

Graduate
.....
Management
.....
Admission
.....
Council[®]
.....

**Guide
to the
Use of
GMAT[®]
Scores**

Effective October 1, 2003

Creating Access to Graduate Business EducationSM

Copyright © 2003 by the Graduate Management Admission Council.
All rights reserved.

GMAT, Graduate Management Admission Test, and Graduate Management Admission Council are registered trademarks of the Graduate Management Admission Council.

Educational Testing Service and ETS are registered trademarks of Educational Testing Service.

CONTENTS

- 5 Introduction
- 5 Nature of the Test
- 6 Guidelines for the Use of Graduate Management Admission Test Scores
- 8 GMAT Scores
- 14 Using the Scores
- 16 Preadmission Report
- 17 Other Reporting Services
- 18 How Schools Can Arrange to Receive GMAT Data

GUIDE TO THE USE OF GMAT SCORES

Effective October 1, 2003

The Guide to the Use of GMAT Scores is prepared by Educational Testing Service® (ETS®) for the Graduate Management Admission Council® (GMAC). This Guide is to be used when reviewing Graduate Management Admission Test® (GMAT®) score reports issued on or after October 1, 2003.

INTRODUCTION

The GMAT is a computer-adaptive test administered globally. It is a test of developed abilities intended to provide counselors and admissions officers with one predictor of academic performance in the first year of graduate management school. The test is administered by ETS under policies set by the Graduate Management Admission Council, which is composed of faculty members and administrators representing 138 graduate schools of management. Scores on the GMAT are currently used by about 1,700 graduate management programs throughout the world and are required of every applicant by more than 1,000 of them.

More than six million people have taken the GMAT since 1954, when it was first administered as the Admission Test for Graduate Study in Business. New material is added periodically, and scores on the test are regularly validated against students' first-year graduate grades to monitor the effectiveness of the GMAT as an indicator of future academic performance.

NATURE OF THE TEST

The GMAT measures general verbal, mathematical, and analytical writing skills that are developed over a long period of time and are associated with success in the first year of study at graduate schools of management. The verbal section of the test measures the ability to understand and evaluate what is read and to recognize basic conventions of standard written English. The quantitative section tests basic mathematical skills and understanding of elementary concepts as well as the ability to reason quantitatively, solve quantitative problems, and interpret data given in graphs, charts, or tables. The analytical writing sections of the test measure the ability to think critically and communicate complex ideas through writing.

Because of the wide variation in course requirements for admission to graduate study in management, the GMAC decided a test of general developed abilities would be more appropriate than a test of knowledge in specific subject matter areas. The GMAT does not, therefore, measure achievement in such specific fields as economics and accounting.

GUIDELINES FOR THE USE OF GRADUATE MANAGEMENT ADMISSION TEST SCORES

Introduction

These guidelines have been prepared to provide information about appropriate score use for those who interpret scores and set criteria for admission and to protect students from unfair decisions based on inappropriate use of scores.

The guidelines are based on several policy and psychometric considerations:

- The Graduate Management Admission Council has an obligation to inform users of the scores' strengths and limitations, and the users have a concomitant obligation to use the scores in an appropriate, rather than the most convenient, manner.
- The purpose of any testing instrument, including the Graduate Management Admission Test, is to provide information to *assist* in making decisions; the test alone should not be presumed to be a decision maker.
- GMAT test scores are but one of a number of sources of information and should be used, whenever possible, in combination with other information and, in every case, with full recognition of what the test can and cannot do.

The primary advantage of the GMAT is that it provides a common measure, administered under standardized conditions, with known reliability, validity, and other psychometric qualities, for evaluating the academic skills of many individuals. The GMAT has two primary limitations: (1) it cannot and does not measure all the qualities important for successful graduate study in management and other related pursuits; and (2) there are psychometric limitations to the test — for example, only score differences of certain magnitudes are reliable indicators of real differences in performance. Such limits should be taken into consideration as GMAT scores are used.

