

Ivy Global

SSAT MIDDLE LEVEL

ONLINE TEST 1

PDF Version 1.1

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Be sure each mark completely fills the answer space.

Start with number 1 for each new section of the test. You may find more answer spaces than you need.

If so, please leave them blank.

SECTION 1

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SECTION 3

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SECTION 1
25 Questions

Following each problem in this section, there are five suggested answers. Work each problem in your head or in the blank space provided at the right of the page. Then look at the five suggested answers and decide which one is best.

Note: Figures that accompany problems in this section are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale.

Sample problem:

$\begin{array}{r} 5,413 \\ - 4,827 \\ \hline \end{array}$	<p>(A) 586 (B) 596 (C) 696 (D) 1,586 (E) 1,686</p>	<input checked="" type="radio"/> <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
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1. If three times a number is 9, what is the number?

USE THIS SPACE FOR FIGURING.

- (A) 2
- (B) 3
- (C) 6
- (D) 12
- (E) 27

-
2. If three dozen slices of pizza are divided equally among 36 people at a birthday party, how many slices will each person have?

- (A) 1
- (B) 2
- (C) 3
- (D) 4
- (E) 12

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

3. Which of the following numbers is divisible by 6?

- (A) 353
 - (B) 356
 - (C) 358
 - (D) 360
 - (E) 362
-

4. $19 + 31 + 11$ is closest to

- (A) $10 + 30 + 10$
 - (B) $15 + 40 + 10$
 - (C) $20 + 30 + 10$
 - (D) $20 + 30 + 20$
 - (E) $20 + 40 + 15$
-

5. $\frac{1}{4}, \frac{2}{8}, \frac{3}{12}, \frac{4}{\blacksquare}, \dots$

In the number pattern above, $\blacksquare =$

- (A) 10
 - (B) 12
 - (C) 14
 - (D) 16
 - (E) 20
-

6. Aaron received x tickets to a concert and divided them equally among himself and his four friends. Which of the following expressions shows the number of tickets that each person received?

- (A) $x/4$
- (B) $x + 4$
- (C) $x - 4$
- (D) $x - 5$
- (E) $x/5$

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

7. Caroline had a one hour nap, and then slept for seven hours. What fraction of the full day was Caroline asleep?
- (A) $\frac{1}{4}$
 - (B) $\frac{1}{3}$
 - (C) $\frac{2}{3}$
 - (D) $\frac{4}{24}$
 - (E) $\frac{7}{24}$
-

8. If $x = 2$ and $y = 19$, then $xy =$
- (A) 9.5
 - (B) 17
 - (C) 21
 - (D) 29
 - (E) 38
-

9. Nathan reads four books in the fall and two books in the winter. In the summer, he reads twice the number of books he reads in the fall. In the spring, he reads half the number of books he reads in the fall. If he continues to read at the same rate, how many books will he read in two full years?
- (A) 16
 - (B) 18
 - (C) 22
 - (D) 24
 - (E) 32

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

10. In Figure 1, the radius of the circle is 4. If a line segment is drawn inside the circle so it does not extend beyond the circle's outer edge, the line segment could have any of the following lengths EXCEPT:

- (A) 10
- (B) 8
- (C) 7
- (D) 6
- (E) 4

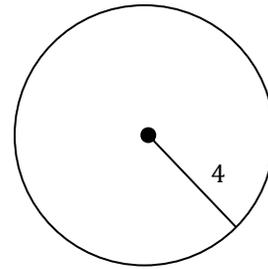


Figure 1

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11. The cost of go-karting is S dollars for the first ten laps around the track and T dollars for each additional lap. What is the cost, in dollars, of go-karting for 17 laps?

- (A) $T + (S \times 7)$
- (B) $S + (T \times 7)$
- (C) $(S \times 10) + T$
- (D) $(T \times 10) + S$
- (E) $17 + S + T$

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12. If Figure 2 is a rectangle, then $x =$

- (A) 45
- (B) 60
- (C) 90
- (D) 180
- (E) 360

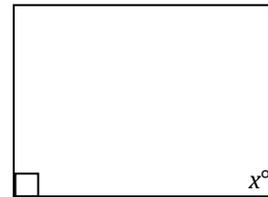


Figure 2

-
13. If 40 percent of a number is 200, then 10 percent of the same number is

- (A) 10
- (B) 20
- (C) 50
- (D) 140
- (E) 190

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

Questions 14-15 are based on the graph in Figure 3.

14. Which of the following statements is correct?

- (A) In 2004, Jack sold exactly twice as many televisions as he sold in 2002.
- (B) Jack sold the same number of televisions in 2005 as in 2007.
- (C) In 2007, Jack sold more than twice as many televisions as in 2003.
- (D) Jack sold the most televisions in 2007.
- (E) None of the above statements are correct.

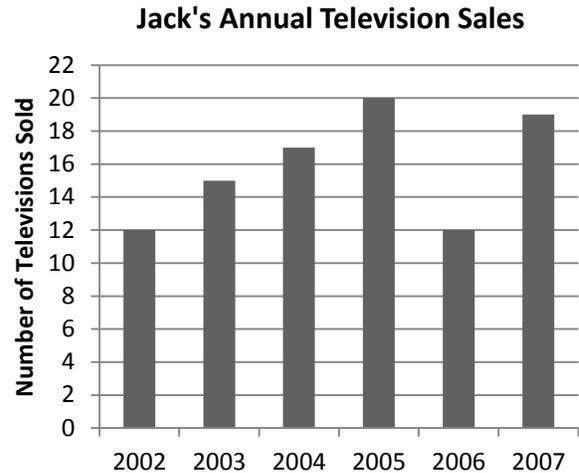


Figure 3

15. In 2006, the employee of the year sold 36 televisions. In 2006, Jack's television sales were what fraction of the employee of the year's sales?

- (A) $\frac{1}{2}$
- (B) $\frac{1}{3}$
- (C) $\frac{2}{3}$
- (D) $\frac{3}{5}$
- (E) $\frac{6}{7}$

16. A safari company offers group tours that cost \$100 for two people and \$20 more for each additional person. If five people share the cost of the tour equally, how much does each person pay?

- (A) \$20.00
- (B) \$24.00
- (C) \$32.00
- (D) \$35.00
- (E) \$40.00

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

17. $498.57 =$

(A) $49 + \frac{8}{10} + \frac{5}{100} + \frac{7}{1000}$

(B) $498 + \frac{5}{1} + \frac{7}{10}$

(C) $498 + \frac{5}{10} + \frac{7}{10}$

(D) $498 + \frac{5}{10} + \frac{7}{100}$

(E) $498 + \frac{5}{100} + \frac{7}{1000}$

18. In Figure 4, $LMNO$ is a square. If the length of KL is 8 and the length of LO is 3, what is the area of the rectangle $JKMN$?

