

BRIDGE PLAN FOR ACADEMIC VALIDATION:

An alternative path to meeting Maryland's testing requirement for graduation

*This publication replaces the Bridge Plan for Academic Validation
Design Overview document released on November 1, 2007.*

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Introduction

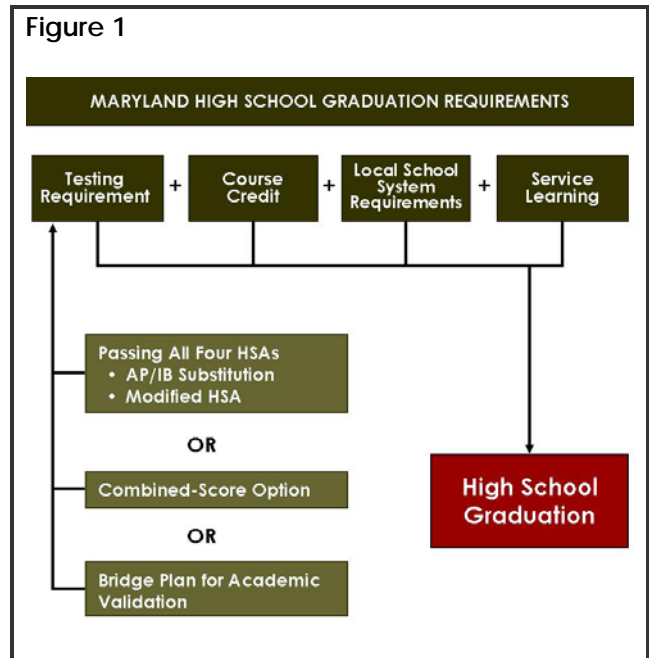
For a student to graduate from high school with a Maryland High School Diploma, he/she must meet the following graduation requirements [Figure 1]:

- **Complete all State course requirements.**
21 specified credits
- **Complete State service-learning requirements.**
75 hours or equivalent
- **Complete all State testing requirements.**
Students entering grade 9 in or after Fall 2005 must meet the testing requirement using one of the three options below:

- 1) **Pass each of the four High School Assessment (HSA) tests** – algebra/data analysis, English, biology, and government.
There are two potential substitutions:
 - § Advanced Placement (AP) or International Baccalaureate (IB) Tests – For students who have earned a score approved by the Maryland State Department of Education (MSDE) on the HSA-related AP or IB test
 - § Modified HSA – An alternative test for students with disabilities who meet the specific participation criteria based on their IEP process
- 2) **Combined Score Option** – For students who have earned a combined score of 1602 on the four HSA tests
- 3) **Bridge Plan for Academic Validation** – For students who meet eligibility criteria

Each of the three options is a separate path for meeting the testing requirement for graduation. Students can be working on more than one option at any given time. This is referred to as working on parallel paths (see Step 2).

- **Complete all local graduation requirements.**
Local school systems frequently add course and other requirements beyond the State’s minimum requirements.



Background

The Bridge Plan for Academic Validation (Bridge Plan) grew out of the work of the Task Force on Comparable Testing Methods for the Maryland High School Assessment (HSA) and the Task Force for Review of High School Assessment (HSA) Options as well as research into similar plans for alternatives to meeting State assessment requirements currently in place in numerous states across the country.

Both task forces were asked to explore what options Maryland could pursue to ensure that all students have a fair opportunity to demonstrate their knowledge and skills if traditional testing instruments are not effective for them. Maryland is not alone in providing alternate routes to a high school diploma. In 2007, twenty-two states had exit exam requirements for senior classes in order to receive a diploma. In 16 of those states, students had access to one or more alternate routes to a standard diploma. Maryland’s Bridge Plan reflects the recommendations of the two task forces and employs features of other state plans that are appropriate to Maryland’s assessment requirement.

The Bridge Plan has particular implications for students with disabilities, students with 504 plans, and English Language Learners (ELL) by allowing a student to demonstrate content mastery using a method other than a traditional test. The Bridge Plan can also have significant value for students who experience test anxiety or who do not perform well on a traditional test.

The Bridge Plan does not change the Maryland graduation requirements. The Bridge Plan does provide a path to graduation that is meaningful, rigorous, and clearly tied to State standards. Expecting any less would give students a route around meeting the testing requirement for graduation. Expecting any more would prevent students who can legitimately meet the standards from having an opportunity to do so through alternate means.

Overview

In order for a student to participate in the Bridge Plan, he/she must:

- 1) be firmly on the path to completing graduation requirements (*see previous page*);
- 2) have taken an HSA exam twice without passing or meeting the Combined-Score Option; and
- 3) have participated in locally-administered or approved assistance.

Students qualifying for the Bridge Plan will be assigned appropriate project modules, be given an opportunity to complete the project modules assigned, and be subject to a careful review of his/her work based on detailed State guidelines and scoring rubrics. In some cases, it may be to a student's advantage to make an oral presentation about the work done to complete the project modules.

The Bridge Plan is comprised of four steps:

Step 1: Progress toward Graduation Requirements

Step 2: Participate in High School Assessments

Step 3: Meet Eligibility Criteria

Step 4: Participate in the Bridge Plan for Academic Validation

The following pages provide the details of how a student will navigate through the four steps, and how the State and local school systems will manage and ensure the accurate and fair administration of the Bridge Plan.

The State has created a website that includes detailed information about the Bridge Plan, the latest updates to the Bridge Plan, and resources for meeting the testing requirement. The website will also serve as a portal to the administrative process. The URL for the website is MdBridgePlan.org.

The State will develop a bank of project modules for each HSA content area. Once project modules are developed, the State will provide a significant level of support and guidance to the local school systems including training in review and scoring processes, and end-of-year outcomes (*see Implementation Planning*). This will help to ensure consistent implementation of the Bridge Plan.

