

WHAT TO EXPECT ON THE ISEE



ISEE[®] INDEPENDENT SCHOOL
ENTRANCE EXAM

UPPER LEVEL: CANDIDATES FOR GRADES 9–12

The only authorized guide produced by ERB



WHAT TO EXPECT ON THE ISEE

A PREPARATION BOOK FOR STUDENTS
AND THEIR PARENTS

Upper Level



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Dear Student,

You are probably going to be taking the Independent School Entrance Exam (ISEE) sometime soon, and we hope that this book will help you in preparing for this experience.

This book is intended to help you become familiar with the ISEE. The questions that you will see in the “Sample Questions” and the “Practice Test” sections are not the same questions that you will find on the real test, but they are similar to those questions and have been written by the same people who wrote the actual ISEE. You will also have a chance to become familiar with the exact directions on the test. Even the answer sheets we have included are the same!

Please be sure to read the test directions on page 39 and the explanation of your score report on pages 86–92, since the ISEE may be different from other tests you have taken in the past.

We hope that after spending some time with this book, you will know more about what to expect on your test day and feel comfortable with the types of questions, the directions, and the answer sheet on the ISEE. We wish you and your family the best of luck as you embark on this exciting educational adventure.

With warm regards,

The ISEE Staff



Prepare for Success on the ISEE

For students interested in a comprehensive ISEE preparation program, visit [iseepracticetest.com](https://www.iseepracticetest.com) to find out why more than 130,000 people have prepared for exams online with Test Innovators. Test Innovators offers multiple program options, including a FREE trial version, all of which include at least one sample ISEE practice test, instant scoring, personalized feedback, and more. Some of the other benefits of Test Innovators preparation programs include:

- ✓ Online test portal
- ✓ Score report
- ✓ Interactive diagnostics
- ✓ Printable version
- ✓ Personalized Prep Plan
- ✓ Tutor consultation

Learn more about ISEE preparation programs at [iseepractice.test.com](https://www.iseepractice.test.com).

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INTRODUCTION

TO THE

ISEE[®]

UPPER LEVEL



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Background Information

What Is the ISEE?

The Independent School Entrance Exam (ISEE) is an admission test developed by the Educational Records Bureau (ERB) for its member schools as part of their admission process. The ISEE was created by Measurement Incorporated, Durham, NC, and ERB, with assistance from faculty of ERB member schools.

The current edition has been updated to include educational assessment best practices and to align with national standards in English and mathematics as articulated in standards adopted by the National Council of Teachers of English (NCTE) and the National Council of Teachers of Mathematics (NCTM). Nearly two-thirds of the questions on the ISEE were developed by ERB-member faculty and administrators from a cross section of independent schools across the United States under the direction of test development specialists at Measurement Incorporated.

The ISEE is the admission test of choice for many independent schools throughout the country and abroad. Test sites are available in numerous cities during the admission testing season. The ISEE consists of five sections at three levels designed to measure the verbal and quantitative reasoning and achievement of students in grades 4–11 seeking admission to grades 5–12 in independent schools. Students seeking admission to grades 5 or 6 take the Lower Level; students seeking admission to grades 7 or 8 take the Middle Level; and students seeking admission to grades 9–12 take the Upper Level.

Students may register to take the ISEE up to three times in a 12-month admission cycle, once in any or all of the three testing seasons. The seasons are Fall (August–November), Winter (December–March), and Spring/Summer (April–July). ISEE does not encourage multiple testing, but we do offer students and families that option.

The five sections that make up the ISEE are (in order of testing): **Verbal Reasoning, Quantitative Reasoning, Reading Comprehension, Mathematics Achievement**, and an **Essay** which is written by the student in his or her own handwriting in response to a given writing prompt. Each section is designed to tap into a unique aspect of a student's preparation for academic work.

The first four sections consist entirely of multiple-choice questions. Results are reported in percentile ranks; that is, each student's performance is measured against a norm group made up of students applying to independent schools in the same grade who have tested over the past three years. The essay is not scored but sent directly to the school(s) to which the student has applied, along with the score report. More will be said about how the test is scored on pages 18–20.

How Does a Student Arrange To Take the ISEE?

Students may take the ISEE in one of the following ways:

1. The ISEE is given by consortia of schools in cities throughout the United States where schools have joined together and have chosen to use a common entrance test program.

2. The ISEE is given at individual school test sites, either open or closed, at a wide variety of schools throughout the country and abroad and on a number of test dates.
3. The ISEE offers a variety of testing options. We are pleased to offer the ISEE in both a paper-pencil and an online format at ISEE test site schools, ISEE testing offices, and Prometric Test Centers.

Complete registration information may be found in the *ISEE Student Guide*, which is updated each year and is available from the independent schools who administer the test. For online registration information, visit www.iseetest.org.

What Types of Questions Are on the ISEE?

The first four sections are composed of multiple-choice questions. The fifth section, the essay, is not scored but requires the student to respond in his or her own handwriting to a preselected writing prompt.

The first two sections, **Verbal Reasoning** and **Quantitative Reasoning**, measure the applicant's reasoning ability.

- The Upper Level **Verbal Reasoning** section consists of two types of items: vocabulary and sentence completion. Each vocabulary item consists of an abstract, grade-level appropriate word followed by four possible answer choices. Each sentence completion item consists of a sentence with one missing word or pair of words followed by four potential answer choices. A student must select the word or pair of words that most appropriately completes the context of the sentence.
- At the Upper Level, the **Quantitative Reasoning** section consists of word problems and quantitative comparisons. The word problems differ somewhat from traditional mathematics achievement items in that some of them require either no calculation or simple calculation. The quantitative comparison items present two quantities, (A) and (B), and ask the student to select one of four answer choices:
 - (A) The quantity in Column A is greater.
 - (B) The quantity in Column B is greater.
 - (C) The two quantities are equal.
 - (D) The relationship cannot be determined from the information given.

The next two sections, **Reading Comprehension** and **Mathematics Achievement**, measure the applicant's ability to correctly answer curriculum-based concepts that are appropriate at that grade level according to curriculum standards adopted by the National Council of Teachers of English (NCTE) and the National Council of Teachers of Mathematics (NCTM).

- In order to determine a student's reading comprehension skills, in the **Reading Comprehension** section, the student is asked to read a passage and then answer items specific to that passage.

The six passages in this section are age-appropriate and length-appropriate. Each passage is especially written to contain contemporary information and to be of high interest to students testing for grades 9 through 12. The passages cover a variety of subject areas including arts, contemporary life, history, and science.

- **Mathematics Achievement** items conform to national mathematics standards and ask the student to identify the problem and find a solution to a problem. The items require one or more steps in calculating the answer.

The **Essay** is written by the student in response to a writing “prompt” or topic that is grade-level appropriate. The prompts rotate throughout the testing season. They are designed to prompt a student to write an informed essay on a particular topic. As is true of the passages in the **Reading Comprehension** section, these prompts have been written for a contemporary feel and a high level of interest to current students. Each prompt is free of bias, global in scope, and representative of a wide variety of subjects. Each prompt is one or two sentences long and asks students to respond to the situation described. Prompts may relate to the student, to the student’s community, or to the world in general.

ERB does not score the written essay. They send a copy of the essay to the school(s) designated in the ISEE registration along with the scores for the rest of the test. They do not send a copy of the essay to the parents.

Information for Students

Why Is the ISEE Required?

The school you are applying to has requested ISEE scores as part of the overall admissions process. By requiring an admission test for all students entering the same grade, the school can view one common item of all applicants. The school looks at many items in conjunction with the ISEE scores, including your application, your current school records, and possibly an interview. All components of the admission process, including the ISEE scores, help the school, you, and your family determine the best school match for you.

What Happens to My Scores?

After you take the ISEE, the test site will send your answers to the ISEE Operations Office for scoring of the four multiple-choice sections and production of the Individual Student Report (ISR). The ISR is posted to your family's account right after scoring and an email is then sent to notify your family that this has taken place. The essay, which is not scored and not released to the family, is released online (with the ISR) to ERB member schools. School reports do not list any recipients other than the individual school receiving the report.

How Will This Book Help Me?

Unlike other ISEE test preparation materials, this book was written by the same people who developed the ISEE. The sample questions and practice test questions in this book include actual questions from previous versions of the ISEE. Use this book to

- see what the ISEE looks like and how it is structured;
- read sample questions and answers with an explanation of each correct answer choice;
- read the exact directions that you will be given when you take the ISEE;
- take a practice test that has questions like those on the real ISEE; and
- use an answer sheet like the one you will use when you take the ISEE.

We hope that working through this book will make you feel even more confident and prepared when you take the ISEE because you will know what to expect.

Information for Adults

How This Book Can Help Your Student Prepare for the ISEE

The information in this book offers your student an opportunity to become familiar with all aspects of the ISEE. It is particularly helpful because the sample questions and practice test questions were either chosen from previous editions of the ISEE or were written by ERB-member school faculty and administrators and by experts in test development. Using this book will allow your student to

- read and answer sample questions, check for the correct answers, and then read the explanations for why the answers are correct;
- take a practice test that contains questions similar to those on the actual ISEE, see a sample answer sheet that is like the answer sheet on the real test, and read the actual directions he or she will receive on the day of the test; and
- score the practice test and compare that score with those of other students who took the actual ISEE.

How You Can Help Your Student Prepare for the ISEE

There are specific ways you may help prepare your student, not only for the ISEE, but for other standardized tests as well.

- Show confidence in your student's ability to do well on the ISEE.
- Remind your student that the ISEE is just one piece of information a school will use in its admission process.
- Mark the test date on your calendar so that both you and your student are aware of the date.
- Make sure that your student gets a good night's sleep before the test.
- Make sure that your student eats a healthy breakfast before the test.
- Encourage your student to read as part of his or her daily routine. By reading new materials, your student will be exposed to new concepts and vocabulary.

Reminders for Your Student

Remind your student to employ the following helpful strategies when answering multiple-choice questions.

- Read the entire question before attempting to answer it.
- Try to answer the question without looking at the choices. Then, look at the choices to see if your answer is the same as, or close to, one of the choices. Wherever possible, answer choices on this test are arranged alphabetically, numerically, or by length of the answer to help the student locate the correct answer more quickly.
- Next, eliminate answers you know are not correct.
- Finally, choose the correct answer. If necessary, make an educated guess from the remaining choices, since there is no penalty for incorrect responses.

Frequently Asked Questions

Q: Which level of the ISEE does my student take?

A: There are three levels of the ISEE.

- Students currently in grades 4 and 5 (applicants to grades 5 or 6) take the Lower Level.
- Students currently in grades 6 and 7 (applicants to grades 7 or 8) take the Middle Level.
- Students currently in grades 8 and above (applicants to grades 9–12) take the Upper Level.

Q: Are there multiple versions of the ISEE?

A: At each of the three levels, there are several different, but equivalent, forms. The specific forms to be used each year will be determined in advance by ERB. These forms are randomly assigned to the students and are statistically equivalent, regardless of which form was actually taken by the student.

Q: How is the ISEE structured?

A: Each level and each form of the ISEE has five sections. The sections are administered in the following order:

- Verbal Reasoning
- Quantitative Reasoning
- Reading Comprehension
- Mathematics Achievement
- Essay

The sections and the essay are explained more fully in the next part of this book.

Q: What can my student expect at the test site on the day of the test?

A: Students will present their verification letter or identification to be checked in upon arrival. So that your child may concentrate on doing his or her best on the ISEE, schools do not conduct admission activities or highlight their schools on the day of testing. We know that testing may be stressful for some students; therefore, the test administrators are teachers or other school personnel who teach or interact with children on a daily basis. Although test administrators may not discuss test questions during the test, they give clear test directions, and your child is encouraged to ask for clarification, if necessary, before beginning each section of the test.

Q: What types of questions are on the ISEE?

A: The Verbal Reasoning, Quantitative Reasoning, Reading Comprehension, and Mathematics Achievement sections contain only multiple-choice questions. Each question has four choices. Only one answer is the correct or “best” answer. The Essay section requires the student to write an essay in response to a prompt. There are over one hundred writing prompts (topics) that have been developed for each level of the ISEE. A different topic is selected by ERB for each test administration throughout the year.

Q: How much time will be allotted for each section on the actual Upper Level ISEE?

A:

**TIME ALLOTTED FOR EACH SECTION
ON THE ACTUAL UPPER LEVEL ISEE**

| Section | Number of Questions | Time Allotted (in minutes) |
|-------------------------|----------------------------|-----------------------------------|
| Verbal Reasoning | 40 | 20 |
| Quantitative Reasoning | 37 | 35 |
| Reading Comprehension | 36 | 35 |
| Mathematics Achievement | 47 | 40 |
| Essay | 1 prompt | 30 |
| | Total Time | 160 |

Each section of the ISEE (excluding the essay) contains several questions that will not be scored but may be used on future editions of the ISEE.

Q: Are there any scheduled breaks during the test?

A: There are two breaks—one following the Quantitative Reasoning section and another following the Mathematics Achievement section. Each break is five to ten minutes long.

Q: I am confused by these acronyms: ERB, ISEE, CTP. Didn't my student take one of these already this year?

A: The Educational Records Bureau (ERB) oversees both the Independent School Entrance Exam (ISEE) and the Comprehensive Testing Program (CTP). The ISEE is a test designed to help admission directors at selected public and independent schools decide who will be accepted for admission to their schools, while the CTP is a battery of tests designed to collect information about student achievement for students currently enrolled in grades 1–10.

Both the ISEE and the CTP test student abilities in Verbal Reasoning, Reading Comprehension, Quantitative Reasoning, and Mathematics. They also contain similar types of items. Therefore, it is quite possible that your student may be somewhat familiar with the types of questions on the ISEE if he or she has previously taken the CTP. However, it is important to note that there is no repeat of specific items between the two tests. The ISEE is unique in that it is used for admission purposes only and its norms are based only on applicants to independent schools.

Q: Are there other books or programs that might help my student improve on the ISEE?

A: This book and the Test Innovators platform are the only practice materials approved by ERB. This book was written in conjunction with the test developer, Measurement Incorporated, and contains current and accurate information.

Since this book was written by the developer of the actual test, the practice test questions were chosen to accurately reflect the format and the kinds of content your student will see on the actual ISEE. You may see programs or materials advertised that claim to help; however, only Test Innovators has been approved by ERB.

Q: What materials does my student need to bring to the actual ISEE?

A: For paper testing only, students should bring four #2 pencils and two pens with either blue or black ink. Students may choose to use erasable ink.

Q: Are there materials that my student is prohibited from using during the ISEE?

A: Most materials other than writing implements are prohibited. Specifically, **scratch paper, calculators, calculator watches, rulers, protractors, compasses, dictionaries, and thesauruses** are **NOT** permitted during the actual test.

Cell phones and other electronic devices (iPods, MP3s, beepers, etc.) are not permitted at the test site and must not be brought into the testing room. If a student uses any of these items during the exam, his or her exam will be invalidated. Since students are not permitted to use these devices on the actual test, it is recommended that they avoid using them when they answer the sample test questions or take the practice test. A certain number of these restrictions may be waived for students who receive testing accommodations due to documented disabilities.

