

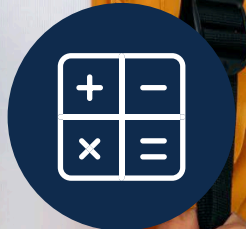
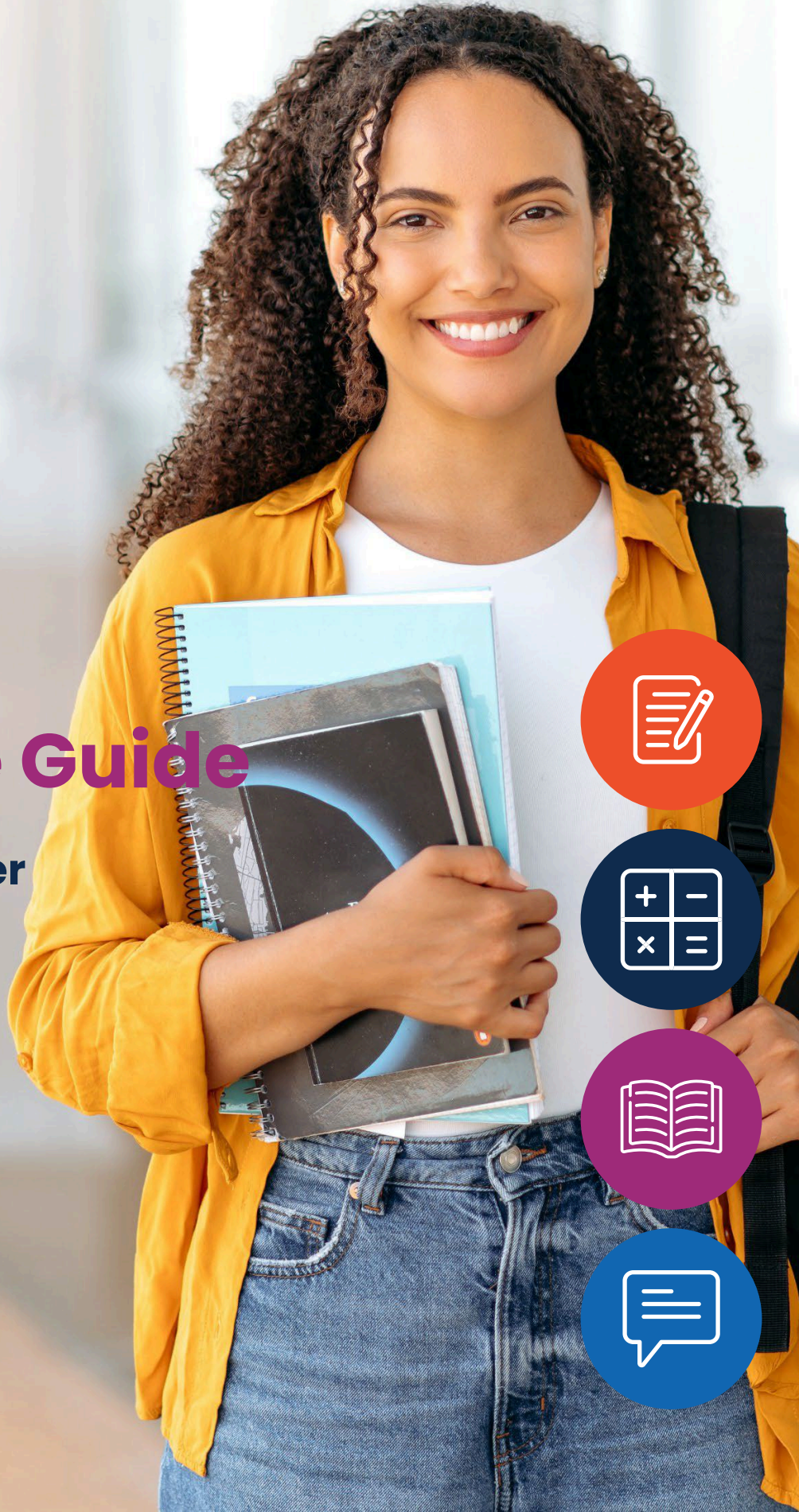
**EMA**

The SSAT

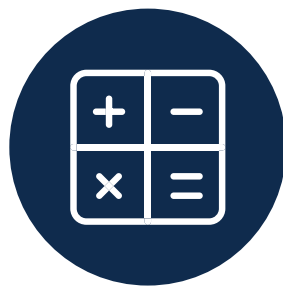
**2025–2026**

# **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>7–13</b>
Score Reports	7
School Score Report Sample	8–9
SSAT Writing Sample	10–11
Family Score Report	12–13
<b>Interpreting SSAT Scores</b>	<b>14–16</b>
Raw Scores	14
Scaled Scores	14
Range of Scaled Scores	14
Norms and Percentiles	14
Average Scores	14
Omissions and Questions Not Answered	15
School-Specific Context Data	15
SSAT Subject Areas	15–16
<b>Statistical Terms and the SSAT</b>	<b>17–20</b>
Score Equating	17
Mean	17
Standard Deviation	18
Reliability of Test Scores	19
Standard Error of Measurement (SEM)	19
Standard Error of Difference (SED)	19
True Score	20
Validity	20
Test Speededness	20
<b>Appendices</b>	<b>21–30</b>
<b>Appendix A:</b> SSAT Program Norms by Grade	21–28
<b>Appendix B:</b> SSAT Means and Standard Deviations	29–30



# 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 SSAT questions 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:

- Algebraic word problems
- Equations and inequalities
- Rates, ratios, proportions, and percentages
- Slope of lines, parallel and perpendicular lines\*
- Functions, algebraic graphics, and tables\*
- Nonlinear expressions and equations (exponents, polynomials and factoring, quadratic equations, rational expressions, and equations)\*
- Angle and line relationships
- Properties of triangles and quadrilaterals
- Area and circumference of circles
- Area and perimeter of polygons
- 3D geometry: Volume and surface area
- The Pythagorean Theorem\*
- Coordinate geometry and transformations\*
- Arithmetic word problems
- Basic computation, absolute value, and the order of operations
- Estimation
- Number sense and number theory concepts
- Systematic counting and simple probability
- Overlapping sets
- Mean, median, mode, range
- Interpreting data graphs and frequency tables
- Sequences and patterns
- Visual-Spatial reasoning
- Puzzle problems / Logical reasoning\*

\*Upper level only

## 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 2025–2026 year, the scores of a test taker are placed in many different contexts on the school score report.



