

+ The SSAT

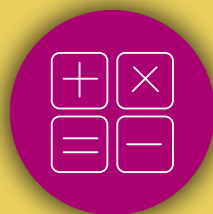
The Official Study Guide for the
Elementary Level
Grade 4

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?

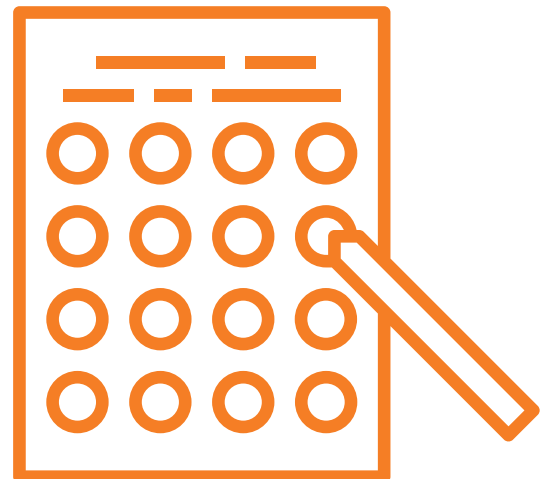
The SSAT measures three constructs: verbal, quantitative, and reading skills that students develop, both in and out of school. It emphasizes the critical thinking and problem-solving skills that are essential for academic success.

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 fourth grade, and your percentile on the verbal section is 90%, it means that the scores of 90% of all the other fourth 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 fourth grade verbal section, for example, has the same meaning as the scaled score of 500 on the March 2019 Elementary Level fourth 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 fourth grade test consists of thirty quantitative problems. These problems are a mixture of concepts that are considered to be the basis of the fourth grade mathematics curriculum and a few that will challenge the fourth grade student. Topics covered include number sense, properties, and operations, algebra and functions, geometry and spatial sense, measurement, and probability. These questions 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

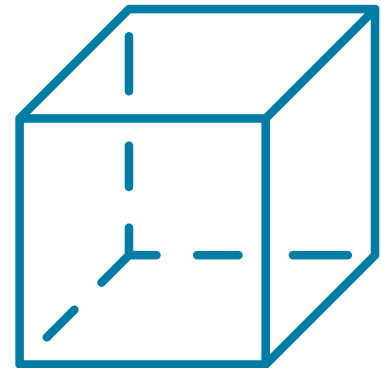
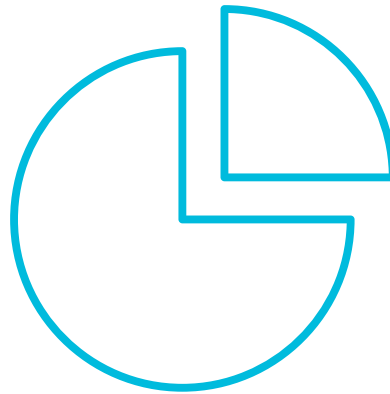
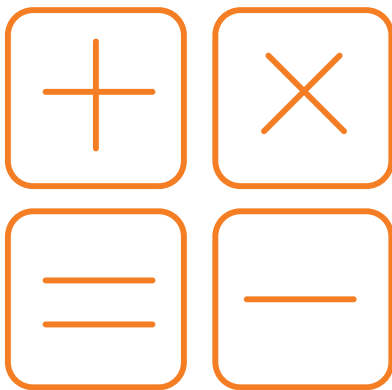
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Just the Facts
The Quantitative Section

Number of questions:
30

Scored section:
Yes

Time allotted:
30 minutes





How are the Quantitative Questions Presented on the Test?

EXAMPLE:	<p>1. There are 30 rows of seats on each side of the aisle in the school auditorium. If there are 11 seats on the left and 11 seats on the right, how many seats are there in the auditorium?</p> <p>Ⓐ 30 Ⓑ 60 Ⓒ 330 Ⓓ 333 Ⓔ 660</p>
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Option Ⓔ is the correct answer. Option Ⓐ is incorrect as the student just picked the first number remembered. Option Ⓑ is incorrect because the student added 30 seats on each side. Option Ⓒ is incorrect because the student only multiplied one side of the auditorium. Option Ⓓ is incorrect because the student multiplied incorrectly. 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:	<div style="text-align: center;"> </div> <p>2. What is the perimeter of the box above?</p> <p>Ⓐ 11 Ⓑ 12 Ⓒ 16 Ⓓ 22 Ⓔ 24</p>
-----------------	--

Option Ⓓ is the correct answer. Option Ⓐ is incorrect as the student added the length and the height. Option Ⓑ is incorrect as the student added the length and the height incorrectly. Option Ⓒ is incorrect because the student added only the long sides together. Option Ⓔ is incorrect because the student multiplied length times height. This question tests basic concepts of geometry and measurement.