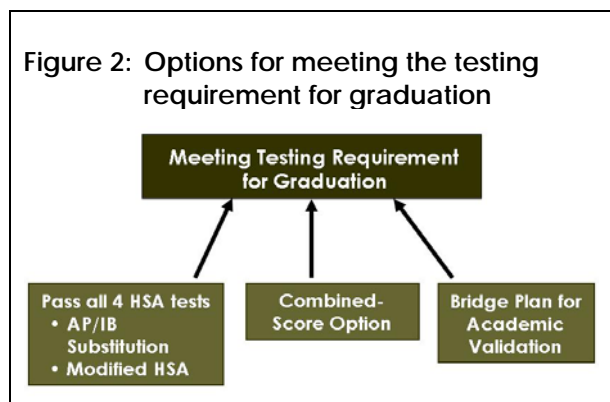
The Bridge Plan is anticipated to be a permanent part of the pathway to meeting Maryland's testing requirement for graduation. However, the expectation is that local school systems will work toward diminishing its use over time.

Step 1: Progress toward Graduation Requirements

The Bridge Plan **does not** replace other graduation requirements. A student cannot use the Bridge Plan unless he/she is clearly on the path to successfully meeting all other graduation requirements—State and local course credits, service-learning requirements, and other local requirements.

Step 2: Participate in High School Assessments

Students entering grade 9 in or after Fall 2005 must meet the testing requirement for graduation using one of three options: Pass the four HSA tests, use the Combined-Score Option, or use the Bridge Plan [Figure 2].



Students must take each HSA test upon successful completion of the corresponding HSA course (i.e. algebra/data analysis, biology, English 2, and government). Students with 504, IEP, or ELL Plans must receive the same accommodations prescribed within his/her plan when taking the HSAs.

Passing the HSAs

Students who meet or exceed the passing score on each of the four HSAs will have fulfilled the testing requirement for graduation.

The passing scores for the HSAs are:

Assessment	Passing Score
Algebra/data analysis	412
English	396
Biology	400
Government	394

Not meeting the passing score on the HSAs.

Students who do not pass one or more HSAs must be offered locally-administered or approved assistance. The student is responsible for taking advantage of the assistance to help prepare for retesting. A student who is considering the Bridge Plan for a specific HSA content area is **required** to retake the test a second time as well as participate in locally-administered or approved assistance.

Locally Administered or Approved Assistance.

Each local school system has developed strategies for providing assistance to students who have not passed one or more HSAs. These opportunities could include sample test reviews, tutoring, or after-school or Saturday instruction. The school will determine what type(s) of assistance will be provided to students.

The student is responsible for taking advantage of the assistance to help prepare for retesting. A student considering using the Bridge Plan is **required** to participate in locally-administered or approved assistance.

Retesting. A student who does not pass an HSA(s) the first time should retake the test at least one more time, but students are encouraged to retake the assessments multiple times. There is no limit to the number of times a student can take an HSA test. Retesting opportunities are available in October, January, May, and in the summer, with a fifth test administration available for seniors beginning in April 2009.

Combined-Score Option

Students who do not pass one or more HSAs may meet the testing requirement for graduation using the Combined-Score Option. To use the Combined-Score Option, a student must earn a total score of 1602 or more when all four HSA test scores are added together. The Combined-Score Option allows a student to offset a low HSA score in one area with a higher HSA score in another content area [Figure 3].

Figure 3: Combined-Score Option Example

HSA Content Area	Passing Score	Combined-Score Sample
Algebra/Data Analysis	412	407
Biology	400	405
English	396	406
Government	394	384
Combined Total		1602

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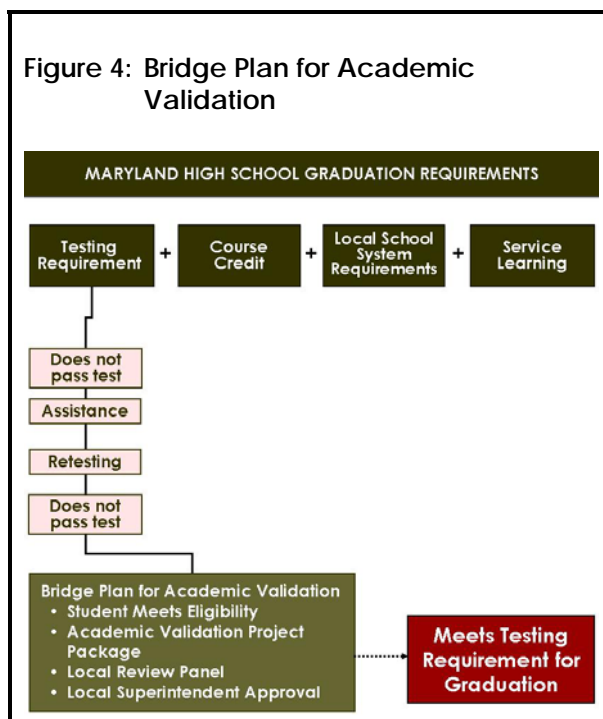
Meets Testing Requirement for Graduation

The Combined-Score Option does not require a student to achieve the minimum score on any of the HSAs.

Bridge Plan for Academic Validation

The Bridge Plan **is not** a shortcut around the testing requirement for graduation. Students are strongly encouraged to seek appropriate locally-administered or approved assistance and continue retesting to meet the Combined-Score Option. However, if a student's highest score for any specific HSA is significantly lower than the passing score for that test and/or the student does not do well on traditional tests, he/she may choose to explore the Bridge Plan with a designated school staff member.