# School Score Report Sample

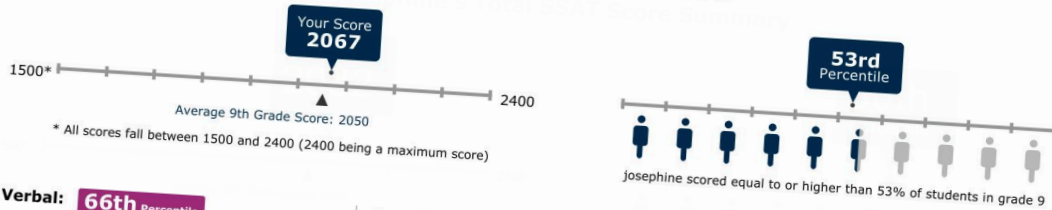


**josephine ssat**  
Skillman, NJ 08558  
United States

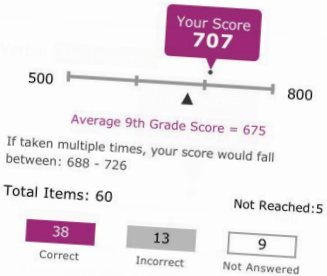
DOB: Nov 18, 2010  
Current Grade: 9

Registration ID: 253578257  
Level: Upper Grades 8-12  
Test Date: Aug 01, 2025

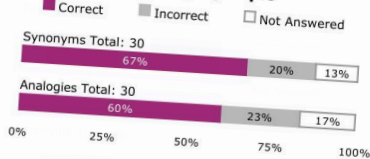
## TOTAL SSAT SCORE SUMMARY



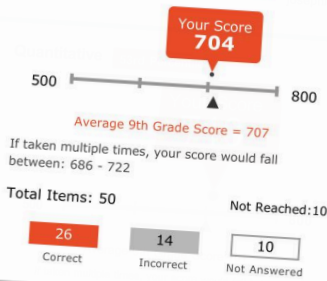
**Verbal: 66th Percentile**



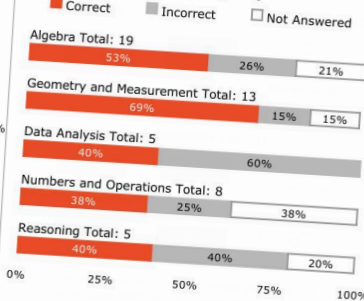
### Accuracy by Topic



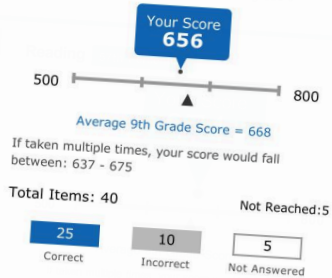
**Quantitative: 47th Percentile**



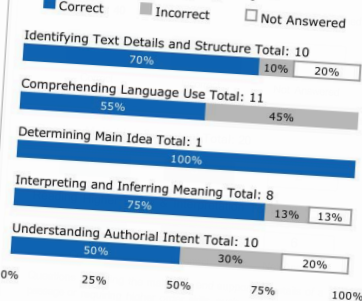
### Accuracy by Topic



**Reading: 43rd Percentile**



### Accuracy by Topic



Due to rounding, these percentages may not add to 100.

Only scaled scores should be used to compare between individuals. Student gender is not considered while calculating SSAT scores and percentiles.

## APPLICANT COMPARISON DATA FOR THE ENROLLMENT MANAGEMENT ASSOCIATION (GRADE 9)

Your school's applicant comparison data must be provided in order to complete this chart.

All 2024-2025 Reports			All Accepted Students		All Enrolled Students	
	Rank Order		Rank Order		Rank Order	
Verbal	9 of 23		7 of 14		4 of 8	
Quantitative	14 of 23		9 of 14		4 of 8	
Reading	17 of 23		12 of 14		7 of 8	
TOTAL	11 of 23		8 of 14		3 of 8	
	Average Score		Average Score		Average Score	
Verbal	671		681		683	
Quantitative	715		708		691	
Reading	673		682		674	
TOTAL	2060		2071		2048	

# School Score Report Sample (cont.)



**josephine ssat**  
Skillman, NJ 08558  
United States

DOB: Nov 18, 2010  
Current Grade: 9

Registration ID: 253578257  
Level: Upper Grades 8-12  
Test Date: Aug 01, 2025

## YOUR SCORE SUGGESTS THAT

### You are likely able to:

Demonstrate a proficient knowledge of vocabulary, including some high-level words; show an understanding of word roots, prefixes, and suffixes.

Competently determine a relationship between words and ideas; understand different types of analogies, word associations, and usage.

Work with linear and nonlinear relationships in both abstract and word problems; demonstrate a developing ability in representing those relationships as graphs, tables, and functions; and determine features of an algebraic graph

Demonstrate an understanding of angle and shape relationships, coordinate geometry and transformations, the Pythagorean Theorem, unit conversions, and measurement of two-dimensional and three-dimensional shapes.

Understand data graphs at a basic level; analyze data to determine mean, median, mode, and range; and understand word problems that assess sets, systematic counting, and elementary probability with developing proficiency.

Solve estimation, computation, and word problems; and reason succinctly with numbers.

Solve items at a basic level that assess logical reasoning, visual-spatial reasoning, and pattern making.

Demonstrate solid reading comprehension and ability to recall and identify supporting details; identify the structure of different types of texts.

Proficiently determine the meaning of language as it is used in the context of a passage; identify many literary devices and understand the use of figurative language.

Demonstrate a strong ability to discern the main idea of a passage, whether stated or implied, and to understand the purpose for different types of texts.

Demonstrate a strong comprehension of deeper meaning in a text through inference and interpretation; Locate and utilize context and evidence to support inferences and draw appropriate conclusions.

Demonstrate a proficient understanding of an author's purpose for writing, but also the tone, the structure, the diction, and other authorial strategies.

### You could improve your skills by:

#### Synonyms

67%

Continuing to build vocabulary through reading, studying, and practicing; studying word roots, prefixes, and suffixes to help to determine word meaning.

#### Analogies

60%

Continuing to review different types of word relationships in analogies and practicing strategies for determining the relationships.

#### Algebra

53%

Continuing practice of foundational algebraic topics of linear and nonlinear functions, expressions, equations, graphs and tables, and proportional reasoning; varying practice between math problems and word problems to familiarize yourself with the different algebraic topics.

#### Geometry and Measurement

69%

Practicing with foundational geometry topics of angle and shape relationships, and coordinate geometry and transformations; Varying practice of the Pythagorean theorem as well as unit conversion problems that deal with length, capacity, weight/mass, or time; practicing measurement problems that focus on length, perimeter, circumference, area, volume and surface area.

#### Data Analysis

40%

Continuing to practice problems with different data graphs; assessing data for mean, median, mode, and range; continuing to strengthen familiarity of word problems that assess sets, systematic counting, and elementary probability

#### Numbers and Operations

38%

Continuing to develop foundational understanding by practicing a variety of estimation, computation, and word problems; continuing to work with number relationships to strengthen understanding of number sense.

#### Reasoning

40%

Continue to practice a variety of problems that assess logical reasoning, visual-spatial reasoning, and making patterns.

#### Identifying Text Details and Structure

70%

Continuing to read various types of texts; practicing questioning, reflecting, predicting, and checking for understanding while reading.

