



# Credit by Demonstrated Mastery (CDM)

## Guide for Lee County Schools

### Table of Contents

|                                                                                                            |                   |
|------------------------------------------------------------------------------------------------------------|-------------------|
| <a href="#">What is Credit by Demonstrated Mastery (CDM)?.....</a>                                         | <a href="#">2</a> |
| <a href="#">How does a student earn CDM?.....</a>                                                          | <a href="#">2</a> |
| <a href="#">Who is eligible for CDM?.....</a>                                                              | <a href="#">2</a> |
| <a href="#">Is CDM the same as credit recovery?.....</a>                                                   | <a href="#">2</a> |
| <a href="#">Which courses are eligible for CDM?.....</a>                                                   | <a href="#">3</a> |
| <a href="#">May students earn CDM for honors, AP, or IB courses?.....</a>                                  | <a href="#">5</a> |
| <a href="#">How does CDM affect graduation requirements, GPA, and class rank?.....</a>                     | <a href="#">5</a> |
| <a href="#">May students earn articulated credit at the community college for CDM of CTE courses?.....</a> | <a href="#">5</a> |
| <a href="#">How does CDM affect athletic eligibility?.....</a>                                             | <a href="#">5</a> |
| <a href="#">What are the Phase I assessments?.....</a>                                                     | <a href="#">6</a> |
| <a href="#">Can heritage learners (native speakers) earn credit for their native language?.....</a>        | <a href="#">8</a> |
| <a href="#">What happens if a student does not pass the Phase I Assessment?.....</a>                       | <a href="#">8</a> |
| <a href="#">What are the Phase II artifacts?.....</a>                                                      | <a href="#">8</a> |
| <a href="#">How can a student apply to begin the CDM process?.....</a>                                     | <a href="#">8</a> |
| <a href="#">What is the process to appeal the decision of the CDM District Team?.....</a>                  | <a href="#">9</a> |
| <a href="#">Where can I find additional information?.....</a>                                              | <a href="#">9</a> |

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

North Carolina State Board of Education (SBE) policy [CCRE-001 Course for Credit](#) requires that school districts offer Credit by Demonstrated Mastery (CDM) to students. CDM is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content through a body of evidence, without requiring the student to enroll in the course for credit or meet seat time requirements. CDM was designed to respond to the needs of students, families, the AIG community, school personnel and leadership. CDM specifically offers North Carolina students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to have effective seat time to learn new content.

## **How does a student earn CDM?**

Students shall demonstrate mastery through a multiphase assessment, consisting of:

- Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally; and
- Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.

## **Who is eligible for CDM?**

The CDM process is open to all public school students in grades 9-12 to receive credit for high school courses, and students in grades 6-8 are also eligible to receive credit for high school courses offered in middle school. Currently in Lee County, the only high school courses offered in middle school are NC Math 1 and Spanish.

Students do not have to be identified as Academically or Intellectually Gifted. No student is excluded who wants to pursue this pathway.

While the CDM process is open to all students, it is not for whole groups of students. 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. The process exists for students for whom the traditional seat time requirements for a course enrollment are unnecessary for that student to demonstrate a deep enough understanding of the course content to justify receiving credit.

## **Is CDM the same as credit recovery?**

No. CDM is intended for students who have an exceptional mastery of course content prior to taking a course and who wish to earn credit and move onto another more advanced course that is a better use of their time for learning. CDM is not intended for students who failed to earn credit in a seated course; these students must be re-seated for the course or participate in a credit recovery program.

## Which courses are eligible for CDM?

The courses which are currently available for CDM include but are not limited to:

