



GRE

GRADUATE RECORD EXAMINATIONS®

2006-2007

Guide to the Use of Scores

This publication includes:

- Guidelines for the Use of GRE Scores
- Considerations in score interpretation
- Score interpretation and statistical information

Visit GRE Online at www.ets.org/gre

*Listening.
Learning.
Leading.*

Published for the Graduate Record Examinations Board by Educational Testing Service

This publication can be downloaded from the GRE Web site at www.ets.org/gre/edupubs.html.

CONTENTS

THE GRE BOARD AND ITS COMMITTEES	3
OVERVIEW OF THE GRE TESTS	4
GUIDELINES FOR THE USE OF GRE SCORES	5
CONSIDERATIONS IN SCORE INTERPRETATION	8
REPORTING AND USING GRE SCORES	9
SCORE INTERPRETATION AND STATISTICAL INFORMATION	10
STATISTICAL TABLES	11
SCORE LEVEL DESCRIPTIONS FOR THE ANALYTICAL WRITING SECTION OF THE GENERAL TEST ..	23
CALENDAR	back cover

COMING IN SEPTEMBER 2007 – A NEW AND SIGNIFICANTLY IMPROVED GRE GENERAL TEST

For more than 60 years, the GRE General Test has played an important role in the admissions process by measuring those skills graduate deans have identified as essential to graduate school success. In September 2007, ETS plans to introduce a new version of the test, redesigned to increase the validity of the test, enhance security measures, provide faculty with better information on applicants' performance, and make better use of advances in technology and psychometric design. For the most up-to-date information about the changes to the test, visit the GRE Web site at www.ets.org/gre.

COMMUNICATING WITH THE GRE PROGRAM

By E-mail

Inquiries from Educators—gretests@ets.org
Inquiries from Examinees—gre-info@ets.org

By Mail

GRE Program
Educational Testing Service
PO Box 6000
Princeton, NJ 08541-6000

By Phone

Inquiries from Educators—1-609-683-2002
Inquiries from Examinees—1-866-473-4373
(U.S., U.S. Territories*, and Canada)
1-609-771-7670 (all other locations)

By Fax

GRE Program
Educational Testing Service
1-610-290-8975

*Includes American Samoa, Guam, Puerto Rico, and U.S. Virgin Islands

GRE INSTITUTIONAL SERVICES

- **CriterionSM Online Writing Evaluation Service**—this Web-based institutional service gives students valuable writing practice on authentic GRE analytical writing topics and provides both students and instructors with holistic evaluations of students' writing skills and diagnostic feedback, instantly. Visit www.ets.org/criterion.
- **GRE Test Preparation Workshops for Campus Educators**—these two-day workshops provide in-depth information about GRE tests to attendees so they are able to serve as campus-wide resources in organizing and presenting campus-based GRE test preparation workshops. Visit www.ets.org/gre/tpworkshops.html.
- **Institutional Summary Statistics Reports**—provide graduate institutions with performance data about their applicants; provide undergraduate institutions with performance data about their enrolled seniors and unenrolled college graduates who have graduated within the past two years. Visit www.ets.org/gre/issr.html.
- **Search Service**—aids institutions interested in recruiting qualified applicants for their programs. Visit www.ets.org/gre/search.html.
- **Survey of Graduate Enrollment**—collects, on an annual basis, total graduate school enrollment data and discipline data from institutions that are members of the Council of Graduate Schools (CGS) and members of the regional associations affiliated with CGS. Visit www.ets.org/gre/research.html.

COPYRIGHT © 2006 BY EDUCATIONAL TESTING SERVICE. ALL RIGHTS RESERVED.

ETS, the ETS logos, GRADUATE RECORD EXAMINATIONS, GRE, POWERPREP, SCORELINK, TOEFL, TSE, and TWE are registered trademarks of Educational Testing Service. College Board is a registered trademark of the College Entrance Examination Board. CRITERION is a service mark of Educational Testing Service.

THE GRADUATE RECORD EXAMINATIONS BOARD AND ITS COMMITTEES

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

GRE Program activities include testing, research, publishing, and advisory services. These services are designed to assist graduate schools and departments in admission, 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 17 appointed members: four AGS appointees, four CGS appointees, and eight 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 Minority Graduate Education Committee, which considers new program services and long-range planning strategies for minority students, monitors ongoing minority-related GRE programs (including the Fee Waiver Program and the GRE Search Service), and evaluates research proposals and ongoing research projects that affect minorities; and (5) the Finance Committee, which considers and makes recommendations for action on all GRE budget and finance issues.

GRE Board and Committee Members

Graduate Record Examinations Board: **Gregory Camilli**, Rutgers University; **Isaac Colbert** (Chair Elect), Massachusetts Institute of Technology*; **John Contreni**, Purdue University; **Linda Dykstra**, University of North Carolina at Chapel Hill; **Kurt Geisinger** (Chair), The University of St. Thomas*; **Moheb Ghali**, Western Washington University*; **Dale Johnson** (Past Chair), University of South Florida*; **Ronald Kane**, New Jersey Institute of Technology; **Karen Klomparens**, Michigan State University; **Carol Lynch**, University of Colorado at Boulder*; **Suzanne Ortega**, University of Washington, Seattle; **Paul Sackett**, University of Minnesota; **Nancy Schwartz**, University of Chicago; **Lewis Siegel**, Duke University*; **Debra Stewart** (*Ex-officio*),

Council of Graduate Schools*; **Frank Talamantes**, Texas Tech Health Science Center–El Paso; **Maurice Taylor**, Morgan State University*; **Anna Faye Vaughn-Cooke**, University of Maryland Eastern Shore

Research Committee: **Gregory Camilli**, Rutgers University; **Isaac Colbert**, Massachusetts Institute of Technology; **John Contreni**, Purdue University; **Kurt Geisinger**, The University of St. Thomas; **Dale Johnson**, University of South Florida; **Karen Klomparens**, Michigan State University; **Paul Sackett**, University of Minnesota; **Liora Pedhazur Schmelkin**, Hofstra University; **Nancy Schwartz**, University of Chicago; **Lewis Siegel** (Chair), Duke University; **Debra Stewart**, Council of Graduate Schools

Services Committee: **Sterling Bland**, Rutgers University; **Nancy Busch-Rossnagel**, Fordham University; **Isaac Colbert**, Massachusetts Institute of Technology; **Carol Diminnie**, Angelo State University; **Kurt Geisinger**, The University of St. Thomas; **Moheb Ghali** (Chair), Western Washington University; **Michael Jeffries**, University of Illinois at Urbana-Champaign; **Dale Johnson**, University of South Florida; **Barbara Lyman**, University of West Florida; **Carol Lynch**, University of Colorado at Boulder; **Suzanne Ortega**, University of Washington, Seattle; **Susan Stites-Doe**, SUNY College at Brockport

Minority Graduate Education (MGE) Committee: **Kweku Bentil**, Miami Dade College; **Isaac Colbert**, Massachusetts Institute of Technology; **Linda Dykstra**, University of North Carolina at Chapel Hill; **Elizabeth Feetham**, University of Washington, Seattle; **Kurt Geisinger**, The University of St. Thomas; **Dale Johnson**, University of South Florida; **Ronald Kane**, New Jersey Institute of Technology; **Carlos Ramos-Bellido**, University of Puerto Rico–Rio Piedras; **Frank Talamantes**, Texas Tech Health Science Center–El Paso; **Maurice Taylor** (Chair), Morgan State University; **Orlando Taylor**, Howard University; **Anna Faye Vaughn-Cooke**, University of Maryland Eastern Shore

Finance Committee: **Isaac Colbert** (Chair), Massachusetts Institute of Technology; **John Contreni**, Purdue University; **Kurt Geisinger**, The University of St. Thomas; **Dale Johnson**, University of South Florida; **Karen Klomparens**, Michigan State University

Test of English as a Foreign Language (TOEFL®) Board

In recognition of the fact that a large number of TOEFL examinees are potential graduate students, a cooperative arrangement for the operation of the program was entered into on July 1, 1973, by Educational Testing Service, the College Board, and the Graduate Record Examinations Board. Under this arrangement, policies governing the TOEFL program are formulated by a board of 15 members. Both the College Board and the GRE Board appoint three members to the TOEFL Board to represent the interests of their respective constituencies. These six members select the remaining nine, who are identified with such groups as graduate schools of business, community colleges, foreign student advisers, teachers of English as a foreign language, nonprofit educational exchange agencies, and agencies of the federal government.

*Executive Committee

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 study. The scores provide common measures for comparing the qualifications of applicants and aid in the evaluation of grades and recommendations.

Accredited undergraduate and graduate institutions and non-degree-granting organizations that award graduate fellowships are eligible for consideration as score recipients. Institutions and organizations that do not meet either one of these requirements are, in general, not eligible to be score recipients. The GRE Board retains the right to make exceptions to this policy in 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 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, 1999).

General Test

Content

The General Test measures verbal reasoning, quantitative reasoning and analytical writing abilities that have been acquired and developed over a long period of time. The **verbal** section tests the ability to analyze and evaluate written material and synthesize information obtained from it, to analyze relationships among component parts of sentences, and to recognize relationships between words and concepts. In each test edition, there is a balance among the passages across three different subject matter areas: humanities, social sciences, and natural sciences. The **quantitative** section tests basic mathematical skills and understanding of elementary mathematical concepts, as well as the ability to reason quantitatively and to solve problems in a quantitative setting. There is a balance among the questions requiring arithmetic, algebra, geometry, and data analysis. The **analytical writing** section tests critical thinking and analytical writing skills. It assesses the ability to articulate and support complex ideas, analyze an argument, and sustain a focused and coherent discussion. It does not assess specific knowledge, and there is no single best way to respond.

The analytical writing section, which is always the first section of the test, consists of two tasks: a 45-minute “Present Your Perspective on an Issue” task and a 30-minute “Analyze an Argument” task. The Issue task states an opinion on an issue of general interest and asks test takers to address the issue from any perspective(s) they wish, so long as they provide relevant reasons and examples to explain and support their views. The Argument task presents a different challenge: it requires test takers to critique an argument by discussing how well reasoned they find it. Test takers are asked to consider the logical soundness of the argument rather than to agree or disagree with the position it presents. The two tasks are complementary in that one requires

test takers to construct their own arguments by making claims and providing evidence supporting their positions on the issue, whereas the other requires examinees to critique someone else’s argument by assessing its claims and evaluating the evidence it provides.

Individuals who are interested in reviewing the content of the General Test can download the GRE POWERPREP software free of charge on the GRE Web site at www.ets.org/gre/tpresources.html.

