

The **GRE**[®]
revised
General Test

Better by
Design[™]

More Opportunities for Success with the **GRE**[®] revised General Test

University of Memphis 10/27/11

Michelle Hampton
Global Client Relations
ETS-Princeton, NJ

What we will cover today

- Overview of the *GRE*® revised General Test
 - Content and Structure of the Test
 - Test-Taker Friendly Design
 - Changes to the Score Scale
 - Receiving Scores
 - Test Preparation Material
 - General Test Taking Strategies
- Where You Can Go for More Information

The *GRE*[®] revised General Test can help you achieve your academic dreams

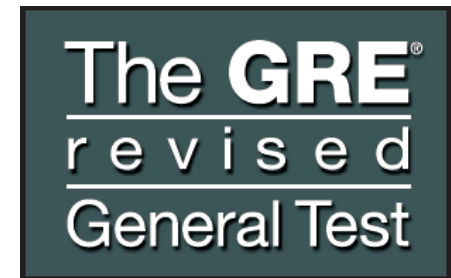
- The *GRE*[®] revised General Test measures your readiness for graduate-level study
- Thousands of graduate institutions around the world accept *GRE* scores for their graduate and professional programs
- About 70% of the leading business schools accept *GRE* scores for their MBA programs*, with more accepting it every day
- Since many graduate *and* business schools accept *GRE* scores, you can take one test to pursue both options
- Scores are good for five years, so you can take the test now, even if you're undecided about what you want to do

*According to *U.S. News & World Report* Top 100 Best Business Schools

The *GRE*® revised General Test launched on August 1, 2011

These changes are significant and mean good things for you

- New types of questions that are more like the kind of thinking you'll do in graduate or business school
- A new test-taker friendly design



You can take the *GRE*® revised General Test in many different locations

- There are about 700 test centers in more than 160 countries
 - The computer-based test is available on a continuous basis throughout the year in most regions
 - The computer-based test is available 1–2 times per month in Mainland China, Hong Kong, Taiwan and Korea
 - 2011 Dates: August 6, September 3, October 23, November 5, November 19, December 3, December 17, 2011
 - Paper-based test is offered up to 3 times per year in locations where computer-based testing is not available
 - October 22, 2011, November 19, 2011 and February 11, 2012

What skills does the *GRE*® revised General Test measure?

- Verbal Reasoning:
 - Measures reading comprehension skills and verbal and analytical reasoning skills, focusing on your ability to analyze and evaluate written material
- Quantitative Reasoning:
 - Measures problem-solving ability, focusing on basic concepts of arithmetic, algebra, geometry and data analysis
- Analytical Writing:
 - Measures critical thinking and analytical writing skills, specifically the ability to articulate complex ideas clearly and effectively

More aligned with the types of skills needed in graduate and business schools

- Here's what is new for the Verbal Reasoning section:
 - Antonyms and analogies have been removed from the test, so there are no questions that test vocabulary out of context
 - New question types
 - There are more Reading Comprehension questions
- Here's what is new for the Quantitative Reasoning section:
 - Focuses more on questions involving data interpretation and real-life scenarios
 - New question types
 - An onscreen calculator* is available
- Here's what is new for the Analytical Writing section:
 - This section has not changed dramatically; however, you'll need to provide more focused responses based on the tasks presented

*For those taking the paper-based *GRE*® revised General Test, calculators will be provided at the test center for use during the test.

Structure of the computer-based *GRE*[®] revised General Test

Section	Number of Questions	Time
Analytical Writing (2 sections)	1 “Analyze an Issue” task	30 min.
	1 “Analyze an Argument” task	30 min.
Verbal Reasoning (2 sections)	Approximately 20 questions per section	30 min. per section
Quantitative Reasoning (2 sections)	Approximately 20 questions per section	35 min. per section
Unscored* (Position varies)	Varies	Varies
Research ** (At end of test)	Varies	Varies

* An unidentified unscored section that does not count toward a score may be included and may appear in any order after the Analytical Writing section.

** An identified research section may be included in place of the unscored section. The research section will always appear at the end of the test. Questions in this section are included for ETS research purposes and will not count toward your score.

