



**GRE**<sup>®</sup>  
Graduate Record Examinations<sup>®</sup>

# Guide to the Use of Scores

**Inside, find all the facts you need about:**

- using *GRE*<sup>®</sup> scores appropriately
- using percentile ranks
- score interpretation and statistical information, including score data by intended graduate major field

**2017–18**

[www.ets.org/gre/institutions](http://www.ets.org/gre/institutions)

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## Communicating with the GRE Program

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

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

The *ETS® Data Manager* is 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 [www.ets.org/portal](http://www.ets.org/portal).

This publication can be downloaded at [www.ets.org/gre/guide](http://www.ets.org/gre/guide).

## The Graduate Record Examinations<sup>®</sup> Board and Committees

The *Graduate Record Examinations*<sup>®</sup> (GRE<sup>®</sup>) 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<sup>®</sup>). 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 monitors ongoing services for fairness and access issues, monitors new and ongoing services and monitors 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](http://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.

### TOEFL<sup>®</sup> Board

In recognition of the fact that a large number of TOEFL<sup>®</sup> 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 right, 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<sup>®</sup> General Test**

### **Content**

The GRE General Test consists of three measures: Verbal Reasoning, Quantitative Reasoning, and Analytical Writing.

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 measure tests the ability to solve problems using mathematical models, and to understand, 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 General Test can download the *POWERPREP<sup>®</sup>* practice tests free-of-charge (see [www.ets.org/gre/tpresources](http://www.ets.org/gre/tpresources)).

### **Administration**

The GRE 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 7, 2017, November 4, 2017 and February 3, 2018).

### Computer Testing

The computer-delivered GRE 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 General Test.

### Paper Testing

The paper-delivered GRE General Test contains two Analytical Writing sections, two Verbal Reasoning sections and two Quantitative Reasoning sections. Total testing time is approximately 3 hours and 30 minutes. Test takers enter 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 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 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 adaptation. 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 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, paper-delivered as well as computer-delivered. 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 one-point increments.

## Analytical Writing Section

For the Analytical Writing section of the computer-delivered GRE 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 the *e-rater*<sup>®</sup> scoring engine, a computerized program developed by ETS that is capable of identifying essay features related to writing proficiency. If the human score and the e-rater score closely agree, the average of the two scores is used as the final score. If they disagree, a second human score is obtained and the final score is the average of the two human scores. 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.

For the Analytical Writing section of the paper-delivered GRE 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](http://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 35.

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.

## **GRE<sup>®</sup> Subject Tests**

### **Content**

The GRE Subject Tests are paper-delivered tests in six 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. Note that the Biochemistry, Cell and Molecular Biology Test was discontinued in December 2016. Scores will continue to be reported per the five-year score reporting policy.

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](http://www.ets.org/gre/subject/prepare).

### **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 that 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 multiple-choice questions on poetry, drama, biography, the essay, the short story, the novel, criticism, literary theory, and the history of the language. Some questions are based on short works reprinted in their entirety, some on excerpts from longer works. 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, drawn from courses commonly offered at the undergraduate level. Approximately 50 percent of the questions involve calculus and its applications—subject matter that can be assumed to be common to the backgrounds of almost all mathematics majors. About 25 percent of the questions in the test are in elementary algebra, linear algebra, abstract algebra, and number theory. The remaining 25% of the questions deal with other areas of mathematics currently studied by undergraduates at many institutions, including 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, some of which are grouped in sets and based on such materials as diagrams, graphs, experimental data, and descriptions of physical situations. There is increased emphasis on the understanding of fundamental theoretical principles of physics. Topics include classical mechanics (20%), electromagnetism (18%), optics and wave phenomena (9%), thermodynamics and statistical mechanics (10%), quantum mechanics (12%), atomic physics (10%), special relativity (6%) and laboratory methods (6%). The remaining 9% of the test covers specialized 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. For test editions administered beginning in September 2017, questions are distributed between six subscore areas: Biological (17-21%), Cognitive (17-24%), Social (12-14%), Developmental (12-14%), Clinical (15-19%), and Measurement/Methodology/Other (15-19%). For test editions administered prior to September 2017, questions are distributed between two subscore areas: Experimental (40%) and Social (43%). The

remaining 17% of the test covers general topics and measurement/methodology.

## **Administration**

The Subject Tests are offered at paper-delivered administrations up to three times a year at test centers throughout the world (September 16, 2017, October 28, 2017, and April 14, 2018).

## **How the GRE Subject Tests are Scored**

Each score on a Subject Test depends on the number of questions answered correctly in the time allotted. The number of questions answered correctly 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.

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 Biology and Psychology Tests also yield subscores.

- For the Biology Test, the number of questions answered correctly that belong to each content area contribute to each subscore.
- For the Psychology Test, the number of questions answered correctly that belong to each content area and the number of questions answered correctly on the whole test both contribute to each subscore. In most cases, questions that belong to a content area also require some ability in other content areas. By using the number of correct answers on the whole test in the computations of each subscore, the responses to the questions that belong to other content areas are allowed to contribute and the quality of the subscore is enhanced.

Subscores are also scaled through a process known as equating, which accounts for minor variations in difficulty among the different test editions.

The Biology and Psychology Tests yield subscores on a 20-99 score scale, in one-point increments. Note that the subscore scales for each of the individual Subject Tests occupy only a portion of the 20 to 99 score range. 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<sup>®</sup> Program website at [www.ets.org/gre/guidelines](http://www.ets.org/gre/guidelines).

## Introduction

These guidelines have been adopted by the 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](http://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.** For tests taken on or after July 1, 2016, scores are part of a test taker's reportable history for five years after the test date.

For tests taken prior to July 1, 2016, 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).



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.

**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/balancedapproach](http://www.ets.org/gre/balancedapproach).

**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](http://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.<sup>1</sup> 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](http://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.

**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.

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<sup>1</sup>The percentile ranks for the General Test and Subject Tests for the 2017-18 testing year are based on a three-year cohort of examinees who tested between July 1, 2013, and June 30, 2016.

## **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 or business 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*<sup>®</sup> 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](http://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 for tests taken on or after July 1, 2016, scores are reportable for five years following the individual's test date. For tests taken prior to July 1, 2016, 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 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 five 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](http://www.ets.org/gre/percentile).

