



2015-2016 Interpretive Guide

for the **Elementary** Level SSAT



The Secondary School Admission Test Board (SSATB) is pleased to provide this guide in order to acquaint member schools and organizations with various aspects of the Secondary School Admission Test (SSAT) and to provide guidelines for the interpretation and use of test scores. For more than 50 years, the SSAT has been used to help students and schools make critical decisions about applying and admission. Sections of the SSAT measure verbal and mathematical ability and reading comprehension. The test also includes an unscored, timed writing sample which is sent to schools with the student's score report to supplement a student's application for admission.

Each student takes the SSAT under standardized testing conditions and is given the same amount of time and instruction (exceptions are made for those who qualify for testing accommodations). This guide contains information for the Elementary Level exams for students in grades 3 and 4.

©2015 by Secondary School Admission Test Board. All rights reserved.

SSATB's mission is to provide unparalleled leadership and service in meeting the admission assessment and enrollment needs of schools, students, and families.

SSATB is dedicated to the principle of equal opportunity, and its programs, services, and employment policies are guided by that principle.

SSAT, Secondary School Admission Test, and the SSAT logo are registered trademarks of the Secondary School Admission Test Board.

All rights reserved. No part of this publication may be reproduced, stored in, or introduced into a retrieval system, or transmitted, in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise), without prior written permission of SSATB. The scanning, uploading, and distribution of this book via the Internet or via any other means without the permission of the publisher is illegal and punishable by law. Brief quotations or excerpts of this publication for use in reviews or professional works are permitted as provided under intellectual property law.



Contents

Introduction.....	4-6
Purpose of the Test.....	4
Test Development Process	4
Test Specifications.....	4-5
Verbal Section	5
Quantitative Section.....	5
Reading Comprehension Section	6
Writing Section	6
Administration of the SSAT	7
Test Security.....	7
Uniform Conditions	7
Testing Accommodations	7
Reporting SSAT Scores.....	8- 12
Score Reports.....	8
School Score Report.....	9
SSAT Writing Sample.....	10-11
Student Score Report.....	12
Interpreting SSAT Scores.....	13- 14
Raw Score.....	13
Scaled Score	13
Range of Scaled Scores.....	13
Norms and Percentiles.....	13-14
Number of Right, Wrong, and Omitted for Subject Areas	14
Statistical Definitions.....	15- 18
Score Equating.....	15
Mean	15
Median	15
Standard Deviation – SD.....	16
Reliability.....	17
Standard Error of Measurement - SEM.....	17
Standard Error of Difference - SED.....	17-18
True Score	18
Validity	18
Appendices.....	19-23
Appendix A:	
SSAT Percentile Ranks by Grade of Elementary Level Test.....	19-21
Appendix B:	
SSAT Means and Standard Deviations	
of Elementary Level Test.....	22-23



Introduction

The *Interpretive Guide to the Secondary School Admission Test* has been prepared to assist with the interpretation of SSAT results. Although this guide does not cover all aspects of the psychometric data that is available about the SSAT, it does provide information that can help educators with those aspects of the test that are most useful to them. In addition, this guide contains general information about the SSAT.

Purpose of the Test

The Secondary School Admission Test (SSAT) is designed for students who are seeking entrance to private schools in the USA and Canada. The purpose of the SSAT is to measure the basic verbal, quantitative, and reading skills students develop over time—skills that are needed for successful performance in private schools. The SSAT provides private school admission professionals with meaningful information about possible academic success of potential students at their institutions, regardless of students' background or experience.

The SSAT is not an achievement test. It is not designed to measure the extent of knowledge about a specific curriculum that has been covered in class. Further, SSAT tests are not designed to measure other characteristics, such as motivation, persistence, or creativity, that may contribute to your success in school.

Test Development Process

SSAT test items are written by test development specialists and subject matter experts. SSATB test editors review all test material for any questions that may be inappropriate for various subgroups of the population, including minority groups and females. In addition, questions are reviewed for ambiguities and to ensure that there is only one “best” response for each item.

Test Specifications

This guide contains information on the Elementary Level of the SSAT. The Elementary Level test is administered to students in grades 3 and 4.

The Elementary SSAT consists of three multiple-choice sections with a testing time of 20 minutes for the Verbal section, 30 minutes for the Quantitative section, and 30 minutes for the Reading section. These sections yield four scores:

- Verbal
- Quantitative (Math)
- Reading Comprehension
- Total (Verbal + Quantitative + Reading)

In addition, each administration of the Elementary SSAT includes a 15-minute writing sample. Writing samples are not scored, but are submitted to score recipients to supplement a student's application. The total testing time for a standard Elementary SSAT administration is 95 minutes, which includes a 15-minute break.

Samples of SSAT question types are provided on the SSAT website and in *The Official Guide to the Elementary Level SSAT*. This publication is available as a free download from the SSAT website, www.ssat.org.

