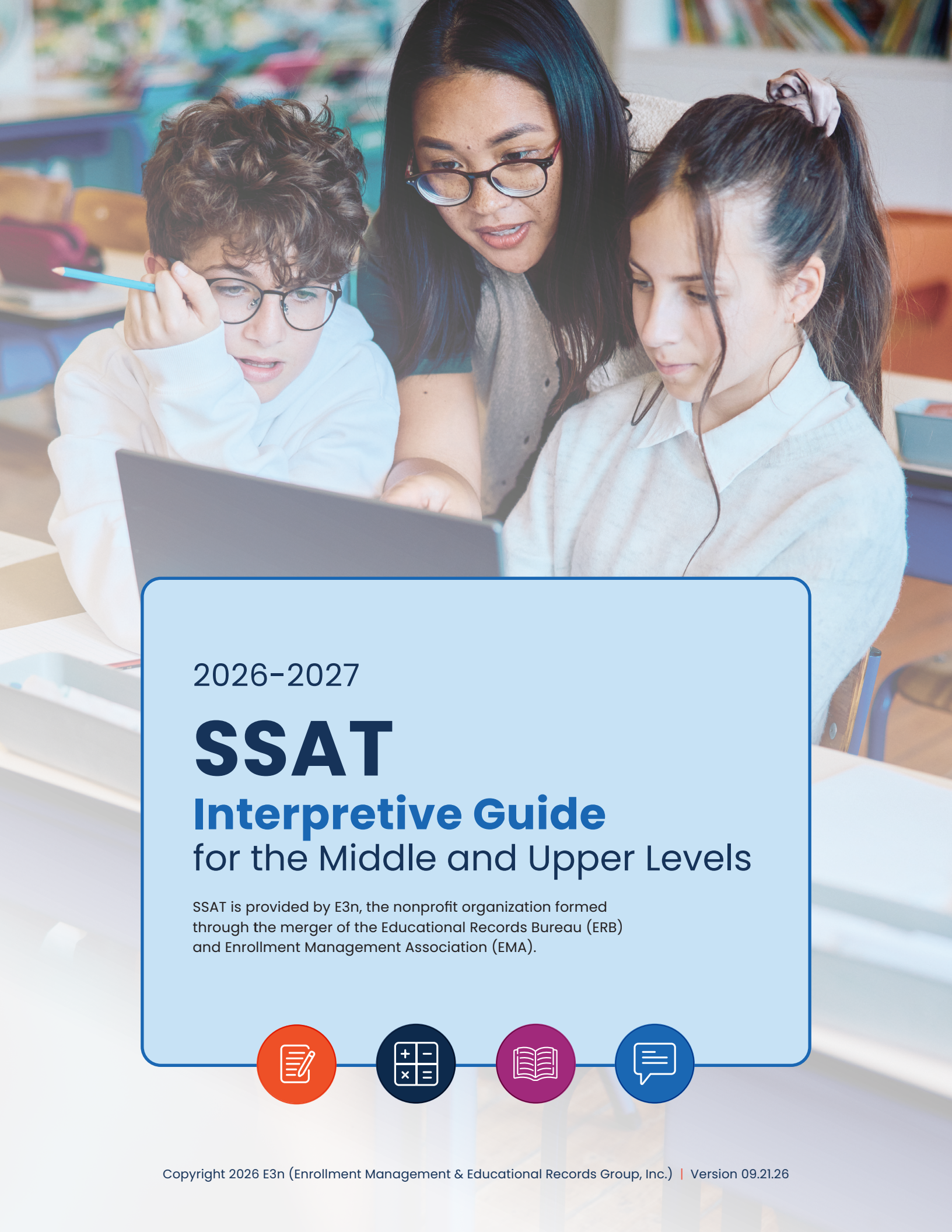


A photograph of a female teacher with glasses and long dark hair leaning over a desk, looking at a laptop screen. Two students, a boy with curly hair and glasses and a girl with a ponytail, are also looking at the laptop. The boy is holding a blue pencil. The background is a blurred classroom setting.

2026–2027

SSAT

Interpretive Guide

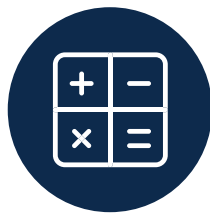
for the Middle and Upper Levels

SSAT is provided by E3n, the nonprofit organization formed through the merger of the Educational Records Bureau (ERB) and Enrollment Management Association (EMA).



E3n 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.



Contents

Introduction 4–6

Purpose of the SSAT 4

Test Development Process 4

Test Specifications 4

Verbal Section 5

Quantitative Section 5

Reading Comprehension Section 6

Writing Section 6

Administration of the SSAT 7

Test Security 7

Uniform Conditions 7

Testing Accommodations 7

Reporting SSAT Scores 7–13

Score Reports 7

School Score Report Sample 8–9

SSAT Writing Sample 10–11

Family Score Report 12–13

Interpreting SSAT Scores 14–16

Raw Scores 14

Scaled Scores 14

Range of Scaled Scores 14

Norms and Percentiles 14

Average Scores 14

Questions Not Answered 15

School-Specific Context Data 15

SSAT Subject Areas 15–16

Statistical Terms and the SSAT 17–20

Score Equating 17

Mean 17

Standard Deviation 18

Reliability of Test Scores 19

Standard Error of Measurement (SEM) 19

Standard Error of Difference (SED) 19

True Score 20

Validity 20

Test Speededness 20

Appendices 21–37

Appendix A: SSAT Program Norms by Grade 21–35

Appendix B: SSAT Means and Standard Deviations 36–37

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.admission.org/assessments/ssat/ssat-practice.

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
- Arithmetic word problems
- Equations and inequalities
- Rates, ratios, proportions, and percentages
- Basic computation, absolute value, and the order of operations
- Slope of lines, parallel and perpendicular lines*
- Estimation
- Functions, algebraic graphics, and tables*
- Number sense and number theory concepts
- 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
- 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*
- The Pythagorean Theorem*
- Coordinate geometry and transformations*

*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 E3n. Each report is reviewed by E3n 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.admission.org/assessments/ssat/accommodations.

