



GED[®] Test Performance Standards

Revised January 20, 2016

Background

In January 2014 GED Testing Service released a new version of the GED[®] test. This document contains information regarding the establishment of performance standards for the new version of the GED[®] test.

The new GED[®] test is the fifth version since its introduction in 1942. This test also represents the most significant upgrade in nearly 70 years. The GED[®] test is primarily computer-based and includes four content area tests—1) Reasoning Through Language Arts (RLA), 2) Mathematical Reasoning (Math), 3) Science, and 4) Social Studies. The test provides the following:

1. an assessment of whether candidates are eligible to receive their jurisdictions' high school-level credential;
2. feedback about candidates' performance relative to career- and college-readiness standards; and
3. actionable information to guide candidates' further study and preparation.

Ongoing Review of Performance Standards

To support these three goals, the initial performance standards for the test were set in the fall of 2013. During 2014 and 2015, GED Testing Service engaged in a process through which the performance standards were examined through analysis of (1) analysis of test-taker performance data, (2) analysis of test-taker outcomes data subsequent to passing the GED[®] test, (3) analysis by external content and psychometric specialists through the ACE CREDIT[®] review process of test content and psychometric data, and (4) analysis of jurisdictional and national policy implications through a panel of state advisors. This review of the performance standards resulted in a slight modification of them in January 2016. This document first describes the setting of these initial standards and then describes the adjusted performance levels implemented in 2016.

Setting the Initial Performance Standards

The initial performance standards for the GED[®] test were established based on performance data generated through the 2013 Standardization and Norming Study (SNS) [Attachment A], supplemented by a rigorous content analysis to develop **Performance**

Level Descriptors (PLDs) [Attachment B]. The data and information from the study were reviewed by a number of groups, including the GED Testing Service Technical Advisory Committee (TAC) and a panel of external stakeholders. Valuable insights and recommendations from these reviewers resulted in the establishment of the initial performance standards.

Two benchmarks (also known as “performance standards” or “cut scores”) for each of the four content area tests were established in fall 2013. The minimum benchmark (the “**Passing Standard**”) indicates the minimum level of performance necessary to meet the requirements for a high school-level credential as demonstrated by the empirical performance of recently-graduated high school seniors. Throughout the history of the GED® test, the cut score for the **Passing Standard** has been defined as one that is:

“not so high as to hold adult learners to a higher standard than that of graduating high school seniors nor so low as to threaten the validity and credibility of the GED® credential.”

Attainment of the **Passing Standard** in all content areas is intended to result in the awarding of a high school equivalency credential. A second, higher performance benchmark was also set, called the **GED® Score with Honors**. It reflects performance consistent with readiness for some careers and credit-bearing, entry level college coursework (discussed in further detail below).

The GED® Test Score Scale and Initial Passing Standard

A new score scale was established for the test that ranges from 100 to 200 scaled score points on each of the four content area tests. For each of the four content area tests, the **Passing Standard** was set equal to a scaled score of 150 on the new scale. Passing the 4-module test battery required test takers to earn a score of 150 on **each** content area test in order to earn a high school equivalency credential.

Compensatory Model Eliminated

During the test development process, both the GED Testing Service Policy Board and the GED Testing Service Technical Advisory Committee recommended that the **compensatory model** of determining battery passing be eliminated. The 2002 Series test compensatory system required attainment of a minimum score for each module (410), but also required a higher average score (450) across all of the modules in order to pass the total test battery. The advisors favored a simpler system in which obtaining the passing score on any individual content area test of the new GED® test would be sufficient to count towards passing the overall test battery. As a result, the compensatory model was eliminated for the GED® test.

The Three Performance Levels Initially Established

The GED® test initially supported three performance levels.

- **Initial Performance Level 1: *Below Passing*** (100 - 149 scaled score points).
- **Initial Performance Level 2: *Pass / High School Equivalency*** (150 -169 scaled score points).

- **Initial Performance Level 3: *GED® with Honors*** (170 - 200 scaled score points), performance indicative of college and career-readiness.

Based on data analysis and research conducted in 2014 and 2015, the initial performance levels were modified in January 2016, as described later in this document.

Performance Level Descriptors (PLDs): A Tool for Understanding Performance

Along with determining the scores representing the performance levels, PLDs were also developed in order to describe the knowledge and skills represented by each of the three levels (Below Passing, Passing Standard [representing high school equivalency] and GED® Score with Honors [representing career- and college-readiness]) for each content area. These descriptors were designed 1) to flesh-out the meaning of high school equivalency, 2) to help test-takers identify the skills they possess in each content area consistent with career- and college-readiness, and 3) to identify additional skills that might lead to improved performance. The content- and skills-based information, and its presentation on the GED® Enhanced Score Report, was designed help adults and their instructors plan for the acquisition of additional skills through the GED® testing process. The initial PLDs supporting the 2014 GED® test performance levels appear as Attachment B.

The GED® Score with Honors

The SNS performance data and content analysis also resulted in the establishment of a second passing performance level, the GED® Score with Honors, at a scaled score of 170 for each of the content areas. The GED® Score with Honors (also referred to more simply as “GED® with Honors”) performance level was intended to represent the knowledge and skills indicative of readiness for first-year, credit-bearing courses in postsecondary education programs.

Monitoring and Analysis of the Performance Levels

Subsequent to the establishment of the initial performance levels and cut scores, GED Testing Service engaged in a process to monitor the appropriateness of the performance levels. When the performance levels were set in 2013, GED Testing Service and the stakeholder representatives recognized that the **Passing Standard** for high school equivalency was an accurate representation of the skills of high school graduates at the time. As described in the summary of the Standardization and Norming Study (Attachment A), the standards were set at a place at which the pass rates for each of the content area tests were approximately what they had been in the 2002 Series norming study (approximately 70% in each content area). The passing standard for the battery was also set at the place representative of the historic GED Testing Service practice where approximately 60% of high school graduates would pass the GED® test and 40% would fail.

Analysis of the Passing Standard for High School Equivalency

When the performance standards on the GED® test were set in the fall of 2013, it was understood at the time that that the level of performance required for high school equivalency could still potentially represent a stretch for adult learners. Adults in 2014 had not been

exposed to the more rigorous performance and graduation standards that high school students had increasingly experienced during the dozen years since the performance standards on the 2002 Series test had been set. As a result, GED Testing Service closely monitored the performance of adult test-takers to ensure that, in particular, the performance expectations for high school equivalency were reasonable and appropriate. These performance analyses were discussed periodically with teams of jurisdictional stakeholder advisors to determine whether any modification of the performance standards might be warranted.

While test's pass rates were closely monitored, jurisdictional advisors urged GED Testing Service not to take any immediate action to adjust the performance standards. One of the chief reasons for this suggestion was that passing rates on any new standardized test are frequently initially lower than historical averages, while test-takers and their instructors become accustomed to new test and question content as well as formats. For example, the initial pass rate for the Mathematical Reasoning test was 37%, but the rate climbed steadily through all of 2014 and 2015 to reach a national average of over 60%. The other content area tests also experienced significant gains in performance over the two-year period.

Monitoring of performance data on the exam also revealed two additional phenomena of interest. One of these phenomena was that, despite continually improved performance of adults on the GED® test over the two-year period of 2014 and 2015, a large percentage of test-takers were scoring from one to five scaled score points just below the passing score of 150. In analyzing the performance represented by these scores close-to-but-not-meeting the **Passing Standard**, it was noted that these test-takers were often demonstrating skill with the same competencies measured at the 150 passing level, but with slightly less consistency in performance. The content analysis also showed that test-takers scoring in the five scaled score points below 150 tended to be able to demonstrate the skills required for passing the test but with either simpler stimulus materials or in situations that were more reflective of “textbook” situations and less so of “real world” contexts.

