

PRACTICE TEST

ISEE®

LOWER LEVEL



ISEE® INDEPENDENT SCHOOL
ENTRANCE EXAM

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Using the Practice Test

The Practice Test is the same format as the actual ISEE. In each section, the number of questions and the number of minutes that you have to answer the questions are listed under the name of the section. On the actual ISEE, however, there are additional questions which will not be included on your score report, but which may be used on future tests. Thus, the timings for the Practice Test are slightly shorter than on the actual ISEE, since you are answering only questions that will be used to determine your sample score. The chart below shows the number of questions on each section of the Practice Test and the actual ISEE, and how many minutes you should allow for each section of both tests.

PRACTICE TEST AND ACTUAL TEST—LOWER LEVEL

Section	Practice Test	Actual ISEE
Verbal Reasoning	30 Questions—18 Minutes	34 Questions—20 Minutes
Quantitative Reasoning	35 Questions—34 Minutes	38 Questions—35 Minutes
Reading Comprehension	20 Questions—20 Minutes	25 Questions—25 Minutes
Math Achievement	25 Questions—25 Minutes	30 Questions—30 Minutes
Essay	2-Page Limit—30 Minutes	2-Page Limit—30 Minutes

Although the timings are not the same on the Practice Test and the actual ISEE, since each section on the actual test is carefully timed, it is important to follow the timing instructions on the Practice Test so you can learn how to pace yourself for the actual test.

Remember that the time it takes to read the brief directions at the beginning of each section is NOT included in the testing time. When you take the actual test, you will be allowed a five- to ten-minute break before the Reading Comprehension section and another five- to ten-minute break following the Mathematics Achievement section. On the actual ISEE, you will take each section in the same order in which it appears in the Practice Test. Each section must be taken without stopping; therefore, we strongly encourage you to take the Practice Test exactly the same way so that the experience will be realistic and meaningful. Also, the score you calculate when you check your answers will be more accurate.

Because we think it will help you to know exactly how the test administrator will instruct you on the day of the test, we have included the general directions that will be read to you before the test starts. (These directions are on the next page.) Reading these directions carefully will help you know what to expect.

When you are ready to begin, try to create the following realistic test conditions.

- Find a quiet, well-lighted space with an appropriate writing surface.
- Ask an older person (parent, sibling, friend) to act as test administrator to
 - read the general directions;
 - monitor your time;
 - write down the starting time for each section;
 - tell you when five minutes remain in each section; and
 - tell you when to stop.

You will use a copy of the actual answer sheet to mark your answers for the Practice Test. The answer sheet is in Appendix B. You will also use the pre-lined pages in Appendix B for your essay. Use the appropriate parts of the answer sheet and leave the remaining parts blank. For example, leave “Test Administrator” and “ID Number” blank. It may be more convenient for you to photocopy the answer sheet so that you don’t have to turn back and forth between the Practice Test and Appendix B.

Test Directions

After you are seated in the test room and the test administrator announces that you are ready to begin, he or she will give you your test booklet and an answer sheet. (Please refer to the answer sheet on pages 133–136.) Some of the information on this answer sheet may already be filled in for you, but if not, the test administrator will help you. After you complete the test booklet itself, the administrator will give you your essay topic to write on the last two pages of the answer sheet. There will be two five- to ten-minute breaks during the test.

The general directions the test administrator will read to you before you begin the separate sections of the actual ISEE are below. The administrator will not begin timing you until after he or she has finished reading them and answering any appropriate questions. These are the same directions you should use on the Practice Test. It is important to look at them now because they contain important information.

Directions

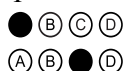
The ISEE measures skills and abilities commonly used by students in school. Your test booklet contains four sections: Verbal Reasoning; Quantitative Reasoning; Reading Comprehension; and Mathematics Achievement. There are several different versions for each test, so the questions in your test booklet will probably be different from the questions that others in this room are answering. Because these tests are given to students in more than one grade, don't be surprised if you notice that some of the questions are very easy for you, or that others are very difficult.

Read the directions and samples printed at the beginning of each test carefully. Work as quickly as you can without becoming careless. Do not spend too much time on any question that is difficult for you to answer since all questions are scored equally. Instead, skip it and answer all of the questions that you can. Then, if you have time, return to any questions you may have skipped.

Please select the best choice for each question. On this test, there is no penalty for an incorrect answer.

Be sure to record all your answers on the answer sheet. Mark only one answer for each question, and make every mark heavy and dark, as in these examples.

Sample Answers



If you decide to change one of your answers, be sure to erase the first mark completely. Don't worry if you find that there are more answer spaces on the answer sheet than there are questions in this booklet. As you work, make sure that the number of the question that you are answering matches the number on the answer sheet section that you are marking.

Please do not open the booklet until you are told to do so.

ISEE[®]

Verbal Reasoning

LOWER LEVEL

Practice Test



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Section 1

Verbal Reasoning

30 Questions**Time: 18 minutes**

This section is divided into two parts that contain two different types of questions. As soon as you have completed Part One, answer the questions in Part Two. You may write in your test booklet. For each answer you select, fill in the corresponding circle on your answer document.

Part One — Synonyms

Each question in Part One consists of a word in capital letters followed by four answer choices. Select the one word that is most nearly the same in meaning as the word in capital letters.

SAMPLE QUESTION:**DEBATE:**

- (A) betray
- (B) censor
- (C) dispute
- (D) reveal

Sample Answer☐ (A) ☐ (B) ☒ (C) ☐ (D)

Part Two — Sentence Completion

Each question in Part Two is made up of a sentence with one blank. Each blank indicates that a word or phrase is missing. The sentence is followed by four answer choices. Select the word or phrase that will best complete the meaning of the sentence as a whole.

SAMPLE QUESTIONS:

Because Paul was thrifty by nature, he rode his bicycle to work every day in an effort to ----- fuel.

- (A) conserve
- (B) create
- (C) utilize
- (D) waste

Sample Answers☒ (A) ☐ (B) ☐ (C) ☐ (D)

Americans today vote by secret ballot, in contrast to many early Colonial Americans who -----.

- (A) did not let others know for whom they voted
- (B) wrote letters demanding the repeal of the Stamp Act
- (C) spoke their choices for candidates in front of a crowd
- (D) strongly protested the British government's tax on tea

☐ (A) ☐ (B) ☒ (C) ☐ (D)

Part One—Synonyms

Directions: Select the word that is most nearly the same in meaning as the word in capital letters.

1. REJECT:

- (A) confine
- (B) damage
- (C) label
- (D) refuse

2. NAG:

- (A) agree
- (B) annoy
- (C) conquer
- (D) defy

3. NUTRITIOUS:

- (A) attentive
- (B) dangerous
- (C) nourishing
- (D) spicy

4. RENEW:

- (A) prepare
- (B) regret
- (C) restore
- (D) simplify

5. SUPERB:

- (A) excellent
- (B) happy
- (C) puzzling
- (D) spirited

6. PARTICLE:

- (A) quality
- (B) speck
- (C) tone
- (D) weight

7. NOVEL:

- (A) cheerful
- (B) false
- (C) original
- (D) perfect

8. ELONGATE:

- (A) bruise
- (B) calculate
- (C) lengthen
- (D) moisten

9. SOLEMNLY:

- (A) curiously
- (B) harmfully
- (C) possessively
- (D) seriously

10. UPROOT:

- (A) guarantee
- (B) rebel
- (C) remove
- (D) salvage

11. SELDOM:

- (A) equally
- (B) naturally
- (C) quietly
- (D) rarely

12. ADHESIVE:

- (A) blunt
- (B) infectious
- (C) lukewarm
- (D) sticky

13. LIBERATE:

- (A) combine
- (B) free
- (C) judge
- (D) obtain

14. VIEWPOINT:

- (A) contradiction
- (B) factor
- (C) idealism
- (D) opinion

15. VIGILANCE:

- (A) enthusiasm
- (B) fury
- (C) importance
- (D) watchfulness

Part Two—Sentence Completion

Directions: Select the word or phrase that best completes the sentence.