The computer-based *GRE*® Verbal Reasoning and Quantitative Reasoning sections are section-level adaptive

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

Breaks

- There is a 10-minute break after the third section, and a one-minute break between the other test sections
- You might want to replenish your supply of scratch paper during each scheduled break
- Section timing will not stop if you take an unscheduled break, so you should proceed with your test without interruption once it begins

A new test-taker friendly design for a more flexible test-taking experience

- The test is designed to offer a more flexible test-taking experience, giving test takers the freedom to use more of their own personal test-taking strategies.
- New functionality includes:
 - Ability to edit or change answers within a section
 - Ability to mark questions, so the test taker can skip and return to them later within a timed section
 - Test takers can navigate freely **within** a timed section
- An onscreen calculator will be provided on the Quantitative Reasoning measure*

*For those taking the paper-based *GRE*® revised General Test, calculators will be provided at the test center for use during the test.

A new test-taker friendly design for a more flexible test-taking experience (continued)

GRE® Test Preview Section 3 of 3

ETS

Question 8 of 11

Hide Time 00 : 31 : 24

Quit Test Exit Section Review Mark Calc Help Back Next

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

Give your answer to the nearest whole percent.

Calculator

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Transfer Display

33. %

Click on the answer box and type in a number. Backspace to erase.

- You can move more freely within a section
- More questions with real-life scenarios
- New types of questions
- An onscreen calculator

A new *GRE*[®] score scale

- Verbal Reasoning and Quantitative Reasoning scores will be reported on a new score scale of 130–170, in 1-point increments
 - Current score scale: 200–800, in 10-point increments
- The Analytical Writing scores will continue to be reported on the same 0–6 score scale, in half-point increments

Viewing Your Scores At the End of the Test

- When you have completed all of the test sections, you will be asked if you would like to report or cancel your scores. If you select to report your scores, you will view your unofficial scores on the screen and the scores become a permanent part of your record
 - If testing between August and November 2011 — you will view your unofficial Verbal Reasoning and Quantitative Reasoning estimated score ranges on the prior (200–800) score scale
 - Beginning in December 2011 — you will view your unofficial Verbal Reasoning and Quantitative Reasoning scores on the new 130–170 score scale at the end of their test
- After viewing your scores, you will designate up to four institutions to receive your scores

Receiving An Official Score Report

- You will receive an official paper score report in the mail per our score reporting timelines
 - The score report will contain the your Verbal Reasoning and Quantitative Reasoning scores on the new 130–170 score scale
 - The score report will also contain your score on the Analytical Writing measure
- Score reporting is cumulative. Your score report will contain all General Test scores you earned for the past five testing years.

SMITH, MARY A.

Last (Family/Surname) Name, First (Given) Name, Middle Initial

Examinee Score Report

Phone: 1-801-974-3212

Email: msmith@bdn.edu

Date of Birth: 02/02/1983 Gender: Female
(MM/DD/YYYY)

Social Security Number: 8766
(Last 4 digits)

Intended Graduate Major: 0203 - Biology
(Code/Name)

Most Recent:

Test Date:
(MM/DD/YYYY)

Registration
Number:

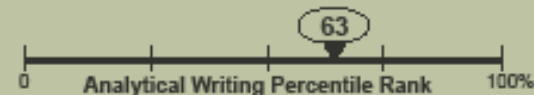
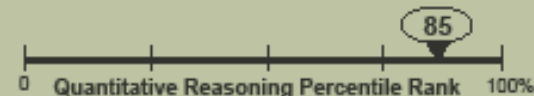
Print Date:
(MM/DD/YYYY)

12/03/2011

1111111

12/15/2011

MOST RECENT GENERAL TEST



This report is not valid for transmission of scores to an institution.

GENERAL TEST SCORES

Test Date MM/DD/YYYY	Verbal Reasoning*				Quantitative Reasoning*				Analytical Writing	
	Prior Format		Current Format		Prior Format		Current Format		Score	% Below
	Scaled Score	Estimated Current Score	Scaled Score	% Below	Scaled Score	Estimated Current Score	Scaled Score	% Below		
12/03/2011	---	---	156	89	---	---	157	85	4.5	63
06/01/2009	590	154	---	84	770	158	---	87	4.5	63

NS = No Score (Indicates that no questions were answered in the section.)