If the Bridge Plan is chosen, the student must meet the eligibility criteria [Figure 4] before being assigned one or more rigorous project modules. The number of project modules a student is assigned is indicated by the student's highest score earned on the specific HSA test (see *Step 3 Meet Eligibility Criteria*).



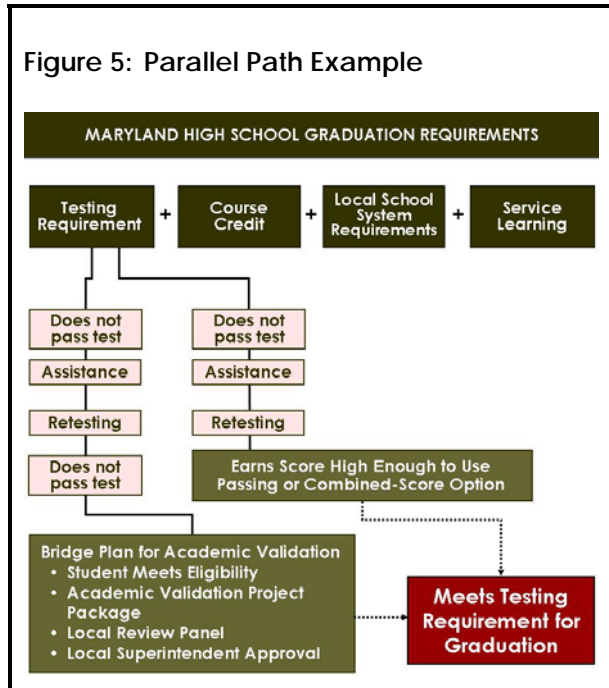
The local school system will determine when a student may begin work on a Bridge Plan. For a more detailed example of how the Bridge Plan works, go to *Step 4 – Student planning*.

Parallel Path

Each of the three options — passing, Combined-Score, or Bridge Plan — are separate paths. Students can be working on any of the three options at any given time. This is known as working on a parallel path.

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

Another parallel path could be a student who is working on the Bridge Plan while continuing to take the HSAs in order to earn a passing score or a score that will allow the student to use the Combined-Score Option *[Figure 5]*.



For a more detailed example of how a student might work on a Parallel Path towards meeting the testing requirement for graduation, go to *Step 4 – Parallel Path*.

Step 3: Meet Eligibility Criteria

A student who does not pass an HSA test twice will meet with a designated school staff member to consider his/her options for meeting the testing requirement for graduation. These options include continuing to work toward passing the HSAs, earning a score high enough to use the Combined-Score Option, or choosing to begin work on the Bridge Plan so long as the student meets the eligibility criteria. A student may work on a parallel path towards meeting the testing requirement for graduation (*see Step 4 – Parallel Path*).

Statewide Eligibility Criteria

Maryland’s eligibility criteria resemble those for some other states that have alternatives to meeting graduation assessment requirements. While each state defines its criteria differently and/or bases its criteria upon regional programs and policies, overall, states often look for:

- measure(s) of the student’s academic progress or achievement;
- indicator(s) that the student is attending school regularly;
- evidence that the student has attempted to pass the exams multiple times; and
- indication(s) that the student took advantage of remediation or appropriate assistance offered by the school system.

Following the national models, Maryland has three general criteria that students must meet to complete State testing requirements for graduation via the Bridge Plan:

- Test Performance
- Assistance Participation
- Academic Progress

Maryland’s eligibility criteria for the Bridge Plan are designed to ensure that students are making adequate progress toward graduation.

Definition of Criteria

The three eligibility criteria for participating in the Bridge Plan are defined in detail through COMAR (Code of Maryland Regulations). A brief explanation of the regulation follows.

Test Performance. *Two or more unsuccessful attempts to earn at least the passing score on one or more HSAs.*

Regulation

COMAR 13A.03.02.09B(d)(2) language states, “A student may participate in the Bridge Plan for Academic Validation if the student has: (i) failed one or more High School Assessments at least twice; and (ii) received a passing grade and earned credit in the course(s) related to the assessment(s).”

Explanation

A student can only access the Bridge Plan for a specific HSA content area after he/she has passed the related course but did not pass the HSA test after two attempts.

Assistance Participation. *Student participation in any locally-administered or approved assistance.*

Regulation

COMAR 13A.03.02.09B(d)(2)(v) language states, “A student may participate in the Bridge Plan for Academic Validation if the student has: ... (v) participated successfully in appropriate assistance as defined in COMAR 13A.03.02.07(D) after having failed the High School Assessment(s).”

Explanation

The requirement for student participation in locally-administered or approved assistance provides evidence that the student has worked in good faith toward passing the HSA(s). The evidence of “successful participation” can be defined by the local school system and should include consideration of the student’s attendance, grades or scores, or other evidence that the student worked to be adequately prepared to retake the test.

To ensure students have access to meaningful assistance, the local school system is required to offer content-specific assistance to any student who did not pass the HSA-related test. This assistance can take many forms, such as courses, tutoring, after-school programs, and online coursework. The school system can credit the student with good quality assistance obtained from a provider other than the school system if it has evidence that the assistance is appropriate and focused on the HSA test content.

Academic Progress. Satisfactory progress toward all other State and local graduation requirements.

Regulation

COMAR 13A.03.02.09B(d)(2) language states, “A student may participate in the Bridge Plan for Academic Validation if the student has: ... (ii) received a passing grade and earned credit in the course related to the assessment(s); (iii) demonstrated overall satisfactory attendance in the most recent school year completed; (iv) demonstrated satisfactory progress toward achieving the high school diploma requirements specified in COMAR 13A.03.02.09B(1) and (2)...”

Explanation

Maryland has an expectation of satisfactory progress toward the diploma as indicated in two ways:

- **Satisfactory Grades.** Passing HSA-related courses; and
- **Satisfactory Attendance.** Demonstrating satisfactory attendance in the most recent school year.