Specific Guidelines

1. *In recognition of the test's limitations, use multiple criteria.*
The GMAT itself does not measure every discipline-related skill necessary for academic work, nor does it measure subjective factors important to academic and career success, such as motivation, creativity, and interpersonal skills. Therefore, all available pertinent information about an applicant should be considered before a selection decision is made, with GMAT scores used as *only one* of these several criteria.

2. *Interpret the analytical writing score on the basis of the criteria and standards established in the GMAT scoring guides.* These criteria and standards are the best source for interpreting the analytical writing score. Recognize that the score is based on two 30-minute written responses that represent first-draft writing samples. Each response is evaluated according to the scoring guides, but the average score can result from different combinations of ratings. For example, a test taker whose individual ratings are 5 and 6 on the first topic and 3 and 3 on the second topic for an average score of 4.5 (rounded to the nearest half-point interval) receives the same score as a test taker whose individual ratings are 5 and 5 on the first topic and 4 and 4 on the second topic.
3. *Establish the relationship between GMAT scores and performance in your graduate management school.* It is incumbent upon any institution using GMAT scores in the admissions process to demonstrate empirically the relationship between test scores and measures of performance in its academic program. Data should be collected and analyzed to provide information about the predictive validity of GMAT scores and their appropriateness for the particular use and in the particular circumstances at the score-using school. In addition, any formula used in the admissions process that combines test scores with other criteria should be validated and reviewed regularly to determine whether the weights attached to the particular measures are appropriate for optimizing the prediction of performance in the program.
4. *Avoid the use of cutoff scores.* The use of arbitrary cutoff scores (below which no applicant will be considered for admission) is strongly discouraged, primarily for the reasons cited in the introduction to these guidelines. Distinctions based on score differences not substantial enough to be reliable should be avoided. (For information about reliability, see “Accuracy of the Scores” on page 9.) Cutoff scores should be used only when there is clear empirical evidence that a large proportion of the applicants scoring below the cutoff scores have substantial difficulty doing satisfactory graduate work. In addition, it is incumbent upon the school to demonstrate that the use of cutoff scores does not result in the systematic exclusion of members of either sex, of any age or ethnic groups, or of any other relevant groups in the face of other evidence that would indicate their competence or predict their success.
5. *Do not compare GMAT scores with those on other tests.* GMAT scores cannot be derived from scores on other tests. The GMAT is not intended to be parallel to graduate admission tests offered by other testing programs.

Normally Appropriate Uses of GMAT Scores

1. *For selection of applicants for graduate study in management.* A person's GMAT scores tell you how the person performed on a test designed to measure general verbal, quantitative, and analytical writing skills that are associated with success in the first year of study at graduate schools of management and that have been developed over a long period of time. The scores can be used in conjunction with other information to help estimate performance in a graduate management program.
2. *For selection of applicants for financial aid based on academic potential.*
3. *For counseling and guidance.* Undergraduate counselors who maintain appropriate records, such as the test scores and undergraduate grade-point averages of their students accepted by various graduate management programs, may be able to help students estimate their chances of acceptance at given graduate management schools.

Normally Inappropriate Uses of GMAT Scores

1. *As a requisite for awarding a degree.* The use of the test for anything other than selection for graduate management study, financial aid awards, or counseling and guidance should be avoided.
2. *As a requirement for employment, for licensing or certification to perform a job, or for job-related rewards (raises, promotions, etc.).* For the reasons listed in 1 above, the use of the GMAT for these purposes is inappropriate. Further, approved score-receiving institutions are not permitted to make score reports available for any of these purposes.
3. *As an achievement test.* The GMAT is not designed to assess an applicant's achievement or knowledge in specific subject areas.

GMAT SCORES

The GMAT yields four scores: verbal, quantitative, total, and analytical writing. Each of these scores is reported on a fixed scale. The scores from the verbal and quantitative multiple-choice sections, and the total scores, are comparable to scores obtained at any previous GMAT administration. Total scores range from 200 to 800, with about two-thirds falling between 400 and 600. Verbal and quantitative scores range from 0 to 60, although scores below 9 and above 44 on the verbal measure or below 7 and above 50 on the quantitative measure are rare. The verbal and quantitative scores measure different constructs and are not comparable to each other. Analytical writing scores range from 0 to 6.

