



GRE[®] Seminar for SAPLA Annual Conference

December 09, 2022

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Agenda

Part One:

- Overview of the *GRE*[®] General Test
- Locating Test Centers
- Getting and Sending Scores
- Fee Reduction
- Accessibility Features
- Resources
- Score Reporting

Part Two:

- Overview of the Verbal Reasoning Measure
- Overview of the Quantitative Reasoning Measure
- Overview of the Analytical Writing Measure
- General Tips
- Resources

Part Three:

- GRE Score Verification – Updates
- Who Accepts the GRE
- New ABA Rulings
- GRE Trends
- Third Party Test Prep
- Resources

PART ONE

Overview of the *GRE*[®] General Test

For Graduate, Business or Law School

- The *GRE*® General Test is used **around the world** for:
 - Master's programs
 - Specialized business master's programs
 - Certificate in law programs
 - MBA programs
 - JD programs
 - Doctoral programs
 - Awarding fellowships



Law Schools Accepting GRE Scores

- The *GRE*® website contains a current list of law schools that accept GRE scores for their JD programs:
 - www.ets.org/gre/score-users/law-schools/program-list.html
 - As of December 1, 2022, **106** (100ABA) law schools are listed
 - Additional law schools will start accepting GRE scores in the next admissions cycle starting in the fall of 2023
 - 79% of the law schools publicly accepting GRE scores have **no test preference**
 - Law schools decide how they will use GRE scores, such as how much weight to place on each section
 - GRE data now appears on ABA 509 reports for law schools with a certain number of GRE matriculants




2021 First Year Class (Oct 6th 2020-Oct 5th 2021)

	2021
Completed Applications	7410
Offers of Admission	1031
Acceptance Rate (Percent)	13.91%
Enrollees from Applicant pool	234
Enrollment rate from Completed Applications	3.16%
Enrollment rate from Offers of Admission	22.70%
Other first-year enrollees	14

GRE	All	Full Time	Part Time
Total Non LSAT Admissions Enrollees	15		
75th Percentile GRE Verbal Reasoning	168.0	168.0	*
50th Percentile GRE Verbal Reasoning	163.0	163.0	*
25th Percentile GRE Verbal Reasoning	159.0	159.0	*
75th Percentile GRE Quantitative Reasoning	164.0	164.0	*
50th Percentile GRE Quantitative Reasoning	159.0	159.0	*
25th Percentile GRE Quantitative Reasoning	157.0	157.0	*
75th Percentile GRE Analytical Writing	5.5	5.5	*
50th Percentile GRE Analytical Writing	5.0	5.0	*
25th Percentile GRE Analytical Writing	5.0	5.0	*

The *GRE*[®] General Test

GRE[®] General Test Structure and Length

 ANALYTICAL WRITING	 VERBAL REASONING	 QUANTITATIVE REASONING
1 SECTION	2 SECTIONS	2 SECTIONS
2 TASKS TOTAL	20 QUESTIONS PER SECTION	20 QUESTIONS PER SECTION
30 MINS PER TASK	30 MINS PER SECTION	35 MINS PER SECTION

The test also includes:

- Either an **unscored** section or a **research** section that does not count toward your scores
 - If you get an unscored section, you will not know which one it is, so try your best on all the sections
 - If you get a research section, it will always be last and will be clearly marked

Approximate total testing time = 3 hours and 45 minutes (plus timed breaks)

GRE[®] General Test Scores

Three scores are reported on the following score scales:



0-6,
in half-point
increments

130-170,
in 1-point
increments

130-170,
in 1-point
increments

[Scores are good for five years.](#)

The *GRE*[®] General Test is Given in Test Centers Worldwide

- In most regions of the world, the test is available on a continuous basis throughout the year.
 - The test is delivered on a desktop computer with a full-screen monitor, mouse and keyboard.
- The test is normally available at more than 1,000 test centers in more than 160 countries.
- View test center locations and seat availability at www.ets.org/gre/testcenters.

GRE® General Test at Home

- It's available everywhere that the test is normally available, based on the country of your account address, except Iran.
- Identical in content, format and on-screen experience to the usual testing experience, so that you don't need to change how you study for the test.
- Same test fee and payment options, including vouchers.
- Same score scales, score report and score reporting options.
- Accessible, with extended time, extra breaks, screen magnification, selectable colors and other accommodations available.
- Monitored and recorded online through use of live human proctors and artificial intelligence technology through ProctorU®.



Test-taker Friendly Design

The screenshot displays the GRE Test Preview Tool interface. At the top, a navigation bar includes buttons for 'Exit Section', 'Calc', 'Mark', 'Review', 'Help', 'Back', and 'Next'. Below this, the section and question information is shown: 'Section 3 of 3 | Question 8 of 11' and a timer at '00:33:45'. The main content area contains a math problem: 'A merchant made a profit of \$5 on the sale of a sweater that cost the merchant \$15. What is the profit expressed as a percent of the merchant's cost? Give your answer to the nearest whole percent.' An answer box contains '33%'. An on-screen calculator is open, showing '0.333333'. A footer note reads: 'Enter your answer as an integer or a decimal in the answer box. Backspace to erase.'

- You can move freely within a section.

- An on-screen calculator

The Review Screen

ETS GRE Practice Test 1
Return Go to Question

Section 2 of 5 | Question 19 of 20
00:10:18

Review

This page presents information about questions in the current section. You may sort the questions by **Number**, **Status**, and **Marked**. The question you were on is selected and highlighted by default. Questions you have encountered have a status of **Answered**, **Incomplete**, or **Not Answered**. An **Incomplete** status indicates you have selected more or fewer options than the question requires. Questions you have not encountered have a status of **Not Encountered**. Marked questions are indicated with a ✓.

To return to the question you were on, select **Return**. To go to a different question, select that question and select **Go to Question**. You will be unable to go to questions that have a status of **Not Encountered**.

First 10 Rows Sorted by Number in Ascending Order

Number ▼	Status	Marked
1	Answered	
2	Answered	✓
3	Answered	
4	Answered	
5	Answered	
6	Answered	
7	Answered	
8	Answered	✓
9	Answered	
10	Answered	

Last 10 Rows Sorted by Number in Ascending Order

Number ▼	Status	Marked
11	Answered	✓
12	Incomplete	
13	Answered	
14	Incomplete	
15	Answered	
16	Answered	
17	Not Answered	
18	Not Answered	
19	Answered	✓
20	Not Encountered	

- Allows you to view the status of the test questions in the section.
- The list contains each question number in the section, whether you have answered the question, and whether you marked the question for review.

GRE® Fee Reduction Program

- Program began in 1971. In the past six years, 31,000+ GRE® Fee Reduction Vouchers were used.
- Year-over-year usage has increased as ETS has made vouchers available to more programs.
- Those who qualify also get free access to additional test prep (\$100 value).



Two POWERPREP PLUS® Online Practice Tests



ScoreItNow!™ Online Writing Practice

Programs that receive fee reduction vouchers annually from ETS

- Admit.me Fellows – **Added in 2022**
- Charles B. Rangel Fellowship Program
- EducationUSA Opportunity Fund Program
- Gates Millennium Scholars Program
- i-Scholar Initiative – **Added in 2022**
- Institute for Recruitment of Teachers (IRT)
- Management Leaders of Tomorrow
- Maximizing Access to Research Careers (MARC) Undergraduate Student Training in Academic Research (U-STAR) Program
- National Consortium for Graduate Degrees for Minorities in Engineering and Science Program (GEM)
- NSF Louis Stokes Alliance for Minority Participation (LSAMP) Program
- Postbaccalaureate Research Education Program (PREP)
- Research Initiative for Scientific Enhancement (RISE) Program
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
- The Beinecke Scholarship Program
- TheDream.US
- Thomas R. Pickering Fellowship Program
- TRIO Ronald E. McNair Postbaccalaureate Achievement Program
- TRIO Student Support Services (SSS) Program

Requesting testing accommodations

- Test takers can request accommodations and register for the *GRE*® General Test through their ETS Account.
- Test takers must have their accommodations approved **BEFORE** their test can be scheduled.
- Requests for accommodations should be submitted as early as possible, especially if the test taker is requesting an alternate test format.
 - Documentation review takes approximately six weeks once the request and completed paperwork are received at ETS.

Visit www.ets.org/gre/test-takers/general-test/register/disability-accommodations

Testing accommodations

ETS provides accommodations for *GRE*[®] test takers who meet certain requirements. Accommodations include:

- Extended testing time
- Extra breaks
- Assistance
 - Human reader
 - Scribe
- Alternate Test Formats
 - Braille
 - Large-print test book and/or large-print answer sheet
 - Audio recording
 - Computer-voiced with either tactile figure supplement (GRE General Test only)
 - Computer-voiced with large-print figure supplement (*GRE* General Test only)

Testing accommodations (continued)

Accommodations commonly used on the *GRE*[®] General Test:

- Extended testing time
- Extra breaks
- Ergonomic keyboard
- IntelliKeys keyboard
- Keyboard with touchpad
- Screen magnification
- Selectable foreground and background colors
- Trackball
- JAWS, with or without a refreshable braille device

Toolkit of resources to help educators advise students

- GRE Advisor Kit gives advisors and educators information to help students understand everything they need to know about:
 - Test registration
 - Preparation
 - Sending scores
- Includes how-to videos, a student presentation with script, printable flyers, helpful links and more.

Accepted at top-ranked schools worldwide

The **GRE® General Test**

Take the test that is accepted by thousands of graduate schools worldwide, including business and law.
You can take the test now, even if you are still deciding what to do.

Use the test-taker friendly design to do your best.
You can preview questions, skip and go back to more challenging questions, and even change your answers, all within a section. The test-taker friendly design helps you feel good on test day.