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

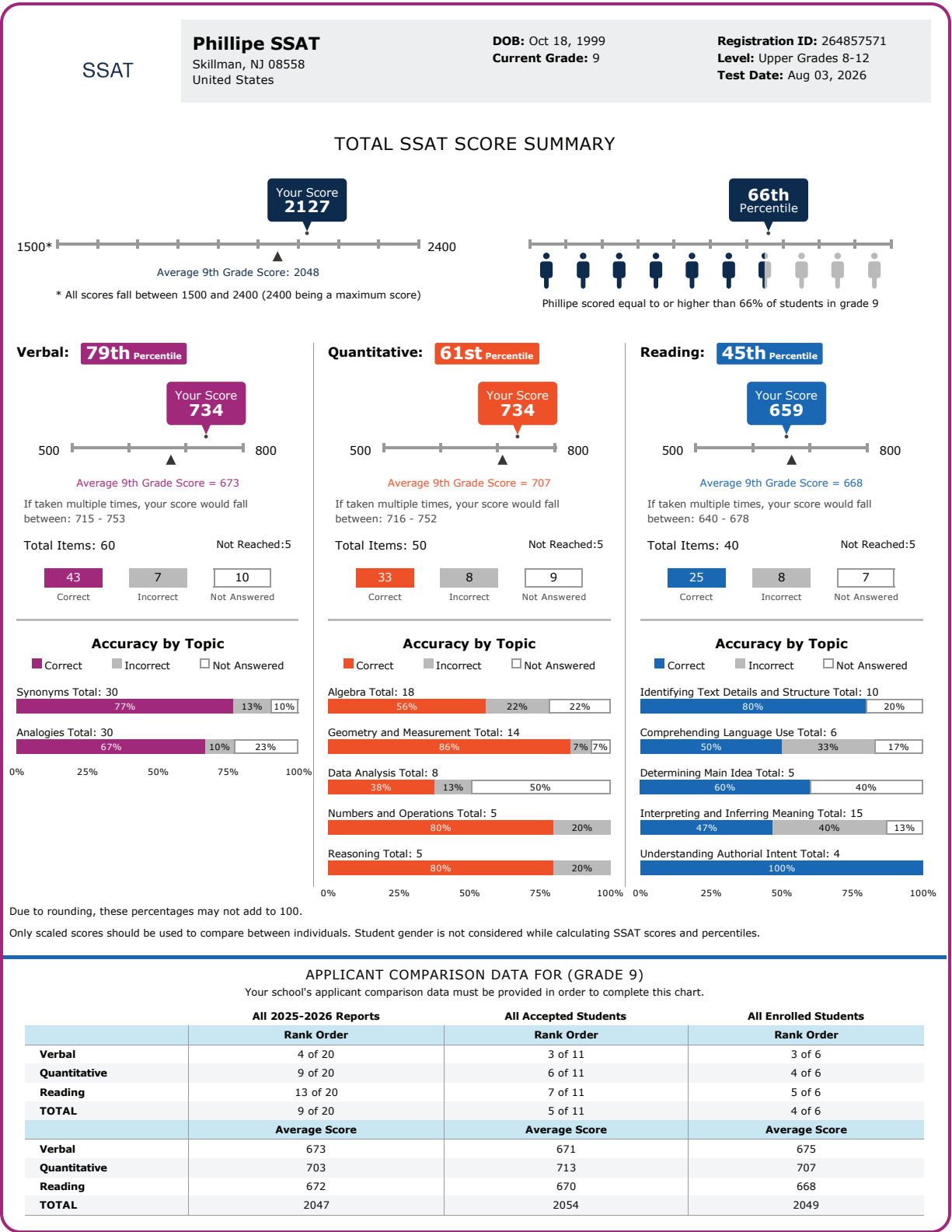
The SSAT score report is available to schools, educational consultants, and educational organizations. Parents, guardians, students, or advisers designate school score report recipients. A separate score report is provided to the test taker. Score reports to test takers do not contain any school-specific information. SSAT scores are reported to schools online in exportable rosters and as individual report PDFs.

E3n 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 E3n's official APIs directly to you from E3n. Family score reports from third parties or families should not be accepted as PDF files are easily manipulated.

E3n understands that for preliminary information, schools sometimes accept unofficial score reports. We do not recommend this, however, if you do, E3n 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. The scores of a test taker are placed in many different contexts on the school score report.

School Score Report Sample



School Score Report Sample CONTINUED

SSAT

Phillipe SSAT

Skillman, NJ 08558

United States

DOB: Oct 18, 1999

Current Grade: 9

Registration ID: 264857571

Level: Upper Grades 8-12

Test Date: Aug 03, 2026

YOUR SCORE SUGGESTS THAT

You are likely able to:

You could improve your skills by:

Synonyms

Excel in recall and understanding of vocabulary, including high-level words; Determine word meaning using roots, prefixes, and suffixes.

77%

Continuing to expand and develop vocabulary through reading and practicing.

Analogies

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

67%

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

Algebra

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

56%

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

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

86%

Practicing advanced problems that deal with angle and shape relationships, coordinate geometry, the Pythagorean Theorem, unit conversions problems, and measurement problems that focus on length, perimeter, circumference, area, volume, and surface area

Data Analysis

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.

38%

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

Solve estimation, computation, and arithmetic word problems with high ability; and reason proficiently with numbers.

80%

Practicing challenging arithmetic word problems and advanced estimation and computation problems to solidify your grasp of these skills; refreshing yourself on the basics of arithmetic.

Reasoning

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

80%

Continue to practice problems that involve advanced logical reasoning, visual-spatial reasoning, and reasoning with challenging patterns.

Identifying Text Details and Structure

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

80%

Continuing to read varied types of texts and utilize metacognitive strategies such as questioning, reflecting, predicting, and checking understanding.

Comprehending Language Use

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.

50%

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

Demonstrate a solid ability to determine the main idea of different types of passages and understand the basic purpose for the texts.

60%

Continuing to read various types of passages; practicing with summarizing, recalling details, and analyzing the text to determine the central idea or author's purpose.

Interpreting and Inferring Meaning

Utilize context and evidence given in a passage to draw appropriate conclusions; infer and interpret the deeper meanings of a text.

47%

While reading, continuing to form questions, make predictions, and develop thinking to go beyond what is stated in the text to get at implied meaning.

Understanding Authorial Intent

Comprehend text at a high level; understand not only the main idea and details of a passage but also the author's use of words, devices, purpose, tone, structure, and strategies in writing the text.

100%

While reading, continue to consider and evaluate an author's purpose, tone, and strategy for conveying the intended message.

Copyright 2026 E3n (Enrollment Management & Educational Records Group, Inc.)

9

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

SSAT Writing Sample

Use Pencil Only.