Q: Are testing accommodations made if my student requires them?

A: Accommodations may be made for students with documented learning differences or physical challenges. Accommodation use in school and supporting documentation of the disability are required. For more information, please go to www.iseetest.org and click on "Accommodations."

Q: Will my student be penalized for a wrong answer? Is it appropriate to guess?

A: Scores are based on the number of correct answers. If the student can eliminate at least one of the choices, he or she should make an educated guess from the choices that remain. A wrong answer and an omitted answer count the same. However, it is better to move ahead to the next item and return to the puzzling one later. No student is expected to answer all questions correctly.

Q: How is my student compared to other students taking the ISEE?

A: Your student is compared only to other independent school applicants who tested for the same grade during the past three years. Your student is not compared to students applying to a different grade who are taking the same level of the test. The percentile ranking on the score report shows how your student scored in comparison to the other students applying to the same grade. The group of students who take the ISEE—the ISEE norming population—is a very select group of students who are applying to competitive schools. Therefore, ISEE percentile ranks are generally lower—anywhere from 10 to 40 percentile points lower—than those on other tests that use national norms. The schools that use the ISEE are familiar with ISEE scores and the group of students taking the ISEE. You may wish to check with the school(s) to which you are applying to learn the range of ISEE scores expected for applicants to their school(s).

Q: How soon will I receive my student's scores?

A: After paper testing, schools send the ISEE answer sheets and essays to the ISEE Operations Office for production of an Individual Student Report (ISR). Scoring takes place on Monday, Wednesday, and Friday. The ISR is posted to a family's online account right after scoring and an email is then sent to notify the family that this has taken place. Copies of the ISR are also posted for ERB schools and consultants, only if the family has listed them as recipients. The essay, which is not scored and is released only to ERB schools, accompanies the ISR. Score reports to schools do not list any other school recipients.

For online ISEE testing at a school or Prometric site, score reports will post online 3–5 days after the exam. A notification will be emailed to let you know the report is ready. A hard copy will not be sent to the home address.

Q: What is the raw score?

A: A raw score represents the number correct. If a student got 23 items correct—say on a test of 40 questions—then the raw score is simply 23.

Q: What does the scaled score mean?

A: A scaled score is a raw score that has been converted to a different numerical scale, for example, 200–800. The raw score scale ranges from 0—maximum score, while the scaled score range consists of higher numbers with a somewhat arbitrary minimum and maximum score. The range of scaled scores on the ISEE is 760–940.

Q: To whom is my student being compared on his or her score report?

A: As stated previously, your student is compared only to other independent school applicants who have applied to the same grade during the past three years. There is no comparison specifically to other students who took the test at the same test site or to other applicants who tested on the same day.

Q: What is a “good” percentile score?

A: The notion of “good” is relative and may only be defined by the specific school. Please check with them for more information on how each plans to use the scores from the ISEE in their admission process.

Q: What is a stanine?

A: A stanine score is simply another scale and is based on percentile ranks. Percentile ranks range from 1–99, while stanines range from 1–9. In general, a stanine score of 1–3 is below average, 4–6 is average, and 7–9 is above average.

| Percentile Rank | Stanine |
|-----------------|---------|
| 1–3 | 1 |
| 4–10 | 2 |
| 11–22 | 3 |
| 23–39 | 4 |
| 40–59 | 5 |
| 60–76 | 6 |
| 77–88 | 7 |
| 89–95 | 8 |
| 96–99 | 9 |

Q: Are my student’s scores good?

A: Each school uses the scores on the ISEE as part of the total application process and according to its own criteria. Thus, there is no way to determine a “good” or “bad” score. Each school will use several pieces of information about your student as it evaluates his or her application. These may include the student’s academic record (report card, transcript, etc.), teacher recommendation(s), notes from a personal interview, and extracurricular activities and interests.

Q: How will I know if my student passed or failed?

A: Students do not pass or fail the ISEE. There is no cutoff point that determines pass/fail status or divides students into these two groups. There is no cutoff (or pass/fail) score recommended by ERB.

Q What are the schools looking for?

A: Each independent school determines who is admitted based on a variety of criteria. Each school usually has a range of scores that, from experience, indicates if an applicant is likely to be a good fit at the school. Check with the schools to which your student is applying for more information. Remember, there are many pieces of information used in selecting applicants, and your student's score on the ISEE is only one of these.

Q: How does the ISEE compare with other tests?

A: Each standardized test has its own characteristics. There is no available formal comparison between the ISEE and other national tests such as the Iowa Test of Basic Skills, the Stanford 9, or other similar testing instruments.

Q: How is the essay scored?

A: The essay, which is not scored and not released to the parent, is released online (with the ISR) to ERB members. Evaluation is based on each individual school's criteria.

SECTION STRATEGIES

AND ESSAY

ISEE®

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Verbal Reasoning (Section 1)

The ISEE has a Verbal Reasoning section that is composed of two different kinds of questions: synonyms and sentence completions. Both kinds of questions test your vocabulary and reasoning ability.

Synonym questions focus on word recognition, since the correct answer choices are those that have the same meaning, or are closest in meaning, to the word in the question. Synonyms also test your ability to reason, because you must choose the word that is most nearly the same in meaning to the word in the question from among four answer choices.

Strategy: Since the answer choices are listed in alphabetical order, think of a word that first comes to mind when you read the synonym and then look for it (or a word like it) in the list.

Sentence completion questions measure your ability to understand words and their function. Correct answers are based on clues that appear in the context of the sentence. In the Upper Level forms of the ISEE, the sentence completion answer choices are words or pairs of words that logically complete the meaning of the sentence as a whole.

Strategies:

- Read each sentence to get the overall meaning.
- Focus on key words or clue words in the question to help you determine the correct answer.
- Mentally fill in the blank with your own answer and then find the answer choice that is closest in meaning to your own answer. If there are two blanks, the correct answer must be the best answer for both blanks.
- Remember that there is almost always a word or pair of words that obviously points to the correct answer.
- Use word clues such as *although*, *because*, *if*, *since*, or *therefore* to help you figure out the relationships in the sentence.
- After you choose your answer, go back and reread the whole sentence to be sure that it makes sense.



Quantitative Reasoning (Section 2)

Quantitative Reasoning is one of two math sections on the ISEE. This section is designed to show how your reasoning skills have developed. It tests your ability to use your understanding of mathematics to develop your own opinions about how to solve math problems. It does not test the amount of math you have learned, but how well you think mathematically. Quantitative Reasoning questions require little or no calculations; the emphasis is on your ability to reason mathematically. You may be asked to

- estimate numerical values;
- employ logic to determine what a particular problem is about;
- compare and contrast quantities;
- analyze and interpret data;
- analyze, compare, predict, draw conclusions, and summarize graphs;
- use reason to calculate the probability of events;
- understand concepts and applications of measurements; and
- know how to arrive at statistical solutions to problems that are given.

All questions found in the two math sections of the ISEE are linked to the National Council of Teachers of Mathematics (NCTM) Standards. The ISEE uses the following NCTM strands as a basis for the Quantitative Reasoning section:

- Numbers and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability
- Problem Solving

In the Quantitative Reasoning section of the Individual Student Report (ISR), these strands are NOT identified. However, to help you best prepare for this section of the ISEE, the answers to the practice test questions are identified by the NCTM standards. For more information on these strands, visit the NCTM Web site at www.nctm.org.

This section has two types of questions: word problems and quantitative comparison questions.

Strategies for Word Problems:

- Read the question and determine exactly what you are being asked to find.
- Determine what information is relevant and what is irrelevant.
- Cross out the irrelevant information in your test booklet.
- Next, ask yourself, “What steps do I need to use to find the answer?” and “Can I do this by estimating and not by actual calculations?”

- Make a best guess at the correct answer, then look to see if that answer is given.
(Note: On the ISEE, all answer choices are listed in sequential order from greatest to least, or least to greatest.)
- Next, eliminate all answer choices that are not reasonable.
- Since there is no penalty for guessing, choose the answer that seems most reasonable.

Remember, there is only one correct answer for each question. The answer choices often represent common mistakes or misconceptions, but they are not intended to trick you. You may write in the test booklet.

Strategies for Quantitative Comparison Questions:

- The quantitative comparison questions are not in the standard question format found in other sections of this test, but rather two quantities are to be compared. The quantities are shown in two columns: Column A and Column B.
- All comparison questions have the same four answer choices. To save you time in reading the questions, the answer choices in this subsection are not given after each question, but are shown at the top of each page. The answer choices for all questions in this subsection are:
 - (A) The quantity in Column A is greater.
 - (B) The quantity in Column B is greater.
 - (C) The two quantities are equal.
 - (D) The relationship cannot be determined from the information given.
- Before doing any mental math or calculations to compare the quantities, first determine if you have enough information to compare the quantities. If not, choose answer D: “The relationship cannot be determined from the information given.”
- If you need to do calculations to compare the quantities, when possible, make estimates of the quantities and write your estimate in its corresponding column.
- Since there is limited reading required in this section, many questions show only the two quantities you are to compare. However, some questions give additional information before or after the quantities you are to compare; therefore, be sure you read all the information given very carefully before answering the question.



Reading Comprehension (Section 3)

The actual Upper Level **Reading Comprehension** section of the ISEE contains six reading passages; the practice test in this book contains five passages. The passages include topics related to history, science, literature, and contemporary life. Some questions ask you to find a phrase or word in the passage, so all passages show line numbers in the left margin. Each passage is followed by six questions about the passage.

Strategy: Read the passage first to get an overall view. As you read the passage, ask yourself, “What is the main idea? What facts and details are given?” As you answer the questions following the passage, use the line numbers to help you find the section or lines you may need to look at again.

A sample passage and some questions may be found on the next two pages. The types of questions you may be asked focus on six categories:

- The *Main Idea* items assess the student’s ability to look for an overall message, theme, or central idea in the passage or section of the passage.
- The *Supporting Ideas* items assess the student’s ability to identify explicit ideas that support the main idea or another important concept found in the text.
- *Inference* items ask the student to draw a conclusion from content not explicitly stated in the text. Inference items may ask the student to compare and contrast ideas, interpret or analyze text, and/or predict subsequent events or outcomes.
- *Vocabulary* items deal with word definitions within the context of the passage, usually in the form of “most nearly means.”
- *Organization/Logic* items ask students to identify the sequence, pattern, relationship, structure, or summary of the passage and to identify the major features of different literary genres, including narrative, informational, and instructional.
- *Tone/Style/Figurative Language* items assess the student’s understanding of mood, tone, point of view, and figurative language such as simile, metaphor, hyperbole, images, irony, and personification.



Mathematics Achievement (Section 4)

Mathematics Achievement tests mathematical skills you have learned from the very beginning of your school career. All questions in this section are aligned to the standards articulated by the NCTM. As with the questions in the Quantitative Reasoning section, this section will include questions from these NCTM standards:

- Number and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability, and
- Problem Solving

For more information on these mathematical standards, visit www.nctm.org.

The Mathematics Achievement section will test your ability to identify and solve problems related to the NCTM standards in the six areas listed above. Specifically, the Mathematics Achievement questions have these characteristics:

- Unlike the Quantitative Reasoning section, you may need to do calculations to determine the correct answer for some questions.
- Answer choices may represent misconceptions or procedural errors (such as incorrect order of mathematical operations in a multi-step problem) but there are no trick questions or trick answers.
- Unlike the Quantitative Reasoning section, some items may require knowledge of mathematical terminology as indicated in the grade appropriate NCTM standards.
- Although conversions between units of measurement may be required to correctly answer the problem, *students do not have to memorize conversions in the U.S. standard system (such as twelve inches equals one foot)*. If conversions within the U.S. standard system are required to find the correct answer to the question, they are given in the question.
- Common metric units will be found in some questions in this section, but conversions within the same unit for volume, length, mass or temperature in the metric system are not provided. (i.e., conversions between centimeters and meters).

You may not use a calculator or scratch paper. You may write in this book, since you may write in the test booklet when you take the ISEE.

Strategies:

- Read the entire question and study any related graphic images for each question before looking at the answer choices.
- Remember all four answer choices are logical answers—there are no answer choices such as “all of the above” or “none of the above.”
- Next determine your answer and look for it in the answer choices provided.
 - *To save you time, all answers are listed in sequential order from greatest to least, or least to greatest, **unless the answer could be determined by using the ordered answers.*** (For example, a question which asks which number is the largest number would not have its answer choices ordered by value.)
- Remember to check your work, since often the answer choices represent common mathematical mistakes or procedural misconceptions.
- Some questions may be unfamiliar to you because you may not have yet covered that particular math concept at your current school. If you do not know the answer to the question, or if the answer you have determined is not listed as an answer choice, you may choose to make a mark in your test booklet (not your answer document), skip that question for now, and move on to the next question. *Remember all questions on the ISEE have equal value.* If you have time before the end of this test section, you may be able to come back to it later.



Writing the Essay (Section 5)

On the last section of the ISEE test, you will be asked to write a short essay in response to an assigned writing prompt. A writing prompt is randomly selected for use on each test date. The writing prompts include topics of interest to students at your level and are created to give you an opportunity to tell more about yourself.

This part of the test also gives you a chance to show the schools to which you have applied how well you organize your thoughts and express them in a written format. For the actual ISEE test, you are given a sheet of paper on which to make notes. You must write the essay in ink on two pre-lined pages (erasable ink is allowed), and you also must rewrite the prompt at the top of the first page. The actual instructions you will receive when you take the essay portion of the ISEE are shown on pages 82–83 in the “Practice Test” section.

You are given 30 minutes to complete the essay. During those 30 minutes you should

- organize your thoughts;
- prepare your notes or make a short outline; and
- write your final copy.

Writing must be done either in cursive or print using a ballpoint pen. The writing should be done directly on the lines preprinted in the answer document, using blue or black ink.

On the following pages, you will find some tips for writing an essay, some sample essay prompts, and lined pages for writing a sample essay. Two sample essay topics and two sets of lined pages have been provided to give you an opportunity to practice on more than one prompt. Remember to add descriptions and details in your response. If possible, you should ask a parent or teacher to read your essay(s) and give you feedback on what you have written.

Tips for Writing the Essay

Here is a brief writing checklist designed to help you organize and write in response to the essay topic provided. This checklist is for your use now, but note that there is NO checklist for you to use when you take the actual ISEE, and you may NOT take a checklist into the test with you. We believe, however, that if you use this checklist as you write your sample essay, you will remember to ask yourself these questions when you write your essay on the actual ISEE.

- Did I put the topic in the box at the top of the first page, as instructed?
- Did I plan my essay before putting it on the lined sheets?
- Did I allow enough time to write my final copy on the lined sheets?
- Did I write about the topic that was given?
- Did I include details to add interest?
- Did I follow rules for grammar, spelling, punctuation, and capitalization?
- Can others read my handwriting?
- Did I review my writing upon finishing?

