2014 GED® Test - Reasoning Through Language Arts (RLA) Performance Level Descriptors: Performance Level 1

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 1 on the 2014 GED® test – RLA. [1]

Test-takers who score at Performance Level 1 are typically able to comprehend and analyze simple passages similar to that of L.M. Montgomery's *Anne of Green Gables*, Joy Hakim's *A History of US*, and Colin A. Ronan's "Telescopes."

Test-takers who score in this performance level generally demonstrate limited but developing proficiency with the following skills:

Analyzing and creating text features and technique
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a limited and/or inconsistent level.
- Analyze relationships within texts.
- Analyze the roles that details play in texts at a limited and/or inconsistent level.
- Analyze how meaning or tone is affected when one word is replaced with another.
- Analyze the structural relationship between adjacent sections of text at a limited and/or inconsistent level.
- Analyze transitional language and determine how it functions in a text at a limited and/or inconsistent level.

Using evidence to understand, analyze, and create arguments
- Comprehend explicit details and main ideas in a text at a limited and/or inconsistent level.
- Summarize details and ideas in a text.
- Make inferences about details that support main ideas at a limited and/or inconsistent level.
- Determine which details support a main idea.
- Identify a theme, or identify which element(s) in a text support a theme.

Applying knowledge of English language conventions and usage
- Edit to correct errors involving frequently confused words.
- Edit to correct errors in straightforward subject-verb agreement.

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[1] In the RLA content area, the performance levels are driven by the level of complexity of the texts about which test-takers must answer questions. That is, test-takers will be asked to perform similar skills with texts that vary from simple to complex. Therefore, each level description contains references to example texts that are typical of what test-takers can comprehend and analyze at each level. In addition, the performance levels represent a progression of skills, from most basic to most sophisticated, with each performance level building on the skills developed at the lower levels.

- Edit to eliminate run-on sentences, fused sentences, or sentence fragments.
- Edit to ensure correct use of punctuation at a limited and/or inconsistent level.

In order to progress to Performance Level 2, test-takers need to strengthen the skills listed in Performance Level 1 and apply them to texts at a challenging level of complexity, such as Zora Neale Hurston's *Their Eyes Were Watching God*, Martin Luther King Jr.'s "Letter from Birmingham Jail," and Euclid's *Elements*.

Skills the test-takers should particularly focus on include:
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
- Analyze the roles that details play in texts.
- Analyze the structural relationship between adjacent sections of text.
- Edit to ensure correct use of punctuation.

And develop the following additional skills:
- Infer implied main ideas in paragraphs and whole texts.
- Determine the meaning of words and phrases from context.
- Infer an author's implicit as well as explicit purposes based on details in a text.
- Edit to correct errors in pronoun usage.

2014 GED® Test - Reasoning Through Language Arts (RLA) Performance Level Descriptors: Performance Level 2

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 2 on the 2014 GED® test – RLA. [2]

Test-takers who score at Performance Level 2 are typically able to comprehend and analyze challenging passages similar to that of Zora Neale Hurston's *Their Eyes Were Watching God*, Martin Luther King Jr.'s "Letter from Birmingham Jail," and Euclid's *Elements*.

Test-takers who score in this performance level generally demonstrate the skills identified in Performance Level 1 as well as the following skills:

Analyzing and creating text features and technique
- Order sequences of events in texts.
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level.
- Infer relationships between ideas in a text.
- Analyze the roles that details play in texts at a satisfactory level.
- Determine the meaning of words and phrases from context.
- Analyze the impact of specific words, phrases, or figurative language in texts.
- Analyze how a particular section of text fits into the overall structure and contributes to the development of ideas.
- Analyze the structural relationship between adjacent sections of text at a satisfactory level.
- Analyze transitional language and determine how it functions in a text at a satisfactory level.
- Analyze how the structure of a paragraph, section, or passage affects meaning, ideas, or purpose.
- Determine an author's point of view or purpose in texts.
- Infer an author's implicit as well as explicit purposes based on details in a text.
- Analyze how an author uses rhetorical techniques.
- Draw specific comparisons between two texts.
- Compare two passages that present related ideas or themes in different genre or formats in order to evaluate differences in scope, purpose, emphasis, audience, or impact.