Content and statistical specifications can help ensure that the test indeed measures the intended construct for the target population, and that multiple forms are built to the same blueprint, and that scores earned on different forms are comparable after score equating. Items are scrutinized according to a number of factors so that content, skills measured, and overall difficulty of items are consistent in all test editions. A brief description of content specifications for each section of the Elementary SSAT follows.

Verbal Section

The Verbal section of the test consists of 15 synonym questions and 15 analogy questions. The synonym portion measures verbal ability. The analogy portion measures a student's proficiency in identifying logical relationships between words and concepts.

The Verbal section is not intended to be a test of vocabulary only, and therefore includes common words that are expected to be familiar to the average SSAT test taker.

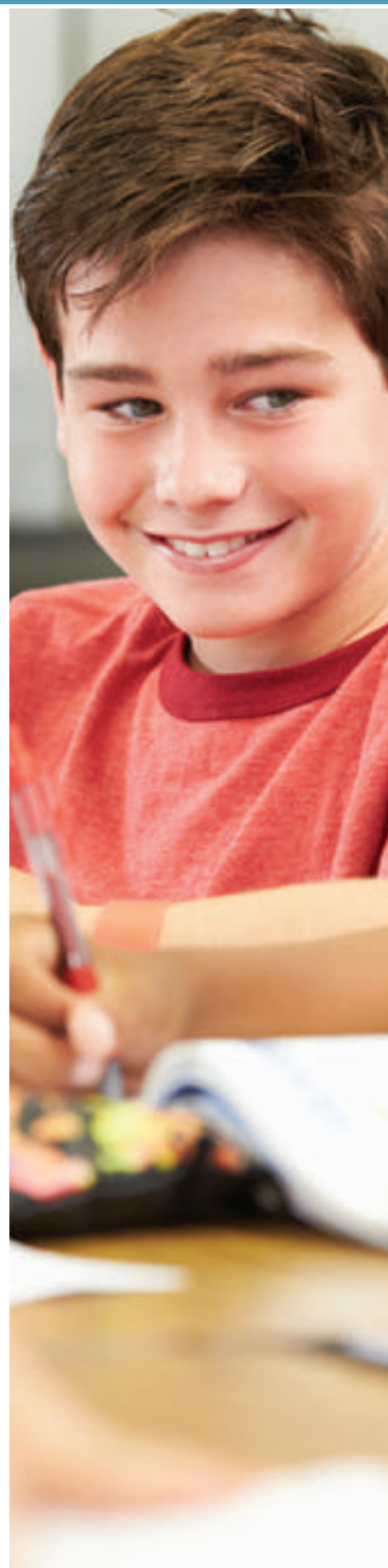
Both types of Verbal items—synonyms and analogies—are carefully balanced to avoid advantage or disadvantage to students whose interests and backgrounds may have led them to read more or acquire a large vocabulary in specific areas.

Quantitative Section

The Elementary SSAT includes a Quantitative section containing 30 questions. The questions are designed to measure understanding of mathematical concepts, computation, routine mathematical manipulations, and problem solving, as well as some recall of basic nomenclature and rules. The test items vary in difficulty and measure different levels of understanding. Depending upon the student's experiences in school, some concepts may be unfamiliar to an examinee.

The questions in this section are drawn from the following areas:

- Basic addition, subtraction, multiplication, and division
- Factors and multiples (4th grade only)
- Place value
- Ordering of numbers (greater than, less than)
- Fractions
- Patterns (4th grade only)
- Basic concepts of geometry (shapes and their attributes)
- Basic concepts of measurement
- Interpretation of graphs
- Basic concepts of angle measurements (4th grade only)



Reading Comprehension Section

The Reading Comprehension section consists of 28 questions based on seven reading passages that include prose and poetry, fiction, and non-fiction. The passages cover a variety of subject areas so that examinees will not be at an advantage or disadvantage as a result of encountering material related to an area with which they may or may not be familiar. The passages vary in length, but are typically 100 to 300 words.

The Reading Comprehension questions, designed to measure a student's ability to understand and assimilate what has been read, ask the test taker to:

- Locate information and find meaning by skimming and close reading.
- Demonstrate literal, inferential, and evaluative comprehension.
- Show understanding of key ideas and details as well as the meaning of words and phrases as they are used in the text.
- Determine the theme of a story, drama, or poem from details of the text.

Writing Section

The Elementary SSAT includes an unscored writing sample that is sent to schools with the student's score report. The student is asked to look at a picture and tell a story about what happened. The students have 15 minutes to complete the writing portion of the exam.

Administration of the SSAT

Test Security

The Secondary School Admission Test is a secure test. The integrity of the test prior to and following a test administration is strictly maintained. Testing centers must meet rigid standards and comply with established rules for the receipt, storage, administration, and return shipment of test materials.

