



Schools' Guide

October 2004–December 2005

Graduate Management Admission Test®

.....**G**raduate
.....**M**anagement
.....**A**dmission
.....**C**ouncil®



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Creating Access to Graduate Management Education

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CREATING ACCESS

For 50 years, the Graduate Management Admission Council® (GMAC®) has been a champion of graduate management education. The Council began as an association of nine business school representatives with the goal of developing a standardized test for MBA admissions. We are now globally recognized as experts in graduate management assessment and the management education industry.

GMAC® is a nonprofit organization governed by representatives from leading business schools worldwide. We are dedicated to creating access to graduate management and professional education, and we serve the educational community with a range of products, services, and industry initiatives that help bring MBA candidates and business schools together.

We are best known for the Graduate Management Admission Test® (GMAT®), the most widely used assessment for MBA admissions. The GMAT® test has become the gold standard in assessing prospective graduate management students because it is an objective and consistent indicator of a test taker's ability to succeed in the first year of study. GMAT® scores allow schools to effectively compare one candidate with another, regardless of their backgrounds.

Not only does GMAC® offer the GMAT® test, but we also encourage prospective MBAs to really see themselves as MBAs—and to understand the transformative power of the degree. To help prospective students prepare for the rigors of an MBA program, we've created a comprehensive Web site, mba.com, filled with useful information about the test, MBA programs, choosing the right school, application tips, and paying for the degree.

Those who take the GMAT® test are serious about pursuing a graduate management degree. Every year, we publish demographic information collected from test takers to help you better target your marketing efforts and diversity initiatives. We have also partnered with the Diversity Pipeline AllianceSM (DPA) and the PhD Project® to broaden the minority candidate base and increase minority presence in management PhD programs.

We support the ongoing professional development needs of business school admissions directors and other professionals, with seminars and other educational opportunities. In addition to keeping pace with an ever-changing industry, participants in professional development programs engage in valuable networking with their peers.

To learn more about the organization behind the GMAT® test and discover how we can help you attract prospective students, review the latest MBA research, and gain industry insights, visit us online at www.gmac.com. We're open 24 hours a day, seven days a week. We hope to see you there.

David A. Wilson
President and Chief Executive Officer
Graduate Management Admission Council®

THE GMAT

WHY USE THE GMAT® TEST?

More than 1,800 graduate management programs around the world use the GMAT® exam in their admissions process, because it has proven to be an invaluable assessment tool. The GMAT® exam is given under standard conditions around the world, with the highest level of security, to ensure that scores are comparable from test taker to test taker. As interest in the MBA continues to grow, selecting a class to fill the seats in most programs has never been more challenging. Test takers come from different countries, cultures, and academic backgrounds. With the GMAT® exam, admissions professionals can measure prospective students on the same scale.

Just as important, the GMAT® exam is a valid predictor of academic success for all kinds of test takers. Over the past 50 years, the GMAT® exam has been repeatedly studied, tested, and modified to ensure that it continues to predict academic performance in a graduate management program.

The GMAT® exam is accessible to students around the world, with test centers in most major international cities and mobile test sites in many other major cities. Prospective test takers can register online for testing at all permanent test centers and through their Regional Registration Centers for mobile administrations. In addition, our test-preparation products are either free or low cost, putting successful GMAT® exam preparation within everyone's reach. For a complete list of international test center locations, see www.mba.com/mba/TaketheGMAT. For more information about our test-preparation materials, see Preparing Prospective MBAs on page 15.

GMAT® Schools

Using the GMAT® exam opens the door to a world of networking and professional development for you and other professionals involved in your graduate program. Whether you work in admissions, student services, program management, financial aid, or career services, we have information, courses, and networking opportunities that are relevant to your interests.

For example, when your school uses the GMAT® test, you can participate in the Validity Study Service free of charge. A validity study provides specific evidence for making the best admissions decisions. This service allows you to understand the statistical relationship between GMAT® scores and other admissions criteria as predictors of academic performance in a graduate management program. For more information about GMAT® validity, see page 8.

Schools that use the GMAT® exam can also access information about prospective students through our recruiting products and services. You can advertise your recruiting events on the Recruiting Calendar on www.mba.com, our Web site for prospective students. And you can participate in the MBA Pathfinder® database, a search tool that enables prospective applicants to find schools that fit specific criteria. Our fee-based recruiting services—Applicant Finder and Graduate Management Admission Search Service® (GMASS®)—are available only to those who use the GMAT® exam.

WHAT THE GMAT® EXAM MEASURES

The GMAT® exam measures basic verbal, mathematical, and analytical writing skills that test takers have developed over a long period of time. It does not measure knowledge of business, job skills, or subjective qualities such as motivation, creativity, and interpersonal skills.

Computer-Adaptive Test Format

The GMAT® is given in a computer-adaptive format. Questions are dynamically selected on the basis of test taker's responses to previous questions. In general, if the test taker answers correctly, he or she is given a more difficult question. Conversely, if the test taker answers the question incorrectly, he or she is given a less difficult question. Because the questions are administered according to the individual's ability level, each test is unique. However, each test is scored according to the difficulty of the questions administered, so all GMAT® test scores can be compared directly.

IN THIS SECTION:

- Why use the GMAT®?
- What the GMAT® measures
- How the test is administered
- How to become a GMAT® school



Verbal Section

The GMAT® test uses three types of multiple-choice questions to measure test takers' verbal abilities:

- **Reading-comprehension questions** measure test takers' ability to understand, analyze, and apply information and concepts presented in written form. The passages are up to 350 words long and discuss topics from the social sciences, physical or biological sciences, and business-related areas (e.g., marketing, economics, and human resources management). No specific knowledge of the material is required; questions are to be answered on the basis of what is stated or implied in the material.
- **Critical-reasoning questions** test the reasoning skills necessary to make arguments, evaluate arguments, and formulate or evaluate a plan of action. The questions are based on materials from a variety of sources. No familiarity with the specific subject matter is necessary.
- **Sentence-correction questions** require test takers to demonstrate their ability to improve incorrect or ineffective sentences. Test takers must be familiar with the stylistic conventions and grammatical rules of standard written English.

The Verbal section does not measure a test taker's proficiency in English.

Quantitative Section

The Quantitative section of the GMAT® exam measures basic mathematical skills, understanding of elementary concepts, and the ability to reason quantitatively, solve quantitative problems, and interpret graphical data. Two types of multiple-choice questions are intermingled throughout the section; both require knowledge of arithmetic, elementary algebra, and common concepts of geometry.

- **Problem-solving questions** test basic mathematical skills, understanding of elementary math concepts, and the ability to reason quantitatively and solve quantitative problems.

- **Data-sufficiency questions** measure the test taker's ability to analyze a quantitative problem, recognize which information is relevant, and determine at what point there is sufficient information to solve a problem.

Analytical Writing Assessment

The Analytical Writing Assessment (AWA) is designed as a direct measure of the test taker's ability to think critically and communicate complex ideas in standard written English. The AWA consists of two writing tasks—Analysis of an Issue and Analysis of an Argument. The topics are of general interest related to business or a variety of other subjects; specific knowledge of the subject matter is not necessary. Rather, the AWA is designed to assess the test taker's general analytical writing skills.

The AWA is not designed to measure a test taker's proficiency in English.

In Analysis of an Issue, test takers must explain their point of view about an issue. There is no "correct" answer. The task measures the test taker's ability to explore the complexities of an issue and take a position informed by his or her understanding.

In Analysis of an Argument, test takers must examine the reasoning behind a given argument and write a critique of the argument. They are not asked to present their own views on the subject. The task measures the test taker's ability to formulate an insightful critique of a specific conclusion, based on a specific line of thinking.

Either two independent readers or one reader and e-rater® technology score each of the essays in the AWA section. E-rater® is an electronic essay scoring system that evaluates more than 50 structural and linguistic features, including organization of ideas, syntactic variety, and topical analysis. E-rater® and independent readers agree within one point about 97 percent of the time. If the two ratings differ by more than one point, the essay goes to a third expert reader.

