

GED Ready® - Reasoning Through Language Arts

My Score: 132

132

NOT LIKELY TO PASS

100

143

152

20

Test Date: 02/12/2015

Not Likely to Pass

Too Close to Call

Likely to Pass

What My Score Means

My Performance

Scoring into the **Red Zone** on GED Ready® means that you are not likely to pass the GED® test without continuing to work on your Reasoning Through Language Arts skills. Although your performance on this content area of the GED Ready® indicates your score is in a range where test-takers rarely pass this content area of the GED® test, your result only represents an indication of your preparedness and does not guarantee a negative result on the actual GED® test. Most test-takers that score in this range ultimately do not pass the GED® test in this content area on their first attempt. Most test-takers that score in this range need more preparation in order to pass the GED® test for this content area. Test-takers who score into this zone may be 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*, and typically show that they can perform the following skills in a **limited and/or inconsistent** way:

- 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, at a limited and/or inconsistent level
- Analyze the structural relationship between neighboring paragraphs in a written source, at a limited and/or inconsistent level
- 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
- Determine which details support the main idea
- Identify a theme or element of a written source that supports a theme at a limited and/or inconsistent level
- Eliminate run-on sentences, fused sentences, or sentence fragments at a limited and/or inconsistent level
- Edit to correct use of punctuation at a limited and/or inconsistent level

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My Written Answers

My Written Answers

Provided below is the Extended Response Prompt you answered and the response you provided for the Reasoning Through Language Arts GED Ready®. In order to receive a passing score, your response should show that you can perform specific sets of skills, which are categorized into "traits". Typical responses that receive passing scores are described for you in the section below. Compare your answers to these descriptions of responses to see how you may have scored. If you need help understanding your score report, check the local study tools available in the Study section.

Prompt

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Some cities are beginning to address the environmental concerns associated with paper and plastic bag use, but not everyone agrees about what should be done.

In your response, analyze both the editorial and the letter to the editor to determine which position is best supported. Use relevant and specific evidence from both sources to support your response.

Your Written Answer

Hide

I support the letter to the Editor which says requiring our visitors to bring reusable bags for purchases makes absolutely no sense because when bag are use to purchase groceries is affected with bacteria and mold reusing it is very bad for health. The people comes to Gulftowne to enjoy the beach and for relaxation should not be give chance to enjoy their day have fun not complicating their days and adding expense that makes them buy bag for their purchases. For example Tourists buy mementos, figurines, t-shirts, postcards and beach supplies all this is fit into bags .

I disagree with the editorial staff at the Gulftowne Gazette if their concerned about our environment litter plastic bags, litter our landscape and threaten wildlife across the country and around the globe can be contorl in different ways, fist way is to prvide a place where used bag can be trash and to litter them about in the strees and in the city not asking poeple going to the store for shopping to bring reused bags which some of them must have be

Typical Passing Response Descriptions

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Trait 1 - Creation of Arguments and Use of Evidence

Test-takers who pass the GED® test typically craft responses that follow the prompt and effectively create an argument. The test-taker makes claims about the issue or the argumentation in the source text(s) and then provides relevant and specific evidence for these claims using information from the passage(s). Taken as a whole, these characteristics show the response is connected to the task and contains the required elements to earn a passing score for Trait 1.

Trait 2 - Development of Ideas and Organizational Structure

Test-takers who pass the GED® test typically craft responses that feature developed, logical ideas that are well organized. The test-taker establishes a clear progression of thoughts within which main ideas and details are clearly connected. Transitions are used effectively to link ideas throughout the response. Additionally, word choice and formal style are appropriate and contribute to the test-taker earning a passing score for Trait 2.

Trait 3 - Clarity and Command of Standard English Conventions

Test-takers who pass the GED® test typically craft responses that demonstrate proper sentence structure while generally avoiding run-on sentences, comma splices, fragments, and wordy or awkward sentences. The response has few errors in subject-verb agreement, pronoun usage, capitalization, punctuation, and/or other conventions detailed in the RLA Scoring Rubric. Overall, the response demonstrates an understanding of standard English conventions and usage, which contributes to the test-taker earning a passing score for Trait 3.

