



**Guide to the Use and  
Interpretation of Scores  
for the EXADEP™ Test  
2017-18**

## CONTENTS

Communicating with the <i>EXADEP</i> <sup>™</sup> Program.....	2
EXADEP Score Reporting Schedule: 2017-18.....	2
Overview of the EXADEP Test.....	3
Guidelines for the Use of EXADEP Scores.....	4
Reporting and Using EXADEP Scores .....	7
Considerations in Score Interpretation .....	8
Score Interpretation and Statistical Information .....	8
Statistical Tables .....	9
Table 1: EXADEP Summary Table .....	9
Table 2: Percentile Ranks for All Test Takers.....	10
Department Code List for Tables 3-7 .....	11
Table 3: Percentile Ranks for Test Takers Reporting Scores to Business Programs .....	13
Table 4: Percentile Ranks for Test Takers Reporting Scores to Education Programs.....	14
Table 5: Percentile Ranks for Test Takers Reporting Scores to Law Programs .....	15
Table 6: Percentile Ranks for Test Takers Reporting Scores to Natural Science Programs.....	16
Table 7: Percentile Ranks for Test Takers Reporting Scores to Social and Behavioral Science Programs.....	17

### Communicating with the *EXADEP*<sup>™</sup> Program

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### EXADEP Score Reporting Schedule: 2017–18

Test Date	Approximate Score Report Mailing Date
August 26, 2017	September 25, 2017
October 14, 2017	November 13, 2017
December 9, 2017	January 29, 2018
February 10, 2018	March 12, 2018
March 24, 2018	April 23, 2018
May 5, 2018	June 4, 2018
June 23, 2018	August 13, 2018

## 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

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
TOTAL	T	
<b><math>T = 3.5A + 2.5B + 2.0C + 2.0D</math></b>		

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.

## 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.

## Considerations in Score Interpretation

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.

## Score Interpretation and Statistical Information

- 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, 2013 and June 30, 2016. 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 18,274 individuals who tested in Puerto Rico between July 1, 2013 and June 30, 2016)

Section	Mean	Standard Deviation	Standard Error of Measurement	Reliability Coefficient
<b>Section 1: Verbal Aptitude</b>	43.6	11	4	0.869
<b>Sections 2: Mathematics and 3: Analytical Reasoning</b>	48.5	10	4	0.835
<b>Section 4: Written Expression</b>	46.5	12	5	0.815
<b>Section 5: English</b>	46.7	12	5	0.830
<b>TOTAL</b>	460.9	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 18,274 individuals who tested in Puerto Rico between July 1, 2013 and June 30, 2016)

Selected Section Scaled Scores	Verbal Aptitude	Mathematics and Analytical Reasoning	Written Expression	English	Selected Total Scaled Scores	Total
80				99	800	
78				98	780	
76				97	760	
74		99		96	740	
72		98		96	720	
70		98	99	95	700	
68	99	97	98	93	680	99
66	98	95	96	92	660	98
64	97	93	94	91	640	97
62	96	90	91	89	620	95
60	93	86	86	87	600	93
58	91	83	81	84	580	90
56	87	78	76	81	560	86
54	83	72	71	77	540	81
52	78	66	64	74	520	75
50	72	59	58	68	500	67
48	66	52	51	62	480	59
46	59	44	46	56	460	51
44	52	37	40	47	440	42
42	44	29	35	39	420	34
40	38	21	30	32	400	26
38	30	14	25	22	380	19
36	24	9	21	15	360	13
34	19	5	17	10	340	9
32	14	2	14	6	320	5
30	11	1	11	3	300	3
28	8		8	1	280	1
26	5		6		260	
24	4		5		240	
22	2		3		220	
20	1		1		200	
<b>N</b>	18,274	18,274	18,274	18,274	<b>N</b>	18,274
<b>Mean</b>	43.6	48.5	46.5	46.7	<b>Mean</b>	460.9
<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

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

**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

**Business**

Building Project Management .....	109
Business Administration (Master's Programs) .....	092
Business Administration (Doctoral Programs) .....	012
Commercial Education .....	186
E-Commerce .....	069
Environmental Management .....	068
Finance.....	106
Financial Planning and Auditing.....	107
Human Resources .....	074
International Business (Master's Programs) .....	082
International Business (Doctoral Programs) .....	133
Labor Relations .....	077
Management and Cooperative Development (Credit Unions) .....	188
Management Information Systems .....	078
Manufacturing Management.....	108
Non-for-Profit Administration.....	086
Project Management .....	179
Risk Management .....	053
School Management .....	125
Telecommunications and Network Management.....	119

