PRACTICE TEST

ISEE®

Independent School Entrance Exam

LOWER LEVEL

Using the Practice Test

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

PRACTICE TEST AND ACTUAL TEST—LOWER LEVEL

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

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

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

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

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

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

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

Test Directions

After you are seated in the test room and the test administrator announces that you are ready to begin, he or she will give you your test booklet and an answer sheet. (Please refer to the answer sheet on pages 133–136.) Some of the information on this answer sheet may already be filled in for you, but if not, the test administrator will help you. After you complete the test booklet itself, the administrator will give you your essay topic to write on the last two pages of the answer sheet. There will be two 5-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®
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Verbal Reasoning

LOWER LEVEL

Practice Test

Educational Records Bureau

220 East 42nd Street, New York, New York 10017
(212) 672-9800
Fax (212) 370-4096
www.erblearn.org

Section 1
Verbal Reasoning

30 Questions | **Time: 18 minutes**

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

Part One — Synonyms

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

SAMPLE QUESTION:

DEBATE:

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

Sample Answer

Ⓐ Ⓑ ● Ⓓ

Part Two — Sentence Completion

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

SAMPLE QUESTIONS:

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

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

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

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

Sample Answers

● Ⓑ Ⓒ Ⓓ

Ⓐ Ⓑ ● Ⓓ

STOP. Do not go on until told to do so.

Part One—Synonyms

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

1. REJECT:

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

2. NAG:

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

3. NUTRITIOUS:

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

4. RENEW:

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

5. SUPERB:

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

6. PARTICLE:

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

7. NOVEL:

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

8. ELONGATE:

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

9. SOLEMNLY:

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

10. UPROOT:

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

11. SELDOM:

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

12. ADHESIVE:

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

13. LIBERATE:

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

14. VIEWPOINT:

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

15. VIGILANCE:

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

Go on to the next page. ➡

Part Two—Sentence Completion

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

16. It is the natural beauty of Glacier County, with its waterfalls and snow-covered meadows, that ------- the thousands of tourists, hikers, and campers who visit each year.

    (A) attracts
    (B) conceals
    (C) restrains
    (D) threatens

17. Allergies are usually abnormal reactions to ------- substances such as dust, pollen, and animal dander.

    (A) common
    (B) imaginary
    (C) scarce
    (D) unknown

18. To reach maturity, a seagoing loggerhead turtle must survive many -------, such as attacks by gulls and hungry fish.

    (A) allies
    (B) destinations
    (C) hazards
    (D) voyages

19. Although Roman political life was centered in the cities, most Romans lived in the -------, growing crops, tending vines, or cultivating olive groves.

    (A) countryside
    (B) deserts
    (C) museums
    (D) towns

20. Anne Sullivan showed her ------- as Helen Keller's teacher by working with her day and night to help her overcome her disabilities.

    (A) devotion
    (B) fear
    (C) humor
    (D) scorn

21. Like many other medical conditions, malnutrition is often easier to ------- before its occurrence than to treat after its onset.

    (A) distort
    (B) eliminate
    (C) manage
    (D) prevent

22. Hannah Moore, an English writer, was best known for her -------, works whose characters endured extremely sorrowful circumstances.

    (A) daydreams
    (B) farces
    (C) speeches
    (D) tragedies

23. The many types of fish and mammals displayed in the exhibit at the aquarium demonstrate the remarkable ------- of marine life.

    (A) control
    (B) disappearance
    (C) diversity
    (D) magnification

24. Although there were other contributing factors, the ------- cause of industrial growth was the flood of new inventions in eighteenth-century England.

(A) detrimental
(B) primary
(C) sentimental
(D) temporary

25. Although once ------- in Africa, cheetah populations have been greatly reduced due to hunting, loss of habitat, and decline of the cheetah's prey.

(A) attractive
(B) threatened
(C) unknown
(D) widespread

26. Most artists begin training early in life, but Anna Mary "Grandma" Moses -------.

(A) painted for profit as a young child
(B) did not like art during her advanced years
(C) started painting when she was past seventy years old
(D) specialized in farm scenes and country landscapes

27. Since the students looked puzzled, their -------.

(A) faces became quite cold
(B) classmates began to arrive
(C) friend gave them a present
(D) teacher repeated the directions

28. The movie provided no moral instruction; rather, it invited us to -------.

(A) learn a lesson
(B) enjoy ourselves
(C) examine our values
(D) improve our behavior

29. Compared to his early paintings, which were usually of lighthearted subjects, the later art of Winslow Homer -------.