The single number that constitutes the Analytical Writing Assessment (AWA) score is an average of the ratings given to both writing tasks, which are themselves averaged scores. Each response is given two independent ratings. If the two ratings are either identical or within one point of each other on the rating scale, they are averaged. For instance, if a response receives two ratings of 5, the score is obviously 5. If a response receives one rating of 5 and a second rating of 6, the score is 5.5.

If the two ratings for a response differ by more than one point (for instance, ratings of 3 and 5), the ratings are called discrepant, and another evaluation is required. If the discrepant ratings are 3 and 5 and the third rater assigns a rating of 4, the average (4) is used. However, if the third rater assigns a rating of 5, the low score of 3 is discarded, and the final score assigned is 5. Because of ongoing training and monitoring, discrepant ratings are rare.

After both essays by a test taker have been scored, the scores are averaged to provide an overall analytical writing score. A test taker who received a score of 5 on the analysis of an issue essay and a score of 4 on the analysis of an argument essay would, for example, have a total AWA score of 4.5

The same analytical writing score can result from various combinations of ratings. For example, an overall score of 4.5 (rounded to the nearest half-point interval) would be assigned to a test taker with ratings of 5 and 6 on the first topic and 3 and 3 on the second topic, as well as to a test taker with ratings of 5 and 5 on the first topic and 4 and 4 on the second topic.

A percentage below is reported for each of the four GMAT scaled scores. The percentage below indicates the percentage of examinees scoring below an individual test taker based on the scores of the entire GMAT testing population for the most recent three-year period. Admissions officers will thus have information about where each applicant's performance places him or her on the score scales as well as a comparison with the group of applicants tested during the period. **Percentages below may change over time because of changes in the test-taking population.**

Accuracy of the Scores. It is important to remember that test scores are not precise measures; even the best possible test can provide no more than an estimate of one's abilities. Because they are estimates, test scores — like other measures — are subject to a certain amount of chance variation that is inherent in the measurement process itself.

Reliability is a statistical term describing the accuracy of any measure. All academic measures, including undergraduate grades and faculty recommendations, are unreliable to some degree. One strength of standardized test scores is that their reliability can be easily quantified. Quantification is not as readily obtained for other measures. Although undergraduate grades tend to have fairly high reliability, faculty ratings and recommendations have been shown to have relatively low reliability.

In the case of the GMAT, reliability indicates the consistency with which the test measures general verbal and mathematical abilities; in other words, the test is reliable to the degree that individuals would keep the same relative standing if they were to take the test more than once. For recent administrations of the test, average reliability for the GMAT total score is .93 (perfect reliability is 1.00) for the total group of people taking the test, which is high enough to permit use of the scores in counseling and predicting graduate school performance. Average reliability is .90 for the verbal score and .91 for the quantitative score.

Theoretically, if a person took the GMAT an infinite number of times, the resulting obtained scores would not be the same but would cluster around an average or “true” score. The true score would be free of chance error caused by such factors as the question pool used on a particular day, how the person felt on the day of the test, and so on. Because of these chance factors, however, there may be differences between someone’s true score, and each obtained score. The score actually obtained on any given occasion is, then, an approximation of the true score and people who take the GMAT more than once will probably not receive the same score each time.

It is not possible, of course, to ascertain whether the score someone actually earns is higher or lower than the hypothetical average (true) score. One advantage of such objective tests as the GMAT, however, is that the chance variation can be estimated statistically and taken into account by those who use scores. A value known as the *standard error of measurement* is calculated from score reliability. It reflects, in scaled score units, the potential variation inherent in obtained scores.

