

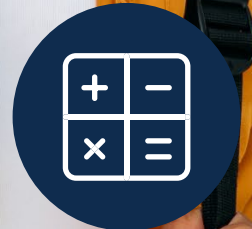
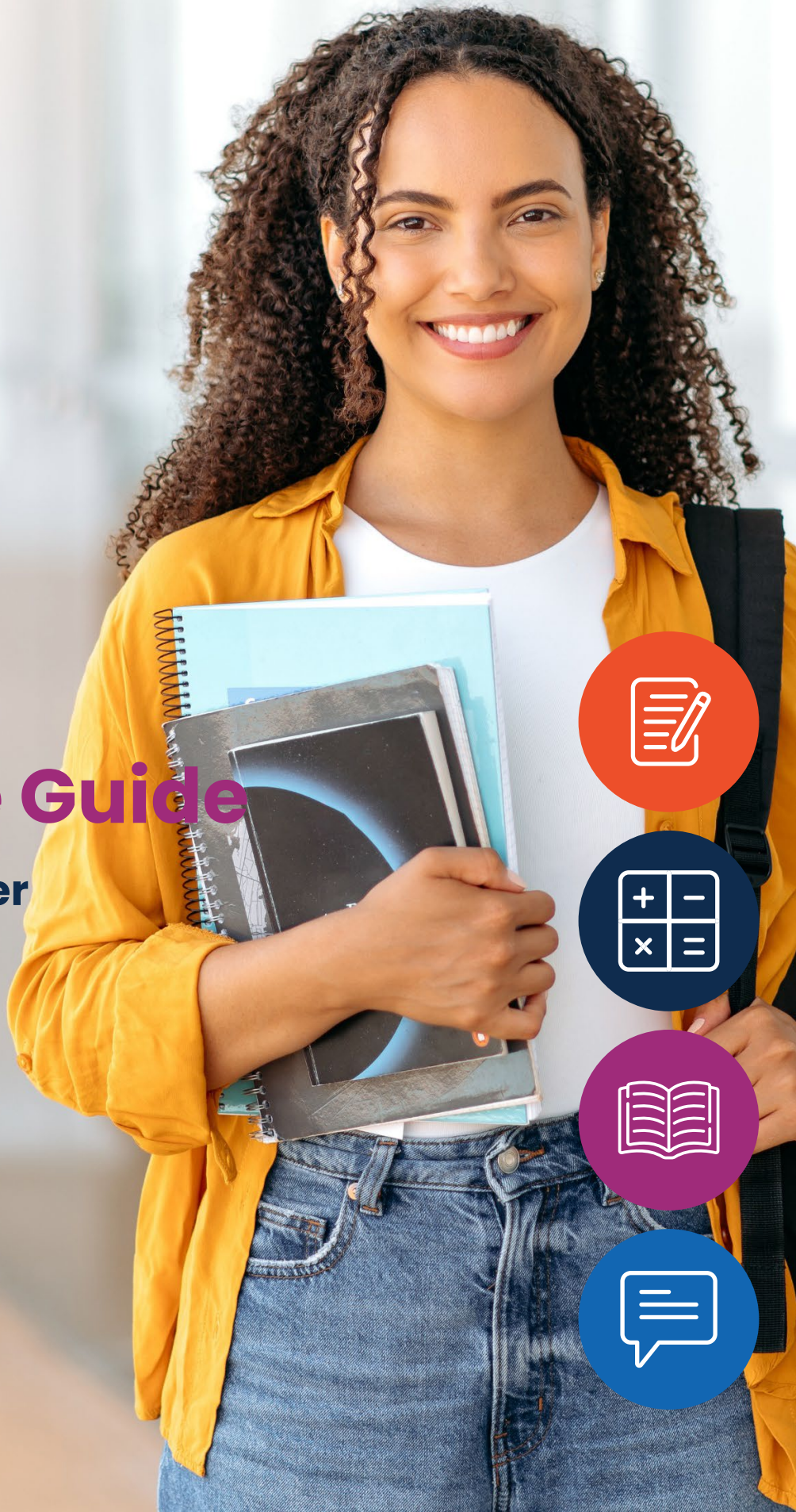


