



**Guide to the Use and  
Interpretation of Scores  
for the EXADEP™ Test  
2018-19**

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### Communicating with the *EXADEP™* Program

	Inquiries from Educators
<i>By Email</i>	pro@ets.org
<i>By Phone</i>	1-787-753-6363 1-787-753-6361 1-787-753-6310
<i>By Fax</i>	1-787-250-7426
<i>By TDD</i>	1-787-758-4598
<i>By Mail</i>	EXADEP Program ETS Puerto Rico Office 250 Muñoz Rivera Ave., Suite 315 San Juan, PR 00918-1811

### EXADEP Score Reporting Schedule: 2018–19

Test Date	Approximate Score Report Mailing Date
August 25, 2018	September 21, 2018
October 13, 2018	November 9, 2018
December 8, 2018	January 25, 2019
February 9, 2019	March 8, 2019
March 23, 2019	April 22, 2019
May 4, 2019	May 31, 2019
June 22, 2019	August 9, 2019

# Overview of the EXADEP™ Test

## Introduction

EXADEP™ test scores can be used by admissions or fellowship panels to supplement undergraduate records and other qualifications for graduate-level study. The scores provide common measures for comparing the qualifications of applicants and aid in the evaluation of grades and recommendations. EXADEP score recipients may not, without the prior, written consent of ETS, use EXADEP score data for any other purpose, or copy, release, provide access to or otherwise disclose EXADEP score data to anyone except individuals within their particular organization who need this confidential information. ETS reserves the right to monitor the access and use of the EXADEP score data by all EXADEP score recipients.

Institutions of higher education that award graduate degrees and non-degree-granting organizations that award graduate fellowships are eligible for consideration to receive an EXADEP score recipient code. Institutions and organizations that do not meet either one of these requirements are, in general, not eligible to receive an EXADEP score recipient code.

ETS reserves the right, at its sole discretion, to grant or revoke an EXADEP score recipient code based on eligibility requirements or for any other reason, and to make exceptions to its policy, under special circumstances.

## Test Content

The EXADEP test contains five sections: Verbal Aptitude, Mathematics, Analytical Reasoning, Written Expression, and English. All questions are in Spanish except for those in the English section.

The **Verbal Aptitude** section measures the ability to analyze and evaluate written material and synthesize information obtained from it, to analyze relationships among component parts of sentences, and to recognize relationships between words and concepts. In each test edition, the passages are a balance among three different subject-matter areas: humanities, social sciences and natural sciences.

The **Mathematics** section measures basic mathematical skills and understanding of elementary mathematical concepts, as well as the ability to reason quantitatively and to solve problems in a quantitative setting. There is a balance of questions requiring arithmetic, algebra, and geometry.

The **Analytical Reasoning** section measures the ability to think analytically. It tests the ability to draw inferences and think deductively based on a partially defined scenario and a set of conditions that must hold in any fully developed version of the scenario. It does not test knowledge of any particular subject nor does it require training in formal logic.

The **Written Expression** section measures the ability to recognize the use of language essential to a finished piece of writing that would be considered acceptable by most educated readers and writers of Spanish.

The **English** section measures similar abilities to those measured in the Verbal Aptitude section but in the context of English as a foreign language.

The testing time is four hours and five minutes and is divided into the following timed sections:

Section	Number of Questions	Time in minutes
1. Verbal Aptitude	90	90
2. Mathematics	40	40
3. Analytical Reasoning	25	40
4. Written Expression	50	30
5. English	50	45

## Test Administration

The EXADEP test is a paper-delivered test offered at test centers in Puerto Rico, the United States, Europe and Latin America. The test is offered seven times per year, in August, October, December, February, March, May and June. Current test dates and deadlines are available at [www.ets.org/exadep/testdates](http://www.ets.org/exadep/testdates).

## How the Test is Scored

For each of the five sections of the EXADEP test, scoring is essentially a two-step process. First a raw score is computed for each section. The raw score for each section is the number of questions answered correctly.

The raw scores are then converted to scaled scores through a process known as equating. The equating process accounts for minor variations in difficulty among the different test editions. Thus, a given scaled score for a particular section reflects the same level of performance regardless of which edition of the test was taken.

## Scores Reported

The following five scaled scores are reported:

- A Verbal Aptitude score on a 20-80 score scale, in 1-point increments
- A Mathematics/Analytical Reasoning score on a 20-80 score scale, in 1-point increments
- A Written Expression score on a 20-80 score scale, in 1-point increments
- An English score on a 20-80 score scale, in 1-point increments
- A Total score on a 200-800 score scale, in 1-point increments

To obtain the Total score, each section score is multiplied by the section weight (see table in the next column). The weight for each section is proportionate to the number of items in each section.