Some questions on the General Test are being pretested for possible use in future editions of the test; 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.

Administration

The GRE General Test is offered on computer in the U.S., Canada, and many other countries. Paper-based GRE General Test administrations are offered in areas of the world where computer-based testing is not available. The GRE calendar on the back cover of this *Guide* shows paper-based test administrations and score reporting dates for the academic year.

The verbal and quantitative sections of the computer-based General Test are adaptive, which means that the selection of questions is tailored to an examinee’s ability level in each of the measures. Initially, an examinee is presented with a question of about average difficulty. Thereafter, the computer selects questions based upon (1) the statistical characteristics of those questions already answered (including the difficulty level), (2) the required variety of question types, and (3) appropriate coverage of content. The computer-based test format does not require test takers to be familiar with computers; a tutorial section at the beginning of the computer-based test teaches the test taker how to use the testing system.

In the analytical writing section of the computer-based General Test, the GRE Program uses an elementary word processor developed by ETS so that individuals familiar with a 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 examinees who handwrite their essays during the paper-based General Test.

How the Analytical Writing Section is Scored

The scoring of the analytical writing section is the same whether the test is taken on computer or paper. Each essay receives a score from two trained readers, using a 6-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. If the two assigned scores differ by more than one point on the scale, the discrepancy is adjudicated by a third GRE reader. Otherwise, the scores from the two readings of an essay are averaged. The final scores on the two essays are then averaged and rounded up to the nearest half-point interval. A single score is reported for the analytical writing measure.

The primary emphasis in scoring the analytical writing section is on examinees' critical thinking and analytical writing skills rather than on grammar and mechanics. (Scoring guides for each essay task are available in the Educators section of the GRE Web site at www.ets.org/gre under "Scores/Interpreting Scores.")

Test takers' essay responses on the analytical writing section will be reviewed by ETS essay-similarity-detection software and by experienced essay readers during the scoring process. In light of the high value placed on independent intellectual activity within United States graduate schools and universities, ETS reserves the right to cancel test scores of any test taker when there is substantial evidence that an essay response includes, but is not limited to, any of the following:

- text that is similar to that found in one or more other GRE essay responses;
- quoting or paraphrasing, without attribution, or language that appears in published or unpublished sources;
- unacknowledged use of work that has been produced through collaboration with others without citation of the contribution of others;
- essays that are submitted as work of the examinee when the words have, in fact, been borrowed from elsewhere or prepared by another person.

When one or more of the above circumstances occurs, the test taker's essay text, in ETS's professional judgment, does not reflect the independent, analytical writing skills that this test seeks to measure. Therefore, ETS must cancel the essay score as invalid and cannot report the GRE General Test scores of which the essay score is an indispensable part.

Test takers whose scores are cancelled will forfeit their test fees and must pay to take the entire GRE General Test again at a future administration. No record of the score cancellations, or the reason for cancellation, will appear on their future score reports sent to colleges and universities.

Subject Tests

Subject Tests, available in the eight disciplines listed below, measure achievement in particular fields of study.

Biochemistry, Cell and Molecular Biology	Literature in English Mathematics (Rescaled)*
Biology	Physics
Chemistry	Psychology
Computer Science	

Every Subject Test yields a total score, and some yield subscores. Subscores enable assessment of strengths and weaknesses and can be used for guidance and placement purposes. Each test deals with the subject matter that is emphasized in many undergraduate programs as preparation for graduate study in the field.

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 from the Test Takers Download Library on the GRE Web site at www.ets.org/gre.

The Subject Tests, offered only at paper-based administrations, will be given in November 2006, December 2006, and April 2007 at test centers throughout the world. The GRE calendar on the back cover of this *Guide* shows test administration and score reporting dates for the academic year.

***NOTE:** The GRE Mathematics Test was rescaled effective October 2001 and renamed "Mathematics Test (Rescaled)"; the content of the test did not change. Although the range of scores for the Mathematics Test (Rescaled) continues to extend from 200 to 990, scores earned on the test after October 2001 should not be compared to scores earned earlier.

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 in the Educators section of the GRE Web site at www.ets.org/gre under "Scores/Score Use Guidelines."

Introduction

These guidelines have been adopted by the Graduate Record Examinations (GRE) Board to provide information about the appropriate use of GRE test scores for those who use the scores in graduate admissions and fellowship selection processes and for other approved purposes. They are also intended to protect students 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.

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 study or in confirming undergraduate achievement and (2) it is an inexact measure; that is, only score differences that exceed the standard error of measurement of a given score can serve as reliable indications of real differences in 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 recipients 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

*Revised and approved by the GRE Executive Committee in June 2002, for implementation in October 2002.

make score reports available only to approved recipients, to encourage these score users to become knowledgeable about the validity of the tests, to protect the confidentiality of examinees' scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

Score recipients. Accredited undergraduate and graduate institutions and non-degree-granting organizations that award graduate fellowships are eligible for consideration as score recipients. Institutions and organizations that do not meet either one of these requirements are, in general, not eligible to be score recipients. 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 other approved purposes has been established by research studies carried out by Educational Testing Service and others, as well as by studies conducted through the GRE Validity Study Service. 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 institutions in evaluating proposed uses, these guidelines include information about appropriate and inappropriate uses.

Confidentiality. GRE scores, whether for 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 scores in aggregated form. Information based on GRE scores may be useful to prospective students, but use of a precise mean or median should be avoided. Graduate programs and institutions are urged to report GRE scores in ranges such as the highest and lowest scores of the middle 50 percent of the admitted students. Presenting information by score ranges emphasizes the diversity of individual scores for any one graduate program or institution, and also makes clear the overlap of scores among graduate programs and institutions.

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. Institutions have a responsibility to ensure that all individuals using 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 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. GRE scores should not be used exclusively.

Use of multiple criteria is particularly important when using GRE scores to assess the abilities of educationally disadvantaged students, students whose primary language is not English, and students 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 Educational Testing Service and sent directly to approved institutions and organizations designated by the test takers. 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 the accuracy of the scores and whether an official report was issued.

3. Conduct Validity Studies

Departments using GRE scores for graduate admissions, fellowship awards, and other approved purposes 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 individuals who have access to GRE scores 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 Analytical Writing, Verbal, and Quantitative Scores as Three Separate and Independent Measures

Since the level of skills in analytical writing, verbal, and quantitative abilities required for success in graduate school varies by field or department, analytical writing, verbal, and quantitative scores should not be combined. In some cases, departments may wish to establish weights for the three measures, given the program's emphasis on particular skills. This is appropriate only when based upon empirical evidence, such as a validity study.

6. Consider Carefully Any Use of a Composite Measure

A cutoff score based only on GRE scores should never be used as a sole criterion for denial of admission. The use of a cutoff score combining analytical writing, verbal, and quantitative is especially problematic because the scales for the measures differ greatly. Any department considering the use of a cutoff score should compile a rationale justifying the appropriateness of such a score for each measure: (1) evidence that the proposed cutoff score for the measure usefully distinguishes between individuals who are likely to succeed in graduate school and those who are not, and (2) the impact of the proposed cutoff score on the institution's goals related to diversity.

7. Conduct Reviews of Subject Test Content

Although each Subject Test is developed and updated regularly by a committee of examiners composed of individuals 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, therefore, are encouraged to obtain free copies of the relevant tests periodically and review them to verify the appropriateness of their content. The free practice books can be downloaded from the GRE Web site at www.ets.org/gre.

8. Avoid Decisions Based on Small Score Differences

Small differences in GRE scores (as defined by the standard error of measurement) should not be used to make distinctions among examinees. Standard errors of measurement (SEMs) vary by test and are available in this publication.

9. Do Not Compare Scores from Different Tests

GRE General Test scores are not directly comparable with scores on other graduate or undergraduate admission tests. Subject Test scores should be compared only with other scores on the same Subject Tests (for example, a 680 on the Physics Test is not equivalent to a 680 on the Chemistry Test). Percentile ranks should be compared only if they are based on the same reference population.

10. Recognize Limitations of Scores Earned on Tests Taken Under Special Conditions

GRE tests are offered with special arrangements and test materials to accommodate the needs of students with visual, physical, hearing, and learning disabilities. Depending upon the nature and extent of the disability, the scores may not accurately reflect a student's educational achievement. For some students, the nature of their disabilities may make it advisable to waive GRE test score requirements.

Normally Appropriate and Inappropriate Uses of GRE Scores

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 and inappropriate uses of GRE scores are based on the policies and guidelines outlined above. The lists are meant to be illustrative, not exhaustive, in nature. There may be other appropriate uses of GRE scores, particularly for non-admissions purposes, but any 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 without charge.

Subject Test scores may be considered for the award of undergraduate credit only in the field of the test and only when a rationale has been developed that discusses the relationship between GRE Subject Test scores and the amount of credit awarded. This rationale must be made available to users of any transcripts that contain credit awarded in this manner.

Appropriate Uses

Provided all applicable guidelines are adhered to, General Test, Subject Tests, and Writing Assessment scores are suitable for the following uses:

1. selection of applicants for admission to graduate school
2. selection of graduate fellowship applicants for awards
3. selection of graduate teaching or research assistants
4. guidance and counseling for graduate study

Inappropriate Uses

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, Subject Tests, or Writing Assessment for employment decisions, including hiring, salary, promotion, tenure, or retention (except for the awarding of assistantships to graduate students)
3. Use of any measure involving a summation of verbal, quantitative, analytical, and analytical writing scores, or any subset of these scores, without first conducting and documenting a validity study to establish an appropriate weight for each measure

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.

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 admission 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 institutions or departments 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 from the Research section of the GRE Web site at www.ets.org/gre/research.html.

Repeat Test Takers

Test takers are advised that it may be to an individual's advantage to take a GRE test more than once if the individual thinks that the scores obtained do not reflect his or her true abilities. Those considering repeating a test are advised that large score increases are unusual, and for some test takers scores will go down. Score reports include test results obtained within the past five-year period.

There are several ways that graduate departments can judge multiple scores for an individual. For example, they may use the average of all scores, the most recent scores, or the highest scores. Whatever approach is adopted, it should be used consistently with all applicants.

Minority Examinees

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 the first year of graduate school for all students. Available samples of minority students, however, have been very small. Information about specific research regarding test scores and minority groups can be found in the publication entitled *Factors That Can Influence Performance on the GRE General Test 2003–2004* in the Educators Download Library on the GRE Web site at www.ets.org/gre.

International Examinees

Various factors complicate the interpretation of GRE scores for international students. Obviously, an understanding of English is important since lack of fluency in English may affect test performance. Moreover, since the GRE tests are developed for students who have been educated in the United States, cultural and educational backgrounds must be considered along with linguistic factors.

