



GRE® Guide to the Use of Scores

The GRE®
revised
General Test

With score data
by intended graduate
major field

This publication includes:

- Guidelines for the use of GRE® scores
- Concordance information and percentile ranks
- Score interpretation and statistical information

2015–2016

www.ets.org/gre/institutions

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Communicating with the GRE® Program

	Inquiries from Educators	Inquiries from Test Takers
<i>By Email</i>	gretests@ets.org	gre-info@ets.org
<i>By Phone</i>	1-609-683-2002	1-609-771-7670
<i>By Mail</i>	GRE Program Educational Testing Service PO Box 6000 Princeton, NJ 08541-6000	

New! ETS® Data Manager helps GRE and TOEFL score users access score reports easily from their desktop

ETS is pleased to introduce the ETS® Data Manager, available through a secure online portal exclusively for official GRE and TOEFL score users. Institutions and organizations that have a GRE or TOEFL score reporting code can use the ETS Data Manager to access score information, test-taker data and more, free of charge! To learn more and request access to the ETS Data Manager for your institution, visit ets.org/portal.

This publication can be downloaded at www.ets.org/gre/guide.

***The Graduate Record Examinations®* Board and Committees**

The *Graduate Record Examinations®* (GRE®) Board was formed in 1966 as an independent board and is affiliated with the Association of Graduate Schools (AGS) and the Council of Graduate Schools (CGS). The Board establishes all policies for the GRE Program, which is administered by Educational Testing Service (ETS®). In addition, ETS provides information, technical advice and professional counsel to the Board and develops proposals to achieve the Board's program, research and service goals.

GRE® Program activities include testing, research, publishing and advisory services. These services are designed to assist graduate schools/departments and business schools in recruiting, admissions, guidance and placement, program evaluation, and selection of fellowship recipients, and to assist students with their transition to graduate education.

The GRE Board is mindful of the impact of its testing, information, research and services on students, institutions and graduate education, and it recognizes its obligation to ensure that its policies and activities serve the best interests of the entire graduate education community. The GRE Board strives to equalize higher education opportunities for all students; improve the practices, procedures and quality of graduate education; and promote maximum utilization of human talents and financial resources.

The GRE Board consists of 18 appointed members: four AGS appointees, four CGS appointees and 10 at-large appointees of the Board. In addition, the president of CGS is an ex-officio member of the Board. There are five standing committees of the GRE Board: (1) the Executive Committee, which is empowered to make interim decisions and set the agenda for board meetings; (2) the Research Committee, which establishes long-range planning strategies related to research, considers proposals for new research, monitors the progress of all research projects and allocates designated GRE Board funds for research projects; (3) the Services Committee, which monitors all GRE operating services, maintains a close relationship with graduate students and faculty, and identifies long-range planning strategies involving the development of new services; (4) the Diversity, Equity, and Inclusion Committee, which

considers research proposals and projects, new and ongoing services and long-range planning strategies for students from underrepresented groups; and (5) the Finance Committee, which considers and makes recommendations for action on all GRE budget and finance issues. A list of GRE Board and Committee members is available at www.ets.org/gre/greboard.

In addition, the GRE Technical Advisory Committee reviews and discusses technical and measurement issues related to the GRE Program, advises ETS and the GRE Research Committee on the issues, reviews the technical quality of GRE research proposals and reports, and reviews the long-range research plans for the GRE Program.

Advisory Councils

The GRE Program also obtains input from Advisory Councils that are comprised of senior university officials and admissions leaders. The Advisory Councils do not directly oversee any aspect of the GRE Program, but instead provide insight, perspective and information related to the higher education industry in their markets.

The Advisory Councils are comprised of 12–15 appointed members and each member serves one three-year term. The Asia Advisory Council and European Advisory Council meet once per year. The Business School Advisory Council meets two times per year. Select GRE Board members attend all advisory council meetings.

TOEFL® Board

In recognition of the fact that a large number of TOEFL® test takers are potential graduate students, a cooperative arrangement for the operation of the program was entered into on July 1, 1973, by ETS, the College Board and the GRE® Board. Under this arrangement, a board of 16 members from around the world advises ETS on the policies governing the TOEFL® program. Both the College Board and the GRE Board appoint three members to the TOEFL Board to represent the interests of their respective constituencies. Other Board members represent such groups as graduate schools of business, two-year colleges, English language teachers and researchers, and international high school college counselors.

Overview of the *GRE*® Tests

GRE® test scores can be used by admissions or fellowship panels to supplement undergraduate records and other qualifications for graduate-level study. The scores provide common measures for comparing the qualifications of applicants and aid in the evaluation of grades and recommendations. GRE score recipients may not, without the express, prior, written consent of ETS, use GRE score data for any other purpose, or copy, release, provide access to or otherwise disclose GRE score data to anyone except individuals within their particular organization having a need to know. ETS reserves the right to monitor access and use of the GRE score data by all GRE score recipients.

Institutions of higher education that award graduate degrees and non-degree-granting organizations that award graduate fellowships are eligible for consideration to receive a GRE score recipient code. Institutions and organizations that do not meet either one of these requirements are, in general, not eligible to receive a GRE score recipient code.

ETS reserves the rights, at its sole discretion, to grant or revoke a GRE score recipient code based on eligibility requirements or for any other reason, and to make exceptions to its policy, under special circumstances.

The weight to be given to GRE scores can generally be established by relating what the tests measure to the orientation, curriculum, and aims of a department. Specifically, the content validity of the tests for a graduate department or program should be determined by reviewing each test carefully and then making subjective decisions as to the weight, if any, the scores on GRE tests should receive in relation to other admission factors. Score users should be familiar with the responsibilities of test users outlined in Part III of the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014).

GRE® revised General Test

Content

The Verbal Reasoning measure assesses the ability to analyze and draw conclusions from discourse and reason from incomplete data,

understand multiple levels of meaning, such as literal, figurative and author's intent, and summarize text and distinguish major from minor points. In each test edition, there is a balance among the passages across three different subject matter areas: humanities, social sciences (including business) and natural sciences. There is an emphasis on complex reasoning skills.

The Quantitative Reasoning measure assesses basic mathematical concepts of arithmetic, algebra, geometry and data analysis. The section tests the ability to solve problems using mathematical models, understand quantitative information and interpret and analyze quantitative information. There is an emphasis on quantitative reasoning skills.

The Analytical Writing measure assesses the ability to articulate and support complex ideas, support ideas with relevant reasons and examples, and examine claims and accompanying evidence. The measure consists of two tasks which relate to a broad range of subjects — from the fine arts and humanities to the social and physical sciences. The measure does not assess specific content knowledge and there is no single best way to respond.

Individuals who are interested in reviewing the content of the revised General Test can download the *POWERPREP*® II software free-of-charge at www.ets.org/gre/tpresources.

Administration

The GRE revised General Test is administered at more than 1,000 ETS-authorized test centers in more than 160 countries. In most regions of the world, the test is given on computer in a secure testing environment and is available on a continuous basis. In Mainland China, Hong Kong, Taiwan and Korea, the computer-delivered test is offered one to three times per month. In areas where computer-delivered testing is not available, paper-delivered tests are available up to three times per year (October 17, 2015, November 7, 2015 and February 6, 2016).

Computer Testing

The computer-delivered GRE revised General Test contains one Analytical Writing section with two separately timed tasks, two Verbal Reasoning sections and two Quantitative Reasoning sections. In addition, some questions on the General Test are being pretested for possible use in the future. These questions are included in an unidentified unscored section of the test. In other instances, other questions may appear in identified research sections. Answers to pretest and research questions are not used in the calculation of scores for the test. Total testing time is approximately 3 hours and 45 minutes.

The Verbal Reasoning and Quantitative Reasoning measures are adaptive at the section level. This test design provides a flexible test-taking experience that allows test takers to move freely about within any timed section, skipping questions, changing answers, and using their own personal test-taking strategies.

The Verbal Reasoning and Quantitative Reasoning measures each have two operational sections. Overall, the first operational section is of average difficulty. The second operational section of each of the measures is administered based on a test taker's overall performance on the first section of that measure.

An on-screen calculator is provided in the Quantitative Reasoning measure to reduce the emphasis on computation.

In the Analytical Writing section an elementary word processor developed by ETS is used so that individuals familiar with specific commercial word-processing software do not have an advantage or disadvantage. This software contains the following functionalities: inserting text, deleting text, cut and paste and undoing the previous action. Tools such as a spelling checker and grammar checker are not available in the ETS software, in large part to maintain fairness with those test takers who handwrite their essays during the paper-delivered revised General Test.

Paper Testing

The paper-delivered GRE revised General Test contains one Analytical Writing section with two separately timed tasks, two Verbal

Reasoning sections and two Quantitative Reasoning sections. Total testing time is approximately 3 hours and 30 minutes. Test takers write their answers in test books rather than on answer sheets. A calculator is provided at the test center for use on the Quantitative Reasoning measure.

How the Sections of the GRE revised General Test are Scored

Verbal Reasoning and Quantitative Reasoning Sections

Scores on the Verbal Reasoning and Quantitative Reasoning measures depend on performance on the questions given and on the number of questions answered in the time allotted.

The Verbal Reasoning and Quantitative Reasoning measures of the computer-delivered GRE revised General Test are section-level adaptive. This means the computer selects the second section of a measure based on the performance on the first section. Within each section, all questions contribute equally to the final score. For each of the two measures, a raw score is computed. The raw score is the number of questions answered correctly.

The raw score is converted to a scaled score through a process known as equating. The equating process accounts for minor variations in difficulty among the different test editions as well as differences in difficulty among individuals' tests introduced by the section-level adaption. Thus a given scaled score for a particular measure reflects the same level of performance regardless of which second section was selected and when the test was taken.

For the Verbal Reasoning and Quantitative Reasoning measures of the paper-delivered GRE revised General Test, the scoring is a similar process. First a raw score is computed for each measure. The raw score for each measure is the number of questions answered correctly in the two sections for that measure. Then the raw scores are converted to scaled scores through a process known as equating. The equating process accounts for minor variations in difficulty among the different test editions. Thus, a given scaled score for a particular

measure reflects the same level of performance regardless of which edition of the test was taken.

Verbal Reasoning and Quantitative Reasoning scores are reported on 130 to 170 score scales, in 1-point increments.

Analytical Writing Section

For the Analytical Writing section, of the computer-delivered GRE revised General Test, each essay receives a score from a trained reader, using a six-point holistic scale. In holistic scoring, readers are trained to assign scores on the basis of the overall quality of an essay in response to the assigned task. The essay is then scored by *e-rater*[®], a computer program developed by ETS that is capable of identifying essay features related to writing proficiency. If the human and e-rater scores closely agree, the average of the two scores is the score for the essay. If they disagree, a second human score is obtained and the final score is the average of the two human scores. The final scores on the two essays are then averaged and rounded to produce an Analytical Writing score that is reported on a 0-6 score scale in half-point increments.

For the Analytical Writing section of the paper-delivered GRE revised General Test, each essay receives a score from two trained readers. If the two assigned scores differ by more than one point on the scale, the discrepancy is adjudicated by a third reader. The resulting scores on the two essays are then averaged and rounded to produce an Analytical Writing score that is reported on a 0-6 score scale in half-point increments.

If an essay response is provided for only one of the two writing tasks, the task for which no essay response is provided will receive a score of zero.

The primary emphasis in scoring the Analytical Writing section is on critical thinking and analytical writing skills rather than on grammar and mechanics. Scoring guides for each essay task are available at www.ets.org/gre/institution/awguides. Score Level Descriptions that describe, for each score level, the overall quality of analytical writing demonstrated across both of the Analytical Writing tasks are presented on page 34.

Test takers' essay responses on the Analytical Writing section are reviewed by ETS essay-similarity-detection software and by experienced essay readers during the scoring process.

Subject Tests

Content

The Subject Tests are paper-delivered tests in seven subject areas that are administered at ETS-authorized test centers worldwide. Subject Tests measure achievement in specific subject areas and assume undergraduate majors or extensive background in those disciplines. Brief descriptions of the Subject Tests follow.

Individuals who are interested in reviewing the content of a particular Subject Test can download a copy of the corresponding Subject Test practice book free-of-charge at www.ets.org/gre/subject/prepare.

Biochemistry, Cell and Molecular Biology

The test consists of approximately 170 questions and is intended for students who are interested in graduate programs in biochemistry, cell biology and molecular biology, along with related programs such as microbiology and genetics. The questions are distributed among three subscore areas: Biochemistry (36%), Cell Biology (28%) and Molecular Biology and Genetics (36%).

Biology

The test consists of approximately 190 questions that are distributed among three subscore areas: Cellular and Molecular Biology (33-34%), Organismal Biology (33-34%) and Ecology and Evolution (33-34%).

Chemistry

The test consists of approximately 130 questions designed to cover much of the content of the chemistry courses completed by students before the middle of the senior collegiate year. The questions are classified approximately as follows: analytical chemistry (15%), inorganic chemistry (25%), organic chemistry (30%) and physical chemistry (30%).

Literature in English

The test consists of approximately 230 questions on literature in English from the British Isles, the United States and other countries. It also contains a few questions on major works, including the Bible, in translation. Factual questions test a student's knowledge of writers typically studied in college courses. Interpretive questions test a student's ability to read passages of poetry, drama, fiction and nonfiction prose perceptively; such questions may address meaning, use of language, form and structure, literary techniques and various aspects of style. The questions are classified as follows: literary analysis (40–55%), identification (15–20%), cultural and historical contexts (20–25%), history and theory of literary criticism (10–15%). In addition, the literary-historical scope of the test is as follows: continental, classical and comparative literature through 1925 (5–10%); British literature to 1660, including Milton (25–30%); British literature 1660–1925 (25–35%); American literature through 1925 (15–25%); American, British and World literatures after 1925 (20–30%).

