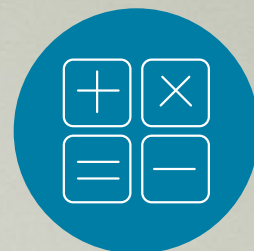


+ The **SSAT**

2022-2023

# Interpretive Guide

for the **Middle & Upper Level SSATs**



The Enrollment Management Association is pleased to provide this guide in order to acquaint member schools and organizations with various aspects of the Secondary School Admission Test (SSAT) and to provide guidelines for the interpretation and use of test scores. For more than 50 years, the SSAT has been used to help students and schools make critical decisions about applying and admission. Sections of the SSAT measure verbal and mathematical ability and reading comprehension. The test also includes an unscored, timed writing sample, which is sent to schools with the student's score report to supplement the student's application for admission.



Each student takes the SSAT under standardized testing conditions and is given the same amount of time and instruction (exceptions are made for those who qualify for testing accommodations). This guide contains information for the Middle and Upper Level exams for students in grades 5–11.



The **Enrollment Management** Association  
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# Introduction

The *Interpretive Guide for the Middle and Upper Level SSATs* has been prepared to assist with the interpretation of SSAT results. Although this guide does not cover all aspects of the psychometric data that is available about the SSAT, it does provide information that can help admission officers and educators with those aspects of the test that are most useful to them. In addition, this guide contains general information about the SSAT.

## Purpose of the SSAT

The SSAT is designed for students who are seeking entrance to independent schools in grades 4 to PG in the U.S., in Canada, and worldwide. The purpose of the SSAT is to measure the basic verbal, quantitative, and reading skills students develop over time that are needed for successful performance in independent schools. The SSAT provides independent school admission professionals with meaningful information about the possible academic success of potential students at their institutions, regardless of students' background or experience.

The SSAT is not an achievement test. It is not designed to measure the extent of knowledge about a specific curriculum that has been covered in class. Further, SSAT tests are not designed to measure other characteristics, such as motivation, persistence, or creativity, that may contribute to a student's success in school.

## Test Development Process

SSAT test items are written by test development specialists and subject matter experts. Our test editors review all test material for any questions that may be inappropriate for various subgroups of the population. In addition, questions are reviewed for ambiguities to ensure that there is only one "best" response for each item.

In order to develop a pool of items for future tests, the Middle and Upper Level SSATs contain a brief experimental section. These questions have been developed, scrutinized, and determined to meet SSAT standards. Each test question is then analyzed statistically to determine its usefulness. Satisfactory items become part of the item pool from which new editions of the test are assembled. Unsatisfactory items are discarded or rewritten. Rewritten items are subject to the review and pretesting process again. These experimental questions are not part of a student's score.

## Test Specifications

This guide contains information on two levels of the SSAT. The Middle Level test is administered to students in grades 5–7, and the Upper Level test is administered to students in grades 8–11.

The SSAT consists of four multiple-choice sections with a testing time of 30 minutes for the verbal and each of the two quantitative sections, and 40 minutes for the reading section. These sections yield four scores:

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

In addition, each administration of the SSAT includes a 25-minute writing sample. Writing samples are not scored but are submitted to score recipients to supplement a student's application. The total testing time for a standard SSAT administration is 185 minutes, including the experimental section and two breaks.





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

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

## Verbal Section

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

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

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

## Quantitative Section

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

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

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





## Reading Comprehension Section

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

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

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

## Writing Section

The SSAT includes an unscored writing sample that is sent to schools with the student's score report. The Middle Level exam includes two prompts: one creative and one essay, from which the student will choose one. The Upper Level writing section presents two essay prompts: one personal and one general, from which the student will choose one. All students have 25 minutes to complete the writing portion of the exam. The writing sample can be up to two pages long.







# Administration of the SSAT

## Test Security

The SSAT is a secure test. The integrity of the test prior to and following a test administration is strictly maintained. Testing centers must meet rigid standards and comply with established rules for the receipt, storage, administration, and return shipment of test materials.

