



SSAT SECONDARY SCHOOL ADMISSION TEST

2016-2017 Interpretive Guide

for the **Middle & Upper** Level SSATs



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

Each student takes the SSAT under standardized testing conditions and is given the same amount of time and instruction (exceptions are made for those who qualify for testing accommodations). The Enrollment Management Association 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 unique version. 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 Enrollment Management Association, a nonprofit educational corporation, develops and administers the SSAT.

+ The **Enrollment Management** Association
Yield Your Best

Contents

Introduction.....	4-7
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
Administration of the SSAT	8
Test Security.....	8
Uniform Conditions	8
Testing Accommodations	8
Reporting SSAT Scores.....	8-12
Score Reports.....	8
School Score Report.....	9
SSAT Writing Sample.....	10-11
Family Score Report.....	12
Interpreting SSAT Scores.....	13-16
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
Statistical Terms and the SSAT	17-20
Score Equating.....	17
Mean	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
Appendices.....	21-39
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 that are needed for successful performance in independent schools. The SSAT provides independent school admission professionals with meaningful information about the possible academic success of potential students at their institutions, regardless of students' background or experience.

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

Test Development Process

SSAT test items are written by test development specialists and subject matter experts. Our test editors review all test material for any questions that may be inappropriate for various subgroups of the population. In addition, questions are reviewed for ambiguities 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 SSAT 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. The total testing time for a standard SSAT administration is 185 minutes, including the experimental section and two breaks.

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.

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 The Enrollment Management Association. Each report is reviewed by The Enrollment Management Association and issues and/or problems are resolved.

Testing Accommodations

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

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

Reporting SSAT Scores

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

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

Score Reports

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

There are a number of SSAT score reporting procedures. SSAT scores are reported to schools online in exportable rosters and as individual report PDFs.

Context is a key component to effective interpretation of test scores. To increase support for SSAT score interpretation, school applicant comparison context data is added to the school score reports following the school's submission of data on accepted and enrolled students. For the 2016-2017 year, the scores of a test taker are placed in many different contexts on the school score report.

School Score Report Sample

Secondary School Admission Test Score Report



Student Name
Student, Sample

Family Address
862 Route 518
Skillman NJ 08558

Test Date
01 Aug 2016

Test Center ID
1717

Test Level
Upper

School ID
1717

Family Phone #
0000000000

Current Grade
9

Registration Number
160805965

Family Email
email@sample.net

Gender
Male

Birth Date
04 Apr 2001

	Test Taker's Scores		SSAT Reference Information					
	Possible Scaled Score Range:500-800		Grade 9 Total			Grade 9 Male		
	Score	Range	Student Percentile	Average Score	Range	Student Percentile	Average Score	Range
Verbal	698	677 - 719	65	670	649 - 691	66	669	648 - 690
Quantitative	719	701 - 737	61	697	679 - 715	58	701	683 - 719
Reading	635	614 - 656	33	660	639 - 681	35	657	636 - 678
Total	2052		55	2027		55	2027	

	Applicant Comparison Data for 1717 (Grade 9)		
	All 2015-2016 Reports Rank Order	2016 Accepted Students Rank Order	2016 Enrolled Students Rank Order
Verbal			
Quantitative			
Reading			
Total			
	Average Score	Average Score	Average Score
Verbal			
Quantitative			
Reading			
Total			

Applicant Comparison Data ranks the scores in this report among all grade 9 score reports sent to your school in the previous year, 2015-2016.
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 Right/Total	Percent Correct Right/Answered
	Right	Wrong	Not Answered		
Verbal Synonyms	16	7	7	53 %	70 %
Verbal Analogies	14	8	8	47 %	64 %
Verbal Questions Not Reached: 1					
Number Concepts and Operations	11	1	6	61 %	92 %
Algebra, Geometry and Other Math	15	11	6	47 %	58 %
Quantitative Questions Not Reached: 0					
Reading Main Idea and Content	10	6	5	48 %	63 %
Reading Higher Order and Interpretation	9	5	5	47 %	64 %
Reading Questions Not Reached: 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 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