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 fourth grade, pulling words from all areas of fourth grade study including science, technology, and social studies.

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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. EXHIBIT</p> <ul style="list-style-type: none"> (A) search (B) hide (C) display (D) capture (E) leave
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Option (C) display is the correct answer because display is a synonym of exhibit. Option (A) is incorrect because to search is to look for something rather than to exhibit it. Option (B) hide is an antonym of exhibit. Option (D) could be related to the correct answer, as a captured animal might be exhibited in a zoo, but capture is not a synonym of exhibit. Option (E) is incorrect since leave means to depart, or to let something remain as it is.

EXAMPLE:	<p>2. RARE</p> <ul style="list-style-type: none"> (A) bright (B) cold (C) typical (D) unusual (E) heavy
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Option (D) unusual is the correct answer because unusual is a synonym of rare. Option (A) bright may describe rare gemstones, but bright is not a synonym of rare. Option (B) is incorrect because cold refers to the temperature of something rather than to how infrequent or uncommon something may be. Option (C) typical is an antonym of rare. Option (E) is incorrect since rare is not related to the weight of something

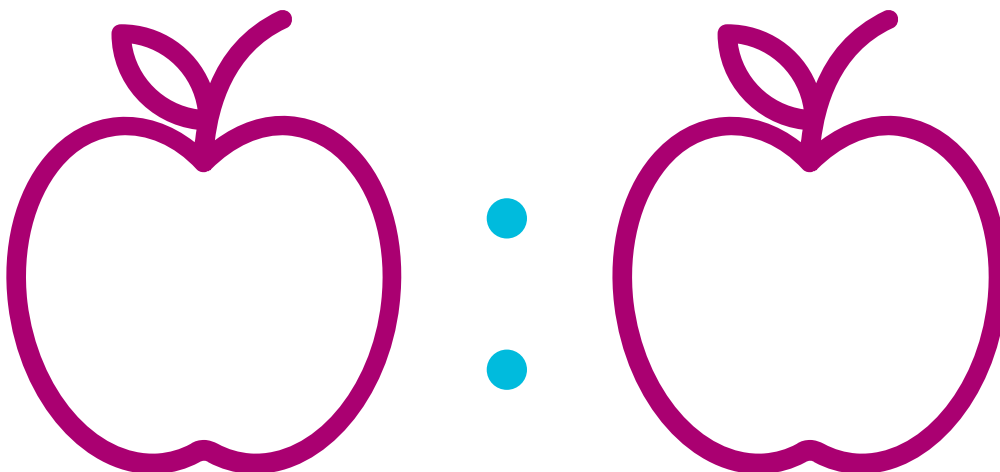


Analogies

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?