**Law**

Law (Juris Doctor) .....	089
Law (Doctoral Programs) .....	072
Master of Law for Lawyers (LLM).....	173

**Other Fields**

Advanced Studies in Social Communication.....	166
Architecture .....	169
Archival Studies .....	018
Archives.....	024
Digital Journalism .....	176
Divinity .....	025
Drafting Media .....	116
Film Studies and Contemporary Media.....	167
Information Technology, Communication and Audiovisual Media (Doctoral Programs).....	175
Interdisciplinary Media and Interactive Cognitive Systems .....	172
Interdisciplinary Studies on Development .....	161
International Communication .....	101
Journalism .....	003
Law and Business Administration.....	139
Law and Medicine .....	170
Law and Public Policy .....	171
Library Management .....	096
Media and Contemporary Culture .....	129
Philosophy (Doctoral Programs).....	039
Planning.....	091
Planning and Management of Regional Development...	163
Public Administration .....	094
Public Communication .....	083
Public Relations .....	084
Publishing .....	130
School Library Management .....	019
Script Writing .....	128
Social Communications (Doctoral Programs) .....	177
Social Work (Master's Programs) .....	095
Social Work (Doctoral Programs) .....	005
Sound Technologies and Music .....	164
Telecommunications .....	148
Television Innovations and Quality (TV3).....	165
Theological Studies (Doctoral Programs) .....	059
Theology and Religious Studies (Master's Programs).....	021
Theology and Religious Studies (Doctoral Programs).....	056

**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 2,508 test takers who reported scores to business programs who were among the 18,274 individuals who tested in Puerto Rico between July 1, 2013 and June 30, 2016)

Selected Section Scaled Scores	Verbal Aptitude	Mathematics and Analytical Reasoning	Written Expression	English	Selected Total Scaled Scores	Total
80				99	800	
78				98	780	
76		99		98	760	
74		98		97	740	
72		97		96	720	
70		97	99	95	700	
68	99	95	98	94	680	99
66	98	94	97	93	660	98
64	98	92	95	92	640	97
62	96	88	92	90	620	96
60	94	84	89	89	600	93
58	92	80	85	86	580	91
56	89	74	80	83	560	87
54	85	68	75	79	540	82
52	81	62	69	75	520	77
50	76	56	64	70	500	70
48	70	49	58	64	480	62
46	64	41	52	58	460	54
44	57	34	47	49	440	45
42	49	26	41	40	420	37
40	43	20	36	33	400	30
38	36	14	30	23	380	23
36	29	8	26	16	360	16
34	23	4	22	10	340	11
32	18	2	18	6	320	7
30	14	1	14	2	300	4
28	11		10	1	280	2
26	8		8		260	1
24	5		6		240	
22	4		4		220	
20	1		2		200	
<b>N</b>	2,508	2,508	2,508	2,508	<b>N</b>	2,508
<b>Mean</b>	42.2	49.3	44.7	46.2	<b>Mean</b>	453.4
<b>Standard Deviation</b>	11	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 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 1,837 test takers who reported scores to education programs who were among the 18,274 individuals who tested in Puerto Rico between July 1, 2013 and June 30, 2016)

Selected Section Scaled Scores	Verbal Aptitude	Mathematics and Analytical Reasoning	Written Expression	English	Selected Total Scaled Scores	Total
80				99	800	
78				98	780	
76				98	760	
74				97	740	
72		99		96	720	
70		98	99	95	700	
68	99	98	98	95	680	
66	98	97	96	94	660	99
64	97	96	95	93	640	97
62	95	94	92	91	620	96
60	92	92	88	89	600	95
58	90	90	84	87	580	92
56	87	86	80	85	560	89
54	83	82	75	81	540	85
52	78	77	70	78	520	81
50	73	73	64	74	500	74
48	67	67	58	68	480	66
46	61	60	53	62	460	59
44	55	51	47	55	440	51
42	48	42	41	46	420	43
40	43	31	36	39	400	34
38	35	22	31	28	380	26
36	28	14	26	19	360	18
34	23	9	22	13	340	12
32	17	4	18	8	320	7
30	13	2	15	4	300	4
28	9	1	12	1	280	2
26	7		9		260	1
24	4		6		240	
22	3		4		220	
20	1		1		200	
<b>N</b>	1,837	1,837	1,837	1,837	<b>N</b>	1,837
<b>Mean</b>	42.9	45.4	44.6	45.1	<b>Mean</b>	443.5
<b>Standard Deviation</b>	11	9	12	11	<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.