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[2] In the RLA content area, the performance levels are driven by the level of complexity of the texts about which test-takers must answer questions. That is, test-takers will be asked to perform similar skills with texts that vary from simple to complex. Therefore, each level description contains references to example texts that are typical of what test-takers can comprehend and analyze at each level. In addition, the performance levels represent a progression of skills, from most basic to most sophisticated, with each performance level building on the skills developed at the lower levels.

Using evidence to understand, analyze, and create arguments
- Comprehend explicit details and main ideas in a text at a satisfactory level.
- Make inferences about details that support main ideas at a satisfactory level.
- Infer implied main ideas in paragraphs and whole texts.
- Make evidence-based generalizations or hypotheses based on details in text.
- Draw conclusions or make generalizations that require synthesis of multiple main ideas.
- Identify specific pieces of evidence an author uses in support of claims or conclusions.
- Evaluate the relevance and sufficiency of evidence offered in support of a claim.
- Distinguish between supported and unsupported claims.
- Assess the validity of reasoning in an argument.
- Identify an underlying premise or assumption in an argument and evaluate the support.

Applying knowledge of English language conventions and usage
- Edit to correct errors in pronoun usage.
- Edit to eliminate non-standard or informal usage.
- Edit to eliminate dangling or misplaced modifiers or illogical word order.
- Edit to correct errors in subject-verb or pronoun-antecedent agreement in more complicated situations.
- Edit to eliminate wordiness or awkward sentence construction.
- Edit to ensure effective use of transitional words and phrases.
- Edit to ensure correct use of capitalization.
- Edit to ensure correct use of apostrophes with possessive nouns.
- Edit to ensure correct use of punctuation at a satisfactory level.

In order to progress to Performance Level 3, test-takers need to strengthen the skills listed in Performance Level 1 and Performance Level 2 and apply them to complex texts, such as Gabriel Garcia-Marquez's *Chronicle of a Death Foretold*, Thomas Jefferson's *The Declaration of Independence*, and Malcolm Gladwell's *The Tipping Point: How Little Things Can Make a Big Difference*.

Skills the test-takers should particularly focus on include:
- Infer relationships between ideas in a text.
- Evaluate the relevance and sufficiency of evidence offered in support of a claim.
- Distinguish between supported and unsupported claims.
- Edit to eliminate wordiness or awkward sentence construction.

And develop the following additional skills:
- Analyze how an author distinguishes his or her position or responds to conflicting viewpoints.
- Compare two passages, focusing on perspective, tone, style, structure, purpose, or impact.
- Delineate the specific steps of an argument.
- Edit to ensure parallelism and proper subordination and coordination.

2014 GED® Test - Reasoning Through Language Arts (RLA) Performance Level Descriptors: Performance Level 3

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 3 on the 2014 GED® test – RLA. [3]

Test-takers who score at Performance Level 3 are typically able to comprehend and analyze complex passages similar to that of Gabriel Garcia-Marquez's *Chronicle of a Death Foretold,* Thomas Jefferson's *The Declaration of Independence*, and Malcolm Gladwell's *The Tipping Point: How Little Things Can Make a Big Difference.*

Test-takers who score in this performance level generally demonstrate outstanding proficiency with the skills identified in Performance Level 1 and Performance Level 2 as well as the following skills:

Analyzing and creating text features and technique
- Order sequences of events in texts at an outstanding level.
- Infer relationships between ideas in a text at an outstanding level.
- Analyze how an author distinguishes his or her position or responds to conflicting viewpoints.
- Compare two passages, focusing on perspective, tone, style, structure, purpose, or impact.
- Compare two passages that present related ideas or themes in different genre or formats in order to evaluate differences in scope, purpose, emphasis, audience, or impact at an outstanding level.

