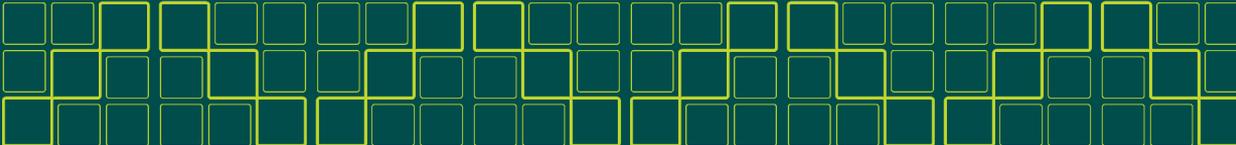

Preparing for the GRE

William J. Higgins



Why are we here?

1. Discuss the role of the GRE in the application & acceptance processes
2. Review the GRE and relevant information
3. Get you to develop a plan to maximize your scores on the GRE

Application Process: finding people who demonstrate the skills and accomplishments essential to a successful graduate student and career investigator.

Higgins's List of Great Grad Students

Characteristics:

- Academically talented (Transcript & Letters)
- Plan, think & reason (GRE)
- Read & write well (GRE, personal statement, transcript, & letters)
- Speak well (Interview & letters)
- Research experience and commitment!
 - (**Results**, personal statement & letters)
- Compatible research interests
- Work hard, play hard and sleep fast

FACT: the application process is
very straightforward

Finding your Graduate Program

- Defining your interests
- Locating resources to assist you to locate appropriate programs & investigators
 - Literature
 - NIH & other research advisers
 - Seminar speakers
 - Society meeting abstracts
- Doing your homework
- Establish your criteria
- Making it personal

Your second major advantage as NIH IRTAs!

Selection Criteria

- GRE exam
 - When?
 - Which tests?
- Transcripts
- Personal Statements
- Resume
- Letters
- Follow up letters & a phone call
- Interviews & visit days
- Apply early!

ETS data *supporting validity* of GRE

[http://www.ets.org/gre/research/
validity_evidence_predicting_grad_success](http://www.ets.org/gre/research/validity_evidence_predicting_grad_success)

The most recent data

 **GRE** *Listening. Learning. Leading.™*

**Understanding What
the Numbers Mean:
A Straightforward Approach
to GRE Predictive Validity**

*Brent Bridgeman
Nancy Burton
Frederick Cline*

 *September 2008*

ETS GRE Board Research Report No. 04-03
ETS RR-08-46

**Understanding What the Numbers Mean:
A Straightforward Approach to GRE® Predictive Validity**

Brent Bridgeman, Nancy Burton, and Frederick Cline
ETS, Princeton, NJ

GRE Board Research Report No. GREB 04-03
ETS RR-08-46

September 2008



The report presents the findings of a research project funded by and carried out under the auspices of the Graduate Record Examinations Board.

Educational Testing Service, Princeton, NJ 08541

The most
recent data

Abstract

In one set of analyses, students within a department were divided into quartiles based on GRE scores and the percentage of students in the top and bottom quartiles earning a 4.0 average was noted. Students in the top quartile were 3 to 5 times as likely to earn 4.0 averages compared to students in the bottom quartile. Even after controlling for undergraduate grade point average quartiles, substantial differences related to GRE quartile remained. Descriptions of validity results for the GRE General Test based solely on correlation coefficients or percentage of the variance accounted for are not merely difficult to interpret, they are likely to be misinterpreted. Predictors that apparently account for a small percentage of the variance may actually be highly important from a practical perspective. This study used 2 existing data sets to demonstrate alternative methods of showing the value of the GRE as an indicator of 1st-year graduate grades. The combined data sets contained 4, 451 students in 6 graduate fields: biology, chemistry, education, English, experimental psychology, and clinical psychology.

Data

Table 2

Expected Differences in Graduate GPA Associated With 100-Point Differences in Combined GRE Scores and 0.25 Differences in Undergraduate Grade Point Average(UGPA) by Graduate Department

Department	Change in GPA per 100 combined GRE points	Change in GPA per 0.25 UGPA points
Biology	0.060	0.054
Chemistry	0.054	0.083
Education	0.033	0.051
English	0.044	0.028
Experimental psychology	0.066	0.054
Clinical psychology	0.056	0.041

Note. The change in first-year GPA associated with GRE scores assumes UGPA is held constant and change associated with UGPA assumes GRE held constant.