Section	Section Score	Weight
Section 1: Verbal Aptitude	A	3.5
Sections 2: Mathematics, and 3: Analytical Reasoning	B	2.5
Section 4: Written Expression	C	2.0
Section 5: English	D	2.0

The formula for the Total score (T) is:

$$T = 3.5A + 2.5B + 2.0C + 2.0D$$

## Guidelines for the Use of EXADEP Scores

### Introduction

These guidelines have been adopted by the EXADEP Program to assist score users in using EXADEP test scores. Adherence to the guidelines is important.

The EXADEP test is designed to assess academic knowledge and skills relevant to graduate study in programs where the language of instruction is in Spanish. When used properly, the test scores can improve graduate admissions and fellowship selection processes.

Any EXADEP test, however, has two primary limitations: (1) it does not and cannot measure all the qualities that are important in predicting success in graduate study or in confirming undergraduate achievement, and (2) it is an inexact measure—that is, only score differences that exceed the standard error of measurement of a given score can serve as reliable indications of real differences in academic knowledge and developed abilities. Although limitations and cautions apply to all admissions measures, the EXADEP Program is obligated to inform users of the appropriate uses of EXADEP scores and to identify and try to rectify instances of misuse. To this end, the following policies and guidelines are available to all EXADEP test takers, institutions and organizations that receive EXADEP scores.

### Policies

In recognition of its obligation to ensure the appropriate use of EXADEP scores, the EXADEP Program has developed policies designed to make score reports available only to approved recipients, to encourage these score users to become knowledgeable about the validity of the test, to protect the confidentiality of test takers' scores and to follow up on cases of possible misuse of scores. The policies are discussed below.

**Score users.** Institutions that offer graduate degrees and non-degree-granting organizations that award graduate fellowships are eligible for consideration as score recipients. Institutions and organizations that do not meet either one of these requirements are, in general, not eligible to be score recipients. The EXADEP Program retains the right to make exceptions to this policy in special circumstances.

**Validity.** The general appropriateness of using EXADEP test scores for graduate admissions and fellowship selection has been established by research studies carried out by ETS.

One way to determine the weight to give to EXADEP test scores is to conduct a validity study to examine the correlation between test scores (and perhaps other predictors, such as undergraduate grade

point average) and one or more criteria of success in graduate study. It should be noted, however, that where there are small numbers of students, major problems can occur in attempting to carry out adequate validity studies.

In addition to a validity study, institutions might consider other approaches. One would be to prepare a table of EXADEP scores for those students who do poorly and/or drop out of graduate school. Another approach would be to independently assess the general skills or abilities needed for success in the particular graduate school and compare them to those assessed by the EXADEP test.

**Confidentiality.** EXADEP scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual or institution or by compulsion of legal process.

**Use of Reportable Scores.** EXADEP scores are part of test takers' reportable history for five years after the test administration. Older scores may not reflect an applicant's current ability in verbal aptitude, mathematics, analytical reasoning, written expression or English. Applicants' experiences over a long period of time (more than five years) between testing and applying to a graduate program may impact their ability, and their scores in these areas may have changed. Only official reportable scores should be used in the graduate admissions and fellowship selection processes.

**Use of Scores in Aggregated Form.** Information based on EXADEP scores may be useful to prospective students, but use of a precise mean or median should be avoided. Graduate programs and institutions are urged to report EXADEP scores in ranges such as the highest and lowest scores of the middle 50 percent of the admitted students. Presenting information by score ranges emphasizes the diversity of individual scores for any one graduate program or institution and also makes clear the overlap of scores among graduate programs and institutions.

Use of EXADEP scores in aggregated form as a measure for ranking or rating graduate programs, institutions, university systems or states is strongly discouraged except when the scores are used as one indicator among several appropriate indicators of educational quality.

**Encouragement of Appropriate Use and Investigation of Reported Misuse.** All users of EXADEP scores have an obligation to use the scores in accordance with published EXADEP Program policies and guidelines. Institutions have a responsibility to ensure that all individuals using EXADEP scores are aware of the EXADEP Program score-use policies and guidelines and to monitor the use of the scores, correcting instances of inappropriate use when they are identified. The EXADEP Program staff is available to assist institutions in resolving issues of inappropriate score use.

## Guidelines

### 1. Use Multiple Criteria

Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and balance the limitations of any single measure of knowledge, skills or abilities. These sources may include undergraduate grade point average, letters of recommendation, personal statement, samples of academic work and professional experience related to proposed graduate study. A cut-off score (i.e., a minimum score) should never be used as the only criterion for denial of admission or awarding of a fellowship.

The use of multiple criteria is particularly important when using EXADEP scores to assess the abilities of educationally disadvantaged students, as well as those who are returning to school after an extended absence. Score users are urged to become familiar with factors affecting score interpretation for these groups, as discussed in this publication.

### 2. Accept Only Official EXADEP Score Reports

The only official reports of EXADEP scores are those issued by ETS and sent directly to approved institutions and organizations designated by the test takers. EXADEP scores obtained from other sources should not be accepted. If there is a question about the authenticity of a score report, it should be referred to ETS. ETS will verify whether an official report was issued and the accuracy of the scores.