Using evidence to understand, analyze, and create arguments
- Delineate the specific steps of an argument.
- Evaluate the relevance and sufficiency of evidence offered in support of a claim at an outstanding level.
- Distinguish between supported and unsupported claims at an outstanding level.
- Assess the validity of reasoning in an argument at an outstanding level.
- Identify an underlying premise or assumption in an argument and evaluate the support at an outstanding level.
- Compare two argumentative passages to analyze differences in interpretation and use of evidence.
- Analyze how data or visual information functions in a text or supports an argument.

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[3] In the RLA content area, the performance levels are driven by the level of complexity of the texts about which test-takers must answer questions. That is, test-takers will be asked to perform similar skills with texts that vary from simple to complex. Therefore, each level description contains references to example texts that are typical of what test-takers can comprehend and analyze at each level. In addition, the performance levels represent a progression of skills, from most basic to most sophisticated, with each performance level building on the skills developed at the lower levels.

- Compare two passages in different genre/formats in order to synthesize, draw conclusions, or apply information to new situations.

Applying knowledge of English language conventions and usage
- Edit to ensure parallelism and proper subordination and coordination.
- Edit to eliminate wordiness or awkward sentence construction at an outstanding level.

2014 GED® Test - Mathematical Reasoning
Performance Level Descriptors: Performance Level 1

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 1 on the 2014 GED® test – Mathematical Reasoning.

Test-takers who score at Performance Level 1 typically have a limited but developing proficiency in demonstrating skills in the following categories: number sense and computation, geometric measurement, data analysis and statistics, and algebraic expressions and functions.

Test-takers who score in this performance level generally demonstrate the following skills:

Quantitative problem solving with rational numbers
- Order fractions and decimals, including on a number line.
- Apply number properties involving multiples and factors at a limited and/or inconsistent level.
- Perform computations with and solve problems using rational numbers at a limited and/or inconsistent level.
- Write and compute with numerical expressions with squares, square roots, cubes, and cube roots of positive, rational numbers at a limited and/or inconsistent level.
- Compute unit rates at a limited and/or inconsistent level.

Quantitative problem solving in measurement
- Compute the area and perimeter of triangles and rectangles, at a limited and/or inconsistent level.
- Determine side lengths of triangles, rectangles when given area or perimeter at a limited and/or inconsistent level.
- Represent, display, and interpret categorical data in tables and scatter plots.

Algebraic problem solving with expressions and equations
- Compute with linear expressions at a limited and/or inconsistent level.
- Evaluate linear expressions.
- Write linear expressions and equations, at a limited and/or inconsistent level, when given written descriptions.
- Compute with polynomials at a limited and/or inconsistent level.
- Solve algebraic and real-world problems involving linear equations at a limited and/or inconsistent level.
- Solve real-world problems with inequalities at a limited and/or inconsistent level.

Algebraic problem solving with graphs and functions
- Locate points in the coordinate plane at a limited and/or inconsistent level.
- Determine the slope of a line from a graph, equation, or table at a limited and/or inconsistent level.
- Interpret unit rate as the slope in a proportional relationship.

- For a linear or nonlinear relationship, sketch graphs and interpret key features of graphs and tables in terms of quantities at a limited and/or inconsistent level.
- Represent or identify a function in a table or graph as having exactly one output for each input.
- Evaluate linear and quadratic functions.

In order to progress to Performance Level 2, test-takers need to continue to strengthen the skills listed in Performance Level 1, including:
- Apply number properties involving multiples and factors.
- Perform computations with and solve problems using rational numbers.
- Write and compute with numerical expressions with squares, square roots, cubes, and cube roots of positive, rational numbers.
- Compute unit rates.
- Compute the area and perimeter of triangles and rectangles.
- Determine side lengths of triangles and rectangles when given area or perimeter.
- Compute with linear expressions and polynomials.
- Write linear expressions and equations, when given written descriptions.
- Evaluate linear expressions.
- Solve algebraic and real-world problems involving linear equations and inequalities.
- Locate points in the coordinate plane.
- Determine the slope of a line from a graph, equation, or table.
- For a linear or nonlinear relationship, sketch graphs and interpret key features of graphs and tables in terms of quantities.

