

Each year in Hawaii, thousands of **fifth, sixth and seventh graders** take the **lower level** version of the **SSAT** (Secondary School Admissions Test) as part of the admissions process for the following schools.

Hawaii Baptist Academy
Hawaii Preparatory Academy
Holy Nativity School
Iolani School
La Pietra-Hawaii School for Girls
Le Jardin Academy
Lutheran High School of Hawaii
Maryknoll School

Mid-Pacific Institute
Our Redeemer Lutheran Elementary School
Punahou School
Sacred Hearts Academy
Saint Louis School
Seabury Hall
St. Andrew's Priory School for Girls
St. Francis School

For more detailed information on the SSAT, go to **www.ssat.org**

What is the purpose of this test preparation study guide?

A pervasive characteristic of the SSAT lower-level exam for current fifth through seventh graders is that it is very difficult, oftentimes featuring **Math / Reading / Verbal** test questions **one to two grade levels above** your child's current public or private school curriculum. A reason for this is that the SSAT targets a small, highly competitive group of students applying for top private schools across the nation.

To better prepare the dozens of fifth thru seventh graders I coach each year, I have used my 10+ years of **teaching test-preparation / curriculum-development experience** to create a study guide that closely approximates the **sequence, scope, phrasing and difficulty level** of actual SSAT lower-level exams.

VERBAL

The Verbal section contains 60 questions (30 Synonyms / 30 Analogies) with a **vocabulary level** ranging from **fifth to eighth grade**. **Analogies** involve finding **relationships** between paired words, and emphasize **common analogical associations** which include but are not limited to: synonym, antonym, purpose, part-whole, part-part, noun-verb, cause-and-effect, grammatical, association, "part of the definition of", "lack of something is part of the definition of", "a place for", degree and measurement.

To improve your child's **vocabulary**, increase his or her exposure to **seventh and eight grade level readings** and your **usage of higher-level words** in everyday conversations. For **Analogies**, the key is in the student's ability to establish **relationships** between paired words. Practice makes perfect!

MATH

The core concepts of the **two** Math sections (25 questions each) include but are not limited to: addition / subtraction multiplication / division, **percent** / fractions / decimals, **ratio & proportion**, ordering of numbers, positive & negative numbers, number theory, sequences, averages, algebra basics, math definitions, perimeter / area / volume & angle measurement, and interpretation of graphs (circle / bar / line).

Obviously, students should review/learn the **above math concepts** in conjunction with completing this study guide. Remember, SSAT math sections are **not** "pure IQ" tests. With proper training and sufficient exposure to SSAT math concepts, **all** students can become familiar with the particulars of SSAT math.

READING

SSAT readings (40 questions) include narratives (excerpts from novels / short stories / poetry) and essays. Passages are also drawn from humanities (arts / biographies / poetry), social science (history / economics / sociology) and science (medicine / astronomy / zoology). The **four main types** of reading questions are: identifying the main idea (author's purpose / best title), locating details, drawing inferences, and identifying tone or mood.

In my experience, **SSAT lower-level readings** (for fifth thru seventh graders) are comparable to **tenth grade** Hawaii State Assessment readings (for public school sophomores). Therefore, students should **take their time** at first and always **look back** to the passage for answers. With adequate practice, all students can become proficient at answering the **main types** of SSAT reading questions.

How do I use this book?

- ① **Administer** the exams to your child, keeping in mind the **time constraints** for each section. Students are penalized $\frac{1}{4}$ -**point** for each *incorrect* response. Therefore, on an **actual SSAT exam**, all unsolvable questions should be **skipped**.
Wild guessing is arguably the greatest contributor to low scores.
- ② Have your child attempt all **unfinished** problems, especially in Reading and Math. The parent or tutor should **review** all incorrect responses with the child.
- ③ Use the **Answer Keys** at the end of this study guide to **record the number of correct / wrong responses** for each section.
- ④ On the last page, compute your child's **raw score** and then identify the corresponding **scaled score**. To gauge your child's standing, **compare** his or her scaled score to the **average scaled score ranges** for students admitted to Punahou for the previous school year.

Keep a record of your child's results, because this study guide can be "**reused**" after the seven practice tests have been completed. In other words, your child's results from **Practice Test #1** (in May) can be **compared** to his/her results on a retake of **Practice Test #1** (in September). This ensures **test reliability** when gauging your child's four-month level of improvement.