The SSAT

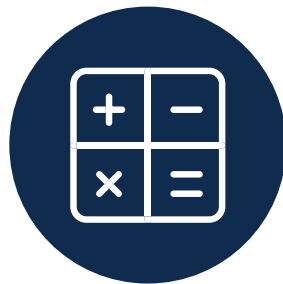
2023-2024

# 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 the 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

# Contents

<b>Introduction</b> .....	<b>4–6</b>
Purpose of the SSAT .....	4
Test Development Process .....	4
Test Specifications .....	4–5
Verbal Section .....	5
Quantitative Section .....	5
Reading Comprehension Section .....	6
Writing Section .....	6
<b>Administration of the SSAT</b> .....	<b>7</b>
Test Security .....	7
Uniform Conditions .....	7
Testing Accommodations .....	7
<b>Reporting SSAT Scores</b> .....	<b>7–11</b>
Score Reports .....	7
School Score Report Sample .....	8
SSAT Writing Sample .....	9–10
Family Score Report .....	11
<b>Interpreting SSAT Scores</b> .....	<b>12–14</b>
Raw Scores .....	12
Scaled Scores .....	12
Range of Scaled Scores .....	12
Norms and Percentiles .....	12
Average Scores .....	13
Omissions and Questions Not Answered .....	13
School-Specific Context Data .....	13
SSAT Subject Areas .....	14
<b>Statistical Terms and the SSAT</b> .....	<b>15–18</b>
Score Equating .....	15
Mean .....	15
Standard Deviation .....	16
Reliability of Test Scores .....	17
Standard Error of Measurement (SEM) .....	17
Standard Error of Difference (SED) .....	17
True Score .....	18
Validity .....	18
Test Speededness .....	18
<b>Appendices</b> .....	<b>19–28</b>
<b>Appendix A:</b> SSAT Program Norms by Grade .....	19–26
<b>Appendix B:</b> SSAT Means and Standard Deviations .....	27–28

# Introduction

The *Interpretive Guide for the Middle and Upper Level SSATs* 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., in 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 Study Guide for the Middle Level SSAT* and *The Official Study Guide for the Upper Level SSAT*. These publications are available for purchase through the SSAT website, [www.ssat.org](http://www.ssat.org).



Content and statistical specifications can help ensure that the test measures the intended construct for the target population, that multiple forms are built to the same blueprint, and that scores earned on different forms are comparable after score equating. Items are scrutinized according to a number of factors so that content, skills measured, and overall difficulty of items are consistent in all test editions. A brief description of content specifications for each section of the SSAT follows.

## Verbal Section

The verbal section of the test consists of 30 synonym questions and 30 analogy questions. The synonym portion measures verbal ability. The analogy portion measures a student’s proficiency in identifying logical relationships between words and concepts.

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

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

## Quantitative Section

The SSAT includes two quantitative sections containing 25 questions each. The quantitative score is comprised of all 50 questions in the two sections. The questions are designed to measure understanding of mathematical concepts, computation, routine mathematical manipulations, and problem solving, as well as some recall of basic nomenclature and rules. The test items vary in difficulty and measure different levels of understanding. Depending upon the student’s experiences in school, some concepts may be unfamiliar.

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

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

## Reading Comprehension Section

The reading comprehension section consists of 40 questions based on reading passages that generally fall into the categories of narrative (literary fiction, novels, short stories, poems) and argument (the presentation of an obvious and definite point of view on some subject, such as essays). The subject matter of the reading passages is drawn from the following general fields: humanities (such as art, biography, and poetry), social studies (such as history, economics, and sociology), and science (such as medicine, astronomy, and anthropology). The passages cover a variety of sources and subject areas so that examinees will not be at an advantage or disadvantage as a result of encountering material related to an area with which they may or may not be familiar. The passages vary in length but are typically 100 to 350 words.

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

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

## Writing Section

The SSAT includes an unscored writing sample that is sent to schools with the student's score report. The Middle Level exam includes two prompts: one creative and one essay, from which the student will choose one. The Upper Level writing section presents two essay prompts: one personal and one general, 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 website: [www.ssat.org/TA](http://www.ssat.org/TA).

# Reporting SSAT Scores

There are two types of scored test administrations—paper based and computer based. Computer-based testing is available at Prometric test sites and through the SSAT at Home, the at-Home administration of the SSAT. Paper-based testing is available through member schools, on six scheduled test dates at select locations, or on an as-needed basis.

School scores for paper-based tests are routinely reported online ten days after the test. For computer-based tests, scores are routinely reported online weekly on the Wednesday following the Monday through Sunday test date range. Score reports to students are routinely reported the same day they are available to schools.

## Score Reports

The SSAT score report is available to schools, educational consultants, and educational organizations. Parents, guardians, students, or advisers 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.

