

GMAT® Exam User Guide for Institutions



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What is the GMAT® Exam?

Created by business schools for business schools, the Graduate Management Admission Test® (GMAT®) exam is the most widely used standardized assessment that measures critical thinking and higher-order reasoning skills. The value in using a standardized assessment is that it gives you a unified way to compare candidates of different backgrounds against a single measure. For candidates, this levels the playing field and enables them to demonstrate their abilities irrespective of their backgrounds.

First administered in 1954, the GMAT exam has undergone regular reviews and updates in collaboration with the faculty and admissions teams of graduate business master's and management programs to ensure it continues to maintain relevance today. Furthermore, the GMAT exam has led the industry in methods used to evaluate talent fairly, accurately, efficiently, and securely. It is the most trusted, proven and well-understood predictor of academic

success in business master's and management programs. The exam provides admissions officers with access to a pipeline of committed candidates and allows them to compare candidates equitably, so they can build diverse and successful programs.

What Does the GMAT Exam Measure?

The GMAT exam is designed to test skills that are important to business master's and management programs. It assesses the problem-solving abilities, logic and critical reasoning, and analytical writing skills that are vital to real-world business and management success. Only the GMAT exam includes Integrated Reasoning, a section designed specifically to measure a candidate's ability to evaluate information presented in different formats and from multiple sources — a skill necessary for management students to succeed in a technologically advanced and data-rich world.



Why Do Schools and Universities Choose the GMAT® Exam?



The GMAT exam is the first and only exam specifically designed for admissions to business master's and management programs. It is trusted by more schools and universities than any other business graduate admission test, with more than 2,300 institutions and more than 7,000 programs worldwide depending on the GMAT exam to help them identify and understand a pipeline of committed and qualified candidates.

The GMAT Advantage

- Admissions officers build successful classes based on GMAT section scores, percentiles, and the GMAT Total Score, which is an industry standard. The Total Score allows for a single number to be used as a measure of a candidate's ability, while individual section scores provide additional information and flexibility, enabling more granular comparisons.
- The GMAT exam's computer-adaptive design uses an algorithm to select each question based on a candidate's ability level. This makes the GMAT score an extremely precise and efficient measure of an individual's ability.
- Advanced identification procedures and standardized test-administration conditions set the stage for the high level of security the GMAT exam is known for. That security also includes exam questions that cannot be easily memorized or shared, and the computer-adaptive format makes it extremely unlikely that any two candidates will see precisely the same questions.



GMAT® Exam Structure and Scores

Exam Sections

The GMAT exam consists of four sections: Verbal Reasoning, Quantitative Reasoning, and Integrated Reasoning, all of which use multiple-choice questions, and the Analytical Writing Assessment.

During each of these timed sections, the exam uses basic mathematical and English-language concepts to measure a candidate's ability to reason. Embedded within each exam are a small number of pre-test and research questions. Including these enables us to evaluate whether a new question should become part of the official question pool, and to calibrate a question's characteristics and difficulty over time. These questions are not used to calculate scores and are not identified to candidates.

Exam Structure

Immediately prior to starting their GMAT exam, candidates can select the order in which they take the sections. Their options are:

- Analytical Writing Assessment, Integrated Reasoning, Quantitative, Verbal
- Verbal, Quantitative, Integrated Reasoning, Analytical Writing Assessment
- Quantitative, Verbal, Integrated Reasoning, Analytical Writing Assessment

There is no “correct” or “recommended” section order. This choice simply gives candidates more control and flexibility to take the exam based on their strengths and testing preferences.

Verbal Reasoning (Computer-Adaptive)

The Verbal Reasoning section measures a candidate's ability to read and comprehend written material, reason, evaluate arguments, and correct written material to express ideas effectively in standard written (US) English. Scores are calculated based on difficulty level and on the number of questions a candidate answers correctly and are provided in one-point increments. Questions are presented in a multiple-choice format.

Quantitative Reasoning (Computer-Adaptive)

The Quantitative Reasoning section measures a candidate's ability to reason mathematically, solve quantitative problems, and interpret graphical data. Scores are calculated based on difficulty level and on the number of questions a candidate answers correctly and are provided in one-point increments. Questions are presented in a multiple-choice format.

Integrated Reasoning (Not Adaptive)

The Integrated Reasoning section measures a candidate's ability to convert data from multiple sources and in different formats — graphic, numeric, and verbal — into relevant information. It also measures the ability to organize information to see relationships and solve multiple interrelated problems. Most questions in this section require multipart responses; candidates must correctly answer each part to receive full credit. This section provides scores in one-point increments. Candidates scores are based on the number of questions answered correctly.

Analytical Writing Assessment

The Analytical Writing Assessment section measures a candidate's ability to think critically and communicate their ideas. Specifically, it requires them to analyze the reasoning behind an argument and then write a critique of that argument.

This section provides scores in half-point increments; the score is the average of two independent ratings. One rating is provided by our automated essay-scoring engine, which evaluates more than 50 linguistic and structural features. The other rating is provided by a human reviewer.

If the automated rating and the rating provided by the human reviewer differ by more than one point, an expert university faculty member will provide a third evaluation to determine the final score, which will then be the average of the two human reviewers' scores.



For more guidance and a detailed rubric, please visit the [“How to Use the Analytical Writing Assessment Score”](#) section on [gmac.com](#).

Fees

Candidates pay a fee of US\$250 to sit for the GMAT exam. This fee includes up to five score reports that candidates can send to programs before they start the exam. Other fees apply for actions such as rescheduling and canceling exam appointments, canceling and reinstating scores, and requesting additional score reports. A complete list of fees can be found in the [“Paying for the GMAT Exam”](#) section on [mba.com](#).

GMAT Scores and Score Scale

Candidates receive separate scores for each of the four individual GMAT sections, as well as a Total Score derived from the Quantitative Reasoning and Verbal Reasoning scores. Integrated Reasoning and Analytical Writing scores are not factored into the Total Score, instead they give you additional data points to consider. Each section of the GMAT score report also includes percentile rankings, which illustrate how a candidate has performed against other GMAT candidates over the past three years. Unlike scores that remain constant, percentiles can change.

GMAT Total Scores range from 200 to 800, with Verbal and Quantitative scores ranging from 6 to 51. As the Verbal and Quantitative scores measure different abilities, they are not comparable to each other.

Integrated Reasoning scores range from 1 to 8. Analytical Writing Assessment scores range from 0 to 6 and are based on one “Analysis of an Argument” essay. Essays are scored independently twice and then averaged.

Official GMAT scores are valid for five years and are available for reporting for up to 10 years. Most programs, however, do not accept scores more than five years old.

5 scores that test takers receive:

- 1 GMAT Total Score (derived from Quantitative and Verbal scores)
- 2 Quantitative Reasoning score
- 3 Verbal Reasoning score
- 4 IR score
- 5 AWA score

Together these give you a clear picture of the candidate’s ability.



While the total testing time is 3 hours 7 minutes, the GMAT exam takes 3 hours 30 minutes including breaks and test instructions.

Sample GMAT exam questions are provided in [Appendix 1](#) starting on page 17.