(A) 21

(B) 24

(C) 28

(D) 33

(E) 36

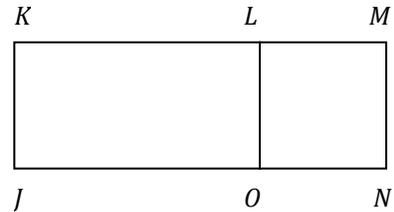


Figure 4

19. There were 17 sunny days this year, which was 18 fewer than last year. Two years ago, there were three times as many sunny days as there were this year. How many total sunny days were there in all three years?

(A) 35

(B) 51

(C) 54

(D) 103

(E) 104

GO ON TO THE NEXT PAGE.

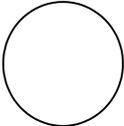
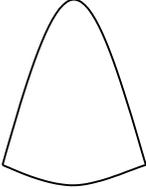
20. How many fifths are there in $5\frac{2}{5}$?

- (A) 1
- (B) 2
- (C) 5
- (D) 25
- (E) 27

21. The Smith family has four children. Matt is 5 years older than Kim. Kim is half Kyle's age. Meg is older than Kyle, but not Matt. Who is the second youngest child?

- (A) Matt
- (B) Kim
- (C) Kyle
- (D) Meg
- (E) It cannot be determined from the information given.

22. In Figure 5, an empty glass with a flat, circular rim is placed upside down on a piece of paper. Which of the following shows all of the points where the glass touches the paper?

- (A) 
- (B) 
- (C) 
- (D) 
- (E) 

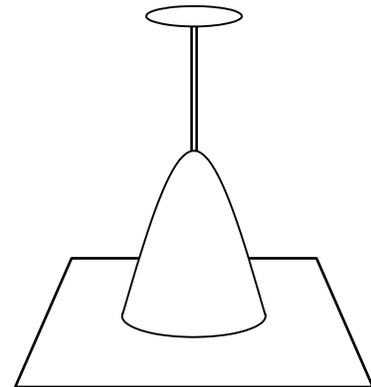


Figure 5

USE THIS SPACE FOR FIGURING.

23. Patrick started at point A. He traveled 2 km north, 2 km east, 2 km south, and 3 km west. How far is he from where he started?
- (A) 1 km north
 - (B) 1 km east
 - (C) 1 km west
 - (D) 2 km south
 - (E) 3 km west
-

24. If $\blacksquare x = x^3 + 2$, what is the value of $\blacksquare 2$?
- (A) 5
 - (B) 7
 - (C) 8
 - (D) 10
 - (E) 12
-

25. The sum of three consecutive odd numbers is 171. What is the largest number?
- (A) 55
 - (B) 57
 - (C) 58
 - (D) 59
 - (E) 61

STOP

IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT TURN TO ANY OTHER SECTION IN THE TEST.

SECTION 2
40 Questions

Read each passage carefully and then answer the questions about it. For each question, decide on the basis of the passage which one of the choices best answers the question.

Line 5 In the early 19th century, scientists' understanding of the laws of gravity predicted certain orbits for each of the planets. In general, the seven planets known at that time observed these predicted orbits. However, there was an exception: Uranus, at the far outer reaches of the solar system, refused to behave as predicted. The strange orbit of Uranus posed a problem for scientists. Some thought that the effect of the sun's gravity changed at such extreme distances. Others were convinced that there had been some error: Uranus was actually behaving as expected, and astronomers must have botched their observations. But there was a third theory: that some as-yet-undiscovered object in the outer solar system was disturbing the orbit of Uranus. Convinced of this theory, at least two scientists— John Adams Couch and *10* Urbain Jean-Joseph Le Verrier— worked separately to calculate the position of such an object. By 1846, they had calculated the mass, orbit, and position of the object, using only their knowledge of gravity and observations of the Uranus's orbit. With their calculations, astronomers were able to locate the object, and in 1846, the planet Neptune was discovered.

1. Why did the orbit of Uranus pose a problem for early 19th century scientists?
 - (A) Uranus's orbit differed from the predictions made by scientific models.
 - (B) Uranus's orbit would make space travel significantly more difficult in the future.
 - (C) Scientists were unable to make accurate observations of Uranus's orbit.
 - (D) Uranus was often blocking scientists' view of other planets in the outer solar system.
 - (E) Scientists were concerned that Uranus might break free of its orbit, posing a threat to Earth.
2. The author's main purpose in this passage is to
 - (A) illustrate the laws of gravitation
 - (B) specify the orbits of the planets in our solar system
 - (C) describe Uranus's size and composition
 - (D) explain how Uranus's orbit led to Neptune's discovery
 - (E) argue that math is a fundamental tool in science

GO ON TO THE NEXT PAGE.

3. According to the passage, John Adams Couch and Urbain Jean-Joseph Le Verrier believed that
- (A) the laws of gravitation were inaccurate
 - (B) astronomers had made incorrect measurements of Uranus's orbit
 - (C) Uranus's orbit was being affected by an unknown object
 - (D) the sun's gravity behaved differently at the edges of the solar system
 - (E) Uranus's orbit was not as irregular as Neptune's orbit
4. Based on the context of the passage, "botched" (line 7) most nearly means
- (A) added together
 - (B) messed up
 - (C) changed suddenly
 - (D) distantly orbited
 - (E) predicted from evidence
5. After the discovery of Neptune, scientists were aware of how many planets in total in our solar system?
- (A) 6
 - (B) 7
 - (C) 8
 - (D) 9
 - (E) 10

GO ON TO THE NEXT PAGE.

"What will you have, dear Frog?" said she. "My dresses, my pearls and jewels, or the golden crown which I wear?"

Line 5 The Frog answered, "Dresses, or jewels, or golden crowns are not for me; but if you will love me, and let me be your companion and playfellow, and sit at your table, and eat from your little golden plate, and drink from your cup, and sleep in your little bed,—if you will promise me all these, then will I dive down and fetch up your golden ball."

10 "Oh, I will promise you all," said she, "if you will only get me my ball." But she thought to herself, "What is the silly Frog chattering about? Let him remain in the water with his equals; he cannot mix in society." But the Frog, as soon as he had received her promise, drew his head under the water and dived down. Presently he swam up again with the ball in his mouth, and threw it on the grass. The King's daughter was full of joy when she again saw her beautiful plaything; and, taking it up, she ran off immediately. "Stop! stop!" cried the Frog. "Take me with you. I cannot run as you can." But all his croaking was useless; although it was loud enough, the King's daughter did not hear it, but, hastening home, soon forgot the poor Frog, who was obliged
15 to leap back into the fountain.