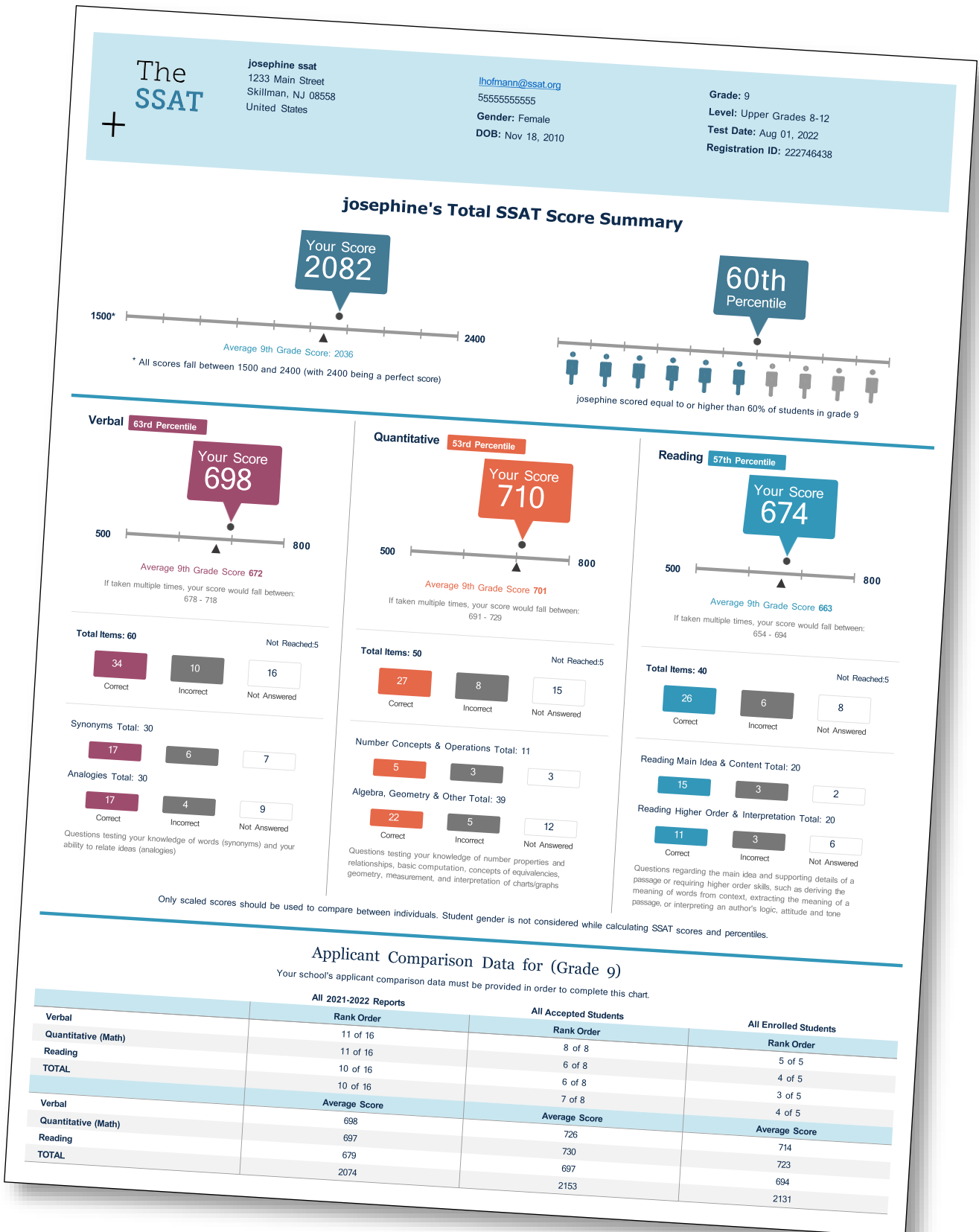
SSAT scores are reported to schools online in exportable rosters and as individual report PDFs.

EMA Members should only use official SSAT score reports in their decision making. Official SSAT score reports are only those delivered through your MAP or through EMA's official APIs directly to you from EMA. Family score reports from third parties or families should not be accepted as PDF files are easily manipulated.

EMA understands that for preliminary information, schools sometimes accept unofficial score reports. We do not recommend this, however, if you do, EMA strongly recommends that you validate any self-reported, preliminary information