Uniform Conditions

The SSAT is a standardized test. Test development, interpretation of scores, and test administration are managed in a prescribed manner. To ensure that scores earned by examinees at different administrations are strictly comparable, the *Test Administrator's Guide* provides precise instructions, to be followed by qualified and experienced test administrators from the moment the examinee is admitted to the test center until the time of dismissal. Any deviations from the uniform testing conditions are reported in writing to SSATB. Each report is reviewed by SSATB and issues and/or problems are resolved.

Testing Accommodations

A student with a disability may apply for testing accommodations for administrations of the SSAT. Students requiring testing accommodations such as extra time, large print, or Braille editions of the test may be accommodated, pending application and submission of documentation (if applicable).

Additional information regarding application for testing accommodations is available on the SSAT web site: www.ssat.org/TA.



Reporting SSAT Scores

There are two types of test administrations for which scores are reported—Standard test administrations (eight per admission year) and Flex test administrations—available on an as-needed basis at member sites.

For Standard administrations, school scores are routinely reported online on the second Tuesday following the test administration. Student score reports are routinely reported on the Wednesday following the Tuesday that scores are available to schools. For Flex administrations, scores are reported online via roster on the day that they are scored.

Score Reports

The SSAT score report is available to schools, educational consultants, and educational organizations. Parents, guardians, students, or advisors designate school score report recipients. A separate score report is provided to the test taker. Score reports to test takers do not contain any school-specific information.

There are a number of SSAT score reporting procedures. SSAT scores are reported to schools online in exportable rosters and as individual report PDFs, as well as by mailed hard copies if a school receives more than 200 score reports. PDF and mailed score reports contain a copy of the student's writing sample.

School Score Report

Elementary SSAT Score Report



Student Name
 Student, Sample
Family Address
 123 Street Ave
 Any Town, NJ 08888
Test Date
 01 Aug 2015
Test Center ID
 1717
Test Level
 Elementary
School ID
 1717
Family Phone #
 123-456-7890
Current Grade
 4
Registration Number
 150123456
Family Email
 email@email.com
Gender
 Female
Birth Date
 10 Dec 2004

	Test Taker's Scores			SSAT Reference Information	
	Possible Scaled Score Range: 300-600		Percent Correct	Grade 4 Total	
	Score	Range	Per Section	Student Percentile	Average Score
Verbal	525	505 - 545	73	89	460
Quantitative	440	420 - 460	36	43	461
Reading	530	510 - 550	92	97	458
Total	1495			80	1379

	Number of Questions			Percent Correct Per Subsection
	Right	Wrong	Not Answered	
Verbal Synonyms	11	4	0	73 %
Verbal Analogies	11	4	0	73 %
Verbal Questions Not Reached: 0				
Number Concepts and Operations	6	4	2	50 %
Algebra, Geometry and Other Math	5	10	3	28 %
Quantitative Questions Not Reached: 0				
Reading Main Idea and Content	11	0	0	100 %
Reading Higher Order and Interpretation	15	2	0	88 %
Reading Questions Not Reached: 0				

Questions not answered include both omitted questions and questions not reached. The number of Right, Wrong, and Not Answered 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 difficulty of the questions. Hence, score equating is used to adjust the form difficulty differences, and the resulting scaled scores can be compared across forms.

Scaled Score

A score which has a range of values from 300 to 600. If the student achieved a scaled score higher than the average score on a content section, then he/she performed better than the average performance of other students (both girls and boys) in his/her grade.

SSAT Scaled Score Percentile

The scaled score percentile is a score which has values from 1 to 99. It compares performance to other students of the same grade who have taken the Elementary Level SSAT within the past two years. For example, a scaled score percentile of 65 means that the student performed as well as or better than 65 percent of the students in his/her grade who took the Elementary Examination.

Total Scaled Score

The total scaled score is the sum of the scaled scores for the Quantitative, Verbal and Reading sections. It has a low value of 900 and a high value of 1800. It provides an understanding of how well the student performed on all parts of the examination compared to other students in his/her grade.

Percent Correct

The percentage of correct answers for the content sections and subsections.

SSAT Writing Sample



Look at the picture and tell a story about what happened. Make sure your story includes a beginning, a middle, and an end.

The children were playing in the park when the bubble man came for the show. Everybody came running over to see the show. There were lots of big bubbles. A boy tried to pop them. He missed and fell down. He started to cry. His other friends came over to take him to

his mom.

He went home. And
didn't come to the
park again for a
long time.

Family Score Report

The family score report is available online for free. A hard copy of the score report can be mailed to a family for an additional fee.