## Uniform Conditions

The SSAT is a standardized test. Test development, interpretation of scores, and test administration are managed in a prescribed way. To ensure that scores earned by examinees at different administrations are strictly comparable, the *Test Administrator's Guide to the SSAT* provides precise instructions, to be followed by qualified and experienced test administrators, from the moment the student is admitted to the test center until the time of dismissal. Any deviations from the uniform testing conditions are reported in writing to The Enrollment Management Association. Each report is reviewed by The Enrollment Management Association and issues and/or problems are resolved.

## Testing Accommodations

A student with a disability may apply for testing accommodations for administrations of the SSAT. Students requiring testing accommodations such as extra time, large print, or Braille editions of the test, for example, may be accommodated, pending application and submission of documentation (if applicable).

Additional information regarding application for testing accommodations is available on the SSAT website: [www.ssat.org/TA](http://www.ssat.org/TA).

# Reporting SSAT Scores

There are two types of scored test administrations—paper based and computer based. Computer-based testing is available at Prometric test sites and through the SSAT at Home, the at-home administration of the SSAT. Paper-based testing is available through member schools, on five 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 day after 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.

Context is a key component to effective interpretation of test scores. To increase support for SSAT score interpretation, school applicant comparison context data is added to the school score reports following the school's submission of data on accepted and enrolled students. For the 2022-2023 year, the scores of a test taker are placed in many different contexts on the school score report.



# School Score Report Sample



**The SSAT**

Josephine ssat  
1233 Main Street  
Skillman, NJ 08558  
United States

lhofmann@ssat.org  
5555555555  
Gender: Female  
DOB: Nov 18, 2010

Grade: 9  
Level: Upper Grades 8-12  
Test Date: Aug 01, 2022  
Registration ID: 222746438

### Josephine's Total SSAT Score Summary


**Your Score**  
**2082**

**60th Percentile**

1500\*

Average 9th Grade Score: 2036

\* All scores fall between 1500 and 2400 (with 2400 being a perfect score)



Josephine scored equal to or higher than 60% of students in grade 9

2400

**Verbal** 63rd Percentile

**Your Score**  
**698**

500

▲

800

Average 9th Grade Score 672

If taken multiple times, your score would fall between:  
678 - 718

**Total Items: 60**

Not Reached: 5

34

Correct

10

Incorrect

16

Not Answered

**Synonyms Total: 30**

17

6

7

**Analogies Total: 30**

17

4

9

Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies)

**Quantitative** 53rd Percentile

**Your Score**  
**710**

500

▲

800

Average 9th Grade Score 701

If taken multiple times, your score would fall between:  
691 - 729

**Total Items: 50**

Not Reached: 5

27

Correct

8

Incorrect

15

Not Answered

**Number Concepts & Operations Total: 11**

5

3

3

**Algebra, Geometry & Other Total: 39**

22

5

12

Questions testing your knowledge of number properties and relationships, basic computation, concepts of equivalencies, geometry, measurement, and interpretation of charts/graphs

**Reading** 57th Percentile

**Your Score**  
**674**

500

▲

800

Average 9th Grade Score 663

If taken multiple times, your score would fall between:  
654 - 694

**Total Items: 40**

Not Reached: 5

26

Correct

6

Incorrect

8

Not Answered

**Reading Main Idea & Content Total: 20**

15

3

2

**Reading Higher Order & Interpretation Total: 20**

11

3

6

Questions regarding the main idea and supporting details of a passage or requiring higher order skills, such as deriving the meaning of words from context, extracting the meaning of a passage, or interpreting an author's logic, attitude and tone

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

### Applicant Comparison Data for (Grade 9)

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

	All 2021-2022 Reports		
	Rank Order	All Accepted Students	All Enrolled Students
Verbal	11 of 16	8 of 8	5 of 5
Quantitative (Math)	11 of 16	6 of 8	4 of 5
Reading	10 of 16	6 of 8	3 of 5
<b>TOTAL</b>	10 of 16	7 of 8	4 of 5
Verbal	<b>Average Score</b>		
Quantitative (Math)	698	726	714
Reading	697	730	723
<b>TOTAL</b>	679	697	694
	2074	2153	2131





# SSAT Writing Sample

Page 2

Use Pencil Only.

