



SSAT SECONDARY SCHOOL ADMISSION TEST

# 2015-2016 Interpretive Guide

for the **Middle & Upper** 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). SSATB uses an extensive inventory of equated test items to ensure that a student can sit for a test at any administration during an academic year and take a different test. This guide contains information for two levels of the test: the Middle Level SSAT, designed for students in grades 5-7, and the Upper Level SSAT, designed for students in grades 8-11. Information for the Elementary Level SSAT for students in grades 3 and 4 is provided in a separate guide.

The Secondary School Admission Test Board, a nonprofit educational corporation, develops and administers the SSAT.



# Contents

<b>Introduction.....</b>	<b>4-7</b>
Purpose of the Test.....	4
Test Development Process .....	4
Test Specifications.....	4-5
Verbal Section.....	5
Quantitative Section.....	6
Reading Comprehension Section.....	7
Writing Section .....	7
<b>Administration of the SSAT .....</b>	<b>8</b>
Test Security.....	8
Uniform Conditions .....	8
Testing Accommodations .....	8
<b>Reporting SSAT Scores.....</b>	<b>8-12</b>
Score Reports.....	8
School Score Report.....	9
SSAT Writing Sample.....	10-11
Family Score Report.....	12
<b>Interpreting SSAT Scores.....</b>	<b>13-16</b>
Raw Scores .....	13
Scaled Scores .....	13
Range of Scaled Scores.....	13
Norms and Percentiles.....	14
Mean Scores.....	14
Omissions and Questions Not Reached.....	14
School-Specific Context Data.....	15
SSAT Subject Areas.....	16
<b>Statistical Terms and the SSAT .....</b>	<b>17-20</b>
Score Equating.....	17
Mean .....	17
Median.....	17
Standard Deviation .....	18
Reliability of Test Scores.....	19
Standard Error of Measurement – SEM.....	19
Standard Error of Difference – SED.....	19
True Score.....	20
Validity .....	20
Test Speededness.....	20
School-Specific SSAT Scores .....	20
<b>Appendices.....</b>	<b>21-39</b>
Appendix A:	
SSAT Program Norms by Grade and Gender.....	21-35
Appendix B:	
SSAT Means and Standard Deviations.....	36-39



# Introduction

*The Interpretive Guide for the Middle and Upper Level SSAT* 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 admission officers and 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 SSAT

The SSAT is designed for students who are seeking entrance to independent schools in grades 4 to PG in the USA, Canada, and worldwide. 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 independent schools. The SSAT provides independent 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 a student's 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 to ensure that there is only one "best" response for each item.

In order to develop a pool of items for future tests, the Middle and Upper Level SSATs contain a brief experimental section. These questions have been developed, scrutinized, and determined to meet SSATB standards. Each test question is then analyzed statistically to determine its usefulness. Satisfactory items become part of the item pool from which new editions of the test are assembled. Unsatisfactory items are discarded or rewritten. Rewritten items are subject to the review and pretesting process again. These experimental questions are not part of a student's score.

## Test Specifications

This guide contains information on two levels of the SSAT. The Middle Level test is administered to students in grades 5-7, and the Upper Level test is administered to students in grades 8-11.

The SSAT consists of four multiple-choice sections with a testing time of 30 minutes for the Verbal and each of the two Quantitative sections, and 40 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 SSAT includes a 25-minute writing sample. Writing samples are not scored but are submitted to score recipients to supplement a student's application. Including a short experimental section, the total testing time for a standard SSAT administration is 170 minutes.

Samples of SSAT question types are provided on the SSAT website and in *The Official Guide to the Middle Level SSAT* and *The Official Guide to the Upper Level SSAT*. These publications are available for purchase through the SSAT website, [www.ssat.org](http://www.ssat.org).

Content and statistical specifications can help ensure that the test measures the intended construct for the target population, 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 SSAT follows.

## Verbal Section

The Verbal section of the test consists of 30 synonym questions and 30 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 SSAT includes two Quantitative sections containing 25 questions each. The Quantitative score is comprised of all 50 questions in the two sections. 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.

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

- Arithmetic word problems (including percent, ratio)
- Basic concepts of addition, subtraction, multiplication, and division
- Estimation
- Rational numbers
- Sequences and series
- Frequencies
- Properties of exponents
- Algebraic word problems
- Equations of lines
- Patterns
- Absolute value
- Area and circumference of a circle
- Area and perimeter of a polygon
- Volume of a cube, cylinder, box
- Pythagorean theory and properties of right, isosceles, equilateral triangles
- Properties of parallel and perpendicular lines
- Coordinate geometry (*Upper Level test only*)
- Slope (*Upper Level test only*)
- Interpretation (tables, graphs)
- Trends and inferences
- Probability

## Reading Comprehension Section

The Reading Comprehension section consists of 40 questions based on reading passages that generally fall into the categories of narrative (literary fiction, novels, short stories, poems) and argument (the presentation of an obvious and definite point of view on some subject, such as essays). The subject matter of the reading passages is drawn from the following general fields: humanities (such as art, biography, and poetry), social studies (such as history, economics, and sociology), and science (such as medicine, astronomy, and anthropology). The passages cover a variety of sources and 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 350 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:

- Recognize the main idea
- Locate details
- Make inferences
- Derive the meaning of a word or phrase from its context
- Determine the author's purpose
- Determine the author's attitude and tone
- Understand and evaluate opinions/arguments
- Make predictions based on information in the passage

## Writing Section

The SSAT includes an unscored writing sample that is sent to schools with the student's score report. The Middle Level exam includes two creative prompts, from which the student will choose one. The Upper Level writing section presents two prompts: one creative and one essay, from which the student will choose one. All students have 25 minutes to complete the writing portion of the exam. The writing sample can be up to two pages long.



# Administration of the SSAT

## Test Security

The SSAT 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 way. To ensure that scores earned by examinees at different administrations are strictly comparable, the *Test Administrator's Guide to the SSAT* provides precise instructions, to be followed by qualified and experienced test administrators, from the moment the student 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](http://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.

Context is a key component to effective interpretation of test scores. To increase support for SSAT score interpretation, school application context data is added to the score reports provided to schools. For the 2015-2016 year, the scores of a test taker are placed in many different contexts on the school score report.



School Score Report

Secondary School Admission Test Score Report



Student Name  
**Student, Sample**

Family Address  
862 Route 518  
Skillman NJ 08558

Test Date  
05 Aug 2015

Test Center ID  
1717

Test Level  
Middle

School ID  
1717

Family Phone #  
609-436-6135

Current Grade  
7

Registration Number  
150303887

Family Email  
ddavidian@ssat.org

Gender  
Male

Birth Date  
03 Nov 2003

	Test Taker's Scores		SSAT Reference Information					
	Possible Scaled Score Range: 440-710		Grade 7 Total			Grade 7 Male		
	Score	Range	Student Percentile	Average Score	Range	Student Percentile	Average Score	Range
<b>Verbal</b>	650	632 - 668	52	643	625 - 661	51	644	626 - 662
<b>Quantitative</b>	635	620 - 650	49	634	619 - 649	44	639	624 - 654
<b>Reading</b>	617	599 - 635	32	636	618 - 654	34	635	617 - 653
<b>Total</b>	1902		44	1913		42	1918	

School Applicant Context for 1717 (Grade 7)			
	All 2013-2014 Reports	2014 Accepted Students	
	Rank Order	Rank Order	2014 Enrolled Students Rank Order
Verbal			
Quantitative			
Reading			
Total			
	Average Score	Average Score	Average Score
Verbal			
Quantitative			
Reading			
Total			

School Applicant Context ranks the scores in this report among all grade 7 score reports sent to your school in the previous year, 2013-2014. N/A indicates that data has not been submitted for your school; please contact members@ssat.org for more information.

	Number of Questions			Percent Correct	Percent Correct
	Right	Wrong	Not Answered	Right/Total	Right/Answered
Verbal Synonyms	22	8	0	73 %	73 %
Verbal Analogies	19	6	5	63 %	76 %
Verbal Questions Not Reached: 5					
Number Concepts and Operations	18	5	3	69 %	78 %
Algebra, Geometry and Other Math	17	5	2	71 %	77 %
Quantitative Questions Not Reached: 2					
Reading Main Idea and Content	18	3	4	72 %	86 %
Reading Higher Order and Interpretation	8	6	1	53 %	57 %
Reading Questions Not Reached: 5					

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 for the form difficulty differences, and the resulting scaled scores can be compared across forms.

## SSAT Writing Sample

Page 2

Use Pencil Only.

**Writing Sample**

Schools would like to get to know you better through a story you tell using one of the ideas below. Please choose the idea you find most interesting and write a story using the idea as your first sentence. Please fill in the circle next to the one you choose.

I put my hand in my pocket and pulled out ...

All I wanted was a glass of water.

Use this page and the next page to complete your writing sample.

I put my hand in my pocket and pulled out a crumpled piece of paper. I didn't remember putting it there. I carefully opened it, and it was a treasure map! I put it back in my pocket and ran to get my friends Anna and Paul. They lived in this neighborhood their whole lives and would recognize the landmarks.

They were as excited as I was! The map started at the big tree by the stream. We followed the stream until we came to the bridge. We crossed over and followed the path through the woods. At the abandoned house, we turned left and headed down the bike path.

Continue on next page

Use Pencil Only.


Page 3

Anna was getting worried.  
"No one knows where we are.  
Where did the map come from?"  
Just then we saw the  
tree house the map pointed  
to. What was in the tree  
house? We looked around but  
didn't see any one. I climbed  
up first, and didn't give  
away what I found until  
both Paul and Anna were in  
the treehouse with me. It was  
my little brother with a  
plate of cookies! My brother  
and dad built the treehouse  
in the field behind our  
house. Now we all had a  
place to play.



## 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: Sample Student  
Grade: 7

Gender: Male  
Date of Birth: 03 Nov 2003

Sample Student  
862 Route 518  
Skillman, NJ 08558

---

#### The Test You Took

Registration ID: 150303887  
Test Level: Middle

Test Date: 05 Aug 2015  
Test Center: SSAT Academy (1717)

---

SSAT Reference Information								
	Your Scaled Scores		Grade 7 Total			Grade 7 Male		
	Possible Scaled Score Range: 440-710		Your Percentile	Average Score	Range	Your Percentile	Average Score	Range
<b>Verbal</b>	650	632 - 668	52	643	625 - 661	51	644	626 - 662
<b>Quantitative</b>	635	620 - 650	49	634	619 - 649	44	639	624 - 654
<b>Reading</b>	617	599 - 635	32	636	618 - 654	34	635	617 - 653
<b>Total</b>	1902		44	1913		42	1918	

#### 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 answer and subtracting one-quarter of one point for each 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 100, indicating the percentage of other test takers who scored at or below your scaled score. The first 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 three years. The second SSAT percentile compares your performance to the performance of other students of the same grade and gender who have taken the SSAT within the past three years. If 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
<b>Verbal</b> Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies).	22	8	0
<b>Math</b> Questions testing your knowledge of number properties and relationships, basic computation, concepts of equivalencies, geometry, measurement, and interpretation of charts/graphs.	19	6	5
<b>Reading</b> 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.	18	5	3
	17	5	2
	18	3	4
	8	6	1

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 for item difficulty differences, and the resulting scaled scores can be compared across forms.



# Interpreting SSAT Scores

## Raw Scores

Scores for the Middle and Upper Level are calculated by adding one point for each correct answer and zero points for each omitted question, and by subtracting one-quarter of one point for each incorrect answer. The number of answers scored as right, wrong, and omitted on each subsection of the test constitute the raw score for that subsection (subscore). Raw scores from different editions of the test cannot be compared directly to each other.

## Scaled Scores

The raw score is converted to a score on the 440-710 Middle Level scale or 500-800 Upper 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 17 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 observed test scores vary from his or her "true" score (see "True Score" on page 20). 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 19 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 Upper Level test is 21 on the Verbal section. If a student gets a scaled score of 698 on Verbal, there is a 68% chance that his/her score will fluctuate between 677 and 719 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. With the 2015-2016 academic year, the SSAT Middle Level and Upper Level test norm groups consist of all the first-time test takers (same grade level and same grade level and gender) who have taken the test on a Standard test date over the most recent three-year period in the USA and Canada. For students who tested multiple times, only the first test scores are used to calculate the ranking percentile.

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 an 8th grade male student's scaled score is 698 and his percentile is 69 on the Verbal section, it means that 69% of scores of all the other 8th grade male students (who have taken the test for the first time on a Standard test date over the most recent three-year period in the USA and Canada) fall at or below 698.

The two sets of SSAT percentiles are different because the test taker's scores are being compared with two different groups of test takers. Grade-only and grade-and-gender percentiles vary by competitive group, while the scaled scores are constant.

Tables 1A to 7B (pages 22 to 35) provide percentiles for grades 5 through 11.