Sample Essay Topics

Directions: Select a topic from the list of sample topics below and write an essay on the pre-lined pages on pages 32 and 33. You may plan your essay on a separate sheet of paper. Remember to rewrite the topic at the top of page 32.

If you would like additional practice writing an essay, pages 34–35 contain pre-lined pages for writing an essay on the remaining topic.

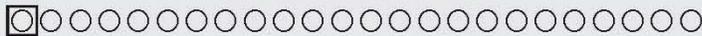
Topic 1: Your school requires you to perform forty hours of community service in order to graduate. Describe which type of community service you would choose and explain your choice.

Topic 2: Describe what you would consider a “really successful person.” Explain why you consider this person and this person’s qualities to be successful.

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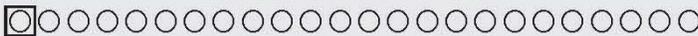
Lined area for writing an essay response.

PLEASE DO NOT WRITE IN THIS AREA



Lined writing area for an essay response.

PLEASE DO NOT WRITE IN THIS AREA



PRACTICE TEST

ISEE®

UPPER LEVEL



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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—UPPER LEVEL

| Sections | Practice Test | Actual ISEE |
|-------------------------|---------------------------|-------------------------|
| Verbal Reasoning | 35 Questions—17.5 Minutes | 40 Questions—20 Minutes |
| Quantitative Reasoning | 32 Questions—30 Minutes | 37 Questions—35 Minutes |
| Reading Comprehension | 30 Questions—30 Minutes | 36 Questions—35 Minutes |
| Mathematics Achievement | 42 Questions—36 Minutes | 47 Questions—40 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 this 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 5 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.



Interested in timing feedback?

Use our **online bubble sheet** as you take your paper test!

On a fast-paced test like the ISEE, **time management is one of the most critical skills to master**. To receive timing feedback, just follow these instructions:

1. Create a Free Trial account at ISEEpracticetest.com (or log in to your existing account).
2. Click **View Dashboard** on your *Welcome* page.
3. From your Dashboard, click the banner for the What to Expect test.
4. Select **Score Paper** for the first section you'll be working on.



5. Read the instructions and click **Begin Section** when you're ready!

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 100–101). 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

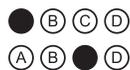
The ISEE measures skills and abilities commonly used by students in school. Your test booklet contains four sections: Verbal Reasoning; Quantitative Reasoning; Reading Comprehension; and Mathematics Achievement. There are several different versions for each test, so the questions in your test booklet 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

UPPER LEVEL

Practice Test



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Section 1 Verbal Reasoning

35 Questions

Time: 17.5 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:

Sample Answer

DISPERSE:

(A) (B) ● (D)

- (A) conceal
- (B) excuse
- (C) scatter
- (D) translate

Part Two — Sentence Completion

Each question in Part Two is made up of a sentence with one or two blanks. One blank indicates that one word is missing. Two blanks indicate that two words are missing. Each sentence is followed by four answer choices. Select the one word or pair of words that best completes the meaning of the sentence as a whole.

SAMPLE QUESTIONS:

Sample Answers

Never -----, the dishes Martha prepared were always highly seasoned.

● (B) (C) (D)

- (A) bland
- (B) durable
- (C) plentiful
- (D) spicy

When the young politician took office, she was -----, but she felt ----- by the time her first term ended.

(A) (B) (C) ●

- (A) disappointed . . . confused
- (B) energetic . . . excited
- (C) indifferent . . . idealistic
- (D) inexperienced . . . knowledgeable



Part One—Synonyms

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

1. INITIAL:

- (A) first
- (B) mutual
- (C) orderly
- (D) proper

2. MANNEQUIN:

- (A) actor
- (B) aide
- (C) leader
- (D) model

3. AGENDA:

- (A) accident
- (B) composition
- (C) duty
- (D) program

4. ADVERSARY:

- (A) agent
- (B) coward
- (C) opponent
- (D) rascal

5. PERSONIFY:

- (A) argue
- (B) fulfill
- (C) replace
- (D) represent

6. EQUITY:

- (A) fairness
- (B) harshness
- (C) humor
- (D) knowledge

7. ANTHOLOGY:

- (A) agreement
- (B) collection
- (C) disease
- (D) extension

8. OPAQUE:

- (A) antique
- (B) clouded
- (C) exhausted
- (D) pretentious

9. PALPABLE:

- (A) docile
- (B) political
- (C) sluggish
- (D) tangible

10. FATHOM:

- (A) comprehend
- (B) hasten
- (C) question
- (D) trick

11. DIMINISH:

- (A) eliminate
- (B) evade
- (C) examine
- (D) reduce

12. PERPETUATE:

- (A) continue
- (B) convince
- (C) enclose
- (D) introduce

13. ADMONISH:

- (A) delay
- (B) organize
- (C) suffer
- (D) warn

14. DEPICT:

- (A) describe
- (B) discard
- (C) include
- (D) reverse

15. EPITOME:

- (A) embodiment
- (B) equilibrium
- (C) resilience
- (D) viewpoint

16. TRANSITORY:

- (A) active
- (B) essential
- (C) fleeting
- (D) immediate

17. INCITE:

- (A) explain
- (B) investigate
- (C) provoke
- (D) request

Part Two—Sentence Completion

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

18. Poet-novelist Rita Dove, former United States Poet Laureate, was the ----- of the 1966 Heinz Award in the category of arts and humanities.
- (A) contractor
(B) hero
(C) mentor
(D) recipient
19. Alfred Jarry's first play, *Ubu Roi*, is considered the first work of the theater of the absurd; although it caused a scandal when it opened in 1896, today it is ----- for its innovative plot.
- (A) acclaimed
(B) inspected
(C) rejected
(D) suspected
20. Many people raise their voices in an argument, as though higher volume ----- a greater ability to persuade.
- (A) balances
(B) necessitates
(C) provides
(D) recognizes
21. In the second half of the nineteenth century, the number of American bison, which were once -----, began to decline as the bison became a source of food for westward-moving pioneers and railroad workers.
- (A) abundant
(B) limited
(C) unpopular
(D) vibrant
22. Unlike other great apes, which are social, orangutans are ----- creatures except for playful juveniles and mothers with babies.
- (A) contented
(B) friendly
(C) mysterious
(D) solitary
23. The article on gene splicing was so ----- that only a handful of the students were able to understand it.
- (A) contrite
(B) esoteric
(C) functional
(D) genuine

24. The first African American actor to attain international ----- was Ira Aldridge, one of the leading Shakespearean performers of the 1800s.
- (A) permanence
(B) provocation
(C) rejection
(D) renown
25. Ancient cave paintings of the sun, the moon, and wild animals ----- to the inherent human desire and ability to portray the environment.
- (A) cater
(B) graduate
(C) react
(D) testify
26. Each afternoon the shepherd would drive his flock along the narrow road, effectively ----- the way for an hour.
- (A) obstructing
(B) plundering
(C) renouncing
(D) transplanting
27. The city council looked at the proposal for a new library with an indifference that bordered on -----.
- (A) contemplation
(B) hilarity
(C) scornfulness
(D) veneration
28. The art of Frida Kahlo was strongly ----- by her lifelong interest in and ----- with Mexican folklore and culture.
- (A) absorbed . . . irritation
(B) influenced . . . fascination
(C) repelled . . . agreement
(D) undermined . . . unhappiness
29. Like most other ----- medical conditions, arthritis is not curable; physicians do their best, however, to ----- its symptoms.
- (A) chronic . . . ameliorate
(B) complicated . . . mimic
(C) imaginary . . . minimize
(D) temporary . . . extend
30. Although much of the worst pollution has been ----- in the United States, traces of many toxic chemicals still -----.
- (A) discussed . . . escape
(B) eliminated . . . persist
(C) exaggerated . . . remain
(D) foreseen . . . arise
31. Queen Victoria had mixed opinions on the emancipation of women: while she ----- education for women, she ----- their right to vote.
- (A) condemned . . . hindered
(B) encouraged . . . recognized
(C) fostered . . . opposed
(D) founded . . . emphasized

32. The ----- observer of a lichen growing on a rock would never suspect that it was a ----- of life-forms interacting with one another.
- (A) casual . . . composite
(B) expert . . . laboratory
(C) inquiring . . . barrier
(D) knowledgeable . . . relative
33. If the authors had written with more ----- and avoided such ----- language, their articles would have had more power.
- (A) brilliance . . . intelligent
(B) deliberation . . . careful
(C) excess . . . emotional
(D) restraint . . . sentimental
34. Despite the ----- I felt at the thought of meeting Luisa, our business was transacted in an atmosphere that was clearly -----.
- (A) apprehension . . . congenial
(B) excitement . . . jubilant
(C) optimism . . . exhilarating
(D) reservations . . . antagonistic
35. Because the caretaker had led a ----- lifestyle for most of his life, his million dollar ----- to the settlement house amazed the trustees.
- (A) frugal . . . bequest
(B) generous . . . legacy
(C) lavish . . . generosity
(D) unique . . . entreaty



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Quantitative Reasoning

UPPER LEVEL

Practice Test



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Section 2

Quantitative Reasoning

32 Questions

Time: 30 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, remember to fill in the corresponding circle on your answer document.

Any figures that accompany the questions in this section may be assumed to be drawn as accurately as possible EXCEPT when it is stated that a particular figure is not drawn to scale. Letters such as x , y , and n stand for real numbers.

Part One — Word Problems

Each question in Part One consists of a word problem followed by four answer choices. You may write in your test booklet; however, you may be able to solve many of these problems in your head. Next, look at the four answer choices given and select the best answer.

EXAMPLE 1:

What is the value of the expression $2 \times (3 + 4) \div (2 + 5)$?

- (A) 0
- (B) 2
- (C) 7
- (D) 14

Sample Answer

Ⓐ ● Ⓒ Ⓓ

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

Part Two — Quantitative Comparisons

All questions in Part Two are quantitative comparisons between the quantities shown in Column A and Column B. Using the information given in each question, compare the quantity in Column A to the quantity in Column B, and choose one of these four answer choices:

- (A) The quantity in Column A is greater.
- (B) The quantity in Column B is greater.
- (C) The two quantities are equal.
- (D) The relationship cannot be determined from the information given.

| | | | |
|---|-----------------|-----------------|--|
| EXAMPLE 2: | <u>Column A</u> | <u>Column B</u> | <u>Sample Answer</u> |
| | 50% of 80 | 40% of 100 | <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| The quantity in <u>Column A</u> (40) is the same as the quantity in <u>Column B</u> (40), so circle C is darkened. | | | |
| <hr/> | | | |
| EXAMPLE 3: | <u>Column A</u> | <u>Column B</u> | <u>Sample Answer</u> |
| | x | $-x$ | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D |
| Since x can be any real number (including 0 or negative numbers), there is not enough information given to determine the relationship, so circle D is darkened. | | | |



Part One—Word Problems

Directions: Choose the best answer from the four choices given.

1. If $n^* = 4n + 3$, what is the value of 8^* ?
 - (A) 35
 - (B) 40
 - (C) 44
 - (D) 46

2. If $x - y = 3$, then which expression is equal to y ?
 - (A) $x + 3$
 - (B) $x - 3$
 - (C) $-x + 3$
 - (D) $-x - 3$

3. If the sum of all integers from 1 to 1,000, inclusive, is x , then which expression represents the sum of all integers from 1 to 998, inclusive?
 - (A) $x - 1,999$
 - (B) $x - 999$
 - (C) $x + 999$
 - (D) $x + 1,999$

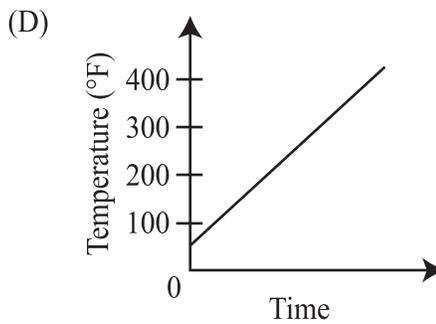
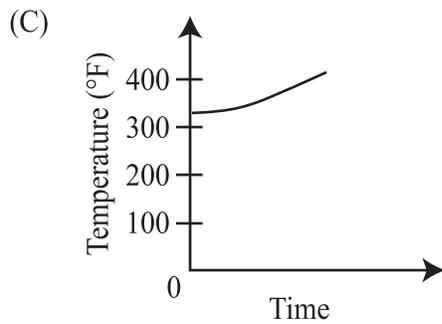
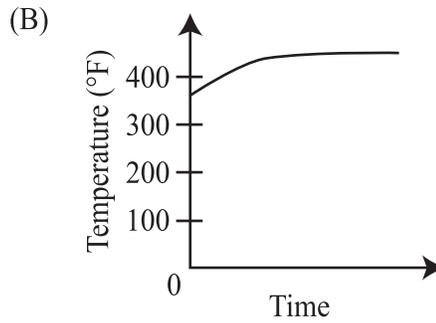
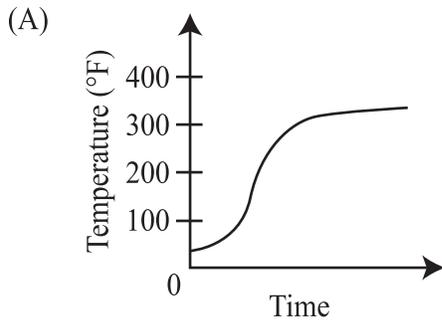
4. If the length of the base of a triangle is increased by 10 percent and the height is decreased by 20 percent, what is the percent decrease in the area of the triangle?
 - (A) 6%
 - (B) 8%
 - (C) 10%
 - (D) 12%

5. If m is a positive integer and $(x + 7)^2 = x^2 + mx + 49$, what is the value of m ?
 - (A) 7
 - (B) 14
 - (C) 28
 - (D) 49

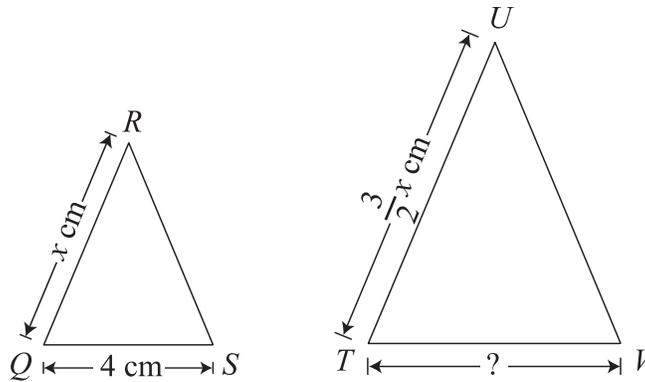
6. Joshua was trying to calculate the mean of his test scores. He did not know what he had scored on each of the first 4 tests but knew that the sum of his scores was 370. If Joshua scored an 85 on his fifth test, then what was the mean of all 5 scores?
 - (A) 85.00
 - (B) 88.75
 - (C) 91.00
 - (D) 92.50

7. A rectangle has an area of 110 inches². If the length and the width of the rectangle are measured in whole inches, what is the least possible perimeter of the rectangle?
 - (A) 21 inches
 - (B) 27 inches
 - (C) 42 inches
 - (D) 54 inches

8. A cool potato is placed in a hot (350°F) oven to cook for one hour. Which graph best represents what happens to the temperature of the potato as it cooks during the hour?