And develop the following skills:
- Simplify numerical expressions with rational exponents.
- Identify absolute value of a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line.
- Determine when a numerical expression is undefined.
- Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings.
- Compute the area and circumference of circles.
- Compute volume and surface area of 3-dimensional figures.
- Solve for height, radius, diameter, or side lengths of 3-dimensional figures, when given volume or surface area at a satisfactory level.
- Represent, display, and interpret categorical data in bar graphs, circle graphs, dot plots, histograms, and box plots.
- Calculate the median, mode, and weighted average, and calculate a missing data value, given the average and all the missing data values but one at a satisfactory level.
- Compute with rational expressions.
- Solve algebraic and real-world problems involving linear and quadratic equations and systems of linear equations.
- Graph linear equations in the coordinate plane.
- Write the equation of a line when given the slope and a point or two distinct points.
- Use slope to identify parallel and perpendicular lines and to solve geometric problems.

2014 GED® Test - Mathematical Reasoning
Performance Level Descriptors: Performance Level 2

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 2 on the 2014 GED® test – Mathematical Reasoning.

Test-takers who score at Performance Level 2 typically demonstrate a satisfactory proficiency in demonstrating skills in the following categories: number sense and computation, geometric measurement, data analysis and statistics, and algebraic expressions and functions.

Test-takers who score in this performance level generally demonstrate the skills identified in Performance Level 1 as well as the following skills:

Quantitative problem solving with rational numbers
- Apply number properties involving multiples and factors at a satisfactory level.
- Simplify numerical expressions with rational exponents.
- Identify absolute value of a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line.
- Solve real-world problems using rational numbers at a satisfactory level.
- Determine when a numerical expression is undefined.
- Write and compute with numerical expressions with squares, square roots, cubes, and cube roots of positive, rational numbers at a satisfactory level.
- Compute unit rates at a satisfactory level.
- Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings.
- Solve two-step, arithmetic, real world problems involving ratios and proportions.

Quantitative problem solving in measurement
- Compute the area and perimeter of triangles, rectangles, and polygons.
- Determine side lengths of triangles, rectangles, and polygons when given area or perimeter.
- Use the Pythagorean theorem to determine unknown side lengths in a right triangle.
- Compute volume and surface area of cylinders, cones, right pyramids, at a satisfactory level.
- Solve for height, radius, diameter, or side lengths of cylinders, cones, and right pyramids, when given volume or surface area at a satisfactory level.
- Represent, display, and interpret categorical data in bar graphs, circle graphs, dot plots, histograms, and box plots.
- Calculate the median, mode, and weighted average, and calculate a missing data value, given the average and all the missing data values but one at a satisfactory level.
- Use counting techniques to solve problems and determine combinations and permutations at a satisfactory level.

Algebraic problem solving with expressions and equations
- Compute with and factor polynomials at a satisfactory level.
- Evaluate linear and polynomial expressions.
- Write linear, polynomial, and rational expressions, and linear and quadratic equations given written descriptions, at a satisfactory level.
- Compute with linear and rational expressions, at a satisfactory level.
- Solve real-world problems involving linear equations at a satisfactory level.
- Solve algebraic and real-world problems involving a system of two linear equations.
- Solve real-world problems involving inequalities and graph solutions on a number line at a satisfactory level.
- Solve quadratic equations in one variable with real solutions at a satisfactory level.

Algebraic problem solving with graphs and functions
- Locate points and graph linear equations in the coordinate plane at a satisfactory level.
- Determine the slope of a line from a graph, equation, or table at a satisfactory level.
- For a linear or nonlinear relationship, sketch graphs and interpret key features of graphs and tables in terms of quantities at a satisfactory level.
- Write the equation of a line when given the slope and a point or two distinct points at a satisfactory level.
- Use slope to identify parallel and perpendicular lines and to solve geometric problems at a satisfactory level.
- Compare two different proportional relationships each represented in different ways at a satisfactory level.

