

# **Wonderlic.**

## **Wonderlic Scholastic Level Exam – Pretest and Distance Learner (SLE-Q) Administrator’s Guide**



**TABLE OF CONTENTS**

**Introduction** ..... 1

**About this Administrator’s Guide** ..... 2

**Quick Reference Guide** ..... 2

**What the SLE-Q Measures** ..... 3

**What the SLE-Q Does NOT Measure** ..... 3

**Online Test Initiation** ..... 4

**Scoring the Test** ..... 5

**For All Test Users** ..... 5

    Reasonable Accommodation ..... 5

    Requirements for Retesting ..... 6

    Alternative Language ..... 6

    Setting Program Ranges ..... 6

**Interpreting Results** ..... 7

**Technical Support** ..... 8

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**Introduction** Built upon the long developmental history of the traditional Wonderlic Classic Cognitive Ability Test (WPT), the Wonderlic Contemporary Cognitive Ability Test (WPT-R), and the Scholastic Level Exam (SLE), the Wonderlic Scholastic Level Exam Pretest & Distance Learner (SLE-Q) incorporates new findings in educational research and testing. The SLE-Q is an online, unproctored cognitive ability test. The scoring system is automated and integrated with the new Wonderlic Online applicant management platform.

A Wonderlic Education Analyst can work with your schools to determine appropriate score ranges for your educational programs. You can compare an individual’s score to these score ranges to help improve your student recruiting and admissions processes.

The SLE-Q was designed to be administered online in an unsupervised environment. Where possible, a follow-up administration of a proctored SLE is recommended to confirm the accuracy of SLE-Q results.

**About this  
Administrator’s Guide**

The purpose of this Administrator’s Guide is to help your organization use the SLE-Q in a way that is fair and effective. This guide will also assist you in administering the SLE-Q online as well as interpreting SLE-Q results. The next few pages provide a brief description of the SLE-Q, what it measures, and how it should be used.

**Quick Reference  
Guide**

**Administering the Test**

The SLE-Q was designed to be administered in an unproctored environment. After a brief overview, test takers read the test instructions, complete the sample questions provided at the beginning of the test and work on the test problems.

**Timing the Test**

The SLE-Q is designed to be administered for exactly 8 minutes. During the online test, the computer automatically tracks the time as it guides individuals through the test and accounts for time lags associated with Internet speed and loading of web pages.

**Scoring the Test**

SLE-Q test administrations are scored automatically upon completion. A detailed score report will then appear in Wonderlic Online within minutes.

**Interpreting Test Results**

Wonderlic works with test users to help identify minimum cut scores for each program. These score ranges are based on normative data and can vary according to the complexity of the type of jobs for which the student is being prepared. In general, higher scoring test takers will learn more quickly, will master more complex material and will make better judgments when information is lacking. Lower scoring test takers are likely to require more time for learning, more specific instruction and more standardized training routines in order to be successful.

**Wonderlic.****What the SLE-Q Measures**

The SLE-Q is a short-form measure of general cognitive ability. Often referred to as general intelligence, or “g,” cognitive ability is a term that describes the level at which an individual learns, understands instructions and solves problems. The purpose of the SLE-Q is to provide quantitative insight into how easily individuals can be trained, how well they can adjust to and solve problems in a training program, and how well-satisfied they are likely to be with the demands of a particular program.

Higher scoring individuals tend not only to gain more from formalized training, but they are also more likely to learn effectively from hands-on experience. Modest scoring individuals will need more detailed instruction, hands-on practice, additional time, repetition and closer supervision.

Each SLE-Q form consists of 30 questions and uses a number of different item types to measure cognitive ability. These include word comparisons, antonyms, colored square patterns, dates and times, graphs, number comparisons, simple math, sentence forming, rotational series, syllogisms and others. The test questions were carefully arranged in order of difficulty, beginning at a modest level and progressively increasing in complexity.

While the SLE-Q focuses on assessing learning potential as opposed to prior achievement, test takers will need to read at a sixth grade level in order for the assessment to accurately measure an individual’s cognitive ability level. They will need basic math skills including addition, subtraction, multiplication and division. Test takers should also be familiar with either U.S. or metric monetary units and system of weights and measures, depending on what form of the SLE-Q is being administered.

Individual scores on the SLE-Q are strongly correlated with scores on longer tests of cognitive ability such as the Wechsler Adult Intelligence Scale, the cognitive or “Aptitude G” scale of the General Aptitude Test Battery, and the “Academic” scale of the Armed Services Vocational Aptitude Battery. In addition the SLE-Q is a strong and valid predictor of the full twelve-minute SLE and correlations between the SLE-Q and the SLE are extremely high. The strength of the correlation between these two assessments enables Wonderlic to accurately calculate a predicted SLE score based on an individual’s SLE-Q test results. The correspondence between the predicted score and the actual achieved SLE score is extremely high (corrected correlations range between .93 and .96).