*The GRE Verbal Reasoning and Quantitative Reasoning score scales changed in August 2011. For tests taken beginning August 2011, scores and percentiles will be printed in the "Current Format" columns. For tests taken before August 2011, scores on the prior scales and the corresponding estimated scores on the current scales will be printed in the "Prior Format" columns. See the back of this page for more information.

SUBJECT TEST SCORES

Test Date MM/DD/YYYY	Test Name / Subscore Name	Scaled Score	% Below	Test Date MM/DD/YYYY	Test Name / Subscore Name	Scaled Score	% Below

RECIPIENTS

Your GRE® Scores have been sent to the authorized recipient at each institution or fellowship sponsor listed here. Some institutions receive scores on CDROM which are sent twice a month.

Inst. Code	Institution Name	Dept. Code	Department Name	Scores Requested
1234	GI ETS UNIVERSITY	0203	BIOLOGY	G

A New Test Taker Score Report

Detailed score reporting schedule for the computer-based *GRE*® revised general test

Test Dates	Approximate Score Report Mailing Dates
August 1, 2011 – September 8, 2011	November 8, 2011
September 9, 2011 – October 2, 2011	November 10, 2011
October 3, 2011 – October 15, 2011	November 17, 2011
October 16, 2011 – November 18, 2011	December 1, 2011
November 19, 2011 – November 28, 2011	December 8, 2011
November 29, 2011 or later	10–15 days after test date

Starting in December 2011, score reporting for the computer-based test will return to the regular reporting period of 10 to 15 days after the test date.

Note: Score reports for paper-based administrations will continue to be reported six weeks after the test date.

Free Test Preparation Material for the *GRE*® revised General Test

- **Sample questions**
- ***POWERPREP*® II software**
 - Offers a simulated test-taking experience of the computer-based *GRE*® revised General Test
- ***The Practice Book for the Paper-Based GRE*® revised General Test**
 - Offers a simulated test-taking experience of the paper-based *GRE*® revised General Test
- **Math Review**
 - Reviews the mathematical skills and concepts test takers may see on the *GRE*® revised General Test
- **Math Conventions**
 - Learn more about mathematical assumptions particular to the *GRE*® revised General Test

Important: Make sure you use only test prep materials for the *GRE*® revised General Test

Additional Test Preparation for the *GRE*® revised General Test

- ***The Official Guide to the GRE*® revised General Test**
 - Includes a full-length practice test, explanations for many answers and sample Analytical Writing topics and responses with reader commentary
 - Includes *POWERPREP*® II CD-ROM
- ***ScoreItNow!*™ Online Writing Practice for the GRE revised General Test**
 - Web-based service intended to help test takers prepare for the Analytical Writing measure of the *GRE* revised General Test
 - Users receive immediate scores on the essay responses they submit online

General strategies for the Verbal Reasoning and Quantitative Reasoning sections

- Take advantage of the free test preparation materials when preparing for the revised test
- If you are taking the computer-based test, you should become familiar with the Help section provided in the free *POWERPREP*® *II* software before you take the actual test
 - You may review the Help section at any time during the actual test, but this reduces the amount of time you have available to answer the test questions

General strategies for the Verbal Reasoning and Quantitative Reasoning sections (continued)

- Work as rapidly as you can without being careless
- Since no question carries greater weight than any other, do not waste time pondering individual questions you find extremely difficult or unfamiliar

General strategies for the Verbal Reasoning and Quantitative Reasoning sections (continued)

- You may find the following strategy advantageous:
 - Go through a section the first time quite rapidly, stopping only to answer those questions you can answer with certainty, and marking those that require more thought
 - Next, go back and spend time answering the questions marked for further review
 - Finally, if there is time, go back and answer the questions that seemed to be the most difficult
- To maximize scores, it is better to guess at an answer than not to respond at all

General strategies for the Verbal Reasoning and Quantitative Reasoning sections (continued)

