



MASSACHUSETTS DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION
ADULT AND COMMUNITY LEARNING SERVICES

ASSESSMENT POLICIES

FOR USING

The BEST Plus

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General Overview of Learning Gains Assessments

The Massachusetts Department of Elementary and Secondary Education (DESE) is mandated by the US Department of Education to use valid and reliable assessments to report students' completion of educational functioning levels. We require programs use four ABE standardized assessments, depending on the classes they offer: the Massachusetts Adult Proficiency Test (MAPT), the TABE Forms 9/10, Best Plus, and the TABE Clas-E.

Massachusetts's process for using required assessments for measuring learning gains:

1. **Class Placement** (after intake, using any instrument(s) other than MAPT)
2. **Pre-test** (within 2-4 weeks of class placement)
3. **Formative assessment** using teacher-made or other assessments during class to determine if students mastered what was taught (ongoing)
4. **Optional Mid-year Test** (generally after 4 months or 65 hours of instruction, whichever comes first and depending on class intensity; and no more than three times per year)
5. **Post-test** (generally after 4 months or 65 hours of instruction, whichever comes first, and before June 30. Programs may not test more than three times per year)

Required Assessments	Skills tested	Which Programs Use
MAPT	ABE Reading and Math	ABE
TABE 9/10, Levels E, M, D, A	ABE Writing (Language subtest)	ABE
	ABE Reading and Math	ABE for Incarcerated Adults, some Workplace without access to computers
TABE 9/10, Level L	Literacy Level Reading	ABE learners below GLE 2
BEST Plus	ESOL Speaking and Listening	ESOL
TABE Clas-E Writing Assessment only	ESOL Writing	ESOL

For assessments to be accurate, they must be administered and scored according to test developers' instructions. If staff make what may seem like small changes to test administration or scoring (such as giving test directions differently or diverging from a test's rubric when scoring), test scores lose their accuracy. It affects the instruction learners may need and slows them down in achieving their goals. It also adversely affects the accuracy of statewide scores that ACLS uses to base annual state projections of learning gains for US DOE.

Formative assessments are crucial to instruction. They include authentic, teacher-made, task-based, quizzes, etc. They test various skills determined by the teacher, including content and skills from ABE Curriculum Framework standards and benchmarks. Why are they important? Teachers know what was learned (and wasn't) and formative assessments guide what to teach next. They also involve students in the learning process, which can improve motivation, persistence, and retention.

For more information about the assessment process, take the user-friendly tutorial, Fundamentals of Assessment. Go to <http://moodle.literacytent.org>, click "Distance Learning," then "Fundamentals of Assessment." Before logging in, complete a "New Account." Finally, contact creid@worlded.org for the enrollment code you'll need to start the course.

Overview of the BEST Plus

The state's assessment policy requires programs to use the BEST Plus test (computer-adaptive version) for the following learners enrolled in ESOL classes:

- ESOL students who enter at SPL 0-6 and exit at SPL 7, whose Primary Assessment Area is Speaking and Listening.
- Students enrolled in Pre-Literacy ESOL classes, Level 1

The following programs may choose to use either the TABE Clas-E Assessment or BEST Plus, depending on their learners' goals:

- Workplace Education (ESOL) Programs
- Distance Learning (ESOL) Programs
- Students enrolled in Pre-Literacy ESOL classes, Levels 2 and 3

The BEST Plus, developed by the Center for Applied Linguistics (CAL), is an individually administered, scripted oral interview designed to assess English language learners' interpersonal communication using everyday language. BEST Plus is a performance-based test that measures an ESOL learner's oral skills in three areas: Listening Comprehension, Language Complexity, and Communication.

In the computer-adaptive version of the BEST Plus, test items are delivered via a computer with a BEST Plus CD. The test administrator asks the examinee a question that is presented to the administrator on the computer screen, listens to the examinee's response, uses a rubric to determine the score for the item, and then enters the score into the computer. (The examinee does not operate the computer). Based on that score, the computer determines the difficulty level of the next question. As a result, the questions are appropriate for the learner's ability and this allows for the fewest number of test questions to accurately determine the student's overall test score and proficiency level. Test time averages 10-15 minutes, depending on the proficiency level of the examinee. For more information, please see the BEST Plus website at <http://www.cal.org/aea/bestplus/index.html>.