In order to progress to Performance Level 3, test-takers need to strengthen the skills listed in Performance Level 1 and Performance Level 2, including:
- Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings.
- Solve two-step, arithmetic, real world problems involving ratios, proportions, and percents.
- Use counting techniques to solve problems and determine combinations and permutations.
- Write linear expressions given written descriptions.
- Solve inequalities.
- Use slope to identify parallel and perpendicular lines and to solve geometric problems.
- Compare two different proportional relationships or two linear or quadratic functions each represented in different ways.

And develop the following skills:
- Compute the area and perimeter of composite figures.
- Determine the probability of simple and compound events.

2014 GED® Test - Mathematical Reasoning
Performance Level Descriptors: Performance Level 3

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 3 on the 2014 GED® test – Mathematical Reasoning.

Test-takers who score at Performance Level 3 typically have an outstanding proficiency in demonstrating skills in the following categories: number sense and computation, geometric measurement, data analysis and statistics, and algebraic expressions and functions.

Test-takers who score in this performance level generally demonstrate the skills identified in Performance Level 1 and Performance Level 2 as well as the following skills:

Quantitative problem solving with rational numbers
- Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings, at an outstanding level.
- Solve two-step, arithmetic, real world problems involving ratios, proportions, and percents at an outstanding level.

Quantitative problem solving in measurement
- Compute the area and perimeter of composite figures.
- Represent, display, and interpret categorical data in dot plots, histograms, and box plots, at an outstanding level.
- Determine the probability of simple and compound events.

Algebraic problem solving with expressions and equations
- Write linear expressions at an outstanding level.
- Solve inequalities at an outstanding level.

Algebraic problem solving with graphs and functions
- Determine the slope of a line from a graph, equation, or table at an outstanding level.
- Compare properties of two different proportional relationships or two linear or quadratic functions each represented in a different way at an outstanding level.

2014 GED® Test - Science
Performance Level Descriptors: Performance Level 1

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 1 on the 2014 GED® test – Science.

Test-takers who score at Performance Level 1 typically have a limited but developing proficiency demonstrating the skills in the following categories: examining scientific text, understanding and applying scientific methods and concepts, and interpreting scientific data using numeric reasoning.

Test-takers who score in this performance level generally demonstrate the following skills:

Analyze scientific and technical arguments, evidence and text-based information
- Cite specific textual evidence to support a finding or conclusion at a basic level.
- Express scientific information or findings verbally at a basic level.

Applying scientific processes and procedural concepts
- Identify and refine hypotheses for scientific investigations at a basic level.
- Reason from data or evidence to a conclusion at a basic level.

Reasoning quantitatively and interpreting data in scientific contexts
- Describe a data set statistically at a basic level.
- Understand and explain non-textual scientific presentations at a basic level.
- Express scientific information or findings numerically or symbolically.

In order to progress to Performance Level 2, test-takers need to continue to strengthen the skills listed in Performance Level 1, including:
- Cite specific textual evidence to support a finding or conclusion.
- Express scientific information or findings verbally.
- Identify and refine hypotheses for scientific investigations.
- Describe a data set statistically.
- Understand and explain non-textual scientific presentations.

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2014 GED® Test - Science
Performance Level Descriptors: Performance Level 2

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 2 on the 2014 GED® test – Science.

Test-takers who score at Performance Level 2 typically have a satisfactory proficiency in demonstrating skills in the following categories: examining scientific text, understanding and applying scientific methods and concepts, and interpreting scientific data using numeric reasoning.

Test-takers who score in this performance level generally demonstrate the skills identified in Performance Level 1 as well as the following skills:

Analyze scientific and technical arguments, evidence and text-based information
- Cite specific textual evidence to support a finding or conclusion at a satisfactory level.
- Express scientific information or findings verbally at a satisfactory level.
- Determine the meaning of symbols, terms and phrases as they are used in scientific presentations.

Applying scientific processes and procedural concepts
- Reason from data or evidence to a conclusion.
- Make a prediction based on data or evidence.
- Identify and refine hypotheses for scientific investigations at a satisfactory level.
- Identify possible sources of error and alter the design of an investigation to ameliorate that error.
- Understand and apply scientific models, theories and processes.

