

+ The SSAT

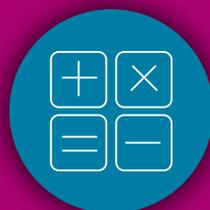
The Official Study Guide for the
Elementary Level
Grade 3

SSAT

Includes:

Section Overviews and Study Tips

Practice Test Questions



The only prep guide written by the SSAT Test Development Team

An Admission Checklist

- Create an Account on ssat.org**
- Apply for Testing Accommodations and/or Sunday Testing, if Needed**
Pre-approval is required before a test registration can be created.
- Choose a Test Date and Site**
Use our easy test center search to find a site close to home.
- Select Score Recipients**
List the schools to which you are applying during online registration, or wait until after you receive your scores.
- Order Additional Services**
SSAT offers, for additional fees, options to receive printed copies of your scores and alerts to view your scores the moment they are available.
- Pay**
Fees are payable by credit card (Visa, MasterCard, and Discover). Fee waivers are available from member schools for those in need. Contact a school to which you are applying in order to request a fee waiver.
- Print your Admission Ticket**
These tickets list important test information including administration policies, location details, special instructions, and items to bring with you on test day.
- Prepare and Practice**
The best way to prepare for the SSAT is to become familiar with its format and practice using questions developed by the same team that writes the SSAT. You can do all that in this book!
- Apply to Schools the Easy Way!**
Make applying easier by using the Standard Application Online (SAO). Create just one online application to apply to schools. Learn more at ssat.org/sao.

All this and more can be completed and managed through www.ssat.org!

The Enrollment Management Association

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Welcome!



If you are in the process of having your child apply to one or more of the independent schools around the world that rely on the Secondary School Admission Test (SSAT) as an admission assessment tool, this guide is for you.

This is an exciting time in your child's academic life, and we have designed this guide to help demystify the testing process. As you read through this document, you'll find an overview of the individual test sections, sample problems, and answers to frequently asked questions.

Please contact us if you have questions or concerns—like you, we want your child to feel confident and well prepared.

Sincerely,

Heather Hoerle, Executive Director, The Enrollment Management Association



What is the SSAT?

The SSAT is designed for students who are seeking entrance to independent schools 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 background or experience.

The SSAT is not an achievement test. A classroom math test, for example, is an achievement test: the teacher specifically designs it to evaluate how much students know about what is covered in class. The SSAT, on the other hand, is designed to measure the verbal, quantitative, and reading skills that have been acquired, rather than focusing on mastery of particular course materials.

How is the SSAT Designed?

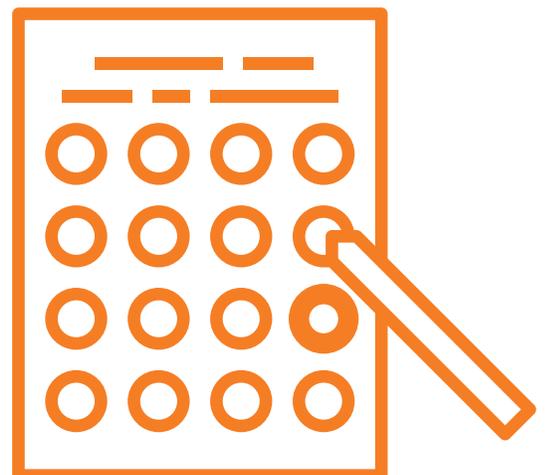
The SSAT measures three constructs: verbal, quantitative, and reading skills that students develop, both in and out of school. It emphasizes the critical thinking and problem-solving skills that are essential for academic success.

The SSAT is constructed to be of middle difficulty for those who take the test. The distribution of question difficulties is set so that the test will effectively differentiate among test takers, who vary in their level of skills.

In developing the SSAT, review committees composed of content experts and independent school teachers are convened. The committees reach consensus regarding the appropriateness of the questions. Questions judged to be acceptable after the committee review are then pretested and analyzed. Questions that are statistically sound are assembled into test forms. New questions are constantly being tested to ensure the tests remain current. These questions appear in the experimental section of the test.

Is the Elementary Level SSAT Reliable?

The SSAT is very reliable. The scaled score reliability is higher than or close to .85 for all three measures, which is considered high in the educational field.





The SSAT is a Norm-Referenced Test

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 Elementary Level SSAT norm group consists of all the test takers (same grade) who have taken the test for the first time in the United States and Canada in the last three years.

The SSAT reports percentiles, which are referenced to the performance of the norm group. For example, if you are in the third grade, and your percentile on the verbal section is 90%, it means that the scores of 90% of all the other third grade students (who took the test in the preceding three years) fall at or below your score. The same scaled score on the SSAT may have a different percentile from year to year.

In contrast, a *criterion-referenced* test interprets a test-taker's performance without reference to the performance of other test takers. For example, if your percent correct from a classroom math test would be 90% if you answered 90% of the questions correctly. Your score is not referenced to the performance of anyone else in your class.

It is important to remember that the SSAT norm group is highly competitive. Students are being compared to all the other students in the same grade who are taking this test for admission into independent schools, which can be quite selective and competitive. Most important to remember is that the SSAT is just one piece of information considered by schools when making admission decisions and, for the vast majority of schools, students with a wide range of SSAT scores are admitted.

The SSAT is a Standardized Test

Although each year several different SSAT forms are administered, the SSAT is administered and scored in a consistent (standard) manner. The reported scores (or *scaled scores*) are comparable and can be used interchangeably, regardless of which test form students take. A scaled score of 500 on the December 2018 Elementary Level third grade verbal section, for example, has the same meaning as the scaled score of 500 on the March 2019 Elementary Level third grade verbal section, although the forms are different. Score interchangeability is achieved through a statistical procedure referred to as *score equating*. Score equating is used to adjust for minor form difficulty differences, so that the resulting scores can be compared directly.

Standard also refers to the way in which tests are developed and administered. A standard process for writing, testing, and analyzing questions—before they ever appear on a live test—is used. Precise instructions are provided to qualified and experienced test administrators from the moment students are admitted to the test center until the time of dismissal. Any deviations from the uniform testing conditions are reported by the test administrator. Of course, a student may apply for testing accommodations, but the processes and procedures for the test's administration remain the same.