### 3. Conduct Validity Studies

Departments and programs using EXADEP scores for graduate admissions, fellowship awards, and guidance and counseling for graduate study are encouraged to collect validity information by conducting their own studies. The EXADEP Program staff will provide advice on the design of appropriate validation studies without charge.

#### **4. Maintain Confidentiality of EXADEP Scores**

All individuals who have access to EXADEP scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Institutional policies should be developed to ensure that confidentiality is maintained. For example, EXADEP scores should not be placed on documents sent outside the institution.

#### **5. Consider Verbal Aptitude, Mathematics and Analytical Reasoning, Written Expression, and English Scores as Separate and Independent Measures**

Since the level of skills required for success in graduate school varies by field or department, the scores provided for each section of the test should be taken into consideration. Scores from the different sections should not be directly compared because each is scaled separately.

#### **6. Avoid Decisions Based on Small Score Differences**

Small differences in EXADEP scores (as defined by the standard error of measurement (SEM)) should not be used to make distinctions among test takers. Standard errors of measurement vary by test and are available in this publication.

#### **7. Use the Appropriate Percentile Ranks when Comparing Test Takers**

Percentile ranks are provided with score reports and can be used to compare test takers' relative performance among the measures. Percentile ranks indicate the percent of test takers in a group who obtained scores below a specified score. The percentile ranks are generally based on previous EXADEP test takers from a recent three-year period. Percentile ranks should be compared only if they are based on the same reference population.

#### **8. Do Not Compare Scores from Different Tests**

EXADEP scores are not directly comparable with scores on other graduate admission tests. Percentile ranks should be compared only if they are based on the same reference population.

## **Normally Appropriate Uses**

The suitability of an EXADEP test for a particular use should be explicitly examined before using test scores for that purpose. The following list of appropriate uses of EXADEP scores is based on the policies and guidelines outlined above. The list is meant to be illustrative, not exhaustive, in nature. Uses other than those listed below should be discussed in advance with EXADEP Program staff to determine their appropriateness.

If a use other than those appropriate uses listed below is contemplated, it will be important for the user to validate the use of scores for that purpose. The EXADEP Program staff will provide advice on the design of such validity studies without charge.

## **Appropriate Uses**

Provided all applicable guidelines are adhered to, particularly the use of multiple sources of information in the decision-making process, EXADEP scores are suitable for the following uses:

1. Selection of applicants for admission to graduate school
2. Selection of graduate fellowship applicants for awards
3. Guidance and counseling for graduate study

If you have comments or questions about the use of EXADEP scores, contact the ETS Puerto Rico office (see inside front cover).

## Reporting and Using EXADEP Scores

### Score Reporting Policies

EXADEP score reporting policies have been adopted by the EXADEP Program to encourage the appropriate use of EXADEP scores and to protect the right of individuals to control the distribution of their own score reports. Current EXADEP Program policy states that scores are reportable for five years after the test administration. Departments and programs should not use scores that are older than five years due to changes in ability that may occur over extended periods of time.

Score reports are sent to test takers, to approved institutions of higher education granting the baccalaureate or higher and graduate fellowship-granting sponsors designated by the test takers, and to vendors the score recipients might designate to process the scores they receive.

Score reports for the test are released approximately 15-20 business days after the August, October, February, March and May test administrations, and 30-35 business days after the December and June test administrations.

The names of test takers who are absent on test day are reported to institutions on the institution roster with no scores.

Percentile ranks shown on the tables included in this *Guide*, on the EXADEP website, and with official score reports, are based on the performance of the current reference group regardless of when the scores were earned. The percentile rank for any score may vary over the years depending on the scores of the group with which the score is compared. Thus, when two or more applicants are being compared, the comparison should be made on the basis of their respective scores; if percentile ranks are considered, they should all be based on the most recent percentile rank tables.

### Reporting Revised Scores

ETS routinely follows extensive review and quality control procedures to detect and avoid flawed questions and consequent errors in scoring. Nonetheless, if an error is discovered after scores have been reported, the specific circumstances are reviewed carefully, and a decision is made about how best to take corrective action that is fairest to all concerned. Revised scores are sent to the affected

students, who may request that ETS send the revised scores to any graduate schools or fellowship sponsors still considering their applications.

### Confidentiality and Authenticity of EXADEP Scores

EXADEP scores are confidential and are not to be released by an institutional recipient without the explicit permission of the test taker. EXADEP scores are not to be included in academic transcripts. Dissemination of score records should be kept to a minimum, and all staff who have access to them should be explicitly advised of their confidential nature. To ensure the authenticity of scores, the EXADEP Program urges that institutions accept only official score reports of EXADEP scores received directly from ETS.

