gre®

2024-25

GRE Guide to the Use of Scores

Everything score users need to know about the GRE General Test and GRE Subject Tests

ets.org/gre/score-users

Communicating with the GRE® Program

	Inquiries from Educators	Inquiries from Test Takers
By Email	gretests@ets.org	gre-info@ets.org
By Phone	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

Contents

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/institution-portal.

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 over 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 percent correct subscores that provide additional information about strengths and weaknesses, which can be useful to individuals and for evaluating strengths and weaknesses of an incoming cohort.

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

  Of all 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 11, 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. The holistic admissions method looks at multiple sources of information to get the fullest picture of each applicant's potential. By combining quantitative data like test scores and undergraduate GPA with more qualitative indicators such as letters of recommendation and work experience, you can be confident you have a more complete view of each applicant to fairly assess fit within your 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. We recommend not using this type of practice.

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, including a Holistic Admissions Digital Guide, diversity resources and fairness resources. Some of the resources were developed 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.

ETS offers a Holistic Admissions Master Class that is available free-of-charge for those involved in graduate admissions. This course provides insightful holistic admissions strategies and best practices from current and former graduate deans with years of boots-on-the-ground experience.

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.

About the GRE Tests

GRE General Test

Test Content and Design

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

The Verbal Reasoning and Quantitative Reasoning measures of the GRE General Test are section-level adaptive. Overall, the first operational section of each measure is of average difficulty. The second operational section is administered based on a test taker's overall performance on the first section of that measure.

The test design provides a flexible test-taking experience that allows test takers to move freely within any timed section, skipping questions, changing answers, and using their own personal test-taking strategies.

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. The software contains the following. 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.

Individuals who are interested in reviewing the content of the General Test can download a *POWERPREP®* Online practice test free-of-charge.

Test Structure on or after September 22, 2023

The GRE General Test administered beginning on September 22, 2023, contains:

- one Analytical Writing section with one 30-minute task
- two Verbal Reasoning sections (one 18-minute section with 12 questions and one 23-minute section with 15 questions)
- two Quantitative Reasoning sections (one 21-minute section with 12 questions and one 26-minute section with 15 questions)

Total testing time is approximately 1 hour and 58 minutes.

Test Structure before September 22, 2023

The GRE General Test administered before September 22, 2023, contained:

- one Analytical Writing section with two separately timed 30-minute tasks
- two 30-minute Verbal Reasoning sections (with 20 questions each)
- two 35-minute Quantitative Reasoning sections (with 20 questions each)
- a 30-35 minute unidentified unscored section containing questions being pretesting for future use. Answers to pretest questions were not used in the calculation of scores for the test.

Total testing time was approximately 3 hours and 45 minutes.

Skills Assessed on the General Test

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
- 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
- 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 complex ideas clearly and effectively
- support ideas with relevant reasons and examples
- sustain a well-focused, coherent discussion
- control the elements of standard written English

The measure does not assess specific content knowledge and there is no single best way to respond.

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 can also be taken at home. It is taken on the test taker's own

computer at home in most locations around the world. The at home test is the same valid and reliable GRE General Test you know and trust, and is identical in content, format and on-screen experience to the GRE General Test taken at a test center. Students can prepare for the test using the same prep materials. Only the delivery method has changed.

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.

A raw score is computed for each of the two measures. The raw score is the number of questions answered correctly.

The raw score for each measure 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. **Note that the score scales remain the same for the shorter GRE, to ensure there is no interruption for institutions in their admissions processes.**

The scales for the Verbal Reasoning and Quantitative Reasoning measures were developed in fall 2011. 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

Analytical Writing essay responses are evaluated on a 6-point holistic scale, including receiving a score from the e-rater® scoring engine, a computerized program developed by ETS that is capable of identifying essay features related to writing proficiency. In holistic scoring, scores are assigned on the basis of the overall quality of an essay in response to the assigned task.

A single score is reported for the Analytical Writing measure. Score Level Descriptions that describe, for each score level, the overall quality of analytical writing demonstrated on the Analytical Writing measure are presented in Appendix A, on page 37.

GRE Subject Tests

Test Content

Subject Tests measure achievement in specific subject areas and assume undergraduate majors or extensive background in those disciplines. Brief descriptions of the three Subject Tests –Mathematics, Physics and Psychology – follow. (Note that the Chemistry Test was discontinued in May 2023; scores will continue to be reportable for 5 years after the test date.)

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, free-of-charge, copies of the corresponding Fact Sheet and/or Subject Test practice book.

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 70 questions, 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 (8%), thermo-dynamics and statistical mechanics (10%), quantum mechanics (13%), 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 2023, three percent correct subscores are reported: (1) Classical Mechanics, (2) Electromagnetism, and (3) Quantum Mechanics and Atomic Physics.

For test editions administered between April 2021 and April 2023, three subscores are reported: (1) Classical Mechanics, (2) Electromagnetism, and (3) Quantum Mechanics and Atomic Physics.