## Mean Scores

The mean (average) of a group of scores provides a useful reference point when considering an individual score (e.g. above average, below average) for a test taker's grade and gender. The mean scores shown are for all first-time test takers testing in the USA and Canada on a Standard test date over the most recent three-year period of the same grade and the same grade and gender as the reported test taker. For students who tested multiple times, only the first test scores are used to calculate the mean score.

## Questions Not Answered

Questions not answered include both omitted questions and questions not reached. *Omitted questions* are questions test takers are able to reach but choose not to answer after consideration. For example, if a test taker does not answer question #10, but answers questions 11, 12, 13, etc., question #10 is counted as an omitted question. *Questions not reached* refers to those questions (usually near the end of a section or a test) that test takers are not able to reach because they run out of time. For example, if a test has a 50 questions, and a test taker does not answer questions 46-50, questions 46-50 are counted as not reached.

The SSAT is designed to ensure that test takers have sufficient time to consider every question on the test. The number of *not reached* questions is generally very low.

## School-Specific Context Data

Context is a key component to effective interpretation of test scores. The most important context for interpretation of test scores and other information is that of your school; thus your school's context data is added to each test taker's SSAT score report if your school reports its accepted and enrolled data to SSATB. The contexts included on the school score report place the test taker's scores into the school's environment, providing a much more meaningful comparison. School score reports are specific to each school and include context data for that school.

### School Context: All 2015-16 Reports

This table places the test taker's scores in the context of all of the same-grade test takers who sent scores to your school in the last admission year. The reported test taker's scores can be compared directly with those of all of the same-grade test takers' scores received by your school last year. Also shown are the mean (average) scores for all of the same-grade test takers whose scores your school received in the last admission year.

### School Context 2015: Accepted Students

This table places the test taker's scores in the context of all scores of the same-grade test takers accepted by your school in the last admission year. Also shown are the mean (average) scores for all of the same-grade test takers accepted by your school in the last admission year. (If the member school does not participate in the accepted and enrolled data share, these fields are marked with N/A.)

### School Context 2015: Enrolled Students

This table places the test taker's scores in the context of all of the same-grade test takers enrolled by your school in the last admission year. Also shown are the mean (average) scores for all of the same-grade test takers enrolled by your school in the last admission year. (If the member school does not participate in the accepted and enrolled data share, these fields are marked with N/A.)



## SSAT Subject Areas

SSAT results are reported in the following subject areas:

### Verbal

- Synonyms — Synonym questions test the student’s verbal capability.
- Analogies — Analogy questions test the student’s ability to relate ideas to each other logically.

### Quantitative

- Number Concepts and Operations — These questions deal with the way numbers are used or written and include concepts of and operations with integers, fractions, decimals, and percents, as well as number problems and relationships.
- Algebra, Geometry, Measurement, and Other Math — These questions cover the use of variables in equations and inequalities; coordinate systems; informal measurement-related concepts of area, perimeter, volume, and measure; the knowledge of triangles and other plane and solid shapes taught in the elementary school years; graphs, tables, charts, and miscellaneous topics such as simple probability and statistics, logic and flowcharts.

### Reading Comprehension

- Main Idea and Supporting Details — Some of these questions require students to recognize the main idea of a passage either by choosing a main idea statement or by choosing a title for the passage that most appropriately describes the author’s main point. The remaining questions require students to recognize the details from a passage that support the author’s thesis.
- Higher Order Skills — These questions require students to reason, draw inferences and apply information, recognize meaning not directly stated in a passage, and identify such elements of the passage as the author’s logic, style, and tone.

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. (Note – a family score reports does not contain “not-reached” numbers).



# Statistical Terms and the SSAT

## 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 difficulty. 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. It is not necessary to go back and work through the scaled scores, as when computing the mean.



## 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 656 and the standard deviation is 54 points. One standard deviation above the mean is a score of 710, and 34% of the test-taking population earn scores that are between 656 and 710. Similarly, another 34% of the population score within one standard deviation below the mean, or between 602 and 656. This means that 68% of the test-taking population score within one standard deviation (54 points) above or below the mean score (656), or between 602 and 710. 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 548 and 764. 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 770 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.

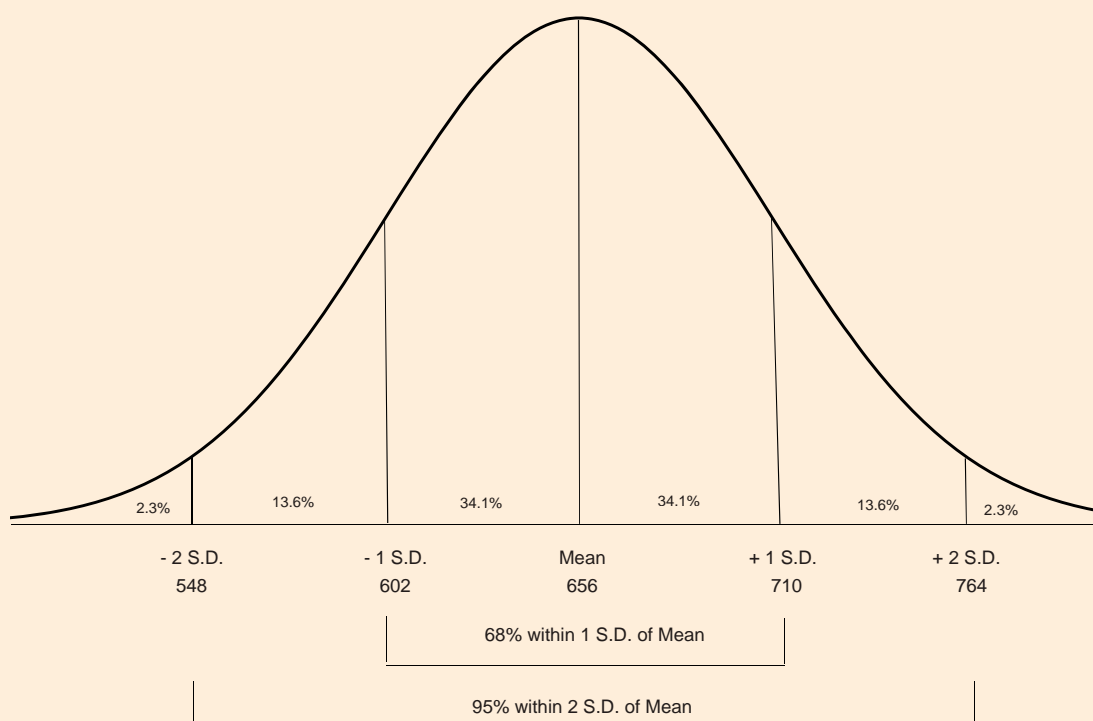


FIGURE 1

## Reliability of Test Scores

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 taker's 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 Middle Level SSAT tests have reliability coefficients ranging between .82 and .93. The Upper Level SSAT tests have reliability coefficients ranging between .82 and .94.

## 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 20).

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 Upper Level test is 21 on Verbal. If a student gets a scaled score of 698 on Verbal, there is a 68% chance that his/her score will fluctuate between 677 (one SEM below 698) and 719 (one SEM above 698) if he or she takes the test again.

The chart that follows specifies the Standard Error of Measurement for each section of the test.

Section	Upper Level Forms SEM	Middle Level Forms SEM
Reading Comprehension	21 points	19 points
Verbal	21 points	16 points
Quantitative	19 points	14 points

## 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. As the test scores differ by an amount greater than the SED (say, two 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 the SSAT Upper Level test is 21 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 as 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. 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). Zero represents no correlation between predictor and criterion.

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 study, please contact SSATB.

## Test Speededness

The SSAT began a transition from a speeded to a non-speeded test in the 2003-2004 test year. The transition was completed in the 2004-2005 test year.

A test section is speeded to the extent that performance on it is determined by the number of questions examinees have time to answer. There is no single criterion to determine test speededness, but several criteria can be used together. One measure is provided by the percent of the test takers who reached at least three-quarters of the questions in a timed section. A test section may be regarded as being virtually unspeeded if essentially all test takers reach at least three-quarters of all the items in that section.

In the 2004-2005 test year, all sections of the SSAT were essentially unspeeded. For example, a typical Upper Level form, analyzed for grade 8 students, shows that three-quarters of the items in the Verbal section were reached by 99.9% of the students, 99.7% for the Quantitative sections, and 99% for the Reading Comprehension section. Corresponding percents for grade 6 students who took the Middle Level form are 99.9% (Verbal), 99.9% (Quantitative), and 97.7% (Reading).

## School-Specific SSAT Scores

An applicant's SSAT score attains its greatest relevance for a school when it is viewed in the context of the relationship between that score and the student's success at the school as measured by overall first year GPA. To determine that relationship, SSAT analyzes data provided by the school and establishes the optimal weights of the three SSAT scores (V, Q, and R) that produces the best "fit" between the individual school's experience with the test and that school's grading system.

The optimal weighting of test scores allows a school to refine its use of SSAT scores by generating school-specific scores for all applicants so that these can be considered when evaluating and comparing applicants.

**Additional information regarding school-specific SSAT scores is available on request from SSATB: email [members@ssat.org](mailto:members@ssat.org).**



# Appendices

## Appendix A: SSAT Program Norms by Gender and Grade

The norms presented in the following tables are based on first-time test takers who tested at a United States or Canadian Standard administration of the Secondary School Admission Test between August 1, 2012 and July 30, 2015. If a student tested multiple times, only the first test scores were used to calculate the norms. They are not representative of students in general throughout the country, nor are they representative of all students enrolled in independent schools.

Percentiles reported on individual score report forms are based on the performance of students of the same grade and of the same grade level and gender 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 Upper & Middle Level SSAT

Table 1A

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 5TH GRADE - VERBAL, QUANTITATIVE, AND READING

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
710	99	99	99	99	99	99	99	99	99
707	98	99	99	98	99	99	98	99	99
704	98	99	99	98	99	99	98	99	99
701	98	99	99	97	99	99	97	99	99
698	97	99	99	97	99	99	97	99	99
695	97	99	99	96	98	99	97	99	99
692	97	99	99	96	98	99	96	99	99
689	96	99	98	96	98	98	96	98	98
686	96	99	98	95	97	98	96	98	98
683	95	99	97	94	97	97	95	98	97
680	95	98	97	94	96	97	94	97	97
677	94	98	96	93	95	96	94	97	96
674	94	98	95	93	94	95	93	96	95
671	93	97	95	92	93	95	92	95	95
668	92	97	94	90	92	94	91	95	94
665	91	97	93	90	91	93	91	94	93
662	91	96	92	88	90	92	90	93	92
659	89	95	91	87	89	91	88	92	91
656	89	94	89	86	88	90	87	91	90
653	87	93	88	85	86	89	86	89	89
650	86	92	87	83	85	88	85	88	87
647	85	92	86	82	83	86	83	88	86
644	83	90	84	80	82	84	82	86	84
641	82	89	83	79	80	83	80	84	83
638	81	88	81	77	78	81	79	83	81
635	79	86	79	75	76	79	77	81	79
632	76	85	77	73	75	77	75	80	77
629	75	83	75	71	72	75	73	78	75
626	72	82	74	70	71	74	71	76	74
623	71	80	70	67	69	71	69	74	71
620	69	78	69	65	66	69	67	72	69
617	67	76	66	63	64	67	65	70	66
614	64	74	64	61	62	65	63	68	65
611	62	72	61	59	60	62	61	66	62
608	59	70	59	57	58	60	58	64	60
605	57	68	56	54	56	57	55	62	57
602	55	65	54	51	54	56	53	59	55
599	52	63	50	49	51	52	50	57	51
596	51	61	49	47	50	52	49	55	50
593	48	59	45	44	47	48	46	53	46
590	45	56	44	42	45	46	43	50	45
587	43	54	41	40	42	42	41	48	41
584	41	52	38	37	41	41	39	46	40
581	38	49	35	34	38	37	36	43	36
578	36	46	34	33	36	35	34	41	34
575	33	43	30	31	33	32	32	38	31