The EXADEP Program recognizes the privacy rights of both institutions and individuals with regard to information supplied by and about them. ETS, therefore, safeguards from unauthorized disclosure all information stored in its data or research files. Information about an institution (identified by name) will be released only in a manner consistent with a prior EXADEP agreement or with the consent of the institution.

### EXADEP Scores and Graduate Admissions

Many factors play a role in an applicant's admissibility and expectation of success as a graduate student. EXADEP scores are only one element in this total picture and should be considered along with other data. The EXADEP Program believes that EXADEP scores should never be the sole basis for an admissions decision, and that it is inadvisable to reject an applicant solely on the basis of EXADEP scores. A cutoff score should not be used without consideration of other admission factors.

EXADEP test scores permit comparison of one applicant to a graduate school with other applicants for the same program at that institution as well as with everyone else who took the test.

For admissions decisions, the weight to be given to EXADEP scores can generally be established by relating what the test measures to the orientation, curriculum, and aims of the department. Specifically, the content validity of the test for a graduate department should be determined by reviewing the test carefully and then making subjective decisions as to the weight, if any, the scores on EXADEP should receive in relation to other admission factors.

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## Considerations in Score Interpretation

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EXADEP scores should be used to supplement the information provided in a person's application, such as undergraduate record and letters of recommendation. Officials responsible for admission at each institution must determine the significance of EXADEP scores for each applicant. Particular attention must be paid to the use of EXADEP scores for individuals described below. The experience of institutions or departments should continue to be the best guide to interpretation of EXADEP scores in these instances.

### Repeat Test Takers

Individuals are permitted to take the EXADEP test more than once. Score recipients are cautioned not to view an increase in scores necessarily as a reflection of academic gain, especially over a short-time period. There are several ways in which graduate departments can judge multiple scores for an individual (e.g., use average of all scores, use most recent score, use highest score). Using the mean score may be the best technique because it is the most objective. Whatever approach is adopted, it should be used consistently with all applicants.

### Test Takers with Disabilities or Health-Related Needs

ETS provides testing accommodations for individuals who have recently documented visual, physical, hearing or learning disabilities and are unable to take the tests under standard conditions. The tests are administered in a manner chosen to minimize any adverse effect of the test taker's disability on test performance and to help ensure that, insofar as possible, the final scores should closely represent the test taker's educational achievement. Depending on the nature and extent of the disability, a test taker's scores may not fully reflect his or her educational achievement and, because there are so few persons with disabilities taking EXADEP tests and their circumstances vary so widely, it has not been possible to provide special interpretive data for these test takers. Therefore, graduate schools should seriously consider waiving EXADEP requirements for applicants with certain disabilities.

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## Score Interpretation and Statistical Information

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- The range of EXADEP scores for each section is from 20 to 80, in one-point increments. If no answers are given for a section, a score of 20 is reported for that section.
- The total scale score ranges from 200 to 800, and it is the sum of the results of the different sections multiplied by their individual weights (see page 4). The weight of each section is proportional to the number of questions in the section.
- The sections of the EXADEP test are intended to have reliabilities of at least .80 and the total test is intended to have a reliability of at least .90. Reliability coefficients are in Table 1.
- The standard errors of measurement (SEM) of score differences presented in Table 1 should be taken into account when comparing test takers' scores on the same section. Score recipients should avoid making decisions based on small score differences (as defined by the SEM).



## Statistical Tables

### Table 1 (Summary Information)

Table 1 provides the mean, standard deviation, standard error of measurement and reliability coefficients for each of the sections on the EXADEP test and for the Total Score.

### Tables 2-7 (Interpretive Data)

Tables 2–7 provide percentile ranks (i.e., the percentage of test takers in a group who obtained scores lower than each possible scaled score) for the test and are based on individuals who took the EXADEP test between July 1, 2014 and June 30, 2017. Table 2 shows percentile ranks for all test takers. Tables 3–7 show percentile ranks for test takers who reported their scores to business, education, law, natural science, or social and behavioral science programs. The tables also include the means and standard deviations for each group.

**Table 1: EXADEP Summary Table**

(Based on the results of 17,284 individuals who tested in Puerto Rico between July 1, 2014 and June 30, 2017)

Section	Mean	Standard Deviation	Standard Errors of Measurement	Reliability Coefficient
<b>Section 1: Verbal Aptitude</b>	43.3	11	4	0.869
<b>Sections 2: Mathematics and 3: Analytical Reasoning</b>	48.4	10	4	0.834
<b>Section 4: Written Expression</b>	46.0	12	5	0.815
<b>Section 5: English</b>	46.8	12	5	0.829
<b>TOTAL</b>	458.7	90	22	0.939

**Table 2: Percentile Ranks for All Test Takers**

Percent of Test Takers Scoring Lower than Selected Scaled Scores

(Based on the performance of 17,284 individuals who tested in Puerto Rico between July 1, 2014 and June 30, 2017)

