

2025–26 Procedural Guidelines for Implementing Credit by Demonstrated Mastery

Credit by Demonstrated Mastery Participants

State Board of Education (SBE) policy CCRE-001 *Course for Credit* provides guidelines for offering Credit by Demonstrated Mastery (CDM) to North Carolina students. CDM is the process in which public school units (PSUs) use a body-of-evidence to award a student credit in a particular course without requiring the student to enroll in the course for credit. The CDM process is open to all public school students in grades 9–12 in high school courses and in grades 6–8 for high school courses offered in middle school. In the English course sequence, only English I may be taken in the middle school. PSUs may choose to open CDM for students in grades 6–8 for middle grades content by creating and using locally developed assessments.

Note: CDM is optional for charter, lab, and residential schools.

Process to Demonstrate Mastery

Phase I	<p>Student completes a standard assessment required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable</p> <ul style="list-style-type: none"> • End-of-Course (EOC) • World Language Courses¹ • Career and Technical Education (CTE) State Assessment, or • Locally developed final exam² <p><i>Re-testing is not permitted.</i></p>	<p>For EOC courses, a student must achieve the following scale scores: NC Math 1 \geq 563 NC Math 3 \geq 563 Biology \geq 361 English II \geq 565</p> <p>For CTE courses, students must achieve the minimum scale score to qualify for Phase II.</p> <p>For all other courses using a locally developed exam, a student must achieve 90% correct to qualify for Phase II.</p>
Phase II	<p>Student completes the artifact development process and any other criteria a local school district requires to demonstrate deep understanding and application of course content.</p>	<p>Credit is indicated on transcripts as follows: “CDM”</p>

¹PSUs may elect a proficiency-based exam from the North Carolina Department of Public Instruction (NCDPI) approved assessment list or use a locally developed final exam.

²Public school units may elect to use locally developed assessments for Phase I.

When a student attempts to earn credit in a course utilizing a state test, schools must complete the test administration (i.e., Phase I) during one of the CDM testing windows. PSUs may administer locally developed assessments outside of the CDM window.

The 2025–26 test windows are as follows:

- July (last 10 days of the month),
- September and October (last 5 school days of each month),
- March (last 10 school days of the month), and
- the school’s fall and spring EOC testing windows.

EOC Administrations

Beginning with the 2025–26 school year, PSUs administering EOCs related to CDM must have an approved *Flexible Testing Permission Request* in NCTest. All CDM EOC tests must have the CDM Student Interface Question (SIQ) selected and must be administered online. Schools may not administer the paper version of the EOC for CDM test administrations. PSU test coordinators should ensure testing staff have completed all required training prior to test administrations. EOC tests must be administered in a school and cannot be administered remotely.

EOC Online Testing Procedures for CDM Windows

- Appropriate school-level courses must be established in NC Education for each EOC test a school will administer.
- A user with the LEA Test Coordinator (TC) or Test Administrator (TA) role in NC Education must enter a valid test window (flexible, fall, spring) in the Test Window Scheduler (TWS) in NC Education.
- Courses will be created the night after the TWS is created.
- Students must be manually enrolled in the course by local NC Education users with the role of LEA TC/TA or School TC (refer to the *NCTest Admin Guide*).
- The CDM Student Interface Questions (SIQs) box must be checked for these students prior to starting the test. Additional SIQs must be manually entered for students requiring accommodations during the test administration (refer to the *NCTest Admin Guide*).
- Test administrators are expected to have attended EOC training with their district or school test coordinator during the most recent test training opportunity, and they must follow all policies and procedures located in the most current publication of the *North Carolina End-of-Course Test Administration Guide*.

EOC Scoring and Reporting for CDM

- EOC online test results for CDM will be available in the Online Scoring and Reporting System. Schools can view the results under *Course-Level Reports by Test Administration* as soon as reports are released by the PSU test coordinator.
- Scoring for EOC tests with constructed response items will be returned to PSU test coordinators within approximately seven business days.
- The PSU test coordinator must have a signed copy of the CDM Student Record or district documentation of awarded course credit on file.
 - Using the Class Roster report in the online system, the PSU test coordinator must select “Met” or “Not Met” for each eligible student in the *Phase II Status* column upon completion of their Phase II project.
- District or school TCs must provide a copy of the final form sign-off for CDM completion to their Regional Accountability Coordinator.

- The only report that will be available for CDM purposes is the Class Roster located in the Online Scoring and Reporting System.
 - The roster will include every student who participated in the test administration.
 - Test scores will not be shown for any student.
 - The report will display a status of Met/Not Met for Phase I/Phase II for each EOC test.
 - Grade reports and goal summary reports will not be available.
- Individual student reports are available for students administered EOC tests for CDM and will only reflect a designation of “Met” or “Not Met”.

Use of EOC CDM Test Scores for Accountability

Scores for students who successfully complete both phases of the CDM process and are granted credit for an EOC course are counted in the NCDPIs accountability reporting during the same accountability year that the test was administered. If both phases are not completed during the current school year, the scores will not be used for accountability purposes.

