# CREDIT BY DEMONSTRATED MASTERY 101

Green Level High School

#### **OUTCOMES**

## What will you get out of today's session?

- 1 Overview of CDM
- 2 Process & Timeline
- **3** Elements of CDM
- 4 Impacts on 4-Year Plan



## What is Credit by Demonstrated Mastery (CDM)?



Option for students to earn high school credit for specified courses without spending a set number of hours taking the course in a classroom by testing out of the course through the state's Under the state's Credit by Demonstrated Mastery (CDM) option.

The program provides another opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early.

## REASONS TO PURSUE CDM

Personal interest/deep understanding

Ability to access higher levels of rigor

Desire to experience new content, material, skills, beyond the scope of the traditional course

Eligibility for early graduation

### **Credit by Demonstrated Mastery (CDM)**

**Process Flowchart** 



#### **Student Expresses Interest in the CDM Process**

Students will express interest formally by completing the Application for Credit by Demonstrated Mastery document and returning it to the CDM contact within their school. This typically happens in November & December. Specific dates can be found on the CDM website.

#### **Academic Counseling Process**

It is important that each student understands the CDM process and its implications for their four-year plan, transcript, grade point average, and class rank.

Each student is expected to meet with their counselor to discuss these items. This typically happens in November through January.

#### Phase 1 Assessment

Phase 1 is an assessment of foundational understanding of the concepts and standards for the course. This is often a multiple choice assessment. The Phase 1 assessment typically happens in February or March. Students are notified of their results by the end of March.

#### Student Does Not Show Proficiency in Phase 1

When a student does not show proficiency at the Phase 1 level, the process ends. No credit is earned. There is no notation of this attempt on the student's transcript.

#### **Student Shows Proficiency on Phase 1**

When a student does meet the required proficiency on Phase 1, they will be given information related to the Phase 2 assessment process.

#### Phase 2 Assessment

Phase 2 assessments can take many forms depending on the course and its standards. Student action to submit artifacts and/or complete a task is typically completed by the end of April and then be assessed by a district CDM Review Panel. Results will be shared in May.

#### Student Does Not Show Proficiency in Phase 2

No credit is earned. There is no notation of this attempt on the student's transcript.

### Student Does Show Proficiency in Phase 2

Credit will be recorded on the transcript by the school. Grade will be marked as CDM.

## Two-Part Process

#### **February**

Phase 1 – Examination of Foundational Skills

Minimum Score on EOC: Level 5

Minimum Score on CTE Post-Assessment: 90%

Minimum Score on Locally Developed Exam: 90%

Minimum Score on World
Language Proficiency Assessment:
Minimum Novice High (for two WL
credits)

#### March - April

Phase 2 – Product or Application of Skills Assessment

Most require an additional assessment session

Reviewed by school-based/central office pane



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## KEEP THIS IN MIND...

- May impact athletic eligibility
- No impact on GPA/Class Rank
- Accelerated course may not be developmentally/emotionally appropriate
- May max-out of high school courses (especially in math)
- Must still show increasing levels of rigor
  - Student earned CDM in English I; HS did not offer many English electives
- May impact course options at certain schools
- Colleges may request an explanation of CDM on transcripts

## TRANSCRIPT EXAMPLE

52575X0	Band (Proficient) Honors / Instrumental Music:Band	97	4.500	4.000	1.00		
11422X0	Proficient Spanish II	100	4.000	4.000	1.00	U	
Grade: 11	2020/21	<u> </u>					
HU402X0	Health Science I	CDM	0.000	0.000	1.00	E	
UNIVERSITY OF NORTH CAROLINA BOARD OF GOVERNORS							
MINIMUM COURSE REQUIREMENTS REMAINING							
American His	story I, II, or American Englis	h III		English IV			

Has no impact on weighted or unweighted GPA indicated by 0.00 for both columns

Credit towards graduation awarded as indicated by 1.0

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## **Available Courses**

Content Area	Course Name	Type of Assessment	Minimum Score	
		required for Phase 1	Required for Phase 1	
English	English I	Locally-developed	90%	
		Exam		
	English II	EOC	Level V	
			Scale Score ≥565	
Math	NC Math 1	EOC	Level V	
			Scale Score >563	
	NC Math 2	Locally-developed	90%	
		Exam		
	NC Math 3	EOC	Level V	
			Scale Score ≥563	
Science	Biology	EOC	Level V	
			Scale Score >261	
World Languages	Spanish, French,	Proficiency Exam	Novice High	
	German, Latin		_	



For any world language not listed, email cdmquestions@wcpss.net for specific assessment instructions and next steps.

## **Available Courses (cont'd.)**

Career and Technical Education (CTE)
Requires completion of CTE Post-Assessment with minimum score of 90%
Note: Students may only apply for courses that are offered at their school.

FN41 Food and Nutrition 1
HU40 Health Science 1

## **COURSE CONSIDERATIONS**

Students must stay within the standard sequence of coursework in requesting CDM

Example: A student currently in English I may request to CDM English II, but not English III because it is not the next course in the sequence.

Students may pursue no more than three courses per year (and no more than one course in a sequence)

Per state policy, courses in the following subject areas are ineligible for CDM: AP, IB, Healthful Living, some CTE courses, and other locally developed electives.

#### **TIMELINE**

- 1 Applications due by 12/15
- 2 Meet with counselor

- Phase 1: 2/16-2/29
- 4 Phase 1 Results: 3/8

5 Phase 2: 3/18-4/12

Final Decision by May 2024

## NEXT STEP:

## bit.ly/CDM2024

- Information
- Application
- FAQs



## QUESTIONS

If you have additional questions about the CDM process, please feel free to reach out to Ms. Clark (amclark@wcpss.net)