#### Comprehending Language Use

55%

Continuing to practice metacognitive strategies while reading, including questioning and checking for understanding; practicing identifying context in a passage to understand unfamiliar words; reviewing different types of literary devices in order to better understand the uses of figurative language.

#### Determining Main Idea

100%

Continuing to read and practice analysis of various types of texts.

#### Interpreting and Inferring Meaning

75%

Continuing to question, predict, and evaluate while reading in order to identify implied meaning in a text.

#### Understanding Authorial Intent

50%

While reading, practice considering, determining, and evaluating the author's purpose in writing the text and the strategies used, such as word choice or structure; Practicing with locating and finding context clues to help determine an author's tone in a text.



# SSAT Writing Sample

Page 2

Use Pencil Only.

## Writing Sample

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

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

☐ All I wanted was a glass of water.

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

I put my hand in my pocket and pulled out a crumpled piece of paper. I didn't remember putting it there. I carefully opened it, and it was a treasure map!

I put it back in my pocket and ran to get my friends Anna and Paul. They lived in this neighborhood their whole lives and would recognize the landmarks.

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

Continue on next page



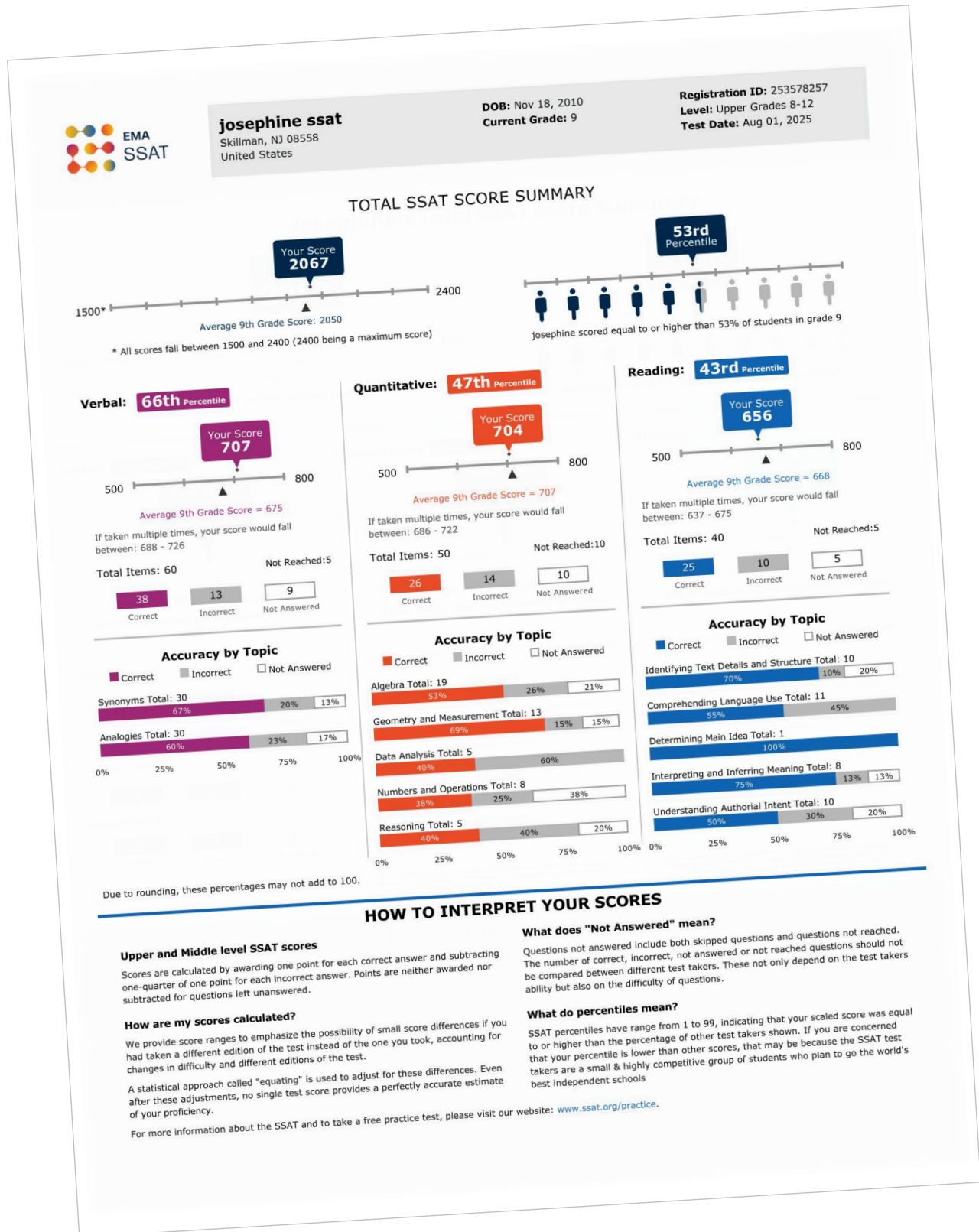
Use Pencil Only.

Page 3

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

# Family Score Report Sample

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.





# Family Score Report Sample (cont.)

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.