World Language Courses

When a student is administered a proficiency-based exam from the NCDPI approved assessment list for the Global Language Endorsement for phase 1 of the CDM process, the score received can be applied to the highest-level language course proficiency outcome, as specified in, *World Languages Course Codes for CDM Proficiency Levels* document. If a student is administered a locally developed final exam for World Languages, he/she will follow the guidelines for all other locally developed final exams to complete CDM (refer to [Credit By Demonstrated Mastery \(CDM\) Back-to-School Update Memo](#) posted on the Office of Advanced Learning and Gifted Education’s website).

Career and Technical Education (CTE) Administrations

CTE courses are categorized into four Proof of Learning (POL) types.

- Performance-based Measurement (PBM)
- Credential
- Local
- CTE State Assessment

The administration of each CTE POL type is distinctly different. Guidelines for administering the CDM process for each CTE POL type are outlined in the following table.

CTE Performance-based Measurement (PBM) Proof of Learning (POL)		
	Assessment or Activity	Details
Phase I	<p>Student completes a locally developed assessment.</p> <p>Student must achieve at least 90% correct to qualify for Phase II.</p>	<p>The PSU develops a local assessment that measures student mastery on all course standards, by weight, in the current CTE Essential Standards approved by the State Board of Education.</p>
Phase II	<p>Student completes all components of the PBM outlined in the course PBM Guide.</p> <p>Student must achieve 90% or higher on the overall PBM.</p> <p>Student result is entered in NCCTE Admin.</p>	<p>A CTE teacher with experience administering and evaluating the PBM using the course PBM Guide evaluates the student's PBM.</p> <p>Refer to the NC CTE Proof of Learning Administration, Credential and Reporting Guide and course PBM Guide for information on administering and reporting PBM results.</p>
CTE Credential Proof of Learning (POL)		
	Assessment or Activity	Details
Phase I	<p>Student completes a locally developed assessment.</p> <p>Student must achieve at least 90% correct to qualify for Phase II.</p>	<p>The PSU develops a local assessment that measures student mastery on all course standards, by weight, in the current CTE Essential Standards approved by the State Board of Education.</p>
Phase II	<p>Student earns the credential(s) identified as the POL.</p> <p>Student result is entered in NCCTE Admin.</p>	<p>Credential(s) identified as the POL are listed in the current CTE Course Management System.</p> <p>The PSU CTE CIMC PPOC coordinates the credential assessment administration.</p> <p>Credential assessments must be administered according to the guidelines set by the credentialing entity (vendor).</p>

CTE Credential Proof of Learning (POL)		
	Assessment or Activity	Details
Phase II		Refer to the <i>NC CTE Proof of Learning Administration, Credential and Reporting Guide</i> for information on administering credential assessments and reporting results.
Local Proof of Learning (POL)		
	Assessment or Activity	Details
Phase I	Student completes a locally developed assessment. Student must achieve at least 90% correct to qualify for Phase II.	The PSU develops a local assessment that measures student mastery on all course standards, by weight, in the current CTE Essential Standards approved by the State Board of Education.
Phase II	Student completes the artifact development process to demonstrate deep understanding and application of course content. Student result is entered in NCCTE Admin.	The PSU develops an artifact development process that measures student mastery and application of all course standards, by weight, in the current CTE Essential Standards approved by the State Board of Education.
CTE State Assessment Proof of Learning (POL)		
	Assessment or Activity	Details
Phase I	Student completes the CTE State Assessment. Student must achieve at least 90% correct to qualify for Phase II.	CTE State Assessments are administered online via the NC Test application during the designated testing window. Refer to the <i>NC CTE Proof of Learning Administration, Credential and Reporting Guide</i> for information on administering CTE State Assessments.
Phase II	Student completes the artifact development process to demonstrate deep understanding and application of course content. Student result is entered in NCCTE Admin.	The PSU develops an artifact development process that measures student mastery and application of all course standards, by weight, on the current CTE Essential Standards approved by the State Board of Education.

Use of CTE State Assessment Scores for State and Federal Reporting
Scores for students who successfully complete both phases of the CDM process and are granted credit for a CTE course are counted in CTE accountability measures.

Ineligible CTE Courses

See State Board Policy [CCRE-001](#).

Additional Information

North Carolina's Implementation Guide for Credit by Demonstrated Mastery is located on the Office of Advanced Learning and Gifted Education website found at [Credit by Demonstrated Mastery | NC DPI](#) Documentation available on this website offers detailed procedures for implementing the CDM policy and answers several frequently asked questions from schools and districts interested in offering CDM for students.

If PSUs have specific questions, comments, or concerns regarding the CDM process, contact Stephanie Cyrus at stephanie.cyrus@dpi.nc.gov. If PSUs have specific questions regarding CTE administrations for the CDM process, contact Kim Sexton at kim.sexton@dpi.nc.gov.