9. Triangle QRS is similar to triangle TUV .



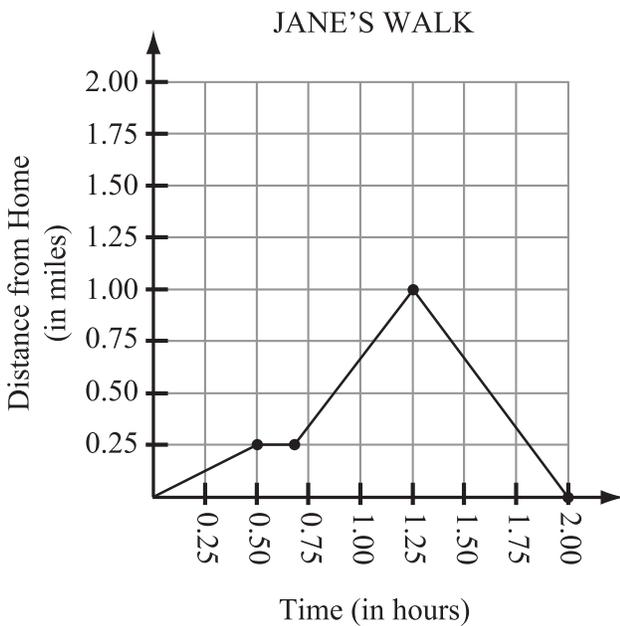
What is the length of side TU ?

- (A) 4 cm
- (B) 6 cm
- (C) $4x$ cm
- (D) $6x$ cm

10. What is the value of the expression $\frac{3(3^2 + 3^3)}{9(3+9)}$?

- (A) 0
- (B) 1
- (C) 3
- (D) 9

11. The graph shows the distance Jane was from home as a function of time during a walk.



At one point in the walk, Jane stopped for several minutes and waited for her friend. How far was Jane from her home when she stopped and waited for her friend?

- (A) 0.25 miles
- (B) 0.50 miles
- (C) 0.75 miles
- (D) 1.00 mile

12. Mrs. Garrett graded the tests of her 20 students. She then calculated the mean, median, mode, and range for the test scores. The table gives the value of each of these statistical measures.

| STATISTICAL MEASURES | |
|----------------------|-------|
| Measure | Value |
| Mean | 75 |
| Median | 80 |
| Mode | 80 |
| Range | 64 |

Mrs. Garrett decided to add 6 points to each of her student's test scores, and then she recalculated the values of each statistical measure. Which of the measures changed the least?

- (A) mean
- (B) median
- (C) mode
- (D) range

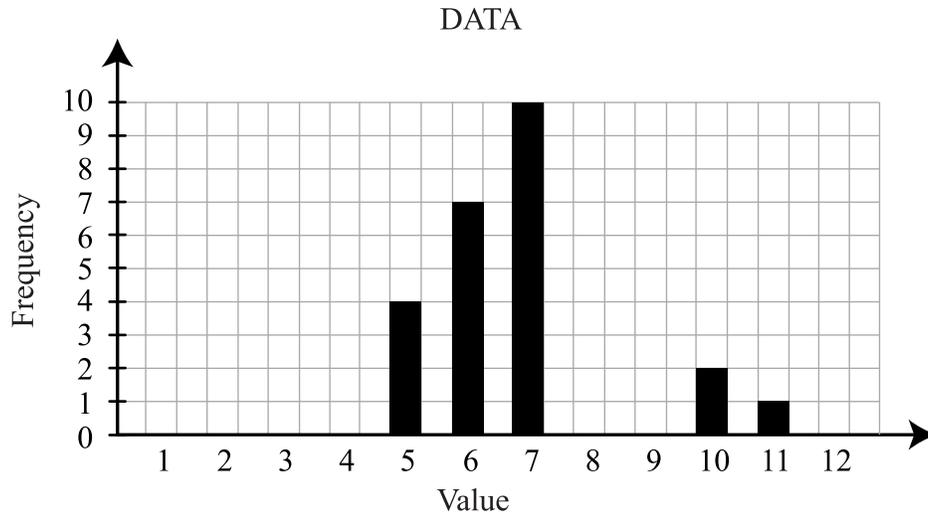
13. Jim and Maud are playing a game using number cubes. Each player rolls two number cubes, numbered 1 through 6, and the sum of the numbers is recorded.

- Jim receives a point if his sum is a 6.
- Maud receives a point if her sum is either 6 or 4.

Who has a greater probability of receiving a point?

- (A) Jim
- (B) Maud
- (C) Jim and Maud have the same probability of receiving a point.
- (D) There is not enough information given to determine the answer.

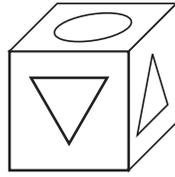
14. A scientist collects data. He determines both the mean of the data and the median of the data are equal to 7 and the data are symmetric about this value. He starts to create the bar graph shown but does not finish the graph.



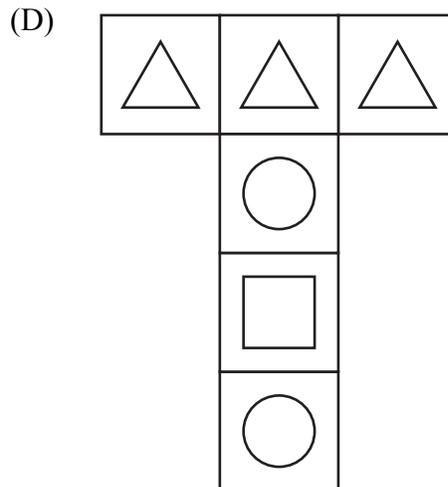
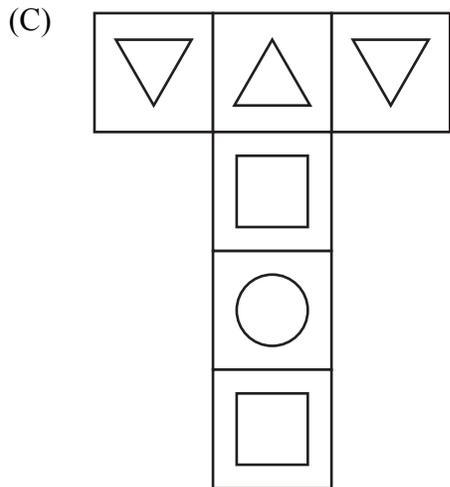
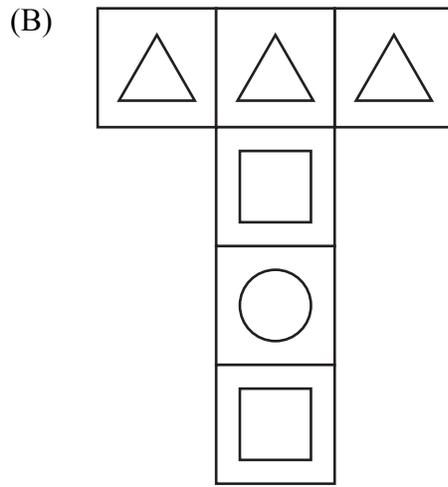
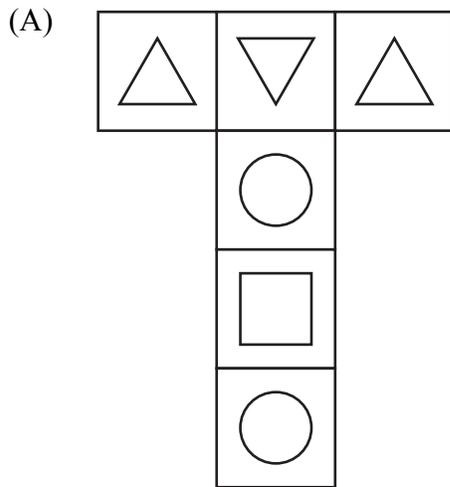
If the range of the data is 8 and the maximum value of the data is 11, then how many data points fall above the value 7?

- (A) 3
 (B) 10
 (C) 11
 (D) 14
-
15. What is the maximum value for y , if $y = 2x^2 + 1$ for $-2 \leq x \leq 1$?
- (A) 1
 (B) 3
 (C) 9
 (D) 17
16. If $f(x) = \sqrt{x}$ and $g(x) = x^2$, which inequality is true?
- (A) $f(0.9) < f(1.1) < g(0.9) < g(1.1)$
 (B) $g(0.9) < f(0.9) < f(1.1) < g(1.1)$
 (C) $f(0.9) < g(0.9) < f(1.1) < g(1.1)$
 (D) $g(0.9) < f(1.1) < f(0.9) < g(1.1)$
17. John and Erin were both jogging on the same path, each at a constant speed, and Erin at a faster speed than John. When Erin started jogging, John had jogged 500 meters. Which one piece of additional information, in meters per minute, would be needed to determine how long, in minutes, Erin had been jogging when she caught up with John?
- (A) John's speed
 (B) Erin's speed
 (C) the sum of John's and Erin's speeds
 (D) the difference in John's and Erin's speeds

18. A cube is shown.



Which figure is a possible net for the cube?

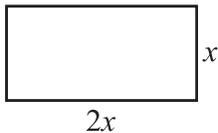
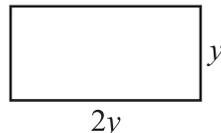


Part Two—Quantitative Comparisons

Directions: Using the information given in each question, compare the quantity in Column A to the quantity in Column B. All questions in Part Two have these answer choices:

- (A) The quantity in Column A is greater.
 (B) The quantity in Column B is greater.
 (C) The two quantities are equal.
 (D) The relationship cannot be determined from the information given.

| | <u>Column A</u> | <u>Column B</u> |
|-----|------------------------|-----------------|
| 19. | $5 + 2 \times (4 + 3)$ | 19 |

Rectangle Q Rectangle R 

Note: Figures not drawn to scale.

The area of Rectangle Q is 18 cm^2 . The perimeter of Rectangle R is 30 cm.

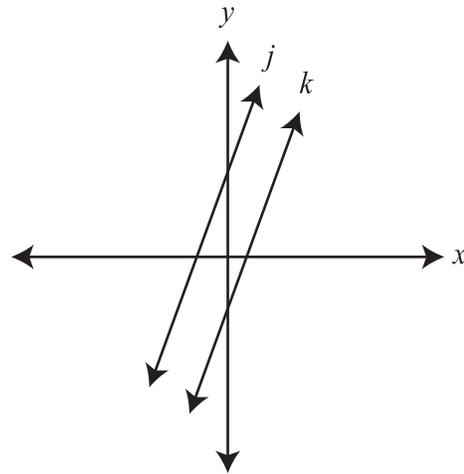
| | <u>Column A</u> | <u>Column B</u> |
|-----|-----------------|-----------------|
| 20. | x | y |

| | <u>Column A</u> | <u>Column B</u> |
|-----|---------------------------|-----------------|
| 21. | $(x - y)(x^2 + xy + y^2)$ | $x^3 - y^3$ |

A parking meter filled with \$4.50 in dimes and quarters contains twice as many dimes as quarters.

(Note: 1 dime = \$.10; 1 quarter = \$.25)

| | <u>Column A</u> | <u>Column B</u> |
|-----|---------------------------------|-----------------|
| 22. | The total value of the quarters | \$3.00 |



Line j is the graph of $y = 3x + 4$. Line j is parallel to line k .

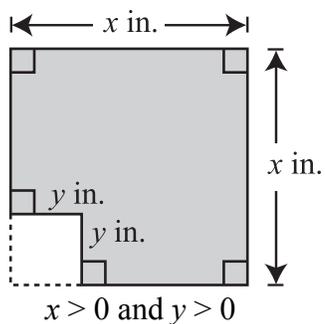
| | <u>Column A</u> | <u>Column B</u> |
|-----|-----------------------|-----------------|
| 23. | The slope of line k | -3 |

Answer choices for all questions on this page:

(A) The quantity in Column A is greater.
 (B) The quantity in Column B is greater.
 (C) The two quantities are equal.
 (D) The relationship cannot be determined from the information given.

The perimeter of a rectangle is 50 inches.

- | | <u>Column A</u> | <u>Column B</u> |
|-------------------------------|-----------------|-------------------------|
| 24. The area of the rectangle | | 144 inches ² |



Note: Figure not drawn to scale.

- | | <u>Column A</u> | <u>Column B</u> |
|-------------------------------|-----------------|--------------------------------------|
| 25. Area of the shaded region | | $x^2 - xy - y^2$ inches ² |

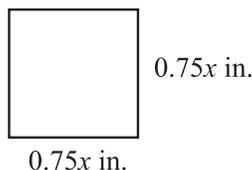
The product of 3 consecutive integers is 210.

- | | <u>Column A</u> | <u>Column B</u> |
|--|-----------------|-----------------|
| 26. The greatest of the 3 consecutive integers | | 10 |

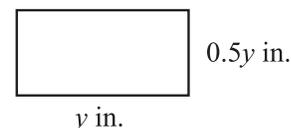
| | <u>Column A</u> | <u>Column B</u> |
|--|-----------------|-----------------|
|--|-----------------|-----------------|

- | | | |
|-----|-----------|-------------|
| 27. | $25n - 1$ | $25(n - 1)$ |
|-----|-----------|-------------|

Square A



Rectangle B



Note: Figures not drawn to scale.

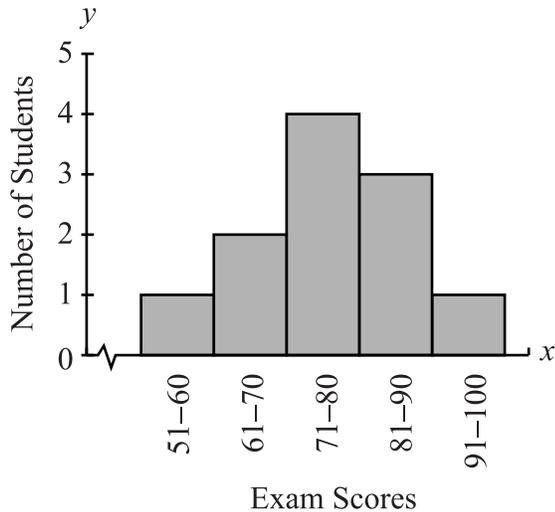
- | | <u>Column A</u> | <u>Column B</u> |
|-------------------------------|-----------------|------------------------------|
| 28. The perimeter of Square A | | The perimeter of Rectangle B |

A 6-sided number cube, numbered 1 to 6, is rolled and a coin is tossed.

- | | <u>Column A</u> | <u>Column B</u> |
|---|-----------------|--|
| 29. If a number less than 3 is rolled on the cube, the probability of the coin landing tails up | | If an odd number is rolled on the cube, the probability of the coin landing heads up |

Answer choices for all questions on this page:

- (A) The quantity in Column A is greater.
- (B) The quantity in Column B is greater.
- (C) The two quantities are equal.
- (D) The relationship cannot be determined from the information given.