Mathematics

The test consists of approximately 66 questions and is intended to measure both the knowledge of the content of undergraduate mathematics courses for mathematics majors and the mathematical abilities traditionally expected of those who intend to seek a graduate degree in mathematics. In addition to the usual sequence of elementary calculus courses, the test taker should have had mathematics-major courses in abstract algebra, linear algebra and real analysis that require students to demonstrate the ability to prove theorems and create counterexamples. The questions are classified approximately as follows: calculus (50%), algebra (25%) and other topics (25%). The other topics may include: discrete mathematics and algorithmic processes, differential equations, topology and modern geometry, complex analysis, probability and statistics, logic and foundations and numerical analysis.

Physics

The test consists of approximately 100 questions, most of which relate to the first three years of undergraduate physics. Topics include classical mechanics (20%), electromagnetism (18%), atomic physics (10%), optics and wave phenomena (9%), quantum mechanics (12%), thermodynamics and statistical mechanics (10%), special relativity (6%) and laboratory methods (6%). The remaining 9% of the test covers advanced topics such as nuclear and particle physics, condensed matter physics and astrophysics.

Psychology

The test consists of approximately 205 questions drawn from courses most commonly offered at the undergraduate level. Most of the questions are distributed between two subscore areas: Experimental Psychology (40%), including learning, language, memory, thinking, sensation and perception and physiological/behavioral neuroscience; and Social Psychology (43%), including clinical and abnormal, lifespan development, personality and social. The remaining 17% of the questions test other topics, predominately measurement and methodology, and also history, industrial/organizational and educational psychology. The test's total score includes the questions in all three categories.

Administration

The Subject Tests are offered at paper-delivered administrations up to three times a year at test centers throughout the world (September 19, 2015, October 24, 2015, and April 16, 2016).

How the GRE Subject Tests are Scored

The raw scores for the Subject Tests are “formula” scores. These scores are equal to the number of questions answered correctly minus one-fourth the number of questions answered incorrectly. Formula scoring is designed to discourage random guessing.

The formula score is then converted to a scaled score through a process known as equating. The equating process accounts for minor variations in difficulty among the different test editions.

Every Subject Test yields a total score on a 200 to 990 score scale, in 10-point increments. Note that each of the individual test scales occupies only a portion of the 200 to 990 score range.

The Biochemistry, Cell and Molecular Biology; Biology; and Psychology Tests also

yield subscores on a 20-99 score scale, in one-point increments, although the range for any particular Subject Test subscore is usually smaller. Subscores enable assessment of strengths and weaknesses and can be used for guidance and placement purposes.

Guidelines for the Use of GRE® Scores

The GRE® Board has adopted a statement regarding fair and appropriate use of GRE scores. This statement can be found on the GRE® Program website at www.ets.org/gre/guidelines.

Introduction

These guidelines have been adopted by the *Graduate Record Examinations*® (GRE®) Board to provide information about the appropriate use of GRE test scores for those who use the scores in graduate and business school admissions and fellowship selection processes and for guidance and counseling for graduate study. They are also intended to protect applicants from unfair decisions that may result from inappropriate uses of scores. Adherence to the guidelines is important.

The GRE General Test and Subject Tests are designed to assess academic knowledge and skills relevant to graduate study. As measures with known statistical properties and high-quality technical characteristics, the scores from these tests, when used properly, can improve graduate admissions and fellowship selection processes. The research section of the GRE website includes research reports that provide validity evidence for the use of GRE scores in graduate admissions and fellowship selection processes. The research reports can be found at www.ets.org/gre/research.

Any GRE test, however, has two primary limitations: (1) it does not and cannot measure all the qualities that are important in predicting success in graduate or business school study or in confirming undergraduate achievement and (2) it is an inexact measure; consequently, the standard error of measurement of the difference between test scores can serve as a reliable indication of real differences in applicants' academic knowledge and developed abilities.

Although limitations and cautions apply to all admissions measures, the GRE Board has a particular obligation to inform users of the appropriate uses of GRE scores and to identify and try to rectify instances of misuse. To this end, the following policies and guidelines are available to all GRE test takers, institutions, and organizations that are users of GRE scores.

Policies

In recognition of its obligation to ensure the appropriate use of GRE scores, the GRE Board has developed policies designed to make score reports available only to approved users, to encourage these score users to become knowledgeable about the validity of the test score uses and interpretations, to protect the confidentiality of test takers' scores and to follow up on cases of possible misuse of scores. The policies are discussed below.

Score users. Undergraduate and graduate institutions and non-degree-granting organizations that award graduate fellowships are eligible for consideration as score users. The GRE Board retains the right to make exceptions to this policy in special circumstances.

Validity. The general appropriateness of using GRE test scores for graduate admissions, fellowship selection and guidance and counseling for graduate study has been established by research studies carried out by ETS and others. GRE scores may be appropriate for some other purposes, but it is important for the user to validate their use for those purposes. To assist departments and programs in evaluating proposed uses, these guidelines include information about appropriate uses and uses without supporting validity evidence.

Confidentiality. GRE scores, whether those of an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual or institution or by compulsion of legal process.

Use of reportable scores. GRE test scores are part of a test taker's reportable history for five years after the testing year in which they tested (July 1 – June 30). As of July 1, 2015, GRE scores earned July 1, 2010, to the present will be available in test takers' reportable GRE score history. The five-year policy was developed to support the validity of GRE test scores. Older

scores may not reflect an applicant's current ability in verbal reasoning, quantitative reasoning, analytical writing, and critical thinking. Applicant's experiences over a long period of time (more than five years) between testing and applying to a graduate or business program may impact their ability, and their scores in these areas may have changed. Only official reportable scores should be used in the admissions and fellowship selection processes.

Use of scores in aggregated form. Graduate departments and programs are urged to report GRE scores in ranges, such as the highest and lowest scores of the middle 50 percent of the admitted applicants and to avoid use of a precise mean or median. Presenting information by score ranges emphasizes the diversity of individual scores for any one graduate department or program, and also makes clear the overlap of scores among graduate departments and programs.

Use of GRE scores in aggregated form as a measure for ranking or rating graduate programs, institutions, university systems or states is strongly discouraged except when the scores are used as one indicator among several appropriate indicators of educational quality.

Use of concordant scores. Concordance tables are available at www.ets.org/gre/concordance to help score users transition from using Verbal Reasoning and Quantitative Reasoning scores on the prior 200–800 score scale to using scores on the current 130–170 score scale, and to facilitate the comparison of scores of individuals who took the General Test prior to August 1, 2011 with those who take the revised General Test. The concordance tables show the relationship between the two score scales.

There are separate tables for the Verbal Reasoning and Quantitative Reasoning measures. Each of the tables provides a point estimate of the corresponding score on the 130–170 scale for each score on the prior 200–800 scale. Also included are the most recent percentile ranks associated with each new scale score.

Encouragement of appropriate use and investigation of reported misuse. All users of GRE scores have an obligation to use the scores

in accordance with published GRE Board policies and guidelines. Departments and programs have a responsibility to ensure that all users of GRE scores are aware of the GRE Board score-use policies and guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The GRE Program staff is available to assist institutions in resolving score-misuse issues.

Guidelines

1. Use Multiple Criteria

Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills or abilities. These sources may include undergraduate grade point average, letters of recommendation, personal statement, samples of academic work and professional experience related to proposed graduate study. A cut-off score (i.e., a minimum score) should never be used as the only criterion for denial of admission or awarding of a fellowship.

Use of multiple criteria is particularly important when using GRE scores to assess the abilities of educationally disadvantaged applicants, applicants whose primary language is not English and applicants who are returning to school after an extended absence. Score users are urged to become familiar with factors affecting score interpretation for these groups as discussed in this publication.

2. Accept Only Official GRE Score Reports

The only official reports of GRE scores are those issued by ETS and sent directly to approved institutions and organizations designated by the test takers and to vendors the score recipients might designate to process the scores they receive. Scores obtained from other sources should not be accepted. If there is a question about the authenticity of a score report, the question should be referred to ETS. ETS will verify whether an official report was issued and the accuracy of the scores.

3. Conduct Validity Studies

Departments and programs using GRE scores for graduate or business school admissions, fellowship awards, and guidance and counseling for graduate study are encouraged to collect validity information by conducting their own studies. The GRE Program staff will provide advice on the design of appropriate validation studies without charge.

4. Maintain Confidentiality of GRE Scores

All GRE score users should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Institutional policies should be developed to ensure that confidentiality is maintained. For example, GRE scores should not be placed on documents sent outside the institution.

5. Consider Verbal Reasoning, Quantitative Reasoning and Analytical Writing Scores as Three Separate and Independent Measures

Since the level of skills in verbal reasoning, quantitative reasoning and analytical writing abilities required for success in graduate and business schools varies by field or department, Verbal Reasoning, Quantitative Reasoning and Analytical Writing scores should not be combined into a single score. To understand factors related to combining scores, view the GRE DataViews article *A Balanced Approach to GRE Score Use* at www.ets.org/gre/institutions/about/downloads.

6. Conduct Reviews of Subject Test Content

Although each Subject Test is developed and updated regularly by a committee of examiners who are actively teaching in the field, the match between the test and the curriculum in a given department may not be exact and may vary over time. Departments are encouraged to periodically review the test content description in order to verify the appropriateness of the content for their programs. The free practice books can be downloaded at www.ets.org/gre/subject/prepare.

7. Avoid Decisions Based on Small Score Differences

Small differences in GRE scores (as defined by the standard error of measurement [SEM] for score differences) should not be used to make distinctions among test takers. SEMs vary by test and are available in this publication.

8. Use the Appropriate Percentile Ranks when Comparing Candidates

Percentile ranks are provided on score reports and can be used to compare test takers' relative performance among the measures. Percentile ranks indicate the percent of test takers in a group who obtained scores below a specified score. The percentile ranks are generally based on previous GRE test takers from a recent three-year period.¹ Percentile ranks should be compared only if they are based on the same reference population. Percentile ranks are updated annually and are available at www.ets.org/gre/percentile.

9. Do Not Compare Scores from Different Subject Tests

Subject Test scores should be compared only with other scores on the same Subject Tests (for example, a 680 on the Physics Test is not equivalent to a 680 on the Chemistry Test). Percentile ranks should be compared only if they are based on the same reference population.

10. Transition to the 130-170 Verbal Reasoning and Quantitative Reasoning Score Scales

Departments and programs are encouraged, if they have not already done so, to transition from using Verbal Reasoning and Quantitative Reasoning scores on the prior 200–800 score scale to using scores on the current 130–170 score scale. The estimated Verbal Reasoning and Quantitative Reasoning scores based on the concordance, and the actual scores from test takers who took the revised General Test on August 1,

¹The percentile ranks for the revised General Test for the 2015-16 testing year are based on the scores of examinees who tested between August 1, 2011, and

June 30, 2014. The percentile ranks for the Subject Tests are based on a three-year cohort of examinees who tested between July 1, 2011, and June 30, 2014.

2011 or later can be used to facilitate the transition and score interpretation.

11. Use Concordance Information to Transition to the Current Verbal Reasoning and Quantitative Reasoning Score Scales

The concordance tables may be appropriately used for translating an institution's historical guidelines for GRE Verbal Reasoning and Quantitative Reasoning scores on the prior 200–800 scale to the current 130–170 scale. Using the tables in this way should result in the selection of approximately the same proportion of test takers. Note that the scores in the concordance tables are approximations, not equivalences. A test taker who has a particular score on the prior GRE scale would not necessarily obtain the concordant score on the current scale if he/she were to take the revised General Test.

Normally Appropriate Uses and Uses Without Supporting Validity Evidence

The suitability of a GRE test for a particular use should be explicitly examined before using test scores for that purpose. The following lists of appropriate uses of GRE scores and identified uses without supporting validity evidence are based on the policies and guidelines outlined above. The lists are meant to be illustrative, not exhaustive, in nature. Uses other than those listed below should be discussed in advance with GRE Program staff to determine their appropriateness.

If a use other than those appropriate uses listed below is contemplated, it will be important for the user to validate the use of scores for that purpose. The GRE Program staff will provide advice on the design of such validity studies free of charge.

Subject Test scores may be considered for the award of undergraduate credit only in the field of the test and only when a rationale has

been developed that discusses the relationship between GRE Subject Test scores and the amount of credit awarded. This rationale must be made available to users of any transcripts that contain credit awarded in this manner.

Appropriate Uses

Provided all applicable guidelines are adhered to, particularly the use of multiple sources of information in the decision-making process, General Test and Subject Test scores are suitable for the following uses:

1. Selection of applicants for admission to graduate school
2. Selection of graduate fellowship applicants for awards
3. Guidance and counseling for graduate study

Uses Without Supporting Validity Evidence

Uses and interpretations of General Test and Subject Test scores without supporting validity evidence are inappropriate, including the following:

1. Requirement of a minimum score on the General Test for conferral of a degree, credit-by-examination, advancement to candidacy or any noneducational purpose
2. Requirement of scores on the General Test or Subject Tests for employment decisions, including hiring, salary, promotion, tenure or retention
3. Use of any measure involving a summation of Verbal Reasoning, Quantitative Reasoning and Analytical Writing scores or any subset of these scores
4. Use of the Verbal Reasoning, Quantitative Reasoning or Analytical Writing measures as an outcomes assessment.

Comments, complaints, inquiries and suggestions about the use of GRE test scores are welcome. To contact the GRE Program office, see the inside front cover.

