



BEST Plus 2.0 Virtual Test Administration Guidance

To address the unique challenges of COVID-19, users may remotely administer BEST Plus 2.0. Note that BEST Plus 2.0 is designed as a face-to-face assessment and its use in a virtual environment has not been researched by CAL. **We strongly recommend that programs try out virtual test administration internally before administering BEST Plus 2.0 virtually to students.**

Contact CAL with any additional questions you may have about virtual test administration.

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I. Overview

Virtual administration of BEST Plus 2.0 may be desirable if programs are providing virtual adult education services during COVID-19 and need to conduct pre- and post-testing of gains, or for programs that are conducting intake testing remotely.

We recommend that programs use video technology to connect test administrators and students in order to most closely reflect face-to-face conditions. We do not recommend administering BEST Plus 2.0 over the phone in an audio-only format. Virtual test administration should only be conducted by trained BEST Plus 2.0 administrators.

For the computer-based version of BEST Plus 2.0, we recommend that test administrators use two devices: one to display the video-based connection (e.g., call or conference) with the student, and a second device to run the BEST Plus 2.0 software. If two devices aren't available to the test administrator, then a single device can be used. Students must also use a video-enabled device.

For the print-based version of BEST Plus 2.0, we recommend that both the test administrator and the student use a device for the video-based connection (e.g., call or conference).

II. Selecting a Video Conferencing Platform

A variety of video call or conferencing platforms are available. We recommend that programs select a video conferencing platform that will be easy for students to access and use.

When selecting a platform for testing, the following considerations may be helpful:

- What video conferencing platforms are used instructionally within your program?
- Can test administrators and students easily access the video conferencing platform using the devices they have available?
- Does the platform require any materials to be downloaded?
- Will the student be required to register or log in to use the platform?
- Do meetings have a time limit that could affect testing?
- Is the platform easy to use and navigate (across different types of devices)?
- Are there any internet speed requirements or data use issues that could cause challenges for test administrators or students?

III. Practicing Virtual Test Administration

Conduct a tryout prior to assessing any students to ensure that the technology works as expected and that local test administrators are able to effectively administer the test in this format. If possible, try out devices that students may use to take the test. This is also an opportunity to ensure sufficient internet speed to avoid glitches or disconnections during the test.

IV. Preparing Students

Before the virtual test administration, prepare students by providing clear information about what technology will be used. If students need to download the platform or register, this can be done in advance. Inform students that they should complete the test in a quiet place free from distractions and away from others. Additionally, inform students that audio or video recording of the test session is not allowed.

V. Identity Verification and Test Security in a Virtual Environment

At the beginning of a test session, the test administrator should verify the student's identity. If the student is already known to the test administrator, the test administrator can visually verify the student's identity over video. If the student is not known to the test administrator (e.g., when being used for intake testing), then local identity verification procedures can be used at the start of the test session.

To maintain test security, video conferencing links or invitations should be sent only to the student being tested and not posted or shared elsewhere. Both the student and the test administrator should complete the test in a quiet, private location away from others. Do not video or audio record test sessions.

VI. Virtual Test Administration

Ensure test administration conditions are free of outside distractions for both the student and the test administrator.

Plan ahead for how you will respond to video or technical glitches and communicate plans clearly to students:

- If there is a technical glitch that disrupts audio or video while a test administrator is delivering a prompt, the prompt can be repeated without any score penalty to the student (i.e., the student can still receive a score of 2 for Listening Comprehension).
- If a video conference is dropped or ends unexpectedly because of a technical disruption, restart the call as soon as possible and continue with the test. If it is not possible to resume

the video conference immediately, then the test session should be restarted from the beginning at a later time.

When administering BEST Plus 2.0 remotely, tasks with picture cues can be administered by holding up the video conferencing device to the screen with the picture cue (if the test administrator is using two devices); using a screen share function (if the test administrator is using a single device); or, for print-based versions, holding up the Picture Cue booklet for the student to see. In all cases, it is important that the student clearly see the picture. If the student cannot do so, then picture cue tasks should be skipped within the test software (i.e., do not enter any scores and continue to the next question).

VII. OCTAE Requirements for Virtual Test Administration

This section provides recommendations for meeting virtual testing requirements from the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE) to State Directors of Adult Education.

According to [a memo](#) (dated March 27, 2020), states may choose to implement virtual testing if specified conditions can be met:

States may choose to develop procedures to implement virtual test proctoring. States that choose to use this flexibility must have procedures to ensure that (1) the student who is testing can be properly identified, (2) any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured, and (3) the virtual proctor can properly administer the test.

Table 1 outlines recommendations for meeting these requirements when virtually administering BEST Plus 2.0.

Table 1. Meeting virtual test administration requirements using BEST Plus 2.0

Requirement	Recommendations
<p>Proper Student Identification <i>(1) the student who is testing can be properly identified</i></p>	<p>Virtual administration of BEST Plus 2.0 should be conducted using a video conferencing program which allows the test administrator to identify the student using local procedures.</p>
<p>Test Security <i>(2) any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured</i></p>	<p>To maintain test security, require both the test administrator and student to complete the test in a private location away from others.</p> <p>Ensure that links to video conferencing sessions are sent privately to students and not posted or shared with others.</p> <p>Do not video or audio record the test session.</p>
<p>Proper Test Administration <i>(3) the virtual proctor can properly administer the test</i></p>	<p>Only trained BEST Plus 2.0 test administrators should administer the test virtually. Before administering the test to students, program staff should try out technology and procedures to ensure testing works as expected.</p>

VIII. Additional Support

If you do conduct virtual testing, please let us know what worked well for you and what additional support would have been useful. Our team is available for questions and troubleshooting.

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