# G R E General Tests and Related Documents

### Information for Users of Assistive Technology:

The document(s) that accompany these instructions are designed to be accessible to individuals who use screen readers. You may wish to consult the manual or help system for your screen reader to learn how best to take advantage of the following features implemented in these documents:

#### Headings

Some questions include passages or other material that you may find it useful to return to or skip over. To assist in this kind of navigation, the practice test documents use headings as follows:

Heading Level 1: Test Title

Heading Level 2: Section Titles

Heading Level 3: Section Information

Heading Level 4: Directions for a group of questions or references to material on which one or more questions will be based (e.g. “Question 3 is based on the following text.”)

Heading Level 5: Question numbers, which directly precede the associated questions.

Heading Level 6: Indications of skippable content. For example, you may prefer to skip some sections of this script, such as those that provide figure descriptions or possible answers in context for questions that involve filling in blanks. This content is identified at the beginning by the phrase “**Begin skippable content**,” and at the end by the phrase “**End skippable content**.” These phrases are formatted as Level‑6 headings.

Heading‑level conventions for practice material other than practice tests follow the above conventions as closely as possible, given the variable nature of the material.

#### Links

Some documents include hyperlinked material. Some screen readers include commands for listing links in a document. After following a link in Word, you can return to your previous location by pressing Alt+left arrow.

#### Text Attributes

Boldfacing and underlining are used in these documents for emphasis and defined in heading styles. Italics are used according to standard typographic conventions, such as indicating book titles. In the Quantitative sections, mathematical variables are italicized. Adjust your screen reader settings if you wish to be notified of text attribute changes. Except where stated otherwise, this formatting is not critical to the meaning of any of the practice test material.

#### Text and Graphics Size

The styles used in this document result in text that is moderately enlarged. Use the zoom function to enlarge material further.

#### Pronunciation

Some changes to the text have been made to improve the way screen readers pronounce the text, where doing so would not inappropriately change test content. For example, we have changed “GRE” to “G R E” to ensure that the individual letters are spoken separately. However, please note that pronunciation errors may remain. If unsure of a word, use your screen reader’s spelling or character ‑by ‑character navigation function to resolve any uncertainties.

#### Punctuation

Where punctuation or symbols are critical to the meaning of practice test material, we either convert the symbol or punctuation mark to words (e.g. “it apostrophe s” or “it s apostrophe”) or else include a statement advising you to take note of punctuation for a particular question or portion of a question.

#### Marked Text

Some questions may include references to text that is marked in a passage. For example, in the next sentence, the phrase “Such markings are indicated” is marked. **{Such markings are indicated}** by boldfacing and underlining the material, and enclosing it in braces. When this convention is used, it will be announced. Set your screen reader to recognize text attributes and/or to a verbosity level that allows the braces to be spoken. In addition, the marked text will be quoted in whole or in part (depending on its length) in the referring question.

#### Tables

Some questions may include tables. Use your screen reader’s table‑navigation features.

#### Figures

Some of these documents include figures, which appear on screen. Following each figure on screen is text describing that figure. Readers using visual presentations of the figures may choose to skip parts of the text describing the figure that begin with “**Begin skippable figure description**” and end with “**End skippable figure description**”.

Your screen reader may speak unhelpful information when you arrive at the figures, such as the figure's size. If your screen reader offers a method of configuring speech for graphics, you may wish to use that to prevent it from speaking the unwanted information.

#### Mathematical Equations and Expressions

Some of these documents include mathematical equations and expressions. Some of the mathematical equations and expressions are presented as graphics. In cases where a mathematical equation or expression is presented as a graphic, a verbal presentation is also given and the verbal presentation comes directly after the graphic presentation. The verbal presentation is in green font to assist readers in telling the two presentation ‑modes apart. Readers using audio alone can safely ignore the graphical presentations, and readers using visual presentations may ignore the verbal presentations.

#### Differences between test formats

If you are using the accessible electronic edition along with another edition of the test, you may notice some slight differences in the wording of some content. Differences in wording between these editions are the result of adaptations made for various test formats.