	<b>josephine ssat</b> Skillman, NJ 08558 United States	<b>DOB:</b> Nov 18, 2010 <b>Current Grade:</b> 9	<b>Registration ID:</b> 253578257 <b>Level:</b> Upper Grades 8-12 <b>Test Date:</b> Aug 01, 2025
	<b>YOUR SCORE SUGGESTS THAT</b>		
<b>You are likely able to:</b>		<b>You could improve your skills by:</b>	
<b>Synonyms</b> Demonstrate a proficient knowledge of vocabulary, including some high-level words; show an understanding of word roots, prefixes, and suffixes.		<b>67%</b> Continuing to build vocabulary through reading, studying, and practicing; studying word roots, prefixes, and suffixes to help to determine word meaning.	
<b>Analogies</b> Competently determine a relationship between words and ideas; understand different types of analogies, word associations, and usage.		<b>60%</b> Continuing to review different types of word relationships in analogies and practicing strategies for determining the relationships.	
<b>Algebra</b> Work with linear and nonlinear relationships in both abstract and word problems; demonstrate a developing ability in representing those relationships as graphs, tables, and functions; and determine features of an algebraic graph.		<b>53%</b> Continuing practice of foundational algebraic topics of linear and nonlinear functions, expressions, equations, graphs and tables, and proportional reasoning; varying practice between math problems and word problems to familiarize yourself with the different algebraic topics.	
<b>Geometry and Measurement</b> Demonstrate an understanding of angle and shape relationships, coordinate geometry and transformations, the Pythagorean Theorem, unit conversions, and measurement of two-dimensional and three-dimensional shapes.		<b>69%</b> Practicing with foundational geometry topics of angle and shape relationships, and coordinate geometry and transformations; Varying practice of the Pythagorean theorem as well as unit conversion problems that deal with length, capacity, weight/mass, or time; practicing measurement problems that focus on length, perimeter, circumference, area, volume and surface area.	
<b>Data Analysis</b> Understand data graphs at a basic level; analyze data to determine mean, median, mode, and range; and understand word problems that assess sets, systematic counting, and elementary probability with developing proficiency.		<b>40%</b> Continuing to practice problems with different data graphs; assessing data for mean, median, mode, and range; continuing to strengthen familiarity of word problems that assess sets, systematic counting, and elementary probability.	
<b>Numbers and Operations</b> Solve estimation, computation, and word problems; and reason succinctly with numbers.		<b>38%</b> Continuing to develop foundational understanding by practicing a variety of estimation, computation, and word problems; continuing to work with number relationships to strengthen understanding of number sense.	
<b>Reasoning</b> Solve items at a basic level that assess logical reasoning, visual-spatial reasoning, and pattern making.		<b>40%</b> Continue to practice a variety of problems that assess logical reasoning, visual-spatial reasoning, and making patterns.	
<b>Identifying Text Details and Structure</b> Demonstrate solid reading comprehension and ability to recall and identify supporting details; identify the structure of different types of texts.		<b>70%</b> Continuing to read various types of texts; practicing questioning, reflecting, predicting, and checking for understanding while reading.	
<b>Comprehending Language Use</b> Proficiently determine the meaning of language as it is used in the context of a passage; identify many literary devices and understand the use of figurative language.		<b>55%</b> Continuing to practice metacognitive strategies while reading, including questioning and checking for understanding; practicing identifying context in a passage to understand unfamiliar words; reviewing different types of literary devices in order to better understand the uses of figurative language.	
<b>Determining Main Idea</b> Demonstrate a strong ability to discern the main idea of a passage, whether stated or implied, and to understand the purpose for different types of texts.		<b>100%</b> Continuing to read and practice analysis of various types of texts.	
<b>Interpreting and Inferring Meaning</b> Demonstrate a strong comprehension of deeper meaning in a text through inference and interpretation; Locate and utilize context and evidence to support inferences and draw appropriate conclusions.		<b>75%</b> Continuing to question, predict, and evaluate while reading in order to identify implied meaning in a text.	
<b>Understanding Authorial Intent</b> Demonstrate a proficient understanding of an author's purpose for writing, but also the tone, the structure, the diction, and other authorial strategies.		<b>50%</b> While reading, practice considering, determining, and evaluating the author's purpose in writing the text and the strategies used, such as word choice or structure; Practicing with locating and finding context clues to help determine an author's tone in a text.	



# Interpreting SSAT Scores

## Raw Scores

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

## Scaled Scores

The raw score is converted to a score on the 440–710 Middle Level scale or 500–800 Upper Level scale, which is called the scaled score. This is the score that appears on the student’s score report. The scaled score yielded by a raw score can vary slightly from one edition of the test to another. This is due to small differences in difficulty among different editions. A statistical procedure called “equating” is used to adjust for these small differences. See “Score Equating” on page 17 for more details.

## Range of Scaled Scores

In reality, a perfectly reliable test is never realized. Standard Error of Measurement (SEM) measures how a student’s observed test scores vary from his or her “true” score (see “True Score” on page 20). This is why ranges of scaled scores are provided in the score reports, to emphasize the possibility of score differences due to SEM. See “Standard Error of Measurement” on page 19 for more details.

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the Upper Level test is 19 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 679 and 717 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 66 on the verbal section, it means that 66% 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 21 to 28) 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 2024–2025 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: 2025 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: 2025 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

- **Algebra**—These questions cover topics in algebra including use of variables in solving equations and inequalities, algebraic word problems, working with expressions, and proportional reasoning. The upper level SSAT also includes the slope of a line; relationships between functions, graphs, and tables; and nonlinear relationships such as laws of exponents, working with polynomials and factoring, quadratic equations, radical expressions and equations, and rational expressions and equations.
- **Geometry and Measurement**—These questions cover topics in geometry including angle, line, and shape relationships; the measurement of two-dimensional and three-dimensional shapes; and unit conversions of length, weight, capacity, temperature, and time. The upper level SSAT also assesses topics in coordinate geometry and transformations, and the Pythagorean Theorem.
- **Numbers and Operations**—These questions deal with equivalent forms of numbers, comparisons between numbers, recognizing parts of numbers, and using operations with numbers (including with estimation). Whole numbers, decimals, fractions, integers, and irrational numbers are all assessed in this domain.
- **Data Analysis**—These questions cover topics in data analysis, including data graphs and tables; and statistical measures such as mean, median, mode, and range. Other topics that may also be covered include simple probability, systematic counting, and overlapping sets.
- **Reasoning**—These questions assess a student's ability to apply various forms of reasoning to a collection of statements, and possibly figures. Topics include extending patterns, and using visual-spatial reasoning to determine a different representation of a geometric figure. The upper level SSAT also assesses the use of logical reasoning to a collection of statements in order to deduce an unstated relationship between those statements.

## Reading Comprehension

- **Determining Main Idea**—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.
- **Identifying Text Details and Structure**—These questions require students to recall and comprehend key details from specific places within a passage, to synthesize information from the passage as a whole, or to identify the structure of the passage.
- **Comprehensive Language Use**—These questions either require students to determine the meaning or usage of a word using context from the passage, or to identify and understand the use of figurative language.
- **Interpreting and Inferring Meaning**—These questions require students to reason, draw inferences, and interpret in order to recognize meaning not directly stated in a passage.
- **Understanding Authorial Intent**—These questions require students to go beyond the passages themselves and identify the authors' purpose for writing, their tone or attitude about a subject, or their writing strategies in word choice or structure.

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.



