. When student work on the project is complete, the Project Monitor should return the guide to the designated school official or Bridge Plan Coordinator. In some cases, the guide provides answer keys or suggestions that the monitor uses to evaluate a student’s response or progress. Students should not have access to this document.

**Non-Secure Materials**

Bridge Projects in each content area are considered non-secure. MSDE will communicate the methods for accessing the projects to Local Accountability Coordinators and/or Bridge Plan Coordinators. The Local Accountability Coordinator and/or Bridge Plan Coordinator will be responsible for distributing projects to each school’s designated person. The Local Accountability Coordinator or Bridge Plan Coordinator may provide information to each school electronically or in hard copy, but must ascertain that all information provided by MSDE for each content area is received at the school level. These materials will be used by a number of different individuals who will be working with the student engaged in the project. Access to materials should be provided to school personnel as soon as possible.

MSDE will post all Bridge Project documents in an online repository.

**General Information Regarding Secure and Non-Secure Materials**

Superintendents, assistant superintendents, local school system content supervisors, principals, assistant principals, and Project Monitors may have access to the Bridge Projects, Project Monitor Guides, and student materials at any time. If these individuals want to view the scoring documents, they may send a request to the Local Accountability Coordinator or Bridge Plan Coordinator. Viewing of the scoring documents must be done in a secure setting, and individuals must sign the Bridge Plan Non-Disclosure Agreement.

Local Accountability Coordinators or Bridge Plan Coordinators should provide immediate access to the Bridge Projects and Project Monitor Guides to all school personnel responsible for the monitoring of a student’s project. It is expected that Bridge Projects and Project Monitor
Guides for each content area will not be used for any purpose other than its intended purpose.

Non-certified staff may have access to secure materials only for clerical purposes. (This is especially important since the evaluation results of the Review Panel must be directed to the appropriate personnel in the guidance department of the student’s high school.)

Any breach of security should immediately be reported to the school principal. It is the responsibility of the principal to investigate and address security concerns.

Staff that is not specifically involved in a student’s Bridge Project, the general public, including but not limited to the members of the Board of Education, are not allowed access to secure Bridge Project materials. The legal authority for this denial is found in §10-618 (c) of the State Government Article, Annotated Code of Maryland:

“(1) Subject to paragraph (2) of this subsection, a custodian may deny inspection of assessment questions, scoring keys, and other examination information that relates to the administration of licenses, employment, or academic matters.”
SECTION 6: BRIDGE PROJECT MATERIALS

There are several types of materials that schools with students participating in the Bridge Plan for Academic Validation process will have to handle. It will be up to each local school system’s discretion to assign personnel to handle these materials.

The materials that are part of the administration of the Bridge Plan for Academic Validation process include:

- Bridge Plan for Academic Validation Student Planner and Agreement (secure when completed).
- Project Monitor Guide (secure).
- Scoring Documents (secure).
- Completed Student Project (secure).
- Bridge Projects (non-secure).

Bridge Plan for Academic Validation Student Planner and Agreement

MSDE has made the Bridge Plan for Academic Validation Student Planner and Agreement available electronically to each high school. The Student Planner and Agreement will be considered secure and confidential once student data information is entered. Once completed, the Bridge Plan for Academic Validation Student Planner and Agreement will become part of the student’s permanent academic folder.

Development of Bridge Projects

MSDE has developed Bridge Projects for each assessed content area. These Bridge Projects have been developed to allow students involved in the Bridge Plan for Academic Validation process to demonstrate their mastery of skills and knowledge in content areas where the students have been unable to achieve a passing score on the Maryland High School Assessment or to achieve a score high enough to use the combined-score option.

- **Spring 2017**
  New Bridge Projects have been developed for PARCC English 10 and PARCC Algebra I. Bridge Projects for science (Biology) and Government are currently being modified to align with the new process and changes to the assessment limits and standards. When released, the new Bridge Projects will replace all previous Bridge Projects.

Project Monitor Guides

Project Monitor Guides contain specific guidelines designed to assist the staff member who monitors the student working through the program. The Project Monitor Guides have been designed to assist the staff member in the facilitation of a student’s project. The timelines for availability, usage, and disposition are the same as for the projects.