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	30	42	29	28	32	30	29	37	30
569	29	38	25	26	29	27	28	34	26
566	26	36	24	24	27	26	25	31	25
563	24	33	21	22	25	23	23	29	22
560	22	31	20	20	23	21	21	27	21
557	20	28	18	19	21	19	19	24	18
554	18	25	17	17	19	17	17	22	17
551	17	22	14	16	16	15	16	19	15
548	15	21	13	14	15	14	14	18	13
545	13	18	11	13	13	12	13	16	11
542	12	16	10	12	12	11	12	14	10
539	10	13	8	10	10	9	10	12	9
536	8	12	7	8	9	8	8	11	8
533	8	10	6	8	8	7	8	9	7
530	6	8	5	7	7	7	6	7	6
527	5	7	5	6	5	6	6	6	5
524	5	6	4	5	5	5	5	5	4
521	4	5	4	4	4	4	4	4	4
518	4	4	3	3	3	4	3	3	3
515	3	3	3	3	3	3	3	3	3
512	2	3	2	2	2	3	2	2	2
509	2	2	2	2	1	2	2	2	2
506	2	1	2	1	1	2	1	1	2
503	1	1	1	1	1	2	1	1	1
500	1	1	1	1	1	1	1	1	1
497	1	1	1	1	1	1	1	1	1
494	1	1	1	1	1	1	1	1	1
491	1	1	1	1	1	1	1	1	1
488	1	1	1	1	1	1	1	1	1
485	1	1	1	1	1	1	1	1	1
482	1	1	1	1	1	1	1	1	1
479	1	1	1	1	1	1	1	1	1
476	1	1	1	1	1	1	1	1	1
473	1	1	1	1	1	1	1	1	1
470	1	1	1	1	1	1	1	1	1
467	1	1	1	1	1	1	1	1	1
464	1	1	1	1	1	1	1	1	1
461	1	1	1	1	1	1	1	1	1
458	1	1	1	1	1	1	1	1	1
455	1	1	1	1	1	1	1	1	1
452	1	1	1	1	1	1	1	1	1
449	1	1	1	1	1	1	1	1	1
446	1	1	1	1	1	1	1	1	1
443	1	1	1	1	1	1	1	1	1
440	1	1	1	1	1	1	1	1	1

## Secondary School Admission Test Board

### Table 1B

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 5TH GRADE - TOTAL SCALED SCORES

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

Total Scaled Score	Female	Male	Total	Total Scaled Score	Female	Male	Total	Total Scaled Score	Female	Male	Total	Total Scaled Score	Female	Male	Total
	TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	
2130	99	99	99	1926	87	84	85	1722	31	28	29	1518			
2127	99	99	99	1923	87	83	85	1719	30	27	29	1515			
2124	99	99	99	1920	86	83	84	1716	29	26	28	1512			
2121	99	99	99	1917	86	82	84	1713	28	26	27	1509			
2118	99	99	99	1914	85	81	83	1710	28	25	26	1506			
2115	99	99	99	1911	85	81	83	1707	27	24	25	1503			
2112	99	99	99	1908	84	80	82	1704	26	23	25	1500			
2109	99	99	99	1905	84	79	82	1701	25	23	24	1497			
2106	99	99	99	1902	83	79	81	1698	24	22	23	1494			
2103	99	99	99	1899	83	78	81	1695	23	21	22	1491			
2100	99	99	99	1896	82	78	80	1692	23	21	22	1488			
2097	99	99	99	1893	82	77	79	1689	22	20	21	1485			
2094	99	99	99	1890	81	76	79	1686	21	19	20	1482			
2091	99	99	99	1887	80	76	78	1683	20	18	19	1479			
2088	99	99	99	1884	80	75	77	1680	20	18	19	1476			
2085	99	99	99	1881	79	74	77	1677	19	17	18	1473			
2082	99	99	99	1878	78	73	76	1674	18	16	17	1470			
2079	99	99	99	1875	78	73	75	1671	17	15	16	1467			
2076	99	99	99	1872	77	72	74	1668	17	15	16	1464			
2073	99	99	99	1869	76	71	74	1665	16	14	15	1461			
2070	99	99	99	1866	75	70	73	1662	15	14	14	1458			
2067	99	99	99	1863	74	69	72	1659	15	13	14	1455			
2064	99	99	99	1860	74	68	71	1656	14	12	13	1452			
2061	99	99	99	1857	73	67	70	1653	13	12	12	1449			
2058	99	99	99	1854	72	66	69	1650	13	11	12	1446			
2055	99	98	99	1851	71	66	69	1647	12	11	11	1443			
2052	99	98	99	1848	71	65	68	1644	11	10	11	1440			
2049	99	98	98	1845	70	64	67	1641	11	10	10	1437			
2046	99	98	98	1842	69	63	66	1638	10	9	10	1434			
2043	99	98	98	1839	68	62	65	1635	10	9	9	1431			
2040	99	97	98	1836	67	61	64	1632	9	8	9	1428			
2037	98	97	98	1833	67	60	63	1629	9	8	8	1425			
2034	98	97	98	1830	66	60	63	1626	8	8	8	1422			
2031	98	97	97	1827	65	59	62	1623	8	7	8	1419			
2028	98	97	97	1824	64	58	61	1620	7	7	7	1416			
2025	98	96	97	1821	63	57	60	1617	7	7	7	1413			
2022	98	96	97	1818	62	56	59	1614	7	6	6	1410			
2019	97	96	97	1815	61	55	58	1611	6	6	6	1407			
2016	97	96	96	1812	61	55	58	1608	6	5	6	1404			
2013	97	96	96	1809	59	54	57	1605	5	5	5	1401			
2010	97	95	96	1806	58	53	56	1602	5	5	5	1398			
2007	97	95	96	1803	57	52	55	1599	5	5	5	1395			
2004	96	95	96	1800	56	51	54	1596	5	4	4	1392			
2001	96	94	95	1797	56	50	53	1593	4	4	4	1389			
1998	96	94	95	1794	55	49	52	1590	4	4	4	1386			
1995	96	94	95	1791	54	48	51	1587	4	3	3	1383			
1992	95	94	95	1788	53	47	50	1584	3	3	3	1380			
1989	95	93	94	1785	52	46	49	1581	3	3	3	1377			
1986	95	93	94	1782	51	45	48	1578	3	3	3	1374			
1983	95	93	94	1779	50	44	47	1575	2	3	2	1371			
1980	94	92	93	1776	49	43	46	1572	2	2	2	1368			
1977	94	92	93	1773	48	42	45	1569	2	2	2	1365			
1974	94	92	93	1770	47	42	44	1566	2	2	2	1362			
1971	94	91	92	1767	46	41	43	1563	2	2	2	1359			
1968	93	91	92	1764	45	40	43	1560	2	1	2	1356			
1965	93	90	92	1761	44	39	42	1557	2	1	1	1353			
1962	93	90	91	1758	43	38	41	1554	1	1	1	1350			
1959	92	89	91	1755	42	37	40	1551	1	1	1	1347			
1956	92	89	90	1752	41	36	39	1548	1	1	1	1344			
1953	91	88	90	1749	40	35	38	1545	1	1	1	1341			
1950	91	88	89	1746	39	35	37	1542	1	1	1	1338			
1947	90	87	89	1743	38	34	36	1539	1	1	1	1335			
1944	90	87	88	1740	37	33	35	1536	1	1	1	1332			
1941	89	86	88	1737	36	32	34	1533	1	1	1	1329			
1938	89	86	87	1734	35	31	33	1530	1	1	1	1326			
1935	88	85	87	1731	34	30	32	1527	1	1	1	1323			
1932	88	84	86	1728	33	29	31	1524	1	1	1	1320			
1929	88	84	86	1725	32	29	30	1521	1	1	1	1317			

## 2015-2016 Interpretive Guide for the Upper & Middle Level SSAT

Table 2A

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 6TH GRADE - VERBAL, QUANTITATIVE, AND READING

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
710	99	99	99	99	99	99	99	99	99
707	94	99	99	94	98	99	94	99	99
704	93	99	98	94	98	99	94	98	99
701	92	99	98	93	97	99	93	98	98
698	92	98	97	92	96	98	92	97	98
695	91	98	97	91	96	98	91	97	97
692	90	97	96	90	95	97	90	96	96
689	89	97	95	89	94	96	89	95	95
686	88	96	94	88	93	95	88	94	94
683	86	95	93	87	91	93	87	93	93
680	86	94	91	86	90	92	86	92	92
677	84	93	90	84	88	91	84	90	90
674	83	92	88	83	86	89	83	89	89
671	82	91	87	82	85	88	82	88	87
668	80	90	85	80	82	87	80	86	86
665	79	88	83	79	80	85	79	84	84
662	77	86	81	77	78	83	77	82	82
659	75	85	80	75	76	81	75	81	81
656	73	84	78	74	74	79	73	78	79
653	71	82	76	72	71	78	71	76	77
650	69	79	73	69	69	76	69	74	74
647	67	78	72	68	68	74	67	72	73
644	65	75	69	65	65	71	65	70	70
641	63	73	68	63	62	70	63	68	69
638	61	71	66	61	60	68	61	65	67
635	59	70	62	58	58	65	59	64	64
632	56	67	60	56	56	64	56	61	62
629	55	64	57	54	53	60	54	58	58
626	52	62	56	52	51	59	52	56	57
623	49	60	52	50	49	55	49	55	54
620	47	58	50	48	47	53	48	52	52
617	45	55	47	45	45	51	45	50	49
614	42	53	45	43	43	49	43	48	47
611	41	50	42	41	40	46	41	45	44
608	39	48	40	38	39	44	38	43	42
605	36	46	37	36	36	41	36	41	39
602	35	44	35	34	34	39	35	39	37
599	33	42	32	32	32	37	32	37	34
596	31	40	31	31	31	36	31	35	33
593	29	37	27	28	29	32	29	33	30
590	26	35	26	27	27	31	27	31	29
587	25	32	23	26	25	28	26	29	25
584	23	31	22	23	24	26	23	27	24
581	21	29	19	22	22	24	21	25	22
578	20	26	18	20	21	23	20	23	21
575	18	24	16	19	19	21	18	21	18

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	16	23	15	17	18	20	17	20	17
569	15	21	13	16	16	17	16	18	15
566	13	19	12	15	15	17	14	17	14
563	12	16	10	13	13	14	12	15	12
560	11	15	9	12	12	13	12	14	11
557	10	14	8	11	11	12	10	12	10
554	8	12	7	10	10	11	9	11	9
551	8	11	6	9	9	9	9	10	8
548	7	10	5	8	8	9	7	9	7
545	6	9	5	7	7	7	6	8	6
542	5	7	4	7	6	7	6	6	6
539	4	6	3	6	5	6	5	5	5
536	4	5	3	5	4	5	4	5	4
533	3	5	3	5	4	5	4	4	4
530	3	3	2	4	3	4	3	3	3
527	2	3	2	3	2	4	3	2	3
524	2	2	2	3	2	3	3	2	2
521	2	2	1	2	2	3	2	2	2
518	2	1	1	2	1	2	2	1	2
515	1	1	1	2	1	2	2	1	1
512	1	1	1	1	1	2	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1
497	1	1	1	1	1	1	1	1	1
494	1	1	1	1	1	1	1	1	1
491	1	1	1	1	1	1	1	1	1
488	1	1	1	1	1	1	1	1	1
485	1	1	1	1	1	1	1	1	1
482	1	1	1	1	1	1	1	1	1
479	1	1	1	1	1	1	1	1	1
476	1	1	1	1	1	1	1	1	1
473	1	1	1	1	1	1	1	1	1
470	1	1	1	1	1	1	1	1	1
467	1	1	1	1	1	1	1	1	1
464	1	1	1	1	1	1	1	1	1
461	1	1	1	1	1	1	1	1	1
458	1	1	1	1	1	1	1	1	1
455	1	1	1	1	1	1	1	1	1
452	1	1	1	1	1	1	1	1	1
449	1	1	1	1	1	1	1	1	1
446	1	1	1	1	1	1	1	1	1
443	1	1	1	1	1	1	1	1	1
440	1	1	1	1	1	1	1	1	1



## Secondary School Admission Test Board

### Table 2B

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 6TH GRADE - TOTAL SCALED SCORES