-
- | | |
|--|---|
| <p>16. It is the natural beauty of Glacier County, with its waterfalls and snow-covered meadows, that ----- the thousands of tourists, hikers, and campers who visit each year.</p> <p>(A) attracts
(B) conceals
(C) restrains
(D) threatens</p> <p>17. Allergies are usually abnormal reactions to ----- substances such as dust, pollen, and animal dander.</p> <p>(A) common
(B) imaginary
(C) scarce
(D) unknown</p> <p>18. To reach maturity, a seagoing loggerhead turtle must survive many -----, such as attacks by gulls and hungry fish.</p> <p>(A) allies
(B) destinations
(C) hazards
(D) voyages</p> <p>19. Although Roman political life was centered in the cities, most Romans lived in the -----, growing crops, tending vines, or cultivating olive groves.</p> <p>(A) countryside
(B) deserts
(C) museums
(D) towns</p> | <p>20. Anne Sullivan showed her ----- as Helen Keller's teacher by working with her day and night to help her overcome her disabilities.</p> <p>(A) devotion
(B) fear
(C) humor
(D) scorn</p> <p>21. Like many other medical conditions, malnutrition is often easier to ----- before its occurrence than to treat after its onset.</p> <p>(A) distort
(B) eliminate
(C) manage
(D) prevent</p> <p>22. Hannah Moore, an English writer, was best known for her -----, works whose characters endured extremely sorrowful circumstances.</p> <p>(A) daydreams
(B) farces
(C) speeches
(D) tragedies</p> <p>23. The many types of fish and mammals displayed in the exhibit at the aquarium demonstrate the remarkable ----- of marine life.</p> <p>(A) control
(B) disappearance
(C) diversity
(D) magnification</p> |
|--|---|

24. Although there were other contributing factors, the ----- cause of industrial growth was the flood of new inventions in eighteenth-century England.
- (A) detrimental
(B) primary
(C) sentimental
(D) temporary
25. Although once ----- in Africa, cheetah populations have been greatly reduced due to hunting, loss of habitat, and decline of the cheetah's prey.
- (A) attractive
(B) threatened
(C) unknown
(D) widespread
26. Most artists begin training early in life, but Anna Mary "Grandma" Moses -----.
- (A) painted for profit as a young child
(B) did not like art during her advanced years
(C) started painting when she was past seventy years old
(D) specialized in farm scenes and country landscapes
27. Since the students looked puzzled, their -----.
- (A) faces became quite cold
(B) classmates began to arrive
(C) friend gave them a present
(D) teacher repeated the directions
28. The movie provided no moral instruction; rather, it invited us to -----.
- (A) learn a lesson
(B) enjoy ourselves
(C) examine our values
(D) improve our behavior
29. Compared to his early paintings, which were usually of lighthearted subjects, the later art of Winslow Homer -----.
- (A) sold successfully and made him rich
(B) was darker and of a more serious nature
(C) was appreciated by the critics but not the public
(D) represented bright landscapes or people at play
30. Although Frederic Chopin was personally on good terms with most musicians of his day, he -----.
- (A) ignored them at every opportunity
(B) seldom gave large public performances
(C) did not appreciate their style of romantic music
(D) turned out to be one of the most popular composers of his time

ISEE[®]

Quantitative Reasoning

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Section 2

Quantitative Reasoning

35 Questions

Time: 34 minutes

Each question is followed by four suggested answers. Read each question and then decide which one of the four suggested answers is best.

Find the row of spaces on your answer document that has the same number as the question. In this row, mark the space having the same letter as the answer you have chosen. You may write in your test booklet.

EXAMPLE 1:

Sample Answer

Which expression is equivalent to the expression $2 \times (3 + 4)$?

☐ (A) ☒ (B) ☐ (C) ☐ (D)

(A) $2 + 7$

(B) 2×7

(C) $5 + 4$

(D) 5×4

The correct answer is 2×7 , so circle B is darkened.

EXAMPLE 2:

Sample Answer

Which could be the dimensions of a rectangle with an area of 48 cm^2 ?

☐ (A) ☒ (B) ☐ (C) ☐ (D)

(A) $2 \text{ cm} \times 26 \text{ cm}$

(B) $3 \text{ cm} \times 16 \text{ cm}$

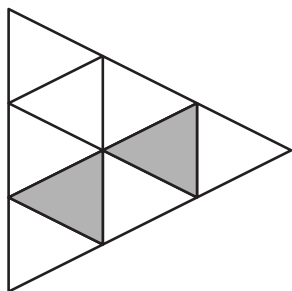
(C) $5 \text{ cm} \times 9 \text{ cm}$

(D) $6 \text{ cm} \times 7 \text{ cm}$

The correct answer is $3 \text{ cm} \times 16 \text{ cm}$, so circle B is darkened.



1. The largest triangle shown below is divided into small triangles.



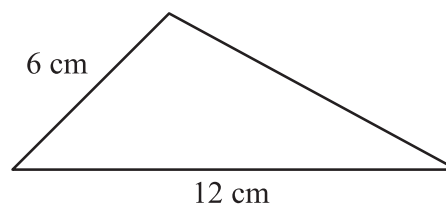
What fraction of the largest triangle is shaded?

- (A) $\frac{2}{9}$
 (B) $\frac{2}{7}$
 (C) $\frac{1}{4}$
 (D) $\frac{1}{2}$
2. Which story best fits the equation $7 \times 5 = 35$?
- (A) I have 35 cookies. After eating 5 cookies, how many cookies do I have left?
 (B) I want to share 35 cookies with 12 friends. How many cookies do we each get?
 (C) I have 7 boxes of cookies, with 5 cookies in each. How many cookies do I have altogether?
 (D) I have 7 boxes of cookies, and my friend has 5 boxes of cookies. How many boxes of cookies do we have altogether?

3. Alice wrote down a whole number greater than 6 and less than 10. When Jim tried to guess the number, Alice told him it was greater than 8 and less than 12. What is Alice's number?

- (A) 7
 (B) 9
 (C) 10
 (D) 11

4. The perimeter of the triangle is 28 centimeters. The lengths of two of the sides are shown.



What is the length of the third side?

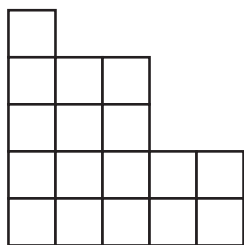
- (A) 10 centimeters
 (B) 18 centimeters
 (C) 36 centimeters
 (D) 46 centimeters
5. Use the equations to answer the question.

$$\begin{aligned} 5 + p &= 6 \\ 3 + q &= 6 \end{aligned}$$

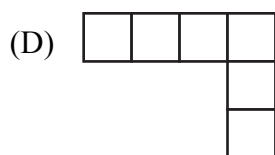
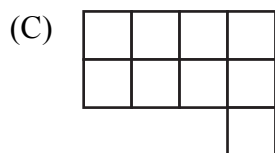
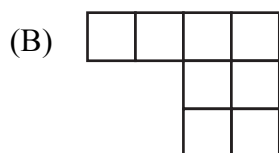
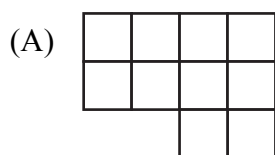
What is the sum of $p + q$?

- (A) 4
 (B) 8
 (C) 12
 (D) 20

6. Use the diagram to answer the question.



Which piece would complete the diagram to make a square?



7. Nisha and Alex were riding their bikes at the same speed on a bike path. It took Nisha 20 minutes to ride 4 miles. How long did it take Alex to ride 12 miles?
- (A) 48 minutes
(B) 60 minutes
(C) 80 minutes
(D) 120 minutes

8. Which is the largest fraction?

(A) $\frac{5}{9}$

(B) $\frac{6}{13}$

(C) $\frac{7}{15}$

(D) $\frac{8}{17}$

9. If x can be divided by both 3 and 5 without leaving a remainder, then x can also be divided by which number without leaving a remainder?

(A) 2

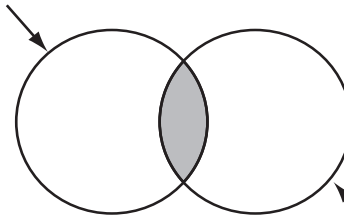
(B) 8

(C) 10

(D) 15

10. Use the Venn diagram to answer the question.

Shapes That Are
Red or Green



Shapes That Are
Blue or Green

What shapes could be found in the shaded part of the Venn diagram?

- (A) a red square
(B) a blue square
(C) a blue triangle
(D) a green triangle

11. A class put three cans full of water in the sun. Each can was covered and had a thermometer in it to measure the temperature of the water in degrees Fahrenheit. One can was painted black, one can was painted white, and the third can was painted silver. The class collected the data shown below.

TEMPERATURE EXPERIMENT

	Black Can	White Can	Silver Can
Start	50°F	50°F	50°F
10 min	53°F	50°F	52°F
20 min	57°F	51°F	54°F
30 min	62°F	51°F	56°F
40 min	68°F	52°F	58°F
50 min	75°F	52°F	60°F

According to the pattern from these data, what would be the predicted temperature of the water in the black can at 70 minutes?

