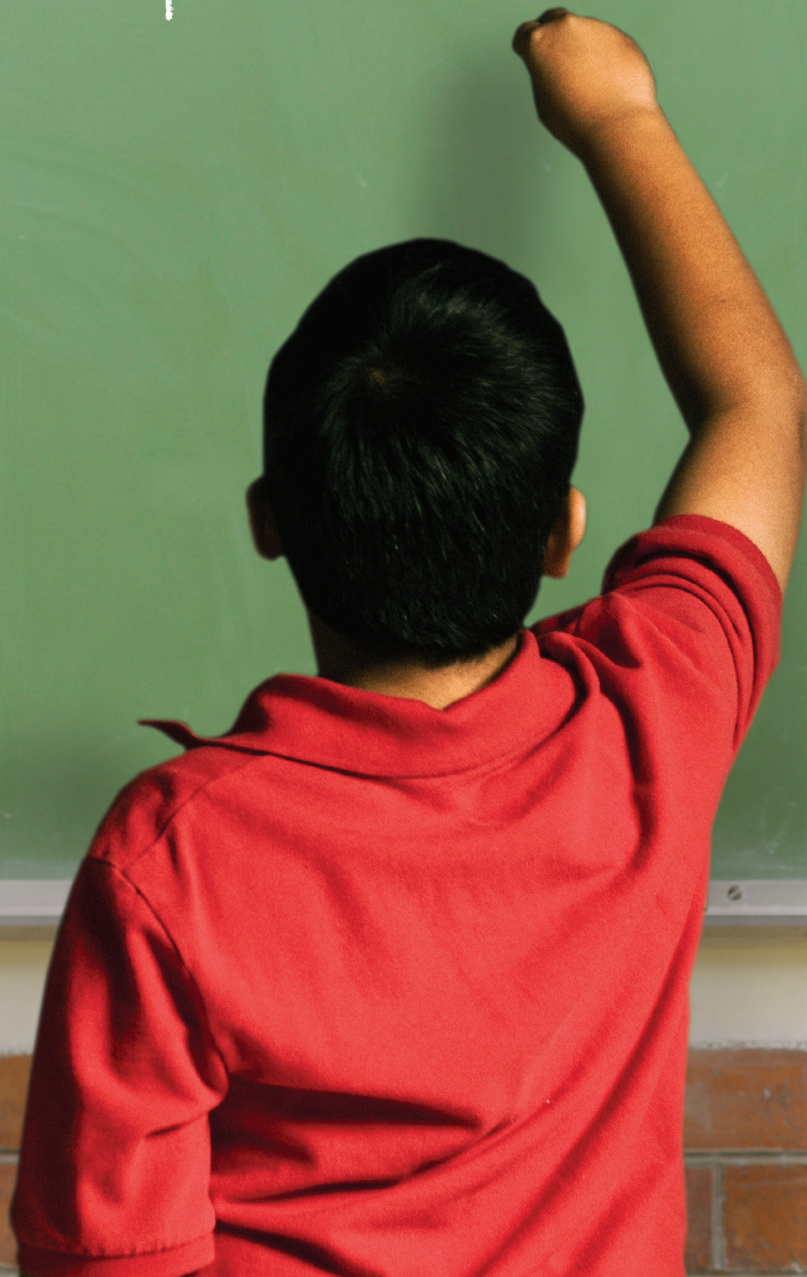# The Official Guide
to the Elementary Level SSAT
Grade 4

What to Expect and Practice Questions

SSAT Registration Checklist

❏ **Create an Online Account on SSAT.org**

❏ **Apply for Special 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 the scores.

❏ **Order Additional Services**
SSAT offers, for additional fees, the options to receive printed copies of your scores, as well as alerts to view your scores the moment they are available.

❏ **Payment**
Fees are payable by credit card (Visa, MasterCard and Discover). Fee waivers are available from SSAT member schools for those in need. Contact the member school to which you are applying in order to receive 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**
Complete the sample tests in this guide and read all the helpful tips, and you are on your way!