A second phenomena appeared to be related to the impact of more rigorous performance standards on examinee test-taking behavior in terms of both testing attempts and test completion rates. Although the intention of the revised GED® test had been to increase access to the test by measuring a wider range of content on which examinees could demonstrate their competence, it appeared that test-taker anxiety about the rigor of the test was causing test-takers at lower levels of competency to not participate in GED® testing. This resulted in a drop in test-taker volume. In addition, historically the percentage of test-takers who completed the test was 86%, but in 2014 and 2015 a much smaller percentage of test-takers (59%) completed the test. This analysis suggested that an adjustment to the passing standard would not only enable more adults to obtain their high school equivalency credential, but that it would also facilitate more adults to be able to enter the high school equivalency testing pipeline or to complete testing that had been started but not finished.

Distributions of test-taker scores over the two-year period of 2014 and 2015 were examined in conjunction with content analyses to identify where an adjustment to the passing standard might be proposed. The relevant data for adult test-takers for the four content areas was as follows:

Scaled Score	Math Pass Rate	RLA Pass Rate	Science Pass Rate	Social Studies Pass Rate
145	79%	90%	89%	86%
146	76%	88%	86%	84%
147	73%	86%	85%	82%
148	70%	83%	82%	79%
149	67%	81%	79%	77%
150	64%	78%	78%	74%

At a scaled score of 145, the module level pass rates for RLA, Science, and Social Studies for the 2014-15 periods are consistent with historical passing percentages. While the Math pass rate would be slightly higher than historical averages, the historical pass rate for Math was artificially depressed because most students completed the full battery, driven mostly by the processes employed under paper and pencil testing. While many of these completers achieved the minimum passing standard in Math, the compensatory scoring model employed historically also drove more students to attempt the Math module and complete the test battery.

At a scaled score of 145, the battery pass rate for adult test-takers would be 81%, with 19% of test-takers as non-passers. Although this is a higher battery pass rate than was characteristic of the GED® test in the past, it must be remembered that the 2014-2015 pass rates are higher than normal due to a smaller percentage of students completing the test. As noted previously, in 2014-15, the battery completion rate was 59% vs. a historical completion rate of 86%, a significant drop mostly as a result of the flexibility the computer-based testing model affords. The data from the last two years shows that a smaller percentage of target population (adults without high school diplomas) is attempting the GED® test, but those that are attempting and passing the test are demonstrating a stronger skillset than historical passers. While, in isolation, the battery pass rate of 81% might cause alarm, the other data points (lower volume, module pass rate, completion rate, and student preparedness) validate that a cut score of 145 is reasonable. Over time, as a broader range of students take the GED® test, the battery pass rate is expected to decrease.

In examining the performance of the 2013 Standardization and Norming Study participants at the 145 scaled score level, 72% would pass and 28% would be non-passers. Although this is higher than the historic 60/40 pass/non-pass ratio, it must be remembered that because the new GED® test represents a significant increase in rigorous content, it follows that there is justification to relax the performance standards somewhat in order to facilitate adults at slightly lower levels of academic competency being able to earn a credential and move forward in their lives. In this regard, two additional observations are critical. First, even adults at performance levels lower than the initially-established 150 cut score are having their performance evaluated against rigorous content that, even at the lowest levels, represents content associated with college and career readiness standards. Second, as a broader spectrum of adults begin taking and completing the GED® test, passing rates are likely to decline from the levels indicated in the table above, since current GED® test-takers appear to be a higher-performing portion of the individuals who historically took the GED® test.

In analyzing performance and determining which final adjusted cut scores to recommend to jurisdictional advisors, various combinations of cut scores across the content area test were considered. In the final analysis, however, it was judged that the added complexity of having different cut scores across the content areas could not be justified.

Analysis of the GED® with Honors Performance Level

Concurrent with the monitoring and analysis of the Passing Standard for high school equivalency, GED Testing Service also engaged in a process to examine the appropriateness of the GED® with Honors performance level. One of the first steps in this analysis was an independent review of the content at the scaled score of 170 on each of the four content area tests facilitated by the American Council on Education (ACE) CREDIT® organization. An ACE CREDIT® recommendation is a formal recommendation to colleges and universities, requesting they award college credit for courses, examinations, and certifications taken outside the traditional classroom. Each course or training evaluated must meet the same standards of content, scope, rigor, and assessment as courses offered at postsecondary institutions across the country.

The first step in this review process of the GED® with Honors performance level was completed in August 2014, at which time ACE CREDIT® determined that a candidate's performance at the 170 scaled score level represented readiness for postsecondary education programs. "Readiness" was defined as a student's eligibility to bypass placement testing and to be enrolled directly in first year credit-bearing courses rather than developmental education (non-credit-bearing) courses.

The second step in the review of the GED® with Honors performance level was conducted by ACE CREDIT® in November 2015. At that time, the review team had access to a significant body of test taker performance data and other detailed psychometric data on the GED® test. As a result of this review, the independent reviewers determined that college readiness was actually demonstrated at a slightly lower scaled score than the original 170 GED® with Honors benchmark. In addition, the evaluators determined that students scoring at a scaled score of 175 and above had demonstrated skills that would warrant a recommendation of awarding of college credit.

Finally, during 2015, information began to become available about the outcomes experienced by GED® graduates after receiving their high school equivalency credentials. These outcomes included enrollment in postsecondary education programs at higher rates than in the past.

2016 Modification of Performance Levels

The results of the performance level monitoring and ACE CREDIT® analyses were discussed in ongoing meetings with jurisdictional stakeholders, and as a result, effective December 31, 2015, the following modifications of the performance levels were implemented:

- **Performance Level 1: Below Passing** (100 – 144 scaled score points)
- **Performance Level 2: Pass / High School Equivalency** (145 – 164 scaled score points)
- **Performance Level 3: GED® College Ready** (165 – 174 scaled score points)
- **Performance Level 4: GED® College Ready + Credit** (175 – 200 scaled score points)

Test takers scoring in Performance Levels 3 or 4, in any content area, can obtain an ACE CREDIT[®] transcript.

For scores in Performance Level 3 (GED[®] College Ready; 165 – 174 scaled score points), the ACE CREDIT[®] transcript provides documentation of the test-taker's readiness for placement in credit-bearing courses in postsecondary education as well as recommended exemption from placement testing.

For scores in Performance Level 4 (GED[®] College Ready + Credit; 175 – 200 scaled score points), the ACE CREDIT[®] transcript provides a recommendation that the institution the test-taker plans on attending grant the following college credit hours:

- Reasoning Through Language Arts: 1 semester hour lower division in humanities
- Mathematical Reasoning: 3 semester hours lower division in college algebra
- Science: 3 semester hours lower division in introductory physical science (survey, without laboratory)
- Social Studies: 3 semester hours lower division in economic thinking, society and social arrangements or humanities

2016 Modification of Performance Level Descriptors

Associated with the modification of the performance levels, the detailed Performance Level Descriptors were also adjusted to reflect the new levels. These adjustments were based on a detailed content analysis of the skills and knowledge represented by test-takers whose performance was characteristic of each of the four performance levels. The original Performance Level Descriptors (PLDs) established in the fall of 2013 appear in Attachment B. The revised 2016 Performance Level Descriptors appear in Attachment C.

Attachment A:

Standardization and Norming Study Highlights

A Standardization and Norming Study (SNS) was conducted in summer 2013 using three GED® test forms and two GED Ready® (half-length) forms. The Standardization and Norming study had three main purposes:

- a) to determine the base scale and percentile ranks on each of the GED® content area sub-tests;
- b) to establish the performance benchmark for the GED® Test Passing Standard on each of the four content area sub-tests; and
- c) to establish the performance benchmark for the GED® Score with Honors (representing career- and college-readiness) and the reportable feedback zones.

