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CREDIT BY DEMONSTRATED MASTERY (CDM) BACK-TO-SCHOOL UPDATE

Credit by Demonstrated Mastery (SBE policy CCRE-001) continues to be a method for personalizing learning and accelerating students in high school courses across North Carolina. As the 2020-21 school year begins, NCDPI has updated various aspects for the implementation of CDM. Updates include an extension of testing windows due to COVID-19, the release of North Carolina Final Exams (NCFEs) for local use, better alignment of CDM and World Languages proficiency levels, and an integration of the new CTE test administrations with CDM based on new federal reporting requirements.

CDM testing windows:

In response to the various Reopening Plans now in effect across the state due to COVID-19, the CDM testing windows for both Fall 2020 and Spring 2021 have been extended to support the varying needs of districts and students. These testing windows relate to those courses that have EOC assessments. Other local CDM assessments may occur outside of these timelines.

- **Fall 2020: September 17 – October 14**
- **Spring 2021: February 15 – March 12**
- **July 2021: TBD**

Released NC Final Exams: Secure for Local Use

The Accountability Services Division will release the NC Final Exams (NCFEs) for local use via the district test coordinator once the delivery process is finalized and accessible. With the release, these assessments will be designated as secure for local use. It is not permissible to post these assessments on websites or give non-secure access to students or teachers. As a local decision, the released NCFEs may be used for CDM or for other purposes. Further information regarding access and the use of the released NCFEs will be

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posted on TNN once the tests are available. As a reminder, with the release of the NCFEs for secure for local use, it is not required that the administration occur only during the state CDM window. It is the discretion of the public school unit when to administer for CDM purposes. However, it is required that end-of-course tests for CDM purposes are administered in the state testing window for CDM. It is anticipated release will occur no later than September 25, 2020.

CDM and World Language courses:

Students who want to demonstrate mastery of a world language may use a proficiency-based exam from the [NCDPI approved assessment list for the Global Language Endorsement](#), North Carolina's Seal of Biliteracy, for Phase 1 of the CDM process. The score they receive can be applied to the highest-level language course proficiency outcomes as specified in the World Languages Course Codes for CDM Proficiency Levels document. This will allow the student to continue to Phase 2 for the most appropriate level course. If a student is successful with the Phase 2 assessment for this course, the student would earn credit for this course, and then be placed in the next level course.

For example, a native Spanish speaking student takes a proficiency-based exam from the NCDPI approved assessment list for the Global Language Endorsement. The student earns a score of Intermediate Low, which aligns to Spanish IV proficiency outcomes. The student would then be able to complete the Phase 2 portion of the CDM process for Spanish IV. If successful, s/he will be awarded CDM credit for Spanish IV, and could then be placed in Spanish V, AP Spanish Language & Culture, or whatever course is next in the Spanish sequence.

In those instances where a district chooses to use a **locally developed final exam for a particular course or a commercially available exam that is not an external assessment from the NCDPI approved list** for the Global Languages Endorsement (GLE), NC's Seal of Biliteracy, the original CDM guidance would be followed.

For example, a student requests to use the CDM process for Spanish I, and the district decides to use their local Spanish I final exam for Phase 1 of the CDM process. If the student is successful with that portion and Phase 2, s/he would be awarded CDM credit for Spanish I. Following that, the student could be placed in Spanish II and continue in the Spanish sequence, or s/he could request to use the CDM process for Spanish II.

CDM and CTE Test Administrations

States across the country have made significant changes to Career and Technical Education (CTE) business operations under the new Perkins V federal legislation. For decades in North Carolina, technical attainment was reported using credential attainment or proficiency on CTE post-assessments. In an effort to move away from standardized testing and to encourage a more authentic assessment of student learning, NC CTE has chosen to report proofs of learning (POLs) as indicators of program quality measure in our new state plan. Beginning Fall 2020, CTE courses are categorized into three Proof of Learning (POL) types:

- Performance-based Measurements (PBM),

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- Credentials, and
- 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 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 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 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		
Phase	Assessment/Activity	Details

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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		
Phase	Assessment/Activity	Details
1	<p><u>State or Third Party Assessment (90 or higher)</u></p>	<p>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.</p> <p>When available, students will be tested through North Carolina’s NC Test system, which will be</p>
2	<p><u>Locally Determined</u> <i>A locally created project as “Met”</i></p>	

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		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/ .
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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.

Additional Information

North Carolina’s Implementation Guide for Credit by Demonstrated Mastery and Fall 2020 CDM Procedural Guide are 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%2%A0>. Documentation available on this website offers detailed procedures for implementing the CDM policy and answers several frequently asked questions from schools and districts.

For questions regarding this update, please contact the following NCDPI team members:

CTE testing/scores, reports, courses: Stephen Kelley at stephen.kelley@dpi.nc.gov
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