SSAT Testing Levels

There are currently three testing levels for the SSAT. The Elementary Level tests are for students in grades 3 and 4. Because of the learning and growth that takes place during the third and fourth grades, separate tests are constructed for each grade. The Middle Level is for students in grades 5-7. The Upper Level is for students in grades 8-11.



Overview of The Elementary Level SSAT

The **Elementary Level SSATs** are multiple-choice admission tests that consist of five sections plus a break, given in this order:

Section	Number of Questions	Time Allotted to Administer Each Section
Section 1 (Quantitative)	30	30
Section 2 (Verbal)	30	20
Break		15
Section 3 (Reading)	28	30
Writing Sample	1 prompt	15
Experimental Section	Varies from 15-17	15
Totals	104-106*	2 hours, 5 minutes

*Depending on the number of questions in the experimental section

Each test booklet is barcoded with information identifying your child, including registration ID, name, grade, and gender. Your child marks answers directly in the test book by filling in the circle next to his/her answer choice.

2018-19 Test Registration Calendar

Test Date	Regular Registration Starts August 1, 2018 and ends:	Late Registration Begins (\$45 additional) Begins 12:00 am EST on:	Rush Registration Begins (\$85 additional) Begins 12:00 am EST on:	Last Day for Test Registration Without Testing Accommodations Ends 11:59 pm EST on:
Saturday, December 8, 2018	November 17, 2018	November 18, 2018	November 25, 2018	Wednesday, December 5, 2018
Saturday, January 5, 2019	December 15, 2018	December 16, 2018	December 23, 2018	Wednesday, January 2, 2019
Saturday, February 2, 2019	January 12, 2019	January 13, 2019	January 20, 2019	Wednesday, January 30, 2019
Saturday, March 2, 2019	February 9, 2019	February 10, 2019	February 17, 2019	Wednesday, February 27, 2019
Saturday, April 27, 2019	April 6, 2019	April 7, 2019	April 14, 2019	Wednesday, April 24, 2019



The Quantitative Section

The quantitative section of the third grade test consists of thirty quantitative problems. These problems are a mixture of concepts that are considered to be the basis of the third grade mathematics curriculum and a few that will challenge the third grade student. Topics covered include number sense, properties, and operations, algebra and functions, geometry and spatial sense, measurement, and probability. These problems reflect the following skills:

- Basic addition, subtraction, multiplication, and division
- Place value
- Ordering of numbers (greater than, less than)
- Fractions
- Basic concepts of geometry (shapes and their attributes)
- Basic concepts of measurement
- Interpretation of graphs

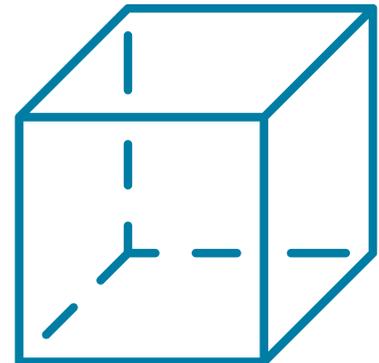
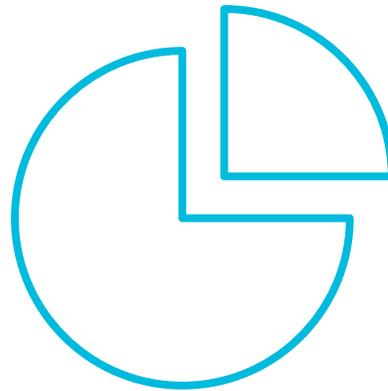
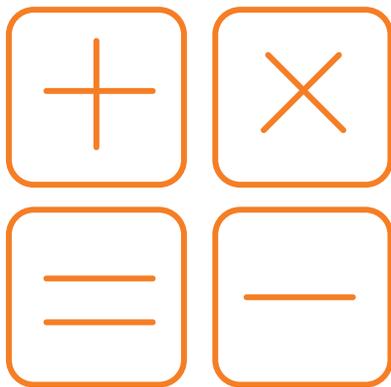
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Just the Facts
The Quantitative Section

Number of questions:
30

Scored section:
Yes

Time allotted:
30 minutes





How are the Quantitative Questions Presented on the Test?

EXAMPLE:

1. The Smith family drove 300 miles every day for 4 days. How far did they drive on their trip?

- (A) 75 miles
- (B) 304 miles
- (C) 600 miles
- (D) 1,200 miles
- (E) 1,500 miles

Option (D) is correct. Option (A) is incorrect because the student divides rather than multiplies. Option (B) is incorrect because the student adds rather than multiplies. Option (C) is incorrect because the student doubles but does not multiply by four. Option (E) is incorrect because the child multiplies by 4 and adds in the 300 again. This question tests basic multiplication skills, and as it is a word problem, it does not specifically state the mathematical operation necessary to solve it. The student's task is also to consider the information in the problem in order to determine what operation is necessary to solve the problem.

EXAMPLE:

2. $\frac{1}{4} + \frac{1}{2} =$

- (A) $\frac{2}{2}$
- (B) $\frac{2}{4}$
- (C) $\frac{3}{4}$
- (D) $\frac{2}{6}$
- (E) $\frac{2}{8}$

Option (C) is correct. Option (A) is incorrect because the student added the numerators and ignored the first denominator. Option (B) is incorrect because the student added the numerators and ignored the second denominator. Option (D) is incorrect because the student added the numerators and then the denominators. Option (E) is incorrect because the student added the numerators and multiplied the denominators. This question tests basic addition skills as well as facility with fractions. It is structured in the terms that directly state the mathematical operation necessary to solve it.



The Verbal Section

The verbal section of the test has two parts. The first is a synonym section and the second is an analogies section. These sections test understanding of language, word relationships, and nuances in word meanings.