| Subject                               | Course                         | Phase I Assessment | Grades 6-8 | Grades 9-12 |
|---------------------------------------|--------------------------------|--------------------|------------|-------------|
| <b>Math</b>                           | Math 1                         | EOC Test           | ✓          | ✓           |
|                                       | Math 2                         | Local Assessment   |            | ✓           |
|                                       | Math 3                         | EOC Test           |            | ✓           |
|                                       | Math 4                         | Local Assessment   |            | ✓           |
| <b>English Language Arts</b>          | English I                      | Local Assessment   |            | ✓           |
|                                       | English II                     | EOC Test           |            | ✓           |
|                                       | English III                    | Local Assessment   |            | ✓           |
|                                       | English IV                     | Local Assessment   |            | ✓           |
| <b>Science</b>                        | Physical Science               | Local Assessment   |            | ✓           |
|                                       | Earth/Environmental Science    | Local Assessment   |            | ✓           |
|                                       | Biology                        | EOC Test           |            | ✓           |
|                                       | Chemistry                      | Local Assessment   |            | ✓           |
| <b>Social Studies</b>                 | World History                  | Local Assessment   |            | ✓           |
|                                       | American History               | Local Assessment   |            | ✓           |
|                                       | Civic Literacy                 | Local Assessment   |            | ✓           |
|                                       | Economics and Personal Finance | Local Assessment   |            | ✓           |
| <b>World Languages</b>                | Spanish I                      | AAPPL              | ✓          | ✓           |
|                                       | Spanish II                     | AAPPL              | ✓          | ✓           |
|                                       | Spanish III Honors             | AAPPL              | ✓          | ✓           |
|                                       | Spanish IV Honors              | AAPPL              | ✓          | ✓           |
|                                       | French I                       | AAPPL              |            | ✓           |
|                                       | French II                      | AAPPL              |            | ✓           |
|                                       | French III Honors              | AAPPL              |            | ✓           |
|                                       | French IV Honors               | AAPPL              |            | ✓           |
|                                       | Latin I                        | Local Assessment   |            | ✓           |
|                                       | Latin II                       | Local Assessment   |            | ✓           |
|                                       | Latin III Honors               | Local Assessment   |            | ✓           |
|                                       | Latin IV Honors                | Local Assessment   |            | ✓           |
| <b>Career and Technical Education</b> | Agriscience Applications       | NC CTE Assessment  |            | ✓           |
|                                       | Accounting I                   | NC CTE Assessment  |            | ✓           |
|                                       | Accounting II                  | NC CTE Assessment  |            | ✓           |
|                                       | Business Management I          | NC CTE Assessment  |            | ✓           |
|                                       | Business Management II         | NC CTE Assessment  |            | ✓           |

| Subject | Course                            | Phase I Assessment | Grades 6-8 | Grades 9-12 |
|---------|-----------------------------------|--------------------|------------|-------------|
|         | Business Essentials               | NC CTE Assessment  |            | ✓           |
|         | Marketing Applications            | NC CTE Assessment  |            | ✓           |
|         | Apparel and Textile Production I  | NC CTE Assessment  |            | ✓           |
|         | Apparel and Textile Production II | NC CTE Assessment  |            | ✓           |
|         | Child Development                 | NC CTE Assessment  |            | ✓           |
|         | Culinary Arts and Hospitality I   | NC CTE Assessment  |            | ✓           |
|         | Food and Nutrition I              | NC CTE Assessment  |            | ✓           |
|         | Food and Nutrition II             | NC CTE Assessment  |            | ✓           |
|         | Biomedical Technology             | NC CTE Assessment  |            | ✓           |
|         | Health Science I                  | NC CTE Assessment  |            | ✓           |
|         | Automotive Service Fundamentals   | NC CTE Assessment  |            | ✓           |
|         | Automotive Service I              | NC CTE Assessment  |            | ✓           |
|         | Automotive Service II             | NC CTE Assessment  |            | ✓           |

Additional courses currently offered in the high schools may also be options for CDM. Students and families should check the most updated High School Registration Guide on the Lee County Schools website to see current course offerings. Students may inquire with the CDM Coordinator about courses in the registration guide which are not listed above.

Students cannot use CDM to earn credit for the following courses:

- 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 or any course without state technical standards
- English Language Learner (ELL) courses
- Healthful Living required courses
- CPR graduation requirement

**May students earn CDM for honors, AP, or IB courses?**

No. CDM is only available for some standard-level courses. The only honors-level courses for which CDM can be used are those which have no standard-level course option available (e.g. Spanish III Honors).

**How does CDM affect graduation requirements, GPA, and class rank?**

If a student attempts and is successful in the CDM process for a course, the credit will appear on the student's transcript alongside all other courses the student received credit for completing. Instead of a grade, the transcript will indicate that the credit was earned through CDM; this is entered by either the school Data Manager or the district PowerSchool Coordinator. These credits count for graduation requirements, but they do not impact a student's grade point average or class ranking. CDM courses will not earn grades or quality points which affect a student's grade point average (GPA) or class ranking. If a student does not meet the requirements for the CDM process and does not receive credit, this will not appear on the student's transcript.