Hmmm.....

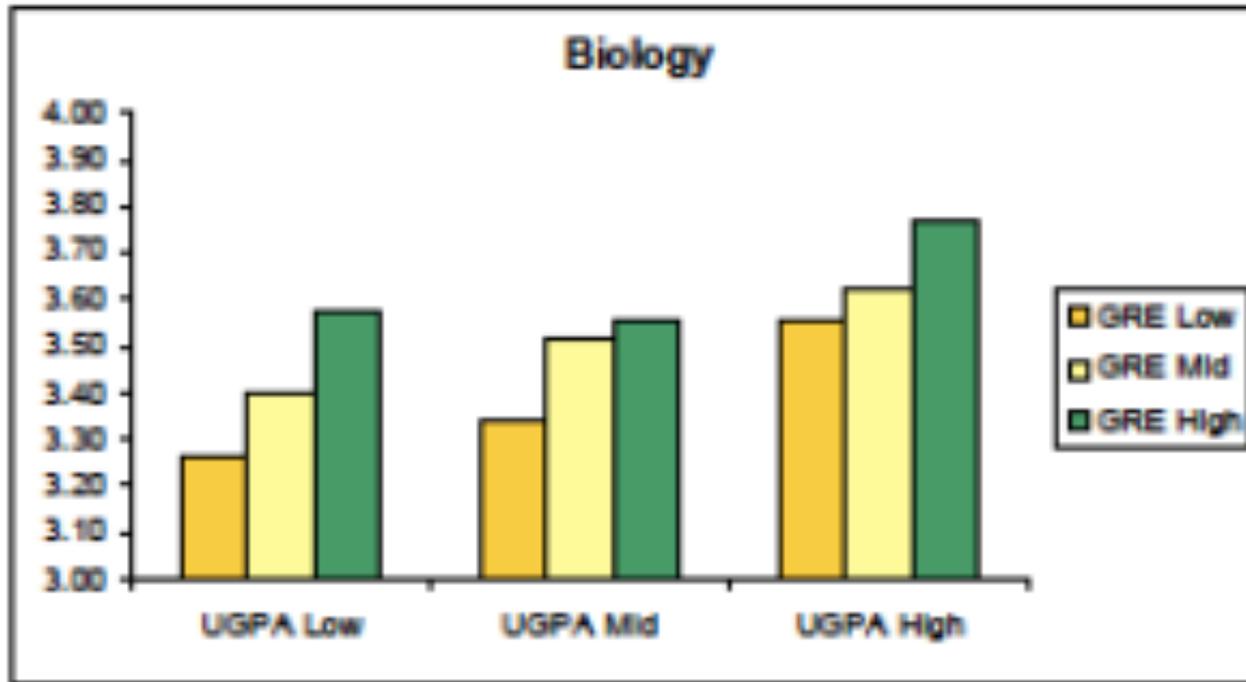


Figure 20. Mean graduate GPA in biology departments by undergraduate GPA (UGPA) and GRE quartiles. ⁶

Selection Criteria

- GRE exam
 - When?
 - Which tests?
- **Transcripts**
- Personal Statements
- Resume
- Letters
- Follow up letters & a phone call
- Interviews & visit days
- Apply early!

Personal Statements: 3 parts

- Who you are & why you want research as a career
- Description of your past research as evidence of your abilities
- Clear and specific statements about the match with this program

Selection Criteria

- GRE exam
 - When?
 - Which tests?
- Transcripts
- Personal Statements
- *CV / Resume (OITE can help!)*
- *Letters*
- *Follow up letters & a phone call*
- *Interviews & visit days*
- *Apply early!*

[https://www.training.nih.gov/assets/
Guide_to_Resumes_&_Curricula_Vitae.pdf](https://www.training.nih.gov/assets/Guide_to_Resumes_&_Curricula_Vitae.pdf)

OITE CAREER SERVICES

**Guide to
Résumés
& Curricula
Vitae**

Three questions for today:

1. What is at stake with the GRE? (How important is it to your application?)
2. Can I really make a difference in my score by spending some preparation time?
3. When do I take the GRE General test?

