

The **SSAT**  
+

2019-2020

**Interpretive Guide**  
**for the Elementary Level SSAT**



The Enrollment Management Association is pleased to provide this guide in order to acquaint member schools and organizations with various aspects of the Secondary School Admission Test (SSAT) and to provide guidelines for the interpretation and use of test scores.

For more than 50 years, the SSAT has been used to help students and schools make critical decisions about applying and admission. Sections of the SSAT measure verbal and mathematical ability and reading comprehension. The test also includes an unscored, timed writing sample which is sent to schools with the student's score report to supplement a student's application for admission.



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



The **Enrollment Management** Association  
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# Introduction

The *Interpretive Guide for the Elementary 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 Elementary Level test contains 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 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 the Elementary Level of the SSAT. The Elementary Level test is administered to students in grades 3 and 4.

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

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

In addition, each administration of the Elementary SSAT includes a 15-minute writing sample. Writing samples are not scored, but are submitted to score recipients to supplement a student's application. The total testing time for a standard Elementary SSAT administration is 125 minutes, which includes the experimental section and a 15-minute break.

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



Content and statistical specifications can help ensure that the test indeed 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 Elementary SSAT follows.

## Verbal Section

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

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

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

## Quantitative Section

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

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

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



## Reading Comprehension Section

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

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

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

## Writing Section

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



# Administration of the SSAT

## Test Security

The 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](http://www.ssat.org/TA).

# Reporting SSAT Scores

There are two types of test administrations for which scores are reported—Standard test administrations (six 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 schools's submission of data on accepted and enrolled students. For the 2019-2020 year, the scores of a test taker are placed in many different contexts on the school score report

# School Score Report Sample

## Elementary SSAT Score Report



**Student Name**  
**Elementary, SSAT**

**Family Address**  
 862 Route 518  
 Skillman NJ 08558

**Test Date**  
 14 Dec 2019

**Test Center ID**  
 1717

**Test Level**  
 Elementary

**School ID**  
 1717

**Registration Number**  
 191620727

**Family Phone #**  
 609-436-6135

**Family Email**  
 ddavidian@ssat.org

**Current Grade**  
 4

**Gender**  
 Female

**Birth Date**  
 02 May 2009

	Test Taker's Scores		SSAT Reference Information			
	Possible Scaled Score Range: 300-600		Grade 4 Total		Grade 4 Female	
	Score	Range	Student Percentile	Average Score	Student Percentile	Average Score
<b>Verbal</b>	470	450 - 490	49	475	48	475
<b>Quantitative</b>	460	440 - 480	51	474	59	461
<b>Reading</b>	510	490 - 530	71	476	71	477
<b>Total</b>	1440		53	1425	56	1413

	Applicant Comparison Data for 1717 (Grade 4)		
	All 2018-2019 Reports	2019 Accepted Students	2019 Enrolled Students
	Rank Order	Rank Order	Rank Order
Verbal	17 of 32	15 of 20	13 of 18
Quantitative	17 of 32	13 of 20	12 of 18
Reading	9 of 32	9 of 20	7 of 18
Total	16 of 32	15 of 20	13 of 18
	Average Score	Average Score	Average Score
Verbal	469	507	498
Quantitative	462	482	482
Reading	458	493	485
Total	1388	1482	1465

Applicant Comparison Data ranks the scores in this report among all grade 4 score reports sent to your school in the previous year, 2018-2019. 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	Percent Correct
	Right	Wrong	Not Answered	Right/Total	Right/Answered
Verbal Synonyms	10	5	0	67 %	67 %
Verbal Analogies	8	7	0	53 %	53 %
Verbal Questions Not Reached: 0					
Number Concepts and Operations	7	6	0	54 %	54 %
Algebra, Geometry and Other Math	9	8	0	53 %	53 %
Quantitative Questions Not Reached: 0					
Reading Main Idea and Content	8	4	0	67 %	67 %
Reading Higher Order and Interpretation	12	4	0	75 %	75 %
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**

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

The children were playing in the park when the bubble man came for the show.

Everybody came running over to see the show. There were lots of big bubbles.

A boy tried to pop them. He missed and fell down.

