

# GED<sup>®</sup> Test: Reasoning Through Language Arts Performance Level Descriptors What Your Score Means: Level 2 — Pass/High School Equivalency

Test-takers who score at this level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Passing level as well as to comprehend and analyze **challenging** passages similar to Sandra Cisneros' "Eleven," John Steinbeck's *Travels With Charley: In Search of America*, and Donald Mackay's *The Building of Manhattan*. Test-takers who score in this performance level are typically able to demonstrate the following skills:

## Analyzing and Creating Text Features and Technique

- 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

### Using Evidence to Understand, Analyze, and Create Arguments

- 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

### Applying Knowledge of English Language Conventions and Usage

- 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

In order to progress to the **GED® College Ready** level, test-takers need to:

- 1) continue to **strengthen** the skills listed in the Below Passing and Pass/High School Equivalency levels and apply them to **complex** texts, such as Chinua Achebe’s *Things Fall Apart*, Martin Luther King Jr.’s “Letter from Birmingham Jail,” and Euclid’s *Elements*, with a particular focus on improving the following skills:
  - Infer relationships between ideas in a text

- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author’s purpose
- Identify specific pieces of evidence an author uses in support of claims or conclusions
- Evaluate the relevance and sufficiency of evidence offered in support of a claim
- Edit to eliminate wordiness or awkward sentence construction

and

2) develop the following additional skills:

- Analyze how an author distinguishes his or her position or responds to conflicting viewpoints
- 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
- Delineate the specific steps of an argument the author puts forward, including how the argument’s claims build on one another
- Distinguish claims that are supported by reasons and evidence from claims that are not
- Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact
- Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided
- Edit to eliminate non-standard or informal usage
- Edit to ensure parallelism and proper subordination and coordination