Synonyms

Synonyms are words that have the same or nearly the same meaning as another word. The words do not need to have exactly the same meaning, and therefore learning synonyms enables students to differentiate between shades of meaning. This allows them to be more precise in their own speech and writing, and also to understand subtleties in the speech and writing of others. For example, *large* and *big* are synonyms, as are *beautiful* and *pretty*. The test focuses on vocabulary appropriate to the third grade, pulling words from all areas of third grade study including science, technology, and social studies.

+ + + + + + + + + +

Just the Facts
The Verbal Section

Number of questions:
30

Scored section:
Yes

Time allotted:
20 minutes

How are the Synonym Questions Presented on the Test?

EXAMPLE:	<p>1. COLD:</p> <ul style="list-style-type: none"> (A) kind (B) sick (C) chilly (D) light (E) hot
-----------------	--

Option (C) chilly is the correct answer. Option (A) can be the opposite of someone who acts cold. Option (B) may describe someone who has a cold, but it is not a synonym of cold. Option (D) is not related to describing temperature. Option (E) is an antonym of cold.

EXAMPLE:	<p>2. COOPERATE:</p> <ul style="list-style-type: none"> (A) join (B) help (C) delay (D) finish (E) substitute
-----------------	--

Option (B) help is the correct answer. Option (A) is a synonym for a similar word. Option (C) is an antonym. Option (D) is connected to the correct answer, cooperating helps finish, but is not a synonym. Option (E) is incorrect because the meaning is "to use in place of another."

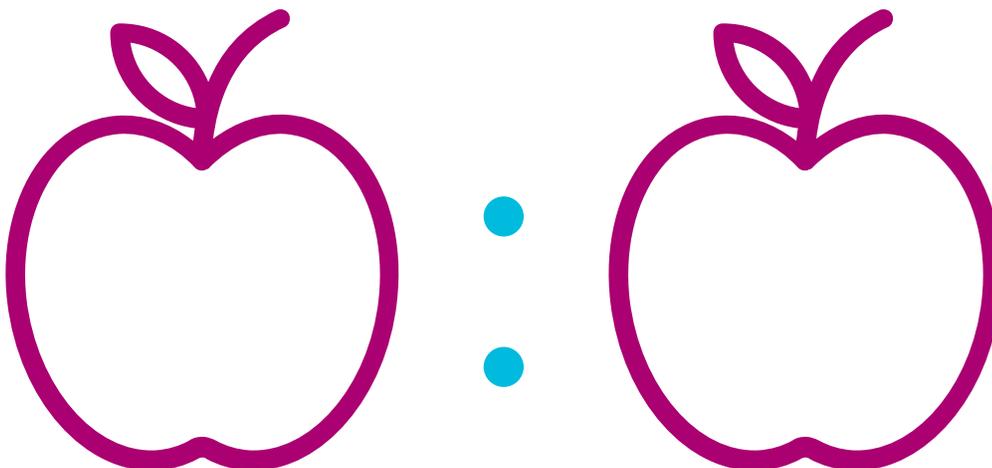


Analogies

An analogy is a statement saying that one thing is similar to another thing. Analogies help us make connections and see relationships based on knowledge we already possess. These types of comparisons play an important role in improving problem solving and decision making skills, perception and memory, communication, and reasoning skills, as well as reading and building vocabulary. Analogies help students to process information actively, make important decisions, and improve understanding and long-term memory. Considering the relationships stimulates critical and creative thinking. These questions require the student to demonstrate understanding of nuances in both word meanings and word relationships.

Examples of Common Categories of Analogies:

- **Opposites or antonyms:** *up is to down as short is to tall*
- **Synonyms or words with identical or similar meanings:** *big is to large as little is to small*
- **Characteristic:** *pillow is to soft as blanket is to warm*
- **Part to whole:** *trunk is to tree as stem is to flower*
- **Uses:** *broom is to sweep as pencil is to write*
- **Users:** *hammer is to carpenter as brush is to painter*
- **Category:** *robin is to bird as shark is to fish*
- **Product to Producer:** *poem is to poet as statue is to sculptor*
- **Degree:** *snow is to blizzard as rain is to hurricane*
- **Homonyms:** *four is to for as see is to sea*





How are the Analogy Questions Presented on the Test?

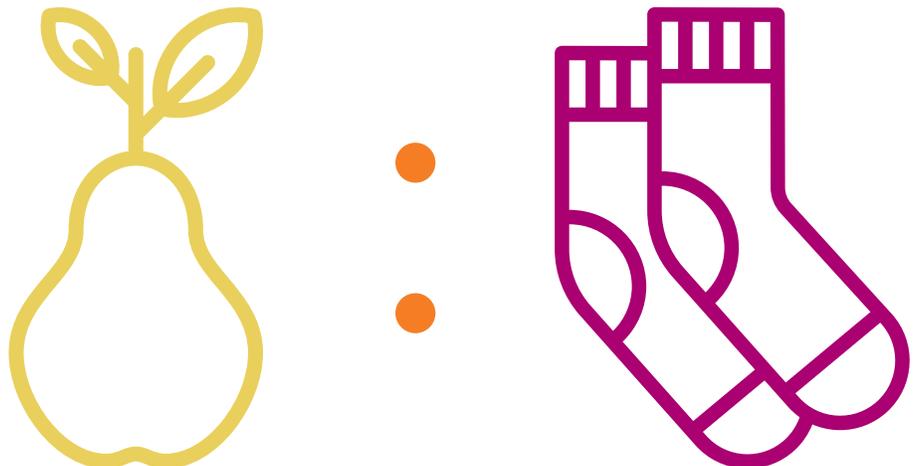
The classic approach to figuring out analogies is the “bridge sentence.” The student looks at the question pair (below it is “minute is to hour”) and decides what the connection is between the two words. In the example below, the connection is **part to whole**, so the bridge sentence might be “a minute is part of an hour.” Then, the student looks at the options and turns them into the same bridge sentence. The student does this with each word pair until the sentence makes sense.