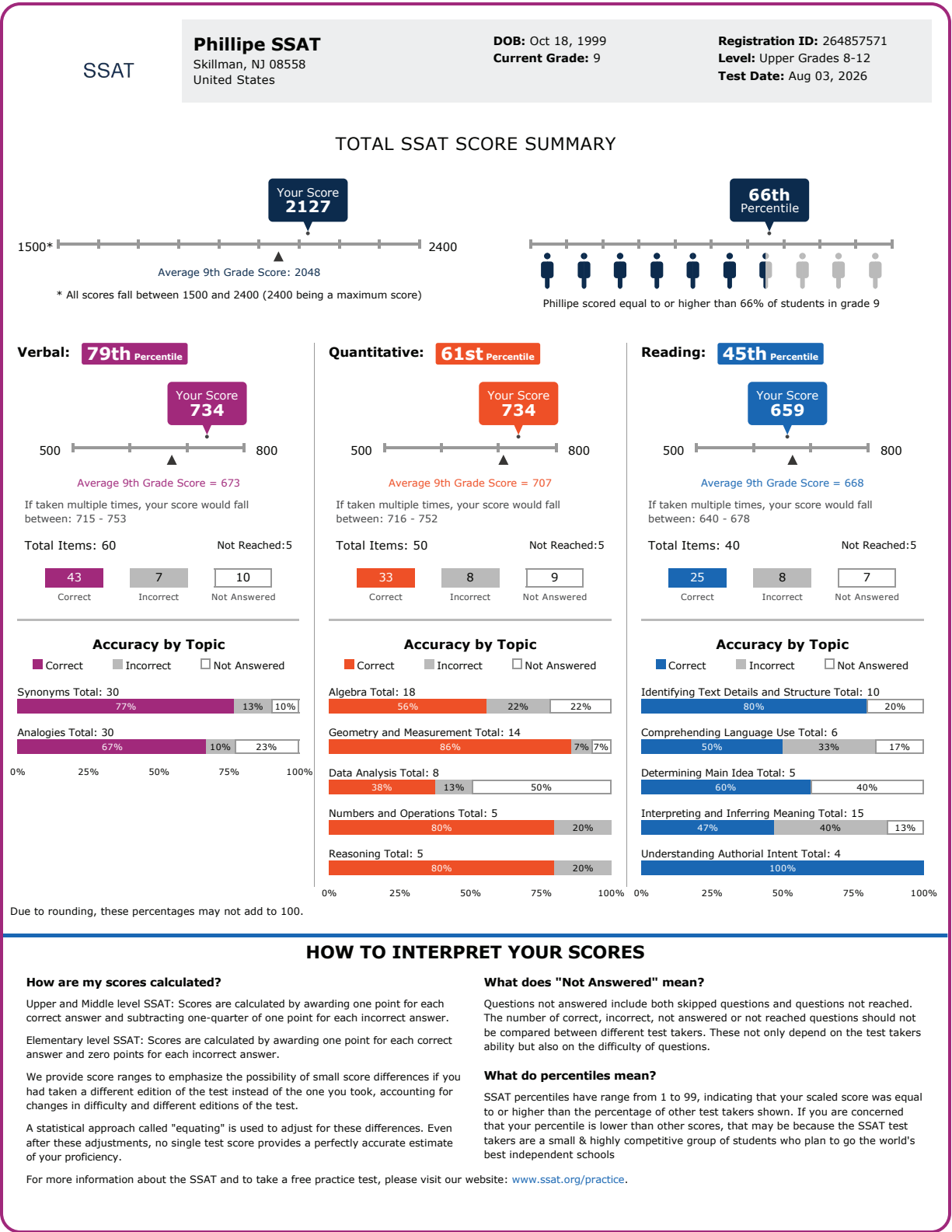
Page 3

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.



Family Score Report Sample CONTINUED

SSAT

Phillipe SSAT

Skillman, NJ 08558

United States

DOB: Oct 18, 1999

Current Grade: 9

Registration ID: 264857571

Level: Upper Grades 8-12

Test Date: Aug 03, 2026

YOUR SCORE SUGGESTS THAT

You are likely able to:

You could improve your skills by:

Synonyms

Excel in recall and understanding of vocabulary, including high-level words; Determine word meaning using roots, prefixes, and suffixes.

77%

Continuing to expand and develop vocabulary through reading and practicing.

Analogies

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

67%

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

Algebra

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

56%

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

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

86%

Practicing advanced problems that deal with angle and shape relationships, coordinate geometry, the Pythagorean Theorem, unit conversions problems, and measurement problems that focus on length, perimeter, circumference, area, volume, and surface area

Data Analysis

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.

38%

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

Solve estimation, computation, and arithmetic word problems with high ability; and reason proficiently with numbers.

80%

Practicing challenging arithmetic word problems and advanced estimation and computation problems to solidify your grasp of these skills; refreshing yourself on the basics of arithmetic.

Reasoning

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

80%

Continue to practice problems that involve advanced logical reasoning, visual-spatial reasoning, and reasoning with challenging patterns.

Identifying Text Details and Structure

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

80%

Continuing to read varied types of texts and utilize metacognitive strategies such as questioning, reflecting, predicting, and checking understanding.

Comprehending Language Use

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.

50%

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

Demonstrate a solid ability to determine the main idea of different types of passages and understand the basic purpose for the texts.

60%

Continuing to read various types of passages; practicing with summarizing, recalling details, and analyzing the text to determine the central idea or author's purpose.

Interpreting and Inferring Meaning

Utilize context and evidence given in a passage to draw appropriate conclusions; infer and interpret the deeper meanings of a text.

47%

While reading, continuing to form questions, make predictions, and develop thinking to go beyond what is stated in the text to get at implied meaning.

Understanding Authorial Intent

Comprehend text at a high level; understand not only the main idea and details of a passage but also the author's use of words, devices, purpose, tone, structure, and strategies in writing the text.

100%

While reading, continue to consider and evaluate an author's purpose, tone, and strategy for conveying the intended message.

Copyright 2026 E3n (Enrollment Management & Educational Records Group, Inc.)

13

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 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 14 (pages 21 to 35) provide percentiles for grades 5 through 11.

Average Scores

The average of a group of scores provides a useful reference point when considering an individual score (e.g., above average, below average) for a test taker's grade. 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 E3n.

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. (If your school does not participate in the Applicant Comparison Data share, these fields are blank.)

School Context: All 2025–2026 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: 2026 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.

School Context: 2026 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.

SSAT Subject Areas

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. 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.

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.