ETS offers tests developed specifically for testing the English language proficiency of nonnative English speakers. The most widely used 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 general 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. The TOEFL test is offered in two formats: Internet-based and paper-based. The TOEFL Internet-based test (iBT) measures English language proficiency in all four language skills: reading, listening, writing, and speaking. In areas where access to the Internet-based test may be limited, the paper-based version of the test is administered, which measures English language proficiency in the areas of listening comprehension, structure and written expression, and reading comprehension. A computer-based version (TOEFL CBT) was also available and, since TOEFL scores are valid for two years, score users can still expect to receive TOEFL CBT scores in 2007. A TOEFL-related test is the Test of Spoken English (TSE®), which measures the ability of nonnative speakers of English to communicate orally in English. Since the TOEFL iBT test includes a speaking portion, the TSE will only be offered in those areas where TOEFL iBT is unavailable.

These English language proficiency tests are often required for admission to graduate as well as undergraduate institutions, and are designed to complement one another in the admissions process. An indicator of the general level of English proficiency of international students may be obtained by looking at the section scores as well as the total score on the TOEFL exam. This information, in conjunction with the performance on the GRE tests, should provide a better basis for determining the extent to which English proficiency may be a factor in the GRE scores earned by these students.

Score users should be aware that the writing measure on the TOEFL iBT 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 an 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. The TOEFL Test of Written English (TWE®), which is administered as part of the paper-based test, centers on the command of English vocabulary, grammar, spelling, and syntax. This score can also supplement the analytical writing score in determining 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. Additional information regarding TOEFL test scores is available on the TOEFL Web site (www.ets.org/toefl).

Examinees 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 examinee's disability upon test performance and to help ensure that, insofar as possible, the resulting scores represent the examinee's educational achievement.

Depending on the nature and extent of the disability, an examinee's scores may not fully reflect his or her educational

achievement and, because there are so few disabled persons taking GRE tests and their circumstances vary so widely, it has not been possible to provide special interpretive data for these examinees. Therefore, graduate schools should seriously consider waiving GRE requirements for applicants with certain disabilities.

Essay Responses on the Analytical Writing Section

GRE 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 an examinee's control of the fine points of grammar or the mechanics of writing (e.g., spelling).

A GRE essay response should be considered a rough first draft since examinees do not have sufficient time to revise their essays during the test. Examinees also do not have dictionaries or spell checking or grammar checking software available to them.

Essay responses at paper-based administrations must be handwritten; essay responses at computer-based administrations must be word processed. 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.

GRE 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 essay score is correlated with academic writing more highly than is the personal statement.

ESL test takers 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 ESL students. 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 multiple-choice measures, it may not be surprising that the performance of ESL examinees differs on this 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 ESL students 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.

REPORTING AND USING GRE SCORES

Score Reporting Policies

GRE score reporting policies have been adopted by the GRE Board to encourage the appropriate use of GRE scores and to protect the right of individuals to control the distribution of their own score reports. Current GRE Board policy states that scores are reportable for five years.

Score reports for the computer-based General Test are released approximately 10–15 days after the test date to the examinees and to accredited institutions of higher education granting the baccalaureate or higher degrees and approved graduate fellowship-granting sponsors designated by the examinees.

Score reports for the paper-based General Test and Subject Tests are distributed approximately four to six weeks after the test date.

GRE score reporting is cumulative. That is, if an examinee has taken one or more tests within the five-year period previous to the 2006–2007 testing year (October 1, 2001, to June 30, 2006), previously earned scores will be reported with the latest ones. Absences are not reported.

An examinee may choose to have only General Test scores, only Subject Test scores, only stand-alone Analytical Writing or Writing Assessment scores, or any combination of the above sent to an institution. However, the examinee may not choose to have only those scores from a specific test date 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 percentile rank tables in the most recent edition of the *Guide*.

Reporting Revised 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 and graduate fellowship sponsors as well as to students because such scores are likely to be part of current applications for admission. Revisions to scores reported in the previous five years are sent to the affected students, who may request that ETS send the revised scores to any graduate schools or fellowship sponsors still considering their applications.

Confidentiality and Authenticity of GRE Scores

GRE scores are confidential and are not to be released by an institutional recipient without the explicit permission of the examinee. **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 their confidential nature.

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 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 student'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 student 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.

For admissions decisions, 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 the department. Specifically, the content validity of the tests for a graduate department 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 INTERPRETATION AND STATISTICAL INFORMATION

Verbal and Quantitative Sections of the General Test

- The range of verbal and quantitative scores is from 200 to 800, in 10-point increments. If no answers are given for a section, an NS (No Score) is reported for that section. Examinees who received an NS are excluded from the data reported in Tables 1A, 4, 5, and 6.
- Scores from the different measures should not be compared, because each measure is scaled separately.
- For the computer-based measures, the reported score is based on the performance on the particular questions that are presented by the design of the test as well as on the number of questions answered. The test design factors that influence which questions will be presented to an examinee include the (1) characteristics (including difficulty level) of those questions already answered, (2) question types, and (3) appropriate coverage of content. On the paper-based version of the General Test, the reported scores are derived from the number of questions answered correctly.
- For each measure, some examinees do not finish the test. Because the number of answers is incorporated into the calculation of the scores, it is important that test takers answer every question.
- Research indicates that scores obtained from the computer-based multiple-choice sections are comparable to scores from the paper-based sections. Thus, the mode of testing is not indicated on the score report. A research report, *Comparability of Paper-and-Pencil and Computer-Adaptive Test Scores on the GRE General Test* (No. 95–08P), can be downloaded from the Research section of the GRE Web site at www.ets.org/gre/research.html.
- The verbal and quantitative measures are intended to have reliabilities of at least .90. The estimated reliabilities for the two measures are at or above .90.
- The standard errors of measurement (SEM) of score differences should be taken into account when comparing examinees' scores on the same measure (see Table 5). 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 an examinee's observed score to determine a score range in which the true score probably lies. Unlike the SEM, the CSEM takes the variation in measurement precision across the score scale into account. The CSEM of difference scores (Table 6B) can be used to evaluate the difference between the scores from two examinees.
- Although each General Test measure assesses different developed abilities, scores on the multiple-choice measures are moderately to highly related. The correlation between verbal and quantitative scores is .35, the correlation between verbal and analytical writing scores is .61, and the correlation between quantitative and analytical writing scores is .21.
- The predictive validity results reported in Tables 7–9 indicate that General Test scores are moderately predictive of graduate first-year grade point average. The GRE verbal and quantitative sections predict as well as or better than UGPA. Table 8 shows that the GRE General Test predicts about as well for master's degree students as for doctoral degree students.

Analytical Writing Section of the General Test and Writing Assessment

- The range of analytical writing scores is from 0 to 6 in half-point increments. The analytical writing section consists of two essay tasks—Issue and Argument—and the reported score represents the average of a test taker's scores for the two essays. If no essay response is given for either of the two tasks in this section, an NS (No Score) is reported for the section. 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.
- Scoring guides have been developed for both writing tasks. The scoring guides, which describe the characteristics of a typical essay at each score level, are available in the Educators section of the GRE Web site at www.ets.org/gre under "Scores/ Interpreting Scores." Score level descriptions appear on page 23 of this publication.

- Scores on the analytical writing section should be interpreted in the same way across years. A score of 4 earned in 2005, for example, will be based on the same standards as a score of 4 earned in 2004.
- The reliability of analytical writing scores is estimated at .72. This is similar to the reliability for other writing measures where the reported score is obtained by averaging the performance on two prompts.
- Essay test reliability is influenced by the consistency of scores assigned to the same pair of essays by different raters. For the analytical writing scores, estimated interrater reliability is .94.
- Each Issue essay and each Argument essay is read by two readers. Readers' ratings are in exact agreement about 57 percent of the time, they differ by one score point about 39 percent of the time, and they differ by two score points about 4 percent of the time.
- Results of the analytical writing section show that there is less difference in the scores of men and women on the analytical writing section than on the multiple-choice measures. The differences between African American and White examinees and between most Hispanic and White examinees are also smaller on the analytical writing section than on the multiple-choice measures. The difference between Asian American and White examinees is about the same as the difference on the verbal and analytical measures (Asian American examinees outscore White examinees on the quantitative measure).
- A research study (*Further Validation of a Writing Assessment for Graduate Admissions* [GRE No. 96–13]) was conducted to establish the relationship between students' performance on each of the two writing exercises and several nontest indicators of students' writing skills and achievements. The study results revealed modest relationships between Writing Assessment essays and the various nontest indicators of writing. Performance on the Writing Assessment exhibited the strongest relationship with course-related writing samples, arguably the most compelling of the nontest indicators of students' writing ability. There was no indication that the relationship between essays and course-related writing samples might depend on particular characteristics of the sample, including gender, ethnicity, best language, and undergraduate major. The research report can be downloaded from the Research section of the GRE Web site at www.ets.org/gre/research.html.
- The analytical writing section is designed to measure different skills from those assessed in the multiple-choice verbal measure of the GRE General Test. 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.

- The TOEFL and GRE writing measures are quite different, by design. The TOEFL test emphasizes rhetorical and syntactic competence, whereas the GRE analytical writing section emphasizes critical reasoning and analytical writing proficiency. The TOEFL iBT writing measure is reported as a Section Scaled Score, rather than a 6-point scale, like the GRE analytical writing measure. Therefore, the scores on the two tests cannot be compared. Additional information about the scoring of the TOEFL iBT writing measure is available on the TOEFL Web site (www.ets.org/toefl).
- Faculty seeking help in conducting validity studies on the analytical writing section should review the Score Level Descriptions on page 23 of this publication and consult the document, *How to Interpret and Use GRE Analytical Writing Scores*, which is available for free download in the Educators Download Library on the GRE Web site at www.ets.org/gre/edupubs.html.

Subject Tests

- The range of scaled scores is different for the various Subject Tests—from 200 to 990, in 10-point increments—although the score range for any particular Subject Test is usually smaller. The range of subscores is from 20 to 99, although the range for any particular Subject Test subscore is usually smaller.
- On all the Subject Tests, the reported score is derived from the number of correct answers minus one-fourth of the number of incorrect answers.
- Scaled scores on the same Subject Tests generally are directly comparable across years. A Chemistry Test score of 650 in 2005, for example, should be considered equivalent to a Chemistry Test score of 650 earned in 2004.
- 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.
- The SEM of score differences should be taken into account when comparing examinees' scores on the same Subject Test (see Table 5). Fine distinctions should not be made between two scores.
- The predictive validity results reported in Tables 7 and 9 indicate that individual Subject Tests predicted graduate first-year grade point average moderately well and often provided better prediction than each of the General Test measures. Table 9 shows that GRE Subject Tests predict as well as or better than UGPA for most major fields.