- (A) 75°F
(B) 79°F
(C) 83°F
(D) 92°F

12. Use the table to determine the rule.

Input Δ	Output $\square$
2	8
7	13
12	18
40	46

What is the rule for the function?

- (A) $\Delta \times 4 = \square$
(B) $(\Delta \times 3) - 1 = \square$
(C) $\Delta + 5 = \square$
(D) $\Delta + 6 = \square$

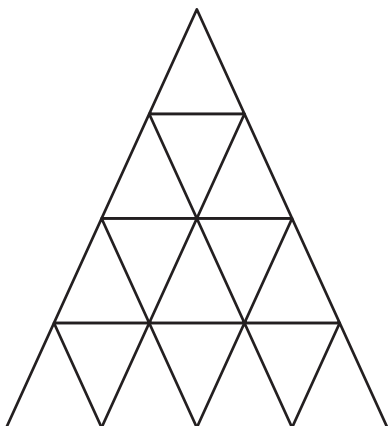
13. The perimeter of a square is $8s$. What is the length of one side?

- (A) 2
(B) 4
(C) $2s$
(D) $4s$

14. Which is a value of x in the math equation $15 = 3x + 3$?

- (A) 1
(B) 2
(C) 3
(D) 4

15. Use the figure below to answer the question.



If two more rows were added to the figure, how many small triangles would the sixth row have, assuming the same pattern continues?

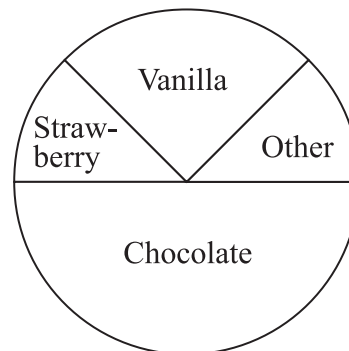
- (A) 5
(B) 7
(C) 9
(D) 11
16. Use the pattern to help answer the question.

$$\begin{aligned} 1 + 3 &= 2^2 \\ 1 + 3 + 5 &= 3^2 \\ 1 + 3 + 5 + 7 &= 4^2 \end{aligned}$$

What is the solution to
 $1 + 3 + 5 + 7 + 9 + 11 + 13 + 15$?

- (A) 5^2
(B) 8^2
(C) 12^2
(D) 13^2

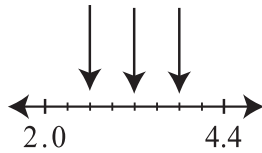
17. A survey of 40 students' favorite ice cream flavors is displayed in the circle graph shown.



About what fraction of the students chose strawberry as their favorite flavor?

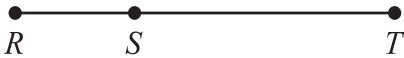
- (A) $\frac{1}{8}$
(B) $\frac{1}{4}$
(C) $\frac{1}{3}$
(D) $\frac{1}{2}$
18. A cat had a litter of 4 kittens. Two of the kittens weighed $2\frac{1}{2}$ ounces each, 1 kitten weighed 3 ounces, and 1 kitten weighed 4 ounces. What is the mean weight of the kittens from the litter?
- (A) $2\frac{1}{2}$ ounces
(B) $2\frac{3}{4}$ ounces
(C) 3 ounces
(D) 4 ounces

19. Use the number line to answer the question.



Which three numbers are the vertical arrows pointing to on the number line?

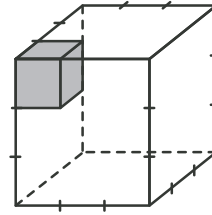
- (A) 2.2, 2.4, 2.6
 (B) 2.4, 2.8, 3.0
 (C) 2.6, 3.2, 3.8
 (D) 2.8, 3.6, 4.2
20. The length of RS is x and the length of RT is y .



What is the length of ST ?

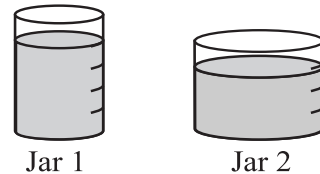
- (A) $y - x$
 (B) $y + x$
 (C) $x - y$
 (D) xy
21. In a warehouse, there are 687 boxes with 36 candles in each box. Which expression gives the best estimate of the total number of candles in the warehouse?
- (A) 69×40
 (B) 70×40
 (C) 600×30
 (D) 700×40

22. The volume of the small, shaded cube is 1 unit^3 .



What is the volume of the larger cube?

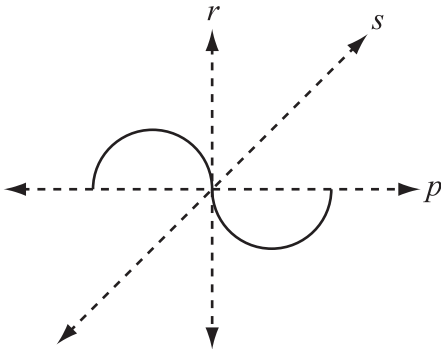
- (A) 9 units^3
 (B) 18 units^3
 (C) 27 units^3
 (D) 81 units^3
23. Jar 1 and Jar 2 would each hold 1 cup of liquid when filled to the top. The jars shown are not completely filled to the top.



If the liquids in the two jars are combined, approximately how much liquid will there be altogether?

- (A) $\frac{2}{3}$ cup
 (B) 1.5 cups
 (C) 3 cups
 (D) 6 cups

24. The figure shown may be folded along one or more of the dotted lines.



Which line or pair of lines, when folded, will allow the semicircles to exactly match the original figure?

- (A) line p only
 (B) line s only
 (C) both line p and line s
 (D) both line p and line r
25. The ingredients in the recipe were evenly mixed and equally divided into 5 bags.

RECIPE

10 cups of crisp corn cereal
 7 cups of pretzel sticks
 2 cups of raisins
 3 cups of chocolate chips
 1 cup of sunflower seeds

Approximately how many cups of the mixture were placed in each bag?

- (A) $3\frac{1}{2}$
 (B) 4
 (C) $4\frac{1}{2}$
 (D) 5

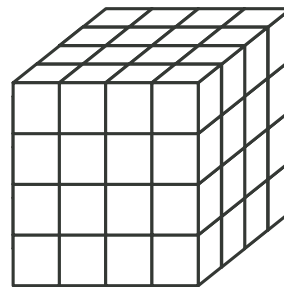
26. The scale on Tanji's map shows that 1.2 inches represents 10 miles. How many inches would it take to represent 25 miles?

- (A) 2.5 inches
 (B) 3.0 inches
 (C) 3.5 inches
 (D) 3.7 inches

27. Ms. Hammond put the names of all her students in a hat. The probability that she will pull out a boy's name at random is 3 out of 7. There are 12 girls in the class. How many boys are in Ms. Hammond's class?

- (A) 3
 (B) 4
 (C) 9
 (D) 11

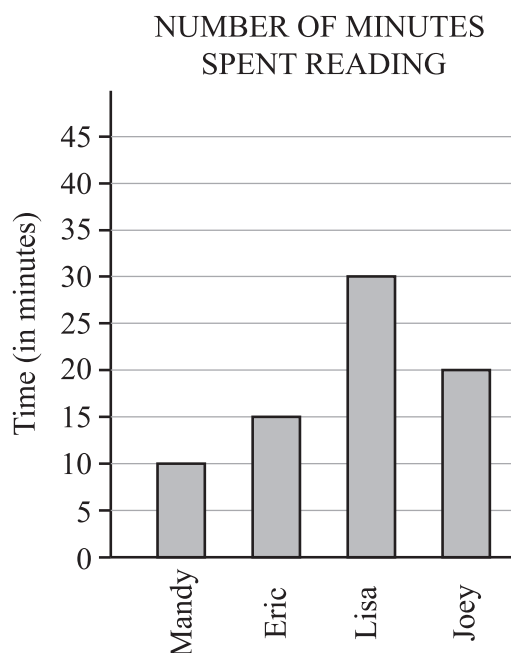
28. Use the diagram of the cube to answer the question.



How many small cubes are being used to build the large cube?