The histogram shows exam scores of students in a mathematics class.

Column A

Column B

30. The median score The range of the scores

A jar contains 5 candies: 2 orange candies and 3 green candies. One candy is selected at random and replaced. Then a second candy is selected.

Column A

Column B

31. The probability that both candies selected are green The probability that the first candy selected is green

In February, apples were selling for \$1.50 a pound. In March, the price of apples was 10% higher than the February price. In April, the price of apples was 10% lower than the March price.

Column A

Column B

32. The price of apples in April \$1.50



ISEE[®]

Reading Comprehension

UPPER LEVEL

Practice Test



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Section 3

Reading Comprehension

30 Questions

Time: 30 minutes

This section contains five short reading passages. Each passage is followed by six 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 1–6

1 When I was younger, I was extremely
2 interested in freshwater biology and spent most
3 of my time dredging about in ponds and
4 streams, catching minute creatures and keeping
5 them in large jars. Among other things, I had
6 one jar full of caddis larvae, which camouflage
7 themselves by decorating their cocoons. The
8 caddis I had collected looked rather dull, for I
9 had collected them from a stagnant pool. They
10 had merely decorated the outside of their
11 cocoons with little bits of dead water plants.

12 I had been told by my friend, however, that
13 if you remove a caddis larva from its cocoon
14 and place it in a jar of clean water, it would
15 spin itself a new cocoon and decorate the
16 outside with whatever materials you supplied.
17 Deciding to experiment, I removed four of my
18 caddis larvae from their cocoons. Then I placed

19 them in a jar of clean water and lined the
20 bottom with tiny seashells. Later, to my
21 astonishment, the larvae had intricately
22 decorated the new cocoons with seashells.

23 I discovered that by moving the larvae to a
24 different jar with a new substance, they would
25 produce new multicolored cocoons. My
26 greatest triumph lay in forcing them to decorate
27 their cocoons with fragments of blue glass, then
28 red brick, and white seashells. Moreover, the
29 materials were put on in stripes.

30 I never remember feeling quite the same
31 sort of satisfaction as I did when I showed off
32 my red, white, and blue caddis larvae to my
33 friends. I think the poor creatures were really
34 rather relieved when they hatched and flew
35 away and could forget about the problems of
36 cocoon building.

1. The primary purpose of the passage is to
 - (A) explain the author’s childhood interest in biology.
 - (B) describe a discovery that excited the author’s interest.
 - (C) compare caddis larvae to other cocoon-building insects.
 - (D) provide information about the life cycle of caddis larvae.
2. In line 4, “minute” most nearly means
 - (A) timely.
 - (B) timorous.
 - (C) tiny.
 - (D) tireless.
3. The author caused the larvae to decorate their cocoons with stripes by
 - (A) mixing several different materials together in the same jar.
 - (B) adding a new material to the jar during the cocoon-building process.
 - (C) changing their environment at various stages of cocoon development.
 - (D) changing the water in the jar frequently while they built their cocoons.
4. In line 8, the author describes the caddis larvae as “rather dull” because they
 - (A) were still in the caterpillar stage.
 - (B) were crowded together in one jar.
 - (C) had been living in a stagnant pool.
 - (D) were removed from the pool before they finished their cocoons.
5. In the final sentence (lines 33–36), the author suggests that the caddis larvae were
 - (A) energized by all of their hard work.
 - (B) annoyed by the author’s experiments.
 - (C) pleased by the attention they received.
 - (D) perplexed by the author’s interest in them.
6. What most probably led the author to experiment with caddis larvae?
 - (A) a passage in a book about pond life
 - (B) a conversation with the author’s friend
 - (C) a chance meeting with a famous naturalist
 - (D) the author’s pastime of collecting creatures from ponds and streams

Questions 7–12

1 Totem poles, the tallest wood carvings in the
2 world, are a trademark of the Northwest Coast
3 Indians. There are seven Indian nations up and
4 down the Northwest Coast, including Alaska,
5 and they each have their own style of carving.
6 Each pole is different, and each pole tells its
7 own story.

8 An elder taught the carver about ancestors,
9 crests, and symbols of the family before the
10 carver began to work. Design was left to the
11 carver. After splitting away the wood to give
12 form to the figures, the carver finished the final
13 details and shaping with curved knives. The
14 carver was also responsible for painting the
15 pole, although not all poles were painted. The
16 parts painted and the choice of colors depended

17 on the tradition of the area. In the 1800s, the
18 tallest poles were about sixty feet high, and
19 sometimes hundreds of people hauled on ropes
20 to raise a pole to its upright position.

21 The art of the totem pole carving almost
22 died out, with totem poles being felled, sold, or
23 even cut up for firewood. In the 1950s, the few
24 remaining carvers were hired by the University
25 of British Columbia Museum of Anthropology
26 to reproduce old and decaying Kwakiutl poles.
27 This project was largely responsible for bringing
28 the Northwest Coast Indian art back from the
29 brink of extinction.

7. Which best expresses the main idea of the passage?
- (A) Totem poles are making a comeback.
 - (B) Totem poles are no longer an artistic achievement.
 - (C) The art of totem pole carving almost died out.
 - (D) Northwest Coast Indians are famous for large, beautiful totem poles.
8. The author implies that totem pole carving was
- (A) abandoned for a long period.
 - (B) not a good way for a carver to make a living.
 - (C) not a respected occupation among the Indians.
 - (D) stopped because there were very few tall red cedars left.
9. Which best describes the organization of lines 8–17?
- (A) Different designs for totem poles are contrasted.
 - (B) A process is described in chronological order.
 - (C) An opinion is presented and then supported with facts.
 - (D) The history of totem poles is traced from past to present.
10. According to the passage, which is true of totem poles?
- (A) They are nonexistent today.
 - (B) They were once created only by the Kwakiutl.
 - (C) They varied predictably from carver to carver.
 - (D) They were carved by Northwest Coast Indian tribes.
11. The author of the passage appears to care most deeply about the fact that
- (A) each pole tells a different story.
 - (B) some poles took over a year to make.
 - (C) carvers painted some totem poles and not others.
 - (D) the artistic heritage of Northwest Coast Indians was saved.
12. According to the passage, a museum helped preserve the art of totem pole carving by
- (A) preserving totem poles so that they would not decay.
 - (B) commissioning carvers to duplicate existing totem poles.
 - (C) selling the museum's collection of Indian art to the public.
 - (D) encouraging carvers to create new and innovative designs.

Questions 13–18

The following passage was published in 1991.

1 The news media seem to be filled with
2 alarming editorials about how schools in the
3 United States may not be up to the challenge of
4 educating the workers needed in tomorrow's
5 world. In the world of tomorrow, according to
6 these self-styled pundits, laser technology,
7 robotics, and computer-controlled equipment
8 will be ubiquitous parts of our lives. Of
9 necessity, therefore, more students than ever
10 before will need advanced training or even
11 college degrees.

12 Some researchers, however, would argue
13 that these commentators overstate the case.
14 Two studies in particular have reached some
15 not-very-alarming conclusions about the
16 amount of education it will take to do the jobs
17 of the future. In the mid-1980s, a study by the
18 Hudson Institute concluded that, by the
19 beginning of the twenty-first century,
20 19 percent of newly created jobs could be
21 performed by high school dropouts and only
22 26 percent of newly created jobs would require
23 a college degree. (To put these projections into
24 perspective, approximately 17 percent of
25 today's high school students drop out—
26 although not necessarily permanently—while
27 some 26 percent go on to institutions of higher
28 education and obtain bachelor's degrees.

29 Slightly more than 50 percent of students get
30 their high school diploma and enter a program
31 of postsecondary education but drop out prior
32 to obtaining a bachelor's degree.) A more
33 recent study by the National Center on
34 Education and the Economy finds a more even
35 distribution, with 34 percent of new jobs
36 projected as requiring less than a high school
37 diploma, 36 percent requiring a high school
38 diploma and up to three years of college, and
39 30 percent requiring a college degree.

40 These studies, obviously, seem to portray a
41 future that is directly opposed to the visions
42 that more typically are found in the news
43 media. One possible explanation for the
44 discrepant conclusions coming from the two
45 camps lies in the possibility that the media have
46 confused rates of growth with actual numbers
47 of jobs. It is certainly the case that the
48 occupations that are projected to exhibit the
49 fastest growth over the next few decades are
50 frequently occupations that require advanced
51 educational degrees. However, what often goes
52 unstated and unrecognized is the reality that
53 such jobs are likely to represent no more than
54 5 percent of the jobs in the workforce as a
55 whole.

13. The primary purpose of the passage is to
- (A) suggest that reports expressing concern over the state of educational preparedness in the United States may be unnecessarily alarming.
 - (B) demonstrate ways in which the workers of tomorrow will need far more sophisticated knowledge in the area of technology if they are to be successful.
 - (C) illustrate several ways in which technology has altered the current job market and to describe the implications that such changes have for education in this country.
 - (D) lament the growing percentage of high school students in the United States who drop out prior to graduation and are therefore unable to secure high-paying careers.
14. In line 6, “pundits” most nearly means
- (A) educators.
 - (B) experts.
 - (C) naysayers.
 - (D) workers.
15. The author of the passage does all of the following EXCEPT
- (A) give data.
 - (B) describe research.
 - (C) compare trends in different countries.
 - (D) cite commentators from the news media.
16. Which conclusion can best be drawn from the two studies summarized in the second paragraph (lines 12–39)?
- (A) By the beginning of the twenty-first century, a college degree will be virtually required if one hopes for a high-paying job.
 - (B) The workforce being prepared by our schools today matches fairly closely the workforce likely to be needed by our society in the near future.
 - (C) Our students face an uncertain economic future unless educators and the public band together to reduce the rate at which high school students drop out.
 - (D) The majority of jobs at the beginning of the twenty-first century will require a knowledge of robotics, laser technology, or computer-assisted equipment.
17. The author’s tone when discussing the news media is best described as
- (A) admiring.
 - (B) critical.
 - (C) humorous.
 - (D) worried.
18. The purpose of the last paragraph (lines 40–55) is to
- (A) provide an explanation for the differing points of view.
 - (B) express concern for the future welfare of the economy.
 - (C) propose additional research needed to clarify the issues.
 - (D) criticize the shortcomings of the arguments made by both sides.

Questions 19–24

1 Any discussion about domestic life during
2 the medieval period in Europe must exclude an
3 important group: it cannot refer to most of the
4 population, who were poor. Writing about the
5 decline of the Middle Ages, a prominent
6 historian described a world of sharp contrasts,
7 where health, wealth, and good fortune were
8 enjoyed as much for their rarity as for their
9 advantages. “We, at the present day, can hardly
10 understand the keenness with which a warm
11 coat, a good fire on the hearth, a soft bed . . .
12 were formerly enjoyed.” He also made the
13 point that medieval popular art, which we
14 appreciate for its simple beauty, was prized by
15 its makers even more for its splendor and
16 pomp. Its overdecorated sumptuousness was
17 needed to make an impression on a public who
18 sought escape from the wretched conditions
19 under which they lived. The extravagant
20 pageants and religious festivals that
21 characterized that time can be understood not
22 only as celebrations, but also as antidotes to the
23 miseries of everyday life.

24 The poor were extremely badly housed,
25 were without water, and had few possessions.
26 Their dwellings were so small that family life
27 was compromised; these tiny hovels were little
28 more than shelters for sleeping. There was

1

29 room only for the infants—the older children
30 were separated from the parents and sent to
31 work as apprentices or servants. The result of
32 these deprivations was that concepts such as
33 “home” and “family” did not exist for these
34 souls.

35 By way of contrast, many town dwellers
36 partook of medieval prosperity. The free town,
37 which stood apart from the predominantly
38 feudal countryside, was uniquely European. Its
39 inhabitants—the *francs bourgeois* in France,
40 the *burghers* in Germany, the *borghese* in Italy,
41 and the burgesses in England—would create a
42 new urban civilization. The word “bourgeois”
43 first occurred in France in the early eleventh
44 century. It described the merchants and
45 tradespeople who lived in walled towns and
46 governed themselves through elected councils
47 and in most cases owed allegiance directly to
48 the king instead of a lord. What places the
49 bourgeois in the center of any discussion of
50 domestic comfort is that unlike the aristocrat,
51 who lived in a fortified castle, or the cleric,
52 who lived in a monastery, or the serf, who lived
53 in a hovel, the bourgeois lived in a house. Our
54 examination of the concept of the home begins
55 here.

19. The passage is primarily concerned with
- (A) praising the lives of the rich and the middle class during the Middle Ages.
 - (B) explaining the importance that medieval art had for the bourgeois and the rich.
 - (C) providing background information for a discussion of the medieval home and its comforts.
 - (D) describing the differences between political views in towns and in the country during the Middle Ages.
20. According to the passage, medieval pageants and festivals for the poor were appealing because they
- (A) were free.
 - (B) had religious importance.
 - (C) provided an excuse for celebration.
 - (D) provided relief from a hard, bleak existence.
21. The author suggests that we do not understand the “keenness” (line 10) of certain pleasures enjoyed by medieval people because we
- (A) seldom share our pleasures with others.
 - (B) lack sufficient knowledge of the period.
 - (C) lead lives that are too cluttered and busy.
 - (D) enjoy the pleasures mentioned fairly frequently.
22. In the second paragraph (lines 24–34), the author states that the concept of “family” did not exist because
- (A) families had to move fairly frequently.
 - (B) several families had to share one house.
 - (C) everyone had to work hard in order to survive.
 - (D) children were sent away as soon as they were old enough to work.
23. The author most likely uses similar terms from different languages (lines 38–42) in order to
- (A) inform the reader about the breadth of his research.
 - (B) emphasize the widespread nature of a similar concept.
 - (C) illustrate the subtle differences within a common idea.
 - (D) suggest the common origin of many medieval languages.
24. The passage suggests that loyalty to a king rather than to a lord had which advantage?
- (A) lower taxes
 - (B) less threat of death in battle
 - (C) more potential for self-government
 - (D) more mobility among social classes

Questions 25–30

In the passage below, architect Frank Lloyd Wright describes an incident from his youth that was to lead to a business partnership in later life.

1 September, long awaited, finally came.
2 Over the summer, I learned a lot on my uncle’s
3 farm. My fingers were quick, and I could work
4 almost as hard as a man. I wasn’t afraid of
5 anything—well, maybe a little afraid of storms
6 and of people. Buoyantly, I bounded up the
7 steps at home and flung my arms around
8 Mother. Turning to Jane and Maginel (my
9 sister and brother), I exclaimed, “How you’ve
10 grown.”

11 On the day I approached the forbidding
12 Second Ward School, I was less sure of myself.
13 Because I’d spent the summer on my uncle’s
14 farm, I had no companions with whom to share
15 my foray into the unknown.

16 On the playground a ruckus had erupted. In
17 the center of a circle of taunting boys was a pile
18 of leaves from which emerged the brawny
19 shoulders of a red-haired boy who spluttered
20 angrily. He was not at all intimidated.