Parents should **not overreact** to "lower-than-expected" results. In addition to SSAT scores, most **Hawaii private schools** take into account academic performance, teacher / counselor / coach recommendations, extracurricular activities, and the personal interview / essay / portfolio in their admissions decision. But, of course, high SSAT scores help immensely. Remember that **every** child can improve his or her SSAT performance with the right mix of **effort, instruction, materials, experience and encouragement!**

About the Author

Kevin Ninomiya has a B.A. in Mathematics (UH-Manoa) and a Master of Education (Phoenix). He has written manuals for database training and electronic grade-check systems for the Department of Education. He has a license to teach secondary mathematics in the State of Hawaii and has accumulated over 12 years of teaching / tutoring experience in test preparation and mathematics (arithmetic to college calculus / statistics). He was a certified SAT / GRE instructor for one of the largest test preparation companies in the United States. He has trained hundreds of students in preparation for the SSAT, SAT / ACT, GED and GRE exams. In the past two years, over 80% of his SSAT lower-level (grades 5 thru 7) students scored **within or higher than** the **average scaled score ranges** for students accepted to **Punahou Schools** for the previous school year.

For more information, go to www.mathteacherprep.com

45. Cane is to limp as tissue is to

- (A) stretcher
- (B) cold
- (C) nose
- (D) paper
- (E) ambulance

46. Inning is to baseball as

- (A) color is to purple
- (B) ink is to pen
- (C) era is to history
- (D) concrete is to stability
- (E) monarchy is to kingdom

47. Melon is to felon as

- (A) water is to drug
- (B) honeydew is to robber
- (C) vine is to judge
- (D) flavor is to getaway
- (E) mango is to tango

48. Muffle is to noise as

- (A) dam is to flood
- (B) engine is to bicycle
- (C) aroma is to air
- (D) wind is to vane
- (E) nibble is to eat

49. Drop is to break as

- (A) throw is to fetch
- (B) paralyze is to numb
- (C) imagine is to wish
- (D) stumble is to fall
- (E) deliver is to sign

50. Author is to book as

- (A) mathematician is to number
- (B) philosopher is to insight
- (C) teacher is to strategy
- (D) athlete is to exercise
- (E) choreographer is to dance

51. Water is to wave as

- (A) snow is to cold
- (B) air is to balloon
- (C) fire is to flame
- (D) volcano is to lava
- (E) dirt is to ground

52. Position is to apply as part is to

- (A) audition
- (B) interrupt
- (C) purchase
- (D) sidestep
- (E) acknowledge

53. Communication is to wit as clothes is to

- (A) trademark
- (B) retailing
- (C) textile
- (D) bestseller
- (E) decoration

54. Imagination is to thought as

- (A) song is to bird
- (B) music is to sound
- (C) art is to painting
- (D) theatre is to auditorium
- (E) engineering is to train

55. Announce is to inform

- (A) seek is to destroy
- (B) listen is to lecture
- (C) earn is to receive
- (D) wrap is to conceal
- (E) accuse is to admit

56. Fib is to lie as

- (A) armor is to garment
- (B) impairment is to hearing
- (C) mockingbird is to song
- (D) uprising is to revolution
- (E) velvet is to silk

57. Text is to footnote as map is to

- (A) direction
- (B) avenue
- (C) legend
- (D) atlas
- (E) chart

58. Bread is to cake as

- (A) shelter is to mansion
- (B) honey is to hive
- (C) princess is to queen
- (D) grass is to weed
- (E) here is to elsewhere

59. Thermostat is to regulate as insulation is to

- (A) oppose
- (B) conserve
- (C) embrace
- (D) fold
- (E) communicate

60. Distill is to water as

- (A) amplify is to sound
- (B) straighten is to tie
- (C) regulate is to law
- (D) resolve is to conflict
- (E) thresh is to wheat

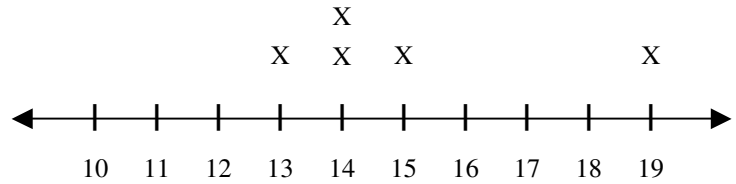
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Questions 11-12 refer to the line plot

11. What is the sum of the scores for the five students?

- (A) 65
- (B) 70
- (C) 75
- (D) 80
- (E) 85

The line plot shows the results for five students on a 20-point quiz.

