GED® Test: Reasoning Through Language Arts
Performance Level Descriptors
What Your Score Means: Level 2 — Skills at Pass+

Test-takers who score at this performance level are typically able to analyze complex passages similar to Chinua Achebe’s Things Fall Apart, Martin Luther King Jr.’s “Letter from Birmingham Jail,” and Euclid’s Elements, as well as demonstrating strong abilities in the skills identified in the Pass/High School Equivalency level, including the following:

Analyzing and Creating Text Features and Technique

- 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

Using Evidence to Understand, Analyze, and Create Arguments

- 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

Applying Knowledge of English Language Conventions and Usage

• 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

In order to progress to **Pass++**, test-takers need to:

1) continue to develop the skills listed in the previous performance levels and apply them to even more complex texts, such as Toni Morrison’s *The Bluest Eye*, Thomas Jefferson’s *The Declaration of Independence*, and Malcolm Gladwell’s *The Tipping Point: How Little Things Can Make a Big Difference*, with a particular focus on strengthening the following skills:

  ![Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship)]

  ![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](#)

  ![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](#)