GED TESTING SERVICE®

2014 GED® Test – Reasoning Through Language Arts (RLA)
What Your Score Means: Level 1 — Below Passing

GED Testing Service created this guide to help you understand what your Level 1 score on the 2014 GED® test – RLA means.[1]

Your score places you in the "Below Passing" performance level. Test-takers who score at this level are typically able to understand and analyze simple written sources like 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 at this level generally show abilities with skills including:

Ways of Expressing Meaning
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in written sources, at a limited and/or inconsistent level.
- Analyze relationships within written sources.
- Analyze how details function in a written source, 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 neighboring paragraphs in a written source, at a limited and/or inconsistent level.
- Analyze how transition words (for example: however, nevertheless, etc.) function in a written source, at a limited and/or inconsistent level.

Using Evidence
- Understand specific details and main ideas in a written source, at a limited and/or inconsistent level.
- Summarize the details and ideas in a written source.
- Infer the relationship between the details and main idea given, at a limited and/or inconsistent level.
- Determine which details support the main idea.
- Identify a theme or element of a written source that supports a theme.

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[1] In the RLA content area, the level of complexity of the written sources that test-takers must answer questions about drives the performance levels. That is, test-takers will be asked to perform similar skills with written sources that vary from simple to complex. Therefore, each performance level description contains references to example written sources that are typical of what test-takers can comprehend and analyze at each performance level. In addition, the performance levels represent a progression of skills, from basic skills at Level 1 to more sophisticated skills at Level 3, with each performance level building on the skills developed at the lower levels.

Language Usage and Conventions

- Correct errors with frequently confused words.
- Correct errors with subject-verb agreement in straightforward sentences.
- Eliminate run-on sentences, fused sentences, or sentence fragments.
- Edit to correct use of punctuation at a limited and/or inconsistent level.

To improve your performance and earn the GED® Passing Score, you should focus on strengthen the skills you have already demonstrated and use them in more challenging written sources like Zora Neale Hurston's Their Eyes Were Watching God, Martin Luther King Jr.'s "Letter from Birmingham Jail," and Euclid's Elements.

Specifically, you should strengthen the following skills:

- Make inferences about plot/sequence of events, characters/people, settings, or ideas in written sources.
- Analyze how details function in a written source.
- Analyze the structural relationship between neighboring paragraphs in a written source.
- Edit to correct use of punctuation.

And develop the following additional skills:

- Infer the main idea based on a set of details in single paragraphs and the whole written source.
- Figure out what words and phrases mean using clues from the context of a written source.
- Infer what an author's stated and unstated purpose is based on the details in a written source.
- Correct errors with pronouns.

2014 GED® Test – Reasoning Through Language Arts (RLA) What Your Score Means: Level 2 — GED® Passing Score for High School Equivalency

Congratulations on your GED® Passing Score! GED Testing Service created this guide to help you understand what your Level 2 score on the 2014 GED® test – RLA means.[2]

Test-takers who score at this performance level are typically able to understand and analyze challenging written sources 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 at Level 2 generally show satisfactory abilities with the skills in Level 1, as well as the following skills:

Ways of Expressing Meaning
• Put events from a written source in the correct order.
• Make inferences about plot/sequence of events, characters/people, settings, or ideas in written sources at a satisfactory level.
• Infer the relationship between ideas in a written source.
• Analyze how details function in a written source at a satisfactory level.
• Figure out what words and phrases mean using clues from the context of a written source.
• Analyze how specific words, phrases, or figurative language affect a written source.
• Analyze how a particular section fits into the overall structure of a written source and contributes to ideas.
• Analyze the structural relationship between neighboring paragraphs in a written source at a satisfactory level.
• Analyze how transition words (for example: however, nevertheless, etc.) function in a written source at a satisfactory level.
• Analyze how the structure of a paragraph, section, or written source contributes to ideas or author's purpose.
• Determine the author's point of view or purpose.
• Infer what an author's stated and unstated purpose is based on the details in a written source.
• Analyze how an author uses rhetorical techniques.
• Compare two different written sources.
• Compare two different types of written sources so that you can look at the differences in scope, purpose, emphasis, audience, and impact.