6. In lines 1-2, the princess offered clothing and jewelry to the frog because
 - (A) she felt bad that the frog had to live outside
 - (B) she wanted to trade her old things for a new toy
 - (C) she was a kind and generous princess
 - (D) she wanted the frog to retrieve her lost toy
 - (E) she wanted the frog to be her new friend
7. What best explains why the princess didn't stay to play with the frog?
 - (A) She forgot about her promise to play with the frog.
 - (B) She probably meant to come back for the frog later.
 - (C) She didn't understand what the frog wanted.
 - (D) She had never intended to keep her promise to the frog.
 - (E) She had already told the frog that she wouldn't be his playmate
8. The princess's actions could best be described as
 - (A) evil
 - (B) deceitful
 - (C) menacing
 - (D) unlikely
 - (E) virtuous
9. Based on the context of the passage, what is the most likely meaning of "hastening" (line 14)?
 - (A) going quickly
 - (B) ignoring someone
 - (C) playing loudly
 - (D) sneaking quietly
 - (E) hopping joyfully

GO ON TO THE NEXT PAGE.

Line 5 Clothing swapping has become an increasingly popular way for people to give away undesired items from their wardrobes and get something fresh in return. Enthusiasts in the Washington area and beyond have attracted hundreds of new participants to their events in recent months, using social media to spread the word. Swappers say the events are an opportunity to stay fashionable on a budget, and to be charitable and environmentally friendly at the same time.

10 One of the area's most popular clothing swap groups drew a record crowd to its latest gathering at a high school in Springfield, Virginia on April 20. About 300 participants came to the cafeteria of the West Springfield High School to lay out gently used shirts, pants, dresses, and other items they no longer wanted. In return, they could take home almost anything they liked.

Student volunteer Pat Moore loved the concept. "I brought five shirts and got two nice pairs of boots," Moore said. "They were new, not even used!"

15 A resident of the nearby Virginia suburb of Alexandria, Daphne Steinberg, said she was attracted by the prospect of finding something special. "I love that I can outfit myself for work, have a good time doing it, and save money," Steinberg explained.

10. According to the passage, the benefits of clothing swaps include

- I. saving money
- II. raising money for local charities
- III. making new friends

- (A) I only
- (B) I and II only
- (C) I and III only
- (D) II and III only
- (E) I, II, and III

11. The author's main purpose in this passage is to

- (A) offer some opinions on workplace fashion
- (B) highlight the benefits of a new social trend
- (C) offer a critique of the modern fashion industry
- (D) discuss the impact of social media on shopping
- (E) compare clothing swaps in Washington with those in the rest of the county

12. According to the passage, the organizers of Washington-area clothing swaps used social media to

- (A) swap gently used clothing online
- (B) control who had access to their events
- (C) share information about which brands and types of clothing would be available
- (D) raise awareness of their events and increase participation
- (E) ensure that participants were following the rules

GO ON TO THE NEXT PAGE.

13. Which of the following would be the best title for this passage?
- (A) West Springfield High School Draws Large Crowd
 - (B) The Benefits of Promoting Your Event with Social Media
 - (C) Clothing Swapping: The Pros and Cons
 - (D) Clothing Swapping Becomes Popular in the Washington Area
 - (E) Washington-Area Shoppers are Desperate for High Fashion

14. This passage would most likely be found in
- (A) a diary
 - (B) a newspaper
 - (C) a novel
 - (D) a biography
 - (E) a letter

GO ON TO THE NEXT PAGE.

Oceans cover most of the Earth’s surface, and in their depths dwell most of the planet’s life. Yet to us creatures of the land, the ocean is alien and often hostile. Coral reefs dazzle us, with rich colors and complex ecosystems. Kelp forests are a thick, dizzying maze of life, in the midst of which it can be hard to tell up from down. Far out beyond the coast, waves tower over ships, and whales and massive fish graze on microscopic plankton, extracting their sustenance from what appears to the naked eye to be nothing but water. And deep down, beyond the continental shelf, beyond the warming rays of the sun, lies a place that we call the abyssal plain.

Here flat grey plains of ooze stretch over incredible distances, shrouded in darkness, fed by a constant rain of decaying matter from the seas above. At first glance, it might appear to be a dead, empty place, but in truth it teems with life. Most of the life in the abyssal plain is bacterial, but here and there are also corals, worms, and molluscs. There are fish, too, like the tripod fish which uses long thin fins to perch on top of the ooze, or the anglerfish which uses a glowing rod-like appendage to lure prey into its hungry jaws. And there must be much more than we yet know. Although this vast biome covers more than half of the entire surface of the planet, it’s one of the most poorly explored places on Earth, or even nearby: more people have been to space than have been to the abyssal plain.

15. The author’s attitude toward the ocean could best be described as
- (A) fascinated
 - (B) affectionate
 - (C) dubious
 - (D) ominous
 - (E) indifferent
16. According to the passage, the “abyssal plain” (line 7) most likely refers to
- (A) the shallow ocean water near the coasts
 - (B) a flat, dark region of the ocean floor
 - (C) the zone of the ocean with the least life
 - (D) an area mostly inhabited by coral reefs
 - (E) the place where we are most likely to discover alien life

17. The author lists which of the following animals as examples of life in the abyssal plain?
- I. fish
 - II. whales
 - III. mollusks
- (A) I only
 - (B) II only
 - (C) I and II only
 - (D) I and III only
 - (E) I, II, and III

GO ON TO THE NEXT PAGE.

18. When the author says “more people have been to space than have been to the abyssal plain” (lines 15-16), she is suggesting that
- (A) it is less expensive to go to space than to the deep ocean
 - (B) going to the ocean floor is more dangerous than going to space
 - (C) we have too many astronauts
 - (D) we’re likely to find new life in space before we find new life in the deep ocean
 - (E) there is a lot left to discover in the deep ocean
19. Which sentence best summarizes the author’s main idea in this passage?
- (A) Plankton are an essential part of ocean food chains, even in the deepest areas.
 - (B) We should invest more in exploring the ocean than in exploring space.
 - (C) The ocean is a strange and wonderful place and is not yet fully explored.
 - (D) We don’t know very much about space or the ocean.
 - (E) The abyssal plain is the best part of the ocean.
20. The author suggests that life in the ocean is
- (A) fragile, rare, and very sensitive to human activity
 - (B) abundant, even in what seem like harsh environments
 - (C) usually very large, even sometimes as large as ships
 - (D) very dangerous to humans
 - (E) strange and terrifying, but usually harmless

GO ON TO THE NEXT PAGE.

Line 5 In the spring, the garden came alive again. But it did not burst suddenly into life, as it had in some years: it did not explode into green, and white, and pink, as grass and leaves and blossoms sprung forth from their long winter's slumber all at once. It was as though even the plants could sense the absence of their mistress, and they crawled reluctantly from their winter beds. Some of the trees remained naked late into the season, and the flowering bulbs put forth weak and scrawny shoots. There was a late frost, and some of the plants died. Mr. Emerson thought about replacing them, but it seemed an awful bother.

