

My Score: 155

155

LIKELY TO PASS

100

146

155

20

Test Date: 01/23/2015

Not Likely to Pass

Too Close to Call

Likely to Pass

What My Score Means

My Performance

Congratulations! Scoring into the Green Zone on GED Ready® means that you are likely to pass the GED® test. Although your performance on this content area of the GED Ready® indicates your score is in a range where test-takers could normally pass this content area of the GED® test, your result only represents an indication of your preparedness and does not guarantee a positive result on the actual GED® test.

Test-takers who score in this zone typically demonstrate **satisfactory or greater** proficiency with the following skills:

- 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, at a satisfactory level
- Determine the meaning of words and phrases used in a social studies context, at a satisfactory level
- Determine how authors reveal their points of view or purposes in historical documents, at a satisfactory level
- 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, at a satisfactory level
- 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 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
- 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
- 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, at a satisfactory level
- Analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc., at a satisfactory level
- 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
- Recognize the difference between when one event or action causes another and when two or more events or actions are correlated with each other, at a satisfactory 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 Social Studies 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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In your response, develop a response about how the author's position in his editorial reflects the enduring issue expressed in the quotation from Jefferson. Incorporate relevant and specific evidence from the quotation, the editorial, and your own knowledge of the enduring issue and the circumstances surrounding the Pentagon Papers and their publication to support your analysis.

Your Written Answer

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The enduring issue is freedom of press/speech. That always been a issue in the U.S, what should or shouldnt we say, Thomas Jefferson once said "and where the press is free no one ever will."

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 include a coherent argument explaining the relationship between the quotation and the passage and reflecting that the test-taker understands the relationships among ideas, events and figures as described in the passage. The argument, which is solidly supported with evidence from both the passage and the quotation, clearly reflects the test-taker's understanding of the enduring issue discussed in both texts. The response directly answers the prompt and stays focused on it throughout.

Trait 2 - Development of Ideas and Organizational Structure

Test takers who pass the GED® test typically craft responses that contain two or more major ideas developed with relevant details. Each idea is logically connected to the one before or after it. Additionally, the tone of the response is impartial and the writing style would be appropriate in either the classroom or the workplace.

Trait 3 - Clarity and Command of Standard English Conventions

Test takers who pass the GED® test typically craft responses that demonstrate proper sentence structure and avoid run-on sentences, comma splices, fragments, and wordy or awkward sentences. The response contains few errors in subject-verb agreement, pronoun usage, capitalization, punctuation, and/or other conventions detailed in the Scoring Rubric. Overall, the response is easily read and understood.

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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:

Reading and Writing in a Social Studies Context

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Skill You Can Improve

Publisher Study Recommendations ⓘ

• Compare two sources on the same social studies topic, paying special attention to the differences between them

Unit 4 Lesson 2

• Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims

Unit 1 Lesson 2

Applying Important Social Studies Concepts

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Skill You Can Improve

Publisher Study Recommendations ⓘ

• Describe people, places, environments, processes, and events, and describe the connections between them

Unit 2 Lesson 4

• Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic

Unit 4 Lesson 2

• 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

Unit 3 Lesson 3

• Analyze cause-and-effect relationships, including those with multiple factors

Unit 2 Lesson 3

Applying Mathematical Reasoning to Social Studies

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Skill You Can Improve

Publisher Study Recommendations ⓘ

• Interpret, use and create graphs with appropriate labeling, and use the data to predict trends

Unit 4 Lesson 2

• Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic

Unit 4 Lesson 2

• Analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc.

Unit 2 Lesson 5

Please note that your projected score for Social Studies of the GED® test is valid for 60 days from the date you took Social Studies of GED Ready®. In addition, it assumes you took Social Studies 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

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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 Preparation



Steck-Vaughn Test Preparation for the 2014 GED® Test: Social Studies Student Edition
by Houghton Mifflin Harcourt

A comprehensive resource for learners seeking to master the new GED® Social Studies assessment targets, social studies practices, and technology-enhanced item types.

Buy Online (http://www.gedmarketplace.com/Student_Edition_Social_Studies_p/978-0-544-27430-3.htm)

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

Reading and Writing in a Social Studies Context

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Skill You Can Improve

Publisher Study Recommendations ⓘ

- Compare two sources on the same social studies topic, paying special attention to the differences between them

Student Book Pages 64–65

- Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims

Student Book Pages 56–57; Pages 64–65

Applying Important Social Studies Concepts

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Skill You Can Improve

Publisher Study Recommendations ⓘ

- Describe people, places, environments, processes, and events, and describe the connections between them

Student Book Pages 2–11; Pages 22–25; Pages 28–29; Pages 32–35 ; Pages 50–55; Pages 58–61

- Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic

Student Book Pages 24–25; Pages 92–99

- 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

Student Book Pages 30–31

- Analyze cause-and-effect relationships, including those with multiple factors

Student Book Pages 32–33

Applying Mathematical Reasoning to Social Studies

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Skill You Can Improve

Publisher Study Recommendations ⓘ

- Interpret, use and create graphs with appropriate labeling, and use the data to predict trends

Student Book Pages 54–55; Pages 92–99

- Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic

Student Book Pages 24–25; Pages 92–99

- Analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc.

Student Book Pages 6–11; Pages 24–25; Pages 34–35; Pages 58–59; Pages 70–71

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

Reading and Writing in a Social Studies Context

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Skill You Can Improve

Publisher Study Recommendations ⓘ

• Compare two sources on the same social studies topic, paying special attention to the differences between them

Workbook Pages 64–65

• Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims

Workbook Pages 70–73; Pages 86–89

Applying Important Social Studies Concepts

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Skill You Can Improve

Publisher Study Recommendations ⓘ

• Describe people, places, environments, processes, and events, and describe the connections between them

Workbook Pages 2–21; Pages 22–33; Pages 34–37; Pages 42–49 ; Pages 58–69; Pages 74–81

• Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic

Workbook Pages 26–29; Pages 122–137

• 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

Workbook Pages 38–41

• Analyze cause-and-effect relationships, including those with multiple factors

Workbook Pages 42–45

Applying Mathematical Reasoning to Social Studies

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Skill You Can Improve

Publisher Study Recommendations ⓘ

• Interpret, use and create graphs with appropriate labeling, and use the data to predict trends

Workbook Pages 66–69; Pages 122–125

• Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic

Workbook Pages 26–29; Pages 122–137

• Analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc.

Workbook Pages 10–21; Pages 26–29; Pages 46–49; Pages 74–77; Pages 98–101