Reporting and Using *GRE*® Scores

Score Reporting Policies

With the *ScoreSelect*SM option, test takers who retake a GRE test can decide which GRE scores to send to designated institutions. This option is available for both the *GRE*® General Test and the *GRE*® Subject Tests and can be used by anyone with reportable scores from the last five years. Scores for a test administration must be reported in their entirety. Institutions receive score reports that show the scores that test takers selected to send to them. There are no special notations to indicate whether or not other GRE tests have been taken. For more information, visit www.ets.org/gre/institutions/scoreselect.

GRE score reporting policies have been adopted by the GRE Board to encourage the appropriate use of GRE scores and to protect the right of individuals to control the distribution of their own score reports. Current GRE Board policy states that scores are reportable for five years following the testing year in which the individual tested. Departments and programs should not use scores that are older than five years due to changes in ability that may occur over extended periods of time.

Score reports are sent to test takers and to institutions of higher education granting the baccalaureate or higher degrees, to approved graduate fellowship-granting sponsors designated by the test takers and to vendors the score recipients might designate to process the scores they receive. Score reports are also available to approved GRE score recipients in the new *ETS*® Data Manager (see page 2).

Score reports for the computer-delivered GRE General Test are sent to institutions and available in the ETS Data Manager approximately 10–15 days after the test date. Score reports for the paper-delivered GRE General Test and Subject Tests are sent to institutions and available in the ETS Data Manager approximately six weeks after the test date. Absences are not reported.

Percentile ranks shown on score reports are based on the performance of the current

reference group for each test regardless of when the scores were earned. The percentile rank for any score may vary over the years depending on the scores of the group with which the score is compared. Thus, when two or more applicants are being compared, the comparison should be made on the basis of their respective scores; if percentile ranks are considered, they should all be based on the most recent percentile rank tables available at www.ets.org/gre/percentile.

Score reports for individuals who tested prior to August 1, 2011, contain estimated Verbal Reasoning and Quantitative Reasoning scores on the current 130–170 score scale in addition to the Verbal Reasoning and Quantitative Reasoning scores earned on the prior 200–800 score scale. This concordance information, which is also available at www.ets.org/gre/concordance, allows score users to compare individuals who took the GRE revised General Test with individuals who took the GRE General Test prior to August 2011.

Revising Reported Scores

ETS routinely follows extensive review and quality control procedures to detect and avoid flawed questions and consequent errors in scoring. Nonetheless, occasionally an error is discovered after scores have been reported. Whenever this happens, the specific circumstances are reviewed carefully, and a decision is made about how best to take corrective action that is fairest to all concerned. Revised scores reported during the current year are reported directly to graduate schools, business schools and graduate fellowship sponsors as well as to students because such scores are likely to be part of current applications for admission. Revisions to scores reported in the previous five years are sent to the affected students, who may request that ETS send the revised scores to any graduate schools or fellowship sponsors still considering their applications.

Confidentiality and Authenticity of GRE Scores

GRE scores are confidential and are not to be released by an institutional recipient without the explicit permission of the test taker. **GRE scores are not to be included in academic transcripts.** Dissemination of score records should be kept at a minimum, and all staff who have access to them should be explicitly advised of the confidential nature of the scores.

To ensure the authenticity of scores, the GRE Board urges that institutions accept only official reports of GRE scores received directly from ETS.

The GRE Program recognizes the right of institutions as well as individuals to privacy with regard to information supplied by and about them. ETS therefore safeguards from unauthorized disclosure all information stored in its data or research files. Information about an institution (identified by name) will be released only in a manner consistent with a prior agreement, or with the consent of the institution.

GRE Scores and Graduate Admissions

Many factors play a role in an applicant's admissibility and expectation of success as a graduate student. GRE scores are only one element in this total picture and should be considered along with other data. The GRE Board believes that GRE scores should never be the sole basis for an admissions decision and that it is inadvisable to reject an applicant solely on the basis of GRE scores. A cutoff score below which every applicant is categorically rejected without consideration of any other information should not be used.

Scores on the GRE General Test permit comparison of one applicant to a graduate school or business school with other applicants for the same program at that institution as well as with everyone else who took the test. The GRE Subject Tests provide an additional measure of applicants' preparation for graduate school. For certain Subject Tests, subscores provide further information for consideration. These subscores, which reflect a test taker's general strengths and weaknesses in the major areas on which the total

score is based, aid in the interpretation of the total score. Often the subscores can suggest areas in which the test taker may require extra work. A low subscore, however, may be the result of lack of exposure to a particular subfield. As a result, subscores should always be reviewed in relation to the applicant's undergraduate history.

Protecting the Integrity of GRE Tests

ETS employs a three-pronged approach of prevention, detection, and communication to ensure the validity of test scores.

ETS has procedures in place to prevent testing and scoring fraud. These can be seen from the test design right through to the score reporting process, including using the highest standards to create and deliver test content, establishing secure test centers, ensuring the training of test center administrators, instituting and enforcing test-taker rules and requirements, and maintaining the quality of scoring and score reporting through extensive training of GRE raters, as well as security measures implemented for the paper score reports.

In addition, ETS is vigilant in identifying and taking action against fraudulent activity. All reported incidents of fraud are taken seriously and investigated thoroughly by the ETS Office of Testing Integrity. Statistical analysis methods are also used to help ensure that valid scores are reported. The ETS Statistical Analysis team monitors score trends by test center, country and region and reports any suspicious anomalies to the Office of Testing Integrity for review. In terms of communication, ETS will continue to inform institutions that are designated score recipients when scores have been cancelled. In addition, any concerns regarding test results can be reported to ETS and will be investigated.

Cancellation of Scores at ETS

ETS strives to report scores that accurately reflect the performance of every test taker. Accordingly, ETS's standards and procedures for administering tests have two primary goals: giving test takers equivalent opportunities to demonstrate their abilities and preventing any

test takers from gaining an unfair advantage over others. To promote these objectives, ETS reserves the right to cancel any test score when, in ETS's judgment, a testing irregularity occurs; there is an apparent discrepancy in a test taker's identification; the test taker engages in misconduct or plagiarism, copying or communication occurs or the score is invalid for another reason. In addition, if ETS has information that ETS considers sufficient to indicate that a test taker has engaged in any activity that affects score validity, such as having someone else take the test for them, obtaining test questions or answers via the Internet, email, SMS, text messaging or postings, disclosing any exam question or

answer in chat rooms, message boards or forums, SMS or text message, it will result in score cancellation and/or any other action ETS deems appropriate, including banning test takers from future tests and prosecution to the full extent of the law. Test takers must agree to these terms and conditions when they register for the test and on test day. When, for any of the above reasons, ETS cancels a test score that has already been reported, it notifies score recipients that the score has been cancelled.

For additional security questions, or concerns, please call the ETS Office of Testing Integrity at 1-800-750-6991 (United States) or 1-609-406-5430 (all other locations).

Considerations in Score Interpretation

GRE test scores should be used to supplement the information provided in a person's application, such as undergraduate record and letters of recommendation. Officials responsible for admissions at each institution must determine the significance of GRE scores for each applicant. Particular attention must be paid to the use of GRE scores for individuals described below. Experience of departments and programs should continue to be the best guide to interpretation of GRE test scores in these instances. GRE research reports on the topics listed below can be downloaded at www.ets.org/gre/research.

Repeat Test Takers

It may be to a test-taker's advantage to take a GRE test more than once if they do not think their scores accurately reflect their abilities. Those considering repeating a test are advised that large score increases are unusual, and for some test takers, scores will go down.

There are several ways in which graduate departments and programs can judge multiple scores for an individual (e.g., use most recent score, use highest score). Whatever approach is adopted, it should be used consistently with all applicants. In cases where an applicant has scores from both the prior General Test and the

revised General Test, the GRE Program advises using the scores from the revised General Test.

Test Takers from Underrepresented Groups

GRE scores, like those on similar standardized tests, cannot completely represent the potential of any person, nor can they alone reflect an individual's chances of long-term success in an academic environment. It should be remembered that the GRE tests provide measures of certain types of developed abilities and achievement, reflecting educational and cultural experience over a long period. Special care is required in interpreting the GRE scores of students who may have had educational and cultural experiences somewhat different from those of the traditional majority.

Research indicates that GRE scores are valid predictors of success in graduate school for all students. Research reports related to the predictive validity of GRE test scores can be found at www.ets.org/gre/research. Available samples of students from underrepresented groups, however, have been very small. Performance information for underrepresented groups can be found in the publication entitled *A Snapshot of the Individuals Who Took the GRE revised General Test* at www.ets.org/gre/snapshot.

Test Takers Who are Nonnative English Speakers

Various factors complicate the interpretation of GRE scores for international students. The GRE tests measure skills important for graduate education where the language of instruction is English. Obviously, an understanding of English is important since lack of fluency in English may affect test performance.

ETS offers tests developed specifically for testing the English language proficiency of nonnative English speakers. The most widely accepted English language proficiency test is the Test of English as a Foreign Language, commonly known as the TOEFL test. The primary purpose of the TOEFL test is to measure the English proficiency of people who are nonnative speakers of English and want to study at colleges and universities where English is the language of instruction.

Score users should be aware that the writing measure on the *TOEFL iBT*[®] test and the GRE Analytical Writing measure are very different. The TOEFL iBT writing measure is not designed to measure higher levels of thinking and analytical writing. Therefore the scores on the two tests are not comparable. However, because the TOEFL iBT test emphasizes both fundamental writing skills as well as the ability to organize and convey, in writing, information that has been understood from spoken and written text, the TOEFL scores can supplement the GRE Analytical Writing score by helping faculty determine whether a low score on the GRE Analytical Writing measure is due to lack of familiarity with English or lack of ability to produce and analyze logical arguments.

A score on the *TWE*[®] test (Test of Written English) can supplement a GRE Analytical Writing score in a similar way. The TWE test is administered as part of the paper-based TOEFL test in a small number of areas that cannot support testing on computer. The TWE emphasizes fundamental writing skills.

Additional information regarding TOEFL test scores is available at www.ets.org/toefl.

Test Takers with Disabilities

ETS makes special testing arrangements for individuals who have currently documented visual, physical, hearing or learning disabilities and are unable to take the tests under standard conditions. The tests are administered in a nonstandard manner chosen to minimize any adverse effect of the individual's disability upon test performance and to help ensure that, insofar as possible, the resulting scores represent his or her educational achievement.

However, depending on the nature and extent of the disability, the scores may not fully reflect his or her educational achievement and, because there are so few disabled persons taking GRE tests and their circumstances vary so widely, it has not been possible to provide special interpretive data for these individuals. Therefore, graduate schools should seriously consider waiving GRE requirements for applicants with certain disabilities.

Essay Responses on the Analytical Writing Section

Criteria for evaluating Analytical Writing essay responses emphasize critical thinking skills (the ability to reason, assemble evidence to develop a position, and communicate complex ideas) more heavily than the control of the fine points of grammar or the mechanics of writing (e.g., spelling).

An Analytical Writing essay response should be considered a rough first draft since test takers do not have sufficient time to revise their essays during the test. They also do not have dictionaries or spell-checking or grammar-checking software available to them.

Essay responses at paper-delivered administrations are handwritten; essay responses at computer-delivered administrations are typed. Typed essays often appear shorter than handwritten essays; handwritten essays can appear to be more heavily revised than typed essays. GRE readers are trained to evaluate the content of essays and to give the same score to a handwritten essay as they would to its typed version.

Essay topics are administered under standardized conditions; essay scores can provide important information above and beyond any academic writing samples that may be required (e.g., papers from a course). Validity research has shown that the Analytical Writing score is correlated with academic writing more highly than is the personal statement (Powers & Fowles, 1996).

Test takers whose native language is not English naturally find the Analytical Writing section more challenging, on average, than native speakers of English. Steps have already been taken to ensure that these performance differences are not due to differences on the cross-cultural accessibility of the prompts. Special fairness reviews occur for all prompts to ensure that the content and tasks are clear and accessible for all groups of test takers, including students whose native language is not English. In addition, scorers are trained to focus on the analytical logic of the essays more than on spelling, grammar or syntax. The mechanics of

writing are weighed in their ratings only to the extent that these impede clarity of meaning. Since the Analytical Writing measure is tapping into different skills than the Verbal Reasoning measure, it may not be surprising that the strength of performance of individuals whose native language is not English differs between the Analytical Writing measure and the Verbal Reasoning measure. Given that graduate faculty have indicated that analytical writing is an important component of work in most graduate schools, including the Analytical Writing measure, should increase the validity of the General Test.

The ability of students whose native language is not English to write in English may be affected not only by their language capability but also by their prior experience with the kinds of critical writing tasks in the test. Where educational systems do not stress these skills, performance may not reflect the applicant's ability to learn these skills in a graduate setting.

Score Interpretation and Statistical Information

Verbal Reasoning and Quantitative Reasoning Sections of the GRE revised General Test

- Verbal Reasoning and Quantitative Reasoning scores range from 130–170, in one-point increments. If no answers are given for a measure, an NS (No Score) is reported for that measure. Test takers who received an NS are excluded from the data reported in the accompanying tables.
- The scales for the revised General Test Verbal Reasoning and Quantitative Reasoning measures were developed based on the performance of 146,504 individuals who tested between August 1, 2011, and October 2, 2011. While this group was reasonably representative of the GRE population's demographic characteristics, they tended to be slightly more able than the overall population, which is typical with the launch of a new test. Therefore, when the scales were set, the scale means were

adjusted so that the full year mean for both measures would be equal to 150 and the standard deviation equal to 8.75.

