Supplementary Guidance
Remote Testing Guidelines for BEST Plus 2.0

The following guidelines are intended to help your program and its test administrators ensure that both students and staff stay safe and healthy and prevent the spread of COVID-19. This guidance is for test administrators but should also be reviewed by other program staff, considering the collaborative effort that test administration involves takes place between the two. As programs help and support test administrators, guidelines pertaining to both roles are included. Roles and responsibilities may vary from one site to the next, but the following information remains consistent across all locations administering BEST Plus 2.0 via remote testing.

Test administrators can review their BEST Plus training materials for general information relating to administration of the BEST Plus 2.0 test at any time. This module is a supplement to the existing training to provide guidance specific to remote testing.

Test administrators and programs should also review the NRS Remote and Physically Distant In Person Test Administration: Guidance for MA NRS Test Administrators distributed by ACLS (July 1, 2020).

If programs need help with remote testing with BEST Plus 2.0, questions should be sent to UMass CEA (aclstesthelp@educ.umass.edu).

Summary of Administration Changes Under Remote Conditions for BEST Plus 2.0

When the BEST Plus 2.0 is administered remotely, the main change for students is that they are responding to test items via a videoconference interview with a BEST Plus 2.0 certified test administrator, and the student is taking the test in their home or another location that is not the adult education program site. The student and the test administrator are connected at all times during test administration by means of a videoconference-type session, so that the test administrator can maintain a visual and audio link with the student.

Technology and Materials Requirements

- ☐ For Test Administrators:
    - o BEST Plus 2.0 test administrator guide, rubric, and test administration program installed on their PC (available for free as digital files from the test publisher; please contact aclstesthelp@umass.edu or aea@cal.org)
    - o Camera-enabled computer/Chromebook/tablet with internet browser
    - o Stable internet connection
    - o Access to and familiarity with videoconferencing platform
- ☐ For Students:
    - o Camera-enabled computer/Chromebook/tablet/smartphone with videoconferencing software

- The examinee **can** use a smartphone enabled with video and audio to complete the BEST Plus 2.0, as long as test administrators are able to see and hear the examinee well
- Stable internet connection
- Access to and familiarity with videoconferencing platform

Before Testing

One to Two Weeks Prior

- ☐ Review SABES resources on technology /videoconferencing, such as Zoom instructional materials to ensure that test administrators have comfort with the necessary functions of the videoconferencing platform
  - Programs can use any videoconferencing software
- ☐ Address test administrator and/or student needs or concerns with using videoconferencing
- ☐ Inform student(s) of technology requirements and confirm that student is able to take BEST Plus 2.0 remotely
- ☐ Confirm technology set-up for the test administrator

One Week Prior

- ☐ Contact student(s) to schedule test session.
- ☐ Programs should use their established methods/strategies to communicate with students to make initial contact for testing as well as follow up for scheduling
  - It may help to identify a family member or friend that the student knows who speaks English to help facilitate set-up for testing
- ☐ Strongly advise students to identify a quiet place free from distraction where they will take their test.
- ☐ *If necessary*, set up one or more "tryout" sessions with the student to:
  - Troubleshoot videoconferencing
- ☐ Inform students that they must have some form of ID nearby during the test session to verify their identity (if they are not known to the test administrator)
  - Local identity verification procedures may be instituted at the program level, so long as the student taking a test can be properly identified, prior to taking the test

Two Days Prior

- ☐ Set up videoconferencing sessions in the program's preferred videoconferencing platform
  - Determine in advance approximately how long the test session will be, allowing for initial identity verification and test administration
  - Develop protocol for scheduling follow-up test session if the initial test session is interrupted by a technology glitch or unanticipated complications/distractions
  - Ensure that software allow for screen sharing from test administrator to student if the test administrator will use screen sharing for the picture tasks
  - Do not record test sessions
- ☐ Contact student(s) to confirm the test session, providing the videoconferencing link
  - **Do not provide or post this link publicly**

- ☐ Remind student(s) that some form of ID must be accessible during testing for verifying identity, subject to program identification verification procedures
- ☐ Identify any assessment accommodations for students that may be needed, considering instructional accommodations typically provided
  - o Arrange for those supports to be present and/or available during the test session

Day of Testing

Before the Test Session
- ☐ Send reminder to student(s) about the test session (email, text, phone is fine – whatever mechanism the program uses to communicate with students)
- ☐ Log into the videoconferencing software about 15 minutes before the start of the test session, allowing time for troubleshooting if needed

Starting the Test Session
- ☐ Greet student
- ☐ Confirm identity of student if not known to test administrator
- ☐ Explain to the student what the purpose of the session is and how the test session will work
  - o As instructed in the BEST Plus 2.0 Test Administrator Guide (TAG), the test administrator should briefly explain to the student that they will be taking a test in English, that their responses must be in English, that it is okay if they do not know how to respond to all of the questions, and that test administrators can repeat each question only one time
- ☐ Students should also be instructed to notify the test administrator if they experience technology problems with the audio or video at any time, and what to do if the connection drops completely

During the Test Session
- ☐ The test administrator should administer the BEST Plus 2.0 by asking students questions as directed by the BEST Plus 2.0 software installed on the PC that the test administrator is using, scoring the student's responses, and then entering scores in the BEST Plus 2.0 software on that same computer
- ☐ Tasks with picture cues can be administered by holding the device for web conferencing up to the screen with the picture cue (if the test administrator is using two devices), using the screen share function (if the test administrator is using one device), or, for print-based versions, holding the Picture Cue booklet up for the student to see
- ☐ If the student cannot see the picture(s), the picture cue tasks can be skipped (do not enter any scores for those tasks)
  - o However, if the connection is 'glitching' badly so that the picture cues cannot be seen/shared, the test administrator should consider whether or not the test session should be terminated and rescheduled given the technology issues
- ☐ Use the camera feed from the student to monitor the student for suspicious/cheating behaviors (movement in physical space, use of cellphone, etc.) and to ensure that the student is not receiving help from someone in their room/space

Ending the Test Session

☐ When the test ends, thank the student for their effort and end the test session.

Resources from CAL

The publisher of the BEST Plus 2.0 is the [Center for Applied Linguistics](#) (CAL). CAL has made a number of resources available to test administrators, and continues to develop ways to support programs in testing during COVID-19 physical distancing conditions. As CAL provides additional resources, UMass Center for Educational Assessment (CEA) will identify and share these resources with Massachusetts programs and test administrators.

- [CAL's COVID-19 Resource Webpage](#)
- [Demo video of remote test administration](#) (video, Google)
- [Q&A Webinar from April 2020 on Remote Test Administration](#) (video, CAL website)
- [FAQ on remote test administration](#) (PDF, CAL website)
- [Virtual Test Administration Guidance from CAL](#) (PDF, CAL website)