Selected Section Scaled Scores	Verbal Aptitude	Mathematics and Analytical Reasoning	Written Expression	English	Selected Total Scaled Scores	Total
80	99	99	99	99	800	99
78	99	99	99	98	780	99
76	99	99	99	97	760	99
74	99	99	99	96	740	99
72	99	98	99	96	720	99
70	99	98	99	94	700	99
68	99	96	98	93	680	99
66	98	95	96	92	660	98
64	97	93	94	90	640	97
62	96	90	91	88	620	95
60	93	86	87	87	600	93
58	91	83	82	84	580	90
56	87	78	77	81	560	86
54	83	72	72	77	540	81
52	78	66	66	74	520	76
50	73	60	60	68	500	68
48	67	53	53	62	480	60
46	60	45	48	56	460	52
44	53	37	42	47	440	43
42	46	28	36	39	420	35
40	39	21	31	32	400	27
38	32	15	26	22	380	20
36	26	9	22	15	360	14
34	20	5	18	10	340	9
32	16	2	15	6	320	6
30	12	1	12	3	300	3
28	8	1	9	1	280	1
26	6	1	7	1	260	1
24	4	1	5	1	240	1
22	2	1	3	1	220	1
20	1	1	1	1	200	1
<b>N</b>	17,284	17,284	17,284	17,284	<b>N</b>	17,284
<b>Mean</b>	43.3	48.4	46.0	46.8	<b>Mean</b>	458.7
<b>Standard Deviation</b>	11	10	12	12	<b>Standard Deviation</b>	90

Note: Not all of the section and total scores appear in the table; however, the percentile ranks of the values not included can be inferred.

## Department Code List for Tables 3 - 7

<p><b>Scholarship Programs</b> ..... 234</p> <p><b><u>Natural Sciences</u></b></p> <p>Advanced Practice Nursing ..... 184</p> <p>Agricultural Business ..... 118</p> <p>Agricultural Sciences (Doctoral Programs) ..... 124</p> <p>Agriculture ..... 038</p> <p>Audiology (Master's Programs) ..... 040</p> <p>Audiology (Doctoral Programs) ..... 144</p> <p>Biology (Master's Programs) ..... 120</p> <p>Biology (Doctoral Programs) ..... 141</p> <p>Biomedical Sciences (Master's Programs) ..... 045</p> <p>Biomedical Sciences (Doctoral Programs) ..... 047</p> <p>Biostatistics Health (Doctoral Programs) ..... 079</p> <p>Biotechnology ..... 034</p> <p>Chemistry (Master's Programs) ..... 037</p> <p>Chemistry (Doctoral Programs) ..... 036</p> <p>Clinical Laboratory Science ..... 046</p> <p>Commercial Mathematics ..... 105</p> <p>Computer and Information Sciences (Master's Programs) ..... 009</p> <p>Computer and Information Sciences (Doctoral Programs) ..... 147</p> <p>Computer Sciences (Doctoral Programs) ..... 076</p> <p>Cytotechnology ..... 150</p> <p>Dentistry ..... 064</p> <p>Development Deficiencies and Early Intervention (Graduate Certificate) ..... 180</p> <p>Ecology ..... 131</p> <p>Environmental Health (Master's Programs) ..... 113</p> <p>Environmental Health (Doctoral Programs) ..... 049</p> <p>Environmental Sciences (Master's Programs) ..... 041</p> <p>Environmental Sciences (Doctoral Programs) ..... 145</p> <p>Epidemiology ..... 057</p> <p>Food Sciences ..... 063</p> <p>Forensic Science ..... 142</p> <p>Health Information Management ..... 030</p> <p>Health Promotion (Graduate Certificate) ..... 183</p> <p>Health Sciences ..... 004</p> <p>Health Service Management ..... 052</p> <p>Industrial Hygiene ..... 111</p> <p>Marine Sciences ..... 121</p> <p>Mathematics (Master's Programs) ..... 104</p> <p>Mathematics (Doctoral Programs) ..... 152</p> <p>Medical Technology ..... 035</p> <p>Microbiology ..... 153</p> <p>Natural Science - Medicine (Doctorate Programs) ..... 146</p> <p>Nursing (Master's Programs) ..... 043</p> <p>Nursing (Doctoral Programs) ..... 134</p> <p>Obstetric and Labor Nursing (Graduate Certificate) ..... 181</p> <p>Occupational Health ..... 051</p> <p>Occupational Nursing ..... 126</p> <p>Occupational Therapy ..... 033</p> <p>Pharmaceutical Sciences (Doctoral Programs) ..... 048</p> <p>Pharmacy ..... 026</p> <p>Physical Therapy ..... 032</p> <p>Physics (Master's Programs) ..... 027</p>	<p>Physics (Doctoral Programs) ..... 140</p> <p>Public Health (Master's Programs) ..... 050</p> <p>Public Health (Doctoral Programs) ..... 054</p> <p>Public Health Education ..... 112</p> <p>Research Evaluation of Health Systems ..... 114</p> <p>Science ..... 028</p> <p>Science and Technology (Master's Programs) ..... 067</p> <p>Science and Technology (Doctoral Programs) ..... 073</p> <p>Science of Anesthesia ..... 031</p> <p>Speech-Language Pathology ..... 042</p> <p>Substance Abuse ..... 044</p> <p>Veterinary Medicine and Animal Husbandry ..... 174</p> <p><b><u>Engineering</u></b></p> <p>Aeronautical ..... 137</p> <p>Chemical ..... 014</p> <p>Civil ..... 138</p> <p>Electrical ..... 015</p> <p>Electronic ..... 016</p> <p>Engineering (Doctoral Programs) ..... 008</p> <p>Engineering - Other ..... 010</p> <p>Industrial ..... 065</p> <p>Materials Science ..... 187</p> <p>Mechanical ..... 159</p> <p>Metallurgical ..... 013</p> <p>Regulations ..... 160</p> <p>Telecommunication ..... 148</p> <p><b><u>Social and Behavioral Sciences</u></b></p> <p>Anthropology (Master's Programs) ..... 100</p> <p>Anthropology (Doctoral Programs) ..... 156</p> <p>Archaeology ..... 151</p> <p>Behavioral Sciences and Community Affairs ..... 117</p> <p>Counseling and Pastoral Psychology ..... 102</p> <p>Counseling and Rehabilitation ..... 099</p> <p>Criminal Justice ..... 088</p> <p>Criminology (Master's Programs) ..... 087</p> <p>Criminology (Doctoral Programs) ..... 081</p> <p>Cultural Studies ..... 154</p> <p>Demography ..... 006</p> <p>Economics (Master's Programs) ..... 178</p> <p>Economics (Doctoral Programs) ..... 158</p> <p>Geography ..... 155</p> <p>Gerontology (Graduate Certificate) ..... 182</p> <p>Government ..... 162</p> <p>Hispanic Studies (Master's Programs) ..... 007</p> <p>Hispanic Studies (Doctoral Programs) ..... 135</p> <p>Justice System ..... 127</p> <p>Latin-American and Caribbean Studies ..... 143</p> <p>Planning and Development Regional Administration ..... 163</p> <p>Political Science (Master's Programs) ..... 098</p> <p>Political Science (Doctoral Programs) ..... 157</p> <p>Psychology (Master's Programs) ..... 093</p> <p>Psychology (Doctoral Programs) ..... 020</p> <p>Public Affairs ..... 017</p> <p>Social Economy ..... 070</p> <p>Sociology ..... 097</p>
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**Arts and Humanities**