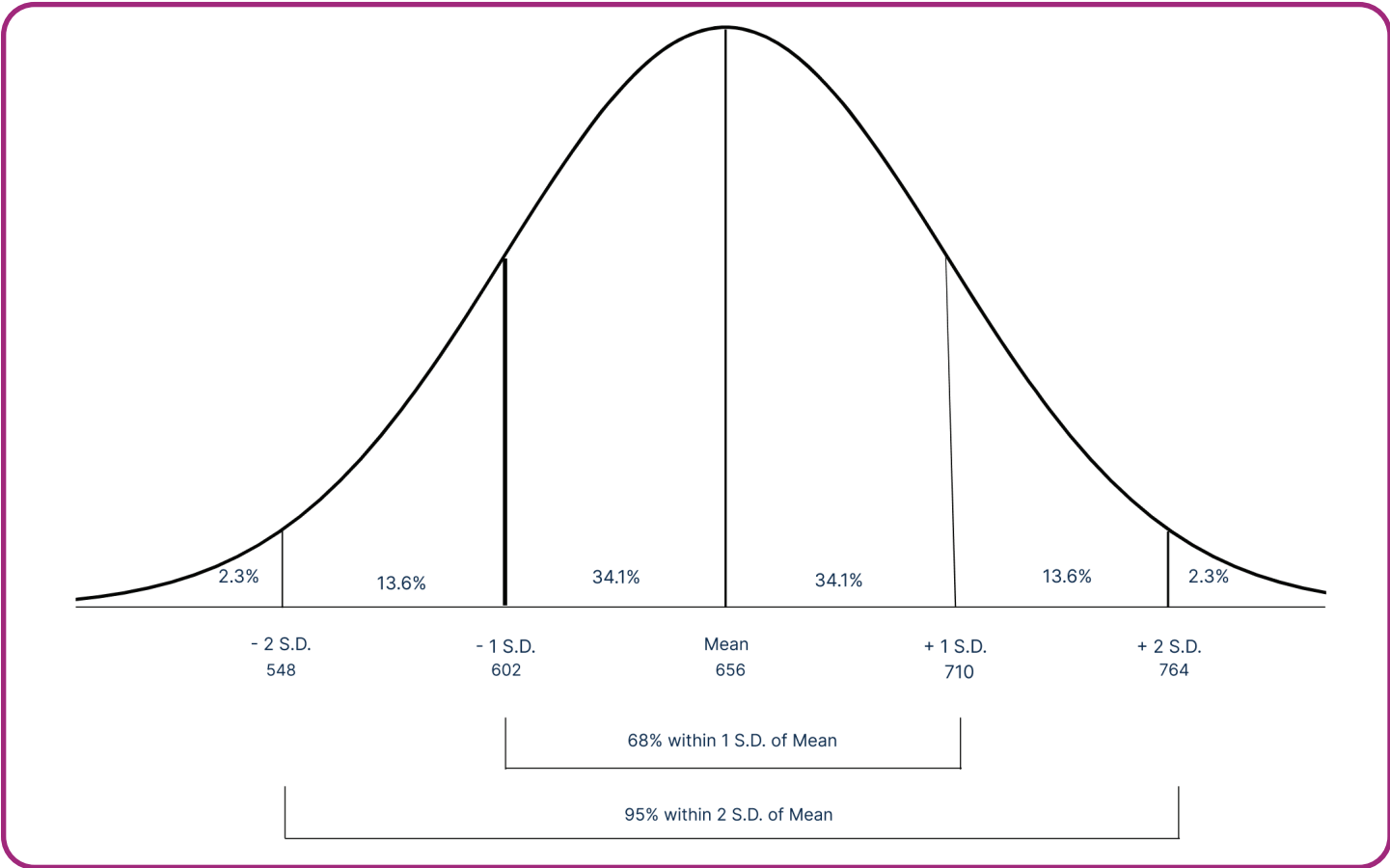
Standard Deviation

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, E3n—then operating as 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, 2023, and July 31, 2026. 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. E3n now provides only scores based on mixed gender scores.

GRADE 5

Table 1 • Percentile Rank on Test Sections

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp	SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp
710	99	99	99	572	28	25	37
707	99	99	99	569	26	22	35
704	99	99	99	566	25	21	32
701	99	98	98	563	23	19	30
698	98	98	98	560	21	18	28
695	98	97	98	557	19	16	26
692	97	97	97	554	18	15	24
689	96	96	96	551	16	13	22
686	96	95	96	548	14	12	21
683	95	94	95	545	14	10	19
680	94	93	94	542	12	9	17
677	93	91	94	539	11	8	15
674	92	90	93	536	9	7	13
671	91	89	92	533	9	6	12
668	90	87	90	530	8	5	11
665	88	86	89	527	7	5	10
662	87	84	88	524	6	4	8
659	86	83	86	521	5	3	8
656	84	81	86	518	5	3	6
653	83	80	85	515	4	2	5
650	81	78	83	512	3	2	4
647	80	77	82	509	3	1	4
644	78	75	81	506	3	1	3
641	77	73	80	503	2	1	2
638	74	71	78	500	2	1	1
635	73	69	77	497	1	1	1
632	71	67	74	494	1	1	1
629	69	65	73	491	1	1	1
626	67	63	72	488	1	1	1
623	65	62	70	485	1	1	1
620	62	59	69	482	1	1	1
617	61	57	67	479	1	1	1
614	59	55	64	476	1	1	1
611	57	53	63	473	1	1	1
608	54	51	61	470	1	1	1
605	51	49	59	467	1	1	1
602	48	46	57	464	1	1	1
599	46	44	55	461	1	1	1
596	44	42	53	458	1	1	1
593	42	40	51	455	1	1	1
590	40	37	49	452	1	1	1
587	38	35	47	449	1	1	1
584	35	33	45	446	1	1	1
581	33	30	43	443	1	1	1
578	31	29	41	440	1	1	1
575	29	26	39				

GRADE 5

Table 2 • Percentile Rank on Total Test

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

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

GRADE 6

Table 3 • Percentile Rank on Test Sections

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp	SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp
710	99	99	99	572	17	13	25
707	98	99	98	569	15	12	24
704	97	98	98	566	14	11	21
701	97	98	97	563	13	10	19
698	96	97	97	560	12	9	18
695	95	96	96	557	10	8	16
692	94	95	94	554	10	7	15
689	93	94	94	551	9	7	14
686	92	93	93	548	8	6	13
683	91	91	91	545	8	5	11
680	90	89	90	542	6	4	10
677	89	88	89	539	6	4	9
674	87	86	88	536	5	4	8
671	85	84	87	533	5	3	7
668	84	82	85	530	5	3	6
665	82	80	83	527	4	3	6
662	80	78	82	524	3	2	5
659	78	75	79	521	3	2	4
656	76	73	78	518	3	1	4
653	74	71	76	515	2	1	3
650	71	69	75	512	2	1	3
647	69	66	73	509	2	1	2
644	66	64	72	506	2	1	2
641	65	61	71	503	1	1	1
638	61	59	68	500	1	1	1
635	60	56	67	497	1	1	1
632	56	54	63	494	1	1	1
629	54	50	62	491	1	1	1
626	52	48	61	488	1	1	1
623	49	46	58	485	1	1	1
620	47	43	57	482	1	1	1
617	46	41	55	479	1	1	1
614	44	40	53	476	1	1	1
611	42	38	51	473	1	1	1
608	39	35	49	470	1	1	1
605	37	33	47	467	1	1	1
602	35	30	46	464	1	1	1
599	32	28	43	461	1	1	1
596	30	26	41	458	1	1	1
593	28	24	38	455	1	1	1
590	26	22	36	452	1	1	1
587	25	20	34	449	1	1	1
584	23	18	32	446	1	1	1
581	21	17	31	443	1	1	1
578	20	16	29	440	1	1	1
575	18	14	27				