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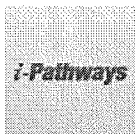
Too Close to Call

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How I Can Score Higher

Step 1 Select your study material to create a customized study plan based on your answers:

i-Pathways



i-Pathways

by ICCB/CAIT

i-Pathways - an online GED preparation curriculum that includes teaching tools and instructional strategies to ensure student success

Buy Online (<https://2014.i-pathways.org/UserAuth/Login!loginPage.action>)

Step 2 Use the study material selected above to improve your skills listed below:

Ways of Expressing Meaning

Hide

Skill You Can Improve

Publisher Study Recommendations ⓘ

- | | |
|---|-----------------|
| • Infer the relationship between the details and main idea given | Unit 3 Lesson 3 |
| • Put events from a written source in the correct order | Unit 4 Lesson 3 |
| • Analyze relationships within written sources | Unit 4 Lesson 2 |
| • Analyze how meaning or tone is affected when one word is replaced with another | Unit 4 Lesson 4 |
| • Analyze how transition words (for example: however, nevertheless, etc.) function in a written source | Unit 7 Lesson 2 |
| • Analyze how details function in a written source | Unit 3 Lesson 2 |
| • Analyze how the structure of a paragraph, section, or written source contributes to ideas or author's purpose | Unit 5 Lesson 1 |

Using Evidence

Hide

Skill You Can Improve

Publisher Study Recommendations ⓘ

- | | |
|---|------------------------|
| • Infer the relationship between the details and main idea given | Unit 3 Lesson 3 |
| • Analyze how meaning or tone is affected when one word is replaced with another | Unit 4 Lesson 4 |
| • Infer the main idea based on a set of details in single paragraphs and the whole written source | Unit 3 Lesson 1 |
| • Identify a theme or element of a written source that supports a theme | Unit 5 Lesson 1 |
| • Understand specific details and main ideas in a written source | Unit 3 Lessons 1 and 2 |

Additional Skills to Work On

Hide

Scoring into the Green Zone on the GED Ready®: The Official Practice Test shows that you are likely to pass the GED® Test. In order to progress into the Green Zone, consider doing the following:

Strengthen the skills listed in the Red Zone and apply them to texts at a basic level of complexity, such as Ray Bradbury's *Fahrenheit 451*, John Adams's *Letter on Thomas Jefferson*, and *Elementary Particles* from *New Book of Popular Science*, with a particular focus on improving the following Red Zone skills

- Analyze how details function in a written source
- Analyze how meaning or tone is affected when one word is replaced with another
- Understand specific details and main ideas in a written source
- Identify a theme or element of a written source that supports a theme
- Eliminate run-on sentences, fused sentences, or sentence fragments

Develop the following additional skills:

- Put events from a written source in the correct order
- Analyze how an author uses rhetorical techniques
- Compare two different types of written sources so that you can look at the differences in scope, purpose, emphasis, audience, and impact
- 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
- Determine when a statement is supported by the written source and when it is not supported
- Eliminate wordiness or awkward sentence structure

Please note that your projected score for Reasoning Through Language Arts of the GED® test is valid for 60 days from the date you took Reasoning Through Language Arts of GED Ready®. In addition, it assumes you took Reasoning Through Language Arts of GED Ready® in one sitting, under timed conditions, with no breaks. The projected score is only an indication of your preparedness for the actual GED® test and does not guarantee that you will actually obtain the projected score on the GED® test. See My Scores, "Review My Written Answers" page for detailed descriptions of typical written answers to Extended Response items that would meet the passing standard. Although the study recommendations listed on the "How I Can Score Higher" page may aid you in preparing for the GED® test, following these recommendations alone does not guarantee a positive result on the actual GED® test.

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How I Can Score Higher

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Kaplan GED 2015 Strategies, Practice, and Review from New Readers Press
by New Readers Press

This book provides comprehensive content review, strategies, and two full-length practice tests, one in the book and one online.

Step 2 Use the study material selected above to improve your skills listed below:

Ways of Expressing Meaning

Hide

Skill You Can Improve

Publisher Study Recommendations ⓘ

- | | |
|---|----------------------|
| • Infer the relationship between the details and main idea given | Pages 104-105 |
| • Put events from a written source in the correct order | Pages 102-103 |
| • Analyze relationships within written sources | Pages 68-69, 102-107 |
| • Analyze how meaning or tone is affected when one word is replaced with another | Pages 78-79 |
| • Analyze how transition words (for example: however, nevertheless, etc.) function in a written source | Pages 80-81 |
| • Analyze how details function in a written source | Pages 90-91, 102-103 |
| • Analyze how the structure of a paragraph, section, or written source contributes to ideas or author's purpose | Pages 80-81 |

Using Evidence

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Skill You Can Improve

Publisher Study Recommendations ⓘ

- | | |
|---|---------------|
| • Infer the relationship between the details and main idea given | Pages 104-105 |
| • Analyze how meaning or tone is affected when one word is replaced with another | Pages 78-79 |
| • Infer the main idea based on a set of details in single paragraphs and the whole written source | Pages 62-63 |
| • Identify a theme or element of a written source that supports a theme | Pages 108-109 |
| • Understand specific details and main ideas in a written source | Pages 62-63 |