Art .....	022
Art Management .....	110
English.....	123
Graphic Art.....	002
History (Master's Programs) .....	122
History (Doctoral Programs) .....	136
Humanities (Master's Programs) .....	055
Humanities (Doctoral Programs).....	168
Languages .....	011
Languages and Literatures (Master's Programs).....	103
Languages and Literatures (Doctoral Programs).....	060
Music.....	001
Philosophy.....	071
Plastic Art .....	023
Translations.....	132

**Education**

Curriculum and Instruction .....	061
Education (Master's Programs).....	085
Education (Doctoral Programs).....	080
Educational Administration .....	029
Educational Computing.....	062
Educational Leadership (Doctoral Programs).....	075
Educational Management (Doctoral Programs).....	115
Educational Supervision .....	090
Guidance and Counseling.....	066
Physical Education .....	149
Science - Education .....	058

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**Table 3: Percentile Ranks for Test Takers Reporting Scores to Business Programs**

Percent of Test Takers Scoring Lower than Selected Scaled Scores

(Based on the performance of 2,266 test takers who reported scores to business programs who were among the 17,284 individuals who tested in Puerto Rico between July 1, 2014 and June 30, 2017)

<b>Selected Section Scaled Scores</b>	<b>Verbal Aptitude</b>	<b>Mathematics and Analytical Reasoning</b>	<b>Written Expression</b>	<b>English</b>	<b>Selected Total Scaled Scores</b>	<b>Total</b>
80	99	99	99	99	800	99
78	99	99	99	98	780	99
76	99	99	99	98	760	99
74	99	98	99	97	740	99
72	99	98	99	96	720	99
70	99	97	99	95	700	99
68	99	95	99	94	680	99
66	98	94	97	93	660	98
64	97	92	95	91	640	97
62	96	88	93	90	620	95
60	94	84	90	88	600	93
58	92	81	86	86	580	91
56	89	75	82	83	560	87
54	86	69	77	79	540	83
52	82	63	72	74	520	78
50	78	56	67	69	500	71
48	72	50	60	63	480	64
46	66	42	55	57	460	55
44	60	34	49	48	440	47
42	52	26	43	40	420	40
40	46	20	38	33	400	32
38	38	14	33	24	380	25
36	31	8	28	16	360	18
34	26	4	24	11	340	13
32	21	2	20	6	320	8
30	16	1	15	3	300	4
28	12	1	12	1	280	2
26	9	1	9	1	260	1
24	6	1	7	1	240	1
22	4	1	4	1	220	1
20	1	1	2	1	200	1
<b>N</b>	2,266	2,266	2,266	2,266	<b>N</b>	2,266
<b>Mean</b>	41.6	49.2	43.9	46.3	<b>Mean</b>	449.4
<b>Standard Deviation</b>	11	10	12	11	<b>Standard Deviation</b>	93

Note: Not all of the section and total scores appear in the table; however, the percentile ranks of the values not included can be inferred.