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

Secondary School Admission Test Score Report



About You

Name
Not Reached SSAT
Grade 5

Gender
Male
Date of Birth
03 Nov 2002

Not Reached SSAT
862 Route 518
Skillman, NJ 08558

The Test You Took

Registration ID
160805968
Test Date
01 Aug 2016

Test Level
Middle
Test Center
SSAT Academy (Sample Center - Not Real) (1717)

	Your Scaled Scores		SSAT Reference Information					
	Possible Scaled Score Range: 440-710		Grade 5 Total			Grade 5 Male		
	Score	Range	Your Percentile	Average Score	Range	Your Percentile	Average Score	Range
Verbal	608	592 - 624	58	601	585 - 617	58	601	585 - 617
Quantitative	626	612 - 640	73	598	584 - 612	67	604	590 - 618
Reading	572	553 - 591	30	599	580 - 618	31	598	579 - 617
Total	1806		54	1798		52	1803	

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 99, 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 you are concerned that your percentiles are lower than you have earned on other tests, please remember that SSAT test takers are members of a small and highly competitive group of students who plan to attend some of the world's best independent schools. You should not be discouraged by what seems to be a lower percentile than you usually attain on standardized tests.

Test Question Breakdown

Verbal

Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies).

	Right	Wrong	Not Answered
Synonyms	15	15	0
Analogies	13	12	5

Math

Questions testing your knowledge of number properties and relationships, basic computation, concepts of equivalencies, geometry, measurement, and interpretation of charts/graphs.

Number Concepts & Operations	8	9	6
Algebra, Geometry & Other Math	13	10	4

Reading

Questions regarding the main idea and supporting details of a passage or requiring higher order skills, such as deriving the meaning of words from context, extracting the meaning of a passage, or interpreting an author's logic, attitude and tone.

Main Idea	6	12	2
Higher Order	12	5	3

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

Interpreting SSAT Scores

Raw Scores

Scores for the Middle and Upper Levels 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*. 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 U.S. 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 verbal section 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.

Average Scores

The *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 average scores shown are for all first-time test takers testing in the U.S. 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 average 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 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 The Enrollment Management Association. 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: 2016 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 average scores for all of the same-grade test takers accepted by your school in the last admission year. (If your school does not participate in the Applicant Comparison Data share, these fields are marked with N/A.)

School Context: 2016 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 average scores for all of the same-grade test takers enrolled by your school in the last admission year. (If your school does not participate in the Applicant Comparison Data share, these fields are marked with N/A.)



SSAT Subject Areas

SSAT results are reported in the following subject areas:

Verbal

- Synonyms — Test the student’s verbal capability.
- Analogies — 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 score 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 – family score reports do 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 prescribed 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 taking different forms are comparable.

Mean

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



Standard Deviation

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

Figure 1 illustrates the relationship between standard deviation and test scores. The mean score for this test is 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.