Psychology

The test consists of approximately 144 questions that are drawn from the core of knowledge most commonly encountered in courses offered at the undergraduate level within the broadly defined field of psychology. A question may require recalling factual information, analyzing relationships, applying principles, drawing conclusions from data, and/or evaluating a research design.

For test editions administered beginning in September 2023, questions are distributed between six subscore areas: Biological (30 questions), Cognitive (29 questions), Social (19 questions), Developmental (18 questions), Clinical
(23 questions), and Measurement/ Methodology/ Other (25 questions).

For test editions administered prior to September 2023, 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%).

Test Administration

Starting in September 2024, GRE Subject Tests will be administered on computer at test centers worldwide on the following dates:

- September 16, 2024, through September 29, 2024
- October 17, 2024, through October 30, 2024
- April 21, 2025, through May 4, 2025

At home testing will also be offered in most locations.

Testing time for the Mathematics Test is 2 hours and 50 minutes. Testing time for the Physics and Psychology Tests is 2 hours.

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.

Beginning in September 2023, the Physics and Psychology Tests will yield percent correct subscores. Percent correct scores are reported on a range from 0 to 100 percent and indicate the percentage of questions the test taker answered correctly within a particular content area.

Note that percent correct scores from one test edition cannot be compared with percent correct scores on other test editions because these scores are not equated. For example, a Classical Mechanics percent correct score of 80 on one Physics Test edition is not equivalent to a Classical Mechanics percent correct score of 80 on another Physics Test edition. Percent correct subscores enable the assessment of strengths and weaknesses and can be which can be useful to individuals and for evaluating strengths and weaknesses of an incoming cohort.

For Physics and Psychology Tests taken prior to September 2023, equated subscores are reported on a range from 20 to 99, in one-point increments. Subscores are scaled through a process known as equating, which accounts for minor variations in difficulty among the different test editions.

For each test, the number of questions answered correctly that belong to each content area and the number of questions answered correctly on the whole test both contribute to each equated 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 equated subscore is enhanced.

Note that the equated subscore scales for each of the individual Subject Tests occupy only a portion of the 20 to 99 score range. Equated subscores enable the 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 parties[1] 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

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.

[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.

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 less emphasis on skills in another area. For this reason, ETS encourages 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 Assessments, They Are Not Exact Measures

Errors of measurement occur when a test taker performs differently on one occasion or test edition 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 Test and Subject Tests, the Standard Error of Measurement (SEM) for individual scores reported in Tables 4A-4D 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 4A, 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 4A, the SEM of score differences for the Quantitative Reasoning measure is 3.7, which means that if there is a score difference of 3.7 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 7.4 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/scoreresources.

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 Mathematics 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 Mathematics 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 interpretative data and information, the ETS Data Manager 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.

Learn more about the scores of test takers from underrepresented groups. Performance information for underrepresented groups can be found in the publication entitled *A Snapshot of the Individuals Who Took the GRE General Test*. For information about ETS's extensive efforts to ensure that the GRE tests are as free from bias as possible, visit the GRE Test Fairness and Validity page. More information about ETS's policy work to reduce achievement gaps is also available.

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.

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 assess different skills and

scores on the two tests are not comparable. 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. Because the TOEFL test emphasizes fundamental writing and comprehension skills, the TOEFL score can supplement an Analytical Writing score by helping faculty determine whether a low score on the GRE Analytical Writing measure is due to lack of familiarity with English or lack of ability to produce and analyze logical arguments.

To learn more about the TOEFL test, visit www.ets.org/toefl. Further information regarding the scores of test takers who are nonnative English speakers is also available.

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 their 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.

Test Takers Who Retest

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.

GRE score reporting policies have been developed to encourage the appropriate use of GRE scores and to protect the right of individuals to control the distribution of their own score reports. Scores are reportable for five years following the individual's test date. 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 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 https://www.ets.org/institution-portal/data-manager.

We have reduced the score delivery time frame for test takers from 10-15 days to 8-10 days after the test date. Score users may also receive scores faster than 10-15 days depending upon which delivery method they have chosen. Electronic scores are delivered to schools daily, Monday to Friday.

Score reports for the GRE 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.

Upholding Assessment Integrity: ETS's Unwavering Commitment to Test Security

At ETS, our steadfast mission is to uphold the integrity of test scores and create a level playing field for all test-takers worldwide. As the largest nonprofit educational assessment organization with over 75 years of experience, we have pioneered and continuously refined a comprehensive, multi-pronged approach to

test security – identification, prevention, detection, response, and world-class communication. Our robust practices have become industry standards emulated globally.

Identifying Risks Through Vigilant Monitoring

ETS's dedicated Office of Testing Integrity (OTI) is at the forefront of identifying potential security threats. The OTI team constantly monitors testing sessions, investigates all reported incidents, conducts unannounced audits, and leverages statistical analysis to detect any anomalies in score trends across regions and test centers. This proactive approach ensures the early identification of risks to score validity.