Section	Timing	Questions	Scoring Scale	Question Types
Quantitative Reasoning	62 minutes	31	6-51, in one-point increments	Data sufficiency Problem-solving
Verbal Reasoning	65 minutes	36	6-51, in one-point increments	Reading comprehension Critical reasoning Sentence correction
Integrated Reasoning	30 minutes	12	1-8, in one-point increments	Multi-source reasoning Graphics interpretation Two-part analysis Table analysis
Analytical Writing Assessment	30 minutes	1	0-6, in half-point increments	Analysis of argument
Total Score			200-800, in 10-point increments	Composed of Quantitative and Verbal sections

Computer-Adaptive Format

The Verbal and Quantitative Reasoning sections of the GMAT exam are computer-adaptive, which has three important implications for the candidate:

1

The GMAT exam constantly and automatically adapts questions to an individual's ability level

The multiple-choice Verbal and Quantitative Reasoning sections draw from a large bank of questions to tailor themselves to a candidate's ability level, which means candidates won't get many questions that are too difficult or too easy.

How it works: The first question a candidate receives is of medium difficulty. As they answer each question, the computer scores their answer and uses it — as well as their responses to any preceding questions — to select the next question. For example, if the candidate answers the first question correctly, the computer will usually give them a more difficult question. If they answer the first question incorrectly, their next question will be easier. This process continues until the candidate completes the section, at which point the computer will have an accurate assessment of their ability in that subject.

This continuous adaptation has two benefits: First, the exam is more efficient, as candidates only see questions that give more information about their specific abilities. Second, candidates can recover from mistakes as the exam adjusts to ensure accurate measurement.

2

The computer-adaptive sections become more difficult as a candidate answers more questions correctly

If the candidate gets a question that seems easier, however, that doesn't necessarily mean they answered the last question incorrectly. The test must cover a range of content, both in the types of questions asked and the subject matter presented. The candidate's score is determined by the difficulty and statistical characteristics of the questions they answer as well as by the number of questions they answer correctly.

3

Candidates may not skip questions, nor change their responses to previous questions

This is because the computer uses their response to each question to select the next one. Once they answer a question, they can't go back. To get the most accurate measure of ability, candidates must answer all questions. Incomplete exams result in a penalty. Therefore, embedded in the score is an evaluation of a candidate's ability to manage their time.

Additionally, the computer-adaptive nature of the GMAT exam means that every candidate takes a different exam, eliminating the possibility of cheating.



Understanding and Using GMAT® Exam Scores

Understanding GMAT Scores

Management Reports and Market Insight

Our Management Reports keep you up-to-date on trends to help you make informed admissions decisions. In these reports, you can see candidates' skills and data across a range of variables, including location, work experience, and academic background. To access this in-depth information, click on the "Management Reports" menu or contact your GMAT Score Reporting Website administrator. An example of what you will see when accessing a management report can be found in [Appendix 2](#) on page 25.



Fairness

The GMAT exam is developed using best practices to ensure fairness for candidates from both US and non-US subgroups. To ensure that questions are not biased against any subpopulation of GMAT candidates, there are three procedures in the test-development process:

1

We thoroughly train writers of GMAT exam questions to avoid topics and questions that may favor or disadvantage particular subgroups of candidates.

2

All questions, before being tested in the field as part of the GMAT exam, are reviewed by an independent panel of fairness experts. If these reviewers identify potential issues of sensitivity or bias in a question, we will revise or discard it.

3

Finally, new questions are added to the exam on a non-scoring basis. We then analyze candidate response data to ensure the questions are fair and unbiased. Only after GMAT questions pass statistical criteria do we use them in calculating actual GMAT exam scores. For example, one statistical analysis we perform identifies questions that may favor candidates from one subgroup over another. Questions flagged by these methods are further reviewed by test-development experts and then revised, discarded, or approved. We then analyze the revised items again. Only approved questions are subsequently scored on the GMAT exam.

Frequency Ranking Report Annual

- Top 15 programs to which candidates who sent GMAT scores to your program also sent their information
- Information about where your program overlaps with competitors
- Number of scores sent only to your program

Summary Statistics Report Semi-annual

- Data comparing all GMAT candidates during the period with those who sent their scores to your program
- Percentage of female and male candidates
- Ethnicity
- Data by country
- GMAT score range

Quarterly Roster Report Quarterly

- List of all candidates who sent their scores to your program
- Overview of the candidate pool

Reliability and Validity

When you use a test to evaluate a candidate's potential to succeed in your program, you need to be confident that candidates with similar abilities will get similar scores. Reliability indicates the extent to which test scores are consistent over repeat sittings and is a key reason why test scores have meaning.

Reliability is measured on a scale where the lowest reliability is 0 and perfect reliability is 1. In testing, reliabilities of 0.90 and above are considered excellent; 0.80 to 0.90 is considered good, and 0.70 to 0.80 is considered acceptable. No test or human being is perfectly reliable, but the average reliability for GMAT exam scores is high, as shown below:

Total Score: 0.92
Verbal Reasoning: 0.89
Quantitative Reasoning: 0.90

To properly evaluate candidates, you also need to be confident that your admissions exam measures what you think it measures. GMAT exam scores have been shown to be strong predictors of academic success in graduate management programs, and we continue to perform validity studies to statistically verify that the exam predicts success in your program. Validity correlations are measured on a scale of 0 to 1, in which 0.40 is typically good for admission tests.

Based on nearly 400 studies over the past 20 years, the median correlation between GMAT scores and performance in a program's core modules (0.48) is much higher than the relationship between undergraduate GPAs and mid-program graduate management school grades (0.30). The best predictions of candidate success come from combining data from GMAT scores and undergraduate GPAs (0.53).

To better understand the statistical relationship between GMAT scores as predictors of academic performance in your program, we encourage you to participate in our [Validity Study Service](#) detailed at the end of this section.

Standard Errors

All standardized test scores are estimates of a candidate's true ability. Chance variation in scores can be estimated statistically and given a value known as the **standard error of measurement**. The standard error of measurement for the GMAT Total Score is 29 points, meaning the probability is about 67 percent that a candidate's reported GMAT Total Score is 29 points or less above or below a score reflecting their true ability.