10 The garden had always been for Mrs. Emerson's pleasure, and in her absence it was not maintained. The plants that died that year were not replaced, and the weeds that grew in their place were not removed. In time, the garden was a garden no more. It was a wild place, and the concrete cherubs which had once seemed to frolic and play amidst the flowers began to seem like frightened children hiding beneath the vines, lost among the weeds and thorns. Vines twisted over the gate. The lock rusted and, when Mr. Emerson died and the house was sold, it had to be broken before anyone else could enter.

21. According to the passage, the garden was not maintained because

- (A) Mrs. Emerson was no longer there to enjoy it
- (B) Mr. Emerson had always secretly disliked the garden
- (C) the house had been sold
- (D) the gate was rusted shut and no one could get in
- (E) pulling weeds is an awful bother

22. The mood of the passage could best be described as

- (A) critical
- (B) lively
- (C) somber
- (D) scary
- (E) uplifting

23. When the author says "the garden was a garden no more" (line 10), he most likely means that

- (A) once the house was sold, the space was used for something else
- (B) snow had covered the garden so none of the plants could be seen
- (C) Mr. Emerson had removed all of the plants from the garden
- (D) the domestic plants had died and been replaced by wild weeds
- (E) nothing grew that year in the garden, so it was empty of all wildlife

24. Based on the context of the passage, the "cherubs" (line 11) are most likely

- (A) types of flowers
- (B) child-like statues
- (C) wild animals
- (D) the garden walls
- (E) the Emersons' daughters

GO ON TO THE NEXT PAGE.

25. What would be the best title for this passage?

- (A) The Neglected Garden
- (B) Mrs. Emerson's Cherubs
- (C) The Old Emerson House
- (D) The Importance of Maintenance
- (E) The Hazards of a Late Frost

GO ON TO THE NEXT PAGE.

All cultures have their peculiar rituals, and the United States is no exception. Each year, shortly before the Thanksgiving holiday, the President is presented with two plump, farm-raised turkeys. Each turkey is named, and one is trotted out before reporters and publicly “pardoned.” Then, both are shipped off to live out their lives in a petting zoo.

Line 5 This has not always been the case: originally, a turkey was presented to serve as the presidential dinner. President Kennedy was the first president known to have spared his Thanksgiving turkey, in 1963. In 1987, President Reagan joked about “pardoning” a turkey named Charlie, although there was no actual pardoning ceremony. It was President George H.W. Bush who presided over the first official turkey pardoning two years later. Since that ceremony, *10* the practice has been followed annually by every U.S. President, and has become an American tradition.

26. The main subject of this passage is
- (A) the difference between Presidents Kennedy and Bush
 - (B) turkey farming practices
 - (C) what Presidents eat for Thanksgiving
 - (D) the President’s legal right to pardon
 - (E) an unusual Presidential tradition
27. According to the passage, when was the first turkey officially pardoned by an American President?
- (A) 1963
 - (B) 1965
 - (C) 1985
 - (D) 1987
 - (E) 1989
28. The best title for the passage would be
- (A) How Petting Zoos Get Their Animals
 - (B) Begging Your Pardon: The Story of Charlie the Turkey
 - (C) A Brief History of Presidential Turkey Pardoning
 - (D) The First Vegetarian Thanksgiving
 - (E) Gobbledygook: How Turkeys Got the Vote!
29. According to the passage, how were Presidential Thanksgivings different before Presidents began pardoning turkeys?
- (A) Presidents had to buy their own turkeys.
 - (B) The turkeys given to Presidents were eaten for Thanksgiving dinner.
 - (C) Most turkeys were allowed to live without a pardoning ceremony.
 - (D) The turkeys at Presidential Thanksgivings were wild instead of farm-raised.
 - (E) Petting zoos did not have any turkeys.

GO ON TO THE NEXT PAGE.

30. What can be inferred from the reaction to President Reagan's joke about "pardoning" a turkey in 1987?
- (A) It was the first step in a Presidential campaign to recognize the rights of poultry.
 - (B) Most people thought the joke was in poor taste, and insisted on a more solemn official pardoning to make up for it.
 - (C) President Bush must have enjoyed it, because he pardoned his own turkey two years later.
 - (D) Few people heard the joke, so it had to be repeated two years later.
 - (E) It was just a scheme to get petting zoos to accept turkeys.

GO ON TO THE NEXT PAGE.

“Oh!” John exclaimed. “It’s deeper than it looks!” John had thought that he would be able to stand in the water and simply bend down to fetch the gem— but the bottom was farther down than it looked, and so John had to dive. He took a deep breath and started towards the shining stone, hand outstretched, sure that he would soon grasp his prize.

Line 5

But the bottom was not so near: deeper and deeper he swam, and though the stone always appeared to be just beyond his reach, never did he seem to come any closer. He dove down and down, deeper and deeper, thinking only of the gem— but soon he began to feel that he must surface for a breath or he would surely drown, and so he turned about to head back. But oh! How far away did the surface appear! How could it be that he had swum so deep? The pond

10

that had seemed not much more than a wet little hole now appeared as an ocean, and all on top of poor John!

31. Based on the context of the passage, John originally wanted to get into the water because
- (A) he wanted to get out of the heat and go for a swim
 - (B) he didn’t know how deep the water would be, and could only tell by getting in
 - (C) he wanted to pick up a gem that he saw in the water
 - (D) he was trying to get away from someone
 - (E) The passage doesn’t contain any clues about why John wanted to get in the water.
32. According to lines 7-8, why did John decide to swim back to the surface?
- (A) He finally reached the gem that he was diving for.
 - (B) He knew that he couldn’t hold his breath much longer.
 - (C) The water was so dark that he could no longer see.
 - (D) He wasn’t getting any closer, so he just gave up.
 - (E) The water was too cold.
33. The tone of the second paragraph could best be described as
- (A) tense
 - (B) curious
 - (C) sarcastic
 - (D) relaxed
 - (E) humorous
34. Which of the following statements best matches the main idea of the story?
- (A) Honesty is important, but so is knowing when not to speak.
 - (B) Strong desires can sometimes blind people to danger.
 - (C) If you don’t learn to swim when you’re young, you’ll regret it when you’re older.
 - (D) The most carefully made plans can be ruined by unexpected events.
 - (E) Even small boxes can contain big surprises.

GO ON TO THE NEXT PAGE.

Line 5 In 18th century France, the masses of the people suffered greatly, and ate poorly. The main staple of the common diet was bread. Although about half of the paltry income of the regular French citizen was dedicated to acquiring this simple commodity, shortages still occurred, compounding the suffering of the poor. But while the common people suffered in the streets, the privileged classes, cloistered away in opulent mansions, ate and drank luxuriously in their private worlds of wealth and pleasure.