Essay scores are based on the following criteria:

- overall quality of ideas about the issue and argument presented
- overall ability to organize, develop, and express those ideas
- the relevant supporting reasons and examples used
- ability to control the elements of standard written English

For specific guidelines for scoring AWA responses, go to the GMAT® section on www.gmac.com.

For more detailed information about what the Verbal, Quantitative, and Analytical Writing Assessment sections of the GMAT® measure, please go to www.gmac.com.

HOW THE TEST IS ADMINISTERED

The GMAT® is offered throughout the United States and in most major international cities at permanent test centers all year. Each test center operates on its own schedule and can accommodate varying numbers of test takers. The test center list is available in the *GMAT® Information Bulletin* and is also updated monthly online at www.mba.com.

In some non-U.S. cities, the GMAT® is offered in mobile centers on a limited schedule. In a limited number of cities outside the United States, we offer a paper-and-pencil version of the test on two days each year, but not every city has administrations on both dates. For more information, please see the International Test Center Location Lists in the Take the GMAT® section on www.mba.com.

Security

Security takes many forms:

Ensuring that the questions are secure

- Test questions are developed at ETS® and maintained on secure servers, behind firewalls. Test distribution occurs in encrypted format over secure lines, and test content is maintained on secure servers.
- When the test is being taken, the questions that any individual sees represent but a small portion of the questions available.

The combination of questions is unique to that test administration.

- There are restrictions on the number of times test takers may test in a 12-month period. Additionally, test takers are not permitted to retest within the same calendar month.

Verifying that test takers are who they say they are

- Test takers are required to present ID that includes a photograph and their signature. ID verification may also include thumb printing, photographing, videotaping, or other forms of electronic ID confirmation.

Prohibiting testing aids or taking materials into the testing room

- The following materials are not allowed in the testing room: notes, electronic devices, dictionaries, translators and thesauruses, pens and all other writing utensils (pencils are provided at the test center), and rulers and all other measuring devices.
- Scratch paper is provided but test takers may not remove it from the testing room at any time. All scratch paper must be returned after the test session.
- Test takers are not permitted to leave the test center premises during the test session or during breaks.

Test takers may be dismissed for infractions of the rules. For a complete list of these rules, see the Take the GMAT® section of www.mba.com.

For security, test takers' scores are compared with their previous scores. If there is a large discrepancy between scores, an investigation is launched.

School administrators, test center supervisors, proctors, and individuals taking the test may also raise security questions or issues by contacting ETS at 1-609-406-5430.

The paper score reports that designated institutions receive are printed on watermarked paper that is difficult to replicate. Schools receiving scores electronically do so in an encrypted format. Schools should never accept anything but official score reports.



HOW TO BECOME A GMAT® SCHOOL

To receive GMAT® scores, your school must be a degree-granting institution that offers graduate-level programs in management and business. You must be certified to grant degrees, for example, by the ministry or department of education in your country. You also may receive GMAT® scores if you are an approved organization that grants fellowships for graduate management education. Additionally, undergraduate schools that choose to participate may receive the GMAT® scores of their current and former students.

If your school is eligible, you may request a GMAT® score reporting number, or Designated Institution code, by contacting—

Joanne O'Brien
Graduate Management Admission Test®
Educational Testing Service
P. O. Box 6106
Princeton, NJ 08541-6106
United States of America
jkobrien@ets.org

Once you have been approved and have received your Designated Institution code, we will add your school to the list that test takers use to select schools to receive their scores. When taking the GMAT®, test takers may select up to five programs to receive their scores. If they choose not to select programs at the test center or if they want to send their scores to more than five programs, they may do so by requesting an Additional Score Report (ASR). If they registered online, they may request ASRs electronically; if not, they must submit the request form in the GMAT® Information Bulletin, or on www.mba.com.

GUIDELINES FOR THE USE OF GMAT® SCORES

These guidelines have been prepared to provide information about the appropriate use of GMAT® scores to evaluate candidates for graduate management study. They are also intended 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. Users have an 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 determine an admissions decision.
- GMAT® test scores are but one of a number of sources of information and should be used, whenever possible, in combination with other information. In every case, scores should be used 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 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 when GMAT® scores are used.

Specific Guidelines

1. *In recognition of the test's limitations, use multiple criteria.* The GMAT® alone 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. GMAT® scores should be used as only one of several criteria.
2. *Interpret the Analytical Writing Assessment 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 Assessment (AWA) 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.

3. *Establish the relationship between GMAT® scores and performance in your graduate management school.* All programs that use GMAT® scores should demonstrate empirically the relationship between test scores and measures of performance in their academic program(s) by performing GMAT® validity studies. These studies inform graduate management programs about the predictive validity of GMAT® scores relative to their students' first-year academic performance. In addition, any criteria used in combination with test scores 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. Distinctions based on score differences not substantial enough to be reliable should be avoided. (For information about reliability, see Reliability and Validity of GMAT® Scores on page 8.) Cutoff scores should be used only when there is clear empirical evidence that a large proportion of the applicants scoring below the cutoff scores cannot perform satisfactory 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.* Although GMAT® scores may resemble those used for other tests, the scores cannot be compared.

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. Scores should 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) for students accepted by 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 GMAT® is designed for selection for graduate management study, financial aid awards, or counseling and guidance. Any other purpose 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.).* The use of the GMAT® for these purposes is inappropriate. Further, programs that use GMAT® scores may not supply score reports 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.



USING GMAT® SCORES

GMAT® scores should only be used as one criterion to select candidates for graduate study in management, for financial aid based on academic potential, and for undergraduate counseling and guidance. Keep in mind that GMAT® scores are not precise measures. Even the most reliable test scores provide no more than an estimate of a person's abilities. Because GMAT® scores are estimates of test takers' abilities, they are subject to a certain amount of chance variation in the measurement process. Nevertheless, GMAT® scores have proven reliable in accurately reflecting general abilities.

RELIABILITY AND VALIDITY OF GMAT® SCORES

If a test taker takes the GMAT® more than once, he or she will most likely receive different scores each time. The scores actually obtained on any given occasion are only an approximation of the test taker's true ability.

Reliability indicates the degree to which test takers would keep the same score were they to take the test more than once. Perfect reliability is 1.00. The average reliability for the GMAT® Total score is .92; for the Verbal score, .89; and for the Quantitative score, .90. These numbers indicate the high degree of reliability of the GMAT®.

The chance variation in scores can be estimated statistically and given a value known as the *standard error of measurement*. This value for recent administrations of the GMAT® is about 29, meaning the chances are about two out of three that the reported GMAT® Total score is within 29 points above or below a score reflecting true ability. The standard error of measurement for the Verbal and Quantitative sections is about 2.9.

For this reason, you should exercise caution when directly comparing the scores of two test takers; it is likely that two people of equal ability will earn different scores. They might even earn scores that appear to reverse their relative positions. Use the *standard error of difference* to determine whether the difference in scores is meaningful. The standard error of difference for the GMAT® Total score is about 42. This means that the chances

are about two out of three that the difference between GMAT® Total scores actually received by two test takers is within 42 points above or below the difference between the test takers' true scores. In other words, two test takers 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 42 points of one another. The standard errors of difference for the Verbal and Quantitative scores are about 4.1.

Test takers who repeat the GMAT® gain, on average, approximately 30 points in their GMAT® Total scores the second time they take the test. Subsequent gains are, on average, much smaller.

GMAT® scores are valid predictors of academic performance in the first year of a graduate management program. In the past two years, we've conducted more than 65 validity studies that demonstrate this. The median correlation between GMAT® scores and first-year grades is .41 (perfect correlation is 1.0). The median correlation between undergraduate grade point average (GPA) and first-year grades is .28. Thus, GMAT® scores are generally a better predictor of performance in the first year of business school than are undergraduate grades. The best predictor, however, is a combination of GMAT® scores and undergraduate grades, which have a median correlation of .48.

GMAC® conducts studies free of charge to demonstrate the validity of the GMAT® as a predictor of first-year MBA grades. To learn more about the Validity Study Service, or if you are interested in having a validity study conducted for your school or program, contact vss@gmac.com.