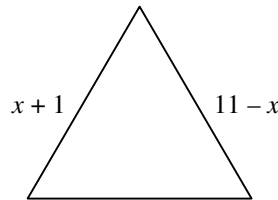


12. What percent of the students scored below 15?

- (A) 30%
- (B) 40%
- (C) 50%
- (D) 60%
- (E) 70%

13. If the triangle is equilateral, then x equals

- (A) 5
- (B) 6
- (C) 7
- (D) 8
- (E) 9



14. If $10 \times 2 = \square \div 2$, then \square is equal to

- (A) 20
- (B) 40
- (C) 50
- (D) 60
- (E) 80

15. $0.974 =$

- (A) $\frac{4}{1000} + \frac{9}{100} + \frac{7}{10}$
- (B) $\frac{9}{10} + \frac{7}{1000} + \frac{4}{100}$
- (C) $\frac{4}{10} + \frac{7}{1000} + \frac{9}{100}$
- (D) $\frac{9}{100} + \frac{4}{1000} + \frac{7}{10}$
- (E) $\frac{7}{100} + \frac{4}{1000} + \frac{9}{10}$

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16. Three friends contribute to pay for a hotel room. Each friend pays \$20. If two more friends join to pay for the hotel room and share expenses equally, how much would each person pay?

- (A) \$12
 - (B) \$13
 - (C) \$14
 - (D) \$15
 - (E) \$16
-

17. $3\frac{1}{2}\% =$

- (A) 0.0035
 - (B) 0.035
 - (C) 0.35
 - (D) 3.5
 - (E) 35
-

Questions 18-19 refer to the following definition.

For all real numbers x and y , $x \Downarrow y = (x \div y) + y$

18. $8 \Downarrow 2 =$

- (A) 5
- (B) 6
- (C) 7
- (D) 8
- (E) 9

19. If $M \Downarrow 3$ is a whole number, then M cannot equal

- (A) 0
 - (B) 3
 - (C) 9
 - (D) 10
 - (E) 18
-

20. The table shows the number girls and boys in grades 5, 6 and 7. If a single student is selected at random, what is the probability that a sixth grade boy is selected?

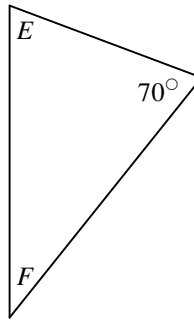
- (A) $\frac{2}{15}$
- (B) $\frac{3}{20}$
- (C) $\frac{1}{6}$
- (D) $\frac{11}{60}$
- (E) $\frac{1}{5}$

	Grade 5	Grade 6	Grade 7
Girls	9	12	6
Boys	14	8	11

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21. The sum of the measures of angles E and F is

- (A) 100
- (B) 110
- (C) 120
- (D) 130
- (E) 140



22. If buses arrive at a terminal with a frequency of one every ten minutes, what is the frequency of arrivals every week?

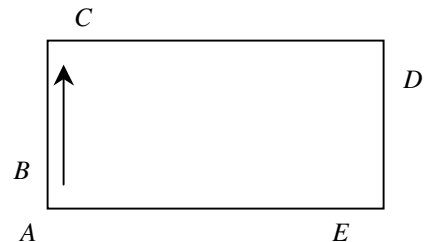
- (A) 804 per week
- (B) 906 per week
- (C) 1,008 per week
- (D) 1,110 per week
- (E) 1,212 per week

23. 30% of 59,274 is closest to

- (A) 18,000
- (B) 20,000
- (C) 21,000
- (D) 24,000
- (E) 25,000

24. Starting at point A , Robyn walks clockwise around a rectangular lot 100 feet long and 50 feet wide. If she walks a distance of 760 feet, which point is closest to where she will stop?

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



25. At a party, $\frac{1}{2}$ of the guests only drank soda and $\frac{1}{3}$ of the guests only drank juice.

If the 4 remaining guests had nothing to drink, how many guests were at the party?

- (A) 10
- (B) 12
- (C) 18
- (D) 20
- (E) 24

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Mildred D. Taylor was born in Mississippi, and educated in Ohio. She wanted to be a cheerleader in high school but instead was a newspaper editor and a class officer. Every summer, Mildred and her family visited Mississippi relatives and she listened to their stories. By the time she was nine, Mildred knew that she wanted to be a writer.

- 5 Mildred Taylor began her career with the Peace Corps as an English and history teacher in Ethiopia for two years. Later she returned to the United States and was a Peace Corps recruiter. After the Peace Corps, Ms. Taylor became a study skills coordinator for the University of Colorado's Black Education Program.