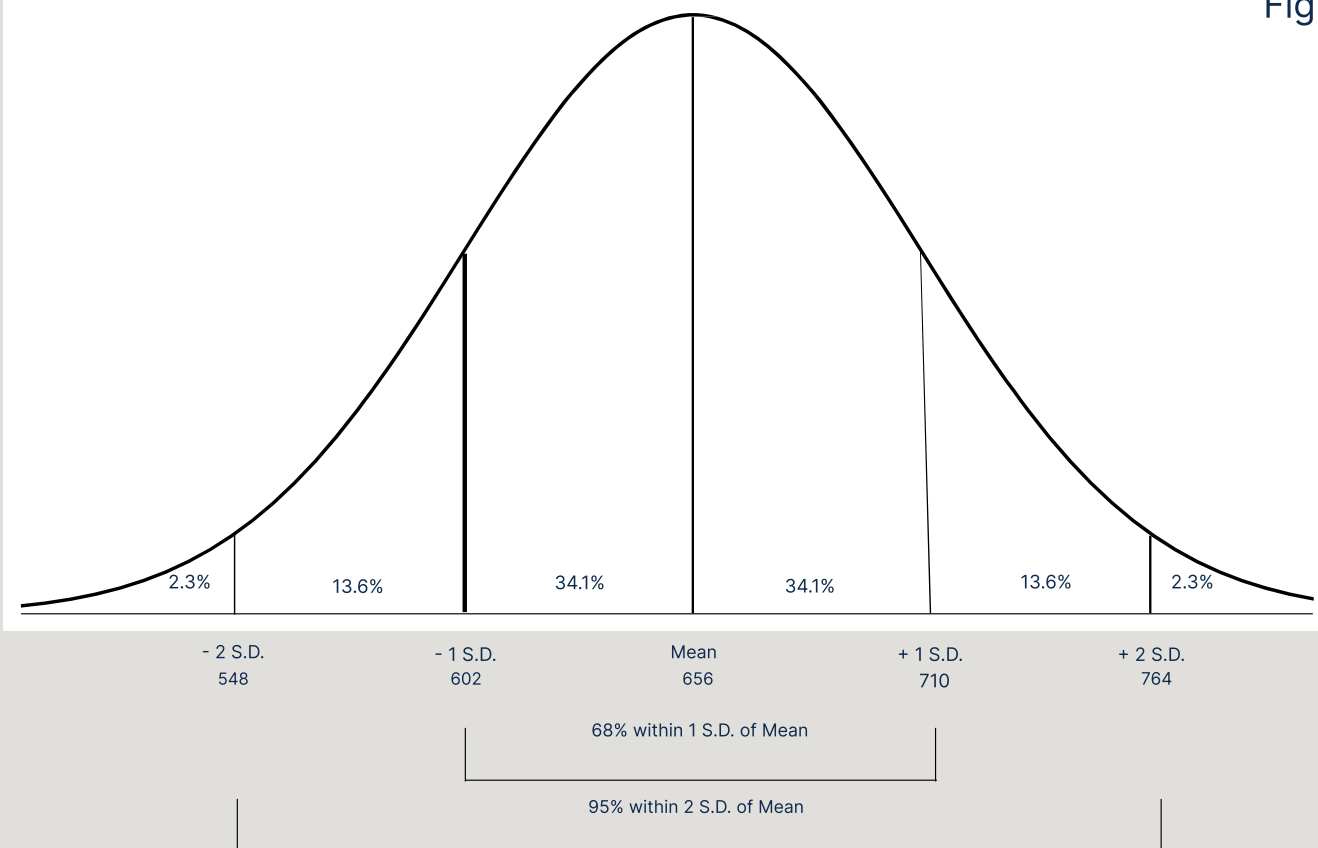
## Standard Deviation

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 20).

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the Upper Level test is 19 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 679 (one SEM below 698) and 717 (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	19 points	18 points
Verbal	19 points	15 points
Quantitative	18 points	14 points

## Standard Error of Difference (SED)

Because test scores are not perfect measures of ability, we expect an examinee's scores to differ if the person takes the test more than once (see "Standard Error of Measurement" above). In the same way, we should expect the scores of two examinees of equal ability to differ. The Standard Error of 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 19 points on verbal.

The SED is roughly 28 points. If two individuals' verbal scores differ by more than 42 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, 2022, and July 31, 2025. 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 2022–July 2025

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

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

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

# Table 4

## PERCENTILE RANKS ON THE SSAT

### 8th Grade – VERBAL, QUANTITATIVE, READING AND TOTAL

Based on United States and Canadian First Time Test Takers August 2022–July 2025

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								
800	99	99	99	647	39	30	41	2400	99	2175	82	1950	36	1725	4
797	98	95	99	644	37	28	39	2397	99	2172	81	1947	36	1722	3
794	98	94	99	641	36	27	37	2394	99	2169	81	1944	35	1719	3
791	97	93	99	638	35	26	35	2391	99	2166	80	1941	34	1716	3
788	97	92	99	635	33	25	33	2388	99	2163	80	1938	34	1713	3
785	96	91	99	632	31	23	31	2385	99	2160	79	1935	33	1710	3
782	96	91	99	629	30	22	29	2382	99	2157	79	1932	33	1707	3
779	95	90	98	626	29	20	28	2379	99	2154	78	1929	32	1704	2
776	95	89	98	623	27	19	26	2376	99	2151	78	1926	32	1701	2
773	94	88	98	620	26	18	24	2373	99	2148	77	1923	31	1698	2
770	94	87	98	617	25	17	23	2370	99	2145	77	1920	30	1695	2
767	93	86	98	614	23	15	21	2367	99	2142	76	1917	30	1692	2
764	92	85	97	611	22	15	20	2364	99	2139	76	1914	29	1689	2
761	91	85	97	608	20	14	17	2361	99	2136	75	1911	29	1686	2
758	91	84	97	605	19	12	16	2358	99	2133	74	1908	28	1683	2
755	90	83	97	602	18	11	15	2355	99	2130	74	1905	27	1680	1
752	89	82	96	599	17	11	14	2352	99	2127	73	1902	27	1677	1
749	88	80	96	596	16	9	12	2349	99	2124	73	1899	26	1674	1
746	87	79	96	593	15	9	12	2346	99	2121	72	1896	26	1671	1
743	86	78	95	590	14	8	10	2343	98	2118	71	1893	25	1668	1
740	85	77	95	587	13	7	9	2340	98	2115	71	1890	24	1665	1
737	84	76	94	584	12	7	8	2337	98	2112	70	1887	24	1662	1
734	83	74	94	581	11	6	7	2334	98	2109	70	1884	23	1659	1
731	82	73	94	578	10	5	7	2331	98	2106	69	1881	23	1656	1
728	80	72	93	575	9	5	6	2328	98	2103	69	1878	22	1653	1
725	79	71	92	572	8	4	5	2325	98	2100	68	1875	22	1650	1
722	77	70	90	569	7	4	4	2322	98	2097	67	1872	21	1647	1
719	76	68	89	566	7	3	4	2319	97	2094	67	1869	21	1644	1
716	75	67	87	563	6	3	3	2316	97	2091	66	1866	20	1641	1
713	74	66	85	560	6	3	3	2313	97	2088	66	1863	20	1638	1
710	72	64	83	557	5	2	2	2310	97	2085	65	1860	19	1635	1
707	71	63	81	554	5	2	2	2307	97	2082	65	1857	19	1632	1
704	69	61	80	551	4	2	2	2304	97	2079	64	1854	18	1629	1
701	68	60	77	548	4	1	1	2301	96	2076	63	1851	18	1626	1
698	66	58	76	545	3	1	1	2298	96	2073	63	1848	17	1623	1
695	64	56	74	542	3	1	1	2295	96	2070	62	1845	17	1620	1
692	63	54	73	539	2	1	1	2292	96	2067	62	1842	16	1617	1
689	61	53	69	536	2	1	1	2289	96	2064	61	1839	16	1614	1
686	60	51	67	533	2	1	1	2286	95	2061	60	1836	15	1611	1
683	58	50	66	530	2	1	1	2283	95	2058	60	1833	15	1608	1
680	57	48	64	527	1	1	1	2280	95	2055	59	1830	15	1605	1
677	55	46	62	524	1	1	1	2277	95	2052	59	1827	14	1602	1
674	53	45	60	521	1	1	1	2274	94	2049	58	1824	14	1599	1
671	51	43	58	518	1	1	1	2271	94	2046	57	1821	13	1596	1
668	50	41	56	515	1	1	1	2268	94	2043	57	1818	13	1593	1
665	48	39	53	512	1	1	1	2265	93	2040	56	1815	12	1590	1
662	47	38	51	509	1	1	1	2262	93	2037	55	1812	12	1587	1
659	46	36	49	506	1	1	1	2259	93	2034	55	1809	12	1584	1
656	43	35	47	503	1	1	1	2256	92	2031	54	1806	11	1581	1
653	42	33	45	500	1	1	1	2253	92	2028	54	1803	11	1578	1
650	40	31	43					2250	92	2025	53	1800	11	1575	1
								2247	92	2022	52	1797	10	1572	1
								2244	91	2019	52	1794	10	1569	1
								2241	91	2016	51	1791	10	1566	1
								2238	90	2013	50	1788	9	1563	1
								2235	90	2010	49	1785	9	1560	1
								2232	90	2007	49	1782	9	1557	1
								2229	89	2004	48	1779	8	1554	1
								2226	89	2001	47	1776	8	1551	1
								2223	89	1998	47	1773	8	1548	1
								2220	88	1995	46	1770	7	1545	1
								2217	88	1992	45	1767	7	1542	1
								2214	88	1989	45	1764	7	1539	1
								2211	87	1986	44	1761	6	1536	1
								2208	87	1983	43	1758	6	1533	1
								2205	86	1980	43	1755	6	1530	1
								2202	86	1977	42	1752	6	1527	1
								2199	86	1974	42	1749	5	1524	1
								2196	85	1971	41	1746	5	1521	1
								2193	85	1968	40	1743	5	1518	1
								2190	84	1965	40	1740	5	1515	1
								2187	84	1962	39	1737	4	1512	1
								2184	83	1959	38	1734	4	1509	1
								2181	83	1956	38	1731	4	1506	1
								2178	82	1953	37	1728	4	1503	1
														1500	1