GRADE 6

Table 4 • Percentile Rank on Total Test

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

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

GRADE 7

Table 5 • Percentile Rank on Test Sections

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp	SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp
710	99	99	99	572	13	9	18
707	95	97	96	569	12	8	17
704	94	96	96	566	11	7	16
701	93	95	93	563	10	7	14
698	92	94	92	560	10	6	14
695	90	91	91	557	8	6	12
692	89	90	89	554	8	5	11
689	88	87	88	551	7	4	10
686	86	85	86	548	6	4	9
683	84	81	84	545	6	3	8
680	82	79	83	542	5	3	8
677	80	76	81	539	5	3	7
674	77	74	79	536	4	3	6
671	74	71	78	533	3	2	5
668	73	68	75	530	3	2	4
665	71	66	73	527	3	2	4
662	68	63	71	524	2	1	3
659	66	60	68	521	2	1	3
656	63	58	67	518	2	1	2
653	61	56	64	515	1	1	2
650	59	53	62	512	1	1	2
647	56	50	60	509	1	1	1
644	53	47	58	506	1	1	1
641	51	45	57	503	1	1	1
638	49	43	54	500	1	1	1
635	47	41	53	497	1	1	1
632	44	38	49	494	1	1	1
629	43	36	48	491	1	1	1
626	40	34	47	488	1	1	1
623	39	33	45	485	1	1	1
620	36	31	44	482	1	1	1
617	35	29	42	479	1	1	1
614	33	28	40	476	1	1	1
611	31	26	38	473	1	1	1
608	29	24	36	470	1	1	1
605	27	21	35	467	1	1	1
602	26	21	34	464	1	1	1
599	24	19	31	461	1	1	1
596	22	19	29	458	1	1	1
593	21	17	27	455	1	1	1
590	20	16	25	452	1	1	1
587	18	14	24	449	1	1	1
584	17	13	23	446	1	1	1
581	16	12	21	443	1	1	1
578	15	11	20	440	1	1	1
575	14	10	19				

GRADE 7

Table 6 • Percentile Rank on Total Test

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

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

GRADE 8

Table 7 • Percentile Rank on Test Sections

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp	SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp
800	99	99	99	647	40	28	41
797	98	95	99	644	38	26	39
794	98	94	99	641	37	25	37
791	97	93	99	638	35	24	35
788	97	93	99	635	34	22	33
785	96	92	99	632	32	21	31
782	96	91	99	629	31	20	29
779	96	90	98	626	29	18	28
776	95	89	98	623	28	17	27
773	95	88	98	620	26	16	25
770	94	87	98	617	25	15	23
767	93	86	98	614	24	14	22
764	93	85	98	611	22	13	20
761	92	84	98	608	21	12	18
758	91	83	97	605	19	11	17
755	90	82	97	602	18	10	16
752	90	81	96	599	17	10	14
749	89	80	96	596	16	8	13
746	88	79	96	593	15	8	12
743	86	78	96	590	14	7	11
740	86	77	96	587	13	6	9
737	84	75	95	584	12	6	9
734	83	74	95	581	11	5	8
731	83	73	94	578	10	4	7
728	81	71	93	575	9	4	6
725	80	70	92	572	8	4	5
722	78	69	90	569	7	3	5
719	78	67	89	566	7	3	4
716	76	66	87	563	6	3	3
713	75	64	85	560	6	2	3
710	73	62	83	557	5	2	3
707	72	61	81	554	5	2	2
704	70	59	80	551	4	2	2
701	69	58	77	548	3	1	2
698	67	56	76	545	3	1	1
695	65	54	74	542	3	1	1
692	65	53	73	539	2	1	1
689	63	52	69	536	2	1	1
686	61	49	67	533	2	1	1
683	59	48	66	530	1	1	1
680	58	46	64	527	1	1	1
677	56	44	62	524	1	1	1
674	55	43	60	521	1	1	1
671	53	41	57	518	1	1	1
668	51	39	56	515	1	1	1
665	49	37	53	512	1	1	1
662	48	36	52	509	1	1	1
659	46	34	50	506	1	1	1
656	44	32	48	503	1	1	1
653	43	31	45	500	1	1	1
650	41	29	43				

GRADE 8

Table 8 • Percentile Rank on Total Test

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test
2400	99	2244	91	2088	66	1932	33	1776	8	1620	1
2397	99	2241	91	2085	65	1929	32	1773	7	1617	1
2394	99	2238	91	2082	65	1926	31	1770	7	1614	1
2391	99	2235	90	2079	64	1923	31	1767	7	1611	1
2388	99	2232	90	2076	63	1920	30	1764	6	1608	1
2385	99	2229	90	2073	63	1917	29	1761	6	1605	1
2382	99	2226	89	2070	62	1914	29	1758	6	1602	1
2379	99	2223	89	2067	62	1911	28	1755	6	1599	1
2376	99	2220	89	2064	61	1908	28	1752	5	1596	1
2373	99	2217	88	2061	60	1905	27	1749	5	1593	1
2370	99	2214	88	2058	60	1902	26	1746	5	1590	1
2367	99	2211	87	2055	59	1899	26	1743	5	1587	1
2364	99	2208	87	2052	59	1896	25	1740	4	1584	1
2361	99	2205	87	2049	58	1893	25	1737	4	1581	1
2358	99	2202	86	2046	57	1890	24	1734	4	1578	1
2355	99	2199	86	2043	56	1887	23	1731	4	1575	1
2352	99	2196	85	2040	56	1884	23	1728	4	1572	1
2349	99	2193	85	2037	55	1881	22	1725	3	1569	1
2346	99	2190	84	2034	55	1878	22	1722	3	1566	1
2343	99	2187	84	2031	54	1875	21	1719	3	1563	1
2340	98	2184	83	2028	53	1872	21	1716	3	1560	1
2337	98	2181	83	2025	53	1869	20	1713	3	1557	1
2334	98	2178	82	2022	52	1866	20	1710	3	1554	1
2331	98	2175	82	2019	51	1863	19	1707	2	1551	1
2328	98	2172	81	2016	51	1860	19	1704	2	1548	1
2325	98	2169	81	2013	50	1857	18	1701	2	1545	1
2322	98	2166	80	2010	49	1854	18	1698	2	1542	1
2319	98	2163	80	2007	49	1851	17	1695	2	1539	1
2316	97	2160	79	2004	48	1848	17	1692	2	1536	1
2313	97	2157	79	2001	47	1845	16	1689	2	1533	1
2310	97	2154	78	1998	47	1842	16	1686	2	1530	1
2307	97	2151	78	1995	46	1839	15	1683	1	1527	1
2304	97	2148	77	1992	45	1836	15	1680	1	1524	1
2301	97	2145	77	1989	45	1833	14	1677	1	1521	1
2298	96	2142	76	1986	44	1830	14	1674	1	1518	1
2295	96	2139	76	1983	43	1827	14	1671	1	1515	1
2292	96	2136	75	1980	43	1824	13	1668	1	1512	1
2289	96	2133	75	1977	42	1821	13	1665	1	1509	1
2286	95	2130	74	1974	41	1818	12	1662	1	1506	1
2283	95	2127	74	1971	41	1815	12	1659	1	1503	1
2280	95	2124	73	1968	40	1812	12	1656	1	1500	1
2277	95	2121	72	1965	39	1809	11	1653	1		
2274	94	2118	72	1962	39	1806	11	1650	1		
2271	94	2115	71	1959	38	1803	11	1647	1		
2268	94	2112	71	1956	37	1800	10	1644	1		
2265	94	2109	70	1953	37	1797	10	1641	1		
2262	93	2106	69	1950	36	1794	10	1638	1		
2259	93	2103	69	1947	36	1791	9	1635	1		
2256	93	2100	68	1944	35	1788	9	1632	1		
2253	92	2097	68	1941	34	1785	9	1629	1		
2250	92	2094	67	1938	34	1782	8	1626	1		
2247	92	2091	66	1935	33	1779	8	1623	1		