### 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, business 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, whether or not it has already been reported, and to take such other actions as ETS deems appropriate, including banning the test taker from future tests and referring the matter to law enforcement authorities, when in ETS's judgment, a testing irregularity occurs; there is an apparent discrepancy in a test taker's identification; the test taker may have engaged in misconduct, including without limitation having someone else take the test for him/her, obtaining improper access to test questions or answers, disclosing test questions or answers to third parties, plagiarism,

or copying or communication; or the score is invalid for another reason. ETS reserves the right to share any and all information in its possession about a test taker and the terms and conditions of test taking with (a) any entity which ETS recognizes as an authorized user of test scores, including without limitation any entity to which ETS reports test scores at the test taker's request, and (b) any government agency with responsibility for administration or enforcement

of U.S. criminal and/or immigration laws. When ETS cancels a test score that has already been reported, it notifies score recipients that the score has been canceled and may also explain why the score has been canceled.

For additional security questions, or concerns, please call the ETS Office of Testing Integrity at 1-800-750-6991 (United States, U.S. Territories, and Canada) 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](http://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. An analysis by ETS in 2014 revealed that when comparing an individual's initial score to the subsequent score, most saw favorable gains. Improvements were noted on all three measures of the GRE General Test.

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 current General Test, the GRE Program advises using the scores from the current 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 and business school for all students. Research reports related to the predictive validity of GRE test scores can be found at [www.ets.org/gre/research](http://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 General Test* at [www.ets.org/gre/snapshot](http://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*<sup>®</sup> 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*<sup>®</sup> 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](http://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.

While many test takers with disabilities successfully take a GRE test with appropriate accommodations, you may want to consider waiving the test requirement for some test takers with disabilities and consider their application based on other information.

## 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.

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 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 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 2017-18 testing year, these percentile ranks are based on the scores of all test takers who tested between July 1, 2013, and June 30, 2016.
- 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”<sup>2</sup> 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 in Table 6B can be used to evaluate the difference between the scores from two test takers.
- Although each GRE General Test measure assesses different developed abilities, scores on the measures are moderately related. The correlation between Verbal Reasoning and Quantitative Reasoning scores is 0.35, the correlation between Verbal Reasoning and Analytical Writing scores is 0.69, and the correlation between Quantitative Reasoning and Analytical Writing scores is 0.16.

### Analytical Writing Section of the GRE 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

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<sup>2</sup> 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.

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](http://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 0.84. 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 79 percent of the time; they differ by one score point about 19 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*<sup>®</sup> 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](http://www.ets.org/toefl).

## GRE 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, in one-point increments,

although the range for any particular Subject Test subscore is usually smaller.

- Scores from 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 research<sup>3</sup> 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.

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<sup>3</sup> 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 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 July 1, 2013, and June 30, 2016.

### Tables 2 and 3 (Subject Test Interpretive 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, 2013, and June 30, 2016.

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 one; a reliability index of one 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 July 1, 2013, and June 30, 2016)

Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores	
	Verbal Reasoning	Quantitative Reasoning
170	99	97
169	99	96
168	98	94
167	98	92
166	97	91
165	96	89
164	94	87
163	93	84
162	91	81
161	88	78
160	86	76
159	83	73
158	80	69
157	76	66
156	73	62
155	69	59
154	65	55
153	61	51
152	56	47
151	52	43
150	48	38
149	43	35
148	39	30
147	35	27
146	31	24
145	27	20
144	24	17
143	20	14
142	17	12
141	15	10
140	12	8
139	9	6
138	8	4
137	6	3
136	4	2
135	3	2
134	2	1
133	2	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 July 1, 2013, and June 30, 2016)

Score Levels	Percent of Test Takers Scoring Lower than Selected Score
	Analytical Writing
6.0	99
5.5	98
5.0	93
4.5	82
4.0	60
3.5	42
3.0	18
2.5	8
2.0	2
1.5	1
1.0	
0.5	
0.0	

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

(Based on the performance of all individuals who tested between July 1, 2013, and June 30, 2016)

	Verbal Reasoning	Quantitative Reasoning	Analytical Writing
Number of Test Takers	1,742,748	1,745,644	1,737,470
Mean	149.97	152.57	3.48
Standard Deviation	8.49	9.02	0.88
Percent Women	50		
Percent Men	45		

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

**Table 2: Subject Tests Total Score Interpretive Data Used on Score Reports<sup>1</sup>**  
 (Based on the performance of all individuals who tested between July 1, 2013, and June 30, 2016)

Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores						Scaled Score
	Biology <sup>2</sup>	Chemistry	Literature in English	Mathematics	Physics <sup>3</sup>	Psychology <sup>2</sup>	
980					93		980
960					91		960
940	99				89		940
920	99	99		99	87		920
900	98	97		95	84		900
880	97	94		91	82		880
860	95	91		88	79		860
840	93	88		85	76		840
820	90	83		82	72		820
800	86	78		79	69	99	800
780	82	73		76	65	96	780
760	76	68	99	73	62	93	760
740	70	62	98	68	58	88	740
720	64	56	96	64	54	82	720
700	58	50	94	60	50	76	700
680	51	44	90	55	46	68	680
660	44	39	86	51	42	61	660
640	38	33	81	46	37	53	640
620	32	27	75	42	33	46	620
600	27	22	69	37	28	39	600
580	22	17	62	31	24	33	580
560	18	13	54	26	20	27	560
540	14	9	47	22	16	22	540
520	11	6	39	17	11	18	520
500	8	4	32	13	9	14	500
480	6	2	26	9	5	11	480
460	4	1	20	6	3	8	460
440	3	1	14	4	2	5	440
420	2		10	2	1	4	420
400	1		7	1		2	400
380			4			1	380
360			3			1	360
340			2			1	340
320			1				320
300			1				300
280							280
260							260
240							240
220							220
200							200
Number of Test Takers	3,201	9,002	4,627	14,571	19,166	13,300	Number of Test Takers
Mean	668	693	543	660	707	615	Mean
Standard Deviation	118	115	99	140	157	103	Standard Deviation
Percent Women	58	40	63	26	20	75	Percent Women
Percent Men	38	58	34	71	77	22	Percent Men

<sup>1</sup> Varying percents of test takers per test did not provide any classification with regard to gender.

<sup>2</sup> For additional data and interpretive information about subscores for these tests, see Table 3.

<sup>3</sup> For the Physics Test, the percent of test takers scoring lower than 990 is 94.

