GRE® and TOEFL® Program Updates

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Associate Director
Global Client Relations
ETS
What We Will Talk About Today

- **GRE®** and **TOEFL®** Overview and Updates
- Test Security Update
- Understanding **TOEFL®** and **GRE®** Scores in the Admissions Process
- Using **GRE** and **TOEFL iBT** Scores in a Holistic Admissions Process
- Services for Institutions
GRE® and TOEFL® Overview and Updates
The GRE® General Test

• Measures verbal reasoning, quantitative reasoning, critical thinking and analytical writing

• Scores provide an objective and common measure for evaluating and comparing the qualifications of applicants with differing educational and cultural backgrounds

• Scores used by admissions and fellowship panels to supplement undergraduate records, including grades and recommendations, and other qualifications for graduate-level study

• In most regions of the world, the computer-delivered GRE General Test is administered on computer and available on a continuous basis throughout the year
  – In Mainland China, Hong Kong, Taiwan and Korea, the computer-delivered test is available up to three times per month
  – Paper-delivered test is given up to three times per year where the computer-delivered test is not available

• Scores valid for 5 years
### Structure of the GRE® General Test

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of Questions</th>
<th>Testing time</th>
<th>Score scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Writing</td>
<td>One “Analyze an Issue” task One “Analyze an Argument” task</td>
<td>30 minutes per task</td>
<td>0–6</td>
</tr>
<tr>
<td>Verbal Reasoning</td>
<td>20 questions per section</td>
<td>30 minutes per section</td>
<td>130–170</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>20 questions per section</td>
<td>35 minutes per section</td>
<td>130–170</td>
</tr>
<tr>
<td>Unscored or Research section</td>
<td>Varies</td>
<td>Varies</td>
<td></td>
</tr>
</tbody>
</table>
A Snapshot of the Individuals Who Took the GRE® General Test

• 559,254 unique test takers who took the GRE® General Test between July 1, 2016, and June 30, 2017

• Performance information for the GRE General Test population between July 1, 2016, and June 30, 2017

• Volume information for the GRE General Test population between July 1, 2012, and June 30, 2017

Available at www.ets.org/gre/snapshot
Non-U.S. Citizen Test Takers Accounted for 43% of Test Takers Worldwide

Figure 2.1. Volume of GRE General Test Examinees, by U.S. Citizenship Status

- Non-U.S. Citizen Test Takers Accounted for 43% of Test Takers Worldwide

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Three-Year Trend: The GRE® Test-taker Population Remains Large, Stable and Geographically Diverse

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
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<tr>
<td>United States</td>
<td>366,656</td>
<td>68</td>
<td>368,847</td>
<td>64</td>
<td>359,732</td>
<td>62</td>
<td>361,878</td>
<td>62</td>
<td>362,531</td>
<td>65</td>
</tr>
<tr>
<td>India</td>
<td>53,741</td>
<td>10</td>
<td>85,299</td>
<td>15</td>
<td>95,822</td>
<td>17</td>
<td>99,506</td>
<td>17</td>
<td>76,381</td>
<td>14</td>
</tr>
<tr>
<td>Mainland China</td>
<td>47,464</td>
<td>9</td>
<td>44,183</td>
<td>8</td>
<td>43,373</td>
<td>8</td>
<td>43,496</td>
<td>7</td>
<td>44,564</td>
<td>8</td>
</tr>
<tr>
<td>Europe</td>
<td>15,189</td>
<td>3</td>
<td>15,301</td>
<td>3</td>
<td>14,714</td>
<td>3</td>
<td>15,055</td>
<td>3</td>
<td>15,101</td>
<td>3</td>
</tr>
<tr>
<td>Other Regions/Countries</td>
<td>53,301</td>
<td>10</td>
<td>60,507</td>
<td>11</td>
<td>62,568</td>
<td>11</td>
<td>64,742</td>
<td>11</td>
<td>60,677</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>536,351</td>
<td>100</td>
<td>574,137</td>
<td>100</td>
<td>576,209</td>
<td>100</td>
<td>584,677</td>
<td>100</td>
<td>559,254</td>
<td>100</td>
</tr>
</tbody>
</table>
Life Sciences, Engineering, Physical Sciences and Social Sciences Are the Most Popular Intended Fields of Study

*Includes those who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the question, and those who provided an invalid answer.
The TOEFL iBT® Test