**What the SLE-Q Does Not Measure**

The SLE-Q measures general mental ability, but not how well or how often an individual will choose to employ this ability in an academic or training environment. A person of lower ability who is motivated to do well may outperform someone of higher ability who is less motivated. Therefore, a well-designed admissions policy will also evaluate other training-relevant factors such as personal characteristics, learned skills background and experience.

A person with an excellent score on a single test may have other deficiencies that make them less desirable than another individual who didn’t score as well. For most admissions decisions, there will be a range of scores that can be considered for a given program.

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**Online Test Initiation** There are two methods for initiating administration of the SLE-Q online:

### Automatic Online Initiation:

The SLE-Q can seamlessly fit into an online application process. Applicants click a link (provided to you by Wonderlic) in an online admissions process application and are directed to the registration page for that application. Registration creates a unique record for that applicant within Wonderlic Online. Applicants are then guided step-by-step through the application process, including the SLE-Q.

### Manual Online Initiation:

Test administrators can also initiate online testing manually by adding an applicant to the system while logged onto Wonderlic Online, or by selecting an applicant already in the system, then assigning the SLE-Q as a task. With the “Assign Tasks” window open, there are three options for manually initiating online administration:

Tasks	Test	Re-Test
Pre-Screen	<input type="checkbox"/>	<input type="checkbox"/>
SLE-Q	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essay	<input type="checkbox"/>	<input type="checkbox"/>
SLE	<input type="checkbox"/>	<input type="checkbox"/>
WBSTq	<input type="checkbox"/>	<input type="checkbox"/>
WBSTv	<input type="checkbox"/>	<input type="checkbox"/>

Administration Type

Start Now  Send Invitation  Issue Pin

Go

“Start Now” launches the SLE-Q immediately from that computer. It is primarily used when testing a single individual on-site.

“Send Invitation” emails a link and instructions to the applicant(s) inviting them to complete the assessment remotely at their convenience. This email instructs the student that they should find a quiet location to take the assessment, that they should have scratch paper and a pen/pencil available, and provides the system requirements needed to be able to take the online assessment.

- “PIN Administration” allows the administrator to print a one-page instruction sheet for each test taker in advance, and can be used when testing individuals or groups.

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**Scoring the Test** Scoring of the online SLE-Q occurs automatically upon completion. Score reports will appear within Wonderlic Online within minutes after completion.

**For All Test Users** The following sections apply to all test users.

**Reasonable Accommodation** Reasonable accommodation has long been recognized as an essential component of the testing process. Additionally, it is legally mandated under the Americans with Disabilities Act (“ADA”). While the ADA does not define reasonable accommodation, it provides a list of examples of what might constitute a reasonable accommodation. With respect to testing, the ADA requires that tests be given to people with impaired sensory or manual skills in a format and manner that minimizes the impact of any impaired skill on test results, unless the test is designed to measure that particular skill. A central theme of this legislation is that reasonable accommodation is not effectively addressed by a general policy, rather accommodations are best addressed only on a case-by-case basis.

If a test taker requests reasonable accommodation in the testing process, the test administrator may require that the test taker document the existence of the disability as defined by the ADA. This documentation should be provided by an appropriate professional (e.g., physician, psychologist, rehabilitation counselor), and helps to establish that the test taker is entitled to reasonable accommodation.

For example, if a test taker states that he or she will have problems reading the test because of dyslexia, the test administrator may request documentation reflecting that the issue with respect to reading stems from such impairment, rather than other factors (e.g., lack of education). The administrator may also require that the test taker provide documentation concerning the functional limitations that are caused by the disability. The administrator is entitled to such documentation since reasonable accommodation should only be provided to individuals who are protected by the ADA or similar state law. Note, the test anxiety that is commonly reported by test takers typically does not rise to the level of a disability.

Once it has been determined that the test taker has a covered disability, the administrator should initiate discussions to help identify an appropriate reasonable accommodation. While it is important to recognize that this must be an interactive process, the administrator is not required to provide the specific accommodation requested. Certainly the request should be given primary consideration, but the administrator’s duty is only to provide an effective accommodation.