- Scores from the different measures should not be directly compared because each measure was scaled separately. Percentile ranks can be used to compare relative performance among the measures. For the 2015-16 testing year, these percentile ranks are based on the scores of all test takers who tested between August 1, 2011, and June 30, 2014.
- Because the Verbal Reasoning and Quantitative Reasoning measures are multi-stage computer-adaptive tests, the reliability and standard error of measurement are theoretical estimates based on item response theory. The final estimates for the reliability and standard errors of measurement are an average based on a large number of multi-stage tests that have been administered. (See Table 5.)

- The standard errors of measurement (SEM) of score differences presented in Table 5 should be taken into account when comparing test takers' scores on the same measure. Score recipients should avoid making decisions based on small score differences.
- The conditional standard errors of measurement (CSEM) presented in Table 6A reflect the variation in observed scores at particular points on the score scale. Like the SEM, they can be used to compute a confidence band around a test taker's score. Such a band would help to determine the score range in which the test taker's "true"² score probably lies. Unlike the SEM, the CSEM takes the variation in measurement precision across the score scale into account. The CSEM of score differences scores in Table 6B can be used to evaluate the difference between the scores from two test takers.
- Because the Verbal Reasoning and Quantitative Reasoning measures were rescaled in 2011, a concordance relationship was estimated between the prior 200–800 score scales and current 130–170 score scales. Score reports include a concordant estimate on the current scale for each score on the prior scale. Since the scale of the prior GRE General Test has 61 points, and the scale of the GRE revised General Test has 41 points, in some instances the concordance tables will have more than one score on the prior scale concordant to a single score on the current 130–170 score scale. In addition, concordance tables for the Verbal Reasoning and Quantitative Reasoning measures are provided in this publication and at www.ets.org/gre/concordance to enable users to locate a concordant estimate on the current scale for each score on the prior GRE score scale. Bear in mind that concordance relationships are estimates. They are useful in a transition period when score scales have changed to help institutions make admissions decisions.
- Score users should use special care in evaluating test takers who received a Quantitative Reasoning score at the top end of the prior 200–800 score scale. Now, with the current 130–170 score scale, we can provide more differentiation for higher ability test takers. However, test takers who took the prior test and received an 800 on the Quantitative Reasoning measure, received the highest score possible that they were able to earn on the measure. Therefore, this information should be considered when making admissions decisions.
- Score users should remember that there is a certain amount of error associated with any estimated relationship between two tests. The concordance tables can be used by institutions to transform their historical guidelines for GRE Verbal Reasoning and Quantitative Reasoning scores on the prior 200–800 scale to the current 130–170 scale. Used in this manner, the concordance tables should help an institution identify a similar cohort of individuals for consideration for admission.
- Although each GRE revised General Test measure assesses different developed abilities, scores on the measures are moderately related. The correlation between Verbal Reasoning and Quantitative Reasoning scores is 0.33, the correlation between Verbal Reasoning and Analytical Writing scores is 0.68, and the correlation between Quantitative Reasoning and Analytical Writing scores is 0.15.

² A "true" score is a score entirely free from the errors of measurement. It is defined as the average of the scores an individual would get over some

very large set of theoretically possible conditions of testing.

Analytical Writing Section of the GRE revised General Test

- The Analytical Writing scores range from 0 to 6, in half-point increments. If no essay response is given for both tasks, an NS (No Score) is reported. Test takers who received an NS are excluded from the data reported in the tables.
- The Analytical Writing section is designed to measure different skills from those assessed in the Verbal Reasoning measure. The Analytical Writing section is performance based, and candidates must organize and articulate their own ideas as they discuss a complex issue and evaluate the logical soundness of an argument.
- Scoring guides for both writing tasks that describe the characteristics of a typical essay at each score level are available at www.ets.org/gre/institution/awguides. Score level descriptions appear on page 35 of this Guide.
- The reliability of the Analytical Writing measure is estimated at 0.83. This is similar to the reliability for other writing measures where the reported score is based on a test taker's performance on two tasks.
- Reliability is influenced by the consistency of the ratings assigned to each essay. Overall, the two ratings used in each essay score are in agreement about 75 percent of the time; they differ by one score point about 24 percent of the time; and they differ by two or more score points about one percent of the time.
- The *TOEFL*[®] and GRE Analytical Writing measures are quite different, by design. The *TOEFL* test emphasizes rhetorical and syntactic competence, whereas the GRE Analytical Writing section emphasizes critical reasoning and analytical writing

proficiency. The *TOEFL iBT*[®] writing measure is reported as a Section Scaled Score, rather than a 6-point scale, like the GRE Analytical Writing measure.

Therefore, the scores on the two tests cannot be compared. Additional information about the scoring of the *TOEFL iBT* writing measure is available at www.ets.org/toefl.

Subject Tests

- The range of scaled scores is from 200 to 990, in 10-point increments, although the score range for any particular Subject Test is usually smaller. The range of subscores is from 20 to 99, although the range for any particular Subject Test subscore is usually smaller.
- Scores from the different Subject Tests should not be directly compared because each Subject Test was scaled separately.
- The Subject Tests are intended to have reliabilities of at least .90 for the total test scores. For each of the Subject Tests, the reliability coefficient of the total scores is at least .90, and the reliability coefficient of the subscores is at least .80. (See Table 5.)
- The SEM of score differences should be taken into account when comparing scores on the same Subject Test (see Table 5). Fine distinctions should not be made between two scores.
- Independent research³ indicates that Subject Test scores are moderately predictive of graduate first-year grade point average, comprehensive exam scores and faculty ratings. The Subject Tests are better predictors of success than either the GRE General Test or undergraduate grade point average.

³ Kuncel, N. R., Hezlett, S. A. and Ones, D. S. (2001). A comprehensive meta-analysis of the predictive validity of the *Graduate Record*

Examinations: Implications for graduate student selection and performance. *Psychological Bulletin*, 127 (1), 162-181.

Statistical Tables

Description of the Tables

Tables 1A, 1B and 1C (General Test Interpretive Data)

To help interpret scaled scores, the GRE Program describes scores in terms of their standing in appropriate reference groups. Tables 1A and 1B provide percentile ranks (i.e., the percentages of test takers in a group who obtained scores lower than a specified score) for the GRE revised General Test measures. Table 1C provides summary statistics for this reference group for each of the three measures: scale score means, standard deviations, number of test takers and percent of the group by gender.

Tables 1A, 1B and 1C are based on all individuals who tested between August 1, 2011, and June 30, 2014.

Tables 1D and 1E (Concordance Tables for Verbal Reasoning and Quantitative Reasoning)

Tables 1D and 1E provide the concordance relationships between the prior 200–800 score scale and the current 130–170 score scale for the Verbal Reasoning and Quantitative Reasoning measures of the GRE revised General Test. The tables provide an estimated score on the 130–170 scale for each score on the prior scale. Also included are the most recent percentile ranks associated with each score on the current scale.

Tables 2 and 3 (Subject Test Interpretative Data)

Tables 2 and 3 present the percentile ranks for the Subject Test total scores (Table 2) and subscores (Table 3). The percentile ranks are based on the percent of test takers scoring below a particular scale score. The data are based on all individuals who tested between July 1, 2011, and June 30, 2014.

The percentile ranks given in Table 3 for the Subject Test subscores may be used for diagnostic interpretation of the total score. For example, an individual who obtains a score of 650 on the GRE Biology Test is likely to have subscores of 65, assuming he or she is similarly able in the content areas measured by each

subscore. For that person, scores much above or below 65 on a subscore would indicate strength or weakness in the content area associated with that subscore. Note that the strength or weakness could possibly reflect training that was targeted toward specific content areas.

Table 4 (Interpretive Data by Major Field)

Table 4 presents Verbal Reasoning, Quantitative Reasoning and Analytical Writing data for seniors and nonenrolled college graduates (who reported earning their college degrees up to two years prior to the test date) who stated that they intended to do graduate work in one of approximately 300 major fields. The score data are summarized by broad graduate major field categories so that applicants can be compared to others likely to be most similar to them in educational goals.

Table 5 (Reliability and Standard Error of Measurement)

Table 5 provides reliability estimates for GRE tests. Reliability indicates the degree to which individual test takers would keep the same relative standing if the test were administered more than once to each test taker. The reliability index ranges from zero to 1.00; a reliability index of 1.00 indicates that there is no measurement error in the test and therefore the test is perfectly reliable.

Table 5 also provides data on the standard errors of measurement (SEM) and SEM of score differences. SEM is an index of the variation in scores to be expected because of errors of measurement. For a group of test takers, it is an estimate of the average difference between observed scores and “true” scores (i.e., what test takers’ scores on a test would hypothetically be if there was no measurement error). Approximately 95 percent of test takers will have obtained scores that are within a range extending from two standard errors below to two standard errors above their true scores.

The SEM of score differences is an index used to determine whether the difference between two scores is meaningful. Small differences in scores may be due to measurement error and not to real differences in

the abilities of the test takers. This index incorporates the error of measurement in each score being compared. To use the SEM of score differences, multiply the value by 1.65. Score differences exceeding this value are likely to reflect real differences in ability at a 90 percent confidence level.

Tables 6A and 6B (Conditional Standard Errors of Measurement)

Tables 6A and 6B contain estimates of the conditional standard errors of measurement (CSEM) at selected reported scores for the Verbal Reasoning and Quantitative Reasoning measures. While the SEMs presented in Table 5 address the average measurement precision of

the test, the measurement precision actually varies across the score scale. The CSEM reflects this variation by indicating the amount of error in a reported score at a given point on the scale.

The CSEM of score differences incorporates the measurement error in each score. The CSEM of score differences should be used when comparing the scores of two individuals because small differences in scores may not represent real differences in the abilities of the two individuals. To use the CSEM of score differences, take the larger of the two values and multiply by 1.65. Score differences exceeding this value are likely to reflect real differences in ability at a 90 percent confidence level.

Table 1A: Verbal Reasoning and Quantitative Reasoning Interpretative Data Used on Score Reports

(Based on the performance of all individuals who tested between August 1, 2011 and June 30, 2014)

Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores	
	Verbal Reasoning	Quantitative Reasoning
170	99	98
169	99	97
168	98	95
167	97	94
166	96	92
165	95	90
164	94	88
163	92	86
162	90	83
161	87	80
160	85	78
159	81	75
158	79	71
157	74	68
156	71	64
155	67	60
154	63	56
153	59	52
152	54	48
151	50	45
150	45	40
149	41	37
148	37	32
147	33	28
146	29	25
145	25	21
144	22	18
143	18	15
142	16	12
141	13	10
140	10	8
139	8	6
138	7	4
137	5	3
136	3	2
135	3	2
134	2	1
133	1	1
132	1	
131	1	
130		

Table 1B: Analytical Writing Interpretative Data Used on Score Reports

(Based on the performance of all individuals who tested between August 1, 2011 and June 30, 2014)

Score Levels	Percent of Test Takers Scoring Lower than Selected Score
	Analytical Writing
6.0	99
5.5	98
5.0	93
4.5	80
4.0	56
3.5	38
3.0	15
2.5	7
2.0	2
1.5	1
1.0	
0.5	
0.0	

Table 1C: Performance Statistics on the GRE revised General Test*

	Verbal Reasoning	Quantitative Reasoning	Analytical Writing
Number of Test Takers	1,585,305	1,587,610	1,579,373
Mean	150	152	3.6
Standard Deviation	8	9	0.9
Percent Women	51		
Percent Men	43		

*Six percent of test takers did not provide any classification with regard to gender.

Table 1D: Verbal Reasoning Concordance Table

Prior Scale	Current Scale	% Rank*
800	170	99
790	170	99
780	170	99
770	170	99
760	170	99
750	169	99
740	169	99
730	168	98
720	168	98
710	167	97
700	166	96
690	165	95
680	165	95
670	164	94
660	164	94
650	163	92
640	162	90
630	162	90
620	161	87
610	160	85
600	160	85
590	159	81
580	158	79
570	158	79
560	157	74
550	156	71
540	156	71
530	155	67
520	154	63
510	154	63
500	153	59

Verbal Reasoning Concordance Table (continued)

Prior Scale	Current Scale	% Rank
490	152	54
480	152	54
470	151	50
460	151	50
450	150	45
440	149	41
430	149	41
420	148	37
410	147	33
400	146	29
390	146	29
380	145	25
370	144	22
360	143	18
350	143	18
340	142	16
330	141	13
320	140	10
310	139	8
300	138	7
290	137	5
280	135	3
270	134	2
260	133	1
250	132	1
240	131	1
230	130	
220	130	
210	130	
200	130	

*Based on the performance of all individuals who tested between August 1, 2011 and June 30, 2014. Percentile ranks are updated yearly.

Table 1E: Quantitative Reasoning Concordance Table

Prior Scale	Current Scale	% Rank*
800	166	92
790	164	88
780	163	86
770	161	80
760	160	78
750	159	75
740	158	71
730	157	68
720	156	64
710	155	60
700	155	60
690	154	56
680	153	52
670	152	48
660	152	48
650	151	45
640	151	45
630	150	40
620	149	37
610	149	37
600	148	32
590	148	32
580	147	28
570	147	28
560	146	25
550	146	25
540	145	21
530	145	21
520	144	18
510	144	18
500	144	18

Quantitative Reasoning Concordance Table (continued)

Prior Scale	Current Scale	% Rank
490	143	15
480	143	15
470	142	12
460	142	12
450	141	10
440	141	10
430	141	10
420	140	8
410	140	8
400	140	8
390	139	6
380	139	6
370	138	4
360	138	4
350	138	4
340	137	3
330	137	3
320	136	2
310	136	2
300	136	2
290	135	2
280	135	2
270	134	1
260	134	1
250	133	1
240	133	1
230	132	
220	132	
210	131	
200	131	

Note: Score users should use special care in evaluating test takers who received a Quantitative Reasoning score at the top end of the prior 200-800 score scale. Now, with the current 130-170 score scale, we can provide more differentiation for higher ability test takers. However, test takers who took the prior test and received an 800 on the Quantitative Reasoning measure, received the highest score possible that they were able to earn on the measure. Therefore, this information should be considered when making admissions decisions.