N.B. - You **ARE** a test taker!



Get the Power of Confidence – only with the GRE® revised General Test

Whether you're planning to go to graduate school or business school — or just exploring your options — you're taking an important step toward your future.

The GRE® revised General Test is the only admissions test that's accepted by **graduate and business school programs worldwide**, has a **test-taker friendly design** — and with the **ScoreSelect® option**, you decide which scores to send to schools.

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[Change is Good > find out why](#)



the ScoreSelect® option
Put your best scores forward — show schools *only* the scores you want them to see.
[find out how >](#)



help schools find you
The free GRE® Search Service can help match you with the right institutions.
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<http://www.takethegre.com>



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For Institutions

For Employers

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The GRE® revised General Test is the only admissions test for graduate or business school that lets you skip questions, change your answers and have control to tackle the questions you want to answer first.

Plus, if you decide to take the test more than

GRE revised General Test >

- About the Test
- Test Centers and Dates
- Register for the Test
- Prepare for the Test
- On Test Day

Important Updates

Test Takers Affected by Nepal Earthquake

The GRE revised General Test

REGISTER NOW

Seats are open!
Register today >

GRE Subject Tests

- [Biochemistry, Cell and Molecular Biology](#)
- [Biology](#)
- [Chemistry](#)
- [Computer Science](#)
- [Literature in English](#)
- [Mathematics](#)
- [Physics](#)
- [Psychology](#)

GRE Subject Test Dates, 2015 - 16

Test Dates	Registration Deadlines			Scores Available	
	Regular Deadline	Late Deadline ¹	Supplementary Test Center and Monday Administration Deadline ²	Online	Approx. Score Report Mailing Date
09/19/15	08/14/15	08/21/15	07/31/15	10/19/15	10/30/15
10/24/15	09/18/15	09/25/15	09/04/15	11/23/15	12/04/15
04/16/16	03/11/16	03/18/16	02/26/16	05/16/16	05/27/16

Subject tests

- ~ 175 questions, multiple choice
 - One answer
- 3 areas
 - Biochemistry, Cell Biology, Genetics & Molecular Biology
- Your score = # correct - # incorrect
 - Score is then scaled to 800 point maximum
- Do not totally guess

Example: The principle site of a peptide neurohormone biosynthesis is

- A. Nucleus
- B. Rough endoplasmic reticulum
- C. Dendrite
- D. Post synaptic density
- E. Synaptic vesicle

Example: the GAL4 protein activates transcription from the *GAL1* promoter in yeast.
To bind DNA, the protein utilizes:

- A. Heme group
- B. Transcriptional activating domain
- C. Zinger-finger domain
- D. Transmembrane segment
- E. Signal peptide

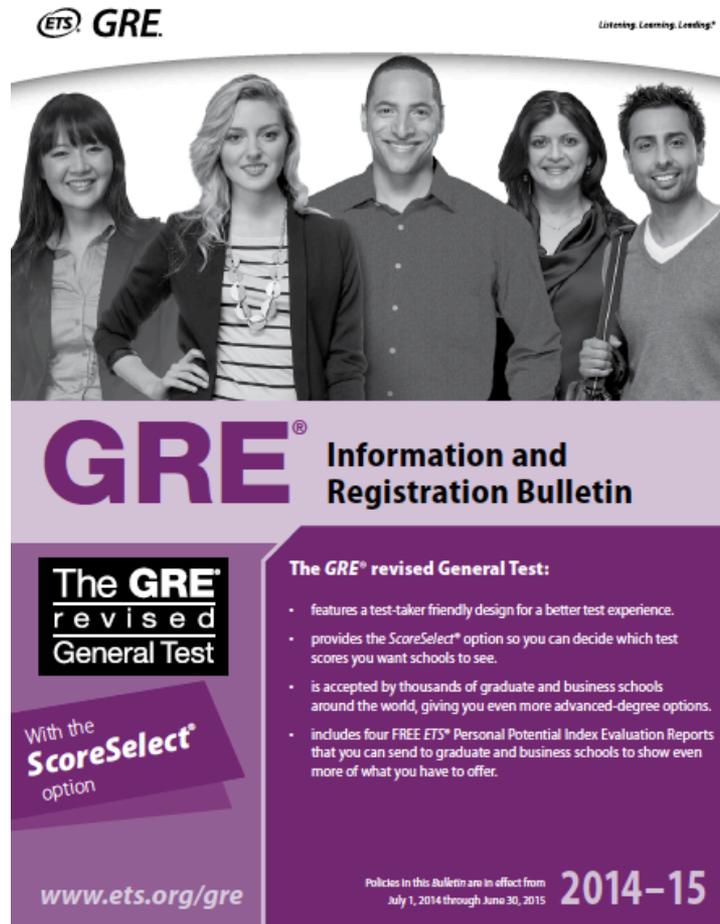
Final Sections: Experiments and techniques!