10 Upon hearing of the agonies of the people, that they had “no bread to eat,” Marie Antoinette, Dauphin of France, is reputed to have replied, “Let them eat cake!” The utterance acquired a great symbolic importance in the aftermath of the French Revolution, when historians used it to illustrate the ignorance and indifference of the upper classes to the suffering of the poor. The story expressed the feelings of the people, and spoke clearly and powerfully to the sentiment of the time. It is an excellent tale, but it does have one minor flaw: it almost certainly is not true.

15 It is, at the very least, a misattribution, but very likely a total fabrication. It appeared first in “Confessions,” the autobiography of Jean-Jacques Rousseau, attributed only to a “great princess.” Rousseau’s “Confessions” was not noted for its reliability, and even if we take the tale to be true, it would almost certainly have been written while Marie Antoinette was still only a small child.

20 Alas: a good story’s survival rarely rests on whether or not it actually happened. This tale has survived the Dauphin as one of the most widely acknowledged “facts” of her life, and it is likely to persist, marching down into history, bearing with it the spirit of an age— and followed always by a chorus of historical pedants, chanting persistently, “But of course, it isn’t true.”

35. According to the passage, the poor citizens of 18th century France faced which of the following problems involving bread?
- (A) Bakeries went out of business because the poor had no money to buy bread.
 - (B) There were shortages of bread, even though people spent much of their money on it.
 - (C) People didn’t like eating bread all the time, and craved something different.
 - (D) The poor were angry that they had been forced to eat cake as a substitute for bread.
 - (E) People weren’t willing to pay outrageous bread prices and demanded cheaper alternatives.

36. Based on the context of the passage, the word “Dauphin” (line 8) most likely means
- (A) a type of French royalty
 - (B) an ignorant person
 - (C) someone who enjoys cake
 - (D) a member of the French lower class
 - (E) a type of dolphin

GO ON TO THE NEXT PAGE.

37. The author's main purpose in this passage is to
- (A) tell a story about the daring feats of French revolutionaries
 - (B) disprove a popular historical story
 - (C) persuade the reader that Marie Antoinette was actually a kind and generous person
 - (D) criticize the works of Jean-Jacques Rousseau
 - (E) reveal that the French Revolution was a fraud
38. According to the passage, why did people tend to believe the story about Marie Antoinette?
- (A) Historians did not discover until much later that the source was unreliable.
 - (B) The story confirmed what people felt about the rich at that time.
 - (C) It was the sort of thing Marie Antoinette was often known to say.
 - (D) Only true stories last through history, so it was safe to assume it was reliable.
 - (E) When people don't have enough to eat, they will believe almost anything.
39. Which of the following does the author offer as a reason not to believe the story about Marie Antoinette?
- (A) During her lifetime, the people had enough to eat.
 - (B) The story reflected the sentiment of the times.
 - (C) Rousseau's autobiography is not a credible source.
 - (D) The story was originally about mythical beings.
 - (E) Marie Antoinette never actually met Jean-Jacques Rousseau.
40. According to the passage, good stories
- (A) must be true, or they're merely myths
 - (B) should always be checked against the facts
 - (C) are usually fictional, but sometimes become facts
 - (D) must have a villain, even if one has to be made up
 - (E) often persist whether or not they are true

STOP

IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT TURN TO ANY OTHER SECTION IN THE TEST.

SECTION 3
60 Questions

This section consists of two different types of questions: synonyms and analogies. There are directions and a sample question for each type.

Synonyms

Each of the following questions consists of one word followed by five words or phrases. You are to select the one word or phrase whose meaning is closest to the word in capital letters.

Sample Question:

<p>CHILLY: (A) lazy (B) nice (C) dry (D) cold (E) sunny</p>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input type="radio"/> E
---	--

1. EMBRACE:

- (A) grab
- (B) hug
- (C) lift
- (D) push
- (E) lock

2. GENERATE:

- (A) power
- (B) spin
- (C) burn
- (D) produce
- (E) consume

3. COSMIC:

- (A) unknown
- (B) obscure
- (C) bright
- (D) celestial
- (E) elective

4. BLAST:

- (A) weight
- (B) push
- (C) explosion
- (D) instant
- (E) drill

5. SOLID:

- (A) firm
- (B) pouty
- (C) massive
- (D) sticky
- (E) harsh

6. NULLIFY:

- (A) engage
- (B) cancel
- (C) dispute
- (D) melt
- (E) absorb

GO ON TO THE NEXT PAGE.

7. COMPEL:
(A) move along
(B) force to act
(C) manufacture
(D) go ahead
(E) invite to stay
8. APEX:
(A) predator
(B) peak
(C) valley
(D) equator
(E) incline
9. SUPREME:
(A) fanatical
(B) legion
(C) ultimate
(D) most expensive
(E) tallest
10. HOOKED:
(A) captivated
(B) complicated
(C) surrounded
(D) abusive
(E) weak-willed
11. FROCK:
(A) slipper
(B) table
(C) coin
(D) power
(E) dress
12. SPLENDID:
(A) magnificent
(B) splintered
(C) separate
(D) healing
(E) sweet
13. NUCLEUS:
(A) radiation
(B) atom
(C) core
(D) radius
(E) border
14. EXTERIOR:
(A) protected
(B) outside
(C) relevant
(D) mysterious
(E) different
15. CAST:
(A) announce
(B) assemble
(C) pour
(D) represent
(E) throw
16. BARBED:
(A) buried
(B) collected
(C) slight
(D) spiked
(E) upright

GO ON TO THE NEXT PAGE.

17. CONSTANT:

- (A) annoying
- (B) intermittent
- (C) substantial
- (D) permanent
- (E) loud

18. BREACH:

- (A) coast
- (B) bark
- (C) seal
- (D) lecture
- (E) break

19. SCOUR:

- (A) leer
- (B) scrutinize
- (C) absorb
- (D) grimace
- (E) invigorate

20. SWEEP:

- (A) under
- (B) bury
- (C) knock
- (D) hide
- (E) brush

21. CORRELATION:

- (A) integration
- (B) disturbance
- (C) association
- (D) correction
- (E) election

22. SUBSIDY:

- (A) credit score
- (B) financial aid
- (C) official document
- (D) intended result
- (E) powerful company

23. CASTIGATE:

- (A) berate
- (B) muddle
- (C) remove
- (D) perfume
- (E) align

24. GLOSS:

- (A) floor
- (B) illness
- (C) egg
- (D) luster
- (E) trip

25. SHIRK:

- (A) enable
- (B) stab
- (C) avoid
- (D) don
- (E) prop

26. ATONE:

- (A) die for a cause
- (B) demand repayment
- (C) curry favor
- (D) make amends
- (E) spread influence

GO ON TO THE NEXT PAGE.

27. BEDEVIL:

- (A) enchant
- (B) bore
- (C) torment
- (D) scorn
- (E) observe

28. EVOKE:

- (A) antagonize
- (B) scourge
- (C) burn
- (D) elicit
- (E) survey

29. CONSTRUE:

- (A) interpret
- (B) misrepresent
- (C) flail
- (D) propagate
- (E) relinquish

30. PALATABLE:

- (A) invigorating
- (B) consumptive
- (C) acceptable
- (D) stacked
- (E) doubtless

GO ON TO THE NEXT PAGE.