Study Design, Participants, & Organizations Involved

GED Testing Service contracted with several organizations in designing and conducting various aspects of the SNS. These contractors included Westat for sampling, Infinity Research for recruiting, Pearson VUE (VUE) for test administration, and Pearson Assessment and Information (A&I) for psychometric and test development.

Sampling and Recruiting

Westat designed the sample to represent and model the 3.3 million students in the full graduating class of 2013. Sampling was conducted in 100 counties in the 50 states, excluding territories. Key stratification variables for sampling included socio-economic status, urbanicity (i.e., eight categories representing settings ranging from large city, through suburbs, to rural locations), region (based on standard U.S. Census categories), gender, race/ethnicity, ability/achievement (as measured by GPA, parent educational level, and SAT/ACT test scores), school/district size, school type (e.g., public, private, charter, homeschooled), as well as other demographic data.

Recruitment resulted in over 6,500 high school students applying to participate in this SNS. To be eligible for participation in the study, candidates must have been on track to graduate in spring 2013 and must have turned 18 years of age by July 15, 2013. Students from 46 states and the District of Columbia participated in the study (although Arkansas, Nebraska, New Hampshire, New Mexico, Vermont, and Wyoming were not specifically represented, the sampling and data analysis techniques used were able to model the data to represent the population of high school graduates from those states). Test takers received a monetary incentive to participate in the SNS because the test itself did not carry any official stakes for them.

Establishment of Cut Scores

The GED® Test **Passing Standard** is the point on the score scale that represents a reasonable and sufficient level of performance expected of adult learners on the targeted academic knowledge and skills, given the performance of a national sample of recent high school graduates.

GED Testing Service and its advisors considered several factors when estimating the GED® Test Passing Standard for each content area sub-test. The following criteria were used in determining the recommended cut scores:

- a) The historical Passing Standard for the individual content area tests and for the battery overall
- b) Historical pass rates (e.g., immediately after releasing a new edition and over time during the tenure of an edition)
- c) Observed motivation and effort statistics regarding participation in the GED® Test Standardization and Norming Study.
- d) Estimates from content specialists, policy specialists and others related to the percentage of graduating high-school seniors they would expect to pass the test, given factors such as motivation, degree of instruction and/or preparation, administrative conditions, and computer proficiency.
- e) Average GED® test performance associated with recent high school graduates' self-reported content area grades in their senior year.
- f) Average GED® test performance associated with various GPA values.
- g) Expected pass-rates at the battery level given different estimated pass rates at each content area.

Results

The Passing Standard for each content area test for the 2014 GED® test was determined empirically. These empirical cuts were determined by examining the performance of test takers who had a self-reported GPA of 2.99 or below (i.e., below a B average). The rationale for this was to set the passing score for the new GED® test at a reasonable level reflective of performance typical of graduating high school seniors. Using a higher grade point average would most likely have resulted in setting unrealistic expectations for adult learners, and using a lower grade point average would most likely represent student performance well below average, and therefore would not make a sound point of comparison for adult learners seeking a high school equivalency credential. Hence, basing the passing standard on those students who achieved a GPA of B- and lower sets a point of comparison that is both reasonable and attainable for the GED® test-taking population. Yet the passing standard will still result in a credential that is meaningful to end users, such as employers and college admissions personnel. The following table presents the pass and fail rates of the high school diploma recipients in the SNS, based on the final cut score of 150 scaled score points for each of the individual content area tests. Due to the elimination of the compensatory model, the focus in 2014 and beyond will be on passing the individual content area tests.

Pass vs. Fail (SNS)	RLA	Math	Science	Social Studies
Pass	69%	72%	73%	67%
Fail	31%	28%	27%	33%

The SNS passing rates for the 2014 individual content area tests are comparable to those that were previously established for the 2002 test. The historical pass rate for the 2002 Series ranged from a low of 68 to a high of 72.7 percent over the life of the series, which is consistent with the performance observed among the sample who took the 2014 GED® Test. Also, the pass rates for high school seniors reflect only what happens, *on average*, when those students have only a single opportunity to take and pass the GED® test. But just as high school students can retake high school exit exams multiple times in order to obtain a passing score, GED® test takers have ample opportunities to test – up to eight times per year, beginning in 2014. Adults will have ample opportunities to take and pass the 2014 GED® test, and the first two retests in each content area are provided without charge by GED Testing Service after payment for the initial test module.

The **GED® Score with Honors** cut score (greater than or equal to 170 scaled score points) was based on the knowledge and skills that test takers should have in order to be ready for credit-bearing post-secondary courses and workforce training programs. This cut score was based on a content-analysis supplemented by data from the SNS representing the sub-population of study participants who were college-bound.

A detailed set of results associated with the cut scores for the **Passing Standard** and the **GED® Score with Honors** cut scores were presented to and discussed with a diverse panel of stakeholders representing a wide range of interests, including jurisdictional GED® administration, adult education, content area specialties, postsecondary education, workforce and labor, literacy and numeracy groups, and employers and business. Information regarding the reporting scale, the percent of points required for each performance level, the impact data for each performance level, percentile ranks, and other summary information was shared to illustrate how the SNS sample test results compare to other indicators of interest.

The details of the SNS are documented in the Technical Manual for the 2014 GED® test. This manual also documents the test development, implementation, scoring, reporting and all other technical attributes of the assessment. The manual will be updated in future years as additional operational information related to the assessment becomes available.

Attachment B

Original 2014 GED® Test Performance Level Descriptors: Level 1 (Below Passing: 100-149)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>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 <i>Anne of Green Gables</i>, Joy Hakim's <i>A History of US</i>, and Colin A. Ronan's "Telescopes," and they generally demonstrate limited but developing proficiency with the following skills:</p> <p>Analyzing and creating text features and technique</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a limited and/or inconsistent level. <input type="checkbox"/> Analyze relationships within texts. <input type="checkbox"/> Analyze the roles that details play in texts at a limited and/or inconsistent level. <input type="checkbox"/> Analyze how meaning or tone is affected when one word is replaced with another. <input type="checkbox"/> Analyze the structural relationship between adjacent sections of text at a limited and/or inconsistent level. <input type="checkbox"/> Analyze transitional language and determine how it functions in a text at a limited and/or inconsistent level. <p>Using evidence to understand, analyze, and create arguments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehend explicit details and main ideas in a text at a limited and/or inconsistent level. <input type="checkbox"/> Summarize details and ideas in a text. <input type="checkbox"/> Make inferences about details that support main ideas at a limited and/or inconsistent level. <input type="checkbox"/> Determine which details support a main idea. <input type="checkbox"/> Identify a theme, or identify which element(s) in a text support a theme. <p>Applying knowledge of English language conventions and usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Edit to correct errors involving frequently confused words. <input type="checkbox"/> Edit to correct errors in straightforward subject-verb agreement. <input type="checkbox"/> Edit to eliminate run-on sentences, fused sentences, or sentence fragments. <input type="checkbox"/> Edit to ensure correct use of punctuation at a limited and/or inconsistent level. 	<p>Test-takers who score at Performance Level 1 typically have a limited but developing proficiency in demonstrating skills in the categories listed below and generally demonstrate the following skills:</p> <p>Quantitative problem solving with rational numbers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Order fractions and decimals, including on a number line. <input type="checkbox"/> Apply number properties involving multiples and factors at a limited and/or inconsistent level. <input type="checkbox"/> Perform computations with and solve problems using rational numbers at a limited and/or inconsistent level. <input type="checkbox"/> 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. <input type="checkbox"/> Compute unit rates at a limited and/or inconsistent level. <p>Quantitative problem solving in measurement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compute the area and perimeter of triangles and rectangles, at a limited and/or inconsistent level. <input type="checkbox"/> Determine side lengths of triangles, rectangles when given area or perimeter at a limited and/or inconsistent level. <input type="checkbox"/> Represent, display, and interpret categorical data in tables and scatter plots. <p>Algebraic problem solving with expressions and equations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compute with linear expressions at a limited and/or inconsistent level. <input type="checkbox"/> Evaluate linear expressions. <input type="checkbox"/> Write linear expressions and equations, at a limited and/or inconsistent level, when given written descriptions. <input type="checkbox"/> Compute with polynomials at a limited and/or inconsistent level. <input type="checkbox"/> Solve algebraic and real-world problems involving linear equations at a limited and/or inconsistent level. <input type="checkbox"/> Solve real-world problems with inequalities at a limited and/or inconsistent level. <p>Algebraic problem solving with graphs and functions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locate points in the coordinate plane at a limited and/or inconsistent level. <input type="checkbox"/> Determine the slope of a line from a graph, equation, or table at a limited and/or inconsistent level. <input type="checkbox"/> Interpret unit rate as the slope in a proportional relationship. <input type="checkbox"/> 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. <input type="checkbox"/> Represent or identify a function in a table or graph as having exactly one output for each input. <input type="checkbox"/> Evaluate linear and quadratic functions. 	<p>Test-takers who score at Performance Level 1 typically have a limited but developing proficiency demonstrating the skills in the categories listed below and generally demonstrate the following skills:</p> <p>Analyze scientific and technical arguments, evidence and text-based information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cite specific textual evidence to support a finding or conclusion at a basic level. <input type="checkbox"/> Express scientific information or findings verbally at a basic level. <p>Applying scientific processes and procedural concepts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and refine hypotheses for scientific investigations at a basic level. <input type="checkbox"/> Reason from data or evidence to a conclusion at a basic level. <p>Reasoning quantitatively and interpreting data in scientific contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a data set statistically at a basic level. <input type="checkbox"/> Understand and explain non-textual scientific presentations at a basic level. <input type="checkbox"/> Express scientific information or findings numerically or symbolically. 	<p>Test-takers who score at Performance Level 1 typically have a limited but developing proficiency in demonstrating skills in the categories listed below and generally demonstrate the following skills:</p> <p>Analyzing and creating text features in a social studies context</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Distinguish between fact and opinion in a primary or secondary source document at a limited and/or inconsistent level. <p>Applying social studies concepts to the analysis and construction of arguments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe people, places, environments, processes, and events, and the connections between and among them at a limited and/or inconsistent level. <p>Reasoning quantitatively and interpreting data in social studies contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Calculate the mean, median, mode, and range of a data set.