STATISTICAL TABLES

Description of the Tables

Tables 1–3 (Interpretive Data)

To aid in the interpretation of scaled scores, the GRE Program describes scores in terms of their standing in appropriate reference groups. Tables 1A–3 provide percentile ranks (i.e., the percentages of examinees in a group who obtained scores lower than specified

scores) for the General Test, Subject Tests, and Subject Test subscores. Tables 1A, 2, and 3 are based on all examinees who tested between July 1, 2002, and June 30, 2005.¹ Table 1B is based on all examinees who tested between October 1, 2002 and June 30, 2005.

¹ Interpretive information about college seniors or recent college graduates who have not yet enrolled in graduate school is in the Educators Download Library on the GRE Web site at www.ets.org/gre.

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 examinee who obtains a score of 650 on the GRE Biology Test is likely to have subscores of 65, assuming the examinee is similarly able in the content areas measured by each subscore. For that examinee, 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.

Percentile rank information for the analytical measure that was discontinued in September 2002 is available in the Educators section of the GRE Web site at www.ets.org/gre under "Scores/Interpreting Scores."

Percentile rank information for discontinued and significantly revised Subject Tests and subscores is available from the GRE Program upon request.

Table 4 (Interpretive Data by Major Field)

Table 4 contains verbal, quantitative, and analytical writing data for seniors and nonenrolled college graduates 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 goal.

No institution is likely to attract graduate school applicants comparable to the full range of individuals taking the General Test. Thus, the data in Tables 1A–4 may be of limited use to a school interested in evaluating the performance of its own applicants. For this reason, local data based on an institution's applicants or admitted students might be more relevant. Local data for General Test scores of students admitted to different departments within the institution may be even more useful. These local data can be compared to the data in Table 4.

Table 5 (Reliability and Standard Error of Measurement)

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

Table 5 also provides data on the Standard Error of Measurement (SEM) and SEM of score differences. SEM is an index of the variation in scores to be expected because of imprecise measurement. For a group of examinees, it is an estimate of the average difference between observed scores and true scores (i.e., what examinees' scores on a test would hypothetically be if there were no error in the measurement process). Approximately 95 percent of examinees 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 true differences in the abilities of the examinees. This index incorporates the error of measurement in each examinee's score being compared. Approximately 95 percent of the observed differences between the obtained scores of examinees who have the same true score will be less than two times the SEM of score differences.

For the analytical writing section, in which the scoring involves human judgment, the standard error of scoring describes the reliability of the process of scoring the examinees' responses. The more consistent the ratings assigned to the same responses by different essay readers, the smaller the standard error of

scoring. For example, if a large number of examinees take a test for which the standard error of scoring is 1 point, about two-thirds of the examinees will receive scores within 1 point of the scores that they would get if their responses were scored by all possible essay readers.

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

Tables 6A and 6B contain estimates of the Conditional Standard Error of Measurement (CSEM) at selected reported scores for the verbal and quantitative 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 an examinee's reported score at a given point on the scale. The CSEM of score differences is affected by two test scores, which means that small differences in scores are unlikely to reflect a true difference in ability. To use the CSEM of difference scores, take the larger CSEM value and multiply by 1.65. Scores exceeding this value are likely to reflect a true difference in ability at 90% confidence level.

Tables 7, 8, and 9 and Figures 1 and 2 (Predictive Validity Data)

Predictive validity is the extent to which one variable, such as a test score, can predict a criterion variable, such as later grades. Predictive validity is expressed as a correlation coefficient between the predictor variable and the criterion variable. Table 7 presents estimated correlations between various predictors (GRE General and Subject Test scores and undergraduate grade point average) and criterion measures (graduate first-year grade point average, faculty ratings, comprehensive exam scores and degree attainment).

Correlations have been adjusted for range restriction in the predictors and unreliability in the grade and ratings criteria. Tables 8 and 9 present similar adjusted correlations between GRE General and Subject Test scores (and undergraduate GPA) by degree level (master's and doctoral) and by sub-discipline (humanities, life sciences, math and physical sciences and social sciences), respectively.

(The tables have been adapted from Kuncel, N.R.; et al (2001), "Comprehensive Meta-Analysis of the Predictive Validity of the Graduate Record Examinations®: Implications for Graduate Student Selection and Performance," *Psychological Bulletin*, January 2001, Vol 127(1), 162-181; and from a draft research report by Kuncel et al., *The Validity of the Graduate Record Examination for Master's and Doctoral Programs: A Meta-Analytic Investigation*.)

Figures 1 and 2 represent the percent of students who are very successful in the first year of graduate study (defined as a 3.8 or better average). If the GRE General Test added nothing to the undergraduate GPA, then the two bars on the left should be of the same height. Similarly, the GRE General Test would add nothing to students with high UGPA levels if the two bars on the right were of the same height. (Note that for the purposes of these descriptive analyses, the Verbal and Quantitative scores have been summed. The GRE Board and Program recommend that these tests not be summed when making decisions about individual applicants. See the GRE Web site (www.ets.org/gre) for more details on appropriate score use.)

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

(Based on the performance of all examinees who tested between July 1, 2002, and June 30, 2005)

Scaled Score	Percent of Examinees Scoring Lower than Selected Scaled Scores	
	VERBAL REASONING	QUANTITATIVE REASONING
800	99	94
780	99	89
760	99	85
740	99	80
720	98	75
700	97	70
680	95	66
660	93	61
640	91	57
620	88	52
600	85	47
580	81	42
560	76	38
540	70	34
520	65	30
500	60	26
480	54	23
460	48	20
440	43	17
420	37	14
400	31	12
380	25	10
360	20	8
340	15	6
320	10	5
300	5	3
280	3	2
260	1	2
240	1	1
220		1
200		
Mean	467	591
Standard Deviation	118	148
Number of Examinees	1,245,878	1,245,182
Percent Women	55	55
Percent Men	41	41

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

(Based on the performance of all examinees who tested between October 1, 2002, and June 30, 2005)

Score Levels	Percent of Examinees Scoring Lower than Selected Scaled Scores
	ANALYTICAL WRITING
6.0	96
5.5	87
5.0	71
4.5	52
4.0	32
3.5	17
3.0	7
2.5	2
2.0	1
1.5	0
1.0	0
0.5	0
0.0	0
Number of Examinees	1,086,311
Mean	4.2
Standard Deviation	0.9
Percent Women	56
Percent Men	40

Note: Interpretive data for the analytical section of the General Test that was discontinued on September 30, 2002, is available on the GRE Web site at www.gre.org/edupubs.html.

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

(Based on the performance of all examinees who tested between July 1, 2002, and June 30, 2005)

Percent of Examinees Scoring Lower than Selected Scaled Scores									
Scaled Score	Biochemistry, Cell and Molecular Biology*	Biology*	Chemistry	Computer Science	Literature in English	Mathematics (Rescaled)	Physics†	Psychology*	Scaled Score
980							97		980
960							96		960
940							94		940
920		99	99				92		920
900		98	97			99	90		900
880		97	95	99		97	88		880
860		96	93	96		96	86		860
840		94	89	91		94	83		840
820		92	86	85		92	80		820
800		89	82	77		89	77	99	800
780		85	78	71		86	74	98	780
760	99	81	73	63	99	83	71	96	760
740	98	77	68	54	98	78	67	93	740
720	97	71	62	47	97	73	63	88	720
700	96	65	57	40	94	69	59	83	700
680	94	59	52	33	91	64	55	77	680
660	91	53	45	27	87	59	50	71	660
640	87	48	39	20	82	55	45	64	640
620	83	40	33	16	76	49	41	57	620
600	77	34	28	12	70	44	36	50	600
580	71	28	22	7	63	39	31	42	580
560	65	23	17	5	56	34	26	35	560
540	57	18	13	3	48	29	21	29	540
520	50	14	9	2	41	22	16	23	520
500	42	10	6	1	33	17	13	18	500
480	35	7	3		26	13	9	13	480
460	28	5	2		20	9	5	10	460
440	22	3	1		15	7	3	7	440
420	16	2			11	5	1	4	420
400	11	1			7	3		3	400
380	8				4	1		2	380
360	5				3	1		1	360
340	3				1			1	340
320	2				1				320
300	1								300
280									280
260									260
240									240
220									220
200									200
Number of Examinees	7,598	14,784	8,836	7,810	11,516	9,178	12,427	27,712	Number of Examinees
Percent Women	52	65	43	17	64	28	23	77	Percent Women
Percent Men	47	35	56	82	35	71	77	22	Percent Men
Mean	518	647	675	715	540	623	672	592	Mean
Standard Deviation	100	117	117	91	97	130	151	101	Standard Deviation

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

† For the Physics Test, the percentage of examinees scoring lower than 990 is 97.

Table 3: Subject Tests Interpretive Data for Subscores

(Based on the performance of all examinees who tested between July 1, 2002, and June 30, 2005)

Percent of Examinees Scoring Lower than Selected Scaled Scores									
Scaled Score	<i>Biochemistry, Cell and Molecular Biology</i>			<i>Biology*</i>			<i>Psychology</i>		Scaled Score
	<i>Biochemistry</i>	<i>Cell Biology</i>	<i>Molecular Biology and Genetics</i>	<i>Cellular and Molecular Biology</i>	<i>Organismal Biology</i>	<i>Ecology and Evolution</i>	<i>Experimental Psychology</i>	<i>Social Psychology</i>	
98									98
96									96
94					99				94
92				99	99				92
90				99	98	99			90
88				98	97	98			88
86				96	96	97			86
84				94	94	95			84
82				92	92	92	99		82
80				89	89	89	98		80
78				86	86	85	97	99	78
76	99	99		81	82	81	95	97	76
74	98	98	99	76	77	76	92	94	74
72	97	97	99	72	71	71	88	91	72
70	96	95	97	66	66	64	83	85	70
68	93	93	95	60	61	58	77	79	68
66	90	90	93	55	54	51	70	72	66
64	86	87	89	49	48	45	63	64	64
62	83	83	85	42	43	39	57	57	62
60	77	78	78	36	36	33	50	49	60
58	71	72	72	30	29	29	43	42	58
56	65	65	64	23	23	23	36	34	56
54	58	58	57	18	19	19	30	29	54
52	49	51	49	14	14	14	23	23	52
50	42	43	42	9	10	11	17	18	50
48	34	35	34	5	7	8	13	13	48
46	28	28	28	3	4	5	9	10	46
44	21	21	21	1	3	4	6	7	44
42	15	15	16	1	1	2	3	5	42
40	10	10	11		1	1	2	3	40
38	7	6	8			1	1	2	38
36	4	3	5					1	36
34	2	1	4					1	34
32	1		2						32
30			1						30
28									28
26									26
24									24
22									22
20									20
Number of Examinees	7,598			14,784			27,712		Number of Examinees
Mean	52	52	52	65	65	65	59	59	Mean
Standard Deviation	10	10	10	11	12	12	10	10	Standard Deviation
Total Score Mean	518			647			592		Total Score Mean
Standard Deviation	100			117			101		Standard Deviation

* For interpretive information on the Biology Test subscores earned prior to October 1, 1991, contact the GRE Program.