## Writing Sample

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

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

B All I wanted was a glass of water.

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

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

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

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

Continue on next page

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

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

**josephine ssat**  
1233 Main Street  
Skillman, NJ 08558  
United States

ihofmann@ssat.org  
5555555555  
Gender: Female  
DOB: Nov 18, 2010

Grade: 9  
Level: Upper Grades 8-12  
Test Date: Aug 01, 2022  
Registration ID: 222746438

## josephine's Total SSAT Score Summary

**Your Score**  
**2082**

\* All scores fall between 1500 and 2400 (with 2400 being a perfect score)

**60th Percentile**

josephine scored equal to or higher than 60% of students in grade 9

**Verbal** 63rd Percentile

**Your Score**  
**698**

If taken multiple times, your score would fall between: 678 - 718

Total Items: 60			Not Reached: 5		
34	10	16			
Correct	Incorrect	Not Answered			

Synonyms Total: 30

17	6	7			
Correct	Incorrect	Not Answered			

Analogies Total: 30

17	4	9			
Correct	Incorrect	Not Answered			

Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies)

**Quantitative** 53rd Percentile

**Your Score**  
**710**

If taken multiple times, your score would fall between: 691 - 729

Total Items: 50			Not Reached: 5		
27	8	15			
Correct	Incorrect	Not Answered			

Number Concepts & Operations Total: 11

5	3	3			
Correct	Incorrect	Not Answered			

Algebra, Geometry & Other Total: 39

22	5	12			
Correct	Incorrect	Not Answered			

Questions testing your knowledge of number properties and relationships, basic computation, concepts of equivalencies, geometry, measurement, and interpretation of charts/graphs

**Reading** 57th Percentile

**Your Score**  
**674**

If taken multiple times, your score would fall between: 654 - 694

Total Items: 40			Not Reached: 5		
26	6	8			
Correct	Incorrect	Not Answered			

Reading Main Idea & Content Total: 20

15	3	2			
Correct	Incorrect	Not Answered			

Reading Higher Order & Interpretation Total: 20

11	3	6			
Correct	Incorrect	Not Answered			

Questions regarding the main idea and supporting details of a passage or requiring higher order skills, such as deriving the meaning of words from context, extracting the meaning of a passage, or interpreting an author's logic, attitude and tone

## How to Interpret Your Scores

**How are my scores calculated?**

**Upper Level and Middle Level SSAT:** Scores are calculated by awarding one point for each correct answer and subtracting one-quarter of one point for each incorrect answer.

**Elementary Level SSAT:** Scores are calculated by awarding one point for each correct answer and zero points for each incorrect answer. \* All scores are scaled scores. Student gender is not considered while calculating SSAT scores and percentiles.

**What is a score range?**

We provide a score range to emphasize the possibility of small score differences if you had taken a different edition of the test instead of the one you took, accounting for changes in difficulty and different editions of the test. A statistical procedure called "equating" is used to adjust for these differences. Even after these adjustments, no single test score provides a perfectly accurate estimate of your proficiency.

For more information about the SSAT and to take a free practice test, please visit our website: [www.ssat.org/practice](http://www.ssat.org/practice).

**What does "Not Answered" mean?**

Questions not answered include both skipped questions and questions not reached. The number of Correct, Incorrect, Not Reached, or Not Answered questions should not be compared between different test takers. The number of Correct, Incorrect, Not Reached, or Not Answered not only depends on the test taker's ability but also depends on the difficulty of the questions.

**What do percentiles mean?**

SSAT percentiles have a range from 1 to 99, indicating that your scaled score was equal to or higher than the percentage of other test takers shown. If you are concerned that your percentile is lower than other scores, that may be because SSAT test takers are a small and highly competitive group of students who plan to go to the world's best independent schools.