- (A) 32
 (B) 48
 (C) 64
 (D) 96

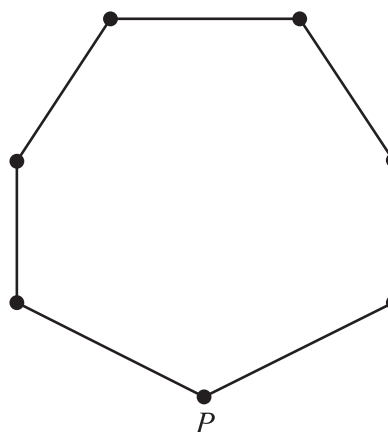
29. Four students recorded the number of minutes spent reading at home for one night and recorded their data in the graph shown.



Based on this graph, which conclusion is true about the number of minutes spent reading?

- (A) The mean is between 18 and 19.
 (B) Eric read fewer minutes than Mandy.
 (C) The range is greater than the number of minutes Joey read.
 (D) Lisa read the same number of minutes as Joey and Eric combined.
30. Which equation can be read as “2 more than 6 times a number is equal to 10 less than the number”? Let n represent the unknown number.
- (A) $2 + (6 \times n) = 10 - n$
 (B) $2 + (6 \times n) = n - 10$
 (C) $2 \times (6 \times n) = 10 - n$
 (D) $2 \times (6 \times n) = n - 10$

31. Use the figure shown to answer the question.



How many triangular regions can be made in the figure by only drawing line segments from vertex P to the other vertices?

- (A) 4
 (B) 5
 (C) 6
 (D) 7
32. Kara has a box of chocolates with different cream fillings: caramel, vanilla, cinnamon, orange, and cocoa. The probability of choosing a chocolate filled with caramel is 4 out of 9. Which combination of chocolates is possible?
- (A) 4 caramel chocolates and 9 others
 (B) 16 caramel chocolates and 36 others
 (C) 18 caramel chocolates and 8 others
 (D) 20 caramel chocolates and 25 others

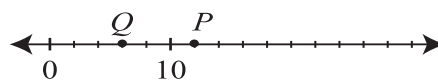
33. Josh did the problem shown with his calculator.

$$\frac{51 \times 743}{25}$$

What is a reasonable estimation for his answer?

- (A) between 1,000 and 1,200
(B) between 1,200 and 2,000
(C) between 2,000 and 2,500
(D) between 2,500 and 3,000
34. What is the value of n in the expression $\frac{30(15 + 45)}{3} = n$?
- (A) 200
(B) 600
(C) 900
(D) 1,800

35. Use the number line shown to answer the question.



P is the average of Q and another number.
What is the other number?

- (A) 3
(B) 6
(C) 14
(D) 18



ISEE®

Reading Comprehension

LOWER LEVEL

Practice Test



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Section 3

Reading Comprehension

20 Questions**Time: 20 minutes**

This section contains four short reading passages. Each passage is followed by five questions based on its content. Answer the questions following each passage on the basis of what is stated or implied in that passage. You may write in your test booklet.



Questions 1–5

1 His days already crowded with work,
2 Frederick Douglass found time for another job.
3 As a former slave himself, he made time to
4 work on the Underground Railroad.

5 The Underground Railroad was not a
6 railroad with trains and tracks. But it did have
7 passengers, conductors, stations, and
8 stationmasters. Runaway slaves were the
9 passengers, and the conductors were the people
10 who led them North. The station was where
11 they rested and hid—usually the homes of
12 people who hated slavery. These were
13 stationmasters.

14 Frederick Douglass' home in Rochester,
15 New York, was a station on the Underground
16 Railroad. He never knew when to expect a
17 group of slaves. Usually they came late at night
18 with a knock on the door. Frederick and Anna,
19 his wife, would look at each other and know—
20 the Underground Railroad was running. Anna
21 would ready the house and Frederick would go
22 to the door. He wouldn't open it. First he would
23 whisper, "Who's there?" "A friend with
24 friends," someone would answer. Then
25 Frederick knew it was safe to let them inside.

26 Frederick Douglass' whole family worked on
27 the Railroad. His five children helped him hide
28 the slaves and make them comfortable.
29 "Remember," Frederick said, "they are guests
30 in our house." They had to be quick guests.
31 Traveling on the Underground Railroad was
32 dangerous. Grown-ups talked in whispers and
33 children learned to play in whispers, too.

34 In 1850, the Underground Railroad became
35 more dangerous when a new law was passed.
36 Called the Fugitive Slave Law, it said that
37 runaway slaves must be returned to their
38 masters. Anyone caught hiding slaves would be
39 fined or thrown in jail.

40 Slaves were not safe anywhere in the
41 United States. They had to escape to Canada.
42 Frederick Douglass' home in Rochester became
43 an important station, since it was the last station
44 on the line on Lake Ontario. Across the lake lay
45 the safety of Canada.

46 Over the years, Frederick Douglass helped
47 over 400 slaves escape. Each time he thought,
48 "There goes one less slave, one more free
49 person."

1. The primary purpose of the passage is to
 - (A) relate the various roles Frederick Douglass played in his lifetime.
 - (B) analyze the reasons for the operation of the Underground Railroad.
 - (C) describe Frederick Douglass' work with the Underground Railroad.
 - (D) discuss the characteristics of the slaves who used the Underground Railroad.
2. The passage states that the slaves filled which role on the Underground Railroad?
 - (A) conductors
 - (B) engineers
 - (C) passengers
 - (D) stationmasters
3. In line 36, "Fugitive" most nearly means
 - (A) escapee.
 - (B) immigrant.
 - (C) pirate.
 - (D) wanderer.
4. According to the passage, how did Frederick Douglass' job change in 1850?
 - (A) It became harder because fewer people worked with him.
 - (B) It became more complicated because he had to involve his family.
 - (C) It became more dangerous because, if caught, he could now go to prison.
 - (D) It became easier because more former masters came and retrieved the slaves.
5. The passage provides information to answer which question?
 - (A) In which state did the Underground Railroad originate?
 - (B) What was Frederick Douglass' work other than his work with slaves?
 - (C) Why did Frederick Douglass have his family members help him in his work?
 - (D) After 1850, what was the destination of most slaves on the Underground Railroad?

Questions 6–10

1 When a building is torn down, a vacant lot
2 is created. However, the lot will not remain
3 “vacant” for long. Soon the first plants will
4 appear.

5 On rare occasions, seeds may remain under
6 buildings for decades, perhaps a hundred years
7 or more. The building over them keeps them
8 dry and preserved. Once the building goes,
9 rainwater may dampen the seeds and cause
10 them to sprout. When this happens, new plants
11 will start growing in the vacant lot.

12 This sort of thing happened in London after
13 the city was bombed during the Second World
14 War. After many damaged buildings were torn
15 down, beautiful wild flowers that had not been
16 known to grow in London for hundreds of
17 years started growing in the vacant lots.

18 Even if this does not happen with old seeds,
19 plants will show up anyway. Some of the seeds
20 will be carried in the wind to the newly formed

21 vacant lot. Birds will leave undigested seeds on
22 the ground in their droppings. Other seeds may
23 drop off the clothing of people walking near or
24 across the vacant lots. Eventually, seeds of
25 plants and spores of mosses and ferns will find
26 their way to the lot.

27 If the lot is left free to develop for many
28 years and receives adequate sunlight and rain,
29 its plant life will follow a predictable life cycle.
30 Its first plant inhabitants will be weeds and
31 wild flowers, such as dandelions and clover.
32 Over the years, grasses will appear, followed
33 by vines and quick-growing trees such as the
34 white pine. In a few years, the lot will probably
35 become home to birds, insects, and many small
36 animals.

37 Vacant lots may appear to be ugly, harsh
38 places. Yet, they teach us something. They
39 prove that life, if given half a chance, will take
40 over any place it can—even a vacant lot.

6. Which best expresses the main idea of the passage?
- (A) Life will return even to a vacant lot in the city.
 - (B) Animals will not live in a vacant lot until plant life has developed.
 - (C) The clothing of people walking through the city carries plant seeds.
 - (D) Many buildings in London were destroyed by bombing during the Second World War.
7. Which best characterizes plant life as it is described in the passage?
- (A) beautiful
 - (B) edible
 - (C) persistent
 - (D) untidy
8. The author implies that a good place to look for seeds of plants that no longer grow in the city would be
- (A) in the dirt under very old buildings.
 - (B) in places that are full of dandelions and clover.
 - (C) in open fields that receive a lot of sunlight and rain.
 - (D) on the clothing of people walking through vacant lots.
9. In the fifth paragraph (lines 27–36), the author implies that the return of life to a vacant lot would be held back if
- (A) animal life disappeared from the area.
 - (B) people did not walk near or across the lot.
 - (C) the lot did not get enough water and sunlight.
 - (D) the lot became covered with grasses and vines.
10. The function of the last paragraph (lines 37–40) is to
- (A) provide an exciting ending to the passage.
 - (B) leave the reader with an unsolved mystery.
 - (C) summarize one of the main ideas of the passage.
 - (D) provide evidence that the author's argument is correct.