- The review screen on the computer-based test is intended to help you keep track of their progress on the test. Do not spend too much time on the review screen, as this will take away from the time you spend on the test questions
- Don't use the calculator just because it is available
 - Most of the questions in the Quantitative Reasoning sections don't require difficult computations
 - Some questions can be answered more quickly by reasoning and estimating than by using the calculator

General strategies for the Analytical Writing section

- Be attentive to time, but do not rush
- Organize your thoughts and prepare outlines for the two essays
- Save a few minutes at the end of each timed section to check for obvious errors
 - Although an occasional typographical, spelling or grammatical error will not affect your score, severe and persistent errors will detract from the overall effectiveness of the writing and lower your score

Taking the *GRE*[®] revised General Test gives you added value

- All *GRE* revised General Test Examinees receive:
 - Four FREE ETS[®] Personal Potential Index (ETS[®] PPI) Evaluation Reports
 - This tool lets you show institutions more about your potential in six core personal attributes that matter to them such as communication skills and teamwork
 - You can have evaluators provide ratings and feedback on your success in these areas and send it to institutions as part of your application
 - FREE listing through *GRE*[®] Search Service
 - You can list a free profile to help institutions find you more easily
 - If you match the recruitment profile of a participating institution, you may be sent information about graduate programs, admission requirements, financial aid opportunities and fellowships

Take the one test that can help you go to graduate or business school

- ✓ Sign up for test-taker news about the *GRE*® revised General Test at: www.takethegre.com/signup
- ✓ For more information, visit: www.takethegre.com/overview
- ✓ To access test prep material, visit: www.takethegre.com/prep
- ✓ To register, visit: www.takethegre.com/register
- ✓ You can also visit our new **GRE page on Facebook**® to ask questions and interact with other test takers worldwide: "I'm Taking the GRE revised General Test"

Thank you!

For graduate school. For business school. For your future.

More opportunities for success with the *GRE*® revised General Test.

Get started today.

www.takethegre.com

Appendix

- Scoring the Analytical Writing Section
- Structure of Paper-Based *GRE*® revised General Test
- Sample questions

Scoring the Analytical Writing Section

- Each of your essays receives a score from two readers using a six-point holistic scale
 - In holistic scoring, readers are trained to assign scores based on the overall quality of an essay in response to the assigned task
- If the two scores on an essay differ by more than one point on the scale, the discrepancy is adjudicated by a third *GRE* reader
- Otherwise, the two scores on each essay are averaged
- The final scores on the two essays are then averaged and rounded up to the nearest half-point interval
- A single score is reported for the Analytical Writing measure

Structure of the paper-based *GRE*[®] revised General Test


Section	Number of Questions	Time
Analytical Writing (2 sections)	1 “Analyze an Issue” task	30 min.
	1 “Analyze an Argument” task	30 min.
Verbal Reasoning (2 sections)	Approximately 25 questions per section	35 min. per section
Quantitative Reasoning (2 sections)	Approximately 25 questions per section	40 min. per section

Verbal Reasoning: Reading Comprehension

Multiple Choice — Select One Answer Choice

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GRE® Test Preview Tool Section 2 of 3



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Question 2 of 7

Hide Time 00 : 23 : 40

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

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

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


Click on your choice.

Verbal Reasoning: Reading Comprehension

Multiple Choice — Select One Answer Choice (continued)

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GRE® Test Preview Tool Section 2 of 3



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Question 2 of 7

Hide Time 00 : 23 : 00

Questions 1 to 3 are based on this passage.

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- ☒ Whether it has caused certain of Glass's works to be derivative in quality


Click on your choice.

Verbal Reasoning: Reading Comprehension

Multiple Choice — Select One or More Answer Choices

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GRE® Test Preview Tool Section 2 of 3



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Question 1 of 7

Hide Time 00 : 18 : 46

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

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

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

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


Click on your choice(s).

Verbal Reasoning: Reading Comprehension

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

IBT Client

GRE® Test Preview Tool Section 2 of 3



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Question 1 of 7

Hide Time 00 : 18 : 31

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

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- ☐ An attempt to elevate rock music to an artistic status more closely approximating that of classical music
- ☒ A long-standing tendency to incorporate elements from two apparently disparate musical styles


Click on your choice(s).