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[2] In the RLA content area, the level of complexity of the written sources that test-takers must answer questions about drives the performance levels. That is, test-takers will be asked to perform similar skills with written sources that vary from simple to complex. Therefore, each performance level description contains references to example written sources that are typical of what test-takers can comprehend and analyze at each performance level. In addition, the performance levels represent a progression of skills, from basic skills at Level 1 to more sophisticated skills at Level 3, with each performance level building on the skills developed at the lower levels.

Using Evidence
- Understand specific details and main ideas in a written source at a satisfactory level.
- Infer the relationship between the details and main idea given at a satisfactory level.
- Infer the main idea based on a set of details in single paragraphs and the whole written source.
- Make generalizations or hypotheses based on evidence in a written source.
- Pull together multiple main ideas to draw conclusions or make generalizations.
- Identify the specific pieces of evidence that an author uses in support of claims or conclusions.
- Make a judgment about whether the evidence offered to support a claim is relevant and sufficient.
- Determine when a statement is supported by the written source and when it is not supported.
- Assess whether the reasoning in an argument is valid.
- Identify the main assumptions and underlying premises in an argument and evaluate the support for those beliefs.

Language Usage and Conventions
- Correct errors with pronouns.
- Eliminate words or phrases that are informal or not standard.
- Eliminate dangling or misplaced modifiers or illogical word order.
- Make sure that subjects and verbs, or pronouns and antecedents agree in more complicated sentences.
- Eliminate wordiness or awkward sentence structure.
- Make sure transitional words and phrases (for example: however, nevertheless, etc.) are used effectively to make points clearly.
- Make sure the correct words are capitalized.
- Edit to correct use of apostrophes with possessive nouns.
- Edit to correct use of punctuation at a satisfactory level.

To improve your performance and earn the GED® Score with Honors, you should strengthen the skills you have already demonstrated and apply them to complex written sources similar to 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.

Specifically, you should focus on strengthening the following skills:
- Infer the relationship between ideas in a written source.
- Make a judgment about whether the evidence offered to support a claim is relevant and sufficient.
- Determine when a statement is supported by the written source and when it is not supported.
- Eliminate wordiness or awkward sentence structure.

And develop the following additional skills:
- Analyze how an author explains his or her position and responds to conflicting viewpoints.
- Compare two different written sources and focus on the perspective, tone, style, structure, purpose, or impact.
- Identify and describe the specific steps of an argument.
- Edit to correct parallelism, subordination, and coordination to ensure proper sentence construction.

2014 GED® Test – Reasoning Through Language Arts (RLA)
What Your Score Means: Level 3 —
GED® Score with Honors

Congratulations on your GED® Score with Honors! GED Testing Service created this guide to help you understand what your Level 3 score on the 2014 GED® test – RLA means.[3]

Test-takers who score at this performance level are typically able to understand and analyze complex written sources similar to 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 at this level generally show outstanding abilities with the skills identified in the other score levels, as well as the following skills:

Ways of Expressing Meaning
* Put events from a written source in the correct order at an outstanding level.
* Infer the relationship between ideas in a written source at an outstanding level.
* Analyze how an author explains his or her position and responds to conflicting viewpoints.
* Compare two different written sources and focus on the perspective, tone, style, structure, purpose, or impact.
* Compare two different types of written sources so that you can look at the differences in scope, purpose, emphasis, audience, and impact at an outstanding level.

Using Evidence
* Identify and describe the specific steps of an argument.
* Make a judgment about whether the evidence offered to support a claim is relevant and sufficient at an outstanding level.
* Determine when a statement is supported by the written source and when it is not supported at an outstanding level.
* Assess whether the reasoning in an argument is valid at an outstanding level.
* Identify the main assumptions and underlying premises in an argument and evaluate the support for those beliefs at an outstanding level.
* Compare two argumentative written sources for how they interpret and use evidence differently.
* Analyze how data, graphs, or pictures work in a written source or support an argument.