EXAMPLE:	<p>1. Minute is to hour as</p> <ul style="list-style-type: none"> Ⓐ men is to our Ⓑ week is to day Ⓒ cow is to milk Ⓓ month is to year Ⓔ man is to woman
-----------------	---

The correct answer is Ⓓ. The relationship is part to whole and a month is a part of a year. Option Ⓐ is wrong because the two words sound similar to the stem, but have no connection. Option Ⓑ is a similar relationship but is going in the other direction (a week has a day in it, instead of day being a part of a week). Option Ⓒ is incorrect because a cow produces milk. Option Ⓔ is incorrect because man and woman are opposites.

EXAMPLE:	<p>2. Bare is to bear as pause is to</p> <ul style="list-style-type: none"> Ⓐ jaws Ⓑ laws Ⓒ caws Ⓓ paws Ⓔ cause
-----------------	--

Option Ⓓ is the correct answer. The relationship is one of **homonyms**. All of the other options are rhymes, not homonyms.





The Reading Section

The reading section of the third grade test consists of six to seven short, grade-level appropriate passages, each with four to six multiple-choice questions associated with it. These passages may include biographies, prose, poetry, fiction, and nonfiction. Students are asked to locate information and find meaning. They are also asked to demonstrate literal, inferential, and evaluative comprehension. Questions ask the reader to show understanding of key ideas and details to determine the main idea of the text. Additionally, they ask the reader to determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

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Just the Facts
The Reading Section

Number of questions:
28

Scored section:
Yes

Time allotted:
30 minutes

How are the Reading Questions Presented on the Test?

EXAMPLE:		<p style="text-align: center;">Butterflies go through a complete metamorphosis in four different life stages. The butterfly starts its life as an egg. It hatches from an egg as a caterpillar. While it is in its larva stage, it constantly eats leaves or flowers. The caterpillar molts many times as it grows, losing its old skin again and again. The caterpillar turns into a chrysalis. It rests while it is in this stage. Finally, a beautiful, ready-to-fly adult butterfly emerges.</p>
	<i>Line 5</i>	

1. In line 4, the word “molts” can be replaced by

- (A) dies
- (B) flies
- (C) rests
- (D) sheds
- (E) hatches

Option (D) sheds is the correct answer. The word is explained by the second clause of the sentence. Option (A) is not mentioned in the text. Options (B), (C), and (E) are all verbs used in other stages of the life cycle of the butterfly. This question asks the student to show understanding of the meaning of words and phrases as they are used in a text.

2. The main point of the passage is that butterflies

- (A) are beautiful
- (B) are the same as a caterpillar
- (C) eat a lot of leaves and flowers
- (D) cannot fly until they are fully grown
- (E) change completely in each stage of life

Option (E) is correct. The remaining options are all true but clearly are not the main point of the passage. This question asks the student to show understanding of key ideas and details to determine the main idea of the text.

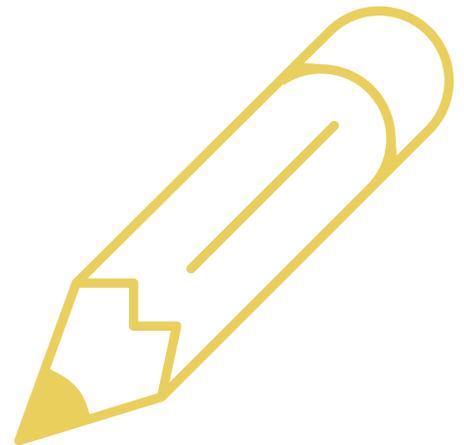


The Writing Sample

The writing sample gives the student a chance to express him/herself through a written response to a picture prompt. The student is asked to look at a picture and tell a story about what is happening and to be sure his/her story includes a beginning, a middle, and an end. This writing sample is not graded, but a copy is provided to schools to which your child's score report is sent.


Just the Facts
 The Writing Sample
Number of prompts:
 1
Scored section:
 No
Time allotted:
 15 minutes

How is the Writing Sample Presented on the Test?



Look at the picture and tell a story about what happened. Make sure your story includes a beginning, a middle, and an end.



The Experimental Section

The experimental section of the third grade test contains mixed content questions (verbal, reading, and math). This section does not count toward reported scores.

What it measures

The SSAT test development team continuously tests new questions to make sure they are reliable, suitable, and acceptable for the SSAT. These questions may be used on a future SSAT form.

Note: Testing accommodation students requiring 1.5x time do not complete the experimental section.

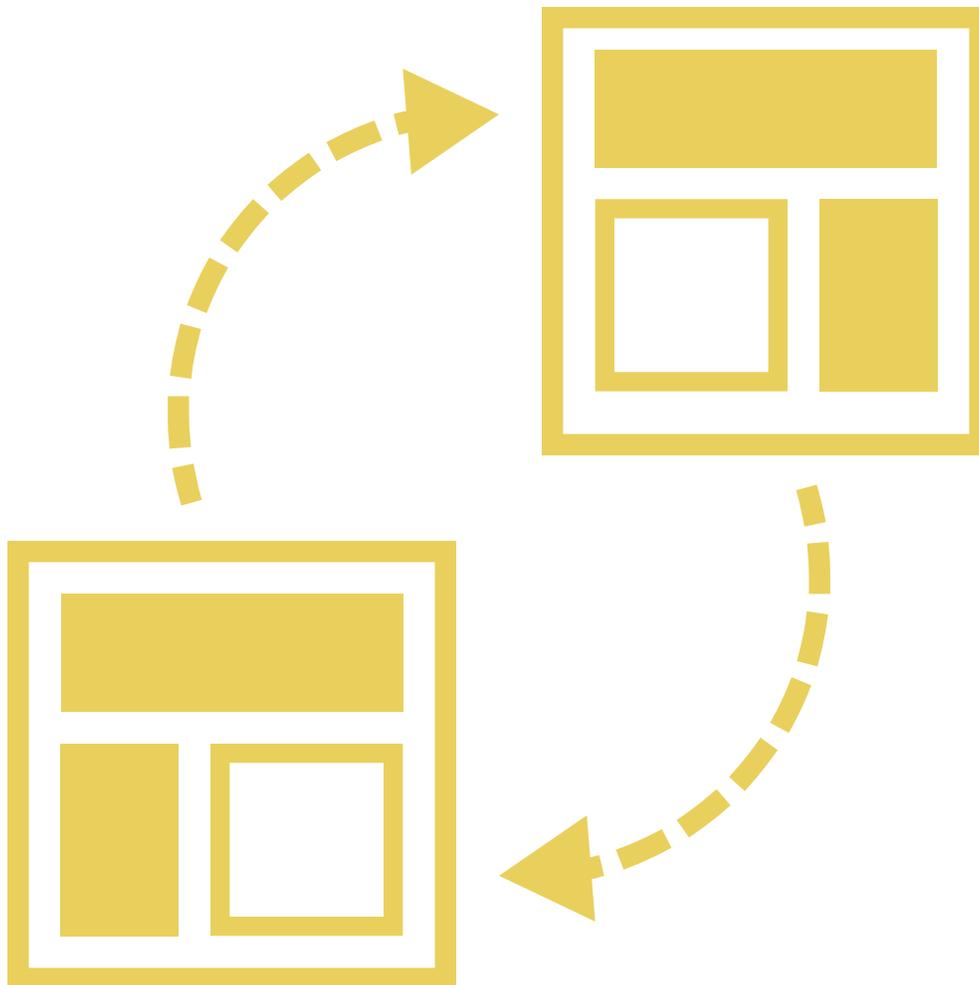
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Just the Facts
The Experimental Section

