# ISEE 12-Week Study Plan (Printable)

This free printable PDF is a 12-week ISEE study plan for students taking the Lower, Middle or Upper Level, meant to be posted at home and checked off week by week by a parent and student together. It divides the 12 weeks into four phases: baseline, foundations, mixed practice and timing, and review and test week. Each week lists its tasks and the sign that the week is done. The PDF also includes adjustment triggers, the weekly study rhythm, a review page for the two full practice sittings and a compressed four-week version.

## How to use this plan

This plan is for the Lower, Middle and Upper Levels. It assumes a student who reads grade-level passages independently, keeps up with school mathematics, and can set aside about 3.5 hours a week. Count the weeks back from the test date and write the dates beside each row. If the test does not fall at the end of week 12, align the weeks backward from the test date and keep the last two days free of practice. A trigger is a reason to adjust, not a failure. All work is in addition to the daily vocabulary routine.

## Four phases

| Phase | Weeks | Purpose | Question answered at the end |
|---|---|---|---|
| 1. Baseline | 1–2 | Find the starting point in each section and in the essay | Which two sections need the most time? |
| 2. Foundations | 3–5 | Close content gaps and learn every question type, untimed | Has each question type been practiced and understood? |
| 3. Mixed practice and timing | 6–9 | Practice at test pace, mix question types, sit the first full mock | Can each section be finished in its time? |
| 4. Review and test week | 10–12 | Second full mock, error review, lighter load, logistics | Which known errors could still recur? |

## Pace per question

| Section | Lower Level | Middle and Upper Levels |
|---|---|---|
| Verbal Reasoning | 34 questions, 20 min (about 35 s each) | 40 questions, 20 min (30 s each) |
| Quantitative Reasoning | 38 questions, 35 min (about 55 s each) | 37 questions, 35 min (about 57 s each) |
| Reading Comprehension | 25 questions, 25 min (60 s each) | 36 questions, 35 min (about 58 s each) |
| Mathematics Achievement | 30 questions, 30 min (60 s each) | 47 questions, 40 min (about 51 s each) |
| Scored total | 127 questions, 110 min | 160 questions, 130 min |

Section counts and times are from E3n (formerly ERB); pace per question is calculated from them. The essay is a separate 30-minute section that is not scored.

## Week-by-week tasks

| Week | Phase | Tasks | Done when | Check / notes |
|---|---|---|---|---|
| 1 | Baseline | Sit the four scored sections at test timing, over two days if needed. Sort every miss as did not know, misread or ran out of time. Start a vocabulary log. | Each section has an accuracy figure, an unfinished count and an error tally | |
| 2 | Baseline | Write one essay in 30 minutes. Read two grade-level passages; write one sentence per paragraph. Rank the four sections; give the weakest two two sessions each next week. | A one-page priority sheet exists | |
| 3 | Foundations | Math Achievement: the two largest gaps from the baseline. Verbal: synonyms in word families; mark contrast and cause signals in sentence completion. | Gap topics solved correctly in a fresh set on another day | |
| 4 | Foundations | Quantitative: each question type; estimate before calculating. Reading: one passage per session, evidence before answer. Weekend: one untimed mixed set across all four sections. | Every question type in all four sections practiced at least once | |
| 5 | Foundations | Close remaining gaps. Short timed sets of about ten questions per section, scored for completion. Outline one essay in ten minutes. | Student can state each section's pace and the skip rule | |
| 6 | Mixed and timed | One full section per session at test timing, types mixed. Weekend: one essay in 30 minutes, then update the error log. | Each section finished within its time at least once | |
| 7 | Mixed and timed | Light sessions early in the week. Weekend: mock 1 (four scored sections and the essay, test timing, no pauses). Review the next day. | Results, unfinished counts and error types recorded for every section | |
| 8 | Mixed and timed | Redo every did not know miss from mock 1, then practice similar items in the two weakest sections with mixed sets. | Each redone item solved correctly again after several days | |
| 9 | Mixed and timed | Back-to-back pairs at test timing (Verbal and Quantitative one day, Reading and Mathematics another). One timed essay. Short mixed sets on the weakest section. | Accuracy holds in the second section of each pair | |
| 10 | Review and test week | Light sessions early in the week. Weekend: mock 2 on different items, same conditions as mock 1. Review the next day. | A by-section comparison of mock 1 and mock 2 is written down | |

| Week | Phase | Tasks | Done when | Check / notes |
|---|---|---|---|---|
| 11 | Review and test week | Condense the error log to a one-page review sheet. Redo logged items in short timed sets. One section at test timing at the planned start time. Read the test day checklist. | Review sheet exists; every logged item redone | |
| 12 | Review and test week | Short timed sets early in the week, review sheet midweek, no practice the day before. Confirm ID, equipment or supplies, and route or home setup. Test. | Logistics confirmed one day before the test | |