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# Interpreting SSAT Scores

## Raw Scores

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

## Scaled Scores

The raw score is converted to a score on the 440–710 Middle Level scale or 500–800 Upper Level scale, which is called the *scaled score*. This is the score that appears on the student’s score report. The scaled score yielded by a raw score can vary slightly from one edition of the test to another. This is due to small differences in difficulty among different editions. A statistical procedure called “equating” is used to adjust for these small differences. See “Score Equating” on page 15 for more details.

## Range of Scaled Scores

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

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the Upper Level test is 20 on the verbal section. If a student gets a scaled score of 698 on verbal, there is a 68% chance that his/her score will fluctuate between 678 and 718 if he or she takes the test again.

## Norms and Percentiles

The SSAT is a norm-referenced test. A *norm-referenced* test interprets an individual test taker’s score relative to the distribution of scores for a comparison group, referred to as the norm group. The SSAT Middle Level and Upper Level test norm groups consist of all the first-time test takers (same grade level) who took the test on a Standard test date typically within the past three-year period in the U.S. and Canada. For students who tested multiple times, only the first test scores are used to calculate the ranking percentile.

The SSAT reports percentiles. The *percentile* is the percentage of students in the norm group whose scores fall at or below a particular scaled score. For example, if an 8th grade student’s scaled score is 698 and his/her percentile is 68 on the verbal section, it means that 68% of verbal section scores of all the other 8th grade students (who took the test for the first time on a Standard test date over a three-year period in the U.S. and Canada) fell at or below 698.

Tables 1 to 7 (pages 20 to 26) provide percentiles for grades 5 through 11.





## Average Scores

The average of a group of scores provides a useful reference point when considering an individual score (e.g., above average, below average) for a test taker's grade. The average scores shown are for all first-time test takers testing in the U.S. and Canada on a Standard test date over a three-year period of the same grade as the reported test taker. For students who tested multiple times, only the first test scores are used to calculate the average score.

## Questions Not Answered

*Questions not answered* includes both omitted questions and questions not reached. *Omitted* questions are questions test takers are able to reach but choose not to answer after consideration. For example, if a test taker does not answer question #10 but answers questions 11, 12, 13, etc., question #10 is counted as an omitted question. *Questions not reached* refers to those questions (usually near the end of a section or a test) that test takers are not able to reach because they run out of time. For example, if a test has 50 questions, and a test taker does not answer questions 46–50, questions 46–50 are counted as not reached.

The SSAT is designed to ensure that test takers have sufficient time to consider every question on the test. The number of *not reached* questions is generally very low.

## School-Specific Context Data

Context is a key component to effective interpretation of test scores. The most important context for interpretation of test scores and other information is your school; thus your school's context data is added to each test taker's SSAT score report if your school reports its accepted and enrolled data to The Enrollment Management Association. The contexts included on the school score report place the test taker's scores into the school's environment, providing a much more meaningful comparison. School score reports are specific to each school and include context data for that school.

### School Context: All 2021-22 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: 2022 Accepted Students

This table places the test taker's scores in the context of all scores of the same-grade test takers accepted by your school in the last admission year. Also shown are the average scores for all of the same-grade test takers accepted by your school in the last admission year. (If your school does not participate in the Applicant Comparison Data share, these fields are blank.)

### School Context: 2022 Enrolled Students

This table places the test taker's scores in the context of all of the same-grade test takers enrolled by your school in the last admission year. Also shown are the average scores for all of the same-grade test takers enrolled by your school in the last admission year. (If your school does not participate in the Applicant Comparison Data share, these fields are blank.)





## SSAT Subject Areas

SSAT results are reported in the following subject areas:

### Verbal

- + Synonyms—These questions test the student’s verbal capability.
- + Analogies—These questions test the student’s ability to relate ideas to each other logically.

### Quantitative

- + Number Concepts and Operations—These questions deal with the way numbers are used or written and include concepts of and operations with integers, fractions, decimals, and percents, as well as number problems and relationships.
- + Algebra, Geometry, and Other Math—These questions cover the use of variables in equations and inequalities; coordinate systems; informal measurement-related concepts of area, perimeter, volume, and measure; the knowledge of triangles and other plane and solid shapes taught in the elementary school years; graphs, tables, charts, and miscellaneous topics such as simple probability and statistics, logic, and flowcharts.

