



GRE[®]

Graduate Record Examinations[®]

Guide to the Use of Scores

Inside, find all the facts you need about:

- the value of using *GRE*[®] scores
- skills measured, test administration and scoring
- using and interpreting GRE scores
- statistical information regarding the GRE test-taker population and GRE tests

2020–21

www.ets.org/gre/institutions

Communicating with the *GRE*[®] Program

	Inquiries from Educators	Inquiries from Test Takers
<i>By Email</i>	gretests@ets.org	gre-info@ets.org
<i>By Phone</i>	1-609-683-2002	1-609-771-7670

To communicate by mail, both educators and test takers can send inquiries to this address:

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

Attention GRE Score Users: Make sure that you have access to the *ETS*[®] Data Manager, which helps GRE and *TOEFL*[®] score users access score reports online.

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

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

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Introduction

Thousands of graduate and professional school programs around the world, including business and law, use *GRE*[®] test scores to successfully identify applicants who are academically prepared for graduate-level work and to help them enroll a diverse student body. That success is due, in part, to understanding what the GRE tests measure, how the tests are scored, the benefits and limitations of the tests, and how to use the tests within the context of a holistic admissions process.

The GRE Program is committed to providing information and guidance to help graduate programs achieve their goals, including enhancing diversity and inclusion. GRE tests and services help programs advise prospective students, create smart recruitment strategies, and evaluate and compare applicants.

Rooted in the ETS Mission

The GRE tests were created 70 years ago to have an objective lens through which all applicants could be compared, regardless of their background. Our dedication to fairness exemplifies nonprofit ETS's mission to help advance quality and equity in education for all people.

Today *GRE*[®] General Test and/or a *GRE*[®] Subject Test scores are used by admissions and fellowship panels to supplement undergraduate records, including grades and recommendations, and other qualifications for graduate-level study.

Benefits of Using *GRE*[®] Scores in Admissions Decision Making

The GRE General Test and GRE Subject Tests were designed to achieve a specific intended purpose that adds value to the admissions decision-making process. Understanding what the tests were designed to measure and predict can help administrators and faculty assign an appropriate role for the use of test scores, without over-relying upon them to accomplish more than they can.

Value of Using GRE Scores

- **The scores support institutions' efforts to identify which applicants are academically prepared for graduate-level study.**

The GRE General Test measures skills that graduate and professional schools, including business and law, have identified as necessary for academic success: verbal reasoning, quantitative reasoning, critical thinking and analytical writing. Institutions receive separate scores for each of the test's three sections, which allows graduate programs to place greater weight on some skills than others, if desired. Scores identify which potential students are likely to struggle academically in a particular skill, which can help programs prepare to offer extra support to help those students be successful. Some GRE Subject Tests also yield subscores that provide additional information about strengths and weaknesses, which can be useful for guidance and placement purposes.

- **The scores provide a common, objective measure to help programs compare students from different backgrounds.**

Of all of the pieces of evidence institutions collect from applicants, only GRE scores are standardized and objective, giving faculty committees a way to directly compare applicants with different backgrounds and experiences. The GRE tests are also the only measures that are research based — developed in accordance with standards set by reputable institutions such as the American Educational Research Association (AERA), the National Council on Measurement in Education (NCME), and the American Psychological Association (APA) — and subject to extensive fairness guidelines, processes and reviews.

Other components submitted as part of an application package can be useful for the unique information they provide about a person's skills, experiences and attributes, but they are not standardized or objective, do not undergo a rigorous fairness review process and do not yield comparative data. Used alone, these measures can heighten the role that implicit bias plays in the review and selection processes and result in other unintended

consequences that are potentially harmful to applicants and institutions. The clearest picture of an applicant — and the fairest admissions program — may be achieved by considering both standardized and non-standardized measures.

Important Considerations

- **The scores do not and cannot offer insight about all of the qualities that are important in predicting academic success or in confirming undergraduate achievement.**

The GRE tests are an important measure of academic readiness but cannot measure everything that an admissions committee would like to know about an applicant. Logically, it makes sense that a test designed to measure verbal reasoning, quantitative reasoning, critical thinking and analytical writing skills would not be the best indicator of how long it will take a student to graduate or how often that student will publish new research. A better place to find indicators of those types of outcomes might be in personal statements and letters of recommendation, which give applicants a platform for showing attributes like creativity, conscientiousness and perseverance, and to discuss their academic and work experiences.

- **The scores need to be interpreted carefully because, like all tests, they are not exact measures.**

All assessments have limitations that affect their ability to exactly measure a person's knowledge, skills and abilities. See guideline #3, on page 12 for more information.

Using GRE Scores as Part of Holistic Admissions

Getting a Clearer Picture of Potential

The graduate community has become increasingly interested in making changes to their admissions processes so that applicants are viewed more holistically. In general, this means that the entirety

of an applicant's application package is evaluated at once for evidence that the applicant is a good fit for the program and is likely to be successful. Evaluating all quantitative and qualitative evidence at once gives those involved in the admissions process a clearer picture of the value that an applicant brings to a program.

The practice of using cut scores, especially one that uses GRE scores as the sole criteria, is contradictory to a holistic admissions process because it puts too much weight on one measure and does not allow applicants the opportunity to show other evidence of their potential value to the program.

What Role Do GRE Scores Play?

GRE scores are essential in the holistic admissions process since only GRE tests provide a research-based, objective, directly comparable measure that institutions can use to fairly evaluate applicants from different backgrounds. A holistic admissions practice ensures that GRE scores have an appropriate role in the process, rather than an inflated role.

Resources to Help

Although many people agree that applicants should be viewed holistically, challenges and constraints that admissions teams and faculty committees face — such as application volume, time, and financial and staff resources — make it difficult to initiate changes to long-standing processes and systems. To help, ETS is sharing a number of resources on its site, www.holisticadmissions.org. These resources were developed, with the support of the GRE Board, from in-person conversations with faculty and staff involved in admissions at 58 graduate programs across the United States in 2017, as well as an extensive review of related literature.

By revisiting program goals and aligning practices and processes with those goals, faculty committees can design an admissions process that fairly considers the multiple pieces of evidence that applicants submit to demonstrate their knowledge, skills and attributes and enrolls applicants with the best chances to be successful.

GRE Board and Committees

Formed in 1966, the GRE Board is an independent board affiliated with the Association of Graduate Schools (AGS) and the Council of Graduate Schools (CGS). The GRE Board oversees GRE tests, services and research in consultation with its committees. It establishes all policies for the GRE Program, which ETS administers. ETS provides information, technical advice and professional counsel to the board and develops proposals to achieve its program, research and service goals. Additional information about the GRE Board and Committees is available at www.ets.org/gre/greboard.

GRE Business School Advisory Council

The GRE Program also obtains input from the GRE Business School Advisory Council, which is composed of admissions leaders from business schools around the world. The GRE Business School Advisory Council does not directly oversee any aspect of the GRE Program, but instead provides insight, perspective and information related to domestic and international graduate business school programs. Additional information about the Advisory Council is available at www.ets.org/gre/greboard.

About the *GRE*[®] Tests

GRE[®] General Test

Test Content

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

The **Verbal Reasoning** measure assesses the ability to analyze and draw conclusions from discourse and reason from incomplete data, understand multiple levels of meaning, such as literal, figurative and author's intent, summarize text and distinguish major from minor points, understand the meanings of words, sentences and entire texts, and understand relationships among words and among concepts. In each test edition, there is a balance among the passages across three different subject matter areas: humanities, social sciences (including business) and natural sciences. There is an emphasis on complex reasoning skills.

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

The **Analytical Writing** measure assesses critical thinking and analytical writing skills, including the ability to articulate and support complex ideas with relevant reasons and examples, and examine claims and accompanying evidence. The measure does not assess specific content knowledge and there is no single best way to respond.

Individuals who are interested in reviewing the content of the General Test can download a *POWERPREP*[®] Online practice test free-of-charge (see www.ets.org/gre/tpresources).

Test Administration

The GRE General Test is administered on computer at more than 1,000 ETS-authorized test centers in more than 160 countries. The test is given in a secure testing environment and, in most regions of the world, is available on a continuous basis. In Mainland China; Hong Kong, China; Taiwan, China; and Korea, the test is offered one to three times per month.

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

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

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

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

In the Analytical Writing section an elementary word processor developed by ETS is used so that individuals familiar with specific commercial word-processing software do not have an advantage or disadvantage. This software contains the following functionalities: inserting text, deleting text, cut and paste and undoing the previous action. Tools such as a spelling checker and grammar checker are not available in the ETS software.

GRE[®] General Test At Home

ETS is offering a GRE General Test At Home option in select locations. The test is identical in content, format and on-screen experience to the GRE General Test taken at a test center. It is taken on the test taker's own computer at home and is monitored by a human proctor. Information about the at home test is available at www.ets.org/s/cv/gre/institutions/update.

How the Sections of the GRE General Test are Scored

Verbal Reasoning and Quantitative Reasoning Sections

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

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

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

Verbal Reasoning and Quantitative Reasoning scores are reported on 130 to 170 score scales, in one-point increments. If no answers are given for a measure, an NS (No Score) is reported for that measure.

The scales for the General Test Verbal Reasoning and Quantitative Reasoning measures were developed based on the performance of 146,504 individuals who tested between August 1, 2011, and October 2, 2011. While this group was reasonably representative of the GRE population's demographic characteristics, they tended to be slightly more able than the overall population, which is typical with the launch of a new test. Therefore, when the scales were set, the scale means were adjusted so that the full year mean for both measures would be equal to 150 and the standard deviation equal to 8.75.

Analytical Writing Section

For the Analytical Writing section of the GRE General Test, each essay receives a score from a trained reader using a six-point holistic scale. In holistic scoring, readers are trained to assign

scores on the basis of the overall quality of an essay in response to the assigned task. The essay is then scored by the *e-rater*[®] scoring engine, a computerized program developed by ETS that is capable of identifying essay features related to writing proficiency. If the human score and the e-rater score closely agree, the average of the two scores is used as the final score. If they disagree, a second human score is obtained and the final score is the average of the two human scores. The resulting scores on the two essays are then averaged and rounded to produce an Analytical Writing score that is reported on a 0-6 score scale in half-point increments.

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. If no responses are given for either of the two writing tasks, an NS (No Score) is reported for the measure.

The primary emphasis in scoring the Analytical Writing section is on critical thinking and analytical writing skills rather than on grammar and mechanics. Scoring guides for each essay task are available at

www.ets.org/gre/institutions/about/general/scoring. Score Level Descriptions that describe, for each score level, the overall quality of analytical writing demonstrated across both of the Analytical Writing tasks are presented in Appendix A, on page 40.

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

GRE® Subject Tests

Test Content

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

Each Subject Test is developed and updated regularly by a committee of examiners who are actively teaching in the field. Departments are encouraged to periodically review the test content description in order to verify the appropriateness of the content for their programs. Individuals who are interested in reviewing the content of a particular Subject Test can download a copy of the corresponding Subject Test practice book free-of-charge at www.ets.org/gre/subject/prepare.