**Table 3: Subject Tests Interpretive Data for Subscores**

(GRE Biology Test information is based on the performance of all individuals who tested between July 1, 2013, and June 30, 2016.  
 GRE Psychology Test information is based on the performance of all individuals who tested between July 1, 2015, and June 30, 2016)

Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores									Scaled Score
	Biology			Psychology						
	Cellular and Molecular Biology	Organismal Biology	Ecology and Evolution	Biological	Cognitive	Social	Developmental	Clinical	Measurement/Methodology/Other	
98										98
96		99								96
94	99	99								94
92	99	98	99							92
90	97	97	99							90
88	96	96	98							88
86	94	95	96							86
84	92	92	94							84
82	89	89	90	99			99		99	82
80	85	85	86	97	98	99	99	99	98	80
78	81	81	81	96	96	96	96	97	96	78
76	75	77	75	92	93	94	93	94	93	76
74	69	71	70	87	89	90	88	89	88	74
72	63	65	63	82	84	83	83	84	83	72
70	57	57	56	75	75	76	77	76	76	70
68	51	52	49	69	68	68	69	70	71	68
66	45	46	43	62	60	60	59	59	61	66
64	39	40	37	53	53	54	54	53	55	64
62	33	34	31	46	46	46	45	44	45	62
60	27	27	26	40	39	38	39	39	41	60
58	22	22	22	33	33	34	33	31	32	58
56	17	18	19	28	26	27	26	26	26	56
54	13	14	15	22	22	21	21	22	21	54
52	9	10	12	18	17	16	17	17	17	52
50	6	7	10	14	13	13	13	14	14	50
48	4	5	8	11	10	10	10	10	10	48
46	2	3	6	7	8	8	8	8	8	46
44	1	2	4	5	6	6	5	6	6	44
42	1	1	3	3	4	4	4	4	4	42
40			2	2	2	2	2	3	2	40
38			1	1	1	2	1	2	1	38
36					1	1	1	1	1	36
34								1		34
32										32
30										30
28										28
26										26
24										24
22										22
20										20
Number of Test Takers	3,201			4,220						Number of Test Takers
Mean	67	67	67	62	62	62	62	61	62	Mean
Standard Deviation	11	12	12	10	10	10	10	10	10	Standard Deviation
Total Score Mean	668			616						Total Score Mean
Standard Deviation	118			102						Standard Deviation

## Department Code List for use with Table 4

The following Department Code List contains the fields of study from which test takers select their intended graduate major. These fields are grouped into broad graduate major fields (Life Sciences, Physical Sciences, Engineering, Social and Behavioral Sciences, Humanities & Arts, Education, Business, and Other Fields).

Table 4 (on pages 26-29) 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).

### Department & Major Field Codes

#### **LIFE SCIENCES**

<b>Agriculture, Natural Resources and Conservation</b>	
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
<b>Biological and Biomedical Sciences</b>	
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
<b>Health and Medical Sciences</b>	
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
Medicinal 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

#### **PHYSICAL SCIENCES**

<b>Chemistry</b>	
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
<b>Computer and Information Sciences</b>	
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
<b>Earth, Atmospheric, and Marine Sciences</b>	
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
<b>Mathematical Sciences</b>	
Actuarial Science .....	0701
Applied Mathematics .....	0702
Mathematics .....	0703
Probability .....	0704
Statistics .....	0705
Mathematical Sciences—Other .....	0799
<b>Physics and Astronomy</b>	
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
<b>Natural Sciences—Other</b>	
Natural Sciences, General .....	0901
Physical Sciences, General .....	0902
Science Technologies .....	0903
Natural Sciences—Other .....	0999
<b>ENGINEERING</b>	
<b>Engineering—Chemical</b>	
Chemical and Biomolecular Engineering .....	1004
Chemical Engineering .....	1001
Pulp and Paper Production .....	1002
Wood Science .....	1003
Chemical Engineering—Other .....	1099
<b>Engineering—Civil</b>	
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
<b>Engineering—Electrical and Electronics</b>	
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
<b>Engineering—Industrial</b>	
Industrial Engineering .....	1301
Manufacturing Engineering .....	1303
Operations Research .....	1302
Industrial Engineering—Other .....	1399
<b>Engineering—Materials</b>	
Ceramic Sciences and Engineering .....	1401
Materials Engineering .....	1402
Materials Science .....	1403
Metallurgical Engineering .....	1404
Polymer/Plastics Engineering .....	1405
Materials Engineering—Other .....	1499
<b>Engineering—Mechanical</b>	
Engineering Mechanics .....	1501
Mechanical Engineering .....	1502
Mechanical Engineering—Other .....	1599
<b>Engineering—Other</b>	
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
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
<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	
<b>Anthropology &amp; Archaeology</b>	
Anthropology .....	1701