**Table 4: Percentile Ranks for Test Takers Reporting Scores to Education Programs**

Percent of Test Takers Scoring Lower than Selected Scaled Scores

(Based on the performance of 1,699 test takers who reported scores to education programs who were among the 17,284 individuals who tested in Puerto Rico between July 1, 2014 and June 30, 2017)

<b>Selected Section Scaled Scores</b>	<b>Verbal Aptitude</b>	<b>Mathematics and Analytical Reasoning</b>	<b>Written Expression</b>	<b>English</b>	<b>Selected Total Scaled Scores</b>	<b>Total</b>
<b>80</b>	99	99	99	99	<b>800</b>	99
<b>78</b>	99	99	99	98	<b>780</b>	99
<b>76</b>	99	99	99	98	<b>760</b>	99
<b>74</b>	99	99	99	97	<b>740</b>	99
<b>72</b>	99	98	99	97	<b>720</b>	99
<b>70</b>	99	98	99	95	<b>700</b>	99
<b>68</b>	99	98	98	94	<b>680</b>	99
<b>66</b>	98	97	97	94	<b>660</b>	99
<b>64</b>	97	96	95	92	<b>640</b>	98
<b>62</b>	95	94	93	90	<b>620</b>	96
<b>60</b>	92	92	89	89	<b>600</b>	95
<b>58</b>	90	90	85	86	<b>580</b>	92
<b>56</b>	87	86	81	84	<b>560</b>	88
<b>54</b>	83	82	77	81	<b>540</b>	85
<b>52</b>	78	77	70	77	<b>520</b>	80
<b>50</b>	73	73	65	74	<b>500</b>	74
<b>48</b>	67	67	59	68	<b>480</b>	67
<b>46</b>	62	60	54	62	<b>460</b>	60
<b>44</b>	56	51	48	55	<b>440</b>	52
<b>42</b>	50	41	41	47	<b>420</b>	44
<b>40</b>	44	32	36	39	<b>400</b>	35
<b>38</b>	37	22	30	29	<b>380</b>	27
<b>36</b>	30	14	26	20	<b>360</b>	19
<b>34</b>	24	9	23	13	<b>340</b>	13
<b>32</b>	19	4	19	8	<b>320</b>	9
<b>30</b>	14	2	16	4	<b>300</b>	5
<b>28</b>	11	1	12	2	<b>280</b>	2
<b>26</b>	8	1	9	1	<b>260</b>	1
<b>24</b>	5	1	6	1	<b>240</b>	1
<b>22</b>	4	1	4	1	<b>220</b>	1
<b>20</b>	1	1	2	1	<b>200</b>	1
<b>N</b>	1,699	1,699	1,699	1,699	<b>N</b>	1,699
<b>Mean</b>	42.6	45.4	44.4	45.1	<b>Mean</b>	441.9
<b>Standard Deviation</b>	12	10	12	11	<b>Standard Deviation</b>	92

Note: Not all of the section and total scores appear in the table; however, the percentile ranks of the values not included can be inferred.

**Table 5: Percentile Ranks for Test Takers Reporting Scores to Law Programs**

Percent of Test Takers Scoring Lower than Selected Scaled Scores

(Based on the performance of 4,070 test takers who reported scores to law programs who were among the 17,284 individuals who tested in Puerto Rico between July 1, 2014 and June 30, 2017)

Selected Section Scaled Scores	Verbal Aptitude	Mathematics and Analytical Reasoning	Written Expression	English	Selected Total Scaled Scores	Total
80	99	99	99	99	800	99
78	99	99	99	97	780	99
76	99	99	99	96	760	99
74	99	98	99	95	740	99
72	99	98	99	94	720	99
70	99	97	99	93	700	99
68	99	96	97	91	680	98
66	98	93	95	89	660	97
64	97	91	92	87	640	96
62	95	87	88	85	620	94
60	92	83	83	83	600	91
58	89	78	78	80	580	88
56	85	72	71	76	560	83
54	80	65	65	72	540	77
52	75	57	57	68	520	69
50	68	50	51	62	500	61
48	61	41	44	55	480	51
46	53	33	38	49	460	41
44	45	25	32	41	440	32
42	37	18	27	33	420	23
40	30	13	23	27	400	16
38	22	8	18	17	380	11
36	17	4	15	11	360	7
34	13	3	12	6	340	4
32	9	1	9	3	320	2
30	6	1	7	2	300	1
28	5	1	5	1	280	1
26	3	1	4	1	260	1
24	2	1	2	1	240	1
22	1	1	2	1	220	1
20	1	1	1	1	200	1
<b>N</b>	4,070	4,070	4,070	4,070	<b>N</b>	4,070
<b>Mean</b>	45.3	50.8	48.7	48.7	<b>Mean</b>	481.0
<b>Standard Deviation</b>	10	10	11	12	<b>Standard Deviation</b>	85