Analogies

The following questions ask you to find relationships between words. For each question, select the answer choice that best completes the meaning of the sentence.

Sample Question:

<p>Kitten is to cat as</p> <p>(A) fawn is to colt</p> <p>(B) puppy is to dog</p> <p>(C) cow is to bull</p> <p>(D) wolf is to bear</p> <p>(E) hen is to rooster</p>	<p>(A) <input type="radio"/></p> <p><input checked="" type="radio"/></p> <p>(C) <input type="radio"/></p> <p>(D) <input type="radio"/></p> <p>(E) <input type="radio"/></p>
--	---

Choice (B) is the best answer because a kitten is a young cat just as a puppy is a young dog. Of all the answer choices, (B) states a relationship that is most like the relationship between kitten and cat.

31. Deer is to forest as

- (A) apple is to fruit
- (B) whale is to ocean
- (C) lion is to tiger
- (D) cage is to bird
- (E) gazelle is to Africa

32. Pianist is to hands as

- (A) ballerina is to feet
- (B) scientist is to laboratory
- (C) hospital is to doctors
- (D) artists is to face
- (E) head is to body

33. Pound is to weight as

- (A) inch is to foot
- (B) tall is to height
- (C) mile is to distance
- (D) money is to rich
- (E) arithmetic is to school

34. Pencil is to writing as

- (A) mop is to cleaning
- (B) sunlight is to raining
- (C) apron is to cooking
- (D) excitement is to driving
- (E) chocolate is to sweetness

35. Faucet is to water as

- (A) fridge is to food
- (B) fan is to air
- (C) dust is to vacuum
- (D) broom is to bristles
- (E) outlet is to electricity

36. Arboretum is to garden as

- (A) park is to mountain
- (B) orchard is to farm
- (C) ranch is to wildlife
- (D) flowerbed is to daisies
- (E) gardener is to scientist

GO ON TO THE NEXT PAGE.

37. Solitary is to hermit as
(A) busy is to homework
(B) greedy is to miser
(C) policeman is to society
(D) school is to learning
(E) hungry is to stomach
38. Abdicate is to monarch as
(A) resign is to governor
(B) impeach is to president
(C) abduct is to hostage
(D) elude is to outlaw
(E) abscond is to runaway
39. Sculpture is to art as
(A) diving is to ocean
(B) subway is to passenger
(C) tango is to dance
(D) crayon is to coloring
(E) letter is to envelope
40. Trustworthy is to friend as
(A) greedy is to money
(B) idiotic is to stupidity
(C) intelligent is to studying
(D) caring is to parent
(E) reptilian is to horse
41. Novel is to poem as
(A) letter is to alphabet
(B) toy is to child
(C) elephant is to dinosaur
(D) marathon is to sprint
(E) urban is to rural
42. Pious is to belief as
(A) wise is to rashness
(B) disagreeable is to personality
(C) gold is to color
(D) hardship is to persistence
(E) athletic is to strength
43. Mammal is to human as
(A) apple is to fruit
(B) avarice is to gluttony
(C) philosopher is to knowledge
(D) goat is to sheep
(E) relationship is to friendship
44. Wisdom is to fools as
(A) humor is to clowns
(B) folly is to sages
(C) jails are to criminals
(D) knowledge is to teachers
(E) joy is to sorrow
45. Telephone is to communication as
(A) travel is to vacation
(B) garage is to car
(C) stove is to cooking
(D) multiplication is to division
(E) tyrant is to assimilation
46. Physics is to science as calculus is to
(A) metaphysics
(B) art
(C) philosophy
(D) mathematics
(E) entertainment

GO ON TO THE NEXT PAGE.

47. Jousting is to lance as
(A) jumping is to trampoline
(B) hunting is to sport
(C) fencing is to sword
(D) glamorizing is to celebrities
(E) caroling is to song
48. Tallow is to fat as leather is to
(A) wood
(B) tanning
(C) wallet
(D) skin
(E) cow
49. Mitigate is to harm as
(A) irrigate is to farm
(B) instigate is to violence
(C) substantiate is to claims
(D) alleviate is to suffering
(E) celebrate is to joy
50. Yawn is to sleepy as fidget is to
(A) restless
(B) depressed
(C) angry
(D) lonely
(E) strong
51. Website is to internet as
(A) cookie is to browser
(B) book is to library
(C) newspaper is to video
(D) information is to data
(E) telephone is to radio
52. Drought is to water as
(A) unhappiness is to solitude
(B) diligence is to work
(C) enemy is to friend
(D) failure is to shame
(E) famine is to food
53. Persuasive is to argument as
(A) tall is to stack
(B) long is to conversation
(C) compelling is to evidence
(D) unsupported is to assertion
(E) significant is to relevant
54. Remorseful is to unrepentant as
(A) slender is to stout
(B) wily is to sly
(C) miserable is to somber
(D) aggravated is to resentful
(E) lithe is to flexible
55. High school is to college as
(A) kindergarten is to pre-school
(B) maturity is to youth
(C) teenager is to school
(D) apprenticeship is to job
(E) urbanite is to city
56. Dilate is to contract as
(A) agreement is to pupa
(B) expand is to narrow
(C) collate is to pages
(D) fixate is to notarize
(E) grow is to oscillate

GO ON TO THE NEXT PAGE.

57. Collusion is to cooperation as

- (A) smuggling is to importing
- (B) character is to cast
- (C) surfing is to swimming
- (D) cooking is to ordering out
- (E) enmity is to friendship

58. Plausible is to incredible as

- (A) possible is to unlikely
- (B) critical is to admonishing
- (C) ability is to power
- (D) pleasant is to amenable
- (E) potential is to factual

59. Annoyed is to furious as

- (A) exasperated is to exuberant
- (B) thin is to gaunt
- (C) pessimistic is to unfriendly
- (D) disturbed is to imagined
- (E) talkative is to insolent

60. Navigate is to destination as

- (A) cheat is to success
- (B) strive is to goal
- (C) contrive is to improvise
- (D) concede is to failure
- (E) maneuver is to departure

STOP

IF YOU FINISH BEFORE TIME IS CALLED,
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SECTION 4
25 Questions

Following each problem in this section, there are five suggested answers. Work each problem in your head or in the blank space provided at the right of the page. Then look at the five suggested answers and decide which one is best.

Note: Figures that accompany problems in this section are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale.

Sample problem:

$\begin{array}{r} 5,413 \\ - 4,827 \\ \hline \end{array}$	<p>(A) 586 (B) 596 (C) 696 (D) 1,586 (E) 1,686</p>	<input checked="" type="radio"/> <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
---	--	--

-
1. If $J - 10 = 9$, then $J - 11 =$

USE THIS SPACE FOR FIGURING.