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

SSATB
SECONDARY SCHOOL ADMISSION TEST BOARD

Table of Contents

3

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, SSATB

A Brief History of SSATB

In the 1950s, ten independent school admission officers addressed the need for a common admission test. Because academic programs differed among schools, it was difficult to compare the academic ability of applicants based on grades and other school-specific performance measures. To solve this problem, the Secondary School Admission Test Board (SSATB) was formed. SSATB is a non-profit educational organization whose mission is to provide unparalleled leadership and service in meeting the admission assessment and enrollment needs of schools, students, and families. Over 900 private and independent schools in the United States, Canada, and world rely on SSATB for the delivery of high-quality admission and assessment services.

SSAT Testing Levels

There are currently three testing levels of 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.

What is the SSAT?

What is the Purpose of 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—skills 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 like you at their institutions, regardless of students' background or experience.

The SSAT is not an achievement test. Your most recent classroom math test, for example, was probably an achievement test: Your teacher specifically designed it to evaluate how much you know about what has been covered in class. The SSAT, on the other hand, is designed to measure the verbal, quantitative, and reading skills you have acquired, instead of focusing on your mastery of particular course materials.

Further, SSAT tests are not designed to measure other characteristics, such as motivation, persistence, or creativity that may contribute to your success in school.

How is the SSAT Designed?

The SSAT measures three constructs: verbal, quantitative, and reading skills that students develop over time, both in and out of school. It emphasizes 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, the SSATB convenes review committees composed of content experts and independent school teachers. 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 ready to be selected and assembled into test forms.

Is the Elementary SSAT Reliable?

The SSAT is highly reliable. The scaled score reliability is higher than .80 for both the quantitative and reading sections, and is approaching .80 for the verbal section, which is considered acceptable 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 SSAT norm group consists of all the test takers (same grade) who have taken the test for the first time on one of the Standard Saturday or Sunday SSAT administrations in the United States and Canada.

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 March 2012 verbal section is 90%, it means that 90% of all the other fourth grade student's (who have taken the test between August 1, 2012 – July 31, 2013) scores fall at or below your scaled score. The same scaled score on the SSAT may have a different percentile from year to year, and the SSAT percentiles should not be compared to other tests in the same testing year because each test is taken by a different group of students. Since the elementary level test was just launched in August 2012, the number of test takers was limited. The reported percentiles were based on a sample of convenience. This sample may not necessarily be representative of the fourth grade norm group. The percentiles will be updated when more data are available.

In contrast, a criterion-referenced test interprets a test-taker's performance without reference to the performance of other test takers. For example, your percent correct from a classroom math test is 90%, because 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 a highly-competitive group. You are being compared to all the other students (same grade) who are taking this test for admission into independent schools—some of which can be the most selective schools in the country. 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 October 2012 Elementary fourth grade Level verbal section, for example, has the same meaning as the scaled score of 500 from the January 2013 Elementary fourth grade Level verbal section, although the forms are different. The 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 how tests are administered. Regarding test development, a standard process for writing, testing, and analyzing questions—before they ever appear on a live test—is used. Further, SSAT provides precise instructions to be followed by qualified and experienced test administrators from the moment you are admitted to the test center until the time of dismissal. Any deviations from the uniform testing conditions are reported by the test administrator in writing to SSATB. Of course, a student with a school-documented need may apply for special testing accommodations, but the processes and procedures for the test's administration remain the same.

Overview of The Elementary Level SSAT

The **Elementary Level SSATs** (separate third and fourth grade tests) are multiple-choice admission tests that consist of four sections, 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
Totals	89	110 minutes

Each test booklet will be barcoded with information identifying your child's registration ID, name, grade, gender, and other important identifying information. Your child will mark answers directly in the test book by filling in the circle next to his/her answer choice.

The Fourth-Grade Test: Quantitative Section

The Quantitative section of the fourth grade test consists of thirty quantitative items. These items 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. These questions reflect the following skills:

Number of questions: 30

Scored section: Yes

Time allotted: 30 minutes

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

# How are the Quantitative Questions Presented on the Test?

EXAMPLE

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?

   Ⓐ 30
   Ⓑ 60
   Ⓒ 330
   Ⓓ 333
   Ⓔ 660

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

8
3   3
8
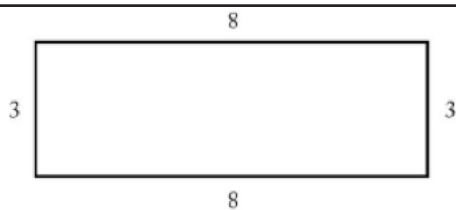
2. What is the perimeter of the box above?

