

# 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 **Pass+** 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