Preventing Fraud Through Secure Test Design and Delivery

Our commitment to integrity starts from the inception – adhering to the highest standards in creating and delivering secure test content. We establish stringent protocols for secure test locations, extensive training of test center staff, and rigorous enforcement of test-taker rules and requirements. This multi-layered preventive approach creates a fair and secure testing environment.

State-of-the-Art Detection and Response Capabilities

ETS invests millions annually in advanced security measures to detect and respond to even the most sophisticated cheating attempts. For our at-home GRE tests, we deploy best-in-class technologies like facial recognition, geo-location, and advanced biometrics, coupled with live human proctoring. This combination of AI monitoring and human vigilance ensures real-time detection and intervention against suspicious activities, such as impersonation attempts, unauthorized software usage, or the presence of prohibited devices.

Score Cancellation: Decisive Action and Clear Communication

In cases of confirmed cheating or testing irregularities, ETS takes decisive action, including score cancellations with forfeiture of test fees, test-taker bans, and referrals to law enforcement authorities when appropriate. We reserve the right to review and cancel any questionable scores, even after initial reporting, to maintain score validity. ETS further 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 any third party, including but not limited to (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. ETS is committed to transparent communication, promptly notifying score recipients of any cancellations, and providing clear explanations.

For additional information about cancellation of scores by ETS, view the *GRE® Information Bulletin*.

Upholding Fairness and Integrity

ETS's mission is to protect the integrity of our assessments, mitigate cheating risks, and safeguard the interests of honest test-takers worldwide. Our global best-in-class test security methodology, coupled with our steadfast commitment to ethics and fairness, ensures that ETS scores remain a reliable and

trustworthy measure of academic achievement.

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

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, 2020, and June 30, 2023. 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 .35, the correlation between Verbal Reasoning and Analytical Writing scores is .63, and the correlation between Quantitative Reasoning and Analytical Writing scores is 10.

Table 1A: Performance Statistics on the GRE General Test

(Based on the performance of all individuals who tested between July 1, 2020, and June 30, 2023)

Test	Number of Test Takers	Mean	Standard Deviation
Verbal Reasoning Measure	1,039,310	151.29	8.27
Quantitative Reasoning Measure	1,041,330	156.93	9.89
Analytical Writing Measure	1,037,639	3.49	0.88

Note: A total of 50 percent of test takers indicated they were female, 50 percent indicated they were male, and less than 1 percent indicated they were either non-binary, preferred to self-describe, or preferred not to answer..

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, 2020, and June 30, 2023.

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, 2020, and June 30, 2023[a])

Scaled Score	Verbal Reasoning	Quantitative Reasoning
170	99	92
169	99	87
168	98	83
167	97	78
166	96	74
165	95	70
164	93	66
163	91	63
162	89	60
161	86	57
160	84	53
159	80	50
158	77	48
157	73	45
156	69	42
155	65	40
154	59	36
153	55	34
152	48	31
151	43	29
150	39	25
149	34	23
148	30	21
147	26	18
146	23	15
145	21	13
144	18	11
143	16	9
142	13	8
141	11	6
140	9	5
139	8	4
138	6	3
137	5	2
136	4	2
135	3	1
134	2	1
133	2	1
132	1	
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, 2020, and June 30, 2023[a])

Score Levels	Analytical Writing
6.0	99
5.5	98
5.0	92
4.5	83
4.0	59
3.5	41
3.0	16
2.5	8
2.0	3
1.5	1
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.

A total of 1,039,310 test takers took the Verbal Reasoning measure, 1,041,330 took the Quantitative Reasoning measure, and 1,037,639 took the Analytical Writing measure between July 1, 2020, and June 30, 2023.

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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, 2019, and June 30, 2023. (Note that this four-year period was used to obtain three years of test-taker data because the Subject Tests were not administered in the 2020-21 testing year due to the pandemic.) 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, 2019, and June 30, 2023)

Test	Number of Test Takers	Mean	Standard Deviation
Mathematics Test	7,452	676	154
Physics Test	9,685	719	166
Psychology Test	4,699	617	111

Note: For Mathematics a total of 25 percent of test takers indicated they were female, 75 percent indicated they were male; Physics a total of 23 percent of test takers indicated they were female, 77 percent indicated they were male; Psychology a total of 79 percent of test takers indicated they were female, 20 percent indicated they were male. For all Subject Tests less then 1 percent indicated they were either non-binary, preferred to self-describe, or preferred not to answer.

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, 2019, and June 30, 2023.