# Table 5

## PERCENTILE RANKS ON THE SSAT

### 9th Grade – VERBAL, QUANTITATIVE, READING AND TOTAL

Based on United States and Canadian First Time Test Takers August 2022–July 2025

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								
800	99	99	99	647	36	21	36	2400	99	2175	75	1950	30	1725	2
797	96	91	98	644	35	19	34	2397	99	2172	75	1947	29	1722	2
794	96	89	98	641	33	18	33	2394	99	2169	74	1944	28	1719	2
791	95	87	98	638	33	18	30	2391	99	2166	74	1941	28	1716	2
788	94	86	98	635	31	17	28	2388	99	2163	73	1938	27	1713	2
785	94	84	97	632	30	16	27	2385	99	2160	72	1935	26	1710	2
782	94	83	97	629	29	15	25	2382	99	2157	72	1932	26	1707	2
779	93	82	97	626	27	14	24	2379	99	2154	71	1929	25	1704	1
776	92	80	97	623	26	13	22	2376	98	2151	71	1926	24	1701	1
773	91	79	96	620	25	12	21	2373	98	2148	70	1923	24	1698	1
770	91	78	96	617	24	11	19	2370	98	2145	69	1920	24	1695	1
767	90	76	96	614	23	10	18	2367	98	2142	69	1917	23	1692	1
764	89	74	95	611	21	10	17	2364	98	2139	68	1914	23	1689	1
761	87	73	95	608	20	9	15	2361	98	2136	67	1911	22	1686	1
758	87	72	94	605	19	9	14	2358	97	2133	67	1908	21	1683	1
755	85	71	94	602	18	8	13	2355	97	2130	66	1905	21	1680	1
752	85	69	94	599	17	8	12	2352	97	2127	65	1902	20	1677	1
749	84	68	94	596	16	7	10	2349	97	2124	65	1899	20	1674	1
746	83	67	93	593	15	6	9	2346	96	2121	64	1896	19	1671	1
743	82	66	92	590	14	6	9	2343	96	2118	64	1893	19	1668	1
740	81	64	92	587	14	5	7	2340	96	2115	63	1890	18	1665	1
737	80	63	91	584	12	5	7	2337	96	2112	63	1887	18	1662	1
734	79	61	91	581	12	5	6	2334	96	2109	62	1884	18	1659	1
731	77	60	90	578	11	4	5	2331	96	2106	61	1881	17	1656	1
728	76	59	89	575	9	4	5	2328	96	2103	60	1878	17	1653	1
725	75	57	88	572	9	3	4	2325	95	2100	60	1875	17	1650	1
722	73	56	86	569	8	3	3	2322	95	2097	60	1872	16	1647	1
719	72	54	84	566	7	3	3	2319	95	2094	59	1869	16	1644	1
716	70	53	82	563	7	2	3	2316	95	2091	59	1866	15	1641	1
713	69	51	80	560	6	2	2	2313	94	2088	58	1863	15	1638	1
710	68	50	78	557	6	2	2	2310	94	2085	58	1860	15	1635	1
707	66	49	76	554	5	1	2	2307	94	2082	57	1857	15	1632	1
704	64	47	75	551	5	1	2	2304	94	2079	56	1854	14	1629	1
701	63	46	72	548	4	1	1	2301	93	2076	56	1851	14	1626	1
698	61	44	72	545	3	1	1	2298	93	2073	55	1848	13	1623	1
695	60	43	69	542	3	1	1	2295	93	2070	54	1845	13	1620	1
692	59	41	67	539	2	1	1	2292	92	2067	53	1842	13	1617	1
689	56	40	65	536	2	1	1	2289	92	2064	53	1839	12	1614	1
686	55	38	62	533	2	1	1	2286	92	2061	52	1836	12	1611	1
683	53	37	61	530	2	1	1	2283	91	2058	51	1833	12	1608	1
680	52	36	59	527	1	1	1	2280	91	2055	51	1830	11	1605	1
677	50	34	57	524	1	1	1	2277	91	2052	50	1827	11	1602	1
674	50	33	55	521	1	1	1	2274	90	2049	49	1824	11	1599	1
671	48	32	53	518	1	1	1	2271	90	2046	49	1821	10	1596	1
668	46	30	51	515	1	1	1	2268	89	2043	48	1818	10	1593	1
665	44	29	49	512	1	1	1	2265	89	2040	48	1815	10	1590	1
662	43	27	47	509	1	1	1	2262	89	2037	47	1812	9	1587	1
659	42	26	45	506	1	1	1	2259	88	2034	46	1809	9	1584	1
656	40	25	43	503	1	1	1	2256	88	2031	46	1806	9	1581	1
653	38	23	40	500	1	1	1	2253	87	2028	45	1803	8	1578	1
650	37	22	39					2250	87	2025	45	1800	8	1575	1
								2247	87	2022	44	1797	8	1572	1
								2244	86	2019	43	1794	7	1569	1
								2241	86	2016	43	1791	7	1566	1
								2238	85	2013	42	1788	7	1563	1
								2235	85	2010	42	1785	6	1560	1
								2232	85	2007	41	1782	6	1557	1
								2229	84	2004	41	1779	5	1554	1
								2226	84	2001	40	1776	5	1551	1
								2223	83	1998	39	1773	5	1548	1
								2220	83	1995	39	1770	5	1545	1
								2217	83	1992	38	1767	5	1542	1
								2214	82	1989	38	1764	4	1539	1
								2211	82	1986	37	1761	4	1536	1
								2208	81	1983	36	1758	4	1533	1
								2205	81	1980	36	1755	4	1530	1
								2202	80	1977	35	1752	4	1527	1
								2199	80	1974	34	1749	4	1524	1
								2196	79	1971	34	1746	3	1521	1
								2193	79	1968	33	1743	3	1518	1
								2190	78	1965	32	1740	3	1515	1
								2187	78	1962	32	1737	3	1512	1
								2184	77	1959	31	1734	3	1509	1
								2181	77	1956	31	1731	2	1506	1
								2178	76	1953	30	1728	2	1503	1
														1500	1