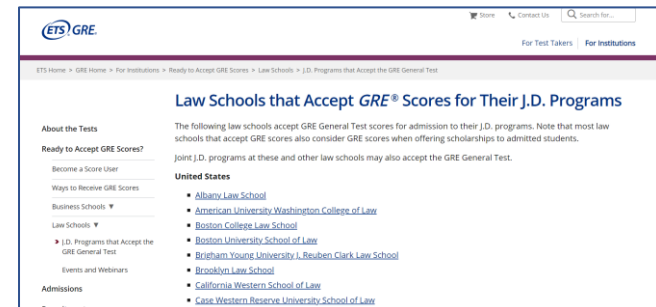
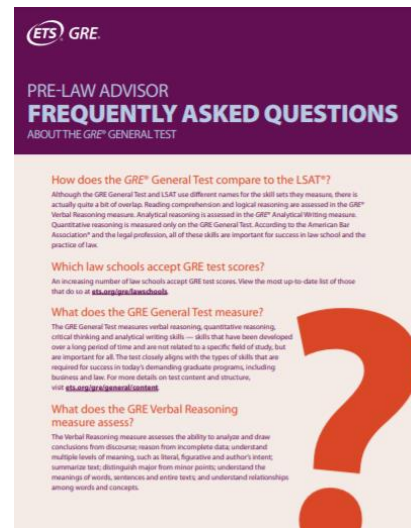
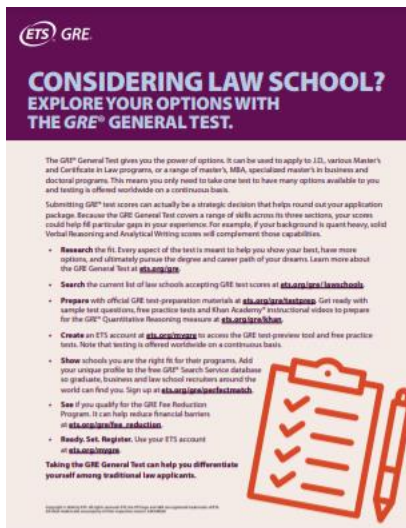
Send only your best scores.
GRE® tests provide the ScoreSelect® option, which means you can take a GRE test once now, or again in the future, and only send the GRE test scores from whichever test date(s) you want schools to see. Best of all, you always have five years to decide how to use any of your scores.

TakeTheGRE.com

www.ets.org/gre/advisors/toolkit.html

GRE® Advisor Kit materials Include

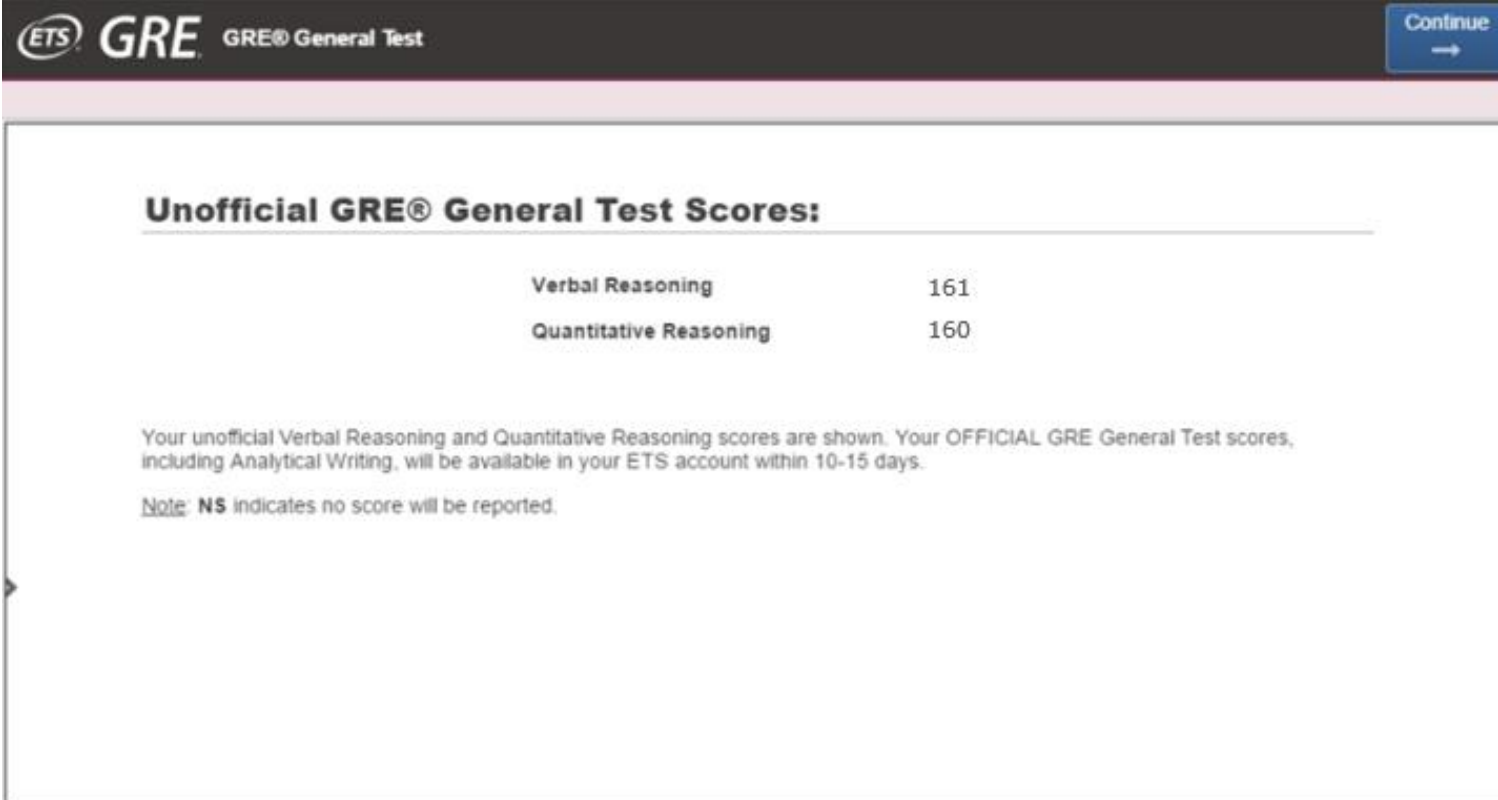
- **Considering Law School Flyer** – A quick look for students considering taking the GRE General Test when applying to law schools and programs.
- **Pre-Law Advisor FAQs Flyer** – Provides answers to the most asked questions about the process and score acceptance by law programs
- **JD Programs that Accept GRE Scores**



Getting and Sending Scores

Viewing Unofficial Scores

If the test taker does not cancel their test, they will see their unofficial scores on the screen.



ETS GRE GRE® General Test Continue →

Unofficial GRE® General Test Scores:

Verbal Reasoning	161
Quantitative Reasoning	160

Your unofficial Verbal Reasoning and Quantitative Reasoning scores are shown. Your OFFICIAL GRE General Test scores, including Analytical Writing, will be available in your ETS account within 10-15 days.

Note: **NS** indicates no score will be reported.

Designating Institutions to Receive Your Scores

- After viewing your unofficial Verbal Reasoning and Quantitative Reasoning scores, you will be asked to designate up to four score recipients you want to receive your official *GRE*® General Test scores.
 - These score reports are part of your test fee.
 - You can decide to use your 4 free score reports at the end of your test OR decide not to send any scores *at that time*.
- After you exit the test administration and after test day, you can send additional score reports for a fee.

Put Your Best Scores Forward with the *ScoreSelect*[®] Option

On Test Day

You can view your scores at the end of your test.

Use your 4 FREE score reports

- **Most Recent** option – Send scores from most recent test
- **All** option – Send scores from all tests in the last 5 years

After Test Day

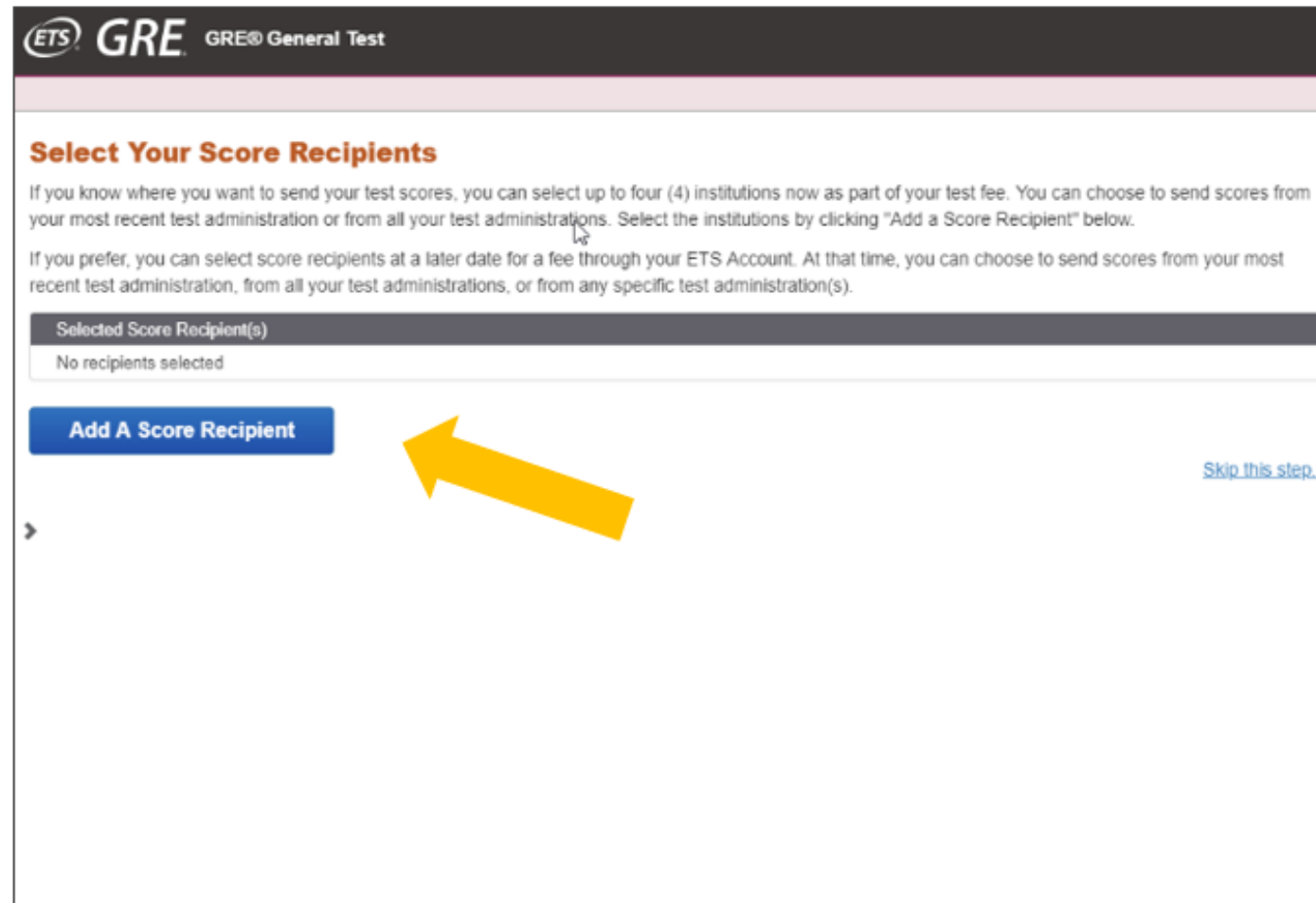
You can view your scores via your ETS Account.

