

+ The **SSAT**

2017-2018

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). This guide contains information for the Middle and Upper Level exams for students in grades 5-11.



The **Enrollment Management** Association
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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 U.S., 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 for score recipients selected prior to score release. 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 2017-2018 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

The
SSAT

Student Name
Student, Sample

Family Address
1234 Main Street
Anytown, NJ 08888

Test Date
07 Jan 2017

Test Center ID
1234

Test Level
Middle

School ID
1234

Family Phone #
555-555-5555

Current Grade
5

Registration Number
123456789

Family Email
samplestudent@ssat.org

Gender
Female

Birth Date
01 Jan 2006

	Test Taker's Scores		SSAT Reference Information			
	Score	Range	Grade 5 Total		Grade 5 Female	
Verbal	626	610 - 642	Student Percentile	Average Score	Student Percentile	Average Score
Quantitative	635	621 - 649	72	601	72	600
Reading	623	604 - 642	79	598	84	591
Total	1884		76	1798	69	601
					78	1792

	Applicant Comparison Data for 1234 (Grade 5)		
	All 2016-2017 Reports	2017 Accepted Students	2017 Enrolled Students
	Rank Order	Rank Order	Rank Order
Verbal	18 of 50	16 of 30	12 of 24
Quantitative	15 of 50	18 of 30	14 of 24
Reading	17 of 50	14 of 30	11 of 24
Total	15 of 50	15 of 30	11 of 24
	Average Score	Average Score	Average Score
Verbal	610	623	617
Quantitative	622	640	630
Reading	613	620	615
Total	1845	1883	1862

Applicant Comparison Data ranks the scores in this report among all grade 5 score reports sent to your school in the previous year, 2016-2017. N/A indicates that data has not been submitted for your school; please contact members@enrollment.org for more information.

	Number of Questions			Percent Correct Right/Total	Percent Correct Right/Answered
	Right	Wrong	Not Answered		
Verbal Synonyms	16	14	0	53 %	53 %
Verbal Analogies	17	12	1	57 %	59 %
Verbal Questions Not Reached: 0					
Number Concepts and Operations	17	6	4	63 %	74 %
Algebra, Geometry and Other Math	12	7	4	52 %	63 %
Quantitative Questions Not Reached: 0					
Reading Main Idea and Content	15	5	0	75 %	75 %
Reading Higher Order and Interpretation	11	9	0	55 %	55 %
Reading Questions Not Reached: 0					

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

SSAT Writing Sample

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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 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	Grade	
Sample Student	5	Sample Student 1234 Main Street Anytown, NJ 08888
Gender	Date of Birth	
Female	01 Jan 2006	

The Test You Took

Registration ID	Test Date	
123456789	07 Jan 2017	
Test Level	Test Center	
Middle	Sample Test Center (1234)	

	Your Scaled Scores		SSAT Reference Information			
	Possible Scaled Score Range: 440-710		Grade 5 Total		Grade 5 Female	
	Score	Range	Your Percentile	Average Score	Your Percentile	Average Score
Verbal	626	610 - 642	72	601	72	600
Quantitative	635	621 - 649	79	598	84	591
Reading	623	604 - 642	70	599	69	601
Total	1884		76	1798	78	1792

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.

		Right	Wrong	Not Answered
Verbal Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies).	Synonyms	16	14	0
	Analogies	17	12	1
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	17	6	4
	Algebra, Geometry & Other Math	12	7	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	15	5	0
	Higher Order	11	9	0

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



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 15 for more details.

Range of Scaled Scores

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

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the 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 took 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 took the test for the first time on a Standard test date over the most recent three-year period in the U.S. and Canada) fell 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 20 to 33) 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 includes 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 2016-17 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: 2017 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 blank.)

School Context: 2017 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 blank.)



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.



