

# Credit by Demonstrated Mastery (CDM) Overview



Ensuring Growth for NC's Students

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Hello, my name is Amy Jones and I am the High School and Career and Technical Education Director for Lenoir County Public Schools. This presentation is designed to give you information regarding the Credit by Demonstrated Mastery or CDM opportunity available to LCPS students. You will learn what CDM means and how to attempt earning the credit. At the end of the presentation, you will have my email address and are welcome to send me any questions that you might have regarding this process. At the school level, your school counselor and testing coordinator will help you navigate the steps of the CDM process.

# What is Credit by Demonstrated Mastery?

CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

SBE Policy: CCRE-001, September 2019



What is Credit by Demonstrated Mastery? CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. This means that a student would be able to show through testing and a comprehensive work product that the student already has a strong command of the subject material. If the student is successful, credit would be awarded for the course and the student would not have to take the class in a traditional setting.

## Which courses can a student try for CDM?

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.

Which courses can a student try for CDM? Any grade 9-12 student can attempt certain high school courses for CDM. Certain high school courses are not part of the CDM system. The following courses are excluded from Credit by Demonstrated Mastery: – Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship) – CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals – CTE Advanced Studies courses – English Language Learner (ELL) courses – Healthful Living required courses – AP/IB Courses.

In middle school, students may attempt these courses for CDM - English I, NC Math I, Earth Science, and World History.

Students may not attempt CDM for a course that requires a prerequisite if credit for that prerequisite has not yet been earned. For example, a student may not attempt CDM for NC Math II if they have not already successfully completed a credit for NC Math I.

## Why was CDM adopted?

- To personalize learning for our NC public school students; to optimally grow and have effective seat time to learn new content.
- To ensure there is a clear process for earning course credit without seat-time or traditional learning experience.
- To respond to needs of students, families, AIG community, school personnel and leadership.



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Every student deserves a high-quality education, and the Credit by Demonstrated Mastery policy ensures that every student has the opportunity for the most rigorous and appropriate course of study based on academic progress and need. By providing the opportunity to earn CDM, uniquely qualified students who possess mastery knowledge of content are able to personalize their learning and use their education time in courses that provide new challenges and content.

## For whom is CDM intended?

- Any NC public school student who is able to show a deep understanding of the content without seat-time and classroom learning experience.
- Not intended initially for the masses; intended for highly advanced students of the specific content.
- Student does not need to be identified as AIG.



### For whom is CDM intended?

- Any NC public school student who is able to show a deep understanding of the content without seat-time and classroom learning experience.
  - The CDM policy recognizes that any student may have unique, individual circumstances in his or her learning path that has allowed the student to gain a deep understanding of content of a particular course or subject area without the traditional school setting. CDM promotes personalized learning and removes the requirement for seat time for student learning and earning credit for courses so that a student may take a more advanced course in that same subject area or provide time in the class schedule to explore a new topic. It allows subject-level acceleration without requiring full grade-level acceleration. While the CDM process is open to all students, it is not for whole groups of students.
- Not intended initially for the masses; intended for highly advanced students of the specific content.
  - it is designed to provide opportunity for an individual student who has an exceptional mastery of course content prior to taking a course and who wishes to earn credit and move onto another course that is a better use of their time for learning.
- Student does not need to be identified as AIG.
  - Families are encouraged to meet with the school counselor and/or the

- AIG specialist at the school to ensure the most effective decisions are made for an individual student. Effective matching for this learning experience is crucial for student success.

# How does a student earn CDM?

## Multi-phase assessment

Phase I: Student examination demonstrating foundational knowledge, using an EOC, NCFE, CTE or other LEA exam

*(90 on local exam; 90 CTE post-assessment)*

Phase II: Student artifact demonstrating application of knowledge, such as Capstone Projects in CTE courses, interview, or project.

Other evidence as LEA warrants



How does a student earn CDM? CDM is a multi-step or multi-phase process. During phase I, students must take an examination that will demonstrate foundational knowledge. For courses that require a state examination, such as an End of Course, North Carolina Final Exam, or Career and Technical Education post assessment - the state exam will serve as the phase I assessment. For courses that do not have a state examination, LCPS will administer a local exam. This must be taken during the exam window. You will find those dates on the "Important Dates" informational sheet that is available at your school and on our website.

Phase II will be discussed on a later slide.

# Phase I Assessments from DPI

For EOC courses:

NC Math 1  $\geq$  563

NC Math 3  $\geq$  563

Biology  $\geq$  261

English II - scores will be delayed due to the assessment renorming process.