### Reading Comprehension

- + Main Idea and Content—Some of these questions require students to recognize the main idea of a passage either by choosing a main idea statement or by choosing a title for the passage that most appropriately describes the author’s main point. The remaining questions require students to recognize the details from a passage that support the author’s thesis.
- + Higher Order and Interpretation—These questions require students to reason, draw inferences, and apply information, recognize meaning not directly stated in a passage, and identify such elements of the passage as the author’s logic, style, and tone.

For each subject area, the score report provides:

- + The number of questions answered correctly
- + The number of questions answered incorrectly
- + The number of questions omitted
- + The number of questions not reached at the end of each test section

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







# Statistical Terms and the SSAT

## Score Equating

Different SSAT forms are built and administered to students each year. Although test developers follow prescribed specifications when they assemble new forms so that different forms can be parallel in difficulty as much as possible, in reality it is inevitable that there are variations in form difficulty. A statistical procedure referred to as *score equating* is used to adjust for minor form difficulty differences, so that scores reported to students taking different forms are comparable.

## Mean

The *mean* of a group of scores is the arithmetic average. Computing the mean is a useful way to determine the average of a group for most kinds of measurement. The mean becomes a more useful and reliable measure as the size of the group upon which it is based increases. It is determined by adding the scores and dividing by the number of scores in that group.