Secondary School Admission Test Score Report

About You

Name	Grade	
Sample Student	4	Sample Student 123 Street Ave Any Town, NJ 08888
Gender	Date of Birth	
Female	10 Dec 2004	

The Test You Took

Registration ID	Test Date	
150123456	01 Aug 2015	
Test Level	Test Center	
Elementary	SSAT Academy (1717)	

	Your Scaled Scores		SSAT Reference Information	
	Possible Scaled Score Range: 300-600		Grade 4 Total	
	Score	Range	Your Percentile	Average Score
Verbal	525	505 - 545	89	460
Quantitative	440	420 - 460	43	461
Reading	530	510 - 550	97	458
Total	1495		80	1379

What is my Scaled Score, and Why Do I have a Personal Score Range?

Scores are first calculated by awarding one point for each correct and zero points for each omitted or incorrect answer. These scores are called raw scores. Raw scores can vary from one edition of the test to another due to differences in difficulty among different editions. A statistical procedure called "equating" is used to adjust for these differences. Even after these adjustments, no single test score provides a perfectly accurate estimate of your proficiency. Therefore, we provide a score range on the SSATB score scale to emphasize the possibility of score differences if you had taken a different edition of the test instead of the one you took. Your scores on these different versions would likely fall within the scaled score ranges indicated above.

What Do My SSAT Percentiles Mean?

Your SSAT percentiles have a range of 1 to 99, indicating the percentage of other test takers who scored at or below your scaled score. The SSAT percentile compares your performance to the performances of all other students in the same grade level who have taken the test in the last two years. For example, if fourth-grader Sue Smith received a 65 SSAT percentile, she did as well as or better than 65% of the other fourth-graders who took the SSAT in the past two years. If you are concerned that your percentiles are lower than you have earned on other tests, please remember that SSAT test takers are members of a small and highly competitive group of students who plan to attend some of the world's best independent schools. You should not be discouraged by what seems to be a lower percentile than you usually attain on standardized tests.

Test Question Breakdown

		Right	Wrong	Not Answered	% Correct
Verbal Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies).	Synonyms	11	4	0	73
	Analogies	11	4	0	73
Math Questions testing your knowledge of number properties and relationships, basic computation, concepts of equivalencies, geometry, measurement, and interpretation of charts/graphs.	Number Concepts & Operations	6	4	2	50
	Algebra, Geometry & Other Math	5	10	3	28
					37
Reading Questions regarding the main idea and supporting details of a passage or requiring higher order skills, such as deriving the meaning of words from context, extracting the meaning of a passage, or interpreting an author's logic, attitude and tone.	Main Idea	11	0	0	100
	Higher Order	15	2	0	88
					93

Questions not answered include both omitted questions and questions not reached. The number of Right, Wrong, and Not Answered 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 difficulty of the questions. Hence, score equating is used to adjust the form difficulty differences, and the resulting scaled scores can be compared across forms.

Interpreting SSAT Scores

Raw Score

On the Elementary Level test, a raw score is the number of questions answered correctly.

Scaled Score

The raw score is converted to a score on the 300-to-600 Elementary Level scale, which is called the scaled score. This is the score that appears on the student's score report. The scaled score yielded by a raw score can vary slightly from one edition of the test to another. This is due to small differences in difficulty among different editions. A statistical procedure called "equating" is used to adjust for these small differences. See "Score Equating" on page 15 for more details.

Range of Scaled Scores

In reality, a perfectly reliable test is never realized. Standard Error of Measurement (SEM) measures how a student's official observed test scores vary from his or her "true" score (see "True Score" on page 18). This is why ranges of scaled scores are provided in the score reports, to emphasize the possibility of score differences due to SEM. See "Standard Error of Measurement" on page 17 for more details.

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the Elementary Level test is 20 on Verbal. If a student gets a scaled score of 500 on Verbal, there is a 68% chance that his/her score will fluctuate between 480 and 520 if he or she takes the test again.

Norms and Percentiles

The SSAT is a norm-referenced test. A norm-referenced test interprets an individual test taker's score relative to the distribution of scores for a comparison group, referred to as the *norm group*. The SSAT Elementary Level test norm group consists of all first-time test takers (same grade) who have taken the test during the past three academic years in the USA and Canada.

The SSAT reports percentiles. The percentile is the percentage of students in the norm group whose scores fall at or below a particular scaled score. For example, if a 3rd grade student's scaled score is 515 and the percentile



is 92 on the Verbal section, it means that 92% of scores of all the other 3rd grade students (who have taken the test during the past three academic years) whose scores fall at or below 515.

Table 1A to 1B (pages 20 and 21) provide percentile ranks for Grades 3 and 4, respectively.

Number of Right, Wrong, and Not Answered for Subject Areas

For each subject area, the report provides:

- The number of questions answered correctly
- The number of questions answered incorrectly
- The number of questions omitted
- The number of questions not reached at the end of each test section (for School Reports only)

SSAT results are reported in the following subject areas:

Verbal

- Synonyms — Synonym questions assess a student’s ability to select the one word or phrase that is closest in meaning to the word given.
- Analogies — Analogy questions assess a student’s ability to find relationships between words.