Original 2014 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 150-169)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>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 <i>Their Eyes Were Watching God</i>, Martin Luther King Jr.'s "Letter from Birmingham Jail," and Euclid's <i>Elements</i>, and they generally demonstrate the skills identified in Performance Level 1 as well as the following skills:</p> <p>Analyzing and creating text features and technique</p> <ul style="list-style-type: none"> <input type="checkbox"/> Order sequences of events in texts. <input type="checkbox"/> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level. <input type="checkbox"/> Infer relationships between ideas in a text. <input type="checkbox"/> Analyze the roles that details play in texts at a satisfactory level. <input type="checkbox"/> Determine the meaning of words and phrases from context. <input type="checkbox"/> Analyze the impact of specific words, phrases, or figurative language in texts. <input type="checkbox"/> Analyze how a particular section of text fits into the overall structure and contributes to the development of ideas. <input type="checkbox"/> Analyze the structural relationship between adjacent sections of text at a satisfactory level. <input type="checkbox"/> Analyze transitional language and determine how it functions in a text at a satisfactory level. <input type="checkbox"/> Analyze how the structure of a paragraph, section, or passage affects meaning, ideas, or purpose. <input type="checkbox"/> Determine an author's point of view or purpose in texts. <input type="checkbox"/> Infer an author's implicit as well as explicit purposes based on details in a text. <input type="checkbox"/> Analyze how an author uses rhetorical techniques. <input type="checkbox"/> Draw specific comparisons between two texts. <input type="checkbox"/> 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. <p>Using evidence to understand, analyze, and create arguments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehend explicit details and main ideas in a text at a satisfactory level. <input type="checkbox"/> Make inferences about details that support main ideas at a satisfactory level. <input type="checkbox"/> Infer implied main ideas in paragraphs and whole texts. <input type="checkbox"/> Make evidence-based generalizations or hypotheses based on details in text. <input type="checkbox"/> Draw conclusions or make generalizations that require synthesis of multiple main ideas. <p>(continued on the following page)</p>	<p>Test-takers who score at Performance Level 2 typically demonstrate a satisfactory proficiency in demonstrating skills in the categories listed below and generally demonstrate the skills identified in Performance Level 1 as well as the following skills:</p> <p>Quantitative problem solving with rational numbers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply number properties involving multiples and factors at a satisfactory level. <input type="checkbox"/> Simplify numerical expressions with rational exponents. <input type="checkbox"/> 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. <input type="checkbox"/> Solve real-world problems using rational numbers at a satisfactory level. <input type="checkbox"/> Determine when a numerical expression is undefined. <input type="checkbox"/> Write and compute with numerical expressions with squares, square roots, cubes, and cube roots of positive, rational numbers at a satisfactory level. <input type="checkbox"/> Compute unit rates at a satisfactory level. <input type="checkbox"/> Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings. <input type="checkbox"/> Solve two-step, arithmetic, real world problems involving ratios and proportions. <p>Quantitative problem solving in measurement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compute the area and perimeter of triangles, rectangles, and polygons. <input type="checkbox"/> Determine side lengths of triangles, rectangles, and polygons when given area or perimeter. <input type="checkbox"/> Use the Pythagorean Theorem to determine unknown side lengths in a right triangle. <input type="checkbox"/> Compute volume and surface area of cylinders, cones, right pyramids, at a satisfactory level. <input type="checkbox"/> Solve for height, radius, diameter, or side lengths of cylinders, cones, and right pyramids, when given volume or surface area at a satisfactory level. <input type="checkbox"/> Represent, display, and interpret categorical data in bar graphs, circle graphs, dot plots, histograms, and box plots. <input type="checkbox"/> 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. <input type="checkbox"/> Use counting techniques to solve problems and determine combinations and permutations at a satisfactory level. <p>(continued on the following page)</p>	<p>Test-takers who score at Performance Level 2 typically have a satisfactory proficiency in demonstrating skills in the categories listed below and generally demonstrate the skills identified in Performance Level 1 as well as the following skills:</p> <p>Analyze scientific and technical arguments, evidence and text-based information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cite specific textual evidence to support a finding or conclusion at a satisfactory level. <input type="checkbox"/> Express scientific information or findings verbally at a satisfactory level. <input type="checkbox"/> Determine the meaning of symbols, terms and phrases as they are used in scientific presentations. <p>Applying scientific processes and procedural concepts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason from data or evidence to a conclusion. <input type="checkbox"/> Make a prediction based on data or evidence. <input type="checkbox"/> Identify and refine hypotheses for scientific investigations at a satisfactory level. <input type="checkbox"/> Identify possible sources of error and alter the design of an investigation to ameliorate that error. <input type="checkbox"/> Understand and apply scientific models, theories and processes. <p>Reasoning quantitatively and interpreting data in scientific contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a data set statistically at a satisfactory level. <input type="checkbox"/> Apply formulas from scientific theories. <input type="checkbox"/> Understand and explain non-textual scientific presentations at a satisfactory level. <input type="checkbox"/> Express scientific information or findings visually. <input type="checkbox"/> Determine the probability of events. <input type="checkbox"/> Use counting and permutations to solve scientific problems. 	<p>Test-takers who score at Performance Level 2 typically have a satisfactory proficiency in demonstrating skills in the categories listed below and generally demonstrate the skills identified in Performance Level 1 as well as the following skills:</p> <p>Analyzing and creating text features in a social studies context</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence. <input type="checkbox"/> Determine the meaning of words and phrases used in a social studies context. <input type="checkbox"/> Identify aspects of a historical document that reveal an author's point of view or purpose. <input type="checkbox"/> Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document, at a satisfactory level. <input type="checkbox"/> Analyze how a historical context shapes an author's point of view. <input type="checkbox"/> Evaluate the credibility of an author in historical and contemporary political discourse. <input type="checkbox"/> Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence, at a satisfactory level. <input type="checkbox"/> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources. <p>Applying social studies concepts to the analysis and construction of arguments</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Describe people, places, environments, processes, and events, and the connections between and among them, at a satisfactory level. <input type="checkbox"/> Identify the chronological structure of a historical narrative and sequence steps in a process, at a satisfactory level. <input type="checkbox"/> 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. <input type="checkbox"/> Analyze cause-and-effect relationships, including effects that have multiple causes. <p>(continued on the following page)</p>