   Ⓐ 11
   Ⓑ 12
   Ⓒ 16
   Ⓓ 22
   Ⓔ 24

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 Fourth-Grade Test: 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 by relating them to words with similar but not identical meanings (synonyms).

Number of questions: 30

Scored section: Yes

Time allotted: 20 minutes

Synonyms

Synonyms are words with similar meanings in the same language. The words do not need to have the same meaning, and therefore learning synonyms enables students to differentiate between shades of meaning. This allows them both to be more precise in their own speech and writing and also to understand subtleties in the speech and writing of others. There are many examples that are used in everyday speech and writing. For example, large and big are synonyms, as are beautiful and pretty. Synonyms are often used by writers so that the same words are not repeated again and again in order to make their thoughts more interesting to the reader. 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. These questions require the student to demonstrate understanding of words with similar but not identical meanings.

How are the Synonym Questions Presented on the Test?

EXAMPLE

1. EXHIBIT:

   Ⓐ secret
   Ⓑ inhibit
   Ⓒ display
   Ⓓ picture
   Ⓔ fingerprint

Option Ⓒ display is the correct answer. Option Ⓐ is an antonym. Option Ⓑ is a similar sounding word. Option Ⓓ is connected to the correct answer as there may be a picture in an exhibit. Option Ⓔ is also connected to the correct answer, sometimes an exhibit can be a piece of evidence.

EXAMPLE

2. RARE:

Ⓐ raw
Ⓑ cool
Ⓒ typical
Ⓓ unusual
Ⓔ common

Option Ⓓ unusual is the correct answer. Option Ⓐ is a greater degree of one of the meanings. Option Ⓑ cool is a slang word that some might use to describe something that is rare. Options Ⓒ and Ⓔ are antonyms of rare.

Analogies

Analogies are a comparison between two things that are usually seen as different from each other, but have some similarities. They help us understand things by making connections and seeing relationships between them based on knowledge we already possess. These types of comparison play an important role in improving problem solving and decision making skills, in 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 both nuances in word meanings and word relationships.

There are Different 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. That sentence, "poodle is the opposite of dog," is not true, so it is clearly not the answer. The student keeps going until the sentence works.

EXAMPLE

1. Gorgeous is to hideous as

    Ⓐ poodle is to dog
    Ⓑ baker is to cake
    Ⓒ course is to coarse
    Ⓓ pretty is to beautiful
    Ⓔ wonderful is to horrible

The correct answer is Ⓔ. The relationship is **opposites** and wonderful is the opposite of horrible. Option Ⓐ is a category connection. Option Ⓑ is incorrect because a baker produces a cake. Option Ⓒ is wrong because they are homonyms. Option Ⓓ has a degree relationship.

EXAMPLE

2. Tadpole is to frog as chrysalis is to

    Ⓐ toad
    Ⓑ larva
    Ⓒ turtle
    Ⓓ cocoon
    Ⓔ butterfly

Option Ⓔ is the correct answer. The relationship is of **degree**; tadpole comes before adult frog and chrysalis before adult butterfly. Option Ⓐ is incorrect because a chrysalis does not become a toad. Option Ⓑ is incorrect because a chrysalis is not a larva. Option Ⓒ is incorrect because a chrysalis does not become a turtle. Option Ⓓ is incorrect because a chrysalis is not a cocoon.

The Fourth-Grade Test: Reading Section

The Reading section of the fourth grade test consists of seven short, grade-level appropriate passages, each with four multiple-choice questions associated with it. These passages may include prose and poetry, fiction and non-fiction. Students are asked to locate information and find meaning by skimming and close reading. They are also asked to demonstrate literal, inferential, and evaluative comprehension of a variety of printed materials. Questions ask the reader to show understanding of key ideas and details as well as the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Additionally, questions ask the student to determine a theme of a story, drama, or poem from details in the text, as well as the meaning of words and phrases as they are used in a text.

Number of questions: 28
Scored section: Yes
Time allotted: 30 minutes

How are the Reading Questions Presented on the Test?