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, 2019, and June 30, 2023)

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

Scaled Score	Mathematics	Physics[a]	Psychology
980		95	
960	96	91	
940	96	87	
920	95	83	
900	93	80	
880	90	77	
860	86	73	
840	82	70	
820	77	67	99
800	74	63	98
780	70	61	95
760	66	58	91
740	62	54	86
720	58	51	79
700	54	46	73
680	50	43	65
660	46	39	58
640	42	36	51
620	38	32	45
600	34	27	39
580	30	23	33
560	26	20	28
540	22	16	23
520	18	12	19
500	14	9	16
480	10	6	13
460	7	4	9
440	5	3	7
420	3	2	5
400	2	1	4
380	1	1	2
360	1		1
340			1
320			
300			
280			
260			
240			
220			

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

[a] For the Physics Test, the percent of test takers scoring lower than 990 is 96.

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, Law and Other Fields).

Table 3a (on pages 30–33) 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 (M), standard deviations (SD), 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, 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 Geo-environmental 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
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

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

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

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

GRE® General Test Interpretive Data by Broad Graduate Major Field

Table 3A 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 3B), see **www.ets.org/s/gre/pdf/gre_table3B.pdf**.

Table 3A: 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, 2020, and June 30, 2023

(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	**1.4**	**4.7**	**13.5**	**27.2**	**27.2**	**17.3**	**6.8**	**1.9**	**0.2**	**143,002**	**150**	**7**	**1.1**	**5.4**	**15.7**	**27.7**	**26.5**	**14.1**	**5.8**	**3.1**	**0.7**	**143,057**	**150**	**7**	**0.0**	**0.2**	**2.6**	**21.9**	**51.5**	**22.0**	**1.8**	**142,830**	**3.8**	**0.8**
Agriculture, Natural Res. & Conservation	1.7	5.4	13.6	23.4	25.9	18.0	8.8	2.9	0.2	5,538	151	7	1.1	4.6	12.8	22.5	22.7	15.2	10.2	8.6	2.2	5,541	152	9	0.1	0.5	5.2	31.4	45.4	16.2	1.2	5,526	3.6	0.8
Biological & Biomedical Sciences	1.2	3.6	9.4	20.5	26.3	22.2	12.2	4.2	0.5	29,806	152	7	0.7	3.0	9.7	20.6	25.4	19.0	11.2	8.4	2.0	29,823	153	8	0.0	0.3	2.5	20.8	48.5	25.1	2.9	29,800	3.8	0.8
Health & Medical Sciences	1.4	5.0	14.6	29.2	27.5	15.8	5.2	1.2	0.1	107,658	150	7	1.2	6.1	17.5	29.9	26.9	12.7	4.0	1.4	0.2	107,693	149	7	0.0	0.2	2.5	21.7	52.6	21.4	1.6	107,504	3.8	0.7