**May students earn articulated credit at the community college for CDM of CTE courses?**

No. Students who earn credit for a CTE course through CDM will not be eligible for articulated credit at the community college. Some CTE courses allow students to earn community college credits if a student earns a B average while seated for the course and if they earn a qualifying score on the CTE post-assessment.

**How does CDM affect athletic eligibility?**

For high school athletics: Credits earned through CDM shall be used to count toward minimum credits for the purpose of high school athletic eligibility.

For college athletics: Students considering collegiate athletics should be advised that NCAA Division I and Division II colleges and universities do not recognize test-out credits in terms of meeting college entrance credit requirements, and therefore CDM is strongly discouraged for potential collegiate athletics.

## What are the Phase I assessments?

For Phase I, students must complete a standard examination required for the course to demonstrate foundational knowledge.

| <b>EOC Courses</b>            | <p>For courses with an End-of-Course (EOC) test, students must take the EOC and achieve the following scale scores to receive CDM:</p> <ul style="list-style-type: none"><li>• NC Math 1 ≥ 563</li><li>• NC Math 3 ≥ 563</li><li>• Biology ≥ 261</li><li>• English II ≥ 565</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------|-------------------------|------|--|--------------|----------|-----|--|---|-------------------|-----|--|------------------|-----|---------|------------------|-----|------------------|-----|------------------|-----|-------------|--------|-----|--|--|------------|-----|--|--|------------|-----|--|--|------------|-----|--|--|
| <b>CTE Courses</b>            | <p>For CTE courses with a CTE post-assessment, students must achieve a scale score of 90% correct on the CTE post-assessment. However, students should be aware that awarding articulated credit at the community college requires both a course grade of at least B and a post-assessment score of 93 or higher. At this time, students who request credit without completing the course will not be eligible for articulated credit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| <b>Modern World Languages</b> | <p>Modern world languages (e.g. Spanish, French) will use the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), which is a web-based proficiency and performance assessment designed by the American Council for Teachers of Foreign Languages (ACTFL). Students will complete four tests on the AAPPL:</p> <ul style="list-style-type: none"><li>• Interpretive Listening</li><li>• Interpretive Reading</li><li>• Interpersonal Listening and Speaking</li><li>• Presentational Writing</li></ul> <p>The assessment will provide a proficiency rating in each of the domains above, from Novice Low (N-1) to Advanced Low (A-1), depending on which form of the test is being used.</p> <ul style="list-style-type: none"><li>• For students seeking credit for Level I or II, form A will be used.</li><li>• For students seeking credit for Level III or higher, form B will be used.</li></ul> <table><tr><th>ACTFL PROFICIENCY GUIDELINES</th><th>ACTFL PERFORMANCE SCALE</th><th>AAPPL PERFORMANCE SCORE</th><th colspan="2">FORM</th></tr><tr><td>Advanced Low</td><td rowspan="5">Advanced</td><td>A-1</td><td></td><td rowspan="5">B</td></tr><tr><td>Intermediate High</td><td>I-5</td><td></td></tr><tr><td>Intermediate Mid</td><td>I-4</td><td rowspan="4">A and E</td></tr><tr><td>Intermediate Mid</td><td>I-3</td></tr><tr><td>Intermediate Mid</td><td>I-2</td></tr><tr><td>Intermediate Low</td><td>I-1</td></tr><tr><td>Novice High</td><td rowspan="4">Novice</td><td>N-4</td><td></td><td></td></tr><tr><td>Novice Mid</td><td>N-3</td><td></td><td></td></tr><tr><td>Novice Mid</td><td>N-2</td><td></td><td></td></tr><tr><td>Novice Low</td><td>N-1</td><td></td><td></td></tr></table> | ACTFL PROFICIENCY GUIDELINES | ACTFL PERFORMANCE SCALE | AAPPL PERFORMANCE SCORE | FORM |  | Advanced Low | Advanced | A-1 |  | B | Intermediate High | I-5 |  | Intermediate Mid | I-4 | A and E | Intermediate Mid | I-3 | Intermediate Mid | I-2 | Intermediate Low | I-1 | Novice High | Novice | N-4 |  |  | Novice Mid | N-3 |  |  | Novice Mid | N-2 |  |  | Novice Low | N-1 |  |  |
| ACTFL PROFICIENCY GUIDELINES  | ACTFL PERFORMANCE SCALE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | AAPPL PERFORMANCE SCORE      | FORM                    |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Advanced Low                  | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | A-1                          |                         | B                       |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Intermediate High             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I-5                          |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Intermediate Mid              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I-4                          | A and E                 |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Intermediate Mid              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I-3                          |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Intermediate Mid              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I-2                          |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Intermediate Low              | I-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Novice High                   | Novice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | N-4                          |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Novice Mid                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | N-3                          |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Novice Mid                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | N-2                          |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |
| Novice Low                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | N-1                          |                         |                         |      |  |              |          |     |  |   |                   |     |  |                  |     |         |                  |     |                  |     |                  |     |             |        |     |  |  |            |     |  |  |            |     |  |  |            |     |  |  |