Reasoning quantitatively and interpreting data in scientific contexts
- Describe a data set statistically at a satisfactory level.
- Apply formulas from scientific theories.
- Understand and explain non-textual scientific presentations at a satisfactory level.
- Express scientific information or findings visually.
- Determine the probability of events.
- Use counting and permutations to solve scientific problems.

In order to progress to Performance Level 3, test-takers need to continue to strengthen the skills listed in Performance Level 1 and Performance Level 2 including:
- Cite specific textual evidence to support a finding or conclusion.
- Express scientific information or findings verbally.
- Reason from data or evidence to a conclusion.
- Make a prediction based on data or evidence.
- Identify and refine hypotheses for scientific investigations.
- Identify possible sources of error and alter the design of an investigation to ameliorate that error.
- Describe a data set statistically.

- Apply formulas from scientific theories.
- Understand and explain non-textual scientific presentations.
- Express scientific information or findings visually.

2014 GED® Test - Science
Performance Level Descriptors: Performance Level 3

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 3 on the 2014 GED® test – Science.

Test-takers who score at Performance Level 3 typically have an outstanding proficiency in demonstrating skills in the following categories: examining scientific text, understanding and applying scientific methods and concepts, and interpreting scientific data using numeric reasoning.

Test-takers who score in this performance level generally demonstrate the skills identified in Performance Level 1 and Performance Level 2 as well as the following skills:

Analyze scientific and technical arguments, evidence and text-based information
- Reconcile multiple findings, conclusions, or theories.
- Cite specific textual evidence to support a finding or conclusion at an outstanding level.
- Express scientific information or findings verbally at an outstanding level.

Applying scientific processes and procedural concepts
- Design a scientific investigation.
- Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.
- Reason from data or evidence to a conclusion at an outstanding level.
- Make a prediction based on data or evidence at an outstanding level.
- Identify possible sources of error and alter the design of an investigation to ameliorate that error at an outstanding level.
- Identify and refine hypotheses for scientific investigations at an outstanding level.

Reasoning quantitatively and interpreting data in scientific contexts
- Describe a data set statistically at an outstanding level.
- Apply formulas from scientific theories at an outstanding level.
- Understand and explain non-textual scientific presentations at an outstanding level.
- Express scientific information or findings visually at an outstanding level.

2014 GED® Test - Social Studies
Performance Level Descriptors: Performance Level 1

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 1 on the 2014 GED® test – Social Studies.

Test-takers who score at Performance Level 1 typically have a limited but developing proficiency in demonstrating skills in the following categories**:** analyzing and creating text features in a social studies context, applying social studies concepts to the analysis and construction of arguments, and reasoning quantitatively and interpreting data in social studies contexts.

Test-takers who score in this performance level generally demonstrate the following skills:

Analyzing and creating text features in a social studies context
- Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence at a limited and/or inconsistent level.
- Distinguish between fact and opinion in a primary or secondary source document at a limited and/or inconsistent level.

Applying social studies concepts to the analysis and construction of arguments
- Describe people, places, environments, processes, and events, and the connections between and among them at a limited and/or inconsistent level.

Reasoning quantitatively and interpreting data in social studies contexts
- At a limited level, analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.
- Interpret, use, and create graphs including proper labeling. Predict trends within a reasonable limit, based on the data, at a limited and/or inconsistent level.
- Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words at a limited and/or inconsistent level.
- Calculate the mean, median, mode, and range of a data set.

In order to progress to Performance Level 2, test-takers need to continue to strengthen the skills listed in Performance Level 1, including:
- Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
- Distinguish between fact and opinion in a primary or secondary source document.
- Describe people, places, environments, processes, and events, and the connections between and among them.
- Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.

- Interpret, use, and create graphs including proper labeling. Predict trends within a reasonable limit, based on the data.
- Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.