## Department & Major Field Codes (continued)

Archaeology .....	1702	Asiatic Languages and Literatures .....	2601	Special Education and Teaching .....	3705	Transportation .....	4317
Anthropology and Archaeology, Other ..	1799	Celtic Languages and Literatures .....	2612	Special Education—Other .....	3799	Sales .....	4322
<b>Economics</b>		Classics and Classical Languages and Literatures .....	2609	<b>Education—Student Counseling and Personnel Services</b>		Business—Other .....	4399
Applied Economics .....	1803	Foreign Literature .....	2602	College Student Counseling and Personnel Services .....	3801	<b>OTHER FIELDS</b>	
Econometrics .....	1802	French .....	2603	Counselor Education .....	3802	<b>Architecture and Environmental Design</b>	
Economics .....	1801	Germanic Languages and Literatures .....	2604	School Counseling and Guidance Services .....	3803	Architectural History and Criticism.....	4407
International Economics .....	1804	Italian .....	2605	Student Counseling and Personnel Services—Other .....	3899	Architectural Sciences and Technology .....	4408
Economics, Other .....	1899	Russian .....	2606	<b>Education—Other</b>		Architecture .....	4401
<b>Political Science</b>		Semitic Languages .....	2607	Adult and Continuing Education .....	3901	City, Urban, Community and Regional Planning .....	4402
International Relations .....	1901	Spanish .....	2608	Agricultural Education .....	3908	Environmental Design .....	4403
Political Science and Government .....	1902	Iranian/Persian Languages and Literatures .....	2613	Bilingual, Multilingual, and Multicultural Educ.....	3902	Interior Architecture .....	4404
Public Policy Analysis .....	1903	Modern Greek Language and Literature .....	2614	Educational Media .....	3903	Landscape Architecture .....	4405
Political Science—Other .....	1999	Romance Languages and Literatures .....	2615	Education, General .....	3911	Urban Design .....	4406
<b>Psychology</b>		Slavic, Baltic, and Albanian Languages and Lit .....	2616	Junior High/Middle School Education and Teaching .....	3904	Real Estate Development.....	4409
Applied Psychology .....	2017	Foreign Languages and Literatures—Other .....	2699	Outdoor Education .....	3912	Architecture and Environmental Design—Other .....	4499
Clinical Psychology .....	2001	<b>History</b>		Physical Education .....	3909	<b>Communications and Journalism</b>	
Cognitive Psychology .....	2002	American History .....	2701	Pre-Elementary Education .....	3905	Advertising .....	4501
Community Psychology .....	2003	European History .....	2702	Social and Philosophical Foundations of Education .....	3906	Communications and Media Studies.....	4507
Comparative Psychology .....	2004	History and Philosophy of Science and Technology .....	2703	Teaching English as a Second or Foreign Language .....	3907	Communications Technologies .....	4502
Counseling Psychology .....	2005	History, General .....	2704	Vocational/Technical Education .....	3910	Journalism .....	4503
Developmental and Child Psychology ..	2006	History—Other .....	2799	Education—Other .....	3999	Mass Communications.....	4508
Experimental Psychology .....	2007	<b>Philosophy</b>		<b>BUSINESS</b>		Public Relations.....	4504
Forensic Psychology.....	2018	Ethics .....	2802	Accounting		Publishing .....	4509
Industrial and Organizational Psychology .....	2008	Logic .....	2803	Accounting .....	4001	Radio, Television, and Digital Communication .....	4505
Personality Psychology .....	2009	Philosophy .....	2804	Taxation .....	4002	Speech Communication .....	4506
Physiological Psychology .....	2010	All Philosophy Fields .....	2801	Auditing .....	4003	Communications and Journalism—Other .....	4599
Psycholinguistics .....	2011	Philosophy—Other .....	2899	<b>Banking and Finance</b>		<b>Family and Consumer Sciences</b>	
Psychology, General .....	2016	<b>Arts and Humanities—Other</b>		Banking and Financial Support Services ..	4101	Apparel and Textiles.....	4604
Psychometrics .....	2012	Classics .....	2901	Credit Management .....	4104	Family and Consumer Economics.....	4601
Psychopharmacology .....	2013	Linguistic, Comparative and Related Lang Studies .....	2902	Finance .....	4102	Family and Consumer Sciences .....	4603
Quantitative Psychology .....	2014	Linguistics .....	2903	Financial Planning and Services .....	4105	Family Studies .....	4602
Research and Experimental Psychology ..	2019	Religious Studies .....	2904	International Finance .....	4106	Foods, Nutrition, and Wellness Studies ..	4605
Social Psychology .....	2015	Humanities/Humanistic Studies .....	2905	Investments and Securities.....	4103	Housing and Human Environments .....	4606
Psychology—Other .....	2099	Liberal Arts and Sciences/Liberal Arts .....	2906	<b>Business Administration and Management</b>		Human Development.....	4607
<b>Sociology</b>		Arts and Humanities—Other .....	2999	Business Administration and Management .....	4201	Human Sciences .....	4608
Demography .....	2101	<b>EDUCATION</b>		Business Operations.....	4214	Work and Family Studies.....	4609
Rural Sociology .....	2103	<b>Education—Administration</b>		Construction Management .....	4215	Family and Consumer Sciences—Other .....	4699
Sociology .....	2102	Educational Administration .....	3001	E-Commerce .....	4209	<b>Library and Archival Studies</b>	
<b>Social and Behavioral Sciences—Other</b>		Educational Leadership .....	3003	Entrepreneurship .....	4210	Archives/Archival Administration .....	4702
American Studies .....	2206	Educational Supervision .....	3002	Health Care Administration .....	4211	Library and Information Science .....	4701
Adult Development and Aging .....	2208	<b>Education—Curriculum and Instruction</b>		Hospitality Administration/Management .....	4208	Library and Archival Studies—Other .....	4799
Area, Ethnic, Cultural, Gender and Group Studies .....	2201	Curriculum and Instruction .....	3101	Human Resource Development .....	4202	<b>Public Administration</b>	
Criminal Justice/Criminology .....	2202	<b>Education—Early Childhood</b>		Human Resources Management .....	4203	Community Organization and Advocacy ..	4802
Geography and Cartography .....	2203	Early Childhood Education and Teaching .....	3201	Labor and Industrial Relations .....	4204	Public Administration .....	4801
Gerontology .....	2207	Kindergarten/Preschool Education and Teaching .....	3203	Logistics and Supply Chain Management .....	4205	<b>Religion and Theology</b>	
Public Affairs .....	2204	<b>Education—Elementary</b>		Manufacturing and Technology Management .....	4212	Ordained Ministry/Rabbinate .....	4903
Social Sciences, General .....	2209	Elementary Education and Teaching .....	3301	Operations Management .....	4213	Philosophy and Religious Studies, General .....	4904
Urban Studies/Affairs .....	2205	Elementary Level Teaching Fields.....	3302	Organizational Leadership .....	4206	Religion/Religious Studies .....	4901
Social and Behavioral Sciences—Other .....	2299	<b>Education—Evaluation and Research</b>		Organizational Management .....	4207	Theology and Religious Vocations .....	4902
<b>HUMANITIES &amp; ARTS</b>		Educational Evaluation and Research ..	3407	Project Management .....	4216	Religion and Theology—Other .....	4999
<b>Arts—History, Theory, and Criticism</b>		Educational Psychology .....	3403	Small Business Operations .....	4217	<b>Social Work</b>	
Art History, Criticism, and Conservation .....	2301	Educational Statistics and Research Methods .....	3401	Sport and Fitness Administration/Management .....	4218	Social Work .....	5001
Music History, Literature and Theory .....	2302	Educational Assessment, Testing, and Measurement .....	3402	Telecommunications Management .....	4219	Youth Services/Administration.....	5002
Musiology .....	2303	Elementary and Secondary Research ..	3404	Business Administration and Management—Other .....	4299	Social Work—Other .....	5099
Theatre Literature, History and Criticism .....	2304	Higher Education Research .....	3405	<b>Business—Other</b>		<b>Other Fields</b>	
Arts—History, Theory, and Criticism—Other .....	2399	Learning Sciences .....	3408	Actuarial Science—Business .....	4306	Fire Protection .....	5103
<b>Arts—Performance and Studio</b>		School Psychology .....	3406	Business/Corporate Communications .....	4318	Homeland Security .....	5104
Arts, Entertainment, and Media Management .....	2401	<b>Education—Higher</b>		Business/Managerial Economics .....	4301	Interdisciplinary Studies .....	5101
Crafts/Craft Design .....	2408	Educational Policy .....	3501	Business Statistics .....	4319	Law .....	5102
Dance .....	2402	Higher Education .....	3502	Consulting .....	4307	Legal Research and Professional Studies .....	5105
Design and Applied Arts .....	2405	Higher Education Administration .....	3503	Insurance .....	4308	Military Technologies .....	5106
Drama/Theatre Arts .....	2403	<b>Education—Secondary</b>		International Business .....	4302	Multidisciplinary Studies .....	5107
Film/Video and Photographic Arts .....	2409	Secondary Education and Teaching .....	3601	Leadership .....	4309	Any Department Not Listed.....	5199
Fine and Studio Arts .....	2406	Secondary Level Teaching Fields.....	3602	Management Information Systems.....	4303	Undecided .....	0000
Industrial Design .....	2407	<b>Education—Special</b>		Management Science .....	4320		
Music .....	2404	Education of the Gifted and Talented.....	3701	Marketing .....	4304		
Arts—Performance and Studio—Other .....	2499	Education of Students with Specific Disabilities .....	3702	Marketing Management and Research ..	4305		
<b>English Language and Literature</b>		Educ of Students with Specific Learn Disabilities ..	3703	Public Policy—Business.....	4310		
American Literature .....	2502	Remedial Education .....	3704	Merchandizing .....	4321		
Creative Writing .....	2503			Real Estate .....	4311		
English Language and Literature .....	2501			Risk Management.....	4312		
English Literature .....	2504			Supply Chain Management .....	4313		
Rhetoric and Composition/Writing Studies .....	2505			Sports Management .....	4314		
English Language and Literatures—Other .....	2599			Strategy .....	4315		
<b>Foreign Languages and Literatures</b>				Statistics and Operational Research.....	4316		
African Languages and Literatures .....	2610						
American Sign Language .....	2611						