Biology

The test consists of approximately 188 questions that are distributed among three subscore areas: Cellular and Molecular Biology (33–34%), Organismal Biology (33–34%) and Ecology and Evolution (33–34%).

Chemistry

The test consists of approximately 130 questions that are classified approximately as follows: analytical chemistry (15%), inorganic chemistry (25%), organic chemistry (30%) and physical chemistry (30%).

Literature in English

The test consists of approximately 230 multiple-choice questions on poetry, drama, biography, the essay, the short story, the novel, criticism, literary theory, and the history of the language. Some questions are based on short works reprinted in their entirety, some on excerpts from longer works. The questions are classified as follows: literary analysis (40–55%), identification (15–20%), cultural and historical contexts (20–25%), history and theory of literary criticism (10–15%). In addition, the literary-historical scope of the test is as follows: continental, classical and comparative literature through 1925 (5–10%); British literature to 1660, including Milton (25–30%); British literature 1660–1925 (25–35%); American literature through 1925 (15–25%);

American, British and World literatures after 1925 (20–30%).

Mathematics

The test consists of approximately 66 questions, drawn from courses commonly offered at the undergraduate level. Approximately 50 percent of the questions involve calculus and its applications—subject matter that can be assumed to be common to the backgrounds of almost all mathematics majors. About 25 percent of the questions in the test are in elementary algebra, linear algebra, abstract algebra, and number theory. The remaining 25% of the questions deal with other areas of mathematics currently studied by undergraduates at many institutions, including discrete mathematics and algorithmic processes, differential equations, topology and modern geometry, complex analysis, probability and statistics, logic and foundations and numerical analysis.

Physics

The test consists of approximately 100 questions, some of which are grouped in sets and based on such materials as diagrams, graphs, experimental data, and descriptions of physical situations. There is increased emphasis on the understanding of fundamental theoretical principles of physics. Topics include classical mechanics (20%), electromagnetism (18%), optics and wave phenomena (9%), thermodynamics and statistical mechanics (10%), quantum mechanics (12%), atomic physics (10%), special relativity (6%) and laboratory methods (6%). The remaining 9% of the test covers specialized topics such as nuclear and particle physics, condensed matter physics and astrophysics. For test editions administered beginning in September 2020, three subscores will be reported: (1) Classical Mechanics, (2) Electromagnetism, and (3) Quantum Mechanics and Atomic Physics.

Psychology

The test consists of approximately 205 questions drawn from courses most commonly offered at the undergraduate level. For test editions administered beginning in September 2017, questions are distributed between six subscore areas: Biological (17-21%), Cognitive (17-24%), Social (12-14%), Developmental (12-14%), Clinical (15-19%), and Measurement/ Methodology/Other (15-19%). For test editions administered prior to September 2017, questions are distributed between two subscore areas: Experimental (40%) and Social (43%). The remaining 17% of the test covers general topics and measurement/methodology.

Test Administration

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

How the GRE Subject Tests are Scored

Each score on a Subject Test depends on the number of questions answered correctly in the time allotted. The number of questions answered correctly is converted to a scaled score through a process known as equating. The equating process accounts for minor variations in difficulty among the different test editions.

Every Subject Test yields a total score on a 200 to 990 score scale, in 10-point increments. Note that

each of the individual test scales occupies only a portion of the 200 to 990 score range.

The Biology, Physics (beginning in September 2020), and Psychology Tests also yield subscores.

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

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

The Biology, Physics, and Psychology Tests yield subscores on a 20-99 score scale, in one-point increments. Note that the subscore scales for each of the individual Subject Tests occupy only a portion of the 20 to 99 score range. Subscores enable assessment of strengths and weaknesses and can be used for guidance and placement purposes.

Using GRE Scores

Validity

Validity research is essential to verify that the GRE General Test and GRE Subject Test scores are valid for any intended use. ETS and numerous external parties¹ have conducted validity research to verify that it is appropriate to use GRE scores for graduate and professional school admissions, including business and law; fellowship selection and guidance; and counseling for graduate study.

Departments and programs using GRE scores for these purposes may wish to conduct their own studies to collect validity information. ETS researchers will provide advice on the design of appropriate validation studies without charge. For additional assistance, contact gretests@ets.org.

GRE scores may be appropriate for purposes other than those described above, but it is important for the user to validate the use of scores for those purposes.

Guidelines for Using GRE Scores

These Guidelines were revised and approved by the GRE Board Executive Committee in June 2018, for implementation in July 2018.

GRE scores are typically used to make decisions that affect people's educational and career paths, so all score users have an obligation to adhere to published GRE Program guidelines. Departments and programs have a responsibility to ensure that all score users are aware of the GRE guidelines, monitor the use of scores, and correct any instances of misuse. The GRE Program staff are available to assist institutions in resolving score-misuse issues.

The following guidelines provide information about the appropriate use of GRE test scores for those who use the scores in graduate and professional school admissions, including business and law, for fellowship selection processes and for guidance and counseling for graduate-level study. Adhering to these guidelines can help protect applicants and programs from unfair decisions that may result from inappropriate uses of scores.

1. Use Multiple Sources of Information When Making Decisions

GRE scores have an important role in the admissions process because they serve as a common, objective measure to compare students from different backgrounds. However, no single test or source of information can provide all the information that a decision maker would like to know about an applicant. Therefore, it is important to use multiple sources of information during the decision-making process to ensure fairness and to balance the limitations of any single measure of knowledge, skills or abilities. Undergraduate grade point average, letters of recommendation, personal statement, samples of academic work and professional experience can also have an important role in the admissions process because they can be sources to learn about other desired experiences and applicant attributes, such as perseverance, integrity and work ethic. Using a minimum GRE score as the only criterion for denial or acceptance for admission or a fellowship award is not good practice because it overinflates the role of one measure of an applicant's value over others.

To ensure that all applicants have the opportunity to show evidence of the value they would bring to a program, ETS supports institutions' efforts to move toward a holistic admissions approach, in which every component of an applicant's application package is evaluated for evidence that the applicant is a good fit for a program.

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

Although all students in graduate and professional programs, including business and law, would benefit from having ability in verbal reasoning, quantitative reasoning and analytical writing, the skill level required for success in each of these three areas is unique to each program. Some programs may require a higher level of skills in one area but place lower emphasis on skills in another area. For this reason, ETS encourages

¹ Kuncel, N. R., Hezlett, S. A. and Ones, D. S. (2001). A comprehensive meta-analysis of the predictive validity of the

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

programs to consider Verbal Reasoning, Quantitative Reasoning and Analytical Writing scores as three separate and independent measures.

3. Interpret GRE Scores Carefully Because, Like All Tests, They Are Not Exact Measures

Errors of measurement occur when a test taker performs differently on one occasion or test form than on another for reasons that may or may not be related to the purpose of the test. A test taker may try harder, be more (or less) tired or anxious compared to some other occasion, have greater familiarity with the content of questions on one test edition than on another test edition, or simply guess more questions correctly on one occasion than on another. These reasons for inconsistency are generally referred to as errors of measurement.

For both the GRE General and Subject tests, the Standard Error of Measurement (SEM) for individual scores reported in Tables 5A-5E provide an easy way to account for measurement error. For example, consider a test taker who obtained a GRE Quantitative test score of 153. According to Table 5A, the SEM for individual scores for the GRE Quantitative Reasoning measure is 2.2, which means that we can be 68% confident that the test taker's true score would be between 151 and 155. For 95% confidence, we can double the SEM of individual scores; that is we can be 95% confident that the test taker's true score would be between 149 and 157.

4. Understand What Score Differences are Meaningful When Evaluating Applicants

Different scores among test takers may not reflect significant differences in abilities. As described in guideline #3 above, every test has measurement error. It is important for a decision maker to know whether the differences between two scores is meaningful.

The SEM for score differences provides an easy way to account for measurement error, and can serve as a reliable indication of real differences in applicants' academic knowledge and developed abilities. For example, in Table 5A, the SEM of score differences for the Quantitative Reasoning measure is 3.1, which means that if there is a score difference of 3.1 points or more between two test takers' Quantitative Reasoning scores, we can be 68% confident that the score differences are meaningful. For 95% confidence, we can

double the SEM of score differences; that is, if there were a score difference of 6.2 points or more points between two test takers' Quantitative Reasoning scores, we can be 95% confident that the score differences are meaningful.

5. Use the Appropriate Percentile Ranks when Comparing Candidates

Percentile ranks can provide more information about an individual's performance relative to the performance of other people who took a test in a given time period (called the reference group). Percentile ranks indicate the percent of test takers in the reference group who obtained scores below a specified score. For example, a percentile rank of 70% indicates that the test taker performed better than 70% of the test takers within the reference group.

Percentile ranks for GRE tests may change over time because they are always based on the population of test takers who took the test within a given three-year period. Thus, when two or more applicants are being compared, the comparison should always be made on the basis of the most recent percentile rank tables available at www.ets.org/gre/scorerresources.

6. Subject Test Scores and Percentile Ranks Should Only Be Compared with Other Scores and Percentile Ranks on the Same Subject Test

Subject Test scores should only be compared with other scores on the same Subject Test because each Subject Test is scaled separately. For example, a 680 on the Physics Test is not equivalent to a 680 on the Chemistry Test.

In addition, Subject Test percentile ranks should only be compared with other percentile ranks on the same Subject Test because the percentile ranks for each Subject Test are based on a different reference population. For example, a 79th percentile rank on the Physics Test is not equivalent to a 79th percentile on the Chemistry Test.

Appropriate and Inappropriate Uses of GRE Scores and Uses Without Supporting Validity Evidence

ETS supports the use of GRE scores for purposes supported by validity evidence and advises against using GRE scores for purposes that have not been supported by validity evidence.

Appropriate Uses

Provided that the aforementioned guidelines are adhered to — particularly Guideline #1, using multiple sources of information in the decision-making process — General Test and Subject Test scores are suitable for the following uses:

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

Departments and programs using GRE scores for these purposes may wish to conduct their own studies to collect validity information. ETS researchers will provide advice on the design of appropriate validation studies without charge. For additional assistance, contact gretests@ets.org.

Programs interested in using Subject Test scores as a factor in awarding undergraduate credit may do so in the field of the test. However, such programs need to develop a rationale that clearly describes the relationship between GRE Subject Test scores and the amount of credit awarded, and make this rationale available to users of transcripts that contain credit awarded in this manner.