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

Total Scaled Score	Female	Male	Total	Total Scaled Score	Female	Male	Total	Total Scaled Score	Female	Male	Total	Total Scaled Score	Female	Male	Total
	TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	
2130	99	99	99	1926	69	67	68	1722	15	16	15	1518			
2127	99	99	99	1923	69	67	68	1719	14	15	15	1515			
2124	99	99	99	1920	68	66	67	1716	13	15	14	1512			
2121	99	99	99	1917	67	65	66	1713	13	14	14	1509			
2118	99	99	99	1914	66	64	65	1710	12	14	13	1506			
2115	99	99	99	1911	66	63	64	1707	12	13	13	1503			
2112	99	99	99	1908	65	62	63	1704	11	13	12	1500			
2109	99	99	99	1905	64	61	63	1701	11	13	12	1497			
2106	99	99	99	1902	63	61	62	1698	10	12	11	1494			
2103	99	99	99	1899	63	60	61	1695	10	12	11	1491			
2100	99	99	99	1896	62	59	60	1692	9	11	10	1488			
2097	99	99	99	1893	61	58	59	1689	9	11	10	1485			
2094	99	99	99	1890	60	57	58	1686	9	10	9	1482			
2091	99	98	98	1887	59	56	57	1683	8	10	9	1479			
2088	99	98	98	1884	58	55	56	1680	8	9	9	1476			
2085	98	98	98	1881	57	54	56	1677	8	9	8	1473			
2082	98	97	98	1878	56	53	55	1674	7	8	8	1470			
2079	98	97	98	1875	55	53	54	1671	7	8	8	1467			
2076	98	97	97	1872	54	52	53	1668	7	8	7	1464			
2073	98	97	97	1869	53	51	52	1665	6	8	7	1461			
2070	97	97	97	1866	53	50	51	1662	6	7	7	1458			
2067	97	96	97	1863	52	49	50	1659	6	7	6	1455			
2064	97	96	96	1860	51	48	49	1656	5	7	6	1452			
2061	96	95	96	1857	50	47	49	1653	5	6	6	1449			
2058	96	95	96	1854	50	47	48	1650	5	6	6	1446			
2055	96	95	95	1851	49	46	47	1647	5	6	5	1443			
2052	96	94	95	1848	48	45	46	1644	4	5	5	1440			
2049	95	94	94	1845	47	44	45	1641	4	5	5	1437			
2046	95	93	94	1842	46	43	45	1638	4	5	5	1434			
2043	94	93	93	1839	45	42	44	1635	4	5	4	1431			
2040	94	92	93	1836	45	41	43	1632	4	4	4	1428			
2037	93	92	92	1833	44	41	42	1629	3	4	4	1425			
2034	93	91	92	1830	43	39	41	1626	3	4	3	1422			
2031	92	91	92	1827	42	39	40	1623	3	4	3	1419			
2028	92	90	91	1824	41	38	39	1620	3	3	3	1416			
2025	92	90	91	1821	40	37	38	1617	3	3	3	1413			
2022	91	90	90	1818	39	36	38	1614	2	3	3	1410			
2019	91	89	90	1815	38	36	37	1611	2	3	3	1407			
2016	90	88	89	1812	37	35	36	1608	2	3	2	1404			
2013	89	88	89	1809	36	34	35	1605	2	3	2	1401			
2010	89	87	88	1806	36	33	34	1602	2	2	2	1398			
2007	88	87	88	1803	35	32	33	1599	2	2	2	1395			
2004	88	86	87	1800	34	31	33	1596	1	2	2	1392			
2001	87	86	86	1797	33	31	32	1593	1	2	2	1389			
1998	87	85	86	1794	32	30	31	1590	1	2	1	1386			
1995	86	84	85	1791	31	29	30	1587	1	2	1	1383			
1992	86	84	85	1788	30	29	29	1584	1	1	1	1380			
1989	85	83	84	1785	29	28	29	1581	1	1	1	1377			
1986	84	82	83	1782	29	27	28	1578	1	1	1	1374			
1983	84	82	83	1779	28	27	27	1575	1	1	1	1371			
1980	83	81	82	1776	27	26	26	1572	1	1	1	1368			
1977	82	80	81	1773	26	25	26	1569	1	1	1	1365			
1974	81	79	80	1770	25	25	25	1566	1	1	1	1362			
1971	81	79	80	1767	24	24	24	1563	1	1	1	1359			
1968	80	78	79	1764	24	23	24	1560	1	1	1	1356			
1965	80	77	78	1761	23	23	23	1557	1	1	1	1353			
1962	79	77	78	1758	22	22	22	1554	1	1	1	1350			
1959	78	76	77	1755	22	22	22	1551	1	1	1	1347			
1956	78	75	76	1752	21	21	21	1548	1	1	1	1344			
1953	77	74	75	1749	20	20	20	1545	1	1	1	1341			
1950	76	74	75	1746	20	20	20	1542	1	1	1	1338			
1947	75	73	74	1743	19	19	19	1539	1	1	1	1335			
1944	75	72	73	1740	18	19	19	1536	1	1	1	1332			
1941	74	71	72	1737	18	18	18	1533	1	1	1	1329			
1938	73	70	71	1734	17	18	17	1530	1	1	1	1326			
1935	72	70	71	1731	16	17	17	1527	1	1	1	1323			
1932	71	69	70	1728	16	17	16	1524	1	1	1	1320			
1929	70	68	69	1725	15	16	16	1521	1	1	1	1317			

## 2015-2016 Interpretive Guide for the Upper & Middle Level SSAT

Table 3A

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 7TH GRADE - VERBAL, QUANTITATIVE, AND READING

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
710	99	99	99	99	99	99	99	99	99
707	88	98	97	88	96	98	88	97	98
704	87	98	96	87	96	97	87	97	97
701	85	97	95	85	95	96	85	96	96
698	84	97	94	84	94	95	84	95	94
695	82	96	93	82	92	94	82	94	93
692	80	95	91	81	91	92	81	93	92
689	79	94	90	80	90	92	79	92	91
686	77	93	87	78	88	89	78	90	88
683	75	91	85	76	86	88	76	88	86
680	74	90	83	74	83	85	74	86	84
677	72	87	80	72	80	84	72	83	82
674	70	84	77	71	77	80	70	80	79
671	68	83	76	69	75	79	68	79	78
668	66	81	73	66	72	76	66	76	75
665	64	78	71	64	69	74	64	73	73
662	62	76	68	62	67	71	62	71	70
659	59	74	66	59	65	69	59	69	68
656	58	72	63	58	62	67	58	66	65
653	56	68	62	55	59	65	55	63	63
650	54	66	59	53	56	62	53	61	60
647	52	64	57	51	54	60	52	59	58
644	49	61	53	49	51	57	49	56	55
641	47	59	52	46	48	55	46	53	54
638	45	56	49	45	46	53	45	51	51
635	42	54	46	41	44	50	42	49	48
632	40	51	44	39	42	48	39	46	46
629	38	48	41	37	39	45	38	44	43
626	36	46	40	35	37	43	36	41	42
623	34	44	36	33	36	40	33	40	39
620	33	41	35	31	33	39	32	37	37
617	31	39	32	30	31	36	30	35	34
614	29	37	31	28	29	34	28	33	33
611	27	35	28	27	27	31	27	31	30
608	25	33	27	24	26	30	25	29	28
605	23	31	24	23	24	27	23	27	26
602	22	29	23	22	22	25	22	25	24
599	21	27	21	20	20	23	20	23	22
596	20	26	20	20	19	22	20	23	21
593	18	23	17	18	18	19	18	20	18
590	17	21	16	16	16	19	17	19	18
587	16	19	14	15	15	17	16	17	16
584	15	18	13	14	14	16	14	16	15
581	13	16	12	13	13	14	13	15	13
578	12	15	11	12	12	13	12	13	12
575	11	13	9	11	11	12	11	12	11

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	10	12	9	10	10	11	10	11	10
569	10	11	8	10	9	10	10	10	9
566	9	10	7	9	8	9	9	9	8
563	8	8	6	8	7	8	8	7	7
560	8	8	6	8	6	7	8	7	7
557	7	7	5	7	6	6	7	6	6
554	6	6	5	6	5	6	6	5	5
551	6	5	4	6	4	5	6	4	5
548	5	4	4	5	4	5	5	4	4
545	4	3	3	4	3	4	4	3	3
542	4	3	3	4	3	3	4	3	3
539	4	2	2	4	2	3	4	2	3
536	3	2	2	3	2	3	3	2	3
533	3	2	2	3	2	3	3	2	2
530	2	1	2	3	1	2	2	1	2
527	2	1	1	2	1	2	2	1	2
524	2	1	1	2	1	2	2	1	1
521	1	1	1	2	1	2	2	1	1
518	1	1	1	2	1	1	1	1	1
515	1	1	1	1	1	1	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1
497	1	1	1	1	1	1	1	1	1
494	1	1	1	1	1	1	1	1	1
491	1	1	1	1	1	1	1	1	1
488	1	1	1	1	1	1	1	1	1
485	1	1	1	1	1	1	1	1	1
482	1	1	1	1	1	1	1	1	1
479	1	1	1	1	1	1	1	1	1
476	1	1	1	1	1	1	1	1	1
473	1	1	1	1	1	1	1	1	1
470	1	1	1	1	1	1	1	1	1
467	1	1	1	1	1	1	1	1	1
464	1	1	1	1	1	1	1	1	1
461	1	1	1	1	1	1	1	1	1
458	1	1	1	1	1	1	1	1	1
455	1	1	1	1	1	1	1	1	1
452	1	1	1	1	1	1	1	1	1
449	1	1	1	1	1	1	1	1	1
446	1	1	1	1	1	1	1	1	1
443	1	1	1	1	1	1	1	1	1
440	1	1	1	1	1	1	1	1	1

## Secondary School Admission Test Board

Table 3B

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 7TH GRADE - TOTAL SCALED SCORES

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

Total Scaled Score	Female	Male	Total	Total Scaled Score	Female	Male	Total	Total Scaled Score	Female	Male	Total	Total Scaled Score	Female	Male	Total
	TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	TOTAL		TOTAL	TOTAL	
2130	99	99	99	1926	54	51	52	1722	8	8	8	1518			
2127	99	99	99	1923	53	49	51	1719	7	8	8	1515			
2124	99	99	99	1920	52	48	50	1716	7	7	7	1512			
2121	99	99	99	1917	51	48	49	1713	7	7	7	1509			
2118	99	99	99	1914	50	47	48	1710	7	7	7	1506			
2115	99	99	99	1911	49	46	47	1707	6	7	6	1503			
2112	99	99	99	1908	48	45	46	1704	6	6	6	1500			
2109	99	99	99	1905	47	44	45	1701	5	6	6	1497			
2106	98	98	98	1902	46	43	44	1698	5	6	6	1494			
2103	98	98	98	1899	45	42	44	1695	5	6	5	1491			
2100	98	97	98	1896	45	42	43	1692	5	6	5	1488			
2097	97	97	97	1893	44	41	42	1689	5	5	5	1485			
2094	97	97	97	1890	43	40	41	1686	4	5	5	1482			
2091	97	96	96	1887	42	39	40	1683	4	5	5	1479			
2088	96	96	96	1884	41	38	40	1680	4	5	4	1476			
2085	96	95	95	1881	40	37	39	1677	4	5	4	1473			
2082	95	95	95	1878	39	37	38	1674	4	4	4	1470			
2079	94	94	94	1875	39	36	37	1671	3	4	4	1467			
2076	94	93	94	1872	38	35	36	1668	3	4	4	1464			
2073	93	92	93	1869	37	34	35	1665	3	4	4	1461			
2070	93	92	92	1866	36	33	35	1662	3	4	3	1458			
2067	92	91	91	1863	35	33	34	1659	3	3	3	1455			
2064	91	90	91	1860	34	32	33	1656	3	3	3	1452			
2061	90	90	90	1857	33	31	32	1653	2	3	3	1449			
2058	90	89	89	1854	33	30	31	1650	2	3	3	1446			
2055	89	88	88	1851	32	29	30	1647	2	3	2	1443			
2052	88	87	88	1848	31	29	30	1644	2	3	2	1440			
2049	87	86	87	1845	30	28	29	1641	2	3	2	1437			
2046	87	86	86	1842	29	27	28	1638	2	2	2	1434			
2043	86	85	85	1839	29	27	28	1635	2	2	2	1431			
2040	85	84	85	1836	28	26	27	1632	1	2	2	1428			
2037	84	83	84	1833	27	25	26	1629	1	2	2	1425			
2034	84	83	83	1830	27	24	25	1626	1	2	2	1422			
2031	83	82	82	1827	26	24	25	1623	1	2	2	1419			
2028	82	81	82	1824	25	23	24	1620	1	2	1	1416			
2025	82	80	81	1821	24	23	23	1617	1	2	1	1413			
2022	81	79	80	1818	24	22	23	1614	1	2	1	1410			
2019	80	78	79	1815	23	22	22	1611	1	1	1	1407			
2016	79	78	78	1812	22	21	22	1608	1	1	1	1404			
2013	78	77	77	1809	22	20	21	1605	1	1	1	1401			
2010	77	76	76	1806	21	20	20	1602	1	1	1	1398			
2007	76	75	76	1803	21	19	20	1599	1	1	1	1395			
2004	76	74	75	1800	20	19	19	1596	1	1	1	1392			
2001	75	73	74	1797	19	18	19	1593	1	1	1	1389			
1998	74	72	73	1794	19	17	18	1590	1	1	1	1386			
1995	73	71	72	1791	18	17	17	1587	1	1	1	1383			
1992	72	70	71	1788	18	16	17	1584	1	1	1	1380			
1989	71	69	70	1785	17	16	16	1581	1	1	1	1377			
1986	70	69	69	1782	16	15	16	1578	1	1	1	1374			
1983	70	68	69	1779	16	15	15	1575	1	1	1	1371			
1980	69	67	68	1776	15	14	15	1572	1	1	1	1368			
1977	68	66	67	1773	15	14	14	1569	1	1	1	1365			
1974	67	65	66	1770	14	13	14	1566	1	1	1	1362			
1971	66	65	65	1767	14	13	13	1563	1	1	1	1359			
1968	65	64	64	1764	13	13	13	1560	1	1	1	1356			
1965	65	63	64	1761	13	12	13	1557	1	1	1	1353			
1962	64	62	63	1758	12	12	12	1554	1	1	1	1350			
1959	63	61	62	1755	12	11	12	1551	1	1	1	1347			
1956	62	59	61	1752	11	11	11	1548	1	1	1	1344			
1953	61	58	60	1749	11	11	11	1545	1	1	1	1341			
1950	60	57	59	1746	11	10	10	1542	1	1	1	1338			
1947	59	57	58	1743	10	10	10	1539	1	1	1	1335			
1944	59	56	57	1740	10	10	10	1536	1	1	1	1332			
1941	58	55	56	1737	9	9	9	1533	1	1	1	1329			
1938	57	54	55	1734	9	9	9	1530	1	1	1	1326			
1935	56	53	55	1731	9	9	9	1527	1	1	1	1323			
1932	55	52	54	1728	8	9	8	1524	1	1	1	1320			
1929	55	51	53	1725	8	8	8	1521	1	1	1	1317			