How to study?

- Publishers' bank of test questions
- Review books
- Textbooks as reference & clarification
- Accept you will not and cannot know it all!

Do you take the subject test?

Read this!



The image shows the cover of the GRE Information and Registration Bulletin for the 2014-15 cycle. At the top left is the ETS GRE logo, and at the top right is the slogan "Listening. Learning. Leading." Below this is a black and white photograph of five diverse young adults smiling. The main title "GRE Information and Registration Bulletin" is prominently displayed in a purple box. Below the title, there is a section for "The GRE revised General Test" with a "ScoreSelect" option. A list of features for the revised test is provided, including a test-taker friendly design, the ScoreSelect option, global acceptance, and free evaluation reports. The bottom of the cover includes the website "www.ets.org/gre", the effective dates "July 1, 2014 through June 30, 2015", and the year "2014-15".

ETS GRE

Listening. Learning. Leading.®

GRE Information and Registration Bulletin

The GRE
revised
General Test

With the
ScoreSelect
option

www.ets.org/gre

The GRE revised General Test:

- features a test-taker friendly design for a better test experience.
- provides the ScoreSelect® option so you can decide which test scores you want schools to see.
- is accepted by thousands of graduate and business schools around the world, giving you even more advanced-degree options.
- includes four FREE ETS® Personal Potential Index Evaluation Reports that you can send to graduate and business schools to show even more of what you have to offer.

Policies in this Bulletin are in effect from July 1, 2014 through June 30, 2015

2014-15

http://www.ets.org/s/gre/pdf/gre_info_reg_bulletin.pdf

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Test Dates and Registration Deadlines

for Paper-delivered Testing

Practice Book for the Paper-based GRE® revised General Test, Second Edition

Download this publication for a simulated test-taking experience of the paper-delivered GRE revised General Test. You'll get the following: one full-length paper-delivered test, test-taking strategies, sample Verbal Reasoning and Quantitative Reasoning questions with explanations, sample Analytical Writing topics, scored Analytical Writing responses and reader commentary and information on how the test is scored.

[Download *Practice Book for the Paper-based GRE® revised General Test, Second Edition* \(PDF\)](#)

Math Review

A great refresher on your basic math skills, this free 100-page review covers the concepts you may see when you take the GRE revised General Test. Math Review includes definitions, properties, examples and a set of exercises with answers at the end of each section. This material is also available in the *POWERPREP II*, Version 2.2 software.

[Download the Math Review \(PDF\)](#)

Math Conventions

Learn more about mathematical assumptions particular to the GRE revised General Test. Includes notation and terminology as well as guidelines for interpreting and using information given in test questions. This material is also available in the *POWERPREP II*, Version 2.2 software.