- 99% of all TOEFL® testing
- Covers all four language skills: Reading, Listening, Speaking, Writing
- Content is 100% academic
  - Test design emphasizes communicative English – how well you can use English in an academic setting
  - Uses integrated questions
  - Note taking is permitted/encouraged in every section
- Offered at least 41 times per year
- Scores are valid for 2 years
# TOEFL iBT® Test Format

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Testing Time</th>
<th>Score Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>3–4 passages from academic texts; 13–14 questions per passage</td>
<td>60–80 min.</td>
<td>0–30</td>
</tr>
<tr>
<td>Listening</td>
<td>4–6 lectures, some with classroom discussion, 6 questions each; 2–3 conversations, 5 questions each</td>
<td>60–90 min.</td>
<td>0–30</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td>10 min.</td>
<td>-</td>
</tr>
<tr>
<td>Speaking</td>
<td>2 independent tasks – expressing an opinion; 4 integrated tasks – responding to questions based on reading and listening passages</td>
<td>20 min.</td>
<td>0–30</td>
</tr>
<tr>
<td>Writing</td>
<td>1 integrated task – responding to reading and listening passages; 1 independent task – supporting an opinion on a topic</td>
<td>50 min.</td>
<td>0–30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>-</td>
<td>0–120</td>
</tr>
</tbody>
</table>
Revised TOEFL® Paper-delivered Test

• In October 2017, ETS introduced a new paper-format test that is more in line with the TOEFL iBT® test.

• The revised TOEFL Paper-delivered Test will measure three skills using actual TOEFL iBT test questions: Reading, Listening and Writing.

• Speaking will not be measured because of its technological requirements.
Revised TOEFL® Paper-delivered Test (cont’d)

• Scores will be reported approximately 5 weeks after the test date
• Score reports for the new test will look different because there will be only 3 section scores (Reading, Writing and Listening) and no total score
• Because there is no Speaking section, no total score will be reported
• There is no concordance table between the TOEFL iBT® test and the Paper-delivered Test because we could not recruit enough students to take both tests to allow us to perform the statistical analysis needed to create a comparison table
• We recommend scores from this test be evaluated on the basis of the section scores
Test Security Update
The ETS Approach to Security

ETS’s Office of Testing Integrity uses a three-pronged approach to protect test integrity

- Prevention
- Communication
- Detection
Supporting Security

Includes, but not limited to:

• Stringently enforced identification requirements

• Electronic wanding of test takers to detect unauthorized items

• Digital photograph taken on test day that appears on paper score reports

• Digital photograph also appears on assigned computer at the beginning of the test and after the break to verify identity
Supporting Security (cont’d.)

• Handwriting sample including signature collected at test center
• Statistical analysis of score trends by test center, country and region and other new forms of post-test statistical analysis
• Unannounced test center audits
• Secret shoppers
• Biometric voice identification
Supporting Security (cont’d.)

Scoring is done centrally at ETS for globally consistent scoring

• After the test, all data are encrypted and sent back to ETS, including the photo, spoken and written responses and multiple choice selections

• Scoring is done via ETS’s Online Network for Evaluation (ONE), separate from the testing center, to maintain score integrity
  – Raters do not know test takers
  – TOEFL® uses multiple raters for speaking and writing to increase test reliability

• Test taker records are not stored at the test center

• Score reports are not issued by the test center
Better Quality Photos

• Previously, TOEFL® test taker photos were only available on paper score reports
  – Electronic forms of score delivery (Scorelink® or CD-Rom) contained digital score information but no photo

• Photos on TOEFL paper-based score reports are less clear than the digital photo taken on test day

• The new ETS Data Manager (EDM) offers easy access to scores online with better quality images of TOEFL test takers
  – Photos can be viewed in color online and are clearer
  – They can also be printed in color on a color printer
  – Learn more about EDM at https://www.ets.org/institution-portal/data-manager
Helping Test Supervisors Take Better Quality Photos

Photo problems identified:

1. Test taker too far from the camera
2. More than one person in the picture
3. Test taker not fully facing the camera
Facial Recognition in China

- The TOEFL® program and the National Education Examinations Authority (NEEA) in China had hardware and software developed for a new biometric security feature: facial recognition
- Test taker’s image captured during check-in process
- System performs facial recognition verification against national identification document
- Will develop a database of test takers and imposters for additional verification
- Implemented in all centers in China for the TOEFL® test in May 2017
Test Content Distribution