Scoring Documents

MSDE will provide scoring documents to Local Accountability Coordinators or Bridge Plan Coordinators electronically via secure access codes at the same time as the projects are available. Local school systems will use these documents as needed; however, these documents are considered secure and must remain so throughout their use. They must also be disposed of after
their use. The scoring documents will follow the same availability, use, and disposition schedule as the projects. MSDE will remove the scoring documents from the secure-access site on the disposition dates.

**Student Projects**

Upon submission to the Review Panel, successful projects become the sole property of the local school system. By prior signed agreement, the student and his/her parent/guardian agree that the projects are not returnable and agree not to duplicate the project for distribution.

Student projects deemed unsatisfactory by a Review Panel may be returned to the student for revision. The student may choose to revise and re-submit the project for evaluation. Seniors must be given adequate time to revise the project prior to commencement exercises.

**Storage Requirements**

Guidelines for the storage of all documents related to submitted Bridge Projects, including both successful and unsuccessful projects, are below.

- Projects submitted by students **without** an IEP, 504 Plan, or EL Plan must be stored until the student graduates and receives a Maryland High School Diploma. The system must also store the Student Planner and Agreement Forms, Project Scoring Documents, and Project Acceptance and/or Rejection letters until such time as the materials are “no longer educationally useful.”
- The following documents must be stored for five years after graduation for projects submitted by students with an IEP, 504 Plan or EL Plan (in accordance with IDEA).
  - The entire packet of project materials if the project was rejected and never resubmitted, and
  - The Student Planner and Agreement Forms, Project Scoring Documents, and Project Acceptance Letter if the project was successful.

The local school system is responsible for storing the described materials. Materials may be stored as electronic or paper documents.
SECTION 7: IMPLEMENTATION AND TRAINING SCHEDULE

Implementation of Bridge Plan

MSDE will provide annual training to all local school system staff that will be part of the implementation of the Bridge Plan for Academic Validation. Local school systems will identify the participants for each training session. The training will focus on the following areas:

- Implementation of the Bridge Plan for Academic Validation
- Administrative Manual for the Bridge Plan for Academic Validation
- Bridge Projects
- Local Review Panels

The dates for training for the implementation of the Bridge Plan for Academic Validation process and review of the Administrative Manual will be set cooperatively with each local school system.

Bridge Project Training

Local school systems will design a professional learning plan to train Bridge Project Monitors and Project Review/Validation Panels. Local training is crucial to the successful implementation of the Bridge Plan for Academic Validation process.

MSDE will provide content-specific regional or virtual training. Local Accountability Coordinators and Bridge Project Monitors may bring specific content staff to be part of this training. On-site training for local school systems will be provided upon request.
SECTION 8: 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 Maryland High School Assessment 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) Received credit in the course or courses related to the assessment or assessments;
   b) Failed one or more Maryland High School Assessments;
   c) Demonstrate overall satisfactory attendance in the most recent school year completed;
   d) Demonstrated satisfactory progress toward achieving the high school diploma requirements specified in COMAR 13A.03.02.09B(1) and (2).

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.
   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.

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 a heterogeneous class with all students in the class completing Bridge-like projects differentiated to meet their needs;
   c) Develop a pull-out program where assigned Project Monitors pull students from existing classes to work on Bridge Plan projects;
   d) 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.
   • Regardless of the delivery model, it is important that students are completing Bridge Projects on-site in the school setting with supervision and assistance.

   NOTE: Data has shown 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). Appropriate scaffolding and re-teaching should be provided to the students; 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. The 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 Maryland High School Assessment, they obviously need a great deal of encouragement, support, and re-teaching 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 State Standards. 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 contains 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 Maryland State Standards 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 reteach, scaffold, and provide feedback, so students will ultimately be successful.
   d) LEAs 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 alternate opportunity for students to demonstrate mastery of the Maryland State Standards. Completion of a Bridge Plan project, coupled with whatever instruction, review, and practice the student requires, provides students with an individualized instructional approach to demonstrate content mastery.
APPENDICES

Algebra and English
- Bridge Plan for Academic Validation Student Planner and Agreement Bridge Plan for Academic Validation Package Submission Form
- Non-Disclosure Agreement (Revised)
- Review Panel Recommendation to Superintendent