Number of questions:
Ranges from 15 to 17

Scored section:
No

Time allotted:
15 minutes





Elementary Level SSAT Scoring

Your child's Elementary Level SSAT score report will contain the following information:

Number of Items: The number of items in the content sections and subsections.

Number Correct: The number of correct answers for the content sections and subsections.

Percent Correct: The percentage of correct answers for the content sections and subsections.

Scaled Score: A score that has a range of values from 300 to 600.

Scaled Score Percentile: The scaled score percentile is a score that has values from 1 to 99. It compares performance to other students taking the same examination.

Total Scaled Score: The total scaled score is the sum of the scaled scores for the (quantitative, verbal, and reading) sections. It has a minimum value of 900 and a maximum value of 1800.

Score Reporting Services

A free copy of your child's score report will be available online via your SSAT account. For an additional fee, you may opt to receive score reports by mail (\$25) or FedEx (\$35). In addition, you can receive a text or email alerting you when your scores are ready (\$15).

Helpful Tips

The best way to help your child prepare for the Elementary Level SSAT is to review the test format beforehand, including layout, structure, instructions, and time allotment. Looking at practice questions together is an excellent way to demystify the process.

In the days leading up to the test, be sure that your child gets adequate rest. Provide a healthy breakfast on the test day and encourage your child to bring a break-time snack and drink.

Be careful not to add unnecessary stress. While it's always important to encourage your child to do his/her best work, don't overemphasize the importance of the test.

Be sure to remind your child to listen carefully to the test administrator, who will provide all the instructions he/she needs to take the test successfully.

If your child is sick on testing day, you have up to one week after the scheduled test date to book a seat for another test date (if available). A change fee applies.

Contact Us

If you need assistance or have additional questions, please call us Monday-Friday, 9:00 a.m. to 5:00 p.m. EST at 609-683-4440, email us at info@ssat.org, or "chat" with us via www.ssat.org.





Frequently Asked Questions

How do schools use my child's scores?

Schools use your child's scores in different ways—to estimate your child's ability to succeed in their programs, to compare your child's performance with other applicants for admission, and/or to compare the test score with your child's present academic record. Each school evaluates a child's scores according to its own standards and requirements. Specific questions about how test scores are used in the admission process should be directed to the school's admission officer.

Are testing accommodations such as extra time available for the Elementary Level SSAT?

Yes, families who can provide documentation verifying that their child routinely receives accommodations in his/her current academic setting may apply for testing accommodations. **Accommodations must be approved prior to test registration.**

How many times can my child take the Elementary Level SSAT?

Your child may take the Third Grade SSAT twice during the testing year (December 1- July 31).

Are snacks or drinks allowed on the day of the test?

Yes, your child may bring snacks and beverages for consumption during the break. Snacks and beverages should be in a clear plastic bag and may not be consumed during testing.

Can my child use the restroom during the test?

A 15-minute break is provided during the test for trips to the restroom. A child may raise his/her hand to use the restroom at any time during the test, but may not make up the missed testing time.

Should my child guess if he/she doesn't know the answer?

Encourage your child to try to answer every question, making his/her best guesses about the questions of which he/she is unsure. There are no penalties for wrong answers.

How do I report my child's scores to schools?

You may indicate the school's name as a score recipient at the time of test registration, or you may wait to receive your child's scores before designating score recipients through your online SSAT account.

Are fee waivers available for the Elementary Level SSAT?

