Because the new MCAT exam targets different knowledge and skills than the old exam and applicants prepare for this test differently, scores from the new exam provide different information about applicants’ academic preparation than the information provided by MCAT scores from the previous exam.

Scores from the new exam are reported on a different scale than scores from the old exam. There are not meaningful ways to translate scores from the new exam to the old scale (or vice versa) because the two exams measure different things from the previous exam.

**The MCAT® Score Scale**

With centers at 125, section scores range from 118 to 132.

- The section scores sum to the total score.
- With its center at 500, the total score ranges from 472 to 528.

Read more about the scores on the next page.
**The Scores**

The section and total score scales are centered on memorable numbers. The four section scores are centered at 125 and range from 118 to 132. Scores from the four sections are summed to produce a total score centered at 500 and ranging from 472 to 528.

Research on the old exam suggests that the students who enter medical school with scores at the center of the scale succeed; they graduate in four or five years and pass their licensing exams on the first try (Dunleavy et al. 2013). If history is a guide, applicants with a wide range of scores on the new MCAT exam who are admitted to medical school will succeed.

**More Reliable Scores**

The new section scores are more reliable than the section scores from the old exam because the new exam has more test questions. These more reliable scores provide more precise information about applicants’ academic preparation. The scores provide better pictures of applicants’ strengths and weaknesses across the test sections.

**Best Practices in Admissions**

MCAT scores, when combined with information about coursework, grades, and other academic indicators, provide a good picture of applicants’ academic preparation. Used with data about work experiences, community service, and other experiences and attributes, they can help you construct a class that meets your institutions’ missions and goals.