Use Additional Score Reports

- **Most Recent** option – Send scores from most recent test
- **All** option – Send scores from all tests in the last 5 years
- **Any** option – Send scores from one OR many tests in the last 5 years

Note: Some schools want to see applicants' scores from all GRE tests they have taken. We advise you to check with the schools to which you are applying for their requirements.

Choosing Where to Send Your Scores On Test Day



ETS GRE GRE® General Test

Select Your Score Recipients

If you know where you want to send your test scores, you can select up to four (4) institutions now as part of your test fee. You can choose to send scores from your most recent test administration or from all your test administrations. Select the institutions by clicking "Add a Score Recipient" below.

If you prefer, you can select score recipients at a later date for a fee through your ETS Account. At that time, you can choose to send scores from your most recent test administration, from all your test administrations, or from any specific test administration(s).

Selected Score Recipient(s)
No recipients selected

[Add A Score Recipient](#) [Skip this step.](#)

Enter Country and Select Institution from Drop-down

ETS GRE GRE® General Test

Your Score Recipients [Cancel this selection](#)

Score Recipient 1 of 4

1. Find Score Recipient.

Country: Turkey | State/Province: | Search | or | Institution Code: | Search

Enter a four-digit code

2. Select your Score Recipient.

Institution	Institution Code
Istanbul Sehir U	8493
Istanbul Tech U	7117
Izmir Inst Tech Faculty Eng & Sci	0317
Izmir U Economics	2077
Kadir Has U	7524
Koc U	0163
Koc U Grad Sch Business	0668
Mid E Tech U Nat & App Sci	0692
Mid E Tech U Sch Social Sci	4272
Mugla U	7183
Ozyegin U	5991
Sabanci U	7100
Tobb U Economics & Technology	7391
Yeditepe U Inst Sci & Engineering	0284

Select and Continue

Enter Department Name and Select *ScoreSelect*® Option

ETS GRE GRE® General Test

Your Score Recipients [Cancel this selection](#)

Institution Selected / Code	Department Selected/Code	Score Reporting Option
Mugla U - 7183 Change	Mathematics - 0703 Change	None Selected

3. Select scores to send.
Select which GRE General Test scores to send:

Score Option	Description
Most Recent option	Send scores from General Test taken today only
All option	Send scores from all General Tests taken in the last five years, including test taken today

Note: If you wish to send Subject Test Scores, you must do so through your My GRE account.

[Select](#)

Getting Official *GRE*[®] Scores

- **GRE official scores are reported about 10–15 days after test day.**
- Your scores are available for you to view online in your ETS Account.
 - Your score report includes all scores in your reportable history (past 5 years).
 - You can print a personal copy of your score report.
 - You can order Additional Score Reports after test day in your ETS Account.
 - You can watch a short video on how to send Additional Score Reports at <https://www.ets.org/gre/test-takers/general-test/scores/send-scores.html>.
- Your scores are reported to the institutions you designated on or after test day.
 - Your photograph and Analytical Writing essay responses are also available to institutions to review.

Test performance feedback – *GRE*[®] Diagnostic Service



- Insight into the test taker's performance on the test questions in the Verbal Reasoning and Quantitative Reasoning sections of the *GRE*[®] General Test, whether taken at a test center or at home.
- The service is free and includes:
 - A description of the types of questions the test taker answered right and wrong
 - The difficulty level of each question
 - The time spent on each question

[See GRE Diagnostic Service](#)

Retake Policy

- One can take the *GRE*® General Test once every 21 days, up to five times within any continuous rolling 12-month period.

Questions?

PART TWO

Overview of the Verbal Reasoning Measure

The Verbal Reasoning Measure

- Assesses your ability to understand what you read and how you apply your reasoning skills
- Contains three question types:
 - Reading Comprehension sets
 - Text Completion
 - Sentence Equivalence
- To accommodate different interests and backgrounds, there is a balance of questions in
 - Natural Sciences
 - Social Sciences
 - Humanities
- No specific knowledge of any subject is required.

Reading Comprehension Question Formats

- Multiple Choice — Select One Answer Choice
 - Five answer choices, choose correct one
- Multiple Choice — Select One or More Answer Choices
 - Three answer choices, choose all that apply
- Select in Passage
 - Choose the sentence in the passage that fits a given description

Reading Comprehension: Multiple Choice — Select One Answer Choice

The screenshot shows the GRE Test Preview Tool interface. At the top, there are navigation buttons: Exit Section, Mark, Review, Help, Back, and Next. Below these, it indicates 'Section 2 of 3 | Question 2 of 7' and a timer '00:19:23' with a 'Hide Time' option. The main content area is divided into two columns. The left column contains a passage about Philip Glass's use of popular music in his classical compositions. The right column contains a question and five multiple-choice options. A grey button at the bottom of the right column says 'Select one answer choice.'

ETS GRE Test Preview Tool

Section 2 of 3 | Question 2 of 7 00:19:23 Hide Time

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music in his compositions. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

The passage addresses which of the following issues related to Glass's use of popular elements in his classical compositions?

- How it is regarded by listeners who prefer rock to the classics
- How it has affected the commercial success of Glass's music
- Whether it has contributed to a revival of interest among other composers in using popular elements in their compositions
- Whether it has had a detrimental effect on Glass's reputation as a composer of classical music
- Whether it has caused certain of Glass's works to be derivative in quality

Select one answer choice.

Description:

- Traditional multiple-choice questions with five answer choices, of which you must select one.

Reading Comprehension: Multiple Choice — Select One Answer Choice (continued)

ETS GRE Test Preview Tool

Exit Section Mark Review Help Back Next

Section 2 of 3 | Question 2 of 7 00:18:46 Hide Time

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music in his compositions. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

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- How it is regarded by listeners who prefer rock to the classics
- How it has affected the commercial success of Glass's music
- Whether it has contributed to a revival of interest among other composers in using popular elements in their compositions
- Whether it has had a detrimental effect on Glass's reputation as a composer of classical music
- Whether it has caused certain of Glass's works to be derivative in quality

Select one answer choice.

Strategies:

- Read all the answer choices before making your selection, even if you think you know the correct answer in advance.
- Be careful not to be misled by answer choices that are only partially true or that only partially answer the question. Also, be careful not to pick an answer choice simply because it is a true statement.
- When the question asks about the meaning of a word in the passage, be sure the answer choice you select correctly represents the way the word is being used in the passage. Many words have different meanings when used in different contexts.

Reading Comprehension: Multiple Choice — Select One or More Answer Choices

ETS GRE Test Preview Tool

Section 2 of 3 | Question 1 of 7 00:21:25 Hide Time

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music in his compositions. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

Consider each of the choices separately and select all that apply.

The passage suggests that Glass's work displays which of the following qualities?

- A return to the use of popular music in classical compositions
- An attempt to elevate rock music to an artistic status more closely approximating that of classical music
- A long-standing tendency to incorporate elements from two apparently disparate musical styles

Select one or more answer choices.

Description:

- Provide three answer choices and ask you to select all that are correct; one, two or all three of the answer choices may be correct.
- To gain credit for these questions, you must select all the correct answers, and only those.

Reading Comprehension: Multiple Choice — Select One or More Answer Choices (continued)

ETS GRE Test Preview Tool

Exit Section Mark Review Help Back Next

Section 2 of 3 | Question 1 of 7 00:20:10 Hide Time

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music in his compositions. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

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The passage suggests that Glass's work displays which of the following qualities?

- A return to the use of popular music in classical compositions
- An attempt to elevate rock music to an artistic status more closely approximating that of classical music
- A long-standing tendency to incorporate elements from two apparently disparate musical styles

Select one or more answer choices.

Strategies:

- Evaluate each answer choice separately on its own merits; when evaluating one answer choice, do not take the others into account.
- Be careful not to be misled by answer choices that are only partially true or that only partially answer the question. Also, be careful not to pick an answer choice simply because it is a true statement.
- Do not be disturbed if you think all three answer choices are correct, since questions of this type can have up to three correct answer choices.

Reading Comprehension: Select in Passage

The screenshot displays the GRE Test Preview Tool interface. At the top, there is a navigation bar with buttons for 'Exit Section', 'Mark', 'Review', 'Help', 'Back', and 'Next'. Below this, the section and question information is shown: 'Section 2 of 3 | Question 3 of 7' and a timer '00:29:32' with a 'Hide Time' option. The main content area is divided into two columns. The left column contains a passage titled 'Questions 1 to 3 are based on this passage.' The passage text reads: 'Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music in his compositions. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.' The right column contains the question: 'Select the sentence that distinguishes two ways of integrating rock and classical music.' At the bottom of the right column, there is a grey button with the text 'Select a sentence in the passage.'

Description:

- Ask you to select the sentence in the passage that meets a certain description.
- To select a sentence, click on any word in the sentence or select the sentence with the keyboard.
- In longer passages, the question will usually apply to only one or two specified paragraphs; you will not be able to select a sentence elsewhere in the passage.

Reading Comprehension: Select in Passage (continued)

The screenshot displays the ETS GRE Test Preview Tool interface. At the top, there is a navigation bar with buttons for 'Exit Section', 'Mark', 'Review', 'Help', 'Back', and 'Next'. Below this, the section and question information is shown: 'Section 2 of 3 | Question 3 of 7' and a timer '00:28:53' with a 'Hide Time' option. The main content area is divided into two panels. The left panel contains a passage about Philip Glass, with a specific sentence highlighted in black. The right panel contains the question: 'Select the sentence that distinguishes two ways of integrating rock and classical music.' At the bottom of the right panel, there is a text box with the instruction 'Select a sentence in the passage.'

ETS GRE Test Preview Tool

Section 2 of 3 | Question 3 of 7 00:28:53 Hide Time

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music in his compositions. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

Select the sentence that distinguishes two ways of integrating rock and classical music.

Select a sentence in the passage.

Strategies:

- Evaluate each of the relevant sentences in the passage separately before selecting your answer. Do not evaluate any sentences that are outside the paragraphs under consideration.
- Do not select a sentence if any part of the description does not apply to it. However, note that the question need not fully describe all aspects of the sentence.