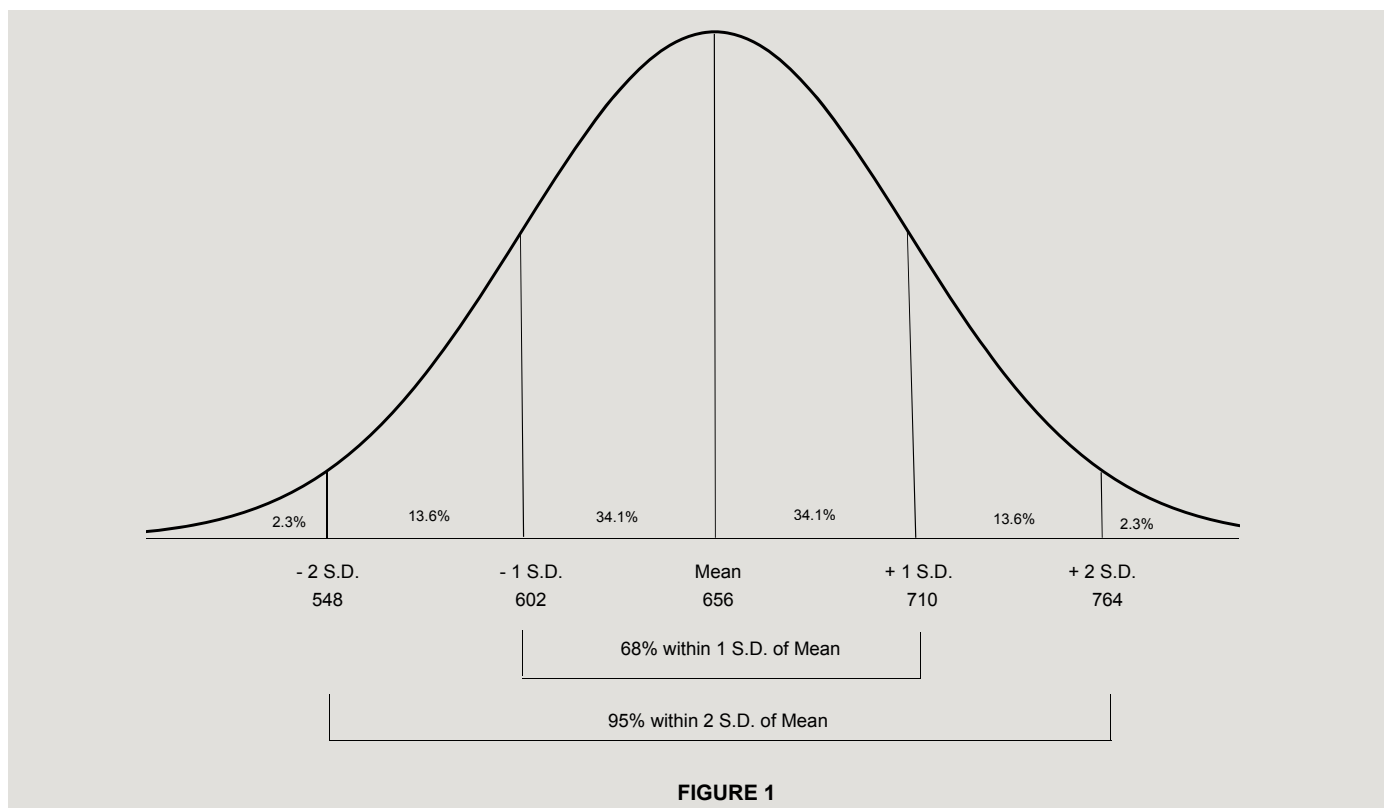


## Standard Deviation

The *standard deviation* is a statistic that indicates how much variation exists in a set of scores. A group with many high scores and many low scores will have a large standard deviation. A group of scores that are all close together will have a small standard deviation. If a group of scores has a normal distribution (the familiar bell-shaped curve), as is the case for national norm groups on many tests, about 68% of scores will fall within one standard deviation of the mean. About 16% of the scores will be more than one standard deviation below the mean score, and about 16% will be more than one standard deviation above the mean.

Figure 1 illustrates the relationship between standard deviation and test scores. The mean score for this test is 656, and the standard deviation is 54 points. One standard deviation above the mean is a score of 710, and 34% of the test-taking population earn scores that are between 656 and 710. Similarly, another 34% of the population score within one standard deviation below the mean, or between 602 and 656. This means that 68% of the test-taking population score within one standard deviation (54 points) above or below the mean score (656), or between 602 and 710. More than 26% score between one and two standard deviations above or below the mean, so a total of 95% of the test takers score within two standard deviations of the mean, or between 548 and 764. Notice that less than 5% of test takers score more than two standard deviations above or below the mean.

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





## Reliability of Test Scores

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

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

## Standard Error of Measurement (SEM)

*Standard Error of Measurement (SEM)* does not mean that someone has made a mistake in administering or scoring the test. It only means that students' scores on a test tend to differ somewhat from the scores they would earn if the test were perfectly reliable (true score). In reality, however, a perfectly reliable test is never realized. Standard Error of Measurement (SEM) measures how a student's test scores vary from his or her "true score" (see "True Score" on page 18).

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the Upper Level test is 20 on verbal. If a student gets a scaled score of 698 on verbal, there is a 68% chance that his/her score will fluctuate between 678 (one SEM below 698) and 718 (one SEM above 698) if he or she takes the test again.

The chart that follows specifies the Standard Error of Measurement for each section of the test.

Section	Upper Level Test SEM	Middle Level Test SEM
Reading Comprehension	20 points	18 points
Verbal	20 points	16 points
Quantitative	19 points	14 points

## Standard Error of Difference (SED)

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

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





## True Score

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

## Validity

Test *validity* refers to the degree to which evidence exists to support the interpretation of test scores for particular purposes. It is important to note that we validate a test score for a particular use (e.g., admission, placement) and that validity is not the property of a test in and of itself. This means that as opposed to talking about a test as simply valid or not valid, one should instead state, for example, "There is a great deal of validity evidence to support the use of SSAT scores for independent school admission decisions." This also represents the notion that validity is a matter of degree and not absolute. It is therefore very important to gather validity evidence over time to either enhance, confirm, or contradict previous findings.

There are various sources of validity evidence that can be examined, such as the content tested (e.g., subject area and types of items), the internal structure of the test (e.g., reliability and other psychometric properties), and relationships between the test scores and other variables (e.g., correlations with the outcomes the test is expected to predict). The SSAT is primarily used in making independent school admission decisions. For that reason, admission officers are interested in its ability to predict first-year school grades. In spring 2015, The Enrollment Management Association conducted a predictive validity study. We received responses from 59 schools, with 2,918 Middle Level students and 13,744 Upper Level students.

