



Study Session for the GAIN Test Administrator Examination



Wonderlic General Assessment of Instructional Needs (GAIN)®

Ready. Test. Go.™

Wonderlic.

GAIN Federal Requirements

The U.S. Department of Education published regulations that establish National Reporting System (NRS) procedures for assessing and reporting educational gain. Some of those guidelines include...

- _____

- _____

- _____

GAIN State Requirements

Your state's assessment policy can provide you with valuable information about the testing regulations and procedures. Some examples of information that your state's assessment policy may contain are...

- _____

- _____

- _____

- _____

Testing Procedures

There are two forms of the GAIN assessment. You will use one form of the assessment as a _____ and the other as the _____.

The GAIN assessment does NOT have a _____. This means that all students can be tested using the same form.

If you would like to use the GAIN assessment to progress-test students, you will use the same form as the _____.

Pre-testing, Progress-testing and Post-testing Examples

Sample 1

	Purpose	English Form	Math Form
Intake	Pre-test	A	A
Hour 60	Post-test	_____	_____

Sample 2

	Purpose	English Form	Math Form
Intake	Pre-test	A	A
Hour 30	Progress-test	_____	_____
Hour 60	Post-test	_____	_____

Americans with Disabilities Act (ADA)

According to the ADA, what is a disability?

Under the ADA, an impairment is only a disability if it reaches the level of substantially limiting a major life activity.

What do you do if a test taker requests reasonable accommodation (Circle the correct answers)?

- You may politely let them know that the test must be taken as is and that all accommodations you are able to make have already been built into the test.
- You may require that the individual document the fact that he or she has a disability as defined by the ADA and therefore is entitled to reasonable accommodation.
- You may develop reasonable accommodation for all test takers since nearly everyone qualifies under the ADA as having a disability.
- You may create a uniform policy so that all individuals who are entitled to reasonable accommodation receive the same accommodation.
- You may look at each situation on a case-by-case basis to determine the appropriate accommodation for each test taker.
- You may contact Wonderlic to work with the test administrator to decide what accommodation might be most appropriate.

Disruption During a Test Administration

Pair each scenario with the correct course of action by drawing a line from the classroom to the correct answer.

There are three classrooms administering the GAIN assessment in the building. Classroom 1 is administering a pre-test to a group of students; Classroom 2 is administering a progress-test to a group of students; and Classroom 3 is administering a post-test to a group of students. Without warning, the power goes out to the entire building, stopping the testing process. Five minutes later, the power returns and all three GAIN Test Administrators are assured that the situation has been resolved. Each administrator marks the current administration as invalid. What should they do next?

Classroom 1

Wait for 30 minutes and then start a new assessment on the same form.

Classroom 2

Bring back students in 60 days to start a new assessment on the same form.

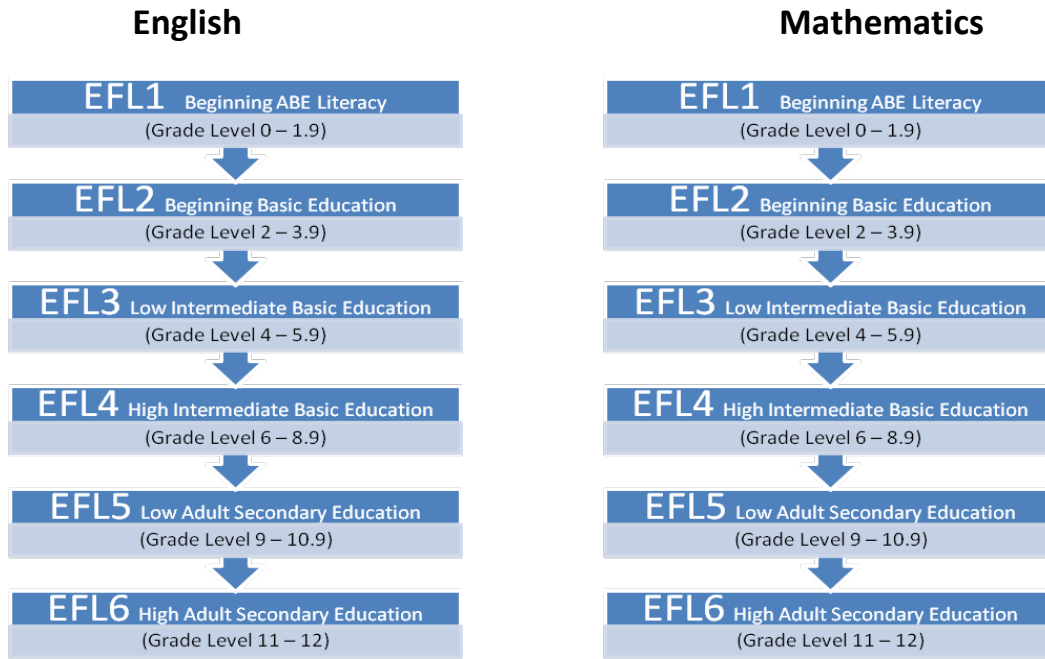
Classroom 3

Wait for 30 minutes and then start a new assessment on the alternate form.

Reporting Scores to the NRS

According to the NRS, students must be tested before they are given instruction (pre-test) and after they are given instruction (post-test). The results of those tests must be reported in terms of Educational Functioning Levels (EFLs) as determined by the U.S. Department of Education.

Note: GAIN is NRS approved for ABE/ ASE programs, and DOL approved for WIA Youth Programs.



