

2014 GED® Test - Reasoning Through Language Arts (RLA) Performance Level Descriptors: Performance Level 1

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 1 on the 2014 GED® test – RLA.¹

Test-takers who score at Performance Level 1 are typically able to comprehend and analyze simple passages similar to that of L.M. Montgomery’s *Anne of Green Gables*, Joy Hakim’s *A History of US*, and Colin A. Ronan’s “Telescopes.”

Test-takers who score in this performance level generally demonstrate limited but developing proficiency with the following skills:

Analyzing and creating text features and technique

- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a limited and/or inconsistent level.
- Analyze relationships within texts.
- Analyze the roles that details play in texts at a limited and/or inconsistent level.
- Analyze how meaning or tone is affected when one word is replaced with another.
- Analyze the structural relationship between adjacent sections of text at a limited and/or inconsistent level.
- Analyze transitional language and determine how it functions in a text at a limited and/or inconsistent level.

Using evidence to understand, analyze, and create arguments

- Comprehend explicit details and main ideas in a text at a limited and/or inconsistent level.
- Summarize details and ideas in a text.
- Make inferences about details that support main ideas at a limited and/or inconsistent level.
- Determine which details support a main idea.
- Identify a theme, or identify which element(s) in a text support a theme.

Applying knowledge of English language conventions and usage

- Edit to correct errors involving frequently confused words.
- Edit to correct errors in straightforward subject-verb agreement.

¹ In the RLA content area, the performance levels are driven by the level of complexity of the texts about which test-takers must answer questions. That is, test-takers will be asked to perform similar skills with texts that vary from simple to complex. Therefore, each level description contains references to example texts that are typical of what test-takers can comprehend and analyze at each level. In addition, the performance levels represent a progression of skills, from most basic to most sophisticated, with each performance level building on the skills developed at the lower levels.

- Edit to eliminate run-on sentences, fused sentences, or sentence fragments.
- Edit to ensure correct use of punctuation at a limited and/or inconsistent level.

In order to progress to Performance Level 2, test-takers need to strengthen the skills listed in Performance Level 1 and apply them to texts at a challenging level of complexity, such as Zora Neale Hurston's *Their Eyes Were Watching God*, Martin Luther King Jr.'s "Letter from Birmingham Jail," and Euclid's *Elements*.

Skills the test-takers should particularly focus on include:

- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
- Analyze the roles that details play in texts.
- Analyze the structural relationship between adjacent sections of text.
- Edit to ensure correct use of punctuation.

And develop the following additional skills:

- Infer implied main ideas in paragraphs and whole texts.
- Determine the meaning of words and phrases from context.
- Infer an author's implicit as well as explicit purposes based on details in a text.
- Edit to correct errors in pronoun usage.

2014 GED® Test - Reasoning Through Language Arts (RLA) Performance Level Descriptors: Performance Level 2

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 2 on the 2014 GED® test – RLA.²

Test-takers who score at Performance Level 2 are typically able to comprehend and analyze challenging passages similar to that of Zora Neale Hurston’s *Their Eyes Were Watching God*, Martin Luther King Jr.’s “Letter from Birmingham Jail,” and Euclid’s *Elements*.

Test-takers who score in this performance level generally demonstrate the skills identified in Performance Level 1 as well as the following skills:

Analyzing and creating text features and technique

- Order sequences of events in texts.
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level.
- Infer relationships between ideas in a text.
- Analyze the roles that details play in texts at a satisfactory level.
- Determine the meaning of words and phrases from context.
- Analyze the impact of specific words, phrases, or figurative language in texts.
- Analyze how a particular section of text fits into the overall structure and contributes to the development of ideas.
- Analyze the structural relationship between adjacent sections of text at a satisfactory level.
- Analyze transitional language and determine how it functions in a text at a satisfactory level.
- Analyze how the structure of a paragraph, section, or passage affects meaning, ideas, or purpose.
- Determine an author’s point of view or purpose in texts.
- Infer an author’s implicit as well as explicit purposes based on details in a text.
- Analyze how an author uses rhetorical techniques.
- Draw specific comparisons between two texts.
- Compare two passages that present related ideas or themes in different genre or formats in order to evaluate differences in scope, purpose, emphasis, audience, or impact.

² In the RLA content area, the performance levels are driven by the level of complexity of the texts about which test-takers must answer questions. That is, test-takers will be asked to perform similar skills with texts that vary from simple to complex. Therefore, each level description contains references to example texts that are typical of what test-takers can comprehend and analyze at each level. In addition, the performance levels represent a progression of skills, from most basic to most sophisticated, with each performance level building on the skills developed at the lower levels.