1

21 “What happened?” I asked.

22 “Some boys decided to bury Robie Lamp in
23 leaves,” another boy explained.

24 I so admired Robie’s courage and
25 resourcefulness that we became friends of the
26 heart. Together we invented an ice boat, a
27 bobsled with double runners, and fantastic
28 kites. On a small printing press in the
29 basement, we set type. When a neighbor,
30 Charlie Doyon, wanted to join us, we assented
31 only after he agreed to inveigle two hundred
32 dollars from his father for purchasing a larger
33 press and more type. With the new press, we
34 set up a firm called Wright, Doyon, and Lamp,
35 Publishers and Printers. That was the beginning
36 of a relationship that continued into our
37 adulthood.

25. The primary purpose of the passage is to
- (A) show how much courage Wright had.
 - (B) show how Wright met his business partner.
 - (C) criticize those who are reluctant to help others.
 - (D) reveal that bullies will back down when challenged.
26. The mood of the first paragraph (lines 1–10) can best be described as one of
- (A) overbearing pride.
 - (B) adolescent shyness.
 - (C) youthful enthusiasm.
 - (D) sentimental yearning.
27. It can be inferred that Wright and Lamp required Charlie Doyon to give them money before joining their business because they
- (A) wanted to realize a profit before the actual business began.
 - (B) wanted to be sure that Charlie would not become a business rival.
 - (C) wanted to test Charlie’s commitment to joining the business.
 - (D) thought that the business would benefit from a larger model press.
28. The phrase “my foray into the unknown” (line 15) refers to Wright’s
- (A) entrance into a new school.
 - (B) first encounter with Robie Lamp.
 - (C) summer experiences on his uncle’s farm.
 - (D) unfamiliarity with the business world.
29. The sentence “I so admired Robie’s courage and resourcefulness that we became friends of the heart” (lines 24–26) is included in order to
- (A) explain why Wright did not torment Lamp.
 - (B) show that Lamp was lucky to win Wright’s friendship.
 - (C) explain why Wright and Lamp’s friendship was a lasting one.
 - (D) show that Wright was willing to overlook the fact that Lamp was older than Wright.
30. In line 31, “inveigle” most nearly means
- (A) acquire.
 - (B) dismiss.
 - (C) purchase.
 - (D) return.

ISEE®

Mathematics Achievement

UPPER LEVEL

Practice Test



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Section 4

Mathematics Achievement

42 Questions

Time: 36 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:

Sample Answer

What is the area of a rectangle that has a length of 8 cm and a width of 6 cm?

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

(A) 28 cm²

(B) 36 cm²

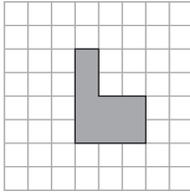
(C) 48 cm²

(D) 64 cm²

The correct answer is 48 cm², so circle C is darkened.



1. The area of each grid square shown is 5 cm^2 .



What is the area of the shaded region?

- (A) 40 cm^2
 (B) 50 cm^2
 (C) 60 cm^2
 (D) 70 cm^2
2. A jar contains 5 red balls, 6 blue balls, and 8 white balls. If one ball is chosen at random and then returned to the jar, and a second ball is chosen at random, what is the probability that both balls will be red?
- (A) $\frac{1}{5}$
 (B) $\frac{5}{19}$
 (C) $\frac{1}{5} \times \frac{1}{5}$
 (D) $\frac{5}{19} \times \frac{5}{19}$
3. What is the value of the numerical expression $3.2 \times 10^7 + 4.1 \times 10^5$?
- (A) 4.132×10^5
 (B) 3.61×10^6
 (C) 3.241×10^7
 (D) 7.3×10^{12}

4. Which value is NOT equal to $\frac{2}{3}$?

- (A) 0.6666667
 (B) $0.\overline{6}$
 (C) $\frac{1}{1.5}$
 (D) $\frac{2.4}{3.6}$

5. If $(8.05 + 1.95)t = t$, then what is the value of t ?

- (A) 10
 (B) 1
 (C) $\frac{1}{10}$
 (D) 0

6. For what value of x is the equation

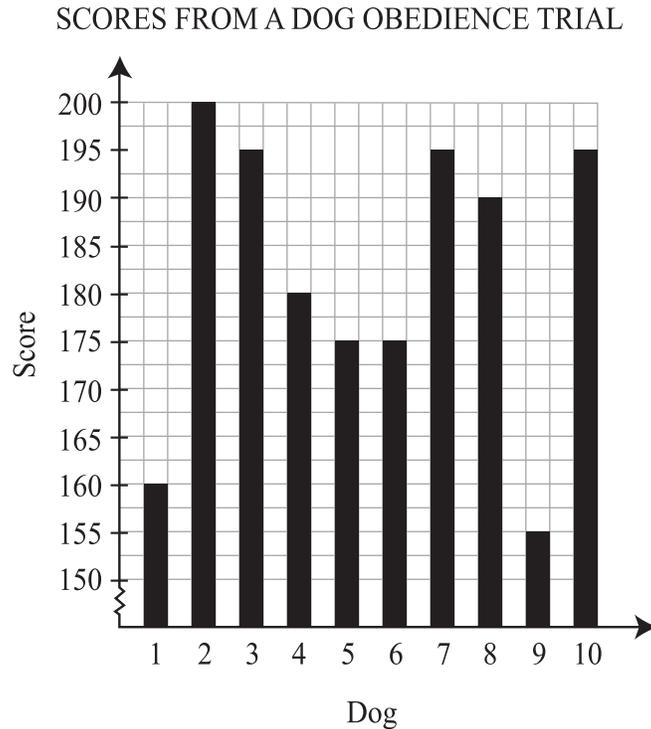
$$\frac{x+3}{3+x} = 0 \text{ true?}$$

- (A) -3
 (B) 0
 (C) all real numbers
 (D) There are no values for x that would make the equation true.

7. What is the value of the numerical expression $\sqrt{25+144}$?

- (A) 7
 (B) 13
 (C) 17
 (D) 60

8. The bar graph shown represents the scores of 10 different dogs at an obedience trial.



What is the median score?

- (A) 175
 - (B) 182
 - (C) 185
 - (D) 195
-
- | | |
|---|---|
| <p>9. Two machines are used to make the same kind of electronic parts. Machine A makes 2 times the number of defective parts as Machine B. There was a total of 6 defective parts made yesterday by both machines. How many defective parts did Machine B make yesterday?</p> <ul style="list-style-type: none"> (A) 2 (B) 4 (C) 6 (D) 12 | <p>10. Lisa has taken three tests so far in her Biology class. Her scores on these tests are 93, 89, and 95. The score on her final exam will be counted twice in her mean. What is the lowest score she can get on her final exam and have a mean score of no less than 93?</p> <ul style="list-style-type: none"> (A) 93 (B) 94 (C) 95 (D) 96 |
|---|---|

11. Jane recorded the number of pets owned by each student in her class in the table shown.

PETS OWNED

| Number of Pets | Numbers of Students Owning That Number of Pets |
|----------------|--|
| 0 | 5 |
| 1 | 6 |
| 2 | 5 |
| 3 | 2 |
| 4 | 2 |

What is the mode of the data?

- (A) 1
 (B) 2
 (C) 5
 (D) 6

12. If n and m are prime numbers, what is the least common multiple of $8n$, $6nm$, and $4n^2$?

- (A) $6nm$
 (B) $6n^2m$
 (C) $24nm$
 (D) $24n^2m$

13. If $3x - 3 = xy - y$ and $x \neq 1$, what is the value of y ?

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

14. Which expression is equivalent to the expression $2x^2y^4 + 3x^4y^2 - (4x^4y^2 - 3x^2y^4)$?

- (A) $5x^2y^4$
 (B) $-2x^2y^4$
 (C) $5x^2y^4 - x^4y^2$
 (D) $-2x^2y^4 + 6x^4y^2$

15. For what value(s) of x does

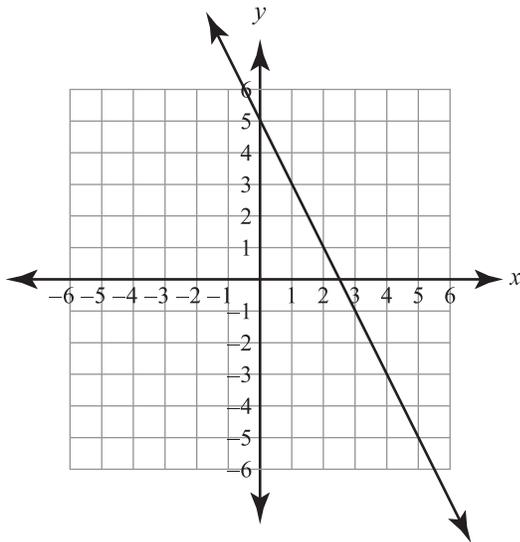
$$\frac{x^2 - 25}{(x + 2)(x - 3)} = 0?$$

- (A) $x = 5$ only
 (B) $x = -2$ and $x = 3$
 (C) $x = -5$ and $x = 5$
 (D) $x = -2$, $x = 3$, $x = -5$, and $x = 5$

16. Which expression is equivalent to the expression $(x - 2)(x + 3)$?

- (A) $x^2 - 6$
- (B) $x^2 + 1$
- (C) $x^2 - x - 6$
- (D) $x^2 + x - 6$

17. The graph of a line is shown.



What is the slope of the line?

- (A) -5
- (B) -2
- (C) 2
- (D) 5

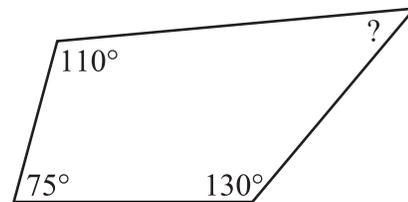
18. Point $(1, 8)$ is on a circle with center $(-2, 4)$. What is the radius of the circle?

- (A) 3 grid units
- (B) 4 grid units
- (C) 5 grid units
- (D) 6 grid units

19. Terri is planning a survey to try to determine the average number of hours students at her school spend watching TV. Which sample of students will give her the most reliable information about the students in her school?

- (A) her friends
- (B) a random sample of all the students in the school
- (C) all of the people that show up to watch a football game
- (D) a random sample of the students in the library before school

20. The measures of three of the angles of a quadrilateral are shown in the diagram.



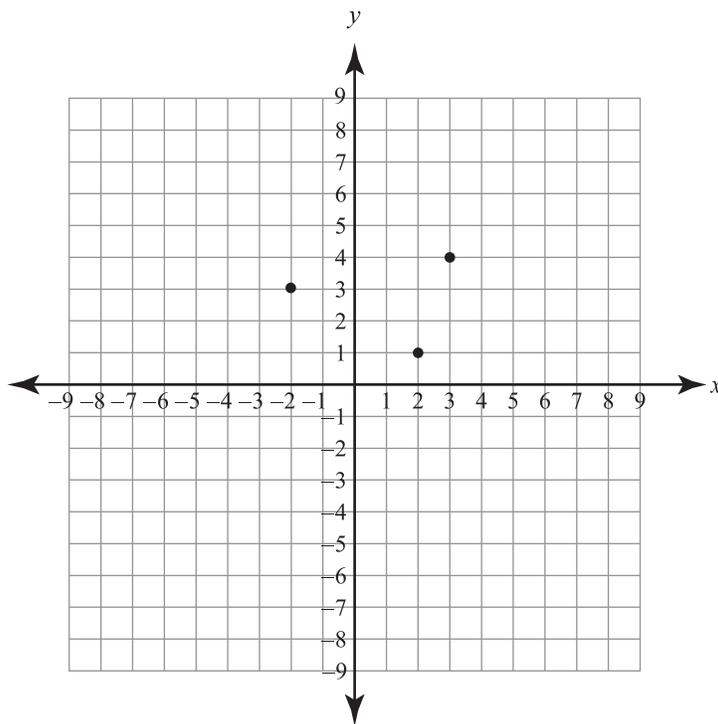
What is the measure of the fourth angle?

- (A) 45°
- (B) 50°
- (C) 70°
- (D) 75°

21. The 6-member debate team plans to send 3 of its members to a conference. How many combinations of 3 members are possible from the 6-member team?

- (A) 15
- (B) 20
- (C) 120
- (D) 216

22. The grid shows three vertices of a parallelogram.



Which could be the coordinates of the fourth vertex of the parallelogram?

- (A) $(-3, 5)$
- (B) $(-2, 0)$
- (C) $(0, 1)$
- (D) $(7, 2)$

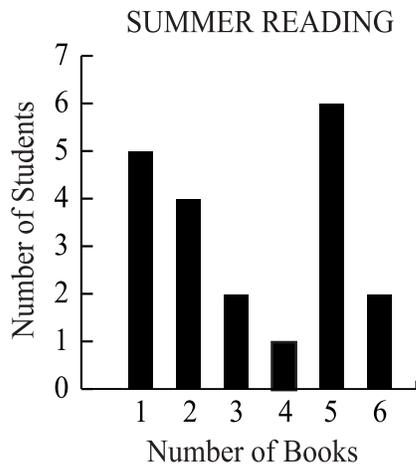
23. Which describes all values of x for which $|4x - 7| \geq 9$?

- (A) $x \geq 4$
- (B) $x \leq \frac{1}{2}$
- (C) $x \geq \frac{1}{2}$ or $x \leq -4$
- (D) $x \leq -\frac{1}{2}$ or $x \geq 4$

24. What type of number could NOT result from the difference of two irrational numbers?

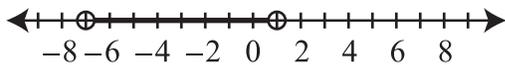
- (A) integer
- (B) rational number
- (C) complex number
- (D) irrational number

25. The graph shows the number of books read by the students in Mrs. Schill’s class last summer. The numbers on the horizontal axis represent the number of books read during the summer, and the height of the bar represents the number of students who read this number of books.



What is the mean number of books read over the summer?

- (A) 3.00
 - (B) 3.25
 - (C) 3.50
 - (D) 4.00
26. A solution set is graphed on the number line shown.



The solution set of which inequality is shown?

- (A) $|x - 4| < 3$
- (B) $|x + 4| < 3$
- (C) $|x - 3| < 4$
- (D) $|x + 3| < 4$

27. A coin is tossed three times. The table shows the possible outcomes and the probability of each outcome.

COIN TOSS

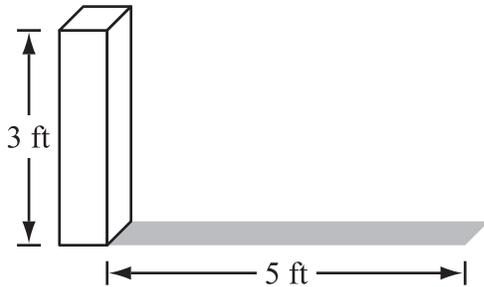
| Number of Heads | Probability |
|-----------------|---------------|
| 3 | $\frac{1}{8}$ |
| 2 | $\frac{3}{8}$ |
| 1 | $\frac{3}{8}$ |
| 0 | $\frac{1}{8}$ |

What is the expected number of heads?