Inappropriate Uses

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

1. Requirement of a minimum score on the General Test for conferral of a degree, credit-by-examination, advancement to candidacy or any non-educational purpose

2. Requirement of scores on the General Test or Subject Tests for employment decisions, including hiring, salary, promotion, tenure or retention
3. Use of the Verbal Reasoning, Quantitative Reasoning or Analytical Writing measures as an outcomes assessment

Uses without Supporting Validity Evidence

Should an institution wish to use GRE scores for purposes other than the “Appropriate Uses” listed above, please consult with GRE Program staff regarding the goals and how GRE scores are envisioned to help achieve those goals. If it is determined that there is no validity evidence to support the intended use, ETS researchers can offer advice on the design of a validity study or they may be able to suggest alternate ways for the institution to achieve its goals. ETS’s objective is always to protect test takers and programs from unintended consequences and unnecessary risks due to score misuse. Please contact gretests@ets.org with any questions about the appropriate use of scores.

Confidentiality and Authenticity of GRE Scores

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

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

Encouragement to Report Score Ranges Rather than Average Scores

Test takers may want to know what test scores they need to achieve to be considered for a particular program and will likely look for signs of a score requirement or average on a school website or rankings list. Reporting an average test score may cause an applicant to self-select out of applying for a program or scholarship for which the applicant may have been considered. For this reason, the GRE Program strongly urges that departments and programs report GRE scores in ranges, such as the highest and lowest scores of the middle 50 percent of the admitted applicants and avoid reporting a precise mean, median, or minimum score. Presenting score ranges emphasizes the diversity of individual scores for any one graduate department or program.

Score Interpretation Resources

The GRE Program provides GRE interpretive data and resources to assist graduate and professional schools, including business and law, in using scores for admissions purposes. Resources include GRE interpretive data and information, the ETS Data Manager, the GRE Comparison Tool for Business Schools and the GRE Comparison Tool for Law Schools. For more information about these resources, visit www.ets.org/gre/scoreresources.

Considerations in Score Interpretation

Officials responsible for admissions at each institution must determine the significance of GRE scores in relation to other components of an applicant's file. Considering students holistically ensures a fairer admissions process for everyone and is important to ensure that all applicants have the opportunity to present multiple aspects of their potential value to the program. Programs that are not able to do a full holistic file review for all applicants should pay special attention to applicants who may have had experiences somewhat different from those of the traditional majority as discussed below.

Test Takers from Underrepresented Groups

On average, members of different racial, ethnic and economic backgrounds perform differently on standardized tests. These differences do not necessarily mean that tests are biased. Extensive research by ETS and other organizations has shown that these performance differences can be the result of a number of factors, such as variation in course-taking patterns, interests, knowledge and skills, or differential educational, economic and social systems in which everyone does not receive equal opportunity. These score differences are seen in all standardized tests.

Despite the extensive work that ETS does to ensure that the GRE tests are as free from bias as possible, disparities in performance among underrepresented groups still exist. A review of all components of an applicant's file, in which GRE scores are considered as one piece of information among many, enables each applicant to be evaluated as fairly as possible.

Before considering any applications, we advise that institutions/programs determine the significance of GRE scores in relation to other components of an applicant's file. Considering students holistically ensures a more fair admissions process and is important to ensure that all applicants have the opportunity to present multiple aspects of their potential value to the program. If you are not able to do a full holistic file review for all applicants, it is important to pay particular attention to applicants who may have had experiences somewhat different from those of the traditional majority.

For additional information about scores of test takers from underrepresented groups, visit www.ets.org/gre/institutions/admissions/using_scores. Performance information for underrepresented groups can be found in the publication entitled *A Snapshot of the Individuals Who Took the GRE General Test* at www.ets.org/gre/snapshot. For more information about ETS's extensive efforts to ensure that the GRE tests are as free from bias as possible, visit www.ets.org/gre/institutions/about/fairness. For more information of ETS's policy work to reduce achievement gaps, visit www.ets.org/s/achievement_gap.

Test Takers Who are Nonnative English Speakers

Although the GRE tests are not designed to assess English-language proficiency (ELP), they measure skills important for graduate and professional education at institutions where the language of instruction is English. Considering GRE and ELP test scores (such as *TOEFL*[®] scores) together will enable score users to determine if English proficiency may have affected an applicant's performance on the GRE tests. For example, a test taker's ELP test scores can help score users 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.

Test takers whose native language is not English often find the Analytical Writing section more challenging than native speakers of English. ETS takes steps to ensure that these performance differences are not due to differences on the cross-cultural accessibility of the prompts.

- Fairness reviews occur for all prompts to ensure that the content and tasks are clear and accessible for all groups of test takers, including students whose native language is not English.
- 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 errors impede clarity of meaning.

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

Score users should be aware that the GRE Analytical Writing measure and the TOEFL Writing measure are very different. The GRE Analytical Writing measure is designed to measure critical thinking and analytical writing skills. The TOEFL Writing measure emphasizes fundamental writing skills as well as the ability to organize and convey, in writing, information that has been understood from

spoken and written text. Therefore, the scores on the two tests are not comparable.

For additional information about scores of test takers who are nonnative English speakers, visit www.ets.org/gre/institutions/admissions/using_scores. Learn more about the TOEFL test at www.ets.org/toefl.

Test Takers with Disabilities

ETS provides accommodations for individuals with disabilities or health-related needs and works continuously to ensure that as new technologies become available, ETS's offerings evolve. Individuals who have currently documented visual, physical, hearing or learning disabilities and are unable to take the tests under standard conditions can apply for accommodations, which include extended testing time, extra breaks, screen magnification, screen readers and more.

The accommodations offered are intended to minimize any adverse effect that the individual's disability might have upon test performance and to help ensure that, insofar as possible, the resulting scores represent his or her educational achievement. Reviewing an applicant's entire file will provide more information about the individual's ability to succeed in a graduate program than any one test can provide.

Learn more about accommodations available for test takers with disabilities or health-related needs at www.ets.org/gre/disabilities.

Repeat Test Takers

Test takers may take a GRE test more than once. There are several ways in which graduate departments and programs can judge multiple scores for an applicant (e.g., use most recent score, use highest score, use average score). Whatever approach is adopted, it is best to use it consistently with all applicants.

Essay Responses on the Analytical Writing Section

While all GRE General Test score reports contain an Analytical Writing score, score users who have access to the ETS Data Manager can also view test takers' actual essay responses.

A GRE Analytical Writing essay response can be considered a rough first draft since test takers do not have time to fully revise their essays during the test. Individuals taking the computer-delivered test do not

have spell-checking or grammar-checking software available to them.

Essay responses at computer-delivered administrations are typed, while essay responses at paper-delivered administrations are handwritten. 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 of the same quality.

To learn more and request access to the ETS Data Manager for your institution, visit www.ets.org/portal.

Policies and Other Information

Score Reporting Policies

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

For more information, visit www.ets.org/gre/institutions/scoreselect.

GRE score reporting policies have been adopted by the GRE Board to encourage the appropriate use of GRE scores and to protect the right of individuals to control the distribution of their own score reports. Current GRE Board policy states that for tests taken on or after July 1, 2016, scores are reportable for five years following the individual's test date. For tests taken prior to July 1, 2016, scores are reportable for five years following the testing year in which the individual tested. Departments and programs are advised not to use scores that are older than five years due to changes in ability that may occur over extended periods of time.

Score reports are sent to test takers and to institutions of higher education granting the baccalaureate or higher degrees, to approved graduate fellowship-granting sponsors designated by the test takers and to vendors the score recipients might designate to process the scores

they receive. Score reports are also available to approved GRE score recipients in the ETS Data Manager. For more information, visit www.ets.org/portal.

Score reports for the computer-delivered GRE General Test are sent to institutions and available in the ETS Data Manager approximately 10–15 days after the test date. Score reports for the Subject Tests are sent to institutions and available in the ETS Data Manager approximately five weeks after the test date.

Revising Reported Scores

ETS routinely follows extensive review and quality control procedures to detect and avoid flawed questions and consequent errors in scoring. Nonetheless, occasionally an error is discovered after scores have been reported. Whenever this happens, the specific circumstances are reviewed carefully, and a decision is made about how best to take corrective action that is fairest to all concerned. Revised scores reported during the current year are reported directly to graduate, business and law 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 and professional schools or fellowship sponsors still considering their applications.

Confidentiality of Information

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.

Protecting the Integrity of GRE Tests

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

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

In the GRE General Test at home option, ETS employs multiple best-in-class security measures that use both real-time human monitoring and artificial intelligence technology to see and respond to even the hardest-to-detect incidents.

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

Cancellation of Scores by ETS

ETS strives to report scores that accurately reflect the performance of every test taker. Accordingly, ETS's standards and procedures for administering tests have two primary goals:

- giving test takers equivalent opportunities to demonstrate their abilities
- preventing any test takers from gaining an unfair advantage over others

To promote these objectives, ETS reserves the right to cancel any test score, whether or not it has already been reported, and to take such other actions as ETS deems appropriate, including

banning the test taker from taking any future ETS test and referring the matter to law enforcement authorities, when in ETS's judgment:

- a testing irregularity occurs
- there is an apparent discrepancy in a test taker's identification
- the test taker may have engaged in misconduct, including without limitation having someone else take the test for him/her, obtaining improper access to test questions or answers, disclosing test questions or answers to third parties, plagiarism, or copying or communication
- the score is invalid for another reason

ETS reserves the right to share any and all information in its possession about a test taker and the terms and conditions of test taking with (a) any entity which ETS recognizes as an authorized user of test scores, including without limitation any entity to which ETS reports test scores at the test taker's request, and (b) any government agency with responsibility for administration or enforcement of U.S. criminal and/or immigration laws. When ETS cancels a test score that has already been reported, it notifies score recipients that the score has been canceled and may also explain why the score has been canceled. We will provide a copy of the cancellation letter the test taker received to recipients of the test taker's scores.

For additional security questions, or concerns, please contact the ETS Office of Testing Integrity by email at CommunicateTestSecurity@ets.org, or by phone at 1-800-750-6991 (United States, U.S. Territories, and Canada) or 1-609-406-5430 (all other locations).

For additional information about cancellation of scores by ETS, visit www.ets.org/gre/institutions/admissions/policies/cancellation.

Statistical Tables

GRE® General Test Interpretive Data

To help interpret scaled scores, the GRE Program describes scores in terms of their standing in appropriate reference groups. Table 1A provides summary statistics for this reference group for each of the three GRE General Test measures: means and standard deviations of scaled scores, and number of test takers. The table is based on all individuals who tested between July 1, 2016, and June 30, 2019. Test takers who received a No Score (NS) on a specific measure are excluded from the data reported in that specific measure's accompanying tables.

Although each GRE General Test measure assesses different developed abilities, scores on the measures are moderately related. The correlation between Verbal Reasoning and Quantitative Reasoning scores is .33, the correlation between Verbal Reasoning and Analytical Writing scores is .66, and the correlation between Quantitative Reasoning and Analytical Writing scores is .12.

Table 1A: Performance Statistics on the GRE® General Test

(Based on the performance of all individuals who tested between July 1, 2016, and June 30, 2019)

Test	Number of Test Takers	Mean	Standard Deviation
Verbal Reasoning Measure	1,640,350	150.37	8.49
Quantitative Reasoning Measure	1,643,587	153.39	9.35
Analytical Writing Measure	1,635,221	3.58	0.85

Note: A total of 55 percent of test takers indicated they were female, 45 percent indicated they were male, and less than 1 percent did not provide any classification with regard to gender.