There are ____ EFLs for English.

There are ____ EFLs for mathematics.

Can a student have a different EFL score for English and for mathematics? Yes or No

Sample EFL Scores

For each of the following examples, write down the correct EFL in the space provided.

	English	Mathematics	=	English EFL	Math EFL	Lowest EFL
Student A	1	3	=	_____	_____	_____
Student B	3	6	=	_____	_____	_____
Student C	2	1	=	_____	_____	_____
Student D	2	0	=	_____	_____	_____
Student E	5	5	=	_____	_____	_____
Student F	4	6	=	_____	_____	_____
Student G	1	2	=	_____	_____	_____

Reporting Educational Gain

Educational gain is measured by comparing a student's _____ EFL to his/her _____ EFL.

When the _____ EFL has increased by one or more levels, the student has attained educational gain!

Pre-test			
	English	Math	Lowest EFL
Student A	1	3	= _____
Student B	3	6	= _____
Student C	2	1	= _____
Student D	2	0	= _____
Student E	5	5	= _____
Student F	4	6	= _____
Student G	1	2	= _____

Post-test			
	English	Math	Educational gain? Y/N
Student A	3	4	= _____
Student B	3	6	= _____
Student C	1	3	= _____
Student D	2	0	= _____
Student E	5	6	= _____
Student F	6	6	= _____
Student G	2	4	= _____

Sample Classroom A

Ten students are enrolled in the education program and have been taking classes for six months. The students come in to take their pre-test assessment. Anna, a certified GTA, hands a large stack of GAIN test booklets and scratch paper to her assistant Greg, instructs him to distribute them to students as she reads aloud the instructions. After answering any questions, Anna tells them to begin the Mathematics portion of the test. She records the time the exam began and the time it should end (45 minutes from now). Anna and Greg quietly walk up and down the aisles of the classroom, monitoring for cheating. Anna notices that Deb is using a calculator. When Anna tells her to put it away, Deb says that she has always used a calculator for every test and feels she could not answer any of the questions without it. Anna instructs her to attempt the questions on her own and to only use the calculator on questions that she cannot answer on her own. When the assessment is almost over, Anna announces to the classroom, "You have 5 more minutes." When the time is up, the students are instructed to complete the English portion of the assessment. After timing that portion for 45 minutes, Anna and Greg collect each assessment, while checking the answer sheets for complete test taker identification information. Test takers are asked to discard their scratch paper as they leave. The next day, Anna logs into Wonderlic Online and begins entering answer sheets into the online template. She notices that one student has written the correct answer in the booklet, but he has left the answer sheet blank. Anna enters the correct answer into the template. Part way through, she is called into a meeting, and Greg enters the remaining student responses. Results appear in Anna's private Wonderlic Online account within 10 minutes.

Sample Classroom B

Ten students have recently enrolled in the education program. The students come in to take their pre-test assessment in the computer lab. Tom, a licensed teacher, instructs the students to sit in the front row of the lab where there are 15 computers so that other students can work on the remaining computers. Tom gives the students his login and password information. He tells them to login to Wonderlic Online, add their name, and assign themselves the assessment. Tom tells the students that if they finish early they may leave the room. Tom answers any questions the students have, and then they are instructed to begin the assessment. Twenty minutes into the assessment, a student raises her hand. Tom walks over to her and she quietly asks Tom for the meaning of a word. He reads the question and realizes that he can give her the definition of the word without giving away the answer to the question, so he quietly gives her a definition. A few minutes later another student asks Tom to define a different word. This time Tom realizes that the definition would give away the answer. He tells the student that he cannot answer and tells him to write down the word so that he can look it up later when he gets home. When the time is up, Tom walks around and collects scratch paper and pencils from each student before they are dismissed. Assessments are automatically scored through Wonderlic Online and results appear within 10 minutes.

Sample Classroom C

Ten students have come in to take their pre-test assessment in the resource center. Anna, a certified GTA, begins passing out test booklets and realizes she only has five booklets left. Anna collects the booklets she has already passed out and asks the students to wait while she makes copies of the testing booklet. When she returns, she distributes the booklets to each student along with scratch paper and pencils. She asks the students who do not have answer sheets to write their answers on a separate piece of paper. Anna explains the assessment and tells students to complete the assessment and turn it in when they are finished. Once the students begin the test, Anna steps out of the room to call and order more testing booklets. One hour later, Anna returns to the room and reminds students that they should begin working on the mathematics assessment if they have not yet done so. Anna's assistant, Greg, enters the room and briefly reminds the students to come see him to complete some paperwork when they have finished the test. Thirty minutes later, Anna tells the remaining students that time is up and dismisses them. She then walks around the room to collect the test booklets. Anna faxes all answer sheets to Wonderlic for scoring. Scores appear in Anna's private Wonderlic Online account within 10 minutes.