IN THIS SECTION:

- Reliability and validity of GMAT® scores
- Using scores to assess individuals
- What score reports contain

USING SCORES TO ASSESS INDIVIDUALS

There are two main reasons schools use the GMAT®. The first reason is that GMAT® scores are reliable and valid measures of basic verbal, quantitative, and analytical writing skills.

Second, unlike academic performance or GPA—which vary in meaning, depending on the school and program—GMAT® scores are based on the same standard for all test takers. Therefore, applicants can be directly compared on GMAT® scores, but not on GPA.

Scores by themselves have no significance; they take on meaning only when compared against a standard or norm. We use percentage rankings to make it possible to relate the performance of one test taker to that of all others in the past three years. These rankings show the percentage of test takers who scored below the individual in the past three years. These tables may change every year, though, which means that a test taker's percentage ranking may change, as well (see Appendix D).

It may also be useful to know how a test taker compares with others applying to your program. To make such comparisons possible, we send GMAT® scores and summary statistics on a regular basis for all test takers who have designated your program to receive their scores. For more information about these reports, see Receiving GMAT® Score Reports on page 11.

Educationally Disadvantaged Test Takers

In the case of test takers who may be educationally disadvantaged as a result of social and environmental circumstances, GMAT® scores may reflect unequal educational opportunity. In such cases, it is particularly important that admissions officers also weigh undergraduate records, educational backgrounds, intended programs of study, and evidence of motivation and commitment, including interviews and recommendations from the students' undergraduate institutions or communities.

Similarly, test takers whose native language is not English may have lower scores because of limited proficiency in English.

Test Takers with Disabilities

At the Graduate Management Admission Council®, we are committed to serving test takers with disabilities by providing services and reasonable accommodations that will give them access to the GMAT®.

For test takers with documented disabilities, the following nonstandard testing accommodations are available:

- extended testing time (all tests are timed)
- additional rest breaks
- selectable background and foreground colors (for computer-adaptive test only)
- recorder/writer of answers
- sign language interpreter (for spoken directions only)
- alternate formats (audio cassette, Braille, or large print)

Adaptive technologies are also available for test takers who are familiar with their use.

WHAT SCORE REPORTS CONTAIN

After a test taker designates your school as a score report recipient, we automatically send you a paper preadmission report. This report includes a test taker's three most recent test results in the past five years, a copy of the most recent AWA essay responses, and personal information provided by the test taker. This information includes gender, date of birth, Social Security number, telephone number, country of citizenship, undergraduate institution, grade point average, major field of study, date of graduation, intended graduate study, and highest level of education achieved.

We send several other paper reports automatically—and there are other ways to receive an individual's score. For more information about these reports, see Receiving GMAT® Score Reports on page 11.

A report marked with “Delayed or Absent” may mean the test taker registered for but did not take the test, or that there is a delay in reporting scores. A “+” in place of a score means there is no reportable score, because the test taker canceled his or her scores, a security investigation resulted in a canceled score, or no valid score could be obtained for a variety of reasons. Test takers are informed of the specific reason for receiving a “+.”

Four GMAT® Scores

The GMAT® test yields four scores—Verbal, Quantitative, Total, and Analytical Writing Assessment. Each is reported on a fixed scale and appears on the official GMAT® score reports your school receives. The score report also contains percentage rankings, or “percentages below,” which indicate the percentage of those scoring lower than the specific test taker. This number is based on the scores of the entire GMAT® test-taking population for the most recent three-year period.

Total GMAT® scores range from 200 to 800, with two-thirds falling between 400 and 600. Verbal and Quantitative scores range from 0 to 60. Verbal scores below 9 or above 44 are rare; for the Quantitative section, scores below 7 or above 50 are rare. The Verbal and Quantitative scores measure different constructs and are not comparable to each other.

The Analytical Writing Assessment score averages the ratings given to the Analysis of an Issue and Analysis of an Argument tasks. These scores range from 0 to 6, in half-point increments. Writing scores are computed separately from scores for the multiple-choice sections and have no effect on the Verbal, Quantitative, or Total scores.

Unofficial scores from the Verbal and Quantitative sections, along with the Total score, are available to the test taker immediately after he or she completes the test. Official GMAT® score reports, which include the Analytical Writing Assessment score, are mailed to the test taker and the designated recipient schools approximately two weeks after the test.

Most schools will not accept scores more than five years old, because they present special interpretation problems. Upon request, we will release GMAT® scores that are up to 20 years old. If scores are more than five years old, schools will receive

with them a statement indicating that care must be taken in interpreting such scores. Score records more than 20 years old are destroyed.

Admissions officers who have reason to doubt the authenticity of test takers’ scores may request security investigations by contacting the Office of Testing Integrity at ETS by phone at 1-609-406-5430 or by e-mail at tsreturns@ets.org.

What the Scores Reveal

- ▶ GMAT® scores are reliable measures of certain developed abilities that are important in the study of management at the graduate level.
- ▶ GMAT® scores are meaningful only when compared with reference data, so schools can assess how test takers compare with one another.
- ▶ The scores add a piece of valuable information to the data in a candidate’s application, undergraduate record, and letters of recommendation.

What the Scores Do Not Reveal

- ▶ GMAT® scores cannot estimate a person’s potential for career success.
 - ▶ The scores cannot pinpoint achievement in specific subjects, measure the determination to succeed, or point to specific strengths or weaknesses.
 - ▶ The scores may not accurately reflect the abilities of educationally disadvantaged students.
 - ▶ The scores may not accurately reflect the abilities of students who have limited proficiency in English.
-

RECEIVING GMAT® SCORE REPORTS

SCORE REPORTS

GMAT® paper score reports are sent automatically to your school free of charge after a test taker designates your school as a score report recipient. (You may request that test results be delivered in formats other than paper, for a nominal fee.) There are also additional reports that you will receive during the year, free of charge.

This section describes the summary score reports available, lets you know when you should receive each report, and suggests ways for you to use the reports. At the end of this guide, you can choose the best way for your program to receive score reports. You may then use the order form provided.

SCORE REPORT DELIVERY SCHEDULE

Not all score reports are released on the same schedule. The schedule, by type of report, is below.

Preadmission Reports*	Twice a week
Management Rosters	Monthly**
Summary Statistics	Quarterly
GMAT® Scores Online	Weekly***
Diskettes/Cartridges	Monthly** or Weekly***
Multiple Score Report Summary	Annually
Attending Institution Rosters	Monthly**

* Paper, including Additional Score Reports

** Monthly: produced the first Wednesday of each month

*** Weekly: produced every Wednesday

FREE SCORE REPORTING SERVICES

When you are an approved GMAT® institution, your institution name appears on the list that test takers use to send their score reports. When test takers designate your program to receive their scores, we automatically send the following reports.

Preadmission Report (Paper Score Report)

When a test taker selects your school as a score report recipient (either when taking the GMAT® or later, via an Additional Score Report request), a paper score report will be sent to you automatically—unless you request otherwise (see enclosed order form). This report will be sent approximately two weeks after the individual has either taken the GMAT® or requested that an Additional Score Report be sent to your school.

Paper score reports are released twice a week. Each contains the following information about the test taker who has requested that his or her scores be sent to your school:

- Test taker's Verbal, Quantitative, Total, and Analytical Writing Assessment scores and corresponding percentages for the last three test dates in the past five years
- Assigned essay topics and test taker's responses (schools can opt not to receive the essays by using the order form provided)
- Basic identifying information, including test taker's name, contact information, gender, and date of birth
- Other identifying information, including (if provided by the test taker) Social Security number, citizenship, undergraduate major, self-reported undergraduate grade point average, undergraduate institution, graduation date, intended graduate study, and current educational level.

Please note that the test taker provides all biographical information on the preadmission report. You should check biographical information against the information included in application forms, undergraduate transcripts, and other documents.

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Monthly Management Rosters

These reports include two test taker rosters with data about every person tested during the month and individuals whose preadmission reports have been sent to you since the previous roster. The rosters include the following information:

- test takers' names; Verbal, Quantitative, Total, and Analytical Writing Assessment scores; and corresponding percentages for the last three test dates in the past five years
- basic identifying information, including gender, date of birth, and self-reported undergraduate grade point average

The first roster is sorted by the test takers' last names. The second roster groups the same information by undergraduate colleges attended.