with an official SSAT score report before making final admission decisions. It is also best to advise candidates of this validation requirement.

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 2023–2024 year, the scores of a test taker are placed in many different contexts on the school score report.

# School Score Report Sample





# SSAT Writing Sample

Page 2

Use Pencil Only.

## Writing Sample

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

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

B 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

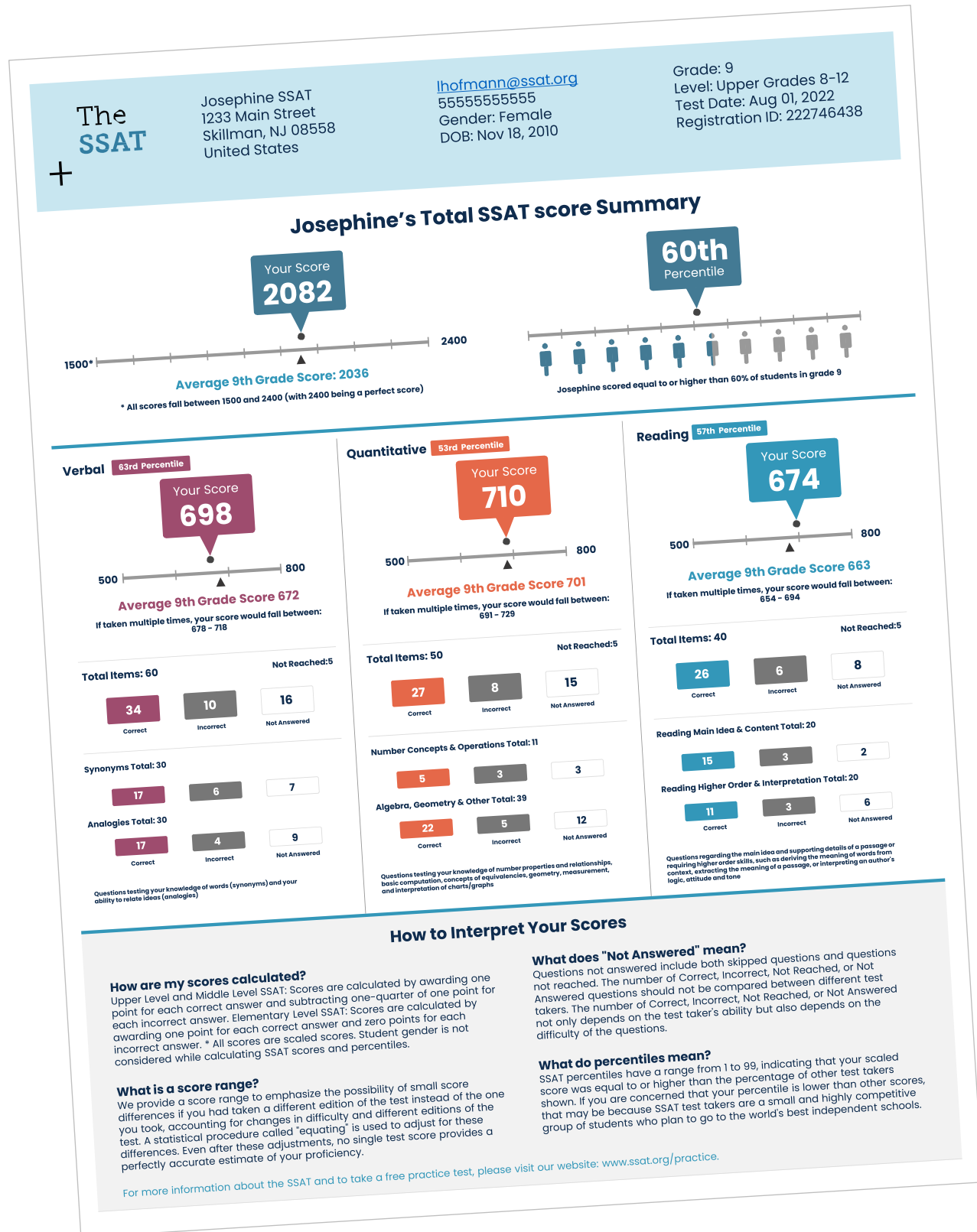
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Page 3