# Table 6

## PERCENTILE RANKS ON THE SSAT

### 10th Grade – VERBAL, QUANTITATIVE, READING AND TOTAL

Based on United States and Canadian First Time Test Takers August 2022–July 2025

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								
800	99	99	99	647	36	19	36	2400	99	2175	79	1950	27	1725	3
797	98	94	98	644	35	18	34	2397	99	2172	78	1947	26	1722	3
794	97	93	98	641	34	17	32	2394	99	2169	77	1944	26	1719	3
791	97	92	98	638	32	16	30	2391	99	2166	77	1941	25	1716	3
788	96	90	98	635	31	16	28	2388	99	2163	76	1938	24	1713	3
785	96	89	97	632	30	15	26	2385	99	2160	75	1935	24	1710	3
782	95	88	97	629	28	14	23	2382	99	2157	74	1932	24	1707	3
779	95	87	97	626	27	13	22	2379	99	2154	74	1929	23	1704	3
776	94	85	97	623	25	12	20	2376	99	2151	73	1926	23	1701	2
773	93	84	97	620	24	11	19	2373	99	2148	72	1923	23	1698	2
770	92	82	97	617	23	10	17	2370	99	2145	72	1920	22	1695	2
767	91	80	97	614	22	9	17	2367	99	2142	71	1917	22	1692	2
764	90	78	96	611	21	9	15	2364	98	2139	70	1914	21	1689	2
761	89	76	96	608	20	8	14	2361	98	2136	69	1911	21	1686	2
758	88	75	95	605	18	8	14	2358	98	2133	68	1908	21	1683	2
755	87	73	95	602	18	7	12	2355	98	2130	68	1905	20	1680	2
752	86	72	95	599	17	7	11	2352	98	2127	67	1902	20	1677	1
749	85	69	95	596	16	6	10	2349	98	2124	67	1899	19	1674	1
746	84	68	94	593	15	6	9	2346	98	2121	66	1896	19	1671	1
743	83	67	94	590	13	6	8	2343	98	2118	65	1893	18	1668	1
740	82	65	94	587	13	5	7	2340	98	2115	64	1890	17	1665	1
737	81	63	93	584	12	5	6	2337	97	2112	63	1887	17	1662	1
734	80	61	93	581	11	4	6	2334	97	2109	63	1884	17	1659	1
731	79	60	92	578	10	4	5	2331	97	2106	62	1881	16	1656	1
728	78	59	92	575	9	4	4	2328	97	2103	61	1878	16	1653	1
725	77	56	90	572	8	3	4	2325	97	2100	61	1875	15	1650	1
722	76	56	87	569	8	3	4	2322	97	2097	60	1872	15	1647	1
719	74	53	84	566	8	3	3	2319	96	2094	60	1869	14	1644	1
716	71	52	83	563	7	2	2	2316	96	2091	59	1866	13	1641	1
713	70	51	81	560	6	2	2	2313	96	2088	59	1863	13	1638	1
710	69	48	79	557	6	2	2	2310	96	2085	57	1860	12	1635	1
707	68	47	77	554	5	2	2	2307	96	2082	56	1857	12	1632	1
704	65	44	76	551	4	1	1	2304	95	2079	55	1854	12	1629	1
701	64	43	73	548	4	1	1	2301	95	2076	55	1851	11	1626	1
698	62	41	71	545	3	1	1	2298	95	2073	54	1848	11	1623	1
695	61	39	70	542	3	1	1	2295	95	2070	53	1845	11	1620	1
692	60	37	69	539	3	1	1	2292	94	2067	52	1842	11	1617	1
689	58	36	66	536	3	1	1	2289	94	2064	52	1839	10	1614	1
686	56	35	63	533	3	1	1	2286	94	2061	51	1836	10	1611	1
683	54	33	61	530	2	1	1	2283	93	2058	50	1833	10	1608	1
680	53	32	59	527	2	1	1	2280	93	2055	49	1830	10	1605	1
677	51	30	56	524	1	1	1	2277	93	2052	48	1827	10	1602	1
674	50	28	54	521	1	1	1	2274	93	2049	48	1824	9	1599	1
671	49	27	51	518	1	1	1	2271	92	2046	47	1821	9	1596	1
668	48	25	49	515	1	1	1	2268	92	2043	47	1818	9	1593	1
665	45	24	47	512	1	1	1	2265	91	2040	46	1815	9	1590	1
662	44	24	46	509	1	1	1	2262	91	2037	45	1812	9	1587	1
659	43	22	44	506	1	1	1	2259	90	2034	44	1809	8	1584	1
656	41	22	43	503	1	1	1	2256	90	2031	43	1806	8	1581	1
653	39	21	40	500	1	1	1	2253	90	2028	43	1803	8	1578	1
650	38	19	38					2250	89	2025	42	1800	7	1575	1
								2247	89	2022	41	1797	7	1572	1
								2244	88	2019	41	1794	7	1569	1
								2241	88	2016	40	1791	7	1566	1
								2238	88	2013	40	1788	7	1563	1
								2235	87	2010	39	1785	6	1560	1
								2232	87	2007	39	1782	6	1557	1
								2229	86	2004	38	1779	6	1554	1
								2226	86	2001	38	1776	6	1551	1
								2223	86	1998	37	1773	6	1548	1
								2220	85	1995	36	1770	6	1545	1
								2217	85	1992	35	1767	5	1542	1
								2214	84	1989	34	1764	5	1539	1
								2211	84	1986	34	1761	5	1536	1
								2208	84	1983	33	1758	5	1533	1
								2205	83	1980	33	1755	4	1530	1
								2202	83	1977	32	1752	4	1527	1
								2199	83	1974	32	1749	4	1524	1
								2196	82	1971	31	1746	4	1521	1
								2193	82	1968	30	1743	4	1518	1
								2190	81	1965	30	1740	4	1515	1
								2187	81	1962	29	1737	3	1512	1
								2184	80	1959	29	1734	3	1509	1
								2181	80	1956	28	1731	3	1506	1
								2178	79	1953	28	1728	3	1503	1
														1500	1