- (A) 1
(B) 8
(C) 9
(D) 10
(E) 11

-
2. If 5 out of 20 students in a class wear glasses, what percentage of the students wear glasses?

- (A) 5%
(B) 15%
(C) 25%
(D) 20%
(E) 50%

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

3. Mr. Taylor has a budget of \$100.00 to buy sketch books. What is the greatest number of sketch books he can buy if the sketch books cost \$7.00 each?
- (A) 10
(B) 12
(C) 13
(D) 14
(E) 15
-

4. If $250 + \text{☀} - 1 = 350$, what does ☀ equal?
- (A) 99
(B) 100
(C) 101
(D) 105
(E) 250
-

5. Meg goes for a run 3 times per week, and she runs for an average of 27 minutes each time. On average, how long does Meg run each week?
- (A) 54 minutes
(B) 1 hour, 11 minutes
(C) 1 hour, 21 minutes
(D) 1 hour, 29 minutes
(E) 2 hours, 1 minute
-

6. Colleen's stock had a value of x dollars at the beginning of the week. During the week, her stock went up 1 dollar, and then dropped 3 dollars. At the end of the week, Colleen's stock was equal to
- (A) $x + 1$ dollars
(B) $x - 1$ dollars
(C) $x - 2$ dollars
(D) $x + 2$ dollars
(E) $x - 3$ dollars
-

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

7. If a shirt on sale for 50% off costs \$15.00, the original price of the shirt was
- (A) \$7.50
 - (B) \$20.00
 - (C) \$25.00
 - (D) \$30.00
 - (E) \$45.00
-

8. If j is 3 times h , then h must be
- (A) $\frac{1}{3}$ of j
 - (B) 3 more than j
 - (C) 3
 - (D) 3 times j
 - (E) 3 less than j
-

9. $12 \times \left(\frac{2}{12} - \frac{1}{4}\right) =$
- (A) -1
 - (B) $\frac{1}{12}$
 - (C) 1
 - (D) 6
 - (E) 24
-

10. If two times a number is greater than 7, then the number could be all of the following EXCEPT
- (A) $3\frac{1}{2}$
 - (B) $3\frac{3}{4}$
 - (C) 4
 - (D) $4\frac{1}{2}$
 - (E) 5

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

Questions 11-13 are based on the graph in Figure 1.

11. What is the average amount the baseball team raised per quarter?

- (A) \$30
- (B) \$40
- (C) \$45
- (D) \$55
- (E) \$60

12. In total, how much money did all three teams raise during the fourth quarter?

- (A) \$75
- (B) \$80
- (C) \$90
- (D) \$100
- (E) \$150

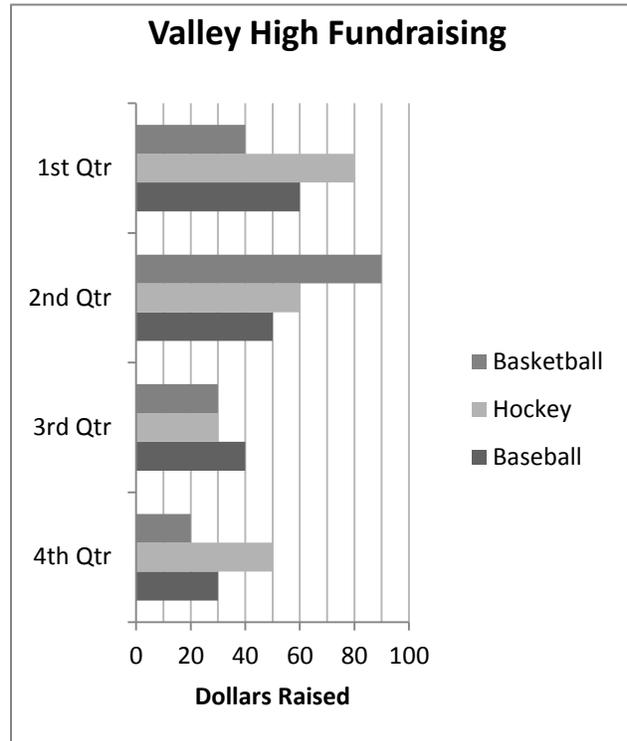


Figure 1

13. Over all four quarters, the total funds raised by the basketball team were what fraction of the total funds raised by the hockey team?

- (A) $\frac{2}{3}$
- (B) $\frac{3}{5}$
- (C) $\frac{4}{5}$
- (D) $\frac{9}{11}$
- (E) $\frac{10}{11}$

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

14. Emily is eating her colored candies in the following pattern: one green, one blue, one red, one orange, one brown, one green, and so on. If this pattern continues, the 27th candy that she eats will be

- (A) green
- (B) red
- (C) orange
- (D) brown
- (E) blue

15. If $6 + (J \times 8) = 11$, then $J =$

- (A) $\frac{3}{8}$
- (B) $\frac{1}{2}$
- (C) $\frac{5}{8}$
- (D) 3
- (E) 6

16. In Figure 2, each of the polygon's sides has a length of x . Which expression represents the perimeter of the polygon?

- (A) $6x$
- (B) $6 + x$
- (C) $6 - x$
- (D) $6/x$
- (E) 6×6

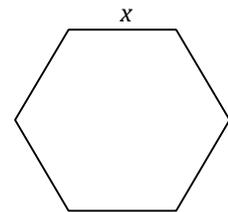


Figure 2

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

17. Which of the following is closest to $\frac{1}{2}$?

(A) $\frac{3}{6}$

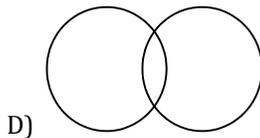
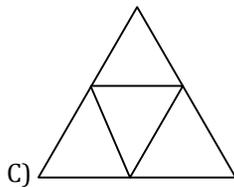
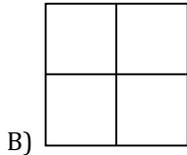
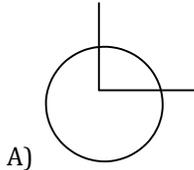
(B) $\frac{5}{8}$

(C) $\frac{0}{9}$

(D) $\frac{19}{20}$

(E) $1\frac{2}{3}$

18. Which figure CANNOT be drawn without lifting the pencil or retracing?



(E) All of the figures above can be drawn without lifting the pencil or retracing.