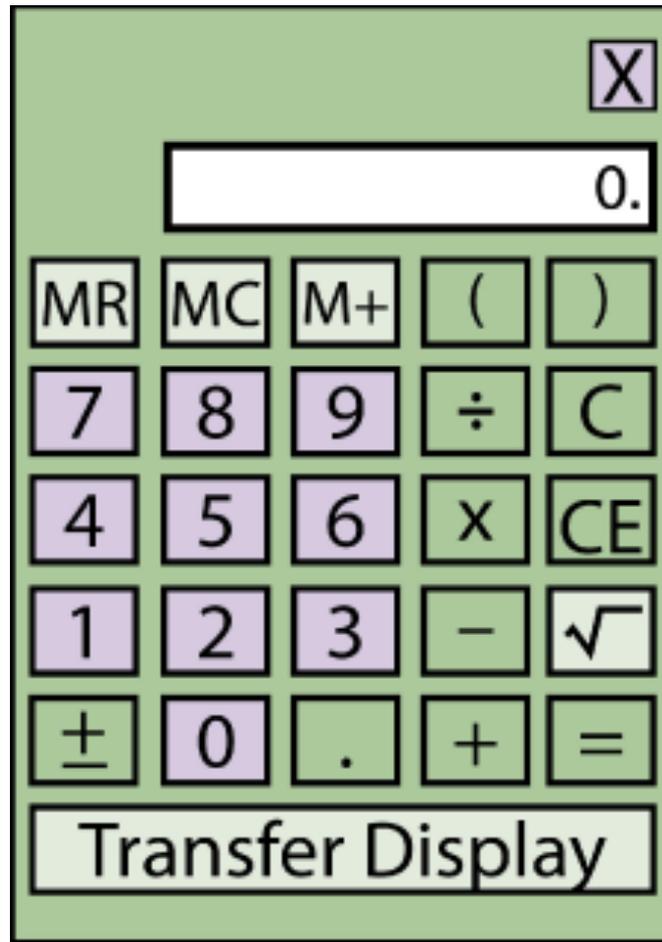
[Download Math Conventions \(PDF\)](#)

http://www.ets.org/gre/revised_general/prepare

New vs. Old GRE

- 4 vs 3 hours
- Adaptive scoring by section vs adaptive scoring by question
- You may tag and skip questions and return vs old 'pull the trigger and move on'
- More use of statistics, coordinate geometry and quadratic equations
- Numeric entry, multiple correct answers

Calculator



Note: no \log_{10} function

New vs. Old GRE

- Reasoning and context understanding vs. antonyms and analogies
- Sentence equivalents
- Text completion
- Reading comprehension and passage highlighting

Here are the changes that give you a better test experience*:

- New preview and review capabilities within a section
- New "mark and review" feature to tag questions, so you can skip and return later
- New ability to change/edit answers within a section
- New on-screen calculator for the Quantitative Reasoning section
- New questions that better reflect the skills you'll need for graduate and business school
- New answer formats, including tasks such as numeric entry and highlighting a sentence in a passage to answer a question
- Less reliance on vocabulary out of context, more emphasis on reading — and no antonyms or analogies

To practice for the computer-based revised General Test, [download the FREE POWERPREP® II Software](#). It includes a Test Preview Tool and a Practice Test and is designed to help you get familiar with the new test design and various question types.



You can also purchase [The Official Guide to the GRE® revised General Test](#) and [ScoreItNow!™ Online Writing Practice](#) for additional practice.

To practice for the paper-based test, view the FREE [Practice Book for the Paper-based GRE revised General Test \(PDF\)](#), which also contains a practice test.

Score Reporting

The scores for the GRE revised General Test include:

- a Verbal Reasoning score reported on a new 130–170 score scale, in one-point increments
- a Quantitative Reasoning score reported on a new 130–170 score scale, in one-point increments
- an Analytical Writing score reported on a 0–6 score scale, in half-point increments

~ 675,000 test takers in 2013

Free GRE revised General Test Preparation Materials

For testing in August and beyond

A quick view of the question types

- Get a quick view of [Verbal Reasoning Question Types](#).
- Get a quick view of [Quantitative Reasoning Question Types](#).
- Get a quick view of [Analytical Writing Question Types](#).

A closer look at the three sections of the test

View general advice, sample questions with rationales, scoring guides and tips for answering question types to become familiar with each of the sections of the revised test:

- [Analytical Writing](#)
- [Verbal Reasoning](#)
- [Quantitative Reasoning](#)

GRE: your day

Measure	Number of Questions	Standard Time
Analytical Writing	1 Analyze an Issue task and 1 Analyze an Argument task	30 minutes per task
Verbal Reasoning (2 sections)	25 questions per section	35 minutes per section
Quantitative Reasoning (2 sections)	25 questions per section	40 minutes per section

Example: Analyze an Issue

It is important that you address the central issue according to the specific instructions. Each task is accompanied by one of the following sets of instructions:

- Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.
- Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.