Original 2014 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 150-169)

(continued)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>(continued from the preceding page)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific pieces of evidence an author uses in support of claims or conclusions. <input type="checkbox"/> Evaluate the relevance and sufficiency of evidence offered in support of a claim. <input type="checkbox"/> Distinguish between supported and unsupported claims. <input type="checkbox"/> Assess the validity of reasoning in an argument. <input type="checkbox"/> Identify an underlying premise or assumption in an argument and evaluate the support. <p>Applying knowledge of English language conventions and usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Edit to correct errors in pronoun usage. <input type="checkbox"/> Edit to eliminate non-standard or informal usage. <input type="checkbox"/> Edit to eliminate dangling or misplaced modifiers or illogical word order. <input type="checkbox"/> Edit to correct errors in subject-verb or pronoun-antecedent agreement in more complicated situations. <input type="checkbox"/> Edit to eliminate wordiness or awkward sentence construction. <input type="checkbox"/> Edit to ensure effective use of transitional words and phrases. <input type="checkbox"/> Edit to ensure correct use of capitalization. <input type="checkbox"/> Edit to ensure correct use of apostrophes with possessive nouns. <input type="checkbox"/> Edit to ensure correct use of punctuation at a satisfactory level. 	<p>(continued from the preceding page)</p> <p>Algebraic problem solving with expressions and equations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compute with and factor polynomials at a satisfactory level. <input type="checkbox"/> Evaluate linear and polynomial expressions. <input type="checkbox"/> Write linear, polynomial, and rational expressions, and linear and quadratic equations given written descriptions, at a satisfactory level. <input type="checkbox"/> Compute with linear and rational expressions, at a satisfactory level. <input type="checkbox"/> Solve real-world problems involving linear equations at a satisfactory level. <input type="checkbox"/> Solve algebraic and real-world problems involving a system of two linear equations. <input type="checkbox"/> Solve real-world problems involving inequalities and graph solutions on a number line at a satisfactory level. <input type="checkbox"/> Solve quadratic equations in one variable with real solutions at a satisfactory level. <p>Algebraic problem solving with graphs and functions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locate points and graph linear equations in the coordinate plane at a satisfactory level. <input type="checkbox"/> Determine the slope of a line from a graph, equation, or table at a satisfactory level. <input type="checkbox"/> For a linear or nonlinear relationship, sketch graphs and interpret key features of graphs and tables in terms of quantities at a satisfactory level. <input type="checkbox"/> Write the equation of a line when given the slope and a point or two distinct points at a satisfactory level. <input type="checkbox"/> Use slope to identify parallel and perpendicular lines and to solve geometric problems at a satisfactory level. <input type="checkbox"/> Compare two different proportional relationships each represented in different ways at a satisfactory level. 	<p>(see preceding page)</p>	<p>(continued from the preceding page)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Identify instances of bias or propagandizing. <input type="checkbox"/> Analyze how a historical context shapes an author's point of view. <input type="checkbox"/> Evaluate the credibility of an author in historical and contemporary political discourse. <p>Reasoning quantitatively and interpreting data in social studies contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, at a satisfactory level. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Interpret, use, and create graphs including proper labeling, at a satisfactory level. Predict trends within a reasonable limit, based on the data. <input type="checkbox"/> Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related, at a satisfactory level. <input type="checkbox"/> Distinguish between correlation and causation.

Original 2014 GED® Test Performance Level Descriptors: Level 3 (GED with Honors: ≥170)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>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 <u>Chronicle of a Death Foretold</u>, Thomas Jefferson's <u>The Declaration of Independence</u>, and Malcolm Gladwell's <u>The Tipping Point: How Little Things Can Make a Big Difference</u>, and they generally demonstrate outstanding proficiency with the skills identified in Performance Levels 1 and 2 as well as the following skills:</p> <p>Analyzing and creating text features and technique</p> <ul style="list-style-type: none"> <input type="checkbox"/> Order sequences of events in texts at an outstanding level. <input type="checkbox"/> Infer relationships between ideas in a text at an outstanding level. <input type="checkbox"/> Analyze how an author distinguishes his or her position or responds to conflicting viewpoints. <input type="checkbox"/> Compare two passages, focusing on perspective, tone, style, structure, purpose, or impact. <input type="checkbox"/> 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. <p>Using evidence to understand, analyze, and create arguments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delineate the specific steps of an argument. <input type="checkbox"/> Evaluate the relevance and sufficiency of evidence offered in support of a claim at an outstanding level. <input type="checkbox"/> Distinguish between supported and unsupported claims at an outstanding level. <input type="checkbox"/> Assess the validity of reasoning in an argument at an outstanding level. <input type="checkbox"/> Identify an underlying premise or assumption in an argument and evaluate the support at an outstanding level. <input type="checkbox"/> Compare two argumentative passages to analyze differences in interpretation and use of evidence. <input type="checkbox"/> Analyze how data or visual information functions in a text or supports an argument. <input type="checkbox"/> Compare two passages in different genre/formats in order to synthesize, draw conclusions, or apply information to new situations. <p>Applying knowledge of English language conventions and usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Edit to ensure parallelism and proper subordination and coordination. <input type="checkbox"/> Edit to eliminate wordiness or awkward sentence construction at an outstanding level. 	<p>Test-takers who score at Performance Level 3 typically have an outstanding proficiency in demonstrating the skills identified in Performance Levels 1 and 2 as well as the following skills:</p> <p>Quantitative problem solving with rational numbers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings, at an outstanding level. <input type="checkbox"/> Solve two-step, arithmetic, real world problems involving ratios, proportions, and percents at an outstanding level. <p>Quantitative problem solving in measurement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compute the area and perimeter of composite figures. <input type="checkbox"/> Represent, display, and interpret categorical data in dot plots, histograms, and box plots, at an outstanding level. <input type="checkbox"/> Determine the probability of simple and compound events. <p>Algebraic problem solving with expressions and equations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write linear expressions at an outstanding level. <input type="checkbox"/> Solve inequalities at an outstanding level. <p>Algebraic problem solving with graphs and functions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the slope of a line from a graph, equation, or table at an outstanding level. <input type="checkbox"/> Compare properties of two different proportional relationships or two linear or quadratic functions each represented in a different way at an outstanding level. 	<p>Test-takers who score at Performance Level 3 typically have an outstanding proficiency in demonstrating the skills identified in Performance Levels 1 and 2 as well as the following skills:</p> <p>Analyze scientific and technical arguments, evidence and text-based information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reconcile multiple findings, conclusions, or theories. <input type="checkbox"/> Cite specific textual evidence to support a finding or conclusion at an outstanding level. <input type="checkbox"/> Express scientific information or findings verbally at an outstanding level. <p>Applying scientific processes and procedural concepts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design a scientific investigation. <input type="checkbox"/> Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence. <input type="checkbox"/> Reason from data or evidence to a conclusion at an outstanding level. <input type="checkbox"/> Make a prediction based on data or evidence at an outstanding level. <input type="checkbox"/> Identify possible sources of error and alter the design of an investigation to ameliorate that error at an outstanding level. <input type="checkbox"/> Identify and refine hypotheses for scientific investigations at an outstanding level. <p>Reasoning quantitatively and interpreting data in scientific contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a data set statistically at an outstanding level. <input type="checkbox"/> Apply formulas from scientific theories at an outstanding level. <input type="checkbox"/> Understand and explain non-textual scientific presentations at an outstanding level. <input type="checkbox"/> Express scientific information or findings visually at an outstanding level. 	<p>Test-takers who score at Performance Level 3 typically have an outstanding proficiency in demonstrating the skills identified in Performance Levels 1 and 2 as well as the following skills:</p> <p>Analyzing and creating text features in a social studies context</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence, at an outstanding level. <p>Applying social studies concepts to the analysis and construction of arguments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe people, places, environments, processes, and events, and the connections between and among them at an outstanding level. <input type="checkbox"/> Identify the chronological structure of a historical narrative and sequence steps in a process, at an outstanding level. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Analyze how a historical context shapes an author's point of view, at an outstanding level. <input type="checkbox"/> Evaluate the credibility of an author in historical and contemporary political discourse, at an outstanding level. <p>Reasoning quantitatively and interpreting data in social studies contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, at an outstanding level. <input type="checkbox"/> Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related, at an outstanding level.