The results showed that both Middle and Upper Level SSATs are strong predictors of the first year GPA (FYGPA). The correlation coefficients of individual section scores (verbal, quantitative, and reading) with FYGPA range from 0.44 to 0.53 for the Middle Level test, and from 0.44 to 0.50 for the Upper Level test. The total SSAT score (V, Q, R) correlates even higher: 0.54 for the Middle Level and 0.53 for the Upper Level.

## Test Speededness

The SSAT began a transition from a speeded to a non-speeded test in the 2003-2004 test year. The transition was completed in the 2004-2005 test year.

A test section is *speeded* to the extent that performance on it is determined by the number of questions examinees have time to answer. There is no single criterion to determine test speededness, but several criteria can be used together. One measure is provided by the percent of test takers who reached at least three-quarters of the questions in a timed section. A test section may be regarded as being virtually un-speeded 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 un-speeded. 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, 2018, and July 31, 2022. If a student tested multiple times, only the first test scores were used to calculate the norms. They are not representative of students in general throughout the country, nor are they representative of all students enrolled in independent schools.

Percentiles reported on individual score report forms are based on the performance of students of the same grade and may be found in the following tables. EMA now provides only scores based on mixed gender scores.

### Guide to Reading Tables

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





**Table 1**

**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST  
5th GRADE – VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2018-July 2022

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





**Table 2**

**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST  
6th GRADE – VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2018-July 2022

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



**Table 3**

**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST  
7th GRADE – VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2018-July 2022

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



**Table 4**

**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST  
8th GRADE – VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2018-July 2022

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



**Table 5**

**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST  
9th GRADE – VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2018-July 2022

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



**Table 6**

**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST  
10th GRADE – VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2018-July 2022

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





**Table 7**

**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST  
11th GRADE – VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2018-July 2022

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







## Appendix B:

### SSAT Means and Standard Deviations

The means and standard deviations on the following table are based on first-time test takers who tested at a United States or Canadian Standard administration of the Secondary School Admission Test from August 1, 2018, through July 31, 2022. If a student tested multiple times, only the first test scores were used to calculate the means. They are not representative of students in general throughout the country, nor are they representative of all students enrolled in independent schools. EMA now provides only scores based on mixed gender scores.



**Table 1****MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST**

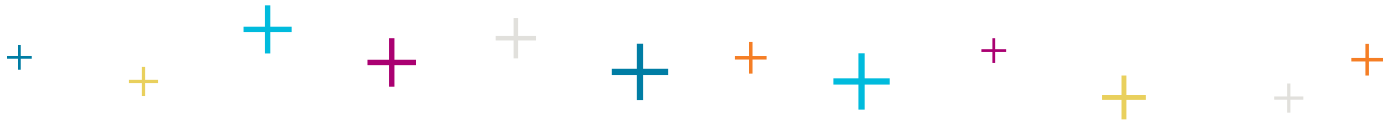
Based on United States and Canadian Standard First Time Test Takers August 2018-July 2022

<b>Verbal</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	8674	6862	5873	44034	7796	2928	584
Mean Scaled Score	603	624	637	666	672	669	650
Standard Deviation	47	48	48	64	69	66	59

<b>Quantitative</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	8674	6862	5873	44034	7796	2928	584
Mean Scaled Score	603	627	642	683	701	703	695
Standard Deviation	47	47	44	65	66	63	62

<b>Reading</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	8674	6862	5873	44034	7796	2928	584
Mean Scaled Score	597	616	631	657	663	664	648
Standard Deviation	46	48	49	54	56	55	52

<b>Total</b>	<b>Middle</b>			<b>Upper</b>			
<b>Grade</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>
Total Test Takers	8674	6862	5873	44034	7796	2928	584
Mean Scaled Score	1803	1867	1910	2006	2036	2036	1993
Standard Deviation	124	127	125	162	167	157	147



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