Tables 1B and 1C provide percentile ranks (i.e., the percentages of test takers in a group who obtained scores lower than a specified score) for the GRE General Test measures. The tables are based on all individuals who tested between July 1, 2016, and June 30, 2019.

Table 1B: *GRE*® Verbal Reasoning and Quantitative Reasoning Interpretative Data Used on Score Reports

(Percent of test takers scoring lower than selected scaled scores.

Based on the performance of all individuals who tested between July 1, 2016, and June 30, 2019^a)

Scaled Score	Verbal Reasoning	Quantitative Reasoning
170	99	96
169	99	94
168	98	92
167	98	89
166	97	87
165	96	85
164	94	83
163	92	80
162	90	78
161	88	75
160	85	72
159	82	69
158	79	65
157	75	62
156	72	59
155	67	55
154	63	51
153	59	48
152	53	44
151	50	40
150	45	36
149	40	33
148	36	29
147	32	25
146	28	22
145	25	18
144	22	15
143	19	13
142	16	11
141	14	9
140	11	7
139	9	6
138	8	4
137	6	3
136	5	2
135	4	2
134	3	1
133	2	1
132	2	
131	1	
130		

Table 1C: *GRE*® Analytical Writing Interpretative Data Used on Score Reports

(Percent of test takers scoring lower than selected score.

Based on the performance of all individuals who tested between July 1, 2016, and June 30, 2019^a)

Score Levels	Analytical Writing
6.0	99
5.5	98
5.0	92
4.5	80
4.0	55
3.5	38
3.0	14
2.5	6
2.0	1
1.5	
1.0	
0.5	
0.0	

Note for Tables 1B and 1C: Blank cells imply that percentile information was not reported because there were no test takers above or below specified scale score range.

^aA total of 1,640,350 test takers took the Verbal Reasoning measure, 1,643,587 took the Quantitative Reasoning measure, and 1,635,221 took the Analytical Writing measure between July 1, 2016, and June 30, 2019.

GRE® Subject Test Interpretative Data

Subject Test Total Score Information

To help interpret scaled scores, the GRE Program describes scores in terms of their standing in appropriate reference groups. Table 2A provides summary statistics for each of the GRE Subject Tests, including number of test takers, mean and standard deviation of scaled scores, and percent of the group by gender. The table is based on all individuals who tested between July 1, 2016, and June 30, 2019. Test takers who received a No Score (NS) are excluded from the data reported in the accompanying tables.

Table 2A: Performance Statistics on the GRE® Subject Tests
(Based on the performance of all individuals who tested between July 1, 2016, and June 30, 2019)

Test	Number of Test Takers	Mean	Standard Deviation	Percent Women	Percent Men
Biology Test	3,644	665	123	58	41
Chemistry Test	8,897	689	121	42	57
Literature in English Test	3,370	542	105	63	34
Mathematics Test	15,664	664	149	28	71
Physics Test	21,065	714	162	23	76
Psychology Test	12,556	619	109	78	20

Table 2B on the following page provides percentile ranks for the Subject Test total scores. The percentile ranks are based on the percent of test takers scoring below a particular scale score. The data are based on all individuals who tested between July 1, 2016, and June 30, 2019.

Table 2B: GRE® Subject Test Total Score Interpretive Data Used on Score Reports

(Percent of test takers scoring lower than selected scaled scores. Based on the performance of all individuals who tested between July 1, 2016, and June 30, 2019)

Blank cells imply that percentile information was not reported because there were no test takers above or below the specified scale score range.

Scaled Score	Biology ^a	Chemistry	Literature in English	Mathematics	Physics ^{a,b}	Psychology ^a
980					95	
960		99		98	92	
940	99	99		98	89	
920	99	99		97	86	
900	98	97		94	82	
880	96	95		91	79	
860	94	92		88	76	
840	92	88		84	72	
820	89	83		80	69	99
800	85	78		77	66	98
780	80	73		73	62	95
760	75	68	99	69	59	91
740	70	62	98	66	55	86
720	64	57	96	62	52	80
700	58	51	94	58	48	73
680	52	45	90	54	44	65
660	46	39	85	50	40	58
640	40	34	80	45	36	51
620	34	28	73	41	32	44
600	28	23	66	36	28	38
580	24	18	59	32	23	32
560	20	14	53	27	19	27
540	16	11	46	23	16	22
520	12	8	40	18	12	18
500	9	6	33	14	9	15
480	7	4	28	11	6	12
460	5	3	22	8	4	9
440	3	2	17	5	3	6
420	2	1	13	3	2	5
400	1		9	2	1	3
380	1		6	1		2
360			4			1
340			3			1
320			2			
300			1			
280						
260						
240						
220						
200						

Note: Percentile ranks for each Subject Test are based on the test volumes provided in Table 2A.

^aSee Tables 3A, 3B, 3C, 3D, 3E and 3F for subscore performance statistics and interpretive information for these tests.^bFor the Physics Test, the percent of test takers scoring lower than 990 is 96.

Subject Test Subscore Information

Tables 3A, 3B and 3C provide subscore means and standard deviations on the GRE Biology Test, GRE Physics Test, and the GRE Psychology Test respectively. The tables for the Biology and Psychology Tests are based on all individuals who tested between July 1, 2016, and June 30, 2019. The tables for the Physics Test are based on all individuals who tested between July 1, 2017, and June 30, 2019.

Table 3A: Performance Statistics on the GRE® Biology Test Subscores

(Based on the performance of 3,644 individuals who tested between July 1, 2016, and June 30, 2019)

Subscore	Mean	Standard Deviation
Cellular and Molecular Biology	68	12
Organismal Biology	67	12
Ecology and Evolution	65	12

Table 3B: Performance Statistics on the GRE® Physics Test Subscores

(Based on the performance of 16,135 individuals who tested between July 1, 2017 and June 30, 2019)

Subscore	Mean	Standard Deviation
Classical Mechanics	71	16
Electromagnetism	71	16
Quantum Mechanics & Atomic Physics	71	16

Table 3C: Performance Statistics on the GRE® Psychology Test Subscores

(Based on the performance of 12,556 individuals who tested between July 1, 2016, and June 30, 2019)

Subscore	Mean	Standard Deviation
Biological	62	11
Cognitive	62	11
Social	62	11
Developmental	62	11
Clinical	62	11
Measurement/Methodology/Other	62	11

On the following pages, Tables 3D, 3E and 3F present the percentile ranks for the Biology Test subscores, Physics Test subscores and Psychology Test subscores, respectively. The percentile ranks are based on the percent of test takers scoring below a particular subscore. The data in the tables for the Biology and Psychology Tests are based on all individuals who tested between July 1, 2016, and June 30, 2019. The data in the tables for the Physics Test are based on all individuals who tested between July 1, 2017, and June 30, 2019.

The percentile ranks given in Tables 3D, 3E and 3F may be used for diagnostic interpretation of the total score. For example, a test taker who obtains a score of 650 on the GRE Biology Test is likely to have subscores of 65, assuming he or she is similarly able in the content areas measured by each subscore. For that test taker, scores much above or below 65 on a subscore would indicate strength or weakness in the content area associated with that subscore. Note that the strength or weakness could possibly reflect training that was targeted toward specific content areas.

Table 3D: GRE® Biology Test Interpretive Data for Subscores

(Percent of test takers scoring lower than selected scaled scores. Based on the performance of 3,644 individuals who took the GRE Biology Test between July 1, 2016, and June 30, 2019)

Blank cells imply that percentile information was not reported because there were no test takers above or below the specified scale score range.

Subscore	Cellular and Molecular Biology	Organismal Biology	Ecology and Evolution
98			
96	99	99	
94	99	99	
92	98	98	99
90	96	97	99
88	95	95	98
86	92	94	97
84	89	91	94
82	86	89	91
80	81	85	89
78	76	80	84
76	71	75	79
74	65	71	74
72	60	64	67
70	53	59	62
68	48	52	54
66	42	46	48
64	37	41	42
62	31	34	37
60	26	27	32
58	20	23	27
56	16	18	22
54	12	15	19
52	9	11	14
50	7	8	12
48	4	5	9
46	3	4	7
44	1	2	4
42	1	1	3
40		1	2
38			1
36			1
34			
32			
30			
28			
26			
24			
22			
20			

Table 3E: GRE® Physics Test Interpretive Data for Subscores

(Percent of test takers scoring lower than selected scaled scores. Based on the performance of 16,135 individuals who took the GRE Physics Test between July 1, 2017, and June 30, 2019)

Blank cells imply that percentile information was not reported because there were no test takers above or below the specified scale score range.

Subscore	Classical Mechanics	Electromagnetism	Quantum Mechanics & Atomic Physics
98	96	96	96
96	94	93	94
94	92	91	91
92	86	88	87
90	84	83	84
88	80	81	79
86	77	76	78
84	73	74	74
82	67	70	71
80	66	65	68
78	64	63	64
76	60	59	62
74	56	54	57
72	53	53	53
70	49	48	50
68	48	42	45
66	41	41	42
64	38	38	37
62	34	34	33
60	29	28	29
58	23	26	24
56	20	20	18
54	16	16	17
52	12	12	12
50	11	10	9
48	7	7	7
46	5	4	5
44	3	2	3
42	2	2	2
40	1	1	1
38	1	1	1
36			
34			
32			
30			
28			
26			
24			
22			
20			

Table 3F: GRE® Psychology Test Interpretive Data for Subscores

(Percent of test takers scoring lower than selected scaled scores. Based on the performance of 12,556 individuals who took the GRE Psychology Test between July 1, 2016, and June 30, 2019)

Blank cells imply that percentile information was not reported because there were no test takers above or below specified scale score range.

Subscore	Biological	Cognitive	Social	Developmental	Clinical	Measurement/ Methodology/ Other
98						
96						
94						
92						
90						
88						
86						
84						
82	99	99	99	99	99	99
80	97	98	98	97	99	97
78	95	96	96	95	96	95
76	91	92	92	92	93	92
74	87	87	88	86	88	86
72	80	80	81	81	81	81
70	75	74	74	74	74	74
68	66	65	67	66	67	67
66	60	58	60	59	57	59
64	52	51	51	52	51	53
62	46	44	45	44	44	44
60	39	39	38	37	37	40
58	34	33	32	33	33	33
56	29	27	27	27	26	28
54	23	23	22	22	22	23
52	18	18	19	18	18	19
50	15	15	15	15	15	15
48	11	12	12	11	12	12
46	8	8	9	9	9	9
44	6	6	7	6	6	6
42	4	5	5	5	5	4
40	3	3	3	3	4	3
38	1	2	2	2	2	2
36	1	1	1	1	2	1
34		1	1	1	1	1
32					1	
30						
28						
26						
24						
22						
20						

Major Field Code List

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

Table 4a (on pages 31-34) contains score data by intended graduate major field and broad graduate major field (e.g., aggregation of the fields of study that constitute Agriculture) and also for the following aggregated groups of broad graduate major fields: Life Sciences, Physical Sciences, Engineering, Social Sciences, Arts and Humanities, Education, Business, and Other Fields. Score data presented includes number of test takers (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 test takers is reported for the broad major field “Other” or the “Other Fields” grouping (e.g., the aggregation of Fire Protection, Homeland Security, Interdisciplinary Studies, Law, Legal Research and Professional Studies, Military Technologies, Multidisciplinary Studies).