*Based on the performance of all individuals who tested between August 1, 2011, and June 30, 2014. Percentile ranks are updated yearly.

Table 2: Subject Tests Total Score Interpretive Data Used on Score Reports

(Based on the performance of all individuals who tested between July 1, 2011, and June 30, 2014)

Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores							Scaled Score
	<i>Biochemistry, Cell and Molecular Biology *</i>	<i>Biology*</i>	<i>Chemistry</i>	<i>Literature in English</i>	<i>Mathematics</i>	<i>Physics+</i>	<i>Psychology*</i>	
980						93		980
960		99				91		960
940		99	99			90		940
920		99	98		99	87		920
900		98	96		97	85		900
880		96	94		93	83		880
860		94	90		89	80		860
840		91	87		86	77		840
820		88	82		83	74		820
800		84	77		80	71	99	800
780		80	73		76	67	96	780
760		74	67	99	73	64	93	760
740	99	69	61	98	68	59	88	740
720	99	63	55	96	65	55	83	720
700	97	57	49	94	60	51	76	700
680	95	50	43	90	56	46	69	680
660	92	44	37	86	51	42	61	660
640	88	38	32	80	47	37	54	640
620	83	32	26	74	42	33	46	620
600	77	27	20	67	36	29	39	600
580	71	22	16	60	31	24	33	580
560	63	18	11	53	26	20	28	560
540	56	14	8	45	21	15	22	540
520	48	11	5	38	17	11	18	520
500	40	8	3	31	12	8	14	500
480	32	6	1	25	9	5	10	480
460	24	4	1	19	6	3	8	460
440	19	3		14	4	2	5	440
420	14	2		10	2	1	4	420
400	9	1		7	1		2	400
380	6	1		4			1	380
360	3			3			1	360
340	1			2				340
320	1			1				320
300								300
280								280
260								260
240								240
220								220
200								200
Number of Test Takers	5,126	4,383	9,335	6,173	14,594	17,330	16,393	Number of Test Takers
Mean	522	671	699	546	659	705	615	Mean
Standard Deviation	92	121	113	99	137	156	102	Standard Deviation
Percent Women	50	58	37	62	26	20	75	Percent Women
Percent Men	47	39	61	34	71	77	23	Percent Men

* For additional data and interpretive information about subscores for these tests, see Table 3.

+ For the Physics Test, the percent of test takers scoring lower than 990 is 94.

Table 3: Subject Tests Interpretive Data for Subscores

(Based on the performance of all individuals who tested between July 1, 2011, and June 30, 2014)

Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores								Scaled Score
	Biochemistry, Cell and Molecular Biology			Biology			Psychology		
	Biochemistry	Cell Biology	Molecular Biology and Genetics	Cellular and Molecular Biology	Organismal Biology	Ecology and Evolution	Experimental Psychology	Social Psychology	
98									98
96				99	99				96
94				99	99				94
92				98	98	99			92
90				97	97	98			90
88				95	95	97			88
86				94	93	95			86
84				91	91	92			84
82				87	87	88	99		82
80				84	84	84	98	99	80
78				79	80	78	95	97	78
76				74	75	73	92	94	76
74	99	99	99	68	69	68	87	90	74
72	99	98	99	63	64	61	82	84	72
70	97	97	97	57	57	55	75	77	70
68	95	94	96	51	50	48	69	69	68
66	93	91	93	44	45	42	61	61	66
64	89	87	89	39	39	36	54	54	64
62	83	82	84	33	33	30	47	47	62
60	77	76	80	27	27	26	40	39	60
58	70	69	73	22	23	22	33	33	58
56	62	62	67	17	17	18	28	27	56
54	54	55	57	14	14	15	23	22	54
52	46	46	51	10	10	12	17	18	52
50	38	38	42	7	7	9	13	14	50
48	31	31	33	5	5	8	10	11	48
46	24	24	26	3	3	6	7	8	46
44	18	18	19	2	2	4	5	6	44
42	12	12	14	1	1	3	3	4	42
40	8	8	9			2	2	3	40
38	4	5	4			1	1	2	38
36	2	2	2					1	36
34	1	1	1					1	34
32			1						32
30									30
28									28
26									26
24									24
22									22
20									20
Number of Test Takers	5,126			4,383			16,393		Number of Test Takers
Mean	52	53	52	67	67	67	62	61	Mean
Standard Deviation	9	9	9	12	12	12	10	10	Standard Deviation
Total Score Mean	522			671			615		Total Score Mean
Standard Deviation	92			121			102		Standard Deviation

Department Code List for use with Table 4

The following Department Code List contains the fields of study from which examinees select their intended graduate major. These fields are grouped into broad graduate major fields under seven branches of learning (Natural Sciences, Engineering, Social and Behavioral Sciences, Arts and Humanities, Education, Business, and Other Fields).

Table 4 (see pages 29-32) contains score data by intended graduate major field and broad graduate major field (e.g., aggregation of the fields of study that constitute Agriculture) and also for the following aggregated groups of broad graduate major fields: Life Sciences, Physical Sciences, Engineering, Social Sciences, Arts and Humanities, Education, Business, and Other Fields. Score data presented includes number of examinees (N), means, standard deviations (S.D.), and the percentage of students in each of seven score ranges for verbal and quantitative scaled scores. However, only the number of examinees is reported for the broad major field "Other" or the "Other Fields" grouping (e.g., the aggregation of Fire Protection, Homeland Security, Interdisciplinary Studies, Law, Legal Research and Professional Studies, Military Technologies, Multidisciplinary Studies).

Note: The Natural Sciences category in the Department Code List is separated in Table 4 into Life Sciences (Agriculture, Natural Resources and Conservation; Biological and Biomedical Sciences; Health and Medical Sciences) and Physical Sciences (Chemistry; Computer and Information Sciences; Earth, Atmospheric, and Marine Sciences; Mathematical Sciences; Physics and Astronomy; and Other).

Department & Major Field Codes

NATURAL SCIENCES

Agriculture, Natural Resources and Conservation	
Agricultural and Domestic Animal Services.....	0116
Agricultural and Food Products Processing.....	0117
Agricultural Business and Management.....	0118
Agricultural Economics.....	0101
Agricultural Mechanization.....	0119
Agricultural Production.....	0102
Agricultural Public Services.....	0103
Agriculture, General.....	0120
Agronomy.....	0104
Animal Sciences.....	0105
Applied Horticulture.....	0121
Fishing and Fisheries Sciences and Management.....	0106
Food Science and Technology.....	0107
Forestry.....	0108
Horticulture Business Services.....	0109
International Agriculture.....	0122
Parks, Recreation, and Leisure Facilities Mgmt.....	0111
Parks, Recreation, and Leisure Studies.....	0123
Plant Sciences (Except Agronomy, see 0104).....	0112
Natural Resources and Conservation.....	0113
Natural Resources Management and Policy.....	0110
Soil Sciences.....	0114
Wildlife and Wildlands Science and Management.....	0115
Agriculture, Nat Resources, and Conservation—Other.....	0199
Biological and Biomedical Sciences	
Anatomical Sciences.....	0201
Animal Biology.....	0223
Bacteriology.....	0221
Biochemistry.....	0202
Bioinformatics.....	0224
Biology, General.....	0203
Biomathematics.....	0225
Biometry.....	0204
Biophysics.....	0222
Biotechnology.....	0226
Botany/Plant Biology.....	0205
Cell/Cellular Biology.....	0206
Computational Biology.....	0227
Developmental Biology.....	0208
Ecology.....	0207
Entomology.....	0209
Evolution.....	0228
Genetics.....	0210
Marine Biology.....	0211
Microbiological Sciences.....	0212
Molecular Biology.....	0229
Molecular Medicine.....	0230
Neurosciences.....	0213
Nutrition.....	0214
Parasitology.....	0231
Pathology.....	0215

Pharmacology.....	0216
Physiology.....	0217
Radiobiology.....	0218
Population Biology.....	0232
Systematics.....	0233
Toxicology.....	0219
Zoology.....	0220
Biological and Biomedical Sciences—Other.....	0299
Chemistry	
Analytical Chemistry.....	0302
Chemical Plastics.....	0307
Chemistry, General.....	0301
Environmental Chemistry.....	0308
Forensic Chemistry.....	0309
Inorganic Chemistry.....	0303
Organic Chemistry.....	0304
Medicinal and Pharmaceutical Chemistry.....	0305
Physical Chemistry.....	0306
Polymer Chemistry.....	0310
Theoretical Chemistry.....	0311
Chemistry—Other.....	0399
Computer and Information Sciences	
Computer and Information Sciences, General.....	0407
Computer Programming.....	0401
Computer Science.....	0402
Computer Software and Media Applications.....	0408
Computer Systems Analysis.....	0409
Computer Systems Networking and Telecommunications.....	0410
Computer/Information Technology Admin and Mgmt.....	0411
Data Processing.....	0403
Information Sciences/Studies.....	0404
Microcomputer Applications.....	0405
Systems Analysis.....	0406
Computer and Information Sciences—Other.....	0499
Earth, Atmospheric, and Marine Sciences	
Aquatic Biology/Limnology.....	0509
Atmospheric Sciences.....	0501
Biological Oceanography.....	0510
Environmental Sciences.....	0502
Geochemistry.....	0503
Geological Sciences.....	0504
Geophysics and Seismology.....	0505
Geosciences.....	0511
Hydrology.....	0512
Marine Sciences.....	0513
Meteorology.....	0507
Oceanography.....	0508
Paleontology.....	0506
Earth, Atmospheric, and Marine Sciences—Other.....	0599
Health and Medical Sciences	
Allied Health.....	0601
Alternative and Complementary Medicine.....	0624
Audiology.....	0602
Bioethics/Medical Ethics.....	0625

Chiropractic.....	0603
Clinical/Medical Laboratory Science/Research.....	0626
Communication Disorders Sciences and Services.....	0627
Dentistry and Oral Sciences.....	0604
Dietetics and Clinical Nutrition Services.....	0628
Environmental Health.....	0605
Epidemiology.....	0606
Exercise Science.....	0629
Health and Medical Administrative Services.....	0607
Immunology.....	0608
Health Sciences.....	0630
Health/Medical Preparatory Programs.....	0631
Kinesiology.....	0623
Medical Sciences.....	0609
Medical Chemistry.....	0621
Mental and Social Health Services.....	0632
Nursing.....	0610
Occupational Therapy.....	0618
Optometry.....	0611
Osteopathic Medicine.....	0612
Pharmaceutical Sciences.....	0613
Physical Therapy.....	0619
Physician Assistant.....	0634
Podiatry.....	0614
Pre-Medicine.....	0615
Public Health.....	0616
Rehabilitation and Therapy.....	0635
Speech-Language Pathology.....	0620
Veterinary Medicine.....	0617
Veterinary Science.....	0622
Health and Medical Sciences—Other.....	0699
Mathematical Sciences	
Actuarial Science.....	0701
Applied Mathematics.....	0702
Mathematics.....	0703
Probability.....	0704
Statistics.....	0705
Mathematical Sciences—Other.....	0799
Physics and Astronomy	
Acoustics.....	0809
Astronomy.....	0801
Astrophysics.....	0802
Atomic/Molecular Physics.....	0803
Condensed Matter and Materials Physics.....	0810
Elementary Particle Physics.....	0811
Nuclear Physics.....	0804
Optics/Optical Sciences.....	0805
Physics.....	0808
Planetary Astronomy and Science.....	0806
Plasma and High-Temperature Physics.....	0812
Solid State Physics.....	0807
Theoretical and Mathematical Physics.....	0813
Physics and Astronomy—Other.....	0899
Natural Sciences—Other	
Natural Sciences, General.....	0901
Physical Sciences, General.....	0902
Science Technologies.....	0903
Natural Sciences—Other.....	0999

ENGINEERING

Engineering—Chemical	
Chemical and Biomolecular Engineering.....	1004
Chemical Engineering.....	1001
Pulp and Paper Production.....	1002
Wood Science.....	1003
Chemical Engineering—Other.....	1099
Engineering—Civil	
Architectural Engineering.....	1101
Civil Engineering.....	1102
Construction Engineering.....	1104
Environmental/Environmental Health Engineering.....	1103
Geotechnical and Geoenvironmental Engineering.....	1105
Structural Engineering.....	1106
Surveying Engineering.....	1107
Transportation and Highway Engineering.....	1108
Water Resources Engineering.....	1109
Civil Engineering—Other.....	1199
Engineering—Electrical and Electronics	
Communications Engineering.....	1202
Computer Engineering.....	1201
Computer Hardware Engineering.....	1205
Computer Software Engineering.....	1206
Electrical Engineering.....	1203
Electronics Engineering.....	1204
Laser and Optical Engineering.....	1207
Telecommunications Engineering.....	1208
Electrical & Electronics Engineering—Other.....	1299
Engineering—Industrial	
Industrial Engineering.....	1301
Manufacturing Engineering.....	1303
Operations Research.....	1302
Industrial Engineering—Other.....	1399
Engineering—Materials	
Ceramic Sciences and Engineering.....	1401
Materials Engineering.....	1402
Materials Science.....	1403
Metallurgical Engineering.....	1404
Polymer/Plastics Engineering.....	1405
Materials Engineering—Other.....	1499
Engineering—Mechanical	
Engineering Mechanics.....	1501
Mechanical Engineering.....	1502
Mechanical Engineering—Other.....	1599
Engineering—Other	
Aeronautical Engineering.....	1614
Aerospace Engineering.....	1601
Agricultural Engineering.....	1602
Biochemical Engineering.....	1615
Biomedical/Medical Engineering.....	1603
Electromechanical Engineering.....	1616
Engineering Chemistry.....	1617
Engineering Physics.....	1604
Engineering Science.....	1605

