



Wonderlic Scholastic Level Exam (SLE) Online Administrator's Guide

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Introduction The Wonderlic Scholastic Level Exam (SLE) Online is a 50-item, 12-minute test of general cognitive ability, which is the ability to learn, understand information and instructions and to solve problems. SLE Online test administration, scoring and reporting is automated and integrated with the Wonderlic Online applicant management platform. This test can be administered to individuals or in group settings. A good way to become comfortable with the testing procedures is to take the test yourself before administering it to others.

Individual SLE scores may be interpreted by comparing them to minimum program scores based on normative data. A Wonderlic Education analyst can work with you to determine appropriate score ranges for your school's programs. Comparing an individual's score to these score ranges will help improve your admissions decision processes.

The SLE can greatly improve your understanding of the ability of the student applicants. All Wonderlic cognitive ability tests are sophisticated assessments that have undergone rigorous psychometric analyses.

**About this
Administrator's Guide**

The purpose of this Administrator's Guide is to help your organization use the SLE in a fair and effective manner. The next few pages provide a brief description of the SLE, what it measures, and how it should be used.

**Quick Reference
Guide****Administering the Test**

The SLE was designed to be administered in a proctored environment. Proctoring helps ensure that test scores reflect the actual ability of the individuals taking the test. 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 is designed to be administered for exactly 12 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

Online SLE test administrations are scored 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 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 Measures**

The SLE 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 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 form consists of 50 questions and uses a number of different item types to measure cognitive ability. These include word comparisons, antonyms, dates and times, folding boxes, 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 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 is being administered.

Individual scores on the SLE 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.

What the SLE Does Not Measure

The SLE 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.

Proctor's Guide

The SLE can be administered online or using paper booklets. The following guide provides detailed instructions for online test administration only. Some of the instructions for proctoring the test apply equally to both methods of testing, whereas other instructions only apply to a specific method of test administration. For paper and pencil SLE administration, please see the SLE Paper and Pencil Administrator's guide.

While advanced training in testing and measurement may be helpful, such training is not necessary to proctor the SLE. Following these instructions carefully and thoroughly will allow test administrators to obtain valid SLE scores from test takers.

Regardless of the method of administration, the SLE needs to be administered by trained proctors. A proctor may administer the test to individuals or groups. The following instructions are the same regardless of the number of individuals being tested.

The test proctor is responsible for:

- Test security.
- Conditions in the testing room.
- Careful adherence to the testing procedures.

Each of these functions is important and can have an impact on the accuracy of test scores obtained during a given session. Administrative errors, whether due to unfamiliarity with proper procedure or carelessness, will severely impact test score accuracy.

Note: For a complete list of technical requirements for online testing or if you encounter any technical difficulties please contact Wonderlic toll free at 1.866.726.7301.

Test Security

The proctor's main concerns with regard to test security are:

- Preventing unauthorized access to test materials.
- Protecting the privacy of individual test takers by maintaining the confidentiality of individual test results and securing email score reports.

Proctors can prevent unauthorized access by protecting account passwords and test materials. Testing sessions should be initiated only when an applicant is about to begin taking a test.

Test takers should not be allowed to use any materials, programs or devices that would give them an advantage (e.g., dictionaries, calculators, digital watches). No cell phones should be allowed at any time during the testing process, as miniaturized cameras or other scanning devices could allow the theft of test questions or answers and can cause a distraction in group settings. When testing more than one person at the same time, the proctor should be present as long as individuals have access to testing materials. The proctor's presence in the testing room will help to maintain a quiet atmosphere, keep test takers focused on the test and discourage cheating. When the proctor believes that a test taker has had access to test questions or answers, results from the test administration should be considered invalid.

The location where tests are administered may have a significant effect on the test taker's score. Ideally, the testing room will be:

- Closed off from all other activities.
- Quiet with no noise or movement to distract the test takers.
- Well lit with comfortable seating.

Test takers should be seated with at least one empty chair (or approximately three feet) between each person. Computers must meet minimum system requirements and scratch paper should be available for the test taker.

A separate testing room may not always be available. The proctor must use good judgment to make certain that wherever the testing is conducted, the test takers will have the opportunity to devote complete attention to the test content.

Timing the Test

The SLE is designed to be administered in exactly 12 minutes. During an online administration, 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.

Testing Session

Proctors should first make certain that test takers are seated properly, have put away any unnecessary materials and are ready to proceed. Research shows that test takers do their best when the proctor is firm but fair. The proctor should avoid casual conversation that might minimize the importance of the test in the mind of the test taker. Research has shown these common proctor mistakes can lead to lower test scores.

When everyone is ready, proctors should begin the test by instructing participants to turn off and put away all electronic devices including cell phones. When everyone has finished turning off cell phones and other electronic devices, the testing process may begin.