Sample Classroom D

Ten newly enrolled students come in to take their pre-test assessment in the computer testing center. Anna, a certified GTA, asks each student to leave an empty chair between them and their neighbor. Paul sits in the cubicle next to Drew because there is a wall between them. Anna asks Paul to please move to the next cubicle. Before beginning, Anna notices that the light in the room is not very bright. Anna finds that the room next door has much better lighting and asks the students to switch rooms. When everyone is settled and sitting at least 3 feet apart, Anna hands out a piece of paper with a unique PIN number for each student along with two pieces of scratch paper and two pencils. Anna tells the students to click on the GAIN icon and enter their personal PIN number in the space provided. She tells them to read the instructions on each page and reminds them to turn off and put away all electronic devices. When the students have completed the practice questions, Anna stops them and asks if there are any more questions. Anna informs the students that if they complete this portion of the assessment early, they must remain in their seat quietly until the entire 45 minutes have passed. When all questions have been answered, Anna tells the students to begin. Anna sits near the back of the room where she can see each student. She completes a little light paperwork as she monitors the test takers. When 45 minutes have passed, the computer automatically ends the test and informs the student that they are at an intermission. Anna allows the students to leave the room for a 10 minute break. Anna remains in the room sifting through her paperwork. When the 10 minutes are up only 9 of the students have returned. Anna decides to wait 5 more minutes, and then she instructs the students to begin the mathematics portion of the assessment. Ten minutes later, the missing student returns to the classroom. Anna meets the student at the door before he can enter and lets him know that testing has begun and he will have to take the exam another time based on ABC's testing policy. A few minutes later a student raises his hand and begins to ask Anna a question. Anna interrupts the student and says "There can be no conversation or questions once the test has begun." When 45 minutes have passed, the computer ends the assessment. Anna collects all scratch paper and pencils. Once everything has been collected, the students are dismissed. Results appear in Anna's private Wonderlic Online account within 10 minutes.

Now that you have completed this study session, you are prepared to take the

GAIN Test Administrator Examination

1. Contact bradley.olufs@wonderlic.com with your name, email, program name, program address & phone. You will receive an email invitation from Wonderlic to start the process
2. Complete the GAIN Test Administrator Examination
 - A score of 90% or higher is passing
 - If you do not pass, you will be emailed a tips sheet to help expand your understanding of the material for that question
3. Shortly after passing the examination, you will receive an email with your GAIN Test Administrator Certificate

For programs that have purchased GAIN assessments, you will also receive:

1. An email from Wonderlic with instructions to set up your login and password
2. An email from a Wonderlic Corporate Trainer inviting you to participate in the 1-hour Wonderlic Online Training for GAIN Test Administrators

Now you can start administering the GAIN assessment at your program!



GAIN Test Administrator Certification Prep

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Wonderlic General Assessment of Instructional Needs (GAIN)®

Agenda



- Wonderlic General Assessment of Instructional Needs (GAIN)[®] Overview
- GAIN Test Administrator Certification Preparation



GAIN Overview



- Complete GAIN administration consists of both English and math tests
- No locator and no leveled forms
- Test of English Skills (reading & writing)
 - Form A and Form B
 - 80 questions, timed at 45 minutes
- Test of Math Skills
 - Form A and Form B
 - 75 questions, timed at 45 minutes
- Can be administered online or paper-and-pencil

GAIN Options



Online Administration



- Start Now: automatically scored by Wonderlic Online
- PIN Login: automatically scored by Wonderlic Online

Paper Administration



- Template
 - Fax: system automatically adds test takers to Wonderlic Online
-
- Results appear in Wonderlic Online after test completion, template completion, or successful fax receipt.

Login Screen



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Client Login

Login/Email

Password

Save Login Username

Login

- Wonderlic Online is the included interface that allows you to administer GAIN, obtain GAIN reports, and track student test history
- Go to www.wonderliconline.com to login and enter your login and your password

Assign Task = Administer Online



Click on a student name, and from the Assign Tasks tab select **GAIN**. Configure the GAIN test session and Administration Type.

GAIN online administrations are automatically timed and scored.

Assign Tasks

Tasks

GAIN Test

GAIN-English: A

GAIN-Math: A

GAIN Purpose: Pre-test

GAIN Proctor: Proctor, Demo

Extended Time:

Administration Type

Start Now Issue Pin

Go

Template Scoring for Paper



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Home | Resources | Help My Account | Welcome

Find Participants... by Last Name

Summary of Participants

Add | Manage Participants | Assign Tasks | **Enter Results** | Sort

Program: General Assessment

Assessment (2) | Enrolled (0) | Archive (0)

<input type="checkbox"/>	Name	Last Activit
<input checked="" type="checkbox"/>	Test, Sample	11/3/2010 10:22:

Enter Results

Forms

- GAIN Template

Go

sh	GAIN				
ing	Form	EFL	Score	Admin Status	Purpose
	A	1	200	10/28/2010	Pre-test

Paper administrations can be scored via the online template, in which the student's responses are entered. Select the Student. Click **Enter Results**, **GAIN Template**, and **Go**.

Generate GAIN Report






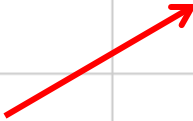
Summary of Participants

[Add](#) | [Manage Participants](#) | [Assign Tasks](#) | [Enter Results](#)

Program: [General Assessment of Instructional Needs - Adults](#) / [Bisbee](#)

[Assessment \(2\)](#) | [Enrolled \(0\)](#) | [Archive \(0\)](#)