Department & Major Field Codes (continued)

Forest Engineering	1618
Geological/Geophysical Engineering	1606
Mining and Mineral Engineering	1607
Naval Architecture and Marine Engineering	1608
Nuclear Engineering	1609
Ocean Engineering	1610
Paper Science and Engineering	1619
Petroleum Engineering	1611
Systems Engineering	1612
Textile Sciences and Engineering	1613
Engineering—Other	1699

SOCIAL AND BEHAVIORAL SCIENCES

Anthropology & Archaeology	
Anthropology	1701
Archaeology	1702
Anthropology and Archaeology, Other ..	1799

Economics

Applied Economics	1803
Econometrics	1802
Economics	1801
International Economics	1804
Economics, Other	1899

Political Science

International Relations	1901
Political Science and Government	1902
Public Policy Analysis	1903
Political Science—Other	1999

Psychology

Applied Psychology	2017
Clinical Psychology	2001
Cognitive Psychology	2002
Community Psychology	2003
Comparative Psychology	2004
Counseling Psychology	2005
Developmental and Child Psychology ..	2006
Experimental Psychology	2007
Forensic Psychology	2018
Industrial and Organizational Psychology	2008
Personality Psychology	2009
Physiological Psychology	2010
Psycholinguistics	2011
Psychology, General	2016
Psychometrics	2012
Psychopharmacology	2013
Quantitative Psychology	2014
Research and Experimental Psychology	2019
Social Psychology	2015
Psychology—Other	2099

Sociology

Demography	2101
Rural Sociology	2103
Sociology	2102

Social and Behavioral Sciences—Other

American Studies	2206
Adult Development and Aging	2208
Area, Ethnic, Cultural, Gender, and Group Studies	2201
Criminal Justice/Criminology	2202
Geography and Cartography	2203
Gerontology	2207
Public Affairs	2204
Social Sciences, General	2209
Urban Studies/Affairs	2205
Social and Behavioral Sciences—Other	2299

ARTS AND HUMANITIES

Arts—History, Theory, and Criticism

Art History, Criticism, and Conservation	2301
Music History, Literature, and Theory	2302
Musikology	2303
Theatre Literature, History and Criticism	2304
Arts—History, Theory, and Criticism—Other	2399

Arts—Performance and Studio

Arts, Entertainment, and Media Management	2401
Crafts/Craft Design	2408
Dance	2402
Design and Applied Arts	2405
Drama/Theatre Arts	2403
Film/Video and Photographic Arts	2409
Fine and Studio Arts	2406
Industrial Design	2407

Music	2404
Arts—Performance and Studio—Other	2499

English Language and Literature

American Literature	2502
Creative Writing	2503
English Language and Literature	2501
English Literature	2504
Rhetoric and Composition/Writing Studies	2505
English Language and Literatures—Other	2599

Foreign Languages and Literatures

African Languages and Literatures	2610
American Sign Language	2611
Asiatic Languages and Literatures	2601
Celtic Languages and Literatures	2612
Classics and Classical Languages and Literatures	2609
Foreign Literature	2602
French	2603
Germanic Languages and Literatures	2604
Italian	2605
Russian	2606
Semitic Languages	2607
Spanish	2608
Iranian/Persian Languages and Literatures	2613
Modern Greek Language and Literature	2614
Romance Languages and Literatures	2615
Slavic, Baltic, and Albanian Languages and Lit	2616
Foreign Languages and Literatures—Other	2699

History

American History	2701
European History	2702
History and Philosophy of Science and Technology	2703
History, General	2704
History—Other	2799

Philosophy

Ethics	2802
Logic	2803
Philosophy	2804
All Philosophy Fields	2801
Philosophy—Other	2899

Arts and Humanities—Other

Classics	2901
Linguistic, Comparative and Related Lang Studies	2902
Linguistics	2903
Religious Studies	2904
Humanities/Humanistic Studies	2905
Liberal Arts and Sciences/Liberal Arts	2906
Arts and Humanities—Other	2999

EDUCATION

Education—Administration

Educational Administration	3001
Educational Leadership	3003
Educational Supervision	3002

Education—Curriculum and Instruction

Curriculum and Instruction	3101
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Education—Early Childhood

Early Childhood Education and Teaching	3201
Kindergarten/Preschool Education and Teaching	3203

Education—Elementary

Elementary Education and Teaching	3301
Elementary Level Teaching Fields	3302

Education—Evaluation and Research

Educational Evaluation and Research ..	3407
Educational Psychology	3403
Educational Statistics and Research Methods	3401
Educational Assessment, Testing, and Measurement	3402
Elementary and Secondary Research ..	3404
Higher Education Research	3405
Learning Sciences	3408
School Psychology	3406

Education—Higher

Educational Policy	3501
Higher Education	3502
Higher Education Administration	3503

Education—Secondary

Secondary Education and Teaching	3601
Secondary Level Teaching Fields	3602

Education—Special

Education of the Gifted and Talented	3701
Education of Students with Specific Disabilities	3702
Educ of Students with Specific Learn Disabilities	3703
Remedial Education	3704
Special Education and Teaching	3705
Special Education—Other	3799

Education—Student Counseling and Personnel Services

College Student Counseling and Personnel Services	3801
Counselor Education	3802
School Counseling and Guidance Services	3803
Student Counseling and Personnel Services—Other	3899

Education—Other

Adult and Continuing Education	3901
Agricultural Education	3908
Bilingual, Multilingual, and Multicultural Educ	3902
Educational Media	3903
Education, General	3911
Junior High/Middle School Education and Teaching	3904
Outdoor Education	3912
Physical Education	3909
Pre-Elementary Education	3905
Social and Philosophical Foundations of Education	3906
Teaching English as a Second or Foreign Language	3907
Vocational/Technical Education	3910
Education—Other	3999

BUSINESS

Accounting

Accounting	4001
Taxation	4002
Auditing	4003

Banking and Finance

Banking and Financial Support Services ..	4101
Credit Management	4104
Finance	4102
Financial Planning and Services	4105
International Finance	4106
Investments and Securities	4103

Business Administration and Management

Business Administration and Management	4201
Business Operations	4214
Construction Management	4215
E-Commerce	4209
Entrepreneurship	4210
Health Care Administration	4211
Hospitality Administration/Management	4208
Human Resource Development	4202
Human Resources Management	4203
Labor and Industrial Relations	4204
Logistics and Supply Chain Management	4205
Manufacturing and Technology Management	4212
Operations Management	4213
Organizational Leadership	4206
Organizational Management	4207
Project Management	4216
Small Business Operations	4217
Sport and Fitness Administration/Management	4218
Telecommunications Management	4219
Business Administration and Management—Other	4299

Business—Other

Actuarial Science—Business	4306
Business/Corporate Communications	4318
Business/Managerial Economics	4301
Business Statistics	4319

Consulting	4307
Insurance	4308
International Business	4302
Leadership	4309
Management Information Systems	4303
Management Science	4320
Marketing	4304
Marketing Management and Research ..	4305
Public Policy—Business	4310
Merchandizing	4321
Real Estate	4311
Risk Management	4312
Supply Chain Management	4313
Sports Management	4314
Strategy	4315
Statistics and Operational Research ..	4316
Transportation	4317
Sales	4322
Business—Other	4399

OTHER FIELDS

Architecture and Environmental Design

Architectural History and Criticism	4407
Architectural Sciences and Technology ..	4408
Architecture	4401
City, Urban, Community, and Regional Planning	4402
Environmental Design	4403
Interior Architecture	4404
Landscape Architecture	4405
Urban Design	4406
Real Estate Development	4409
Architecture and Environmental Design—Other	4499

Communications and Journalism

Advertising	4501
Communications and Media Studies ..	4507
Communications Technologies	4502
Journalism	4503
Mass Communications	4508
Public Relations	4504
Publishing	4509
Radio, Television, and Digital Communication	4505
Speech Communication	4506
Communications and Journalism—Other	4599

Family and Consumer Sciences

Apparel and Textiles	4604
Family and Consumer Economics	4601
Family and Consumer Sciences	4603
Family Studies	4602
Foods, Nutrition, and Wellness Studies ..	4605
Housing and Human Environments	4606
Human Development	4607
Human Sciences	4608
Work and Family Studies	4609
Family and Consumer Sciences—Other	4699

Library and Archival Studies

Archives/Archival Administration	4702
Library and Information Science	4701
Library and Archival Studies—Other	4799

Public Administration

Community Organization and Advocacy	4802
Public Administration	4801

Religion and Theology

Ordained Ministry/Rabbinate	4903
Philosophy and Religious Studies, General	4904
Religion/Religious Studies	4901
Theology and Religious Vocations	4902
Religion and Theology—Other	4999

Social Work

Social Work	5001
Youth Services/Administration	5002
Social Work—Other	5099

Other Fields

Fire Protection	5103
Homeland Security	5104
Interdisciplinary Studies	5101
Law	5102
Legal Research and Professional Studies	5105
Military Technologies	5106
Multidisciplinary Studies	5107
Any Department Not Listed	5199
Undecided	0000

Table 4: General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field
Based on Seniors and Nonenrolled College Graduates

(Based on the performance of seniors and nonenrolled college graduates* who tested between August 1, 2011, and June 30, 2014)

Intended Graduate Major	Verbal Reasoning										Quantitative Reasoning										Analytical Writing													
	130-134	135-139	140-144	145-149	150-154	155-159	160-164	165-169	170	N	Mean	S.D.	130-134	135-139	140-144	145-149	150-154	155-159	160-164	165-169	170	N	Mean	S.D.	0	0.5 & 1	1.5 & 2	2.5 & 3	3.5 & 4	4.5 & 5	5.5 & 6	N	Mean	S.D.
LIFE SCIENCES Agriculture, Natural Res. & Conservation	0.7	3.1	12.2	24.4	26.9	20.4	9.1	2.9	0.3	175,432	151	7	0.5	3.9	13.1	24.2	29.0	18.5	7.9	2.5	0.4	175,419	151	7	0.0	0.1	1.8	21.5	53.9	21.0	1.7	175,091	3.8	0.7
	1.0	3.2	12.4	23.9	27.0	20.7	9.2	2.4	0.3	9,302	151	7	0.2	2.5	10.6	22.4	30.6	20.4	9.2	3.6	0.5	9,302	152	7	0.0	0.2	3.0	26.6	51.0	17.8	1.4	9,254	3.7	0.7
	0.5	2.3	8.4	18.5	25.4	24.7	14.0	5.3	0.7	63,437	153	7	0.3	1.9	7.4	17.8	29.0	24.5	13.4	4.8	1.0	63,448	154	7	0.0	0.1	1.7	19.7	50.7	25.2	2.6	63,349	3.9	0.7
	0.7	3.6	14.6	28.0	27.7	17.7	6.1	1.5	0.1	102,693	150	6	0.7	5.3	16.8	28.3	28.9	14.6	4.3	0.9	0.1	102,669	149	6	0.0	0.1	1.7	22.2	56.1	18.7	1.2	102,488	3.7	0.7
	3.1	7.9	13.1	16.3	19.3	19.2	13.7	6.3	1.0	83,672	152	9	0.3	1.6	3.7	8.4	15.7	22.6	23.9	18.0	5.8	83,733	158	8	0.0	0.4	6.7	32.8	39.4	18.4	2.4	83,561	3.5	0.9
PHYSICAL SCIENCES Chemistry	0.9	3.6	10.0	17.2	22.7	23.4	15.2	6.1	0.8	12,806	153	8	0.1	0.6	2.7	8.7	20.3	28.3	23.2	13.0	3.2	12,809	157	7	0.0	0.1	2.7	25.0	46.1	23.5	2.6	12,788	3.8	0.8
	7.0	16.0	20.5	17.2	14.9	11.8	8.0	3.8	0.7	31,845	147	9	0.8	3.6	6.2	10.6	15.1	21.4	22.2	15.5	4.7	31,889	157	9	0.0	0.9	13.6	45.1	29.6	9.7	1.1	31,809	3.2	0.9
	0.3	1.7	6.3	16.8	25.7	26.9	16.1	5.4	0.8	11,203	154	7	0.1	1.1	5.0	16.1	29.1	26.5	15.0	5.9	1.2	11,207	154	7	0.0	0.0	1.6	20.2	50.0	25.3	2.8	11,190	3.9	0.7
	1.0	3.7	10.1	16.7	21.4	20.8	16.3	8.5	1.5	16,255	154	8	0.0	0.1	0.6	2.5	7.9	18.3	28.9	29.9	11.7	16,264	162	6	0.0	0.1	2.7	30.3	42.1	21.5	3.3	16,224	3.7	0.8
	0.6	2.5	6.4	11.6	18.3	25.2	21.9	11.6	1.9	11,270	156	8	0.0	0.1	0.4	2.4	9.5	22.3	31.3	25.9	8.2	11,271	162	6	0.0	0.1	2.4	23.3	44.4	25.7	4.0	11,260	3.8	0.8
Other	2.4	5.8	15.0	23.2	22.5	22.5	6.5	1.7	0.3	293	150	7	0.3	1.4	13.0	23.5	26.6	17.7	10.2	5.5	1.7	293	152	7	0.0	0.3	6.9	24.8	51.0	15.5	1.4	290	3.6	0.8
	3.5	10.0	16.6	19.0	20.0	17.0	10.0	3.5	0.3	99,433	150	9	0.2	1.1	2.6	6.1	13.1	23.2	29.0	19.7	5.0	99,542	159	7	0.0	0.5	8.2	39.3	36.6	13.9	1.4	99,242	3.4	0.8
	1.4	5.2	12.2	17.5	21.1	21.4	14.8	5.9	0.6	7,122	152	8	0.0	0.1	1.1	3.0	10.3	22.0	34.7	23.4	5.4	7,126	161	6	0.0	0.2	3.9	30.9	41.1	21.4	2.6	7,115	3.7	0.8
	3.3	9.2	15.6	20.1	22.2	18.1	8.8	2.5	0.2	13,426	150	8	0.2	1.1	2.6	6.9	16.1	27.9	27.4	14.6	3.0	13,451	158	7	0.0	0.5	7.5	36.1	39.9	14.7	1.2	13,391	3.4	0.8
	5.2	13.9	21.2	20.8	18.3	11.9	6.4	2.1	0.2	34,719	147	8	0.3	1.6	3.5	7.2	13.0	20.6	26.5	21.2	6.1	34,745	159	8	0.0	0.7	12.0	48.7	30.3	7.6	0.7	34,672	3.1	0.8
Electrical and Electronics	2.4	9.5	18.5	22.5	21.6	15.5	7.8	2.0	0.2	3,869	149	8	0.1	0.6	2.4	6.7	13.4	22.5	28.5	20.0	5.7	3,886	159	7	0.1	0.1	5.4	44.4	37.6	11.2	1.1	3,841	3.4	0.8
	1.1	5.2	12.5	17.6	20.8	21.0	14.1	6.9	0.7	3,310	152	8	0.0	0.0	0.8	2.0	7.6	19.3	34.0	28.8	7.5	3,314	162	6	0.0	0.2	3.8	35.1	39.4	19.2	2.2	3,305	3.6	0.8
	3.7	10.3	16.2	18.2	19.7	17.8	10.4	3.5	0.3	21,453	150	9	0.2	1.3	2.8	6.5	13.2	24.0	29.5	18.2	4.3	21,470	159	7	0.0	0.4	8.3	38.4	37.5	14.0	1.4	21,415	3.4	0.8
Mechanical	1.5	4.8	10.4	15.2	21.1	24.2	16.1	6.1	0.6	15,534	153	8	0.1	0.4	1.4	4.5	12.6	25.6	31.9	19.4	4.0	15,550	160	6	0.0	0.2	3.8	26.0	43.9	23.4	2.7	15,503	3.7	0.8