Wonderlic can assist in providing reasonable accommodation choices when evaluating test taker cognitive ability levels. It should be noted that potential testing alternatives are only available on the Scholastic Level Exam (SLE). These alternatives may include, but are not limited to, the following:

- Extended Time Administration\*
- Large Print Administration
- Audio Administration
- Braille Administration



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Large Print, Audio, and Braille are available for purchase as part of Wonderlic’s ADA Kit. Other accommodations can also be considered by the test administrator, including modifications to the location or environment of the testing session. If the nature of the individual’s disability is such that the speed with which they can respond to questions is directly and inappropriately impacted by their disability, then an Extended Time Administration may be warranted (Extended Time Administrations can only occur via paper and pencil test forms. See the “Extended Time Administrations” section of the SLE Paper and Pencil Administrator’s Guide).

**Requirements for Retesting**

There are four equivalent English language forms of the SLE-Q. Individuals who need to be retested should always be given a form different from the form(s) which they previously completed. This is controlled automatically when all testing is done online.

There is no required waiting period for retesting using an alternate test form. The decision about when to retest should be focused on remedying the problem that occurred during the first testing. While the second test form may be administered immediately following the first, a minimum half-hour break is recommended. The exact time between test administrations should depend on the reason for the retest. If the testing room is subject to constant interruption (e.g., loud construction nearby) it may be advantageous to postpone testing until a more suitable location can be found. If the test taker is ill, the reschedule should wait until that individual’s health improves.

While there is no limit to the number of times an individual may be retested, we recommend that testing be limited to three administrations for any individual unless there is a compelling reason for further retesting.

**Alternative Language**




Currently the SLE-Q is only available in English.

**Setting Program Ranges**

The primary purpose of admissions testing is to help schools identify applicants who are likely to be successful. This is accomplished by determining a specific cut score for each program. A minimum score that is too low will be less useful because too many individuals will pass and some will not have sufficient ability to meet program demands. Likewise, a very high minimum score could screen out many applicants who might be successful. Wonderlic Education Analysts work closely with your organization to understand program requirements and help identify score ranges for each program. For more information contact Wonderlic at 800.323.3742.

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### Interpreting Results

SLE-Q		
Admin Status	Warning	Result
		 4

SLE-Q scores and full reports for each applicant can be accessed from Wonderlic Online. The Summary of Applicants page will display an “SLE-Q” column: If an SLE-Q score report is available, a document icon with a blue arrow over it will be displayed under the “Admin Status” heading (shown left). Clicking on this icon will access the SLE-Q report for a given applicant.

The SLE-Q score for a given applicant is displayed under the “Score” heading, along with a color coded icon representing how well the applicant would fit the placement (shown above). A green icon with the letter “S” indicates strong applicant fit, a red icon with the letter “W” indicates weak applicant fit, and a yellow icon with the letter “M” indicated moderate applicant fit.

If a yellow “!” icon (shown above) is displayed under the “Warning” heading, the results of the test should be questioned. Rolling over the icon with your mouse pointer will display a message describing the reason why the test results may not be considered valid. Note that this icon does not indicate that an applicant should not be further considered for admissions.

The SLE-Q provides a score report that provides important information regarding the results of an individual’s test administration. The score report contains three important sections.

The first section of the report presents specific information concerning the test taker’s identity and the details associated with the test administration (e.g., name, program, test date, test form, test administrator).

The middle section of the report displays the test score frequency distribution associated with the total population (i.e., population norms), and overlays the specific program range that has been established for the program. At the bottom of this curve is an arrow that locates an individual’s score relative to the total population distribution. The individual’s performance on the test is presented as an SLE-Q score on a 0 to 50 scale. The test score box is shaded to represent the fit between an applicant’s ability level and the score ranges identified for the program. This box also presents the minimum cut score for the program.

Finally, the Important Notice section provides further details concerning any issues identified during the scoring of the test. If an issue has occurred, a description of its cause will be displayed.

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**Score Report**

**SLE-Q**  
Wonderlic Scholastic Level Exam - Pretest

Name: Williams, Natasha	ID:
Program: Medical Assisting	Form: Q3
Date: 09/23/2009	Retest: No
Admin By: Deb Smith	

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Meets Requirements?

● = Yes

● = No

Score	Program Minimum
16	14

Important Notice(s)

None.

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**Technical Support** For questions regarding the SLE-Q, please contact us at:

**Wonderlic, Inc.**  
 ATTN: Education Solutions  
 400 Lakeview Parkway  
 Suite 200  
 Vernon Hills, IL 60061  
 800.323.3742  
 Email: [support@wonderlic.com](mailto:support@wonderlic.com)  
 Web Site: [www.wonderlic.com](http://www.wonderlic.com)