LIFE SCIENCES

Agriculture, Natural Resources and Conservation

Agricultural and Domestic Animal Services	0116
Agricultural and Food Products Processing.....	0117
Agricultural Business and Management.....	0118
Agricultural Economics.....	0101
Agricultural Mechanization.....	0119
Agricultural Production.....	0102
Agricultural Public Services	0103
Agriculture, General.....	0120
Agronomy	0104
Animal Sciences	0105
Applied Horticulture.....	0121
Fishing and Fisheries Sciences and Management	0106
Food Science and Technology	0107
Forestry	0108
Horticulture Business Services	0109
International Agriculture.....	0122
Parks, Recreation, and Leisure Facilities Mgmt.	0111
Parks, Recreation, and Leisure Studies.....	0123
Plant Sciences (Except Agronomy, see 0104).....	0112
Natural Resources and Conservation	0113
Natural Resources Management and Policy.....	0110
Soil Sciences	0114
Wildlife and Wildlands Science and Management.....	0115
Agriculture, Nat Resources, and Conservation—Other	0199

Biological and Biomedical Sciences

Anatomical Sciences	0201
Animal Biology	0223
Bacteriology.....	0221
Biochemistry.....	0202
Bioinformatics.....	0224
Biology, General.....	0203
Biomathematics	0225
Biometry	0204
Biophysics.....	0222
Biotechnology.....	0226
Botany/Plant Biology.....	0205
Cell/Cellular Biology	0206
Computational Biology.....	0227
Developmental Biology.....	0208

Ecology	0207
Entomology.....	0209
Evolution.....	0228
Genetics.....	0210
Marine Biology	0211
Microbiological Sciences	0212
Molecular Biology	0229
Molecular Medicine.....	0230
Neurosciences	0213
Nutrition	0214
Parasitology	0231
Pathology	0215
Pharmacology	0216
Physiology	0217
Radiobiology.....	0218
Population Biology	0232
Systematics	0233
Toxicology	0219
Zoology	0220
Biological and Biomedical Sciences—Other.....	0299

Health and Medical Sciences

Allied Health.....	0601
Alternative and Complementary Medicine.....	0624
Athletic Training	0636*
Audiology	0602
Bioethics/Medical Ethics.....	0625
Chiropractic	0603
Clinical/Medical Laboratory Science/Research.....	0626
Communication Disorders Sciences and Services	0627
Dentistry and Oral Sciences	0604
Dietetics and Clinical Nutrition Services	0628
Environmental Health	0605
Epidemiology.....	0606
Exercise Science	0629
Health and Medical Administrative Services.....	0607
Immunology.....	0608
Health Sciences.....	0630
Health/Medical Preparatory Programs	0631
Kinesiology.....	0623
Medical Sciences	0609
Medicinal Chemistry.....	0621
Mental and Social Health Services	0632
Nursing.....	0610

Occupational Therapy	0618
Optometry	0611
Osteopathic Medicine	0612
Pharmaceutical Sciences	0613
Physical Therapy	0619
Physician Assistant.....	0634
Podiatry	0614
Pre-Medicine.....	0615
Public Health	0616
Rehabilitation and Therapy.....	0635
Speech-Language Pathology	0620
Veterinary Medicine.....	0617
Veterinary Science	0622
Health and Medical Sciences—Other.....	0699

PHYSICAL SCIENCES

Chemistry

Analytical Chemistry	0302
Chemical Plastics	0307
Chemistry, General.....	0301
Environmental Chemistry.....	0308
Forensic Chemistry	0309
Inorganic Chemistry.....	0303
Organic Chemistry	0304
Medicinal and Pharmaceutical Chemistry.....	0305
Physical Chemistry	0306
Polymer Chemistry	0310
Theoretical Chemistry.....	0311
Chemistry—Other	0399

Computer and Information Sciences

Computer and Information Sciences, General	0407
Computer Programming.....	0401
Computer Science.....	0402
Computer Software and Media Applications.....	0408
Computer Systems Analysis.....	0409
Computer Systems Networking and Telecommunications	0410
Computer/Information Technology Admin and Mgmt.....	0411
Data Processing	0403
Information Sciences/Studies	0404
Microcomputer Applications.....	0405
Systems Analysis.....	0406
Computer and Information Sciences—Other	0499

Earth, Atmospheric, and Marine Sciences

Aquatic Biology/Limnology	0509
Atmospheric Sciences	0501
Biological Oceanography	0510
Environmental Sciences.....	0502
Geochemistry.....	0503
Geological Sciences	0504
Geophysics and Seismology	0505
Geosciences	0511

Hydrology	0512
Marine Sciences.....	0513
Meteorology.....	0507
Oceanography	0508
Paleontology	0506
Earth, Atmospheric, and Marine Sciences—Other.....	0599

Mathematical Sciences

Actuarial Science.....	0701
Applied Mathematics	0702
Mathematics.....	0703
Probability.....	0704
Statistics	0705
Mathematical Sciences—Other	0799

Physics and Astronomy

Acoustics.....	0809
Astronomy.....	0801
Astrophysics	0802
Atomic/Molecular Physics.....	0803
Condensed Matter and Materials Physics.....	0810
Elementary Particle Physic	0811
Nuclear Physics	0804
Optics/Optical Sciences	0805
Physics	0808
Planetary Astronomy and Science	0806
Plasma and High-Temperature Physics	0812
Solid State Physics	0807
Theoretical and Mathematical Physics	0813
Physics and Astronomy—Other	0899

Natural Sciences—Other

Natural Sciences, General	0901
Physical Sciences, General.....	0902
Science Technologies	0903
Natural Sciences—Other	0999

ENGINEERING

Engineering—Chemical

Chemical and Biomolecular Engineering.....	1004
Chemical Engineering.....	1001
Pulp and Paper Production	1002
Wood Science	1003
Chemical Engineering—Other	1099

Engineering—Civil

Architectural Engineering.....	1101
Civil Engineering	1102
Construction Engineering	1104
Environmental/Environmental Health Engineering.....	1103
Geotechnical and Geoenvironmental Engineering.....	1105
Structural Engineering	1106
Surveying Engineering.....	1107
Transportation and Highway Engineering.....	1108
Water Resources Engineering.....	1109
Civil Engineering—Other	1199

Engineering—Electrical and Electronics

Communications Engineering	1202
Computer Engineering	1201
Computer Hardware Engineering.....	1205
Computer Software Engineering.....	1206
Electrical Engineering.....	1203
Electronics Engineering.....	1204
Laser and Optical Engineering.....	1207
Telecommunications Engineering	1208
Electrical & Electronics Engineering—Other.....	1299

Engineering—Industrial

Industrial Engineering.....	1301
Manufacturing Engineering	1303
Operations Research.....	1302
Industrial Engineering—Other	1399

Engineering—Materials

Ceramic Sciences and Engineering	1401
Materials Engineering.....	1402
Materials Science	1403
Metallurgical Engineering	1404
Polymer/Plastics Engineering.....	1405
Materials Engineering—Other	1499

Engineering—Mechanical

Engineering Mechanics.....	1501
Mechanical Engineering	1502
Mechanical Engineering—Other.....	1599

Engineering—Other

Aeronautical Engineering	1614
Aerospace Engineering	1601
Agricultural Engineering.....	1602
Biochemical Engineering.....	1615
Biomedical/Medical Engineering.....	1603
Electromechanical Engineering.....	1616
Engineering Chemistry	1617
Engineering Physics.....	1604
Engineering Science.....	1605

SOCIAL AND BEHAVIORAL SCIENCES**Anthropology & Archaeology**

Anthropology	1701
Archaeology	1702
Anthropology and Archaeology, Other	1799

Economics

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

Political Science

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

Psychology

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

Sociology

Demography	2101
Rural Sociology.....	2103
Sociology	2102

Social and Behavioral Sciences—Other

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

HUMANITIES & ARTS**Arts—History, Theory, and Criticism**

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

Arts—Performance and Studio

Arts, Entertainment, and Media Management	2401
Crafts/Craft Design	2408
Dance	2402
Design and Applied Arts.....	2405
Drama/Theatre Arts	2403
Film/Video and Photographic Arts.....	2409
Fine and Studio Arts	2406
Industrial Design.....	2407
Music	2404
Arts—Performance and Studio—Other.....	2499

English Language and Literature

American Literature.....	2502
Creative Writing.....	2503
English Language and Literature.....	2501

English Literature	2504
Rhetoric and Composition/Writing Studies	2505
English Language and Literatures—Other	2599

Foreign Languages and Literatures

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

History

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

Philosophy

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

Arts and Humanities—Other

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

EDUCATION

Education—Administration

Educational Administration.....	3001
Educational Leadership.....	3003
Educational Supervision.....	3002

Education—Curriculum and Instruction

Curriculum and Instruction.....	3101
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Education—Early Childhood

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

Education—Elementary

Elementary Education and Teaching.....	3301
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Elementary Level Teaching Fields	3302
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Education—Evaluation and Research

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

Education—Higher

Educational Policy	3501
Higher Education.....	3502
Higher Education Administration	3503

Education—Secondary

Secondary Education and Teaching	3601
Secondary Level Teaching Fields.....	3602

Education—Special

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

Education—Student Counseling and Personnel Services

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

Education—Other

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

BUSINESS

Accounting

Accounting	4001
Taxation	4002
Auditing	4003

Banking and Finance

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

Business Administration and Management

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

Business—Other

Actuarial Science—Business	4306
Business/Corporate Communications	4318
Business/Managerial Economics	4301
Business Statistics	4319
Consulting	4307
Data Analytics	4323*
Insurance	4308
International Business	4302
Leadership	4309
Management Information Systems	4303
Management Science	4320
Marketing	4304
Marketing Management and Research	4305
Public Policy—Business	4310
Merchandizing	4321
Real Estate	4311
Risk Management	4312
Sales	4322
Sports Management	4314
Statistics and Operational Research	4316
Strategy	4315
Supply Chain Management	4313
Transportation	4317

Business—Other	4399
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OTHER FIELDS

Architecture and Environmental Design

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

Communications and Journalism

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

Family and Consumer Sciences

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

Library and Archival Studies

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

Public Administration

Community Organization and Advocacy	4802
Public Administration	4801

Religion and Theology

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

Social Work

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

Law

Law.....	5201**
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Other Fields

Fire Protection.....	5103
Historical Preservation	5108*
Homeland Security	5104
Interdisciplinary Studies	5101
Law.....	5102**
Legal Research and Professional Studies.....	5105
Military Technologies.....	5106
Multidisciplinary Studies	5107
Any Department Not Listed	5199

Undecided	0000
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*New in July 2018.

