GED® Test: Reasoning Through Language Arts Performance Level Descriptors
What Your Score Means: Level 3 — GED® College Ready

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 the GED® College Ready + Credit Level, 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