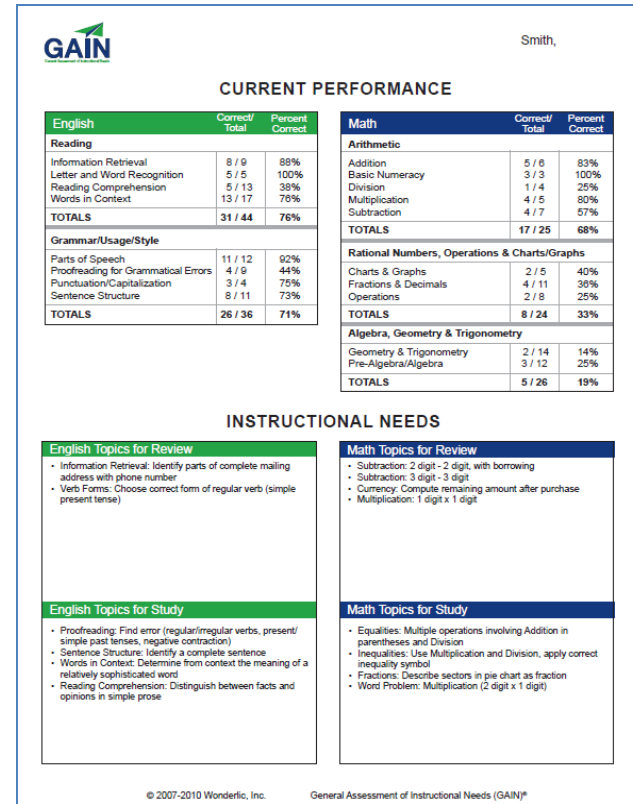
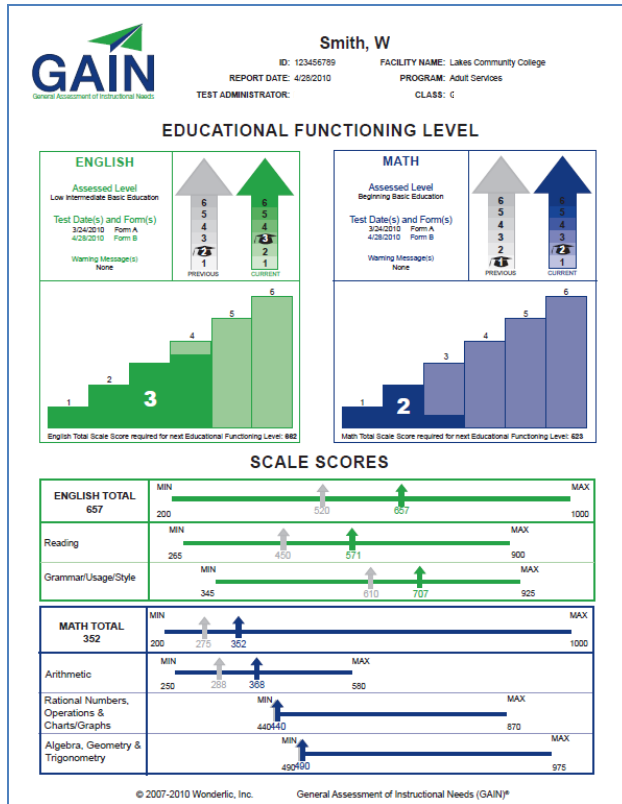
				Report	GAIN-English						
<input type="checkbox"/>	Name	Last Activity	Status	GAIN	Admin Status	Purpose	Warning	Form	EFL	Score	Admin Status
<input type="checkbox"/>	Test, Sample	11/3/2010 10:22:31 AM	New		10/28/2010	Pre-test		A	1	200	10/28/2010
<input type="checkbox"/>	Tester, Student	11/3/2010 10:15:24 AM	New								



of Participants **5** 

[|<<](#) [≤](#) Participants 1-2 of 2 [≥](#) [>>|](#)