*Limited to those who earned their college degrees up to two years prior to the test date. Note: This table does not include summary information on the approximately 600 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 27,600 test takers whose response was "Undecided".

**Table 4: General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field
Based on Seniors and Nonenrolled College Graduates**

(Based on the performance of seniors and nonenrolled college graduates* who tested between August 1, 2011, and June 30, 2014)

Intended Graduate Major	Verbal Reasoning										Quantitative Reasoning										Analytical Writing																	
	130-134	135-139	140-144	145-149	150-154	155-159	160-164	165-169	170	N	Mean	S.D.	130-134	135-139	140-144	145-149	150-154	155-159	160-164	165-169	170	N	Mean	S.D.	0	0.5 & 1	1.5 & 2	2.5 & 3	3.5 & 4	4.5 & 5	5.5 & 6	N	Mean	S.D.				
SOCIAL SCIENCES	0.7	2.8	9.7	19.1	24.6	23.6	13.7	5.2	0.7	118,260	153	7	1.2	6.7	16.9	23.6	23.5	15.4	8.0	3.8	0.9	118,352	150	8	0.0	0.1	1.6	18.0	48.8	27.5	4.0	118,035	3.9	0.8				
	Anthropology and Archaeology																																					
	0.1	0.6	3.8	11.9	22.3	30.3	21.6	8.6	0.9	7,057	156	6	0.6	5.7	17.4	27.4	27.3	15.6	5.0	0.9	0.2	7,056	149	6	0.0	0.0	0.7	12.2	48.9	33.5	4.6	7,049	4.1	0.7				
	Economics																																					
0.9	2.9	8.1	14.8	20.8	24.0	17.9	9.0	1.5	13,055	154	8	0.1	0.5	1.8	5.8	14.3	23.2	27.1	21.0	6.1	13,105	160	7	0.0	0.1	2.1	24.4	43.0	25.7	4.7	13,001	3.8	0.8					
Political Science	0.4	1.6	5.0	11.8	20.6	27.2	21.5	10.4	1.6	17,180	156	7	0.9	5.0	12.8	21.4	25.9	20.0	10.0	3.4	0.7	17,222	151	7	0.0	0.1	0.9	11.9	41.9	36.9	8.3	17,159	4.2	0.8				
	Psychology																																					
0.6	2.9	11.0	22.0	26.7	22.8	10.7	3.1	0.3	66,895	152	7	1.3	7.5	20.0	27.0	24.8	13.4	4.7	1.1	0.2	66,893	149	7	0.0	0.1	1.4	18.0	51.8	25.8	2.8	66,778	3.9	0.7					
Sociology	1.1	3.7	11.4	19.1	25.2	21.7	12.4	4.6	0.8	5,967	152	8	1.9	10.5	19.4	24.7	22.2	12.9	5.7	2.3	0.4	5,967	149	8	0.0	0.1	2.4	19.3	47.7	26.4	4.0	5,955	3.9	0.8				
	Other																																					
1.8	5.8	15.4	23.6	23.0	17.6	9.2	3.2	0.5	8,106	150	8	2.7	12.0	21.8	24.6	20.5	11.7	4.6	1.8	0.4	8,109	148	8	0.0	0.2	3.3	25.6	47.7	20.3	2.8	8,093	3.7	0.8					
ARTS AND HUMANITIES	0.3	1.3	4.4	10.7	19.8	26.8	23.2	11.6	1.9	46,653	157	7	1.3	7.1	17.4	24.9	24.6	15.6	6.7	2.2	0.3	46,601	150	7	0.0	0.1	1.1	12.2	43.6	35.6	7.5	46,613	4.1	0.8				
	Arts — History, Theory, and Criticism																																					
	0.2	1.2	3.9	11.1	23.1	27.1	22.0	10.4	1.0	3,346	156	7	1.1	7.1	16.7	25.7	24.3	15.9	6.8	2.1	0.3	3,347	150	7	0.0	0.0	0.8	12.3	46.5	34.3	6.1	3,345	4.1	0.7				
	Arts — Performance and Studio																																					
0.9	4.0	9.5	17.6	22.8	23.5	15.2	5.7	0.8	4,561	153	8	1.0	7.2	16.1	23.6	23.7	16.3	8.4	3.4	0.2	4,559	150	8	0.0	0.2	3.9	23.7	46.8	22.6	2.7	4,553	3.7	0.8					
English Language and Literature	0.3	0.8	3.2	9.1	19.4	28.2	25.2	12.0	1.8	16,916	157	7	1.4	8.0	19.6	26.3	24.3	13.9	5.0	1.4	0.2	16,877	149	7	0.0	0.0	0.7	9.7	42.2	38.7	8.7	16,901	4.2	0.8				
	Foreign Languages and Literatures																																					
0.6	2.3	6.8	12.4	19.9	25.7	19.9	10.3	2.1	3,552	155	8	1.1	6.8	14.4	22.7	25.6	18.2	8.1	2.7	0.3	3,553	150	7	0.0	0.1	1.5	16.1	44.6	31.8	5.8	3,549	4.0	0.8					
History	0.2	0.8	4.1	11.7	21.5	28.1	21.8	10.1	1.5	11,161	156	7	1.6	8.3	20.1	26.7	24.3	13.0	4.8	1.1	0.1	11,149	148	7	0.0	0.0	0.8	11.5	45.6	35.2	6.8	11,154	4.1	0.8				
	Philosophy																																					
0.0	0.5	1.7	5.4	12.6	24.0	30.6	20.3	4.8	3,392	160	7	0.2	2.5	9.0	18.8	27.0	22.9	13.1	5.3	1.1	3,392	153	7	0.0	0.0	0.5	7.4	35.6	42.7	13.8	3,388	4.4	0.8					
Other	0.3	1.5	4.4	9.4	16.0	23.7	25.9	15.4	3.3	3,725	157	8	1.1	4.2	11.4	21.2	25.1	20.6	11.3	4.3	0.7	3,724	152	8	0.0	0.1	1.1	11.7	43.2	36.5	7.4	3,723	4.1	0.8				

*Limited to those who earned their college degrees up to two years prior to the test date. Note: This table does not include summary information on the approximately 600 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 27,600 test takers whose response was "Undecided".

Table 4: General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field
Based on Seniors and Nonenrolled College Graduates

(Based on the performance of seniors and nonenrolled college graduates* who tested between August 1, 2011, and June 30, 2014

Intended Graduate Major	Verbal Reasoning										Quantitative Reasoning										Analytical Writing													
	130-134	135-139	140-144	145-149	150-154	155-159	160-164	165-169	170	N	Mean	S.D.	130-134	135-139	140-144	145-149	150-154	155-159	160-164	165-169	170	N	Mean	S.D.	0.5 & 1	1.5 & 2	2.5 & 3	3.5 & 4	4.5 & 5	5.5 & 6	N	Mean	S.D.	
EDUCATION	0.9	4.2	14.5	25.2	24.6	18.9	8.7	2.8	0.3	27,195	151	7	1.3	8.2	21.1	27.2	22.6	12.3	5.4	1.6	0.3	27,186	149	7	0.0	0.1	1.9	21.3	50.9	23.2	2.6	27,083	3.8	0.7
	1.6	5.4	18.2	26.7	23.7	15.3	7.2	1.9	0.1	836	149	7	2.2	9.4	19.3	26.0	24.2	11.4	5.6	2.0	0.0	836	148	7	0.0	0.0	1.9	27.6	48.1	20.6	1.8	836	3.7	0.8
	0.9	3.8	13.8	29.1	24.1	19.1	7.8	1.6	0.0	320	150	7	0.6	8.4	18.8	29.1	20.6	14.7	6.6	1.3	0.0	320	149	7	0.0	0.0	1.9	21.0	53.9	20.4	2.8	319	3.8	0.7
	1.7	7.6	21.5	30.0	21.9	12.5	3.8	0.8	0.1	1,222	148	7	1.7	12.8	27.2	30.3	18.2	7.1	2.4	0.3	0.1	1,222	146	6	0.0	0.0	3.0	28.9	51.2	15.5	1.3	1,230	3.6	0.7
Curriculum and Instruction	1.1	4.7	16.6	28.0	24.2	16.6	6.7	2.0	0.1	3,419	150	7	1.1	7.8	23.8	30.7	23.3	10.3	2.5	0.4	0.1	3,418	148	6	0.1	0.0	1.9	22.1	52.1	21.7	2.0	3,351	3.8	0.7
	0.7	3.6	13.8	26.1	26.3	19.6	7.9	1.9	0.3	4,761	151	7	1.1	8.6	22.6	28.1	22.9	11.1	4.1	1.2	0.3	4,760	148	7	0.0	0.0	1.5	18.9	54.1	23.7	1.9	4,755	3.8	0.7
	0.7	3.4	11.9	23.3	26.4	22.0	9.5	2.5	0.3	3,512	151	7	1.4	6.6	19.5	27.3	24.6	13.6	5.0	1.6	0.3	3,511	149	7	0.0	0.0	1.0	16.0	50.4	28.7	3.8	3,510	3.9	0.7
	0.2	1.6	7.2	17.1	24.5	26.6	15.8	6.3	0.6	3,738	154	7	0.6	4.6	13.9	23.0	26.3	18.5	9.8	2.8	0.5	3,736	151	7	0.0	0.0	0.8	13.6	50.1	30.6	4.9	3,731	4.0	0.7
Student Counseling and Personnel Svcs	1.0	5.5	18.0	29.1	25.1	14.7	5.2	1.4	0.1	2,077	149	7	1.5	11.7	26.3	30.0	20.0	8.3	2.1	0.2	0.0	2,076	146	6	0.1	0.2	2.2	24.9	50.8	20.5	1.4	2,063	3.7	0.7
	1.7	5.7	19.1	29.9	23.5	14.6	4.5	1.0	0.0	2,876	149	7	2.6	13.3	28.4	28.7	17.5	7.2	1.8	0.5	0.0	2,874	146	6	0.0	0.1	3.1	25.8	52.8	16.8	1.3	2,868	3.7	0.7
	1.0	4.9	14.4	23.3	23.0	18.1	10.7	4.2	0.4	4,434	151	8	1.1	6.2	16.2	23.8	22.7	15.1	10.4	3.9	0.6	4,433	151	8	0.0	0.2	2.8	25.9	46.8	21.2	3.1	4,420	3.7	0.8
	1.8	5.9	16.4	24.9	25.0	17.0	6.8	2.0	0.2	26,231	150	7	0.8	4.8	12.5	20.0	21.3	16.0	11.9	9.5	3.1	26,373	153	9	0.1	0.2	4.0	32.3	46.4	15.4	1.6	26,039	3.6	0.8
BUSINESS	2.5	6.6	16.5	27.3	25.0	15.4	5.1	1.5	0.1	1,494	149	7	0.5	3.3	12.1	22.4	27.2	16.7	10.6	5.9	1.4	1,495	152	8	0.1	0.9	5.4	32.8	47.5	12.7	0.6	1,471	3.5	0.8
	1.6	5.0	13.9	22.5	25.9	19.9	9.0	2.1	0.2	4,045	151	7	0.2	1.2	3.2	6.6	11.8	15.0	22.5	27.2	12.3	4,054	161	8	0.0	0.2	3.5	40.0	43.1	11.9	1.1	4,017	3.5	0.7
	1.6	5.7	15.9	24.8	25.5	17.1	7.0	2.2	0.2	11,319	150	7	1.0	6.2	15.4	23.8	24.1	16.0	8.0	4.6	0.9	11,430	151	8	0.1	0.2	3.8	29.0	47.9	17.1	1.9	11,224	3.6	0.8
	1.9	6.3	18.1	25.8	24.1	15.9	5.9	1.9	0.1	9,373	149	7	0.7	5.0	13.0	20.8	21.2	16.4	12.2	8.4	2.2	9,394	152	9	0.0	0.2	4.1	33.0	45.7	15.3	1.7	9,327	3.5	0.8

*Limited to those who earned their college degrees up to two years prior to the test date. Note: This table does not include summary information on the approximately 600 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 27,600 test takers whose response was "Undecided".