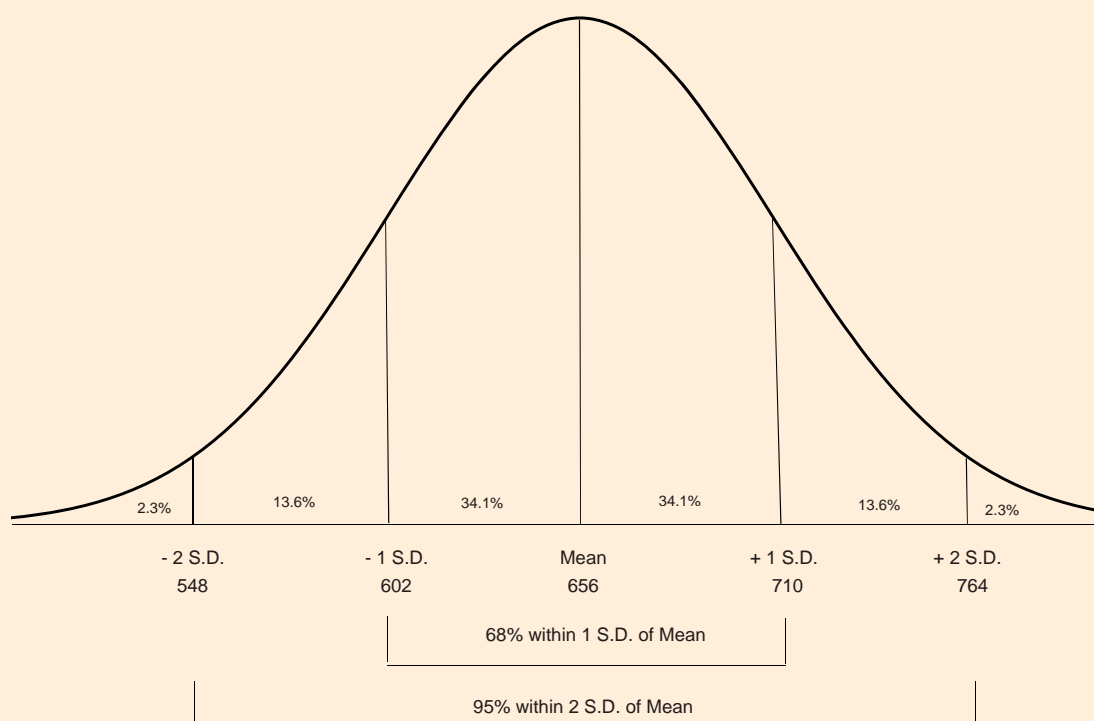


FIGURE 1

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	18 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 more 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. The Enrollment Management Association provides a validity study service to all its members. Previous validity studies have shown a positive correlation between SSAT scores and school grades. For summary information about this study, please contact The Enrollment Management Association.

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).

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, 2013 and July 30, 2016. 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



2016-2017 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 2013-July 2016

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	28	36	28	28	28	31	28	32	30
569	26	34	26	26	26	29	26	30	27
566	24	31	24	24	24	27	24	28	25
563	22	29	22	22	22	25	22	26	23
560	20	27	20	20	20	22	20	24	21
557	18	25	19	19	18	20	18	21	20
554	16	23	17	17	16	18	16	20	17
551	15	21	15	15	15	16	15	18	16
548	13	19	13	14	13	15	13	16	14
545	11	16	11	12	12	13	12	14	12
542	10	15	10	11	10	12	11	12	11
539	9	12	9	10	9	11	10	11	10
536	8	11	8	8	8	9	8	9	9
533	7	9	7	7	7	8	7	8	8
530	6	8	6	6	6	8	6	7	7
527	5	7	5	6	5	7	5	6	6
524	5	6	4	5	4	6	5	5	5
521	4	5	4	4	3	5	4	4	4
518	3	4	3	3	3	4	3	3	4
515	3	3	3	3	2	4	3	3	3
512	2	2	2	2	2	3	2	2	3
509	2	2	2	2	1	3	2	2	2
506	1	1	2	1	1	2	1	1	2
503	1	1	1	1	1	2	1	1	2
500	1	1	1	1	1	2	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

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 2013- July 2016

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

2016-2017 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 2013-July 2016

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	15	18	15	17	15	20	16	16	18
569	13	17	13	15	14	18	14	15	16
566	12	15	12	14	12	17	13	14	15
563	11	14	11	13	11	15	12	12	13
560	10	12	10	12	10	14	11	11	12
557	9	11	9	11	9	13	10	10	11
554	8	10	8	10	8	11	9	9	10
551	7	9	7	9	8	10	8	8	8
548	6	8	6	8	7	9	7	7	8
545	5	7	5	7	6	8	6	6	7
542	4	6	5	6	5	7	5	6	6
539	4	6	4	5	4	7	5	5	5
536	3	5	4	5	4	6	4	4	5
533	3	4	3	4	3	5	4	3	4
530	2	3	3	4	3	5	3	3	4
527	2	3	2	3	2	4	3	2	3
524	2	2	2	3	2	4	2	2	3
521	1	2	2	2	2	3	2	2	2
518	1	1	1	2	1	3	2	1	2
515	1	1	1	1	1	2	1	1	2
512	1	1	1	1	1	2	1	1	1
509	1	1	1	1	1	2	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