Department Code List for Use with Table 4

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

Table 4 (see pages 17–19) 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, Humanities and Arts, 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 Architecture and Environmental Design, Communications, Home Economics).

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

NATURAL SCIENCES	0699 Health and Medical Sciences—Other	2016 Psychology	Education—Special
Agriculture	Mathematical Sciences	2012 Psychometrics	3701 Education of Gifted Students
0101 Agricultural Economics	0701 Actuarial Sciences	2013 Psychopharmacology	3702 Education of Handicapped Students
0102 Agricultural Production	0702 Applied Mathematics	2014 Quantitative Psychology	3703 Education of Students with Specific Learning Disabilities
0103 Agricultural Sciences	0703 Mathematics	2015 Social Psychology	3704 Remedial Education
0104 Agronomy	0704 Probability & Statistics	2099 Psychology—Other	3705 Special Education
0105 Animal Sciences	0799 Mathematical Sciences—Other	Sociology	3799 Special Education—Other
0106 Fishery Sciences	Physics and Astronomy	2101 Demography	Education—Student Counseling and Personnel Services
0107 Food Sciences	0801 Astronomy	2102 Sociology	3801 Personnel Services
0108 Forestry and Related Sciences	0802 Astrophysics	Social Sciences—Other	3802 Student Counseling
0109 Horticulture	0803 Atomic/Molecular Physics	2206 American Studies	Education—Other
0111 Parks and Recreation Management	0804 Nuclear Physics	2201 Area Studies	3901 Adult and Continuing Education
0112 Plant Sciences (Except Agronomy, see 0104)	0805 Optics	2202 Criminal Justice/Criminology	3908 Agricultural Education
0113 Renewable Natural Resources	0808 Physics	2203 Geography	3902 Bilingual/Crosscultural Education
0110 Resource Management	0806 Planetary Science	2207 Gerontology	3903 Educational Media
0114 Soil Sciences	0807 Solid State Physics	2204 Public Affairs	3904 Junior High/Middle School Education
0115 Wildlife Management	0899 Physics and Astronomy—Other	2205 Urban Studies	3909 Physical Education
0199 Agriculture—Other	Natural Sciences—Other	2299 Social Sciences—Other	3905 Pre-Elementary Education
Biological Sciences	0999 Natural Sciences—Other	HUMANITIES AND ARTS	3906 Social Foundations
0201 Anatomy	ENGINEERING	Arts—History, Theory, and Criticism	3907 Teaching English as a Second Language/Foreign Language
0221 Bacteriology	Engineering—Chemical	2301 Art History and Criticism	3910 Vocational/Technical Education
0202 Biochemistry	1001 Chemical Engineering	2302 Music History, Musicology, and Theory	3999 Education—Other
0203 Biology	1002 Pulp and Paper Production	2399 Arts—History, Theory, and Criticism—Other	BUSINESS
0204 Biometry	1003 Wood Science	Arts—Performance and Studio	Accounting
0222 Biophysics	1099 Chemical Engineering—Other	2401 Art	4001 Accounting
0205 Botany	Engineering—Civil	2402 Dance	4002 Taxation
0206 Cell and Molecular Biology	1101 Architectural Engineering	2405 Design	Banking and Finance
0207 Ecology	1102 Civil Engineering	2403 Drama/Theatre Arts	4101 Commercial Banking
0208 Developmental Biology	1103 Environmental/Sanitary Engineering	2406 Fine Arts	4102 Finance
0209 Entomology and Parasitology	1199 Civil Engineering—Other	2407 Industrial Design	4103 Investments and Securities
0210 Genetics	Engineering—Electrical and Electronics	2404 Music	Business Administration and Management
0211 Marine Biology	1202 Communications Engineering	2499 Arts—Performance and Studio—Other	4201 Business Administration and Management
0212 Microbiology	1201 Computer Engineering	English Language and Literature	4208 Hospitality Services Management
0213 Neurosciences	1203 Electrical Engineering	2502 American Language and Literature	4202 Human Resource Development
0214 Nutrition	1204 Electronics Engineering	2503 Creative Writing	4203 Institutional Management
0215 Pathology	1299 Electrical & Electronics Engineering—Other	2501 English Language and Literature	4204 Labor/Industrial Relations
0216 Pharmacology	Engineering—Industrial	2599 English Language and Literature—Other	4205 Management Science
0217 Physiology	1301 Industrial Engineering	Foreign Languages and Literatures	4206 Organizational Behavior
0218 Radiobiology	1302 Operations Research	2601 Asian Languages	4207 Personnel Management
0219 Toxicology	1399 Industrial Engineering—Other	2602 Foreign Literature	4299 Business Management—Other
0220 Zoology	Engineering—Materials	2603 French	Business—Other
0299 Biological Sciences—Other	1401 Ceramic Engineering	2604 Germanic Languages	4301 Business Economics
Chemistry	1402 Materials Engineering	2605 Italian	4302 International Business Management
0302 Analytical Chemistry	1403 Materials Science	2606 Russian	4303 Management Information Systems
0301 Chemistry, General	1404 Metallurgical Engineering	2607 Semitic Languages	4304 Marketing and Distribution
0303 Inorganic Chemistry	1499 Materials Engineering—Other	2608 Spanish	4305 Marketing Management and Research
0304 Organic Chemistry	Engineering—Mechanical	2699 Foreign Languages—Other	4399 Business—Other
0305 Pharmaceutical Chemistry	1501 Engineering Mechanics	History	OTHER FIELDS
0306 Physical Chemistry	1502 Mechanical Engineering	2701 American History	Architecture and Environmental Design
0399 Chemistry—Other	1599 Mechanical Engineering—Other	2702 European History	4401 Architecture
Computer and Information Sciences	Engineering—Other	2703 History of Science	4402 City and Regional Planning
0401 Computer Programming	1601 Aerospace Engineering	2799 History—Other	4403 Environmental Design
0402 Computer Sciences	1602 Agricultural Engineering	Philosophy	4404 Interior Design
0403 Data Processing	1603 Biomedical Engineering	2801 All Philosophy Fields	4405 Landscape Architecture
0404 Information Sciences	1604 Engineering Physics	Humanities and Arts—Other	4406 Urban Design
0405 Microcomputer Applications	1605 Engineering Science	2902 Comparative Language and Literature	4499 Architecture and Environmental Design—Other
0406 Systems Analysis	1606 Geological Engineering	2903 Linguistics	Communications
0499 Computer Sciences—Other	1607 Mining Engineering	2904 Religious Studies	4501 Advertising
Earth, Atmospheric, and Marine Sciences	1608 Naval Architecture and Marine Engineering	2999 Humanities and Arts—Other	4502 Communications Research
0501 Atmospheric Sciences	1609 Nuclear Engineering	EDUCATION	4503 Journalism and Mass Communications
0502 Environmental Sciences	1610 Ocean Engineering	Education—Administration	4504 Public Relations
0503 Geochemistry	1611 Petroleum Engineering	3001 Educational Administration	4505 Radio, TV, and Film
0504 Geology	1612 Systems Engineering	3002 Educational Supervision	4506 Speech Communication
0505 Geophysics and Seismology	1613 Textile Engineering	3101 Curriculum and Instruction	4599 Communications—Other
0507 Meteorology	1699 Engineering—Other	Education—Curriculum and Instruction	Home Economics
0508 Oceanography	SOCIAL SCIENCES	3201 Early Childhood Education	4601 Consumer Economics
0506 Paleontology	Anthropology & Archaeology	Education—Early Childhood	4603 Family Counseling
0599 Earth, Atmospheric, and Marine Sciences—Other	1701 Anthropology	3201 Early Childhood Education	4602 Family Relations
Health and Medical Sciences	1702 Archaeology	Education—Elementary	4699 Home Economics—Other
0601 Allied Health	Economics	3301 Elementary Education	Library and Archival Sciences
0602 Audiology	1802 Econometrics	3302 Elementary Level Teaching Fields	4702 Archival Science
0603 Chiropractic	1801 Economics	Education—Evaluation and Research	4701 Library Science
0604 Dental Sciences	Political Science	3403 Educational Psychology	Public Administration
0605 Environmental Health	1901 International Relations	3401 Educational Statistics and Research	4801 Public Administration
0606 Epidemiology	1902 Political Science and Government	3402 Educational Testing, Evaluation, and Measurement	Religion and Theology
0607 Health Science Administration	1903 Public Policy Studies	3404 Elementary and Secondary Research	4903 Ordained Ministry/Rabbinate
0608 Immunology	1999 Political Science—Other	3405 Higher Education Research	4901 Religion
0609 Medical Sciences	Psychology	3406 School Psychology	4902 Theology
0621 Medicinal Chemistry	2001 Clinical Psychology	Education—Higher	Social Work
0610 Nursing	2002 Cognitive Psychology	3501 Educational Policy	5001 Social Work
0618 Occupational Therapy	2003 Community Psychology	3502 Higher Education	Other Fields
0611 Optometry	2004 Comparative Psychology	Education—Secondary	5101 Interdisciplinary Programs
0612 Osteopathic Medicine	2005 Counseling Psychology	3601 Secondary Education	5102 Law
0613 Pharmaceutical Sciences	2006 Developmental Psychology	3602 Secondary Level Teaching Fields	5199 Any Department Not Listed
0619 Physical Therapy	2007 Experimental Psychology		
0614 Podiatry	2008 Industrial and Organizational Psychology		
0615 Pre-Medicine	2009 Personality Psychology		
0616 Public Health	2010 Physiological Psychology		
0620 Speech/Language Pathology	2011 Psycholinguistics		
0617 Veterinary Medicine			
0622 Veterinary Science			