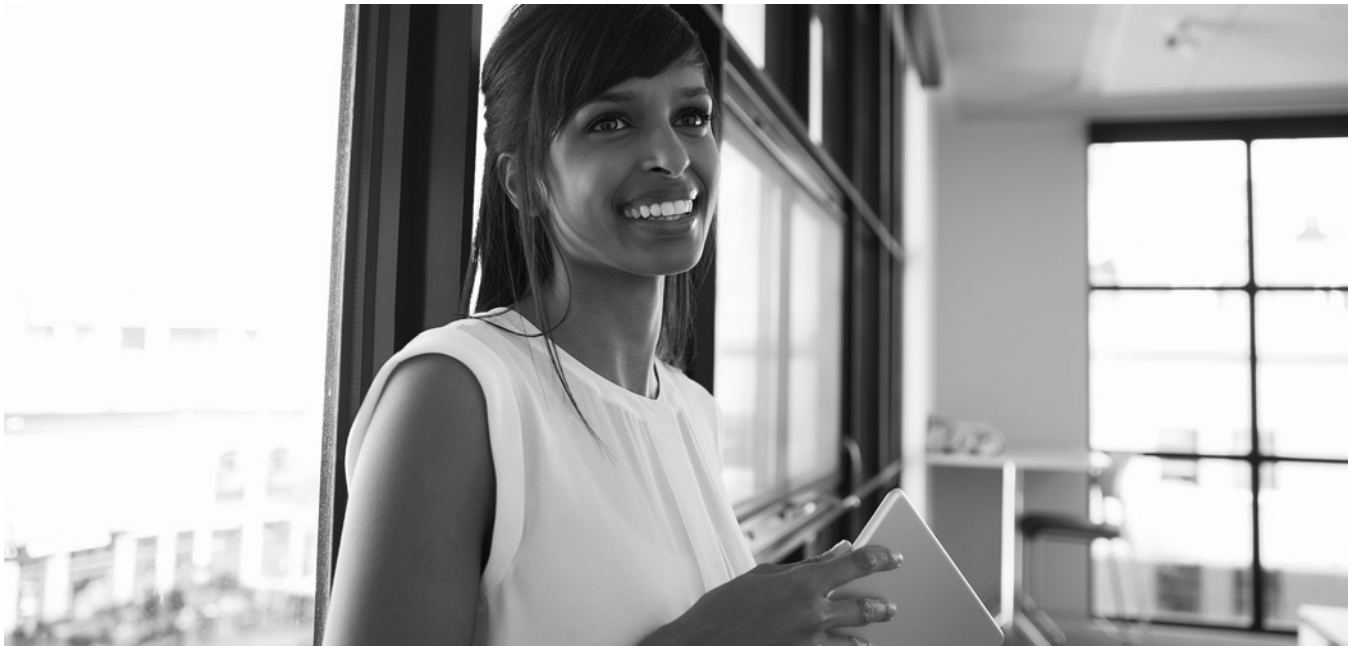
When comparing the scores of two applicants, you must account for potential error in both scores, therefore, we advise that you use a "standard error of difference" of 41 Total Score points. This means that two candidates with the same ability (i.e., equal skills of the kind measured by the GMAT exam) will receive a GMAT Total Score within a 41-point difference of each other two out of three times. For example, if Candidate 1 has a score of 640 and Candidate 2 has a score of 670, there is a probability of 67 percent that the two candidates possess equal skills because their scores fall within 41 points of each other. The standard error of difference for the Verbal Reasoning section is 4.30 points; for the Quantitative Reasoning section, it is 3.90 points.

Percentiles

The percentile rank of a score shows you the percentage of candidates who scored lower than that score for the most recent three-year period. Every year, each candidate's score is updated with the most recent year's percentiles. For example, a score in the 76th percentile shows the candidate's score is better than 76 percent of the testing population, where the testing population is all candidates who completed the GMAT exam within the past three years (updated July 1 each year). Percentiles can be filtered by world region, country of citizenship, gender, and undergraduate GPA.



Use our **GMAT Benchmarking Tool**, detailed on the next page, to review percentiles, get detailed formats and apply filters to further inform your admissions decisions.



GMAT Benchmarking Tool

The **GMAT Benchmarking Tool** helps you identify and recruit top candidates for your program by providing detailed and summary insights on the performance of the testing population across each section and across the Total Score. You can view percentile rankings in either detailed or summary formats, along with the sample size and standard deviation for the most recent three-year period. Comparing each individual GMAT score with the most recent three years of candidates will give you a more complete picture of the applicant pool.

In addition, you can use this tool to filter scores by world region, country of citizenship, gender, and undergraduate GPA, allowing you to better assess a candidate's ability within the context of these criteria.



The GMAT Benchmarking Tool can be found in the **“GMAT Scoring by Exam Section/GMAT Benchmarking Tool”** section of [gmac.com](https://www.gmac.com).

For details on Validity Study Service (VSS), visit the **“Validate Admission Decisions”** section on [gmac.com](https://www.gmac.com).

Validity Study Service

The free GMAT Validity Study Service (vss) is a full-service statistical analysis of your student information that will allow you to see right away how GMAT scores and undergraduate grade point averages correlate to performance in your program's core modules. Data from one of these studies can protect you against charges of unfairness, improve your decision-making process, and help you quantify what you do for accreditation purposes.

The vss uses your data to determine GMAT validity for a specific program, and the confidential report we provide you shows how GMAT scores work with other factors in your admissions process. The validity of the GMAT exam has been demonstrated for MBAs, executive MBAs, business master's degrees, and doctoral programs. Validity has also been documented for numerous population groups, including by gender, citizenship, language, undergraduate degree, and age.

This service is completely customizable to your program's needs. It allows you to add your own predictive factors, grouping variables, or other criteria to produce a result that is statistically rigorous. vss methodology has been peer reviewed and published in well-respected journals.

A GMAC psychometrician will work with you to submit as much data as you choose, and you can receive your personalized study within two weeks of submitting your data. All schools that accept GMAT scores are encouraged to participate.

Best Practices for Using GMAT Scores to Help Select Students

The GMAT exam is designed to test skills that are relevant to business and management programs. It assesses problem-solving abilities, logic and critical reasoning, and analytical writing skills that are vital to real-world business and management success.

What Doesn't the GMAT Exam Measure?

While the GMAT exam is an excellent measure of critical thinking skills, it does not measure every discipline-related skill necessary for academic work, nor does it measure all subjective factors important to academic and career success, such as interpersonal skills.

The exam does not:

- Assume that candidates have any specific knowledge of business or other specialized content areas.
- Measure a candidate's achievements in any particular subject area.
- Measure subjective factors that will be important to a candidate's academic and career success, such as motivation, creativity, interpersonal skills, study skills, and overall success on the job.
- Measure conversational ability. While the GMAT exam is in English, strong verbal scores may not correlate with strong self-expression.

In addition, we advise that you not compare candidates' performance on the GMAT exam to their performance on other standardized tests, as such comparisons are not valid due to differences between tests and between the populations of candidates who take them.

Cutoff Scores

While external factors such as government and university regulations sometimes require the use of "cutoff scores" that automatically disqualify candidates whose scores fall below a specific number, we recommend avoiding this practice whenever possible. Setting such limits may lead to discrimination based on gender, age, ethnicity, and other characteristics. Instead, we suggest reviewing a balanced set of section scores — not just the Total Score — when assessing a candidate during the admissions process. Consider using a cutoff score only when there is clear empirical evidence that many students with scores below a given number have been less successful in your program. Remember, the GMAT exam is only one factor in the admissions decision.

Disadvantaged Candidates

Use special care in interpreting scores from candidates who may be disadvantaged due to social or environmental circumstances in their everyday lives. In some cases, such scores may reflect unequal opportunity rather than potential for academic success. The **GMAT Benchmarking Tool** can also help you better interpret these scores.

When assessing the abilities of a candidate whose native language is not English, carefully consider how much that limited proficiency may have affected the candidate's scores. Verbal Reasoning and Analytical Writing Assessment scores in particular may reflect language skills confounded with reasoning ability.

Candidates with Disabilities

GMAC is committed to ensuring that test takers with disabilities have equal access to the GMAT exam. If a candidate believes they have a disability that prevents them from taking the GMAT under standard conditions, they may request accommodations. Full details on how to request accommodations is available in the **Supplement for Test Takers with Disabilities Handbook**.