Before Administering the BEST Plus

Required Staff Training

A minimum of two staff per program must attend a six-hour BEST Plus initial training offered by SABES (System for Adult Basic Education Support) before any testing of students can begin. Programs offering ESOL classes must maintain at least two trained BEST Plus test administrators at all times.

- Trained staff may not train fellow staff members at their programs.

Initial Test Administrator Certification Process

In order to receive Competency status and be able to administer the BEST Plus, the practitioner must first attend a six-hour BEST Plus training. Directly following the training, she/he must be approved to continue the certification process by the BEST Plus initial trainer and the regional

Curriculum and Assessment Coordinator (CAC). Participants will be contacted within one week regarding their status. They must then complete the following steps in order to become fully certified.

1. To ensure alignment with the BEST Plus scoring rubric, the trainee must complete a Scoring Activity (to be determined each year) using **a copy** of the score sheet in the BEST Plus Refresher Workbook, Test Administrator’s Edition, and the red CD entitled “BEST Plus Scoring Activities” from the Scoring Refresher Toolkit. The practitioner must do the Scoring Activity with no help or discussion from others.
2. To become comfortable with actual assessment administration, the trainee must perform 10 practice test administrations using the black CD entitled “BEST Plus Administrator Practice CD” from the Test Administration Guide. At least 5 of the practice administrations must be done with non-native English speaking students; the remaining number may be done with colleagues, family, or friends. She/he must fill out the Proficiency Development Form with the names of the 10 people tested, date it, and have it signed by his/her program director.

The Scoring Activity and the Proficiency Development Form, with program director's signature, should be sent to the regional CAC by mail, email, or fax **within three weeks** of receiving initial approval.

If a test administrator did not turn in a scoring activity by the deadline, or by a pre-approved extension date, he/she will not meet the requirements for certification and may not administer the BEST PLUS Assessment.

If the practitioner passes the initial Scoring Activity and performs the 10 practice test administrations, she/he will receive Competency status and be certified to administer BEST Plus assessments (no certificate will be given). Practitioners may now purchase BEST Plus test administrations. If the practitioner does not pass the Scoring Activity, the regional CAC will make contact regarding remediation **within two weeks**.

A “passing score” for the Scoring Activity is determined by the accuracy with which the practitioner uses each of the three sections of the BEST Plus scoring rubric, which assesses for students’ basic listening comprehension, language complexity, and communication. The possible combinations of scores for the three sections are:

- **R-R-R:*** no remediation required
- **R-R-A** in any combination: no remediation required
- **R-A-A** in any combination: no remediation required
- **A-A-A:** remediation required
- **U** in any area: remediation required

*(R = recertification recommended; A = acceptable but may need remediation;
U = unacceptable)

Remediation will be provided by the regional CAC. If the practitioner remains unsuccessful, the CAC will inform the practitioner and her/his Program Director that the practitioner must retake the initial training.

The Certificate of Competence will indicate the valid through-date for administering BEST Plus assessments. The practitioner will be required to recertify by the end of March on a yearly basis.

Annual Recertification

To ensure scoring accuracy, BEST Plus test administrators must recertify annually by taking part in a Scoring Refresher and successfully completing a 30-minute scoring activity. Each year, practitioners that are currently certified to administer the BEST Plus assessment will be notified in February by ACLS that the recertification process is beginning, and which Scoring Activity to complete.