Verbal Reasoning: Reading Comprehension

Select in Passage

IBT Client

GRE® Test Preview Tool Section 2 of 3



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Question 3 of 7

Hide Time 00 : 17 : 56

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

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


Click on your choice.

Verbal Reasoning: Reading Comprehension

Select in Passage (continued)

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GRE® Test Preview Tool Section 2 of 3



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Question 3 of 7

Hide Time 00 : 17 : 37

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

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

Click on your choice.

Verbal Reasoning: Text Completion Question

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GRE® Test Preview Tool Section 2 of 3

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Question 4 of 7

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

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

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

Click on your choices.

Verbal Reasoning: Text Completion Question (continued)

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GRE® Test Preview Tool Section 2 of 3

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Question 4 of 7

Hide Time 00 : 16 : 15

Quit Test

Exit Section

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

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

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

Click on your choices.

Verbal Reasoning: Sentence Equivalence Question

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GRE® Test Preview Tool Section 2 of 3

ETS

Question 7 of 7

Hide Time 00 : 15 : 19

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

Cynics believe that people who _____ compliments do so in order to be praised twice.

- ☐ conjure up
- ☐ covet
- ☐ deflect
- ☐ grasp
- ☐ shrug off
- ☐ understand

Click on your choices.

Verbal Reasoning: Sentence Equivalence Question (continued)

IBT Client

GRE® Test Preview Tool Section 2 of 3

ETS

Question 7 of 7

Hide Time 00 : 14 : 53

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

Cynics believe that people who _____ compliments do so in order to be praised twice.

☐ conjure up
☐ covet
☒ deflect
☐ grasp
☒ shrug off
☐ understand

Click on your choices.

Quantitative Reasoning: Multiple Choice, Select One Answer Choice

A car got 33 miles per gallon using gasoline that cost \$2.95 per gallon. What was the approximate cost, in dollars, of the gasoline used in driving the car 350 miles?

- ☐ \$10
- ☐ \$20
- ☐ \$30
- ☐ \$40
- ☐ \$50

Quantitative Reasoning: Multiple Choice, Select One Answer Choice (continued)

A car got 33 miles per gallon using gasoline that cost \$2.95 per gallon. What was the approximate cost, in dollars, of the gasoline used in driving the car 350 miles?

- ☐ \$10
- ☐ \$20
- ☒ \$30
- ☐ \$40
- ☐ \$50

Quantitative Reasoning: Multiple Choice, Select One or More Answer Choices

Last year Kate spent between $\frac{1}{4}$ and $\frac{1}{3}$ of her gross income on her mortgage payments. If Kate spent \$13,470 on her mortgage payments last year, which of the following could have been her gross income last year?

Indicate all such gross incomes.

- ☐ \$40,200
- ☐ \$43,350
- ☐ \$47,256
- ☐ \$51,996
- ☐ \$53,808

Quantitative Reasoning: Multiple Choice, Select One or More Answer Choices (continued)

Last year Kate spent between $\frac{1}{4}$ and $\frac{1}{3}$ of her gross income on her mortgage payments. If Kate spent \$13,470 on her mortgage payments last year, which of the following could have been her gross income last year?

Indicate all such gross incomes.

Calculator					X
40,410.					
MR	MC	M+	()	
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4	5	6	×	CE	
1	2	3	-	√	
±	0	.	+	=	
Transfer Display					

☒ \$40,200

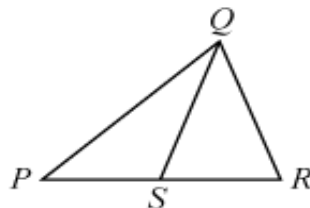
☒ \$43,350

☒ \$47,256

☒ \$51,996

☐ \$53,808

Quantitative Reasoning: Quantitative Comparison Question



$$PQ = PR$$

Quantity A

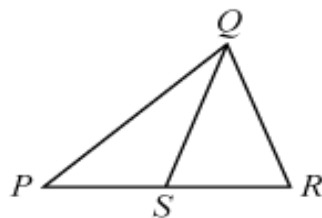
PS

Quantity B

SR

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

Quantitative Reasoning: Quantitative Comparison Question (continued)



$$PQ = PR$$

Quantity A

PS

Quantity B

SR

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

Quantitative Reasoning: Numeric Entry Question

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

Give your answer to the nearest whole percent.