Summary Statistics Report

The Summary Statistics Report, which is sent quarterly, can be used to view trends within your school's applicant population. The report contains the following for all test takers who requested that their scores be sent to your institution:

- the number of test takers requesting that their scores be sent to you in the current quarter
- the number of test takers requesting that their scores be sent to you in the academic year
- mean Verbal, Quantitative, Total, and Analytical Writing Assessment scores for both groups
- mean Verbal, Quantitative, Total, and Analytical Writing Assessment scores for all GMAT® test takers in the quarter covered by the summary

Summary of Multiple Score Reports

The Summary of Multiple Score Reports is sent once a year and contains information from the previous academic year (October 1–September 30). It contains three sections of data:

- The top section indicates the total number of test takers who sent scores to your school. That number is then broken down into those who sent scores only to your school and those who sent scores to your school and other schools.

- The middle section shows the top 25 programs that received the most GMAT® score reports from test takers who sent scores to your school.
- The bottom section provides general GMAT® test information, such as the total number of tests administered and the total number of score reports released between October 1 and September 30.

FEE-BASED SCORE REPORTING SERVICES

In addition to the automatic, free reports and services offered to schools and described in the preceding pages, we provide the following fee-based services. If you are interested in ordering any of these additional services, please use the order form provided.

GMAT® Scores Online

In the online score service, Educational Testing Service® (ETS®) loads GMAT® score data to a secure server. The server then sends you an e-mail message to tell you that GMAT® scores for your program are available. A link to retrieve the scores is also provided. You can then save the score files for processing. The retrieval process can be automated to upload scores directly to your institution's database.

If you receive your score reports by either diskette or cartridge, switching to the online service will eliminate mailing time, because you will get score reports as soon as they are available. In addition, you can use the same software you already use. You just need to switch the mode of delivery to "online."

The fee for GMAT® Scores Online is U.S. \$500 annually. To receive scores online, you must meet the following system requirements:

- an Internet browser
- a valid e-mail address (individual or group mailbox)
- Pretty Good Privacy® (PGP®) encryption software version 2.6.2 or higher with RSA key-generation capability

For more information about PGP, or to purchase the software, visit www.pgp.com or call 1-800-338-8754.

GMAT® Scores Online is available in two formats:

- **GMAT® Proprietary.** If you currently receive your score reports via diskettes or cartridges, you will only need to change the “mode of delivery” in the software to allow your system to receive the scores via the Internet. See Appendix C for data layout information.
- **Electronic Data Interchange (EDI) Transaction Set (TS) 138.** This software allows institutions to use the same format to receive test scores from different ETS testing programs (e.g., GRE®, TOEFL®). If you choose EDI, you will need EDI translation software for data conversion, but you will no longer need a different proprietary format for each testing program.

Additional information on EDI can be found at www.aacrao.org/speedel/index.htm.

For additional information about GMAT® Scores Online, visit www.ets.org/esr, e-mail gmtat.esr@ets.org, call 1-609-771-7091, or write to:

**GMAT Code Control
Educational Testing Service
Mailstop 27-Q
Princeton, NJ 08541
United States of America**

Diskette or cartridge

You may receive score reports in diskette or cartridge format either monthly (U.S. \$400 annually) or weekly (U.S. \$1,500 annually). These formats contain the same information that is on the paper score reports and are arranged alphabetically by test takers' last names. Appendix C shows how you will receive the data set record.

Diskettes

The test taker information is placed on the diskette as an ASCII sequential file. The fields in the file are not delimited. If your school receives a large number of scores, you may receive more than one diskette. They are produced in standard 3.5 HD IBM PC-compatible format only, with a unique volume name, including the date the diskette was created and the school name.

Cartridges

IBM 3480 cartridges are produced in EBCDIC and are unlabeled and unblocked. Each test taker record is 400 characters in length.

These formats may be sent to the address used for the paper score reporting services or to a different address. Courier delivery is also available. Use the order form in this booklet to specify delivery method.



Duplicate Reports

Schools may order a duplicate set of paper score (preadmission) reports, monthly rosters, and quarterly summary statistics. The duplicate set may be sent to the same recipient as the first or to a different recipient.

The charge for this service is based on the number of individual reports sent to the school during the previous academic year.

UNDERGRADUATE ROSTER SERVICE

Undergraduate schools may find GMAT® scores useful for counseling their students. Upon request, we provide the Undergraduate Roster Service free of charge. (Note: It is not possible to recreate undergraduate rosters.)

Each undergraduate institution participating in this program receives an Attending Institution Roster monthly. The roster includes the following information for each test taker who requested that results be sent to his or her undergraduate institution:

- full name, gender, date of birth, Social Security number (if provided)
- test date
- Verbal, Quantitative, Total, and Analytical Writing Assessment scores and corresponding percentages for the current and two most recent previous test dates, if applicable

If you are interested in participating in the Undergraduate Roster Service, write to—

GMAT Program Direction Office
Educational Testing Service
P.O. Box 6106
Princeton, NJ 08541-6106

EXAMINEE SCORE REPORT

Test takers (examinees) are sent their official scores via mail within approximately two weeks of taking the GMAT® exam.

Examinee Score Reports include the following information:

- Verbal, Quantitative, Total, and Analytical Writing Assessment scores and corresponding percentages for the last three test dates in the past five years
- Information test takers have provided, including Social Security number, citizenship, undergraduate major, self-reported undergraduate grade point average, graduation date, intended graduate study, and current educational level
- The names of up to five graduate schools of management that have received the scores at the test taker's request

Test takers do not receive copies of essay topics or responses on the Examinee Score Report.

ADDITIONAL SCORE REPORTING SERVICES

Test takers can select up to five programs as score recipients at no cost when they take the GMAT®. If they decide at a later date to send their scores to other schools, they may order Additional Score Reports.

Test takers can request Additional Score Reports (ASRs) online in the Take the GMAT® section of www.mba.com. If they wish to order ASRs by phone, they can find contact information in the *GMAT® Information Bulletin*. A candidate who wishes to order an ASR by mail must first fill out an Additional Score Report Request Form, which is available in the *GMAT® Information Bulletin*, online at www.mba.com, and attached to his or her score report. Contact addresses are available in the *GMAT® Information Bulletin*.

Scores can be released only at the test taker's request. However, if requested pursuant to a subpoena or other legal process, GMAC® or its designee will release score records and documentation to third parties (e.g., government agencies or parties to a legal process).



ADDITIONAL PRE-MBA DEVELOPMENT SERVICES

PROMOTING MANAGEMENT EDUCATION

Because the mission of the Graduate Management Admission Council® is to create access to graduate business education, a natural outgrowth is an effort to promote and market the MBA and related graduate study. Whether we're talking to individuals or media outlets, we consistently provide information about the transformative powers of the MBA and the wealth of resources available. Our strengths as a credible advocate of graduate management education build on our portfolio of information services and products, as well as our commitment to creating access to a diverse pool of potential candidates. These activities serve to create context, and ultimately value, for schools and their individual brands.

A cornerstone of our efforts is our media relations program. We actively engage the media on issues related to management education and focus on supplying high-quality information to publications that report on the industry. Our unique position in the industry enables us to foster relationships with schools, students, and other stakeholders. This access to key groups and individuals in management education enables us to bring the latest on trends and issues directly to media outlets. Although we pride ourselves on our responsiveness to the media, at no time do we compromise data integrity or confidentiality. Information is always presented in aggregate form, and no information is ever released that could be directly attributed to an individual or school.

IN THIS SECTION:

- Promoting management education
- Preparing prospective MBAs
- Financing an MBA
- Recruiting tools
- Developing the pipeline

PREPARING PROSPECTIVE MBAS

To help prepare for the rigors of a graduate business school curriculum, we offer the MBA Survival Kit® software, a set of four CD-ROMs. The kit contains interactive step-by-step reviews of four subject areas: accounting, finance, quantitative methods, and statistics. Developed by leading MBA professors, the programs provide case studies, clear explanations, and feedback. To purchase the MBA Survival Kit®, visit the MBA Store on www.mba.com. For institutional sales, contact McGraw-Hill Higher Education at www.mhhe.com.