To recertify, test administrators will need:

- The BEST Plus Scoring Refresher Toolkit
- The BEST Plus Scoring Refresher Workbook, Test Administrator's Edition (one for each Test Administrator)
- Every ESE-funded program has been given a set of these materials. If you do not have these materials at your program, please purchase one from the test publisher (<http://calstore.cal.org/store/detail.aspx?ID=335>) or contact your SABES regional CAC to see if there is a Toolkit to borrow. Test administrators should use the Toolkit to review and recalibrate their scoring within a structured forum so that they can share their insights and questions about administering and scoring BEST Plus tests. For example, test administrators may view the Toolkit DVD/video either as a group with a facilitator (preferred method). However, if this preferred method is not feasible, practitioners may proceed individually.

Practitioners will have **one month** to complete this activity. The Scoring Activity must be received by the regional CAC by March 30. The CAC will score and let the test administrator know via email their competency status by April 30 (Test Administrators will not receive a certificate). The competency status will be valid for at least one year. Staff who receive a borderline “Acceptable” or an “Unacceptable” score in any one of the three rubric areas will have an opportunity to receive remediation in order to continue to administer the BEST Plus.

Test Administrators who do not return their Scoring Activity by this date will not be able to administer the BEST Plus until they re-take the initial BEST Plus training, refresher, and scoring activity.

For more information and specific instructions on how to use the BEST Plus Toolkit, please refer to Appendix A.

Required Test Materials

At the BEST Plus initial training, participants receive the *Test Administrator's Guide* (TAG) and CD-ROM needed to access test administrations. The TAG and accompanying CD are provided free of charge by the Massachusetts Department of Elementary and Secondary Education. There is a charge for each BEST Plus test administration. The cost per administration depends on the total number purchased, and varies from \$1.05 to \$1.60 per administration. For more information, go to <http://www.cal.org/aea/bestplus/index.html>. To order online, go to <http://calstore.cal.org/store/topics/bestplus.aspx>, or download the BEST Plus Order Form to order by fax or mail: <http://www.cal.org/aea/pdfs/best-plus-order-form.pdf>

When to use the BEST Plus, when to use the TABE CLAS-E Writing Assessment

Student SPL Level	Assessment to Use
If an ESOL student is at SPL 0 or above:	Use the BEST Plus or the TABE Clas-E Writing Assessment
If an ESOL student's Primary Assessment Area is Speaking and Listening:	Use the BEST Plus
If an ESOL student's Primary Assessment Area is Writing:	Use the TABE Clas-E Writing Assessment

Student Placement

Programs may use any placement tests they choose. The BEST Plus may be given at intake, and may be given as both placement and pre-test. It must not be administered any later than four weeks from class enrollment.

Student Primary Assessment Area

Either the BEST Plus or the TABE CLAS-E must be selected as the primary assessment to report educational gain for students in ESOL classes. Programs are required to administer only one of the two, but both may be administered, with one counting as the primary assessment.

- A student's Primary Assessment Area may change during the fiscal year and assistance from SABES Techs is no longer needed.
- Learners who are co-enrolled may have different primary assessment areas at the different programs where they are enrolled to maximize their time at each program. (See the section on co-enrolled learners for more information).

Test Accommodations

An adult learner with a disability must provide the ABE program with a disability-related documentation if he/she requires accommodation(s). If a counselor or other program staff person determines through a screening that there is a strong possibility that the learner has a learning or

other disability, a formal assessment may be undertaken. A formal assessment of a **learning** disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a “licensed professional” may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist or psychologist. An IEP (Individual Education Plan) is not a documented formal diagnosis of a learning disability.

“Disability-related documentation” includes educational assessments, or an Individual Education Plan (IEP) developed by the public school system to document a person’s disability for an accommodation in the ABE program. *Note that educational assessments and the IEP, however, may not be adequate documentation for a GED accommodation.* Contact Tom Mechem, GED Chief Examiner at ACLS, with questions. A qualified licensed professional must administer formal assessments for GED accommodations. Assessment reports to be used for GED accommodation cannot be more than five years old. For more information about modifications and accommodations relating to ABE instruction, please refer to pages 13-15 in the ACLS Disability Guidelines, at <http://www.doe.mass.edu/acls/disability/guidelines.doc>.

For any questions, concerns, or if staff have a student who should receive test accommodations on the BEST Plus, please contact April Zenisky-Laguilles at aclstesthelp@educ.umass.edu.