**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, 2002, and June 30, 2005)

INTENDED GRADUATE MAJOR	VERBAL								QUANTITATIVE								ANALYTICAL WRITING														
	200-290	300-390	400-490	500-590	600-690	700-790	800	N	Mean	S.D.	200-290	300-390	400-490	500-590	600-690	700-790	800	N	Mean	S.D.	1.5 & 2.5	3.5 & 4.5	4.5 & 5.5	5.5 & 6.5	N	Mean	S.D.				
LIFE SCIENCES																															
Agriculture	2.2	24.8	37.7	25.5	8.2	1.5	0.1	117,577	462	98	1.7	6.6	15.5	27.0	30.3	17.0	2.0	117,557	581	123	0.1	0.1	0.7	10.1	37.7	39.8	11.6	104,456	4.3	0.8	
Biological Sciences	3.2	25.2	37.5	25.0	7.5	1.5	0.1	10,018	458	99	1.2	5.0	14.0	27.7	31.7	17.2	3.2	10,017	592	119	0.1	0.1	1.2	11.7	39.5	38.1	9.4	8,678	4.2	0.8	
Health and Medical Sciences	2.0	17.4	32.4	31.6	13.5	2.9	0.2	37,579	491	105	0.6	3.0	8.6	20.9	34.5	28.1	4.4	37,576	631	112	0.0	0.1	0.8	8.0	33.6	41.8	15.8	33,380	4.4	0.8	
	2.2	28.7	40.6	22.3	5.5	0.7	0.0	69,980	447	90	2.3	8.8	19.3	30.1	27.8	11.0	0.6	69,984	552	120	0.1	0.1	0.7	10.9	39.7	38.9	9.6	62,398	4.2	0.8	
PHYSICAL SCIENCES																															
Chemistry	5.0	20.8	25.7	28.9	15.7	3.6	0.2	55,910	486	121	0.3	1.1	3.4	10.0	24.4	45.2	15.6	55,909	697	100	0.0	0.1	1.4	11.6	33.5	38.0	15.4	47,140	4.3	0.9	
Computer and Information Sciences	3.1	18.6	31.3	31.3	12.9	2.7	0.1	8,059	486	108	0.2	0.9	3.7	12.5	31.4	42.8	8.5	8,059	680	95	0.0	0.1	1.3	9.6	31.8	41.7	15.6	6,997	4.4	0.9	
Earth, Atmospheric, and Marine Sciences	7.9	27.1	22.5	24.4	14.4	3.3	0.3	24,982	466	128	0.4	1.4	3.3	8.6	22.7	48.2	15.4	24,982	701	101	0.0	0.2	2.1	15.9	35.7	33.2	12.9	19,801	4.1	1.0	
Mathematical Sciences	1.6	14.9	33.8	33.8	13.6	2.1	0.1	7,780	495	100	0.3	2.2	7.3	21.8	36.0	28.5	3.9	7,778	636	105	0.0	0.0	0.6	7.2	33.7	42.7	15.6	7,081	4.4	0.8	
Physics and Astronomy	3.2	17.6	25.5	31.2	17.5	4.6	0.3	8,125	502	118	0.0	0.4	1.4	4.7	17.1	49.4	27.0	8,126	733	79	0.0	0.1	0.8	9.3	32.0	40.4	17.4	7,192	4.4	0.9	
Natural Sciences – Other	2.3	11.1	21.0	34.4	24.5	6.3	0.3	6,648	533	114	0.0	0.2	0.8	4.0	17.4	52.6	25.1	6,648	736	71	0.0	0.1	0.8	7.4	29.7	40.9	21.1	5,783	4.5	0.9	
	3.2	16.1	41.8	26.9	9.8	2.2	0.0	316	474	101	1.9	4.4	11.1	27.8	32.3	18.0	4.4	316	598	122	0.0	0.0	0.3	6.3	39.2	39.5	14.7	286	4.4	0.8	
ENGINEERING																															
Chemical	5.5	24.7	27.2	27.8	12.3	2.4	0.1	56,368	468	116	0.1	0.4	1.5	5.7	22.0	54.0	16.3	56,374	719	80	0.0	0.1	1.8	13.3	35.8	36.8	12.1	45,455	4.2	0.9	
Civil	3.7	20.0	27.5	31.6	14.8	2.4	0.1	3,852	485	112	0.1	0.1	1.1	5.1	18.8	58.9	15.8	3,851	726	74	0.0	0.0	1.3	11.3	32.2	40.5	14.7	3,120	4.3	0.9	
Electrical and Electronics	4.8	24.8	33.9	27.4	7.8	1.4	0.0	7,172	457	104	0.0	0.5	1.9	8.5	28.4	51.4	9.2	7,173	700	83	0.0	0.2	1.7	12.9	37.8	36.7	10.7	6,079	4.2	0.9	
Industrial	7.1	28.7	24.2	24.4	12.8	2.7	0.1	22,651	459	123	0.1	0.4	1.3	4.8	20.0	53.7	19.7	22,655	726	79	0.0	0.1	2.4	16.1	38.0	33.5	9.8	17,497	4.1	0.9	
Materials	7.1	33.6	26.9	21.4	9.2	1.6	0.1	3,155	440	114	0.2	0.7	2.9	7.8	23.7	48.0	16.7	3,155	707	93	0.1	0.1	1.5	16.3	40.3	31.5	10.2	2,502	4.1	0.9	
Mechanical	3.5	18.4	26.2	32.4	15.4	4.0	0.2	1,895	494	116	0.1	0.2	1.1	4.6	21.1	54.3	18.6	1,895	727	75	0.0	0.1	1.4	11.2	33.0	39.0	15.3	1,519	4.3	0.9	
Other	5.7	23.3	28.2	29.0	11.6	2.2	0.1	7,289	469	114	0.1	0.3	1.1	4.7	20.7	56.7	16.5	7,290	724	76	0.1	0.1	1.9	12.9	34.7	37.7	12.7	5,925	4.2	0.9	
	2.8	17.0	28.7	34.5	14.4	2.5	0.1	10,354	493	107	0.1	0.4	1.7	6.2	23.7	54.8	13.3	10,355	714	81	0.0	0.0	1.0	8.6	31.4	42.4	16.5	8,813	4.4	0.9	

* The interpretive information for the analytical writing section of the GRE General Test is based only on examinees who tested between October 2002 and June 2005.

** Limited to those who earned their college degrees up to two years prior to the test date. Note: This table does not include verbal and quantitative information on the approximately 51,560 examinees whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 13,660 examinees whose response was "Undecided." This table also does not include analytical writing information on the approximately 40,315 examinees whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 11,879 examinees 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, 2002, and June 30, 2005)

INTENDED GRADUATE MAJOR	VERBAL								QUANTITATIVE								ANALYTICAL WRITING													
	200-290	300-390	400-490	500-590	600-690	700-790	800	N	Mean	S.D.	200-290	300-390	400-490	500-590	600-690	700-790	800	N	Mean	S.D.	0	0.5 & R 1	1.5 & R 2	2.5 & R 3	3.5 & R 4	4.5 & R 5	5.5 & R 6	N	Mean	S.D.
SOCIAL SCIENCES	1.8	18.6	33.2	30.8	13.1	2.5	0.1	101,085	487	104	2.7	8.9	17.5	26.6	26.8	15.4	2.1	101,064	565	131	0.0	0.0	0.5	6.7	29.5	42.8	20.4	92,990	4.5	0.8
Anthropology and Archaeology	0.4	8.0	25.6	39.4	21.9	4.5	0.2	5,432	533	97	1.5	7.3	17.0	29.4	29.7	14.3	0.8	5,430	569	118	0.0	0.0	0.1	3.8	26.2	45.6	24.2	5,007	4.7	0.8
Economics	3.2	18.5	25.1	29.2	18.3	5.4	0.3	7,436	503	121	0.2	0.7	2.4	8.7	23.8	47.3	16.8	7,441	706	93	0.1	0.1	0.6	7.3	29.4	39.3	23.3	6,551	4.5	0.9
Political Science	1.3	11.1	25.5	36.8	20.7	4.5	0.2	19,489	524	105	1.9	6.4	13.8	25.2	30.9	19.9	1.8	19,486	588	125	0.0	0.0	0.3	4.2	21.1	43.5	30.8	18,161	4.8	0.8
Psychology	1.7	21.1	37.6	29.0	9.3	1.2	0.1	53,402	472	96	2.8	10.1	20.1	29.3	26.3	10.8	0.6	53,386	545	123	0.0	0.0	0.4	7.1	32.4	43.3	16.7	48,969	4.4	0.8
Sociology	2.2	17.9	32.9	31.2	13.1	2.5	0.2	4,431	488	105	3.6	10.8	20.5	26.2	25.0	12.4	1.4	4,431	545	132	0.1	0.0	0.8	6.9	28.4	42.7	21.1	4,100	4.5	0.9
Other	3.1	25.1	34.6	25.4	9.9	1.9	0.1	10,895	465	105	5.5	13.1	20.4	27.2	22.9	10.0	1.0	10,890	527	136	0.0	0.1	0.9	10.3	32.8	40.0	15.8	10,202	4.3	0.9
HUMANITIES AND ARTS	1.0	8.2	21.8	36.2	25.1	7.2	0.5	49,882	545	106	2.5	8.0	17.4	27.2	28.4	15.0	1.4	49,846	566	127	0.0	0.0	0.3	4.2	22.7	42.5	30.2	46,775	4.7	0.8
Arts — History, Theory, and Criticism	0.7	7.9	23.7	38.3	23.7	5.3	0.4	3,869	539	100	1.7	6.5	17.8	28.4	28.7	15.8	1.1	3,894	572	121	0.0	0.1	0.2	4.4	25.3	44.2	26.0	3,629	4.7	0.8
Arts — Performance and Studio	2.7	17.3	32.1	31.9	13.4	2.5	0.1	7,331	488	106	3.4	9.4	19.0	27.8	26.1	12.8	1.5	7,328	553	130	0.0	0.1	1.0	10.2	34.9	39.1	14.6	6,887	4.3	0.9
English Language and Literature	0.3	5.0	19.1	38.5	28.3	8.2	0.6	17,672	560	98	2.8	9.0	19.0	29.1	27.5	11.9	0.7	17,653	553	124	0.0	0.0	0.1	2.2	19.1	44.0	34.5	16,716	4.9	0.8
Foreign Languages and Literatures	2.6	12.2	21.7	32.7	22.7	7.7	0.5	3,991	531	119	2.7	7.1	15.8	26.0	30.6	16.5	1.4	3,990	574	127	0.1	0.0	0.6	6.6	24.5	42.1	26.1	3,741	4.6	0.9
History	0.4	7.7	23.5	37.8	23.7	6.5	0.4	9,605	542	101	2.6	9.4	18.5	27.5	27.6	13.3	1.0	9,599	557	126	0.0	0.0	0.2	3.3	22.8	42.5	31.1	8,987	4.8	0.8
Philosophy	0.3	3.2	12.8	33.6	36.5	12.2	1.5	3,586	590	97	0.6	2.3	9.1	19.3	32.9	31.1	4.7	3,583	638	112	0.0	0.0	0.0	1.8	12.8	40.3	45.1	3,306	5.1	0.7
Other	1.3	7.2	17.3	33.7	29.0	10.5	0.9	3,801	563	112	1.7	5.6	12.5	24.0	32.4	21.2	2.6	3,799	599	124	0.1	0.1	0.3	4.1	20.4	42.5	32.6	3,509	4.8	0.8
EDUCATION	2.4	28.7	38.6	23.4	6.1	0.9	0.0	43,844	449	94	3.4	11.5	22.6	28.9	22.9	10.0	0.8	43,835	534	126	0.1	0.1	0.6	9.7	35.7	40.6	13.3	40,936	4.3	0.8
Administration	4.2	35.9	39.3	16.2	3.7	0.7	0.0	2,996	426	88	4.2	13.6	24.9	26.5	20.9	9.0	0.9	2,995	522	130	0.1	0.1	1.0	12.8	37.4	37.6	10.9	2,789	4.2	0.9
Curriculum and Instruction	1.9	26.5	36.5	26.5	7.6	0.9	0.0	2,676	459	96	2.6	10.0	21.8	28.7	23.8	12.0	1.0	2,673	546	126	0.1	0.0	0.7	8.2	34.7	42.8	13.5	2,529	4.4	0.8
Early Childhood	3.9	39.9	37.9	16.0	2.1	0.3	0.0	1,503	418	83	5.3	15.0	28.6	29.4	17.0	4.3	0.4	1,502	497	119	0.1	0.4	1.4	13.6	42.0	35.3	7.2	1,394	4.1	0.8
Elementary	2.0	31.0	40.4	21.6	4.3	0.6	0.0	6,699	442	88	3.1	11.8	23.9	31.3	21.9	7.7	0.4	6,698	526	119	0.1	0.1	0.6	9.7	36.8	40.3	12.4	6,170	4.3	0.8