We also offer a variety of free or reasonably priced products to help test takers prepare for taking the GMAT® test.

Free Test-Prep Materials (available in the MBA Store on www.mba.com):

- ▶ **GMAT® Tutorials.** These tutorials familiarize the test taker with the Computer-Adaptive GMAT®. Each reviews basic skills necessary for taking the test in a computer format. The tutorials are recommended for all test takers, no matter how computer savvy, to make them more comfortable with the format and better able to understand directions given at the test center.
- ▶ **POWERPREP®.** This interactive software offers real GMAT® test questions in two complete Computer-Adaptive GMAT® tests. It includes tutorials, as well as answers and explanations for all of the questions. The tests are scored using the GMAT® scoring engine, so test takers can practice and receive scores on tests that are just like the actual GMAT®. POWERPREP® is a free download available to individuals who sign up on www.mba.com.



Materials Offered in the MBA Store on www.mba.com:

► **Official Guide for GMAT® Review, 10th Edition.**

We are the sole source of actual retired GMAT® test questions. The *Guide* includes more than 1,400 GMAT® questions with answers and explanations as well as a comprehensive math review. The book is a great tool for individuals to prepare for the exam.

- **GMAT® Paper Tests.** Retired paper tests that are no longer in use are downloadable in sets of three. Each set includes timed sections, an answer sheet, and directions for converting raw scores to GMAT® scaled scores. Fewer than half of the questions in the GMAT® paper tests can be found in the *Official Guide for GMAT® Review, 10th Edition*, and the free POWERPREP® software .
-

FINANCING AN MBA

We have helped thousands of graduate management students finance their MBAs. MBA LOANS®, cosponsored with Sallie Mae®, is the only loan program endorsed by the Graduate Management Admission Council®. It is the largest loan program for MBAs in the world. Since 1991, it has loaned more than U.S. \$1 billion to MBA students.

Two types of low-cost loans are offered to U.S. citizens and permanent residents:

- **Federal Stafford Loan.** Eligible borrowers can borrow up to U.S. \$18,500 annually. Borrowers may use these funds to pay for programs at any school in the United States or abroad that qualifies.
- **MBA LOANS® Private Loan.** Private loans are awarded on the basis of the student's credit rating, and 80 percent of all applicants are approved without a coborrower. Part-time students can apply for this loan, as can international students who have a U.S. citizen or a permanent resident as a coborrower.

Through the MBA LOANS® program, an applicant can easily apply for both loans. Borrowers benefit from a variety of features, including competitive interest rates, multiple repayment options, combined billing with any other Sallie Mae®-owned and -served loans, and online application for the private loan. Send your test takers to www.salliemae.com/mbaloans for more information, application forms, and instructions.

Working with Sallie Mae® means hassle-free loan processing and loan disbursements. Your students get low interest rates and the industry's best loan servicing, and your school gets the loan proceeds on time. Contact Sallie Mae® to understand how MBA LOANS® can best work for you and your students

E-mail mbaloans@salliemae.com for more information.

RECRUITING TOOLS

To help you find and recruit prospective MBAs, we've developed a number of tools:

- **Applicant Finder** adds new dimensions to traditional marketing techniques, expanding your ability to identify and contact potential applicants. This service enables you to perform sophisticated targeted marketing and recruiting, with names and addresses of people who have registered online at www.mba.com—and who meet the characteristics you desire in prospective students. These people are likely to be early in the MBA decision process and may not have taken the GMAT® exam. There is an annual subscription and an additional fee for each name you select.

- **Graduate Management Admission Search Service® (GMASS®)** builds on traditional marketing techniques by helping you target and contact qualified test takers who are further along in the MBA decision process and have already taken the GMAT® test. The GMASS® search tool provides you with the names and addresses of test takers who meet the desired characteristics you have defined, and you can then contact them directly. With GMASS®, you can help shape your institution's applicant pool by developing special marketing efforts in order to meet such objectives as increasing diversity, average test scores, grade point averages, and work experience. There is an annual subscription fee and a per-name fee for search orders.

For information, or to enroll, visit www.gmass.org.

- **MBA Pathfinder®** is a school search database, free to GMAT® schools, that prospective business school students may use to research schools and find programs that best suit their individual needs. Prospective students can tailor their searches using the criteria important to them.

MBA Pathfinder® delivers the features of business schools' graduate management programs directly to prospective students on www.mba.com. It allows students to select programs on the basis of solid information about the programs. MBA Pathfinder® also introduces prospective students to schools and programs that they might not have heard of or considered as viable options. This enlarges the applicant pool and increases the number of applicants for schools. Participation in MBA Pathfinder® is open to any GMAT® school.

*For more information, contact
pathfinder@gmac.com.*

- **Recruiting Calendar** is a free marketing tool that allows you to promote your recruiting events online so that students can search for them by location, date, and school on www.mba.com. With the Recruiting Calendar, you can use a personalized, school-specific work area for creating, editing, and deleting information about recruiting events. You can automatically post and archive information about your events, and even list multischool events, with automated online approval. You can also create direct links to your school's Web site and post key deadlines for applications, financial aid, and scholarships.

*For information, call 1-703-749-0131
or e-mail calendar@gmac.com.*



DEVELOPING THE PIPELINE

We at GMAC® are dedicated to promoting diversity among prospective graduate business schools and faculty.

In November 1999, GMAC® held a leadership summit to discuss approaches to attracting more African Americans, Hispanic Americans, and Native Americans to business school and careers in business. As a result of that discussion, in March 2001, we launched the Diversity Pipeline AllianceSM, the nation's first-ever unified effort to cultivate diverse talent in business and management. This cooperative project unites corporations, nonprofit organizations, and graduate schools of business and management in an effort to build awareness among minority students and offer support as they pursue business education and careers. The Alliance currently includes 11 of the nation's most prominent academic institutions, foundations, and nonprofit organizations.

Working toward common goals and sharing resources, the Alliance member organizations will create a continuum of education, guidance, and support for minority students between the ages of 12 and 24. The objectives are to reach students early and often with positive messages about the opportunities afforded by business education and business careers and to help students develop the skills they need to succeed academically and professionally.

In February 2002, the Alliance released *The Pipeline Report: The Status of Minority Participation in Business Education*. Among the key findings:

- Despite the fact that they account for an increasing percentage of the U.S. population, African Americans, Hispanic Americans, and Native Americans are not proportionately represented in business studies at the undergraduate and graduate levels.

- African Americans, Hispanic Americans, and Native Americans are choosing other majors over business, and this trend is on the rise.
- Corporations, academic institutions, and nonprofit organizations need to collaborate on initiatives to reverse this trend. If they do not, the minority talent sought by employers will be increasingly difficult to find.

To learn more about the Diversity Pipeline AllianceSM, to obtain a complete list of participating organizations, or to download the Alliance's most recent reports, visit www.diversitypipeline.org.

The PhD Project® was formed in 1994 to help promote diversity among business school faculty by increasing the flow of African American, Hispanic American, and Native American students to doctoral programs in business. A self-described "informational network" for minorities interested in doctorates in business, the PhD Project® comprises business school faculty, program directors, and doctoral students who provide access to information and resources about doctoral studies in business.

The PhD Project® includes organizations that provide funding and professional peer associations that foster a sense of community among minority doctoral students in business. There are now five minority doctoral students' associations, covering all the major areas of business education: accounting, finance, information systems, management, and marketing. For more information, visit www.phdproject.com.

ONLINE RESOURCES

gmac.com

We designed gmac.com to answer questions about the GMAT®, industry and test taker research, and pipeline behavior. In addition, we have tools and services to help schools successfully attract and recruit students. The site is as intuitive as it is easy to navigate.

Major content sections focus on the GMAT® exam, School Services, Research and Trends, Publications, and Career Development. You can also learn all about us, the Graduate Management Admission Council®.