(A) sold successfully and made him rich
(B) was darker and of a more serious nature
(C) was appreciated by the critics but not the public
(D) represented bright landscapes or people at play

30. Although Frederic Chopin was personally on good terms with most musicians of his day, he -------.

(A) ignored them at every opportunity
(B) seldom gave large public performances
(C) did not appreciate their style of romantic music
(D) turned out to be one of the most popular composers of his time

STOP. If there is time, you may check your work in this section only.

STOP

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Quantitative Reasoning

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Section 2
Quantitative Reasoning

35 Questions | **Time: 34 minutes**

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

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

EXAMPLE 1:

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

(A) $2 + 7$
(B) 2×7
(C) $5 + 4$
(D) 5×4

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

Sample Answer

Ⓐ● Ⓒ Ⓓ

EXAMPLE 2:

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

(A) 2 cm × 26 cm
(B) 3 cm × 16 cm
(C) 5 cm × 9 cm
(D) 6 cm × 7 cm

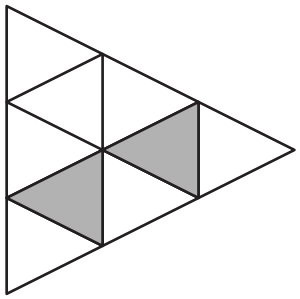
The correct answer is 3 cm × 16 cm, so circle B is darkened.

Sample Answer

Ⓐ● Ⓒ Ⓓ

STOP. Do not go on until told to do so.

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



What fraction of the largest triangle is shaded?

(A) $\frac{2}{9}$

(B) $\frac{2}{7}$

(C) $\frac{1}{4}$

(D) $\frac{1}{2}$

2. Which story best fits the equation $7 \times 5 = 35$?

(A) I have 35 cookies. After eating 5 cookies, how many cookies do I have left?

(B) I want to share 35 cookies with 12 friends. How many cookies do we each get?

(C) I have 7 boxes of cookies, with 5 cookies in each. How many cookies do I have altogether?

(D) I have 7 boxes of cookies, and my friend has 5 boxes of cookies. How many boxes of cookies do we have altogether?

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

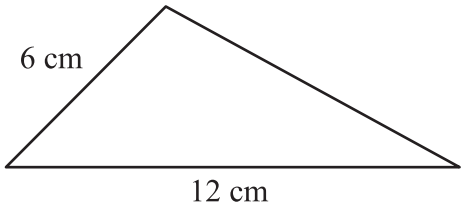
(A) 7

(B) 9

(C) 10

(D) 11

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



What is the length of the third side?

(A) 10 centimeters

(B) 18 centimeters

(C) 36 centimeters

(D) 46 centimeters

5. Use the equations to answer the question.

$$5 + p = 6$$
$$3 + q = 6$$

What is the sum of $p + q$?

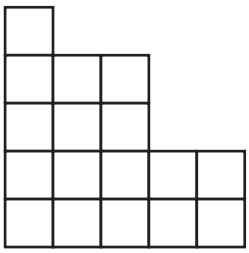
(A) 4

(B) 8

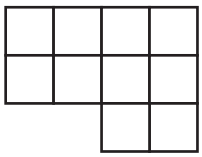
(C) 12

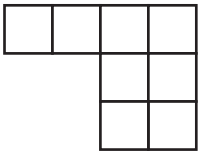
(D) 20

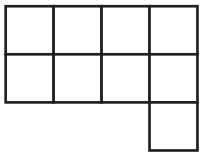
6. Use the diagram to answer the question.

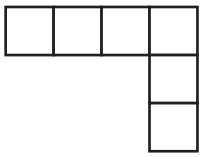


Which piece would complete the diagram to make a square?

(A) 

(B) 

(C) 

(D) 

7. Nisha and Alex were riding their bikes at the same speed on a bike path. It took Nisha 20 minutes to ride 4 miles. How long did it take Alex to ride 12 miles?

(A) 48 minutes
(B) 60 minutes
(C) 80 minutes
(D) 120 minutes

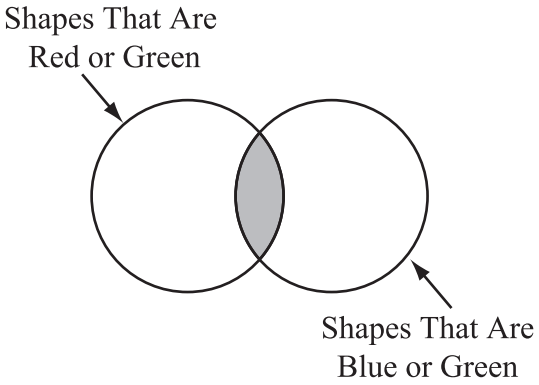
8. Which is the largest fraction?