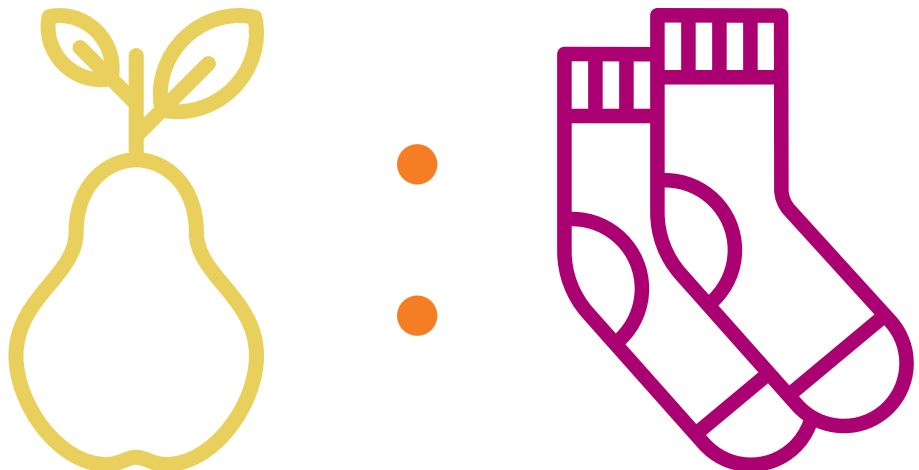
The classic approach to figuring out analogies is the “bridge sentence.” The student looks at the question pair (below it is “gorgeous is to hideous”) and decides what the connection is between the two words. In this case the connection is **opposites**, so the bridge sentence might be “gorgeous is the opposite of hideous.” 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. Gorgeous is to hideous as</p> <ul style="list-style-type: none"> (A) sweet is to flavorful (B) hidden is to distant (C) warm is to hot (D) pretty is to beautiful (E) wonderful is to horrible
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The correct answer is (E). Gorgeous is the opposite of hideous, just as wonderful is the opposite of horrible. Option (A) is a category connection in that something flavorful can be sweet. Option (B) is incorrect because something hidden is not the opposite of it being distant. Option (C) is a relationship of degree, not a relationship of opposites. Option (D) is incorrect because the two words are synonyms.

EXAMPLE:	<p>2. Tadpole is to frog as</p> <ul style="list-style-type: none"> (A) dolphin is to whale (B) soil is to plant (C) eagle is to bird (D) flower is to tree (E) chrysalis is to butterfly
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Option (E) is the correct answer. A tadpole changes into a frog as it matures, just as a chrysalis changes into a butterfly as it matures. Option (A) is incorrect because a dolphin does not become a whale as it matures. Option (B) is incorrect because soil does not turn into a plant, whereas a seed does. Option (C) is incorrect because an eagle is a type of bird, but it does not change into a bird. Option (D) is incorrect because a flower does not become a tree as it matures.





The Reading Section

The reading section of the fourth 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.

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;"><i>Line 5</i></p> <p style="text-align: center;"><i>Line 10</i></p>	<p>Scientists were collecting bats in a South Sudan Game Preserve in July 2012 when they noticed that one of the bats in their nets looked nothing like the others. Not only did the female bat’s striking, panda-like two-colored patches stand out, but the bat’s anatomy was also distinct, featuring a larger skull, differently shaped ears, bigger teeth, and longer wingtips.</p> <p>Upon review, the team noticed the bat had been described before—first in 1939, by R. W. Hayman, a zoologist from the British Museum. Hayman had studied a specimen retrieved from farther north, in what was then known as the Belgian Congo. At that time, he’d identified the flying mammal as belonging to a group characterized by spots and stripes, and stunted snouts.</p> <p>Some people have nicknamed the creature “panda bat,” because the resemblance of the patterns on the bat’s face to a panda are striking.</p>
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- From the bat’s nickname we know that it
 - Ⓐ is female
 - Ⓑ is bear-like
 - Ⓒ is very small
 - Ⓓ has big ears
 - Ⓔ is black and white

Option Ⓔ is correct. Pandas are black and white. Option Ⓐ is incorrect because while it is true that it is female, it has nothing to do with the nickname. Option Ⓑ is incorrect because it isn’t at all like a bear. Option Ⓒ is incorrect for the same reason as Ⓐ, it’s true but not connected to the nickname. Option Ⓓ is incorrect because the passage doesn’t say anything about the size of the ears. This question tests the ability of a student to show understanding of key ideas and details they are used in a text.

Continued



The Reading Section *(continued)*

2. The word “retrieved” (line 6) as used in the passage means

- Ⓐ sent away
- Ⓑ played with
- Ⓒ brought back
- Ⓓ turned around
- Ⓔ described before

Option Ⓒ is correct. The specimen was brought back from farther north. Option Ⓐ is incorrect because nothing was sent away in the passage. Options Ⓑ and Ⓓ are incorrect because no one was playing with or turning around anything in the passage. Option Ⓔ is incorrect because while things are being described, it has nothing to do with the word “retrieved.” This question tests the ability of a student to show understanding of the meaning of words and phrases as they are used in a 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.