## 2015-2016 Interpretive Guide for the Upper & Middle Level SSAT

Table 4A

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST

8TH GRADE - VERBAL, QUANTITATIVE, AND READING

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
800	99	99	99	99	99	99	99	99	99
797	99	99	99	99	97	99	99	98	99
794	99	98	99	99	96	99	99	97	99
791	99	98	99	98	96	99	99	97	99
788	98	98	99	98	95	99	98	96	99
785	98	97	99	98	95	99	98	96	99
782	98	97	99	98	94	99	98	95	99
779	98	97	99	97	93	99	97	95	99
776	97	96	99	97	92	99	97	94	99
773	97	96	99	97	92	99	97	94	99
770	96	96	99	96	91	99	96	93	99
767	96	95	99	96	90	99	96	93	99
764	95	95	99	95	89	99	95	92	99
761	95	94	99	94	88	99	95	91	99
758	94	93	99	94	87	99	94	90	99
755	93	93	99	93	87	99	93	90	99
752	93	92	98	93	85	99	93	89	98
749	92	92	98	92	85	98	92	88	98
746	91	91	98	91	83	98	91	87	98
743	90	90	98	90	82	98	90	86	98
740	89	89	97	89	81	98	89	85	98
737	89	88	97	88	80	97	89	84	97
734	87	87	97	87	79	97	87	83	97
731	86	86	96	86	77	97	86	82	97
728	85	85	96	85	76	96	85	81	96
725	84	84	94	84	74	94	84	79	94
722	83	83	92	83	73	93	83	78	93
719	82	81	91	82	72	92	82	76	92
716	80	81	90	80	70	91	80	76	90
713	79	79	89	79	69	89	79	74	89
710	77	78	87	77	68	88	77	73	87
707	76	76	86	76	66	87	76	71	86
704	74	75	84	75	64	85	74	70	84
701	73	73	82	73	62	83	73	68	83
698	72	72	80	72	61	81	72	67	80
695	70	70	78	69	59	79	69	65	79
692	68	68	76	68	57	77	68	62	76
689	67	67	75	67	56	76	67	61	75
686	64	64	72	64	54	73	64	59	72
683	63	63	70	63	53	71	63	58	71
680	61	61	67	61	51	69	61	56	68
677	60	60	66	60	49	68	60	55	67
674	57	58	63	58	47	65	58	53	64
671	55	56	62	56	46	63	55	51	63
668	54	54	58	55	44	60	54	49	59
665	52	53	57	53	43	59	52	48	58
662	51	50	56	51	41	58	51	46	57
659	48	49	53	49	40	55	49	45	54
656	46	47	51	47	38	54	47	42	52
653	45	45	49	46	37	51	45	41	50
650	43	43	48	43	35	50	43	39	49

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
647	41	42	44	42	34	46	42	38	45
644	39	39	43	40	32	45	39	36	44
641	36	37	40	38	30	42	37	33	41
638	35	36	38	37	29	41	36	32	40
635	33	34	36	35	27	38	34	30	37
632	32	33	34	33	26	37	32	29	36
629	29	30	32	31	24	34	30	27	33
626	27	29	31	29	23	33	28	26	32
623	26	27	28	28	21	30	27	24	29
620	24	26	27	26	20	30	25	23	28
617	23	23	24	25	19	27	24	21	26
614	21	22	23	23	18	26	22	20	25
611	20	20	21	22	16	24	21	18	23
608	19	19	20	21	16	23	20	18	21
605	17	17	18	19	14	21	18	16	19
602	16	16	17	18	13	20	17	15	18
599	15	14	15	16	12	18	15	13	16
596	13	14	14	15	11	17	14	12	15
593	12	12	12	14	10	15	13	11	14
590	11	11	12	13	9	14	12	10	13
587	10	10	10	12	8	13	11	9	12
584	9	8	9	11	7	12	10	8	11
581	8	8	9	10	6	11	9	7	10
578	8	7	7	9	5	9	8	6	8
575	7	6	7	8	5	9	7	5	8
572	6	5	6	7	4	8	7	5	7
569	5	5	5	7	4	7	6	4	6
566	5	4	4	6	3	6	5	3	5
563	4	3	4	5	3	6	5	3	5
560	4	3	3	5	2	5	4	2	4
557	3	2	3	4	2	4	4	2	4
554	3	2	2	4	2	4	3	2	3
551	2	2	2	3	1	3	3	1	3
548	2	1	2	3	1	3	2	1	2
545	2	1	2	2	1	2	2	1	2
542	2	1	1	2	1	2	2	1	2
539	1	1	1	2	1	2	2	1	1
536	1	1	1	2	1	1	1	1	1
533	1	1	1	1	1	1	1	1	1
530	1	1	1	1	1	1	1	1	1
527	1	1	1	1	1	1	1	1	1
524	1	1	1	1	1	1	1	1	1
521	1	1	1	1	1	1	1	1	1
518	1	1	1	1	1	1	1	1	1
515	1	1	1	1	1	1	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1



## Secondary School Admission Test Board

### Table 4B

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 8TH GRADE - TOTAL SCALED SCORES

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

Total Scaled Score	Percentiles			Total Scaled Score	Percentiles			Total Scaled Score	Percentiles			Total Scaled Score	Percentiles		
	Female TOTAL	Male TOTAL	Total TOTAL		Female TOTAL	Male TOTAL	Total TOTAL		Female TOTAL	Male TOTAL	Total TOTAL		Female TOTAL	Male TOTAL	Total TOTAL
2400	99	99	99	2175	90	87	88	1950	42	40	41	1725	3	4	4
2397	99	99	99	2172	90	87	88	1947	42	39	41	1722	3	4	4
2394	99	99	99	2169	89	86	88	1944	41	39	40	1719	3	4	3
2391	99	99	99	2166	89	86	87	1941	40	38	39	1716	3	4	3
2388	99	99	99	2163	88	85	87	1938	39	37	38	1713	3	3	3
2385	99	99	99	2160	88	85	86	1935	39	37	38	1710	3	3	3
2382	99	99	99	2157	87	84	86	1932	38	36	37	1707	2	3	3
2379	99	99	99	2154	87	84	85	1929	37	35	36	1704	2	3	3
2376	99	99	99	2151	86	83	85	1926	36	35	36	1701	2	3	2
2373	99	99	99	2148	86	83	84	1923	36	34	35	1698	2	3	2
2370	99	99	99	2145	86	82	84	1920	35	33	34	1695	2	2	2
2367	99	99	99	2142	85	82	83	1917	34	33	34	1692	2	2	2
2364	99	99	99	2139	85	81	83	1914	34	32	33	1689	2	2	2
2361	99	99	99	2136	84	81	82	1911	33	32	32	1686	1	2	2
2358	99	99	99	2133	84	80	82	1908	32	31	32	1683	1	2	2
2355	99	99	99	2130	83	80	81	1905	32	30	31	1680	1	2	1
2352	99	99	99	2127	82	79	81	1902	31	30	30	1677	1	2	1
2349	99	99	99	2124	82	78	80	1899	30	29	30	1674	1	1	1
2346	99	99	99	2121	81	78	80	1896	30	28	29	1671	1	1	1
2343	99	99	99	2118	81	77	79	1893	29	28	28	1668	1	1	1
2340	99	99	99	2115	80	77	79	1890	28	27	28	1665	1	1	1
2337	99	99	99	2112	80	76	78	1887	28	27	27	1662	1	1	1
2334	99	99	99	2109	79	76	77	1884	27	26	27	1659	1	1	1
2331	99	99	99	2106	79	75	77	1881	26	26	26	1656	1	1	1
2328	99	99	99	2103	78	74	76	1878	26	25	25	1653	1	1	1
2325	99	99	99	2100	77	74	76	1875	25	24	25	1650	1	1	1
2322	99	99	99	2097	77	73	75	1872	25	24	24	1647	1	1	1
2319	99	99	99	2094	76	72	74	1869	24	23	24	1644	1	1	1
2316	99	99	99	2091	76	72	74	1866	23	23	23	1641	1	1	1
2313	99	99	99	2088	75	71	73	1863	23	22	22	1638	1	1	1
2310	99	99	99	2085	74	71	72	1860	22	22	22	1635	1	1	1
2307	99	99	99	2082	74	70	72	1857	21	21	21	1632	1	1	1
2304	99	99	99	2079	73	70	71	1854	21	20	21	1629	1	1	1
2301	99	98	99	2076	72	69	71	1851	20	20	20	1626	1	1	1
2298	99	98	99	2073	72	68	70	1848	20	19	19	1623	1	1	1
2295	99	98	98	2070	71	68	69	1845	19	19	19	1620	1	1	1
2292	99	98	98	2067	71	67	69	1842	19	18	18	1617	1	1	1
2289	98	98	98	2064	70	66	68	1839	18	18	18	1614	1	1	1
2286	98	98	98	2061	69	66	67	1836	17	17	17	1611	1	1	1
2283	98	98	98	2058	69	65	67	1833	17	17	17	1608	1	1	1
2280	98	97	98	2055	68	64	66	1830	16	16	16	1605	1	1	1
2277	98	97	98	2052	67	63	65	1827	16	16	16	1602	1	1	1
2274	98	97	97	2049	67	63	65	1824	15	15	15	1599	1	1	1
2271	98	97	97	2046	66	62	64	1821	15	15	15	1596	1	1	1
2268	98	97	97	2043	65	62	63	1818	14	14	14	1593	1	1	1
2265	97	96	97	2040	65	61	63	1815	14	14	14	1590	1	1	1
2262	97	96	97	2037	64	60	62	1812	13	13	13	1587	1	1	1
2259	97	96	97	2034	63	60	61	1809	13	13	13	1584	1	1	1
2256	97	96	96	2031	62	59	61	1806	12	13	12	1581	1	1	1
2253	97	96	96	2028	62	58	60	1803	12	12	12	1578	1	1	1
2250	97	95	96	2025	61	57	59	1800	12	12	12	1575	1	1	1
2247	96	95	96	2022	60	57	59	1797	11	11	11	1572	1	1	1
2244	96	95	95	2019	60	56	58	1794	11	11	11	1569	1	1	1
2241	96	95	95	2016	59	55	57	1791	10	11	10	1566	1	1	1
2238	96	94	95	2013	58	55	56	1788	10	10	10	1563	1	1	1
2235	96	94	95	2010	57	54	56	1785	9	10	10	1560	1	1	1
2232	95	94	95	2007	57	53	55	1782	9	9	9	1557	1	1	1
2229	95	93	94	2004	56	53	54	1779	9	9	9	1554	1	1	1
2226	95	93	94	2001	55	52	54	1776	8	9	8	1551	1	1	1
2223	95	93	94	1998	54	51	53	1773	8	8	8	1548	1	1	1
2220	94	92	93	1995	54	51	52	1770	7	8	8	1545	1	1	1
2217	94	92	93	1992	53	50	51	1767	7	8	7	1542	1	1	1
2214	94	92	93	1989	52	49	51	1764	7	8	7	1539	1	1	1
2211	94	92	93	1986	51	48	50	1761	6	7	7	1536	1	1	1
2208	93	91	92	1983	51	48	49	1758	6	7	6	1533	1	1	1
2205	93	91	92	1980	50	47	48	1755	6	7	6	1530	1	1	1
2202	93	91	92	1977	49	46	48	1752	6	6	6	1527	1	1	1
2199	93	90	91	1974	48	46	47	1749	5	6	6	1524	1	1	1
2196	92	90	91	1971	48	45	46	1746	5	6	5	1521	1	1	1
2193	92	89	91	1968	47	44	46	1743	5	6	5	1518	1	1	1
2190	92	89	90	1965	46	43	45	1740	5	5	5	1515	1	1	1
2187	91	89	90	1962	46	43	44	1737	4	5	5	1512	1	1	1
2184	91	88	90	1959	45	42	43	1734	4	5	4	1509	1	1	1
2181	91	88	89	1956	44	41	43	1731	4	5	4	1506	1	1	1
2178	90	87	89	1953	43	41	42	1728	4	4	4	1503	1	1	1
												1500	1	1	1