Using evidence to understand, analyze, and create arguments

- Comprehend explicit details and main ideas in a text at a satisfactory level.
- Make inferences about details that support main ideas at a satisfactory level.
- Infer implied main ideas in paragraphs and whole texts.
- Make evidence-based generalizations or hypotheses based on details in text.
- Draw conclusions or make generalizations that require synthesis of multiple main ideas.
- 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.
- Distinguish between supported and unsupported claims.
- Assess the validity of reasoning in an argument.
- Identify an underlying premise or assumption in an argument and evaluate the support.

Applying knowledge of English language conventions and usage

- Edit to correct errors in pronoun usage.
- Edit to eliminate non-standard or informal usage.
- Edit to eliminate dangling or misplaced modifiers or illogical word order.
- Edit to correct errors in subject-verb or pronoun-antecedent agreement in more complicated situations.
- Edit to eliminate wordiness or awkward sentence construction.
- Edit to ensure effective use of transitional words and phrases.
- Edit to ensure correct use of capitalization.
- Edit to ensure correct use of apostrophes with possessive nouns.
- Edit to ensure correct use of punctuation at a satisfactory level.

In order to progress to Performance Level 3, test-takers need to strengthen the skills listed in Performance Level 1 and Performance Level 2 and apply them to complex texts, such as Gabriel Garcia-Marquez's *Chronicle of a Death Foretold*, Thomas Jefferson's *The Declaration of Independence*, and Malcolm Gladwell's *The Tipping Point: How Little Things Can Make a Big Difference*.

Skills the test-takers should particularly focus on include:

- Infer relationships between ideas in a text.
- Evaluate the relevance and sufficiency of evidence offered in support of a claim.
- Distinguish between supported and unsupported claims.
- Edit to eliminate wordiness or awkward sentence construction.

And develop the following additional skills:

- Analyze how an author distinguishes his or her position or responds to conflicting viewpoints.
- Compare two passages, focusing on perspective, tone, style, structure, purpose, or impact.
- Delineate the specific steps of an argument.
- Edit to ensure parallelism and proper subordination and coordination.

2014 GED® Test - Reasoning Through Language Arts (RLA) Performance Level Descriptors: Performance Level 3

This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 3 on the 2014 GED® test – RLA.³

Test-takers who score at Performance Level 3 are typically able to comprehend and analyze complex passages similar to that of Gabriel Garcia-Marquez’s *Chronicle of a Death Foretold*, Thomas Jefferson’s *The Declaration of Independence*, and Malcolm Gladwell’s *The Tipping Point: How Little Things Can Make a Big Difference*.

Test-takers who score in this performance level generally demonstrate outstanding proficiency with the skills identified in Performance Level 1 and Performance Level 2 as well as the following skills:

Analyzing and creating text features and technique

- Order sequences of events in texts at an outstanding level.
- Infer relationships between ideas in a text at an outstanding level.
- Analyze how an author distinguishes his or her position or responds to conflicting viewpoints.
- Compare two passages, focusing on perspective, tone, style, structure, purpose, or impact.
- Compare two passages that present related ideas or themes in different genre or formats in order to evaluate differences in scope, purpose, emphasis, audience, or impact at an outstanding level.

Using evidence to understand, analyze, and create arguments

- Delineate the specific steps of an argument.
- Evaluate the relevance and sufficiency of evidence offered in support of a claim at an outstanding level.
- Distinguish between supported and unsupported claims at an outstanding level.
- Assess the validity of reasoning in an argument at an outstanding level.
- Identify an underlying premise or assumption in an argument and evaluate the support at an outstanding level.
- Compare two argumentative passages to analyze differences in interpretation and use of evidence.
- Analyze how data or visual information functions in a text or supports an argument.

³ In the RLA content area, the performance levels are driven by the level of complexity of the texts about which test-takers must answer questions. That is, test-takers will be asked to perform similar skills with texts that vary from simple to complex. Therefore, each level description contains references to example texts that are typical of what test-takers can comprehend and analyze at each level. In addition, the performance levels represent a progression of skills, from most basic to most sophisticated, with each performance level building on the skills developed at the lower levels.

- Compare two passages in different genre/formats in order to synthesize, draw conclusions, or apply information to new situations.

Applying knowledge of English language conventions and usage

- Edit to ensure parallelism and proper subordination and coordination.
- Edit to eliminate wordiness or awkward sentence construction at an outstanding level.