Both of these indicators will be determined according to local school system procedures and policies.

A student can participate in the Bridge Plan only if the student is demonstrating satisfactory progress toward achieving a high school diploma as determined by local school system requirements. A student who is unable to maintain passing grades and/or earn required credits is no longer making satisfactory progress toward graduation and will therefore forfeit the opportunity to continue to work on the Bridge Plan for that year. The school system will determine whether the student will be permitted to renew efforts on the Bridge Plan the next academic year.

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 (<i>passing score 400</i>)
One	378-399
Two	356-377
Three	334-355
Four	312-333
Five	290-311
Six	268-289
Seven	Below 268
Government (<i>passing score 394</i>)	
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.



Academic Validation Project Package Approval Process

Review Process

Local Review Panel overview. The local school system will establish Local Review Panels. The Local Review Panel will be assigned the role of assessing an Academic Validation Project Package(s) at the end of the assigned work period. The Local Review Panel will make recommendations to the local superintendent who must give the final approval of an Academic Validation Project Package (*see Local Superintendent's Decision*).

Panel composition. Members of the Local Review Panel will include education professionals appropriate to the HSA content area of the Academic Validation Project Package the student has submitted as well as any student-specific needs identified. For example, a panel assigned a Project Package from a special needs student must include a member currently certified in special education. A second language acquisition professional must be included on a panel reviewing a Project Package submitted by an English Language Learner student.

It would be appropriate for the makeup of any particular panel to include members who would permit a fair and accurate review of the student's work, but any ad hoc additions to the panel must include only members who are properly trained under MSDE guidelines.

Independent. A Local Review Panel must be as independent as possible. To ensure equity and consistency, scoring will be done at the local school system level, not the school level. Panels can include faculty from a school but must include central office staff and/or faculty from other schools, as determined by the local superintendent. A Local Review Panel cannot include a teacher or educator directly associated with a student whose Academic Validation Project Package is being reviewed.

Regional Review Panels. Local school systems with a small number of high schools could cooperatively agree to convene Regional Review Panels to provide assurances that student Academic Validation Project Package reviews are unbiased and consistent scoring standards are maintained.

Consistency. Local school systems may have different Local Review Panels assigned to different Academic Validation Project Packages based on the content and nature of the packages. However, measures must be taken to ensure that the panels' recommendations are consistent and without bias.

Convening a panel. The local school system will convene Local Review Panels in a timely manner to assure a prompt review of Academic Validation Project Packages. Adequate time should be allocated so that Academic Validation Project Packages can be evaluated prior to commencement exercises.

The local school system will decide how a Local Review Panel will be conducted. Local school systems may determine that all panel members should meet in person for the panel review. However, given technological advances, panels may also be conducted remotely via conference call; electronically via email or the web; or by other methods of communication. Regardless of the method by which a Local Review Panel is conducted, local school systems must take appropriate measures to assure security.

State staff on Local Review Panels. MSDE staff will serve on Local Review Panels during initial reviews until there is a level of assurance that the local panel members understand the scoring criteria and can apply them consistently.

Validation. The Local Review Panel must have confidence that the submitted Academic Validation Project Package is the student's work and is representative of the student's knowledge and skills. By signing an Academic Validation Project Package Submission Form, the student, parent/guardian, Project Monitor, and designated school staff member provide assurance that the work is indeed the individual work of the student.

Though not mandated, where deemed appropriate, a Local Review Panel may request an interview with a student. Such interviews may require the student to make a presentation and respond to questions from Local Review Panel members.

State review and standardization. Local Review Panels will include trained MSDE staff in the initial reviews until the local panel members have a thorough understanding of the level of rigor and expectations required by the State. MSDE involvement will ensure standardization among recommendations statewide and across school system review panels. Subsequently, MSDE will participate on Local Review Panels upon request so the State can continue to assist in the implementation of standards.

State reliability audits. The primary purpose of MSDE presence on the Local Review Panels and subsequent random State audits of the panels' work is to assure consistency in standards across and within school systems. Findings from State audits will be used to adjust procedures and training for future use of the Bridge Plan, but they will not reverse original decisions of panels.

Annual Evaluation. Each year, the State will review Local Review Panel results for process effectiveness and student use of the Bridge Plan. MSDE will provide procedures to local school systems so they may perform their own evaluations.

Local Superintendent's Decision

The local superintendent will review the recommendations and findings of the Local Review Panels and determine if the student has demonstrated mastery of all the identified content from the Academic Validation Project Package. The local superintendent can accept the panel's recommendations, return recommendations to the panel for further study and resubmission, or reject the panel's recommendations.

If the local superintendent returns or rejects the Local Review Panel's recommendations for an Academic Validation Project Package, an explanation and further directions must be provided. The panel will resume the review and provide new or additional recommendations to the local superintendent.

If the local superintendent rejects a student's Academic Validation Project Package, written feedback will be provided to the student. The student will have at least ten (10) days from the date of receipt of the local superintendent's rejection notice to complete any additional work on the Project Package and resubmit the project for review **or** submit a written appeal to the State Superintendent.

Appeals Process

A student who wishes to appeal a local superintendent's decision must petition the State Superintendent in writing within at least ten (10) days from the date of receipt of the local superintendent's rejection notice. The appeal can only be based on the local superintendent's decision not to accept the Academic Validation Project Package; no other circumstances will be considered in the appeal. The State Review Panel will review the student's materials and make a recommendation to the State Superintendent.

The decision of the State Superintendent shall be final. Upon approval from the State Superintendent, the student will have fulfilled the requirement for the specific HSA content area(s). If the State Superintendent does not approve the student's materials, the local superintendent's decision stands. The student must either retest in the specific HSA content area(s) or rework his/her Project Package in response to the local superintendent's written feedback.