Students must achieve a proficiency at or above the modern language exit proficiency expectations outlined by the North Carolina World Language Essential Standards in order to receive credit.

**For students attempting CDM through 2024-2025:**

| Level and →<br>total hours        | I or<br>*135-<br>150<br>hours | II or<br>*270-<br>300<br>hours | III or<br>*405-<br>450<br>hours | IV or<br>540-<br>600<br>hours |
|-----------------------------------|-------------------------------|--------------------------------|---------------------------------|-------------------------------|
| ↓MODE & Skill                     |                               |                                |                                 |                               |
| INTERPRETIVE<br>Listening         | Novice<br>Mid                 | Novice<br>High                 | Int.<br>Low                     | Int.<br>Mid                   |
| INTERPRETIVE<br>Reading           | Novice<br>Mid                 | Novice<br>High                 | Int.<br>Low                     | Int.<br>Mid                   |
| INTERPERSONAL<br>Person to Person | Novice<br>Mid                 | Novice<br>High                 | Int.<br>Low                     | Int.<br>Mid                   |
| PRESENTATIONAL<br>Speaking        | Novice<br>Low                 | Novice<br>Mid                  | Novice<br>High                  | Int.<br>Low                   |
| PRESENTATIONAL<br>Writing         | Novice<br>Mid                 | Novice<br>High                 | Int.<br>Low                     | Int.<br>Mid                   |

To move forward with CDM for...

- Spanish I, students must score “Novice Mid” (N-2) or higher on all four tests.
- Spanish II, students must score “Novice High” (N-4) or higher on all four tests.
- Spanish III Honors, students must score “Intermediate Low” (I-1) or higher on all four tests.
- Spanish IV Honors, students must score “Intermediate Mid” (I-2) or higher on all four tests.

**Beginning in 2025-2026:**

| Standards &<br>Skills→                  | #1 Interpretive                                                 |                                                                      | #2 Interpersonal      | #3 Presentational |                  |
|-----------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------|-----------------------|-------------------|------------------|
| Modern (Spoken)<br>Language<br>Courses↓ | Reading, Viewing<br>(infographic or other<br>visuals with text) | Listening, Viewing<br>(video or other audio<br>with or without text) | Speaking &<br>Writing | Speaking          | Writing          |
| Level I*                                | Novice High                                                     | Novice High                                                          | Novice Mid            | Novice Mid        | Novice Mid       |
| Level II*                               | Intermediate Low                                                | Intermediate Low                                                     | Novice High           | Novice High       | Novice High      |
| Level III Honors                        | Intermediate Mid                                                | Intermediate Low                                                     | Intermediate Low      | Intermediate Low  | Intermediate Low |
| Level IV Honors                         | Intermediate High                                               | Intermediate Mid                                                     | Intermediate Mid      | Intermediate Mid  | Intermediate Mid |

To move forward with CDM for...