(A) $\frac{5}{9}$
(B) $\frac{6}{13}$
(C) $\frac{7}{15}$
(D) $\frac{8}{17}$

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

(A) 2
(B) 8
(C) 10
(D) 15

10. Use the Venn diagram to answer the question.



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

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

Go on to the next page. ➡

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

TEMPERATURE EXPERIMENT

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

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

(A) 75°F
(B) 79°F
(C) 83°F
(D) 92°F

12. Use the table to determine the rule.

Input Δ	Output □
2	8
7	13
12	18
40	46

What is the rule for the function?

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

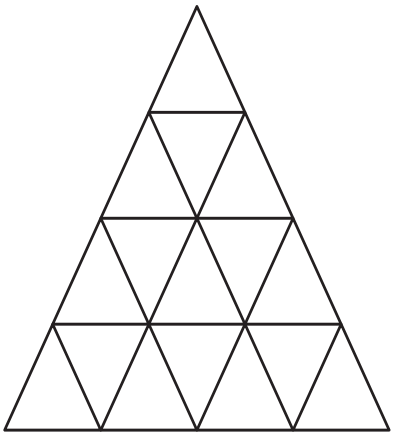
13. The perimeter of a square is $8s$. What is the length of one side?

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

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

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

15. Use the figure below to answer the question.



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

(A) 5
(B) 7
(C) 9
(D) 11

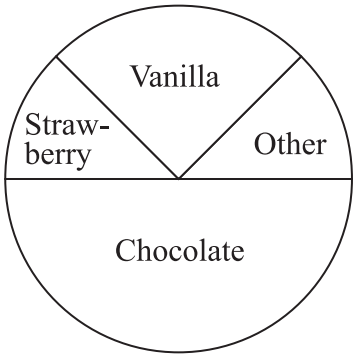
16. Use the pattern to help answer the question.

$$1 + 3 = 2^2$$
$$1 + 3 + 5 = 3^2$$
$$1 + 3 + 5 + 7 = 4^2$$

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

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

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



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

(A) $\frac{1}{8}$
(B) $\frac{1}{4}$
(C) $\frac{1}{3}$
(D) $\frac{1}{2}$

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

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

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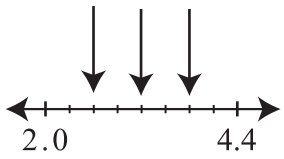
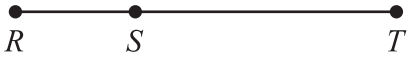
19. Use the number line to answer the question.



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

(A) 2.2, 2.4, 2.6
(B) 2.4, 2.8, 3.0
(C) 2.6, 3.2, 3.8
(D) 2.8, 3.6, 4.2

20. The length of RS is x and the length of RT is y.



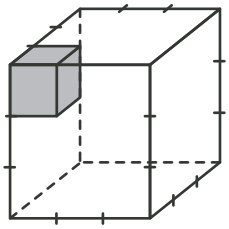
What is the length of ST?

(A) $y - x$
(B) $y + x$
(C) $x - y$
(D) xy

21. In a warehouse, there are 687 boxes with 36 candles in each box. Which expression gives the best estimate of the total number of candles in the warehouse?

(A) 69×40
(B) 70×40
(C) 600×30
(D) 700×40

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



What is the volume of the larger cube?

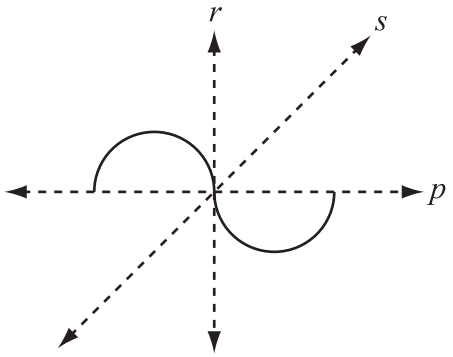
(A) 9 units^3
(B) 18 units^3
(C) 27 units^3
(D) 81 units^3

23. Jar 1 and Jar 2 would each hold 1 cup of liquid when filled to the top. The jars shown are not completely filled to the top.

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

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

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



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

(A) line p only
(B) line s only
(C) both line p and line s
(D) both line p and line r

25. The ingredients in the recipe were evenly mixed and equally divided into 5 bags.

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

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

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

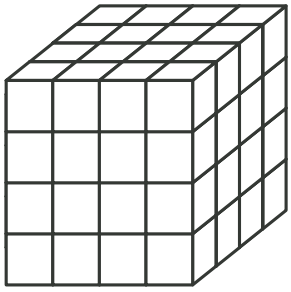
26. The scale on Tanji's map shows that 1.2 inches represents 10 miles. How many inches would it take to represent 25 miles?