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[3] In the RLA content area, the level of complexity of the written sources that test-takers must answer questions about drives the performance levels. That is, test-takers will be asked to perform similar skills with written sources that vary from simple to complex. Therefore, each performance level description contains references to example written sources that are typical of what test-takers can comprehend and analyze at each performance level. In addition, the performance levels represent a progression of skills, from basic skills at Level 1 to more sophisticated skills at Level 3, with each performance level building on the skills developed at the lower levels.

- Compare two different types of written sources so that you can pull together ideas, draw conclusions or apply the information to new situations.

Language Usage and Conventions

- Edit to correct parallelism, subordination, and coordination to ensure proper sentence construction.
- Eliminate wordiness or awkward sentence structure at an outstanding level.

2014 GED® Test – Mathematical Reasoning
What Your Score Means: Level 1 — Below Passing

GED Testing Service created this guide to help you understand what your Level 1 score on the 2014 GED® test – Mathematical Reasoning means.

A Level 1 score places you in the "Below Passing" performance level. Test-takers who score at this level typically have demonstrated limited or inconsistent performance in the following categories: number sense and computation, geometric measurement, data analysis and statistics, and algebraic expressions and functions.

Test-takers who score at this level generally show abilities with skills including:

Quantitative Problem-Solving with Rational Numbers
- Place fractions and decimals in order, including when using a number line.
- Apply number properties that involve multiples and factors at a limited and/or inconsistent level.
- Compute 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.
- Find the side lengths of triangles and rectangles when given the 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 and polynomials at a limited and/or inconsistent level.
- Evaluate linear expressions.
- Create linear expressions and equations, at a limited and/or inconsistent level, with written descriptions you have been given.
- Solve algebraic and real-world problems that involve linear equations at a limited and/or inconsistent level.
- Solve real-world problems that involve inequalities at a limited and/or inconsistent level.

Algebraic Problem-Solving with Graphs and Functions
- Locate points on the coordinate plane at a limited and/or inconsistent level.
- Find the slope of a line from a graph, equation, or table at a limited and/or inconsistent level.
- Understand that a unit rate is equivalent to 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.

- Using a table or graph, represent or identify a function as having exactly one output for each input.
- Evaluate linear and quadratic functions.

To improve your score and earn the GED® Passing Score, you should strengthen the skills you have already demonstrated, including:
- Apply number properties that involve multiples and factors.
- Compute 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.
- Create linear expressions and equations when given written descriptions.
- Evaluate linear expressions.
- Solve algebraic and real-world problems that involve linear equations and inequalities.
- Locate points on the coordinate plane.
- Find 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 additional skills:
- Simplify numerical expressions with rational exponents.
- Identify the absolute value of a rational number as its distance from 0 on the number line and find the distance between two rational numbers on the number line.
- Determine when a numerical expression is undefined.
- Use scale factors to find the magnitude of a size change and convert between actual drawings and scale drawings.
- Compute the area and circumference of circles.
- Compute the volume and surface area of 3-dimensional figures.
- Find the height, radius, diameter, or side lengths of 3-dimensional figures, when given the volume or surface area.
- 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.
- Compute with rational expressions.
- Solve algebraic and real-world problems that involve linear and quadratic equations and systems of linear equations.
- Graph linear equations on the coordinate plane.
- Write the equation of a line with a given slope through a given point or two given distinct points.
- Use slope to identify parallel and perpendicular lines, and to solve geometric problems.

2014 GED® Test – Mathematical Reasoning
What Your Score Means: Level 2 —
GED® Passing Score for High School Equivalency

Congratulations on your GED® Passing Score! GED Testing Service created this guide to help you understand what your Level 2 score on the 2014 GED® test – Mathematical Reasoning means.