Quantitative

Number Concepts and Operations — These questions cover addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals; rounding, place value, estimation, and properties; odd, even, positive, negative, and prime numbers; and ratios and proportions.

Algebra, Geometry, Measurement and Other Math — These questions deal with describing and extending patterns; equalities and inequalities; shapes, line segments, and angles; linear measure, area, and perimeter; reading and interpreting graphs and tables; weight, capacity, time, temperature, and money; as well as logic, data analysis, and probability.

Reading Comprehension

Reading Main Ideas and Content — Some of these questions require a student to use specific details that are stated in the passage to identify main ideas and/or provide answers to questions relating to “who,” “what,” “where,” “when,” “why,” and “how.” Other questions ask the student to use context clues to determine the meaning of a specific word or phrase and choose the correct definition or synonym.

Reading Higher Order and Interpretation — These questions require the student to make predictions, conclusions, and inferences about the behaviors and motives of the author and of the characters depicted in that passage using implicit information from the passage or drawing on the information contained in the passage.

It is recommended that schools use this information to understand a child’s scores in more depth. For instance, a low Reading Comprehension score could indicate either a reading problem or a slower reading speed. A score report may reflect the latter in the number of items not reached as compared to the total number of questions omitted in the entire section.

Statistical Definitions

Score Equating

Different SSAT forms are built and administered to students each year. Although test developers follow test specifications when they assemble new forms so that different forms can be parallel in difficulty as much as possible, in reality it is inevitable that there are variations in form difficulties. A statistical procedure referred to as *score equating* is used to adjust for minor form difficulty differences so that scores reported to students on different forms are comparable.

Mean

The mean of a group of scores is the arithmetic average. Computing the mean is a useful way to determine the average of a group for most kinds of measurement. The mean becomes a more useful and reliable measure as the size of the group upon which it is based increases. It is determined by adding the scores and dividing by the number of scores in that group.

Median

The median of a group of scores represents the middle score, the score with a percentile rank of 50 within that group. Half of the scores in the group are equal to or above the median and half are equal to or below it. To compute the median, simply list the scores in ascending order. If the number of scores is odd, the median is the middle score. If the number of scores is even, the median score is halfway between the two middle scores.

The median often provides a better perspective than the mean as an indicator of the score of a typical student in the group, especially when the group includes a few scores that are much higher or much lower than the rest. Another advantage of the median is that it applies to percentile ranks, as well as to scores. Computing the median of a set of percentile ranks will provide the percentile rank of the median score.



Standard Deviation

The standard deviation is a statistic that indicates how much variation exists in a set of scores. A group with many high scores and many low scores will have a large standard deviation. A group of scores that are all close together will have a small standard deviation. If a group of scores has a normal distribution (the familiar bell-shaped curve), as is the case for national norm groups on many tests, about 68% of scores will fall within one standard deviation of the mean. About 16% of the scores will be more than one standard deviation below the mean score and about 16% will be more than one standard deviation above the mean.

Figure 1 illustrates the relationship between standard deviation and test scores. The mean score for this test is 450 and the standard deviation is 50 points. One standard deviation above the mean is a score of 500, and 34% of the test taking population earn scores that are between 450 and 500. Similarly, another 34% of the population score within one standard deviation below the mean, or between 400 and 450. This means that 68% of the test-taking population score within one standard deviation (50 points) above or below the mean score (450), or between 400 and 500. Another 13% score between 1 and 2 standard deviations above or below the mean, so that a total of 95% of the test takers score within 2 standard deviations of the mean, or between 350 and 550. Notice that only 6% of test takers score more than 2 standard deviations above or below the mean.

An understanding of how means and standard deviations are related can help you to compare how students perform relative to the entire test-taking population and may help you to identify those who are “average,” “above/below average,” or “exceptional” in either direction. You may be aware that a score of 570 on the Reading Comprehension section is very good. However, when you consult Figure 1, you will see that such a score is greater than 2 standard deviations above the mean, and that the student has scored in the top 3% of all test takers.