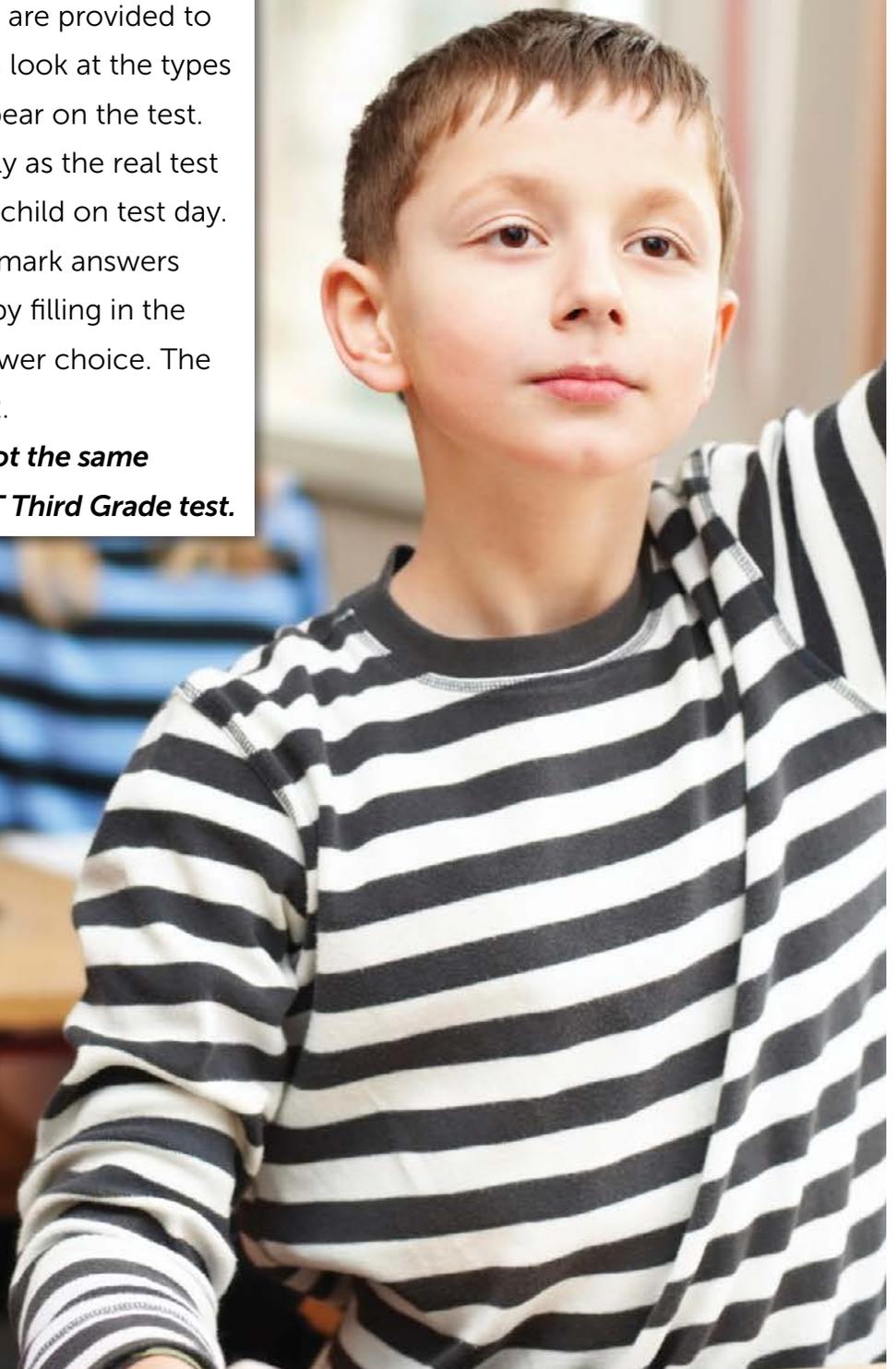
Yes, you may request a fee waiver from the school to which you are applying. A fee waiver covers the cost of the test only and can be used in lieu of a credit card during test registration. Fee waivers are not available directly from The Enrollment Management Association and must be obtained prior to test registration.



Practice Questions

These practice questions are provided to give you and your child a look at the types of questions that will appear on the test. It is also formatted exactly as the real test book will appear to your child on test day. Note that your child will mark answers directly in the test book by filling in the circle next to his/her answer choice. The answer key is on page 32.

Please note that this is not the same length as the actual SSAT Third Grade test.





SECTION 1

15 Practice Questions

Following each problem in this section, there are five suggested answers. Select the best answer from the five choices. You may use the blank space provided to solve the problem.

Sample Question:

$34 - 13 = \underline{\hspace{2cm}}$ (A) 19 (B) 21 (C) 37 (D) 42 (E) 47	(A) <input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/> (E) <input type="radio"/>
--	--

1. $922 - 157 =$

- (A) 753
- (B) 765
- (C) 776
- (D) 835
- (E) 1079

2. Veronica and Sam found 83 pebbles to use in their aquarium tanks. They place 37 of the pebbles in the tadpole tank. How many do they have left to put into their salamander tank?

- (A) 46
- (B) 47
- (C) 54
- (D) 55
- (E) 56

3. On a map, 1 inch represents 150 miles. If I measure 4 inches on the map, how far is that in miles?

- (A) 400 miles
- (B) 450 miles
- (C) 500 miles
- (D) 550 miles
- (E) 600 miles



4. If one banana weighs 8 ounces, how much do 4 bananas weigh?

- (A) 12 ounces
- (B) 16 ounces
- (C) 22 ounces
- (D) 32 ounces
- (E) 40 ounces

5. A box holds 8 chocolate candies. How many boxes are needed to hold 136 chocolate candies?

- (A) 14
- (B) 15
- (C) 16
- (D) 17
- (E) 18

6. $58 \times 37 =$

- (A) 580
- (B) 1,916
- (C) 2,146
- (D) 3,448
- (E) 18,796

7. Which is the largest fraction?

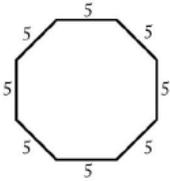
- (A) $\frac{1}{2}$
- (B) $\frac{1}{3}$
- (C) $\frac{1}{5}$
- (D) $\frac{1}{10}$
- (E) $\frac{1}{100}$

8. $\frac{2}{4} + \frac{5}{12}$

- (A) $\frac{7}{24}$
- (B) $\frac{6}{14}$
- (C) $\frac{7}{16}$
- (D) $\frac{7}{12}$
- (E) $\frac{11}{12}$



9. Sam's birthday is 2 weeks and 2 days from today. If today is January 2nd, on what day is Sam's birthday?
- (A) January 9
 - (B) January 11
 - (C) January 16
 - (D) January 18
 - (E) January 22



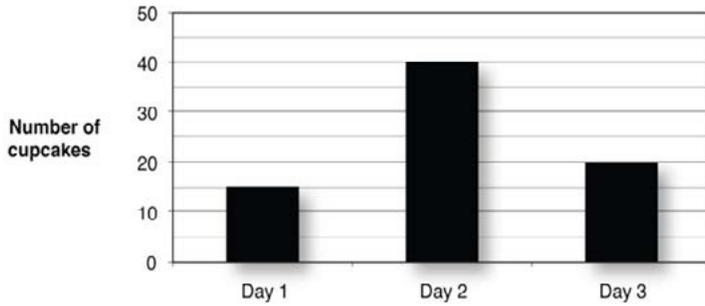
10. Find the perimeter for the shape.
- (A) 30
 - (B) 35
 - (C) 40
 - (D) 45
 - (E) 50