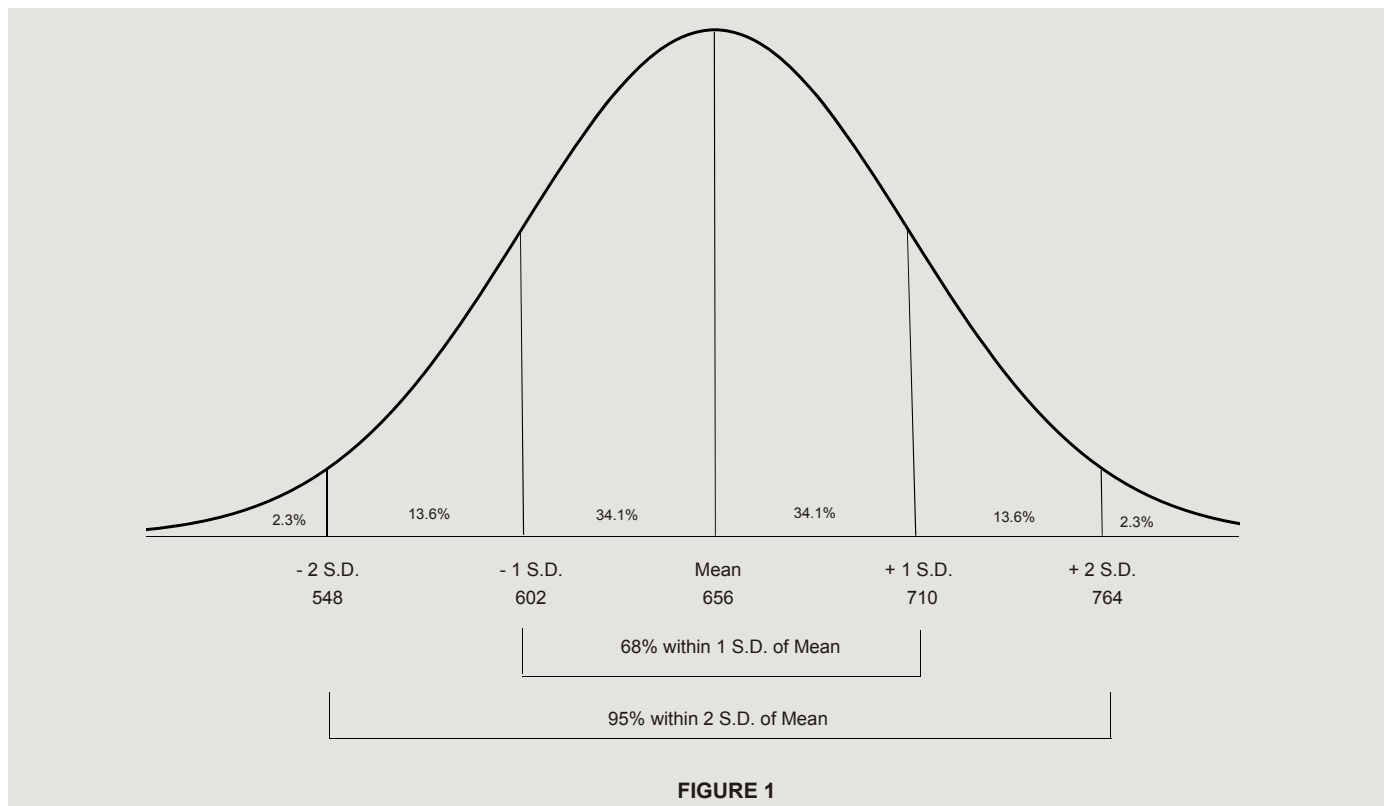


Standard Deviation

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.





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 18).

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the 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 more than 45 points (1.5 times the 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

Test validity refers to the degree to which evidence exists to support the interpretation of test scores for particular purposes. It is important to note that we validate a test score for a particular use (e.g., admission, placement), and that validity is not the property of a test in and of itself. This means that as opposed to talking about a test as simply valid or not valid, one should instead state, for example, "There is a great deal of validity evidence to support the use of SSAT scores for independent school admission decisions." This also represents the notion that validity is a matter of degree and not absolute. It is therefore very important to gather validity evidence over time to either enhance, confirm or contradict previous findings.

There are various sources of validity evidence that can be examined, such as the content tested (e.g., subject area and types of items), the internal structure of the test (e.g., reliability and other psychometric properties), and relationships between the test scores and other variables (e.g., correlations with the outcomes the test is expected to predict). The SSAT is primarily used in making independent school admission decisions. For that reason, admission officers are interested in its ability to predict first-year school grades. In spring 2015, The Enrollment Management Association conducted a predictive validity study. We received responses from 59 schools, with 2,918 Middle Level students and 13,744 Upper Level students.

The results showed that both Middle and Upper Level SSATs are strong predictors the first year GPA (FYGPA). The correlation coefficients of individual section scores (verbal, quantitative, and reading) with FYGPA range from 0.44 to 0.53 for the Middle Level test, and from 0.44 to 0.50 for the Upper Level test. The total SSAT score (V, Q, R) correlates even higher: 0.54 for the Middle Level and 0.53 for the Upper Level.

While the study provides an indication of the prediction power of SSAT across member schools participated in the study, The Enrollment Management Association can conduct a validity study for individual schools with school-specific data provided by the school. This service is available for member schools for a fee of \$500.

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 unspeded 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 unspeded. 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, 2014 and July 30, 2017. 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



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 2014-July 2017

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	28	36	27	27	27	30	27	31	28
569	25	33	24	25	25	27	25	29	25
566	23	31	22	23	23	25	23	27	23
563	21	29	21	22	21	23	21	25	22
560	19	26	18	20	19	21	20	23	19
557	18	24	17	18	17	19	18	20	18
554	16	22	16	17	15	17	16	19	16
551	14	20	14	15	13	16	15	17	15
548	13	18	12	14	12	14	13	15	13
545	12	16	11	13	10	13	12	13	12
542	10	14	10	11	9	12	11	12	11
539	9	12	8	10	8	10	10	10	9
536	8	10	7	9	7	9	8	9	8
533	7	9	6	8	6	8	8	8	7
530	6	8	6	7	5	7	6	6	7
527	5	6	5	6	5	7	6	5	6
524	5	5	4	5	4	6	5	5	5
521	4	4	4	4	3	5	4	4	4
518	4	3	3	4	3	4	4	3	4
515	3	3	3	3	2	3	3	2	3
512	3	2	2	3	2	3	3	2	3
509	2	2	2	2	1	2	2	1	2
506	2	1	2	2	1	2	2	1	2
503	1	1	1	1	1	2	1	1	2
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 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 2014-July 2017