PHYSICAL SCIENCES	**2.4**	**5.5**	**9.6**	**15.3**	**28.6**	**21.1**	**12.6**	**4.4**	**0.5**	**121,962**	**152**	**8**	**0.2**	**0.7**	**1.8**	**4.1**	**8.1**	**13.9**	**24.6**	**35.6**	**11.0**	**122,037**	**162**	**7**	**0.0**	**0.6**	**6.7**	**39.4**	**39.5**	**12.1**	**1.6**	**122,012**	**3.4**	**0.8**
Chemistry	2.1	4.4	8.7	15.9	23.2	23.5	15.3	6.2	0.8	4,460	153	8	0.2	1.2	4.6	10.7	19.8	22.1	18.6	18.1	4.8	4,466	157	8	0.0	0.5	3.1	24.8	42.3	25.8	3.5	4,460	3.8	0.9
Computer & Information Sciences	2.6	6.0	10.2	16.1	30.8	20.4	10.4	3.1	0.3	92,083	151	8	0.2	0.7	1.7	3.6	7.3	13.4	26.3	36.7	10.1	92,127	162	7	0.0	0.8	8.0	43.5	37.9	8.8	1.0	92,155	3.3	0.8
Earth, Atmospheric, & Marine Sciences	1.1	3.2	6.6	14.7	23.8	25.6	17.8	6.4	0.9	3,777	154	8	0.4	2.4	6.7	17.6	25.1	20.9	12.9	10.8	3.3	3,782	155	8	0.0	0.2	2.3	20.0	45.9	27.9	3.7	3,777	3.9	0.8
Mathematical Sciences	1.9	4.7	8.1	11.9	20.8	21.9	19.8	9.7	1.2	16,510	154	9	0.1	0.2	0.7	1.8	5.0	11.0	20.1	41.6	19.5	16,517	164	6	0.0	0.3	2.9	29.5	44.9	19.2	3.3	16,493	3.7	0.8
Physics & Astronomy	1.2	2.6	5.7	12.0	20.3	26.6	21.4	9.1	1.2	5,017	155	8	0.1	0.3	1.0	4.5	10.4	18.6	23.7	30.1	11.3	5,030	162	7	0.0	0.4	2.5	23.4	43.9	26.2	3.7	5,012	3.8	0.8
Natural Sciences ─ Other	4.3	7.0	13.9	16.5	31.3	11.3	13.9	0.9	0.9	115	150	8	0.9	2.6	14.8	20.9	23.5	13.9	10.4	9.6	3.5	115	152	9	0.0	0.0	7.8	28.7	47.0	13.9	2.6	115	3.6	0.9
ENGINEERING	**3.4**	**6.4**	**10.5**	**16.5**	**26.6**	**21.3**	**11.5**	**3.5**	**0.3**	**72,611**	**151**	**8**	**0.2**	**0.8**	**2.0**	**4.8**	**10.7**	**17.3**	**25.8**	**30.7**	**7.7**	**72,881**	**161**	**7**	**0.0**	**1.0**	**7.2**	**37.5**	**39.4**	**13.4**	**1.5**	**72,488**	**3.4**	**0.9**
Chemical	3.4	5.9	9.8	15.4	22.8	22.2	14.7	5.3	0.5	3,485	152	9	0.1	0.6	1.8	5.7	12.8	19.7	26.3	26.9	6.0	3,520	160	7	0.1	0.5	3.9	29.3	42.5	20.6	3.1	3,464	3.7	0.9
Civil	4.1	6.8	10.5	16.8	29.7	20.2	9.3	2.4	0.2	8,166	151	8	0.3	0.9	2.4	6.1	12.2	18.1	25.7	28.3	6.0	8,209	160	7	0.1	1.7	11.7	40.3	34.8	10.5	0.9	8,154	3.2	0.9
Electrical & Electronics	3.6	7.3	11.3	17.0	28.0	20.0	10.0	2.6	0.2	26,992	151	8	0.1	0.8	2.0	3.9	8.2	14.2	24.8	36.0	10.0	27,072	162	7	0.0	1.0	7.6	43.5	38.2	8.8	0.8	26,976	3.3	0.8
Industrial	3.6	6.9	13.0	20.8	24.1	18.7	9.5	3.2	0.4	3,604	150	8	0.2	0.8	2.8	6.0	13.0	20.0	24.6	26.1	6.4	3,614	160	7	0.0	0.4	4.1	35.7	45.3	13.1	1.4	3,592	3.5	0.8
Materials	1.5	5.0	9.2	13.0	22.2	24.1	17.4	6.7	0.8	2,100	153	8	0.0	0.1	0.8	2.9	8.7	14.7	24.8	36.9	11.1	2,105	163	6	0.0	0.3	2.7	30.6	42.5	20.5	3.3	2,093	3.7	0.8
Mechanical	3.5	6.9	10.7	16.5	27.0	21.2	10.6	3.2	0.3	17,314	151	8	0.3	0.9	1.9	4.6	11.1	17.2	27.8	29.6	6.6	17,354	161	7	0.0	1.1	8.5	38.5	38.1	12.4	1.3	17,295	3.4	0.9
Engineering ─ Other	2.3	3.8	7.8	14.4	22.8	25.5	17.0	6.0	0.5	10,950	153	8	0.2	0.6	2.2	6.0	14.1	23.0	25.8	22.9	5.1	11,007	159	7	0.1	0.5	3.4	23.4	44.4	24.7	3.5	10,914	3.8	0.9