GMAC makes all decisions regarding eligibility for GMAT accommodations. Candidates should email GMAC at testingaccommodations@gmac.com if they have any questions about accommodations, application preparation or any other accommodation decision they have received.

How to Become a GMAT® Accepting Program

To be eligible to receive GMAT scores you must be an accredited, degree-granting institution that offers graduate-level programs in business and/or management. Management programs are not limited to schools of business. For example, a health management program in a school of public health or an arts management program in a school of arts and sciences may be eligible to receive GMAT scores. You may also receive GMAT scores if you are an approved organization that grants fellowships and scholarships for graduate business education.

If your institution is eligible, you may fill out and submit a completed application form. The form is found in the **“Institution Application for GMAT Scores”** section on [gmac.com](https://www.gmac.com).

Applications to receive scores take up to three weeks to process. In your application, you will nominate a Score Reporting Website administrator; they will be notified via email when your institution’s application review process has been completed, and if the application is approved, will receive login instructions. When logging into the GMAT Score Reporting Website for the first time, you will need to agree to the Terms of Use Agreement for GMAT score report recipients. Your administrator will then be able to nominate additional staff members to access GMAT exam scores.

Once your institution is approved, you can receive GMAT score reports at no charge. GMAT candidates pay a fee to take the test and to send their scores to your programs. When you have received your designated institution code, we will add your program(s) to the list that candidates can choose from. It is essential that the program name(s) you provide accurately represent the name(s) used publicly on your website and other marketing material. We also encourage you to update your website stating that you accept the GMAT exam as part of your admissions criteria and providing details on the score range suitable for an application to your program. Contact us if you would like to add the GMAT logo to your website to indicate that you accept or prefer the GMAT exam as part of your admissions process.



If you have any questions about becoming a GMAT® accepting program, please contact gmatprogram@gmac.com.



Accessing Scores

We provide a free, secure, and easy-to-use electronic system where you can access scores at your convenience: the **GMAT Score Reporting website**. It is important that your institution review and accept only official GMAT score reports that are accessed through this site. PDF documents or other formats can be edited and thus are not acceptable substitutes.

While our preferred method of delivery is via the website, you can also receive paper GMAT score reports through postal mail. Electronic and paper reports contain the same information, but paper reports may reach you later due to processing and transit time.

The **GMAT Score Reporting website** has an intuitive interface and requires no special training to use. Online guides, help-desk support, and hands-on assistance are available if questions arise.

Using the website, your graduate business program can do the following:

- Access GMAT score reports sent to your program. Scores can be accessed as soon as candidates make them available, which means you do not need to wait to receive paper score reports by mail.
- View all reports made available to your program during a certain time period, view only the reports for specific candidates, or search for just the score reports in which you are interested.

- Print the reports you've selected or save them on your computer as PDF, TXT, or CSV files.
- Control how score reports are managed and whether paper copies are needed.
- Customize the information you would like to access, e.g., custom date ranges, candidate photos, and viewing of the candidate's essay.
- View and print candidate photos, which are taken at the test center before candidates are seated for the GMAT exam.
- Download score report data to a computer at your school and import the data into your own database.
- View and edit the contact information we have on file for your institution, schools, and programs.
- Use the simple tools available on the site to manage accounts for users at your school and provide each user with access to the candidate information he or she requires.



For more information about receiving your GMAT scores online, contact gmatprogram@gmac.com or see our step-by-step guide in the “**Access GMAT Scores (GMAT Score Reporting website)**” section on gmac.com. Samples of reports that can be accessed from the Score Reporting website are located in **Appendix 2** on page 25.

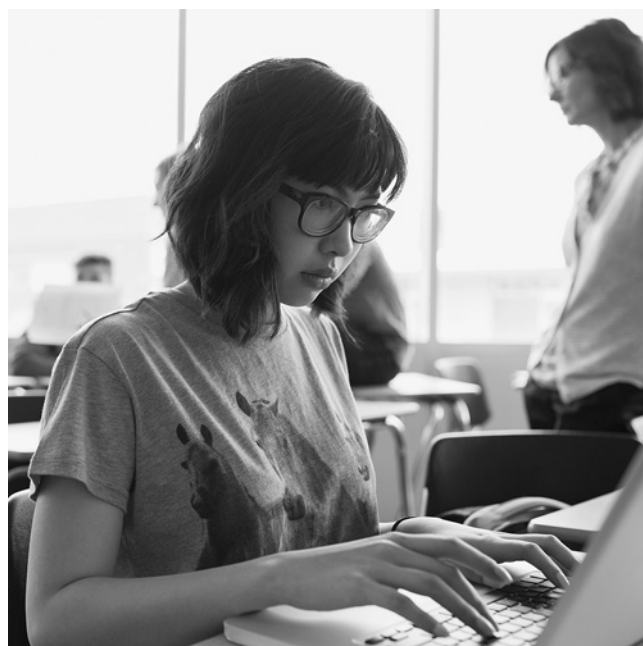
Score Report

Most individual score reports consist of one page. If your school has elected to receive candidate essays, each report can consist of two or more pages. If the essay is included, the essay question and the candidate's response will be provided on a separate page.

The score report provides the candidate's contact and demographic information, including name, address, country of citizenship, and date of birth, along with information about the candidate's education, including graduation date and undergraduate institution. Because candidates are not required to provide all of this information, some fields, such as ethnicity and undergraduate GPA, may be blank.

The score report lists scores of GMAT exams the candidate has taken within the past five years, as long as the scores were reportable. Candidate-canceled scores are not listed on the score report. If the scores were not reportable for any other reason — if, for example, we canceled the scores at the test center — the exam appointment is listed on the score report with an explanatory irregularity code in place of the scores.

GMAC and Pearson VUE reserve the right to take action that they deem appropriate if a candidate fails to comply with the test terms and conditions or the test administrator's directions. If scores are canceled, official score reports may include one of the three irregularity codes listed:



A complete sample score report can be found in [Appendix 3](#) on page 26.

Code	Cause of Irregularity	Result of Irregularity
T (Testing issue)	Administrative or registration errors, including disruptions at the test center that were out of the candidate's control.	Scores withheld or canceled; noted on official score report. Candidate may be offered the option to retest at no additional fee or to receive a refund of his or her examination fee.
P (Policy violation)	Candidate committed a policy violation.	Scores withheld or canceled; noted on official score reports for five years; schools may be notified.
S (Serious policy violation)	Candidate committed a serious policy violation.	Scores canceled; noted on official score reports for five years; schools notified; possible ban on future testing; other legal remedies.

The GMAT® Testing Experience

GMAT Test Centers

The GMAT exam is available at designated test centers around the world that meet the Graduate Management Admission Council's (GMAC) security standards and specifications. This ensures a standardized testing experience for all candidates and enables us to implement measures that give schools confidence that an applicant is the same person who took their exam.

The exam is delivered only on a computer, ensuring consistency and fairness as well as allowing candidates to:

- Test around the world on almost any day of the year.
- Track their time and the number of questions they have to answer.
- Receive unofficial scores instantly.

Our test centers network is managed by our partner Pearson VUE. We encourage you to get in touch with us if you are planning to recruit or offer a program in a location where GMAT testing is not yet available. A complete list of test center locations is available at mba.com/testcenterlist.

