

2022–23 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 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. Public school units 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) • Career and Technical Education (CTE) courses assigned with a State Assessment Proof of Learning (POL), or • Locally developed final exam^{1,2} <p><i>Re-testing is not permitted.</i></p>	<p>For EOC courses, students must achieve the following scale scores:</p> <p>NC Math 1 ≥ 563 NC Math 3 ≥ 563 Biology ≥ 261 English II ≥ 565</p> <p>For CTE courses, students must achieve a scale score of 90% correct to qualify for Phase II.</p> <p>For all other courses, students must achieve a 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:</p> <p>"CDM"</p>

¹Public school units may elect to use locally developed assessments for Phase I.

²CTE Performance Based Measures (PBM) Proof of Learning (POL), CTE Credential POL, and CTE Local POL Phase I assessments are locally developed final exams.

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. Public school units may administer locally developed assessments outside of the CDM window. Public school units are encouraged to set a deadline for student CDM applications no less than **one** week prior to each testing window. The 2022–23 test windows are as follows:

- July 18–29, 2022
- September 19–30, 2022
- February 15–28, 2023
- July 18–31, 2023

EOC Administrations

Public school units must administer the EOC test online only. Schools must not administer the paper version of the EOC for CDM test administrations. Paper administrations of EOC tests will not be scored and the student will not have another opportunity to attempt the test within the same CDM window. Public school units must adhere to the *Testing Code of Ethics* and follow the online standardized test administration procedures for these tests, located in the most current publication of the *North Carolina End-of-Course Administration Guide*. 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 for CDM in the Test Window Scheduler (TWS) in NC Education.
- Courses created for CDM purposes in NC Education 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*).
- Student Interface Questions (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 Administration Guide*.

EOC Scoring and Reporting for CDM

- EOC online test results for CDM will be downloaded and imported into WinScan using the regular online process.
- Scoring for EOC tests with constructed response items will be returned to public school unit test coordinators within five business days.
- CDM data will be identified with a file extension. Therefore, the extension for summer and fall will be "C22" and "D23" for spring.
- The programmed test date will be used to identify or flag these students in the *SCAN file*, therefore: public school unit test coordinators must not modify the default test date based on the month the test was administered.
- The public school unit test coordinator must have a signed copy of the CDM Student Record or district documentation of awarded course credit on file. Using the data file editor in WinScan32, the test coordinator will enter "Y" if the student has passed Phase II or "N" if the student did not pass Phase II.
- 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 is the *Class Pass/Fail Roster* located in the WinScan32 program. 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 North Carolina Department of Public Instruction 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.

CTE Test Administrations

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

- Performance-based Measurements (PBM)
- Credentials
- Local
- CTE State Assessments

How these courses are assessed categorically are distinctly different. Therefore, we have addressed each category separately on how to handle the CTE CDM process.

CTE Performance-based Measurements (PBM) Proof of Learning (POL)		
	Assessment or Activity	Details
Phase I	<p><u>Locally Determined</u> <i>Student completes a locally developed assessment.</i> <i>Student must score 90 or higher to meet phase requirement.</i> <i>Student result entered in NCCTE Admin.</i></p>	<p>A locally developed assessment must be created by the school district that incorporates all course standards, by weight, on the current CTE SBE-approved essential standards blueprint. The student must score 90% correct or higher to pass Phase I requirements and be eligible to move on to Phase II.</p> <p>Student result "Met" is entered in NCCTE Admin if phase requirement is met; otherwise, "Not Met" is entered.</p>
Phase II	<p><u>PBM POL</u> <i>Student completes all components of the PBM outlined in the course PBM guide.</i> <i>Student must score the minimum points required for proficiency status as outlined in the course PBM guide.</i> <i>Student result entered in NCCTE Admin.</i></p>	<p>Each course with a PBM POL has a PBM Guide, which is accessible by the district CIMC PPOC in Vault or from the content curriculum Moodle PLC.</p> <p>The PBM is evaluated by a subject matter expert to score student work using the state defined criteria found within the course PBM Guide.</p> <p>PBM documentation is submitted to the district CIMC PPOC for state reporting in NCCTE Admin as "Met" or "Not Met."</p> <p>Refer to the <i>NC CTE Proof of Learning Administration and Reporting Guide for CIMCs</i> and course PBM guide for more information on administering Performance-based Measurements.</p>

