

GED[®] Test: Social Studies Performance Level Descriptors What Your Score Means: Level 1 — Below Passing

Test-takers who score at this level typically have a **limited but developing** proficiency in demonstrating skills in the following categories: analyzing and creating text features in a social studies context, applying social studies concepts to the analysis and construction of arguments, and reasoning quantitatively and interpreting data in social studies contexts.

Test-takers at the Below Passing level typically demonstrate the following skills:

Analyzing and Creating Text Features in a Social Studies Context

- 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

Applying Social Studies Concepts to the Analysis and Construction of Arguments

- 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

Reasoning Quantitatively and Interpreting Data in Social Studies Contexts

- 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

In order to progress to the **Pass/High School Equivalency** level, test-takers need to:

- 1) continue to **strengthen** the skills listed in the Below Passing level, including:
 - Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence
 - 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
 - Analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas
 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
 - 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
 - Interpret, use, and create graphs including proper labeling. Predict trends within a reasonable limit, based on the data.
 - 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

and

- 2) **develop** the following additional skills:
 - Identify aspects of a historical document that reveal an author's point of view or purpose
 - Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources
 - Identify the chronological structure of a historical narrative and sequence steps in a process
 - 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 and propagandizing
- Analyze how a historical context shapes an author's point of view