Analyze an Issue

Claim: Governments must ensure that their major cities receive the financial support they need in order to thrive.

Reason: It is primarily in cities that a nation's cultural traditions are preserved and generated.

Write a response in which you discuss the extent to which you agree or disagree with the claim and the reason on which that claim is based.

Analyze an Argument:

Three potential sets of instructions

- Write a response in which you discuss what specific evidence is needed to evaluate the argument and explain how the evidence would weaken or strengthen the argument.
- Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions, and what the implications are for the argument if the assumptions prove unwarranted.
- Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the recommendation.

Analyze an Argument

An important part of performing well on the Argument task is remembering what you are *not* being asked to do:

- You are not being asked to discuss whether the statements in the argument are true or accurate.
- You are not being asked to agree or disagree with the position stated.
- You are not being asked to express your own views on the subject being discussed (as you were in the Issue task).

Instead, you are being asked to evaluate the logical soundness of an argument of another writer and, in doing so, to demonstrate the critical thinking, perceptive reading and analytical writing skills that university faculty consider important for success in graduate school.

Grading Criteria

- Follow directions (*i.e., address all points of the the prompt*)
- Introduction and summary statements
- Paragraph structure
- Simple declarative sentences
 - Active voice, definite verbs
 - Use the positive (not the negative)
- Avoid clichés
- Punctuate correctly

Verbal Reasoning

- Text completion questions
- Sentence equivalents
- Reading comprehension
 - Multiple choice with one answer
 - Multiple choice with one or more answers
 - All or none!
 - Highlight sentence

Skilled readers do not simply absorb the information presented on the page; instead, they maintain a constant attitude of interpretation and evaluation, reasoning from what they have read so far to create a picture of the whole and revising that picture as they go. Text Completion questions test this ability by omitting crucial words from short passages and asking the test taker to use the remaining information in the passage as a basis for selecting words or short phrases to fill the blanks and create a coherent, meaningful whole.

Question Structure

- Passage composed of one to five sentences
- One to three blanks
- Three answer choices per blank (five answer choices in the case of a single blank)
- The answer choices for different blanks function independently; i.e., selecting one answer choice for one blank does not affect what answer choices you can select for another blank
- Single correct answer, consisting of one choice for each blank; no credit for partially correct answers

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

Blank (i)	Blank (ii)	Blank (iii)
(A) overshadowed	(D) enhance	(G) plausibility of our hypotheses
(B) invalidated	(E) obscure	(H) certainty of our entitlement
(C) illuminated	(F) underscore	(I) superficiality of our theories

2. Vain and prone to violence, Caravaggio could not handle success: the more his (i)_____ as an artist increased, the more (ii)_____ his life became.

Blank (i)	Blank (ii)
(A) temperance	(D) tumultuous
(B) notoriety	(E) providential
(C) eminence	(F) dispassionate

Explanation

In this sentence, what follows the colon must explain or spell out what precedes it. So, roughly, what the second part must say is that as Caravaggio became more successful, his life got more out of control. When one looks for words to fill the blanks, it becomes clear that "tumultuous" is the best fit for blank (ii), since neither of the other choices suggests being out of control. And for blank (i), the best choice is "eminence," since to increase in eminence is a consequence of becoming more successful. It is true that Caravaggio might also increase in notoriety, but an increase in notoriety as an artist is not as clear a sign of success as an increase in eminence.

Thus the correct answer is choice C (eminence) and choice D (tumultuous).

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

Select only one answer choice.

1. The passage addresses which of the following issues related to Glass's use of popular elements in his classical compositions?
 - A. How it is regarded by listeners who prefer rock to the classics
 - B. How it has affected the commercial success of Glass's music
 - C. Whether it has contributed to a revival of interest among other composers in using popular elements in their compositions
 - D. Whether it has had a detrimental effect on Glass's reputation as a composer of classical music
 - E. Whether it has caused certain of Glass's works to be derivative in quality

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

2. The passage suggests that Glass's work displays which of the following qualities?
 - A. A return to the use of popular music in classical compositions
 - B. An attempt to elevate rock music to an artistic status more closely approximating that of classical music
 - C. A long-standing tendency to incorporate elements from two apparently disparate musical styles
3. Select the sentence that distinguishes two ways of integrating rock and classical music.