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.





# 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 20 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 678 and 718 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) who took the test on a Standard test date typically within the past 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 student’s scaled score is 698 and his/ her percentile is 67 on the verbal section, it means that 67% of verbal section scores of all the other 8th grade students (who took the test for the first time on a Standard test date over a three-year period in the U.S. and Canada) fell at or below 698.

Tables 1 to 7 (pages 20 to 26) 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. The average scores shown are for all first-time test takers testing in the U.S. and Canada on a Standard test date over a three-year period of the same grade 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 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 2022–23 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: 2023 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: 2023 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—These questions test the student’s verbal capability.
- Analogies—These questions test the student’s ability to relate ideas to each other logically.

### Quantitative

- Number Concepts and Operations—These questions deal with the way numbers are used or written and include concepts of and operations with integers, fractions, decimals, and percents, as well as number problems and relationships.
- Algebra, Geometry, 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 Content—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 and Interpretation—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

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.

# 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.



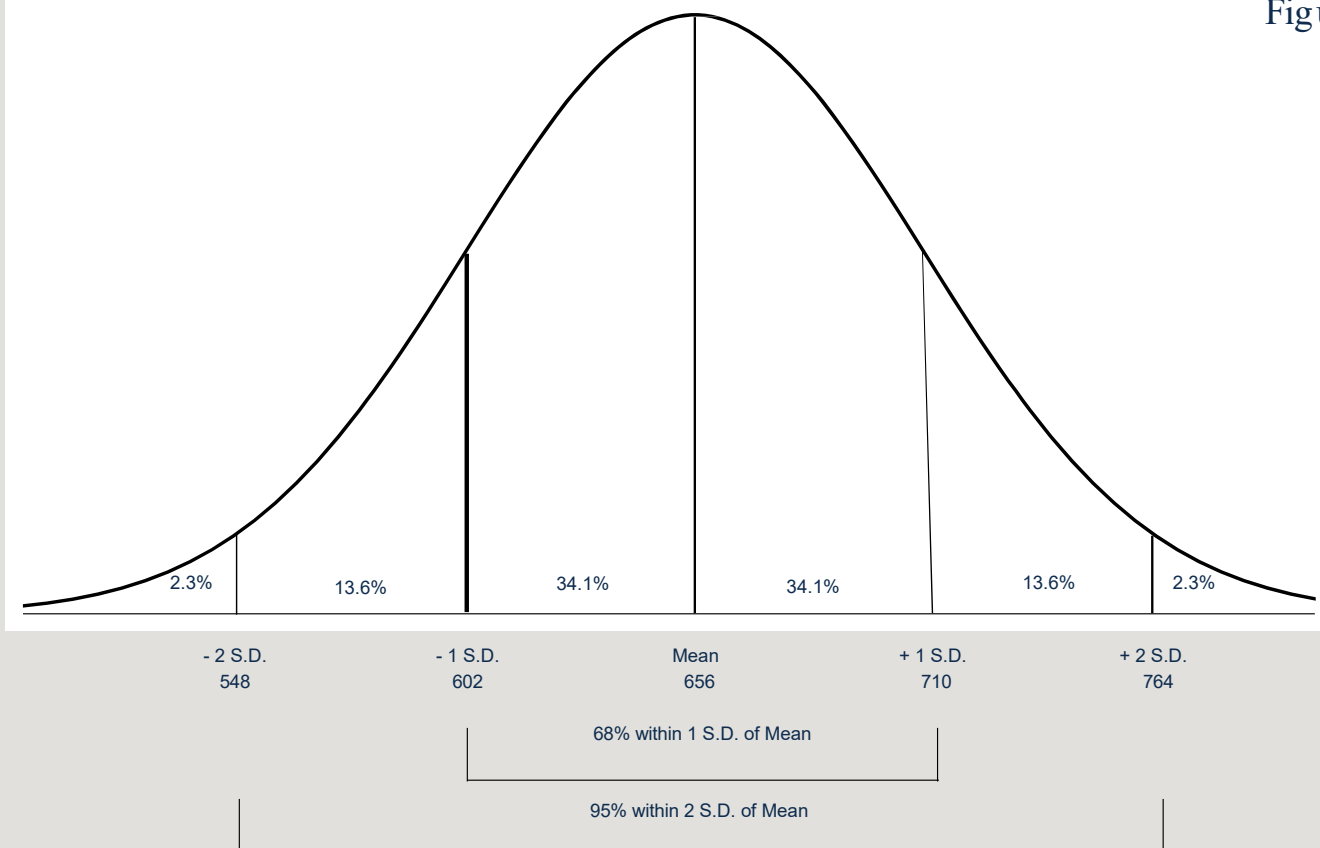
## Standard Deviation

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 26% score between one and two standard deviations above or below the mean, so a total of 95% of the test takers score within two standard deviations of the mean, or between 548 and 764. Notice that less than 5% of test takers score more than two standard deviations above or below the mean.

An understanding of how means and standard deviations are related can help you to compare how students perform relative to the entire test-taking population and may help you to identify those who are “average,” “above/below average,” or “exceptional” in either direction. You may be aware that a score of 770 on the reading comprehension section is very good. However, when you consult Figure 1, you will see that such a score is greater than two standard deviations above the mean and that you have before you a student who has scored in the top 2% of all test takers.

Figure 1





## Reliability of Test Scores

*Reliability* is the tendency of test scores to be consistent on two or more occasions of testing if there is no real change in the test taker's abilities. Most concern focuses on reliability as it involves the specific questions that a student answers. As the questions on a particular test represent a mere sample of the many questions that could possibly have been included, one must consider how closely the test results agree with the results that would have been produced by a different set of similar questions.

For scaled scores, a reliability coefficient of 1.00 indicates perfect reliability; a coefficient of .00 indicates no reliability at all. The Middle Level SSAT tests have reliability coefficients ranging between .82 and .93. The Upper Level SSAT tests have reliability coefficients ranging between .82 and .94.

## Standard Error of Measurement (SEM)

*Standard Error of Measurement (SEM)* does not mean that someone has made a mistake in administering or scoring the test. It only means that students' scores on a test tend to differ somewhat from the scores they would earn if the test were perfectly reliable (true score). In reality, however, a perfectly reliable test is never realized. Standard Error of Measurement (SEM) measures how a student's test scores vary from his or her "true score" (see "True Score" on page 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 20 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 678 (one SEM below 698) and 718 (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 Test SEM	Middle Level Test SEM
Reading Comprehension	20 points	18 points
Verbal	20 points	15 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 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, 1.5 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  $\sqrt{2} \times \text{SEM}$ . For example, the SEM of the SSAT Upper Level test is 20 points on verbal.

The SED is roughly 30 points. If two individuals' verbal scores differ by 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 of 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.

## 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 test takers who reached at least three-quarters of the questions in a timed section. A test section may be regarded as being virtually unspeeded if essentially all test takers reach at least three-quarters of all the items in that section.

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



# Appendices

## Appendix A:

### SSAT Program Norms by 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, 2019, and July 31, 2023. 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 may be found in the following tables. EMA now provides only scores based on mixed gender scores.