Questions 11–15

1 On a recent trip to the Oakland Museum to
2 see a display of African American quilts,
3 several students got lost. We boarded two
4 different subway cars, and about six students
5 who were in the car next to mine decided to
6 take advantage of my not being there. They
7 began walking from one car to the other, which
8 they are not supposed to do. When we came to
9 our stop, they didn't know it was time to get off
10 since they were in a different car. As I was
11 counting noses in the station, I saw six of them
12 pressed up against the glass in the last car,

13 looking worried and distraught as the train
14 pulled out.

15 I went upstairs to speak with the
16 stationmaster, who phoned ahead to check with
17 security personnel. They reported that the
18 students had not disembarked at the next
19 station. So the stationmaster got on the paging
20 system and announced, "Will Ms. Logan's
21 students please call 214. Will Ms. Logan's
22 students please call 214." I returned to the train
23 platform downstairs to see the rest of my class
24 running around wildly looking for a phone.

11. The passage is primarily concerned with describing
- (A) the benefits of traveling by train.
 - (B) the importance of visiting museums.
 - (C) the strengths and weaknesses of subway security.
 - (D) the teacher's experience with a group of students.
12. In line 18, "disembarked" most nearly means
- (A) called.
 - (B) continued.
 - (C) gotten off.
 - (D) asked for help.
13. Which can be inferred from the last sentence (lines 22–24)?
- (A) The students were bored and desired exercise.
 - (B) The students were trying to find their lost classmates.
 - (C) The students who were not lost thought they should call 214.
 - (D) The telephones on the subway platform were not operating properly.
14. The passage supplies information to answer which question?
- (A) Where were the students going?
 - (B) Where were the students coming from?
 - (C) How many students were in the total group?
 - (D) How did the class react when the students were all reunited?
15. According to the author, a group of students did not get off the subway at the appropriate station because
- (A) their teacher miscounted noses.
 - (B) the subway paging system was not working.
 - (C) they were distracted by the other passengers.
 - (D) they were not in the same car as their teacher.

Questions 16–20

1 One spring I celebrated the first ant parade
2 that found its way into my kitchen by allowing
3 it to do whatever it wanted to. A steady line of
4 ants filed from a crack just below a windowsill
5 to the corner of my sink, where I keep a small
6 drainer of vegetable wastes for my compost
7 heap. Another line was headed just as steadily
8 in the other direction.
9 Because my drainer contained too many
10 odds and ends for me to see exactly what it was
11 the ants were after, I set up a feeding station to
12 determine their food preferences. I turned a
13 dinner plate upside down, and on its rounded,
14 easily accessible surface, I dabbed a few items:
15 a little peanut butter, some honey, some cottage
16 cheese, and plain water. As the day went by, I

17 added a piece of apple, some raw egg white,
18 milk, and vinegar.

19 I soon learned that they were interested in
20 everything except the vinegar, but their real
21 favorite was the honey. There were always four
22 or five ants crowded around the honey drop,
23 while just one or two were exploring the other
24 substances.

25 As much as I enjoyed watching the ants
26 making their food choices, I concluded that
27 such encouragement was not good for our
28 relationship. So I cleared up my feeding station
29 and began my annual effort to eliminate or
30 protect the foods that invite ants to forage
31 indoors.

16. The main purpose of the passage is to describe how
- (A) ants locate food and take it to their nests.
 - (B) ants find their way into people's homes.
 - (C) the author learned about ants' food preferences.
 - (D) the author protects the kitchen against ants.
17. The author's attitude toward ants is best described as one of
- (A) annoyance.
 - (B) disgust.
 - (C) dismay.
 - (D) interest.
18. The author turned the dinner plate upside down (lines 12–13) in order to
- (A) make the food visible from far away.
 - (B) keep the food safe from other insects.
 - (C) keep the ants from carrying the food away.
 - (D) make it easier for the ants to climb onto it.
19. By saying that such encouragement was not “good for our relationship” (lines 27–28), the author is suggesting that the ants could become
- (A) annoying.
 - (B) dangerous.
 - (C) unappreciative.
 - (D) unfriendly.
20. In line 30, “forage” most nearly means to
- (A) build a nest.
 - (B) look for food.
 - (C) form a parade.
 - (D) raise offspring.



ISEE[®]

Mathematics Achievement

LOWER LEVEL

Practice Test



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Section 4

Mathematics Achievement

25 Questions**Time: 25 minutes**

Each question is followed by four suggested answers. Read each question and then decide which one of the four suggested answers is best.

Find the row of spaces on your answer document that has the same number as the question. In this row, mark the space having the same letter as the answer you have chosen. You may write in your test booklet.

SAMPLE QUESTION:

Which number is divisible by 6 without a remainder?

- (A) 16
- (B) 33
- (C) 48
- (D) 64

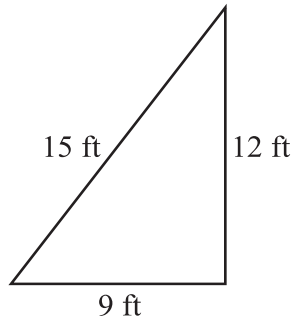
Sample Answer

☐ (A) ☐ (B) ☒ (C) ☐ (D)

The correct answer is 48, so circle C is darkened.



1. Use the triangle to answer the question.



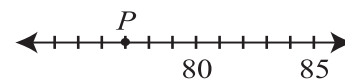
What is the perimeter of the triangle?
 $(P = s + s + s)$

- (A) 18 feet
 (B) 36 feet
 (C) 54 feet
 (D) 72 feet
2. A total of 28 students were asked which one of three snacks—ice cream, popsicles, or frozen yogurt—they preferred. If 17 students said they preferred ice cream, and 4 students said they preferred popsicles, how many students said they preferred frozen yogurt?
- (A) 7
 (B) 11
 (C) 15
 (D) 21
3. What is the name of a rectangle with sides of equal length?
- (A) hexagon
 (B) octagon
 (C) pentagon
 (D) square

4. What is the standard form for two hundred three thousand forty-nine?

- (A) 203,049
 (B) 203,409
 (C) 230,490
 (D) 234,900

5. Use the number line to answer the question.



What number is represented by point P on the number line?

- (A) 73
 (B) 77
 (C) 79
 (D) 83
6. What is the value of the expression $308 + 197$?
- (A) 405
 (B) 495
 (C) 505
 (D) 515
7. Which expression is equal to 20?
- (A) $(3 \times 5) + 4 - 7$
 (B) $3 \times (5 + 4) - 7$
 (C) $3 \times 5 + (4 - 7)$
 (D) $3 \times (5 + 4 - 7)$

8. A class put three cans full of water in the sun. Each can was covered and had a thermometer in it to measure the temperature of the water in degrees Fahrenheit. One can was painted black, one can was painted white, and one can was painted silver. The table shows the data collected.

TEMPERATURE EXPERIMENT

	Black Can	White Can	Silver Can
Start	50°F	50°F	50°F
10 min	53°F	50°F	52°F
20 min	57°F	51°F	54°F
30 min	62°F	51°F	56°F
40 min	68°F	52°F	58°F
50 min	75°F	52°F	60°F

At 50 minutes, how much warmer was the water in the black can than the water in the white can?

- (A) 8°F
(B) 13°F
(C) 18°F
(D) 23°F

9. Which fraction is equivalent to 0.4?

- (A) $\frac{1}{4}$
(B) $\frac{1}{40}$
(C) $\frac{4}{10}$
(D) $\frac{4}{100}$

10. What is the value of the expression $2,000 - 165$?

- (A) 1,735
(B) 1,835
(C) 1,935
(D) 2,835

11. If $2 \times (\square + 4) = 22$, what number does $\square$ stand for?

- (A) 7
(B) 9
(C) 11
(D) 15

12. Chris buys five items costing \$3.49, \$11.99, \$0.50, \$2.99, and \$16.99. What is the estimated total cost of Chris' items?

- (A) between \$20 and \$25
(B) between \$25 and \$30
(C) between \$30 and \$35
(D) between \$35 and \$40

13. The graph shows the population of four towns.



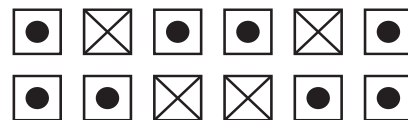
How many more people live in Southville than live in Eastville?