Text Completion Questions

ETS GRE Test Preview Tool

Section 2 of 3 | Question 4 of 7 00:28:37 Hide Time

Exit Section Mark Review Help Back Next

For each blank select one entry from the corresponding column of choices. Fill all blanks in the way that best completes the text.

It is refreshing to read a book about our planet by an author who does not allow facts to be (i) _____ by politics: well aware of the political disputes about the effects of human activities on climate and biodiversity, this author does not permit them to (ii) _____ his comprehensive description of what we know about our biosphere. He emphasizes the enormous gaps in our knowledge, the sparseness of our observations, and the (iii) _____, calling attention to the many aspects of planetary evolution that must be better understood before we can accurately diagnose the condition of our planet.

Blank (i)	Blank (ii)	Blank (iii)
overshadowed	enhance	plausibility of our hypotheses
invalidated	obscure	certainty of our entitlement
illuminated	underscore	superficiality of our theories

Select one entry from each column.

Description:

- Consist of one or more sentences with one to three blanks.
- Answer choices consist of alternatives for filling the blanks.
- Answer choices are independent.
- Require you to grasp the meaning of the sentences and, by analyzing the relationships among their parts, to select the most appropriate word or words to fill in the blanks.

Text Completion Questions (continued)

ETS GRE Test Preview Tool

Section 2 of 3 | Question 4 of 7 00:28:12 Hide Time

For each blank select one entry from the corresponding column of choices. Fill all blanks in the way that best completes the text.

It is refreshing to read a book about our planet by an author who does not allow facts to be (i) _____ by politics: well aware of the political disputes about the effects of human activities on climate and biodiversity, this author does not permit them to (ii) _____ his comprehensive description of what we know about our biosphere. He emphasizes the enormous gaps in our knowledge, the sparseness of our observations, and the (iii) _____, calling attention to the many aspects of planetary evolution that must be better understood before we can accurately diagnose the condition of our planet.

Blank (i)	Blank (ii)	Blank (iii)
overshadowed	enhance	plausibility of our hypotheses
invalidated	obscure	certainty of our entitlement
illuminated	underscore	superficiality of our theories

Select one entry from each column.

Strategies:

- Read the passage to get an overall sense of it.
- Identify words or phrases that seem particularly significant.
- Try to fill in the blanks with your own words and find answer choices that match.
- Focus on whichever blank seems easiest to complete.
- After making your answer choices, reread the whole passage to be sure it makes sense.
- When filling a blank, ask yourself
 - Should the word be similar to or contrasted with a nearby word in the passage?
 - Should the word have a positive or negative character?

Sentence Equivalence Questions

The screenshot shows the ETS GRE Practice Test 1 interface. At the top, there is a navigation bar with buttons for 'Exit Section', 'Quit w/Save', 'Mark', 'Review', 'Help', 'Back', and 'Next'. Below this, the section and question information is displayed: 'Section 2 of 5 | Question 13 of 20' and 'Show Time'. The main content area contains a grey instruction box: 'Select the two answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.' Below this is the question text: 'The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as _____.' A list of six answer choices follows, each with an unchecked checkbox: 'comprehensive', 'fundamental', 'inclusive', 'universal', 'significant', and 'ubiquitous'. At the bottom of the question area, a grey box says 'Select two answer choices.'

Description:

- Consist of a single sentence with one blank and six answer choices.
- Require you to find the **two** answer choices that complete the sentence coherently and also produce sentences alike in meaning.

Sentence Equivalence Questions (continued)

ETS GRE Practice Test 1

Exit Section Quit w/Save Mark Review Help Back Next

Section 2 of 5 | Question 13 of 20 Show Time

Select the two answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.

The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as _____.

comprehensive

fundamental

inclusive

universal

significant

ubiquitous

Select two answer choices.

Strategies:

- Read the sentence to get an overall sense of it.
- Identify words or phrases that seem particularly significant.
- Try to fill in the blank with your own words and find answer choices that match.
- After making your answer choices, reread the two completed sentences to be sure they both make sense and say the same thing.

Sentence Equivalence Questions (continued)

ETS GRE Practice Test 1

Exit Section Quit w/Save Mark Review Help Back Next

Section 2 of 5 | Question 13 of 20 Show Time

Select the two answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.

The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as _____.

comprehensive

fundamental

inclusive

universal

significant

ubiquitous

Select two answer choices.

Strategies:

- Do not assume that if two of the answer choices have the same meaning, they are the correct answer.
 - The answer choices will often contain words that do not fit the sentence.
 - The two correct choices do not themselves have to have the same meaning.
- When filling a blank, ask yourself
 - Should the word be similar to or contrasted with a nearby word in the passage?
 - Should the word have a positive or negative character?

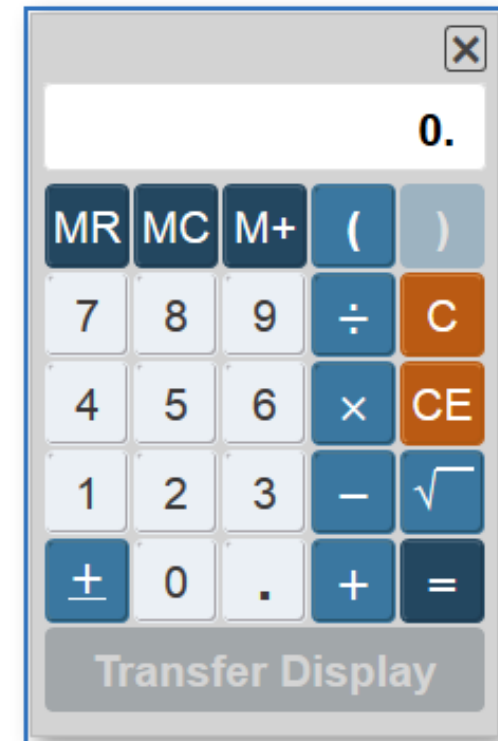
Overview of the Quantitative Reasoning Measure

The Quantitative Reasoning Measure

- Assesses your ability to interpret and analyze quantitative information and solve problems using mathematical models
- Focuses on basic mathematical skills and elementary mathematical concepts
 - Arithmetic
 - Algebra
 - Geometry
 - Data analysis

On-screen Calculator

- Operated with the keyboard or mouse.
- Has four arithmetic functions, square root, memory and parentheses.
- Has a Transfer Display button to transfer a number to a Numeric Entry question (with a single answer box).
- Respects order of operations (e.g., the result of $1 + 2 \times 3$ is 7, not 9).
- Most questions do not require difficult computations, so the calculator should be used only when needed (e.g., larger numbers, long divisions or multiplications, square root, etc.).
- Only available in the Quantitative Reasoning section



Quantitative Reasoning Question Types

- Multiple Choice — Select One Answer Choice
 - Five answer choices, choose the correct one
- Multiple Choice — Select One or More Answer Choices
 - Select one or more choices from a list
- Quantitative Comparison Questions
 - Compare two quantities
- Numeric Entry Questions
 - Enter a numerical answer in an answer box or boxes
- Some questions are in Data Interpretation sets
 - Several consecutive questions about the same data presentation
- Some questions involve real-life scenarios

Multiple Choice — Select One Answer Choice

The screenshot shows the GRE Test Preview Tool interface. At the top, there is a navigation bar with buttons for 'Exit Section', 'Calc', 'Mark', 'Review', 'Help', 'Back', and 'Next'. Below this, the status bar indicates 'Section 3 of 3 | Question 3 of 11' and a timer showing '00:31:56' with a 'Hide Time' option. The main content area displays a question: 'A car got 33 miles per gallon using gasoline that cost \$2.95 per gallon. Approximately what was the cost, in dollars, of the gasoline used in driving the car 350 miles?'. Below the question are five radio button options: '\$10', '\$20', '\$30', '\$40', and '\$50'. At the bottom of the question area, there is a grey box with the text 'Select one answer choice.'

Description:

- Traditional multiple-choice questions with five answer choices, of which you must select one.

Multiple Choice — Select One Answer Choice (continued)

The screenshot shows the GRE Test Preview Tool interface. At the top, there is a navigation bar with buttons for 'Exit Section', 'Calc', 'Mark', 'Review', 'Help', 'Back', and 'Next'. Below this, the status bar indicates 'Section 3 of 3 | Question 3 of 11' and a timer showing '00:31:27' with a 'Hide Time' option. The main content area contains a question: 'A car got 33 miles per gallon using gasoline that cost \$2.95 per gallon. Approximately what was the cost, in dollars, of the gasoline used in driving the car 350 miles?'. There are five radio button options: \$10, \$20, \$30, \$40, and \$50. The \$30 option is selected. At the bottom of the question area, there is a grey button that says 'Select one answer choice.'

Strategies:

- Use the fact that the correct answer is *there*.
- Examine the answer choices to get a better sense of what is being asked.
- For questions that require approximations, scan the answer choices to see how close an approximation is needed.

Multiple Choice — Select One or More Answer Choices

ETS GRE Test Preview Tool

Section 3 of 3 | Question 5 of 11 00:30:02 Hide Time

Exit Section Calc Mark Review Help Back Next

Which of the following integers are multiples of both 2 and 3?

Indicate all such integers.

- 8
- 9
- 12
- 18
- 21
- 36

Select one or more answer choices.

Description:

- Ask you to select one or more answer choices from a list of choices.
- A question may or may not specify the number of choices to select.

Multiple Choice — Select One or More Answer Choices (continued)

The screenshot shows the ETS GRE Test Preview Tool interface. At the top, there is a navigation bar with buttons for 'Exit Section', 'Calc', 'Mark', 'Review', 'Help', 'Back', and 'Next'. Below this, a status bar indicates 'Section 3 of 3 | Question 5 of 11' and a timer showing '00:29:08' with a 'Hide Time' option. The main content area displays a question: 'Which of the following integers are multiples of both 2 and 3?' followed by the instruction 'Indicate all such integers.' Below the instruction are six answer choices, each with a checkbox: 8, 9, 12, 18, 21, and 36. The checkboxes for 12, 18, and 36 are checked. At the bottom of the question area, there is a grey button that says 'Select one or more answer choices.'