Beginning in March 2017, ETS and the TOEFL® Program implemented a new process for computer-delivered tests that will help deter cheating by varying the content for test-takers in different time zones.
We Want to Hear from You

• Communication is a two-way street
  – Communication from institutions with concerns about scores helps our review process
  – Provide as much specific information as you can

• Every concern is investigated by the Office of Testing Integrity (OTI) and every inquiry receives a response
Making Communication Easier

• Established new Office of Testing Integrity mailbox just for institutions - CommunicateTestSecurity@ets.org

• Developed a score inquiry form to make it easy to submit requests for review of scores

• Reviewed our standard letters to make them clearer and easier to understand

• Changed our policy so test taker cancellation letter will be sent automatically to institutions if the score review results in a cancellation
  – Previously, ETS needed to get test taker permission

• You will receive the name and contact information of the security analyst handling your inquiry within one business day
Form to complete when requesting a **TOEFL iBT®** test score review

Supplying this information in advance to the Office of Testing Integrity will provide helpful information in the score review process and may assist in processing your request more quickly

Send the completed form to the Office of Testing Integrity at [CommunicateTestSecurity@ets.org](mailto:CommunicateTestSecurity@ets.org)
<table>
<thead>
<tr>
<th>Institution's Name</th>
<th>Today's Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact's First Name</td>
<td>Primary Contact's Last Name</td>
</tr>
<tr>
<td>Primary Contact's Title or Position</td>
<td>Primary Contact's Phone Number / Email Address</td>
</tr>
<tr>
<td>City</td>
<td>Secondary Contact's Name / Phone # / Email Address</td>
</tr>
<tr>
<td>State/Province/Country</td>
<td></td>
</tr>
</tbody>
</table>

**QUESTIONED TEST RESULTS**

<table>
<thead>
<tr>
<th>Test Taker's First Name</th>
<th>Test Taker's Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Number</td>
<td>Date of Birth</td>
</tr>
</tbody>
</table>

**Test Date**

- Required Information

**REASON FOR QUESTIONING TEST SCORES**

- Scores not in line with the test taker's observed verbal proficiency
- Scores do not correlate with the test taker's academic performance
- Unusual score change in one or more sections
- Scores do not correlate with other standardized assessment results
- Unusual change in total score
- Other

If 'Other', or to elaborate, please use this box to explain:

- Form to complete when requesting a GRE® General Test score review
- Supplying this information in advance to the Office of Testing Integrity will provide helpful information in the score review process and may assist in processing your request more quickly
- Send the completed form to the Office of Testing Integrity at CommunicateTestSecurity@ets.org
How Long Will it Take for a Decision?

- The Office of Testing Integrity (OTI) wants to get you an answer as quickly as possible. But we also need to be sure we are being fair to both the test taker and the institution.
- OTI has stringent guidelines for score review and multiple elements are considered.
- Different types of score irregularities require specific analysis procedures, and some are more time-consuming than others.
- Reviews can take up to six weeks, depending on the nature of the case being investigated.
Understanding TOEFL® and GRE® Scores in the Admissions Process
Which TOEFL iBT® Scores To Use?

- Total scores offer a more reliable estimate of overall proficiency, but a total score can mask important information about applicants’ abilities.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Listening</th>
<th>Writing</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>18</td>
<td>22</td>
<td>16</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>Student 2</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Student 3</td>
<td>25</td>
<td>25</td>
<td>16</td>
<td>14</td>
<td>80</td>
</tr>
</tbody>
</table>

- Three different profiles — would all of them succeed in your program?
The TOEFL® Test and Score Data Summary

• Score means listed by native language, native country, gender and test-taker purpose
• Based on data from previous testing year
• Annual publication available for download from the Research section of the TOEFL website (www.ets.org/toefl/research)
### TOEFL iBT® Mean Scores

#### Total population – 2016

<table>
<thead>
<tr>
<th>Section</th>
<th>TOEFL iBT® mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20.5</td>
</tr>
<tr>
<td>Listening</td>
<td>20.2</td>
</tr>
<tr>
<td>Speaking</td>
<td>20.4</td>
</tr>
<tr>
<td>Writing</td>
<td>20.9</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
</tr>
</tbody>
</table>