For NCFE and CTE courses:

Students must earn a score of at least 90% to move on to Phase II



Retesting is not permitted

Students will take Phase I assessments during the assessment window - refer to the "Important Dates" handout for the specific timeframe. English II is available for CDM, however, scores will be delayed until late summer due to the assessment renorming process through the Department of Public Instruction. This slide details the minimum End of Course testing scores required to pass the Phase I assessment. For North Carolina Final Exams, Career and Technical Education post assessments, and local exams, students must earn a score of at least 90% to move on to Phase II. Retesting is not permitted. Students only have one opportunity per course to earn CDM.



## Phase II Assessments from Lenoir County Public Schools

Once a student successfully completes the Phase I assessment, the student moves into Phase II.

Students must complete an artifact (examples include - research paper, project, presentation, speech, etc) that demonstrates deep understanding and application of the course content.

LCPS will assign the Phase II assessment to the student.



If a student meets the minimum requirement on the Phase I assessment, the student will move on to Phase II. During the Phase II assessment, students will be required to produce an artifact demonstrating deep student learning in that content area. These artifacts could include a research paper, project, an in-depth interview, or any other artifact required by LCPS. Students will be required to present their Phase II work to a CDM panel comprised of LCPS employees.

Once the Phase II artifact is complete, students will be notified of the results. If a student is unsuccessful on the Phase II assessment, the student may submit an appeal to the committee. The committee will work with the student to resolve the appeal through the appeals process. Information regarding appeals is found on the Phase II notification letter.

# Commonly Asked Questions

- What are the long-term implications for students who choose the CDM process?
- How does CDM impact the students grade point average?
- Will the community college or university recognize credits earned through CDM?



- What are the long-term implications for students who choose the CDM process?
  - Students attempting the CDM process need high-quality advisement on long-term implications of earning CDM and beginning a path of accelerated course work. When considering CDM with a student and his/her family, school personnel need to discuss all aspects of the student's development, including academic, cognitive and social/emotional development. This will ensure that students and families are able to make an informed decision about participating in the CDM process. Families, your school counselor can work with you to show you options for a plan of study if CDM is earned.
- How does CDM impact the students grade point average?
  - CDM courses will not earn grades or quality points towards GPA (grade point average). Credit for CDM courses will be granted to meet high school graduation requirements. This may be a concern for some students and families; however, CDM should be pursued when a student will benefit from a more challenging learning experience and move towards more advanced coursework. Students may earn CDM for all standard-level high school courses in grades 9-12 (except for those indicated on the earlier slide) and those high school courses offered in middle school. A CDM indicator will be recorded specifically on the transcript in PowerSchool instead of a grade.
- Will the community college or university recognize credits earned through CDM?

- Both community colleges and University of North Carolina member universities have traditionally accepted the State Board of Education's authority to determine how students earn high school credit toward graduation. Based upon discussions during the summer of 2013 with UNC-GA staff as well as enrollment managers across the system, the credit by demonstrated mastery policy does not change that. Students with a diploma from a North Carolina high school will be recognized as high school graduates regardless of the credits earned via the CDM policy, thus ensuring a student's ability to enroll in a community college or UNC system university following graduation. As always, minimum admission requirements must be satisfied. If you have specific concerns regarding private universities, it is in your best interest to contact those institutions on your own to determine if they will accept CDM credits.

## Next Steps for Families

- Complete the CDM Application
- Return the completed CDM application to your school counselor
- Study for the Phase I assessment
- Schedule Phase I assessment with your school's testing coordinator



What are the next steps for your family and your student?

- Complete the CDM Application
  - The CDM application can be downloaded from the LCPS website or obtained from your school counselor.
- Return the completed CDM application to your school counselor
  - Return the application no later than the date listed on the "Important Dates" sheet. Late applications will not be accepted due to restrictions on requesting tests for students.
- Study for the Phase I assessment
  - Course outlines and standards guides can be found on the NC Public Schools website, <https://www.dpi.nc.gov/>. Go to the districts and schools menu and select Classroom Resources. On that page, you will see links for Career and Technical Education and K-12 Standards, Curriculum and Instruction. Using those links, you can navigate to the standards for your CDM course. LCPS does not provide study materials or resources to study for CDM assessments.
- Schedule Phase I assessment with your school's testing coordinator
  - As soon as you turn in your CDM application, schedule the assessment with the school testing coordinator. You can find out who that is by asking your school counselor.

# Questions?

NC Public Schools - Division of Advanced Learning

<http://www.ncpublicschools.org/advancedlearning/cdm/>

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If you have any additional questions, please feel free to contact me and I will be happy to assist you. You may also see your school counselor for more information and to access applications, important dates, and to help you schedule your assessment. Have a wonderful day!