Revised 2016 GED® Test Performance Level Descriptors: Level 1 (Below Passing: 100-144)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>Test-takers who score at the <u>Below Pass</u> level are typically able to comprehend and analyze simple passages similar to those found in L.M. Montgomery's <i>Anne of Green Gables</i>, Joy Hakim's <i>A History of US</i>, and Colin A. Ronan's "Telescopes," and generally demonstrate limited but developing proficiency with the following skills:</p> <p>Analyzing and creating text features and technique</p> <ul style="list-style-type: none"> • 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, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning, at a limited and/or inconsistent level. • 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 at a limited and/or inconsistent level. • 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. <p>Using evidence to understand, analyze, and create arguments</p> <ul style="list-style-type: none"> • Comprehend explicit details and main ideas in a text at a limited and/or inconsistent level. • Summarize details and ideas in a text at a limited and/or inconsistent level. • Make sentence-level inferences about details that support main ideas at a limited and/or inconsistent level. • Determine which details support a main idea at a limited and/or inconsistent level. • Identify a theme, or identify which element(s) in a text support a theme at a limited and/or inconsistent level. <p>Applying knowledge of English language conventions and usage</p> <ul style="list-style-type: none"> • Edit to correct errors involving frequently confused words at a limited and/or inconsistent level. • Edit to correct errors in straightforward subject-verb agreement at a limited and/or inconsistent level. • Edit to eliminate run-on sentences, fused sentences, or sentence fragments at a limited and/or inconsistent level. • Edit to ensure correct use of punctuation at a limited and/or inconsistent level. 	<p>Test-takers at the <u>Below Pass</u> level typically demonstrate the following skills:</p> <p>Quantitative problem solving with rational numbers</p> <ul style="list-style-type: none"> • Apply number properties involving multiples and factors at a limited and inconsistent level. • Solve real-world problems using rational numbers at a limited and inconsistent level. • Compute unit rates at a limited and inconsistent level. <p>Quantitative problem solving in measurement</p> <ul style="list-style-type: none"> • Compute the area and perimeter of triangles and rectangles at a limited and inconsistent level. • Determine side lengths of triangles and rectangles when given area or perimeter at a limited and inconsistent level. • Represent, display, and interpret categorical data in circle and bar graphs. • Represent, display, and interpret categorical data in tables and scatter plots <p>Algebraic problem solving with expressions and equations</p> <ul style="list-style-type: none"> • Evaluate linear expressions. • Write linear expressions to represent context at a limited and inconsistent level. • Evaluate polynomial expressions at a limited and inconsistent level. • Write rational expressions to represent context at a limited and inconsistent level. • Solve real-world problems involving linear equations at a limited and inconsistent level. • Solve algebraic and real-world problems involving systems of equations. <p>Algebraic problem solving with graphs and functions</p> <ul style="list-style-type: none"> • Locate and plot points in the coordinate plane. • Interpret unit rate as the slope in a proportional relationship at a limited and inconsistent level. • For a linear or nonlinear relationship, sketch graphs and interpret key features of graphs and tables in terms of quantities. • Compare two different proportional relationships, each represented in different ways, at a limited and inconsistent level. • Represent or identify a function in a table or graph as having exactly one output for each input at a limited and inconsistent level. • Evaluate linear and quadratic functions at a limited and inconsistent level. 	<p>Test-takers at the <u>Below Pass</u> level typically demonstrate the following skills:</p> <p>Analyze scientific and technical arguments, evidence and text- based information</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support a finding or conclusion at a limited and/or inconsistent level <p>Applying scientific processes and procedural concepts</p> <ul style="list-style-type: none"> • Identify and refine hypotheses for scientific investigations at a limited and/or inconsistent level • Reason from data or evidence to a conclusion at a limited and/or inconsistent level • Identify the strength and weaknesses of one or more scientific investigations (i.e. experimental or observational) designs at a limited and/or inconsistent level <p>Reasoning quantitatively and interpreting data in scientific contexts</p> <ul style="list-style-type: none"> • Describe a data set statistically at a limited and/or inconsistent level • Understand and explain non-textual scientific presentations at a limited and/or inconsistent level • Express scientific information or findings numerically or symbolically limited and/or inconsistent level • Express scientific information or findings visually at a limited and/or inconsistent level 	<p>Test-takers at the <u>Below Pass</u> level typically demonstrate the following skills:</p> <p>Analyzing and creating text features in a social studies context</p> <ul style="list-style-type: none"> • 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. • Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence at a limited and/or inconsistent level. • At a limited or inconsistent level, 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. • Distinguish between fact and opinion in a primary or secondary source document at a limited and/or inconsistent level. <p>Applying social studies concepts to the analysis and construction of arguments</p> <ul style="list-style-type: none"> • At a limited and/or inconsistent level, 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 limited and/or inconsistent level. • At a limited and/or inconsistent level, analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas. <p>Reasoning quantitatively and interpreting data in social studies contexts</p> <ul style="list-style-type: none"> • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text at a limited and/or inconsistent level. • At a limited and/or inconsistent 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 at a limited and/or inconsistent level. • 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. • Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related at a limited and/or inconsistent level. • Distinguish between causation and correlation at a limited and/or inconsistent level. • Calculate the mean, median, mode, and range of a data set, at a limited and/or inconsistent level.