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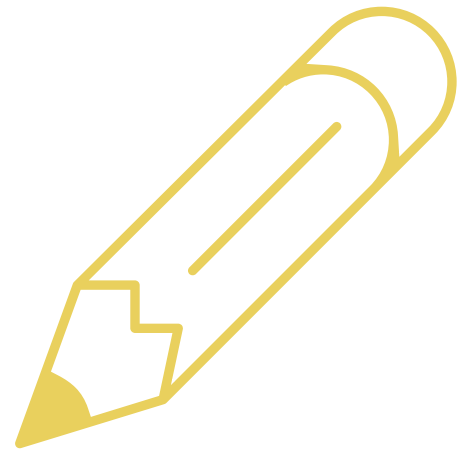
Just the Facts
The Writing Sample

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 fourth 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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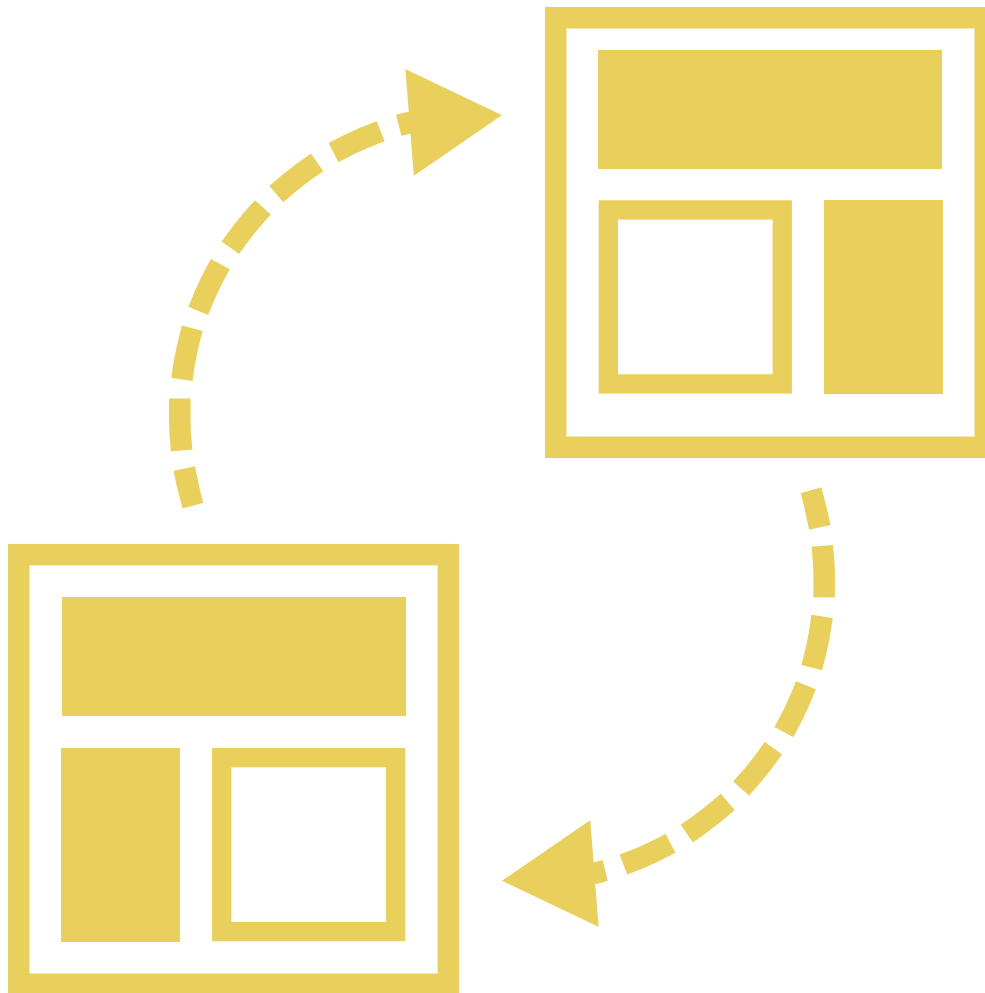
Just the Facts

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 Fourth 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?

