



Public Schools of North Carolina

Credit by Demonstrated Mastery (CDM): An Overview

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What is Credit by Demonstrated Mastery?

CDM is the process by which a student may earn credit for any high school course by demonstrating a deep understanding of the content; without course enrollment or seat time

SBE Policy:
GCS-M-001,
December
2012/2013



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. Built upon existing policies.
- To respond to needs of students, families, AIG community, school personnel and leadership.



How was CDM developed?

- Initial working Group: Internal DPI staff of various perspectives; NCVPS; LEA representatives
- Discussions with AIG and Curriculum and Instruction Groups
- Other state research: At least 19 other states have policies related to earning credit without seat-time
- UPDATES: Input from current implementation efforts (*convened new working group – May 2016*)



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.



Implementation

Based on SBE Dec. 2013

- Legislation requires implementation of CDM policy for all high schools by end of 2014-15 to inform student placement in 2015-16.
- Current status:
 - *70% of districts have had students attempt to earn CDM*
 - *22% of districts are prepared for implementation, but no students have attempted thus far.*
- Legislation includes provision for CDM to middle school students for high school coursework available in middle school.
- Middle grades content is optional.



What are the benefits of CDM?

“Opportunity for individual needs to be met.”

“The opportunity to personalize learning; the chance to show kids that their experience and expertise is honored...”

“CDM allows students the potential to pursue interests in advanced coursework based on existing ability.”



What are the benefits of CDM?

“Allowing students to move to more meaningful curriculum.”

“Better pathways for courses to support rigor, achievement, and personalized learning.”



What are the benefits of CDM?

“We have evidence that shows that students who have earned credit via CDM continue to be successful in the next course in the sequence. We believe in the process and want to continue to offer the opportunity.”



Questions?



How does a student earn CDM?

Multi-phase assessment

- Phase 1: Student examination demonstrating foundational knowledge, using an EOC, CTE or other LEA exam (*90% correct*)
- Phase 2: Student artifact demonstrating application of knowledge, such as Capstone Projects in CTE courses, interview, or project.
- Other evidence as LEA warrants



Phase I Assessments: Foundational Knowledge

- For **EOC courses**: Students must earn DPI set scale score for Phase I to move on to Phase II (*Re-testing is not permitted*).
- For **non-EOC courses**, students must achieve a 90 or higher on the local exam to successfully complete Phase I.
- For courses that LEAs choose to use **NCFEs**: Students must earn 90% correct or higher to move on to Phase II
 - *All NCFEs are available for 2017-18, with the exception of NC Math 2 & 3*
- For **CTE courses**, student must achieve a scale score of 90 to qualify for Phase II.



Phase II Artifacts: Application of Knowledge

How do we define an artifact?

- Developed locally – at the discretion of the LEA!
- Ideally, an artifact requires the student to apply knowledge and skills relevant to the content standards.
- Artifacts may be of any type, ranging from three-dimensional to paper-based to electronic to oral interviews.



How do I get started?

- DPI Implementation Guide with Tool Kit
 - Sample timelines
 - Recommendations for implementation
 - Sample documents
- DPI Procedural Guidelines from Accountability
- <http://cdm.ncdpi.wikispaces.net/>



Questions?



Commonly Asked Questions

Q: Do we have to make separate and new assessments for every high school course?

- NO. LEAs may use any assessment they believe represents the content of the course.
- Idea: Collect current tests and have a committee choose one to use.
- Begin with the courses based on need.



Commonly Asked Questions

Q: *Is CDM just for AIG students?*

- NO. CDM is an opportunity for any student to demonstrate a deep understanding of a particular course.
- CDM is open across all content areas, including CTE.



Commonly Asked Questions

Q: *Can LEAs just use an exam (Phase 1) and not do the artifact (Phase 2)?*

- NO. SBE policy states that CDM will be earned through a multi-phase assessment.



Commonly Asked Questions

Q: *What course do I use when a student earns CDM?*

- Use the actual course code that matches the CDM course.
- PowerSchool entry details are available on the nc-sis website and are also found on the CDM wikisite.



Support?

Visit CDM wiki

www.cdm.ncdpi.wikispaces.net

- Ideas from LEAs are updated periodically
- Let us know of new resources that are needed



Contact us...

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PowerSchool/ Testing/
Accountability
Implications:

Regional Accountability
Coordinators (RACs)