Strategies:

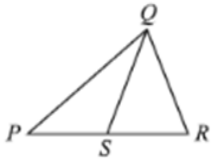
- Note whether you are asked to indicate a specific number of answer choices or all choices that apply.
- Some questions ask for possible values of a quantity in a given scenario. It may be efficient to determine the least and/or greatest possible value, perhaps with inequalities, before considering the answer choices.
- Avoid lengthy calculations by recognizing and continuing numerical patterns.

Quantitative Comparison Questions

ETS GRE Test Preview Tool

Exit Section Calc Mark Review Help Back Next

Section 3 of 3 | Question 1 of 11 00:33:54 Hide Time



$PQ = PR$

Quantity A
 PS

Quantity B
 SR

Quantity A is greater.
 Quantity B is greater.
 The two quantities are equal.
 The relationship cannot be determined from the information given.

Select one answer choice.

Description:

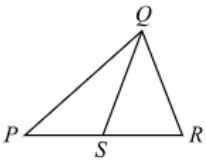
- Questions of this type ask test takers to compare two quantities — Quantity A and Quantity B — and then determine which of the following statements describes the comparison:
 - Quantity A is greater.
 - Quantity B is greater.
 - The two quantities are equal.
 - The relationship cannot be determined from the information given.

Quantitative Comparison Questions (continued)

ETS GRE Test Preview Tool

Exit Section Calc Mark Review Help Back Next

Section 3 of 3 | Question 1 of 11 00:33:24 Hide Time



$PQ = PR$

Quantity A
 PS

Quantity B
 SR

Quantity A is greater.

Quantity B is greater.

The two quantities are equal.

The relationship cannot be determined from the information given.

Select one answer choice.

Strategies:

- Become familiar with the answer choices.
- Avoid unnecessary computations.
- Remember that geometric figures are not necessarily drawn to scale.
- Plug in numbers.
- Simplify the comparison.

Numeric Entry Questions

The screenshot shows the GRE Test Preview Tool interface. At the top, there is a navigation bar with buttons for Exit Section, Calc, Mark, Review, Help, Back, and Next. Below the navigation bar, the text "Section 3 of 3 | Question 8 of 11" and "00:26:54 Hide Time" is displayed. The main content area contains the following text:

A merchant made a profit of \$5 on the sale of a sweater that cost the merchant \$15. What is the profit expressed as a percent of the merchant's cost?

Give your answer to the nearest whole percent.

%

Enter your answer as an integer or a decimal in the answer box. Backspace to erase.

Description:

- Enter your answer as an integer or a decimal if there is a single answer box.
- Enter your answer as a fraction if there are two separate boxes — one for the numerator and one for the denominator.
- Use the computer mouse and keyboard to enter your answer.
- For a single answer box, a number can be transferred to the box from the on-screen calculator.
- Enter the exact answer unless the question requires you to round your answer.

Numeric Entry Questions (continued)

The screenshot shows the GRE Test Preview Tool interface. At the top, there is a navigation bar with buttons for Exit Section, Calc, Mark, Review, Help, Back, and Next. Below this, the section and question information is displayed: Section 3 of 3 | Question 8 of 11, and a timer showing 00:33:45 with a Hide Time option. The main content area contains the following text:

A merchant made a profit of \$5 on the sale of a sweater that cost the merchant \$15. What is the profit expressed as a percent of the merchant's cost?

Give your answer to the nearest whole percent.

%

Enter your answer as an integer or a decimal in the answer box. Backspace to erase.

A calculator is open, showing the result 0.3333333. The calculator interface includes buttons for MR, MC, M+, (,), 7, 8, 9, ÷, C, 4, 5, 6, ×, CE, 1, 2, 3, −, √, ±, 0, ., +, =, and a Transfer Display button.

Strategies:

- Make sure you answer the question that is asked.
- If asked to round your answer, make sure you round to the required degree of accuracy.
- Examine your answer to see if it is reasonable with respect to the information given.

Data Interpretation Questions

ETS GRE Test Preview Tool

Section 3 of 3 | Question 9 of 11 00:33:17 Hide Time

Questions 9– 11 are based on the following data.

ANNUAL PERCENT CHANGE IN DOLLAR AMOUNT OF SALES
AT FIVE RETAIL STORES FROM 2006 TO 2008

Store	Percent Change	
	From 2006 to 2007	From 2007 to 2008
<i>P</i>	10	–10
<i>Q</i>	–20	9
<i>R</i>	5	12
<i>S</i>	–7	–15
<i>T</i>	17	–8

If the dollar amount of sales at Store *P* was \$800,000 for 2006, what was the dollar amount of sales at that store for 2008 ?

\$727,200
 \$792,000
 \$800,000
 \$880,000
 \$968,000

Select one answer choice.

Description:

- Data Interpretation questions are grouped together and refer to the same table, graph or other data presentation.
- These questions ask test takers to interpret or analyze the given data.
- The types of questions may be Multiple Choice (both types) or Numeric Entry.

Data Interpretation Questions (continued)

ETS GRE Test Preview Tool

Section 3 of 3 | Question 9 of 11 00:32:20 Hide Time

Questions 9–11 are based on the following data.

ANNUAL PERCENT CHANGE IN DOLLAR AMOUNT OF SALES
AT FIVE RETAIL STORES FROM 2006 TO 2008

Store	Percent Change	
	From 2006 to 2007	From 2007 to 2008
<i>P</i>	10	–10
<i>Q</i>	–20	9
<i>R</i>	5	12
<i>S</i>	–7	–15
<i>T</i>	17	–8

If the dollar amount of sales at Store *P* was \$800,000 for 2006, what was the dollar amount of sales at that store for 2008?

\$727,200
 \$792,000
 \$800,000
 \$880,000
 \$968,000

Select one answer choice.

Strategies:

- Scan the data presentation briefly to see what it is about, but do not spend time studying all of the information in detail.
- Bar graphs and circle graphs, as well as other graphical displays of data, are drawn to scale, so you can read or estimate data visually from such graphs.
- The questions are to be answered only on the basis of the data presented, everyday facts (such as the number of days in a year), and your knowledge of mathematics.

Scoring

What Does Section-Level Adaptive Mean?

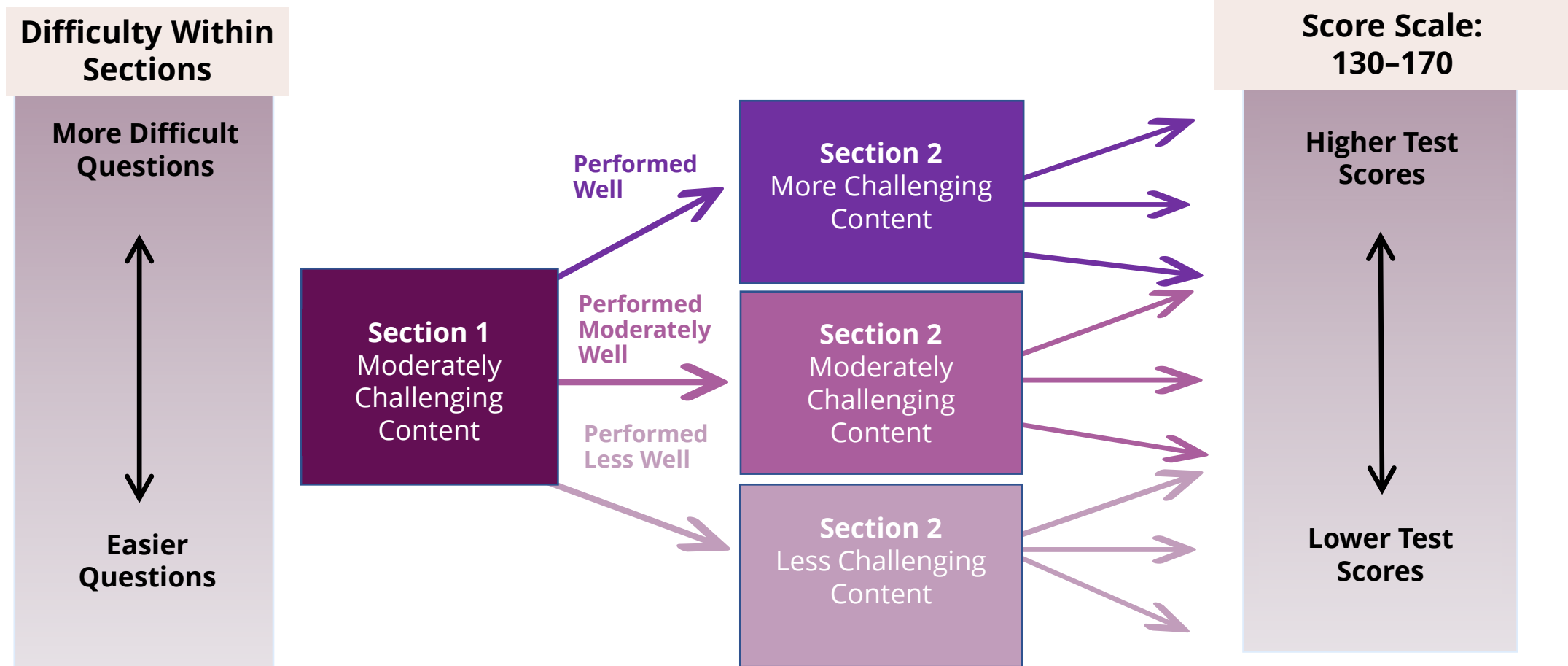
The Verbal Reasoning and Quantitative Reasoning sections are adaptive:

- The computer selects the second section of a measure based on your performance on the first section.
- Within each section, all questions **contribute equally** to your final score.
- Both sections are important, since the final score on each measure is based on the **total number of correct answers** and the **level of difficulty of the questions**.

Myth buster!

Points are not deducted for wrong answers, so it is ALWAYS better to guess than to leave an answer blank.