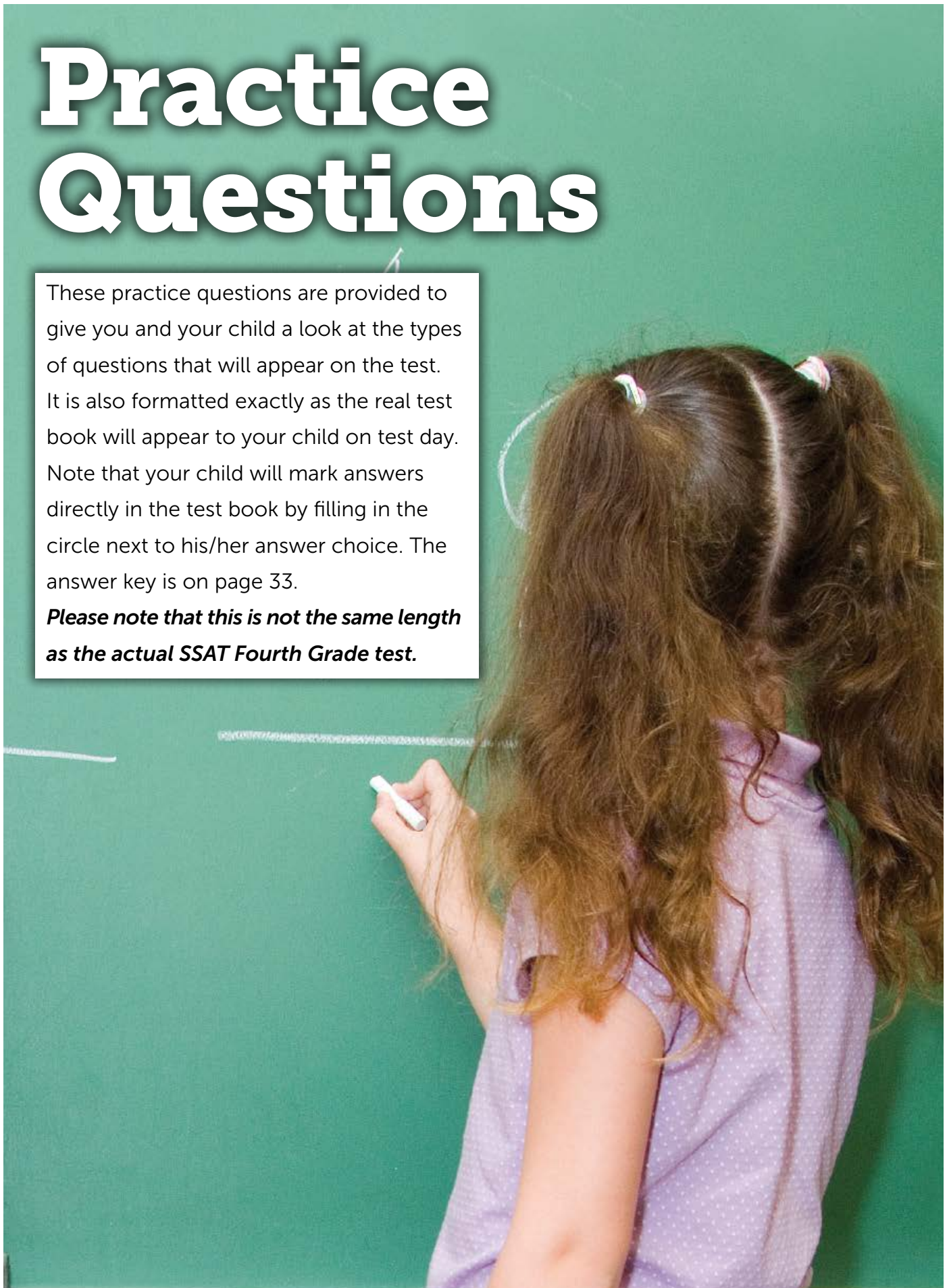
Yes, you may request a fee waiver from the school to which you are applying. A fee waiver covers the cost of the test only and can be used in lieu of a credit card during test registration. Fee waivers are not available directly from The Enrollment Management Association and must be obtained prior to 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 33.

Please note that this is not the same length as the actual SSAT Fourth 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:

$34 - 13 = \underline{\quad}$ (A) 19 (B) 21 (C) 37 (D) 42 (E) 47	<input type="radio"/> (A) <input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/> (E)
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1. $\frac{2}{4} + \frac{5}{12}$

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

2. 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

3. Mia put her baseball cards in a binder. She split the cards evenly on 15 pages and there were 6 cards on each page. Which equation will tell how many cards Mia has in her collection?