The standard error of measurement for the GMAT total score for recent administrations of the test is about 28. This means that the chances are about two out of three that the GMAT total score on a person’s report is within 28 points above or below his or her true score. The standard errors of measurement for the verbal and quantitative scores are about 2.8 points on a 0-60 score scale. This means that verbal and quantitative scores will — two times out of three — be within about 3 points of the respective true scores.

Comparing the Scores of Two People. Because the scores are approximations rather than precise measures, caution should be exercised in comparing the scores of two people. It is quite likely that two test takers of equal ability will obtain different scores, and it is equally possible for two test takers who differ slightly in ability to obtain scores that appear to reverse their relative positions. Use of the *standard error of difference* makes it possible to determine whether the difference between two scores is meaningful. The standard error of difference for the GMAT total score is about 40. This means that the chances are about two out of three that the difference between GMAT

total scores actually received by two candidates is within 40 points above or below the difference between the candidates' true scores. In other words, two candidates with the same true score (i.e., equal skills of the kind measured by the GMAT) will, two times out of three, actually receive GMAT total scores within 40 points of one another. The standard errors of difference for the verbal and quantitative scores are about 3.9 and 4.0, respectively.

Validity. The validity of graduate admission test scores can be described as the degree to which the scores relate to, or predict, a measure of performance in the graduate program itself. The predictive validity of GMAT scores has been estimated by examining their relationship to first-year grades in graduate management programs. Since 1978, the GMAC has conducted many studies of the validity of GMAT scores and other preadmission measures through its Validity Study Service. In all the studies, GMAT scores, undergraduate grade point average, and average grades for the first year of graduate work were obtained.

During 2001-2002, 111 validity studies were conducted for 83 graduate management schools that provided verbal, quantitative, and AWA scores for their students. For these studies, correlations between GMAT verbal (V), quantitative (Q), and AWA scores and first-year management school grades ranged from .16 to .65. (Correlation is stated as a coefficient for which + 1.00 indicates perfect accuracy of prediction.) Correlations between GMAT V, Q, and AWA scores combined with undergraduate grade point averages and first-year management school grades ranged from .21 to .66. Across the 111 studies, the median (average) correlation of combined GMAT V, Q, and AWA scores with first-year grades was .42; the median correlation between undergraduate grade point average and first-year grades was .25. When GMAT scores were combined with undergraduate grade point average, the median correlation was .47. These results indicate that, although GMAT scores are generally better than the undergraduate record for predicting average grades in the first year of graduate study, the best predictor is obtained by combining GMAT scores and the undergraduate grade point average.

Please note that the validity of the GMAT as a predictor of performance in graduate programs *other than* those leading to an MBA or similar degree has not been established. Use of the test in making admissions decisions relative to other programs (e.g., doctoral, health administration, public administration) should, therefore, be based on the results of individual school validity studies conducted either by a school or through the GMAC Validity Study Service. Also note that the GMAT is not designed for, nor is it intended to be used for, predicting career success.

Table 1

*Percentages of Examinees Tested from
January 2000 through December 2002 (Including Repeaters)
Who Scored Below Specified Verbal and Quantitative Scores*

<i>Scaled Score</i>	<i>Percentage Below</i>		
	<i>Verbal</i>	<i>Quantitative</i>	
45-60	99	99	
44	98	95	
43	98	90	
42	96	86	
41	94	82	
40	91	80	
39	89	78	
38	86	73	
37	84	71	
36	81	66	
35	77	64	
34	72	62	
33	70	57	
32	67	55	
31	62	52	
30	60	48	
29	57	43	
28	52	41	
27	46	39	
26	44	35	
25	39	31	
24	36	29	
23	31	25	
22	29	24	
21	25	20	
20	21	18	
19	17	15	
18	15	14	
17	12	12	
16	10	10	
15	7	9	
14	6	8	
13	4	7	
12	3	6	
11	2	4	
10	1	4	
9	1	4	
0-8	0	3	
		2	
		2	
		1	
		0	
Number of Examinees	676,604	Number of Examinees	676,604
Mean	27	Mean	35
Standard Deviation	9	Standard Deviation	10