Pre- and Post-Testing Interval

The general recommendation is to post-test after an interval of four months or 65 hours of instruction, whichever comes first. Because the intensity of classes varies among programs, some adult learners in intensive classes may reach 65 hours of attended instruction before two months have elapsed. In this case, learners with 65 hours of attended instruction **may be tested sooner than two months (60 days) after their previous test**. Programs may not give the BEST Plus test to their learners more than three times in a fiscal year. The test administered for the pre-test must remain the same for the post-test (e.g., one may not pre-test with the BEST Plus and post-test with the TABE Clas-E).

Programs need to pre- and post-test between 66% and 76% of enrolled students each fiscal year in order to capture student educational gain. To meet this standard, each program needs to consider its past performance and develop an assessment plan that fits the program’s class plans. Post-testing twice a year will not necessarily achieve the 70% pre/post performance standard. For more information and to review the performance standards for specific exclusions, see the FY11 Performance Standards for Community Adult Learning Centers: http://www.doe.mass.edu/acls/pawg/fy10fc340_345_359.doc (for Fund Codes 340, 345, and 359). The NRS does not allow any exclusions.

Co-enrolled Learners

Learners who are co-enrolled or transfer from one site to another will have their assessment information more easily tracked and used at the new program.

New for FY12: Required assessments (e.g., CLAS-E, BEST Plus, MAPT, TABE 9/10) for students will appear in SMARTT at all sites where individual students are enrolled, regardless of the site where a student took the test. This new feature will make it easier for programs to enroll these students and get them settled in class. There is no longer a policy that the copied assessment has to have been taken within the past two months.

- The assessments will be color-coded in the SMARTT Student Assessment Screen to show where the test was taken.
- The Primary Assessment Area may be set at all sites within the current fiscal year
- The copy icon will appear next to all May/June tests so that users may copy the last test taken from any site to their own site in FY12.
- Note that no manual copies will be required for any assessments in FY12.
- A link labeled “Other Site Assessments” located on the SMARTT “Welcome Screen” shows the list of co-enrolled students who took tests at other sites. There are two panels for current and exited students. Programs can view the list and drill down to the assessment screen to view tests for individual students. Programs can decide if they want to set primary areas for this test **Note the primary area may be different at different programs.** (For example, a student may have a primary assessment area of math at one site, and reading at a site at which he/she is co-enrolled). A column has been added that shows if the primary area has been set. This feature will help programs know if dually enrolled students do not need to have another assessment administered immediately.

Test Security

All BEST Plus CDs and BEST Plus student test scores must be kept in a secure place. Although students’ test scores are stored on the hard drive of the computer used to administer the test, it is important to back up the hard drive, and/or keep printed copies of the scores in a secure place. After the BEST Plus assessment is completed, a score report is generated that can be printed out or saved to the hard drive or disk. Staff should share, explain, and discuss score reports with students so students can understand their progress.

Staff and test administrators are not permitted to have access to the BEST Plus test items and use them to prepare learners for their BEST Plus tests. The Massachusetts Department of Elementary and Secondary Education reserves the right to immediately terminate the program’s grant if any staff are found to be violating the BEST Plus assessment policy regarding test security.

During BEST Plus Administration

Following Test Administration Procedures

Test administrators must follow the test directions in the BEST Plus Test Administrator’s Guide (TAG). The test publisher states in the TAG, “Test administrators have ultimate responsibility for the test’s reliability. Test administrators must agree to:

- Carefully read all materials presented in the Test Administrator’s Guide
- Use the test only for appropriate purposes and with examinees for whom it is intended (e.g., it is not intended for hearing or speech-impaired, or visually impaired learners)
- Follow exactly all administration and scoring procedures
- Follow sound professional practice in discussing and releasing scores.
- Not duplicate or alter in any manner any BEST Plus materials or test items without receiving prior written permission from the Center for Applied Linguistics.”

Who May Administer

Teachers may not administer or score the BEST Plus to their own students; any other certified test administrator may administer the BEST Plus.