- Level I, students must score “Novice Mid” (N-2) or higher on Speaking and Writing, but students must score “Novice High” (N-4) or higher on Reading and Listening.
- Level II, students must score “Novice High” (N-4) or higher on Speaking and Writing, but students must score “Intermediate Low” (I-1) or higher on Reading and Listening.
- Level III Honors, students must score “Intermediate Low” (I-1) or higher on Listening, Speaking, and Writing, but students must score “Intermediate Mid” (I-2) or higher on Reading.
- Level IV Honors, students must score “Intermediate Mid” (I-2) or higher on Listening, Speaking, and Writing, but students must score “Intermediate High” (I-5) or higher on Reading.

|                          |                                                                                                                                                                                                                                                                   |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | The only mode/skill not addressed by the AAPPL is Presentational Speaking, and that will be assessed in the Phase II Artifact. On the Phase II Artifact, students must achieve the above proficiency in Presentational Speaking as designated in the chart above. |
| <b>All Other Courses</b> | All other courses require a final exam which is developed at the local district level, and students must earn a 90% correct or higher on this assessment.                                                                                                         |

State tests (EOCs and CTE post-assessments) may only be given during the testing windows as determined by the state. For this reason, CDM Agreements should be submitted to the CDM Coordinator at the Lee County Schools Central Office as soon as possible so the Department of Testing and Accountability can prepare for the testing session. The EOC test will be administered online only, and it will only be administered at a school site.

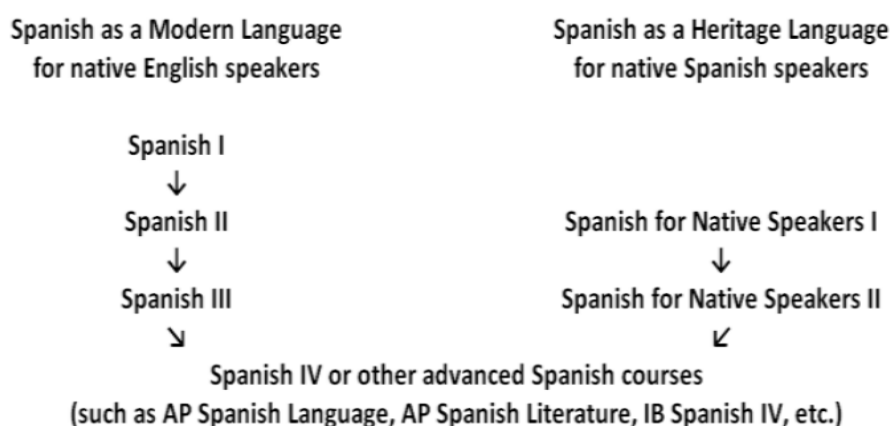
The testing windows are as follows:

- **Fall Application Deadline - Friday, August 29**
- Fall Testing Window - Week of September 15
- Fall Presentation Window - Week of October 6
- **Spring Application Deadline - Friday, December 5**
- Spring Testing Window - Week of February 9
- Spring Presentation Window - Week of March 2

### **Can heritage learners (native speakers) earn credit for their native language?**

Yes. For heritage learners of a modern world language, students may attempt to earn Credit by Demonstrated Mastery. They would follow the same procedures as all other students, for which you can see guidance in the previous page(s). This includes proficiency for all language domains. CDM may be particularly helpful for students who have developed reading and writing skills in their native language through their prior schooling experiences.

North Carolina's course pathways for Spanish courses are reproduced below:



Some examples of students for whom attempting CDM may be advantageous:

- A student who has taken Spanish for Native Speakers I may attempt CDM to earn credit for Spanish III Honors in lieu of taking Spanish for Native Speakers II Honors, and then they can be placed into Spanish IV.
- A student who has yet to take any Spanish courses for credit may attempt CDM to earn credit for Spanish I and Spanish II, and then they can be placed into Spanish III Honors or Spanish for Native Speakers II Honors.

### **What happens if a student does not pass the Phase I Assessment?**

Students will not progress to Phase II unless they meet the above requirements for Phase I. If students were attempting to earn credit for a course required for graduation, it is recommended that the student remain enrolled in that seated course to maintain progress toward graduation. If students wish to re-attempt Credit by Demonstrated Mastery for that course, they may submit a new application with their counselor one year following the initial attempt. Otherwise re-testing is not permitted.

### **What are the Phase II artifacts?**

Phase II artifacts are additional projects, processes, or other criteria which the student must complete to demonstrate deep understanding and application of course content. These may include interviews, research projects, portfolios, or other performance tasks. Specific requirements and grading rubrics will be provided to students who reach Phase II of the CDM process. The Phase II artifacts will be assessed by one or more personnel licensed to teach in that content area.