## Adjustment triggers

| Week | If this happens | Adjust this way |
|---|---|---|
| 1 | Most misses in two or more sections are did not know | Plan a longer foundation phase or a later testing season |
| 2 | Summarizing a passage takes far longer than the section pace allows | Add reading and vocabulary time before any timed work |
| 3 | A whole topic has not yet been taught at school | Teach it first and add a week rather than skipping it |
| 4 | Untimed accuracy in a section has not moved since week 1 | Change the method (error review, new material, a tutor) instead of adding volume |
| 5 | Many items are left unfinished | Tighten the skip rule before raising the amount of practice |
| 6 | A section is still unfinished after two timed attempts | Find the question types that consume the time; apply the skip rule before adding practice |
| 7 | Results fall in several sections at once | Check sleep, fatigue and conditions first; one sitting is a single data point |
| 8 | Most misses are misread, or most are ran out of time | Misread: circle key words, check once. Ran out of time: rehearse the skip rule |
| 9 | Accuracy drops sharply in the second section of a pair | Add one more paired session in week 10; review how breaks are used |
| 10 | One section falls, or several fall with basic knowledge missing | One: review its errors. Several: discuss a later season with a tutor, with deadlines in mind; one sitting alone is not a reason to postpone |
| 11 | New topics look tempting | Leave them; practice only items in the error log |
| 12 | The student is unwell or very tired | Cut practice to vocabulary and the review sheet; prioritize sleep |

## Weekly rhythm

- Weekdays: four sessions of about 35 minutes, with ten minutes of vocabulary inside each.
- Weekend: one block of about 90 minutes.
- Mock weeks (weeks 7 and 10): light sessions early in the week, and one sitting of about three hours in place of the weekend block.
- Lower Level students can shorten weekday sessions to 30 minutes.
- Skip rule: an item that has consumed about twice its average time is marked and left for the end.

This family's fixed study times (days and hours)

## Mock review

Timed practice by section is the main training; full sittings are checkpoints. Three rules apply to every mock. The conditions match the real test: test timing for each section, no pausing and no going back. Each mock uses a different set of items, with no reuse from the baseline. A practice result is not converted into an ISEE score; results are read by section, as accuracy, unfinished items and error types.

| Error type | Meaning | Response the following week |
|---|---|---|
| Did not know | A word or concept has not been learned | Teach it, then add it to the vocabulary log or content list |
| Misread | Knew the method but misread, slipped in calculation or chose too quickly | Circle key words and check once before moving on |
| Ran out of time | Knew the method but did not finish | Apply the skip rule and answer familiar items first |

A parent can hold the weekly review in about 15 minutes without teaching any item. Three questions are enough: which error type was most common this week, what caused it, and what the student will do differently next week. When the same error type persists for three weeks, the cause is usually method or diagnosis, not effort, and an outside view helps.

Mock 1: accuracy and unfinished count by section

Error types (how many did not know, misread, ran out of time; which question types)

Changes for next week

Mock 2: section-by-section comparison with mock 1

Error types

Changes for next week

## How to practice each section

- Verbal Reasoning: the one section that cannot be crammed. Learn words in groups by root and affix, a fixed number daily, with regular review. In sentence completion, find the contrast, cause or addition signal before reading the choices. Skip an unknown word at once and revisit it later.
- Quantitative Reasoning: many questions do not need a full calculation. On first reading, ask whether estimating, comparing or substituting a convenient value can find the answer.
- Reading Comprehension: read the opening paragraph and the first sentence of each paragraph for structure, then return to the text with the question in mind. Meet literary, scientific and social-science passages.
- Mathematics Achievement: sort errors by topic. Targeted work on the few topics that keep recurring is more effective than more practice sets.

- Essay: not scored, but the schools a family selects to receive the report will read it. Prepare a reusable three-part structure (position, a specific example, a closing) and two or three real experiences. Aim to finish and write clearly in the time allowed.

## When only four weeks remain

ISEEPrep does not recommend doubling the weekly tasks of the 12-week plan, because content gaps close at a fixed speed and extra volume mostly produces fatigue. Protect the parts that produce information and reduce the rest.

| Component | Treatment with four weeks | Reason |
|---|---|---|
| Baseline | Keep, compressed into two or three days | Every later choice depends on it |
| Foundations | Cut back to the one or two largest gaps | A gap needing more than a week is better handled in a later season |
| Timed practice | Keep, built into the gap work | Pace is trainable quickly |
| Full mock | Keep exactly one | It reveals stamina and pacing problems |
| Essay | One timed essay | Unscored but sent to the schools a family selects |
| Vocabulary | Keep a short daily routine | Small daily doses still help Verbal Reasoning |
| Second mock, new materials | Cut | They add fatigue and little information |

| Week | Focus | Check / notes |
|---|---|---|
| 1 | Baseline in two or three days, priority ranking, and work on the largest content gap | |
| 2 | Second gap, then short timed sets in every section and one timed essay | |
| 3 | One full mock at the weekend, with review the next day | |
| 4 | Redo logged errors, taper the load, and confirm test day logistics | |

The school year has three testing seasons, and a student may test once per season. A student whose baseline shows large gaps can move to the next season, but every school sets its own deadline, so the choice has to be checked school by school.

> This plan is a teaching recommendation from the ISEEPrep teaching team, a framework to adjust to the student's progress. It is not a test requirement and not a promise of any score or admission result.

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