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

19. A pastry chef can bake 200 cupcakes every 50 minutes. At that rate, how long will it take the chef to bake 768 cupcakes?
- (A) 2 hours, 30 minutes
(B) 2 hours, 48 minutes
(C) 3 hours, 12 minutes
(D) 3 hours, 48 minutes
(E) 12 hours, 8 minutes
-

20. For any integer A , which of the following expressions has the greatest value?
- (A) $A - 3$
(B) $A - 1$
(C) A
(D) $A + 1$
(E) $A + 3$
-

21. If $5x + 25$ is less than 27, then x could equal
- (A) 0
(B) 1
(C) 5
(D) 20
(E) 25
-

22. In Figure 3, $EFGH$ is a square. What is the area of the UNSHADED region?
- (A) 8
(B) 12
(C) 16
(D) 24
(E) 28

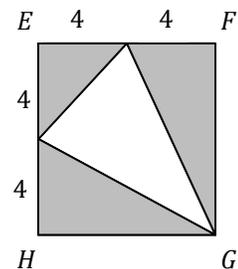


Figure 3

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

23. David and John raised money during an 8-hour telethon to support cancer research. David raised \$150.00/hour for the first two hours, and then \$80.00/hour for the remaining six hours. John raised \$170.00/hour for the first three hours, and then \$75.00/hour for the remaining five hours. What is the difference between the amount of money raised by David and John?
- (A) \$15.00
 - (B) \$10.00
 - (C) \$105.00
 - (D) \$110.00
 - (E) \$115.00
-

24. The perimeter of a rectangle is 30 inches. If the length of the rectangle is 12 inches, then the width of the rectangle is
- (A) 2 inches
 - (B) 3 inches
 - (C) 4 inches
 - (D) 6 inches
 - (E) 18 inches
-

25. The average test score of three students in a class is 81 points. If one student's score goes up by 2 points, one student's score goes up by 4 points, and the other student's score remains the same, what will be the new average test score of the three students?
- (A) 81 points
 - (B) 83 points
 - (C) 84 points
 - (D) 86 points
 - (E) 87 points

STOP

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ANSWER KEY

SSAT MIDDLE LEVEL

TEST 1

SECTION 1

- | | | | | |
|------|-------|-------|-------|-------|
| 1. B | 6. E | 11. B | 16. C | 21. C |
| 2. A | 7. B | 12. C | 17. D | 22. C |
| 3. D | 8. E | 13. C | 18. D | 23. C |
| 4. C | 9. E | 14. E | 19. D | 24. D |
| 5. D | 10. A | 15. B | 20. E | 25. D |

SECTION 2

- | | | | | |
|------|-------|-------|-------|-------|
| 1. A | 9. A | 17. D | 25. A | 33. A |
| 2. D | 10. A | 18. E | 26. E | 34. B |
| 3. C | 11. B | 19. C | 27. E | 35. B |
| 4. B | 12. D | 20. B | 28. C | 36. A |
| 5. C | 13. D | 21. A | 29. B | 37. B |
| 6. D | 14. B | 22. C | 30. C | 38. B |
| 7. D | 15. A | 23. D | 31. C | 39. C |
| 8. B | 16. B | 24. B | 32. B | 40. E |

SECTION 3

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 13. C | 25. C | 37. B | 49. D |
| 2. D | 14. B | 26. D | 38. A | 50. A |
| 3. D | 15. E | 27. C | 39. C | 51. B |
| 4. C | 16. D | 28. D | 40. D | 52. E |
| 5. A | 17. D | 29. A | 41. D | 53. C |
| 6. B | 18. E | 30. C | 42. E | 54. A |
| 7. B | 19. B | 31. B | 43. E | 55. D |
| 8. B | 20. E | 32. A | 44. B | 56. B |
| 9. C | 21. C | 33. C | 45. C | 57. A |
| 10. A | 22. B | 34. A | 46. D | 58. A |
| 11. E | 23. A | 35. E | 47. C | 59. B |
| 12. A | 24. D | 36. B | 48. D | 60. B |

SECTION 4

- | | | | | |
|------|-------|-------|-------|-------|
| 1. B | 6. C | 11. C | 16. A | 21. A |
| 2. C | 7. D | 12. D | 17. A | 22. D |
| 3. D | 8. A | 13. D | 18. B | 23. C |
| 4. C | 9. A | 14. E | 19. C | 24. B |
| 5. C | 10. A | 15. C | 20. E | 25. B |

SCORING YOUR TEST

First, count up the number of questions you answered correctly, the number of questions you skipped, and the number of questions you answered incorrectly. Then, calculate your raw score using the following formula:

$$\text{Raw Score} = \# \text{ of questions correct} - \frac{\# \text{ of questions incorrect}}{4}$$

Add together your raw scores from your two math sections in order to determine your total raw math score.

Once you have found your raw score, convert it into an approximate scaled score using the estimated scoring charts on the next page. Keep in mind that you may score within 100 points of this estimate when you take your actual SSAT exam.

MY RAW SCORE					
Section	# of Questions Correct		# of Questions Incorrect		Raw Score
Verbal		-	÷ 4	=	
Reading		-	÷ 4	=	
Math 1 + Math 2		-	÷ 4	=	

SCALED SCORE

Once you have found your raw score, convert it into an approximate **scaled score** using the scoring charts that follow. These charts provide an estimate for your SSAT scaled score based on your performance on this practice test. Keep in mind that your scaled score may differ within 100 points of this estimate when you take your actual SSAT exam, depending on the SSAT's specific scaling for that exam and any differences in your own test-taking process.

MIDDLE LEVEL SCALED SCORES			
Raw Score	Math	Reading	Verbal
60			710
55			710
50	710		710
45	680		700
40	660	710	675
35	635	685	650
30	615	655	625
25	590	625	600
20	570	595	580
15	540	565	555
10	525	535	530
5	500	505	505
0	480	475	480
-5	460	445	460
-10 and lower	440	440	440

PERCENTILE

When you take your actual SSAT exam, you will also receive a **percentile** ranking comparing your performance against the performance of other students of your gender and grade who have taken the SSAT within the past three years. For example, a percentile of 62 means that you scored higher than 62% of other SSAT test-takers of your gender and grade. Because your percentile ranking shows how

well you performed according to your own grade level, these rankings are frequently given the most consideration by admissions offices.

The following chart provides an estimate of your SSAT percentile ranking based on your **raw scores** for this practice test. Keep in mind that the percentiles below are estimates only and are not specific to your own grade and gender. Because younger students are expected to score differently than older students on this exam, your percentile may be higher or lower than this estimate depending on your grade.

MIDDLE LEVEL PERCENTILES			
Raw Score	Math	Reading	Verbal
60			99
55			99
50	99		97
45	93		93
40	80	99	85
35	65	96	75
30	50	82	62
25	36	63	47
20	23	43	31
15	13	24	18
10	6	11	8
5	2	3	2
0	1	1	1
-5	1	1	1
-10 and lower	1	1	1

The following chart shows the **median** (50th percentile) scaled scores for each grade level. If you are scoring at the median for your grade level, this means that you scored higher than half of your peers.

MIDDLE LEVEL MEDIAN SCORES			
Grade	Quantitative	Reading	Verbal
Grade 5	587	585	590
Grade 6	611	603	610
Grade 7	635	628	635