Additional Skills to Work On

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Strengthen the skills listed in the Red Zone and apply them to texts at a basic level of complexity, such as Ray Bradbury's *Fahrenheit 451*, John Adams's *Letter on Thomas Jefferson*, and *Elementary Particles* from New Book of Popular Science, with a particular focus on improving the following Red Zone skills

- Analyze how details function in a written source
- Analyze how meaning or tone is affected when one word is replaced with another
- Understand specific details and main ideas in a written source
- Identify a theme or element of a written source that supports a theme
- Eliminate run-on sentences, fused sentences, or sentence fragments

Develop the following additional skills:

- Put events from a written source in the correct order
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- 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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How I Can Score Higher

Step 1 Select your study material to create a customized study plan based on your answers: Steck-Vaughn Test Preparat



Steck-Vaughn Test Preparation for the 2014 GED® Test: Reasoning Through Language Arts Student Edition
by Houghton Mifflin Harcourt

A comprehensive resource for learners seeking to master the new GED® Reasoning Through Language Arts assessment targets and new technology-enhanced item types.

Buy Online (http://www.gedmarketplace.com/Student_Edition_Language_p/978-0-544-27426-6.htm)

Step 2 Use the study material selected above to improve your skills listed below:

Ways of Expressing Meaning

Hide

Skill You Can Improve

Publisher Study Recommendations ⓘ

- | | |
|---|--|
| • Infer the relationship between the details and main idea given | Student Book Pages 2–3; Pages 16–17; Pages 42–43 |
| • Put events from a written source in the correct order | Student Book Pages 6–7 |
| • Analyze relationships within written sources | Student Book Pages 34–37; Pages 44–45 |
| • Analyze how meaning or tone is affected when one word is replaced with another | Student Book Pages 18–19; Pages 26–27 |
| • Analyze how transition words (for example: however, nevertheless, etc.) function in a written source | Student Book Pages 6–7; Pages 156–157 |
| • Analyze how details function in a written source | Student Book Pages 32–37; Pages 40–43; Pages 46–49 |
| • Analyze how the structure of a paragraph, section, or written source contributes to ideas or author's purpose | Student Book Pages 60–61 |

Using Evidence

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Skill You Can Improve

Publisher Study Recommendations ⓘ

- | | |
|---|--|
| • Infer the relationship between the details and main idea given | Student Book Pages 2–3; Pages 16–17; Pages 42–43 |
| • Analyze how meaning or tone is affected when one word is replaced with another | Student Book Pages 18–19; Pages 26–27 |
| • Infer the main idea based on a set of details in single paragraphs and the whole written source | Student Book Pages 2–3; Pages 16–17; Pages 42–43 |
| • Identify a theme or element of a written source that supports a theme | Student Book Pages 44–45 |
| • Understand specific details and main ideas in a written source | Student Book Pages 2–3 |

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Step 1 Select your study material to create a customized study plan based on your answers: **Scoreboost – Writing Across**



Scoreboost – Writing Across the Tests: Responding to Text on the Language Arts, Social Studies, and Science Tests by New Readers Press by New Readers Press

Two-page targeted strategy lessons, action plan charts, and both print and online GED sample questions.

Buy Online (http://www.gedmarketplace.com/Scoreboost_for_the_2014_GED_Test_pack_of_8_p/gedsb8.htm)

Step 2 Use the study material selected above to improve your skills listed below:

Ways of Expressing Meaning

Hide

Skill You Can Improve

Publisher Study Recommendations ⓘ

- Infer the relationship between the details and main idea given pp. 40, 41
- Put events from a written source in the correct order pp. 4, 5, 7, 8, 9, 12, 13, 32, 33
- Analyze relationships within written sources pp. 28, 29, 30, 31, 32, 33
- Analyze how meaning or tone is affected when one word is replaced with another pp. 17, 18
- Analyze how transition words (for example: however, nevertheless, etc.) function in a written source pp. 32, 33
- Analyze how details function in a written source 28, 29
- Analyze how the structure of a paragraph, section, or written source contributes to ideas or author's purpose pp. 7, 8, 9

Using Evidence

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Skill You Can Improve

Publisher Study Recommendations ⓘ

- Infer the relationship between the details and main idea given pp. 40, 41
- Analyze how meaning or tone is affected when one word is replaced with another pp. 17, 18
- Infer the main idea based on a set of details in single paragraphs and the whole written source pp. 32, 33
- Identify a theme or element of a written source that supports a theme pp. 40, 41
- Understand specific details and main ideas in a written source pp. 7, 8, 9, 28, 29, 42, 43

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