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Table 3A: 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, 2020, and June 30, 2023

(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
SOC. & BEHAVIORAL SCI.	**1.2**	**3.5**	**8.2**	**16.1**	**22.4**	**22.9**	**16.8**	**7.9**	**1.0**	**67,888**	**154**	**8**	**1.5**	**5.4**	**11.8**	**17.6**	**18.2**	**14.9**	**12.6**	**13.1**	**4.9**	**67,961**	**154**	**10**	**0.0**	**0.3**	**2.5**	**19.4**	**44.0**	**28.2**	**5.6**	**67,814**	**3.9**	**0.9**
Anthropology & Archaeology	0.7	1.6	5.6	13.1	24.1	28.8	17.6	7.6	0.8	1,704	155	7	2.2	7.2	14.8	27.1	23.8	14.4	6.6	3.1	0.6	1,704	150	8	0.0	0.2	1.9	15.4	46.4	30.1	6.0	1,704	4.0	0.8
Economics	1.5	3.6	6.8	11.4	19.6	22.8	21.6	11.3	1.4	18,812	155	8	0.1	0.4	1.4	3.9	8.2	14.8	22.8	34.0	14.4	18,870	162	7	0.0	0.2	2.5	25.2	45.2	22.0	4.8	18,761	3.8	0.8
Political Science	0.5	1.5	3.9	9.1	17.2	24.9	25.5	14.7	2.6	10,012	157	7	0.9	3.3	9.0	15.9	22.8	20.5	15.8	9.7	2.2	10,015	154	8	0.0	0.1	1.2	10.9	35.7	39.4	12.7	10,012	4.3	0.9
Psychology	1.1	3.8	10.2	20.9	25.7	22.5	11.5	3.9	0.3	32,619	152	7	2.2	8.1	18.1	25.1	22.3	13.5	6.5	3.3	0.9	32,628	149	8	0.0	0.3	2.7	18.7	46.3	28.3	3.8	32,592	3.9	0.8
Sociology	1.6	4.0	8.0	14.7	21.3	22.2	18.3	8.9	0.9	2,242	154	8	3.3	7.9	12.8	19.2	17.6	14.9	11.6	9.6	3.2	2,244	152	10	0.0	0.6	2.7	17.3	40.5	31.0	8.0	2,239	4.0	0.9
Soc. & Behaviorial Sci., Other	3.2	6.7	12.8	20.0	21.0	17.8	11.9	5.7	0.8	2,499	151	9	4.2	11.9	18.2	20.2	17.2	11.1	8.5	6.8	1.8	2,500	149	10	0.0	1.2	5.7	23.6	39.4	26.1	4.0	2,506	3.8	1.0
HUMANITIES & ARTS	**1.1**	**2.2**	**5.1**	**10.5**	**18.3**	**25.0**	**22.5**	**13.0**	**2.4**	**10,288**	**156**	**8**	**2.3**	**6.1**	**12.8**	**19.5**	**20.1**	**16.0**	**11.0**	**9.5**	**2.7**	**10,287**	**152**	**9**	**0.1**	**0.3**	**2.0**	**15.0**	**39.7**	**34.2**	**8.7**	**10,286**	**4.1**	**0.9**
Arts ─ History, Theory, & Criticism	1.0	1.7	3.0	9.1	17.5	30.7	25.1	10.5	1.4	573	157	7	1.7	5.1	12.0	20.4	24.1	16.9	11.2	6.8	1.7	573	152	8	0.0	0.2	2.4	12.2	38.4	38.4	8.3	575	4.2	0.9
Arts ─ Performance & Studio	2.2	4.6	8.4	16.3	21.6	21.7	17.5	6.9	0.8	1,559	153	8	2.1	5.1	11.1	15.7	17.2	15.8	13.7	13.8	5.4	1,562	154	10	0.1	0.5	3.3	24.4	44.5	23.2	3.9	1,559	3.8	0.9
English Language & Literature	0.9	1.6	4.5	10.0	20.3	26.3	22.3	12.1	2.0	2,400	156	8	3.0	6.9	15.0	23.0	20.4	13.4	8.3	8.2	1.8	2,396	151	9	0.1	0.3	1.4	12.8	39.1	37.0	9.3	2,400	4.2	0.9
Foreign Languages & Literatures	1.6	2.0	5.3	11.9	18.9	23.7	20.5	13.1	2.9	814	156	8	2.7	4.8	8.1	18.9	18.9	16.7	12.5	13.7	3.8	816	154	10	0.1	0.1	2.7	18.3	39.5	30.3	9.0	813	4.0	0.9
History	0.7	1.9	4.9	10.0	18.9	27.5	22.0	12.1	2.1	2,470	156	8	2.7	8.5	17.8	22.6	21.1	14.3	7.7	4.3	0.9	2,468	150	8	0.1	0.2	1.9	14.4	39.6	34.7	9.0	2,470	4.1	0.9
Philosophy	0.3	0.9	2.6	4.8	11.5	22.0	29.0	24.2	4.6	1,266	160	7	0.6	2.8	6.9	14.5	20.1	20.2	16.1	14.7	4.2	1,265	156	9	0.0	0.1	1.1	9.4	34.0	42.6	12.8	1,263	4.3	0.8
Humanities & Arts, Other	1.2	2.2	6.5	10.7	16.3	22.6	23.3	13.6	3.6	1,206	156	8	1.9	5.5	10.3	16.6	20.0	19.6	13.5	9.9	2.9	1,207	153	9	0.0	0.3	2.0	13.9	42.0	33.3	8.5	1,206	4.1	0.9