# Table 7

## PERCENTILE RANKS ON THE SSAT

### 11th Grade – VERBAL, QUANTITATIVE, READING AND TOTAL

Based on United States and Canadian First Time Test Takers August 2022–July 2025

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								
800	99	99	99	647	47	17	46	2400	99	2175	83	1950	33	1725	5
797	99	97	99	644	46	15	44	2397	99	2172	83	1947	32	1722	4
794	99	96	99	641	44	15	41	2394	99	2169	83	1944	32	1719	4
791	99	95	99	638	44	15	38	2391	99	2166	81	1941	30	1716	3
788	99	95	99	635	40	14	37	2388	99	2163	79	1938	28	1713	3
785	99	94	99	632	38	13	34	2385	99	2160	79	1935	28	1710	3
782	99	91	99	629	38	13	28	2382	99	2157	79	1932	28	1707	3
779	99	90	99	626	37	12	27	2379	99	2154	78	1929	27	1704	3
776	98	90	99	623	35	11	26	2376	99	2151	76	1926	26	1701	3
773	97	87	99	620	33	10	24	2373	99	2148	76	1923	26	1698	3
770	97	85	99	617	31	9	24	2370	99	2145	75	1920	26	1695	3
767	97	82	99	614	29	9	23	2367	99	2142	74	1917	26	1692	3
764	97	81	98	611	24	7	21	2364	99	2139	74	1914	26	1689	3
761	96	79	98	608	24	6	19	2361	99	2136	73	1911	25	1686	3
758	96	78	97	605	23	6	18	2358	99	2133	72	1908	25	1683	3
755	96	76	97	602	22	6	17	2355	99	2130	72	1905	24	1680	3
752	96	74	96	599	21	6	17	2352	99	2127	72	1902	24	1677	3
749	96	72	96	596	18	6	14	2349	99	2124	70	1899	24	1674	3
746	96	71	96	593	17	5	14	2346	99	2121	70	1896	24	1671	3
743	94	69	95	590	15	5	13	2343	99	2118	70	1893	22	1668	3
740	92	67	95	587	15	5	10	2340	99	2115	69	1890	21	1665	3
737	92	65	95	584	13	5	9	2337	99	2112	69	1887	21	1662	3
734	90	63	95	581	13	5	8	2334	99	2109	68	1884	19	1659	3
731	88	61	94	578	12	4	5	2331	98	2106	67	1881	19	1656	3
728	87	57	94	575	10	4	4	2328	97	2103	66	1878	18	1653	3
725	85	53	94	572	10	4	4	2325	97	2100	66	1875	18	1650	2
722	83	51	91	569	9	3	4	2322	97	2097	65	1872	18	1647	2
719	83	51	90	566	9	3	3	2319	97	2094	64	1869	18	1644	2
716	81	49	88	563	8	3	3	2316	97	2091	63	1866	18	1641	2
713	81	47	87	560	8	2	2	2313	97	2088	63	1863	18	1638	1
710	79	46	84	557	8	2	2	2310	97	2085	63	1860	18	1635	1
707	76	46	83	554	6	2	1	2307	97	2082	63	1857	17	1632	1
704	74	43	80	551	6	2	1	2304	97	2079	63	1854	17	1629	1
701	74	43	77	548	6	2	1	2301	97	2076	63	1851	16	1626	1
698	73	40	75	545	5	2	1	2298	97	2073	63	1848	16	1623	1
695	69	38	74	542	5	2	1	2295	97	2070	63	1845	16	1620	1
692	69	36	72	539	4	2	1	2292	97	2067	62	1842	16	1617	1
689	69	33	70	536	4	2	1	2289	97	2064	62	1839	14	1614	1
686	67	32	67	533	4	2	1	2286	97	2061	62	1836	13	1611	1
683	67	32	66	530	3	2	1	2283	97	2058	60	1833	13	1608	1
680	65	31	64	527	3	1	1	2280	97	2055	59	1830	12	1605	1
677	63	30	62	524	3	1	1	2277	97	2052	58	1827	12	1602	1
674	62	29	62	521	2	1	1	2274	97	2049	57	1824	12	1599	1
671	62	29	59	518	2	1	1	2271	97	2046	57	1821	10	1596	1
668	61	26	58	515	1	1	1	2268	96	2043	56	1818	10	1593	1
665	57	26	57	512	1	1	1	2265	96	2040	55	1815	10	1590	1
662	56	26	54	509	1	1	1	2262	96	2037	54	1812	8	1587	1
659	55	24	53	506	1	1	1	2259	96	2034	53	1809	8	1584	1
656	53	24	52	503	1	1	1	2256	96	2031	53	1806	8	1581	1
653	50	22	51	500	1	1	1	2253	95	2028	52	1803	7	1578	1
650	49	19	49					2250	95	2025	52	1800	6	1575	1
								2247	95	2022	50	1797	6	1572	1
								2244	95	2019	50	1794	6	1569	1
								2241	95	2016	49	1791	6	1566	1
								2238	94	2013	48	1788	6	1563	1
								2235	94	2010	48	1785	6	1560	1
								2232	94	2007	48	1782	6	1557	1
								2229	93	2004	47	1779	6	1554	1
								2226	93	2001	46	1776	6	1551	1
								2223	93	1998	44	1773	6	1548	1
								2220	93	1995	42	1770	6	1545	1
								2217	93	1992	41	1767	6	1542	1
								2214	92	1989	41	1764	6	1539	1
								2211	92	1986	41	1761	6	1536	1
								2208	91	1983	40	1758	5	1533	1
								2205	90	1980	40	1755	5	1530	1
								2202	90	1977	38	1752	5	1527	1
								2199	90	1974	37	1749	5	1524	1
								2196	90	1971	37	1746	5	1521	1
								2193	88	1968	36	1743	5	1518	1
								2190	88	1965	35	1740	5	1515	1
								2187	86	1962	35	1737	5	1512	1
								2184	85	1959	35	1734	5	1509	1
								2181	85	1956	34	1731	5	1506	1
								2178	84	1953	33	1728	5	1503	1
														1500	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, 2022, through July 31, 2025. 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 2022–July 2025

Verbal	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	4430	2965	1857	17705	2775	793	156
Mean Scaled Score	604	622	635	669	675	673	654
Standard Deviation	48	47	47	66	70	69	63

Quantitative	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	4430	2965	1857	17705	2775	793	156
Mean Scaled Score	607	624	640	686	707	708	707
Standard Deviation	48	45	46	66	67	64	63

Reading	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	4430	2965	1857	17705	2775	793	156
Mean Scaled Score	596	612	627	660	668	668	657
Standard Deviation	51	50	52	52	55	53	52

Total	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	4430	2965	1857	17705	2775	793	156
Mean Scaled Score	1807	1858	1902	2015	2050	2049	2018
Standard Deviation	132	126	129	164	168	160	157

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