**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 July 1, 2013, and June 30, 2016)

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.
<b>LIFE SCIENCES</b>	0.7	3.0	12.2	24.9	27.4	20.3	8.5	2.6	0.3	210,084	151	7	0.5	3.7	13.0	24.9	29.5	17.9	7.3	2.5	0.7	210,084	151	7	0.0	0.1	1.6	21.7	54.7	20.5	1.4	209,813	3.8	0.7
Agriculture, Natural Res. & Conservation	0.8	3.4	12.8	23.6	27.4	21.1	8.3	2.3	0.2	10,492	151	7	0.2	2.3	10.6	22.5	30.9	19.6	9.1	3.8	1.0	10,494	152	7	0.0	0.2	2.9	28.7	50.5	16.8	1.0	10,450	3.6	0.7
Biological & Biomedical Sciences	0.6	2.2	8.3	18.3	25.7	25.3	13.8	5.1	0.7	67,967	153	7	0.3	1.7	7.1	17.7	28.9	24.2	13.4	5.2	1.6	67,975	154	7	0.0	0.1	1.7	20.7	50.8	24.4	2.3	67,886	3.8	0.7
Health and Medical Sciences	0.8	3.4	14.2	28.5	28.3	17.7	5.7	1.4	0.1	131,625	150	6	0.7	4.8	16.2	28.8	29.7	14.5	4.1	0.9	0.2	131,615	149	6	0.0	0.1	1.5	21.6	57.0	18.8	1.0	131,477	3.8	0.7
<b>PHYSICAL SCIENCES</b>	4.4	10.0	14.6	16.7	19.1	17.8	11.4	5.2	0.9	108,066	150	9	0.7	2.6	4.6	8.6	14.9	20.4	21.8	17.4	9.0	108,133	158	9	0.0	0.7	8.7	38.5	35.6	14.8	1.7	107,983	3.4	0.9
Chemistry	0.9	3.5	9.7	17.4	23.2	24.4	14.7	5.4	0.8	13,537	153	8	0.1	0.7	2.2	8.1	20.3	27.1	22.6	13.2	5.6	13,543	158	7	0.0	0.2	2.7	27.8	45.3	21.8	2.3	13,525	3.7	0.8
Computer and Information Sciences	8.4	17.9	21.0	17.2	14.7	10.9	6.3	3.0	0.5	50,663	146	9	1.4	5.1	7.6	11.1	14.8	19.1	19.8	14.3	6.8	50,704	156	9	0.0	1.3	15.7	48.1	26.5	7.6	0.9	50,637	3.1	0.9
Earth, Atmospheric, and Marine Sciences	0.3	1.4	6.8	16.9	26.0	26.9	15.4	5.5	0.8	11,593	154	7	0.1	1.0	5.3	14.9	29.0	26.1	14.6	6.7	2.4	11,596	155	7	0.0	0.1	1.5	22.1	50.3	23.6	2.4	11,578	3.8	0.7
Mathematical Sciences	1.3	4.0	11.3	17.7	22.8	20.5	14.1	7.0	1.4	19,273	153	8	0.0	0.1	0.6	2.2	6.8	15.7	26.3	29.8	18.6	19,283	163	6	0.0	0.2	2.9	37.7	39.2	17.7	2.3	19,254	3.6	0.8
Physics and Astronomy	0.6	2.0	6.4	12.1	20.3	25.4	20.8	10.7	1.9	12,703	156	8	0.0	0.1	0.6	2.5	8.9	20.2	28.8	25.4	13.6	12,710	162	6	0.0	0.1	2.2	27.9	42.6	24.2	3.1	12,694	3.8	0.8
Natural Sciences – Other	1.3	5.4	15.8	23.9	23.9	19.2	5.7	4.7	0.0	297	150	7	0.3	2.7	12.1	22.9	23.2	19.9	11.1	5.1	2.7	297	153	8	0.0	0.0	5.4	34.2	45.1	13.9	1.4	295	3.5	0.8
<b>ENGINEERING</b>	4.7	11.4	17.9	19.1	19.4	15.7	8.6	2.9	0.3	130,120	149	9	0.4	1.8	3.8	7.3	13.0	21.3	26.3	18.5	7.6	130,275	159	8	0.0	0.7	10.0	44.2	32.8	11.2	1.0	129,887	3.3	0.8
Chemical	1.6	5.1	12.5	17.7	22.0	21.4	13.8	5.3	0.7	8,520	152	8	0.0	0.4	1.3	3.2	9.8	20.1	32.7	23.2	9.2	8,528	161	6	0.0	0.2	3.8	34.6	40.8	18.3	2.4	8,505	3.6	0.8
Civil	4.9	11.7	18.1	19.6	20.3	16.0	7.2	2.0	0.2	15,440	148	8	0.6	2.2	4.2	8.3	15.8	24.4	25.4	14.3	4.9	15,462	158	8	0.0	0.8	10.9	42.2	33.6	11.6	0.9	15,400	3.3	0.9
Electrical and Electronics	6.4	15.2	21.5	20.3	18.0	11.2	5.4	1.7	0.2	48,401	147	8	0.6	2.5	4.9	8.6	12.8	19.1	23.3	19.3	9.0	48,450	158	9	0.0	1.0	13.6	52.2	26.7	6.0	0.4	48,343	3.1	0.8
Industrial	3.2	9.2	19.8	22.9	21.7	15.1	6.3	1.5	0.3	5,433	149	8	0.1	1.2	2.7	7.7	14.7	21.4	26.7	17.2	8.3	5,448	159	8	0.0	0.3	6.1	49.2	34.8	8.9	0.7	5,402	3.3	0.7
Materials	1.2	3.5	12.3	18.0	23.3	22.1	13.2	5.8	0.6	4,214	153	8	0.0	0.0	0.8	2.0	6.6	17.9	30.3	29.0	13.4	4,219	163	6	0.0	0.2	3.8	39.4	37.0	18.0	1.6	4,210	3.6	0.8
Mechanical	5.3	12.3	18.4	18.4	18.5	15.4	8.6	2.9	0.2	30,004	148	9	0.5	2.1	4.2	7.9	13.8	22.0	26.3	17.0	6.2	30,038	158	8	0.0	0.8	11.0	43.5	32.9	11.0	0.9	29,959	3.3	0.8
Other	1.7	4.8	10.9	16.0	20.9	24.2	15.2	5.6	0.5	18,108	153	8	0.1	0.6	2.1	5.0	12.3	24.7	31.0	18.3	5.9	18,130	160	7	0.0	0.3	3.9	29.6	42.7	21.2	2.4	18,068	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 230 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 35,000 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 July 1, 2013, and June 30, 2016)