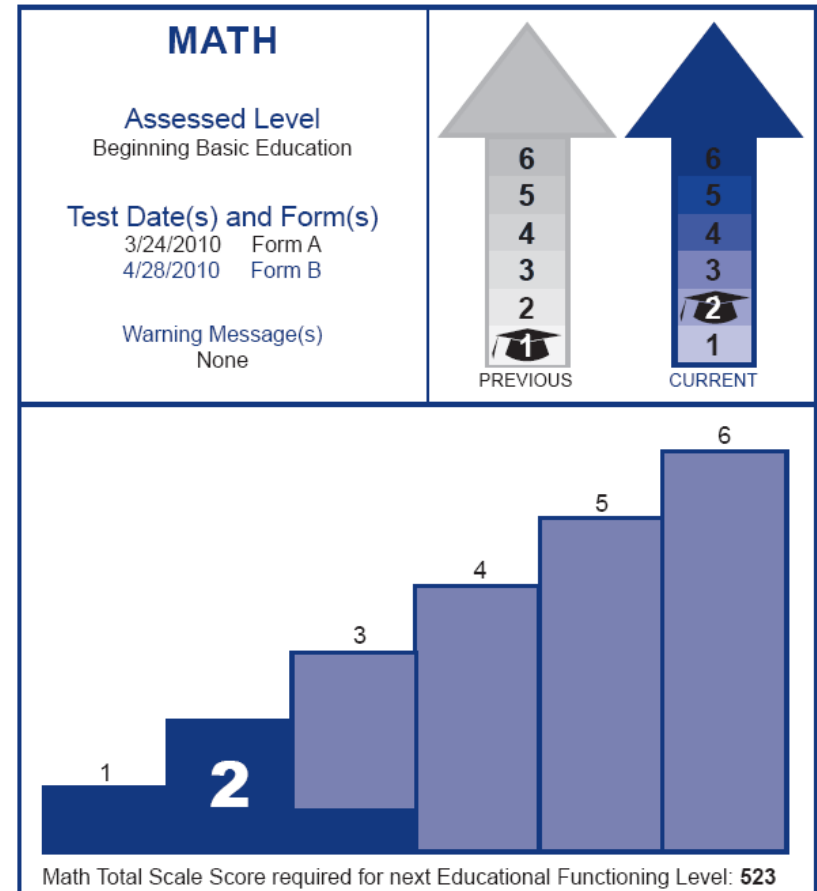
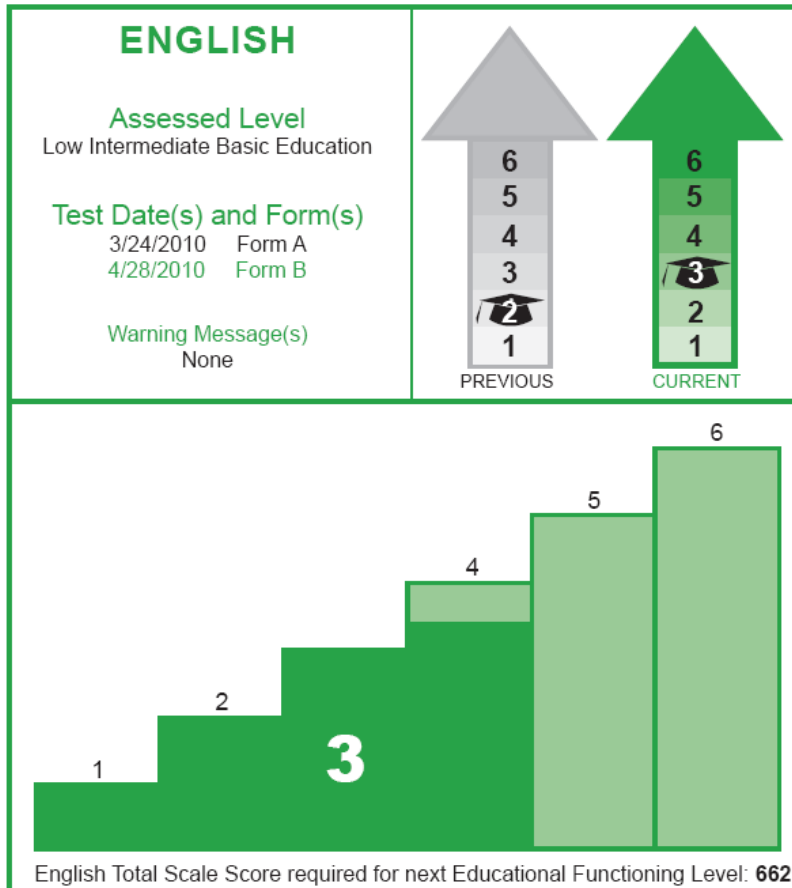
Sample Individual Report



Reports can be printed, saved, and/or emailed since they are formatted as a PDF.



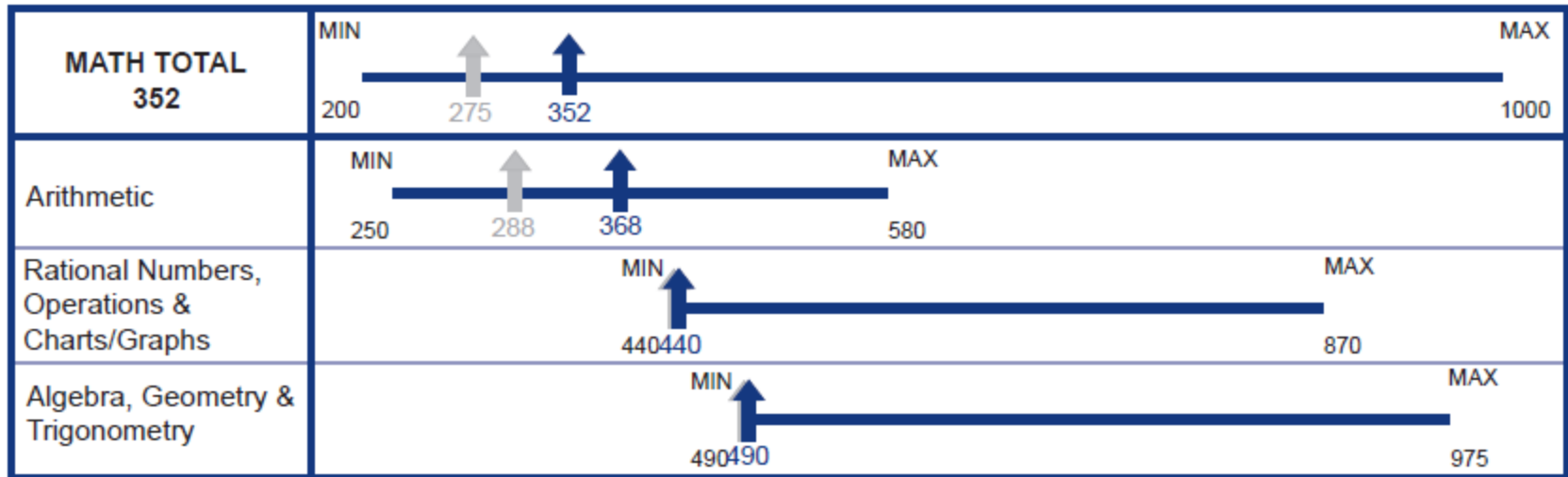
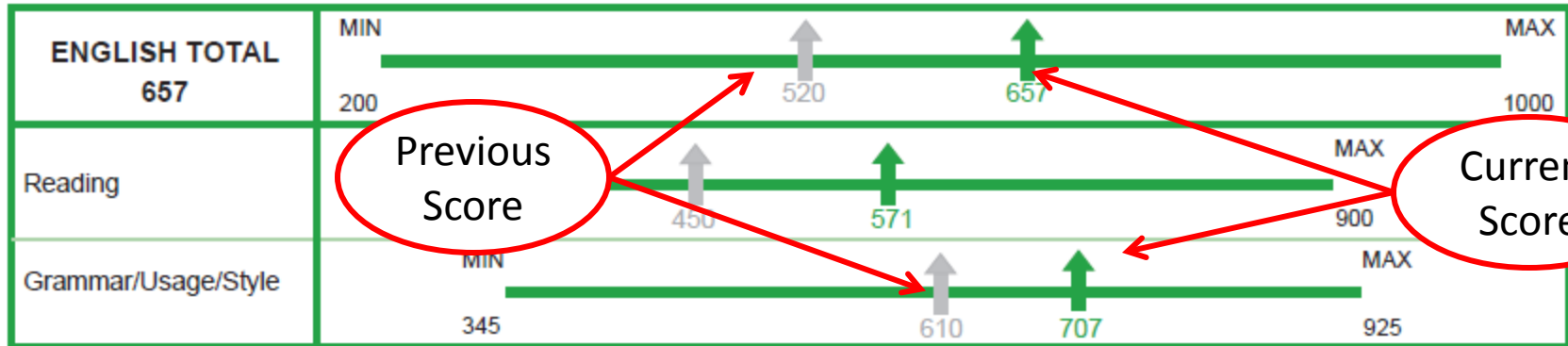
EDUCATIONAL FUNCTIONING LEVEL



