ETS® GRE®

2005–2006

Interpreting Your GRE Scores

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

This publication is intended to assist you in interpreting your Graduate Record Examinations® (GRE) test scores. Institutions and fellowship sponsors receiving your scores are also sent this interpretive information, as well as additional data and score use information. These data are revised annually and published in the *GRE Guide to the Use of Scores*, which can be downloaded from the GRE Web site at **www.gre.org/codelst.html**. Guidelines for the use of GRE scores, which are included in the 2005-06 Guide, encourage institutions to use the scores appropriately.

General Test Score Interpretive Information

- The range of scores for the verbal and quantitative measures is 200 to 800, in 10-point increments. The range of scores for the analytical writing measure is 0 to 6, in half-point increments. If no answers are given for a measure, an NS (no score) will be reported for that measure.
- Scores from the different General Test measures should not be compared because each measure is scaled separately.
- Research indicates that scores obtained from the computer-based General Test are comparable to scores from the paper-based General Test. Thus, the mode of testing, which is indicated on examinee score reports, is not indicated on score reports sent to institutions.
- For the multiple-choice sections of the paper-based General Test, your score is derived from the number of questions you answered correctly. For the multiple-choice sections of the computer-based General Test, your score reflects the number of questions you answered as well as your performance on those questions. The factors that influence which questions you will be presented include (1) the statistical characteristics of those questions already answered (including the difficulty level), (2) question types, and (3) appropriate content coverage.
- For the analytical writing measure, each essay is given two independent ratings. The scoring procedure requires identical or adjacent scores from the two readers; any other score combination is adjudicated by a third reader. The analytical writing score is the average of the ratings given to the two essays.

General Test Statistical Tables

Table 1 presents General Test mean scores based on the scores of all examinees who took the General Test between July 1, 2001, and June 30, 2004. (Definitions of the statistical terms are presented in the glossary on the back page.) The percentile ranks for your General Test scores are printed on your score report. Note: Although a given score represents the same level of ability, regardless of when the score was earned, its percentile rank may vary, depending on the scores of the group with which it is compared. Table 2 presents mean scores for the seven broad intended graduate major fields.

Table 1: General Test Mean Scores

(Based on the performance of all examinees who tested between July 1, 2001, and June 30, 2004)

	Number of Examinees[1]	Mean	Standard Deviation
Verbal Reasoning	1,253,946	469	120
Quantitative Reasoning	1,253,323	597	148
Analytical Writing[2]	686,205	4.2	1.0

[1] Examinees who earned no score on a measure are not included in the number of examinees for that measure.

[2] Analytical writing information is based on examinees who tested between October 1, 2002, and June 30, 2004.

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

Table 2: General Test Mean Scores Classified by Broad Intended Graduate Major Field

(Based on the performance of seniors and nonenrolled college graduates[1] who tested between July 1, 2001, and June 30, 2004)

Broad Intended Graduate Major Field	Verbal Reasoning	Quantitative Reasoning	Analytical Writing[2]
Life Sciences	463	582	4.3
Physical Sciences	487	699	4.3
Engineering	467	720	4.2
Social Sciences	486	565	4.5
Humanities	544	566	4.8
Education	450	534	4.3
Business	446	595	4.2

[1] Limited to those who earned their college degrees up to two years prior to the test date. Note that this table does not include summary information on examinees whose response was invalid (misgrids, blanks, etc.) or "undecided." Most of the standard deviations of the score distributions represented by the means in this table are between 90 and 125.

[2] Analytical writing information is based on examinees who tested between October 1, 2002, and June 30, 2004.

Computer-Based General Test Examinees: Visit the GRE Diagnostic Service (free Basic Service), at **http://grediagnostic.ets.org**, to view information about your performance on the test you took.

Subject Test Score Interpretive Information

- The range of scores for each Subject Test is from 200 to 990, although the actual range for any particular Subject Test is usually smaller. The possible range of subscores is from 20 to 99.
- The Subject Test score is derived from the number of correct answers minus one-fourth the number of incorrect answers.
- Because scores are calculated independently for each test, GRE Subject Test scores should be compared only with other scores on the same GRE Subject Test. A score of 680 on the Computer Science Test, for example, is not equivalent to a 680 on the Physics Test.
- Scores on the same Subject Test generally are directly comparable across years. A Chemistry Test score of 650 in 2005, for example, should be considered equivalent to a Chemistry Test score of 650 earned in 2004. The exception is for scores earned on the Mathematics Test before and after October 1, 2001.
- In October 2001, the Mathematics Test was rescaled and renamed Mathematics Test (Rescaled). Scores earned on the Mathematics Test (Rescaled) after October 2001 should not be compared to Mathematics Test scores earned prior to October 2001.

Subject Test Statistical Tables

Table 3 shows Subject Test mean scores for the total test and for subscores, where available. These data are based on the scores of all examinees who took a Subject Test between July 1, 2001, and June 30, 2004. Percentile rank information for your Subject Test total score and subscores, if available, is printed on your score report. Note that although a given score represents the same level of ability regardless of when the score was earned, its percentile rank may vary, depending on the scores of the group with which it is compared.

Subscores indicate relative strengths and weaknesses of preparation in subfield areas. Subscore percentile ranks may be used for diagnostic interpretation of the total score. For example, an examinee who obtains a score of 600 on the GRE Biology Test is likely to have subscores of 60, assuming the examinee is similarly able in the content areas measured by each subscore. For that examinee, scores much above or below 60 on a subscore would indicate strength or weakness in the content area associated with that subscore. Note that these strengths or weaknesses may reflect the amount of training that was targeted toward specific content areas.

Table 3: Subject Test Mean Scores

(Based on the performance of all examinees who tested between July 1, 2001, and June 30, 2004)

Subject Test	Number of Examinees	Mean	Standard Deviation
Biochemistry, Cell & Molecular Biology	8,290	517	101
1. Biochemistry		52	10
2. Cell Biology		52	10
3. Molecular Biology & Genetics		51	10
Biology[1]	15,455	643	115
1. Cellular & Molecular Biology		64	11
2. Organismal Biology		64	11
3. Ecology & Evolution		64	11
Chemistry	9,067	675	120
Computer Science	10,130	715	93
Literature in English	11,420	537	97
Mathematics (Rescaled)	8,652	621	130
Physics	11,897	665	148
Psychology	27,696	586	101
1. Experimental Psychology		59	10
2. Social Psychology		58	10

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

Glossary of Statistical Terms

Mean—an average obtained by adding all the scores from a group of examinees and dividing the sum by the number of examinees in the group.

Standard deviation—a measure of the extent to which examinees' scores on a test generally differ from one another.

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