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 2013- July 2016

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

2016-2017 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 2013-July 2016

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	92	99	96	93	97	98	93	98	97
704	91	98	95	92	96	97	91	97	96
701	89	97	93	90	95	96	90	96	95
698	88	97	91	89	94	94	89	95	93
695	86	96	90	87	93	93	87	94	92
692	85	95	89	86	91	92	85	93	90
689	83	93	87	84	89	90	83	91	89
686	81	92	85	82	87	88	82	89	87
683	79	90	82	80	84	86	80	87	84
680	77	88	81	78	82	85	78	85	83
677	75	85	78	76	79	82	75	82	80
674	73	82	76	74	75	80	73	79	78
671	71	80	75	72	73	78	72	76	77
668	68	78	73	69	70	76	69	74	75
665	66	75	71	67	67	74	66	71	72
662	64	73	69	65	64	72	64	68	70
659	61	70	65	62	61	69	62	65	67
656	59	67	63	59	58	67	59	62	66
653	57	64	61	57	54	65	57	59	63
650	55	61	59	55	51	63	55	56	61
647	52	59	56	53	49	60	53	53	58
644	49	55	54	50	46	58	50	50	56
641	47	53	51	48	43	56	48	48	54
638	45	50	48	46	41	53	45	45	51
635	42	48	47	43	39	51	42	43	49
632	40	45	44	41	37	48	41	41	46
629	38	42	42	39	34	45	38	38	44
626	36	40	40	37	32	44	36	36	42
623	34	38	37	35	30	41	34	34	40
620	32	35	35	32	28	39	32	32	37
617	30	33	33	31	26	37	30	30	35
614	28	32	31	29	25	35	28	28	33
611	26	30	29	27	23	33	26	26	31
608	24	28	27	25	22	30	25	24	29
605	22	26	25	23	20	29	23	23	27
602	21	24	23	22	19	26	21	21	25
599	20	23	22	20	18	25	20	20	23
596	18	21	20	19	16	23	19	19	22
593	17	19	18	18	15	21	17	17	20
590	16	17	17	16	14	20	16	16	19
587	14	16	16	15	13	19	15	14	17
584	13	15	14	14	12	17	13	13	16
581	12	14	13	13	11	16	12	12	14
578	11	13	12	12	10	14	11	11	13
575	10	11	10	11	9	13	10	10	12

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	9	10	10	10	9	12	10	9	11
569	8	9	9	9	8	11	9	9	10
566	8	9	8	8	7	10	8	8	9
563	7	8	7	8	7	9	8	7	8
560	6	7	6	7	6	8	7	6	7
557	6	6	6	7	5	7	6	6	7
554	6	5	5	6	5	6	6	5	6
551	5	4	4	6	4	6	5	4	5
548	4	4	4	5	4	5	5	4	4
545	4	3	3	4	3	5	4	3	4
542	3	3	3	4	3	4	4	3	3
539	3	2	3	4	3	3	3	3	3
536	3	2	2	3	2	3	3	2	3
533	2	2	2	3	2	3	3	2	2
530	2	1	2	3	2	2	2	2	2
527	2	1	2	2	1	2	2	1	2
524	1	1	1	2	1	2	2	1	2
521	1	1	1	2	1	2	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
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