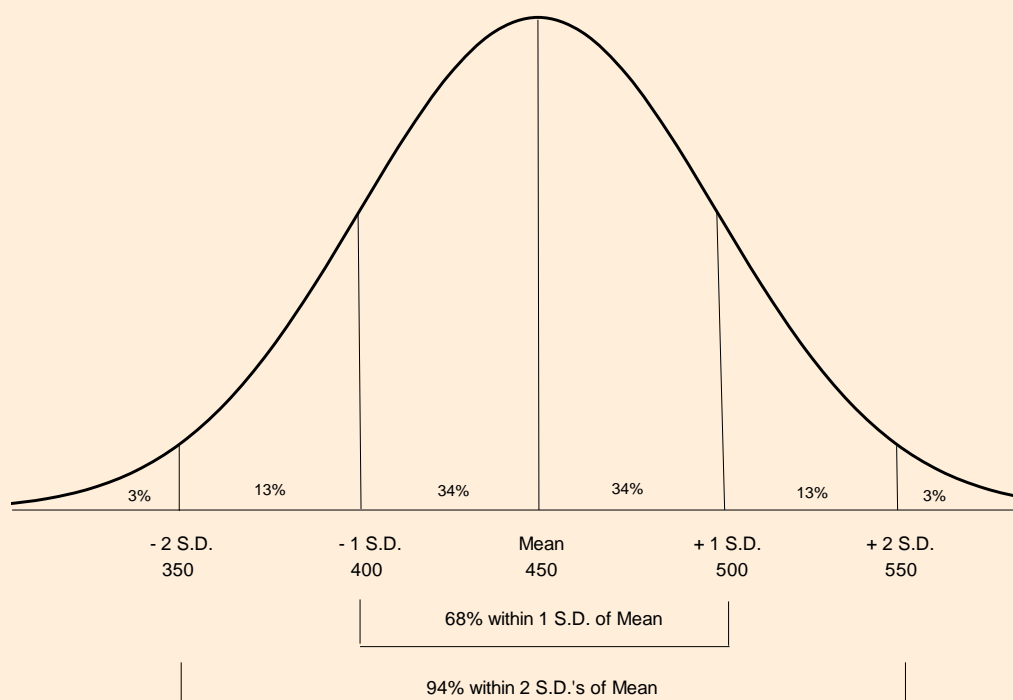


FIGURE 1

Reliability

Reliability is the tendency of test scores to be consistent on two or more occasions of testing, if there is no real change in the test takers' abilities. Most concern focuses on reliability as it involves the specific questions that a student answers. As the questions on a particular test represent a mere sample of the many questions that could possibly have been included, one must consider how closely the test results agree with the results that would have been produced by a different set of similar questions.

For scaled scores, a reliability coefficient of 1.00 indicates perfect reliability; a coefficient of .00 indicates no reliability at all. The Elementary Level SSAT tests have reliability coefficients ranging between .74 and .87.

Standard Error of Measurement • (SEM)

Standard Error of Measurement (SEM) does not mean that someone has made a mistake in administering or scoring the test. It only means that students' scores on a test tend to differ somewhat from the scores they would earn if the test were perfectly reliable (true score). In reality, however, a perfectly reliable test is never realized. Standard Error of Measurement (SEM) measures how a student's test scores vary from his or her "true score" (see "True Score" on page 18).

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the Elementary Level test is 20 on Verbal. If a student gets a scaled score of 500 on Verbal, there is a 68% chance that his/her score will fluctuate between 480 (one SEM below 500) and 520 (one SEM above 500) if he or she takes the test again.

Standard Error of Difference • (SED)

Because test scores are not perfect measures of ability, we expect an examinee's scores to differ if the person takes the test more than once (see "Standard Error of Measurement" above). In the same way, we should expect the scores of two examinees of equal ability to differ. The Standard Error of the Difference (SED) is an index of the average-sized difference that we would expect between test scores of two examinees of equal ability. If the test scores of two examinees differ by less than the SED, there is no substantial evidence that the two examinees differ in ability. If the test scores differ by an amount greater than the SED (say,



1.5 times the SED), then we may have confidence that the two individuals truly differ in ability as measured by the test.

The SED is calculated as $\sqrt{2} \times SEM$. For example, the SEM of SSAT Elementary Level test is 20 points on verbal. The SED is roughly 30 points. If two individuals' verbal scores differ greater than 45 points ($1.5 \times SED$), then we may have confidence that the two individuals truly differ in their verbal abilities measured by the SSAT.

True Score

True score is a hypothetical concept indicating what an individual's score on a test would be if the test were perfectly reliable. It is thought of as the hypothetical average of an infinite number of obtained scores for a test taker with the effect of practice removed.

Validity

Validity indicates how well a test measures what it purports to measure. Typical measures of validity are the correlations between test score (predictor variable) and performance (e.g., grade point average) in school (criterion variable). The degree of correlation can range, theoretically, from -1.0 to +1.0. On this range, zero represents no correlation between predictor and criterion. A correlation of -1.0 represents a perfect negative correlation between the two variables (as one increases, the other decreases), and +1.0 represents a perfect correlation between predictor and criterion (the two variables increase or decrease together).

Since a test may serve several different purposes, there is no single validity index. Ultimately, the validity of the SSAT depends on how it is to be used by the individual school. Therefore, the user school should conduct its own validity study whenever possible. SSATB provides a validity study service to all its members. Previous validity studies have shown a positive correlation between SSAT scores and school grades. For summary information about this service, please contact SSATB.