With each visit, you will find tools and information to meet your needs. There are also links to related organizations and our student-focused site, mba.com.

mba.com

Although mba.com was designed for prospective graduate management students, you can also find useful information for your school.

Major content sections include Assess Careers & the MBA, Find Your Program, Take the GMAT®, Apply Effectively, and Make Your Decision. There are many tools, such as MBA Pathfinder® and the CareerLeader® assessment, to help prospective students—whether they are committed to or just contemplating graduate management education.

Prospective test takers can also register online for the GMAT®, reschedule or cancel appointments, order Additional Score Reports, and download free test-prep tools.

At mba.com, those thinking about graduate management school will find a welcoming place to explore the opportunities. And your school will be visible in multiple ways, including through the MBA Pathfinder® school search database and the Recruiting Calendar.

IN THIS SECTION:

- **gmac.com**
- **mba.com**



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GRADUATE MANAGEMENT ADMISSION TEST® SCORE REPORTING ORDER FORM

Use this form to subscribe to, or renew your subscription to, the GMAT® score reporting services for the coming year (January 1–December 31). **Please use this form for ordering score reporting services in addition to the free paper score report services offered to all GMAT® score users. If you wish to continue to receive only free paper score reports with complete AWA responses, there is no need to complete and return this order form.**

• **Order Form Must Be Returned with Payment**

FAX COMPLETED FORM TO 1-609-771-7766, OR MAIL TO—

Educational Testing Service
GMAT Code Control, 27-Q
P.O. Box 6666
Princeton, NJ 08541-6666 USA

► Identification

Name of Institution

GMAT® Designated Institution (DI) Code Number

Name and Title of Person Completing This Form

Telephone

Fax

E-Mail Address

Signature

Date

► Paper Score Reporting Options (see pp. 11–12 for details)

- ☐ Discontinue sending paper score reports.
- ☐ Do not include test taker essay responses with paper score reports.
- ☐ Please send a second, duplicate set of paper score reports.*

Duplicate GMAT® Code #

*Annual cost of U.S. \$150 per 1,000 reports per year (based on previous year's volume)

► Diskette and Cartridge Options (see p. 13 for details)

Please select frequency of reporting option:

- | | |
|---|--|
| <input type="checkbox"/> 3.5" diskette | <input type="checkbox"/> Monthly—U.S. \$400 |
| <input type="checkbox"/> 3480 cartridge | <input type="checkbox"/> Weekly—U.S. \$1,500 |

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► Courier Delivery Options (choose one)

You can elect to receive your paper score reports and the diskette or cartridge option via courier delivery. Courier fees are in addition to the reporting fees listed.

Weekly reporting option:

- ☐ U.S. Delivery—U.S. \$1,040
☐ International Delivery—U.S. \$1,820

Monthly reporting option:

- ☐ U.S. Delivery—U.S. \$240
☐ International Delivery—U.S. \$420

► GMAT® Scores Online Option (see pp. 12–13 for details)

- ☐ GMAT® Scores Online—U.S. \$500

When you order GMAT® Scores Online, you must, in addition to filling out and submitting the order form, send an e-mail to gmataesr@ets.org with “GMAT® Scores Online Sign Up” as the subject line. Include the following information:

- Your GMAT® Designated Institution (DI) code number
- Your individual or group mailbox e-mail address for score delivery
- Name, address, and telephone number of the primary and secondary contacts at your institution
- Your choice of data format—GMAT® Proprietary or Electronic Data Interchange (EDI)
- An attachment with your institution's public Pretty Good Privacy® (PGP®) key

► Payment Information

- ☐ Check (enclosed)
☐ Purchase Order #
☐ Credit Card (circle one)

VISA

MasterCard

American Express

Discover

JCB

Card Number

Expiration Date

Name of Cardholder (please print)

Cardholder's Signature

Billing Address

► Mailing Information

Mailing address #1 for:

- ☐ Paper Score Reporting Options
☐ Diskette and Cartridge Options

Mailing address #2 for:

- ☐ Paper Score Reporting Options
☐ Diskette and Cartridge Options

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APPENDIX A—Citizenship* and Country** Codes

001	Afghanistan	150	Denmark	325	Laos	484	Russia
003	Albania	153	Djibouti	328	Latvia	487	Rwanda
005	Algeria	154	Dominica, Commonwealth of	330	Lebanon	511	St. Helena
007	American Samoa	155	Dominican Republic	333	Lesotho	486	St. Kitts and Nevis
008	Andorra	160	East Timor	335	Liberia	521	St. Lucia
010	Angola	161	Easter Island	340	Libya	513	St. Pierre and Miquelon
011	Anguilla	165	Ecuador	343	Liechtenstein	522	St. Vincent and the Grenadines
009	Antarctica	170	Egypt	344	Lithuania	620	Samoa
012	Antigua and Barbuda	175	El Salvador	345	Luxembourg	488	San Marino
015	Argentina	183	Equatorial Guinea	347	Macau (SAR of China)	489	Sao Tome and Principe
016	Armenia	182	Eritrea	348	Macedonia, The F.Y.R. of	490	Saudi Arabia
017	Aruba	184	Estonia	350	Madagascar	497	Senegal
002	Ascension Island	185	Ethiopia	353	Madeira Islands	498	Seychelles
020	Australia	187	Faeroe Island	355	Malawi	500	Sierra Leone
025	Austria	188	Falkland Islands	360	Malaysia	505	Singapore
029	Azerbaijan	190	Fiji	361	Maldives	503	Slovakia
030	Azores	195	Finland	363	Mali	504	Slovenia
035	Bahamas	200	France	365	Malta	506	Solomon Islands
040	Bahrain	203	French Guiana	368	Marshall Islands	507	Somalia
045	Bangladesh	202	French Polynesia	366	Martinique	510	South Africa
050	Barbados	204	Gabon	369	Mauritania	515	Spain
094	Belarus	205	Gambia, The	370	Mauritius	520	Sri Lanka
055	Belgium	206	Gaza Strip	372	Mayotte	525	Sudan
056	Belize	208	Georgia	375	Mexico	527	Suriname
058	Benin	210	Germany	107	Micronesia, Federated States of	530	Swaziland
060	Bermuda	215	Ghana	376	Moldova	535	Sweden
063	Bhutan	217	Gibraltar	378	Monaco	540	Switzerland
065	Bolivia	220	Greece	379	Mongolia	545	Syria
069	Bosnia-Herzegovina	225	Greenland	381	Montserrat	550	Tahiti
070	Botswana	227	Grenada	380	Morocco	555	Taiwan
075	Brazil	228	Guadeloupe	385	Mozambique	556	Tajikistan
076	British Indian Ocean Territory	229	Guam	090	Myanmar (Burma)	560	Tanzania
077	British Virgin Islands	230	Guatemala	388	Namibia	565	Thailand
081	Brunei	233	Guinea	386	Nauru	567	Togo
085	Bulgaria	234	Guinea-Bissau	387	Nepal	568	Tokelau
593	Burkina Faso	235	Guyana	390	Netherlands, The	570	Tonga
092	Burundi	240	Haiti	395	Netherlands Antilles	575	Trinidad and Tobago
307	Cambodia	597	Holy See (Vatican City)	396	New Caledonia	580	Tunisia
095	Cameroon	245	Honduras	405	New Zealand	585	Turkey
100	Canada	250	Hong Kong	420	Nicaragua	584	Turkmenistan
106	Cape Verde	251	Hungary	425	Niger	586	Turks and Caicos Islands
110	Cayman Islands	255	Iceland	430	Nigeria	587	Tuvalu
113	Central African Republic	260	India	433	Niue Island	590	Uganda
114	Chad	265	Indonesia	431	Norfolk Island	589	Ukraine
116	Chatham Islands	270	Iran	367	Northern Mariana Islands	591	United Arab Emirates
115	Chile	273	Iraq	435	Norway	588	United Kingdom
457	China, People's Republic of	275	Ireland	443	Oman	592	United States of America
117	Christmas Island	277	Isle of Man	445	Pakistan	607	U.S. Virgin Islands
118	Coco Island	280	Israel	447	Palau	595	Uruguay
120	Colombia	285	Italy	450	Panama	594	Uzbekistan
122	Comoros	295	Jamaica	400	Papua New Guinea	596	Vanuatu
630	Congo, Dem. Rep. of the	300	Japan	455	Paraguay	600	Venezuela
125	Congo, Republic of the	305	Jordan	460	Peru	605	Vietnam
126	Cook Islands	308	Kazakhstan	465	Philippines	609	Wallis and Futuna
130	Costa Rica	310	Kenya	470	Poland	611	West Bank
290	Cote d'Ivoire (Ivory Coast)	312	Kiribati	475	Portugal	623	Yemen
133	Croatia	314	Korea, D.P.R. of (North)	474	Puerto Rico	625	Yugoslavia
135	Cuba	315	Korea, Rep. of (South)	477	Qatar	635	Zambia
140	Cyprus	320	Kuwait	482	Reunion	480	Zimbabwe
142	Czech Republic	323	Kyrgyzstan	483	Romania	999	Other Country

*Diskette and cartridge—positions 346–348. If this field is blank, citizenship was not reported.