**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 4,582 test takers who reported scores to law programs who were among the 18,274 individuals who tested in Puerto Rico between July 1, 2013 and June 30, 2016)

Selected Section Scaled Scores	Verbal Aptitude	Mathematics and Analytical Reasoning	Written Expression	English	Selected Total Scaled Scores	Total
80				99	800	
78				97	780	
76				96	760	
74		99		95	740	
72		98		94	720	
70		97	99	93	700	
68	99	95	97	91	680	99
66	98	93	95	90	660	98
64	97	90	92	87	640	96
62	95	86	87	85	620	94
60	92	82	82	83	600	91
58	89	77	76	80	580	87
56	84	70	70	76	560	82
54	79	63	63	72	540	75
52	73	56	56	68	520	67
50	66	48	49	62	500	58
48	59	40	42	55	480	48
46	51	32	36	49	460	39
44	43	24	30	40	440	30
42	35	18	25	32	420	22
40	29	12	21	26	400	15
38	21	7	17	17	380	10
36	16	4	13	11	360	7
34	11	2	11	7	340	4
32	8	1	9	4	320	2
30	5		6	2	300	1
28	4		4	1	280	
26	2		3		260	
24	1		2		240	
22			1		220	
20					200	
<b>N</b>	4,582	4,582	4,582	4,582	<b>N</b>	4,582
<b>Mean</b>	45.8	51.1	49.3	48.8	<b>Mean</b>	484.6
<b>Standard Deviation</b>	10	10	11	12	<b>Standard Deviation</b>	83

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 3,961 test takers who reported scores to natural science programs who were among the 18,274 individuals who tested in Puerto Rico between July 1, 2013 and June 30, 2016)

Selected Section Scaled Scores	Verbal Aptitude	Mathematics and Analytical Reasoning	Written Expression	English	Selected Total Scaled Scores	Total
80				99	800	
78				98	780	
76				98	760	
74		99		97	740	
72		98		96	720	
70		97	99	95	700	
68	99	96	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	83	86	88	600	93
58	91	79	81	86	580	90
56	88	74	75	83	560	86
54	84	67	70	79	540	81
52	79	61	63	75	520	74
50	72	54	57	70	500	66
48	66	47	51	63	480	58
46	60	40	46	56	460	49
44	52	32	40	47	440	41
42	44	25	34	38	420	32
40	37	19	29	31	400	24
38	30	12	24	22	380	17
36	23	7	20	15	360	13
34	18	4	16	10	340	9
32	14	2	13	6	320	5
30	10	1	10	3	300	3
28	7		7	1	280	1
26	5		6		260	
24	3		4		240	
22	2		3		220	
20	1		1		200	
<b>N</b>	3,961	3,961	3,961	3,961	<b>N</b>	3,961
<b>Mean</b>	43.6	49.6	46.8	46.5	<b>Mean</b>	463.6
<b>Standard Deviation</b>	10	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 3,123 test takers who reported scores to social and behavioral science programs who were among the 18,274 individuals who tested in Puerto Rico between July 1, 2013 and June 30, 2016)

Selected Section Scaled Scores	Verbal Aptitude	Mathematics and Analytical Reasoning	Written Expression	English	Selected Total Scaled Scores	Total
80				99	800	
78				98	780	
76				98	760	
74				97	740	
72				96	720	
70				95	700	
68		99	99	95	680	
66	99	98	97	93	660	99
64	98	97	96	92	640	98
62	96	95	93	90	620	97
60	94	93	89	88	600	95
58	92	91	84	86	580	93
56	88	87	80	83	560	89
54	85	82	75	79	540	85
52	81	77	69	76	520	80
50	75	72	63	71	500	74
48	69	66	56	64	480	67
46	63	56	50	58	460	59
44	56	48	44	50	440	49
42	49	37	38	42	420	41
40	42	28	33	34	400	32
38	35	19	28	24	380	23
36	28	11	23	17	360	16
34	22	7	18	11	340	10
32	17	3	15	7	320	6
30	12	1	12	3	300	3
28	9		9	2	280	1
26	6		7	1	260	
24	4		5		240	
22	2		4		220	
20	1		1		200	
<b>N</b>	3,123	3,123	3,123	3,123	<b>N</b>	3,123
<b>Mean</b>	42.6	45.7	45.2	46	<b>Mean</b>	446.3
<b>Standard Deviation</b>	11	9	12	11	<b>Standard Deviation</b>	86

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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