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

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

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

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

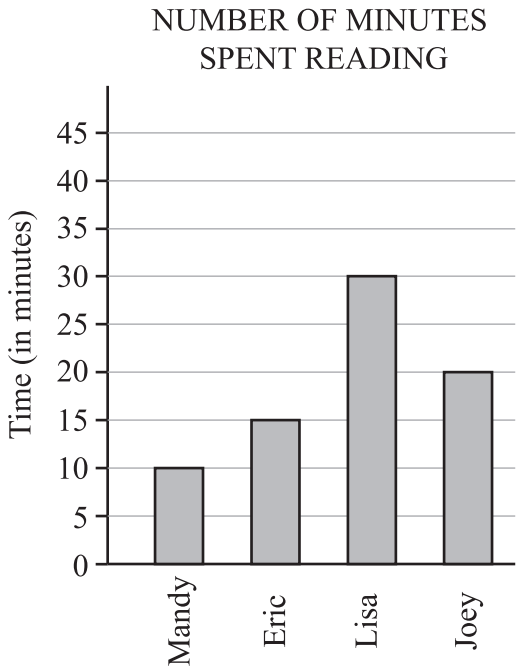


How many small cubes are being used to build the large cube?

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

Go on to the next page. ➡

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



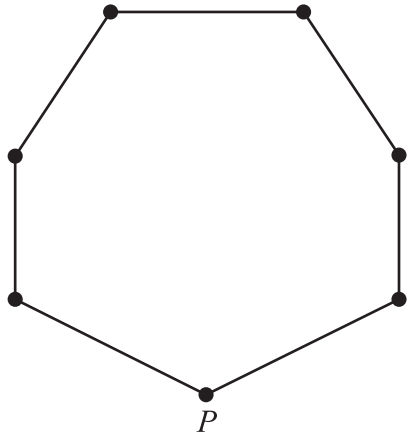
Based on this graph, which conclusion is true about the number of minutes spent reading?

(A) The mean is between 18 and 19.
(B) Eric read fewer minutes than Mandy.
(C) The range is greater than the number of minutes Joey read.
(D) Lisa read the same number of minutes as Joey and Eric combined.

30. Which equation can be read as "2 more than 6 times a number is equal to 10 less than the number"? Let n represent the unknown number.

(A) $2 + (6 \times n) = 10 - n$
(B) $2 + (6 \times n) = n - 10$
(C) $2 \times (6 \times n) = 10 - n$
(D) $2 \times (6 \times n) = n - 10$

31. Use the figure shown to answer the question.



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

(A) 4
(B) 5
(C) 6
(D) 7

32. Kara has a box of chocolates with different cream fillings: caramel, vanilla, cinnamon, orange, and cocoa. The probability of choosing a chocolate filled with caramel is 4 out of 9. Which combination of chocolates is possible?

(A) 4 caramel chocolates and 9 others
(B) 16 caramel chocolates and 36 others
(C) 18 caramel chocolates and 8 others
(D) 20 caramel chocolates and 25 others

33. Josh did the problem shown with his calculator.

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

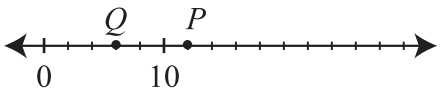
What is a reasonable estimation for his answer?

(A) between 1,000 and 1,200
(B) between 1,200 and 2,000
(C) between 2,000 and 2,500
(D) between 2,500 and 3,000

34. What is the value of n in the expression $\frac{30(15 + 45)}{3} = n$?

(A) 200
(B) 600
(C) 900
(D) 1,800

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



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

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

STOP. If there is time, you may check your work in this section only.

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Section 3
Reading Comprehension

20 Questions | **Time: 20 minutes**

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

STOP. Do not go on until told to do so.

Questions 1–5

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

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

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

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

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

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

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

1. The primary purpose of the passage is to

   (A) relate the various roles Frederick Douglas played in his lifetime.
   (B) analyze the reasons for the operation of the Underground Railroad.
   (C) describe Frederick Douglass' work with the Underground Railroad.
   (D) discuss the characteristics of the slaves who used the Underground Railroad.

2. The passage states that the slaves filled which role on the Underground Railroad?

   (A) conductors
   (B) engineers
   (C) passengers
   (D) stationmasters

3. In line 36, "Fugitive" most nearly means

   (A) escapee.
   (B) immigrant.
   (C) pirate.
   (D) wanderer.

4. According to the passage, how did Frederick Douglass' job change in 1850?

   (A) It became harder because fewer people worked with him.
   (B) It became more complicated because he had to involve his family.
   (C) It became more dangerous because, if caught, he could now go to prison.
   (D) It became easier because more former masters came and retrieved the slaves.