> 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
> *Line 5*   skull, differently shaped ears, bigger teeth, and longer wingtips.
> 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
> *10*   belonging to a group characterized by spots and stripes, and stunted snouts.
> Some people have nicknamed the creature "panda bat," because the resemblance of the patterns on the bat's face to a panda are striking.

1. 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.

2. The word "retrieved" (line 8) 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 Fourth-Grade Test: 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 the 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 the school.

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.

Elementary SSAT Scoring

Your child's Elementary 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 low value of 900 and a high value of 1800.

Reporting Services

A free copy of your child's score report will be available online via your SSAT account. For an additional fee, SSAT will report scores by mail ($25) or FedEx ($35). In addition, families can receive a text alerting them to score report availability ($22).

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 do work in a private school, 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 special testing accommodations, such as extra time, available for the Elementary SSAT?

Yes, families who can provide school documentation verifying that their child routinely receives special accommodations in his/her current academic setting may apply for special accommodations. If you intend to apply for special accommodations, be sure that the test site you choose has special accommodations seating capacity.

How many times can my child take the Elementary SSAT?

Your child may take the Fourth Grade SSAT twice during the testing year (August 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 must 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 restroom. A child may raise his/her hand to use the restroom at any time during the test, but the child 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 at the time of test registration, or you may wait to receive your child's scores before designating score recipients through your child's online SSAT account.

Are fee waivers available for the Elementary SSAT?

Yes, you may request a fee waiver from the school to which you are applying, if you are unable to pay the test fee due to economic hardship. A fee waiver covers the cost of the test only and can be used in lieu of a credit card during test registration.

19

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 SSAT

If you need assistance or have additional questions, please call us Monday-Friday, 9:00 a.m. to 4:30 p.m. EST at 609-683-4440, email us at info@ssat.org, or "chat" with us via www.ssat.org.

Practice Test Questions

These practice questions are provided to give you and your child a specific 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. *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:

$$34 - 13 = \underline{\quad}$$

Ⓐ 19
Ⓑ 21
Ⓒ 37
Ⓓ 42
Ⓔ 47

Ⓐ ● Ⓒ Ⓓ Ⓔ

---

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

   Ⓐ $\frac{7}{24}$

   Ⓑ $\frac{6}{14}$

   Ⓒ $\frac{7}{16}$

   Ⓓ $\frac{7}{12}$

   Ⓔ $\frac{11}{12}$

---

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

   Ⓐ 12 ounces
   Ⓑ 16 ounces
   Ⓒ 22 ounces
   Ⓓ 32 ounces
   Ⓔ 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?

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

4. $(8 + 4) \div$ ____ $= 6$

   Ⓐ 2
   Ⓑ 4
   Ⓒ 6
   Ⓓ 12
   Ⓔ 18

5. Which list below are all examples of quadrilaterals?

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

   Ⓐ 18 inches
   Ⓑ 26 inches
   Ⓒ 27 inches
   Ⓓ 28 inches
   Ⓔ 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?

   Ⓐ Maria
   Ⓑ John
   Ⓒ Emily
   Ⓓ Ryan
   Ⓔ Anna

8. 4 is to 16 as 5 is to ____

   Ⓐ 15
   Ⓑ 16
   Ⓒ 18
   Ⓓ 25
   Ⓔ 26
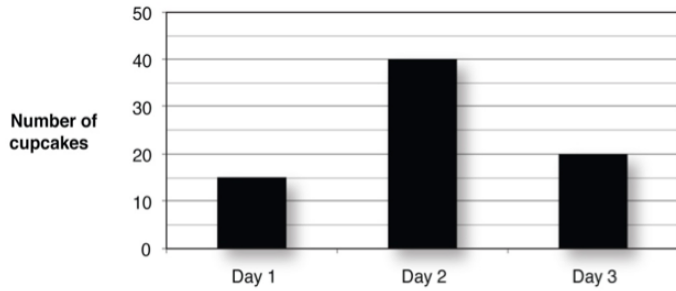
Cupcakes Sold

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

   Ⓐ 25
   Ⓑ 35
   Ⓒ 55
   Ⓓ 60
   Ⓔ 75

Temperature on November 1

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

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

   Ⓐ 45°
   Ⓑ 65°
   Ⓒ 67°
   Ⓓ 69°
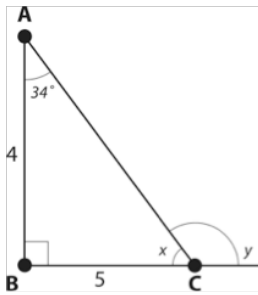   Ⓔ 86°

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

   Ⓐ 30
   Ⓑ 20
   Ⓒ 9
   Ⓓ 6
   Ⓔ 4

12. 1.7m = _____ cm?