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	14	17	15	17	14	20	16	15	18
569	13	16	13	16	13	18	14	14	16
566	12	14	12	15	12	17	13	13	15
563	11	13	11	14	11	15	12	12	13
560	10	12	10	13	10	14	11	11	12
557	9	11	9	12	9	13	11	10	11
554	8	10	8	11	8	11	10	9	10
551	7	9	7	10	7	10	9	8	9
548	6	8	6	9	6	9	8	7	8
545	6	7	5	8	5	8	7	6	7
542	5	6	5	7	5	7	6	5	6
539	4	5	4	6	4	6	5	5	5
536	4	4	4	5	3	6	4	4	5
533	3	4	4	5	3	5	4	3	4
530	3	3	3	4	2	4	3	3	4
527	2	3	3	3	2	4	3	2	3
524	2	2	2	3	2	3	3	2	3
521	2	2	2	2	1	3	2	1	2
518	2	1	1	2	1	2	2	1	2
515	1	1	1	2	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 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 2014-July 2017

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

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	9	10	10	11	8	13	10	9	11
569	9	9	9	10	8	12	9	8	10
566	8	8	8	9	7	11	9	7	10
563	8	7	7	8	6	10	8	7	9
560	7	7	6	8	6	9	7	6	7
557	7	5	6	7	5	8	7	5	7
554	6	5	5	6	5	7	6	5	6
551	5	4	4	6	4	6	6	4	5
548	5	4	4	5	4	5	5	4	5
545	4	3	3	5	3	5	4	3	4
542	4	3	3	4	3	4	4	3	4
539	3	2	3	4	2	4	4	2	3
536	3	2	2	4	2	3	3	2	3
533	2	2	2	3	2	3	3	2	2
530	2	1	2	3	1	3	3	1	2
527	2	1	2	3	1	2	2	1	2
524	2	1	1	2	1	2	2	1	2
521	2	1	1	2	1	2	2	1	1
518	1	1	1	2	1	2	2	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 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 2014-July 2017

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

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 2014-July 2017

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

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 2014-July 2017

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

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 2014-July 2017

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



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, 2014 through July 31, 2017. 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 2014-July 2017

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST
Based on United States and Canadian Standard Male First-Time Test Takers August 2014-July 2017

Verbal	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	6014	5245	5229	30339	6453	2470	655
Mean Scaled Score	602	622	638	663	667	663	653
Standard Deviation	46	48	48	64	71	68	63

Quantitative	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	6014	5245	5229	30339	6453	2470	655
Mean Scaled Score	604	627	643	686	705	708	704
Standard Deviation	45	45	44	65	66	64	59

Reading	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	6014	5245	5229	30339	6453	2470	655
Mean Scaled Score	599	616	631	651	656	657	648
Standard Deviation	46	48	47	53	55	54	51

Total	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	6014	5245	5229	30339	6453	2470	655
Mean Scaled Score	1805	1865	1912	2000	2028	2028	2005
Standard Deviation	120	125	123	160	162	156	145



Table 2 Girls Tested August 2014-July 2017

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST
 Based on United States and Canadian Standard Female First-Time Test Takers August 2014-July 2017

Verbal	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5666	4461	4549	31268	5453	2016	222
Mean Scaled Score	602	624	641	666	673	672	667
Standard Deviation	45	46	47	61	68	70	71

Quantitative	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5666	4461	4549	31268	5453	2016	222
Mean Scaled Score	592	618	636	672	697	710	706
Standard Deviation	43	44	42	60	64	61	65

Reading	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5666	4461	4549	31268	5453	2016	222
Mean Scaled Score	603	623	637	657	664	667	660
Standard Deviation	45	46	46	50	53	52	53

Total	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5666	4461	4549	31268	5453	2016	222
Mean Scaled Score	1797	1865	1914	1995	2034	2049	2033
Standard Deviation	117	120	118	150	154	143	146



Table 3 All Students Tested August 2014-July 2017

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST
Based on United States and Canadian Standard First-Time Test Takers August 2014-July 2017

Verbal	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11680	9706	9778	61607	11906	4487	877
Mean Scaled Score	602	623	640	664	669	667	657
Standard Deviation	46	47	48	63	70	69	65

Quantitative	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11680	9706	9778	61607	11906	4487	877
Mean Scaled Score	598	623	640	679	701	709	705
Standard Deviation	44	45	43	63	65	62	61

Reading	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11680	9706	9778	61607	11906	4487	877
Mean Scaled Score	601	619	634	654	659	661	651
Standard Deviation	45	47	47	51	54	54	52

Total	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11680	9706	9778	61607	11906	4487	877
Mean Scaled Score	1801	1865	1914	1997	2029	2037	2013
Standard Deviation	118	122	120	155	159	151	146



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