How Section-Level Adaptation Works



Overview of the Analytical Writing Measure

The Analytical Writing Section

- Assesses critical thinking and analytical writing skills
- There are two timed writing tasks:
 - Analyze an Issue
 - Analyze an Argument
- Essay responses are typed on the computer
 - ETS software has a basic word processor that contains the following functionalities:
 - Insert text
 - Delete text
 - Cut and paste
 - Undo the previous action.
 - Tools such as a spell checker and grammar checker are not available

How Essay Responses Are Evaluated

Trained *GRE*® readers evaluate each response for its overall quality based on how well the test taker:

- Responds to the specific task instructions
- Considers the complexities of the issue or identify and analyze important features of the argument
- Organizes, develops and expresses their ideas
- Supports their ideas with relevant reasons and/or examples
- Controls the elements of standard written English

General Structure of Scoring Guides

Upper-half Scores:

- 6 - Outstanding
- 5 - Strong
- 4 - Adequate
- All described in terms of what is done well

Lower-half Scores:

- 3 - Limited
- 2 - Seriously flawed
- 1- Fundamentally deficient
- All notable for what is lacking

Analyze an Issue Task

The screenshot displays the ETS GRE Test Preview Tool interface. At the top, the ETS GRE logo and 'Test Preview Tool' are visible. Below the logo, the text 'Section 1 of 3 | Question 1 of 2' is shown on the left, and a timer '00:29:49' with a 'Hide Time' option is on the right. The main content area is divided into two columns. The left column contains the task instructions: 'As people rely more and more on technology to solve problems, the ability of humans to think for themselves will surely deteriorate.' followed by 'Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.' The right column is a large text input area with a toolbar at the top containing 'Cut', 'Paste', 'Undo', and 'Redo' buttons. In the top right corner of the interface, there are 'Help' and 'Next' buttons.

Description:

- Presents a brief quotation that states or implies an issue of general interest and specific instructions on how to respond to that issue.
- Requires you to analyze the issue and develop an argument with reasons and/or examples to support that position.
- You have 30 minutes to plan and compose your response.
- A response to an issue other than the one assigned will receive a score of zero.

Analyze an Argument Task

The screenshot shows the ETS GRE Test Preview Tool interface. At the top, it displays the ETS GRE logo and 'Test Preview Tool'. Below this, it indicates 'Section 1 of 3 | Question 2 of 2' and a timer showing '00:29:57' with a 'Hide Time' option. The main content area is divided into two columns. The left column contains the argument text and the task instructions. The right column is a text input area with a toolbar containing 'Cut', 'Paste', 'Undo', and 'Redo' buttons.

ETS GRE Test Preview Tool Help Next

Section 1 of 3 | Question 2 of 2 00:29:57 Hide Time

Cut Paste Undo Redo

In surveys Mason City residents rank water sports (swimming, boating, and fishing) among their favorite recreational activities. The Mason River flowing through the city is rarely used for these pursuits, however, and the city park department devotes little of its budget to maintaining riverside recreational facilities. For years there have been complaints from residents about the quality of the river's water and the river's smell. In response, the state has recently announced plans to clean up Mason River. Use of the river for water sports is, therefore, sure to increase. The city government should for that reason devote more money in this year's budget to riverside recreational facilities.

Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions and what the implications are for the argument if the assumptions prove unwarranted.

Description:

- Presents a short passage that presents an argument and specific instructions on how to respond to that passage.
- Requires you to assess the logical soundness of the given argument according to the specific task directions.
- You have 30 minutes to plan and compose your response.
- A response to an argument other than the one assigned will receive a score of zero.

General Tips and Strategies

General Tips and Strategies

- Become familiar with question formats and directions beforehand.
- Be aware of time.
- Make sure you understand what each question is asking by reading each question thoroughly and reading all answer choices before answering. There is no credit for partially correct answers.
- Answer every question, even if you have to make a best guess.
- Do not waste time on questions you find extremely difficult, since no question carries greater weight than any other.
- Do not spend too much time on the review screen, as this will take away from your time.
- Check the review screen before finishing a section to ensure you have answered all questions.

GRE[®] Test Prep & Resources

FREE *GRE*[®] Test Preparation

- **Section overviews for each measure:** Include general advice, sample questions with explanations, scoring guides and tips for answering question types.
- ***GRE*[®] Video Presentations:** Provide information to help you prepare for the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures.
- ***POWERPREP*[®] Test Preview Tool:** Reviews the question types, test features and help tools on the actual test.
- ***POWERPREP*[®] Online Practice Tests:** Two timed practice tests that simulate the actual test and provide scores on the Verbal Reasoning and Quantitative Reasoning measures.
- ***GRE*[®] Math Review:** This 100-page math refresher includes definitions, properties, examples and a set of exercises with answers at the end of each section. Also includes links to additional help in the Khan Academy[®].
- ***GRE*[®] Math Conventions:** Mathematical notations, symbols, terminology and guidelines are included for interpreting information in the test.
- **Practice materials in accessible formats** are available.

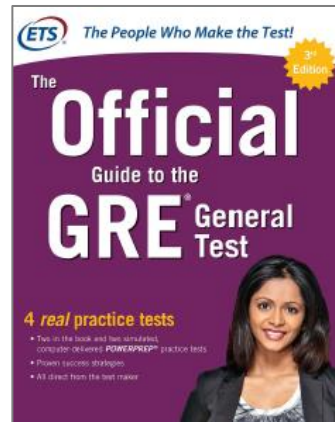
Visit www.ets.org/gre/prepare.



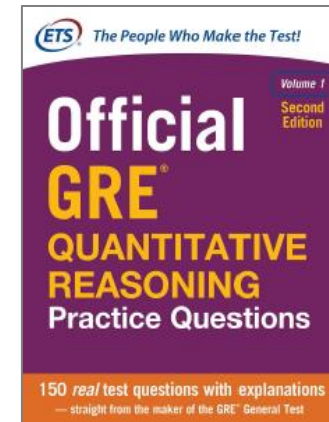
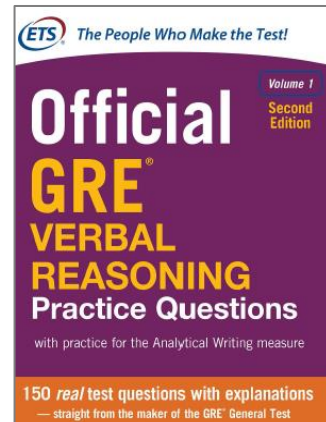
For Additional Practice



**POWERPREP PLUS[®]
Online**
(three practice tests)



GRE[®] Practice Books
(print and eBook)



**ScoreItNow![™]
Online Writing
Practice**

Visit www.ets.org/gre/prepare.

GRE[®] Resources

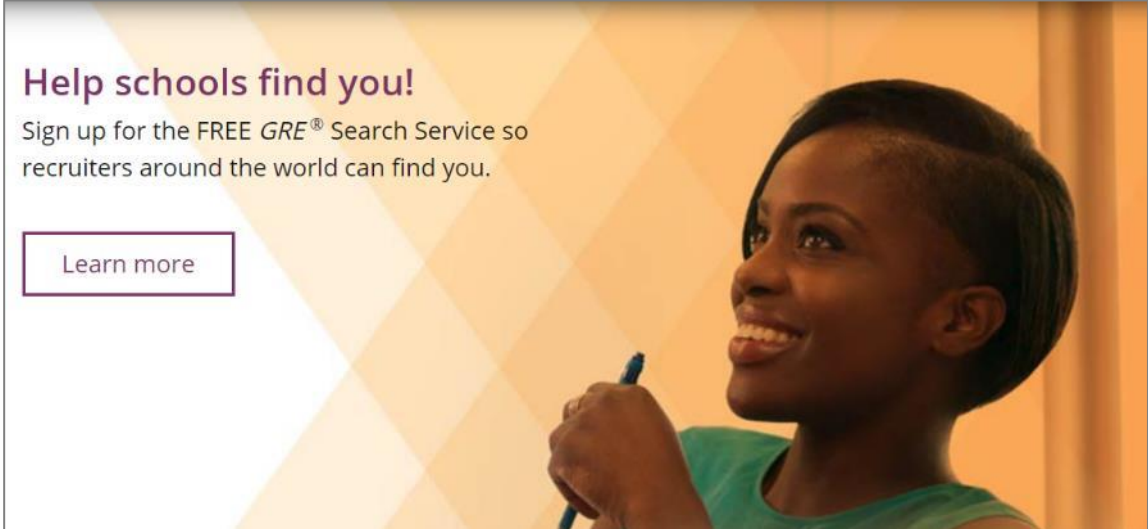
- GRE website provides in-depth explanations of the test, policy information, test dates and locations, and more.
- *GRE[®] Information Bulletin* (PDF)
- *GRE[®] Bulletin Supplement for Test Takers with Disabilities or Health-related Needs* (PDF)
- Institutions and fellowship sponsors approved to receive GRE scores
- Law schools that accept GRE scores for JD programs

www.ets.org/gre



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- You can sign up when you register for a GRE test, or you can register for the service in your ETS account at any time.



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Questions?

PART THREE

Market Updates

GRE Score Verification – Updates

- GRE Score Verification – Updates
 - Who Accepts the GRE
 - New ABA Rulings
 - GRE Trends
 - Third Party Test Prep
 - Resources

Questions?

Thank you for attending.

To Get More Information

- *GRE*[®] Tests and Services
 - www.ets.org/gre
- If you have questions:
Colby Carter: ccarter@ets.org

Appendix

Scoring

What Does Section-Level Adaptive Mean?