11. Lily wants to buy a notebook that costs \$3.50. She only has \$2.45. Which coins could you give Lily so she would have exactly \$3.50?
- (A) 1 nickel
 - (B) 2 quarters and 1 nickel
 - (C) 3 quarters and 2 dimes
 - (D) 4 quarters and 1 nickel
 - (E) 4 quarters, 1 dime, and 1 nickel

12. Omar and Zahir have 427 paperclips in their collection. They traded 259 of their paperclips to their sister for 27 pencils. How many paperclips do the boys have now?
- (A) 168
 - (B) 172
 - (C) 232
 - (D) 238
 - (E) 286



Cupcakes Sold



13. What is the total number of cupcakes sold on Day 1 and Day 3?

- (A) 25
- (B) 35
- (C) 55
- (D) 60
- (E) 75

Temperature on November 1

Miami	90°
Atlanta	82°
Seattle	65°
Portland	63°
Chicago	45°

14. What was the average temperature of these five cities on November 1?

- (A) 45°
- (B) 65°
- (C) 67°
- (D) 69°
- (E) 86°

15. $17 + 6 =$

- (A) 20
- (B) 22
- (C) 23
- (D) 24
- (E) 26



SECTION 2

14 Practice Questions

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:

SLEEPY:

- (A) perky
- (B) fast
- (C) tired
- (D) sad
- (E) hungry

(A) (B) ● (D) (E)

1. DIFFICULT:

- (A) soft
- (B) hard
- (C) light
- (D) gentle
- (E) simple

2. FRANTIC:

- (A) inferior
- (B) worried
- (C) reluctant
- (D) paranoid
- (E) depressed

3. FRIGHTFUL:

- (A) horrible
- (B) deceitful
- (C) vengeful
- (D) shameful
- (E) spectacular

4. BRIEF:

- (A) hide
- (B) long
- (C) short
- (D) secret
- (E) manuscript

5. ADMIRE:

- (A) crave
- (B) pretty
- (C) desire
- (D) delight
- (E) appreciate

6. UNUSUAL:

- (A) bad
- (B) native
- (C) regular
- (D) abnormal
- (E) appropriate

7. EDIT:

- (A) reuse
- (B) revise
- (C) reduce
- (D) referee
- (E) redefine



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:

Book is to author as

- (A) clay is to sculptor
- (B) hammer is to carpenter
- (C) song is to composer
- (D) script is to actor
- (E) microphone is to singer

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

Choice (C) is the best answer because a book is written by an author, just as a song is written by a composer. Of all the answer choices, (C) states a relationship that is most like the relationship between book and author.

8. Listen is to music as

- (A) ball is to bat
- (B) choir is to sing
- (C) floor is to mop
- (D) read is to book
- (E) laundry is to wash

9. Wheat is to bread as milk is to

- (A) cow
- (B) goat
- (C) drink
- (D) white
- (E) cheese

10. Happy is to sad as

- (A) up is to top
- (B) hop is to pop
- (C) run is to skip
- (D) talk is to chat
- (E) laugh is to cry

11. Sun is to hot as ice is to

- (A) cold
- (B) snow
- (C) cubes
- (D) skating
- (E) slippery

12. Blue is to color as

- (A) human is to hair
- (B) pillow is to sleep
- (C) flower is to grass
- (D) paper is to pencil
- (E) rabbit is to animal

13. Pane is to pain as weigh is to

- (A) ton
- (B) way
- (C) scale
- (D) weight
- (E) pounds

14. Find is to lose as build is to

- (A) wood
- (B) create
- (C) misplace
- (D) demolish
- (E) materials



SECTION 3

12 Practice 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.

In Winter I get up at night
 And dress by yellow candle light.
 In Summer, quite the other way,
 I have to go to bed by day.
Line 5 I have to go to bed and see
 The birds still hopping on the tree,
 Or hear the grown-up people's feet
 Still going past me in the street.
10 And does it not seem hard to you,
 When all the sky is clear and blue,
 And I should like so much to play,
 To have to go to bed by day?

1. Why does the author say he gets up at night in the winter?
 - (A) He goes to night school.
 - (B) In the winter, it's warmer at night.
 - (C) He works an overnight shift in a factory.
 - (D) In the winter, it is still dark in the morning.
 - (E) His mother sleeps all day because of her job.
2. We can assume that the poem was not written recently because
 - (A) the sky is still clear and blue
 - (B) he has to dress by candlelight
 - (C) his parents make him go to bed early
 - (D) the author can hear people in the street
 - (E) there are birds on the trees outside of his window
3. Why does the author have to go to bed when he thinks it's still day?
 - (A) He isn't allowed to play with the people who are still outside.
 - (B) He has to get up very, very early the next morning.
 - (C) He has misbehaved and is put to bed early.
 - (D) It is evening though not yet dark.
 - (E) He has been sick.
4. The author is unhappy about when he goes to bed in the summer because
 - (A) he isn't tired
 - (B) he wants to play
 - (C) he wants to catch birds
 - (D) he can't sleep unless it's dark
 - (E) the people walking outside keep him awake



When the girl was brought to the king, he led her into a room that was entirely filled with straw. Giving her a spinning wheel, he said, “Get to work now. If by morning you have not spun this straw into gold, then you will have to go and live in the tower.” Then he locked the room, and she was there all alone.

Line 5

The poor miller’s daughter sat there. She had no idea how to spin straw into gold. She began to cry.

Then suddenly the door opened. A little man stepped inside and said, “Good evening, why are you crying so?”

10

“Oh,” answered the girl, “I am supposed to spin straw into gold, and I do not know how to do it.”

The little man said, “What will you give me if I spin it for you?”

“My necklace,” said the girl.

15

The little man took the necklace, sat down before the spinning wheel, and whir, whir, whir, three times pulled, and the spool was full. So it went until morning, and then all the straw was spun, and all the spools were filled with gold, and the little man had vanished.