Table 2

*Percentages of Examinees Tested from
January 2000 through December 2002 (Including Repeaters)
Who Scored Below Specified Total Scores*

<i>Total Scaled Score</i>	<i>Percentage Below</i>	<i>Total Scaled Score</i>	<i>Percentage Below</i>
750-800	99	500	38
740	98	490	35
730	97	480	32
720	97	470	29
710	95	460	25
700	93	450	23
690	92	440	21
680	90	430	18
670	89	420	16
660	87	410	14
650	85	400	13
640	81	390	11
630	79	380	10
620	77	370	8
610	74	360	7
600	70	350	6
590	67	340	5
580	64	330	4
570	61	320	3
560	57	310	3
550	54	300	2
540	51	290	2
530	46	280	2
520	44	240-270	1
510	41	200-230	0
Number of Examinees		676,604	
Mean		528	
Standard Deviation		112	

Table 3

*Percentages of Examinees Tested from
January 2000 through December 2002 (Including Repeaters)
Who Scored Below Specified AWA Scores*

<i>AWA Score</i>	<i>Percentage Below</i>		
6.0	97		
5.5	90		
5.0	78		
4.5	60		
4.0	39		
3.5	21		
3.0	10		
2.5	4		
2.0	2		
0.5-1.5	1		
0	0		
Number of Examinees		674,899 *	
Mean		4.0	
Standard Deviation		1.0	

* Not all examinees received essay scores during this time period.

USING THE SCORES

What the Scores Tell You. Scores on the GMAT have two important characteristics:

- They are reliable measures of certain developed mental abilities that have been found to be important in the study of management at the graduate level. In repeated studies of the effectiveness of the GMAT, it has consistently been found that the test scores are good, although imperfect, predictors of academic success in the first year of study at graduate schools of management.
- Unlike undergraduate averages, which vary in their meaning according to the grading standards of institutions, GMAT scores are based on the same standard for all examinees. Thus, GMAT scores earned by different people can be compared directly, whereas undergraduate averages cannot.

Because an individual's GMAT scores indicate how that person performed on a timed test of the developed abilities associated with success in graduate management school, scores can be used to help estimate performance in a graduate management program. They can also help in differentiating among applicants (keeping in mind that modest score differences are not significant). One applicant's performance can be compared to that of the entire test population, of all applicants to one school, of applicants to that school from particular colleges, or of students already enrolled at the school.

Reference Data. Scores by themselves have no significance; they take on meaning only when compared against some standard or norm. With Tables 1 and 2, it is possible to relate the performance of one examinee to that of all other examinees tested. However, because it is more useful to an admissions officer to know how a given applicant compares with others applying to the school than to know how the applicant compares with applicants in general, the most effective use of GMAT scores is in comparisons based on local data. To facilitate such comparisons, rosters of examinees' scores and summary statistics (see page 17) are sent to graduate schools of management on a regular basis.

What the Scores Do Not Tell You. GMAT scores cannot be used to estimate a person's potential for success in a career, since many factors other than basic verbal and mathematical abilities influence performance in the business world. The GMAT cannot pinpoint someone's achievement in specific subjects, measure the determination to succeed, or point to specific strengths and weaknesses. Further, the test may not accurately reflect the abilities of a student whose proficiency in English is limited.

Although the GMAT scales may appear similar to scales for other tests, comparisons of a person's GMAT scores with scores on other tests of general developed abilities (such as

the General Test of the Graduate Record Examinations) are *not* appropriate. The GMAT has not been equated with other tests. In addition to the differences in the tests themselves, the populations taking the various tests have different characteristics. The Graduate Management Admission Council emphasizes that it is unwise to compare GMAT scores with scores obtained on other tests and urges that GMAT scores not be estimated from scores on other tests.

Assessing Applicants. Assessing an applicant's potential for success in graduate management school is a complicated task that calls for the exercise of professional judgment. GMAT scores add one more piece of information to the data in a person's application, undergraduate record, letters of recommendation, and the like. Admissions officers must determine the significance of the scores for each applicant, particularly for such atypical students as those discussed in the following paragraphs.

