2024–25 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 available 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 to 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	Student completes a standard assessment required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable • End-of-Course (EOC) • World Language Courses[1] • Career and Technical Education (CTE) State Assessment, **or** • Locally developed final exam[2] ***Re-testing is not permitted.***	For **EOC courses,** a student must achieve the following scale scores: **NC Math 1 $\geq$ 563** **NC Math 3 $\geq$ 563** **Biology $\geq$ 261** **English II $\geq$ 565** For **CTE courses,** students must achieve 90% correct to qualify for Phase II. For all other courses, a student must achieve 90% correct to qualify for Phase II.
Phase II	Student completes the artifact development process and any other criteria a local school district requires to demonstrate deep understanding and application of course content.	**Credit** is indicated on transcripts as "CDM".

[1]Public school units may elect to choose a proficiency-based exam from the NCDPI approved assessment list or use a locally developed final exam.
[2]Public 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. Public school units (PSUs) may administer locally developed assessments outside of the CDM window. PSUs are encouraged to set a deadline for student CDM applications no less than **one** week prior to each testing window.

The 2024–25 test windows are as follows:
- July 19–Aug 1, 2024
- September 17–30, 2024
- February 18–March 3, 2025[1]
- July 18–31, 2025[1]

[1]Due to standard setting, Biology will not be available for CDM administrations.

EOC Administrations

Schools must administer the EOC test online only and 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. 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. Due to standard setting activities in the 2024–25 year, the Biology EOC will not be available for CDM administrations during the following windows: February 18–March 3, 2025 and July 18–31, 2025.

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 Test Administration Guide*.

EOC Scoring and Reporting for CDM

- EOC online test results for (July 2024 and September 2024) CDM will be downloaded and imported into WinScan using the regular online process. EOC online test results for February 2025 will be available in the NCEducation Online Scoring and Reporting System.
- Scoring for EOC tests with constructed response items will be returned to public school unit test coordinators within approximately six business days.

- CDM data will be identified with a file extension for July and September 2024 only and denoted as "C24". EOC online test results for February 2025 will be available in the NCEducation Online Scoring and Reporting System and will not include a file extension.
- The programmed test dates will be used to identify or flag these students in the *SCAN file* (C24), 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.
  - For July and September CDM administrations, the test coordinator will use the data file editor in WinScan32, and will enter "Y" if the student has passed Phase II or "N" if the student did not pass Phase II.
  - For February CDM administrations, the test coordinator will enter "Met" or "Not Met" on the class roster in the NCEducation Online Scoring and Reporting System. The public school unit test coordinator should follow the directions in *Entering Credit by Demonstrated Mastery Phase II Status* (on the ASM website).
- 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 and *Class Roster* in the NCEducation 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 North Carolina Department of Public Instruction (NCDPI) 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, 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 in completing 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).

CTE Administrations

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

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

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	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.
CTE Performance-based Measurement (PBM) Proof of Learning (POL)-continued		
	Assessment or Activity	**Details**
Phase II	Student completes all components of the PBM outlined in the course PBM Guide. Student must achieve 90% or higher on the overall PBM. Student result is entered in NCCTE Admin.	A CTE teacher with experience administering and evaluating the PBM using the course PBM Guide evaluates the student's PBM. Refer to the NC CTE Proof of Learning Administration, Credential and Reporting Guide and course PBM Guide for information on administering and reporting PBMs.
CTE Credential 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 credential assessment(s) identified as the POL. Student result is entered in NCCTE Admin.	Credential(s) identified as the POL are listed in the current CTE Course Management System. The PSU CTE CIMC PPOC coordinates the credential assessment administration.

		Credential assessments must be administered according to the guidelines set by the credentialing entity (vendor). Refer to the NC CTE Proof of Learning Administration, Credential and Reporting Guide for information on administering and reporting credential assessments.
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.	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 NCTest application. Refer to the NC CTE Proof of Learning Administration, Credential and Reporting Guide 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 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, comments, or concerns regarding the CDM process, contact Stephanie Cyrus at stephanie.cyrus@dpi.nc.gov. If public school units have specific questions regarding CTE administrations for the CDM process, contact Kim Sexton at kim.sexton@dpi.nc.gov.