**On July 1, 2018, the code for Law was changed from
5102 to 5201.

GRE® General Test Interpretive Data by Broad Graduate Major Field

Table 4A presents Verbal Reasoning, Quantitative Reasoning 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 51 broad graduate major field categories so that applicants can be compared to others likely to be most similar to them in educational goals. To view score data summarized by the 300 major fields (Table 4B), see www.ets.org/s/gre/pdf/gre_table4B.pdf.

**Table 4A: GRE® General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field
Based on Seniors and Nonenrolled College Graduates Who Tested Between July 1, 2016, and June 30, 2019**

(VR = Verbal Reasoning, QR = Quantitative Reasoning, AW = Analytical Writing, N = Number of Test Takers, M = Mean, and SD = Standard Deviation)

Intended Graduate Major	VR 130-134	VR 135-139	VR 140-144	VR 145-149	VR 150-154	VR 155-159	VR 160-164	VR 165-169	VR 170	VR N	VR M	VR SD	QR 130-134	QR 135-139	QR 140-144	QR 145-149	QR 150-154	QR 155-159	QR 160-164	QR 165-169	QR 170	QR N	QR M	QR SD	AW 0	AW 0.5 & 1	AW 1.5 & 2	AW 2.5 & 3	AW 3.5 & 4	AW 4.5 & 5	AW 5.5 & 6	AW N	AW M	AW SD
LIFE SCIENCES	1.0	3.7	11.6	24.6	27.0	20.2	9.0	2.7	0.3	278,345	151	7	0.7	4.2	13.4	26.2	28.5	16.8	6.8	2.8	0.6	278,395	151	7	0.0	0.1	2.1	21.8	52.3	21.9	1.8	277,903	3.8	0.7
Agriculture, Natural Res. & Conservation	1.6	4.8	11.5	23.2	26.9	20.3	8.7	2.9	0.2	12,881	151	7	0.5	3.0	10.7	23.9	29.4	18.4	8.7	4.5	1.0	12,883	152	7	0.0	0.2	3.7	28.8	48.5	17.6	1.2	12,847	3.6	0.8
Biological & Biomedical Sciences	0.8	2.6	7.6	17.8	25.0	25.2	14.9	5.4	0.7	76,269	153	7	0.4	2.0	7.6	18.7	27.5	22.9	12.9	6.4	1.5	76,293	154	7	0.0	0.1	1.9	20.1	48.9	26.2	2.8	76,177	3.9	0.8
Health & Medical Sciences	1.0	4.0	13.2	27.4	27.8	18.2	6.6	1.6	0.2	189,195	150	7	0.9	5.1	16.0	29.4	28.8	14.3	4.3	1.2	0.2	189,219	149	6	0.0	0.1	2.0	22.0	54.0	20.4	1.4	188,879	3.8	0.7
PHYSICAL SCIENCES	4.1	7.6	11.7	16.2	21.2	19.7	13.0	5.6	0.9	148,182	151	9	0.4	1.3	3.1	7.2	13.7	19.2	22.4	23.7	9.1	148,328	160	8	0.0	0.3	5.1	35.0	41.0	16.4	2.1	147,997	3.5	0.8
Chemistry	1.7	4.3	9.2	16.7	23.7	24.3	14.6	4.8	0.7	14,291	153	8	0.1	0.8	3.1	9.0	21.3	25.4	20.6	15.0	4.8	14,311	158	7	0.0	0.2	3.3	27.0	43.9	22.8	2.7	14,275	3.7	0.8
Computer & Information Sciences	6.3	10.8	14.9	17.8	19.9	15.6	9.8	4.3	0.7	78,312	149	9	0.6	1.9	3.7	7.3	12.1	18.8	23.2	23.9	8.6	78,399	159	8	0.0	0.3	7.0	41.5	38.6	11.2	1.4	78,227	3.4	0.8
Earth, Atmospheric, & Marine Sciences	0.8	2.2	6.4	15.4	24.6	27.2	16.6	6.0	0.7	14,768	154	7	0.2	1.3	6.2	16.8	28.6	23.4	13.8	7.7	2.1	14,778	154	7	0.0	0.1	2.0	21.3	48.3	25.5	2.8	14,755	3.9	0.8
Mathematical Sciences	2.2	5.1	9.6	14.6	22.2	22.0	15.3	7.6	1.3	26,248	153	9	0.0	0.2	0.7	2.5	7.0	14.5	24.0	34.9	16.1	26,264	163	6	0.0	0.2	3.5	33.5	41.6	18.6	2.6	26,188	3.6	0.8
Physics & Astronomy	1.1	2.9	6.0	10.9	20.5	25.6	21.2	10.0	1.8	14,255	155	8	0.1	0.2	0.9	3.2	10.9	19.6	26.6	27.3	11.3	14,268	162	6	0.0	0.2	2.8	24.6	43.1	25.5	3.8	14,244	3.8	0.8
Natural Sciences — Other	1.6	8.1	11.7	23.1	23.4	19.8	9.1	2.9	0.3	308	151	8	1.0	5.5	12.3	21.8	24.4	17.5	10.4	4.9	2.3	308	152	8	0.0	1.0	5.8	29.2	44.2	18.5	1.3	308	3.6	0.9
ENGINEERING	4.9	9.5	13.8	17.6	21.1	18.5	10.6	3.5	0.4	140,628	150	9	0.3	1.1	2.8	6.2	13.2	21.4	25.2	22.7	7.0	141,060	160	8	0.0	0.4	6.6	38.3	39.1	14.1	1.5	140,227	3.4	0.8
Chemical	2.7	4.7	10.4	16.0	21.7	22.7	15.5	5.6	0.7	9,620	153	8	0.0	0.4	1.5	3.8	11.0	21.0	28.5	26.2	7.6	9,649	161	7	0.1	0.3	3.3	28.8	42.7	21.8	3.0	9,593	3.7	0.8
Civil	6.9	11.1	15.1	17.8	20.8	17.3	8.5	2.4	0.2	15,485	149	9	0.5	1.8	3.9	8.2	16.0	24.7	24.1	16.2	4.6	15,588	158	8	0.1	0.7	9.1	38.8	37.2	13.0	1.2	15,386	3.4	0.9
Electrical & Electronics	6.2	12.0	16.5	19.1	21.1	15.0	7.5	2.4	0.3	47,406	148	9	0.3	1.3	3.0	6.4	12.1	18.6	23.6	25.4	9.2	47,525	160	8	0.0	0.5	8.0	45.8	36.3	8.7	0.8	47,303	3.3	0.8
Industrial	3.6	10.1	17.2	20.5	22.0	16.4	7.9	2.1	0.3	6,775	149	8	0.2	1.0	2.7	7.9	15.3	21.9	24.0	20.3	6.7	6,802	159	8	0.0	0.3	5.2	41.4	41.6	10.6	0.9	6,750	3.4	0.7
Materials	1.9	4.5	9.0	15.3	24.1	23.2	15.1	6.1	0.8	5,298	153	8	0.0	0.2	0.7	2.8	8.6	18.2	26.0	32.6	10.8	5,310	162	6	0.0	0.1	3.4	34.2	40.7	19.2	2.4	5,294	3.6	0.8
Mechanical	5.8	10.5	14.5	17.6	20.1	17.8	10.0	3.3	0.3	33,799	149	9	0.3	1.3	3.1	6.6	13.8	22.3	25.4	21.3	5.9	33,888	159	8	0.0	0.4	7.6	38.8	38.7	13.1	1.3	33,719	3.4	0.8
Engineering — Other	1.9	4.3	8.0	14.5	21.4	25.8	17.4	6.1	0.6	22,245	154	8	0.1	0.6	1.8	5.3	14.4	24.6	27.9	20.5	4.8	22,298	159	7	0.0	0.2	3.0	25.1	44.1	24.6	2.9	22,182	3.8	0.8

Note: This table does not include summary information on the approximately 30 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 60,000 test takers whose response was "Undecided".

**Table 4A: GRE® General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field
Based on Seniors and Nonenrolled College Graduates Who Tested Between July 1, 2016, and June 30, 2019**

(VR = Verbal Reasoning, QR = Quantitative Reasoning, AW = Analytical Writing, N = Number of Test Takers, M = Mean, and SD = Standard Deviation.)

