

2014 GED® Test

Analysis of Most Missed Items Impacting Passing at the High School Equivalency Level

Background

The information in this document represents the assessment targets/indicators on the 2014 GED® test that differentiate test-takers who are not achieving the passing standard from those who do pass at the high school equivalency level. In general, working with prospective test-takers on these content areas should help them to achieve passing scores on each of the content area tests. This information was generated from an analysis of test-taker performance on the GED® test in the first six months since the launch of the test on January 2, 2014.

Reasoning Through Language Arts

Indicator	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	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	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

Content, Group 1: Quantitative Reasoning

Indicator	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.

Content, Group 2: Algebraic Reasoning

Indicator	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.

Content, Group 3: Quantitative Reasoning

Indicator	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, Group 4: MP 1a (Search for and recognize entry points for solving a problem) and Algebraic Reasoning

Indicator	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, Group 5 MP 2a (Create algebraic models that represent real-world situations) and Algebraic Reasoning

Indicator	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.