- (A) $15 \div C = 6$
- (B) $6 \times C = 15$
- (C) $6 \div 15 = C$
- (D) $C \div 6 = 15$
- (E) $15 + 6 = C$



4. $(8 + 4) \div \underline{\quad} = 6$

- (A) 2
- (B) 4
- (C) 6
- (D) 12
- (E) 18

5. Which list below are all examples of quadrilaterals?

- (A) triangle, parallelogram, kite
- (B) pentagon, nonagon, rhombus
- (C) equilateral, isosceles, scalene
- (D) rectangle, trapezoid, square
- (E) rhombus, isosceles, trapezoid

6. Two equal rectangles are put together to make a square. If the perimeter of the square is 36 inches, what is the perimeter of one of the rectangles?

- (A) 18 inches
- (B) 26 inches
- (C) 27 inches
- (D) 28 inches
- (E) 36 inches

7. Maria threw the ball 40 centimeters. John threw the ball 0.5 meters. Ryan threw the ball 82 centimeters. Emily threw the ball 0.9 meters. Anna threw the ball 8 centimeters. Who threw the ball the greatest distance?

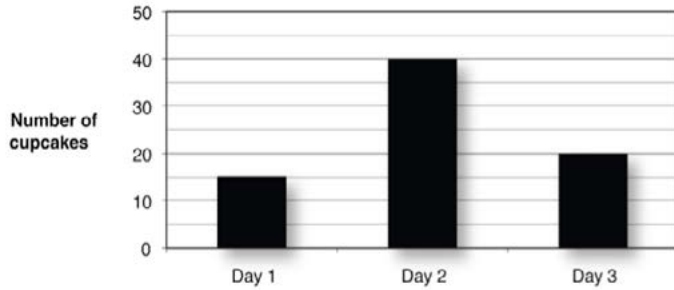
- (A) Maria
- (B) John
- (C) Emily
- (D) Ryan
- (E) Anna

8. 4 is to 16 as 5 is to _____

- (A) 15
- (B) 16
- (C) 18
- (D) 25
- (E) 26



Cupcakes Sold



9. 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°

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

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

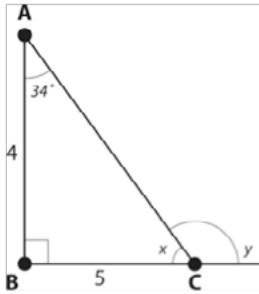
11. If $24 \div m = 6$, then $5 \times m = ?$

- (A) 30
- (B) 20
- (C) 9
- (D) 6
- (E) 4



12. 1.7m = _____ cm?

- (A) 0.17
- (B) 1.7
- (C) 17
- (D) 170
- (E) 1,700



13. If $\text{Area} = \frac{1}{2} (\text{base} \times \text{vertical height})$, what is the area of $\triangle ABC$?

- (A) 9 square units
- (B) 10 square units
- (C) 18 square units
- (D) 20 square units
- (E) 40 square units

14. Which fractions below are ordered from smallest to largest?

- (A) $\frac{2}{6}, \frac{2}{8}, \frac{2}{10}, \frac{2}{12}$
- (B) $\frac{2}{6}, \frac{2}{10}, \frac{2}{8}, \frac{2}{12}$
- (C) $\frac{2}{8}, \frac{2}{6}, \frac{2}{12}, \frac{2}{10}$
- (D) $\frac{2}{12}, \frac{2}{10}, \frac{2}{6}, \frac{2}{8}$
- (E) $\frac{2}{12}, \frac{2}{10}, \frac{2}{8}, \frac{2}{6}$

15. Lily wants to buy a notebook that costs \$3.50. She only has \$2.45. Which coins could you give Lily so that 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

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. UNUSUAL:

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

2. IGNORANT:

- (A) serious
- (B) creative
- (C) forgetful
- (D) knowledgeable
- (E) unknowledgeable

3. ABOLISH:

- (A) confirm
- (B) restore
- (C) finish
- (D) save
- (E) raze

4. CONVEY:

- (A) quit
- (B) bare
- (C) keep
- (D) carry
- (E) refuse

5. ADAPT:

- (A) object
- (B) delight
- (C) disturb
- (D) conform
- (E) maintain

6. ADEQUATE:

- (A) mild
- (B) ideal
- (C) perfect
- (D) optimal
- (E) acceptable

7. FRANTIC:

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



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

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.