Bridge Plan Scoring

The Academic Validation Project Packages will be scored according to detailed procedures prescribed by MSDE to ensure that each package receives comparable levels of review.

State scoring criteria. Local Review Panels will be provided with scoring criteria and scoring rubrics, including model responses to items, so that Project Packages 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 are 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 Academic Validation Project Packages. Some of the training will precede the scoring process with additional training conducted by qualified MSDE staff, who will participate in the initial Bridge Plan reviews at the local school system level. *Appendix G is an example of scoring tool for a sample project module.*

State training. MSDE will train Local Review Panels on scoring procedures. Training on how to score Academic Validation Project Packages will be crucial to ensure that panel members have a thorough understanding of procedures and expectations. If a local school system wants to do its own training, MSDE will train a local trainer and certify the qualifications of that individual to train others. However, MSDE will reserve the right to require updated training for such individuals as necessary.

Local scoring. In order to ensure equity and consistency, scoring will be done at the local school system level, not the school level. Staff from local schools may be included in a Local Review Panel. However, a panel will not include a teacher or educator directly associated with a student whose Academic Validation Project Package is being reviewed.

Published samples. Acceptable Academic Validation Project Package examples will be developed by MSDE for public release, along with scoring rubrics and a range of student responses, to help reinforce State scoring standards for Local Review Panels.

Scoring reliability procedures. A scoring reliability process will be defined for assurance of consistent scoring and for a continued level of rigor across the state.

Implementation Planning

Support Materials and Training

Prior to implementation of the Bridge Plan, MSDE staff, in cooperation with designated local school system staff, will develop the following support materials and procedures:

- Project modules
- Scoring guidelines
- Implementation procedures

Project Modules. MSDE will develop project modules for each Content Expectation of each HSA content area. This will ensure there is an adequate number of project modules from which a designated school staff member can select when working with a student. The development work will be accomplished by convening content teams from local school systems in each of the four HSA content areas; much like current test item development takes place for the HSA.

The content teams will create project modules based on the degree of content covered and the rigor of content. The project modules will address the assessment limits listed within the expectations in the Voluntary State Curriculum/Core Learning Goals. The project modules will also be reviewed for bias and sensitivity, and to assure accessibility for special education students.

Scoring guidelines. MSDE will work with content teams to develop scoring rubrics or criteria for each project module in each Content Expectation of each HSA content area. MSDE staff will train Local Review Panels in using the scoring rubrics to assure consistent and valid scoring across the state.

Implementation procedures. An administrative manual will be developed that will include detailed instructions for the implementation procedures of the Bridge Plan for Academic Validation, including processes

for project assignment and completion, scoring, recordkeeping, and so forth.

A work group composed of local school system and MSDE staff will develop these procedures. The group will complete work prior to the end of the 2007-2008 school year so that procedures can be reviewed and training can begin in spring/summer 2008.

Training. Prior to implementing the Bridge Plan with students, MSDE staff will provide training to address:

- **School implementation procedures**—Operational procedures will be developed and training provided around the state in areas such as the school staff member roles as the student completes the project.
- **Scoring procedures**—Local school system and MSDE staff participating on Local Review Panels will be trained to assure consistent expectations and scoring across the state.
- **Recordkeeping**—Procedures will be developed for assigning projects to Bridge Plan students, maintaining student records, and validating project scores. In addition, MSDE will develop a reporting process and maintain data on who participates in the Bridge Plan.

Accountability

Recordkeeping. Procedures will be developed to ensure consistent, secure, and accurate record maintenance for the Academic Validation Project Packages and associated scores. Validation and authenticity of Academic Validation Project Packages will be addressed. Online recordkeeping tools will be developed and will require training to ensure appropriate staff are able to access and use them effectively in schools. Where technology is more limited, simple and clear manual tools will be provided.

Accuracy checking. Training for Local Review Panels will include directions on how to use accuracy checking tools that will help assure



that all Academic Validation Project Packages reviewed by each panel face the same level of rigor. Such tools are similar to “check sets” often used in scoring constructed response items in high-stakes assessment programs.

Reporting. Each year, local school systems will report—by school and by school system—the number of students fulfilling the testing requirement using the Bridge Plan. The expectation is that local school systems will work toward diminishing its use over time.

MSDE Implementation Calendar

The following implementation calendar represents an initial estimated timetable for producing the Bridge Plan components:

November and December 2007

- Plan for project development
- Identify content teams from LEA’s
- Identify administrative procedures team
- Identify training team

January 1 through March 31, 2008

- Complete project development and bias review
- Develop and finalize administrative procedures
- Define training
- Complete planning

April 2008

- Review all projects for special education and ELL accessibility
- Develop training schedule

May through Summer 2008

- Conduct training in all areas
- Produce procedural materials and distribute
- Prepare projects for publication (paper, web, means to be determined)

Summer 2008

- Summer projects and scoring documents delivered May 1
 - One project per expectation area – 18 projects (A second project in an expectation area will be available upon request.)
- Summer projects scored August 1-15

Fall 2008

- Fall projects and scoring documents delivered August 15
 - Two new projects per expectation area – 36 projects
- Fall projects scored January 1-15

Spring 2009

- Spring projects and scoring documents delivered January 15
 - Three new projects per expectation area – 54 projects
 - Spring projects scored May 1-15

Statewide Bridge Plan Timeline

Fall 2007

Planning. Parameters of the Bridge Plan for Academic Validation are developed by MSDE and other stakeholders.

Comparable HSA Pilot. MSDE's Comparable HSA pilot in three local school systems informs the development of the Bridge Plan.

