



2016-2017 Interpretive Guide

for the **Elementary** Level SSAT



The Enrollment Management Association 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.

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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
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 that are needed for successful performance in private schools. The SSAT provides private school admission professionals with meaningful information about the 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. Our test editors review all test material for any questions that may be inappropriate for various subgroups of the population. 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.

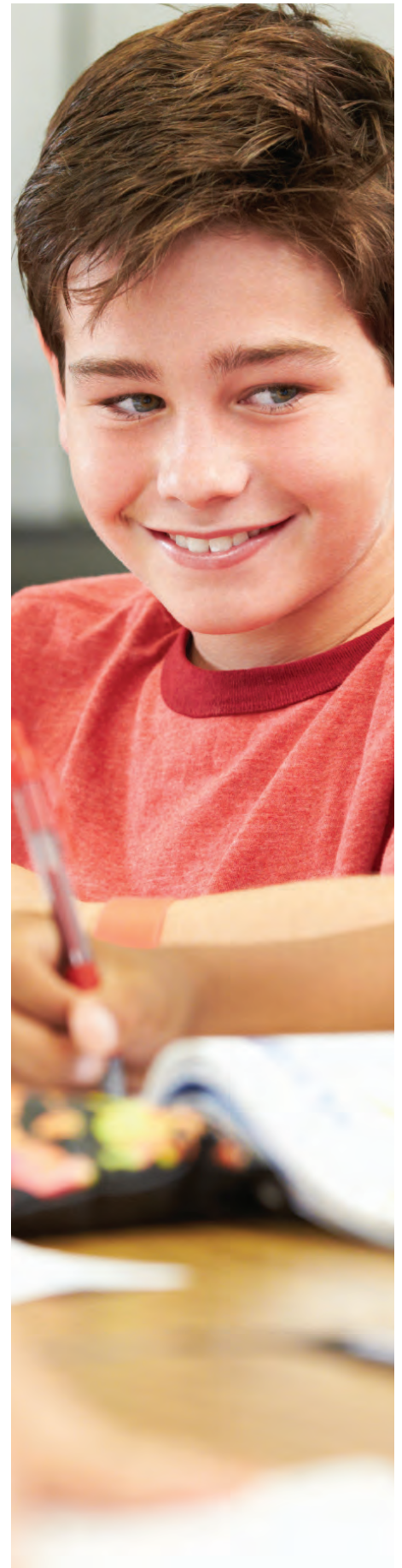
Both types of verbal items—synonyms and analogies—are carefully balanced to avoid advantage or disadvantage to students whose interests and backgrounds may have led them to read more or acquire a large vocabulary in specific areas.

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 nonfiction. 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 The Enrollment Management Association. Each report is reviewed 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, for example, 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.

School Score Report Sample

Elementary SSAT Score Report



Student Name
SSAT, Elementary

Family Address
862 Route 518
Skillman NJ 08558

Test Date
12 Dec 2016

Test Center ID
1717

Test Level
Elementary

School ID
1717

Family Phone #
609-436-6315

Current Grade
4

Registration Number
160639842

Family Email
ddavidian@ssat.org

Gender
Male

Birth Date
06 Jun 2006

Test Taker's Scores			SSAT Reference Information		
	Possible Scaled Score Range: 300-600		Percent Correct Per Section	Grade 4 Total	
	Score	Range		Student Percentile	Average Score
Verbal	590	570 - 600	100	99	479
Quantitative	600	580 - 600	100	99	469
Reading	550	530 - 570	100	90	478
Total	1740			99	1426

	Number of Questions			Percent Correct Per Subsection
	Right	Wrong	Not Answered	
Verbal Synonyms	15	0	0	100 %
Verbal Analogies	15	0	0	100 %
Verbal Questions Not Reached: 0				
Number Concepts and Operations	16	0	0	100 %
Algebra, Geometry and Other Math	14	0	0	100 %
Quantitative Questions Not Reached: 0				
Reading Main Idea and Content	14	0	0	100 %
Reading Higher Order and Interpretation	14	0	0	100 %
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 to families 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: _____
Elementary SSAT
 Grade: 4

Gender: Male
 Date of Birth: 06 Jun 2006

Elementary SSAT
 862 Route 518
 Skillman, NJ 08558

The Test You Took

Registration ID: 160639842
 Test Date: 12 Dec 2016
 Test Level: Elementary
 Test Center: SSAT Academy (Sample Center - Not Real) (1717)

	Your Scaled Scores		SSAT Reference Information	
	Possible Scaled Score Range: 300-600		Grade 4 Total	
	Score	Range	Your Percentile	Average Score
Verbal	590	570 - 600	99	479
Quantitative	600	580 - 600	99	469
Reading	550	530 - 570	90	478
Total	1740		99	1426

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 SSAT 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	15	0	0	100
	Analogies	15	0	0	100
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	16	0	0	100
	Algebra, Geometry & Other Math	14	0	0	100
					100
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	14	0	0	100
	Higher Order	14	0	0	100

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 U.S. 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 520 and the percentile



is 73 on the verbal section, it means that 73% 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 520.