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SOC. & BEHAVIORAL SCI.	1.1	3.3	8.7	17.5	23.2	23.8	15.1	6.2	1.0	131,007	153	8	1.4	6.1	14.6	22.3	21.7	15.8	9.9	6.5	1.8	131,165	151	8	0.0	0.1	2.0	19.8	45.5	28.0	4.5	130,816	3.9	0.8
Anthropology & Archaeology	0.3	0.9	4.5	13.9	22.1	30.0	20.0	7.3	1.0	5,905	155	7	1.5	6.7	17.6	28.5	24.7	13.4	5.0	2.2	0.4	5,907	149	7	0.0	0.1	1.1	15.7	47.8	30.6	4.7	5,900	4.0	0.8
Economics	2.1	4.3	7.8	12.9	20.6	24.0	18.1	8.6	1.5	20,736	154	9	0.1	0.6	2.2	5.9	12.5	20.0	25.0	25.2	8.4	20,845	160	7	0.1	0.3	2.6	26.8	42.0	23.9	4.4	20,658	3.8	0.9
Political Science	0.4	1.5	4.2	10.3	18.2	26.3	23.8	12.9	2.4	21,543	157	7	0.9	3.9	10.5	20.2	24.5	20.9	12.6	5.5	1.0	21,592	153	8	0.0	0.1	0.9	11.9	39.9	38.0	9.3	21,517	4.2	0.8
Psychology	0.9	3.5	10.3	21.3	25.9	23.0	11.4	3.4	0.4	70,086	152	7	1.6	7.7	18.7	27.0	23.6	13.6	5.4	2.0	0.4	70,084	149	7	0.0	0.1	2.0	19.9	48.4	26.4	3.1	69,998	3.9	0.8
Sociology	1.8	3.9	9.9	17.3	21.2	22.7	15.4	6.8	1.0	5,361	153	8	2.7	8.9	17.8	23.3	20.1	13.5	7.8	5.0	0.9	5,361	150	9	0.0	0.3	2.6	20.0	44.3	27.8	5.0	5,362	3.9	0.8
Soc. & Behavioral Sci., Other	2.2	5.9	12.2	19.0	21.6	19.4	12.9	5.9	1.0	7,376	152	8	2.9	10.0	18.2	23.8	20.1	13.4	6.6	4.0	1.0	7,376	149	8	0.0	0.3	3.9	25.5	43.0	23.5	3.8	7,381	3.8	0.9
HUMANITIES & ARTS	0.8	1.9	4.6	10.6	18.7	25.4	22.7	12.7	2.6	38,539	156	8	1.9	7.0	16.0	23.7	23.2	15.2	8.1	4.2	0.8	38,492	150	8	0.0	0.1	1.7	14.5	40.9	34.8	8.0	38,511	4.1	0.8
Arts — History, Theory, & Criticism	0.4	1.1	2.6	8.4	17.9	28.0	25.9	13.7	2.0	2,108	157	7	0.9	4.2	13.3	23.6	25.7	19.8	8.8	3.2	0.5	2,106	151	7	0.0	0.0	0.9	10.9	41.6	39.2	7.4	2,108	4.2	0.8
Arts — Performance & Studio	2.3	4.5	9.4	16.0	21.9	22.9	15.6	6.6	0.9	5,093	153	8	1.7	6.0	13.7	21.1	22.8	16.1	11.0	6.3	1.3	5,096	151	8	0.0	0.4	4.4	27.2	43.3	21.5	3.2	5,088	3.7	0.9
English Language & Literature	0.5	1.4	3.5	9.6	18.4	26.7	24.3	12.9	2.6	13,307	157	7	2.5	8.5	18.3	26.1	22.9	13.1	5.8	2.5	0.4	13,271	149	8	0.0	0.1	1.2	11.2	39.8	38.5	9.2	13,295	4.2	0.8
Foreign Languages & Literatures	1.4	3.3	5.4	11.7	18.1	23.5	20.4	13.3	2.9	2,562	156	8	1.9	6.2	13.8	20.0	24.1	17.5	9.8	5.6	1.0	2,561	151	8	0.0	0.2	2.4	17.0	40.3	33.0	7.1	2,561	4.0	0.9
History	0.4	1.1	4.1	11.2	21.0	26.7	21.8	11.5	2.1	8,539	156	7	2.0	8.5	19.7	25.8	22.7	13.0	5.5	2.4	0.4	8,527	149	7	0.0	0.1	1.3	13.7	42.6	34.1	8.2	8,533	4.1	0.8
Philosophy	0.2	0.8	2.4	6.3	12.8	23.0	27.0	21.3	6.1	3,302	159	7	0.5	3.6	8.7	19.0	23.6	19.4	14.2	8.8	2.0	3,302	154	8	0.1	0.0	0.8	9.6	37.2	40.3	11.9	3,302	4.3	0.8
Humanities & Arts, Other	0.7	2.8	5.5	10.0	16.6	23.2	24.3	14.0	2.8	3,628	157	8	1.2	5.0	11.4	20.9	23.2	18.7	11.4	6.6	1.6	3,629	152	8	0.0	0.2	1.5	15.2	41.5	34.7	7.0	3,624	4.1	0.8

Note: This table does not include summary information on the approximately 30 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 60,000 test takers whose response was "Undecided".

**Table 4A: GRE® General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field
Based on Seniors and Nonenrolled College Graduates Who Tested Between July 1, 2016, and June 30, 2019**

(VR = Verbal Reasoning, QR = Quantitative Reasoning, AW = Analytical Writing, N = Number of Test Takers, M = Mean, and SD = Standard Deviation.)

Intended Graduate Major	VR 130-134	V 135-139	VR 140-144	VR 145-149	VR 150-154	VR 155-159	VR 160-164	VR 165-169	VR 170	VR N	VR M	VR SD	QR 130-134	QR 135-139	QR 140-144	QR 145-149	QR 150-154	QR 155-159	QR 160-164	QR 165-169	QR 170	QR N	QR M	QR SD	AW 0	AW 0.5 & 1	AW 1.5 & 2	AW 2.5 & 3	AW 3.5 & 4	AW 4.5 & 5	AW 5.5 & 6	AW N	AW M	AW SD
EDUCATION	2.0	5.8	14.0	23.5	23.1	18.4	9.4	3.4	0.4	42,083	151	8	2.8	10.5	21.1	26.4	20.5	10.9	5.1	2.2	0.4	42,081	148	8	0.0	0.2	3.6	25.0	46.6	21.9	2.7	41,968	3.7	0.8
Administration	2.2	5.8	14.1	21.7	24.4	18.4	9.5	3.4	0.5	3,136	151	8	3.3	11.4	20.6	25.4	19.8	11.8	5.1	2.2	0.3	3,136	148	8	0.0	0.4	3.4	26.5	45.3	21.6	2.7	3,130	3.7	0.8
Curriculum & Instruction	1.2	5.8	12.0	21.6	23.2	22.3	10.1	3.6	0.0	582	151	8	2.6	7.4	18.9	26.0	22.2	14.8	5.7	1.9	0.5	581	149	8	0.0	0.9	3.3	23.8	46.1	23.4	2.6	581	3.8	0.8
Early Childhood	5.2	8.1	24.4	26.2	21.4	11.1	3.0	0.7	0.0	271	147	7	7.7	14.0	28.8	23.6	13.7	5.5	3.7	3.0	0.0	271	145	8	0.4	1.1	8.1	37.8	42.6	9.6	0.4	270	3.3	0.8
Elementary	2.8	7.0	18.0	26.6	21.6	14.3	6.8	2.7	0.2	5,215	149	8	3.0	11.6	23.8	28.2	20.4	8.9	3.1	0.8	0.1	5,215	147	7	0.1	0.2	5.0	28.1	46.3	18.4	1.9	5,143	3.6	0.8
Evaluation & Research	1.0	4.4	13.5	25.8	25.2	19.8	7.9	2.2	0.3	7,623	151	7	1.5	9.2	22.0	30.2	21.2	9.8	3.9	1.7	0.4	7,625	148	7	0.0	0.1	2.2	22.3	51.7	21.4	2.2	7,618	3.8	0.7
Higher	1.1	4.2	10.9	20.3	25.3	22.4	11.2	4.1	0.4	5,163	152	7	1.9	8.5	17.9	25.0	24.3	13.2	6.5	2.4	0.3	5,164	149	8	0.0	0.1	1.7	18.0	45.4	30.5	4.3	5,160	4.0	0.8
Secondary	1.3	2.5	7.0	16.4	24.5	24.5	17.2	5.7	1.1	1,411	154	8	1.5	6.2	12.8	24.1	21.7	18.1	10.8	4.2	0.6	1,411	151	8	0.0	0.1	2.3	18.2	46.7	28.4	4.3	1,410	3.9	0.8
Special	4.1	9.9	18.9	27.2	20.4	13.5	4.5	1.4	0.1	4,910	148	8	5.5	16.2	28.4	26.0	16.0	5.6	1.8	0.4	0.0	4,911	145	7	0.0	0.6	6.6	34.6	43.9	13.2	1.0	4,888	3.5	0.8
Student Counseling & Personnel Svcs	2.0	6.9	16.7	29.3	23.7	14.7	5.2	1.4	0.1	4,765	149	7	3.9	14.5	26.5	29.0	17.6	6.2	2.0	0.2	0.1	4,765	146	6	0.0	0.1	3.7	28.5	50.0	16.3	1.4	4,767	3.6	0.8
Education, Other	1.8	4.9	10.6	18.3	21.4	21.1	14.9	6.1	1.0	9,007	153	8	2.2	7.5	15.4	22.5	22.0	15.6	9.1	4.8	0.9	9,002	150	8	0.0	0.2	3.4	22.6	43.5	26.3	3.9	9,001	3.8	0.9
BUSINESS	2.5	6.2	12.9	20.8	23.6	19.3	10.5	3.7	0.4	70,982	151	8	0.8	3.6	9.4	17.0	20.0	18.0	14.3	12.7	4.2	71,100	155	9	0.1	0.3	3.7	31.5	44.3	17.7	2.4	70,469	3.6	0.8
Accounting	4.3	8.8	15.2	23.6	22.8	15.9	7.4	1.7	0.3	3,069	149	8	0.8	4.1	10.0	20.8	21.7	16.4	11.6	11.4	3.2	3,074	153	9	0.1	0.9	6.5	38.8	41.2	11.7	0.7	3,028	3.4	0.8
Banking & Finance	3.0	6.4	12.3	18.6	26.3	20.7	10.4	2.2	0.2	11,838	151	8	0.2	1.1	3.0	7.5	12.7	14.2	18.3	28.9	14.0	11,878	161	8	0.1	0.3	4.1	39.8	44.4	10.3	1.0	11,755	3.4	0.7
Business Admin & Management	1.8	4.8	11.0	19.8	22.6	21.2	12.8	5.5	0.6	30,381	152	8	1.0	4.3	11.6	21.1	23.3	19.6	11.7	6.0	1.2	30,426	152	8	0.1	0.2	3.2	24.2	44.8	23.7	3.7	30,144	3.8	0.8
Business, Other	2.9	7.7	15.2	22.8	23.7	16.8	8.3	2.4	0.3	25,694	150	8	0.9	3.9	9.6	16.1	19.2	18.0	15.6	13.2	3.3	25,722	155	9	0.1	0.3	3.7	35.5	43.9	14.8	1.8	25,542	3.5	0.8
LAW	1.8	4.5	7.7	14.9	17.0	20.4	20.4	12.0	1.3	1,353	155	9	2.4	4.9	10.7	18.5	18.9	19.4	12.6	10.2	2.4	1,359	153	9	0.0	0.4	2.7	21.7	37.0	30.4	7.9	1,350	4.0	0.9

Note: This table does not include summary information on the approximately 30 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 60,000 test takers whose response was "Undecided".

**Table 4A: GRE® General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field
Based on Seniors and Nonenrolled College Graduates Who Tested Between July 1, 2016, and June 30, 2019**

(VR = Verbal Reasoning, QR = Quantitative Reasoning, AW = Analytical Writing, N = Number of Test Takers, M = Mean, and SD = Standard Deviation.)