The GMAT exam is administered worldwide in accordance with applicable local laws. Special registration guidelines, taxes, identification requirements, testing rules, and privacy policies apply in certain countries. For the most up-to-date country-specific policies, go to mba.com/countryregulations.

The Test Center Experience

When a candidate arrives at the test center, they must check in. The check-in procedure includes identification (ID) verification, a digital photograph and/or signature, and a digital scan of their unique palm vein pattern. These scans serve two purposes: First, they verify identity each time a candidate leaves and re-enters the test environment (for example, if they take a break or need to use the bathroom). Additionally, we store an algorithm of their palm vein scan and compare it to future candidates as an additional level of identity verification.

Every candidate is required to adhere to the Testing Rules and Agreement for the location at which their test is being delivered. This information is provided to candidates on mba.com and shared by GMAC via email once a candidate registers for the exam.

Personal items are not permitted in the testing room. Testing aids, such as calculators and digital watches are not allowed in the test center at any time. The GMAT exam is administered in a room with private computer workstations, and the testing premises are subject to audio and video recording. Testing must begin promptly once candidates are seated at the computers.

At the beginning of their testing time, there is an opportunity for candidates to select up to five programs to send their scores to upon completion of their exam. When their exam is completed, candidates are shown their unofficial GMAT scores — Verbal, Quantitative, Integrated Reasoning, and Total. (Scores at the test center are unofficial as they exclude the Analytical Writing Assessment score, which requires human scoring.) Candidates are given two minutes to decide whether to cancel or accept their scores. If the time expires before they make a selection, their scores will be automatically canceled. If a candidate's scores are canceled, they will not be sent to any of the programs selected before the exam, the candidate will not receive a hard copy of their unofficial scores at the test center, and the candidate will not be able to access their official score report.

If a candidate accepts their score at the test center, score reports will be sent to the programs that they selected before taking the exam, and a printed copy of their unofficial score report will be given to them as they exit the test center. Candidates may, however, choose to cancel their scores online up to 72 hours after the exam. In addition, they may choose to reinstate canceled scores up to four years and 11 months after the exam for a fee.

Candidates who accept their scores at the test center will receive an email within 20 days of their test day with a link and instructions for accessing their score reports.

In addition to the five free score reports selected prior to the start of their GMAT exam, candidates may at any time within five years of taking the GMAT exam send their official score to as many additional programs as they like (fees apply).

Test Security

GMAC is the industry leader in test security. Our system works because we continue to evolve and develop new state-of-the-art security measures, including scanning of palm vein patterns (which are unique to each individual) and ID verification — to ensure that the GMAT exam is fair, maintains test integrity, and minimizes unfair practices. Our commitment to security is built on four key pillars:

1

Prevention:

We leverage many techniques to prevent testing misconduct

- Palm vein pattern scans to verify identity before a candidate's exam and in the future, should they take the GMAT exam more than once
- Strict ID requirements
- Passport authentication (select countries)
- Digital photograph and signature
- Computer-adaptive testing
- Testing and security policies
- Retake policies
- Audio and video recording
- Item pool rotation
- Item masking – a candidate will never see the same question twice

2

Detection:

We have tools in place to constantly monitor for and identify cheating

- Continuous test monitoring – surveillance through window and/or video
- Security incident management process
- Data forensics
- Web and social media monitoring
- Secret shopper program – third-party testing vendor and in-house security review of customer experience and security compliance
- Security tip line – anyone can contact customer service (attention: test security) to report misconduct or concerns

3

Enforcement:

We have strict policies in place to discourage misconduct

- Score revocation
- Ban from future testing
- Notification to schools – if there is a security incident involving a candidate whose score report was sent to and received by a school or schools, we will notify that school or schools about the incident to update them on the latest information when reviewing that candidate's application
- Cease and desist letters
- Legal action

4

Education:

We have a robust communication program to educate candidates on our security policy

- GMAT handbook
- Registration confirmation letters
- Official score reports
- Security flyers
- Social media

Appendix 1:

Sample Questions

By testing analytical and critical reasoning, problem-solving, and data sufficiency and logic abilities, the GMAT exam helps measure a candidate's potential to succeed both in the classroom and in their future career. Each section is designed to evaluate a different set of skills — each one vital to real-world business and management success.

Quantitative Reasoning

The Quantitative Reasoning section of the GMAT exam tests a candidate's ability to analyze data and solve problems.

Data Sufficiency

Measures ability to analyze a problem, recognize relevant information, and decide whether there is enough information to solve the problem.

Directions

This data sufficiency problem consists of a question and two statements, labeled **(1)** and **(2)**, in which certain data are given. You have to decide whether the data given in the statements are sufficient for answering the question, using the data given in the statements, plus your knowledge of mathematics and everyday facts (such as the number of days in July or the meaning of the word counterclockwise).

Question

If a real estate agent received a commission of 6 percent of the selling price of a certain house, what was the selling price of the house?

- (1)** The selling price minus the real estate agent's commission was US\$84,600.
- (2)** The selling price was 250 percent of the original purchase price of US\$36,000.

Answer Choices

- (A)** Statement **(1)** ALONE is sufficient, but statement **(2)** ALONE is not sufficient.
- (B)** Statement **(2)** ALONE is sufficient, but statement **(1)** ALONE is not sufficient.
- (C)** BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient.
- (D)** EACH statement ALONE is sufficient.
- (E)** Statements **(1)** and **(2)** TOGETHER are NOT sufficient.

Answer

(D)

Problem-Solving

Measures ability to solve numerical problems, interpret graphical data, and evaluate information.

Directions

Solve the problem and indicate the best of the answer choices given.

Question

If $u > t$, $r > q$, $s > t$, and $t > r$, which of the following must be true?

- I. $u > s$
- II. $s > q$
- III. $u > r$

Answer Choices

- (A)** I only
- (B)** II only
- (C)** III only
- (D)** I and II
- (E)** II and III

Answer

(E)

Verbal Reasoning

The Verbal Reasoning section of the GMAT exam tests a candidate's reading comprehension, critical reasoning, and sentence correction skills.

Reading Comprehension

Measures ability to understand, analyze, and apply information and concepts presented in text.

Directions

The questions in this group are based on the content of a passage. After reading the passage, choose the best answer to each question. Answer all questions following the passage on the basis of what is stated or implied in the passage.

Question

Schools expect textbooks to be a valuable source of information for students. My research suggests, however, that textbooks that address the place of Native Americans within the history of the United States distort history to suit a particular cultural value system. In some textbooks, for example, settlers are pictured as more humane, complex, skillful, and wise than Native Americans. In essence, textbooks stereotype and depreciate the numerous Native American cultures while reinforcing the attitude that the European conquest of the New World denotes the superiority of European cultures. Although textbooks evaluate Native American architecture, political systems, and homemaking, I contend that they do it from an ethnocentric European perspective without recognizing that other perspectives are possible. One argument against my contention asserts that, by nature, textbooks are culturally biased and that I am simply underestimating children's ability to see through these biases. Some researchers even claim that by the time students are in high school, they know they cannot take textbooks literally. Yet substantial evidence exists to the contrary. Two researchers, for example, have conducted studies that suggest that children's attitudes about particular cultures are strongly influenced by the textbooks used in schools. Given this, an ongoing, careful review of how school textbooks depict Native Americans is certainly warranted.