Using Assessment Reports for Tracking When to Post-Test

The SMARTT system generates assessment reports so that a program can track when to administer the next BEST Plus test¹. The BEST Plus report will list the date administered for the previous fiscal year, the pre-test (if different), and optional mid-year test for the current fiscal year. The assessment reports may also be used to check which learners have not yet been post-tested near the end of the fiscal year. Any of the reports may be exported into Excel. To access these reports, go into SMARTT, select the “Site” link on the left menu in SMARTT and then select “BEST Plus Report Primary Set.” Any tests completed after June 30th will be counted as pre-tests with a date of July 1 in the next fiscal year.

Test Conditions

The testing location must be quiet and comfortable so learners will not be distracted by their surroundings while taking the test. Learners may be tested in a computer lab, empty classroom, office, or other space. Learners may not be tested in an occupied classroom or space where other students are in class working or talking.

Use the Rubric When Scoring the BEST Plus

Test administrators must use the scoring rubric each time they test.

¹ Note that the date for the next assessment to be taken is based on four months, but adult learners in intensive programs who reach 65 hours of attended instruction may be tested before two months elapse. Programs may not test learners more than three times per fiscal year.

Recalibrate Before Every Time You Test

To ensure consistent BEST Plus test scores statewide, all test administrators must achieve inter-rater reliability, so that all practitioners throughout the state are uniform in their scoring. All scorers need practice and require refresher work before any testing session to maintain their uniformity of scoring. The goal is for all scorers to calibrate themselves to the rubric and training materials, not to each other.

BEST Plus test administrators must recalibrate each time they test to ensure consistent scoring accuracy among BEST Plus test administrators. As a certified test administrator, you must review the BEST Plus score rubric and then read and score the Benchmarks and Scoring Practice activities in Section V of the BEST Plus Test Administrator Guide (TAG). Compare your scores with the official answers in the TAG. If you are inconsistent with the scoring activity two or more times, contact your regional CAC, Carey Reid, or April Zenisky to discuss (see pages 12-13 for contact information). If you have been administering the BEST Plus for one or more years, you may find the Scoring Refresher Video in the Scoring Refresher Toolkit helpful in clarifying scoring beyond what is covered in the initial training.

Be aware of your limits for scoring before exhaustion begins to affect the reliability of your scores. Generally after administering 4 tests in a row, it is time for a short break. Include time for calibration and re-familiarizing yourself with the BEST Plus rubric.

After Administering the BEST Plus Test

Score Reporting

BEST Plus scale scores must be recorded in SMARTT. Scale scores are the type of score used for the BEST Plus, and they are used to compute and derive all other scores associated with the BEST Plus. The SMARTT ABE database will translate the scale scores into the levels stipulated by the federal National Reporting System (NRS). Programs may generate reports that portray student educational functioning levels and gains using SMARTT

ESOL Speaking and Listening Correlations using the BEST Plus Test		
Scale Scores	Student Performance Levels (SPLs)	NRS level
400 and below	0 - 1	Beginning ESL Literacy
401 – 417	2	Low Beginning ESL
418 – 438	3	High Beginning ESL
439 – 472	4	Low Intermediate ESL
473 – 506	5	High Intermediate ESL
507 - 540	6	Advanced ESL
541 and above	7	Exit Criteria

Measuring Learner Gains

Learning gains are calculated each fiscal year from pre- and post-testing and based on learners' first (pre-test) and last test.

Massachusetts measures learners' educational gain in two different ways. First, Massachusetts reports the number of ESOL learners completing or advancing one or more Educational Functioning Levels (EFL) as defined by the US Department of Education's National Reporting System (NRS). Massachusetts is required by the US Department of Education to not only report learning gains based on EFL completion rates, but also to use EFL completion rates as a measure of program performance.

In addition to measuring learning gains by EFL completion rates, Massachusetts measures "meaningful educational gain." Meaningful educational gain is measured solely by the improvement in test scores between the pre- and post-test and does not take into consideration Educational Functioning Levels. Meaningful educational gain is measured by an increase of 33 or more scale score points on the BEST Plus.