- | | |
|--|---|
| <p>8. Listen is to music as</p> <ul style="list-style-type: none"> <input type="radio"/> (A) ball is to bat <input type="radio"/> (B) choir is to sing <input type="radio"/> (C) floor is to mop <input type="radio"/> (D) read is to book <input type="radio"/> (E) laundry is to wash <p>9. Simple is to complex as</p> <ul style="list-style-type: none"> <input type="radio"/> (A) muddy is to dirt <input type="radio"/> (B) sore is to painful <input type="radio"/> (C) hilarious is to funny <input type="radio"/> (D) miniature is to massive <input type="radio"/> (E) beautiful is to gorgeous <p>10. Teacher is to school as</p> <ul style="list-style-type: none"> <input type="radio"/> (A) horse is to ride <input type="radio"/> (B) swim is to pool <input type="radio"/> (C) coach is to field <input type="radio"/> (D) wagon is to pull <input type="radio"/> (E) tunnel is to subway <p>11. Apple is to pie as</p> <ul style="list-style-type: none"> <input type="radio"/> (A) tea is to coffee <input type="radio"/> (B) lemon is to lime <input type="radio"/> (C) cookie is to ice cream <input type="radio"/> (D) chocolate is to cake <input type="radio"/> (E) banana is to monkey | <p>12. Hammer is to carpenter as brush is to</p> <ul style="list-style-type: none"> <input type="radio"/> (A) poet <input type="radio"/> (B) author <input type="radio"/> (C) painter <input type="radio"/> (D) sculptor <input type="radio"/> (E) electrician <p>13. Orange is to fruit as</p> <ul style="list-style-type: none"> <input type="radio"/> (A) lion is to jungle <input type="radio"/> (B) poodle is to dog <input type="radio"/> (C) fork is to dinner <input type="radio"/> (D) elephant is to cat <input type="radio"/> (E) goldfish is to bowl <p>14. Ship is to captain as</p> <ul style="list-style-type: none"> <input type="radio"/> (A) bird is to fly <input type="radio"/> (B) car is to road <input type="radio"/> (C) boat is to water <input type="radio"/> (D) airplane is to pilot <input type="radio"/> (E) skateboard is to park |
|--|---|

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.

	Dark brown is the river, Golden is the sand. It flows along forever, With trees on either hand.
<i>Line 5</i>	Green leaves a-floating, Castles of the foam, Boats of mine a-boating- Where will all come home?
<i>10</i>	On goes the river, And out past the mill, Away down the valley, Away down the hill.
<i>15</i>	Away down the river, A hundred miles or more, Other little children Shall bring my boats ashore.

- Where are the trees?
 - near the mill
 - in the golden sand
 - on one side of the river
 - in the dark brown river
 - on both sides of the river
- The poet is
 - trying to get home
 - taking a river cruise
 - building castles of foam
 - floating boats in the river
 - on a journey of a hundred miles
- Together, lines 9-12 are known as
 - an epic
 - a verse
 - a simile
 - a stanza
 - an idiom
- In line 4, "hand" could best be replaced with
 - sky
 - side
 - boat
 - river
 - valley



Harry Houdini was well known as the greatest magician and escape artist in the world, even in the days before radio or television. Despite what some people thought, he was born with no magical powers. He studied and worked long and hard to be a magician. He started working on magic when he was a boy. Born in Budapest, Hungary, in 1874, his real name was Erik Weisz. Shortly after Erik's birth, his father, Samuel, moved his family to America. They moved to Appleton, Wisconsin. There, his name was changed to Ehrich, and the family name to Weiss. Ehrich's friends called him "Ehry."

Line 5

Mr. Weiss was a rabbi, the religious leader of the Jewish people in Appleton. He had a very small congregation and it wasn't able to pay enough to support the family comfortably. While they grew up, Ehry and his brothers earned money for the family by shining shoes and selling newspapers. Whenever Ehry could find the time, he practiced doing tricks. When he was nine, he hung ropes from a tree branch to a wooden bar, and started practicing the trapeze. He was so good on the homemade trapeze that a friend asked him to be in his five-cent circus. Ehry billed himself "The Prince of the Air." He loved the clapping and the cheering of the boys and girls who watched him. He also practiced rope escapes. He let friends tie his wrists behind his back with a rope. After a few minutes, he held up the rope. Everyone was amazed and wanted to know how he had escaped. Ehry only smiled. He already knew the first rule of magic—never tell how you do a trick!