Test-takers who score at this performance level typically have demonstrated satisfactory performance in the following categories: number sense and computation, geometric measurement, data analysis and statistics, and algebraic expressions and functions.

Test-takers who score at this level generally able show satisfactory abilities with the skills Level 1, as well as the following skills:

Quantitative Problem-Solving with Rational Numbers
- Apply number properties that involve multiples and factors at a satisfactory level.
- Simplify numerical expressions with rational exponents.
- Identify the absolute value of a rational number as its distance from 0 on the number line and find the distance between two rational numbers on the number line.
- Compute with and solve 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 find 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.
- Find the side lengths of triangles, rectangles, and polygons when given the area or perimeter.
- Use the Pythagorean Theorem ($a^2 + b^2 = c^2$) to determine unknown side lengths in a right triangle.
- Compute the volume and surface area of cylinders, cones, and right pyramids at a satisfactory level.
- Find the height, radius, diameter, or side lengths of cylinders, cones, and right pyramids, when given the 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 find 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.
- Create linear, polynomial, and rational expressions, and linear and quadratic equations, at a satisfactory level, with written descriptions you have been given.
- Compute with linear and rational expressions at a satisfactory level.
- Solve real-world problems that involve linear equations at a satisfactory level.
- Solve algebraic and real-world problems that involve a system of two linear equations.
- Solve real-world problems that involve inequalities, and graph solutions on a number line, at a satisfactory level.
- Solve quadratic equations in one variable at a satisfactory level.

Algebraic Problem-Solving with Graphs and Functions
- Locate points and graph linear equations on the coordinate plane at a satisfactory level.
- Find 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 with a given slope and a given point or two given 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 when each is represented in different ways, at a satisfactory level.

To improve your performance and earn the GED® Score with Honors, you should strengthen the skills you have already demonstrated, including:
- Use scale factors to find the magnitude of a size change and convert between actual drawings and scale drawings.
- Solve two-step, arithmetic, real-world problems that involve ratios, proportions, and percents.
- Use counting techniques to solve problems and find combinations and permutations.
- Create linear expressions when 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
What Your Score Means: Level 3 —
GED® Score with Honors

Congratulations on your GED® Score with Honors! GED Testing Service created this guide to help you understand what your Level 2 score on the 2014 GED® test – Mathematical Reasoning means.

Test-takers who score at this performance level typically have demonstrated outstanding skills in the following categories: number sense and computation, geometric measurement, data analysis and statistics, and algebraic expressions and functions.

Test-takers who score at this level generally show outstanding abilities with the skills identified in the other score levels, as well as the following skills:

Quantitative Problem-Solving with Rational Numbers
• Use scale factors to find 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 that involve 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.
• Find the probability of simple and compound events.

Algebraic Problem-Solving with Expressions and Equations
• Create linear expressions at an outstanding level.
• Solve inequalities at an outstanding level.

Algebraic Problem-Solving with Graphs and Functions
• Find the slope of a line from a graph, equation, or table at an outstanding level.
• Compare two different proportional relationships or two linear or quadratic functions when each is represented in a different way at an outstanding level.

2014 GED® Test – Science
What Your Score Means: Level 1 — Below Passing

GED Testing Service created this guide to help you understand what your Level 1 score on the 2014 GED® test – Science means.

Your score places you in the "Below Passing" performance level. Test-takers who score at this level typically have demonstrated limited or inconsistent performance on the following skills: examining scientific text, understanding and applying scientific methods and concepts, and interpreting scientific data using numeric reasoning.

Test-takers who score at this level generally show abilities with skills including:

Examining scientific text
- Pull specific evidence from a written source to support a finding or conclusion at a limited and/or inconsistent level.
- Express scientific information or findings in words at a limited and/or inconsistent level.

Understanding and applying scientific methods and concepts
- Identify and refine hypotheses for scientific investigations at a limited and/or inconsistent level.
- Use data or evidence to arrive at a conclusion at a limited and/or inconsistent level.