5. The passage provides information to answer which question?

   (A) In which state did the Underground Railroad originate?
   (B) What was Frederick Douglass' work other than his work with slaves?
   (C) Why did Frederick Douglass have his family members help him in his work?
   (D) After 1850, what was the destination of most slaves on the Underground Railroad?

Go on to the next page. ➡

Questions 6–10

When a building is torn down, a vacant lot is created. However, the lot will not remain "vacant" for long. Soon the first plants will appear.

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

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

Even if this does not happen with old seeds, plants will show up anyway. Some of the seed swill is carried in the wind to the newly formed vacant lot. Birds will leave undigested seeds on the ground in their droppings. Other seeds may drop off the clothing of people walking near or across the vacant lots. Eventually, seeds of plants and spores of mosses and ferns will find their way to the lot.

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

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

6. Which best expresses the main idea of the passage?

   (A) Life will return even to a vacant lot in the city.
   (B) Animals will not live in a vacant lot until plant life has developed.
   (C) The clothing of people walking through the city carries plant seeds.
   (D) Many buildings in London were destroyed by bombing during the Second World War.

7. Which best characterizes plant life as it is described in the passage?

   (A) beautiful
   (B) edible
   (C) persistent
   (D) untidy

8. The author implies that a good place to look for seeds of plants that no longer grow in the city would be

   (A) in the dirt under very old buildings.
   (B) in places that are full of dandelions and clover.
   (C) in open fields that receive a lot of sunlight and rain.
   (D) on the clothing of people walking through vacant lots.

9. In the fifth paragraph (lines 27–36), the author implies that the return of life to a vacant lot would be held back if

   (A) animal life disappeared from the area.
   (B) people did not walk near or across the lot.
   (C) the lot did not get enough water and sunlight.
   (D) the lot became covered with grasses and vines.

10. The function of the last paragraph (lines 37–40) is to

    (A) provide an exciting ending to the passage.
    (B) leave the reader with an unsolved mystery.
    (C) summarize one of the main ideas of the passage.
    (D) provide evidence that the author's argument is correct.

Go on to the next page. ➡

Questions 11–15

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

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

11. The passage is primarily concerned with describing

    (A) the benefits of traveling by train.
    (B) the importance of visiting museums.
    (C) the strengths and weaknesses of subway security.
    (D) the teacher's experience with a group of students.

12. In line 18, "disembarked" most nearly means

    (A) called.
    (B) continued.
    (C) gotten off.
    (D) asked for help.

13. Which can be inferred from the last sentence (lines 22–24)?

    (A) The students were bored and desired exercise.
    (B) The students were trying to find their lost classmates.
    (C) The students who were not lost thought they should call 214.
    (D) The telephones on the subway platform were not operating properly.

14. The passage supplies information to answer which question?

    (A) Where were the students going?
    (B) Where were the students coming from?
    (C) How many students were in the total group?
    (D) How did the class react when the students were all reunited?

15. According to the author, a group of students did not get off the subway at the appropriate station because

    (A) their teacher miscounted noses.
    (B) the subway paging system was not working.
    (C) they were distracted by the other passengers.
    (D) they were not in the same car as their teacher.

Go on to the next page. ➡

Questions 16–20

One spring I celebrated the first ant parade that found its way into my kitchen by allowing it to do whatever it wanted to. A steady line of ants filed from a crack just below a windowsill to the corner of my sink, where I keep a small drainer of vegetable wastes for my compost heap. Another line was headed just as steadily in the other direction.

Because my drainer contained too many odds and ends for me to see exactly what it was the ants were after, I set up a feeding station to determine their food preferences. I turned a dinner plate upside down, and on its rounded, easily accessible surface, I dabbed a few items: a little peanut butter, some honey, some cottage cheese, and plain water. As the day went by, I added a piece of apple, some raw egg white, milk, and vinegar.

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

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

16. The main purpose of the passage is to describe how

    (A) ants locate food and take it to their nests.
    (B) ants find their way into people's homes.
    (C) the author learned about ants' food preferences.
    (D) the author protects the kitchen against ants.

17. The author's attitude toward ants is best described as one of

    (A) annoyance.
    (B) disgust.
    (C) dismay.
    (D) interest.

18. The author turned the dinner plate upside down (lines 12–13) in order to

    (A) make the food visible from far away.
    (B) keep the food safe from other insects.
    (C) keep the ants from carrying the food away.
    (D) make it easier for the ants to climb onto it.

19. By saying that such encouragement was not "good for our relationship" (lines 27–28), the author is suggesting that the ants could become

    (A) annoying.
    (B) dangerous.
    (C) unappreciative.
    (D) unfriendly.

20. In line 30, "forage" most nearly means to

    (A) build a nest.
    (B) look for food.
    (C) form a parade.
    (D) raise offspring.