Government
- Bridge Plan for Academic Validation Student Planner and Agreement Bridge Plan for Academic Validation Package Submission Form
- Non-Disclosure Agreement (Revised)

Review Panel Recommendation to Superintendent
Bridge Plan for Academic Validation Student Planner and Agreement

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

Date    Student Name    Student ID #

School System    School

Course/Bridge Project: (check one)

☐ Algebra    ☐ English

In accordance with the Maryland graduation requirements, this student has not yet satisfied the assessment graduation requirement for the identified course. This student has taken the Maryland High School Assessment in the corresponding course, but failed to achieve the required minimum passing score. This 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 allow this student to attempt to satisfy the graduation assessment requirement via successful completion of the above identified Bridge Project.

The student’s performance on the Maryland High School Assessments and participation in intervention activities are as follows:

<table>
<thead>
<tr>
<th>First Attempt</th>
<th>Second Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Score:</td>
<td>Score:</td>
</tr>
</tbody>
</table>

**Assistance Plan:**
Provide a description of the type of assistance provided in preparation for this student to retake the Maryland High School assessment.

<table>
<thead>
<tr>
<th>Indicate education plan, if applicable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ EL (English Learners)</td>
</tr>
<tr>
<td>☐ IEP (Individualized Education Program)</td>
</tr>
<tr>
<td>☐ 504</td>
</tr>
</tbody>
</table>
The student and his/her parent(s)/guardian(s):
- Pledge that all work submitted through participation in the Bridge Plan for Academic Validation process will be done only by the student and thus meet the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Ensure that the work necessary for the Bridge Plan for Academic Validation process is completed in accordance with the timeline developed by the school;
- Agree that the student’s Bridge Project will never be duplicated, in full or partial form, for distribution; and
- Agree that any Bridge Project submitted to fulfill a Maryland High School Assessment graduation requirement becomes the sole property of the school system and is not returnable.

The Project Monitor:
- Pledges to develop a timeline for completion of the Bridge Project;
- Monitor the student’s progress; and
- Submit the Academic Validation Project Package to the Review Panel for their review and recommendation to the local school superintendent. (The local school superintendent accepts or rejects the panel’s recommendation and notifies the student.)

The Designated School Representative:
- Pledges to review and monitor the Bridge Plan process.

Upon receiving final approval from the local school superintendent, the student will have met the Maryland High School Assessment graduation requirement in the identified course. The student must meet all other state and local graduation requirements in order to receive a Maryland High School Diploma. By signing this document, you agree to the terms of participation in the Bridge Plan for Academic Validation process and accept the listed responsibilities.

*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 Project Package Submission Form

Date ________________  Student Name ___________________________________________  Student ID # ________________

School System ___________________________________________  School ___________________________________________

Content Area (check one)  
☐ Algebra  ☐ English

Maryland High School Assessments Scores for the Indicated Content Area

<table>
<thead>
<tr>
<th>First Attempt</th>
<th>Second Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Score:</td>
</tr>
<tr>
<td>Date:</td>
<td>Score:</td>
</tr>
</tbody>
</table>

Title of Project Submitted

If applicable, indicate education plan:

☐ EL (English 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 accommodations have been provided to the student, as specified in the student’s IEP, 504 Plan, or EL Plan;
- 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;
- Agree that any Academic Validation Project Package submitted for the Maryland assessment graduation requirement becomes the sole property of the school system and is not returnable.

Student (Printed) ___________________________________________  Signature ___________________________________________  Date ________________

Project Monitor (Printed) ___________________________________________  Signature ___________________________________________  Date ________________
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. All project monitor documents, scoring documents, completed project module(s) and student responses to project module(s) are considered “secure”.

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 assessment 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 Form

Date ___________________________ Student Name ___________________________ Student ID # ___________________________

Content Area (check one)  
☐ Algebra   ☐ English

The recommendation of the LEA Review Panel is:

<table>
<thead>
<tr>
<th>Title of Project Submitted</th>
<th>Code</th>
<th>Accept</th>
<th>Reject</th>
<th>Revised</th>
</tr>
</thead>
</table>

Feedback from the Review Panel (required for projects that are rejected.)