Note: Not all of the section and total scores appear in the table; however, the percentile ranks of the values not included can be inferred.

**Table 6: Percentile Ranks for Test Takers Reporting Scores to Natural Science Programs**

Percent of Test Takers Scoring Lower than Selected Scaled Scores

(Based on the performance of 4,044 test takers who reported scores to natural science programs who were among the 17,284 individuals who tested in Puerto Rico between July 1, 2014 and June 30, 2017)

<b>Selected Section Scaled Scores</b>	<b>Verbal Aptitude</b>	<b>Mathematics and Analytical Reasoning</b>	<b>Written Expression</b>	<b>English</b>	<b>Selected Total Scaled Scores</b>	<b>Total</b>
80	99	99	99	99	800	99
78	99	99	99	98	780	99
76	99	99	99	98	760	99
74	99	99	99	97	740	99
72	99	98	99	96	720	99
70	99	97	99	95	700	99
68	99	95	98	94	680	99
66	98	93	96	93	660	98
64	98	91	94	92	640	97
62	96	87	91	90	620	95
60	94	82	87	88	600	93
58	92	78	82	86	580	90
56	88	73	77	83	560	86
54	84	67	71	79	540	81
52	79	61	65	75	520	75
50	73	54	59	69	500	67
48	67	48	52	63	480	59
46	61	39	47	57	460	51
44	53	32	41	48	440	42
42	46	24	36	38	420	33
40	39	18	31	31	400	25
38	32	12	25	21	380	18
36	25	7	21	14	360	13
34	19	4	17	9	340	9
32	15	2	14	5	320	5
30	11	1	11	3	300	3
28	8	1	8	1	280	1
26	6	1	6	1	260	1
24	4	1	4	1	240	1
22	2	1	3	1	220	1
20	1	1	1	1	200	1
<b>N</b>	4,044	4,044	4,044	4,044	<b>N</b>	4,044
<b>Mean</b>	43.2	49.8	46.3	46.5	<b>Mean</b>	462.0
<b>Standard Deviation</b>	11	10	12	11	<b>Standard Deviation</b>	89

Note: Not all of the section and total scores appear in the table; however, the percentile ranks of the values not included can be inferred.



**Table 7: Percentile Ranks for Test Takers Reporting Scores to Social and Behavioral Science Programs**

Percent of Test Takers Scoring Lower than Selected Scaled Scores

(Based on the performance of 3,215 test takers who reported scores to social and behavioral science programs who were among the 17,284 individuals who tested in Puerto Rico between July 1, 2014 and June 30, 2017)

Selected Section Scaled Scores	Verbal Aptitude	Mathematics and Analytical Reasoning	Written Expression	English	Selected Total Scaled Scores	Total
80	99	99	99	99	800	99
78	99	99	99	98	780	99
76	99	99	99	97	760	99
74	99	99	99	97	740	99
72	99	99	99	96	720	99
70	99	99	99	95	700	99
68	99	98	98	94	680	99
66	98	97	97	92	660	99
64	98	96	96	91	640	98
62	96	95	93	89	620	96
60	94	92	89	87	600	95
58	91	90	85	85	580	92
56	88	87	80	82	560	88
54	85	82	75	78	540	84
52	80	77	69	75	520	79
50	74	71	63	69	500	73
48	69	64	57	63	480	66
46	63	55	52	56	460	59
44	56	46	45	49	440	50
42	49	36	39	40	420	42
40	43	28	34	33	400	33
38	36	19	29	23	380	24
36	29	11	24	16	360	17
34	23	7	19	10	340	10
32	18	3	16	6	320	6
30	12	1	13	3	300	3
28	9	1	10	1	280	1
26	6	1	8	1	260	1
24	4	1	6	1	240	1
22	2	1	4	1	220	1
20	1	1	2	1	200	1
<b>N</b>	3,215	3,215	3,215	3,215	<b>N</b>	3,215
<b>Mean</b>	42.5	46.0	44.9	46.5	<b>Mean</b>	447.1
<b>Standard Deviation</b>	11	9	12	11	<b>Standard Deviation</b>	88

Note: Not all of the section and total scores appear in the table; however, the percentile ranks of the values not included can be inferred.



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