

Procedural Guidelines for Implementing Credit by Demonstrated Mastery (CDM) Spring 2021

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 (NC) students. CDM is the process in which public school units employ 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 NC 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 schools.

Process to Demonstrate Mastery

Phase I	<p>Student completes a standard examination of the test required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable</p> <ul style="list-style-type: none"> • End-of-Course (EOC) • 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: NC Math 1 \geq 563 NC Math 3 \geq 563 Biology \geq 261 English II \geq 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: “CDM”</p>

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

²2020–21 CTE PBM POL and CTE Credential 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. During the 2020–21 school year, the test window has been extended to allow greater flexibility. Public school units are encouraged to set a deadline for student CDM applications no less than **one** week prior to each testing window. The testing 2021 test windows are as follows:

- February 15 – March 12
- July 19– August 13
- September 17 – October 14

EOC Administrations

Public school units must administer the EOC test online only. Schools must not administer the paper-and-pencil EOC for CDM test administrations. Paper-and-pencil administrations of EOC assessments will not be scored and the student will not have another opportunity to attempt the assessment within the same CDM window. Public school units must adhere to the *North Carolina 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 at a school-sanctioned site and cannot be administered remotely.

EOC Online Testing System for CDM Windows

- Appropriate school-level NC Education courses must be established for each EOC test a school needs to 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.
- CDM 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*).
- Student Interface Questions (SIQs) must be manually entered for students requiring accommodations during the test administration (refer to *the NCTest Admin Guide*).
- Test administrators 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 assessments 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 “C21” and “D21” for spring.

- The programmed test date will be used to identify or flag these students in the *SCO 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 can 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 (RAC).
- 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 assessment. Grade reports and goal summary reports will not be available.
- Individual student reports (ISRs) are available for students administered EOC assessments for CDM.

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 assessment 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

Beginning Fall 2020, CTE’s courses are categorized into three Proof of Learning (POL) types:

- Performance-based Measurements (PBM)
- Credentials
- CTE State Assessments or Third Party 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)		
Phase	Assessment/Activity	Details
1	<p><u>Locally Determined</u> <i>A locally created assessment</i></p> <p><i>Student must earn 90 or higher. If so, mark “Met” in NCCTE Admin.</i></p>	<p>For courses having PBM POLs, a locally created assessment must be created by local districts that incorporates all standards, by weight, on the current CTE SBE-approved essential standards blueprint. The student must score a 90% correct or higher to be considered passing in order to be allowed to move on to Phase 2.</p>
2	<p><u>PBM Project</u> <i>A PBM is successfully “Met” and marked in NCCTE Admin as “Met”</i></p>	<p>“Met” will be entered into NCCTE Admin if 90% or higher is obtained on the Phase 1 assessment; otherwise, “Not Met” will be entered.</p> <p>Each course with a PBM has a POL/PBM Guide, which is downloadable by the district level CIMC PPOC from Vault or from the content curriculum Moodle PLC.</p> <p>The PBM should be evaluated by a subject matter expert in order to grade the student work, using the state defined criteria found within the course POL/PBM Guide.</p> <p>The final documentation shall be submitted to district CIMC PPOC for state reporting into the NCCTE Admin as “Met” or “Not Met.”</p>

CTE Credential Proof of Learning (POL)		
Phase	Assessment/Activity	Details
1	<p><u>Locally Determined</u> <i>A locally created assessment</i></p> <p><i>Student must earn 90 or higher. If so, mark “Met” in NCCTE Admin.</i></p>	<p>For courses having Credentials as POLs, a locally created assessment must be created by local districts that incorporates all standards, by weight, on the current CTE SBE approved essential standards blueprint. The student must score 90% correct or higher to be considered passing in order to be allowed to move on to Phase 2.</p>
2	<p><u>SBE Approved Credential</u> <i>An approved course credential(s) must be successfully earned and recorded in NCCTE Admin as “Met”</i></p>	<p>“Met” will be entered into NCCTE Admin if 90% or higher is obtained on the Phase 1 assessment; otherwise, “Not Met” will be entered.</p> <p>The district CTE CIMC PPOC will coordinate with the student to have the appropriate credential entity exam administered for Phase 2. It must be understood that some exams have two parts—written and performance or tethered modules, meaning the student must pass a group of modules (that meet the equivalency for the course content). For more information, see the current CTE Credentials by Course document for more information). It must also be mentioned that credentialing entities do not have to allow for or provide accommodations (check in advance).</p>

CTE State Assessment or Third Party Proof of Learning (POL)		
Phase	Assessment/Activity	Details
1	State or Third Party Assessment <i>(90 or higher)</i>	Schools must administer the CTE State Assessment or Third Party Assessment in its current form, and online when applicable and available. Refer to the current CTE Status of Curriculum and Assessment to determine delivery methods for students participating in CDM.
2	Locally Determined <i>A locally created project as “Met”</i>	When available, students will be tested through North Carolina’s NCTest system, which will be managed by the local PSU/charter school CTE PSU/CIMC PPOC. Delivery methods are listed on the current CTE Status of Curriculum and Assessment , which is posted on NCCTE Admin at https://center.ncsu.edu/nccte/ .

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 Collection and Administration Guide.

NCCTE Admin

- Appropriate school-level courses must be created for each POL (PBM, Credential, or CTE State Assessments and Third Party Assessments) a school needs to administer for CDM.
- A user with the PSU CIMC PPOC role must enter a valid test window in the CDM Tab located in the Test Window Scheduler.
- CDM CTE courses will be created (setup). Students must be enrolled in the course using the “Enrollment file upload” tool within NCCTE Admin.
- For assessments administered through NCTest: Student Interface Questions (SIQs) must be manually entered for students requiring accommodations during the test administration (refer to *the NCTest Admin Guide*).
- Test sessions will be created for the entirety of the CDM testing window.
- Test administrators must follow all policies and procedures located in the most current publication of the NC CTE POL Collection and Administration Guide.
- Scores will be made available in NCCTE Admin.

CTE Scoring and Reporting for CDM

- CTE online test results will be made available to the CTE Directors and CIMC PPOC through NCCTE Admin.

- CDM data will be kept separate from other CTE State Assessments, by indicating the CDM as test type (online).
- The data file will include every student who participated in the test administration. However, the CIMC PPOC will print a copy (for record) of each student tested and will store the copy locally—it must not be part of the permanent record.
- For students who earn a 90 or higher (Phase I) and have successfully completed their artifact (Phase II), PSU CIMC PPOC must indicate “Met” or “Not Met” in NCCTE Admin.
- PSU CIMC PPOC shall coordinate with PSUs/charter schools to have “**CDM**” entered in PowerSchool by the local school administrator.

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 984.236.2883. If public school units have specific questions, comments, or concerns regarding the CDM process, contact Stephanie Cyrus at 984.236.2742.