### Guide to Reading Tables

Verbal .....	V
Quantitative .....	Q
Reading Comprehension .....	R

# Table 1

## PERCENTILE RANKS ON THE SSAT

### 5th Grade – VERBAL, QUANTITATIVE, READING AND TOTAL

Based on United States and Canadian First Time Test Takers August 2019–July 2023

Scaled Score	SSAT Percentile			Scaled Score	SSAT Percentile			Scaled Score	%ile	Scaled Score	%ile	Scaled Score	%ile	Scaled Score	%ile
	V	Q	R		V	Q	R								
710	99	99	99	572	27	29	32	2130	99	1926	82	1722	28	1518	1
707	99	99	99	569	25	26	30	2127	99	1923	82	1719	27	1515	1
704	99	99	99	566	23	24	28	2124	99	1920	81	1716	26	1512	1
701	99	99	99	563	21	22	25	2121	99	1917	81	1713	25	1509	1
698	99	98	99	560	20	20	24	2118	99	1914	80	1710	25	1506	1
695	98	98	99	557	18	18	22	2115	99	1911	80	1707	24	1503	1
692	98	97	98	554	16	16	20	2112	99	1908	79	1704	23	1500	1
689	97	97	98	551	15	15	18	2109	99	1905	78	1701	22	1497	1
686	97	96	97	548	13	13	16	2106	99	1902	78	1698	22	1494	1
683	96	95	97	545	12	11	14	2103	99	1899	77	1695	21	1491	1
680	95	95	96	542	11	10	13	2100	99	1896	76	1692	20	1488	1
677	94	94	96	539	10	9	12	2097	99	1893	76	1689	19	1485	1
674	94	93	95	536	8	8	10	2094	99	1890	75	1686	18	1482	1
671	93	92	95	533	7	6	9	2091	99	1887	74	1683	18	1479	1
668	92	91	93	530	6	6	8	2088	99	1884	74	1680	17	1476	1
665	90	90	92	527	5	5	7	2085	99	1881	73	1677	17	1473	1
662	89	88	92	524	4	4	5	2082	99	1878	72	1674	16	1470	1
659	88	87	90	521	4	3	5	2079	99	1875	72	1671	15	1467	1
656	87	86	89	518	3	3	4	2076	99	1872	71	1668	15	1464	1
653	86	85	87	515	3	2	3	2073	99	1869	70	1665	14	1461	1
650	84	83	86	512	2	2	3	2070	99	1866	70	1662	14	1458	1
647	83	82	85	509	2	1	2	2067	99	1863	69	1659	13	1455	1
644	81	80	83	506	2	1	2	2064	99	1860	68	1656	13	1452	1
641	79	79	82	503	1	1	1	2061	98	1857	67	1653	12	1449	1
638	77	77	80	500	1	1	1	2058	98	1854	66	1650	11	1446	1
635	75	75	79	497	1	1	1	2055	98	1851	66	1647	11	1443	1
632	73	73	77	494	1	1	1	2052	98	1848	65	1644	10	1440	1
629	71	71	75	491	1	1	1	2049	98	1845	64	1641	10	1437	1
626	69	69	73	488	1	1	1	2046	98	1842	63	1638	9	1434	1
623	67	67	71	485	1	1	1	2043	97	1839	62	1635	9	1431	1
620	65	65	69	482	1	1	1	2040	97	1836	61	1632	8	1428	1
617	62	63	68	479	1	1	1	2037	97	1833	60	1629	8	1425	1
614	60	61	65	476	1	1	1	2034	97	1830	59	1626	8	1422	1
611	57	58	64	473	1	1	1	2031	96	1827	58	1623	7	1419	1
608	55	56	61	470	1	1	1	2028	96	1824	58	1620	7	1416	1
605	53	53	59	467	1	1	1	2025	96	1821	57	1617	6	1413	1
602	50	51	57	464	1	1	1	2022	96	1818	56	1614	6	1410	1
599	48	49	54	461	1	1	1	2019	96	1815	55	1611	6	1407	1
596	46	47	52	458	1	1	1	2016	95	1812	54	1608	5	1404	1
593	43	45	49	455	1	1	1	2013	95	1809	53	1605	5	1401	1
590	41	42	47	452	1	1	1	2010	95	1806	52	1602	5	1398	1
587	39	40	45	449	1	1	1	2007	94	1803	52	1599	4	1395	1
584	37	38	42	446	1	1	1	2004	94	1800	51	1596	4	1392	1
581	34	36	40	443	1	1	1	2001	94	1797	50	1593	4	1389	1
578	32	34	37	440	1	1	1	1998	94	1794	49	1590	4	1386	1
575	30	31	35					1995	93	1791	48	1587	3	1383	1
								1992	93	1788	47	1584	3	1380	1
								1989	92	1785	46	1581	3	1377	1
								1986	92	1782	46	1578	3	1374	1
								1983	92	1779	45	1575	2	1371	1
								1980	91	1776	44	1572	2	1368	1
								1977	91	1773	43	1569	2	1365	1
								1974	90	1770	42	1566	2	1362	1
								1971	90	1767	41	1563	2	1359	1
								1968	90	1764	40	1560	1	1356	1
								1965	89	1761	39	1557	1	1353	1
								1962	89	1758	39	1554	1	1350	1
								1959	89	1755	38	1551	1	1347	1
								1956	88	1752	37	1548	1	1344	1
								1953	88	1749	36	1545	1	1341	1
								1950	87	1746	35	1542	1	1338	1
								1947	87	1743	34	1539	1	1335	1
								1944	86	1740	33	1536	1	1332	1
								1941	85	1737	32	1533	1	1329	1
								1938	85	1734	31	1530	1	1326	1
								1935	84	1731	30	1527	1	1323	1
								1932	84	1728	29	1524	1	1320	1
								1929	83	1725	29	1521	1		