Question 1: One of the important points that the passage makes is that when Glass uses popular elements in his music, the result is very much his own creation (it is “distinctively his”). In other words, the music is far from being derivative. Thus one issue that the passage addresses is the one referred to in answer choice E — it answers it in the negative. The passage does not discuss the impact of Glass's use of popular elements on listeners, on the commercial success of his music, on other composers or on Glass's reputation, so none of choices A through D is correct. **The correct answer is choice E.**

Question 2: To answer this question, it is important to assess each answer choice independently. Since the passage says that Glass revived the use of popular music in classical compositions, answer choice A is clearly correct. On the other hand, the passage also denies that Glass composes popular music or packages it in a way to elevate its status, so answer choice B is incorrect. Finally, since Glass's style has always mixed elements of rock with classical elements, answer choice C is correct. **Thus the correct answer is choice A and choice C.**

Question 3: Almost every sentence in the passage refers to incorporating rock music in classical compositions, but only the last sentence distinguishes two ways of doing so. It distinguishes between writing rock music in a way that will make it attractive to classical listeners and writing classical music that will be attractive to listeners familiar with rock. **Thus the correct answer is the last sentence of the passage.**

Sentence Equivalence Questions

Introduction | [Sample Questions](#)

Like Text Completion questions, Sentence Equivalence questions test the ability to reach a conclusion about how a passage should be completed on the basis of partial information, but to a greater extent they focus on the meaning of the completed whole. Sentence Equivalence questions consist of a single sentence with just one blank, and they ask you to find two choices that lead to a complete, coherent sentence while producing sentences that mean the same thing.

Question Structure

- Consists of:
 - a single sentence
 - one blank
 - six answer choices
- Requires you to select **two** of the answer choices; no credit for partially correct answers.

1. Although it does contain some pioneering ideas, one would hardly characterize the work as _____.

- A. orthodox
- B. eccentric
- C. original
- D. trifling
- E. conventional
- F. innovative

Explanation

The word "Although" is a crucial signpost here. The work contains some pioneering ideas, but apparently it is not overall a pioneering work. Thus the two words that could fill the blank appropriately are "original" and "innovative." Note that "orthodox" and "conventional" are two words that are very similar in meaning, but neither one completes the sentence sensibly.

So the point of showing all this?

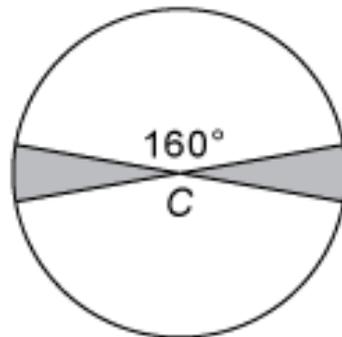
Quantitative Section

- Arithmetic
- Algebra
- Geometry
- Data analysis

Quantitative Reasoning Question Types

The Quantitative Reasoning measure has four types of questions:

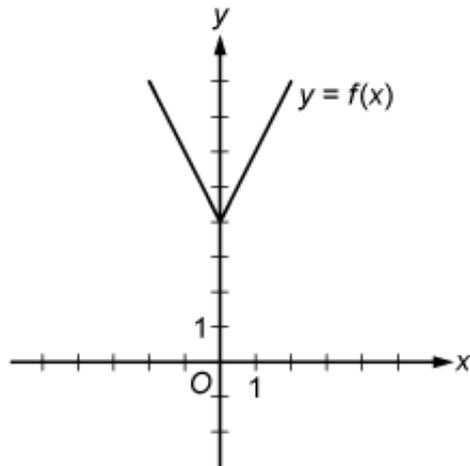
- [Quantitative Comparison Questions](#)
- [Multiple-choice Questions — Select One Answer Choice](#)
- [Multiple-choice Questions — Select One or More Answer Choices](#)
- [Numeric Entry Questions](#)



1. The figure above shows a circle with center C and radius 6. What is the sum of the areas of the two shaded regions?

- A. 7.5π
- B. 6π
- C. 4.5π
- D. 4π
- E. 3π





2. The figure above shows the graph of a function f , defined by $f(x) = |2x| + 4$ for all numbers x .

For which of the following functions g defined for all numbers x does the graph of g intersect the graph of f ?