- (A) 3,000
- (B) 5,000
- (C) 10,000
- (D) 15,000

14. Lake Superior has an area of about $31,700 \text{ mi}^2$. Which lake has an area closest to $\frac{1}{3}$ that of Lake Superior?

- (A) Lake Nyasa, which has an area of $11,430 \text{ mi}^2$
- (B) Lake Tanganyika, which has an area of $12,700 \text{ mi}^2$
- (C) Lake Huron, which has an area of $23,000 \text{ mi}^2$
- (D) Lake Victoria, which has an area of $26,828 \text{ mi}^2$

15. Use the diagram to answer the question.



If one of the cards is picked up at random, what is the chance that it will be a  ?

- (A) 1 out of 4
- (B) 1 out of 3
- (C) 1 out of 2
- (D) 2 out of 3

16. Use the table to answer the question.

HOPE SCHOOL'S SCORES

Event 1	7.9	8.2	8.3	7.8	8.0
Event 2	8.3	8.3	8.4	8.0	7.9
Event 3	7.6	8.1	7.5	7.4	7.7
Event 4	8.0	7.9	7.9	7.6	7.7

What is the mode of this set of data?

- (A) 7.6
(B) 7.9
(C) 8.0
(D) 8.3

17. Use the set of numbers shown to answer the question.

{2, 3, 5, 7, 11, ...}

Which describes this set of numbers?

- (A) odd numbers
(B) even numbers
(C) prime numbers
(D) composite numbers

18. If the area of a rectangle is 20 cm^2 , which equation can be used to determine the width of that rectangle? ($A = lw$, where A = Area, l = length, and w = width.)

- (A) $w = \frac{20}{l}$
(B) $w = \frac{l}{20}$
(C) $w = 20 - l$
(D) $w = 20 + l$

19. Which fraction is between $\frac{1}{2}$ and $\frac{9}{10}$?

- (A) $\frac{1}{4}$
(B) $\frac{1}{3}$
(C) $\frac{2}{5}$
(D) $\frac{4}{5}$

20. Use the number sequence to answer the question.

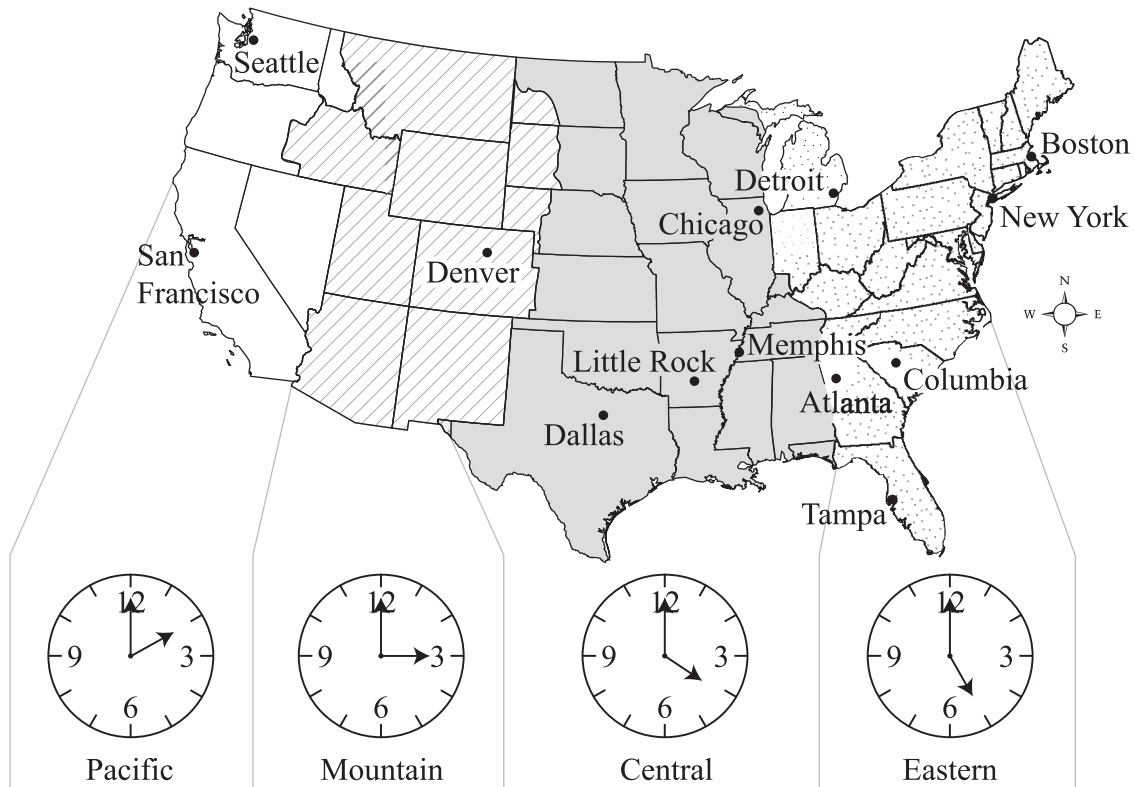
2, 4, 8, 14, 22, 32, ____

What is the next number in the sequence?

- (A) 34
(B) 44
(C) 54
(D) 64

21. Use the Time Zone map to answer the question.

STANDARD TIME ZONES



An airplane leaves Seattle at 1:00 P.M. and arrives 4 hours later in Detroit. What time is it in Detroit?

- (A) 10 A.M.
- (B) 1 P.M.
- (C) 5 P.M.
- (D) 8 P.M.

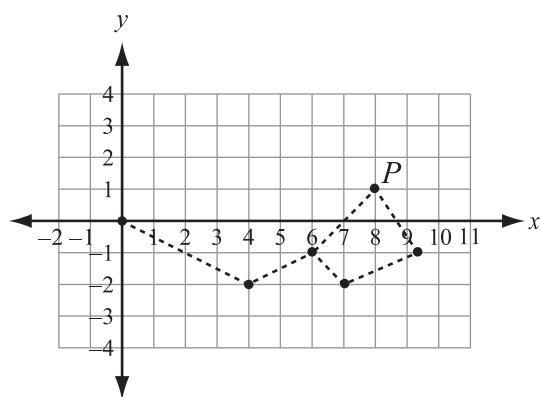
22. What is the sum of $2.9 + 1.7$?

- (A) $3\frac{3}{5}$
- (B) $4\frac{1}{5}$
- (C) $4\frac{2}{5}$
- (D) $4\frac{3}{5}$

23. What is the perimeter of a rectangle that has a length of 8 inches and a width of 5 inches? ($P = 2l + 2w$)

- (A) 13 inches
- (B) 23 inches
- (C) 26 inches
- (D) 28 inches

24. Use the coordinate grid to answer the question.



What are the coordinates of point P in the figure?

- (A) (1, 7)
- (B) (1, 8)
- (C) (8, 1)
- (D) (8, 2)

25. Terry had $5\frac{5}{8}$ feet of wire. He used $3\frac{3}{4}$ feet of the wire to make a lamp. How many feet does he have left?

- (A) $1\frac{7}{8}$
- (B) $2\frac{1}{8}$
- (C) $2\frac{1}{2}$
- (D) $2\frac{7}{8}$



ISEE®

Essay

LOWER LEVEL

Practice Test



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Essay Topic Sheet

The directions for the Essay portion of the ISEE are printed in the box below. Use the pre-lined pages in Appendix B (pages 135–136) for this part of the Practice Test.

NOTE: The page references in the directions below refer to the page numbers at the bottom of the answer sheet, not to the page numbers of the *What to Expect on the ISEE* book.

You will have 30 minutes to plan and write an essay on the topic printed on the other side of this page. **Do not write on another topic. An essay on another topic is not acceptable.**

The essay is designed to give you an opportunity to show how well you can write. You should try to express your thoughts clearly. How well you write is much more important than how much you write, but you need to say enough for a reader to understand what you mean.

You will probably want to write more than a short paragraph. You should also be aware that a copy of your essay will be sent to each school that will be receiving your test results. You are to write only in the appropriate section of the answer sheet. Please write or print so that your writing may be read by someone who is not familiar with your handwriting.

You may make notes and plan your essay on the reverse side of the page. Allow enough time to copy the final form onto your answer sheet. You must copy the essay topic onto your answer sheet, on page 3, in the box provided.

Please remember to write only the final draft of the essay on pages 3 and 4 of your answer sheet and to write it in blue or black pen. Again, you may use cursive writing or you may print. Only pages 3 and 4 will be sent to the schools.