Measuring completion of Educational Functioning Levels for the federal US Department of Education (National Reporting System, Federal Report Table 4)

- The National Reporting System (NRS) requires that all students who have 12 hours or more of attendance be included in all Federal Report tables, including those reporting pre and post-tested learners and those making gains by completing an Educational Functioning Level.
- For more information, see FY11 section #6, "NRS Educational Functioning Level Completion:" http://www.doe.mass.edu/acls/pawg/fy11fc340_345_359.pdf (for Fund Codes 340, 345, and 359).

Rolling Over BEST Plus Scores to the Next Fiscal Year

Any BEST Plus tests given to students in May or June may be rolled over to count as the first (pre-) test in the new fiscal year. Program staff may copy the score or give a new test. To copy, select the "copy" button to copy May/June tests to be rolled over. The May/June test will then be dated July 1 of the new fiscal year. The July 1 date is color-coded to let program staff know it was copied.

- Transitions programs, see specific and most recent policies at <http://www.doe.mass.edu/acls/assessment/news/fy11policy.html> and any subsequent documents.

Questions

Please contact April Zenisky-Laguilles at aclstesthelp@educ.umass.edu, or the SABES Regional Curriculum and Assessment Coordinators or Carey Reid (see contact information on the following page).

Program staff must read the Assessment Updates in the ACLS Monthly Mailings for important new information: <http://www.doe.mass.edu/acls/mailings>.

SABES Regional Curriculum and Assessment Coordinators

Greater Boston: **Jiashan (John) Zhang**, 617-287-4076. Email: john.zhang@umb.edu

Central: **Merilee Freeman**, 508-751-7931. Email: mfreeman@qcc.mass.edu

Northeast: **Janet Piracha**, 978-738-7304. Email: jpiracha@necc.mass.edu

Southeast: **Annemarie Espindola**, (508) 678-2811, ext. 2782. Email: nancy.sheridan@bristolcc.edu

West: **Dori McCormack**, 413-552-2393. Email: dmccormack@hcc.mass.edu

Central Resource Center: **Carey Reid**, SABES Staff Developer for Licensure and Assessment (617) 385-3637. Email: creid@worlded.org

Appendix A: Massachusetts' Procedures for Using the BEST Plus Scoring Refresher Toolkit

Overview

To ensure scoring accuracy statewide, all BEST Plus test administrators need to be recertified by 1) taking part in a Scoring Refresher and 2) successfully completing a 30-minute Scoring Activity. To recertify, you will need:

- A BEST Plus Scoring Refresher Toolkit
- A BEST Plus Scoring Refresher Workbook, Test Administrator's Edition: one Workbook for each BEST Plus test administrator

Test Administrators must use the Toolkit to review and recalibrate their scoring within a structured forum to share their insights and questions about administering and scoring the BEST Plus. It is also an important way to review and recalibrate their scoring in order to ensure reliable assessment data statewide.

1. The Scoring Refresher

The Toolkit and Workbook may be used by an individual test administrator or by a large or small group led by a facilitator. Participating in a group is preferred, since test administrators benefit from each other's questions and experience. If a group Scoring Refresher is done, a facilitator is required. If the Refresher is done individually, he/she needs to read the Toolkit and accompanying facilitator's edition of the Workbook prior to the Refresher. The Toolkit contains helpful information and a Workbook with extra information for the facilitator.

The Refresher Facilitator's Role

Facilitators need to be experienced with using BEST Plus and in working with the adult ESL learners, and be:

- Comfortable and confident with the scoring rubric and all three language components tested (Listening Comprehension, Language Complexity, and Communication)
- Able to use the scoring rubric to justify scores used as benchmarks on the video
- Experienced with facilitating discussions and be able to summarize information presented in the Scoring Refresher Video
- Empathetic and able to judge when participants need a break or a question answered
- Available to review all Scoring Refresher materials carefully before facilitating a Refresher session
- Facilitators may be a staff person who is in charge of assessment at your site; an on-staff certified BEST Plus trainer or a certified BEST Plus trainer hired by the program to facilitate.
- Facilitators must read the Toolkit and facilitator's edition of the Workbook prior to leading the Scoring Refresher.
- Facilitators must make clear to test administrators that although their personal ideas and concepts of language proficiency and assessment can differ from those represented in BEST Plus, these differences must be set aside for the purposes of BEST Plus scoring accuracy.