**Diskette and cartridge—positions 355–357.

APPENDIX B—Undergraduate Major[†] Codes

12	Accounting	17	English	25	Management	05	Other Business/
40	Actuarial Science	18	Finance	26	Marketing		Management/Economics
45	Agriculture	19	Fine Arts	27	Mathematics	41	Other Engineering/
35	Anthropology	21	Government	46	Medicine/Nursing		Computer Science
11	Architecture	22	History	39	Operations Management/	42	Other Fine Arts
43	Art History	23	Hotel Administration		Production	01	Other Humanities
13	Biological Sciences	38	Information Systems	28	Philosophy	07	Other Major or Field of Study
14	Chemistry		Technology	29	Physics	02	Other Science/Mathematics
15	Computer Sciences	36	International Business	30	Political Science	03	Other Social Sciences/Law
04	Economics	44	Journalism	31	Psychology		
16	Education	20	Languages	32	Sociology		
06	Engineering	37	Law	33	Statistics		

[†]Magnetic tape and diskette—positions 344-345.

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APPENDIX C—Layout for GMAT® Scores (Online, Diskette, and Cartridge*)

	START POS		END POS	SIZE	DATA FORMAT		CLASS	FIELD NAME	REMARKS	START POS		END POS	SIZE	DATA FORMAT		CLASS	FIELD NAME	REMARKS	
	A	N			A	N													
1	32	32	CH	X				LAST NAME	M = MALE, F = FEMALE BLANK = UNKNOWN MMDDYY								SECOND MOST RECENT PREVIOUS ADMINISTRATION		
33	56	24	CH	X				FIRST NAME			311	314	4	CH	X			ADMINISTRATION DATE	MMYY
57	57	1	CH	X				MIDDLE INITIAL			315	316	2	CH	X			VERBAL PERCENTAGE	RANGE 00-99;
58	58	1	CH	X				GENDER										BELOW	++ = NO REPORTABLE PERCENT
										317	318	2	CH	X			QUANTITATIVE PERCENTAGE	RANGE 00-99;	
59	64	6	CH		X			DATE OF BIRTH									BELOW	++ = NO REPORTABLE PERCENT	
65	73	9	CH	X	X			SOCIAL SECURITY NUMBER	OPTIONAL; MAY BE BLANK	319	320	2	CH	X			TOTAL SCORE PERCENTAGE	RANGE 00-99;	
74	88	15	CH		X			TELEPHONE NUMBER									BELOW	++ = NO REPORTABLE PERCENT	
89	120	32	CH	X	X			STREET ADDRESS—LINE 1		321	322	2	CH	X			ANALYTICAL WRITING	RANGE 00-99;	
121	152	32	CH	X	X			STREET ADDRESS—LINE 2									PERCENTAGE BELOW	++ = NO REPORTABLE PERCENT;	
153	182	30	CH	X				CITY									BLANK = TESTED PRIOR TO 10/94		
183	184	2	CH	X				STATE OR PROVINCE		323	324	2	CH	X	X		VERBAL CONVERTED	RANGE 00-60;	
185	193	9	CH		X			ZIP CODE									SCORE	++ = NO REPORTABLE SCORE	
194	248	55	CH	X	X			E-MAIL ADDRESS		325	326	2	CH	X	X		QUANTITATIVE CONVERTED	RANGE 00-60;	
249	264	16	CH	X	X			REGISTRATION/APT NUMBER									SCORE	++ = NO REPORTABLE SCORE	
										327	329	3	CH	X	X		TOTAL CONVERTED SCORE	RANGE 200-800;	
																		++ = NO REPORTABLE SCORE	
								MOST RECENT ADMINISTRATION											
265	268	4	CH		X			ADMINISTRATION DATE	MMYY	330	332	3	CH	X	X		ANALYTICAL WRITING	RANGE 0.0-6.0;	
269	270	2	CH		X			VERBAL PERCENTAGE	RANGE 00-99;								CONVERTED SCORE	++ = NO REPORTABLE SCORE;	
								BELOW	++ = NO REPORTABLE PERCENT									BLANK = TESTED PRIOR TO 10/94	
271	272	2	CH		X			QUANTITATIVE PERCENTAGE	RANGE 00-99;	333	333	1	CH	X			IRREGULARITY CODE	R OR BLANK = REPORTABLE	
								BELOW	++ = NO REPORTABLE PERCENT									SCORES	
273	274	2	CH		X			TOTAL SCORE PERCENTAGE	RANGE 00-99;									A = ABSENT FROM TEST	
								BELOW	++ = NO REPORTABLE PERCENT									X = SCORES ARE LATE	
275	276	2	CH		X			ANALYTICAL WRITING										D = DELAYED OR ABSENT	
								ASSESSMENT PERCENTAGE	RANGE 00-99;									+ = NO REPORTABLE SCORES	
								BELOW	++ = NO REPORTABLE PERCENT; BLANK = TESTED PRIOR TO 10/94								ADDITIONAL CANDIDATE INFORMATION		
277	278	2	CH	X	X			VERBAL CONVERTED	RANGE 00-60;	334	339	6	CH		X		GRADUATION DATE	MMCCYY – CC = CENTURY	
								SCORE	++ = NO REPORTABLE SCORE	340	341	2	CH		X		EDUCATIONAL LEVEL	01 = NO UNDERGRADUATE	
279	280	2	CH	X	X			QUANTITATIVE CONVERTED	RANGE 00-60;									02 = UNDERGRADUATE	
								SCORE	++ = NO REPORTABLE SCORE									03 = COURSES FOR MASTER'S	
281	283	3	CH	X	X			TOTAL CONVERTED SCORE	RANGE 200-800;									04 = ATTAINED MASTER'S	
									++ = NO REPORTABLE SCORE									05 = ATTAINED DOCTORAL	
284	286	3	CH	X	X			ANALYTICAL WRITING	RANGE 0.0-6.0;	342	343	2	CH	X	X		UNDERGRADUATE	NA = NOT AVAILABLE	
								CONVERTED SCORE	++ = NO REPORTABLE SCORE; BLANK = TESTED PRIOR TO 10/94								GRADE POINT AVERAGE	NC = NOT CONVERTIBLE	
																		BLANK = NOT REPORTED	
287	287	1	CH		X			IRREGULARITY CODE	R OR BLANK = REPORTABLE	344	345	2	CH		X		UNDERGRADUATE MAJOR	SEE APPENDIX C IN THIS	
									SCORES								CODE	BOOKLET	
									A = ABSENT FROM TEST	346	348	3	CH		X		CITIZENSHIP CODE	SEE APPENDIX B IN THIS	
									X = SCORES ARE LATE									BOOKLET	
									D = DELAYED OR ABSENT	349	352	4	CH		X		ATTENDING INSTITUTION	AI CODE LIST AVAILABLE	
									+ = NO REPORTABLE SCORES								(AI) CODE	UPON REQUEST	
										353	354	2	CH		X		INTENDED GRADUATE	01 = FULL TIME	
																	STUDY	02 = PART TIME	
288	291	4	CH		X			ADMINISTRATION DATE	MMYY									03 = EXECUTIVE MBA	
292	293	2	CH		X			VERBAL PERCENTAGE	RANGE 00-99;									04 = UNDECIDED	
								BELOW	++ = NO REPORTABLE PERCENT	355	357	3	CH		X		COUNTRY CODE	SEE APPENDIX B IN THIS	
294	295	2	CH		X			QUANTITATIVE PERCENTAGE	RANGE 00-99;									BOOKLET	
								BELOW	++ = NO REPORTABLE PERCENT	358	361	4	CH		X		DESIGNATED INSTITUTION	CODE NUMBER OF YOUR	
296	297	2	CH		X			TOTAL SCORE PERCENTAGE	RANGE 00-99;								(DI) CODE	SCHOOL AS USED BY GMAT	
								BELOW	++ = NO REPORTABLE PERCENT	362	369	8	CH		X		DATE THIS RECORD WAS	MMDDCCYY – CC = CENTURY	
298	299	2	CH		X			ANALYTICAL WRITING									CREATED		
								ASSESSMENT	RANGE 00-99;	370	400	31	CH	X	X		FILLER	FOR FUTURE EXPANSION	
								PERCENTAGE BELOW	++ = NO REPORTABLE PERCENT; BLANK = PRIOR 10/94 GMAT										
300	301	2	CH	X	X			VERBAL CONVERTED	RANGE 00-60;										
								SCORE	++ = NO REPORTABLE SCORE										
302	303	2	CH	X	X			QUANTITATIVE CONVERTED	RANGE 00-60;										
								SCORE	++ = NO REPORTABLE SCORE										
304	306	3	CH	X	X			TOTAL CONVERTED SCORE	RANGE 200-800;										
									++ = NO REPORTABLE SCORE										
307	309	3	CH	X	X			ANALYTICAL WRITING	RANGE 0.0-6.0;										
								CONVERTED SCORE	++ = NO REPORTABLE SCORE; BLANK = TESTED PRIOR TO 10/94										
310	310	1	CH		X			IRREGULARITY CODE	R OR BLANK = REPORTABLE										
									SCORES										
									A = ABSENT FROM TEST										
									X = SCORES ARE LATE										
									D = DELAYED OR ABSENT										
									+ = NO REPORTABLE SCORES										