10

15

20

5. Harry Houdini was best known for
 - (A) shining shoes and selling newspapers
 - (B) teaching other children how to do tricks
 - (C) his long journey to America with his family
 - (D) being a talented magician and escape artist
 - (E) being a religious leader of the Jewish people
6. Harry Houdini became so good at tricks because he
 - (A) read a lot of books
 - (B) took many lessons
 - (C) was part of a circus
 - (D) had magical powers
 - (E) practiced a great deal
7. What is the first rule of being a magician?
 - (A) Always be careful on the trapeze.
 - (B) Keep how you do your tricks a secret.
 - (C) Be sure to practice on your family first.
 - (D) Let the audience participate in the show.
 - (E) Have a special name like "Prince of the Air."
8. From this passage you can assume that Harry Houdini was
 - (A) shy
 - (B) silly
 - (C) stubborn
 - (D) thoughtful
 - (E) determined



Imagine standing alone in the forests of North America while snow quietly falls around you. All you hear is the sound of the trees groaning under the weight of the snow and the wind. All of a sudden, you hear the creepy howling of a wolf. Then, you remember every story you have ever heard about scary wolves and creatures of the night.

Line 5

What are wolves really like? Are they really savage beasts who attack people and other animals? Or are they just misunderstood? Most people are afraid of wolves because they do not really know about them and do not understand their behavior. In fact, the wolf is sole ancestor of the dog, and people love dogs. They live in packs and mate for life. Humans, in spite of our fear of the “big, bad wolf” are not a wolf’s natural prey. When people learn about wolves, they know the difference between real wolves and the wolves of fairy tales.

10

9. According to the passage, people don't like wolves because
 - (A) they don't know much about them
 - (B) wolves are savage animals
 - (C) they don't make good pets
 - (D) wolves are in scary stories
 - (E) wolves eat livestock
10. The author of the passage would most likely agree with which statement?
 - (A) Wolves make good pets.
 - (B) Wolves are scary animals.
 - (C) Everybody is afraid of wolves.
 - (D) Wolves exist only in fairy tales.
 - (E) People should learn more about wolves.
11. In the line, “All of the sudden, you hear the creepy howling of a wolf,” what does “creepy” mostly likely mean?
 - (A) sad
 - (B) angry
 - (C) happy
 - (D) frightening
 - (E) embarrassed
12. In the passage, where are you to imagine you might hear a wolf?
 - (A) forests
 - (B) prairies
 - (C) Everglades
 - (D) frozen tundra
 - (E) great swamps

All Done!





Fourth Grade Practice Questions: Answer Key

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

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

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

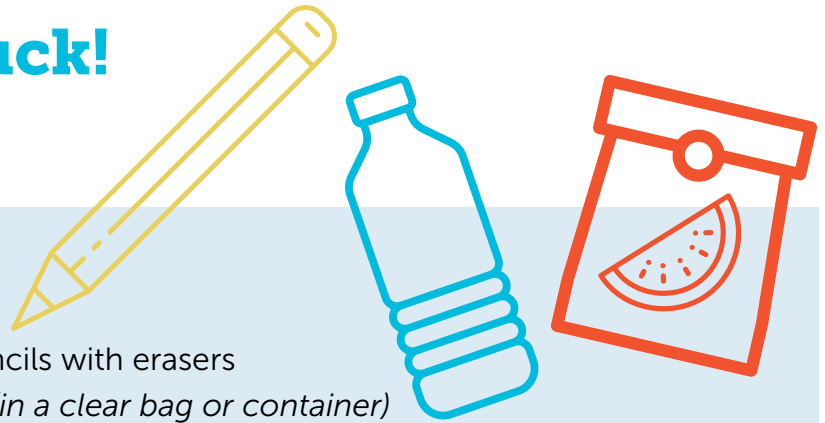
Test Day Checklist

- ✓ 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.