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)

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.

SSAT Subject Areas

SSAT results are reported in the following subject areas:

Verbal

- Synonyms — Assess a student's ability to select the one word or phrase that is closest in meaning to the word given.
- Analogies — 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.

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.

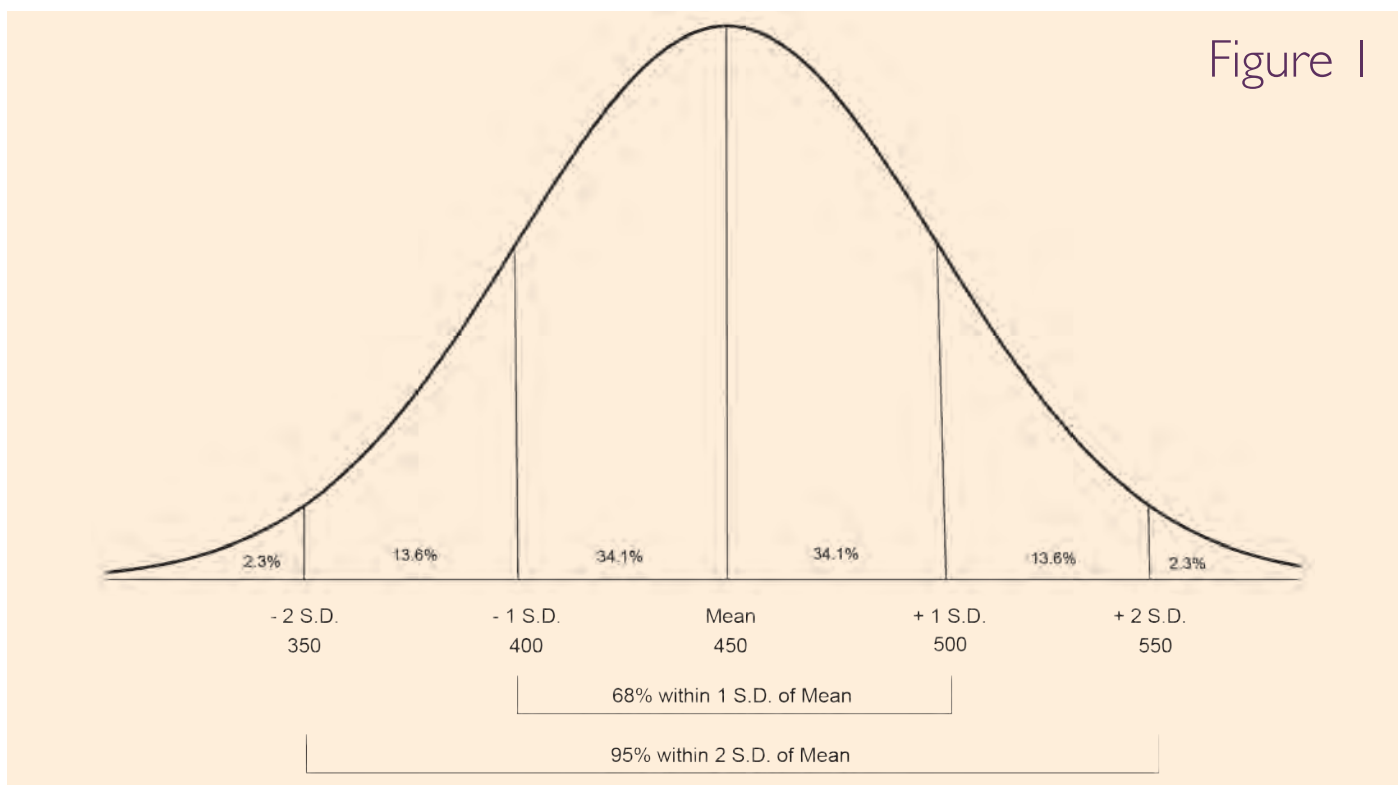


Standard Deviation

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. More than 13% score between one and two standard deviations above or below the mean, so that a total of 95% of the test takers score within two standard deviations of the mean, or between 350 and 550. Notice that less than 5% of test takers score more than two 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 two standard deviations above the mean, and that you have before you a student who has scored in the top 2% of all test takers.



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. The Enrollment Management Association 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 The Enrollment Management Association.