## 2015-2016 Interpretive Guide for the Upper & Middle Level SSAT

Table 5A

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST

9TH GRADE - VERBAL, QUANTITATIVE, AND READING

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
800	99	99	99	99	99	99	99	99	99
797	97	96	99	98	94	99	98	95	99
794	97	95	99	98	93	99	97	94	99
791	97	94	99	97	92	99	97	93	99
788	96	93	99	97	90	99	97	92	99
785	96	93	99	96	90	99	96	91	99
782	95	92	99	96	88	99	96	90	99
779	95	91	99	95	88	99	95	89	99
776	94	90	99	95	86	99	94	88	99
773	94	89	99	94	85	99	94	87	99
770	93	88	99	93	84	99	93	86	99
767	92	88	99	93	82	99	92	85	99
764	92	87	98	92	81	98	92	84	98
761	91	86	98	91	80	98	91	83	98
758	90	85	98	90	79	98	90	81	98
755	89	84	98	89	78	98	89	81	98
752	88	82	97	88	76	97	88	79	97
749	87	81	96	87	75	97	87	78	97
746	86	80	96	86	74	97	86	76	96
743	85	79	96	85	73	96	85	75	96
740	84	78	95	84	71	96	84	74	95
737	83	76	94	83	69	95	83	72	94
734	82	75	93	82	68	94	82	71	94
731	80	73	93	80	66	94	80	69	94
728	80	72	92	79	65	93	80	68	93
725	78	70	90	78	63	91	78	66	91
722	77	69	88	77	62	89	77	65	88
719	75	67	87	76	60	88	75	63	87
716	73	66	85	74	59	86	73	62	86
713	72	64	83	73	57	85	72	60	84
710	70	63	81	71	56	82	71	59	82
707	69	61	79	70	54	81	69	57	80
704	67	60	77	68	53	79	68	56	78
701	65	57	75	66	51	77	66	54	76
698	64	56	72	66	50	74	65	53	73
695	62	54	71	63	48	73	63	51	72
692	61	52	68	62	47	71	61	49	70
689	59	51	67	60	46	70	60	48	68
686	56	49	64	58	44	67	57	46	65
683	55	47	62	57	42	66	56	44	64
680	53	45	59	55	40	63	54	43	61
677	52	44	58	54	39	62	53	41	60
674	49	42	55	52	37	59	51	39	57
671	48	41	53	50	36	57	49	38	56
668	46	39	51	49	35	55	48	36	53
665	45	37	49	48	33	54	46	35	52
662	43	36	48	46	31	52	45	33	50
659	41	35	45	44	31	50	43	32	48
656	39	33	44	42	29	49	41	31	47
653	38	31	41	41	28	46	40	30	44
650	36	30	40	39	27	45	38	28	43
647	35	29	37	38	26	42	37	27	40
644	33	27	36	36	24	41	35	25	39
641	31	25	33	35	22	39	33	23	36
638	30	24	32	34	21	37	32	23	35
635	28	23	30	32	20	35	30	21	33
632	27	22	28	31	19	34	29	20	31
629	25	20	26	29	18	31	27	19	29
626	24	19	25	27	17	30	26	18	28
623	23	18	23	26	16	28	25	17	26
620	22	17	22	25	15	27	23	16	25
617	21	15	20	24	14	25	23	14	23
614	20	15	19	22	13	23	21	14	22
611	19	13	18	21	12	22	20	12	20
608	18	13	17	20	11	20	19	12	19
605	16	11	15	18	10	18	17	11	17
602	15	11	14	17	9	17	16	10	16
599	14	9	13	16	8	16	15	9	14
596	13	9	12	15	8	15	14	8	14
593	12	8	11	14	7	14	13	7	12
590	11	7	10	13	6	13	12	6	12
587	11	6	9	12	6	12	12	6	11
584	10	5	9	11	5	11	11	5	10
581	9	5	8	10	4	10	10	5	9
578	9	4	7	9	4	9	9	4	8
575	8	4	7	9	4	9	8	4	8
572	7	3	6	8	3	8	8	3	7
569	6	3	5	8	3	7	7	3	6
566	6	2	5	7	2	7	6	2	6
563	5	2	4	6	2	6	6	2	5
560	5	2	4	6	2	5	5	2	4
557	5	2	3	5	1	5	5	1	4
554	4	1	3	5	1	4	4	1	3
551	3	1	2	4	1	4	4	1	3
548	3	1	2	4	1	3	3	1	3
545	2	1	2	3	1	3	3	1	2
542	2	1	1	3	1	2	3	1	2
539	2	1	1	2	1	2	2	1	2
536	2	1	1	2	1	2	2	1	1
533	1	1	1	2	1	2	2	1	1
530	1	1	1	1	1	1	1	1	1
527	1	1	1	1	1	1	1	1	1
524	1	1	1	1	1	1	1	1	1
521	1	1	1	1	1	1	1	1	1
518	1	1	1	1	1	1	1	1	1
515	1	1	1	1	1	1	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1

## Secondary School Admission Test Board

### Table 5B

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 9TH GRADE - TOTAL SCALED SCORES

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

Total Scaled Score	Percentiles			Total Scaled Score	Percentiles			Total Scaled Score	Percentiles			Total Scaled Score	Percentiles		
	Female TOTAL	Male TOTAL	Total TOTAL		Female TOTAL	Male TOTAL	Total TOTAL		Female TOTAL	Male TOTAL	Total TOTAL		Female TOTAL	Male TOTAL	Total TOTAL
2400	99	99	99	2175	83	81	82	1950	32	34	33	1725	2	3	3
2397	99	99	99	2172	82	80	81	1947	32	33	33	1722	2	3	2
2394	99	99	99	2169	82	80	81	1944	31	33	32	1719	2	3	2
2391	99	99	99	2166	82	79	80	1941	30	32	31	1716	2	2	2
2388	99	99	99	2163	81	79	80	1938	30	32	31	1713	2	2	2
2385	99	99	99	2160	80	78	79	1935	29	31	30	1710	1	2	2
2382	99	99	99	2157	80	77	78	1932	28	30	29	1707	1	2	2
2379	99	99	99	2154	79	77	78	1929	28	30	29	1704	1	2	2
2376	99	99	99	2151	78	76	77	1926	27	29	28	1701	1	2	2
2373	99	99	99	2148	78	76	77	1923	26	28	27	1698	1	2	2
2370	99	99	99	2145	77	75	76	1920	26	28	27	1695	1	2	1
2367	99	99	99	2142	77	75	76	1917	25	27	26	1692	1	2	1
2364	99	99	99	2139	76	74	75	1914	24	27	26	1689	1	1	1
2361	99	99	99	2136	76	74	75	1911	24	26	25	1686	1	1	1
2358	99	99	99	2133	75	73	74	1908	23	26	25	1683	1	1	1
2355	99	99	99	2130	75	73	74	1905	23	25	24	1680	1	1	1
2352	99	99	99	2127	74	72	73	1902	22	24	23	1677	1	1	1
2349	99	99	99	2124	73	72	72	1899	22	24	23	1674	1	1	1
2346	99	99	99	2121	73	71	72	1896	21	23	22	1671	1	1	1
2343	99	99	99	2118	72	70	71	1893	20	23	22	1668	1	1	1
2340	99	99	99	2115	71	70	70	1890	20	22	21	1665	1	1	1
2337	99	99	99	2112	71	69	70	1887	19	22	21	1662	1	1	1
2334	99	99	99	2109	70	68	69	1884	19	21	20	1659	1	1	1
2331	99	98	99	2106	69	67	68	1881	18	21	20	1656	1	1	1
2328	99	98	98	2103	68	67	68	1878	18	20	19	1653	1	1	1
2325	98	98	98	2100	68	66	67	1875	17	20	19	1650	1	1	1
2322	98	98	98	2097	67	66	66	1872	17	19	18	1647	1	1	1
2319	98	98	98	2094	66	65	66	1869	16	19	17	1644	1	1	1
2316	98	97	98	2091	66	64	65	1866	16	18	17	1641	1	1	1
2313	98	97	97	2088	65	64	64	1863	16	17	17	1638	1	1	1
2310	98	97	97	2085	64	63	64	1860	15	17	16	1635	1	1	1
2307	97	97	97	2082	64	62	63	1857	14	16	16	1632	1	1	1
2304	97	97	97	2079	63	62	62	1854	14	16	15	1629	1	1	1
2301	97	97	97	2076	62	61	62	1851	14	16	15	1626	1	1	1
2298	97	96	97	2073	61	60	61	1848	13	15	14	1623	1	1	1
2295	97	96	96	2070	61	60	60	1845	13	15	14	1620	1	1	1
2292	97	96	96	2067	60	59	59	1842	12	14	14	1617	1	1	1
2289	96	96	96	2064	59	58	59	1839	12	14	13	1614	1	1	1
2286	96	95	96	2061	59	58	58	1836	12	14	13	1611	1	1	1
2283	96	95	96	2058	58	57	57	1833	11	13	12	1608	1	1	1
2280	96	95	95	2055	57	56	57	1830	11	13	12	1605	1	1	1
2277	96	95	95	2052	56	56	56	1827	10	13	12	1602	1	1	1
2274	95	94	95	2049	55	55	55	1824	10	12	11	1599	1	1	1
2271	95	94	95	2046	55	54	55	1821	9	12	11	1596	1	1	1
2268	95	94	94	2043	54	54	54	1818	9	11	10	1593	1	1	1
2265	95	94	94	2040	53	53	53	1815	9	11	10	1590	1	1	1
2262	94	93	94	2037	53	52	52	1812	8	10	10	1587	1	1	1
2259	94	93	94	2034	52	52	52	1809	8	10	9	1584	1	1	1
2256	94	93	93	2031	51	51	51	1806	8	10	9	1581	1	1	1
2253	94	92	93	2028	51	50	50	1803	7	10	8	1578	1	1	1
2250	93	92	92	2025	50	50	50	1800	7	9	8	1575	1	1	1
2247	93	91	92	2022	49	49	49	1797	7	9	8	1572	1	1	1
2244	93	91	92	2019	48	48	48	1794	6	8	7	1569	1	1	1
2241	92	90	91	2016	48	48	48	1791	6	8	7	1566	1	1	1
2238	92	90	91	2013	47	47	47	1788	6	8	7	1563	1	1	1
2235	92	90	91	2010	46	46	46	1785	6	7	7	1560	1	1	1
2232	91	89	90	2007	45	46	45	1782	5	7	6	1557	1	1	1
2229	91	89	90	2004	44	45	45	1779	5	7	6	1554	1	1	1
2226	90	89	89	2001	44	45	44	1776	5	7	6	1551	1	1	1
2223	90	88	89	1998	43	44	43	1773	4	6	5	1548	1	1	1
2220	89	88	89	1995	42	43	43	1770	4	6	5	1545	1	1	1
2217	89	87	88	1992	42	42	42	1767	4	6	5	1542	1	1	1
2214	89	87	88	1989	41	42	41	1764	4	5	5	1539	1	1	1
2211	88	86	87	1986	40	41	41	1761	4	5	5	1536	1	1	1
2208	88	86	87	1983	39	41	40	1758	4	5	4	1533	1	1	1
2205	87	86	86	1980	39	40	40	1755	4	5	4	1530	1	1	1
2202	87	85	86	1977	38	40	39	1752	3	4	4	1527	1	1	1
2199	87	85	85	1974	37	39	38	1749	3	4	4	1524	1	1	1
2196	86	84	85	1971	37	38	38	1746	3	4	4	1521	1	1	1
2193	86	84	84	1968	36	37	37	1743	3	4	3	1518	1	1	1
2190	85	83	84	1965	36	37	36	1740	3	4	3	1515	1	1	1
2187	85	83	83	1962	35	36	36	1737	3	4	3	1512	1	1	1
2184	84	82	83	1959	34	35	35	1734	2	3	3	1509	1	1	1
2181	84	82	83	1956	34	35	34	1731	2	3	3	1506	1	1	1
2178	83	81	82	1953	33	34	34	1728	2	3	3	1503	1	1	1
												1500	1	1	1

## 2015-2016 Interpretive Guide for the Upper & Middle Level SSAT

Table 6A

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 10TH GRADE - VERBAL, QUANTITATIVE, AND READING

