## The SSAT

## SSAT Score Report PrimerElementary Level

## Scaled Score:

The Score Scales in each section of the test are 300600. Scaled scores are reported after score equating. Scaled scores account for minor differences in form difficulty. They can be compared directly to scaled scores on other SSAT Elementary forms. For example, a scaled score of 530 from the December 2019 test form reflects the same performance as a scaled score of 530 from a December 2018 form. The scaled score is the most relevant data point for tracking student performance from year to year and from student to student.
Because of the consistency provided in scaled scores, it is recommended that they be used when comparing students.

Want to see customized data here on every score report sent to your school? Submit your Applicant Comparison Data to us today! Click on "Applicant Comparison Data" in the Scores menu on your Member Access Portal (MAP). Download, complete, and return to ddavidian@ enrollment.org.

## Elementary SSAT Score Report

Student Name
Elementary, SSAT
Family Address 1234 Main Street Anytown, NJ 08888

| Test Date | Test Center ID |
| :--- | :--- |
| 14 Dec 2019 | 1234 |


| Test Date <br> 14 Dec 2019 | Test Cente $1234$ | Test Level Elementary |
| :---: | :---: | :---: |
|  | Test Taker's Scores |  |
|  | Possible Scaled Score Range:$300-600$ |  |
|  | Score | Range |
| Verbal | 470 | 450-490 |
| Quantitative | - 460 | 440-480 |
| Reading | 510 | 490-530 |
| Total | 1440 |  |

School ID
1234
Family Phone \# 555-555-5555


Registration Number 123456789
Family Email samplestudent@ssat.org

Gender Female | SSAT Reference Information |  |  |
| :---: | :---: | :---: |
| Grade 4 Total | Grade 4 Fen |  |

## The

 SSAT SSAT Reference Information: Based on first-time test takers in the same grade and gender+grade who have taken the test in the past three academic years in the U.S. and Canada. N/A indicates that data has not been submiy d for your school; please contact memberseenrollment.org for more information.
\(\left.$$
\begin{array}{|c|c|}\hline \begin{array}{c}\text { Percent Correct } \\
\text { Right/Total }\end{array} & \begin{array}{c}\text { Percent/Correct } \\
\text { Righ/Answered }\end{array}
$$ <br>
\hline 67 \% \& 67 \% <br>

53 \% \& 53 \%\end{array}\right]\)|  |  |
| :---: | :---: |
| $54 \%$ | $53 \%$ |
| $53 \%$ | $67 \%$ |
| $75 \%$ | $75 \%$ |

Reading Questions Not Reached: 0

| Number of Questions |  |  |
| :---: | :---: | :---: |
| Right | Wrong | Not <br> Answered |
| 10 | 5 | 0 |
| 8 | 7 | 0 |
| 7 | 6 | 0 |
| 9 | 8 | 0 |
| 8 | 4 | 0 |
| 12 | 4 | 0 |
| 0 |  |  |

Questions not answered include both omitted questions and questions not reached. The number of Right, Wrong, and Not An wered questions should NOT be compared across different forms, for the same test taker or between different test takers. The number of Right, Wrong, and Not Answered questions not only depends on a test taker's ability, but also depends on the difificulty of the questions. Hence, score equating is used to adjust the form difificulty differences, and the resulting craled scores can be compared across forms.