He started to cry.

His other friends came over to take him to




his mom.

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

# Family Score Report

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



## Secondary School Admission Test Score Report

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### About You

Name: **SSAT Elementary**

Grade: 4

Gender: Female

Date of Birth: 02 May 2009

SSAT Elementary  
862 Route 518 Skillman,  
NJ 08558

### The Test You Took

Registration ID: 191620727

Test Date: 14 Dec 2019

Test Level: Elementary

Test Center: SSAT Academy (Sample Center - Not Real) (1717)

	Your Scaled Scores		SSAT Reference Information			
	Possible Scaled Score Range: 300-600		Grade 4 Total		Grade 4 Female	
	Score	Range	Your Percentile	Average Score	Your Percentile	Average Score
<b>Verbal</b>	470	450 - 490	49	475	48	475
<b>Quantitative</b>	460	440 - 480	51	474	59	461
<b>Reading</b>	510	490 - 530	71	476	71	477
<b>Total</b>	1440		53	1425	56	1413

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

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

**What Do My SSAT Percentiles Mean?**

Your SSAT percentiles have a range of 1 to 99, indicating the percentage of other test takers who scored at or below your scaled score. The two percentiles compare your performance to the performances of all other students in the same grade level, and of the same grade level and gender who have taken the SSAT within the past three years, respectively. 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. The average score is the average scaled score of all students in the same grade level, and of the same grade level and gender who have taken the SSAT within the past three years.

### Test Question Breakdown

	Right	Wrong	Not Answered	% Correct	
<b>Verbal</b> Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies).	Synonyms	10	5	0	67
	Analogies	8	7	0	53
<b>Math</b> Questions testing your knowledge of number properties and relationships, basic computation, concepts of equivalencies, geometry, measurement, and interpretation of charts/graphs.	Number Concepts & Operations	7	6	0	54
	Algebra, Geometry & Other Math	9	8	0	53
<b>Reading</b> Questions regarding the main idea and supporting details of a passage or requiring higher order skills, such as deriving the meaning of words from context, extracting the meaning of a passage, or interpreting an author's logic, attitude and tone.	Main Idea	8	4	0	67
	Higher Order	12	4	0	75

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

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

## Scaled Scores

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

## Range of Scaled Scores

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

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

## Norms and Percentiles

The SSAT is a norm-referenced test. A *norm-referenced* test interprets an individual test taker's score relative to the distribution of scores for a comparison group, referred to as the norm group. The SSAT Elementary Level test norm group consists of all first-time test takers (same grade and same grade and gender) who took the test during the past three academic years 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 a 3rd grade student's scaled score is 520 and the percentile is 73 on the verbal section, it means that 73% of scores of all the other 3rd grade students (who took the test during the past three academic years) fell at or below 520.

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.

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



## 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 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.

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

For each subject area, the report provides:

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

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

## 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 2018-19 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: 2019 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: 2019 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 — Assess a student's ability to select the one word or phrase that is closest in meaning to the word given.
- + Analogies — Assess a student's ability to find relationships between words.

### Quantitative

- + Number Concepts and Operations — These questions cover addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals; rounding, place value, estimation, and properties; odd, even, positive, negative, and prime numbers; and ratios and proportions.
- + Algebra, Geometry, Measurement and Other Math — These questions deal with describing and extending patterns; equalities and inequalities; shapes, line segments, and angles; linear measure, area, and perimeter; reading and interpreting graphs and tables; weight, capacity, time, temperature, and money; as well as logic, data analysis, and probability.

### Reading Comprehension

- + Reading Main Ideas and Content — Some of these questions require a student to use specific details that are stated in the passage to identify main ideas and/or provide answers to questions relating to "who," "what," "where," "when," "why," and "how." Other questions ask the student to use context clues to determine the meaning of a specific word or phrase and choose the correct definition or synonym.
- + Reading Higher Order and Interpretation — These questions require the student to make predictions, conclusions, and inferences about the behaviors and motives of the author and of the characters depicted in that passage using implicit information from the passage or drawing on the information contained in the passage.