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>Test-takers who score at the Pass level are typically able to demonstrate satisfactory proficiency with the skills identified in the <u>Below Pass</u> level as well as to comprehend and analyze challenging passages similar to Sandra Cisneros' "Eleven," John Steinbeck's <i>Travels With Charley: In Search of America</i>, and Donald Mackay's <i>The Building of Manhattan</i>. Test-takers who score in this Performance Level are typically able to demonstrate the following skills:</p> <p>Analyzing and creating text features and technique</p> <ul style="list-style-type: none"> Order sequences of events in texts at a satisfactory level. Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level. Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key idea; or how a setting or context shapes structure and meaning. Analyze the roles that details play in complex literary or informational texts at a satisfactory level. Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context. Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level. Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. Analyze the structural relationship between adjacent sections of text at a satisfactory level. Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose. Determine an author's point of view or purpose in texts, at a satisfactory level. Infer an author's implicit as well as explicit purposes based on details in a text, at a satisfactory level. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose. <p>(continued on following page)</p>	<p>Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the <u>Below Pass</u> level at a satisfactory level as well as the following skills:</p> <p>Quantitative problem solving with rational numbers</p> <ul style="list-style-type: none"> Order fractions and decimals, including on a number line. Apply number properties involving multiples and factors at a satisfactory level. Simplify numerical expressions with rational exponents at a satisfactory level. 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, at a satisfactory level. Perform computations with rational numbers. Compute numerical expressions with squares and square roots of positive, rational numbers at a satisfactory level. Compute numerical expressions with cubes and cube roots of positive, rational numbers. Determine when a numerical expression is undefined at a satisfactory level. Solve real-world problems using 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 arithmetic and real-world problems involving ratios and proportions a satisfactory level. Solve multi-step arithmetic and real-world problems involving percents. <p>Quantitative problem solving in measurement</p> <ul style="list-style-type: none"> Compute the area and perimeter of triangles and rectangles at a satisfactory level. Determine side lengths of triangles and rectangles when given area or perimeter at a satisfactory level. Compute the area and circumference of circles. Determine the radius and diameter of circles when given area or circumference. Compute the area and perimeter of polygons. Determine side lengths of polygons when given area or perimeter. Compute the area and perimeter of composite figures. Use the Pythagorean theorem to determine unknown side lengths in a right triangle at a satisfactory level. Compute volume and surface area of rectangular prisms. Determine side lengths and height of rectangular prisms when given volume or surface area. Compute volume and surface area of cylinders at a satisfactory level. <p>(continued on following page)</p>	<p>Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the <u>Below Pass</u> level at a satisfactory level as well as the following skills:</p> <p>Analyze scientific and technical arguments, evidence and text-based information</p> <ul style="list-style-type: none"> Understand and explain textual scientific presentations 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 at a satisfactory level. Reconcile multiple findings, conclusions, or theories at a satisfactory level. <p>Applying scientific processes and procedural concepts</p> <ul style="list-style-type: none"> Make a prediction based on data or evidence at a satisfactory level. Identify possible sources of error and alter the design of an investigation to ameliorate that error at a satisfactory level. Identify and interpret independent and dependent variables in scientific investigations at a satisfactory level. Understand and apply scientific models, theories and processes at a satisfactory level. Design a scientific investigation at a satisfactory level. Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence at a satisfactory level. <p>Reasoning quantitatively and interpreting data in scientific contexts</p> <ul style="list-style-type: none"> Apply formulas from scientific theories at a satisfactory level. Determine the probability of events at a satisfactory level. Use counting and permutations to solve scientific problems at a satisfactory level. 	<p>Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the <u>Below Pass</u> level at a satisfactory level, as well as the following skills:</p> <p>Analyzing and creating text features in a social studies context</p> <ul style="list-style-type: none"> Identify aspects of a historical document that reveal an author's point of view or purpose 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 at a satisfactory level. <p>Applying social studies concepts to the analysis and construction of arguments</p> <ul style="list-style-type: none"> Identify the chronological structure of a historical narrative and sequence steps in a process at a satisfactory level. 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 at a satisfactory level. Analyze how a historical context shapes an author's point of view at a satisfactory level.

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

(continued)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>(continued from previous page)</p> <p>Using evidence to understand, analyze, and create arguments</p> <ul style="list-style-type: none"> Comprehend explicit details and main ideas in a text at a satisfactory level. Summarize details and ideas in text at a satisfactory level. Make sentence-level inferences about details that support main ideas at a satisfactory level. Infer implied main ideas in paragraphs and whole texts at a satisfactory level. Determine which details support a main idea at a satisfactory level. Identify a theme, or identify which element(s) in a text support a theme at a satisfactory level. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations, at a satisfactory level. Draw conclusions or make generalizations that require synthesis of multiple main ideas at a satisfactory level. Identify specific pieces of evidence an author uses in support of claims or conclusions at a satisfactory level. Evaluate the relevance and sufficiency of evidence offered in support of a claim at a satisfactory level. <p>Applying knowledge of English language conventions and usage</p> <ul style="list-style-type: none"> Edit to correct errors involving frequently confused words at a satisfactory level. Edit to correct errors in pronoun usage at a satisfactory level. Edit to eliminate dangling or misplaced modifiers or illogical word order at a satisfactory level. Edit to correct errors in subject-verb or pronoun-antecedent agreement in more complicated situations at a satisfactory level. Edit to eliminate wordiness or awkward sentence construction at a satisfactory level. Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity, at a satisfactory level. Edit to ensure correct use of capitalization at a satisfactory level. Edit to eliminate run-on sentences, fused sentences, or sentence fragments at a satisfactory level. Edit to ensure correct use of apostrophes with possessive nouns at a satisfactory level. Edit to ensure correct use of punctuation at a satisfactory level. 	<p>(continued from previous page)</p> <ul style="list-style-type: none"> Determine radius, diameter, and height of cylinders, when given volume or surface area, at a satisfactory level. Compute volume and surface area of right prisms. Determine side lengths and height of right prisms when given volume or surface area. Compute volume and surface area of right pyramids and cones. Determine side lengths, radius, diameter, and height of right pyramids and cones when given volume or surface area. Compute volume and surface area of spheres. Determine radius and diameter of spheres when given volume or surface area. Compute volume and surface area of composite figures at a satisfactory level. Represent, display, and interpret categorical data in 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. Use counting techniques to solve problems and determine combinations and permutations at a satisfactory level. <p>Algebraic problem solving with expressions and equations</p> <ul style="list-style-type: none"> Compute with linear expressions. Write linear expressions to represent context at a satisfactory level. Compute with polynomials at a satisfactory level. Evaluate polynomial expressions at a satisfactory level. Factor polynomial expressions at a satisfactory level. Write polynomial expressions to represent context. Evaluate rational expressions. Write rational expressions to represent context at a satisfactory level. Solve linear equations in one variable. Solve real-world problems involving linear equations at a satisfactory level. Write linear equations to represent context. Solve linear inequalities in one variable at a satisfactory level. Identify or graph the solution to a one variable linear inequality on a number line. Solve real-world problems involving inequalities at a satisfactory level. Write linear equations to represent context at a satisfactory level. Solve quadratic equations in one variable at a satisfactory level. Write quadratic equations to represent context. <p>(continued on following page)</p>	<p>N/A – see above</p>	<p>N/A – see above</p>

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

(continued)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
N/A – see above	<p>(continued from previous page)</p> <p>Algebraic problem solving with graphs and functions</p> <ul style="list-style-type: none"> • Determine the slope of a line from a graph, equation, or table at a satisfactory level. • Interpret unit rate as the slope in a proportional relationship at a satisfactory level. • Graph two-variable linear equations at a satisfactory level. • Write the equation of a line with a given slope through a given point at a satisfactory level. • Write the equation of a line passing through two given distinct points. • 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. • Represent or identify a function in a table or graph as having exactly one output for each input at a satisfactory level. • Evaluate linear and quadratic functions at a satisfactory level. • Compare two different linear or quadratic functions, each represented in different ways, at a satisfactory level. 	N/A – see above	N/A – see above