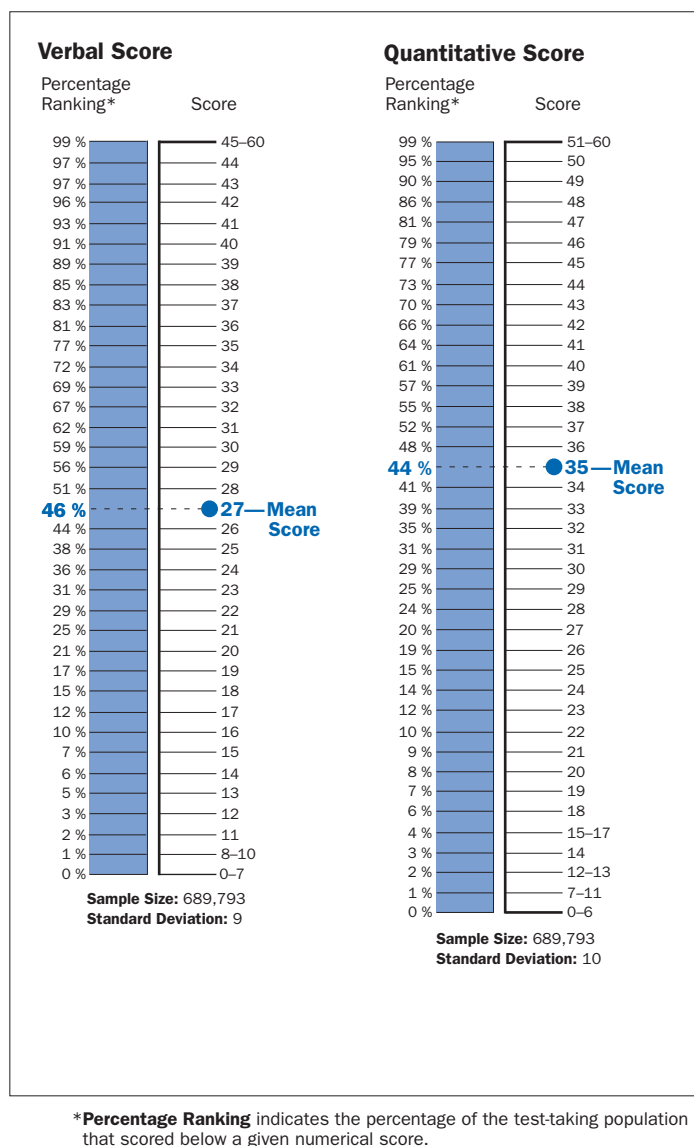
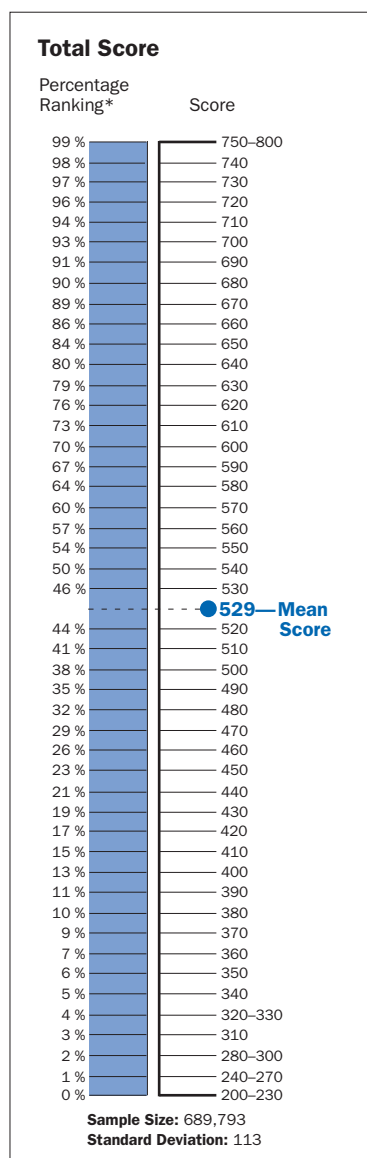
*Record Length = 400 Block Length = 400

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APPENDIX D—Score Reporting Tables

More than 1,800 graduate management programs worldwide use Graduate Management Admission Test® (GMAT®) scores. More than 1,000 of these programs require GMAT® scores for admission. Admissions directors from these programs use GMAT® scores to predict academic performance in the first year of business school.

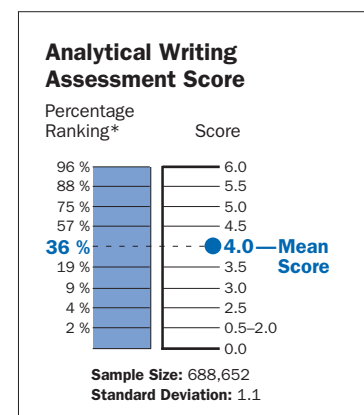
Test takers use tables like the ones shown on this page with the scores they receive to determine their percentage rankings—the percentage of the total test-taking population that scored below them. The tables change every year, meaning that test takers' percentage rankings may change as well. The tables shown cover the period from January 2001 to December 2003, and are effective as of **October 1, 2004**.



Verbal and Quantitative scores range from 0 to 60. Verbal scores below 9 and above 44 and Quantitative scores below 7 and above 50 are rare. **Verbal and Quantitative scores measure different skills and cannot be compared with one another.**

Total score is based on performance in the Verbal and Quantitative sections and ranges from 200 to 800. About two-thirds of test takers score between 400 and 600.

Analytical Writing Assessment scores range from 0 to 6 and represent the average of the ratings from the two GMAT® essays. **They do not affect Verbal, Quantitative, or Total scores.**



*Percentage Ranking indicates the percentage of the test-taking population that scored below a given numerical score.

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