# Statistical 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.



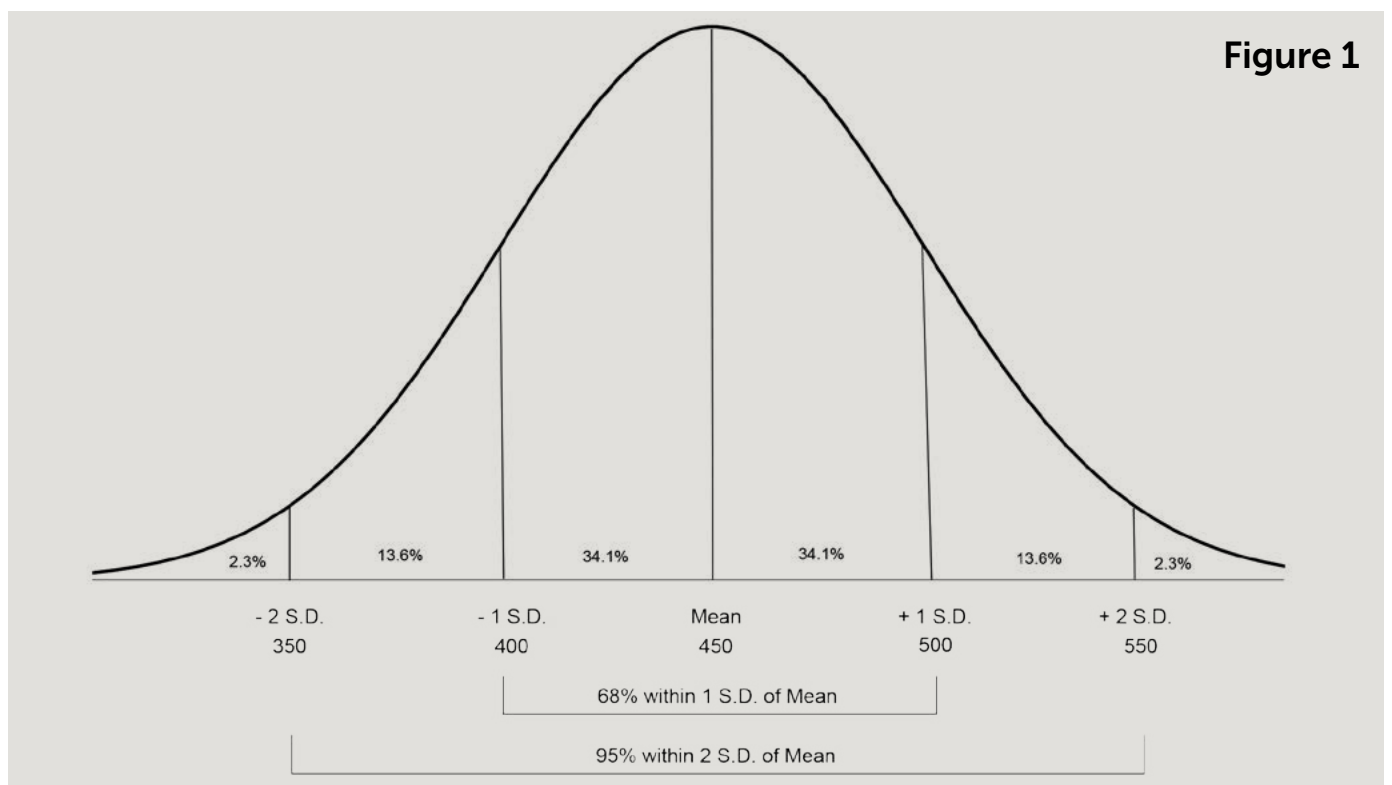


## Standard Deviation

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 450 and the standard deviation is 50 points. One standard deviation above the mean is a score of 500, and 34% of the test-taking population earn scores that are between 450 and 500. Similarly, another 34% of the population score within one standard deviation below the mean, or between 400 and 450. This means that 68% of the test-taking population score within one standard deviation (50 points) above or below the mean score (450), or between 400 and 500. More than 13% score between one and two standard deviations above or below the mean, so that a total of 95% of the test takers score within two standard deviations of the mean, or between 350 and 550. Notice that less than 5% of test takers score more than two standard deviations above or below the mean.