GRADE 9

Table 9 • Percentile Rank on Test Sections

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp	SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp
800	99	99	99	647	37	20	35
797	96	91	98	644	36	18	34
794	96	90	98	641	35	18	32
791	95	88	98	638	34	17	29
788	95	87	98	635	32	16	28
785	94	85	97	632	30	15	26
782	94	84	97	629	29	15	24
779	93	82	96	626	28	13	23
776	92	81	96	623	27	13	22
773	92	80	96	620	25	12	20
770	91	78	96	617	24	11	19
767	90	77	96	614	23	10	17
764	89	75	95	611	21	9	16
761	88	74	95	608	20	9	14
758	87	73	94	605	19	8	14
755	86	71	94	602	18	7	13
752	85	70	94	599	17	7	12
749	84	68	93	596	16	6	11
746	83	67	93	593	15	6	10
743	82	66	93	590	14	5	9
740	82	64	92	587	13	5	7
737	80	63	91	584	12	4	7
734	79	61	91	581	11	4	6
731	78	60	90	578	10	4	5
728	76	59	89	575	9	3	4
725	75	57	88	572	8	3	4
722	73	56	86	569	7	2	3
719	72	55	84	566	7	2	3
716	70	53	82	563	6	2	3
713	69	52	80	560	6	2	2
710	68	50	78	557	5	2	2
707	67	49	75	554	5	1	2
704	64	48	74	551	5	1	2
701	64	46	73	548	4	1	1
698	62	45	71	545	3	1	1
695	61	43	69	542	3	1	1
692	60	41	67	539	2	1	1
689	58	40	65	536	2	1	1
686	57	38	63	533	2	1	1
683	55	37	61	530	2	1	1
680	54	36	59	527	1	1	1
677	52	34	57	524	1	1	1
674	51	33	56	521	1	1	1
671	49	32	53	518	1	1	1
668	48	29	51	515	1	1	1
665	46	28	48	512	1	1	1
662	45	27	47	509	1	1	1
659	44	25	45	506	1	1	1
656	42	24	43	503	1	1	1
653	40	23	40	500	1	1	1
650	39	21	38				

GRADE 9

Table 10 • Percentile Rank on Total Test

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test
2400	99	2244	86	2088	59	1932	26	1776	5	1620	1
2397	99	2241	86	2085	58	1929	26	1773	5	1617	1
2394	99	2238	85	2082	58	1926	25	1770	4	1614	1
2391	99	2235	85	2079	57	1923	25	1767	4	1611	1
2388	99	2232	85	2076	57	1920	24	1764	4	1608	1
2385	99	2229	84	2073	56	1917	24	1761	4	1605	1
2382	99	2226	84	2070	55	1914	23	1758	4	1602	1
2379	98	2223	83	2067	54	1911	23	1755	3	1599	1
2376	98	2220	83	2064	54	1908	22	1752	3	1596	1
2373	98	2217	82	2061	53	1905	21	1749	3	1593	1
2370	98	2214	82	2058	52	1902	21	1746	3	1590	1
2367	98	2211	81	2055	52	1899	20	1743	3	1587	1
2364	98	2208	81	2052	51	1896	20	1740	3	1584	1
2361	97	2205	80	2049	50	1893	19	1737	3	1581	1
2358	97	2202	80	2046	50	1890	19	1734	2	1578	1
2355	97	2199	80	2043	49	1887	18	1731	2	1575	1
2352	97	2196	79	2040	48	1884	18	1728	2	1572	1
2349	97	2193	78	2037	48	1881	18	1725	2	1569	1
2346	96	2190	78	2034	47	1878	17	1722	2	1566	1
2343	96	2187	77	2031	47	1875	17	1719	2	1563	1
2340	96	2184	77	2028	46	1872	17	1716	2	1560	1
2337	96	2181	77	2025	45	1869	16	1713	2	1557	1
2334	96	2178	76	2022	45	1866	15	1710	2	1554	1
2331	96	2175	75	2019	44	1863	15	1707	1	1551	1
2328	95	2172	75	2016	44	1860	15	1704	1	1548	1
2325	95	2169	74	2013	43	1857	14	1701	1	1545	1
2322	95	2166	74	2010	42	1854	14	1698	1	1542	1
2319	95	2163	73	2007	42	1851	13	1695	1	1539	1
2316	95	2160	72	2004	41	1848	13	1692	1	1536	1
2313	94	2157	72	2001	40	1845	12	1689	1	1533	1
2310	94	2154	71	1998	40	1842	12	1686	1	1530	1
2307	94	2151	71	1995	39	1839	12	1683	1	1527	1
2304	94	2148	70	1992	39	1836	11	1680	1	1524	1
2301	93	2145	70	1989	38	1833	11	1677	1	1521	1
2298	93	2142	69	1986	38	1830	11	1674	1	1518	1
2295	93	2139	69	1983	37	1827	10	1671	1	1515	1
2292	92	2136	68	1980	36	1824	10	1668	1	1512	1
2289	92	2133	67	1977	36	1821	10	1665	1	1509	1
2286	92	2130	67	1974	35	1818	9	1662	1	1506	1
2283	92	2127	66	1971	34	1815	9	1659	1	1503	1
2280	91	2124	65	1968	34	1812	9	1656	1	1500	1
2277	91	2121	65	1965	33	1809	8	1653	1		
2274	90	2118	64	1962	32	1806	8	1650	1		
2271	90	2115	64	1959	32	1803	8	1647	1		
2268	90	2112	64	1956	31	1800	7	1644	1		
2265	89	2109	63	1953	30	1797	7	1641	1		
2262	89	2106	62	1950	30	1794	7	1638	1		
2259	89	2103	61	1947	29	1791	6	1635	1		
2256	88	2100	61	1944	29	1788	6	1632	1		
2253	88	2097	60	1941	28	1785	6	1629	1		
2250	87	2094	60	1938	28	1782	5	1626	1		
2247	87	2091	59	1935	27	1779	5	1623	1		