Winter 2007–2008

Online planner. MSDE develops an online planner to identify the project modules the student needs to complete in an Academic Validation Project Package.

Spring 2008

Training. MSDE trains local school system staff to implement the Bridge Plan.

Summer 2008

Implementation. The Bridge Plan for Academic Validation is offered primarily to juniors and seniors who have not passed a specific HSA(s) test twice and meeting other eligibility criteria. Students must complete and submit Academic Validation Project Packages with adequate time for review prior to commencement exercises. Earlier due dates will be established for students as appropriate.

Spring 2009

Reporting. Local school systems submit reports to MSDE on the use of the Bridge Plan.

Summer 2009

Evaluation. MSDE conducts an evaluation of the Bridge Plan's first year to determine if any modifications are needed.

Summer 2011

Reexamination of the Bridge Plan. MSDE convenes a stakeholder panel to examine local school systems' Bridge Plan reports and the State's annual analyses, and make recommendations to the State Board, if appropriate.

Appendix A through G



Bridge Plan for Academic Validation [01/16/08]

For the most current information about the Bridge Plan, go to MdBridgePlan.org.

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Appendix A

Bridge Plan Student Forms

Instruction Sheet

There are four forms which must be signed by the student, his/her parent/guardian, project monitor, and designated school representative. Below is a brief description of each form.

Academic Validation Project Planner

The student will meet with a designated school representative, and possibly the content area teacher/department head where appropriate, to complete the Academic Validation Project Planner. Parent(s)/guardian(s) are encouraged to be part of this planning process as well.

Under the Project Module Section are four HSA content areas as well as brief descriptions of the Project Module's Content Expectations for each area.

Step 1: Write the student's highest HSA score in the appropriate HSA content area on the Assignment Calculator.

Step 2: Using the Assignment Chart, find the number of projects to be assigned to the student based on his/her HSA score.

Step 3: Select appropriate project modules. Record the modules selected on the Student Work Agreement Form.

Bridge Plan for Academic Validation Student Agreement

The student, his/her parent(s)/guardian(s), project monitor, and designated school representative complete the Bridge Plan for Academic Validation Student Agreement. The Student Agreement specifies:

- The Academic Validation Project Package - outlining the project modules from the Academic Validation Project Planner. All work submitted in the Academic Validation Project Package is to be completed by the student and thus meet the core values of academic integrity: truth, honesty, fairness, respect, and responsibility.

Bridge Plan for Academic Validation Schedule for Project Package Completion

The student, project monitor, and designated school representative develop a schedule of project module reviews and assign an expected Project Package completion date.

Academic Validation Project Package Submission Form

The student, his/her parent/guardian, project monitor, and designated school representative sign off on the project module materials included in the Academic Validation Project Package and ensure that the materials meet the core values of academic integrity: truth, honesty, fairness, respect, and responsibility.



Maryland High School Assessments

Date _____

Student Name _____

Student ID # _____

School _____

School System _____

Step 1: Write the student's highest HSA score in the appropriate HSA content area on the Assignment Calculator.

Step 2: Using the Assignment Chart, find the number of projects to be assigned to the student based on his/her HSA score.

Step 3: Select appropriate project modules. Record the modules selected on the Student Work Agreement Form.

Assignment Calculator		
Student's Highest HSA Score	HSA Content Area	No. of Projects Needed
	Algebra	
	English	
	Biology	
	Government	

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

Appendix B Bridge Plan Project Package Planner Model

PROJECT MODULE SECTION

A student who must complete multiple project modules will be assigned a project module from each Content Expectation before being assigned any additional modules in a specific Content Expectation.

PROJECT CODE	CONTENT EXPECTATION (adopted from VSC/CLG*)
	ALGEBRA/DATA ANALYSIS
	A-a Analyzing Patterns and Functions
	A-b Modeling Real-World Situations
	A-c Collecting, Organizing & Analyzing Data
	A-d Using Data to Make Predictions
	ENGLISH
	E-a Reading Comprehension & Interpretation
	E-b Making Connections & Evaluations in Reading & Literature
	E-c Composing in a Variety of Modes
	E-d Controlling Written Language
	BIOLOGY
	Skills and Processes of Biology (Embedded in other expectations)
	B-a Structure and Function of Biological Molecules
	B-b Structure and Function of Cells & Organisms
	B-c Inheritance of Traits
	B-d Mechanism of Evolutionary Change
	B-e Interdependence of Organisms in the Biosphere
	GOVERNMENT
	G-a U.S. Government Structure, Function & Principles
	G-b Systems of Government & Foreign Policy
	G-c Protecting Rights & Maintaining Order
	G-d Impact of Geography on Governmental Policy
	G-e Economic Principles, Institution & Processes



Appendix C

Bridge Plan Student Agreement Model

Date _____

School _____

Student Name _____

School System _____

Student ID # _____

Anticipated Graduation Year _____

In accordance with the Maryland state graduation requirements, this student has not yet fulfilled the testing requirement. In order for the student to use the Bridge Plan for those High School Assessment (HSA) tests not passed, he/she must have taken the exam twice, participated in intervention activities, and met all eligibility criteria. The student's performance on the HSAs and participation in intervention activities are as follows:

	1st Time Testing		Appropriate Assistance		2nd Time Testing	
	Date	Score	Date	Type (specify) <i>classroom instruction, course, tutoring, independent study, other</i>	Date	Score
Algebra/ Data Analysis						
English						
Biology						
Government						

Indicate plan if applicable: ELL Plan Individualized Education Program 504 Plan

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 for Academic Validation. Using the information from the student's Academic Validation Project Planner, check the HSA content area(s) for which the student will be completing project module(s):