Interpreting scientific data using numeric reasoning
- Describe a data set statistically at a limited and/or inconsistent level.
- Understand and explain visual and numerical scientific presentations (for example, tables, diagrams, etc.) at a limited and/or inconsistent level.
- Express scientific information or findings using numbers or symbols.

To improve your performance and earn the GED® Passing Score, you should strengthen the skills you have already demonstrated, including:
- Pull specific evidence from a written source to support a finding or conclusion.
- Express scientific information or findings in words.
- Identify and refine hypotheses for scientific investigations.
- Describe a data set statistically.
- Understand and explain visual and numerical scientific presentations (for example, tables, diagrams, etc.).

And develop the following additional skills:
- Apply formulas from scientific theories.
- Understand and apply scientific models, theories and processes.
- Identify the strengths and weaknesses of one or more scientific investigation designs.
- Use data or evidence to arrive at a conclusion.
- Make a prediction based on data or evidence.

- Determine the probability of events.

2014 GED® Test – Science
What Your Score Means: Level 2 —
GED® Passing Score for High School Equivalency

Congratulations on your GED® Passing Score! GED Testing Service created this guide to help you understand what your Level 2 score on the 2014 GED® test – Science means.

Test-takers who score at this performance level typically have demonstrated satisfactory performance on the following skills: examining scientific text, understanding and applying scientific methods and concepts, and interpreting scientific data using numeric reasoning.

Test-takers who score at this level generally show satisfactory abilities with the skills in Level 1, as well as the following skills:

Examining Scientific Text
- Pull specific evidence from a written source to support a finding or conclusion at a satisfactory level.
- Express scientific information or findings in words at a satisfactory level.
- Determine the meaning of symbols, terms and phrases as they are used in scientific presentations.

Understanding and Applying Scientific Methods and Concepts
- Use data or evidence to arrive at 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 remove the error.
- Understand and apply scientific models, theories and processes.

Interpreting Scientific Data Using Numeric Reasoning
- Describe a data set statistically at a satisfactory level.
- Apply formulas from scientific theories.
- Understand and explain visual and numerical scientific presentations (for example, tables, diagrams, etc.) at a satisfactory level.
- Express scientific information or findings visually (for example, placing data in a chart).
- Determine the probability of events.
- Use counting techniques to solve scientific problems.

To improve your performance and earn the GED® Score with Honors, you should strengthen the skills you have already demonstrated, including:
- Pull specific evidence from a written source to support a finding or conclusion.
- Express scientific information or findings in words.
- Use data or evidence to arrive at 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 remove the error.

- Describe a data set statistically.
- Apply formulas from scientific theories.
- Understand and explain visual and numerical scientific presentations (for example, tables, diagrams, etc.).
- Express scientific information or findings visually (for example, placing data in a chart).

And develop the following additional skills:
- Bring together and make sense of multiple findings, conclusions, or theories.
- Design a scientific investigation.
- Make judgments about whether theories or conclusions are supported or challenged by data or evidence.

2014 GED® Test – Science
What Your Score Means: Level 3 —
GED® Score with Honors

Congratulations on your GED® Score with Honors! GED Testing Service created this guide to help you understand what your Level 3 score on the 2014 GED® test – Science means.

Test-takers who score at this performance level typically have demonstrated outstanding 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 at this level generally show outstanding abilities with the skills identified in the other score levels, as well as the following skills:

Examining Scientific Text
- Bring together and make sense of multiple findings, conclusions, or theories.
- Pull specific evidence from a written source to support a finding or conclusion at an outstanding level.
- Express scientific information or findings in words at an outstanding level.

Understanding and Applying Scientific Methods and Concepts
- Design a scientific investigation.
- Make judgments about whether theories or conclusions are supported or challenged by data or evidence.
- Use data or evidence to arrive at 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 remove the error at an outstanding level.
- Identify and refine hypotheses for scientific investigations at an outstanding level.