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, 2013 and July 31, 2016. 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



2016-2017 Interpretive Guide for the Elementary Level SSAT

Table 1A

PERCENTILE RANKS ON THE SECONDARY SCHOOL ADMISSION TEST
3RD GRADE - VERBAL, QUANTITATIVE, READING, AND TOTAL
 Based on United States and Canadian First Time Test Takers August 2013-July 2016

Scaled Score	SSAT Percentile - 3rd Grade			Total Scaled Score	3rd Grade Total	Total Scaled Score	3rd Grade Total	Total Scaled Score	3rd Grade Total
	V	Q	R						
600	99	99	99	1800	99	1490	61	1180	12
590	99	99	99	1790	99	1480	60	1170	11
580	96	96	97	1780	99	1470	59	1160	10
570	92	90	94	1770	99	1460	58	1150	8
560	88	82	88	1760	99	1450	55	1140	8
550	83	80	86	1750	99	1440	53	1130	7
540	80	77	81	1740	98	1430	51	1120	6
530	77	75	74	1730	97	1420	49	1110	5
520	73	72	74	1720	96	1410	47	1100	4
510	65	69	65	1710	96	1400	45	1090	4
500	65	63	63	1700	94	1390	43	1080	4
490	59	59	57	1690	93	1380	42	1070	3
480	56	57	49	1680	92	1370	40	1060	2
470	52	51	49	1670	91	1360	38	1050	2
460	46	46	44	1660	90	1350	37	1040	1
450	46	44	37	1650	88	1340	36	1030	1
440	39	39	34	1640	87	1330	34	1020	1
430	33	35	30	1630	86	1320	32	1010	1
420	28	31	24	1620	84	1310	31	1000	1
410	27	29	19	1610	83	1300	29	990	1
400	23	22	16	1600	82	1290	28	980	1
390	20	19	13	1590	80	1280	27	970	1
380	15	15	10	1580	79	1270	25	960	1
370	11	12	8	1570	78	1260	23	950	1
360	8	9	5	1560	76	1250	21	940	1
350	5	4	3	1550	74	1240	20	930	1
340	3	3	1	1540	72	1230	18	920	1
330	2	1	1	1530	70	1220	17	910	1
320	1	1	1	1520	68	1210	15	900	1
310	1	1	1	1510	65	1200	14		
300	1	1	1	1500	64	1190	13		

Table 1B

PERCENTILE RANKS ON THE SECONDARY SCHOOL ADMISSION TEST
 4TH GRADE - VERBAL, QUANTITATIVE, READING, AND TOTAL
 Based on United States and Canadian First Time Test Takers August 2013-July 2016

Scaled Score	SSAT Percentile - 4th Grade		
	V	Q	R
600	99	99	99
590	99	99	99
580	95	97	99
570	87	92	96
560	81	86	96
550	76	82	90
540	76	80	88
530	69	75	82
520	69	75	76
510	62	72	69
500	59	69	63
490	54	68	58
480	52	64	50
470	48	60	46
460	42	54	40
450	39	53	33
440	35	45	30
430	31	39	23
420	27	33	19
410	23	25	15
400	20	21	13
390	18	14	10
380	14	8	7
370	11	2	6
360	8	1	5
350	6	1	2
340	4	1	1
330	3	1	1
320	2	1	1
310	1	1	1
300	1	1	1

Total Scaled Score	4th Grade Total
1800	99
1790	99
1780	99
1770	99
1760	99
1750	99
1740	99
1730	98
1720	97
1710	96
1700	95
1690	94
1680	93
1670	92
1660	90
1650	89
1640	87
1630	86
1620	84
1610	83
1600	82
1590	81
1580	79
1570	78
1560	76
1550	75
1540	72
1530	70
1520	68
1510	66
1500	64

Total Scaled Score	4th Grade Total
1490	62
1480	61
1470	59
1460	57
1450	55
1440	53
1430	51
1420	49
1410	47
1400	45
1390	43
1380	42
1370	39
1360	37
1350	36
1340	34
1330	32
1320	30
1310	29
1300	27
1290	25
1280	24
1270	23
1260	21
1250	19
1240	18
1230	17
1220	16
1210	14
1200	13
1190	11

Total Scaled Score	4th Grade Total
1180	10
1170	8
1160	7
1150	6
1140	6
1130	5
1120	4
1110	4
1100	3
1090	3
1080	2
1070	1
1060	1
1050	1
1040	1
1030	1
1020	1
1010	1
1000	1
990	1
980	1
970	1
960	1
950	1
940	1
930	1
920	1
910	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, 2013 through July 31, 2016. 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 2013-July 2016*

Verbal	Elementary	
Grade	03	04
Total Test Takers	953	1632
Mean Scaled Score	471	479
Standard Deviation	73	76

Quantitative	Elementary	
Grade	03	04
Total Test Takers	953	1632
Mean Scaled Score	472	469
Standard Deviation	75	67

Reading	Elementary	
Grade	03	04
Total Test Takers	953	1632
Mean Scaled Score	478	478
Standard Deviation	67	59

Total	Elementary	
Grade	03	04
Total Test Takers	953	1632
Mean Scaled Score	1421	1426
Standard Deviation	184	175

*Standard administrations and scheduled Flex administrations.



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