Page One - Bottom



SCALE SCORES





CURRENT PERFORMANCE

English	Correct/ Total	Percent Correct
Reading		
Information Retrieval	8 / 9	88%
Letter and Word Recognition	5 / 5	100%
Reading Comprehension	5 / 13	38%
Words in Context	13 / 17	76%
TOTALS	31 / 44	76%
Grammar/Usage/Style		
Parts of Speech	11 / 12	92%
Proofreading for Grammatical Errors	4 / 9	44%
Punctuation/Capitalization	3 / 4	75%
Sentence Structure	8 / 11	73%
TOTALS	26 / 36	71%

Math	Correct/ Total	Percent Correct
Arithmetic		
Addition	5 / 6	83%
Basic Numeracy	3 / 3	100%
Division	1 / 4	25%
Multiplication	4 / 5	80%
Subtraction	4 / 7	57%
TOTALS	17 / 25	68%
Rational Numbers, Operations & Charts/Graphs		
Charts & Graphs	2 / 5	40%
Fractions & Decimals	4 / 11	36%
Operations	2 / 8	25%
TOTALS	8 / 24	33%
Algebra, Geometry & Trigonometry		
Geometry & Trigonometry	2 / 14	14%
Pre-Algebra/Algebra	3 / 12	25%
TOTALS	5 / 26	19%

Page Two – Bottom (example 1)



INSTRUCTIONAL NEEDS

English Topics for Review

- Information Retrieval: Identify parts of complete mailing address with phone number
- Verb Forms: Choose correct form of regular verb (simple present tense)

English Topics for Study

- Proofreading: Find error (regular/irregular verbs, present/ simple past tenses, negative contraction)
- Sentence Structure: Identify a complete sentence
- Words in Context: Determine from context the meaning of a relatively sophisticated word
- Reading Comprehension: Distinguish between facts and opinions in simple prose

Math Topics for Review

- Subtraction: 2 digit - 2 digit, with borrowing
- Subtraction: 3 digit - 3 digit
- Currency: Compute remaining amount after purchase
- Multiplication: 1 digit x 1 digit

Math Topics for Study

- Equalities: Multiple operations involving Addition in parentheses and Division
- Inequalities: Use Multiplication and Division, apply correct inequality symbol
- Fractions: Describe sectors in pie chart as fraction
- Word Problem: Multiplication (2 digit x 1 digit)

Page Two – Bottom (example 2)



INSTRUCTIONAL NEEDS

English Topics for Review

- Reading Comprehension: Evaluate meaning of statements with higher-level vocabulary

English Topics for Study

This individual is ready to study post-secondary educational materials.

Math Topics for Review

- Division: 2 digit \div 1 digit
- Fractions: Multiplication
- Graphs: Retrieve information from bar graph, compute differences
- 2-Variable Equations: Solve for x, given y (Exponentiation, Subtraction, Square Root)

Math Topics for Study

- Word Problem: Compute new area of rectangle (given % increase)
- Rectangular Container: Calculate surface area
- Cylinder: Calculate volume
- Triangles: Compute height of right triangle (given tangent and length of 1 side)

GAIN Diagnostics Drive Instruction



- GAIN diagnostics mapped to curriculum
 - book, chapter, page(s)
- Enables teachers to quickly get students started on targeted instruction



Becoming a GAIN Test Administrator (GTA)



- For NRS funded programs, all GTAs must be certified by Wonderlic (test publisher) before administering GAIN
- For all other programs, not required but highly recommended
- Wonderlic emails invitation to study and complete the GAIN Examination (interactive online process)
- Wonderlic reviews, determines if candidate has met requirements, and issues certification upon achieving the 90% pass score
- When an order for GAIN is received, GTAs will receive their username/password to access Wonderlic Online test interface and attend 1-hour GAIN Training Webinar

GAIN Federal Requirements



A local ABE service provider has been approved by the state governing body to conduct a program of basic skill instructional services within a 5-county area. In its Plan for Services, the local program agrees to follow guidelines set forth in the State Assessment Policy.