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







## Reliability 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 takers' abilities. Most concern focuses on reliability as it involves the specific questions that a student answers. As the questions on a particular test represent a mere sample of the many questions that could possibly have been included, one must consider how closely the test results agree with the results that would have been produced by a different set of similar questions.

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

## Standard Error of Measurement (SEM)

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

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

## Standard Error of Difference (SED)

Because test scores are not perfect measures of ability, we expect an examinee's scores to differ if the person takes the test more than once (see "Standard Error of Measurement" above). In the same way, we should expect the scores of two examinees of equal ability to differ. *The Standard Error of Difference (SED)* is an index of the average-sized difference that we would expect between test scores of two examinees of equal ability. If the test scores of two examinees differ by less than the SED, there is no substantial evidence that the two examinees differ in ability. If the test scores differ by an amount greater than the SED (say, 1.5 times the SED), then we may have confidence that the two individuals truly differ in ability as measured by the test.

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

## True Score

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



## Validity

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).





# Appendices

## Appendix A:

### SSAT Percentiles, by Grade, of Elementary Level Test

The norms presented in the following tables are based on first-time Elementary Level test takers who tested between August 1, 2016 and July 31, 2019. They are not representative of students in general throughout the country, nor are they representative of all students enrolled in independent secondary schools.

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

### Guide to Reading Tables

<b>Verbal</b> .....	<b>V</b>
<b>Quantitative</b> .....	<b>Q</b>
<b>Reading Comprehension</b> .....	<b>R</b>

**Table 1A****PERCENTILE RANKS ON THE SECONDARY SCHOOL ADMISSION TEST**  
**3rd GRADE - VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian First Time Test Takers August 2016-July 2019

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
600	99	99	99	99	99	99	99	99	99
590	98	98	98	98	97	98	98	97	98
580	95	94	96	96	90	95	96	92	96
570	92	89	93	92	83	93	92	85	93
560	87	83	89	87	75	88	87	78	88
550	81	83	85	81	74	83	81	77	84
540	78	80	82	77	69	81	77	73	81
530	71	79	76	72	67	75	72	72	76
520	69	74	74	70	63	73	70	67	73
510	64	74	71	65	61	69	65	66	69
500	61	70	65	62	56	64	61	62	65
490	57	67	59	57	54	59	57	59	59
480	54	63	54	54	50	55	54	55	54
470	49	56	51	49	46	52	49	50	52
460	44	55	46	45	45	46	44	49	46
450	39	52	41	42	40	41	41	45	41
440	36	46	38	36	35	38	36	39	38
430	32	42	30	32	32	34	32	36	33
420	27	39	26	26	30	27	27	34	27
410	24	35	21	24	27	22	24	30	22
400	21	30	17	20	23	18	20	26	18
390	18	24	12	17	19	14	17	21	13
380	12	20	8	12	15	12	12	17	11
370	7	16	6	10	12	9	9	14	8
360	6	12	3	7	8	6	7	10	5
350	4	7	2	5	5	4	5	6	3
340	2	3	1	3	3	1	2	3	1
330	1	2	1	1	1	1	1	1	1
320	1	1	1	1	1	1	1	1	1
310	1	1	1	1	1	1	1	1	1
300	1	1	1	1	1	1	1	1	1

**Table 1B**

**PERCENTILE RANKS ON THE SECONDARY SCHOOL ADMISSION TEST  
3RD GRADE - TOTAL SCALED SCORES**

Based on United States and Canadian First Time Test Takers August 2016-July 2019

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
1800	99	99	99
1790	99	99	99
1780	99	99	99
1770	99	99	99
1760	98	98	98
1750	98	97	98
1740	98	97	97
1730	97	96	96
1720	96	95	95
1710	95	94	94
1700	94	93	93
1690	93	91	92
1680	91	89	90
1670	90	87	88
1660	88	86	87
1650	87	85	86
1640	85	84	85
1630	84	82	83
1620	82	81	82
1610	81	80	81
1600	80	78	79
1590	79	77	78
1580	78	75	76
1570	76	72	74
1560	75	71	73
1550	74	69	71
1540	72	67	69
1530	70	65	67
1520	69	64	66
1510	68	62	64
1500	66	60	62