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 & BEHAVIORAL SCI. Anthropology and Archaeology	0.7	2.9	9.8	19.1	24.7	23.8	13.2	5.1	0.7	112,977	153	7	1.2	6.4	16.3	23.1	23.2	15.1	8.5	4.4	1.7	113,080	151	8	0.0	0.1	1.6	19.9	48.9	26.0	3.5	112,856	3.9	0.8
	0.2	0.9	4.1	13.1	23.2	30.1	19.8	7.6	1.0	5,888	156	7	0.8	6.0	18.2	27.2	26.7	14.6	5.2	1.1	0.3	5,888	149	7	0.0	0.1	0.8	14.6	49.7	31.0	3.9	5,888	4.0	0.7
	1.0	3.0	8.2	14.7	21.5	24.3	17.0	8.7	1.5	14,662	154	8	0.1	0.4	1.9	5.5	13.2	21.7	26.1	21.3	9.7	14,735	160	7	0.0	0.2	1.9	28.4	41.9	23.3	4.3	14,627	3.8	0.8
	0.4	1.5	5.0	12.0	20.4	27.2	21.2	10.5	1.8	14,917	156	7	0.9	5.0	12.3	20.4	25.5	19.5	11.2	4.0	1.2	14,947	152	8	0.0	0.1	0.8	13.4	42.9	35.7	7.1	14,909	4.1	0.8
	0.7	3.0	11.0	21.8	26.8	23.0	10.3	3.1	0.3	65,400	152	7	1.3	7.3	19.6	27.0	25.0	13.3	4.8	1.4	0.3	65,402	149	7	0.0	0.1	1.5	19.0	52.2	24.7	2.5	65,325	3.9	0.7
Sociology	1.0	3.8	11.4	19.2	23.4	22.5	12.8	5.1	0.6	5,284	152	8	2.3	10.0	19.2	24.3	21.7	12.2	6.5	2.8	1.0	5,281	149	8	0.0	0.2	2.1	21.6	47.8	24.7	3.5	5,288	3.8	0.8
	1.7	5.9	16.0	22.9	22.1	18.3	9.3	3.4	0.4	6,826	150	8	3.0	10.9	21.7	25.2	20.2	10.9	4.7	2.6	0.8	6,827	148	8	0.0	0.2	3.3	27.5	46.5	20.1	2.3	6,819	3.7	0.8
HUMANITIES & ARTS Arts — History, Theory, and Criticism Arts — Performance and Studio English Language and Literature Foreign Languages and Literatures History Philosophy Other	0.3	1.3	4.6	11.1	20.1	26.7	22.1	11.7	2.1	37,316	156	7	1.5	7.0	16.8	24.4	24.2	15.2	7.5	2.7	0.7	37,280	150	8	0.0	0.1	1.2	13.5	43.8	34.8	6.7	37,282	4.1	0.8
	0.1	1.0	3.5	10.6	21.2	28.8	22.9	10.7	1.4	2,507	157	7	1.3	6.2	15.9	24.2	22.9	17.5	8.3	3.1	0.6	2,508	150	8	0.0	0.0	0.8	14.0	46.6	33.8	4.8	2,507	4.1	0.7
	0.8	3.4	10.1	18.3	23.2	23.3	14.1	6.1	0.6	3,922	153	8	1.1	6.1	14.4	22.8	23.0	17.0	9.8	4.6	1.1	3,920	151	8	0.0	0.3	3.9	24.8	46.3	21.7	3.0	3,916	3.7	0.8
	0.2	0.9	3.5	9.8	20.0	28.2	23.6	11.9	2.0	13,103	157	7	1.7	8.3	19.4	26.1	23.6	13.2	5.6	1.7	0.3	13,077	149	7	0.0	0.0	0.7	11.0	42.4	38.3	7.6	13,090	4.2	0.8
	0.6	2.3	6.4	12.5	19.4	24.4	20.2	11.8	2.5	2,983	156	8	1.2	5.4	13.8	21.6	27.2	17.8	9.0	3.1	0.9	2,981	151	8	0.0	0.2	1.6	16.2	43.7	33.2	5.2	2,981	4.0	0.8
	0.2	0.8	4.3	11.5	21.7	27.7	21.6	10.4	1.8	8,937	156	7	1.8	8.2	19.7	26.8	24.2	12.5	5.1	1.4	0.2	8,926	148	7	0.0	0.0	0.7	12.3	45.4	34.8	6.8	8,930	4.1	0.8
	0.1	0.4	2.0	5.1	13.2	25.6	28.0	20.6	5.0	2,951	160	7	0.6	2.9	8.9	18.2	25.0	21.2	14.8	6.0	2.5	2,955	154	8	0.0	0.1	0.7	8.5	37.9	41.1	11.7	2,948	4.3	0.8
	0.5	1.4	5.4	10.8	18.7	24.0	22.7	13.7	3.0	2,913	157	8	1.0	4.7	12.0	21.2	25.1	19.3	11.0	4.5	1.3	2,913	152	8	0.0	0.0	1.1	15.2	44.8	33.0	5.9	2,910	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 230 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 35,000 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 July 1, 2013, and June 30, 2016)

