



Volusia Benchmark Assessments (VBA) Administration Manual

2026-27 School Year

For VBA Contacts

Prepared for	VBA Contacts at each Volusia County school
Prepared by	Research, Evaluation & Accountability (REA), Volusia County Schools
Primary testing and data platforms	Performance Matters / VCS Student Data Dashboard
Use of this manual	Guide school-level preparation, secure test administration, monitoring, closeout, and scoring.

Manual at a Glance

This manual provides school VBA Contacts with a practical framework for preparing teachers and other VBA Test Administrators (TAs), preserving test security, monitoring administrations, supporting accommodations, and closing out each Volusia Benchmark Assessment administration with fidelity.

Before Testing	During Testing	After Testing
Confirm testing windows and times; distribute the administration script; ensure TAs know how to assign and administer tests in Performance Matters (PM); verify accommodations and paper-based needs.	Ensure TAs actively monitor; rooms are not left unattended; desks are clear of unauthorized materials; students work independently; students have no unauthorized electronic devices; OLA Student Status in PM is used to monitor student progress.	Ensure TAs confirm submission of tests in PM for scoring or pause/lock students as appropriate; confirm students are logged out; maintain incident documentation. For VBA 3, maintain seating charts and security logs.

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1. Purpose, Scope, and Roles

The Volusia Benchmark Assessments (VBAs) are district benchmark assessments administered during the school year to monitor students' progress toward mastery of Florida benchmarks. This manual is designed for the VBA Contact at each school and should be used to support the preparation of teachers and other Test Administrators (TAs), consistent administration, secure testing conditions, and post-administration follow-up.

School VBA Contact Responsibilities

- Serve as the school-level point of contact for VBA administration procedures and Performance Matters support.
- Provide VBA Test Administrators with the required administration script, timing information, security expectations, and local testing plan.
- Share district test security expectations with teachers before administering VBAs.
- Coordinate with school testing coordinators, coaches, IEP facilitators, and administrators to support accommodations and secure testing conditions.
- Support teachers with assigning, monitoring, pausing, locking, unlocking, and closing out assessments in Performance Matters.
- Escalate urgent administration or security concerns to VCS Research, Evaluation & Accountability (REA) as appropriate.

VBA Test Administrator Responsibilities

- Read and follow the district administration script.
- Only assign or release a test to students who are in the testing room and actively testing.
- Actively circulate and monitor throughout the entire testing session.
- Maintain test security and prevent unauthorized access to items, devices, notes, or other materials.
- Pause, lock, submit, or close out student tests according to the school testing plan and district guidance.
- Report irregularities, suspected cheating, security concerns, or accommodation issues to the school VBA Contact immediately.

2. VBA Overview and Assessment Design

- VBAs are formative instructional tools designed to identify strengths and weaknesses and to support extension and remediation activities.
- VBAs are given as three quarterly assessments, with each assessment expanding as benchmarks are introduced within the curriculum.
- Tests and items are continuously reviewed for validity and reliability with input from teachers, curriculum specialists, coordinators, and REA.
- VBAs are aligned to state standards, VCS curriculum scope and sequence, item complexity, benchmarks assessed, and reporting categories.
- VBAs are computer-based and delivered through the district online assessment platform, Performance Matters.
- Results can be used in Performance Matters and the VCS Student Data Dashboard to review student, benchmark, classroom, grade-level, and other subgroup data.

3. Testing Windows, Timing, and Administration Conditions

Students should receive uninterrupted time to complete the assigned VBA. If all students finish early, teachers may allow students to submit scores at student completion and end the test session. Students requiring additional time should

continue testing according to the school testing plan and applicable accommodations, without disrupting instruction for students who have finished.

Standard VBA Testing Times

VBA	Approx. timing in year	Number of questions	Standard testing time
VBA 01	End of Quarter 1 (Sept./Oct.)	20-25	Elementary: 60 minutes; Secondary: 45 minutes
VBA 02	End of Quarter 2 (December)	30-40	Elementary: 80 minutes; Secondary: 80 minutes
VBA 03	End of Quarter 3 (March)	35-55	Elementary: ELA 120 minutes; Math/Science 100 minutes; Secondary: 95 minutes

Secondary schools typically administer VBAs in the teacher-of-record classroom during the regular school schedule. Elementary schools administer each VBA over the course of one day, unless a student's accommodations or local plan require otherwise.

Local Administration Conditions

- Desks/workstations must be clear except for approved testing materials such as computers, clean scratch paper, writing utensils, and approved reference sheets.
- Books, notes, unauthorized electronic devices, and academic aids that could support answers should not be accessible during testing.
- No incentives should be offered for early completion.
- At the end of the testing time, finished students may be dismissed according to the school plan while students who need more time are paused or relocated as appropriate.
- For VBA 3, TAs should maintain seating charts and security logs, as required by the school testing plan.

4. Accommodations and Paper-Based Testing

- Students with IEP, 504, or ELL accommodations should receive the accommodations documented in their plans for VBA administrations.
- Performance Matters provides text-to-speech when the student has an accommodation profile in Performance Matters.
- Any changes to a student's accommodation profile should be handled by the classroom teacher, coach, or IEP facilitator, according to school procedures.
- Performance Matters text-to-speech may read both passages and questions rather than one or the other in isolation; if this does not meet a student's need, other accommodations must be handled at the school level.
- Additional requests such as braille must be communicated to REA ahead of time.
- Paper-based testing should be limited to students with documented and approved paper-based accommodations. VBA Contacts will print paper test forms from a shared electronic folder (location to be provided by REA). Materials are secure and must be handled according to district guidance.

5. Test Security and Active Monitoring Expectations

Core security expectation: VBAs should be administered with the same fidelity as Florida Progress Monitoring/state assessment administrations. VBA items are secure and must be protected before, during, and after testing.