Algebra/Data Analysis English Biology Government

Academic Validation Project Package

All parties, the student, his/her parent(s)/guardian(s), content area teacher/department head (if appropriate), and designated school representative, have agreed that the student will complete the following project modules, taken from the student's Academic Validation Project Planner, as his/her Academic Validation Project Package:

HSA Test	Project Module/Code	Project Title	Point Value



Appendix D Bridge Plan Project Package Completion Schedule Model

Date _____ Student Name _____ Student ID # _____

School _____ School System _____ Anticipated Graduation Year _____

All parties, the student, his/her parent(s)/guardian(s), Project Monitor, and designated school representative, have agreed that the student will complete the following project modules, taken from the student's Academic Validation Project Planner, as his/her Academic Validation Project Package in accordance with the timeline below:

HSA Test	Project Module/Code	Progress Review Date	Student/Project Monitor Initials	Progress Review Date	Student/Project Monitor Initials	Progress Review Date	Student/Project Monitor Initials	Progress Review Date	Student/Project Monitor Initials	Target Completion Date

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.

Student (Printed) _____ Signature _____ Project Monitor (Printed) _____ Signature _____

Student Parent/Guardian (Printed) _____ Signature _____ School Representative (Printed) _____ Signature _____





Appendix F

Bridge Plan Sample Project

Biology B-c.1

Students will demonstrate their understanding of biology through scientific inquiry. Given a real-world problem or scenario, they will design and conduct an investigation that incorporates the skills and processes and concepts of biology.

Expectation 3.1: The student will be able to explain the correlation between the structure and function of biologically important molecules and their relationship to cell processes.

3.1.3 The student will be able to compare the transfer and use of matter and energy in photosynthetic and non-photosynthetic organisms.

- photosynthesis (energy conversion: light, chemical; basic molecules involved)

Sample Project

Design, conduct, and evaluate an investigation to determine an effect of light intensity on the rate of photosynthesis. The investigation should be a controlled experiment and include research to support conclusions.

Sample Outline

1. Student is presented a real-world scenario or problem.
Example: Students on a biology field experience observe that there is less submerged aquatic vegetation (SAV) in a bay compared to their last visit. They also observe that the water appears cloudier. Several students pose the question, "Is there a relationship between the cloudiness of the bay water and the reduced number of plants?"
2. Student develops a hypothesis identifying the relationship between the amount of light and plant growth. (Hypotheses are assessed in biology.) A sample hypothesis is, "If the amount of light is reduced, plant growth will decrease."
3. Student designs a procedure to test the hypothesis in the laboratory. This procedure should also identify specific data to be collected and how this data will support the hypothesis. (Experimental design is assessed in biology.) A sample procedure is to place elodea in different test tubes and expose the aquatic plants to different light intensities. The number of bubbles released within a given period of time can be used to indicate the rate of photosynthesis and infer the growth rate.
 - Teacher provides materials and approves procedure and safety precautions before the student conducts the investigation. Suggested materials may include test tubes, elodea (aquatic plant), and different light sources. (Selecting materials, designing procedures, and identifying safe lab practices are assessed in biology.)
 - If students have conducted similar investigations during class, the scenario may be modified to test the effect of pH, salinity, dissolved nutrients, etc.
4. Student designs a data table. (Data collection is assessed in biology.)
5. Student conducts the experiment and collects data.
6. Student conducts repeat (multiple) trials using appropriate sample size. (Experimental design is assessed in biology.)
7. Student displays data in tables and/or graphs.
8. Student analyzes the data. (Data analysis is assessed in biology.)
9. Student develops and communicates conclusions using presentation software or appropriate technology. (Conclusions are assessed in biology.)
10. Student provides additional support for conclusions by providing an annotated bibliography with five reputable references to the effects of environmental factors on the survival of submerged aquatic vegetation.



Appendix F

Bridge Plan Sample Project

Biology B-c.1

Skills and Processes Are Integrated With the Concepts of Biology

Students demonstrate the ability to use the scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the correlation between the structure and function of biologically important molecules and their relationship to cell processes.

The following skills and processes are assessed during this sample project.

- 1.1.2 The student will modify or affirm scientific ideas according to accumulated evidence.
- 1.2.3 The student will formulate a working hypothesis.
- 1.2.4 The student will test a working hypothesis.
- 1.2.5 The student will select appropriate instruments and materials to conduct an investigation.
- 1.2.6 The student will identify appropriate methods for conducting an investigation (independent and dependent variables, proper controls, repeat trials, appropriate sample size, etc.).
- 1.3.2 The student will recognize safe laboratory procedures.
- 1.4.1 The student will organize data appropriately using techniques such as tables, graphs, and webs (for graphs: axes labeled with appropriate quantities, appropriate units on axes, axes labeled with appropriate intervals, independent and dependent variables on correct axes, appropriate title).
- 1.4.2 The student will analyze data to make predictions, decisions, or draw conclusions.
- 1.4.6 The student will describe trends revealed by data.
- 1.4.9 The student will use analyzed data to confirm, modify, or reject a hypothesis.
- 1.5.2 The student will explain scientific concepts and processes through drawing, writing, and/or oral communication.
- 1.5.3 The student will use computers and/or graphing calculators to produce the visual materials (tables, graphs, and spreadsheets) that will be used for communicating results.
- 1.5.4 The student will use tables, graphs, and displays to support arguments and claims in both written and oral communication.
- 1.5.6 The student will read a technical selection and interpret it appropriately.
- 1.5.9 The student will communicate conclusions derived through a synthesis of ideas.
- 1.7.1 The student will apply the skills, processes, and concepts of biology, chemistry, physics, or earth science to societal issues.



Appendix G

Bridge Plan Scoring Tool

Sample Project: Biology B-c.1

Overview

In order to satisfactorily complete this project, the student must:

- demonstrate understanding of twenty (20) indicators
- demonstrate understanding of at least one indicator within each category

Students earn credits by demonstrating their understanding of indicators. The indicators are organized into categories so that students address a variety of concepts and skills within each project.