Appendices

Appendix A: SSAT Percentiles by Grade of Elementary Level Test

The norms presented in the following tables are based on elementary test takers who tested between August 1, 2012 and July 31, 2015. They are not representative of students in general throughout the country, nor are they representative of all students enrolled in independent secondary schools.

Percentiles reported on individual score report forms are based on the performance of students of the same grade level and may be found in the following tables.

Guide to Reading Tables

Verbal.....	V
Quantitative.....	Q
Reading Comprehension.....	R



2015-2016 Interpretive Guide for the Elementary Level SSAT

Table 1A

PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 3RD GRADE - VERBAL, QUANTITATIVE, AND READING

Based on United States and Canadian Standard First Time Test Takers August 2012 - July 2015

Scaled Score	SSAT Percentile - 3rd Grade			Scaled Score	SSAT Percentile - 3rd Grade			Total Scaled Score	3rd Grade Total	Total Scaled Score	3rd Grade Total	Total Scaled Score	3rd Grade Total	Total Scaled Score	3rd Grade Total
	V	Q	R		V	Q	R								
600	99	99	99	445	41	45	41	1800	99	1570	97	1345	42	1120	5
595	99	99	99	440	41	40	35	1795	99	1565	97	1340	42	1115	4
590	99	99	99	435	34	36	35	1790	99	1560	96	1335	40	1110	4
585	99	99	99	430	34	36	29	1785	99	1555	95	1330	38	1105	4
580	99	99	99	425	27	31	29	1780	99	1550	95	1325	37	1100	4
575	99	99	99	420	27	31	21	1775	99	1545	94	1320	36	1095	3
570	99	99	99	415	23	25	21	1770	99	1540	94	1315	34	1090	3
565	99	99	99	410	23	25	18	1765	99	1535	93	1310	33	1085	3
560	99	99	99	405	19	21	18	1760	99	1530	92	1305	32	1080	3
555	99	99	99	400	14	16	14	1755	99	1525	90	1300	31	1075	2
550	99	99	99	395	14	16	14	1750	99	1520	90	1295	30	1070	2
545	99	99	99	390	10	13	11	1745	99	1515	89	1290	29	1065	2
540	99	99	99	385	10	13	11	1740	99	1510	88	1285	28	1060	2
535	97	98	99	380	8	9	9	1735	99	1505	87	1280	26	1055	1
530	97	95	99	375	8	9	9	1730	99	1500	86	1275	25	1050	1
525	92	95	97	370	6	6	7	1725	99	1495	85	1270	24	1045	1
520	88	92	97	365	6	4	7	1720	99	1490	84	1265	23	1040	1
515	88	92	94	360	4	4	5	1715	99	1485	83	1260	23	1035	1
510	82	86	94	355	4	3	5	1710	99	1480	82	1255	21	1030	1
505	82	86	88	350	3	3	4	1705	99	1475	81	1250	20	1025	1
500	76	82	88	345	3	1	4	1700	99	1470	79	1245	19	1020	1
495	76	77	81	340	3	1	2	1695	99	1465	78	1240	19	1015	1
490	70	77	81	335	1	1	2	1690	99	1460	76	1235	18	1010	1
485	70	72	72	330	1	1	2	1685	99	1455	75	1230	17	1005	1
480	62	72	72	325	1	1	2	1680	99	1450	73	1225	16	1000	1
475	62	65	63	320	1	1	1	1675	99	1445	71	1220	16	995	1
470	56	65	55	315	1	1	1	1670	99	1440	70	1215	15	990	1
465	56	59	55	310	1	1	1	1665	99	1435	68	1210	14	985	1
460	52	53	47	305	1	1	1	1660	99	1430	67	1205	13	980	1
455	46	53	47	300	1	1	1	1655	99	1425	64	1200	12	975	1
450	46	45	41					1650	99	1420	62	1195	12	970	1
								1645	99	1415	60	1190	11	965	1
								1640	99	1410	59	1185	11	960	1
								1635	99	1405	58	1180	10	955	1
								1630	99	1400	57	1175	9	950	1
								1625	99	1395	56	1170	9	945	1
								1620	99	1390	55	1165	8	940	1
								1615	99	1385	53	1160	8	935	1
								1610	99	1380	52	1155	7	930	1
								1605	99	1375	50	1150	7	925	1
								1600	99	1370	49	1145	7	920	1
								1595	99	1365	48	1140	6	915	1
								1590	99	1360	46	1135	6	910	1
								1585	98	1355	45	1130	5	905	1
								1580	97	1350	44	1125	5	900	1
								1575	97						

Secondary School Admission Test Board

Table 1B

PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
 4th GRADE - VERBAL, QUANTITATIVE, AND READING
 Based on United States and Canadian Standard First Time Test Takers August 2012 - July 2015