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.	
<b>EDUCATION</b>	<b>1.1</b>	<b>4.3</b>	<b>14.5</b>	<b>25.1</b>	<b>25.0</b>	<b>18.9</b>	<b>8.1</b>	<b>2.7</b>	<b>0.3</b>	<b>25,331</b>	<b>151</b>	<b>7</b>	<b>1.4</b>	<b>8.0</b>	<b>20.4</b>	<b>27.4</b>	<b>23.0</b>	<b>11.6</b>	<b>5.8</b>	<b>1.9</b>	<b>0.4</b>	<b>25,326</b>	<b>149</b>	<b>7</b>	<b>0.0</b>	<b>0.1</b>	<b>2.1</b>	<b>22.5</b>	<b>50.6</b>	<b>22.4</b>	<b>2.2</b>	<b>25,217</b>	<b>3.8</b>	<b>0.8</b>
Administration	1.1	7.4	17.0	28.6	24.7	13.4	6.0	1.9	0.0	753	149	7	2.0	9.8	21.6	27.6	23.0	8.4	5.3	2.0	0.3	753	148	7	0.0	0.1	3.1	29.0	46.0	19.7	2.1	752	3.6	0.8
Curriculum and Instruction	0.3	3.7	12.5	28.3	23.2	21.9	9.1	0.7	0.3	297	151	7	1.3	7.1	19.2	27.9	23.2	14.1	4.7	2.4	0.0	297	149	7	0.0	0.0	2.0	20.9	53.0	22.6	1.4	296	3.8	0.7
Early Childhood	2.5	8.1	21.3	28.5	21.6	13.8	3.3	0.7	0.2	1,076	148	7	2.1	11.6	28.2	28.9	17.3	7.4	3.4	0.9	0.1	1,076	146	7	0.0	0.2	4.5	30.8	49.1	14.4	1.0	1,056	3.6	0.8
Elementary	1.1	4.6	15.8	28.5	25.3	17.5	5.6	1.4	0.2	2,631	150	7	1.0	6.8	21.4	32.0	25.8	10.0	2.7	0.2	0.1	2,631	148	6	0.1	0.1	2.3	22.5	52.6	21.1	1.3	2,574	3.7	0.7
Evaluation and Research	0.8	3.7	14.0	26.2	26.9	19.0	7.2	1.9	0.3	4,752	151	7	1.3	8.5	22.1	29.5	22.7	10.5	3.9	1.2	0.3	4,752	148	7	0.0	0.0	1.6	20.2	55.0	21.6	1.5	4,746	3.8	0.7
Higher	1.0	3.0	12.4	24.5	25.7	22.0	8.4	2.7	0.3	3,700	151	7	1.3	7.5	19.3	27.4	25.2	13.1	4.5	1.3	0.4	3,700	149	7	0.0	0.0	1.2	17.2	50.9	27.9	2.7	3,697	3.9	0.7
Secondary	0.4	1.5	7.4	17.0	24.8	26.7	15.2	6.2	0.9	2,900	154	7	0.7	4.3	14.4	22.6	25.8	18.0	10.7	2.8	0.6	2,898	151	7	0.0	0.0	1.0	14.7	48.0	31.6	4.6	2,895	4.0	0.8
Special	1.5	5.5	18.7	28.4	25.9	13.8	4.9	1.2	0.1	1,773	149	7	2.2	10.5	24.8	30.9	21.6	7.6	2.0	0.5	0.0	1,772	147	6	0.1	0.4	1.9	25.9	52.8	18.0	0.9	1,768	3.7	0.7
Student Counseling and Personnel Svcs	1.7	6.6	19.0	29.3	25.0	13.8	3.4	1.0	0.0	3,131	148	7	2.6	13.5	27.5	29.2	18.7	6.4	1.6	0.4	0.0	3,129	146	6	0.0	0.1	3.3	25.9	53.1	16.6	1.0	3,123	3.6	0.7
Other	1.3	4.0	13.5	21.7	22.7	19.4	11.9	4.7	0.6	4,318	152	8	0.9	5.1	14.1	22.2	22.8	15.1	12.8	5.7	1.3	4,318	152	8	0.0	0.2	2.5	28.1	44.4	21.8	3.0	4,310	3.7	0.8
<b>BUSINESS</b>	<b>2.1</b>	<b>6.1</b>	<b>16.6</b>	<b>24.9</b>	<b>24.7</b>	<b>16.9</b>	<b>6.5</b>	<b>2.0</b>	<b>0.2</b>	<b>34,021</b>	<b>150</b>	<b>7</b>	<b>0.9</b>	<b>4.5</b>	<b>11.8</b>	<b>19.0</b>	<b>20.4</b>	<b>15.8</b>	<b>12.3</b>	<b>10.0</b>	<b>5.3</b>	<b>34,132</b>	<b>153</b>	<b>9</b>	<b>0.1</b>	<b>0.4</b>	<b>4.0</b>	<b>36.5</b>	<b>43.9</b>	<b>13.9</b>	<b>1.3</b>	<b>33,809</b>	<b>3.5</b>	<b>0.8</b>
Accounting	3.0	6.3	17.2	27.0	23.5	16.2	5.3	1.4	0.1	1,880	149	7	1.0	3.0	12.2	23.2	26.7	15.7	10.9	5.1	2.2	1,884	152	8	0.1	0.9	4.9	35.6	45.2	12.5	0.9	1,856	3.4	0.8
Banking and Finance	1.7	4.6	12.8	22.2	27.1	20.8	8.3	2.2	0.2	5,787	151	7	0.3	1.1	3.0	6.6	10.7	13.2	19.7	26.5	18.9	5,800	161	8	0.1	0.5	3.2	46.4	39.4	9.6	0.9	5,753	3.4	0.7
Business Admin and Management	2.1	6.3	16.2	24.6	24.7	16.8	6.8	2.2	0.3	14,457	150	7	1.2	5.7	15.0	23.5	23.8	15.6	9.1	4.5	1.5	14,529	151	8	0.1	0.3	4.1	30.7	46.6	16.5	1.7	14,365	3.6	0.8
Other	2.2	6.6	18.7	26.3	23.6	15.3	5.5	1.7	0.2	11,897	149	7	0.9	4.9	12.2	18.7	20.1	17.2	12.7	9.5	3.8	11,919	153	9	0.1	0.3	4.1	39.0	42.5	13.0	1.1	11,835	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 230 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 35,000 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 July 1, 2013, and June 30, 2016)