Meaning?...

ABC school must use an assessment approved by the U.S. Department of Education.

ABC school must track and report students who enter, improve, complete and exit the program at various levels.

The assessment can only be administered by individuals trained to administer that assessment.



GAIN State Requirements



Also has to approve the use of the test for NRS funding

Your State's Assessment Policy

Determines the skill areas that students must be tested in

Dictates that pre-tests must be given at a uniform time shortly after enrollment

Sets the minimum number of hours you must wait before you can post-test a student



Testing Procedures



Form A

Why have I been given two forms of the GAIN assessment?

Form B

No Locator

Students must be pre- and post-tested in the same skill areas using a secure, parallel, equated form of the same test. Whatever form I use for the pre-test, I have to use the other form for the post-test.

What if I want to test the progress of my students during the course of their education, before they are given a post-test?

Progress tests will always be done using the same form as the pre-test.

Let's look at some testing examples...



Pre-Test, Progress-Test and Post-Test



Sample 1

	Purpose	English Form	Math Form
Intake	Pre-test	A	A
Hour 60	Post-test	B	B



Pre-Test, Progress-Test and Post-Test



Sample 2

	Purpose	English Form	Math Form
Intake	Pre-test	A	A
Hour 30	Progress-test	A	A
Hour 60	Post-test	B	B



Americans with Disabilities Act (ADA)



What is a disability?

Under the ADA, an impairment is only a disability if it reaches the level of substantially limiting a major life activity.

What do you do if a test taker requests reasonable accommodation?



You may require that the individual document the fact that he or she has a disability as defined by the ADA and therefore is entitled to reasonable accommodation.

Once it is determined that the test taker has a disability that is covered by the ADA, reasonable accommodations should be addressed on a case by case basis.

Contact Wonderlic to discuss options for appropriate reasonable accommodations.





Classroom 1

- Pre-test on Form A



Classroom 2

- Progress-test on Form A



Classroom 3

- Post-test on Form B

A power outage occurs while the students are taking the test. One minute later the power comes back on and the administrators are assured that the problem has been fixed. Each administrator marks the student tests as invalid...

What should they do next?

HINT:

Wait 30 minutes then start a new assessment on the same form

Bring back students in 60 days to start a new assessment on the same form

Wait 30 minutes then start a new assessment on a different form



Reporting



According to the NRS, students must be tested before they are given instruction (pre-test) and after they are given instruction (post-test). The results of those tests must be reported in terms of Educational Functioning Levels (EFLs) as determined by the U.S. Department of Education.

GAIN is approved for ABE and ASE programs.

English

Mathematics

EFL1 Beginning ABE Literacy (Grade Level 0 – 1.9)

EFL1 Beginning ABE Literacy (Grade Level 0 – 1.9)

EFL2 Beginning Basic Education (Grade Level 2 – 3.9)

EFL2 Beginning Basic Education (Grade Level 2 – 3.9)

EFL3 Low Intermediate Basic Education (Grade Level 4 – 5.9)

EFL3 Low Intermediate Basic Education (Grade Level 4 – 5.9)

EFL4 High Intermediate Basic Education (Grade Level 6 – 8.9)

EFL4 High Intermediate Basic Education (Grade Level 6 – 8.9)

EFL5 Low Adult Secondary Education (Grade Level 9 – 10.9)

EFL5 Low Adult Secondary Education (Grade Level 9 – 10.9)

EFL6 High Adult Secondary Education (Grade Level 11 – 12)

EFL6 High Adult Secondary Education (Grade Level 11 – 12)



Reporting EFL Scores



Can a student have a different EFL score for English and Mathematics?

Yes

Well, how would I know which EFL to report?

Good question! You will report the student at the lowest EFL they scored. Let's look at some examples...



Sample EFL Scores



Pre-Test

	English	Math	=	Lowest EFL
Student A	1	3	=	1
Student B	3	6	=	3
Student C	2	1	=	1
Student D	2	0	=	?
Student E	5	5	=	5
Student F	4	6	=	4
Student G	1	2	=	1

Post-Test

	English	Math	=	Educational Gain? Y/N?
Student A	3	4	=	Y
Student B	3	6	=	N
Student C	1	3	=	Y
Student D	2	0	=	?
Student E	5	6	=	Y
Student F	6	6	=	Y
Student G	2	4	=	Y

Which students showed Educational Gain?



Sample EFL Scores



	English EFL	Math EFL	EFL Reported to NRS
Student A	1	3	1
Student B	3	6	3
Student C	2	1	1
Student D	2	0	?

Trick Question! There is no EFL 0. Even if a student came in with no math skills, they would be considered an EFL 1.