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
800	99	99	99	99	99	99	99	99	99
797	97	96	99	98	94	99	98	95	99
794	97	95	99	98	92	99	98	93	99
791	97	93	99	98	91	99	97	92	99
788	96	92	99	97	90	99	97	91	99
785	96	91	99	97	89	99	96	90	99
782	95	89	99	96	88	99	96	88	99
779	95	88	99	96	87	99	95	87	99
776	94	87	99	95	86	99	95	86	99
773	94	86	99	95	84	99	94	85	99
770	93	85	98	94	83	99	94	84	99
767	92	84	98	93	82	98	93	83	98
764	91	82	97	93	80	98	92	81	98
761	90	81	97	92	79	98	91	80	98
758	89	80	97	91	77	98	90	78	97
755	87	79	97	90	76	98	89	77	97
752	87	77	96	90	74	97	88	75	96
749	85	76	95	89	74	97	87	75	96
746	83	74	95	87	72	96	86	73	96
743	82	73	94	87	70	96	85	71	95
740	81	71	93	86	69	96	84	70	95
737	80	69	92	85	67	95	83	68	93
734	79	68	91	84	66	94	82	67	93
731	77	66	90	82	64	94	80	65	92
728	76	65	89	81	62	93	79	63	92
725	75	62	87	80	61	91	78	62	89
722	74	61	84	79	59	88	77	60	87
719	72	59	83	78	57	88	75	58	86
716	70	58	81	76	56	86	74	57	84
713	70	56	79	75	54	84	73	55	82
710	68	55	77	74	53	82	71	54	80
707	66	53	76	73	51	81	70	52	79
704	64	52	73	71	49	79	68	50	76
701	62	50	71	69	48	78	66	49	75
698	61	49	68	68	47	75	65	48	72
695	59	47	66	66	45	74	63	46	70
692	58	45	64	65	43	72	62	44	68
689	56	44	63	63	41	70	60	42	67
686	54	42	59	61	40	68	58	41	64
683	53	40	58	60	39	67	57	40	63
680	51	38	56	57	37	64	55	38	60
677	50	37	55	57	36	63	54	37	60
674	48	35	52	55	34	60	52	34	56
671	46	34	51	53	33	58	50	33	55
668	45	32	48	52	31	55	49	32	52
665	43	31	47	50	30	54	47	31	51
662	41	29	45	49	28	52	46	29	49
659	40	29	42	47	27	50	44	28	47
656	38	27	41	45	26	49	42	26	45
653	37	26	38	44	25	46	41	25	43
650	35	24	38	42	23	44	39	23	41

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
647	34	23	35	41	22	42	38	23	39
644	32	21	35	39	21	41	36	21	38
641	31	20	33	37	19	39	34	20	36
638	30	19	31	36	19	37	33	19	35
635	29	17	29	34	17	34	32	17	32
632	28	16	28	33	17	33	30	16	31
629	26	15	25	31	15	31	29	15	28
626	25	14	24	29	14	30	27	14	27
623	24	13	22	28	13	27	26	13	25
620	23	12	21	27	13	27	25	13	24
617	22	11	19	25	12	25	24	12	22
614	21	11	18	24	11	24	22	11	21
611	19	9	17	22	10	22	21	10	20
608	19	9	16	21	10	21	20	10	19
605	18	7	15	20	9	19	19	8	17
602	17	7	14	19	8	18	18	8	16
599	16	6	13	17	7	16	17	7	15
596	15	6	12	16	7	16	16	6	14
593	14	5	11	16	6	14	15	5	13
590	13	4	11	15	5	14	14	5	12
587	13	4	10	14	5	13	13	4	11
584	12	3	9	13	4	12	12	4	11
581	11	3	9	12	4	11	11	3	10
578	10	2	7	11	3	10	11	3	9
575	9	2	7	10	3	9	10	3	8
572	9	2	6	9	3	8	9	2	7
569	8	2	6	9	2	8	8	2	7
566	7	1	5	8	2	7	8	2	6
563	6	1	5	8	2	6	7	1	5
560	5	1	4	7	1	5	6	1	5
557	5	1	3	7	1	5	6	1	4
554	4	1	3	6	1	4	5	1	4
551	4	1	3	5	1	4	5	1	3
548	3	1	2	5	1	3	4	1	3
545	3	1	2	4	1	3	3	1	2
542	3	1	2	3	1	2	3	1	2
539	2	1	2	3	1	2	3	1	2
536	2	1	2	2	1	2	2	1	2
533	2	1	1	2	1	1	2	1	1
530	1	1	1	2	1	1	2	1	1
527	1	1	1	1	1	1	1	1	1
524	1	1	1	1	1	1	1	1	1
521	1	1	1	1	1	1	1	1	1
518	1	1	1	1	1	1	1	1	1
515	1	1	1	1	1	1	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1



## Secondary School Admission Test Board

### Table 6B

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 10TH GRADE - TOTAL SCALED SCORES

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

Total Scaled Score	Percentiles			Total Scaled Score	Percentiles			Total Scaled Score	Percentiles			Total Scaled Score	Percentiles		
	Female TOTAL	Male TOTAL	Total TOTAL		Female TOTAL	Male TOTAL	Total TOTAL		Female TOTAL	Male TOTAL	Total TOTAL		Female TOTAL	Male TOTAL	Total TOTAL
2400	99	99	99	2175	80	82	81	1950	28	32	30	1725	1	3	2
2397	99	99	99	2172	80	81	81	1947	28	31	30	1722	1	3	2
2394	99	99	99	2169	79	81	80	1944	27	30	29	1719	1	2	2
2391	99	99	99	2166	79	80	80	1941	26	30	28	1716	1	2	2
2388	99	99	99	2163	78	80	79	1938	25	30	28	1713	1	2	2
2385	99	99	99	2160	78	79	78	1935	25	29	27	1710	1	2	2
2382	99	99	99	2157	77	78	78	1932	24	28	26	1707	1	2	1
2379	99	99	99	2154	77	78	77	1929	23	28	26	1704	1	2	1
2376	99	99	99	2151	76	77	77	1926	22	28	25	1701	1	2	1
2373	99	99	99	2148	75	77	76	1923	22	27	25	1698	1	2	1
2370	99	99	99	2145	75	76	76	1920	21	26	24	1695	1	1	1
2367	99	99	99	2142	74	76	75	1917	21	26	24	1692	1	1	1
2364	99	99	99	2139	74	75	75	1914	20	25	23	1689	1	1	1
2361	99	99	99	2136	73	75	74	1911	20	25	23	1686	1	1	1
2358	99	99	99	2133	73	74	73	1908	19	24	22	1683	1	1	1
2355	99	99	99	2130	72	74	73	1905	18	24	21	1680	1	1	1
2352	99	99	99	2127	71	73	72	1902	18	23	21	1677	1	1	1
2349	99	99	99	2124	70	72	71	1899	17	23	20	1674	1	1	1
2346	99	99	99	2121	70	72	71	1896	17	22	20	1671	1	1	1
2343	99	99	99	2118	69	71	70	1893	16	22	19	1668	1	1	1
2340	99	99	99	2115	69	70	69	1890	15	21	18	1665	1	1	1
2337	99	99	99	2112	68	69	69	1887	15	20	18	1662	1	1	1
2334	99	99	99	2109	68	69	68	1884	15	20	17	1659	1	1	1
2331	98	99	99	2106	67	68	68	1881	14	19	17	1656	1	1	1
2328	98	99	99	2103	66	68	67	1878	14	19	17	1653	1	1	1
2325	98	98	98	2100	66	67	66	1875	13	18	16	1650	1	1	1
2322	98	98	98	2097	65	66	66	1872	13	18	16	1647	1	1	1
2319	98	98	98	2094	64	66	65	1869	13	17	15	1644	1	1	1
2316	97	98	98	2091	63	65	64	1866	12	17	15	1641	1	1	1
2313	97	98	98	2088	62	65	64	1863	12	17	14	1638	1	1	1
2310	97	98	97	2085	61	64	63	1860	11	16	14	1635	1	1	1
2307	97	97	97	2082	61	63	62	1857	11	16	14	1632	1	1	1
2304	97	97	97	2079	60	62	61	1854	10	15	13	1629	1	1	1
2301	97	97	97	2076	59	62	60	1851	10	15	13	1626	1	1	1
2298	97	97	97	2073	58	61	60	1848	10	14	12	1623	1	1	1
2295	96	97	97	2070	57	60	59	1845	9	14	12	1620	1	1	1
2292	96	97	96	2067	57	60	58	1842	9	13	11	1617	1	1	1
2289	96	96	96	2064	56	59	58	1839	9	13	11	1614	1	1	1
2286	96	96	96	2061	55	58	57	1836	8	12	11	1611	1	1	1
2283	95	96	95	2058	54	58	56	1833	8	12	10	1608	1	1	1
2280	95	95	95	2055	53	57	55	1830	8	12	10	1605	1	1	1
2277	95	95	95	2052	52	57	55	1827	7	11	9	1602	1	1	1
2274	94	95	95	2049	51	56	54	1824	7	11	9	1599	1	1	1
2271	94	94	94	2046	51	55	53	1821	7	10	9	1596	1	1	1
2268	94	94	94	2043	50	54	52	1818	6	10	8	1593	1	1	1
2265	94	94	94	2040	49	54	52	1815	6	10	8	1590	1	1	1
2262	93	94	94	2037	48	53	51	1812	6	10	8	1587	1	1	1
2259	93	93	93	2034	48	52	50	1809	6	9	8	1584	1	1	1
2256	93	93	93	2031	47	52	49	1806	5	9	7	1581	1	1	1
2253	92	93	93	2028	46	51	49	1803	5	8	7	1578	1	1	1
2250	92	92	92	2025	45	50	48	1800	5	8	7	1575	1	1	1
2247	92	92	92	2022	45	50	48	1797	5	8	6	1572	1	1	1
2244	91	92	92	2019	44	49	47	1794	4	7	6	1569	1	1	1
2241	91	91	91	2016	43	48	46	1791	4	7	6	1566	1	1	1
2238	91	91	91	2013	43	48	45	1788	4	7	6	1563	1	1	1
2235	91	91	91	2010	42	47	45	1785	4	6	5	1560	1	1	1
2232	90	90	90	2007	41	47	44	1782	4	6	5	1557	1	1	1
2229	90	90	90	2004	40	46	43	1779	4	6	5	1554	1	1	1
2226	89	89	89	2001	39	45	43	1776	3	6	5	1551	1	1	1
2223	89	89	89	1998	39	44	42	1773	3	5	4	1548	1	1	1
2220	89	89	89	1995	38	44	41	1770	3	5	4	1545	1	1	1
2217	88	88	88	1992	37	43	40	1767	3	5	4	1542	1	1	1
2214	88	88	88	1989	37	42	40	1764	2	5	4	1539	1	1	1
2211	87	88	87	1986	36	41	39	1761	2	5	4	1536	1	1	1
2208	86	87	87	1983	35	40	38	1758	2	4	3	1533	1	1	1
2205	86	86	86	1980	34	39	37	1755	2	4	3	1530	1	1	1
2202	85	86	86	1977	34	39	36	1752	2	4	3	1527	1	1	1
2199	85	86	85	1974	33	38	36	1749	2	4	3	1524	1	1	1
2196	84	85	85	1971	32	37	35	1746	2	4	3	1521	1	1	1
2193	84	85	84	1968	31	36	34	1743	2	3	3	1518	1	1	1
2190	83	84	84	1965	31	35	33	1740	2	3	2	1515	1	1	1
2187	83	84	83	1962	30	35	33	1737	2	3	2	1512	1	1	1
2184	82	83	83	1959	30	34	32	1734	1	3	2	1509	1	1	1
2181	81	83	82	1956	29	33	31	1731	1	3	2	1506	1	1	1
2178	81	82	82	1953	29	32	31	1728	1	3	2	1503	1	1	1
												1500	1	1	1

## 2015-2016 Interpretive Guide for the Upper & Middle Level SSAT

Table 7A

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 11TH GRADE - VERBAL, QUANTITATIVE, AND READING

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
800	99	99	99	99	99	99	99	99	99
797	98	95	99	99	96	99	99	96	99
794	97	94	99	99	95	99	98	95	99
791	97	93	99	99	94	99	98	94	99
788	97	91	99	99	93	99	98	92	99
785	97	89	99	99	93	99	98	92	99
782	97	88	99	98	92	99	97	91	99
779	96	88	99	98	91	99	97	90	99
776	96	86	99	97	90	99	97	89	99
773	96	84	99	97	89	99	97	88	99
770	94	82	99	97	89	99	96	87	99
767	94	81	99	97	87	99	96	86	99
764	93	79	95	96	86	99	96	84	98
761	92	77	95	96	86	99	95	83	98
758	92	76	95	96	84	99	95	82	98
755	89	75	94	95	83	99	93	81	98
752	89	71	94	95	81	98	93	78	97
749	88	71	94	94	79	98	92	77	97
746	87	69	94	94	78	98	92	75	97
743	86	69	94	93	76	98	91	74	97
740	86	67	93	92	74	97	90	72	96
737	85	65	92	91	72	97	89	70	96
734	84	65	92	90	71	97	88	69	95
731	82	64	91	88	68	96	87	67	95
728	81	63	91	88	67	96	86	66	94
725	79	62	89	86	64	94	84	64	93
722	78	60	87	85	63	93	83	62	91
719	77	58	86	84	62	91	82	61	89
716	76	56	84	83	61	90	81	60	88
713	75	54	82	82	60	88	80	58	87
710	73	54	81	80	59	87	78	58	85
707	72	52	80	79	56	86	77	55	84
704	70	51	77	77	55	84	75	54	82
701	69	48	75	75	53	83	74	51	81
698	69	48	73	74	51	80	73	50	78
695	67	47	71	72	49	79	71	49	77
692	66	46	68	71	47	78	70	46	75
689	63	45	67	70	46	77	68	45	74
686	60	42	63	67	44	74	65	44	71
683	59	41	63	66	43	73	64	42	70
680	56	38	61	64	42	70	62	41	68
677	55	37	61	63	40	69	61	39	67
674	53	34	57	60	38	66	58	37	63
671	52	34	56	58	37	65	57	36	62
668	51	33	53	57	35	62	55	35	59
665	48	32	52	56	34	61	53	33	58
662	46	28	49	54	31	59	52	30	56
659	45	27	48	51	30	57	50	29	54
656	43	25	47	49	29	55	47	28	53
653	41	25	46	48	29	52	46	28	50
650	40	24	44	45	27	51	44	26	49