And develop the following additional skills:
- Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
- Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.
- Identify aspects of a historical document that reveal an author's point of view or purpose.
- Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.
- Compare treatment of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.
- Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.
- Identify the chronological structure of a historical narrative and sequence steps in a process.
- Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
- Analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas.
- Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
- Identify instances of bias and propagandizing.
- Analyze how a historical context shapes an author's point of view.
- Evaluate the credibility of an author in historical and contemporary political discourse.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
- Distinguish between causation and correlation.

2014 GED® Test - Social Studies
Performance Level Descriptors: Performance Level 2

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 2 on the 2014 GED® test – Social Studies.

Test-takers who score at Performance Level 2 typically have a satisfactory proficiency in demonstrating skills in the following categories: analyzing and creating text features in a social studies context, applying social studies concepts to the analysis and construction of arguments, and reasoning quantitatively and interpreting data in social studies contexts.

Test-takers who score in this performance Level generally demonstrate the skills identified in Performance Level 1 as well as the following skills:

Analyzing and creating text features in a social studies context
- Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence, at a satisfactory level.
- Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
- Determine the meaning of words and phrases used in a social studies context.
- Identify aspects of a historical document that reveal an author's point of view or purpose.
- Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document, at a satisfactory level.
- Analyze how a historical context shapes an author's point of view.
- Evaluate the credibility of an author in historical and contemporary political discourse.
- Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence, at a satisfactory level.
- Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

Applying social studies concepts to the analysis and construction of arguments
- Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.
- Describe people, places, environments, processes, and events, and the connections between and among them, at a satisfactory level.
- Identify the chronological structure of a historical narrative and sequence steps in a process, at a satisfactory level.
- Analyze in detail how events, processes, and ideas develop and interact in a written document, at a satisfactory level; determine whether earlier events caused later ones or simply preceded them.
- Analyze cause-and-effect relationships, including effects that have multiple causes.

- At a satisfactory level, compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
- Identify instances of bias or propagandizing.
- Analyze how a historical context shapes an author's point of view.
- Evaluate the credibility of an author in historical and contemporary political discourse.

Reasoning quantitatively and interpreting data in social studies contexts
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, at a satisfactory level.
- At a satisfactory level, analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.
- Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.
- Interpret, use, and create graphs including proper labeling, at a satisfactory level. Predict trends within a reasonable limit, based on the data.
- Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related, at a satisfactory level.
- Distinguish between correlation and causation.

In order to progress to Performance Level 3, test-takers need to strengthen the skills listed in Performance Level 1 and Performance Level 2, including:
- Identify aspects of a historical document that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts), at a satisfactory level.
- Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.
- Describe people, places, environments, processes, and events, and the connections between and among them.
- Identify the chronological structure of a historical narrative and sequence steps in a process.
- Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
- Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
- Analyze how a historical context shapes an author's point of view.
- Evaluate the credibility of an author in historical and contemporary political discourse.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, at a satisfactory level.
- Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.

2014 GED® Test - Social Studies
Performance Level Descriptors: Performance Level 3

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 3 on the 2014 GED® test – Social Studies.

Test-takers who score at Performance Level 3 of the 2014 GED® test – Social Studies typically have an outstanding proficiency in demonstrating skills in the following categories: analyzing and creating text features in a social studies context, applying social studies concepts to the analysis and construction of arguments, and reasoning quantitatively and interpreting data in social studies contexts.

Test-takers who score in this performance level generally demonstrate the skills identified in Performance Levels 1 and Performance Level 2 as well as the following skills:

Analyzing and creating text features in a social studies context
- Identify aspects of a historical document that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts), at an outstanding level.
- Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence, at an outstanding level.

Applying social studies concepts to the analysis and construction of arguments
- Describe people, places, environments, processes, and events, and the connections between and among them at an outstanding level.
- Identify the chronological structure of a historical narrative and sequence steps in a process, at an outstanding level.
- Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them, at an outstanding level.
- At an outstanding level, compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
- Analyze how a historical context shapes an author's point of view, at an outstanding level.
- Evaluate the credibility of an author in historical and contemporary political discourse, at an outstanding level.

Reasoning quantitatively and interpreting data in social studies contexts
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, at an outstanding level.
- Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related, at an outstanding level.