%



Quantitative Reasoning: Numeric Entry Question (continued)

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

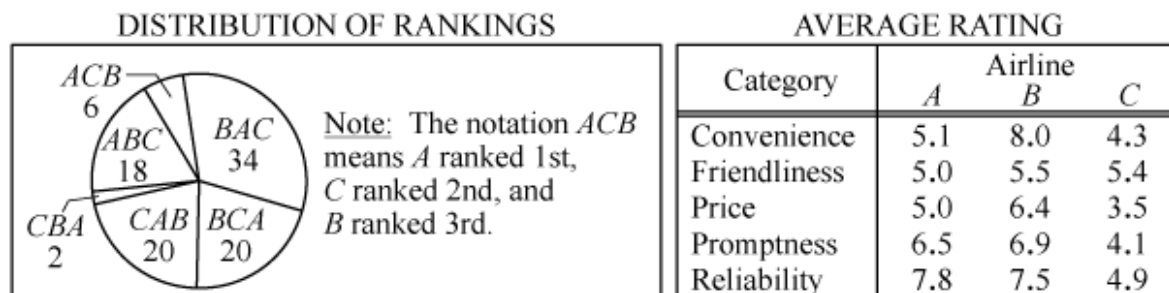
Give your answer to the nearest whole percent.

%



Quantitative Reasoning: Data Interpretation Question

In a survey, 100 travel agents each ranked Airlines A , B , and C in order of preference. Each of the 100 travel agents also rated the three airlines in five categories on a scale of 1 through 10, with 10 being the best rating.

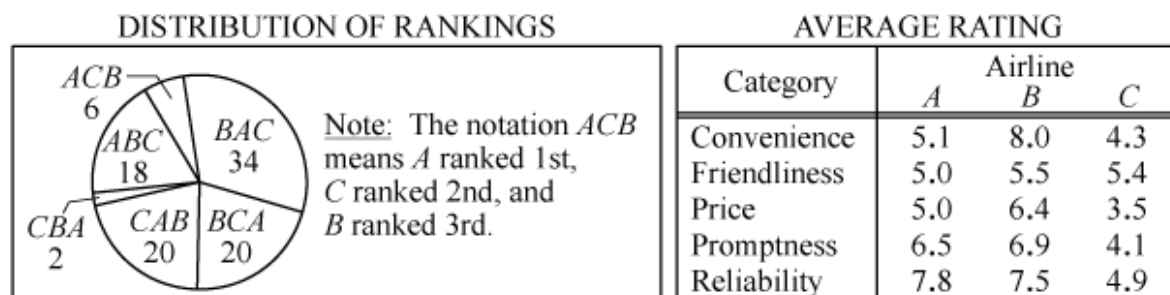


If each of the average ratings was the arithmetic mean of the ratings given by the 100 travel agents, approximately how much greater was the total of the ratings given to all three airlines for reliability than that for promptness?

- ☐ 25 ☐ 50 ☐ 125 ☐ 250 ☐ 500

Quantitative Reasoning: Data Interpretation Question (continued)

In a survey, 100 travel agents each ranked Airlines A , B , and C in order of preference. Each of the 100 travel agents also rated the three airlines in five categories on a scale of 1 through 10, with 10 being the best rating.



If each of the average ratings was the arithmetic mean of the ratings given by the 100 travel agents, approximately how much greater was the total of the ratings given to all three airlines for reliability than that for promptness?

- ☐ 25 ☐ 50 ☐ 125 ☒ 250 ☐ 500

Analytical Writing: Analyze an Issue Task

"As people rely more and more on technology to solve problems, the ability of humans to think for themselves will surely deteriorate."

Discuss the extent to which you agree or disagree with the statement above and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how those considerations shape your position.

Analytical Writing: Analyze an Argument Task

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

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