Student E	5	3	3
Student F	4	6	4
Student G	1	2	1



Sample Classroom A



Ten students are enrolled in the education program and have been ~~taking classes for six months~~. The students come in to take their pre-test assessment. Anna, a certified GTA, ~~hands a large stack of GAIN test booklets and scratch paper to her assistant Greg, instructs him to distribute them to students as she reads aloud the instructions~~. After answering any questions, Anna tells them to begin the Mathematics portion of the test. She records the time the exam began and the time it should end (45 minutes from now). Anna and Greg quietly ~~walk up and down the aisles of the classroom~~, monitoring for cheating. Anna notices that Deb is using a calculator. When Anna tells her to put it away, Deb says that she has always used a calculator for every test and feels she could not answer any of the questions without it. Anna instructs her to attempt the questions on her own and to ~~only use the calculator on questions that she cannot answer on her own~~. When the assessment is almost over, Anna ~~announces to the classroom, "You have 5 more minutes."~~ When the time is up, the students are instructed to complete the ~~English~~ portion of the assessment. After timing that portion for 45 minutes, Anna and Greg collect each assessment, while checking the answer sheets for complete test taker identification information. Test takers are asked to ~~discard their scratch paper as they leave~~. The next day, Anna logs into Wonderlic Online and begins entering answer sheets into the online template. She notices that one student has written the correct answer in the booklet, but he has left the answer sheet blank. ~~Anna enters the correct answer into the template~~. Part way through, she is called into a meeting, and ~~Greg enters the remaining student responses~~. Results appear in Anna's private Wonderlic Online account within 10 minutes.



Sample Classroom B



Ten students have recently enrolled in the education program. The students come in to take their pre-test assessment in the computer lab. Tom, a licensed teacher, instructs the students to sit in the front row of the lab where there are 15 computers so that other students can work on the remaining computers. Tom gives the students his login and password information. He tells them to login to Wonderlic Online, add their name, and assign themselves the assessment. Tom tells the students that if they finish early they may leave the room. Tom answers any questions the students have, and then they are instructed to begin the assessment. Twenty minutes into the assessment, a student raises her hand. Tom walks over to her and she quietly asks Tom for the meaning of a word. He reads the question and realizes that he can give her the definition of the word without giving away the answer to the question, so he quietly gives her a definition. A few minutes later another student asks Tom to define a different word. This time Tom realizes that the definition would give away the answer. He tells the student that he cannot answer and tells him to write down the word so that he can look it up later when he gets home. When the time is up, Tom walks around and collects scratch paper and pencils from each student before they are dismissed. Assessments are automatically scored through Wonderlic Online and results appear within 10 minutes.



Sample Classroom C



Ten students have come in to take their pre-test assessment in the resource center. Anna, a certified GTA, begins passing out test booklets and realizes she only has five booklets left. Anna collects the booklets she has already passed out and asks the students to wait while ~~she makes copies of the testing booklet~~. When she returns, she distributes the booklets to each student along with scratch paper and pencils. She asks the students who do not have answer sheets to ~~write their answers on a separate piece of paper~~. Anna explains the assessment and tells students to complete the assessment and turn it in ~~when they are finished~~. Once the students begin the test, ~~Anna steps out of the room~~ to call and order more testing booklets. ~~One hour later~~, Anna returns to the room and reminds students that they ~~should begin working on the mathematics assessment if they have not yet done so~~. Anna's assistant, ~~Greg, enters the room and briefly reminds the students to come see him to complete some paperwork when they have finished the test~~. Thirty minutes later, Anna tells the remaining students that time is up and dismisses them. ~~She then walks around the room to collect the test booklets~~. Anna faxes all answer sheets to Wonderlic for scoring. Scores appear in Anna's private Wonderlic Online account within 10 minutes.



Sample Classroom D



Ten newly enrolled students come in to take their pre-test assessment in the computer testing center. Anna, a certified GTA, asks each student to leave an empty chair between them and their neighbor. Paul sits in the cubicle next to Drew because there is a wall between them. Anna asks Paul to please move to the next cubicle. Before beginning, Anna notices that the light in the room is not very bright. Anna finds that the room next door has much better lighting and asks the students to switch rooms. When everyone is settled and sitting at least 3 feet apart, Anna hands out a piece of paper with a unique PIN number for each student along with two pieces of scratch paper and two pencils. Anna tells the students to click on the GAIN icon and enter their personal PIN number in the space provided. She tells them to read the instructions on each page and reminds them to turn off and put away all electronic devices. When the students have completed the practice questions, Anna stops them and asks if there are any more questions. Anna informs the students that if they complete this portion of the assessment early, they must remain in their seat quietly until the entire 45 minutes have passed. When all questions have been answered, Anna tells the students to begin. Anna sits near the back of the room where she can see each student. She completes a little light paperwork as she monitors the test takers. When 45 minutes have passed, the computer automatically ends the test and informs the student that they are at an intermission. Anna allows the students to leave the room for a 10 minute break. Anna remains in the room sifting through her paperwork. When the 10 minutes are up only 9 of the students have returned. Anna decides to wait 5 more minutes, and then she instructs the students to begin the mathematics portion of the assessment. Ten minutes later, the missing student returns to the classroom. Anna meets the student at the door before he can enter and lets him know that testing has begun and he will have to take the exam another time based on ABC's testing policy. A few minutes later a student raises his hand and begins to ask Anna a question. Anna interrupts the student and says "There can be no conversation or questions once the test has begun." When 45 minutes have passed, the computer ends the assessment. Anna collects all scratch paper and pencils. Once everything has been collected, the students are dismissed. Results appear in Anna's private Wonderlic Online account within 10 minutes.



Next Steps



Now that you have completed this study session, you are prepared to take the
GAIN Test Administrator Examination

Contact marlee.kuhn@wonderlic.com and provide:

- Your name
- Email
- Program name
- Program address & phone

You will receive an email invitation from Wonderlic to start the process



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