Revised 2016 GED® Test Performance Level Descriptors: Level 3 (GED® College Ready: 165-174)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>Test-takers who score at this Performance Level are typically able to analyze complex passages similar to Chinua Achebe's <i>Things Fall Apart</i>, Martin Luther King Jr.'s "Letter from Birmingham Jail," and Euclid's <i>Elements</i>, as well as demonstrating strong abilities in the skills identified in the <u>Below Pass</u> and <u>Pass</u> levels, including the following:</p> <p>Analyzing and creating text features and technique</p> <ul style="list-style-type: none"> Analyze the impact of specific words, phrases, or figurative language in texts, with a focus on an author's intent to convey information or construct an argument, at a strong level. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose, at a strong level. Determine an author's point of view or purpose in texts, at a strong level. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints, at a strong level. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats, at a strong level. <p>Using evidence to understand, analyze, and create arguments</p> <ul style="list-style-type: none"> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations, at a strong level. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another, at a strong level. Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact, at a strong level. Identify specific pieces of evidence an author uses in support of claims or conclusions, at a strong level. Evaluate the relevance and sufficiency of evidence offered in support of a claim, at a strong level. Distinguish claims that are supported by reasons and evidence from claims that are not, at a strong level. Assess whether reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact, at a strong level. Identify an underlying premise or assumption in an argument and evaluate the support, at a strong level. <p>(continued on following page)</p>	<p>Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the <u>Below Pass</u> and the <u>Pass</u> levels, as well as the following skills:</p> <p>Quantitative problem solving with rational numbers</p> <ul style="list-style-type: none"> Simplify numerical expressions with rational exponents at a strong level. 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, at a strong level. Compute numerical expressions with squares and square roots of positive, rational numbers at a strong level. Determine when a numerical expression is undefined at a strong level. Solve arithmetic and real-world problems involving ratios and proportions at a strong level. Solve arithmetic and real-world problems involving ratios and proportions at a strong level. <p>Quantitative problem solving in measurement</p> <ul style="list-style-type: none"> Use the Pythagorean theorem to determine unknown side lengths in a right triangle at a strong level. Compute volume and surface area of cylinders at a strong level. Determine radius, diameter, and height of cylinders, when given volume or surface area, at a strong level. Compute volume and surface area of composite figures at a strong level. Use counting techniques to solve problems and determine combinations and permutations at a strong level. Determine the probability of simple and compound events at a strong level. <p>Algebraic problem solving with expressions and equations</p> <ul style="list-style-type: none"> Compute with polynomials at a strong level. Factor polynomial expressions at a strong level. Compute with rational expressions. Solve linear inequalities in one variable at a strong level. Solve real-world problems involving inequalities at a strong level. Write linear inequalities to represent context at a strong level. Solve quadratic equations in one variable at a strong level. <p>(continued on following page)</p>	<p>Test-takers are generally able to demonstrate strong knowledge of and ability with the skills identified in the <u>Below Pass</u> and the <u>Pass</u> levels, as well as the following skills:</p> <p>Analyze scientific and technical arguments, evidence and text-based information</p> <ul style="list-style-type: none"> Reconcile multiple findings, conclusions, or theories at a strong level. <p>Applying scientific processes and procedural concepts</p> <ul style="list-style-type: none"> Apply formulas from scientific theories at a strong level. Identify possible sources of error and alter the design of an investigation to ameliorate that error at a strong level. Make a prediction based on data or evidence at a strong level. Design a scientific investigation at a strong level. Understand and apply scientific models, theories and processes at a strong level. Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence at a strong level. <p>Reasoning quantitatively and interpreting data in scientific contexts</p> <ul style="list-style-type: none"> Determine probability of events at a strong level. 	<p>Test-takers are generally able to demonstrate strong knowledge of and ability with the skills identified in the <u>Below Pass</u> and the <u>Pass</u> levels, as well as the following skills:</p> <p>Analyzing and creating text features in a social studies context</p> <ul style="list-style-type: none"> Determine how authors reveal their points of view or purposes in historical documents at a strong level. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources at a strong level. <p>Applying social studies concepts to the analysis and construction of arguments</p> <ul style="list-style-type: none"> Identify the chronological structure of a historical narrative and sequence steps in a process at a strong level. At a strong level, analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas. At a strong level, compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions at a strong level. Analyze how a historical context shapes an author's point of view at a strong level. <p>Reasoning quantitatively and interpreting data in social studies contexts</p> <ul style="list-style-type: none"> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text at a strong level. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related at a strong level. Distinguish between correlation and causation at a strong level.

Revised 2016 GED® Test Performance Level Descriptors: Level 3 (GED® College Ready: 165-174)

(continued)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>(continued from previous page)</p> <p>Applying knowledge of English language conventions and usage</p> <ul style="list-style-type: none"> • Edit to eliminate non-standard or informal usage, at a strong level. • Edit to ensure parallelism and proper subordination and coordination, at a strong level. • Edit to eliminate wordiness or awkward sentence construction, at a strong level. • Edit to ensure correct use of apostrophes with possessive nouns, at a strong level. 	<p>(continued from previous page)</p> <ul style="list-style-type: none"> • Algebraic problem solving with graphs and functions • Determine the slope of a line from a graph, equation, or table at an outstanding level. • Graph two-variable linear equations at an outstanding level. • Write the equation of a line with a given slope through a given point at an outstanding level. • Use slope to identify parallel and perpendicular lines and to solve geometric problems at an outstanding level. • Compare two different linear or quadratic functions, each represented in different ways, at an outstanding level. 	<p>N/A – see above</p>	<p>N/A – see above</p>

Revised 2016 GED® Test Performance Level Descriptors: Level 4 (GED® College Ready + Credit: 175-200)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>Some institutions may confer one (1) general humanities credit on students who score at the GED® College Ready + Credit level. Test-takers who score at this level are typically able to comprehend and analyze complex passages similar to that of Toni Morrison's <i>The Bluest Eye</i>, Thomas Jefferson's <i>The Declaration of Independence</i>, and Malcolm Gladwell's <i>The Tipping Point: How Little Things Can Make a Big Difference</i> and generally demonstrate outstanding proficiency with the skills identified in the previous performance levels as well as the following skills:</p> <p>Analyzing and creating text features and technique</p> <ul style="list-style-type: none"> Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship) at an outstanding level. Infer an author's implicit as well as explicit purposes based on details in text at an outstanding level. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats at an outstanding level. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or impact at an outstanding level. <p>Using evidence to understand, analyze, and create arguments</p> <ul style="list-style-type: none"> Infer implied main ideas in paragraphs or whole texts at an outstanding level. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument, at an outstanding level. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided, at an outstanding level. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts, at an outstanding level. <p>Applying knowledge of English language conventions and usage</p> <ul style="list-style-type: none"> Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns) at an outstanding level. Edit to eliminate wordiness or awkward sentence construction at an outstanding level. 	<p>Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the previous performance levels as well as the following skills:</p> <p>Quantitative problem solving in measurement</p> <ul style="list-style-type: none"> Compute volume and surface area of composite figures at an outstanding level. Use counting techniques to solve problems and determine combinations and permutations at an outstanding level. Determine the probability of simple and compound events at an outstanding level. <p>Algebraic problem solving with expressions and equations</p> <ul style="list-style-type: none"> Write linear inequalities to represent context at an outstanding level. Solve quadratic equations in one variable at an outstanding level. <p>Algebraic problem solving with graphs and functions</p> <ul style="list-style-type: none"> Graph two-variable linear equations at an outstanding level. Use slope to identify parallel and perpendicular lines and to solve geometric problems at an outstanding level. Compare two different linear or quadratic functions, each represented in different ways, at an outstanding level. 	<p>Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the previous performance levels as well as the following skills:</p> <p>Analyze scientific and technical arguments, evidence and text-based information</p> <ul style="list-style-type: none"> Reconcile multiple findings, conclusions, or theories at an outstanding level. <p>Applying scientific processes and procedural concepts</p> <ul style="list-style-type: none"> Design a scientific investigation at an outstanding level. Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence at an outstanding level. Understand and apply scientific models, theories and processes at an outstanding level. <p>Reasoning quantitatively and interpreting data in scientific contexts</p> <ul style="list-style-type: none"> Determine probability of events at an outstanding level. 	<p>Test-takers are generally able to demonstrate outstanding knowledge of and ability with the skills identified in the previous performance levels as well as the following skills:</p> <p>Analyzing and creating text features in a social studies context</p> <ul style="list-style-type: none"> Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence at an outstanding level. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources at an outstanding level. <p>Applying social studies concepts to the analysis and construction of arguments</p> <ul style="list-style-type: none"> At an outstanding level, analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas. 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. <p>Reasoning quantitatively and interpreting data in social studies contexts</p> <ul style="list-style-type: none"> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text at an outstanding 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 an outstanding level.