GRADE 10

Table 11 • Percentile Rank on Test Sections

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp	SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp
800	99	99	99	647	39	19	37
797	97	95	99	644	37	18	35
794	97	93	99	641	35	17	32
791	96	92	99	638	34	16	31
788	96	90	99	635	33	15	30
785	96	89	98	632	32	15	28
782	96	88	98	629	30	14	25
779	95	87	97	626	28	13	24
776	94	85	97	623	28	13	22
773	93	83	97	620	26	11	20
770	93	81	96	617	25	11	18
767	92	79	96	614	24	9	17
764	92	77	96	611	23	9	16
761	91	76	96	608	22	8	14
758	89	74	95	605	21	8	14
755	88	72	95	602	20	7	12
752	87	71	95	599	19	7	11
749	86	68	95	596	18	6	10
746	85	66	94	593	17	5	9
743	84	65	94	590	16	5	8
740	83	64	94	587	15	4	7
737	82	61	93	584	14	4	7
734	81	60	93	581	13	4	7
731	80	59	92	578	12	3	5
728	79	58	91	575	11	3	5
725	78	56	89	572	10	3	4
722	77	55	87	569	9	2	4
719	75	52	84	566	9	2	3
716	73	52	83	563	8	2	2
713	72	50	81	560	7	2	2
710	70	47	79	557	6	1	2
707	68	47	77	554	5	1	2
704	67	45	76	551	4	1	2
701	66	43	73	548	4	1	2
698	64	41	71	545	4	1	2
695	63	39	70	542	3	1	1
692	61	37	69	539	3	1	1
689	60	37	66	536	3	1	1
686	59	35	63	533	3	1	1
683	57	34	61	530	2	1	1
680	55	33	59	527	2	1	1
677	53	32	57	524	2	1	1
674	52	30	56	521	1	1	1
671	50	29	52	518	1	1	1
668	49	27	50	515	1	1	1
665	47	26	48	512	1	1	1
662	45	25	46	509	1	1	1
659	44	24	45	506	1	1	1
656	43	23	44	503	1	1	1
653	41	22	41	500	1	1	1
650	40	20	39				

GRADE 10

Table 12 • Percentile Rank on Total Test

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test
2400	99	2244	89	2088	60	1932	26	1776	6	1620	1
2397	99	2241	88	2085	59	1929	25	1773	6	1617	1
2394	99	2238	88	2082	58	1926	25	1770	6	1614	1
2391	99	2235	88	2079	57	1923	24	1767	5	1611	1
2388	99	2232	87	2076	56	1920	24	1764	5	1608	1
2385	99	2229	87	2073	56	1917	23	1761	5	1605	1
2382	99	2226	86	2070	55	1914	23	1758	5	1602	1
2379	99	2223	86	2067	55	1911	23	1755	5	1599	1
2376	99	2220	86	2064	54	1908	22	1752	4	1596	1
2373	99	2217	86	2061	54	1905	21	1749	4	1593	1
2370	99	2214	85	2058	53	1902	21	1746	4	1590	1
2367	99	2211	84	2055	52	1899	20	1743	4	1587	1
2364	99	2208	84	2052	51	1896	20	1740	3	1584	1
2361	99	2205	84	2049	51	1893	19	1737	3	1581	1
2358	98	2202	83	2046	50	1890	18	1734	3	1578	1
2355	98	2199	83	2043	49	1887	18	1731	3	1575	1
2352	98	2196	82	2040	48	1884	17	1728	3	1572	1
2349	98	2193	81	2037	47	1881	17	1725	3	1569	1
2346	98	2190	81	2034	47	1878	17	1722	3	1566	1
2343	98	2187	80	2031	46	1875	16	1719	3	1563	1
2340	97	2184	80	2028	45	1872	16	1716	3	1560	1
2337	97	2181	79	2025	44	1869	15	1713	3	1557	1
2334	97	2178	79	2022	44	1866	14	1710	3	1554	1
2331	97	2175	78	2019	43	1863	14	1707	3	1551	1
2328	97	2172	77	2016	42	1860	14	1704	3	1548	1
2325	97	2169	76	2013	42	1857	13	1701	2	1545	1
2322	97	2166	75	2010	42	1854	13	1698	2	1542	1
2319	96	2163	75	2007	41	1851	12	1695	2	1539	1
2316	96	2160	74	2004	40	1848	12	1692	2	1536	1
2313	95	2157	73	2001	40	1845	11	1689	1	1533	1
2310	95	2154	73	1998	39	1842	11	1686	1	1530	1
2307	95	2151	72	1995	38	1839	11	1683	1	1527	1
2304	95	2148	71	1992	38	1836	10	1680	1	1524	1
2301	95	2145	71	1989	37	1833	10	1677	1	1521	1
2298	95	2142	70	1986	37	1830	10	1674	1	1518	1
2295	95	2139	70	1983	36	1827	10	1671	1	1515	1
2292	94	2136	69	1980	35	1824	10	1668	1	1512	1
2289	94	2133	69	1977	34	1821	9	1665	1	1509	1
2286	94	2130	68	1974	34	1818	9	1662	1	1506	1
2283	93	2127	68	1971	33	1815	9	1659	1	1503	1
2280	93	2124	67	1968	33	1812	9	1656	1	1500	1
2277	93	2121	67	1965	32	1809	8	1653	1		
2274	93	2118	66	1962	31	1806	8	1650	1		
2271	92	2115	65	1959	31	1803	8	1647	1		
2268	92	2112	64	1956	30	1800	8	1644	1		
2265	91	2109	63	1953	30	1797	7	1641	1		
2262	91	2106	63	1950	29	1794	7	1638	1		
2259	90	2103	62	1947	28	1791	7	1635	1		
2256	90	2100	61	1944	27	1788	7	1632	1		
2253	90	2097	61	1941	27	1785	7	1629	1		
2250	90	2094	61	1938	27	1782	7	1626	1		
2247	89	2091	60	1935	26	1779	7	1623	1		