Section score ranges: 0–30

Total score range: 0–120
## TOEFL iBT® Mean Scores

### By test-taker purpose – 2016

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>19.4</td>
<td>19.4</td>
<td>20.2</td>
<td>20.5</td>
<td>80</td>
</tr>
<tr>
<td>Graduate Non-Business</td>
<td>21.9</td>
<td>21.3</td>
<td>20.8</td>
<td>21.7</td>
<td>86</td>
</tr>
<tr>
<td>Graduate Business</td>
<td>21.8</td>
<td>21.3</td>
<td>21.1</td>
<td>21.7</td>
<td>86</td>
</tr>
<tr>
<td>English Language Schools</td>
<td>20.0</td>
<td>19.4</td>
<td>19.7</td>
<td>20.0</td>
<td>79</td>
</tr>
</tbody>
</table>
Considering English Proficiency

How much English is enough?

• Different academic programs have different needs
  – What language skills are important for success in your program?

• Level of ESL support available on campus
  – How much time and what resources can you provide to help students transition into English-only studies?

• Competitive situation
  – Higher score requirements could reduce applications
  – Lower scores could result in higher risk of student failure, create challenges for instructors and may increase the demands for ESL support
Tools to Help You Understand GRE® Scores in the Admissions Process

- GRE® Guide to the Use of Scores
- A Snapshot of the Individuals Who Took the GRE® General Test
- Using GRE® Scores Successfully in Holistic Admissions
- Comparison Tool for Business Schools
- Comparison Tool for Law Schools (New)
- Scores section of GRE website
GRE® Guide to the Use of Scores

An excellent guide for all professionals involved in admissions decisions

• Overview of the GRE® tests
• Guidelines for the use of scores
• Considerations in score interpretation
• Information on reporting and using GRE scores
• Score interpretation and statistical information
• Statistical tables
  – Percentile rank tables
  – Test reliability
  – Standard errors of measurement
• Analytical Writing score level descriptions

Available at www.ets.org/gre/guide
Are the Tests a Duplication of Effort?

Could a graduate degree program use \textit{GRE}\textsuperscript{®} General Test scores as a substitute for \textit{TOEFL iBT}\textsuperscript{®} scores – given that both measure reading and writing?

Doing so would result in the loss of critical information about the applicant’s listening and speaking skills as well as important elements of their reading and writing skills.
The \textit{TOEFL iBT} \textsuperscript{\textregistered} and the \textit{GRE} \textsuperscript{\textregistered} General Tests: Purposes

- TOEFL iBT Test – measures the \textit{academic English language proficiency} needed for success in higher education

- GRE General Test – measures the \textit{verbal reasoning, quantitative reasoning, critical thinking and analytical writing skills} needed for success in a graduate or business school program
## Skills Measured in Each Test

<table>
<thead>
<tr>
<th>TOEFL iBT ® Test</th>
<th>GRE® General Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Verbal Reasoning</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Analytical Writing</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
</tbody>
</table>
Using GRE® and TOEFL iBT® Scores in a Holistic Admissions Process
“Promising Practices” for Holistic Application Review

Project Goals

• Learn more about current admissions practices and the challenges facing those involved in the admissions process
• Understand how the GRE® General Test and other tests are being used
• Curate and develop practices that admissions committees can use to move toward a more holistic graduate admissions process
We Conducted Extensive Research about Admissions Practices and Test Use

Campus Visits
71 interviews with deans and faculty in the following disciplines:
  • Life sciences
  • Physical sciences
  • Engineering
  • Social sciences
  • Arts & Humanities
  • Education
  • Business

Literature Review
Examined published works related to graduate admissions from early 1950s to present
Our Research Focused on Five Key Areas

- The types of materials that are collected as part of the application process
- The variety of admissions models that are used to make admissions decisions
- The decentralized nature of graduate admissions
- Training and tools used by graduate admissions committees to support the admissions process
- Program perspectives on admitting diverse applicants
Goal to provide “Promising Practices” that respect common challenges and constraints

- Overtaxed faculty and staff
- Lack of time
- Careful spending
- Application volume
- Communications challenges
The GRE® Guidelines Support Holistic File Review

- The Guide to the Use of GRE® Scores recommends the following:
  - Multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills and abilities
  - Use of multiple criteria is particularly important when assessing the abilities of educationally disadvantaged applicants, applicants whose primary language is not English and applicants who are returning to school after an extended absence
  - A cut score should never be used as the only criterion for denial of admission or awarding of a fellowship
  - Small differences in GRE scores (as defined by the standard error of measurement) should not be used to make distinctions among test takers
Using GRE® Scores Successfully in Holistic Admissions

For an at-a-glance look at new ways to use GRE scores, check out our infographic. It summarizes:

• How to be more fair and inclusive when making admissions decisions and avoid missing an applicant with great potential
• Why it is important to consider scores on each measure of the test independently
• The best ways to compare applicants’ test scores

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Look beyond a single criteria when making admission decisions.