Answer Choices

Which of the following would most logically be the topic of the paragraph immediately following the passage?

- (A) Specific ways to evaluate the biases of US history textbooks
- (B) The centrality of the teacher's role in US history courses
- (C) Nontraditional methods of teaching US history
- (D) The contributions of European immigrants to the development of the United States
- (E) Ways in which parents influence children's political attitudes

Answer

(A)

Critical Reasoning

Measures ability to craft and evaluate arguments, draw inferences, and formulate and assess plans of action.

Directions

For this question, select the best of the answer choices given.

Question

The cost of producing radios in Country Q is 10 percent less than the cost of producing radios in Country Y. Even after transportation fees and tariff charges are added, it is still cheaper for a company to import radios from Country Q to Country Y than to produce radios in Country Y.

Answer Choices

The statements above, if true, best support which of the following assertions?

- (A) Labor costs in Country Q are 10 percent below those in Country Y.
- (B) Importing radios from Country Q to Country Y will eliminate 10 percent of the manufacturing jobs in Country Y.
- (C) The tariff on a radio imported from Country Q to Country Y is less than 10 percent of the cost of manufacturing the radio in Country Y.
- (D) The fee for transporting a radio from Country Q to Country Y is more than 10 percent of the cost of manufacturing the radio in Country Q.
- (E) It takes 10 percent less time to manufacture a radio in Country Q than it does in Country Y.

Answer

(C)

Sentence Correction

Measures English-language proficiency and ability to convey meaning clearly, concisely, and using correct grammar.

Directions

This question presents a sentence, part of which or all of which is underlined. Beneath the sentence you will find five ways of phrasing the underlined part. The first of these repeats the original; the other four are different. If you think the original is best, choose the first answer; otherwise, choose one of the others. This question tests correctness and effectiveness of expression. In choosing your answer, follow the requirements of standard written English — that is, pay attention to grammar, choice of words, and sentence construction. Choose the answer that produces the most effective sentence; this answer should be clear and exact, without awkwardness, ambiguity, redundancy, or grammatical error.

Question

While larger banks can afford to maintain their own data-processing operations, many smaller regional and community banks are finding that the cost associated with upgrading data-processing equipment and with the development and maintenance of new products and technical staff are prohibitive.

Answer Choices

- (A) Cost associated with
- (B) Costs associated with
- (C) Costs arising from
- (D) Cost of
- (E) Costs of

Answer

(B)

Integrated Reasoning

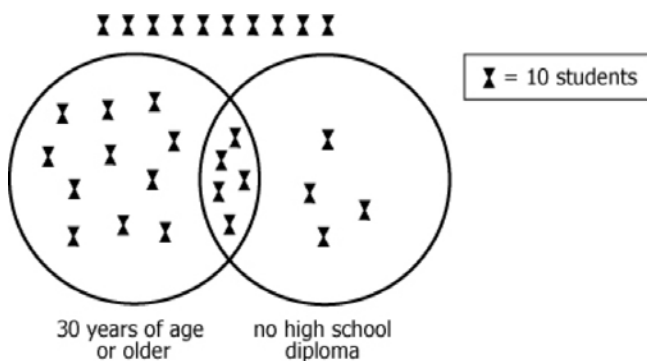
The Integrated Reasoning section of the GMAT exam tests a candidate's ability to evaluate information presented in multiple formats and from multiple sources.

Graphics Interpretation

Measures ability to synthesize information presented in graphics, text, and numbers.

Directions

Interpret the graph or graphical image and select the option to make the answer statements accurate.



Question

Refer to the pictograph of a survey of students at Central Community College. Each symbol represents 10 students in a sample of 300.

Use the answer choices to complete each statement according to the information presented in the diagram.

If one student is selected at random from the 300 surveyed, the chance that the student will be under 30 or a high school graduate or both is **Answer 1**.

If one student is selected at random from the 300 surveyed, the chance that the student will be both under 30 and a high school graduate is **Answer 2**.

Answer Choices

Answer 1

- (A) 1 out of 6
- (B) 1 out of 3
- (C) 2 out of 3
- (D) 5 out of 6

Answer 2

- (A) 1 out of 6
- (B) 1 out of 3
- (C) 2 out of 3
- (D) 5 out of 6

Answers

Answer 1

(D)

Answer 2

(B)

Two-Part Analysis

Measures ability to evaluate relevant information from different sources.

Directions

Select one answer from each section to solve a problem with a two-part solution. Possible answers will be presented in a list for each part.

Question

The Quasi JX is a new car model. Under ideal driving conditions, the Quasi JX's fuel economy is E kilometers per liter ($E \frac{\text{km}}{\text{L}}$) when its driving speed is constant at S kilometers per hour ($S \frac{\text{km}}{\text{h}}$).

In terms of the variables S and E , select the expression that represents the number of liters of fuel used in 1 hour of driving under ideal driving conditions at a constant speed S , and select the expression that represents the number of liters of fuel used in a 60-kilometer drive under ideal driving conditions at a constant speed S .

Answer Choices

Liters of fuel in 1 h

- (A) $\frac{S}{E}$
- (B) $\frac{E}{S}$
- (C) $\frac{60}{E}$
- (D) $\frac{60}{S}$
- (E) $\frac{S}{60}$
- (F) $\frac{E}{60}$

Liters of fuel in 60 km

- (A) $\frac{S}{E}$
- (B) $\frac{E}{S}$
- (C) $\frac{60}{E}$
- (D) $\frac{60}{S}$
- (E) $\frac{S}{60}$
- (F) $\frac{E}{60}$

Answers

Liters of fuel in 1 h

(A)

Liters of fuel in 60 km

(C)

Table Analysis

Measures ability to see relationships and solve interrelated problems by organizing information.

Directions

Each question will have statements with opposing answers; select one answer for each statement.

Question

The table displays data on Brazilian agricultural products in 2009.

Commodity	Production, world share (%)	Production, world rank	Exports, world share (%)	Exports, world rank
Beef	16	2	22	1
Chickens	15	3	38	1
Coffee	40	1	32	1
Corn	8	4	10	2
Cotton	5	5	10	4
Orange Juice	56	1	82	1
Pork	4	4	12	4
Soybeans	27	2	40	2
Sugar	21	1	44	1

For each of the following statements, answer *Yes* if the statement can be shown to be true based on the information in the table. Otherwise, answer *No*.

- (1) No individual country produces more than one-fourth of the world's sugar.
- (2) If Brazil produces less than 20 percent of the world's supply of any commodity listed in the table, Brazil is not the world's top exporter of that commodity.
- (3) Of the commodities in the table for which Brazil ranks first in world exports, Brazil produces more than 20 percent of the world's supply.

Answers

- (1) Yes
 - (2) No
 - (3) No
-

Multi-Source Reasoning

Measures ability to see relationships and solve interrelated problems by organizing information.

Directions

Read each email to reveal different data and discern which data you need to answer the question.

Question

Email #1

Email from **administrator** to research staff
January 15, 10:46 am

Yesterday was the deadline for our receipt of completed surveys from doctors who were invited to participate in the Medical Practice Priorities Survey. Did we get enough returns from this original group of invitees to get reliable statistics? Do we need to invite additional participants?