In 1975, her first novel, *Song of the Trees*, introduced the Logan family to American readers and won first prize in a competition of children's books. *Roll of Thunder, Hear My Cry*, told by Cassie, the first person

- 10 narrator, was Ms. Taylor's second novel, which won the Newberry Medal in 1977. Published in 1982, *Let the Circle Be Unbroken* continues the Logan story when Cassie is 11 and Stacey is 14.

It is quite apparent that Ms. Taylor uses her own early life as the inspiration for her stories. When she accepted the Newberry Award, she talks about her father, who taught her a truer history of black people in the United States than she had learned in school.

11. It can be inferred from the first paragraph that

- (A) Ms. Taylor's love of writing began at an early age
- (B) Ms. Taylor learned how to write from her relatives.
- (C) Mississippi and Ohio are very close to each other
- (D) Ms. Taylor only visited relatives during the summer
- (E) Ms. Taylor was a stronger editor than cheerleader

12. The main point of the third paragraph (lines 8-11) is to

- (A) detail the meanings behind Ms. Taylor's novels
- (B) establish that Ms. Taylor made the right career choice
- (C) contrast the styles of Ms. Taylor's early works
- (D) discuss the various types of literary awards
- (E) highlight Ms. Taylor's achievements as a novelist

13. The Logans were

- (A) the first to read Ms. Taylor's novels
- (B) Ms. Taylor's original publishers
- (C) a fictional family in Ms. Taylor's novels
- (D) Ms. Taylor's neighbors in Ohio
- (E) introduced to Ms. Taylor's works thru her father

14. Which of the following questions is answered by information in the passage?

- (A) How many novels did Ms. Taylor write in all?
- (B) Why did Ms. Taylor decide to join the Peace Corps?
- (C) What was the name of Ms. Taylor's high school?
- (D) Did Ms. Taylor ever get recognized for her work?
- (E) When did Ms. Taylor stop visiting Mississippi?

15. According to the passage, what role did Ms. Taylor's father play in her life?

- (A) He convinced her not to become a cheerleader which allowed her to concentrate on writing.
- (B) He provided her with a more accurate account of African-American history.
- (C) His military connections opened doors for her in the Peace Corps.
- (D) He raised funds to guarantee her safe return from Ethiopia.
- (E) His personality and achievements were used in the creation of several characters.

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I've always had great faith in and respect for our space program, and what happened today does nothing to diminish it. We don't hide our space program. We do it all up front and in public. We'll continue our quest in space. There will be more shuttle flights and, yes, more civilians and more teachers in space. Nothing ends here; our hopes and our journeys continue. I want to add that I wish I could talk to every man and woman who works

5 for NASA or who worked on this mission and tell them: "Your dedication and professionalism have moved and impressed us for decades. And we know of your anguish. We share it."

There's a coincidence today. On this day 390 years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama. In his lifetime, the great frontiers were the oceans, and a historian later said, 'He lived by the sea, died on it, and was buried in it.' Well, today we can say of the Challenger crew: Their

10 dedication was, like Drake's, complete.

The crew of the space shuttle Challenger honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for the journey and waved goodbye and 'slipped the surly bonds of earth' to 'touch the face of God.'

Ronald Reagan - January 28, 1986

21. This passage can best be described as

- (A) a tribute.
- (B) an apology.
- (C) a prayer.
- (D) a festival.
- (E) a ritual.

22. The speaker mentions Sir Francis Drake (lines 7-10) in order to

- (A) draw a parallel between the oceans and outer space.
- (B) show how risky it is to search unknown frontiers.
- (C) honor a distinguished Panamanian adventurer.
- (D) relate great explorers from different time periods.
- (E) explain that people's lives are complete at death.

23. In line 6, "your" refers to

- (A) the American public.
- (B) the flight crew of the space shuttle *Challenger*.
- (C) the workers at a space administration.
- (D) the families of the dead passengers.
- (E) the people listening to the speaker.

24. The speaker believes in which of the following regarding America's space program?

- I. What you see is what you get with the space program.
- II. Dangerous missions will no longer have civilians.
- III. Outer space will continue to be explored.
- IV. Major changes can be expected in the short-term.

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

25. The expression, "touch the face of God" is a reference to the space shuttle crew's

- (A) lives
- (B) flight
- (C) jobs
- (D) hopes
- (E) deaths

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