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 2013- July 2016

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

2016-2017 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 2013-July 2016

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

2016-2017 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 2013-July 2016

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

2016-2017 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 2013-July 2016

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

2016-2017 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 2013-July 2016

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	94	99	98	97	99	98	96	99
794	98	93	99	98	96	99	98	95	99
791	98	91	99	98	95	99	98	94	99
788	98	89	99	98	94	99	98	92	99
785	97	87	99	98	93	99	98	91	99
782	97	85	99	97	92	99	97	90	99
779	97	84	99	97	91	99	97	89	99
776	97	83	99	97	90	99	97	88	99
773	97	81	99	97	89	99	97	86	99
770	96	81	99	97	88	99	96	86	99
767	96	79	99	96	86	99	96	84	99
764	95	79	97	95	85	99	95	83	98
761	95	77	97	95	84	99	95	82	98
758	94	76	97	95	82	99	95	80	98
755	93	75	96	94	80	98	94	79	98
752	93	72	96	94	79	98	94	77	97
749	92	71	96	93	77	98	93	76	97
746	91	70	96	92	76	98	92	75	97
743	90	69	95	91	74	97	91	73	97
740	89	68	95	91	73	97	90	71	96
737	88	65	94	90	70	97	89	69	96
734	87	64	93	89	68	97	88	67	96
731	86	64	92	88	66	96	87	65	95
728	84	62	92	87	64	95	86	63	94
725	83	61	91	86	62	94	85	62	93
722	81	58	89	85	59	94	83	59	92
719	80	56	88	84	59	92	83	58	90
716	79	54	86	83	57	90	82	56	89
713	77	52	86	82	55	89	81	54	88
710	75	52	85	80	54	88	78	53	87
707	75	50	83	78	51	87	77	51	86
704	73	49	81	76	49	86	75	49	85
701	72	46	79	75	48	84	74	47	82
698	71	45	78	74	46	82	73	46	81
695	69	44	75	72	45	80	71	45	79
692	68	43	73	71	43	79	70	43	77
689	64	42	71	70	41	77	68	41	75
686	62	39	68	68	39	75	66	39	73
683	60	38	68	66	37	72	64	37	71
680	57	36	67	65	36	70	62	36	69
677	55	35	66	63	34	69	61	34	68
674	54	34	64	60	32	67	58	33	66
671	52	34	62	59	30	65	57	31	64
668	50	33	59	57	29	64	55	30	62
665	48	30	56	55	27	61	53	28	59
662	47	29	53	53	25	59	51	26	57
659	45	28	53	51	25	56	49	25	55
656	44	27	51	49	24	54	47	25	53
653	42	25	49	47	23	52	46	24	51
650	41	25	46	46	22	50	45	23	49

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
647	39	23	44	45	21	47	43	22	46
644	39	22	42	44	20	46	42	20	45
641	38	21	42	41	19	44	40	19	43
638	37	19	39	39	17	41	38	18	40
635	35	18	37	37	16	39	37	17	38
632	34	17	34	36	15	37	35	15	36
629	34	15	32	34	14	37	34	14	35
626	33	14	30	32	14	34	32	14	33
623	32	14	27	30	13	32	31	13	30
620	31	13	26	28	12	29	29	12	28
617	30	12	25	26	11	27	27	11	26
614	28	11	24	25	10	25	26	10	25
611	27	11	23	24	9	24	24	10	24
608	25	11	22	21	8	22	23	9	22
605	25	9	20	19	7	20	21	7	20
602	23	9	19	18	6	19	20	7	19
599	23	8	18	17	5	17	19	6	17
596	21	8	16	16	5	15	18	6	15
593	20	8	14	16	4	14	17	5	14
590	19	7	13	15	4	12	16	5	12
587	19	6	11	14	3	12	16	4	12
584	18	5	10	13	3	11	14	4	11
581	17	5	9	12	3	9	13	4	9
578	16	4	7	11	3	8	12	3	7
575	14	4	6	10	2	7	11	3	7
572	12	3	6	9	2	6	10	2	6
569	12	2	5	8	2	5	9	2	5
566	11	2	5	8	2	5	9	2	5
563	11	1	5	7	1	4	8	1	4
560	10	1	4	6	1	4	7	1	4
557	9	1	3	5	1	3	6	1	3
554	9	1	3	5	1	3	6	1	3
551	9	1	2	5	1	2	6	1	2
548	8	1	2	4	1	2	5	1	2
545	7	1	2	3	1	2	4	1	2
542	6	1	2	3	1	1	4	1	1
539	6	1	1	2	1	1	3	1	1
536	5	1	1	2	1	1	3	1	1
533	4	1	1	2	1	1	3	1	1
530	4	1	1	1	1	1	2	1	1
527	3	1	1	1	1	1	2	1	1
524	2	1	1	1	1	1	1	1	1
521	2	1	1	1	1	1	1	1	1
518	2	1	1	1	1	1	1	1	1
515	2	1	1	1	1	1	1	1	1
512	2	1	1	1	1	1	1	1	1
509	2	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