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
647	39	22	42	44	26	48	43	25	47
644	38	21	41	42	24	47	41	23	45
641	36	19	39	40	23	44	39	22	43
638	35	18	36	38	21	42	37	20	41
635	35	17	34	36	20	39	36	19	38
632	34	16	32	35	19	38	35	18	37
629	33	15	29	33	17	37	33	17	35
626	32	14	28	31	17	35	31	16	33
623	31	14	25	29	15	32	30	15	30
620	31	13	25	27	14	30	28	14	29
617	29	12	24	26	13	27	27	13	26
614	27	12	24	23	12	26	24	12	26
611	26	11	22	21	11	24	23	11	24
608	25	11	21	20	10	23	21	11	23
605	24	10	20	17	8	22	19	9	21
602	24	10	19	17	8	21	19	8	21
599	21	9	17	16	7	19	18	7	18
596	18	9	16	15	6	18	16	7	17
593	17	8	14	14	5	15	15	6	15
590	16	7	13	13	4	14	14	5	13
587	16	6	12	13	4	12	14	5	12
584	16	5	11	11	4	11	13	4	11
581	14	5	10	10	4	11	11	4	10
578	13	4	7	9	3	8	10	3	8
575	12	4	7	7	3	8	9	3	7
572	11	3	6	7	2	7	8	3	7
569	10	2	6	6	2	6	7	2	6
566	9	2	5	5	2	5	6	2	5
563	9	2	5	5	2	5	6	2	5
560	8	1	4	4	2	4	5	2	4
557	8	1	4	4	2	3	5	2	4
554	7	1	3	3	2	3	4	1	3
551	7	1	2	3	1	2	4	1	2
548	7	1	2	3	1	2	4	1	2
545	6	1	1	2	1	2	3	1	2
542	5	1	1	2	1	1	3	1	1
539	5	1	1	1	1	1	2	1	1
536	4	1	1	1	1	1	2	1	1
533	3	1	1	1	1	1	2	1	1
530	3	1	1	1	1	1	1	1	1
527	2	1	1	1	1	1	1	1	1
524	2	1	1	1	1	1	1	1	1
521	2	1	1	1	1	1	1	1	1
518	1	1	1	1	1	1	1	1	1
515	1	1	1	1	1	1	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1

## Secondary School Admission Test Board

### Table 7B

### PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST 11TH GRADE - TOTAL SCALED SCORES

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

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
2400	99	99	99	2175	83	88	86	1950	33	37	36	1725	2	2	2
2397	99	99	99	2172	83	87	86	1947	33	37	36	1722	2	2	2
2394	99	99	99	2169	82	87	86	1944	32	36	35	1719	2	2	2
2391	99	99	99	2166	82	87	86	1941	31	36	34	1716	2	2	2
2388	99	99	99	2163	82	87	86	1938	30	36	34	1713	2	2	2
2385	99	99	99	2160	81	86	85	1935	28	34	33	1710	2	2	2
2382	99	99	99	2157	81	85	84	1932	27	34	32	1707	2	1	2
2379	99	99	99	2154	80	85	84	1929	26	33	31	1704	2	1	1
2376	99	99	99	2151	79	84	83	1926	24	32	30	1701	2	1	1
2373	99	99	99	2148	79	84	83	1923	23	31	29	1698	2	1	1
2370	99	99	99	2145	79	83	82	1920	22	30	28	1695	2	1	1
2367	99	99	99	2142	78	83	82	1917	22	30	27	1692	2	1	1
2364	99	99	99	2139	78	82	81	1914	21	29	27	1689	2	1	1
2361	99	99	99	2136	78	81	80	1911	21	29	27	1686	1	1	1
2358	99	99	99	2133	78	80	80	1908	20	28	26	1683	1	1	1
2355	99	99	99	2130	77	80	79	1905	20	27	25	1680	1	1	1
2352	99	99	99	2127	76	79	79	1902	19	26	24	1677	1	1	1
2349	99	99	99	2124	76	79	78	1899	18	25	23	1674	1	1	1
2346	99	99	99	2121	75	78	77	1896	18	24	23	1671	1	1	1
2343	99	99	99	2118	75	77	77	1893	18	24	22	1668	1	1	1
2340	99	99	99	2115	74	77	76	1890	17	24	22	1665	1	1	1
2337	99	99	99	2112	74	77	76	1887	17	23	21	1662	1	1	1
2334	99	99	99	2109	73	76	75	1884	17	22	21	1659	1	1	1
2331	98	99	99	2106	73	75	74	1881	16	21	20	1656	1	1	1
2328	98	99	99	2103	72	74	74	1878	16	21	19	1653	1	1	1
2325	98	99	99	2100	72	73	73	1875	15	20	19	1650	1	1	1
2322	98	99	99	2097	72	73	72	1872	15	19	18	1647	1	1	1
2319	98	99	99	2094	72	72	72	1869	15	19	18	1644	1	1	1
2316	98	99	98	2091	70	71	71	1866	15	18	17	1641	1	1	1
2313	98	99	98	2088	69	70	70	1863	14	18	17	1638	1	1	1
2310	98	99	98	2085	68	70	69	1860	14	17	16	1635	1	1	1
2307	97	99	98	2082	66	69	68	1857	13	16	15	1632	1	1	1
2304	96	98	98	2079	65	68	68	1854	12	16	15	1629	1	1	1
2301	96	98	98	2076	65	68	67	1851	12	15	14	1626	1	1	1
2298	96	98	97	2073	63	67	66	1848	12	15	14	1623	1	1	1
2295	96	98	97	2070	62	67	66	1845	11	14	13	1620	1	1	1
2292	96	98	97	2067	61	66	65	1842	11	14	13	1617	1	1	1
2289	96	98	97	2064	60	65	64	1839	11	14	13	1614	1	1	1
2286	96	98	97	2061	59	64	62	1836	10	13	12	1611	1	1	1
2283	96	98	97	2058	58	63	62	1833	10	13	12	1608	1	1	1
2280	96	97	97	2055	57	63	61	1830	9	12	11	1605	1	1	1
2277	96	97	97	2052	57	62	61	1827	9	11	11	1602	1	1	1
2274	96	97	97	2049	55	62	60	1824	9	11	11	1599	1	1	1
2271	96	97	97	2046	55	61	59	1821	9	10	10	1596	1	1	1
2268	96	97	97	2043	55	61	59	1818	9	10	9	1593	1	1	1
2265	96	97	96	2040	54	60	58	1815	8	10	9	1590	1	1	1
2262	96	97	96	2037	52	59	57	1812	7	9	9	1587	1	1	1
2259	96	96	96	2034	52	58	57	1809	7	9	9	1584	1	1	1
2256	96	96	96	2031	51	58	56	1806	7	9	8	1581	1	1	1
2253	95	96	96	2028	51	56	55	1803	7	8	8	1578	1	1	1
2250	94	96	95	2025	48	56	54	1800	7	8	8	1575	1	1	1
2247	93	95	95	2022	48	55	53	1797	7	7	7	1572	1	1	1
2244	93	95	94	2019	46	54	52	1794	7	7	7	1569	1	1	1
2241	93	95	94	2016	46	54	51	1791	7	7	7	1566	1	1	1
2238	93	94	94	2013	45	53	51	1788	7	7	7	1563	1	1	1
2235	92	94	94	2010	45	52	50	1785	6	6	6	1560	1	1	1
2232	92	94	93	2007	43	51	49	1782	6	6	6	1557	1	1	1
2229	91	93	93	2004	42	51	49	1779	6	6	6	1554	1	1	1
2226	91	93	93	2001	41	50	48	1776	5	5	5	1551	1	1	1
2223	90	93	92	1998	41	49	47	1773	5	5	5	1548	1	1	1
2220	89	93	92	1995	41	49	46	1770	5	5	5	1545	1	1	1
2217	88	93	92	1992	40	48	46	1767	5	5	5	1542	1	1	1
2214	88	93	91	1989	39	48	45	1764	5	5	5	1539	1	1	1
2211	87	92	91	1986	38	46	44	1761	5	5	5	1536	1	1	1
2208	87	91	90	1983	38	46	43	1758	5	5	5	1533	1	1	1
2205	87	91	90	1980	37	45	43	1755	4	4	4	1530	1	1	1
2202	87	91	90	1977	36	44	42	1752	4	4	4	1527	1	1	1
2199	86	91	89	1974	36	43	41	1749	4	4	4	1524	1	1	1
2196	86	90	89	1971	35	42	40	1746	4	3	3	1521	1	1	1
2193	85	90	88	1968	35	41	40	1743	3	3	3	1518	1	1	1
2190	85	89	88	1965	35	40	39	1740	3	3	3	1515	1	1	1
2187	85	89	88	1962	34	40	38	1737	3	3	3	1512	1	1	1
2184	85	89	88	1959	34	39	38	1734	3	3	3	1509	1	1	1
2181	84	88	87	1956	34	38	37	1731	2	3	3	1506	1	1	1
2178	83	88	86	1953	34	38	37	1728	2	2	2	1503	1	1	1
												1500	1	1	1

## Appendix B: SSAT Means and Standard Deviations

The means and standard deviations on the following tables are based on first-time test takers who tested at a United States or Canadian Standard administration of the Secondary School Admission Test from August 1, 2012 through July 31, 2015. If a student tested multiple times, only the first test scores were used to calculate the means. They are not representative of students in general throughout the country, nor are they representative of all students enrolled in independent schools.



Table 2 **Girls** Tested August 2012-July 2015

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

<b>Verbal</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	5654	4495	4911	32015	5615	2189	285
Mean Scaled Score	599	624	642	664	674	676	664
Standard Deviation	47	49	50	59	65	68	70

<b>Quantitative</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	5654	4495	4911	32015	5615	2189	285
Mean Scaled Score	587	611	629	665	688	700	701
Standard Deviation	42	45	43	59	63	62	65

<b>Reading</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	5654	4495	4911	32015	5615	2189	285
Mean Scaled Score	600	621	637	654	663	667	661
Standard Deviation	44	44	44	50	53	56	56

<b>Total</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	5654	4495	4911	32015	5615	2189	285
Mean Scaled Score	1786	1856	1908	1983	2025	2043	2026
Standard Deviation	117	121	120	147	150	145	147

Table I **Boys** Tested August 2012-July 2015

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

<b>Verbal</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	5807	4973	5598	31883	6874	2798	749
Mean Scaled Score	603	624	643	663	670	666	659
Standard Deviation	48	50	50	61	67	67	58

<b>Quantitative</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	5807	4973	5598	31883	6874	2798	749
Mean Scaled Score	600	622	638	680	697	702	695
Standard Deviation	46	47	45	63	66	64	62

<b>Reading</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	5807	4973	5598	31883	6874	2798	749
Mean Scaled Score	598	616	633	651	657	657	650
Standard Deviation	44	46	45	52	55	55	51

<b>Total</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	5807	4973	5598	31883	6874	2798	749
Mean Scaled Score	1801	1862	1914	1994	2024	2025	2004
Standard Deviation	122	127	122	155	160	155	144

Table 3 **All Students** Tested August 2012-July 2015

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

Verbal	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	11461	9468	10509	63898	12489	4987	1034
Mean Scaled Score	601	624	642	664	672	670	659
Standard Deviation	47	50	50	60	66	67	62

Quantitative	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	11461	9468	10509	63898	12489	4987	1034
Mean Scaled Score	594	617	634	672	693	701	696
Standard Deviation	45	47	44	62	65	63	63

Reading	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	11461	9468	10509	63898	12489	4987	1034
Mean Scaled Score	599	618	635	653	660	661	653
Standard Deviation	44	45	45	51	54	56	53

Total	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	11461	9468	10509	63898	12489	4987	1034
Mean Scaled Score	1794	1859	1911	1989	2025	2032	2008
Standard Deviation	119	124	121	151	156	151	145

©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.