Required Monitoring Behaviors

- Actively circulate and monitor the room throughout the test session.
- Never leave a testing room unattended.
- Keep full attention on students; testing time is not a time for grading, lesson planning, unrelated device use, or personal communication.
- Ensure students work independently, do not talk, and do not cause disruptions.
- Check that unauthorized devices are not in students' possession during testing.
- Use OLA Student Status in Performance Matters to monitor student progress and test status during the session.

Security Prohibitions During the Administration Cycle

- Do not send any VBA material home with a student, including a full assessment, part of an assessment, or one question.
- Do not help students answer test questions or provide verbal/non-verbal cues.
- Do not use VBA questions as study guides, remediation, post-assessment review, or extension activities.
- Do not duplicate, photocopy, screenshot, electronically share, or distribute secure items except as authorized for student administration.
- At the end of the class period or testing session, unassign or lock students as appropriate so they cannot access the assessment remotely outside the supervised environment.
- Report cheating, security incidents, and irregularities immediately to the school VBA Contact and REA as directed.

6. Performance Matters Administration Quick Guide

This quick guide summarizes the core actions teachers use in Performance Matters. School VBA Contacts should pair this guide with local training and screenshots/click sheets when available.

Assigning an Online Assessment

1. From within Performance Matters, select "Test" from the left navigation menu.
2. Select "Assessment Manager."
3. Use "Assessment Category" and select "Secure District Assessments" to locate VBAs.
4. Locate the appropriate active assessment and select the ellipses ("...").
5. Choose "Assign Online/Paper Based."
6. Select all students or individual students who are physically present and ready to test, then select "Assign." Use filters if needed for class/course sections.
7. Confirm that students can access the correct test before the session begins.

Monitoring an Online Assessment

8. Select "Test" and then "OLA Student Status."
9. Select the appropriate assessment from the drop-down list.
10. Filter by teacher, school, class period, or course type as needed, then select "Apply Filters."

11. Enable “Live Updates” when available to monitor status changes during testing.
12. Use status categories such as Assigned, Locked, In Progress, Submitted, or Finished to determine the next steps.
13. Use bulk actions only with care and only for students in the same status category.

Common Performance Matters Issues

Issue	School-level response
Student test is locked	Check the student’s device and test environment before unlocking. The lockout browser may lock a student if something outside the test window is selected. Do not blindly unlock all students.
Text-to-speech/read-aloud is missing	Confirm the student’s accommodation profile. If enabled but not visible, have the student close the test and log back in.
Student needs more time	Move students from In Progress to Locked at the end of the period if testing will resume later. Unlock when students return to continue testing.
Student accidentally submitted	Submitted assessments may be moved back to In Progress through OLA Student Status. Use “Choose an Action” carefully to avoid unintended status changes.

7. Student Directions / Required Administration Script

Read the applicable directions aloud to students. Insert the subject area, test name, and testing time before administering the assessment.

Before / Beginning of Testing

“Today you will be taking the Volusia Benchmark Assessment in (Subject Area). The purpose of this test is to monitor your progress toward the mastery of Florida benchmarks.”

“You are not expected to know the answer to every question on the test; just try to answer the questions to the best of your ability. The information we gather from today’s test will help us determine how we proceed for the rest of the year. Please do your best and do not leave any blank answers.”

“Please remember that you may NOT have any personal electronic devices, such as cell phones or smart watches, in your possession during testing. This session is ____ minutes.”

“The only materials on your desk should be your computer, clean scratch paper (if applicable), a pencil or pen (if applicable), and a reference sheet (if applicable).”

(Activate all students for testing at this time.)

“Log into Performance Matters and access your assessment. Make sure you can see (Insert name of test here).”

“Now you are going to take the Volusia Benchmark Assessment.”

“I will let you know when there are 10 minutes left today.”

“During testing, do not talk or disturb others. You may now begin testing.”

After Testing

“Stop testing. If you have finished your test, please make sure you have submitted it for scoring.”

“If you are provided extended time, I will be pausing your assessment. Please make sure you exit the test to save your answers.”

“(For two-day or two-session assessments), I will be pausing your assessment at this time. You will be able to resume testing from where you left off. Please exit Performance Matters and close your web browser.”

“Log out of the Performance Matters platform and close your browser at this time.”

8. After Testing: Scoring, Data, and Closeout

- Raw scores are available in Performance Matters after students submit assessments for scoring.
- Scaled scores and achievement/performance levels are available on the VCS Student Data Dashboard after data are processed.
- Teachers should use the Student Data Dashboard to review scale scores and benchmark-level results for instructional planning.
- REA guidance recommends that if a VBA is used as a gradebook grade, teachers should not rely on raw percent correct alone; the scaled score and achievement level better represent student performance based on assessment design and difficulty.
- Teachers should use results to identify benchmark strengths and weaknesses and to plan remediation and extension activities without reusing secure test questions.

9. School VBA Contact Checklists

Task	Done	Notes
Distribute manual, administration script, testing times, and local testing plan to all VBA Test Administrators.	☐	
Confirm which teachers/sections administer each VBA and when.	☐	
Confirm students with extended time, text-to-speech, ELL, 504, IEP, and approved paper-based accommodations.	☐	
Verify that paper-based materials are secure, student-specific if applicable, and returned/retained according to district guidance.	☐	

Train or refresh teachers on assigning assessments and monitoring OLA Student Status in Performance Matters.	☐	
Confirm local process for incident reporting, testing-day support, and (for VBA 3) seating charts and security logs.	☐	
After testing, verify that students are submitted, locked, or finished as appropriate, and that unauthorized access is prevented.	☐	
Communicate data availability and remind teachers to use Student Dashboard scale scores/benchmark data for instructional planning.	☐	