5. What did the king want the miller’s daughter to do?
 - (A) spin the straw into gold
 - (B) hand over the necklace
 - (C) fill the room with straw
 - (D) make the little man vanish
 - (E) stop the little man from crying
6. The word that best describes the king is
 - (A) mean
 - (B) tricky
 - (C) boring
 - (D) nervous
 - (E) sneaky
7. The girl was crying because she
 - (A) was alone in the room
 - (B) could not unlock the door
 - (C) could not see the little man
 - (D) wanted to keep her necklace
 - (E) could not turn straw into gold
8. What does the word “vanished” mean?
 - (A) disappeared
 - (B) finished
 - (C) helped
 - (D) called
 - (E) cried



Five cents doesn't buy you much these days, but the 1913 Liberty Head nickel is worth a fortune. Just ask the family of George Walton.

Line 5 A month after Paul Montgomery, a coin collector in New Hampshire, offered a one million dollar reward for the 1913 Liberty Head nickel—one of the rarest American coins—the Walton family came forward and said that they thought they owned one.

10 The family had put the coin away after Walton's death in 1962, believing the nickel was worthless. But after learning of the offer, the family decided to see if their nickel was genuine. Experts determined it was.

15 The story of the Liberty Head nickel began in 1883. That's when the U.S. Mint began producing the coins. In 1912, the mint replaced the Liberty Head nickel with the Indian Head, or Buffalo, nickel. But in 1913, someone—probably an employee of the U.S. Mint—illegally minted five additional Liberty Head coins.

20 Two of the rare 1913 nickels are now owned by coin collectors, and two others are in a museum. What happened to the fifth one remained a mystery until now.

"It's been missing for so long," said coin dealer John Dannreuther. "People would say there are only four, but we knew there were five. And there it is."

9. The main idea of this passage is
 - (A) people like to collect coins
 - (B) the U.S. Mint makes coins with pictures
 - (C) five extra 1913 Liberty Head nickels were made
 - (D) the fifth 1913 Liberty Head nickel is found
 - (E) coin collectors offer a lot of money for rare coins
10. If someone illegally made five 1913 Liberty Head nickels, they made them
 - (A) for government officials
 - (B) as examples for museums
 - (C) to sell only to coin collectors
 - (D) at the request of the U.S. Mint
 - (E) without permission of the law
11. According to the passage, another name for the Indian Head nickel is the
 - (A) 1913 nickel
 - (B) Walton nickel
 - (C) Buffalo nickel
 - (D) Liberty Head nickel
 - (E) Dannreuther nickel
12. In the last paragraph of the passage, we can assume that John Dannreuther feels
 - (A) tired
 - (B) pleased
 - (C) uncertain
 - (D) thoughtful
 - (E) disappointed

All Done!





Third Grade Practice Questions: Answer Key

Section	Item Number	Answer
Section 1: Quantitative	1.	B
	2.	A
	3.	E
	4.	D
	5.	D
	6.	C
	7.	A
	8.	E
	9.	D
	10.	C
	11.	D
	12.	A
	13.	B
	14.	D
	15.	C

Section 2: Verbal	1.	B
	2.	B
	3.	A
	4.	C
	5.	E
	6.	D
	7.	B
	8.	D
	9.	E
	10.	E
	11.	A
	12.	E
	13.	B
	14.	D

Section 3: Reading	1.	D
	2.	B
	3.	D
	4.	B
	5.	A
	6.	A
	7.	E
	8.	A
	9.	E
	10.	E
	11.	C
	12.	B

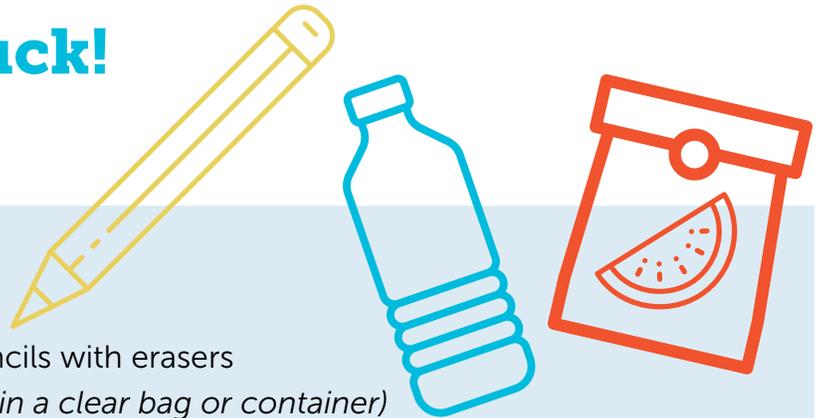
Test Day Checklist

- ✓ Arrive at the test site no later than 30 minutes before the exam to allow time for check-in.
- ✓ Have your admission ticket in hand to allow for fast entry to the test site.
- ✓ Review the Test Irregularity Policies (included with your admission ticket) to inform yourself of possible unusual circumstances and outcomes.
- ✓ Follow the proctor's instructions on where to go and sit.
- ✓ Listen carefully to the proctor's instructions as the exam begins and throughout the test.
- ✓ Remember all the useful tips you learned in this guide.

Relax and good luck!

What to Bring

- SSAT admission ticket (all pages)
- Several (*at least 3*) sharpened #2 pencils with erasers
- A snack and beverage for the break (*in a clear bag or container*)
- Students testing outside the U.S. and Canada must bring a valid passport



What NOT to Bring

Clothing

- Coats
 - Hats
- Hooded sweatshirts may be worn; however, the hood must remain down at all times.*

All Electronics

- Calculators
- Cell Phones*
- Fitness Tracker
- Wristbands
- Media Players
- All Watches
- Computers, Tablets, etc.

Personal Items

- Backpacks
- Bags
- Large Jewelry
- Purses

Other Items

- Books
- Erasers
- Mechanical Pencils
- Notes or Paper
- Pens
- Rulers

*Note:

It's best to leave your cell phone at home, but if you need to bring it, you must turn it off and give it to the proctor before testing begins. It will be returned to you following testing.