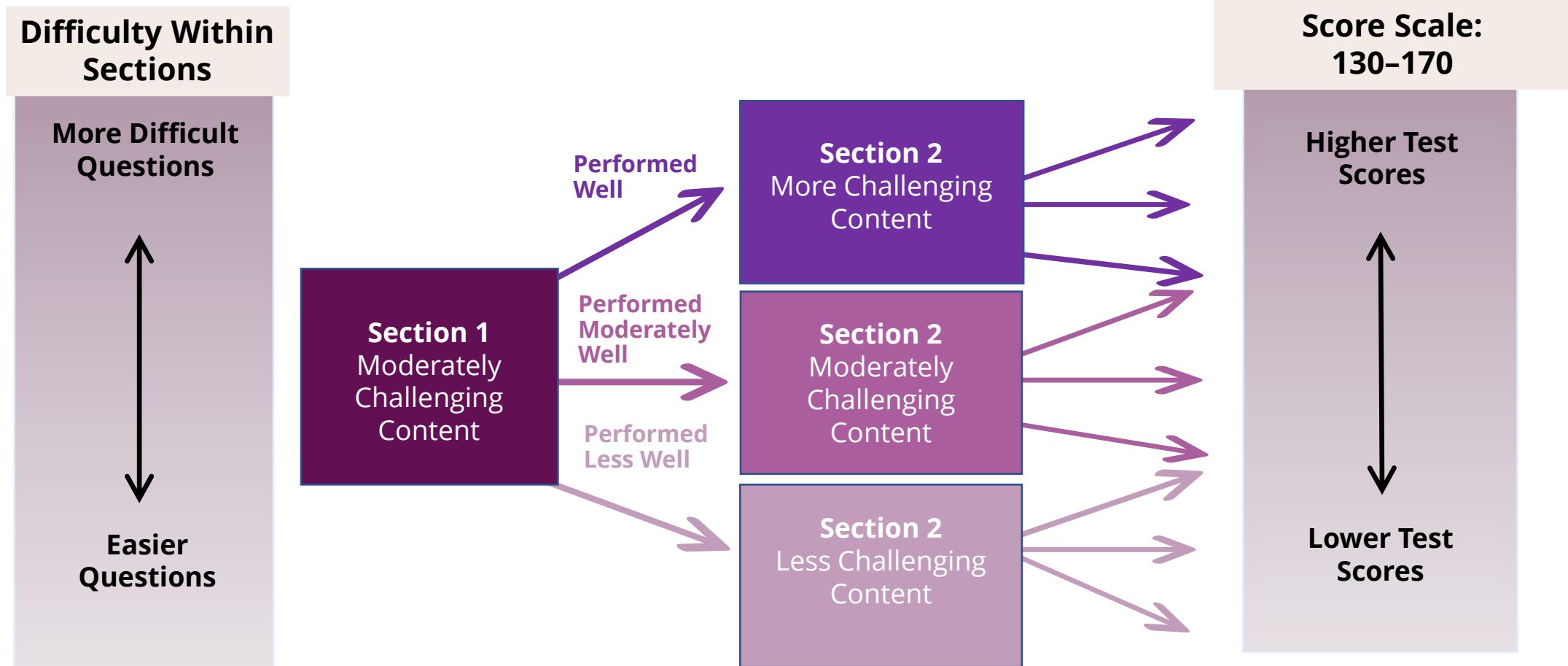
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Myth buster!

Points are not deducted for wrong answers, so it is ALWAYS better to guess than to leave an answer blank.

How Section-Level Adaptation Works



GRE[®] General Test at Home: System Requirements

Computer Requirements

- Desktop or laptop; you **cannot** use a tablet, Chromebook™ or mobile device
- Approved operating system, which must be licensed. Unlicensed or test-mode versions are not permitted.
 - Windows[®] OS versions – 10 or 8
 - OR**
 - macOS[®] versions - 10.5 or higher (10.13 High Sierra recommended)
- Chrome™ or Firefox[®] browser
- Multiple monitors or dual screens are not permitted.

Microphone and Speaker Requirements

- Internal or external microphone
- Internal or external speaker
- You **cannot** use a headset or earphones.

Camera Requirements

- A built-in camera in the computer or a separate webcam
- Before the test starts, you will need to show a 360-degree view of the room, including your table top surface.

You will need to perform a system check on your computer before scheduling your test.
For the most up-to-date requirements, see www.ets.org/gre/at-home.

What to Expect On Test Day: At Home Test

At Home Test: What You Need to Bring

- You must have acceptable and valid ID with your name, signature and photograph. ID requirements are strictly enforced.
- A mirror or mobile phone, to show the proctor your screen during check-in
- Note-taking materials, which can be:
 - A whiteboard with an erasable marker
 - One blank piece of paper inside a transparent sheet protector with an erasable marker

Small Whiteboard



Transparent Sheet Protector



At Home Test: Before the Start of the Test

- Run a final ProctorU systems check and fix any issues before you attempt to check in for your test. All issues must be resolved before your appointment time.
- Close all browsers and applications not needed for the test to help prevent bandwidth issues while you test.
- Make sure any other devices in your home that use internet are not running.
- When it's time for your test, log in using the Start Your Test link in your confirmation email, or the At Home Check-in link in your ETS account.
 - If you are more than 12 minutes late, your test will be cancelled.

At Home Test: Before the Start of the Test (continued)

- The proctor will ask you to:
 - Show your ID
 - Show your computer screen using a small mirror or your mobile phone
 - Show a 360-degree view of your room using your computer camera
- Your entire session will be recorded by ProctorU and monitored by a human proctor, and your photo will be taken.

At Home Test: During the Test

- Make sure you can always be seen on camera by the proctor.
- Avoid doing anything that may look suspicious, like talking out loud or looking away from the screen.
- There is an optional 10-minute break after the third section and one-minute breaks between the remaining sections of the test. These break times cannot be exceeded.
 - You are allowed to leave your seat during the 10-minute break. You must return on time.
 - You are required to remain in your seat for the one-minute breaks.
 - Unscheduled breaks during the at home test are not allowed.
- Artificial intelligence technology will verify your ID throughout the test, and when you return after your break.

At Home Test: During the Test (continued)

- If you need to contact the proctor during your test, speak to get their attention and/or use the LogMeIn chat. It may take 30–60 seconds for the proctor to reply.
- If the proctor is attempting to chat with you, the blue owl will bounce up and down.
- Before the end of the session, you will be asked to erase any notes in view of the proctor.
- If you experience technical issues during the test, you should speak with the proctor or contact ProctorU® at **+1-855-772-8678**.

What to Expect On Test Day: At a Test Center

At the Test Center: What You Need to Bring

Note: All test centers are following prevention steps to reduce the risk of spreading COVID-19. Be sure to check with your local test center for a complete list of health and safety procedures.

- You must have acceptable and valid ID with your name, signature and photograph.
 - ID requirements are strictly enforced.
 - Your official ID documents must exactly match your registration, or you may not be able to test.
- Follow the policies and procedures explained on the *GRE*[®] website and in the *GRE*[®] *Information Bulletin* about what is allowed.
 - Personal items other than ID documents are not allowed in the testing room and cannot be accessed during the break, except for food, beverages or medication. This includes any phones; tablets; all wearable technology; all watches; and any other electronic, recording, listening, scanning or photographic devices.
 - You may not access your phone during the test or during breaks to check messages or to check the time.

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



At the Test Center: Before the Start of the Test

- Your photograph will be taken.
- A sample of your handwriting will be collected.
- You may be asked to empty your pockets, raise your pant legs above your ankles, pull up your sleeves above your wrists for visual inspection, and you may be scanned with a handheld metal detector wand. You may also be required to remove your eyeglasses for close visual inspection. Additional visual inspections of clothing, footwear, and ID documents may also be conducted. Such inspections are conducted during check-in and upon return from breaks.
- You will receive a writing utensil and a supply of scratch paper.
 - You will be able to replenish your supply of scratch paper, as necessary, throughout the entire test administration.
 - You will not be allowed to take scratch paper from the test center.
- The testing room will have proctors and electronic surveillance.

At the Test Center: During the Test

- The test uses a standard English-language (QWERTY) computer keyboard. It takes its name from the first 6 letters in the third row of the keyboard.
- If at any time during the test you have a problem with your computer, or for any reason need the administrator, raise your hand.
- Testing premises are subject to video recording.
- There is an optional 10-minute break after the third section and one-minute breaks between the remaining sections of the test. These break times cannot be exceeded. You are required to remain in the test center building or in the immediate area. You are not permitted to go outside the test center building unless it is to use the restroom during the test administration, including breaks.
- If you need to leave your seat at any time other than the break, raise your hand; timing of the section will not stop.

Tips and Strategies for Specific Measures

Reading Comprehension Sets

- Consist of a passage and one or more associated questions.
- Require you to read and to understand what is read.
 - Recognizing purpose and main idea
 - Recognizing specific points made
 - Recognizing assumptions
 - Making inferences
 - Evaluating purpose and structure
- Each reading passage contains all of the information needed to answer the questions that follow it.

Strategies for Reading Comprehension Sets — Reading the Passage

- Read the passage and get a sense of its overall meaning and purpose.
- Make notes.
- Note key words and phrases and try to clarify what is being expressed.
- Note which claims the author makes and which are made by others and merely described by the author.
- Similarly, note whether the author is hypothesizing something or maintaining it with some certainty.

Strategies for Reading Comprehension Sets — Reading the Passage (continued)

- Remember that all the necessary information to answer each question is in the passage
 - Subject-matter knowledge is not needed to answer the questions
 - Even with unfamiliar material, with a little work the questions can be answered
- When practicing to take the test, try to determine which method is best for you:
 - Whether to read the passage thoroughly first
 - Whether to skim the passage first
 - Whether to look at each question before reading the passage

Finding *GRE*[®] Level Reading Materials

- Look for material that presents an argument supported by reasoning and/or evidence. Such material can be found in a variety of places:
 - Specialized academic journals
 - Feature articles in newspapers and periodicals such as *The New York Times*, *The Economist*, *Scientific American* or *London Review of Books*
 - Trade books by experts and journalists for general audiences
- Textbooks and popular periodicals generally do not demonstrate the kind of complexity that is found in GRE reading passages.

Mathematical Knowledge Expected

Arithmetic

- Elementary operations
- Number line
- Estimation
- Percent, ratio and rates
- Absolute value
- Properties of integers, such as divisibility, odd and even integers and prime numbers

Algebra

- Algebraic expressions and manipulations
- Functions and their graphs
- Coordinate geometry
- Solving equations and inequalities
- Modeling and solving word problems with algebra

Mathematical Knowledge Expected (continued)

Geometry

- Elementary geometric figures and concepts such as lines, circles, triangles, quadrilaterals and other polygons
- Angle measure, area, perimeter, volume and the Pythagorean theorem
- Intuitive geometric concepts; for example, the sum of any two sides of a triangle is greater than the third side

Note: The ability to construct proofs is **not** measured.

Data Analysis

- Basic descriptive statistics such as mean, median, mode, range, interquartile range, percentile and standard deviation
- Frequency distributions
- Interpretation of data presentations, including bar graphs, line graphs, circle graphs, boxplots and scatterplots
- Elementary probability, including random variables and probability distributions, such as the normal distribution
- Counting methods

General Strategies for the Quantitative Reasoning Measure

- Read carefully so that you don't overlook information or misread the question. You don't want to answer something that is not being asked.
- Be careful not to make unwarranted assumptions. For example, not all numbers are integers nor are all numbers positive.
- Search for general mathematical relationships among the quantities in a question.
- Geometric figures may not be drawn to scale, so avoid estimating sizes by sight or by measurement on such figures.
- If applicable, draw your own diagram or figure, or make a list to help sort out what the question is asking.

General Strategies (continued)

- When appropriate, avoid lengthy calculations by rounding numbers before computing an estimate, by looking for comparisons, and by recognizing and continuing numerical patterns.
- Some questions are most naturally answered by systematically considering several cases of the situation that is described.
- For some questions, a fast way to a solution is by guessing an answer, checking it out, and then improving on your guess.
- Evaluate your progress and switch to a different strategy if you get stuck or if a solution seems to require an inordinate amount of time.
- After arriving at an answer, reread the question to make sure your answer is reasonable, given what was asked.