Interpreting Scientific Data Using Numeric Reasoning
- Describe a data set statistically at an outstanding level.
- Apply formulas from scientific theories at an outstanding level.
- Understand and explain visual and numerical scientific presentations (for example, tables, diagrams, etc.) at an outstanding level.
- Express scientific information or findings visually (for example, placing data in a chart) at an outstanding level.

2014 GED® Test – Social Studies
What Your Score Means: Level 1 — Below Passing

GED Testing Service created this guide to help you understand what your Level 1 score on the 2014 GED® test – Social Studies means.

Your score places you in the "Below Passing" performance level. Test-takers who score at this level typically have demonstrated limited or inconsistent performance on the following skills: reading and writing in a social studies context, applying important social studies concepts, and applying mathematical reasoning to social studies.

Test-takers who score at this level generally show abilities with skills including:

Reading and Writing in a Social Studies Context
- Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims at a limited and/or inconsistent level.
- Determine the difference between fact and opinion in a primary or secondary source document at a limited and/or inconsistent level.

Applying Important Social Studies Concepts
- Describe people, places, environments, processes, and events, and the connections between and among them at a limited and/or inconsistent level.

Applying Mathematical Reasoning to Social Studies
- Analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc., at a limited and/or inconsistent level.
- Interpret, use and create graphs with appropriate labeling, and use the data to predict trends, at a limited and/or inconsistent level.
- Put numerical information found in a written source into tables, graphs and charts, and express numerical information in words, at a limited and/or inconsistent level.
- Calculate the mean, median, mode, and range of a data set.

To improve your performance and earn the GED® Passing Score, you should strengthen the skills you have already demonstrated, including:
- Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims.
- Determine the difference 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 visually, for example, in maps, tables, charts, photographs, political cartoons, etc.
- Interpret, use and create graphs with appropriate labeling, and use the data to predict trends.

- Put numerical information found in a written source into tables, graphs and charts, and express numerical information in words

And develop the following additional skills:
- Determine the central ideas or information of a primary or secondary source document.
- Determine the meaning of words and phrases used in a social studies context.
- Determine how authors reveal their points of view or purposes in historical documents.
- Determine whether claims and hypotheses are supported or not supported by evidence.
- Compare two sources on the same social studies topic, paying special attention to the differences between them.
- Pull specific evidence from a document or other source to support inferences or analyses of given processes, events, or concepts.
- Put historical events in chronological order and understand the order of steps in social studies processes (for example, how a bill becomes a law).
- Analyze in detail how events, processes, and ideas develop and interact in a written document. Determine whether earlier events actually caused later ones or simply occurred before them.
- Analyze cause-and-effect relationships, including those with multiple factors.
- Compare different sets of social-studies-related ideas and make judgments about how those ideas create meaning in different arguments.
- Identify bias and propaganda.
- Analyze how historical circumstances shape an author's point of view.
- Make judgments about how believable an author is in historical and modern-day documents.
- Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic.
- Show how dependent and independent variables are represented on a graph. Analyze and communicate how the variables are related to each other.
- Recognize the difference between when one event or action causes another and when two or more events or actions are correlated with each other.

2014 GED® Test – Social Studies
What Your Score Means: Level 2 —
GED® Passing Score for High School Equivalency

Congratulations on your GED® Passing Score! GED Testing Service created this guide to help you understand what your Level 2 score on the 2014 GED® test – Social Studies means.

Test-takers who score at this performance level typically have demonstrated satisfactory performance on the following skills: reading and writing in a social studies context, applying important social studies concepts, and applying mathematical reasoning to social studies.

Test-takers who score at this level generally show satisfactory abilities with the skills in Level 1, as well as the following skills:

Reading and Writing in a Social Studies Context
- Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims, at a satisfactory level.
- Determine the central ideas or information of a primary or secondary source document.
- Determine the meaning of words and phrases used in a social studies context.
- Determine how authors reveal their points of view or purposes in historical documents.
- Determine the difference between fact and opinion in a primary or secondary source document at a satisfactory level.
- Analyze how historical circumstances shape an author's point of view.
- Determine whether claims and hypotheses are supported or not supported by evidence at a satisfactory level.
- Compare two sources on the same social studies topic, paying special attention to the differences between them.