* The interpretive information for the analytical writing section of the GRE General Test is based only on examinees who tested between October 2002 and June 2005.

** Limited to those who earned their college degrees up to two years prior to the test date. Note: This table does not include verbal and quantitative information on the approximately 51,560 examinees whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 13,660 examinees whose response was "Undecided". This table also does not include analytical writing information on the approximately 40,315 examinees whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 11,879 examinees 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, 2002, and June 30, 2005)

INTENDED GRADUATE MAJOR	VERBAL										QUANTITATIVE										ANALYTICAL WRITING										
	200-290	300-390	400-490	500-590	600-690	700-790	800	N	Mean	S.D.	200-290	300-390	400-490	500-590	600-690	700-790	800	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.	
Evaluation and Research	1.9	26.7	41.6	23.8	5.5	0.6	0.0	4,730	450	89	2.9	11.8	24.0	29.3	23.3	8.3	0.4	4,730	530	122	0.0	0.0	0.3	8.1	36.1	42.4	13.1	4,393	4.4	0.8	
Higher Secondary	1.6	23.5	39.2	27.5	6.8	1.4	0.0	2,945	464	94	2.8	10.4	19.9	28.4	26.5	11.2	0.7	2,945	548	126	0.0	0.1	0.3	6.0	30.4	42.9	20.4	2,783	4.5	0.8	
Special	1.1	17.1	36.8	32.5	10.8	1.7	0.0	8,888	485	95	2.0	6.7	16.5	26.8	28.3	17.9	1.7	8,886	578	125	0.0	0.0	0.4	6.2	29.7	45.2	18.4	8,397	4.5	0.8	
Student Counseling and Personnel Services	3.0	35.5	38.6	18.5	3.9	0.4	0.0	3,955	431	88	4.8	15.9	26.5	29.1	18.0	5.4	0.4	3,955	502	122	0.1	0.1	0.6	11.9	41.2	36.3	9.8	3,696	4.2	0.8	
Other	3.3	34.6	41.3	17.7	2.9	0.1	0.0	4,525	427	83	5.3	15.3	25.7	30.7	17.8	5.0	0.1	4,525	500	122	0.1	0.1	0.4	12.4	38.1	39.7	9.4	4,227	4.2	0.8	
Other	4.0	33.5	34.4	20.4	6.7	0.9	0.1	4,927	439	100	3.3	11.8	22.9	29.1	22.5	9.4	1.0	4,926	532	126	0.2	0.1	0.9	13.1	38.8	36.3	10.7	4,558	4.2	0.9	
BUSINESS	5.3	30.3	34.9	20.8	7.4	1.3	0.0	8,357	442	104	3.9	7.6	13.9	21.2	23.9	23.1	6.4	8,357	592	148	0.1	0.2	1.9	14.4	37.2	35.2	11.0	7,415	4.1	0.9	
Accounting	11.5	35.3	35.3	14.6	3.1	0.3	0.0	295	408	94	4.1	8.8	11.5	23.1	28.8	19.7	4.1	295	585	143	0.0	0.0	4.1	19.5	42.3	28.5	5.6	267	3.9	0.9	
Banking and Finance	4.7	26.1	29.4	23.3	13.4	3.0	0.1	1,181	467	118	1.1	0.7	3.4	7.3	19.1	48.0	20.5	1,182	711	105	0.1	0.1	1.2	12.4	34.9	37.6	13.7	1,006	4.3	0.9	
Business Administration and Management	4.9	31.4	36.8	20.0	6.0	0.8	0.0	4,756	438	98	5.0	9.9	16.4	24.7	23.8	16.6	3.5	4,755	561	145	0.1	0.2	2.0	14.0	37.8	35.0	10.8	4,275	4.1	0.9	
Other	5.8	29.6	33.5	21.9	7.7	1.5	0.0	2,125	444	106	2.8	6.2	14.4	21.0	25.9	24.3	5.4	2,125	599	141	0.2	0.3	1.8	15.6	36.0	35.4	10.6	1,867	4.1	0.9	
OTHER FIELDS	-	-	-	-	-	-	-	63,697	-	-	-	-	-	-	-	-	-	63,670	-	-	-	-	-	-	-	-	-	-	-	-	-
Architecture and Environmental Design	2.5	21.3	34.4	28.7	11.2	1.9	0.1	8,840	475	103	0.8	3.9	11.0	24.7	35.0	22.6	2.1	8,835	610	112	0.0	0.1	1.0	10.7	35.7	39.0	13.4	8,017	4.3	0.9	
Communications	2.4	22.1	35.6	28.9	9.6	1.4	0.0	16,658	470	100	4.0	11.8	21.3	28.8	23.6	9.7	0.8	16,650	533	129	0.0	0.0	0.6	7.7	30.9	41.8	19.0	15,630	4.5	0.9	
Home Economics	3.5	31.0	40.1	22.3	2.8	0.3	0.0	1,124	435	86	5.3	15.9	25.5	29.7	17.6	5.6	0.3	1,124	501	124	0.1	0.2	0.6	10.9	39.5	38.9	9.8	1,053	4.2	0.8	
Library and Archival Sciences	0.8	8.8	23.9	36.0	25.0	5.1	0.2	3,304	536	103	2.9	10.8	20.6	28.9	25.0	11.0	0.7	3,303	542	126	0.0	0.0	0.4	5.0	32.0	43.4	19.2	3,072	4.5	0.8	
Public Administration	3.4	26.6	36.4	26.0	6.5	1.0	0.0	2,598	453	97	6.4	14.8	21.5	26.8	21.4	8.5	0.6	2,598	515	135	0.0	0.0	1.1	10.9	34.6	38.8	14.6	2,437	4.3	0.9	
Religion and Theory	0.8	7.8	22.9	38.3	23.9	6.0	0.3	2,614	541	101	2.2	6.4	13.6	23.6	32.5	19.9	1.8	2,610	589	127	0.0	0.0	0.3	3.9	19.2	42.6	34.1	2,463	4.8	0.8	
Social Work	6.1	34.4	35.2	19.4	4.5	0.5	0.0	9,878	428	96	11.1	20.7	25.4	24.6	14.2	3.8	0.2	9,871	466	132	0.0	0.2	1.6	14.5	38.8	34.7	10.2	9,308	4.1	0.9	
Other	-	-	-	-	-	-	-	18,681	-	-	-	-	-	-	-	-	-	18,679	-	-	-	-	-	-	-	-	-	-	-	-	-

* The interpretive information for the analytical writing section of the GRE General Test is based only on examinees who tested between October 2002 and June 2005.

** Limited to those who earned their college degrees up to two years prior to the test date. Note: This table does not include verbal and quantitative information on the approximately 51,560 examinees whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 13,660 examinees whose response was "Undecided." This table also does not include analytical writing information on the approximately 40,315 examinees whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 11,879 examinees whose response was "Undecided".

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

Score	Reliability Coefficient ^a		Standard Error of Measurement				Size of Test Analysis Sample
			Individual Scores		Score Differences		
	Total Score	Subscore	Total Score	Subscore	Total Score	Subscore	
GENERAL TEST^b							
Verbal Measure	.92		33		46		
Quantitative Measure	.90		49		69		
Analytical Writing Measure ^c	.72		.47 ^d		.66		
SUBJECT TEST^e							
Biochemistry (Total Score)	.94		20		28		1013
Biochemistry		.87		3.5		4.9	1013
Cell Biology		.84		3.0		4.3	1013
Molecular Biology and Genetics		.88		3.5		4.9	1013
Biology (Total Score)	.95		22		31		2234
Cellular and Molecular Biology		.91		3.0		4.3	2234
Organismal Biology		.85		3.9		5.5	2234
Ecology and Evolution		.89		3.3		4.6	2234
Chemistry	.94		24		34		1070
Computer Science	.90		28		39		864
Literature in English	.95		19		27		1645
Mathematics (Rescaled)	.92		32		46		1084
Physics	.94		33		47		1217
Psychology (Total Score)	.95		23		32		4599
Experimental Psychology		.90		3.1		4.4	4599
Social Psychology		.87		3.5		5.0	4599

^a The reliability coefficients for the subject tests were computed by Kuder-Richardson formula (20) adapted for use with formula scores.

^b The reliability for the verbal and quantitative measures of the General Test is based on the median of twelve recent computer-based pools. The reported Standard Error of Measurement is based on the pool that had the median reliability. Both reliability and Standard Error of Measurement are calculated using simulated data. The reliability estimates for the paper-based version of the measures are comparable to the values for the computer-based versions of the measures presented in the table.