CTE Credential Proof of Learning (POL)		
	Assessment or Activity	Details
Phase I	<p><u>Locally Determined</u> <i>Student completes a locally developed assessment.</i></p> <p><i>Student must score 90 or higher to meet phase requirement.</i></p> <p><i>Student result entered in NCCTE Admin.</i></p>	<p>A locally developed assessment must be created by the school district that incorporates all course standards, by weight, on the current CTE SBE-approved essential standards blueprint. The student must score 90% correct or higher to pass Phase I requirements and be eligible to move on to Phase II.</p> <p>Student result "Met" is entered in NCCTE Admin if phase requirement is met; otherwise, "Not Met" is entered.</p>
Phase II	<p><u>SBE Approved Credential</u> <i>Student completes the approved credential assessment(s) assigned as the proof of learning for the course.</i></p> <p><i>Student results entered in NCCTE Admin.</i></p>	<p>The district CTE CIMC PPOC will coordinate the credential assessment administration. It must be understood that some credential exams have multiple parts (written and performance) or tethered modules, meaning the student must pass multiple credential modules that collectively meet the equivalency for the course content. Refer to the current <i>CTE Credentials by Course</i> document for information on credential requirements.</p> <p>Please note that credentialing entities may not allow accommodations. Local districts should verify the availability of testing accommodations for credential exams in advance.</p> <p>Credential documentation is submitted to the district CIMC PPOC for state reporting in NCCTE Admin as "Met" or "Not Met."</p> <p>Refer to the <i>NC CTE Proof of Learning Administration and Reporting Guide for CIMCs</i> for more information on administering credential assessments.</p>

Local Proof of Learning (POL)		
Phase	Assessment or Activity	Details
Phase I	<p><u>Locally Determined</u> <i>Student completes a locally developed assessment.</i></p> <p><i>Student must score <u>90</u> or higher to meet phase requirement.</i></p> <p><i>Student result entered in NCCTE Admin.</i></p>	<p>A locally developed assessment must be created by the school district that incorporates all course standards, by weight, on the current CTE SBE-approved essential standards blueprint. The student must score 90% correct or higher to pass Phase I requirements and be eligible to move on to Phase II.</p> <p>Student result "Met" is entered in NCCTE Admin if phase requirement is met; otherwise, "Not Met" is entered.</p>
Phase II	<p><u>Locally Determined</u> <i>Student completes a locally developed project or authentic assessment.</i></p> <p><i>Student must score <u>90</u> or higher to meet phase requirement.</i></p> <p><i>Student result entered in NCCTE Admin.</i></p>	<p>A locally developed project or authentic assessment must be created by the school district that incorporates all course standards, by weight, on the current CTE SBE-approved essential standards blueprint. The student must score 90% or higher on the locally developed project or authentic assessment to pass this phase requirement.</p> <p>Student result "Met" is entered in NCCTE Admin if phase requirement is met; otherwise, "Not Met" is entered.</p>

CTE State Assessment Proof of Learning (POL)		
Phase	Assessment/Activity	Details
Phase I	<p><u>State Assessment</u> <i>Student completes the assigned CTE State Assessment.</i></p> <p><i>Student must score 90 or higher to meet phase requirement.</i></p> <p><i>Student result automatically captured in NCCTE Admin.</i></p>	<p>Schools must administer the online CTE State Assessment in NCTest. The district CTE CIMC PPOC creates a manual enrollment in NCCTE Admin for the designated CDM window. Refer to the <i>NC CTE Proof of Learning Administration and Reporting Guide for CIMCs</i> for more information on administering CTE State Assessments.</p>
Phase II	<p><u>Locally Determined</u> <i>Student completes a locally developed project or authentic assessment.</i></p> <p><i>Student must score 90 or higher to meet phase requirement.</i></p> <p><i>Student result entered in NCCTE Admin.</i></p>	<p>A locally developed project or authentic assessment must be created by the school district that incorporates all course standards, by weight, on the current CTE SBE-approved essential standards blueprint. The student must score 90% or higher on the locally developed project or authentic assessment to pass this phase requirement.</p> <p>Student result "Met" is entered in NCCTE Admin if phase requirement is met; otherwise, "Not Met" is entered.</p>

Public school units must adhere to the North Carolina *Testing Code of Ethics* and follow the standardized test administration procedures located in the most current publication of the *NC CTE POL Administration and Reporting Guide*.

CTE Scoring and Reporting for CDM

- CDM data will be kept separate from other CTE State Assessments.
- The data file will include all students who participated in the test administration. However, the CIMC PPOC should print a copy of each student's score report and store the copy locally but must not include results in the student's permanent record.

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 Division of Advanced Learning and Gifted Education website found at <https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/credit-demonstrated-mastery%C2%A0>. 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 public school units have specific questions regarding CTE testing/scores and reports, contact Misty Wolfe at misty.wolfe@dpi.nc.gov. If public school units have specific questions, comments, or concerns regarding the CDM process, contact Stephanie Cyrus at stephanie.cyrus@dpi.nc.gov.