Be more inclusive by avoiding the use of a GRE cut scores.

Consider scores on the three GRE General Test measures independently. Since the levels of Verbal Reasoning, Quantitative Reasoning, and Analytical Writing skills needed for success in your program and field may vary, using a single score may mask critical information that may be useful when determining an individual’s specific skills. The GRE® General test measures these skills independently and you should treat the scores of your applicants the same way.

Use appropriate references when comparing applicant test scores. Percentile ranks can be used to compare applicant relative performance on the same admissions test. However, it is not appropriate to use percentile ranks to compare applicants across different admissions tests (e.g., GRE test with GMAT test or LSAT test). To interpret GRE scores in the context of GMAT scores, business schools can use the GRE Comparison Tool.

For more resources to support holistic admissions practices and using GRE scores, visit holisticadmissions.org.

www.ets.org/gre/bestpractices
Promising Practices: Application Review

Review multiple components – even when narrowing the pool – and don’t rely too heavily on any one component

- If using cut scores, add another component
- Quantify traditionally qualitative components
- Align rubric weighting to goals
- Review components in order of priority based upon enrollment goals
- Consider an alternative review process
Promising Practices: Application Review

Review multiple components – even when narrowing the pool – and don’t rely too heavily on any one component.

What can help:
(Sample rubric for illustrative purposes)

<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>5</td>
</tr>
<tr>
<td>Letters of Recommendation (LORs)</td>
<td>3</td>
</tr>
<tr>
<td>Work experience/CV</td>
<td>3</td>
</tr>
<tr>
<td>Undergrad curriculum</td>
<td>2</td>
</tr>
<tr>
<td>GPA</td>
<td>4</td>
</tr>
<tr>
<td>Personal statement</td>
<td>3</td>
</tr>
<tr>
<td>GRE® scores</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>
### Component & Max Points

<table>
<thead>
<tr>
<th>Component &amp; Max Points</th>
<th>Points Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong> Max = 5</td>
<td>3 – 1 yr UG + work/internship research</td>
</tr>
<tr>
<td></td>
<td>2 – 1 year of UG research</td>
</tr>
<tr>
<td></td>
<td>0–1 less than a year</td>
</tr>
<tr>
<td></td>
<td>1–2 extra for publications, posters, awards, etc.</td>
</tr>
<tr>
<td><strong>LORs</strong> Max = 3</td>
<td>3 – high on all 6 attributes</td>
</tr>
<tr>
<td></td>
<td>2 – high on 5 attributes</td>
</tr>
<tr>
<td></td>
<td>1 – high on 4 attributes</td>
</tr>
<tr>
<td><strong>Work exp./CV</strong> Max = 3</td>
<td>2 – 2+ years related work exp.</td>
</tr>
<tr>
<td></td>
<td>1 – 1 to 2 years related work exp.</td>
</tr>
<tr>
<td></td>
<td>1 extra for volunteer work</td>
</tr>
<tr>
<td><strong>UG curriculum</strong> Max = 2</td>
<td>1 – extensive science coursework</td>
</tr>
<tr>
<td></td>
<td>1 extra for high UGI challenge</td>
</tr>
<tr>
<td><strong>GPA</strong> Max = 4</td>
<td>4 – 3.8 to 4.0</td>
</tr>
<tr>
<td></td>
<td>3 – 3.5 to 3.79</td>
</tr>
<tr>
<td></td>
<td>2 – 3.2 to 3.49</td>
</tr>
<tr>
<td></td>
<td>1 – 3.0 to 3.19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component &amp; Max Points</th>
<th>Points Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal statement</strong> Max = 3</td>
<td>1–2 quality of writing, maturity</td>
</tr>
<tr>
<td></td>
<td>1 extra for overcoming challenges, contribution to diversity</td>
</tr>
<tr>
<td><strong>GRE® Quant</strong> Max = 2</td>
<td>2 – 164 to 170</td>
</tr>
<tr>
<td></td>
<td>1 – 160 to 163</td>
</tr>
<tr>
<td></td>
<td>-1 – less than 142</td>
</tr>
<tr>
<td><strong>GRE AW</strong> Max = 2</td>
<td>2 – 5.0 to 6</td>
</tr>
<tr>
<td></td>
<td>1 – 4.0 to 4.5</td>
</tr>
<tr>
<td></td>
<td>-1 – less than 3</td>
</tr>
<tr>
<td><strong>GRE Verbal</strong> Max = 1</td>
<td>1 – 150 to 170</td>
</tr>
<tr>
<td></td>
<td>0 – &lt;149</td>
</tr>
</tbody>
</table>

