Top Skills 2014 Test-takers are Missing:
Analysis based on the most missed items from the 2014 GED® test *(released August 2014)*

This resource highlights the skills that test-takers must demonstrate in order to correctly answer the most commonly missed questions on the 2014 GED® test. **We strongly recommend working with test-takers on these skills to help them prepare for the test.** In general, test-takers who are able to demonstrate these skills will score higher in each test subject.

Reasoning Through Language Arts

Indicator Code*	Skill/Description
R.2.1	Understand specific details and main ideas in a written source.
R.2.5	Determine which details support the main idea.
R.2.6	Identify a theme or element of a written source that supports a theme.
R.3.3	Analyze relationships within written sources.

Science

Indicator Code*	Skill/Description
SC.3.a	Pull specific evidence from a written source to support a finding or conclusion.
SC.6.c	Express scientific information or findings in words.
SC.7.a	Understand and apply scientific models, theories, and processes.

Social Studies

Indicator Code*	Skill/Description
SSP.1.a	Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims.
SSP.2.b	Describe people, places, environments, processes, and events, and the connections between and among them.
SSp.3.c	Analyze cause-and-effect relationships, including those with multiple factors.

Mathematical Reasoning

Quantitative Reasoning

Indicator Code*	Skill/Description
Q.4.b	Compute the area and circumference of circles. Find the radius or diameter of a circle when given the area or circumference.
Q.4.c	Compute the perimeter and area of polygons. Find side lengths of a polygon when given the perimeter or area.
Q.4.d	Compute the perimeter and area of two-dimensional composite shapes, which could include circles.

Algebraic Reasoning

Indicator Code*	Skill/Description
A.5.a	Locate points in the coordinate plane.
A.5.b	Determine the slope of a line from a graph, equation, or table.
A.5.d	Graph two-variable linear equations.

Quantitative Reasoning

Indicator Code*	Skill/Description
Q.3.b	Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.
Q.3.d	Solve two-step, arithmetic, real world problems involving percents. Examples include but are not limited to: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease.

Mathematical Practice and Content Interaction (search for and recognize entry points for solving a problem) and Algebraic Reasoning

Indicator Code*	Skill/Description
A.2.a	Solve one-variable linear equations, and formulas with multiple variables.
A.3.a	Solve linear inequalities in one variable.
A.4.a	Solve one-variable quadratic equations with real solutions, using any appropriate method.

Mathematical Practice and Content Interaction (create algebraic models that represent real-world situations) and Algebraic Reasoning

Indicator Code*	Skill/Description
A.1.c	Create linear expressions as part of word-to-symbol translations or to represent situations you have been given.
A.2.c	Create one- or two-variable linear equations to represent situations you have been given.
A.3.d	Create one-variable linear inequalities to represent situations you have been given.

To identify these skills, GED Testing Service:

- Examined the performance of test-takers who earned the GED® Passing Score for High School Equivalency in the test subject
- Examined the performance of test-takers who didn't pass the test subject
- Found the most common questions that test-takers who passed answered correctly, but test-takers who didn't pass answered incorrectly
- Identified the skills needed to answer those most missed questions

This analysis is based on test-taker performance on the 2014 GED® test from January-June 2014.

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* "Indicator Code" refers to the GED® test indicator numbering found in Chapter 2 of the *Assessment Guide for Educators*.