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(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	**2.8**	**6.3**	**13.7**	**22.1**	**22.4**	**18.5**	**10.0**	**3.8**	**0.5**	**11,342**	**151**	**8**	**3.5**	**11.2**	**19.7**	**23.6**	**19.4**	**11.1**	**5.9**	**4.5**	**1.2**	**11,343**	**148**	**9**	**0.0**	**0.8**	**4.6**	**23.2**	**44.6**	**23.3**	**3.4**	**11,341**	**3.8**	**0.9**
Administration	3.2	5.6	16.5	20.3	21.0	20.5	8.4	4.6	0.0	571	150	8	4.2	11.2	19.6	21.4	18.4	11.6	5.6	6.7	1.4	571	149	9	0.0	0.7	3.2	27.0	46.0	20.5	2.6	570	3.7	0.8
Curriculum & Instruction	1.3	8.2	14.5	22.6	24.5	16.4	6.9	5.0	0.6	159	150	8	4.4	9.4	14.5	28.9	22.0	13.8	4.4	2.5	0.0	159	148	8	0.0	0.0	4.4	24.5	40.3	27.0	3.8	159	3.8	0.8
Early Childhood	8.0	18.0	24.0	16.0	16.0	10.0	6.0	0.0	2.0	50	146	9	14.0	18.0	14.0	20.0	12.0	4.0	6.0	10.0	2.0	50	146	11	0.0	4.0	14.0	26.0	46.0	10.0	0.0	50	3.2	0.9
Elementary	4.8	9.3	17.7	25.9	21.2	12.4	6.4	2.0	0.4	1,368	148	8	5.4	15.7	22.4	24.4	18.8	8.1	3.4	1.3	0.4	1,369	146	8	0.0	1.2	5.9	28.6	42.5	19.8	1.9	1,366	3.6	0.9
Evaluation & Research	1.7	3.8	12.6	24.5	25.8	20.2	8.6	2.5	0.3	3,099	151	7	2.0	9.2	20.9	27.2	22.0	10.9	4.0	3.1	0.7	3,098	148	8	0.0	0.4	2.5	20.1	47.9	25.9	3.4	3,101	3.9	0.8
Higher	1.5	5.1	9.0	20.7	20.5	22.9	13.6	6.0	0.7	730	153	8	2.3	7.9	14.5	20.1	21.2	17.1	9.7	6.2	0.8	730	151	9	0.0	0.4	3.3	17.0	39.5	34.7	5.2	730	4.0	0.9
Secondary	1.4	4.4	6.1	12.7	22.7	27.1	16.6	8.3	0.8	362	154	8	2.5	4.4	11.6	21.0	24.0	22.4	9.9	3.9	0.3	362	151	8	0.0	0.6	3.3	13.3	45.0	31.5	6.4	362	4.0	0.9
Special	5.2	11.1	19.4	24.0	18.9	14.1	6.0	1.2	0.2	1,183	148	8	7.3	18.2	25.6	23.7	16.3	5.8	1.6	1.2	0.3	1,183	145	7	0.1	2.3	8.5	33.4	38.2	14.7	2.8	1,182	3.4	1.0
Student Counseling & Personnel Srvcs	2.0	6.7	18.0	25.2	25.1	15.7	6.3	0.9	0.1	1,174	149	7	4.0	15.0	26.0	26.9	19.2	6.0	1.7	0.9	0.4	1,174	146	7	0.0	0.5	5.2	24.9	49.0	18.7	1.8	1,174	3.7	0.8
Education, Other	2.6	5.8	9.8	17.2	20.2	20.5	15.5	7.2	1.1	2,646	153	9	2.3	8.2	14.2	19.2	17.0	14.1	11.8	10.0	3.0	2,647	152	10	0.0	0.8	4.9	21.1	44.2	24.3	4.6	2,647	3.8	0.9
BUSINESS	**2.1**	**4.9**	**9.5**	**15.9**	**23.1**	**20.8**	**16.0**	**7.1**	**0.7**	**63,750**	**153**	**8**	**0.6**	**1.9**	**4.8**	**8.8**	**13.1**	**16.1**	**18.8**	**25.2**	**10.8**	**63,828**	**159**	**9**	**0.1**	**0.4**	**3.3**	**29.4**	**45.9**	**17.7**	**3.2**	**63,598**	**3.7**	**0.8**
Accounting	3.8	6.8	11.1	16.1	23.0	17.5	15.1	5.9	0.7	3,065	152	9	0.8	1.7	4.4	7.3	9.4	9.6	16.2	34.1	16.6	3,065	161	9	0.0	0.7	5.3	41.8	43.0	8.5	0.7	3,057	3.4	0.7
Banking & Finance	2.0	4.9	9.1	14.8	23.7	20.4	16.7	7.8	0.6	15,566	153	8	0.1	0.7	1.9	4.2	7.5	11.5	17.0	36.6	20.5	15,608	163	7	0.0	0.3	3.2	34.6	50.1	10.5	1.2	15,546	3.5	0.7
Business Admin & Management	1.7	3.5	7.2	13.9	21.2	23.5	19.3	8.7	1.0	21,395	154	8	0.9	2.8	6.9	12.2	17.6	19.9	19.5	15.6	4.5	21,410	156	9	0.1	0.4	3.0	20.0	41.6	28.3	6.5	21,317	3.9	0.9
Business, Other	2.3	5.8	11.5	18.4	24.5	19.1	12.7	5.2	0.4	23,724	152	8	0.6	1.9	4.8	8.9	13.1	16.6	19.6	25.1	9.3	23,745	159	9	0.0	0.4	3.4	32.7	47.3	14.2	2.0	23,678	3.6	0.8
LAW	**1.7**	**3.6**	**8.8**	**14.1**	**18.8**	**21.3**	**17.5**	**12.0**	**2.2**	**2,535**	**155**	**9**	**2.6**	**7.1**	**13.4**	**16.0**	**18.4**	**16.6**	**12.5**	**10.1**	**3.3**	**2,536**	**152**	**10**	**0.0**	**0.6**	**3.0**	**17.9**	**35.5**	**32.6**	**10.5**	**2,534**	**4.1**	**1.0**