**Total Score:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Admission Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–25</td>
<td>Strong admit</td>
</tr>
<tr>
<td>17–19</td>
<td>Admit</td>
</tr>
<tr>
<td>14–16</td>
<td>Probable admit</td>
</tr>
<tr>
<td>10–13</td>
<td>Probable deny</td>
</tr>
<tr>
<td>0–9</td>
<td>Deny</td>
</tr>
</tbody>
</table>

*Sample rubric for illustrative purposes*
Recently launched: holisticadmissions.org
Resources to Help You Get Started

Created by ETS, Grounded in Research

Available at www.holisticadmissions.org
Services for Institutions
ETS® Data Manager

- Access GRE® data, TOEFL® data, or both using the same login credentials
- View and print individual score reports (print only what you need; eliminates necessity for bulky paper reports)
- View and download rosters of test takers, including score data
- Download score reports or score report data in multiple formats
- View color photos of test takers
- View GRE Analytical Writing essay responses
- Hear TOEFL speech samples
- Receive automated server-to-server data feeds
- View predefined quick summary data reports (GRE scores only) and create custom summary data reports
For Additional Information on the ETS® Data Manager

• For more information about the ETS Data Manager or to request access, visit www.ets.org/portal

• If you have questions about the ETS Data Manager, contact ETS Code Control
  – 855.242.6478 in the United States, U.S. Territories and Canada
  – 609.310.3252 in all other locations

Email: institutionportal@ets.org
GRE® Search Service: The Popular Student Recruitment Tool

- A robust database of 500,000+ individuals who want to pursue an advanced degree and want to hear from programs like yours
  - Updated twice per week
- Versatile search criteria, so you can segment your mailings to reach specific prospects with tailored messages
- Receive freshest names weekly or monthly
- Delegate full-access ordering privileges
- No annual participation fee, you pay only for the names you need
- Send subsequent emails to same names at no additional cost

Helps make your outreach plans precise and cost-efficient.
TOEFL® Search Service

TOEFL® Search Service helps universities recruit international students with the right English skill levels for their programs

- Search the database of nearly 1 million names using 26 criteria, including country, TOEFL score and field of study
- Cost: $.60/name
- No annual fee
- No charge to create an account and do a volume projection
- More info and a video tour at www.ets.org/toefl/search
Exclusively for GRE® Score Users! FREE Event Publicity in GRE Social Communities

- Publicize your school or program’s recruitment events on the GRE page on Facebook®, Weibo and WeChat
- Submit your information at least 45 days prior to your event and have it publicized in our next monthly posting

www.ets.org/gre/postmyevent
GRE® and TOEFL® eUpdate Newsletters

Sign Up for the GRE® and TOEFL® Newsletters to receive the latest news, updates, and more.
- Encourage all faculty and staff to sign up too.

Check the “What's New” section of the “GRE® Information Center” periodically (www.ets.org/gre/infocenter)

www.ets.org/gre/update

https://www.ets.org/toefl/institutions/resources/newsletters
ETS Staff are Ready to Help

- The Client Relations team is available to help with your institution’s GRE®- and TOEFL®-related needs:
  - Prompt responses to questions and resolution of concerns
  - Webinars

- Global Client Relations Representatives:
  
  Terry Axe  
  Associate Director, Global Client Relations  
  Email: taxe@ets.org  
  Phone: 609-683-2658
  
  Patti Sheffer  
  Associate Director, Global Client Relations  
  Email: psheffer@ets.org  
  Phone: 609.525.8436
Questions?