General Problem-Solving Steps

Step 1: Understand the problem

- The first step in solving a mathematics problem is to read the statement of the problem carefully to make sure you understand the information given and the problem you are being asked to solve.

Step 2: Carry out a strategy for solving the problem

- Solving a mathematics problem also requires determining what mathematical facts to use and when and how to use those facts to develop a solution to the problem. It requires a strategy.

Step 3: Check the answer

- After arriving at an answer, check that it is reasonable and computationally correct and that it answers the question that was asked.

Specific Strategies for the Quantitative Reasoning Measure

- Translate
 - from words to an arithmetic or algebraic representation
 - from words to a figure or diagram
 - from an algebraic to a graphical representation
 - from a figure to an arithmetic or algebraic representation
 - Simplify an arithmetic or algebraic representation
 - Add to a geometric figure
 - Find a pattern
 - Search for a mathematical relationship
- Estimate
 - Trial and error
 - Make a reasonable guess and then refine it
 - Try more than one value of a variable
 - Divide into cases
 - Adapt solutions to related problems
 - Determine whether a conclusion follows from the information given
 - Determine what additional information is sufficient to solve a problem.
 - Switch to a different strategy if you get stuck or if a solution seems to require an inordinate amount of time.

Directions for Analyze an Issue Task Variants

You may be asked to focus your analysis of the given issue in a number of different ways:

- Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.
- Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.
- Write a response in which you discuss the extent to which you agree or disagree with the claim and the reason on which that claim is based.

Directions for Analyze an Issue Task Variants (continued)

- Write a response in which you discuss your views on the policy and explain your reasoning for the position you take. In developing and supporting your position, you should consider the possible consequences of implementing the policy and explain how these consequences shape your position.
- Write a response in which you discuss which view more closely aligns with your own position and explain your reasoning for the position you take. In developing and supporting your position, you should address both of the views presented.
- Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.

Strategies for Analyze an Issue Tasks

Questions to consider when approaching the Issue task:

- What precisely is the central issue?
- What precisely are the instructions asking me to do?
- Do I agree with all or with any part of the claim? Why or why not?
- Do I agree with the claim only under certain circumstances? What are those circumstances?
- Does the claim make certain assumptions? If so, are they reasonable?
- Do I need to explain how I interpret certain terms or concepts used in the claim?
- If I take a certain position on the issue, what reasons support my position?
- What examples — either real or hypothetical — could I use to illustrate those reasons and advance my point of view? Which examples are most compelling?
- What reasons might someone use to refute or undermine my position?
- How should I acknowledge or defend against those views in my essay?

General Reminders About the Analyze an Issue Task

- You must respond to the assigned issue using the specific task directions.
- Feel free to accept, reject or qualify the claim.
- There is no “right answer.”
- You must make it clear how your reasons and/or examples support your position on the issue.

Directions for Analyze an Argument Task Variants

You may be asked to focus your analysis of the given argument in a number of different ways:

- Write a response in which you discuss what specific evidence is needed to evaluate the argument and explain how the evidence would weaken or strengthen the argument.
- Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions and what the implications are for the argument if the assumptions prove unwarranted.
- Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation is likely to have the predicted result. Be sure to explain how the answers to these questions would help to evaluate the recommendation.
- Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the recommendation.

Directions for Analyze an Argument Task Variants (continued)

- Write a response in which you discuss what questions would need to be answered in order to decide whether the advice and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the advice.
- Write a response in which you discuss what questions would need to be answered in order to decide whether the prediction and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the prediction.
- Write a response in which you discuss one or more alternative explanations that could rival the proposed explanation and explain how your explanation(s) can plausibly account for the facts presented in the argument.

Key Argument Concepts

Although you do not need to know special analytical techniques and terminology, you should be familiar with the directions for the Argument task and with certain key concepts, including the following:

- **Alternative explanation** — a competing version of what might have caused the events in question that undercuts or qualifies the original explanation because it too can account for the observed facts
- **Analysis** — the process of breaking something (e.g., an argument) down into its component parts in order to understand how they work together to make up the whole
- **Argument** — a claim or a set of claims with reasons and evidence offered as support; a line of reasoning meant to demonstrate the truth or falsehood of something
- **Assumption** — a belief, often unstated or unexamined, that someone must hold in order to maintain a particular position; something that is taken for granted but that must be true in order for the *conclusion* to be true

Key Argument Concepts (continued)

- **Conclusion** — the end point reached by a line of reasoning, valid if the reasoning is sound; the resulting assertion
- **Counterexample** — an example, real or hypothetical, that refutes or disproves a statement in the *argument*
- **Evaluation** — an assessment of the quality of evidence and reasons in an argument and of the overall merit of an *argument*

Strategies for the Analyze an Argument Task

Questions to consider when approaching the argument task:

- What is offered as evidence, support or proof?
- What is explicitly stated, claimed or concluded?
- What is assumed or supposed, perhaps without justification or proof?
- What is not stated, but necessarily follows from what is stated?

General Reminders About the Analyze an Argument Task

- You must respond to the argument using the specific task directions.
- You must make it clear how your specific analysis of the argument connects to the assigned task.
- You are NOT being asked to present your own views on the subject matter.

Common Sense Test Preparation Rules

- Become familiar with the test structure and timing
- Become familiar with each task type and its variants
- Become familiar with the scoring criteria for each task
- Review published topic pools and practice writing on each task type
- Review sample responses and reader commentary for each task type
- Practice writing under timed conditions

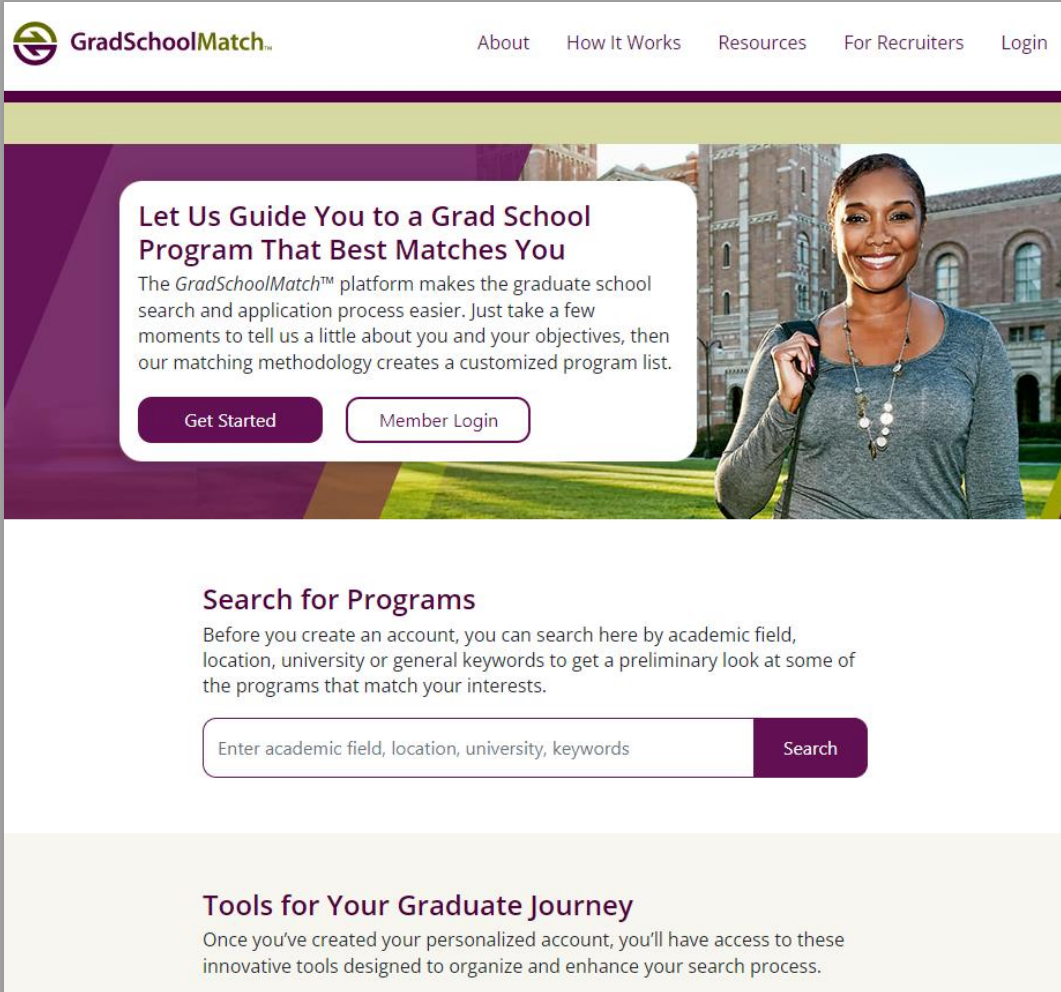
Approaching the Two Analytical Writing Tasks

- Spend a few minutes thinking about the topic and the specific directions and planning a response.
- Pay close attention to the specific task directions.
- Support your position on the issue with reasons and examples drawn from such areas as your reading, experience, observations, and/or academic studies.
- Leave time to read what you have written and make any revisions that you think are necessary.
- Avoid excessive irony or humor that may be misinterpreted by readers.

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The screenshot shows the homepage of the GradSchoolMatch website. At the top, there is a navigation bar with the logo and links for 'About', 'How It Works', 'Resources', 'For Recruiters', and 'Login'. The main content area features a large banner with a woman smiling in front of a university building. The banner text reads: 'Let Us Guide You to a Grad School Program That Best Matches You'. Below this, it says: 'The GradSchoolMatch™ platform makes the graduate school search and application process easier. Just take a few moments to tell us a little about you and your objectives, then our matching methodology creates a customized program list.' There are two buttons: 'Get Started' and 'Member Login'. Below the banner, there is a section titled 'Search for Programs' with a sub-heading: 'Before you create an account, you can search here by academic field, location, university or general keywords to get a preliminary look at some of the programs that match your interests.' There is a search input field with the placeholder text 'Enter academic field, location, university, keywords' and a 'Search' button. At the bottom, there is a section titled 'Tools for Your Graduate Journey' with a sub-heading: 'Once you've created your personalized account, you'll have access to these innovative tools designed to organize and enhance your search process.'