Directions continue on the next page.

REMINDER: Please write this essay topic on the first few lines of page 3 of your answer sheet.

Essay Topic

If you were granted the power to change one thing about your community, what would you change and why?

- Only write on this essay question
- Only pages 3 and 4 will be sent to the schools
- Only write in blue or black pen

Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**SCORING THE
PRACTICE TEST
ISEE®
LOWER LEVEL**



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Step-by-Step Directions

When you have finished all five sections of the Practice Test, you will be ready to grade and score your test. Follow the steps on these next pages exactly as written, and you will soon know your score and how you did compared to other students who have taken a similar practice test, except for the essay.

You will have three scores when you finish: your raw score, your scaled score range, and your quartile ranking. As you determine these three scores, enter them in the table below.

ISEE PRACTICE TEST SCORING

		Verbal Reasoning	Quantitative Reasoning	Reading Comprehension	Mathematics Achievement
1.	Raw Score				
2.	Scaled Score Range				
3.	Quartile				

Finding Your Raw Score

The number of questions that you have answered correctly is called your “raw score.” As you will see, you get one point for every question that you answer correctly, but no points for a question you answer incorrectly or omit.

1. Turn to page 111 and place your answer sheet beside the column headed Verbal Reasoning.
2. Enter the answer that you chose for question 1 in the “Your Answer” column. Next, move to the column to the right and put a “+” if your answer is correct. Leave this box blank if your answer is wrong or if you skipped this question.
3. Continue until you have entered your answers beside the correct answers to each of the 30 Verbal Reasoning questions.
4. Move your Practice Test answer sheet beside the column headed Quantitative Reasoning on page 112 and follow steps 2 and 3 above. (*Note: Although the Practice Test Answer Key lists questions by NCTM standards, on the actual Individual Student Report (ISR), your results for Quantitative Reasoning are listed as “Word Problems.”*)
5. Move to Reading Comprehension (page 113) and Mathematics Achievement (page 114) in turn and follow steps 2 and 3 above. Remember to skip questions you did not answer as you mark down your answers.
6. Count the number of correct (+) answers in each section. For example, if you have 12 “+” marks in Verbal Reasoning, write 12 next to Total Correct.
7. Count each section separately and write down the number of correct answers next to Total Correct. These are your raw scores.
8. **Enter the raw scores for each section on line 1 of the table above.**

For a full explanation of scaled scores, percentiles, and stanines, please see the “Understanding the Individual Student Report (ISR)” section of this book.

Finding Your Scaled Score

You will need to convert (change) your raw score to a scaled score to see what it means and how you compare with other students who took a similar test. This step is necessary because there are different forms of the ISEE, and the scaled score helps the people who score the ISEE compare your score with other scores. We have provided a scaled score range for each raw score, because the Practice Test that you took cannot be equated exactly with the real ISEE test. The reason: the Practice Test was not taken under a real testing environment at a school or ISEE office. Nevertheless, the score you calculate here will be sufficiently close for you to feel confident in the score you can expect. Your actual ISEE score report will show a single scaled score for each section rather than the ranges shown on these conversion tables. Follow these steps exactly.

1. Turn to the conversion tables on pages 115–118. Note there are several tables (one for each section).
2. Find the correct conversion table for the raw score of the section you wish to equate. For example, in the table for Verbal Reasoning, find the line that lists the total of your correct answers (your “raw” score) on the Verbal Reasoning section. Find the reported range of scaled scores beside your raw score. **Record these numbers under the corresponding column on line 2 of the table on page 108.**
3. Repeat for the other three sections.

Finding Your Quartile Score

Your quartile score is based on how you compare to other students applying to the same grade. Using the comparative data table that is next to the conversion table in each separate section, find the quartile that corresponds to your scaled score. **Record the quartile for each section on line 3 of the table on page 108.**

Reviewing Your Essay

The ISEE does NOT score your essay. A copy of your essay will be made available to each school you listed to receive your scores. Each school will judge the essay independently, using its own standards. Remember, the essay and the rest of the ISEE are only two of the pieces of information admission officers will use to determine your potential for success at their schools.

For this Practice Test, we suggest that you ask an adult who knows you to read your practice essay and give you feedback about how you did, using the tips for essay writing found on page 58.

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ISEE Practice Test Answer Keys

Verbal Reasoning Answer Key—Lower Level (30 items)

Item	Key	Your Answer	+ If Correct	*Type
1	D			S
2	B			S
3	C			S
4	C			S
5	A			S
6	B			S
7	C			S
8	C			S
9	D			S
10	C			S
11	D			S
12	D			S
13	B			S
14	D			S
15	D			S
16	A			SWR
17	A			SWR
18	C			SWR
19	A			SWR
20	A			SWR
21	D			SWR
22	D			SWR
23	C			SWR
24	B			SWR
25	D			SWR
26	C			PR
27	D			PR
28	B			PR
29	B			PR
30	C			PR
TOTAL CORRECT				

*Key to Type of Item

S = Synonyms
SWR = Single Word Response
PR = Phrase Response

Quantitative Reasoning Answer Key—Lower Level (35 items)

Item	Key	Your Answer	+ If Correct	*Type
1	A			ND
2	C			NW
3	B			NW
4	A			M
5	A			A
6	B			G
7	B			NW
8	A			ND
9	D			A
10	D			D
11	D			D
12	D			A
13	C			M
14	D			A
15	D			A
16	B			A
17	A			ND
18	C			D
19	C			ND
20	A			A
21	D			NW
22	C			M
23	B			ND
24	D			G
25	C			ND
26	B			ND
27	C			D
28	C			M
29	A			D
30	B			A
31	B			G
32	D			D
33	B			NW
34	B			NW
35	D			A
TOTAL CORRECT				

***Key to Type of Item**

NW = Numbers and Operations
(Whole Numbers)

ND = Numbers and Operations
(Decimals, Percents, Fractions)

A = Algebraic Concepts

G = Geometry

M = Measurement

D = Data Analysis and Probability

(On the actual Individual Student Report, your results for Quantitative Reasoning will only list Word Problems.)

Reading Comprehension Answer Key—Lower Level (20 items)

Item	Key	Your Answer	+ If Correct	*Type
1	C			MI
2	C			OL
3	A			V
4	C			SI
5	D			OL
6	A			MI
7	C			OL
8	A			I
9	C			I
10	C			OL
11	D			MI
12	C			V
13	C			I
14	A			OL
15	D			SI
16	C			MI
17	D			I
18	D			OL
19	A			T/S/F
20	B			V
TOTAL CORRECT				

Key to Type of Item*MI** = Main Idea**SI** = Supporting Ideas**I** = Inference**V** = Vocabulary**O/L** = Organization/Logic**T/S/F** = Tone/Style/Figurative Language

Mathematics Achievement Answer Key—Lower Level (25 items)

Item	Key	Your Answer	+ If Correct	*Type
1	B			M
2	A			D
3	D			G
4	A			NW
5	B			NW
6	C			NW
7	B			A
8	D			D
9	C			ND
10	B			NW
11	A			A
12	D			ND
13	D			D
14	A			NW
15	B			D
16	B			D
17	C			NW
18	A			A
19	D			ND
20	B			A
21	D			M
22	D			ND
23	C			M
24	C			G
25	A			ND
TOTAL CORRECT				

***Key to Type of Item**

NW = Numbers and Operations
(Whole Numbers)

ND = Numbers and Operations
(Decimals, Percents, Fractions)

A = Algebraic Concepts

G = Geometry

M = Measurement

D = Data Analysis and Probability

Practice Test Conversion Tables and Percentiles (Quartiles)

Verbal Reasoning Conversion Table—Lower Level

2016 ISEE Practice Tests Scaled Score Ranges (Min. = 760 and Max. = 904)		
Raw Score	*Reported Range	
30	874	904
29	870	900
28	866	896
27	862	892
26	859	889
25	855	885
24	851	881
23	847	877
22	843	873
21	840	870
20	836	866
19	832	862
18	828	858
17	824	854
16	820	850
15	817	847
14	813	843
13	809	839
12	805	835
11	801	831
10	798	828
9	794	824
8	790	820
7	786	816
6	782	812
5	779	809
4	775	805
3	771	801
2	767	797
1	763	793
0	760	790

Comparative Data Scaled Score Quartiles Based on 2015–2016 ISEE Norms			
Applicants to Grade	75th	50th	25th
5	856	838	821
6	870	855	838

*Minimum reported range is 30 points wide.