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 ___________________________
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:

<table>
<thead>
<tr>
<th>Highest Test</th>
<th>2nd Highest Test</th>
<th>Appropriate Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Score</td>
<td>Date</td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate education plan if applicable:
- EL (English 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.

<table>
<thead>
<tr>
<th>HSA score range</th>
<th>No. of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>372-393</td>
<td>one (1)</td>
</tr>
<tr>
<td>350-371</td>
<td>two (2)</td>
</tr>
<tr>
<td>328-349</td>
<td>three (3)</td>
</tr>
<tr>
<td>306-327</td>
<td>four (4)</td>
</tr>
<tr>
<td>Below 306</td>
<td>five (5)</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>CONTENT EXPECTATION (adopted from MSC/CLG*)</th>
<th>PROJECT CODE</th>
<th>COMPLETION DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protecting Rights and Maintaining Order</td>
<td>G-b.</td>
<td></td>
</tr>
<tr>
<td>Systems of Government and Foreign Policy</td>
<td>G-c.</td>
<td></td>
</tr>
<tr>
<td>Impact of Geography on Governmental Policy</td>
<td>G-d.</td>
<td></td>
</tr>
<tr>
<td>Economic Principles, Institutions, and Processes</td>
<td>G-e.</td>
<td></td>
</tr>
<tr>
<td>(List additional projects if appropriate.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student and his/her parent(s)/guardian(s)
- Pledge that all work submitted in the Academic Validation Project Package will be done only by the student and thus meet the core values of academic integrity: truth, honesty, fairness, respect, and responsibility;
- Are responsible for ensuring that the work necessary for the Academic Validation Project Package is completed in accordance with the timeline developed by the school;
- Agree that the student’s Academic Validation Project Package will never be duplicated, in full or partial form, for distribution; and
- Agree that any Academic Validation Project Package submitted for a Maryland High School Diploma HSA testing requirement becomes the sole property of the school system and is not returnable.

The Project Monitor pledges to develop a timeline and completion date schedule for the Academic Validation Project Package, periodically monitor the student’s progress, and submit the Academic Validation Project Package to the Review Panel for their review and recommendation to the local school superintendent. (The local school superintendent will accept or reject the panel’s recommendation and notify the student.)

The Designated School Representative pledges to review and monitor the Bridge Plan process.

Upon receiving final approval from the local school superintendent, the student will have met the testing requirement for the Government High School Assessment. The student must meet all other state and local graduation requirements in order to receive a Maryland High School Diploma. By signing this document, you are in agreement with the terms of the Bridge Plan for Academic Validation developed for this student and accept the responsibilities outlined above.

<table>
<thead>
<tr>
<th>Student (Printed)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian* (Printed)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Project Monitor (Printed)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>School Representative (Printed)</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CONTENT EXPECTATION (adopted from MSC/CLG*)</th>
<th>PROJECT CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation</td>
<td>Number</td>
</tr>
<tr>
<td>Protecting Rights and Maintaining Order</td>
<td>G-b.</td>
</tr>
<tr>
<td>Systems of Government and Foreign Policy</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Economic Principles, Institutions, and Processes</td>
<td>G-e.</td>
</tr>
<tr>
<td><em>(List additional projects if appropriate)</em></td>
<td></td>
</tr>
</tbody>
</table>

If applicable, indicate education plan.
- [ ] EL (English 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 accommodations have been provided to the student, as specified in the student’s IEP, 504 Plan, or EL Plan;
- 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 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 __________________________
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*)

*MSC = Maryland State Curriculum/CLG = Core Learning Goals

<table>
<thead>
<tr>
<th>PROJECT CODE</th>
<th>Accept</th>
<th>Revise</th>
<th>Reject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation</td>
<td>Number</td>
<td></td>
<td></td>
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<tr>
<td>Protecting Rights and Maintaining Order</td>
<td>G-b.</td>
<td></td>
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<tr>
<td>Systems of Government and Foreign Policy</td>
<td>G-c.</td>
<td></td>
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<tr>
<td>Impact of Geography on Governmental Policy</td>
<td>G-d.</td>
<td></td>
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<tr>
<td>Economic Principles, Institutions, and Processes</td>
<td>G-e.</td>
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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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