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, 2013 through July 31, 2016. 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 1 **Boys** Tested August 2013-July 2016

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST
Based on United States and Canadian Standard Male First Time Test Takers August 2013- July 2016

Verbal	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	6126	5289	5543	32171	6841	2702	663
Mean Scaled Score	601	621	640	662	669	663	658
Standard Deviation	45	47	48	63	69	69	62

Quantitative	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	6126	5289	5543	32171	6841	2702	663
Mean Scaled Score	604	627	642	684	701	707	701
Standard Deviation	46	46	44	64	65	65	59

Reading	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	6126	5289	5543	32171	6841	2702	663
Mean Scaled Score	598	616	632	651	657	657	651
Standard Deviation	46	47	47	52	55	56	51

Total	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	6126	5289	5543	32171	6841	2702	663
Mean Scaled Score	1803	1864	1914	1997	2027	2027	2010
Standard Deviation	121	125	122	158	161	158	145

Table 2 **Girls** Tested August 2013-July 2016

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST
Based on United States and Canadian First Time Test Takers August 2013- July 2016

Verbal	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5825	4507	4783	32359	5662	2065	264
Mean Scaled Score	600	624	642	664	672	674	659
Standard Deviation	45	46	47	61	67	69	69

Quantitative	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5825	4507	4783	32359	5662	2065	264
Mean Scaled Score	591	617	634	669	693	707	703
Standard Deviation	43	44	43	60	64	61	67

Reading	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5825	4507	4783	32359	5662	2065	264
Mean Scaled Score	601	622	637	656	663	667	656
Standard Deviation	45	45	46	50	53	54	54

Total	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5825	4507	4783	32359	5662	2065	264
Mean Scaled Score	1792	1863	1913	1989	2028	2048	2018
Standard Deviation	117	119	118	149	152	143	145

Table 3 **All Students** Tested August 2013-July 2016

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST
Based on United States and Canadian Standard First Time Test Takers August 2013- July 2016

Verbal	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11951	9796	10326	64530	12503	4767	927
Mean Scaled Score	601	622	641	663	670	668	659
Standard Deviation	47	50	50	60	66	67	62

Quantitative	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11951	9796	10326	64530	12503	4767	927
Mean Scaled Score	598	622	638	676	697	707	702
Standard Deviation	45	45	43	63	65	63	61

Reading	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11951	9796	10326	64530	12503	4767	927
Mean Scaled Score	599	619	634	654	660	661	652
Standard Deviation	46	47	46	51	54	55	52

Total	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11951	9796	10326	64530	12503	4767	927
Mean Scaled Score	1798	1863	1913	1993	2027	2036	2013
Standard Deviation	119	122	120	154	157	152	145



The Enrollment Management Association



Yield Your Best

©2016 by The Enrollment Management Association. All rights reserved.

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

The Enrollment Management Association 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 Enrollment Management Association.

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 The Enrollment Management Association. 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.