Email #2

Email from **project coordinator** in response to the administrator's January 15, 10:46 am message
January 15, 11:12 am

Altogether we got exactly 350 actual survey completions. We need at least 700 and were hoping for even more, so we plan to invite a second group to participate. Both the results from this first group and other research indicates that with this type of survey and these types of participants, there is about a 40 percent probability that any given invitee will submit the completed survey in the time we'll allow. (Obviously that doesn't mean that if we invited 1,000 we'd necessarily get at least 400, so we need to think in terms of the risks of getting too few returns or exceeding the budget.) All of the participants who submitted their surveys by the deadline will get the US\$50 payment we promised. What is our total budget for compensation to participants?

Email #3

Email from **administrator** to project coordinator in response to the project coordinator's January 15, 11:12 am message
January 15, 1:54 pm.

The budget we allocated for compensation to those who complete and submit the Medical Practice Priorities Survey is US\$45,000. We will honor our commitment to pay US\$50 to each participant — in the second group as well as the first — who completes the survey and submits it by the deadline we specify when we invite them to participate. We will, however, need to try not to exceed the total amount that is budgeted for this purpose.

Consider each of the following statements. Does the information in the three emails support the inference as stated?

- (1) The administrator is unwilling to invite as many participants in the second group as were invited in the first group.
- (2) The project coordinator does not expect to be able to meet the goal for numbers of completed surveys received.
- (3) The administrator is willing to accept some risk of exceeding the budget for compensating participants.

Answers

- (1) No
- (2) No
- (3) Yes

Analytical Writing Assessment

The Analytical Writing Assessment section of the GMAT exam tests a candidate's ability to think critically and communicate their ideas by analyzing and critiquing an argument.

Directions

In this section, you will be asked to write a critique of the argument presented. You are NOT being asked to present your own views on the subject.

Question


The following appeared in the editorial section of a monthly business news magazine:


“Most companies would agree that as the risk of physical injury occurring on the job increases, the wages paid to employees should also increase. Hence it makes financial sense for employers to make the workplace safer: they could thus reduce their payroll expenses and save money.”

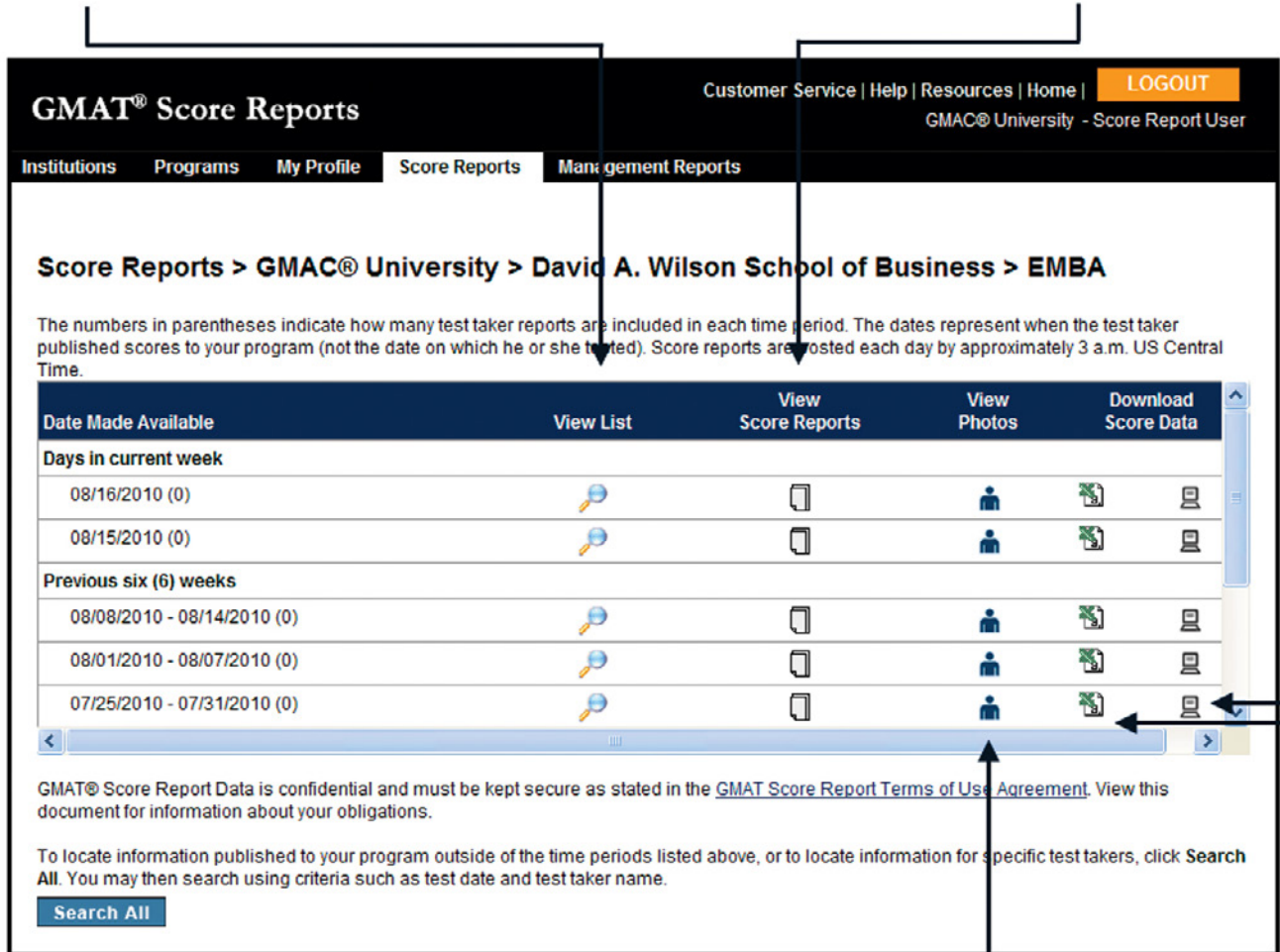
Discuss how well-reasoned you find this argument. In your discussion, be sure to analyze the line of reasoning and the use of evidence in the argument. For example, you may need to consider what questionable assumptions underlie the thinking and what alternative explanations or counterexamples might weaken the conclusion.

You can also discuss what sort of evidence would strengthen or refute the argument, what changes in the argument would make it more logically sound, and what, if anything, would help you better evaluate its conclusion.

Appendix 2: Sample Reporting Example

To view the names of test takers who submitted scores to the program during an available time period, click the  icon in this column corresponding to the time period you want.

To view all score reports submitted to the program during an available time period, click the  icon in this column corresponding to the time period you want.




























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The numbers in parentheses indicate how many test taker reports are included in each time period. The dates represent when the test taker published scores to your program (not the date on which he or she tested). Score reports are posted each day by approximately 3 a.m. US Central Time.


Date Made Available	View List	View Score Reports	View Photos	Download Score Data
Days in current week				
08/16/2010 (0)				 
08/15/2010 (0)				 
Previous six (6) weeks				
08/08/2010 - 08/14/2010 (0)				 
08/01/2010 - 08/07/2010 (0)				 
07/25/2010 - 07/31/2010 (0)				 



GMAT® Score Report Data is confidential and must be kept secure as stated in the [GMAT Score Report Terms of Use Agreement](#). View this document for information about your obligations.