# Table 2

## PERCENTILE RANKS ON THE SSAT

6th Grade – VERBAL, QUANTITATIVE, READING AND TOTAL

Based on United States and Canadian First Time Test Takers August 2019–July 2023

Scaled Score	SSAT Percentile			Scaled Score	SSAT Percentile			Scaled Score	%ile	Scaled Score	%ile	Scaled Score	%ile		
	V	Q	R		V	Q	R								
710	99	99	99	572	15	14	20	2130	99	1926	66	1722	14	1518	1
707	98	98	99	569	14	13	19	2127	99	1923	65	1719	14	1515	1
704	97	97	98	566	12	12	17	2124	99	1920	65	1716	13	1512	1
701	96	97	98	563	11	11	15	2121	99	1917	64	1713	13	1509	1
698	95	96	97	560	10	10	14	2118	99	1914	63	1710	12	1506	1
695	94	95	96	557	9	9	13	2115	99	1911	62	1707	12	1503	1
692	93	94	95	554	8	8	11	2112	99	1908	61	1704	11	1500	1
689	92	93	94	551	7	7	10	2109	99	1905	60	1701	11	1497	1
686	91	91	92	548	6	6	9	2106	99	1902	59	1698	11	1494	1
683	89	90	91	545	6	5	8	2103	99	1899	58	1695	10	1491	1
680	88	88	90	542	5	5	7	2100	98	1887	57	1692	10	1488	1
677	87	86	89	539	5	4	6	2097	98	1893	57	1689	9	1485	1
674	85	84	88	536	4	3	5	2094	98	1890	56	1686	9	1482	1
671	83	82	87	533	4	3	4	2091	98	1887	55	1683	8	1479	1
668	81	79	85	530	3	2	3	2088	97	1884	54	1680	8	1476	1
665	79	77	83	527	3	2	3	2085	97	1881	53	1677	8	1473	1
662	78	75	82	524	2	2	3	2082	97	1878	52	1674	7	1470	1
659	75	73	79	521	2	1	2	2079	97	1875	51	1671	7	1467	1
656	74	71	78	518	2	1	2	2076	96	1872	50	1668	7	1464	1
653	72	69	76	515	2	1	2	2073	96	1869	50	1665	6	1461	1
650	70	67	74	512	1	1	1	2070	96	1866	49	1662	6	1458	1
647	67	64	73	509	1	1	1	2067	95	1863	48	1659	5	1455	1
644	65	62	70	506	1	1	1	2064	95	1860	47	1656	5	1452	1
641	63	60	68	503	1	1	1	2061	94	1857	46	1653	5	1449	1
638	60	57	66	500	1	1	1	2058	94	1854	45	1650	5	1446	1
635	58	55	64	497	1	1	1	2055	93	1851	44	1647	5	1443	1
632	56	53	62	494	1	1	1	2052	93	1848	43	1644	4	1440	1
629	53	51	60	491	1	1	1	2049	92	1845	43	1641	4	1437	1
626	51	48	58	488	1	1	1	2046	92	1842	42	1638	4	1434	1
623	48	46	56	485	1	1	1	2043	91	1839	41	1635	4	1431	1
620	46	44	54	482	1	1	1	2040	91	1836	40	1632	3	1428	1
617	44	42	52	479	1	1	1	2037	91	1833	39	1629	3	1425	1
614	41	40	49	476	1	1	1	2034	90	1830	38	1626	3	1422	1
611	38	38	47	473	1	1	1	2031	89	1827	38	1623	3	1419	1
608	37	35	44	470	1	1	1	2028	89	1824	37	1620	3	1416	1
605	34	33	42	467	1	1	1	2025	88	1821	36	1617	2	1413	1
602	32	31	40	464	1	1	1	2022	88	1818	35	1614	2	1410	1
599	30	29	38	461	1	1	1	2019	87	1815	34	1611	2	1407	1
596	29	27	36	458	1	1	1	2016	87	1812	34	1608	2	1404	1
593	26	26	33	455	1	1	1	2013	86	1809	33	1605	2	1401	1
590	25	24	32	452	1	1	1	2010	86	1806	32	1602	2	1398	1
587	23	22	30	449	1	1	1	2007	85	1803	32	1599	2	1395	1
584	21	20	28	446	1	1	1	2004	85	1800	31	1596	1	1392	1
581	20	19	26	443	1	1	1	2001	84	1797	30	1593	1	1389	1
578	18	18	24	440	1	1	1	1998	84	1794	29	1590	1	1386	1
575	17	16	22					1995	83	1791	29	1587	1	1383	1
								1992	82	1788	28	1584	1	1380	1
								1989	82	1785	27	1581	1	1377	1
								1986	81	1782	27	1578	1	1374	1
								1983	81	1779	26	1575	1	1371	1
								1980	80	1776	25	1572	1	1368	1
								1977	79	1773	24	1569	1	1365	1
								1974	79	1770	24	1566	1	1362	1
								1971	78	1767	23	1563	1	1359	1
								1968	77	1764	22	1560	1	1356	1
								1965	76	1761	22	1557	1	1353	1
								1962	75	1758	21	1554	1	1350	1
								1959	75	1755	20	1551	1	1347	1
								1956	74	1752	20	1548	1	1344	1
								1953	73	1749	19	1545	1	1341	1
								1950	73	1746	19	1542	1	1338	1
								1947	72	1743	18	1539	1	1335	1
								1944	71	1740	18	1536	1	1332	1
								1941	70	1737	17	1533	1	1329	1
								1938	70	1734	16	1530	1	1326	1
								1935	69	1731	16	1527	1	1323	1
								1932	68	1728	15	1524	1	1320	1
								1929	67	1725	15	1521	1		