STOP. If there is time, you may check your work in this section only.

STOP

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Section 4
Mathematics Achievement

25 Questions | **Time: 25 minutes**

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

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

SAMPLE QUESTION:

Which number is divisible by 6 without a remainder?

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

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

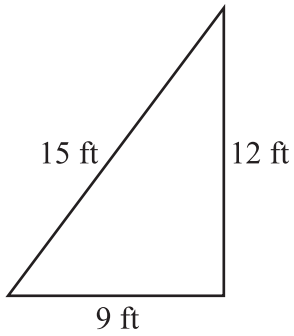
Sample Answer

Ⓐ Ⓑ ● Ⓓ

STOP. Do not go on until told to do so.

STOP

1. Use the triangle to answer the question.



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

(A) 18 feet
(B) 36 feet
(C) 54 feet
(D) 72 feet

2. A total of 28 students were asked which one of three snacks—ice cream, popsicles, or frozen yogurt—they preferred. If 17 students said they preferred ice cream, and 4 students said they preferred popsicles, how many students said they preferred frozen yogurt?

(A) 7
(B) 11
(C) 15
(D) 21

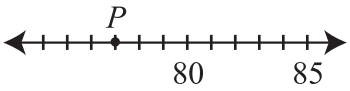
3. What is the name of a rectangle with sides of equal length?

(A) hexagon
(B) octagon
(C) pentagon
(D) square

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

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

5. Use the number line to answer the question.



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

(A) 73
(B) 77
(C) 79
(D) 83

6. What is the value of the expression 308 + 197?

(A) 405
(B) 495
(C) 505
(D) 515

7. Which expression is equal to 20?

(A) $(3 \times 5) + 4 - 7$
(B) $3 \times (5 + 4) - 7$
(C) $3 \times 5 + (4 - 7)$
(D) $3 \times (5 + 4 - 7)$

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

TEMPERATURE EXPERIMENT

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

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

(A) 8°F
(B) 13°F
(C) 18°F
(D) 23°F

9. Which fraction is equivalent to 0.4?

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

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

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

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

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

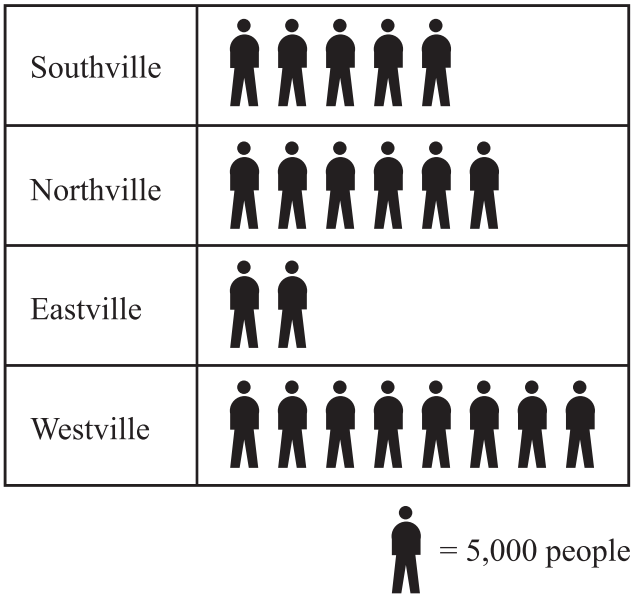
12. Chris buys five items costing \$3.49, \$11.99, \$0.50, \$2.99, and \$16.99. What is the estimated total cost of Chris' items?

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

Go on to the next page. ➡

13. The graph shows the population of four towns.

POPULATION OF FOUR TOWNS



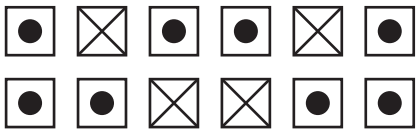
How many more people live in Southville than live in Eastville?

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

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

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

15. Use the diagram to answer the question.



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

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

16. Use the table to answer the question.

HOPE SCHOOL'S SCORES

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

What is the mode of this set of data?

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

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

{2, 3, 5, 7, 11, …}

Which describes this set of numbers?