Intended Graduate Major	VR 130-134	VR 135-139	VR 140-144	VR 145-149	VR 150-154	VR 155-159	VR 160-164	VR 165-169	VR 170	VR N	VR M	VR SD	QR 130-134	QR 135-139	QR 140-144	QR 145-149	QR 150-154	QR 155-159	QR 160-164	QR 165-169	QR 170	QR N	QR M	QR SD	AW 0	AW 0.5 & 1	AW 1.5 & 2	AW 2.5 & 3	AW 3.5 & 4	AW 4.5 & 5	AW 5.5 & 6	AW N	AW M	AW SD	
OTHER FIELDS										171,578													171,765										171,506		
Architecture & Environmental Design	2.6	6.4	13.5	20.6	23.2	18.8	10.3	3.9	0.6	15,197	151	8	0.5	2.7	7.6	17.1	21.6	19.6	16.1	12.2	2.6	15,226	155	8	0.0	0.3	4.7	35.9	41.8	15.8	1.5	15,170	3.5	0.8	
Communications & Journalism	2.2	6.0	13.4	22.1	23.5	19.4	9.8	3.2	0.4	11,844	151	8	2.6	9.3	18.2	23.2	18.1	12.1	9.1	6.2	1.2	11,823	150	9	0.0	0.2	2.9	27.5	45.9	20.9	2.5	11,817	3.7	0.8	
Family & Consumer Sciences	1.7	6.8	16.1	26.7	25.2	16.0	5.8	1.5	0.1	1,564	149	7	2.3	9.2	22.1	27.9	22.0	10.8	4.2	1.1	0.4	1,565	148	7	0.0	0.1	3.4	24.7	51.6	18.4	1.8	1,564	3.7	0.8	
Library & Archival Sciences	0.6	0.8	3.2	10.5	19.1	27.5	22.9	13.3	2.1	1,852	157	7	1.6	7.1	17.1	27.3	25.4	13.3	6.2	2.0	0.1	1,852	149	7	0.0	0.1	1.6	15.8	47.5	30.4	4.6	1,850	4.0	0.8	
Public Administration	1.4	3.7	8.8	17.0	23.0	24.0	15.4	5.8	0.9	5,935	153	8	1.7	8.0	16.5	24.0	22.9	14.0	7.8	4.2	0.9	5,934	150	8	0.0	0.2	2.5	21.4	45.7	26.2	4.0	5,925	3.9	0.8	
Religion & Theology	0.5	1.3	3.9	9.8	15.5	25.5	24.8	15.3	3.5	1,909	158	8	1.9	6.7	12.2	20.7	25.6	19.0	10.2	2.9	0.6	1,903	151	8	0.0	0.2	1.0	11.4	39.0	38.6	9.9	1,906	4.2	0.8	
Social Work	4.3	9.0	17.5	23.8	20.1	15.4	7.3	2.2	0.2	8,463	149	8	7.2	19.4	25.2	24.4	14.8	6.1	2.1	0.7	0.1	8,425	145	7	0.0	0.4	6.0	30.5	43.9	17.6	1.6	8,792	3.6	0.8	
Other Fields, Other*										124,814													125,037										124,482		

Note: This table does not include summary information on the approximately 30 test takers whose response to the department code question was invalid (misgrids, blanks, etc.) or the approximately 60,000 test takers whose response was "Undecided".

*Performance information is not reported for "Other Fields, Other" as this group represents a number of diverse majors.

Reliability and Standard Error of Measurement

Tables 5A, 5B, 5C, 5D and 5E provide reliability estimates for GRE General Test, GRE Subject Tests, GRE Biology Test subscores, GRE Physics Test subscores, and GRE Psychology Test subscores, respectively. Reliability indicates the degree to which individual test takers would keep the same relative standing if the test were administered more than once to each test taker. The reliability index ranges from zero to one; a reliability index of one indicates that there is no measurement error in the test and therefore the test is perfectly reliable.

The Verbal Reasoning and Quantitative Reasoning measures of GRE General Test are intended to have reliabilities of at least .90. The reliability of the Analytical Writing measure is similar to the reliability for other writing measures where the reported score is based on a test taker's performance on two tasks. Reliability is influenced by the consistency of the ratings assigned to each essay. Overall, the two ratings used in each essay score are in agreement about 92 percent of the time; they differ by one score point about 7 percent of the time; and they differ by two or more score points about one percent of the time.

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.

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

The SEM of score differences is an index used to determine whether the difference between two scores is meaningful. Small differences in scores may be due to measurement error and not to real differences in the abilities of the test takers. This index incorporates the error of measurement in each score being compared. To use the SEM of score differences, multiply the value by 2. Score differences exceeding this value are likely to reflect real differences in ability at approximately a 95 percent confidence level.

**Table 5A: Reliability Estimates and Standard Errors of Measurement (SEM)^a
for Individual Scores and Score Differences for the GRE® General Test**

Score	Reliability Estimate	SEM of Individual Scores	SEM of Score Differences
Verbal Reasoning	0.92	2.4	3.4
Quantitative Reasoning	0.95	2.2	3.1
Analytical Writing	0.86	0.31	0.44

^aThe reliability estimates and SEMs for the Verbal Reasoning and Quantitative Reasoning measures of the General Test are based on item response theory (IRT). The reported values are an average of all the estimates obtained for all the multi-stage tests delivered between July 1, 2016, and June 30, 2019. The reliability estimates and SEMs for the Analytical Writing measure are computed based on split-half analyses using the performance of all individuals who tested between July 1, 2016, and June 30, 2019.

Table 5B: Reliability Estimates and Standard Errors of Measurement (SEM)^a for Individual Scores and Score Differences for *GRE*[®] Subject Tests

Score	Reliability Estimate	SEM of Individual Scores	SEM of Score Differences	Sample Size
Biology Test	0.94	26	37	345
Chemistry Test	0.94	25	35	1,156
Literature in English Test	0.96	20	28	522
Mathematics Test	0.89	44	63	1,869
Physics Test	0.93	41	57	2,781
Psychology Test	0.95	25	35	1,641

^aThe reliability for all the Subject Tests scores are estimated using the Kuder-Richardson formula (KR-20). The reported reliability, SEM, and sample size values are based on a test edition that is representative of recent test editions.

Table 5C: Reliability Estimates and Standard Errors of Measurement (SEM)^a for Individual Scores and Score Differences for *GRE*[®] Biology Test Subscores

Subscore	Reliability Estimate	SEM of Individual Scores	SEM of Score Differences	Sample Size
Cellular and Molecular Biology	0.88	3.8	5.3	345
Organismal Biology	0.83	4.4	6.3	345
Ecology and Evolution	0.88	3.8	5.3	345

^aThe reliability for the Biology Test subscores are estimated using the Kuder-Richardson formula (KR-20). The reported reliability, SEM, and sample size values are based on a test edition that is representative of recent test editions.

Table 5D: Reliability Estimates and Standard Errors of Measurement (SEM)^a for Individual Scores and Score Differences for *GRE*[®] Physics Test Subscores

Subscore	Reliability Estimate	SEM of Individual Scores	SEM of Score Differences	Sample Size
Classical Mechanics	0.89	5.3	7.5	2,781
Electromagnetism	0.89	5.2	7.3	2,781
Quantum Mechanics and Atomic Physics	0.88	5.5	7.8	2,781

^aThe reliability of the Physics subscores are estimated as the proportional reduction in mean square error (a subscore reliability statistic that provides estimates comparable to Cronbach's alpha). The reported reliability, SEM, and sample size values are based on a test edition that is representative of recent test editions.

Table 5E: Reliability Estimates and Standard Errors of Measurement (SEM)^a for Individual Scores and Score Differences for *GRE*[®] Psychology Test Subscores

Subscore	Reliability Estimate	SEM of Individual Scores	SEM of Score Differences	Sample Size
Biological	0.90	3.6	5.0	1,641
Cognitive	0.93	3.0	4.2	1,641
Social	0.92	3.2	4.5	1,641
Developmental	0.91	3.4	4.8	1,641
Clinical	0.90	3.5	4.9	1,641
Measurement/Methodology/Other	0.88	3.9	5.6	1,641

^aThe reliability of the Psychology subscores are estimated as the proportional reduction in mean square error (a subscore reliability statistic that provides estimates comparable to Cronbach's alpha). The reported reliability, SEM, and sample size values are based on a test edition that is representative of recent test editions.

Conditional Standard Errors of Measurement for the *GRE*[®] Verbal Reasoning and Quantitative Reasoning Measures

Tables 5F and 5G contain estimates of the conditional standard errors of measurement (CSEM) at selected reported scores for the GRE Verbal Reasoning and Quantitative Reasoning measures. While the SEMs presented in Table 5A address the average measurement precision of the test, the measurement precision actually varies across the score scale. The CSEM reflects this variation by indicating the amount of error in a reported score at a given point on the scale. Like the SEM, the CSEM can be used to compute a confidence band around a test taker's score. Such a band would help to determine the score range in which the test taker's "true" score probably lies. Unlike the SEM, the CSEM takes the variation in measurement precision across the score scale into account.

The CSEM of individual scores incorporates the measurement error in each score. The CSEM of score differences should be used when comparing the scores of two individuals because small differences in scores may not represent real differences in the abilities of the two individuals. To use the CSEM of score differences, take the larger of the two values and multiply by 2. Score differences exceeding this value are likely to reflect real differences in ability at approximately a 95 percent confidence level.

Table 5F: Conditional Standard Errors of Measurement (CSEM) of Individual Scores at Selected Scores for the *GRE*[®] Verbal Reasoning and Quantitative Reasoning Measures^a

Measure	130	135	140	145	150	155	160	165	170
Verbal Reasoning	3.7	3.3	2.9	2.6	2.3	2.1	2.1	2.1	1.4
Quantitative Reasoning	3.5	2.9	2.5	2.3	2.2	2.1	2.1	2.1	1.0

^aThe CSEM of individual scores and CSEM of score differences for the Verbal Reasoning and Quantitative Reasoning measures of the GRE General Test are based on item response theory (IRT). The reported values are an average of all the estimates obtained for all the multi-stage tests delivered between July 1, 2016, and June 30, 2019. The CSEM of individual scores and CSEM of score differences are not available for the Analytical Writing measure.

Table 5G: Conditional Standard Errors of Measurement (CSEM) of Score Differences at Selected Scores for the *GRE*® Verbal Reasoning and Quantitative Reasoning Measures^a

Measure	130	135	140	145	150	155	160	165	170
Verbal Reasoning	5.2	4.7	4.1	3.6	3.3	3.0	2.9	2.9	2.0
Quantitative Reasoning	5.0	4.1	3.5	3.3	3.1	3.0	3.0	3.0	1.4

^aThe CSEM of individual scores and CSEM of score differences for the Verbal Reasoning and Quantitative Reasoning measures of the GRE General Test are based on item response theory (IRT). The reported values are an average of all the estimates obtained for all the multi-stage tests delivered between July 1, 2016, and June 30, 2019. The CSEM of individual scores and CSEM of score differences are not available for the Analytical Writing measure.

Appendix A

GRE® Analytical Writing Section Score Level Descriptions

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

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

Scores 6 and 5.5

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

Scores 5 and 4.5

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

Scores 4 and 3.5

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

Scores 3 and 2.5

Displays some competence in analytical writing and addressing specific task directions, although the writing is flawed in at least one of the following ways: limited analysis or development; weak organization; weak control of sentence

structure or usage, with errors that often result in vagueness or a lack of clarity.

Scores 2 and 1.5

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

Scores 1 and 0.5

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

Score Level 0

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

Score NS

The test taker produced no text whatsoever.

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- Geotarget using the Google Maps™ mapping service to pinpoint searches and find students in specific geographic areas for more precise, location-based recruitment.
- Identify potential students who are academically prepared by using GRE score bands in combination with undergraduate grade-point average (UGPA).
- Deploy discipline-specific campaigns based on undergraduate majors or intended graduate studies.
- Optimally time your campaigns based on planned date of enrollment or GRE test date.

Contact us for a FREE demo: gresearch@ets.org

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