Scaled Score	SSAT Percentile - 4th Grade		
	V	Q	R
600	99	99	99
595	99	97	99
590	99	95	99
585	99	95	99
580	99	94	99
575	98	93	99
570	98	90	99
565	96	89	99
560	94	87	99
555	94	86	98
550	90	82	98
545	89	82	96
540	85	78	96
535	82	77	93
530	79	75	93
525	76	74	86
520	73	72	86
515	69	69	84
510	66	68	75
505	62	64	72
500	60	63	65
495	56	60	62
490	52	57	56
485	49	54	54
480	45	52	47
475	39	47	45
470	37	47	40
465	37	41	36
460	32	38	36
455	31	33	29
450	26	33	29

Scaled Score	SSAT Percentile - 4th Grade		
	V	Q	R
445	25	27	23
440	22	27	22
435	19	23	17
430	16	22	17
425	15	19	14
420	14	17	13
415	11	13	11
410	10	12	9
405	8	9	9
400	7	8	7
395	6	5	6
390	5	5	6
385	4	4	5
380	4	3	4
375	4	2	4
370	3	2	3
365	2	1	2
360	2	1	2
355	2	1	1
350	1	1	1
345	1	1	1
340	1	1	1
335	1	1	1
330	1	1	1
325	1	1	1
320	1	1	1
315	1	1	1
310	1	1	1
305	1	1	1
300	1	1	1

Total Scaled Score	4th Grade Total
1800	99
1795	99
1790	99
1785	99
1780	99
1775	99
1770	99
1765	99
1760	99
1755	99
1750	99
1745	99
1740	99
1735	99
1730	99
1725	99
1720	99
1715	99
1710	99
1705	99
1700	99
1695	99
1690	98
1685	98
1680	98
1675	98
1670	97
1665	96
1660	96
1655	95
1650	94
1645	94
1640	93
1635	93
1630	92
1625	91
1620	90
1615	89
1610	88
1605	87
1600	86
1595	85
1590	84
1585	83
1580	82
1575	82

Total Scaled Score	4th Grade Total
1570	81
1565	79
1560	78
1555	77
1550	76
1545	74
1540	73
1535	72
1530	71
1525	69
1520	68
1515	66
1510	65
1505	64
1500	62
1495	62
1490	60
1485	59
1480	57
1475	56
1470	54
1465	52
1460	51
1455	49
1450	48
1445	47
1440	46
1435	45
1430	44
1425	43
1420	41
1415	40
1410	38
1405	37
1400	36
1395	35
1390	33
1385	32
1380	31
1375	30
1370	29
1365	28
1360	27
1355	26
1350	25

Total Scaled Score	4th Grade Total
1345	24
1340	23
1335	22
1330	22
1325	20
1320	19
1315	19
1310	18
1305	17
1300	16
1295	15
1290	15
1285	14
1280	13
1275	12
1270	11
1265	10
1260	10
1255	9
1250	9
1245	8
1240	7
1235	7
1230	6
1225	6
1220	6
1215	5
1210	5
1205	5
1200	5
1195	4
1190	4
1185	4
1180	3
1175	3
1170	2
1165	2
1160	2
1155	2
1150	2
1145	2
1140	2
1135	1
1130	1
1125	1

Total Scaled Score	4th Grade Total
1120	1
1115	1
1110	1
1105	1
1100	1
1095	1
1090	1
1085	1
1080	1
1075	1
1070	1
1065	1
1060	1
1055	1
1050	1
1045	1
1040	1
1035	1
1030	1
1025	1
1020	1
1015	1
1010	1
1005	1
1000	1
995	1
990	1
985	1
980	1
975	1
970	1
965	1
960	1
955	1
950	1
945	1
940	1
935	1
930	1
925	1
920	1
915	1
910	1
905	1
900	1

Appendix B:

SSAT Means and Standard Deviations of Elementary Level Test

The means and standard deviations on the following tables are based on elementary test takers who tested from August 1, 2012 through July 31, 2015. They are not representative of students in general throughout the country, nor are they representative of all students enrolled in independent secondary schools.

Table 2

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST
Based on United States and Canadian First Time Test Takers August 2012 - July 2015*

Verbal	Elementary*	
	03	04
Total Test Takers	632	1370
Mean Scaled Score	457	485
Standard Deviation	52	53

Quantitative	Elementary*	
	03	04
Total Test Takers	632	1370
Mean Scaled Score	452	486
Standard Deviation	50	59

Reading	Elementary*	
	03	04
Total Test Takers	632	1370
Mean Scaled Score	454	477
Standard Deviation	48	46

Total	Elementary*	
	03	04
Total Test Takers	632	1370
Mean Scaled Score	1363	1448
Standard Deviation	129	136

*All first time test takers, not just Standard administrations.