GRADE 11

Table 13 • Percentile Rank on Test Sections

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp	SECTION Scaled Score	PERCENTILE Verbal	PERCENTILE Quantitative	PERCENTILE Reading Comp
800	99	99	99	647	47	17	42
797	99	98	99	644	46	16	40
794	99	96	99	641	45	16	36
791	99	95	99	638	44	16	34
788	99	95	99	635	40	16	31
785	99	95	99	632	39	14	30
782	99	93	99	629	39	13	25
779	99	92	99	626	36	13	23
776	98	90	99	623	34	12	23
773	97	89	99	620	31	10	21
770	97	87	98	617	30	9	20
767	97	85	98	614	28	8	19
764	97	84	98	611	22	7	16
761	96	83	98	608	22	6	15
758	96	81	98	605	20	5	14
755	96	80	98	602	19	4	14
752	96	77	96	599	18	4	13
749	96	76	96	596	16	4	11
746	96	73	96	593	15	3	11
743	94	72	96	590	14	3	10
740	93	70	96	587	14	3	8
737	93	69	96	584	14	3	7
734	93	67	96	581	14	3	6
731	91	64	96	578	14	2	5
728	90	61	96	575	11	2	4
725	90	58	95	572	11	2	4
722	90	56	91	569	11	2	3
719	88	54	90	566	11	1	3
716	87	52	89	563	10	1	3
713	86	51	88	560	10	1	1
710	84	48	87	557	10	1	1
707	82	47	86	554	8	1	1
704	80	45	83	551	7	1	1
701	78	44	80	548	6	1	1
698	77	42	78	545	5	1	1
695	72	41	77	542	5	1	1
692	72	39	76	539	4	1	1
689	70	36	74	536	4	1	1
686	69	34	72	533	4	1	1
683	69	34	71	530	2	1	1
680	67	33	70	527	2	1	1
677	65	31	66	524	2	1	1
674	64	30	64	521	2	1	1
671	63	29	60	518	2	1	1
668	62	27	57	515	1	1	1
665	58	26	56	512	1	1	1
662	57	25	54	509	1	1	1
659	54	22	53	506	1	1	1
656	51	22	50	503	1	1	1
653	49	20	47	500	1	1	1
650	49	18	46				

GRADE 11

Table 14 • Percentile Rank on Total Test

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test	TOTAL Scaled Score	%ILE Total Test
2400	99	2244	96	2088	68	1932	27	1776	5	1620	1
2397	99	2241	96	2085	67	1929	27	1773	5	1617	1
2394	99	2238	96	2082	66	1926	26	1770	5	1614	1
2391	99	2235	95	2079	66	1923	25	1767	4	1611	1
2388	99	2232	95	2076	65	1920	25	1764	4	1608	1
2385	99	2229	95	2073	65	1917	25	1761	4	1605	1
2382	99	2226	95	2070	64	1914	25	1758	4	1602	1
2379	99	2223	95	2067	64	1911	24	1755	4	1599	1
2376	99	2220	95	2064	63	1908	24	1752	4	1596	1
2373	99	2217	95	2061	62	1905	23	1749	4	1593	1
2370	99	2214	93	2058	60	1902	23	1746	4	1590	1
2367	99	2211	93	2055	60	1899	23	1743	4	1587	1
2364	99	2208	92	2052	59	1896	22	1740	4	1584	1
2361	99	2205	92	2049	58	1893	22	1737	4	1581	1
2358	99	2202	92	2046	58	1890	20	1734	4	1578	1
2355	99	2199	92	2043	57	1887	20	1731	4	1575	1
2352	99	2196	92	2040	57	1884	18	1728	4	1572	1
2349	99	2193	91	2037	55	1881	18	1725	3	1569	1
2346	99	2190	90	2034	54	1878	18	1722	2	1566	1
2343	99	2187	90	2031	54	1875	17	1719	2	1563	1
2340	99	2184	89	2028	54	1872	17	1716	1	1560	1
2337	99	2181	88	2025	54	1869	16	1713	1	1557	1
2334	99	2178	87	2022	53	1866	16	1710	1	1554	1
2331	99	2175	86	2019	52	1863	16	1707	1	1551	1
2328	98	2172	86	2016	51	1860	16	1704	1	1548	1
2325	98	2169	86	2013	51	1857	14	1701	1	1545	1
2322	98	2166	84	2010	51	1854	14	1698	1	1542	1
2319	98	2163	83	2007	51	1851	13	1695	1	1539	1
2316	98	2160	83	2004	50	1848	13	1692	1	1536	1
2313	98	2157	83	2001	49	1845	12	1689	1	1533	1
2310	98	2154	81	1998	47	1842	12	1686	1	1530	1
2307	98	2151	80	1995	45	1839	10	1683	1	1527	1
2304	98	2148	80	1992	45	1836	10	1680	1	1524	1
2301	98	2145	80	1989	44	1833	10	1677	1	1521	1
2298	98	2142	80	1986	42	1830	9	1674	1	1518	1
2295	98	2139	80	1983	42	1827	9	1671	1	1515	1
2292	98	2136	79	1980	40	1824	9	1668	1	1512	1
2289	98	2133	78	1977	39	1821	8	1665	1	1509	1
2286	98	2130	78	1974	37	1818	8	1662	1	1506	1
2283	98	2127	78	1971	36	1815	8	1659	1	1503	1
2280	98	2124	77	1968	35	1812	6	1656	1	1500	1
2277	98	2121	77	1965	33	1809	6	1653	1		
2274	97	2118	76	1962	33	1806	6	1650	1		
2271	97	2115	75	1959	33	1803	5	1647	1		
2268	97	2112	75	1956	32	1800	5	1644	1		
2265	97	2109	74	1953	31	1797	5	1641	1		
2262	97	2106	73	1950	31	1794	5	1638	1		
2259	97	2103	72	1947	31	1791	5	1635	1		
2256	97	2100	72	1944	31	1788	5	1632	1		
2253	96	2097	70	1941	30	1785	5	1629	1		
2250	96	2094	69	1938	28	1782	5	1626	1		
2247	96	2091	69	1935	27	1779	5	1623	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, 2023, through July 31, 2026. 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. E3n now provides only scores based on mixed gender scores.

Table 15 • Means and Standard Deviations

Based on United States and Canadian first time SSAT test takers from August 2023 – July 2026.

	LEVEL Middle			LEVEL Upper			
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Verbal							
Total Test Takers	4131	2756	1773	17271	2664	750	166
Mean Scaled Score	604	621	634	667	673	669	652
Standard Deviation	49	48	49	66	70	69	61
Quantitative							
Total Test Takers	4131	2756	1773	17271	2664	750	166
Mean Scaled Score	609	626	641	689	707	708	705
Standard Deviation	48	45	45	65	66	64	58
Reading							
Total Test Takers	4131	2756	1773	17271	2664	750	166
Mean Scaled Score	596	611	627	660	668	667	659
Standard Deviation	51	51	53	53	55	54	48
Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Total Test Takers	4131	2756	1773	17271	2664	750	166
Mean Scaled Score	1809	1858	1902	2016	2048	2044	2016
Standard Deviation	134	128	131	163	167	162	142

E3n is dedicated to the principle of equal opportunity, and its programs, services, and employment policies are guided by that principle.

All rights reserved. No part of this publication may be reproduced, stored in, or introduced into a retrieval system, or transmitted, in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise), without prior written permission from E3n. The scanning, uploading, and distribution of this book via the Internet or via any other means without the permission of the publisher is illegal and punishable by law. Brief quotations or excerpts of this publication for use in reviews or professional works are permitted as provided under intellectual property law.