Educationally Disadvantaged Students. Special care is advised in interpreting the test scores of students believed to be educationally disadvantaged as a result of social and environmental circumstances. Rather than reflecting potential, these scores may actually reflect the extent of educational damage resulting from unequal opportunity. In the process of developing sensitive admissions procedures for the educationally disadvantaged, admissions officers should not only consider test scores and undergraduate records but also weigh such factors as educational background, intended program of study, and evidence of motivation and commitment. To obtain information beyond that routinely available, it may be necessary to solicit interviews and recommendations from students, faculty, and administrators at the applicant's undergraduate institution and from individuals in the community in which the applicant lives.

Students with Limited English Proficiency. In assessing the ability of an applicant whose native language is not English and whose scores are low, it is important to take care in estimating how much the scores may have been affected by a possibly limited proficiency with the language. If an applicant has limited English proficiency, GMAT scores, particularly the verbal and analytical writing scores, may not be measures of reasoning ability. In such a case, a low score may reflect an English-language deficiency. A measure that assesses mastery of English should be used to better interpret a low GMAT score for a student whose native language is not English.

The Test of English as a Foreign Language (TOEFL) is designed to measure international students' mastery of English and can be required for admission to graduate school. Detailed information about the TOEFL program can be obtained at www.toefl.org.

Examinees With Disabilities. The GMAT program is committed to serving test takers with documented disabilities by providing reasonable and appropriate testing accommodations.

In addition to the computer-adaptive format, alternate formats of the test are available, including large print, Braille, and cassette editions. Examinees who are able to do so may take one of these editions under standard conditions, i.e., with no extra testing time, but they must make arrangements in advance, just as for the other alternate versions of the test. The cassette edition is accompanied by a set of illustrative materials — diagrams, charts, drawings, and the like — in either large print or Braille, depending on the choice of the person taking the test. The illustrations are also described by the reader on the tape.

Some testing accommodations that may be provided are a test reader, writer or keyboard assistant, sign language interpreter for spoken directions, extended testing time and/or rest breaks during the test administration. For those who are familiar with their use, a Kensington Trackball mouse, HeadMaster mouse, Intellikeys keyboard, and keyboard with touchpad mouse may also be provided. Examinees are required to document their disabilities in order for ETS to determine whether testing accommodations are warranted and appropriate.

Repeaters. About 20 percent of those who have taken the GMAT in the past three years have taken it more than once. No matter how many times a person takes the test, however, the score report will contain only the current and the two most recent previous scores obtained within the last five years.

Unusually large score differences (200 points or more on the total score scale) — which are infrequent — are automatically investigated for possible security breaches, and the scores are not released until their authenticity has been confirmed. Score reports sent to schools of management for the examinees affected will indicate that their scores are delayed.

Advising Undergraduates. Undergraduate counselors may wish to prepare profiles of students accepted and rejected by specific schools. If such records are kept over a period of time, the admissions strategies of the schools may become apparent, as well as the degree of acceptability of various combinations of GMAT scores and undergraduate records. A counselor may then be able to offer advice about a student's strengths and weaknesses to help improve the chances of acceptance at a given school.

PREADMISSION REPORT

Approximately two weeks after an examinee tests, a preadmission report is sent to designated graduate schools of management. It contains the examinee's current and two most recent previous scores (if any), a copy of the most recent analytical writing essay responses, and basic identifying information, such as address, telephone number, birth

date, and sex. Among other data it includes (if provided by the examinee) are

- Social Security number
- self-reported undergraduate grade point average
- date of graduation
- undergraduate institution; undergraduate major
- country of citizenship
- intended graduate study — part time or full time
- educational level

With the exception of test scores, all information on preadmission reports is based on data people supply when they take the GMAT. The *GMAT Information Bulletin* instructs examinees to communicate directly with the schools to which they have applied if any change or updating of this information is necessary.

Because most of the preadmission report data are self-reported, admissions officers should be sure to check these data against the information included in application forms, undergraduate transcripts, and other documents.