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
1490	63	58	60
1480	63	57	59
1470	61	55	57
1460	58	53	55
1450	57	51	53
1440	56	50	52
1430	54	48	51
1420	53	46	49
1410	51	45	47
1400	49	43	46
1390	48	42	44
1380	46	40	42
1370	44	39	41
1360	42	37	39
1350	40	36	37
1340	38	34	36
1330	36	34	34
1320	35	32	33
1310	34	30	32
1300	33	29	30
1290	32	27	29
1280	30	27	28
1270	29	26	27
1260	26	24	25
1250	25	22	24
1240	24	21	22
1230	23	20	21
1220	21	19	20
1210	20	17	18
1200	17	14	16

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
1190	15	14	14
1180	13	12	12
1170	11	12	12
1160	10	10	10
1150	8	9	9
1140	7	8	8
1130	6	8	7
1120	5	7	6
1110	4	6	5
1100	4	5	4
1090	3	3	3
1080	3	3	3
1070	2	3	2
1060	2	2	2
1050	1	2	2
1040	1	2	1
1030	1	1	1
1020	1	1	1
1010	1	1	1
1000	1	1	1
990	1	1	1
980	1	1	1
970	1	1	1
960	1	1	1
950	1	1	1
940	1	1	1
930	1	1	1
920	1	1	1
910	1	1	1
900	1	1	1



**Table 2A**

**PERCENTILE RANKS ON THE SECONDARY SCHOOL ADMISSION TEST**  
**4th GRADE - VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian First Time Test Takers August 2016-July 2019

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
600	99	99	99	99	99	99	99	99	99
590	99	98	99	99	97	99	99	98	99
580	95	95	98	94	92	98	94	93	98
570	86	91	96	87	85	97	86	88	97
560	83	87	94	83	77	95	83	82	95
550	77	80	88	79	71	91	78	75	89
540	77	79	86	79	68	89	78	73	88
530	71	76	81	73	65	83	72	70	82
520	71	74	75	73	61	78	72	67	76
510	64	72	70	67	58	72	65	65	71
500	63	69	63	65	55	65	64	62	64
490	58	67	57	59	53	59	58	60	58
480	54	65	52	56	50	53	55	57	52
470	50	60	46	51	45	47	51	52	46
460	47	57	43	48	42	43	47	49	43
450	40	55	36	41	40	37	41	47	37
440	37	48	32	36	33	33	37	40	33
430	35	43	27	32	28	27	33	36	27
420	31	40	22	29	26	22	30	33	22
410	27	32	18	23	21	18	25	26	18
400	23	26	15	20	15	16	21	21	15
390	19	17	12	17	9	13	18	13	12
380	15	10	9	15	5	10	15	7	9
370	11	5	6	11	2	7	11	3	7
360	9	2	4	9	1	5	9	1	4
350	6	2	3	6	1	2	6	1	2
340	5	1	1	4	1	1	4	1	1
330	3	1	1	2	1	1	2	1	1
320	2	1	1	2	1	1	2	1	1
310	1	1	1	1	1	1	1	1	1
300	1	1	1	1	1	1	1	1	1

**Table 2B**

**PERCENTILE RANKS ON THE SECONDARY SCHOOL ADMISSION TEST  
4TH GRADE - TOTAL SCALED SCORES**

Based on United States and Canadian First Time Test Takers August 2016-July 2019

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
1800	99	99	99
1790	99	99	99
1780	99	99	99
1770	99	99	99
1760	99	99	99
1750	99	99	99
1740	98	99	98
1730	97	98	98
1720	97	97	97
1710	95	96	96
1700	94	94	94
1690	93	93	93
1680	91	91	91
1670	90	89	89
1660	89	88	88
1650	87	87	87
1640	86	86	86
1630	86	85	85
1620	83	82	83
1610	82	80	81
1600	80	79	80
1590	79	77	78
1580	78	75	77
1570	77	74	75
1560	75	72	74
1550	74	71	72
1540	72	69	71
1530	70	68	69
1520	69	66	67
1510	67	64	65
1500	65	62	63