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

---

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

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

---

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

   Ⓐ $\frac{2}{6}, \frac{2}{8}, \frac{2}{10}, \frac{2}{12}$

   Ⓑ $\frac{2}{6}, \frac{2}{10}, \frac{2}{8}, \frac{2}{12}$

   Ⓒ $\frac{2}{8}, \frac{2}{6}, \frac{2}{12}, \frac{2}{10}$

   Ⓓ $\frac{2}{12}, \frac{2}{10}, \frac{2}{6}, \frac{2}{8}$

   Ⓔ $\frac{2}{12}, \frac{2}{10}, \frac{2}{8}, \frac{2}{6}$

---

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?

   Ⓐ 1 nickel
   Ⓑ 2 quarters and 1 nickel
   Ⓒ 3 quarters and 2 dimes
   Ⓓ 4 quarters and 1 nickel
   Ⓔ 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:
> Ⓐ perky
> Ⓑ fast
> Ⓒ tired
> Ⓓ sad
> Ⓔ hungry
>
> Ⓐ Ⓑ ● Ⓓ Ⓔ

---

1. UNUSUAL:
   Ⓐ appropriate
   Ⓑ abnormal
   Ⓒ regular
   Ⓓ native
   Ⓔ bad

2. IGNORANT:
   Ⓐ serious
   Ⓑ creative
   Ⓒ forgetful
   Ⓓ knowledgeable
   Ⓔ unknowledgeable

3. ABOLISH:
   Ⓐ confirm
   Ⓑ restore
   Ⓒ finish
   Ⓓ save
   Ⓔ raze

4. CONVEY:
   Ⓐ quit
   Ⓑ bare
   Ⓒ keep
   Ⓓ carry
   Ⓔ refuse

5. ADAPT:
   Ⓐ object
   Ⓑ delight
   Ⓒ disturb
   Ⓓ conform
   Ⓔ maintain

6. ADEQUATE:
   Ⓐ mild
   Ⓑ ideal
   Ⓒ perfect
   Ⓓ optimal
   Ⓔ acceptable

7. FRANTIC:
   Ⓐ inferior
   Ⓑ worried
   Ⓒ reluctant
   Ⓓ paranoid
   Ⓔ 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
> Ⓐ clay is to sculptor
> Ⓑ hammer is to carpenter
> Ⓒ song is to composer
> Ⓓ script is to actor
> Ⓔ microphone is to singer
>
> Ⓐ Ⓑ ● Ⓓ Ⓔ

Choice Ⓒ 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, Ⓒ states a relationship that is most like the relationship between book and author.

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8. Listen is to music as
   Ⓐ ball is to bat
   Ⓑ choir is to sing
   Ⓒ floor is to mop
   Ⓓ read is to book
   Ⓔ laundry is to wash

9. Simple is to complex as
   Ⓐ muddy is to dirt
   Ⓑ sore is to painful
   Ⓒ hilarious is to funny
   Ⓓ miniature is to massive
   Ⓔ beautiful is to gorgeous

10. Teacher is to school as
    Ⓐ horse is to ride
    Ⓑ swim is to pool
    Ⓒ coach is to field
    Ⓓ wagon is to pull
    Ⓔ tunnel is to subway

11. Apple is to pie as
    Ⓐ tea is to coffee
    Ⓑ lemon is to lime
    Ⓒ cookie is to ice cream
    Ⓓ chocolate is to cake
    Ⓔ banana is to monkey

12. Hammer is to carpenter as brush is to
    Ⓐ poet
    Ⓑ author
    Ⓒ painter
    Ⓓ sculptor
    Ⓔ electrician

13. Orange is to fruit as
    Ⓐ lion is to jungle
    Ⓑ poodle is to dog
    Ⓒ fork is to dinner
    Ⓓ elephant is to cat
    Ⓔ goldfish is to bowl

14. Ship is to captain as
    Ⓐ bird is to fly
    Ⓑ car is to road
    Ⓒ boat is to water
    Ⓓ airplane is to pilot
    Ⓔ 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.