A preadmission report imprinted with “Delayed or Absent” may indicate that the person registered for but did not take the test or that there is a delay in reporting scores (which condition prevails cannot be determined at the time of reporting).

A “+” in place of a score means there is no reportable score, either because the examinee requested that the score be canceled, because it was canceled after a security investigation, or because no valid score can be obtained for any of various reasons (for example, significant mistimings or the examinee’s not responding to all parts of the GMAT). Examinees are informed of the specific reason for this symbol.

Admissions officers who have reason to doubt the authenticity of applicants’ scores may request security investigations by contacting ETS.

OTHER REPORTING SERVICES

Each year the GMAT program publishes a *Score Reporting Services* booklet. This publication, sent to management schools in the fall, fully describes all score reporting services for examinees, undergraduate institutions, and graduate management schools. Following is a brief overview of the institutional services.

Management School Rosters. In addition to preadmission reports, schools of management receive two rosters monthly. The first, an alphabetical listing, gives test scores, along with the corresponding percentages below, and an undergraduate average for every examinee whose score report has been sent to the school during the previous month. The second roster is a reordering of the first and groups examinees by undergraduate

college attended. The first roster is intended to help schools keep records during the admissions process, and the second is useful in evaluating application patterns and the school's recruiting efforts.

Summary Statistics. Graduate schools of management also receive quarterly summaries of test results for all examinees who took the test and for all who asked that their scores be reported to the individual schools. The summaries include numbers taking the test and means and standard deviations of test scores for the recent quarter and for the entire reporting year to date.

Duplicate Reports, Diskettes, Cartridges, GMAT Scores Online. Duplicates of summary statistics, management school rosters, and preadmission reports are available for nominal fees. Schools can receive all the data usually sent on the paper preadmission reports in the form of diskettes or cartridges, or via the Internet (GMAT Scores Online). Graduate schools of management can use the order form included in the *Score Reporting Services* booklet to request score reporting options.

Multiple Score-Report Summary. Every fall, graduate schools of management receive reports indicating how many preadmission reports they received during the last reporting year and how many of those reports were designated by examinees to be sent to other schools as well.

Undergraduate Rosters. Counseling officers at undergraduate institutions that have requested rosters will automatically receive them on a monthly basis. The rosters show the test scores of the school's present and past students who have asked to have their scores sent to the institution. Undergraduate institutions that participate in the roster service are listed in the *GMAT Information Bulletin*. (It is not possible to recreate undergraduate rosters from past test administrations.)

HOW SCHOOLS CAN ARRANGE TO RECEIVE GMAT DATA

If your graduate management school is eligible (see below) and does not currently receive GMAT scores but would like to, contact ETS (see address on page 19). If your request for a GMAT score reporting code number is approved, your institution will be added to the graduate school/program list that examinees use when selecting their score report recipients. If, for any reason, examinees cannot locate your institution on this list, they will be given the opportunity to request that scores be sent to your institution by completing a Score Report Request Form at the test center. Graduate schools pay nothing to receive scores; testing fees cover the costs.

In your graduate school catalog, or by some other means, tell applicants to take the GMAT and to request that their scores be sent to your school. ETS will automatically send the

preadmission reports of examinees who designated your school as a score recipient. ETS will also send the summary statistics and the management school rosters.

The Graduate Management Admission Council has established a policy that GMAT scores be sent only to institutions or organizations that offer graduate-level programs in management or business and are certified to grant degrees by their respective ministries or departments of education, to approved fellowship-granting sponsors, and to participating undergraduate schools that have been authorized to receive the scores of students who are attending or have attended those institutions. The GMAT has been validated for programs leading to the MBA and similar degrees. Except for the undergraduate rosters, the reporting services discussed in this booklet are available only to graduate schools of management that meet the criteria established for approval as score recipients.

Address questions concerning use of the test, test scores, or score interpretation to:

Graduate Management Admission Test
Educational Testing Service
PO Box 6106
Princeton, NJ 08541-6106