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OTHER FIELDS										**85,519**												**85,602**										**85,411**		
Architecture & Environmental Design	2.8	5.9	11.8	18.0	22.7	20.5	12.6	5.0	0.7	4,510	152	8	0.7	2.3	6.7	14.6	19.6	18.2	16.7	16.3	4.9	4,522	156	9	0.1	0.4	3.8	31.0	44.1	18.0	2.7	4,495	3.6	0.8
Communications & Journalism	2.5	5.9	12.5	18.4	22.7	19.8	12.5	5.3	0.4	4,029	152	8	2.7	7.9	13.1	15.9	13.9	12.3	13.2	14.7	6.4	4,025	153	11	0.0	0.3	3.0	25.7	49.0	19.3	2.7	4,028	3.7	0.8
Family & Consumer Sciences	2.5	8.4	14.0	25.6	25.4	15.6	7.2	1.3	0.0	558	149	7	2.9	8.8	21.0	27.2	21.9	10.6	4.7	2.7	0.4	558	148	8	0.0	0.7	4.8	22.2	47.1	24.2	0.9	558	3.7	0.8
Library & Archival Sciences	1.1	2.2	2.8	10.8	16.9	28.6	21.4	14.2	1.9	360	157	8	2.2	3.3	17.5	23.6	24.2	14.7	7.8	5.0	1.7	360	151	8	0.0	0.3	2.2	16.7	47.2	28.9	4.7	360	4.0	0.8
Public Administration	1.2	2.7	7.7	14.1	21.3	24.1	19.0	9.1	0.8	1,647	155	8	1.6	5.9	11.8	17.6	20.8	18.4	11.9	9.6	2.3	1,645	153	9	0.1	0.4	2.4	18.1	41.7	30.6	6.8	1,643	4.0	0.9
Religion & Theology	1.4	1.9	3.8	8.4	15.5	26.9	23.6	15.0	3.4	580	157	8	2.1	7.3	12.8	18.9	27.7	16.8	9.2	5.2	0.2	578	151	8	0.0	0.2	1.0	8.9	36.6	42.3	11.0	582	4.3	0.8
Social Work	2.7	7.1	14.3	20.2	22.1	19.2	9.8	4.2	0.5	1,188	151	8	4.6	13.5	21.1	24.3	20.3	9.4	4.3	1.9	0.6	1,185	147	8	0.0	0.9	6.1	23.8	42.8	23.5	2.9	1,190	3.7	0.9
Other Fields, Other*										72,647												72,729										72,555		

Note: This table does not include summary information on the approximately 61,000 test takers whose response to the department code question was invalid (misgrids, blanks, ets.) or "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 4A and 4B provide reliability estimates for the GRE General Test and GRE Subject Tests, 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 reliability of the Analytical Writing measure is influenced by the consistency of the ratings assigned to each essay. Overall, two ratings of an essay are in agreement about 98 percent of the time; they differ by one score point about 2 percent of the time; and they differ by two or more score points less than one percent of the time.

Tables 4A and 4B 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 4A: 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	0.87	3.2	4.5
Quantitative Reasoning	0.93	2.6	3.7
Analytical Writing	0.76	0.43	0.61

[a] The 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 September 2023, and May 2024 to reflect the reliability of the shortened GRE. The reliability estimates and SEMs for the Analytical Writing measure are computed based on test-retest analyses using the performance on the Issue task only of all repeaters who tested between July 1, 2020, and June 30, 2023.

Table 4B: 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
Mathematics Test	0.92	43	61	1,219
Physics Test	0.93	44	62	664
Psychology Test	0.94	26	37	564

[a] The 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 between September 2023 and April 2024.

Conditional Standard Errors of Measurement for the GRE Verbal Reasoning and Quantitative Reasoning Measures

Tables 4C and 4D 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 4A 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 4C: 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	4.3	3.9	3.3	2.9	2.7	2.5	2.5	2.6	1.7
Quantitative Reasoning	4.2	3.6	3.0	2.8	2.7	2.6	2.7	2.6	1.2

[a] The 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 September 2023 and May 2024. The CSEM of individual scores and CSEM of score differences are not available for the Analytical Writing measure.

Table 4D: 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	6.1	5.5	4.7	4.1	3.8	3.6	3.5	3.6	2.4
Quantitative Reasoning	5.9	5.1	4.3	3.9	3.8	3.6	3.8	3.6	1.7

[a] The 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 September 2023 and May 2024. 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

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 on the Analytical Writing measure. 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 test taker'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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