- (A) 1
 - (B) $\frac{3}{2}$
 - (C) 2
 - (D) $\frac{5}{2}$
28. There are 0.305 meters in one foot. There are 5,280 feet in 1 mile. A horse is traveling at a speed of 400 meters per minute. Which expression has a value equal to the horse’s speed, in miles per hour?

- (A) $\frac{400 \times 60}{0.305 \times 5,280}$
- (B) $\frac{400 \times 60 \times 0.305}{5,280}$
- (C) $\frac{60}{400 \times 0.305 \times 5,280}$
- (D) $\frac{400 \times 0.305 \times 5,280}{60}$

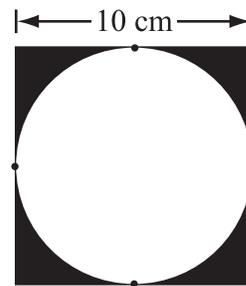
29. Allen measures the height of a pole to be 3 feet and the length of the shadow of the pole to be 5 feet, as shown in the diagram.



At the same time, the shadow of a tree is 20 feet in length. What is the height of the tree?

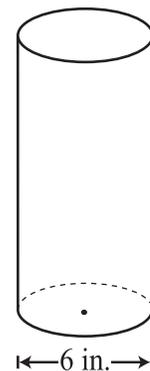
- (A) 8 feet
 (B) 12 feet
 (C) 15 feet
 (D) 18 feet
30. Which is the most reasonable unit to use when measuring the length of a leaf?
- (A) centimeters
 (B) grams
 (C) kilograms
 (D) meters
31. Which numerical expression does NOT represent an integer?
- (A) $\sqrt{4} - \sqrt{25}$
 (B) $\sqrt{4} \times \sqrt{25}$
 (C) $\sqrt{25 - 4}$
 (D) $\sqrt{4 \times 25}$

32. A circle is inscribed in a square with side length 10 cm, as shown.



What is the area of the shaded region?

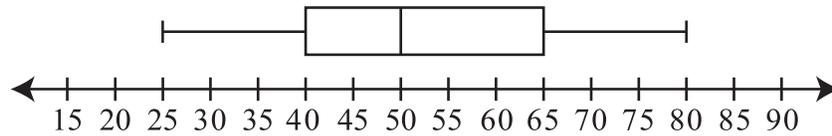
- (A) $(40 - 10\pi) \text{ cm}^2$
 (B) $(40 - 20\pi) \text{ cm}^2$
 (C) $(100 - 25\pi) \text{ cm}^2$
 (D) $(100 - 100\pi) \text{ cm}^2$
33. The height of the cylinder shown is 2 times its diameter. The formula used to find the volume of a cylinder is $V = r^2 h \pi$, where r is the radius of the cylinder and h is the height of the cylinder.



If the diameter of the cylinder is 6 in., what is its volume, in inches³?

- (A) 432π
 (B) 108π
 (C) 72π
 (D) 54π

34. The box-and-whisker plot below represents the high temperature, in degrees Fahrenheit, at a certain location on the same day in May for the last 50 years.



What is the range of the data?

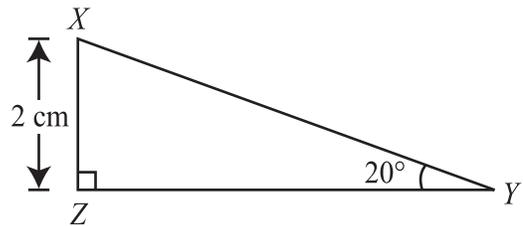
- (A) 80
 (B) 55
 (C) 50
 (D) 25
-
35. A bag contains 4 green marbles, 5 blue marbles, 2 yellow marbles, and 4 orange marbles. Kate randomly removes 1 marble from the bag and keeps it. Joanne then randomly removes a marble from the bag. If the marble Kate removed from the bag was yellow, what is the probability that the marble Joanne removed was green?

- (A) $\frac{4}{14}$
 (B) $\frac{4}{15}$
 (C) $\frac{2}{15} \times \frac{4}{15}$
 (D) $\frac{2}{15} \times \frac{4}{14}$

36. Which expression is equivalent to the expression $\sqrt{16x^{16}}$?

- (A) $4x^4$
 (B) $4x^8$
 (C) $8x^4$
 (D) $8x^8$

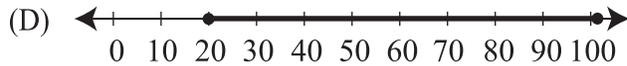
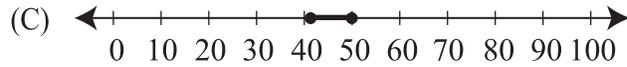
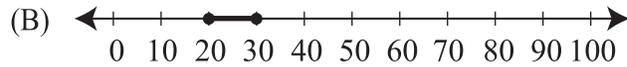
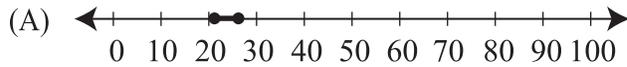
37. Triangle XYZ is shown. The length of \overline{XZ} is 2 cm. The measure of angle XYZ is 20° .



The value of which expression is equal to the length of side \overline{XY} ?

- (A) $\frac{2}{\sin 20^\circ}$
 (B) $\frac{\sin 20^\circ}{2}$
 (C) $\frac{2}{\tan 20^\circ}$
 (D) $\frac{\tan 20^\circ}{2}$

38. Which graph represents the solution set of the inequality $41 \leq 2x - 1 \leq 51$?



39. The stem-and-leaf-plot shown represents the scores on a math test.

| TEST SCORES | |
|-------------|-------------------|
| Stem | Leaf |
| 5 | 5 7 8 |
| 6 | 2 2 2 4 6 7 8 |
| 7 | 4 6 6 6 7 8 8 9 9 |
| 8 | 3 3 3 4 4 5 |
| 9 | 1 2 2 3 7 8 9 |
| 10 | 0 |

What is the median score on the test?

- (A) 70
 (B) 75
 (C) 78
 (D) 80

40. What is the solution set for $x^2 + 49 = 0$?

- (A) 7
 (B) $7i$
 (C) ± 7
 (D) $\pm 7i$

41. What is the result of the expression

$$\begin{bmatrix} 2 & 3 \\ 0 & 4 \end{bmatrix} + \begin{bmatrix} 5 & 3 \\ 2 & 1 \end{bmatrix}?$$

(A) $\begin{bmatrix} 7 & 6 \\ 2 & 5 \end{bmatrix}$

(B) $\begin{bmatrix} 7 & 6 \\ 0 & 4 \end{bmatrix}$

(C) $\begin{bmatrix} 7 & 3 \\ 2 & 4 \end{bmatrix}$

(D) $\begin{bmatrix} 7 & 3 \\ 0 & 5 \end{bmatrix}$

42. The formula for the surface area of a sphere is $SA = 4\pi r^2$, where r is the radius of the sphere. A sphere has a surface area of $16\pi \text{ cm}^2$. What is the radius of this sphere?

- (A) 2 cm
 (B) 4 cm
 (C) 8 cm
 (D) 16 cm



ISEE[®]

Essay

UPPER 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 102–103) 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.

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How to Score Your Test



1. Create a new Free Trial account at [ISEEpracticetest.com](https://www.iseepracticetest.com) (or log in to your existing account).
2. Click "View Dashboard" on your Welcome! page.
3. Click on the banner for the What to Expect test.

| ISEE LOWER Practice Test #1 view | | | |
|--|---|------------|--|
| 20 min | Verbal Reasoning 0 of 34 questions complete | → Start |  Score Paper |
| 35 min | Quantitative Reasoning 0 of 38 questions complete | → Start |  Score Paper |
| 25 min | Reading Comprehension 0 of 25 questions complete | → Start |  Score Paper |
| 30 min | Mathematics Achievement 0 of 30 questions complete | → Start |  Score Paper |
| 30 min | Essay 1 Prompt | → Start | |

4. Click "Score Paper" for the first section you would like to score.



5. On the Section Instructions page, click the "Score your test" link.



6. Enter the answers from your bubble sheet, then click "End Section".

Remaining Time

00:20:00

BEGIN SECTION

Just want to score a test you've already taken? Input your answers into our online bubblesheet to get results.

[Score your test →](#)

7. When all sections are complete, click "View Analysis" to see results!

**UNDERSTANDING THE
INDIVIDUAL STUDENT
REPORT (ISR)**

ISEE[®]

UPPER LEVEL



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The *Independent School Entrance Exam* (ISEE) consists of verbal and quantitative reasoning sections, mathematics and reading comprehension achievement sections, and an essay that demonstrates a student’s writing skills. The **reasoning sections (Verbal and Quantitative)** measure what a student is capable of achieving or learning; the **Mathematics Achievement and Reading Comprehension** sections show how well the student understands concepts already studied.

The purpose of this section of this book is to help students and their parents understand the information presented in the *Individual Student Report* (ISR). The ISR is a concise and useful summary of the student’s performance on the ISEE. Different parts of the report provide information that may be used in the admission process to understand, compare, and evaluate student performance. A complete, actual sample ISR is shown on the previous page (Figure 1). Two parts of the report—the Test Profile and Analysis—are explained on the following pages.

Test Profile

The Test Profile near the top of the report provides information about the student’s overall performance on each section of the ISEE, except the essay; an unscored copy of the essay is sent to each school for which the student requests score reports.

Figure 2 shows the Test Profile from the sample ISR in Figure 1.

| Section | Scaled Score (760 – 940) | Percentile Rank (1 – 99) | Stanine (1 – 9) | Stanine Analysis | | | | | | | | | | | | | | | |
|-------------------------|-----------------------------|-----------------------------|--------------------|------------------|---|---|---|---|---|---|---|---|--|--|--|--|--|--|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | |
| Verbal Reasoning | 875 | 48 | 5 | | | | | ■ | ■ | ■ | ■ | ■ | | | | | | | |
| Reading Comprehension | 894 | 69 | 6 | | | | | | | | | | | | | | | | ■ |
| Quantitative Reasoning | 865 | 31 | 4 | | | | | | | | | | | | | | | | ■ |
| Mathematics Achievement | 884 | 61 | 6 | | | | | | | | | | | | | | | | ■ |

LEGEND: V = Verbal Reasoning R = Reading Comprehension Q = Quantitative Reasoning M = Mathematics Achievement

Figure 2. Sample Test Profile

The ISEE scores are reported in four ways in order to provide a comprehensive picture of the student’s performance:

- Scaled Scores
- Percentile Rank
- Stanine
- Stanine Analysis

The Test Profile reports ISEE scores both as scaled scores and as percentile ranks with reference to ISEE norms. These norms are based on independent school applicants in the same grade who have taken the ISEE during the past three years. The Test Profile also shows stanines and a stanine analysis. These terms are discussed on the following pages.

The norm group for this test is a very competitive group of students who are applying to independent schools. Therefore, a student is compared only to other students in the same grade who have applied to independent schools in the last three years. Given that this is a competitive group of students, a student's performance may be less than what it has been on other tests where the comparison group is less selective. Admission offices are aware of this difference in the norming populations and do not expect all applicants to be "above" the norm.

Scaled Scores

ISEE scaled scores for each section range from 760 to 940. The scaled score is derived from the raw score—the number of questions the student answered correctly—but is more useful than the raw score because the scaled score has the same meaning regardless of which version of the test was used. ERB administers many different versions of the test each year. The scaled score takes these slight differences into account and allows ERB to report a score on a common scale that has the same meaning for all students, regardless of the version taken.

Percentile Rank

The percentile rank shows the student's standing when compared to other students in the norm group for this examination. The rank is based on scores obtained from all students in a given grade who have taken the test over the past three years. Percentile rank scores range from 1 to 99. A percentile rank of 61 on Mathematics Achievement, for example, as depicted in Figure 2, indicates that the student scored as well as or better than 61 percent of all students in the norm group and less well than 38 percent (out of a total of 99 percentile points).

Small differences in percentile ranks on different tests may or may not represent significant differences in performance on those subtests. For this reason, ISEE scores are also reported as stanines.

Stanine

A stanine is a score from 1 to 9, with 5 as the midpoint. Stanines are derived by dividing the entire range of students' scores into 9 segments, as follows:

| Percentile Rank | Stanine |
|-----------------|---------|
| 1–3 | 1 |
| 4–10 | 2 |
| 11–22 | 3 |
| 23–39 | 4 |
| 40–59 | 5 |
| 60–76 | 6 |
| 77–88 | 7 |
| 89–95 | 8 |
| 96–99 | 9 |

Stanine Analysis

The stanine analysis permits comparisons between a student’s performance on both the ability tests and the related achievement tests. Specifically, these comparisons are made between Verbal Reasoning (V) and Reading Comprehension (R), and between Quantitative Reasoning (Q) and Mathematics Achievement (M). Each letter in the stanine analysis box in the Test Profile is the midpoint of a band that extends to either side of the stanine score. The percentile score is an estimate of a student’s ability or knowledge. We can be reasonably certain that a student’s “true score” falls within the band reflected by a particular stanine. If the stanine is 5, for example, the percentile rank range is 40–59.

In the example shown in Figure 2, the band for Reading Comprehension (R) is a bit higher than, but still overlaps, the band for Verbal Reasoning (V). This indicates that the student’s performance in reading is mostly consistent with the estimate of his verbal reasoning ability. To a degree, because the band for Reading Comprehension is slightly to the right of the band for Verbal Reasoning, we can infer that the student was performing better than expected. Conversely, if the Reading Comprehension band were to the left of the Verbal Reasoning band, we could be reasonably certain that the student was working below his potential. The same kinds of comparisons can be made between the Mathematics Achievement and the Quantitative Reasoning bands.

Analysis

In the Analysis portion of the ISR, each section score indicates the number of questions answered correctly, the number of questions answered incorrectly, and the number of questions omitted or not reached. Each section score is broken down by type of question, providing more specific information about a student’s relative strengths and weaknesses.