Terms Used in the Scoring Tool Document

Term	Description
Category	A category is a group of objectives for which a student can receive credit.
Credit	A credit is a value obtained by successfully demonstrating achievement on an indicator.
Credit Cap	Each category has a credit cap. The credit cap ensures that a student demonstrates acceptable levels of understanding of concepts, skills, and processes from all categories in order to successfully complete the project.
Credits Earned	The credits earned is the sum of the credits earned for each category.
Indicator	This statement is developed from the Biology Core Learning Goals.

Category 1: Science Ideas and Investigative Approaches

A student must demonstrate understanding of at least one (1) indicator, but not more than four (4) in this category.

Credit	G/E/I*	Indicator Statement
	1.1.2	The student will modify or affirm scientific ideas according to accumulated evidence.
	1.2.3	The student will formulate a working hypothesis.
	1.2.4	The student will test a working hypothesis.
	1.2.5	The student will select appropriate instruments and materials to conduct an investigation.
	1.2.6	The student will identify appropriate methods for conducting an investigation (independent and dependent variables, proper controls, repeat trials, appropriate sample size, etc.).
0	Satisfactory Indicators in Category 1 (1 to 4) * Goal/Expectation/Indicator	

Comments

Category 2: Data Collection and Analysis

A student must demonstrate understanding of at least one (1) indicator, but not more than four (4) in this category.

	G/E/I*	Indicator Statement
	1.3.2	The student will recognize safe laboratory procedures.
	1.4.1	The student will organize data appropriately using techniques such as tables, graphs, and webs. <i>(for graphs: axes labeled with appropriate quantities, appropriate units on axes, axes labeled with appropriate intervals, independent and dependent variables on correct axes, appropriate title)</i>
	1.4.2	The student will analyze data to make predictions, decisions, or draw conclusions.
	1.4.6	The student will describe trends revealed by data.
	1.4.9	The student will use analyzed data to confirm, modify, or reject a hypothesis.
0	Satisfactory Indicators in Category 2 (1 to 4) * Goal/Expectation/Indicator	

Comments

Category 4: Science, Mathematics, and Technology

A student must demonstrate understanding of at least one (1) indicator, but not more than two (2) in this category.

Credit	G/E/I*	Indicator Statement
	1.6.1	The student will use ratio and proportion in appropriate situations to solve problems.
	1.6.4	The student will manipulate quantities and/or numerical values in algebraic equations.
	1.7.1	The student will apply the skills, processes and concepts of biology, chemistry, physics, or earth science to societal issues.
	1.7.2	The student will identify and evaluate the impact of scientific ideas and/or advancements in technology on society.
0	Satisfactory indicators in Category 4 (1 to 2) * Goal/Expectation/Indicator	

Comments

Category 5: Concepts of Biology

3.1 Expectation: The student will be able to explain the correlation between the structure and function of biologically important molecules and their relationship to cell processes.

A student must demonstrate understanding of at least one (1) indicator, but not more than ten (10) in this category.

Credit	G/E/I*	Indicator Statement
	3.1.1	water (<i>inorganic molecule, polarity, density, and solvent properties</i>)
	3.1.1	carbohydrates (<i>organic molecule; monosaccharides are building blocks; supplier of energy and dietary fiber; structural component of cells: cell wall, cellulose</i>)
	3.1.2	osmosis (<i>predicting water flow across a membrane based on the cell's environment; explain role in living systems</i>)
	3.1.2	temperature (<i>effect upon enzyme activity and metabolic rate; effect upon rate of diffusion and states of matter</i>)
	3.1.2	pH (<i>pH scale: relative values for acids and bases; effect on living systems: cellular, organismal</i>)
	3.1.3	photosynthesis (<i>energy conversion: light</i>)
	3.1.3	photosynthesis (<i>energy conversion: chemical</i>)
	3.1.3	photosynthesis (<i>basic molecules involved: carbon dioxide</i>)
	3.1.3	photosynthesis (<i>basic molecules involved: water</i>)
	3.1.3	photosynthesis (<i>basic molecules involved: sugar</i>)
	3.1.3	photosynthesis (<i>basic molecules involved: oxygen</i>)
	3.1.3	carbon cycle (<i>movement of carbon between living systems and the environment, cyclic relationship between photosynthesis and respiration</i>)
	3.1.3	cellular respiration (<i>distinctions between aerobic and anaerobic, energy released, use of oxygen; basic molecules involved in aerobic</i>)
	3.1.3	ATP (<i>energy carrier molecule</i>)
0	Satisfactory Indicators in Category 5 (1 to 10) * Goal/Expectation/Indicator	

Comments



Appendix G

Bridge Plan Scoring Tool

Sample Project: Biology B-c.1

Category 6: Miscellaneous

A student may demonstrate understanding of two indicators in this category. There is no minimum requirement.

Students may address modules in more depth or in ways that are not anticipated. Credit can be awarded for indicators that the student demonstrates understanding of but are not included in this scoring tool. The G/E/I and Indicator statement should be added to this scoring tool in order to document that the student displayed understanding of an indicator. Students may obtain up to 10% (2 credits) of the project value with credits in this category.

	G/E/I*	Indicator Statement
0	Satisfactory Indicators in Category 6 (0 to 2) * Goal/Expectation/Indicator	

Comments	
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Calculation of Credits Earned

Category 1		(maximum of 4)
Category 2		(maximum of 4)
Category 3		(maximum of 4)
Category 4		(maximum of 2)
Category 5		(maximum of 10)
Category 6		(maximum of 2)
Total		(minimum of 20 required)