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
1490	64	60	62
1480	61	59	60
1470	60	56	58
1460	59	54	56
1450	58	52	55
1440	55	51	53
1430	54	49	51
1420	53	47	50
1410	51	44	47
1400	49	43	46
1390	48	40	44
1380	46	38	42
1370	44	36	40
1360	42	35	38
1350	40	33	36
1340	38	31	35
1330	36	29	33
1320	35	28	31
1310	34	26	30
1300	31	24	28
1290	30	23	26
1280	27	21	24
1270	26	20	23
1260	24	19	21
1250	22	18	20
1240	21	17	19
1230	19	16	17
1220	18	14	16
1210	16	13	15
1200	14	12	13

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
1190	14	11	12
1180	12	10	11
1170	11	9	10
1160	10	8	9
1150	9	7	8
1140	7	6	7
1130	7	5	6
1120	6	4	5
1110	5	4	4
1100	4	3	4
1090	3	2	3
1080	3	1	2
1070	2	1	2
1060	2	1	1
1050	1	1	1
1040	1	1	1
1030	1	1	1
1020	1	1	1
1010	1	1	1
1000	1	1	1
990	1	1	1
980	1	1	1
970	1	1	1
960	1	1	1
950	1	1	1
940	1	1	1
930	1	1	1
920	1	1	1
910	1	1	1
900	1	1	1



## Appendix B:

### SSAT Means and Standard Deviations

The means and standard deviations on the following tables are based on first-time Elementary Level test takers who tested from August 1, 2016 through July 31, 2019. 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 secondary schools.





## Table 1 Boys Tested August 2016-July 2019

### MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST

Based on United States and Canadian Male First Time Test Takers August 2016-July 2019\*

<b>Verbal</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	707	1206
Mean Scaled Score	476	474
Standard Deviation	73	75

<b>Quantitative</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	707	1206
Mean Scaled Score	482	490
Standard Deviation	81	72

<b>Reading</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	707	1206
Mean Scaled Score	474	474
Standard Deviation	69	61

<b>Total</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	707	1206
Mean Scaled Score	1432	1438
Standard Deviation	194	178

\*Standard administrations and scheduled Flex administrations.



## Table 2 Girls Tested August 2016-July 2019

### MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST

Based on United States and Canadian Female First Time Test Takers August 2016-July 2019\*

<b>Verbal</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	454	1129
Mean Scaled Score	477	474
Standard Deviation	72	78

<b>Quantitative</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	454	1129
Mean Scaled Score	461	464
Standard Deviation	77	71

<b>Reading</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	454	1129
Mean Scaled Score	475	477
Standard Deviation	66	62

<b>Total</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	454	1129
Mean Scaled Score	1413	1415
Standard Deviation	189	186

\*Standard administrations and scheduled Flex administrations.



## Table 3 All Students Tested August 2016-July 2019

**MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST**  
Based on United States and Canadian First Time Test Takers August 2016-July 2019\*

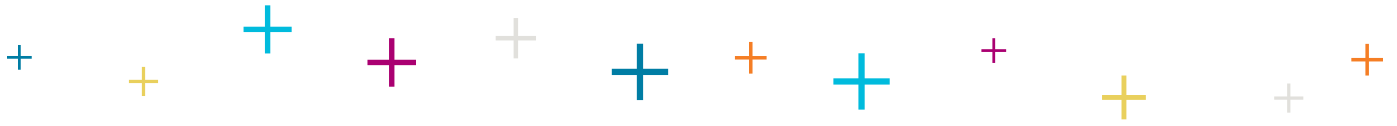
<b>Verbal</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	1161	2335
Mean Scaled Score	476	474
Standard Deviation	72	76

<b>Quantitative</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	1161	2335
Mean Scaled Score	473	478
Standard Deviation	80	73

<b>Reading</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	1161	2335
Mean Scaled Score	475	475
Standard Deviation	68	61

<b>Total</b>	<b>Elementary</b>	
	<b>03</b>	<b>04</b>
Total Test Takers	1161	2335
Mean Scaled Score	1424	1427
Standard Deviation	192	182

\*Standard administrations and scheduled Flex administrations.



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