

PROJECT BRIEF

Summary of 2020–2021 Student Performance on DLM Assessments

AUTHORS: Amy K. Clark, Elizabeth Kavitsky, Jeffrey C. Hoover, Meagan Karvonen

BACKGROUND

- » Disruptions from the COVID-19 pandemic may have impacted student performance on the DLM alternate assessment. We compared 2021 results to 2019 results to explore this impact because testing was cancelled in 2020.
- » Four performance levels describe student achievement on the DLM alternate assessment: Emerging, Approaching the Target, At Target, and Advanced.
- » Approximately 20% of all students were enrolled but did not complete any assessments and were not assigned a performance level.
- » Results presented here describe student performance through July 6, 2021.
- » Two states extended spring 2021 assessments administration into fall 2021. Due to administration differences, those results are not included here.

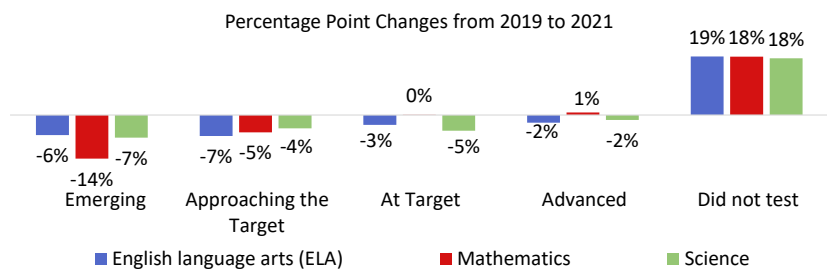
KEY TAKEAWAYS

- » When considering only students who tested, there were minimal changes in the proportion of students achieving at each performance level in 2021 compared to 2019.
- » Most students completed all testlets in states that test during the spring. Most students met or exceeded blueprint requirements in states that test throughout the year.

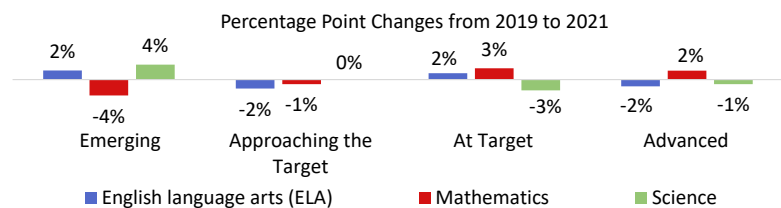
© 2021 Accessible Teaching, Learning, and Assessment Systems (ATLAS). All rights reserved. Any or all portions of this document may be reproduced and distributed without prior permission provided the source is cited as: Clark, A. K., Kavitsky, E., Hoover, J. C., & Karvonen, M. (2021). *Summary of 2020–2021 Student Performance on DLM Assessments* (Project Brief 21-03). University of Kansas, Accessible Teaching, Learning, and Assessment Systems.

CHANGES IN STUDENT PERFORMANCE FROM 2019

- » When comparing 2019 and 2021 distributions for all students, there was a large increase in students who did not receive a performance level (i.e., were enrolled but did not respond to any items) and a corresponding decrease in students achieving at the Emerging and Approaching levels. Most non-participating students may have been expected to achieve at those performance levels.



- » After removing the non-participating students from the distributions, performance from 2019 to 2021 was largely stable. However, this stability does not account for any differences in the population of students responding to assessments across years (see [Project Brief 21-02](#)).



- » Another factor that could influence performance is whether students were able to be at school enough to have time to take the full assessment. Data suggest most students were able to complete the assessments.
 - » In states that test during the spring, 96–98% of students per subject completed all testlets.
 - » In states that test throughout the year, 95–96% of students per subject met or exceeded blueprint requirements. This is an increase from 2019. The increase may be related to a change in the assessment model that provided more opportunities to cover the blueprint during the year. Additional research is needed.

IMPLICATIONS

- » Student performance was generally similar in 2021 and 2019. However, 20% of enrolled students did not test in 2021, which likely impacted performance distributions. It may be that lower-achieving students tended to be the ones who did not test.
- » State education agencies should consider how student populations may have differed in 2019 and 2021 when they evaluate how COVID-19 may have impacted student performance.
- » Additional research is needed to understand the relationship between who tested, their educational experiences in 2020–2021, and their achievement on DLM assessments.