Quantitative Reasoning Conversion Table—Lower Level

2016 ISEE Practice Tests Scaled Score Ranges (Min. = 764 and Max. = 907)		
Raw Score	*Reported Range	
35	877	907
34	874	904
33	870	900
32	867	897
31	864	894
30	861	891
29	858	888
28	854	884
27	851	881
26	848	878
25	845	875
24	841	871
23	838	868
22	835	865
21	832	862
20	829	859
19	826	856
18	822	852
17	819	849
16	816	846
15	813	843
14	810	840
13	806	836
12	803	833
11	800	830
10	797	827
9	793	823
8	790	820
7	787	817
6	784	814
5	780	810
4	777	807
3	774	804
2	771	801
1	768	798
0	764	794

Comparative Data Scaled Score Quartiles Based on 2015–2016 ISEE Norms			
Applicants to GRADE	75th	50th	25th
5	858	843	827
6	871	857	842

*Minimum reported range is 30 points wide.

Reading Comprehension Conversion Table—Lower Level

2016 ISEE Practice Tests Scaled Score Ranges (Min. = 762 and Max. = 913)		
Raw Score	*Reported Range	
20	883	913
19	877	907
18	871	901
17	865	895
16	859	889
15	853	883
14	847	877
13	841	871
12	835	865
11	829	859
10	823	853
9	816	846
8	810	840
7	804	834
6	798	828
5	792	822
4	786	816
3	780	810
2	774	804
1	768	798
0	762	792

Comparative Data Scaled Score Quartiles Based on 2015–2016 ISEE Norms			
Applicants to GRADE	75th	50th	25th
5	855	836	817
6	872	851	830

*Minimum reported range is 30 points wide.

Mathematics Achievement Conversion Table—Lower Level

2016 ISEE Practice Tests Scaled Score Ranges (Min. = 781 and Max. = 904)		
Raw Score	*Reported Range	
25	874	904
24	870	900
23	866	896
22	862	892
21	859	889
20	855	885
19	851	881
18	847	877
17	844	874
16	840	870
15	836	866
14	833	863
13	829	859
12	825	855
11	822	852
10	818	848
9	814	844
8	811	841
7	807	837
6	803	833
5	800	830
4	796	826
3	792	822
2	788	818
1	785	815
0	781	811

Comparative Data Scaled Score Quartiles Based on 2015–2016 ISEE Norms			
Applicants to GRADE	75th	50th	25th
5	864	848	834
6	875	864	849

*Minimum reported range is 30 points wide.



ERB ISEE® INDEPENDENT SCHOOL
ENTRANCE EXAM

EXAM LEVEL	
LOWER	(L)
MIDDLE	(M)
UPPER	(U)

FORM	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

MARKING INSTRUCTIONS

- Use a #2 or HB pencil only on pages 1 and 2.
- Use a ballpoint pen for your essay on pages 3 and 4.
- Make dark marks that completely fill the circle.
- Erase cleanly any mark you wish to change.
- Make no stray marks on this form.
- Do not fold or crease this form.

CORRECT MARK

INCORRECT MARKS

**ADMINISTRATORS ONLY**

TESTING WITH ACCOMMODATIONS ☐ Yes

Bubble in the first four letters of your last name.	LAST NAME			
	☐	☐	☐	☐
	A	A	A	A
	B	B	B	B
	C	C	C	C
	D	D	D	D
	E	E	E	E
	F	F	F	F
	G	G	G	G
	H	H	H	H
	I	I	I	I
	J	J	J	J
	K	K	K	K
	L	L	L	L
	M	M	M	M
	N	N	N	N
	O	O	O	O
	P	P	P	P
	Q	Q	Q	Q
	R	R	R	R
	S	S	S	S
	T	T	T	T
	U	U	U	U
	V	V	V	V
	W	W	W	W
	X	X	X	X
	Y	Y	Y	Y
	Z	Z	Z	Z

IDENTIFICATION NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

1 VERBAL REASONING

- | | | | | | |
|----|-----------------|----|-----------------|--------------------------------|-----------------|
| 1 | (A) (B) (C) (D) | 15 | (A) (B) (C) (D) | 29 | (A) (B) (C) (D) |
| 2 | (A) (B) (C) (D) | 16 | (A) (B) (C) (D) | 30 | (A) (B) (C) (D) |
| 3 | (A) (B) (C) (D) | 17 | (A) (B) (C) (D) | 31 | (A) (B) (C) (D) |
| 4 | (A) (B) (C) (D) | 18 | (A) (B) (C) (D) | 32 | (A) (B) (C) (D) |
| 5 | (A) (B) (C) (D) | 19 | (A) (B) (C) (D) | 33 | (A) (B) (C) (D) |
| 6 | (A) (B) (C) (D) | 20 | (A) (B) (C) (D) | 34 | (A) (B) (C) (D) |
| 7 | (A) (B) (C) (D) | 21 | (A) (B) (C) (D) | Lower Level Ends | |
| 8 | (A) (B) (C) (D) | 22 | (A) (B) (C) (D) | 35 | (A) (B) (C) (D) |
| 9 | (A) (B) (C) (D) | 23 | (A) (B) (C) (D) | 36 | (A) (B) (C) (D) |
| 10 | (A) (B) (C) (D) | 24 | (A) (B) (C) (D) | 37 | (A) (B) (C) (D) |
| 11 | (A) (B) (C) (D) | 25 | (A) (B) (C) (D) | 38 | (A) (B) (C) (D) |
| 12 | (A) (B) (C) (D) | 26 | (A) (B) (C) (D) | 39 | (A) (B) (C) (D) |
| 13 | (A) (B) (C) (D) | 27 | (A) (B) (C) (D) | 40 | (A) (B) (C) (D) |
| 14 | (A) (B) (C) (D) | 28 | (A) (B) (C) (D) | Middle/Upper Level Ends | |



PLEASE DO NOT WRITE IN THIS AREA

2 QUANTITATIVE REASONING

- | | | |
|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 29 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 30 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 31 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 32 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 33 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 34 (A) (B) (C) (D) |
| 7 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 35 (A) (B) (C) (D) |
| 8 (A) (B) (C) (D) | 22 (A) (B) (C) (D) | 36 (A) (B) (C) (D) |
| 9 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 37 (A) (B) (C) (D) |
| 10 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 38 (A) (B) (C) (D) |
| 11 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | |
| 12 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | |
| 13 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | |
| 14 (A) (B) (C) (D) | 28 (A) (B) (C) (D) | |
- Middle/Upper Level Ends
Lower Level Ends

3 READING COMPREHENSION

- | | | |
|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 29 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 30 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 31 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 32 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 33 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 34 (A) (B) (C) (D) |
| 7 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 35 (A) (B) (C) (D) |
| 8 (A) (B) (C) (D) | 22 (A) (B) (C) (D) | 36 (A) (B) (C) (D) |
| 9 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | |
| 10 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | |
| 11 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | |
| 12 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | |
| 13 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | |
| 14 (A) (B) (C) (D) | 28 (A) (B) (C) (D) | |
- Middle/Upper Level Ends
Lower Level Ends

4 MATHEMATICS ACHIEVEMENT

- | | | |
|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 35 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 36 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 37 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 38 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 22 (A) (B) (C) (D) | 39 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 40 (A) (B) (C) (D) |
| 7 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 41 (A) (B) (C) (D) |
| 8 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 42 (A) (B) (C) (D) |
| 9 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 43 (A) (B) (C) (D) |
| 10 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | 44 (A) (B) (C) (D) |
| 11 (A) (B) (C) (D) | 28 (A) (B) (C) (D) | 45 (A) (B) (C) (D) |
| 12 (A) (B) (C) (D) | 29 (A) (B) (C) (D) | 46 (A) (B) (C) (D) |
| 13 (A) (B) (C) (D) | 30 (A) (B) (C) (D) | 47 (A) (B) (C) (D) |
| 14 (A) (B) (C) (D) | 31 (A) (B) (C) (D) | |
| 15 (A) (B) (C) (D) | 32 (A) (B) (C) (D) | |
| 16 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | |
| 17 (A) (B) (C) (D) | 34 (A) (B) (C) (D) | |
- Lower Level Ends
Middle/Upper Level Ends

**PAGE 2**

STUDENT NAME _____ **GRADE APPLYING FOR** _____

Use a blue or black ballpoint pen to write the final draft of your essay on this sheet.

You must write your essay topic in this space.

Use specific details and examples in your response.

PAGE 3

Form with 20 horizontal lines for writing.