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

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

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

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

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

20. Use the number sequence to answer the question.

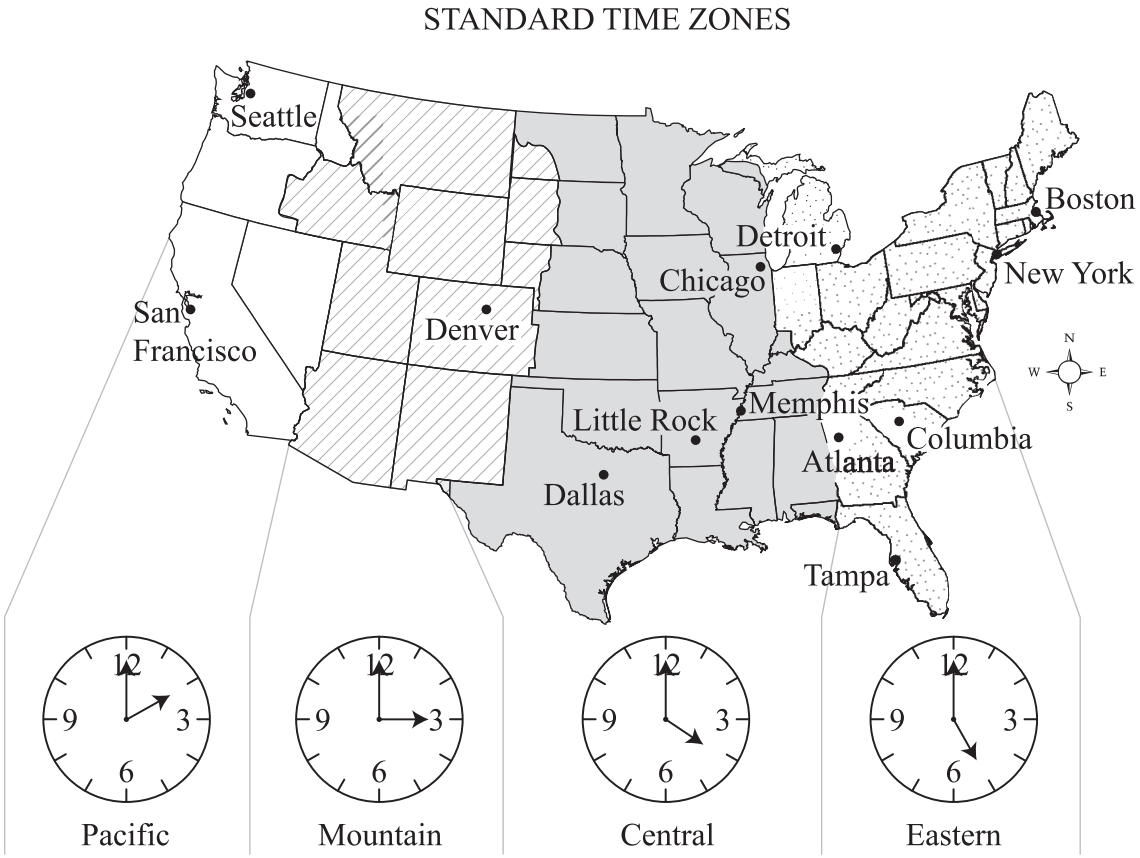
2, 4, 8, 14, 22, 32, ___

What is the next number in the sequence?

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

Go on to the next page. ➡

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



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

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

22. What is the sum of 2.9 + 1.7?

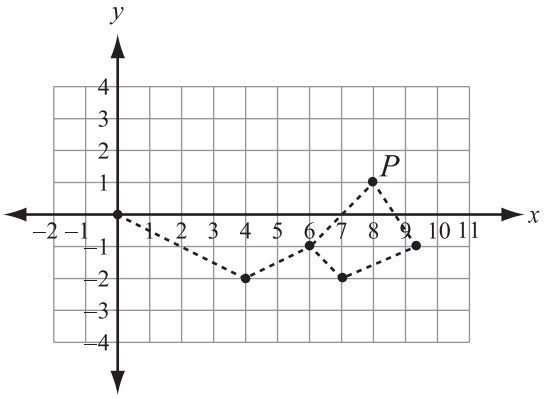
(A) $3\frac{3}{5}$
(B) $4\frac{1}{5}$
(C) $4\frac{2}{5}$
(D) $4\frac{3}{5}$

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

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

Go on to the next page. ➡

24. Use the coordinate grid to answer the question.



What are the coordinates of point *P* in the figure?

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

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

(A) $1\frac{7}{8}$

(B) $2\frac{1}{8}$

(C) $2\frac{1}{2}$

(D) $2\frac{7}{8}$

STOP. If there is time, you may check your work in this section only.

STOP

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Essay Topic Sheet

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

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

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

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

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

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

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

Directions continue on the next page.