To locate information published to your program outside of the time periods listed above, or to locate information for specific test takers, click **Search All**. You may then search using criteria such as test date and test taker name.

Search All

To search for score reports for time periods not listed in the table on this screen, or to search for a specific test taker, click the **Search All** button.

To view photos for all test takers who submitted score reports to your program during an available time period, click the  icon in this column corresponding to the time period you want.

To download score data for all test takers who submitted score reports to your program during an available time period, click the icon in one of these columns (to create either a CSV  or TXT  file) corresponding to the time period you want.

Appendix 3: Sample Score Report

USER, SAMPLE

58H-MN-22

Graduate Management Admission Test Official Score Report - School Copy (Confidential)



Issued To: GMAC University - Sample Business School - MBA, Full Time
Issued Date: 30 July 2018

Test Taker Information

Sample User

Address: 1000 Main Street
Anywhere, State 01010
Country

Telephone Number: 1900555777
Email Address: candidate@gmail.com
Date of Birth: 01 December 1993
Gender: Female
Country of Citizenship: Country
GMAT ID: 100001234567

Optional Test Taker Information (Self-Reported)

Graduation Date: June 2015
Undergraduate GPA: 4.0 (Based on 4.0 Scale)
Highest Education Level: Completed my undergraduate or university degree
Undergraduate Institution: Sample University
Undergraduate Major: Engineering
Intended Graduate Study: Business Analytics

Test Information (Score / % Below)

Most Recent Appointment Number With Reportable Scores: 123456789

For the Quantitative, Verbal, Total and Analytical Writing sections, the percentages shown below represent the proportion of tests taken in the previous three years with reported scores lower than this score. The percentage shown below for the new Integrated Reasoning section represents the proportion of IR tests taken so far with reported scores lower than this score. This percentage is updated monthly for the first six months and annually thereafter. To view the most recent percentile table, please visit [mba.com](#).

AWA scores for tests taken prior to June 5, 2012 were based on the test taker's responses to two essays: *Analysis of an Issue* and *Analysis of an Argument*. AWA scores taken on or after June 5, 2012 are based on test taker's responses to only one essay: *Analysis of an Argument*.

Test Date	Verbal	Quantitative	Total	Analytical Writing	Integrated Reasoning
26 July 2015	34 / 71%	50 / 85%	690 / 85%	4.0 / 17%	7 / 82%

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- (Not available)-Score is missing because the GMAT did not include an Integrated Reasoning section prior to June 5, 2012.
- P (Policy Violation)-GMAC® canceled the score due to a testing policy violation by the test taker. Policy violation for purposes of this identifier includes improperly accessing a mobile phone or study materials, disruptive behavior that interfered with other test takers or test center personnel or noncompliance with any term or condition in the GMAT Handbook, the GMAT Examination Testing Rules and Agreement, or the GMAT Non-Disclosure Agreement and General Terms of Use Statement, other than incidents which are characterized as "serious violations," as defined at right.
- T (Testing Issue)-GMAC canceled the score due to an issue that affected the administration of the test. Examples include, but are not limited to, administrative errors, equipment problems, issues related to registration or payment, and disruptions caused by fires, natural disasters or other emergencies.
- S (Serious Violation)-GMAC canceled the score because of a discrepancy in, or falsification of, a test taker's identification, improper access to or any disclosure of test content prior to, during, or after the test administration; proxy testing; or falsification of score reports. The use of "serious violation" for this purpose is not intended to minimize the significance or seriousness of other violations of GMAT testing rules.)

Analytical Writing Assessment: The following pages list the topic(s) presented to the candidate, and the text of the candidate's response(s). Note that this is from the candidate's most recent attempt at the exam with reportable scores. For the Analytical Writing Assessment Scoring Guide, please refer to [gmac.com](#).

Analysis of an Argument

Topic

Read the argument and the instructions that follow it, and then make any notes that will help you plan your response. Begin typing your response in the box at the bottom of the screen. The following appeared in a letter from the marketing director of Alpha Male Grooming Products to the firm's CEO: "As you know, our line of Alpha cologne enjoyed a 30% increase in sales during the first four years of the 'I Am an Alpha Man' advertising campaign, which featured professional athletes as our spokespeople. At the time, market research showed that our product was primarily purchased by middle-aged and older men. But in the last two years, sales have remained at the same level. The best way to spark another increase in sales is to target the untapped potential of the youth market. I propose we hire Dustin Cleaver, the latest teen pop music sensation, as our new Alpha Male national spokesperson and transform our target customer from a conservative, middle-aged man into a hip, stylish young man. This would likely increase sales of Alpha cologne as it becomes the choice of younger men everywhere." Discuss how well reasoned you find this argument. In your discussion be sure to analyze the line of reasoning and the use of evidence in the argument. For example, you may need to consider what questionable assumptions underlie the thinking and what alternative explanations or counterexamples might weaken the conclusion. You can also discuss what sort of evidence would strengthen or refute the argument, what changes in the argument would make it more logically sound, and what, if anything, would help you better evaluate its conclusion.

Candidate's Essay

The argument suggested in the letter by the Director is based on some loose assumptions. The suggestions proposed by him to counteract a current problem surfacing their firm need to be on solid grounds. His proposal is either a recommendation which cannot be followed blindly as it could result in further reduction in revenues instead of showing substantial growth or even maintaining present values.

Most conspicuously, the Director's proposal can be opposed on several grounds. Firstly, growth in sales just does not come from increase in target sales. The sales of the cologne manufactured could visibly be increased by creating a new advertising campaign and hiring some famous personality, but what amount goes into it is also something to be strongly considered. Even with huge jumps in sales figures, the revenue generated may be lesser than the current situation if they spend money very high in magnitude. Therefore, the returns matter. Implying that the Director is suppose to come up with convincing figures here instead of asking the CEO to take a leap of faith. Secondly, shifting the customer base is a huge decision. A market research is what is needed here to get to a conclusion about the age group where the product would click. Also, the factor that there maybe more competitors in the youth customer base than in the middle-aged customer based is something that should be studied and stated. Also, what if shifting the customer base gets them to renounce their products and change the packaging and the entire feel of the product. The cost burned under it would be huge, therefore raising questions on the Director's plan of increasing the revenues. Thirdly, just hiring a celebrity just does not guarantee sales for the firm. It could be possible that the increase in sales are negligible comparing the kind of amount the celebrity is signed for. Relying on a person's fame does not guarantee an increase in sales or revenue generated. The quality and demand of the product still remain the same, if nothing else is changed.

Therefore, the suggested plans by the Director could be more compelling if he also stated some evidence in the form of market research and other statistical data. For example, the investment, chances of success and some surveys are required to make such decisions.

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Additional Resources

Interested in more information about the GMAT exam?

- Visit [gmac.com](https://www.gmac.com) or contact us at customercare@gmac.com
- [GMAT Score Reporting website](#)

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Institutions may apply for waivers and purchase vouchers to help offset candidate costs. For more information, visit [gmac.com](https://www.gmac.com).

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