- The Toolkit or DVD/Videos should not be taken home by staff and is the property of the program. The Toolkit materials must be kept in a secure place when not in use. Programs that lose their Refresher Toolkit must purchase another for \$160 at <http://calstore.cal.org/store/detail.aspx?ID=335>.

How and When to use the Toolkit:

- Facilitators must follow the procedures outlined in the Toolkit for conducting the Scoring Refresher. Individuals using the Refresher by themselves must follow the Agenda for self-study in Section V-9 in the Toolkit.
- The Refresher will take 2.5 to 3 hours to complete. The Refresher can be separated into two sessions, but not broken into more sessions than that.
- Facilitators must use the Needs Assessment, Self Assessment, Refresher Planning Worksheet and Checklist materials in Section V, pages 3-8. All test administrators must complete the Self Assessment in Section V, page 3-4 in the Toolkit prior to the refresher. (The facilitator needs to copy and give it to all test administrators.) A detailed agenda for a facilitator-led Scoring Refresher session is in Section III, page 3.
- Additional helpful materials for facilitating the Scoring Refresher are in Sections III and V.
- Additional information and considerations for when to score are in Section III, page 2-3. A helpful flow chart is on page 3.
- Be prepared for a number of times where facilitators will need to pause, back up, or fast forward through the video or DVD as it is used in the Workbook.
- The Toolkit instructions state that you may read the sections of the Workbook either now or later while watching the video. There is important information in the Workbook that is not gone into as much detail in the video. Test administrators must read the entire Workbook at the same time as you are going through the video. Please pay particular attention to the "Summary" sections in the Workbook. Stop the video and read the corresponding section in the Workbook before moving on.

2. The Scoring Activity for Recertification

- Up to a week after the Scoring Refresher, BEST Plus test administrators and the facilitator are required to watch and score responses to a 30-minute Scoring Activity (which Activity will be announced each year in February). For more information, see Section IV of the Toolkit. The Refresher must be completed one week or less before doing the Scoring Activity.
- Use the red scoring video (located in the front of the Toolkit) and note your answers in the two perforated sheets in Appendix D of the Workbook

- Prior to completing the Scoring Activity assigned, please read and the Scoring Activity Instructions found in Section IV, pages 2-3, and then follow the instructions.
- Test administrators must watch the Scoring Activity on site at the program and must strictly adhere to proper test procedure protocols (e.g., do not confer with each other during the test) **Do not stop, pause or rewind the video at any time or allow for discussion of any items.**
- Test administrators must complete the Scoring Activity by or before March 30. Submit the scores by mail or fax to your SABES Regional Center. Mailing addresses and fax numbers are on the SABES web site: <http://www.sabes.org/staff.htm> *Those who do not return the Scoring Activity by this date will not be able to administer the BEST Plus until re-taking the initial BEST Plus training, Refresher and Scoring Activity.*
- By April 30, your Regional SABES Curriculum and Assessment Coordinator will review your work and inform you of your status. Scores will fall into three categories, based on the scoring system developed by BEST Plus test developers: "Recommended," "Acceptable," or "Unacceptable." An explanation of scoring is found in Section IV, pages 4-5, 19 and 25. (Please note that pages 6-18 have been removed from the Toolkits.)
- The SABES regional CAC will score and send an email reflecting competency status to the practitioner by April 30. The new certificate will be valid for at least one year. Staff who receive a borderline “Acceptable” or “Unacceptable” score in any one of the three rubric areas will have an opportunity to receive remediation and may not administer the test until successfully completing remediation.