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

Essay Topic

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

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

Notes

SCORING THE PRACTICE TEST

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Step-by-Step Directions

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

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

ISEE PRACTICE TEST SCORING

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

Finding Your Raw Score

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

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

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

Finding Your Scaled Score

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

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

Finding Your Quartile Score

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

Reviewing Your Essay

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

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

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ISEE Practice Test Answer Keys

Verbal Reasoning Answer Key—Lower Level (30 items)

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

***Key to Type of Item**

S = **S**ynonyms
SWR = **S**ingle **W**ord **R**esponse
PR = **P**hrase **R**esponse

Quantitative Reasoning Answer Key—Lower Level (35 items)

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

***Key to Type of Item**

NW = **N**umbers and Operations (**W**hole Numbers)
ND = **N**umbers and Operations (**D**ecimals, Percents, Fractions)
A = **A**lgebraic Concepts
G = **G**eometry
M = **M**easurement
D = **D**ata Analysis and Probability

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

Reading Comprehension Answer Key—Lower Level (20 items)

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

***Key to Type of Item**

MI = **M**ain **I**dea
SI = **S**upporting **I**deas
I = **I**nference
V = **V**ocabulary
O/L = **O**rganization/**L**ogic
T/S/F = **T**one/**S**tyle/**F**igurative Language

Mathematics Achievement Answer Key—Lower Level (25 items)

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

*Key to Type of Item

NW = **N**umbers and Operations (**W**hole Numbers)
ND = **N**umbers and Operations (**D**ecimals, Percents, Fractions)
A = **A**lgebraic Concepts
G = **G**eometry
M = **M**easurement
D = **D**ata Analysis and Probability

Practice Test Conversion Tables and Percentiles (Quartiles)

Verbal Reasoning Conversion Table—Lower Level

2009 ISEE Practice Tests Scaled Score Ranges (Min. = 760 and Max. = 903)		
Raw Score	***Reported Range**	
30	873	903
29	869	899
28	865	895
27	861	891
26	857	887
25	853	883
24	849	879
23	846	876
22	842	872
21	838	868
20	834	864
19	830	860
18	826	856
17	822	852
16	818	848
15	814	844
14	811	841
13	807	837
12	803	833
11	799	829
10	795	825
9	791	821
8	787	817
7	783	813
6	779	809
5	776	806
4	772	802
3	768	798
2	764	794
1	760	790
0	760	786

*Minimum reported range is 30 points wide.

Comparative Data Scaled Score Quartiles Based on 2007–2008 ISEE Norms			
Applicants to Grade	**75th**	**50th**	**25th**
5	864	851	836
6	876	862	848

Quantitative Reasoning Conversion Table—Lower Level

2009 ISEE Practice Tests Scaled Score Ranges (Min. = 766 and Max. = 911)		
Raw Score	***Reported Range**	
35	881	911
34	878	908
33	875	905
32	871	901
31	868	898
30	865	895
29	862	892
28	858	888
27	855	885
26	852	882
25	848	878
24	845	875
23	842	872
22	838	868
21	835	865
20	832	862
19	829	859
18	825	855
17	822	852
16	819	849
15	815	845
14	812	842
13	809	839
12	805	835
11	802	832
10	799	829
9	796	826
8	792	822
7	789	819
6	786	816
5	782	812
4	779	809
3	776	806
2	772	802
1	769	799
0	766	796

*Minimum reported range is 30 points wide.

Comparative Data Scaled Score Quartiles Based on 2007–2008 ISEE Norms			
Applicants to GRADE	**75th**	**50th**	**25th**
5	863	848	834
6	866	855	846

Reading Comprehension Conversion Table—Lower Level

2009 ISEE Practice Tests Scaled Score Ranges (Min. = 764 and Max. = 913)		
Raw Score	***Reported Range**	
20	883	913
19	877	907
18	871	901
17	865	895
16	859	889
15	853	883
14	848	878
13	842	872
12	836	866
11	830	860
10	824	854
9	818	848
8	812	842
7	806	836
6	800	830
5	794	824
4	788	818
3	782	812
2	776	806
1	770	800
0	764	794

*Minimum reported range is 30 points wide.
Range can be wider at some points.

Comparative Data Scaled Score Quartiles Based on 2007–2008 ISEE Norms			
Applicants to GRADE	**75th**	**50th**	**25th**
5	864	848	829
6	876	858	839

Mathematics Achievement Conversion Table—Lower Level

2009 ISEE Practice Tests Scaled Score Ranges (Min. = 769 and Max. = 899)		
Raw Score	***Reported Range**	
25	869	899
24	865	895
23	861	891
22	857	887
21	853	883
20	849	879
19	845	875
18	841	871
17	837	867
16	833	863
15	829	859
14	825	855
13	821	851
12	817	847
11	813	843
10	809	839
9	805	835
8	801	831
7	797	827
6	793	823
5	789	819
4	785	815
3	781	811
2	777	807
1	773	803
0	769	799

*Minimum reported range is 30 points wide.

Comparative Data Scaled Score Quartiles Based on 2007–2008 ISEE Norms			
Applicants to GRADE	**75th**	**50th**	**25th**
5	870	857	844
6	876	866	855