There should be no distractions during the 12-minute test. Proctors may be involved with some paperwork such as completing a log of test-takers, but should not read a book, engage in a conversation or talk on the telephone. Proctors should not walk around the room or look over the shoulders of test takers.

Online Test Initiation

Test administrators can 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 as a task. With the “Assign Tasks” window open, there are three options for manually initiating online administration:

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

Administration Type

Start Now Send Invitation Issue Pin

Go

- “Start Now” launches the SLE immediately from that computer. It is primarily used when testing a single individual.
- “Send Invitation” – The SLE cannot be initiated remotely, therefore this option should be ignored for SLE testing.
- “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.

Online Test Proctor Script

1. Prior to initiating the testing session, say:

“If you have a disability that would impact your ability to participate in the testing process, I invite you to seek reasonable accommodation. You will need to discuss this matter before the timed portion of this testing session begins.”

The handling of reasonable accommodation requests is covered in the Reasonable Accommodation section of this Administrator's Guide.

2. When the test-takers are settled in front of their computers, say:

“Please turn off and put away all cell phones, digital watches or other electronic devices.”

3. When everything has been put away, distribute 2 pencils and some scratch paper to each test taker.

(Optional) If applicants have been pre-registered in Wonderlic Online, and a PIN code for this test administration has been generated, please hand the PIN instruction sheets to applicants now.

4. (Optional) If you have not set up the computer for the applicant with a PIN code in advance, say:

“Please go to the Web address printed on your PIN Instructions sheet. That is: <http://www.wonderliconline.com/pinlogin.htm>. Then enter your PIN code into the appropriate box and click the submit button one time to get to the Welcome page. If anyone has any problems, please let me know and I will assist you.

5. When all test takers are at the welcome screen, say:

“You are now ready to begin. Remember to read and follow the directions on each screen. Click the <Continue> button on the lower right-hand side of your screen to move forward. Complete the general information section, read the instructions and answer the practice questions. When you finish the practice questions, please wait for further instructions before starting the test.”

6. When everyone has completed the practice questions, say:

“Are there any questions? After the test begins, I will not be able to answer any questions.

7. When all questions have been answered, say:

“When the test is complete, please wait at your computer until you receive further instructions. Please click <Begin Test> to start the test now.”

8. For security reasons, it is important to collect all scratch paper before test takers are allowed to leave the testing area.

**Frequently Asked
Questions and
Appropriate Proctor
Responses**

Q: “Why do I have to take this test? I don’t do well on tests.”

A: “This test is required for your application. All applicants are required to go through the same set of procedures as part of our admissions process.”

Q: “How do I take the test if I do not know how to use a computer?”

A: “The computer skills required for this test are very basic. If you can work through the practice questions at the beginning of the test you have all the computer skill required to take this test. If this is a major issue, we can arrange for you to take a paper and pencil version.”

Q: “May I ask a question (during the testing period)?

A: “There can be no questions or communication of any kind during the test.”

Wonderlic.**Proctor's Tips****DO**

- ✓ Make sure test takers are ready before the start of the exam.
- ✓ Remind test takers to turn off and put away all electronic devices.
- ✓ Ask test takers to complete requested information.
- ✓ Review instructions, and ask participants to complete the practice questions.
- ✓ Collect all test-related materials and scratch paper before the test takers leave.

DON'T

- ✗ Make casual conversation or minimize the importance of the test.
- ✗ Force test takers to fill in their Social Security Number.
- ✗ Forget to turn off and put away your own electronic devices.
- ✗ Engage in conversation, talk on the telephone, or otherwise distract participants during testing.
- ✗ Allow participants to continue working after the 12-minute period is over.

Scoring the Test Scoring of the online SLE 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 an 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. 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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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. 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 and Metric Forms

Although the SLE is available in paper and pencil format in English, Spanish, and Russian it is only available online in English.

Setting Program Ranges

A 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.

Interpreting Results

SLE scores and full reports for each applicant can be accessed from within Wonderlic Online. The Summary of Applicants page will display an “SLE” column:

SLE		
Admin Status	Warning	Score
		10

If a full SLE 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 full SLE report for a given applicant.

The SLE 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 left). 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 should not be considered valid. For example, if the student experiences technical difficulties during the testing session, and the test is interrupted prior to the full twelve minute administration, you would receive a warning icon and message within Wonderlic Online. Note that this icon does not indicate that an applicant should not be further considered for admissions.

The SLE provides a score report that conveys 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 presents a curve which 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 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
Wonderlic Scholastic Level Exam

Name: Williams, Natasha ID:

Program: Medical Assisting Form: Q4

Date: 09/23/2009 Retest: No

Admin By: Deb Smith

Meets Requirements?

● = Yes

● = No

Score	Program Minimum
16	14

Important Notice(s)

None.

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

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