- A. $g(x) = x - 2$
- B. $g(x) = x + 3$
- C. $g(x) = 2x - 2$
- D. $g(x) = 2x + 3$
- E. $g(x) = 3x - 2$



1. If $x = 10^{-1}$, what is the value of $\left(x + \frac{1}{x}\right)\left(\frac{1}{x}\right)$?

Answer:

Math Review

Familiarize yourself with the mathematical skills and concepts you may see when you take the GRE revised General Test. Includes definitions, properties, examples and a set of exercises with answers at the end of each section.

[Download the Math Review \(PDF\)](#)

Math Conventions

Learn more about mathematical assumptions particular to the GRE revised General Test. Includes notation and terminology as well as guidelines for interpreting and using information given in test questions.

[Download Math Conventions \(PDF\)](#)

What can I take away from the
previous brief review of the new
GRE?

How do you prepare?

Preparation

- 60 – 120 minute time blocks
- Practice in proper environment
- Lots of practice materials
- Plan on 6 weeks just to be sure
- Show up ready to roll!

Do I need a review course ?

What is my preparation strategy?

1. Register for a date & location!
2. Download relevant content & practice materials.
3. Set up my weekly study schedule.
4. Develop my timing and familiarity with the test!
5. Review the mathematics thoroughly.

Why not?

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The Official Guide to the GRE® revised General Test, 2nd Edition

The best, most authoritative guide gives you:

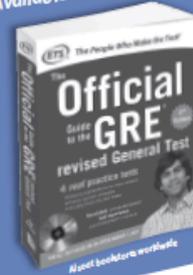
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- ✔ Hundreds of authentic GRE® questions with answers and explanations
- ✔ Proven success strategies

Plus, practice with the **POWERPREP®** software for a test experience as close to the actual test as you can get!

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Available in Print and eBook



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GRE® Success Starter:

The test maker's guide to doing your best

- ✔ 22-minute **video** to jump-start your study plan
- ✔ Intro to each of the test sections
- ✔ Review of the test design features
- ✔ Test-taking tips and strategies

Sharpen your writing skills!

ScoreItNow!™ Online Writing Practice:

- ✔ Practice responding to GRE Analytical Writing tasks
- ✔ Immediate scoring of your responses
- ✔ Feedback for improving your skills

To access the most authoritative test prep tools including free, official prep options go to:

ets.org/gre/prepare



Listening. Learning. Leading.®

Mobile App!

- \$4.99
- Reviews rate this as “poor”
- Few practice questions
- \$19.99 to add more questions.

The Official GRE Guide

By gWhiz, LLC

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This app is designed for both iPhone and iPad

\$4.99

Category: Education
Updated: Mar 22, 2013
Version: 1.1
Size: 17.2 MB
Language: English
Seller: gWhiz, LLC
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Rated 4+

Compatibility: Requires iOS 5.0 or later. Compatible with iPhone, iPod touch, and iPad. This app is optimized for iPhone 5.

Customer Ratings

Current Version:
** 17 Ratings

Description

Get the only official GRE® revised General Test preparation app that comes straight from the maker of the test!

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What's New in Version 1.1

Updated branding.

Screenshots



Exam strategies

- Always on the clock!
- How much time per question?
 - Construct a table: time vs. question number
- Other strategies?

Mathematics Section

Elapsed Time	Question #
10 minutes	6 - 7
20 minutes	12 - 13
30 minutes	18 - 19
40 minutes	23 - 25
45 min	25

25 questions in 40 minutes or 1:36 per question

As always with multiple choice exams (and especially since you can reconsider and change correct to incorrect answers), do not look at the answers until you know it. Then find it, mark it, and move on!

The Night Before:

- Assemble what you need to take to the test center:
 - Your admission ticket
 - Photo ID
 - Exact name, photo, & signature!
- Lay out your clothes



Test Day

- Be awake > 2 hours before the exam
- Shower and dress for success
- Eat sanely
 - Caffeine? Sugar? Medications?
- Walk and review 7 items (if you must!)
- Arrive to the site early but do not enter early
- Avoid stress mongers
- Be prepared for the unprepared

Appointments with OITE Staff:

www.training.nih.gov