# Table 3

## PERCENTILE RANKS ON THE SSAT

7th Grade – VERBAL, QUANTITATIVE, READING AND TOTAL

Based on United States and Canadian First Time Test Takers August 2019–July 2023

Scaled Score	SSAT Percentile			Scaled Score	SSAT Percentile			Scaled Score	%ile	Scaled Score	%ile	Scaled Score	%ile
	V	Q	R		V	Q	R						
710	99	99	99	572	10	9	14	2130	99	1926	53	1722	9
707	95	97	97	569	9	8	12	2127	99	1923	52	1719	9
704	94	96	96	566	9	7	12	2124	99	1920	51	1716	8
701	93	95	95	563	8	7	10	2121	99	1917	50	1713	8
698	92	93	94	560	7	6	9	2118	99	1914	49	1710	7
695	90	91	93	557	7	5	8	2115	99	1911	48	1707	7
692	89	90	91	554	6	5	8	2112	98	1908	47	1704	7
689	87	87	90	551	6	4	7	2109	98	1905	47	1701	6
686	85	84	87	548	5	4	6	2106	98	1902	46	1698	6
683	83	82	86	545	5	3	5	2103	97	1899	45	1695	6
680	81	80	85	542	4	3	5	2100	97	1896	44	1692	6
677	79	77	82	539	4	3	4	2097	96	1893	43	1689	5
674	77	75	81	536	3	2	3	2094	96	1890	42	1686	5
671	75	72	80	533	3	2	3	2091	96	1887	41	1683	5
668	72	68	77	530	2	1	2	2088	95	1884	41	1680	5
665	70	66	75	527	2	1	2	2085	95	1881	40	1677	4
662	68	64	74	524	2	1	2	2082	94	1878	39	1674	4
659	65	61	70	521	2	1	2	2079	94	1875	38	1671	4
656	63	59	69	518	1	1	1	2076	93	1872	38	1668	4
653	61	57	66	515	1	1	1	2073	93	1869	37	1665	3
650	58	54	64	512	1	1	1	2070	92	1866	36	1662	3
647	56	51	61	509	1	1	1	2067	91	1863	36	1659	3
644	53	48	59	506	1	1	1	2064	91	1860	35	1656	3
641	51	46	56	503	1	1	1	2061	90	1857	34	1653	3
638	48	44	54	500	1	1	1	2058	89	1854	33	1650	3
635	46	41	52	497	1	1	1	2055	89	1851	32	1647	2
632	44	39	50	494	1	1	1	2052	88	1848	32	1644	2
629	41	37	47	491	1	1	1	2049	87	1845	31	1641	2
626	40	34	46	488	1	1	1	2046	87	1842	30	1638	2
623	37	33	44	485	1	1	1	2043	86	1839	29	1635	2
620	35	31	41	482	1	1	1	2040	85	1836	28	1632	2
617	33	29	40	479	1	1	1	2037	85	1833	28	1629	2
614	31	28	37	476	1	1	1	2034	84	1830	27	1626	2
611	29	26	36	473	1	1	1	2031	83	1827	26	1623	1
608	28	24	33	470	1	1	1	2028	82	1824	26	1620	1
605	25	23	32	467	1	1	1	2025	82	1821	25	1617	1
602	24	21	30	464	1	1	1	2022	81	1818	24	1614	1
599	22	20	27	461	1	1	1	2019	80	1815	24	1611	1
596	21	18	26	458	1	1	1	2016	79	1812	23	1608	1
593	20	17	24	455	1	1	1	2013	78	1809	23	1605	1
590	18	16	23	452	1	1	1	2010	78	1806	22	1602	1
587	17	14	21	449	1	1	1	2007	77	1803	21	1599	1
584	15	13	19	446	1	1	1	2004	76	1800	21	1596	1
581	14	12	18	443	1	1	1	2001	75	1797	20	1593	1
578	13	11	16	440	1	1	1	1998	74	1794	20	1590	1
575	12	10	15					1995	73	1791	19	1587	1
								1992	72	1788	18	1584	1
								1989	71	1785	18	1581	1
								1986	71	1782	17	1578	1
								1983	70	1779	17	1575	1
								1980	69	1776	16	1572	1
								1977	68	1773	16	1569	1
								1974	67	1770	16	1566	1
								1971	66	1767	15	1563	1
								1968	65	1764	14	1560	1
								1965	65	1761	14	1557	1
								1962	64	1758	13	1554	1
								1959	63	1755	13	1551	1
								1956	62	1752	12	1548	1
								1953	61	1749	12	1545	1
								1950	60	1746	12	1542	1
								1947	59	1743	11	1539	1
								1944	58	1740	11	1536	1
								1941	57	1737	11	1533	1
								1938	56	1734	10	1530	1
								1935	55	1731	10	1527	1
								1932	55	1728	9	1524	1
								1929	54	1725	9	1521	1











## Appendix B:

### SSAT Means and Standard Deviations

The means and standard deviations on the following table 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, 2019, through July 31, 2023. 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. EMA now provides only scores based on mixed gender scores.

# Table 1

## MEANS AND STANDARD DEVIATIONS ON THE SSAT

Based on United States and Canadian First Time Test Takers August 2019–July 2023

Verbal	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	6283	4847	3579	30185	5070	1771	382
Mean Scaled Score	603	624	636	667	674	670	650
Standard Deviation	46	47	47	65	69	66	59

Quantitative	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	6283	4847	3579	30185	5070	1771	382
Mean Scaled Score	603	627	641	682	701	704	698
Standard Deviation	46	46	45	66	67	62	62

Reading	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	6283	4847	3579	30185	5070	1771	382
Mean Scaled Score	597	616	630	659	666	668	651
Standard Deviation	46	48	48	53	56	54	51

Total	Middle			Upper			
	05	06	07	08	09	10	11
Total Test Takers	6283	4847	3579	30185	5070	1771	382
Mean Scaled Score	1803	1867	1907	2008	2041	2041	1999
Standard Deviation	123	126	123	163	168	156	147



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