Figure 3 shows the Analysis part of the sample ISR in Figure 1.

| Section & Subsection | # of Questions | # Correct | Results for Each Question |
|--------------------------------|----------------|-----------|-------------------------------------|
| Verbal Reasoning | | | |
| Synonyms | 17 | 10 | + - + + - + + - - + + + - - - + + |
| Single Word Response | 10 | 6 | + + + - - + - - + - - |
| Paired Word Response | 8 | 6 | + - + + - + + + |
| Quantitative Reasoning | | | |
| Word Problems | 18 | 10 | + + - + - + - - - + + - - + - + + + |
| Quantitative Comparisons | 14 | 5 | + - - - - + - + - + + N N N |
| Reading Comprehension | | | |
| Main Idea | 5 | 4 | + - + + + |
| Supporting Ideas | 5 | 5 | + + + + + |
| Inference | 10 | 7 | + + + - + - + + + - |
| Vocabulary | 4 | 2 | + + - - |
| Organization/Logic | 4 | 2 | - - + + |
| Tone/Style/Figurative Language | 2 | 1 | + - |
| Mathematics Achievement | | | |
| Number Sense | 6 | 4 | + + + - + - |
| Algebraic Concepts | 14 | 8 | + + - + - S - + - + + - N N |
| Geometry | 6 | 3 | + + S - + N |
| Measurement | 6 | 4 | + - + + + S |
| Data Analysis and Probability | 10 | 6 | + + + - - + + - - + |

LEGEND: + = Correct - = Incorrect S = Skipped N = Not Reached

Figure 3. Sample Analysis

In the first column, each section is broken down into curricular areas and/or skills. The next two columns show the number of questions and the number the student answered correctly for each subsection. The symbols in the fourth and final column indicate whether the student answered each individual question in the subsection correctly (+), answered the question incorrectly (–), skipped the question (S), or did not reach the question (N). Questions coded S are those that appear to have been deliberately skipped by the student, since subsequent questions in the subsection were answered. Questions coded N are at the end of the section (not necessarily at the end of the subsection) and were not answered, perhaps because the student ran out of time.

For all levels, the left-to-right sequence of symbols in the fourth column reflects the order of the questions in the section. In general, questions on each section are ordered by difficulty, with the easier questions at the beginning and the harder questions at the end. This is not the case for Reading Comprehension, however, as questions in this section are placed in logical order as they relate to the associated reading passage.

Verbal Reasoning

The Verbal Reasoning section includes 17 synonyms and 18 sentence completions—10 single word response and 8 paired word response—for a total of 35 questions. In Figure 3, the student did answer all 35 Verbal Reasoning questions; he only answered 22 of these correctly, and some of his errors were made on relatively easier questions.

The synonyms assess a student’s vocabulary as well as his or her ability to understand relationships among words and subtle differences in meaning. In Figure 3, we can see that this student attempted to answer all 17 synonym items, though he answered seven of these incorrectly. Although these seven are scattered throughout the subsection, most are clustered toward the middle or end, as these are the more difficult items.

Sentence completion requires the student to integrate successfully information beyond the immediate context of the phrase/sentence and incorporate subsuming concepts and ideas presented in the text using syntactic and semantic cues. Again, the student profiled in Figure 3 attempted to answer all 18 sentence completion questions; he answered 12 of these correctly. His errors on the single word response items tended toward the mid-range to more difficult items, while his errors on the paired word response items tended to be toward the easier end.

Quantitative Reasoning

This section requires the student to show an understanding of concepts by using logical reasoning, synthesis, skill, and comprehension. There are 18 word problems and 14 quantitative comparison problems in the Quantitative Reasoning section, for a total of 32 items.

To solve a word problem, the student must invoke a rule and then apply it. In the fourth column of Figure 3, we can see by the absence of Ss and Ns that the student attempted every word problem. Of the 18 items, however, he missed eight, and these were scattered throughout the subsection.

The quantitative comparison items present two quantities and require the student to determine which is greater, whether they are equal, or whether the information given is insufficient to make a determination. While this student attempted all but three of the quantitative comparison questions, these three being items he evidently did not reach, he got a substantial portion of the easier items wrong.

Reading Comprehension

The Reading Comprehension section has 30 questions relating to five passages. These include questions on main idea, supporting ideas, inference, vocabulary, organization/logic, and tone/style/figurative language. Unlike questions on other test sections, which are ordered by difficulty, the Reading Comprehension questions are listed in the order they appear on the test within each of the reading passage sections. Figure 3 indicates that this student attempted to answer all 30 items; the pattern of correct and incorrect answers suggests that his strengths may lie in a grasp of implicit information (e.g., main idea and supporting ideas), while he may be somewhat weaker in discerning more concrete information (e.g., vocabulary).

Mathematics Achievement

There are 42 items on the Mathematics Achievement section, covering five skill areas. In line with a traditional notion of mathematics achievement, these items call for the identification of and solutions to problems requiring one or more steps in calculation. The student whose performance is depicted in Figure 3 seems to have an inconsistent mastery of the mathematical concepts, although given the relative location of the Quantitative Reasoning (Q) and Mathematics Achievement (M) bands in the stanine analysis (the M band being to the right of the Q band), he performed better than might have been expected.

Conclusion

Putting the ISEE in Perspective

It is helpful to remember that students in more than one grade are taking a particular level of the ISEE. Therefore it is possible that some of the questions may seem particularly difficult to you because you may not have learned some of the concepts in school yet. Your score on the ISEE is compared *to only students in your grade*, and those students are probably learning about the same things that you are. In that case, good preparation for the test includes being attentive in school and keeping up with your class work and homework. There are no benefits to frantically reviewing materials at the last minute, and in fact, you will probably make yourself very anxious if you do this. It is more important to get a good night's sleep the night before and to have a proper breakfast. Remember that your ISEE scores are only part of the admission process. Schools also want to know about you as a person and what you can contribute to their school community.

We wish you the best of luck in your school search and hope that this book has been helpful in showing you what to expect on the ISEE. For more information, please visit ERB's Web site at www.erblearn.org.

APPENDICES

ISEE®

UPPER LEVEL



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Appendix A

ISEE Content and Specifications

The sample questions and practice tests represent actual questions from previous tests, as well as newly developed questions similar to the ones students will find on the current ISEE. As a result, students get the best examples of the kinds of questions and the approximate level of difficulty that they will find when they take the ISEE. The purpose of this appendix is to provide students and their parents with additional information about the ISEE.

Verbal Reasoning

Over the past century, academic and behavioral research have identified specific abilities that are relevant to academic performance and, therefore, can be used as predictors of academic success. Verbal reasoning and quantitative reasoning are among those abilities and are an integral part of the ISEE.

Verbal reasoning is the ability to reason, infer, and interpret words, sentences, and discourse in order to extract meaning and solve problems. The student must recognize relationships, make contrasts and comparisons, follow logic, analyze problems, and think critically about what is being asked or expressed. Item types that are often used for verbal reasoning include the following: extracting explicit information, following directions, inferring word or phrase meaning, determining main idea of text, analyzing similar and dissimilar concepts and situations, and evaluating strength and logic of arguments.

The Verbal Reasoning section of the ISEE is comprised of two kinds of questions: synonyms and sentence completions. Both of these kinds of questions test the depth and breadth of the student's vocabulary, and both test reasoning ability in different ways. Synonyms focus more on word recognition and the ability to understand the relationships of other words and to discriminate among subtle differences in meaning. The reasoning function of synonyms takes place when the student must choose the word that is closest in meaning to the prompt word from among two or more related answer choices.

Sentence completion questions not only test vocabulary, but also measure a student's knowledge of words and their functions. The student must use both syntactic and semantic information within the text and identify cues within the given sentence and across sentences. The student will be required to successfully integrate information beyond the immediate context of the phrase/sentence and incorporate subsuming concepts and ideas presented in the text. In the Upper Level forms of the ISEE, the sentence completion answer choices are words or pairs of words that provide a logical completion to the sentence fragment in the test item.

The following table shows the total number of test items in the actual Upper Level Verbal Reasoning section.

VERBAL REASONING SECTION

| Item Type | Number of Items |
|---|-----------------|
| Synonyms | 19 |
| Sentence Completion (Single Word Response) | 12 |
| Sentence Completion (Paired Word Response) | 9 |
| Total Items for Verbal Reasoning Section | 40 |

Of the 40 total items, 35 are scorable items reported on the Individual Student Report (ISR), and 5 are unscored items that may be used on future versions of the ISEE.

Quantitative Reasoning

The Quantitative Reasoning section has the student show that he or she can do more than recall and recognize facts, definitions, and symbols; read a graph and compute using standard algorithms; or estimate answers to computation problems. The reasoning section requires the student to show an understanding of concepts by using logical reasoning, synthesis, skill, and comprehension. These questions ask the student to relate and integrate his or her knowledge of mathematics. They allow the student to show that he or she can apply that knowledge by interpreting data, solving application problems, estimating, recognizing patterns, and solving non-routine problems. The kinds of questions that are in the Quantitative Reasoning section are often called higher-order thinking problems.

Quantitative reasoning entails the ability to use numbers and numerical concepts in order to solve problems. Questions may ask the student to recognize and apply a required numerical operation; estimate numerical values; employ logic to determine what a particular problem entails; compare and contrast quantities; analyze and interpret data; analyze, compare, predict, draw conclusions, and summarize graphs; use reason to calculate the probability of events; understand concepts and applications of measurement; and know how to arrive at statistical solutions to given problems. Questions require the student to synthesize information, determine what is relevant (and irrelevant), select appropriate analysis techniques, and apply them. The emphasis is on the ability to reason and solve problems in a quantitative context. Actual calculations may or may not be required.

The Quantitative Reasoning section on the Upper Level ISEE consists of two types of test items: word problems and quantitative comparisons.

1. The word problems differ somewhat from traditional mathematics achievement items in that some of them require no calculation. To solve a quantitative reasoning word problem, the student must invoke a rule and then apply it. The emphasis is on rule generation, hence the absence of calculation in some items and the simplicity of calculation in others.
2. The quantitative comparison items present two quantities and require the student to determine if one quantity is greater, if the quantities are equal, or if the information given is insufficient to make a determination.

The table below shows the total number of items on the actual Upper Level Quantitative Reasoning section.

QUANTITATIVE REASONING SECTION

| Item Type | Number of Items |
|---|-----------------|
| Word Problems | 18–21 |
| Quantitative Comparisons | 14–17 |
| Total Items for Quantitative Reasoning Section | 37 |

Of the 37 total items, 32 are scorable items reported on the ISR, and 5 are unscored items that may be used on future versions of the ISEE.

A key aspect of all quantitative reasoning word problems is that all incorrect responses are based on logical errors, not miscalculations or other errors in form. Another feature of these problems is that they may contain irrelevant information. The rationale is twofold. First, in a reasoning item, part of the problem is to sort the relevant from the irrelevant, just as a mathematician or scientist would do. Second, as students take additional tests in the future, such as college admission tests and other tests that include quantitative reasoning items, they will see more and more problems with irrelevant information. In one sense, the ISEE begins to prepare students for this experience.

Reading Comprehension

Texts of various genres are used to assess reading comprehension, e.g., narrative, expository, persuasive, or descriptive texts. Each genre presents features particular to it and may require different reading skills to be engaged to understand and interpret the text's meaning. For example, a persuasive passage will likely require the reader to follow the logic of a set of arguments, contrast counterpoints, and evaluate the opposing points of view. A narrative, on the other hand, may demand attention to detail and the sequencing of events.

Reading comprehension may be affected not only by text type, but also by question type. Questions may ask for straightforward comprehension of what is explicitly stated in the passage, or may demand that the reader be aware of implicit ideas. The reader may need to infer, interpret, analyze, and/or synthesize information in order to arrive at a correct answer to a given question.

All ISEE Reading Comprehension test items are based on passages of varying lengths. For the Upper Level section, passage length varies from 300 to 600 words. The test items that follow each reading passage measure a student's ability relative to Main Idea, Supporting Ideas, Inference, Vocabulary, Organization/Logic, and Tone/Style/Figurative Language, as described in the NCTE strands.

Explanation of Strands in Reading Comprehension Section

- The *Main Idea* items assess the student's ability to look for an overall message, theme, or central idea in the passage or section of the passage.
- The *Supporting Ideas* items assess the student's ability to identify explicit ideas that support the main idea or another important concept found in the text.
- *Inference* items ask the student to draw a conclusion from content not explicitly stated in the text. Inference items may ask the student to compare and contrast ideas, interpret or analyze text, and/or predict subsequent events or outcomes.
- *Vocabulary* items deal with word definitions within the context of the passage, usually in the form of "most nearly means."
- *Organization/Logic* items ask students to identify the sequence, pattern, relationship, structure, or summary of the passage and to identify the major features of different literary genres, including narrative, informational, and instructional.
- *Tone/Style/Figurative Language* items assess the student's understanding of mood, tone, point of view, and figurative language such as simile, metaphor, hyperbole, images, irony, and personification.

At the Upper Level, there are six passages in the Reading Comprehension section, each followed by six questions that relate to the passage.

The following table shows the total number of items in the actual Upper Level Reading Comprehension section.

| READING COMPREHENSION SECTION | |
|---|-----------------------------------|
| ISEE Strand | Number of Items Per Strand |
| Main Idea | 3–7 |
| Supporting Ideas | 5–11 |
| Inference | 6–14 |
| Vocabulary | 5–9 |
| Organization/Logic | 3–5 |
| Tone/Style/Figurative Language | 1–4 |
| Total Items on Reading Comprehension Section | 36 |

Of the 36 total items, 30 are scorable items reported on the ISR, and 6 are unscored items that may be used on future versions of the ISEE.

Mathematics Achievement

Mathematics Achievement items conform to the traditional mathematics achievement items that call for the identification and solution of a problem requiring one or more steps in calculation. Based on the strands of the NCTM, the items require calculations ranging from simple addition and subtraction (Lower Level) to second-year algebra (Upper Level). Item formats and rules for generating items are summarized below. The standards used for the Upper Level ISEE are NCTM's standards for grades 8–11 and may be found at www.nctm.org.

- Items measure knowledge of content area and academic skills.
- Items assess what mathematics the student has been taught and how much the student is able to do.
- Incorrect answer choices are based on process errors (e.g., miscalculations, using wrong operations, wrong formulas).
- Items have the following characteristics:
 - They are more concrete than abstract. They require application of standard mathematical rules in standard situations.
 - They require knowledge of terminology.
 - They require knowledge of procedures, as well as concepts.

The following table shows the skill areas and approximate number of questions testing those skill areas for the actual Upper Level Mathematics Achievement section.

| MATHEMATICS ACHIEVEMENT SECTION | |
|---|------------------------|
| Skill Areas | Number of Items |
| Number Sense | 5–11 |
| Algebraic Concepts | 13–17 |
| Geometry | 5–8 |
| Measurement | 5–8 |
| Data Analysis and Probability | 8–13 |
| Total Items on Mathematics Achievement Section | 47 |

Of the 47 total items, 42 are scorable items reported on the ISR, and 5 are unscored items that may be used on future versions of the ISEE.

The Mathematics Achievement section on the Upper Level ISEE has a direct connection to what the student is learning or has learned in mathematics in school. As stated previously, since each level is given to students in more than one grade, it is possible that some of the questions may seem difficult because the student has not yet learned some of the concepts. This is particularly true of the Mathematics Achievement section. But the student's ISEE score is compared *only to students in the same grade who are also applying to independent schools*, students who are probably learning about the same things in school.

Essay

The essay prompts on the ISEE were created to be consistent with the prompts on previous editions of the ISEE. All prompts are free of bias, global in scope, and representative of a wide variety of topics. The prompts for the Upper Level ask students to write an essay that is of interest and relevant to the experiences of students at this age. The essay will give further insight into what is important to the applicant.

Appendix B

Answer Sheet

Use the answer sheet and pre-lined pages in this appendix for the Practice Test. You may want to photocopy the answer sheet to make it more convenient to use during the Practice Test.

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

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

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



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





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