Applying Important Social Studies Concepts
- Pull specific evidence from a document or other source to support inferences or analyses of given processes, events, or concepts.
- Describe people, places, environments, processes, and events, and the connections between and among them, at a satisfactory level.
- Put historical events in chronological order and understand the order of steps in social studies processes (for example, how a bill becomes a law) 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 actually caused later ones or simply occurred before them.
- Analyze cause-and-effect relationships, including those with multiple factors.
- At a satisfactory level, compare different sets of social-studies-related ideas and make judgments about how those ideas create meaning in different arguments.
- Identify bias and propaganda.

- Analyze how historical circumstances shape an author's point of view at a satisfactory level.
- Make judgments about how believable an author is in historical and modern-day documents at a satisfactory level.

Applying Mathematical Reasoning to Social Studies

- Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic at a satisfactory level.
- At a satisfactory level, analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc.
- Put numerical information found in a written source into tables, graphs and charts, and express numerical information in words, at a satisfactory level.
- Interpret, use and create graphs with appropriate labeling, and use the data to predict trends, at a satisfactory level.
- Show how dependent and independent variables are represented on a graph. Analyze and communicate how the variables are related to each other at a satisfactory level.
- Distinguish between correlation and causation.

To improve your performance and earn the GED® Score with Honors, you should strengthen the skills you have already demonstrated, including:

- Determine how authors reveal their points of view or purposes in historical documents.
- Determine whether claims and hypotheses are supported or not supported by evidence.
- Describe people, places, environments, processes, and events, and the connections between and among them.
- Put historical events in chronological order and understand the order of steps in social studies processes (for example, how a bill becomes a law).
- Analyze a written document for how events, processes, and ideas develop and interact. Determine whether earlier events actually caused later ones or simply occurred before them.
- Compare different sets of social-studies-related ideas and make judgments about how those ideas create meaning in different arguments.
- Analyze how historical circumstances shape an author's point of view.
- Make judgments about how believable an author is in historical and modern-day documents.
- Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic.
- Show how dependent and independent variables are represented on a graph. Analyze and communicate how the variables are related to each other.

2014 GED® Test – Social Studies
What Your Score Means: Level 3 —
GED® Score with Honors

Congratulations on your GED® Score with Honors! GED Testing Service created this guide to help you understand what your Level 3 score on the 2014 GED® test – Social Studies means.

Test-takers who score at this performance level typically have demonstrated outstanding skills in the following categories: reading and writing in a social studies context, applying important social studies concepts, and applying mathematical reasoning to social studies.

Test-takers who score at this level generally show outstanding abilities with the skills identified in the other score levels, as well as the following skills:

Reading and Writing in a Social Studies Context
- Determine how authors reveal their points of view or purposes in historical documents at an outstanding level.
- Determine whether claims and hypotheses are supported or not supported by evidence at an outstanding level.

Applying Important Social Studies Concepts
- Describe people, places, environments, processes, and events, and the connections between and among them at an outstanding level.
- Put historical events in chronological order and understand the order of steps in social studies processes (for example, how a bill becomes a law) at an outstanding level.
- Analyze a written document for how events, processes, and ideas develop and interact at an outstanding level. Determine whether earlier events actually caused later ones or simply occurred before them.
- At an outstanding level, compare different sets of social-studies-related ideas and make judgments about how those ideas create meaning in different arguments.
- Analyze how a historical context shapes an author's point of view at an outstanding level.
- Make judgments about how believable an author is in historical and modern-day documents at an outstanding level.

Applying Mathematical Reasoning to Social Studies
- Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic at an outstanding level.
- Show how dependent and independent variables are represented on a graph.
- Analyze and communicate how the variables are related to each other at an outstanding level.