### **How can a student apply to begin the CDM process?**

In order to begin the process for Credit by Demonstrated Mastery, please complete the following steps:

1. The student and a parent/guardian must meet with a school counselor to review the Credit by Demonstrated Mastery process together. The purpose of this meeting is to discuss the intended purpose of CDM, the logistics and timeline of the process, including the appeal process, and any long-term implications of CDM to ensure full understanding. Students have the right to pursue the CDM process even if the school does not support the decision. This process may be initiated by either an individual student, based on his or her own motivation or on a school personnel recommendation.
2. The student, their parent/guardian, and the counselor should sign the CDM Agreement.
  - a. [Here is a link to the CDM Agreement in English.](#)
  - b. [Here is a link to the CDM Agreement in Spanish.](#)

### **What is the process to appeal the decision of the CDM District Team?**

The student and their parent/guardian have the right to appeal a decision by the district CDM Team not to award credit through the CDM process.

1. The appeal must be made in writing to the CDM Coordinator, Dillon Crockett, at [dcrockett@lee.k12.nc.us](mailto:dcrockett@lee.k12.nc.us) or at 106 Gordon Street, Sanford, NC, 27330. The appeal should be specific, including the student's name, the date of submission, and the reason for the appeal. The appeal must be sent within 10 business days of receipt of the CDM District Team's initial decision.
2. The CDM Coordinator will assemble a Review Panel. The Review Panel will review the appeal and will respond in writing to the principal, the counselor, the student, and the parent/guardian concerning the outcome of the review within 10 business days of receiving the appeal. The decision of the CDM Review Panel will be final. EOC test scores are not appealable. Re-testing the Phase I assessment for any course is not permitted.

**Where can I find additional information?**

If you have additional questions, the current Credit by Demonstrated Mastery Coordinator for Lee County Schools is Dillon Crockett, who can be reached at [dcrockett@lee.k12.nc.us](mailto:dcrockett@lee.k12.nc.us) and (919) 774-6226 ext. 7204. Additionally, each school counselor can answer questions about Credit by Demonstrated Mastery. Additional information about Credit by Demonstrated Mastery may be found on the NC Department of Public Instruction's [webpage for CDM](#).

### Credit by Demonstrated Mastery (CDM) Flowchart

#### Conference with Student, Parent/Guardian, and Counselor

The school counselor will schedule an appointment for a conference with the student and a parent/guardian. The student and the parent/guardian will receive a copy of the Credit by Demonstrated Mastery Guide, and the counselor will explain the procedure for CDM as well as any long-term considerations for CDM, including but not limited to GPA, class rank, athletic eligibility, diploma endorsements, and early graduation.



#### Application

A student can pick up a copy of the Credit by Demonstrated Mastery Application from their school counselor. The application must be signed by the student, by a parent/guardian, and by the school counselor or principal. The counselor should then return the completed application to the District CDM Coordinator.



#### Phase 1 Assessment

Once the District CDM Coordinator receives the completed CDM application from the school counselor, the District CDM Coordinator will schedule the Phase 1 Assessment. If the course being requested requires a state exam such as an EOC or a CTE Post-Assessment, the assessment can only occur during specific state windows and will be coordinated with the Department of Testing and Accountability. The results of the Phase 1 Assessment will be sent to the student and the counselor by letter within 10 business days of completing the assessment.



#### Student Receives Qualifying Score

The student is eligible to continue pursuing CDM for this course in the Phase 2 Assessment.



#### Phase 2 Assessment

The CDM Coordinator will provide the student (either directly or through the parent/guardian or counselor) with the requirements for completing and submitting the artifact for the Phase 2 Assessment.



#### District CDM Team Evaluation

The District CDM Coordinator will convene a team to evaluate the Phase 2 Assessment to determine if the student has demonstrated a deep understanding of the course content and whether the student has earned the course credit.



#### Credit Decision Notification

The credit decision will be communicated in writing to the student, the parent/guardian, and the counselor.



#### Student does NOT Receive Qualifying Score

The student is not eligible to continue pursuing CDM for this course and must be seated for the course in order to earn credit. The student and their parent/guardian may appeal; see page 9 for details.