Line 5   Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating-
Where will all come home?

On goes the river,
10   And out past the mill,
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
15   Other little children
Shall bring my boats ashore.

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1. 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

2. 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

3. Together, lines 9-12 are known as
   - Ⓐ an epic
   - Ⓑ a verse
   - Ⓒ a simile
   - Ⓓ a stanza
   - Ⓔ an idiom

4. In line 4, "hand" could best be replaced with
   - Ⓐ sky
   - Ⓑ side
   - Ⓒ boat
   - Ⓓ river
   - Ⓔ valley

Line 5

10

15

20

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".

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!

5. Harry Houdini was best known for
   Ⓐ shining shoes and selling newspapers
   Ⓑ teaching other children how to do tricks
   Ⓒ his long journey to America with his family
   Ⓓ being a talented magician and escape artist
   Ⓔ being a religious leader of the Jewish people

6. Harry Houdini became so good at tricks because he
   Ⓐ read a lot of books
   Ⓑ took many lessons
   Ⓒ was part of a circus
   Ⓓ had magical powers
   Ⓔ practiced a great deal

7. What is the first rule of being a magician?
   Ⓐ Always be careful on the trapeze.
   Ⓑ Keep how you do your tricks a secret.
   Ⓒ Be sure to practice on your family first.
   Ⓓ Let the audience participate in the show.
   Ⓔ Have a special name like "Prince of the Air."

8. From this passage you can assume that Harry Houdini was
   Ⓐ shy
   Ⓑ silly
   Ⓒ stubborn
   Ⓓ thoughtful
   Ⓔ determined

Line 5

10

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.

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.

9. According to the passage, people don't like wolves because
   Ⓐ they don't know much about them
   Ⓑ wolves are savage animals
   Ⓒ they don't make good pets
   Ⓓ wolves are in scary stories
   Ⓔ wolves eat livestock

10. The author of the passage would most likely agree with which statement?
    Ⓐ Wolves make good pets.
    Ⓑ Wolves are scary animals.
    Ⓒ Everybody is afraid of wolves.
    Ⓓ Wolves exist only in fairy tales.
    Ⓔ 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?
    Ⓐ sad
    Ⓑ angry
    Ⓒ happy
    Ⓓ frightening
    Ⓔ embarrassed

12. In the passage, where are you to imagine you might hear a wolf?
    Ⓐ forests
    Ⓑ prairies
    Ⓒ Everglades
    Ⓓ frozen tundra
    Ⓔ great swamps

SECTION 4
Writing Sample

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

Fourth Grade Elementary Sample Test 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 approximately 30 minutes before the exam to allow for student check-in.

✓ Have your child's admission ticket in hand to allow for fast entry to the test site.

✓ Review the Test Irregularity Policies *(included with the admission ticket)* to inform yourself of possible unusual circumstances and outcomes.

✓ Remind your child to follow the proctor's instructions on where to go and sit.

✓ Remind your child to listen carefully to the proctor's instructions as the exam begins and throughout the test.

✓ Check with the proctor what time to return to pick up your child. Please remember no parents are allowed in the testing room.

What to Bring

- SSAT Admission Ticket
- Several *(at least 3)* sharpened #2 pencils
- A good eraser
- Snacks and beverages for breaks *(in a clear bag)*
- Special accommodations documents *(if necessary)*
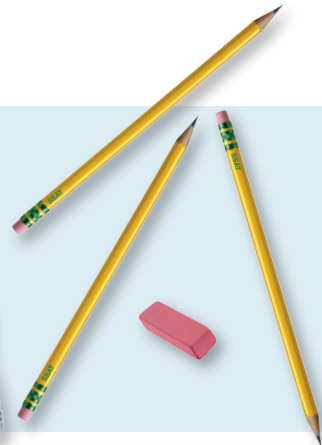
What NOT to Bring

- Cell phones
- Dictionaries/Books
- Calculators *(including watches)*
- Computers, tablets, or other electronics
- Backpacks
- Toys or stuffed animals