Table 4: General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field
Based on Seniors and Nonenrolled College Graduates

(Based on the performance of seniors and nonenrolled college graduates* who tested between August 1, 2011, and June 30, 2014

Intended Graduate Major	Verbal Reasoning										Quantitative Reasoning										Analytical Writing																				
	130-134	135-139	140-144	145-149	150-154	155-159	160-164	165-169	170	N	Mean	S.D.	130-134	135-139	140-144	145-149	150-154	155-159	160-164	165-169	170	N	Mean	S.D.	0	0.5 & 1	1.5 & 2	2.5 & 3	3.5 & 4	4.5 & 5	5.5 & 6	N	Mean	S.D.							
OTHER FIELDS											147,522											147,566											147,210								
Architecture and Environmental Design	1.8	6.9	15.4	23.1	23.3	17.8	8.7	2.7	0.3	10,837	150	8	0.4	2.4	8.4	18.1	24.5	21.8	15.1	7.8	1.5	10,853	154	8	0.0	0.2	5.0	37.0	41.3	15.0	1.4	10,817	3.5	0.8							
Communications and Journalism	1.4	5.3	14.4	23.2	25.0	19.2	9.1	2.2	0.2	12,584	151	7	2.1	10.9	21.1	24.9	19.6	11.3	7.1	2.7	0.4	12,583	148	8	0.0	0.2	2.7	24.7	46.0	23.4	3.0	12,570	3.8	0.8							
Family and Consumer Sciences	0.7	6.3	15.8	28.3	25.0	17.8	4.8	1.4	0.0	1,150	150	7	2.1	12.1	23.3	27.6	21.4	10.3	2.7	0.6	0.0	1,150	147	7	0.0	0.0	2.3	25.4	50.5	20.3	1.5	1,146	3.7	0.7							
Library and Archival Sciences	0.2	0.8	4.1	11.0	20.5	28.1	22.6	11.1	1.7	1,862	157	7	1.0	7.7	19.2	29.2	24.2	13.0	4.5	1.1	0.2	1,861	149	7	0.0	0.1	1.1	13.9	48.3	32.5	4.1	1,860	4.0	0.7							
Public Administration	0.9	4.0	12.8	21.1	24.2	22.6	10.8	3.3	0.3	3,900	152	7	2.0	8.8	21.2	24.3	22.3	11.4	6.7	2.9	0.4	3,899	149	8	0.0	0.1	2.4	22.4	48.1	24.1	2.9	3,890	3.8	0.8							
Religion and Theology	0.3	0.8	3.4	9.3	19.0	26.9	24.7	13.3	2.4	1,690	157	7	0.8	5.8	13.3	22.4	27.7	19.2	8.7	2.0	0.1	1,687	151	7	0.0	0.0	1.0	10.0	42.9	37.3	8.8	1,688	4.2	0.8							
Social Work	2.2	8.0	18.6	25.2	21.5	16.1	6.6	1.7	0.2	7,984	149	7	5.0	18.6	28.4	24.5	15.2	6.1	1.7	0.4	0.0	7,976	145	7	0.0	0.3	4.4	27.6	48.1	18.0	1.5	7,967	3.6	0.8							
Other											107,515											107,557											107,272								

*Limited to those who earned their college degrees up to two years prior to the test date. Note: This table does not include summary information on the approximately 600 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 27,600 test takers whose response was "Undecided".

**Table 5: Reliability Estimates and Standard Errors of Measurement
for Individual Scores and Score Differences**

Score	Reliability Estimate ¹		Standard Errors of Measurement				Sample Size
			Individual Scores		Score Differences		
	Total Score	Subscore	Total Score	Subscore	Total Score	Subscore	
GENERAL TEST²							
Verbal Reasoning	0.92		2.4		3.4		
Quantitative Reasoning	0.95		2.1		2.9		
Analytical Writing ³	0.83		0.4		0.5		
SUBJECT TESTS⁴							
Biochemistry (Total Score)	0.94		20		29		317
Biochemistry		0.84		3.3		4.6	317
Cell Biology		0.84		3.3		4.6	317
Molecular Biology and Genetics		0.89		2.6		3.7	317
Biology (Total Score)	0.95		24		35		1173
Cellular and Molecular Biology		0.90		3.7		5.2	1173
Organismal Biology		0.87		4.2		5.9	1173
Ecology and Evolution		0.92		3.4		4.8	1173
Chemistry	0.94		23		33		1071
Literature in English	0.96		18		25		833
Mathematics	0.93		34		48		840
Physics	0.94		34		48		1204
Psychology (Total Score)	0.95		21		30		939
Experimental Psychology		0.91		3.0		4.2	939
Social Psychology		0.90		3.2		4.5	939

¹ The reliability estimates for the Subject Tests were computed by the Kuder-Richardson formula (20) adapted for use with formula scores.

² The reliability estimates and standard errors of measurement for the Verbal Reasoning and Quantitative Reasoning measures of the revised General Test are based on item response theory (IRT). The standard errors of measurement represent an average of the theoretical standard errors for each multi-stage test delivered between August 1, 2011 and June 30, 2014. The reliability estimates for the paper-delivered version of the measures are similar to the values for the computer-delivered versions of the measures presented in the table.

³ The reliability of the Analytical Writing measure was computed based on the performance of all individuals who tested between August 1, 2011 and June 30, 2014.

⁴ The reliabilities for the Subject Test total scores are each the median of five recent editions. The reported standard error of measurement, sample sizes, and Subject Test subscore reliabilities (if applicable) are based on the test edition that had the median reliability.

Table 6A: Conditional Standard Errors of Measurement at Selected Scores for the GRE® revised General Test Measures*

Measure	130	135	140	145	150	155	160	165	170
Verbal Reasoning	4.1	3.5	2.8	2.4	2.2	2.1	2.0	2.0	1.4
Quantitative Reasoning	3.5	2.7	2.3	2.1	2.1	1.9	1.9	2.1	1.1

Table 6B: Conditional Standard Errors of Measurement of Score Differences at Selected Scores for the GRE® revised General Test Measures*

Measure	130	135	140	145	150	155	160	165	170
Verbal Reasoning	5.8	5.0	4.0	3.4	3.1	2.9	2.8	2.8	2.0
Quantitative Reasoning	5.0	3.8	3.2	3.0	2.9	2.7	2.8	3.0	1.5

*The multi-stage tests used to compute the CSEMs and CSEMs of score differences are the same as those on which the reliability estimates in Table 5 are based. Conditional standard errors of measurement are not available for the Analytical Writing measure.

GRE[®] ANALYTICAL WRITING SECTION SCORE LEVEL DESCRIPTIONS

Although the GRE Analytical Writing measure contains two discrete analytical writing tasks, a single combined score is reported because it is more reliable than is a score for either task alone. The reported score ranges from 0 to 6, in half-point increments.

The statements below describe, for each score level, the overall quality of analytical writing demonstrated across both the Issue and Argument tasks. The test assesses "analytical writing," so critical thinking skills (the ability to reason, assemble evidence to develop a position and communicate complex ideas) are assessed along with the writer's control of grammar and the mechanics of writing.

Scores 6 and 5.5

Sustains insightful, in-depth analysis of complex ideas; develops and supports main points with logically compelling reasons and/or highly persuasive examples; is well focused and well organized; skillfully uses sentence variety and precise vocabulary to convey meaning effectively; demonstrates superior facility with sentence structure and usage, but may have minor errors that do not interfere with meaning.

Scores 5 and 4.5

Provides generally thoughtful analysis of complex ideas; develops and supports main points with logically sound reasons and/or well-chosen examples; is generally focused and well organized; uses sentence variety and vocabulary to convey meaning clearly; demonstrates good control of sentence structure and usage, but may have minor errors that do not interfere with meaning.

Scores 4 and 3.5

Provides competent analysis of ideas in addressing specific task directions; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with acceptable clarity; demonstrates satisfactory control of sentence structure and usage, but may have some errors that affect clarity.

Scores 3 and 2.5

Displays some competence in analytical writing and addressing specific task directions, although the writing is flawed in at least one of the following ways: limited analysis or development; weak organization; weak control of sentence structure or usage, with errors that often result in vagueness or a lack of clarity.

Scores 2 and 1.5

Displays serious weaknesses in analytical writing. The writing is seriously flawed in at least one of the following ways: serious lack of analysis or development; unclear in addressing specific task directions; lack of organization; frequent problems in sentence structure or usage, with errors that obscure meaning.

Scores 1 and 0.5

Displays fundamental deficiencies in analytical writing. The writing is fundamentally flawed in at least one of the following ways: content that is extremely confusing or mostly irrelevant to the assigned tasks; little or no development; severe and pervasive errors that result in incoherence.

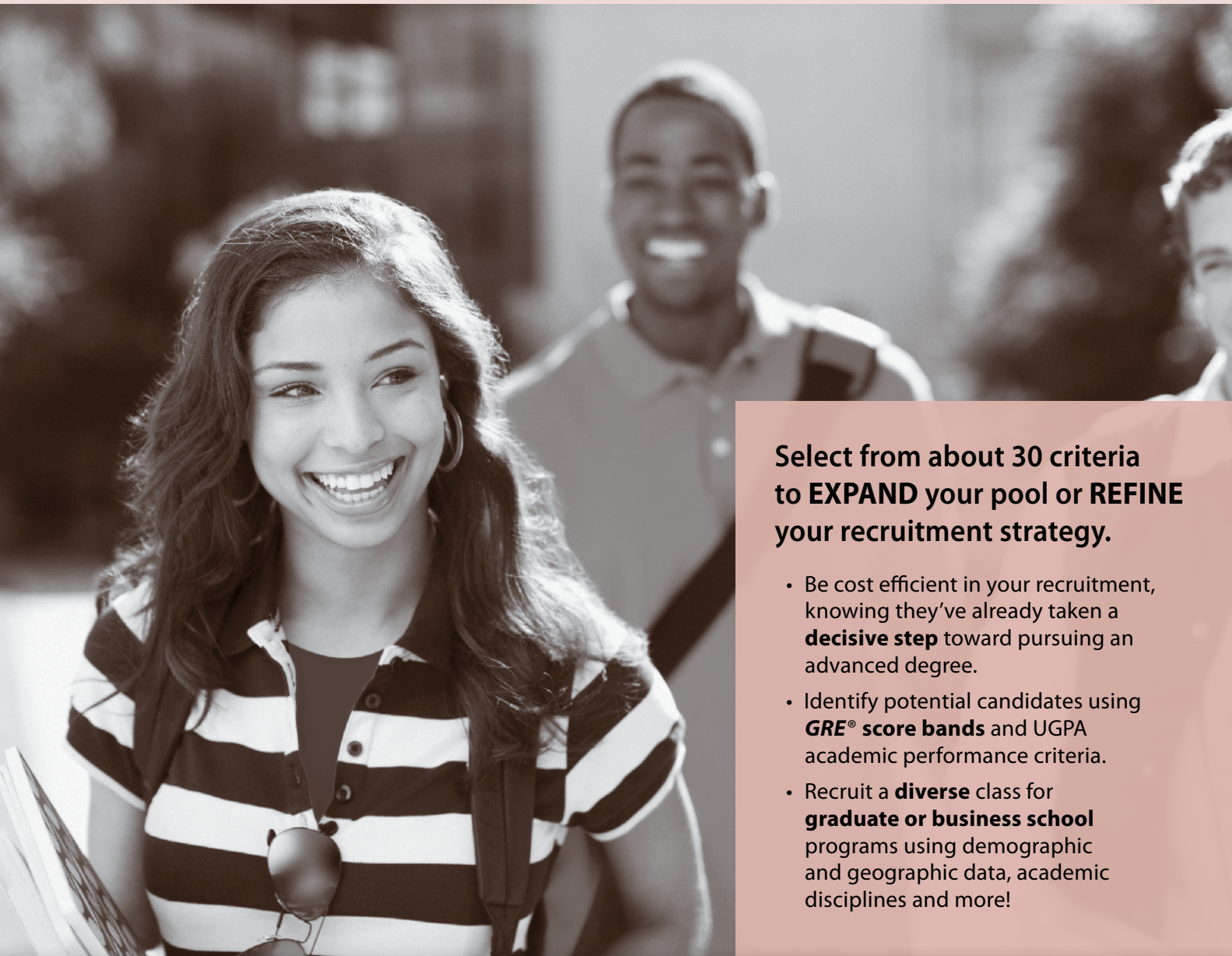
Score Level 0

The examinee's analytical writing skills cannot be evaluated because the responses do not address any part of the assigned tasks, are merely attempts to copy the assignments, are in a foreign language or display only indecipherable text.

Score NS

The examinee produced no text whatsoever.

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