^c The reliability of the analytical writing measure total score was computed using data from a special study in which some examinees responded to two Issue prompts and some responded to two Argument prompts. The reliability was computed from the covariances of scores on prompts of the same type. This reliability is in the expected range of reliability for a two-essay test. These standard errors of measurement were computed using data from a research study.

^d The standard error of scoring for the analytical writing measure total score is .22. This was computed using data from a research study.

^e The reliabilities for the Subject Test total scores are each the median of five recent editions. The reported Standard Error of Measurement, sample sizes, and Subject Test subscore reliabilities (if applicable) are based on the test edition that had the median reliability.

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

Measure	200	250	300	350	400	450	500	550	600	650	700	750	800
Verbal	12	20	24	27	33	35	36	33	33	34	33	32	20
Quantitative	26	42	49	57	58	58	56	54	48	43	36	26	8

Table 6B: Conditional Standard Errors of Measurement of Difference Scores at Selected Scores for General Test Measures*

Measure	200	250	300	350	400	450	500	550	600	650	700	750	800
Verbal	17	28	33	39	46	50	51	46	46	48	47	45	28
Quantitative	37	60	70	81	82	83	79	76	67	60	51	37	12

* The computer-based pools used to compute the CSEMs and the CSEMs of difference scores are the same as those on which the reliability estimates in Table 5 are based. Conditional standard errors of measurement for analytical writing are not available at this time.

Table 7: Average Correlations of the GRE General Test, the Subject Tests, and UGPA with Various Criterion Variables

Criterion Variables	Predictors											
	Number of Participants	Number of Studies	V	Number of Participants	Number of Studies	Q	Number of Participants	Number of Studies	Subject Test	Number of Participants	Number of Studies	UGPA
First-Year Graduate GPA	45,615	1,231	0.34	45,618	1,231	0.38	10,225	98	0.45	42,193	1,178	0.33
Comprehensive Exam Scores	1,198	11	0.44	1,194	11	0.26	534	4	0.51	592	6	0.12
Faculty Ratings	4,766	35	0.42	5,112	34	0.47	879	12	0.50	3,695	22	0.35
Degree Attainment	6,304	32	0.18	6,304	32	0.20	2,575	11	0.39	6,315	33	0.12

V = GRE Verbal; Q = GRE Quantitative; UGPA = Undergraduate grade point average

Table 7 shows that the GRE tests predict as well or better than does UGPA, particularly for comprehensive exam scores and faculty ratings. GRE Subject Tests predict even more highly than the General Test measures.

Table 8: Average Correlations of the GRE General Test with Graduate First-Year Grade Point Average by Degree Level

Criterion Variable	Master's Level					Doctoral Level						
	Number of Participants	Number of Studies	V	Number of Participants	Number of Studies	Q	Number of Participants	Number of Studies	V	Number of Participants	Number of Studies	Q
Graduate First-Year GPA	2,204	47	0.32	2,204	47	0.26	1,323	25	0.27	1,250	24	0.30

V = GRE Verbal; Q = GRE Quantitative; GPA = Graduate grade point average

Table 8 shows that the GRE General Test predicts about as well for master's students as for doctoral students.

Table 9: Average Correlations of the GRE General Test, the Subject Tests, and UGPA with Graduate First-Year Grade Point Average by Sub-Discipline

Sub-Discipline	Predictors											
	Number of Participants	Number of Studies	V	Number of Participants	Number of Studies	Q	Number of Participants	Number of Studies	Subject Test	Number of Participants	Number of Studies	UGPA
Humanities	6,152	180	0.40	6,152	180	0.35	1,317	24	0.42	5,489	167	0.33
Life Science	8,616	233	0.34	8,616	233	0.35	852	13	0.33	8,446	225	0.34
Math-Physical Science	8,076	329	0.24	8,076	329	0.37	2,621	25	0.47	7,288	315	0.34
Social Science	22,375	486	0.37	22,378	486	0.37	5,081	34	0.47	20,547	486	0.33

V = GRE Verbal; Q = GRE Quantitative; UGPA = Undergraduate grade point average

Table 9 shows that GRE Subject Tests are better predictors of success than UGPA for most major fields. The Verbal measure is most predictive for the Humanities field; the Quantitative measure is most predictive for the Math-Physical Science field. Both Verbal and Quantitative measures are equally predictive for the Social Science field.

Figure 1: Percent of students earning a 3.8 or better in biology departments by UGPA and GRE high and low quartiles.

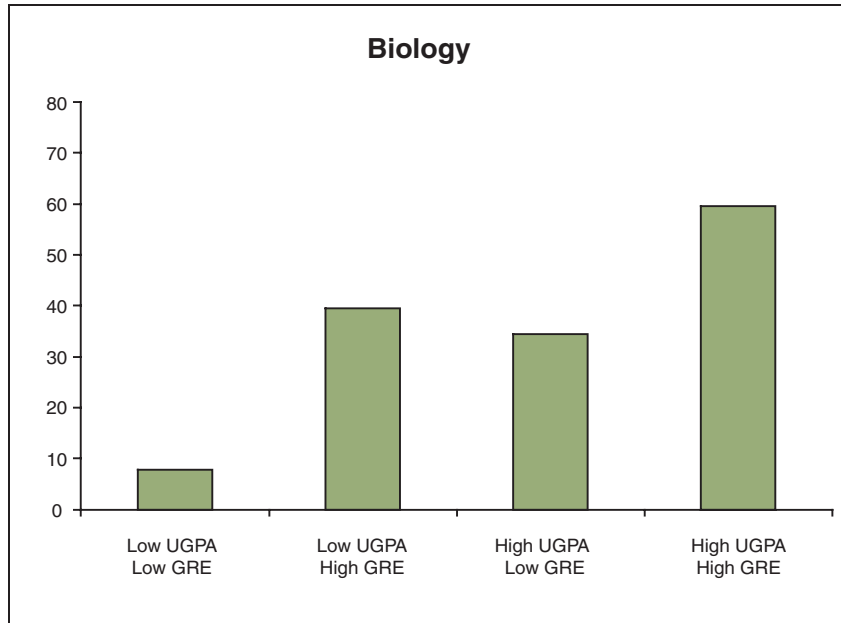


Figure 1 shows that for applicants with low UGPAs (the two left columns) and for applicants with high UGPAs (the two right columns), applicants with a high GRE score are markedly more successful than applicants with a low GRE score.

Figure 2: Percent of students earning a 3.8 or better in English departments by UGPA and GRE high and low quartiles.

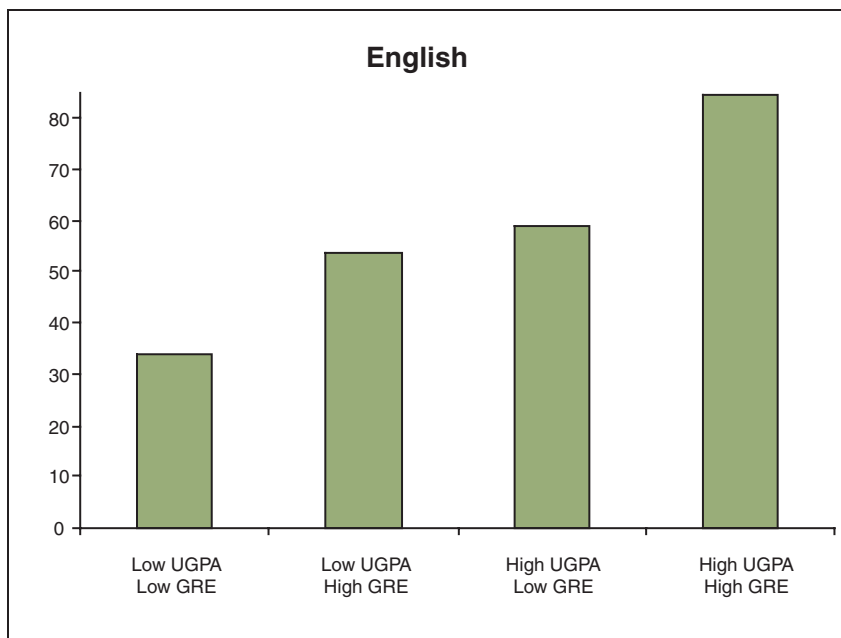


Figure 2 shows that for applicants with low UGPAs (the two left columns) and for applicants with high UGPAs (the two right columns), applicants with a high GRE score are markedly more successful than applicants with a low GRE score.

SCORE LEVEL DESCRIPTIONS FOR THE ANALYTICAL WRITING SECTION OF THE GENERAL TEST*

Although the GRE analytical writing section 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, the average of the scores for the two tasks, 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. Because the test assesses “analytical writing,” critical thinking skills (the ability to reason, assemble evidence to develop a position, and communicate complex ideas) weigh more heavily than the writer’s control of fine points of grammar or the mechanics of writing (e.g., spelling).

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 language 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 language usage but may have minor errors that do not interfere with meaning.

SCORES 4 and 3.5 – Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with reasonable clarity; demonstrates satisfactory control of sentence structure and language usage but may have some errors that affect clarity.

SCORES 3 and 2.5 – Displays some competence in analytical writing, 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 language usage, with errors that often result in vagueness or 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; lack of organization; serious and frequent problems in sentence structure or language usage, with errors that obscure meaning.

SCORES 1 and .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 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.

*These score level descriptions are also for the Writing Assessment that was discontinued in December 2002.

2006-2007 GRE Testing Calendar

Computer-Based Testing

The computer-based General Test is administered year round in many areas of the world.

Score reports for computer-based administrations are released approximately 10–15 days after the test date.

Visit GRE Online at www.ets.org/gre

Paper-Based Testing

Paper-based General Test administrations are offered in areas of the world where computer-based testing is not available. Visit the GRE Web site for information on paper-based testing in these locations.

Score reports for paper-based administrations are released within 4 to 6 weeks after the test date (see below).

GENERAL TEST		SUBJECT TESTS	
Test Dates	Approximate Score Report Mailing Dates	Test Dates	Approximate Score Report Mailing Dates
October 28, 2006	December 8, 2006	November 4, 2006	December 15, 2006
February 10, 2007 ^a	March 23, 2007	December 2, 2006 ^c	January 5, 2007
June 9, 2007 ^b	July 21, 2007	April 14, 2007 ^c	May 25, 2007

^a No testing in China (including Hong Kong), Korea, and Taiwan.

^b Testing in China (including Hong Kong), Korea, and Taiwan only.

^c No testing in India, China (including Hong Kong), and Taiwan.