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.									
<b>OTHER FIELDS</b>											<b>137,175</b>											<b>137,252</b>											<b>137,077</b>										
Architecture and Environmental Design	1.7	6.9	17.7	24.0	23.3	16.7	6.9	2.5	0.3	10,830	150	7	0.4	2.3	8.2	17.2	22.3	19.2	16.8	10.2	3.3	10,842	155	8	0.0	0.3	5.6	42.9	37.9	12.5	0.9	10,815	3.4	0.8									
Communications and Journalism	1.8	5.6	14.8	23.4	25.3	18.1	8.3	2.3	0.3	10,425	150	7	2.0	9.9	20.5	23.1	18.5	11.1	9.0	4.7	1.2	10,426	149	9	0.0	0.2	2.9	30.1	44.3	20.4	2.2	10,411	3.7	0.8									
Family and Consumer Sciences	1.0	5.7	16.1	29.3	26.3	15.9	4.5	1.0	0.1	1,255	149	7	2.2	10.6	22.0	28.2	22.9	9.2	3.6	0.9	0.3	1,255	147	7	0.0	0.0	1.9	24.7	51.2	20.8	1.3	1,253	3.7	0.7									
Library and Archival Sciences	0.1	0.9	3.0	11.9	19.8	30.2	23.5	9.4	1.2	1,345	156	7	1.4	6.8	18.7	28.7	25.0	11.7	5.5	1.8	0.4	1,345	149	7	0.0	0.0	1.0	15.9	47.8	31.7	3.5	1,345	4.0	0.7									
Public Administration	1.2	4.5	13.1	21.1	23.2	22.5	11.0	3.2	0.3	3,447	151	7	1.9	8.7	20.0	24.0	21.2	11.7	7.0	4.6	1.0	3,447	149	8	0.0	0.1	2.4	26.1	47.7	21.4	2.3	3,441	3.7	0.8									
Religion and Theology	0.5	0.6	3.8	8.9	18.0	27.2	25.4	13.0	2.6	1,648	157	7	1.2	5.2	14.0	21.6	27.8	18.4	9.1	2.6	0.1	1,647	151	7	0.0	0.0	0.8	10.4	40.6	39.5	8.7	1,646	4.2	0.8									
Social Work	3.2	8.7	19.5	24.9	22.3	14.8	5.0	1.4	0.1	7,492	148	7	5.9	19.4	28.2	24.0	14.4	5.7	1.8	0.4	0.1	7,465	144	7	0.0	0.2	4.5	31.2	47.7	15.2	1.2	7,618	3.6	0.8									
Other											<b>100,733</b>											<b>100,825</b>											<b>100,548</b>										

\* 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 230 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 35,000 test takers whose response was "Undecided".

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

Score	Reliability Estimate		Standard Errors of Measurement				Sample Size
			Individual Scores		Score Differences		
	Total Score	Subscore	Total Score	Subscore	Total Score	Subscore	
<b>GENERAL TEST<sup>1</sup></b>							
Verbal Reasoning	0.92		2.4		3.4		
Quantitative Reasoning	0.95		2.1		3.0		
Analytical Writing	0.84		0.34		0.48		
<b>SUBJECT TESTS<sup>2</sup></b>							
Biology (Total Score)	0.95		24		34		544
Cellular and Molecular Biology		0.88		3.6		5.0	544
Organismal Biology		0.86		3.9		5.5	544
Ecology and Evolution		0.91		3.2		4.6	544
Chemistry	0.94		25		35		1158
Literature in English	0.96		19		26		667
Mathematics	0.92		34		48		1694
Physics	0.94		35		49		1330
Psychology (Total Score)	0.95		21		30		939
Biological		0.85		3.8		5.4	939
Cognitive		0.93		2.6		3.7	939
Social		0.86		3.7		5.2	939
Developmental		0.85		3.8		5.4	939
Clinical		0.86		3.7		5.2	939
Measurement/Methodology/Other		0.87		3.5		5.0	939

<sup>1</sup> The reliability estimates and standard errors of measurement for the computer-delivered Verbal Reasoning and Quantitative Reasoning measures of the General Test are based on item response theory (IRT). The reported values are an average of all the estimates obtained for all the multi-stage tests delivered between July 1, 2013 and June 30, 2016. The reliability and standard errors of measurement estimates of the computer-delivered Analytical Writing measure are computed based on split-half analyses using the performance of all individuals who tested between July 1, 2013 and June 30, 2016. The reliability estimates for the paper-delivered version of the measures are very close to the ones reported for the computer-delivered version.

<sup>2</sup> The reliability for all the Subject Tests scores, except for the Psychology subscores, are estimated using the Kuder-Richardson formula (20). The reliability of the Psychology subscores are estimated as the proportional reduction in mean square error (a subscore reliability statistic that provides estimates comparable to Cronbach's alpha). The reported reliability, standard error of measurement and sample size values are based on a test edition that is representative of recent test editions.

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

Measure	130	135	140	145	150	155	160	165	170
Verbal Reasoning	4.2	3.6	2.9	2.4	2.2	2.1	2.0	2.0	1.4
Quantitative Reasoning	3.6	2.8	2.3	2.1	2.1	2.0	2.0	2.1	1.0

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

Measure	130	135	140	145	150	155	160	165	170
Verbal Reasoning	5.9	5.1	4.1	3.4	3.1	3.0	2.9	2.9	2.0
Quantitative Reasoning	5.0	3.9	3.3	3.0	2.9	2.8	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<sup>®</sup> 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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