2014 GED® Test - Assessment Target Comparison Table

This table is provided by GED Testing Service to help you understand the information test-takers will see in their 2014 GED® test score reports. The information in the two left-hand columns of the table below provides the indicator code and indicator language (i.e., the skills being measured on the 2014 GED® test) drawn directly from GED® Assessment Targets and their associated indicators that appear in the *Assessment Guide for Educators*. The indicators are worded in ways that are familiar and useful to educators, but they are in technical language that could be unclear to test-takers. So, in order to enable test-takers to more easily understand the feedback on these skills that they will be receiving on their score reports, the right-hand column of the table below presents a "translation" of the assessment indicators into more test-taker friendly language. In summary, each of the content areas of the 2014 GED® test is represented in a table containing three columns, showing 1) the indicator code, 2) the original educator language of the indicator, and 3) the test-taker-friendly version that appears in the score reports.

The table below, along with the Performance Level Descriptors (http://www.gedtestingservice.com/2014testresources), will help you better understand the skills test-takers already have and the skills they need to develop further to score higher on the 2014 GED® test for each of the four content areas.

2014 GED® Test – Reasoning Through Language Arts (RLA)

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
R.2.1	Comprehend explicit details and main ideas in text.	Understand specific details and main ideas in a passage.
R.2.2	Summarize details and ideas in text.	Summarize the details and ideas in a passage.
R.2.3	Make sentence level inferences about details that support main ideas.	Infer the relationship between the details and main idea given.
R.2.4	Infer implied main ideas in paragraphs or whole texts.	Infer the main idea based on a set of details in single paragraphs and the whole written source.
R.2.5	Determine which detail(s) support(s) a main idea.	Determine which details support the main idea.
R.2.6	Identify a theme, or identify which element(s) in a text support a theme.	Identify a theme or element of a written source that supports a theme.
R.2.7	Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.	Make generalizations or hypotheses based on evidence in a written source.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
R.2.8	Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.	Pull together multiple main ideas to draw conclusions or make generalizations.
R.3.1	Order sequences of events in texts.	Put events from a written source in the correct order.
R.3.2	Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.	Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
R.3.3	Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.	Analyze relationships within written sources.
R.3.4	Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).	Infer the relationship between ideas in a passage.
R.3.5	Analyze the roles that details play in complex literary or informational texts.	Analyze how details function in a written source.
R.4.1 L.4.1	Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.	Analyze how specific words, phrases, or figurative language affect meaning in a written source.
R.4.2 L.4.2	Analyze how meaning or tone is affected when one word is replaced with another.	Analyze how meaning or tone is affected when one word is replaced with another.
R.4.3 L.4.3	Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.	Analyze how specific words, phrases, or figurative language affect a basic written source.
R.5.1	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze how a particular section fits into the overall structure of a written source and contributes to ideas.
R.5.2	Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).	Analyze the structural relationship between neighboring paragraphs in a written source.
R.5.3	Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.	Analyze how transition words (for example, however, nevertheless, etc.) function in a written source.
R.5.4	Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.	Analyze how the structure of a paragraph, section, or passage contributes to ideas or author's purpose.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
R.6.1	Determine an author's point of view or purpose of a text.	Determine the author's point of view or purpose.
R.6.2	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.	Analyze how an author explains his or her position and responds to conflicting viewpoints.
R.6.3	Infer an author's implicit as well as explicit purposes based on details in text.	Infer what an author's stated and unstated purpose is based on the details in a passage.
R.6.4	Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).	Analyze how an author uses rhetorical techniques.
R.8.1	Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.	Identify and describe the specific steps of an argument.
R.8.2	Identify specific pieces of evidence an author uses in support of claims or conclusions.	Identify the specific pieces of evidence that an author uses in support of claims or conclusions.
R.8.3	Evaluate the relevance and sufficiency of evidence offered in support of a claim.	Make a judgment about whether the evidence offered to support a claim is relevant and sufficient.
R.8.4	Distinguish claims that are supported by reasons and evidence from claims that are not.	Determine when a statement is supported by the passage and when it is not supported.
R.8.5	Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.	Assess whether the reasoning in an argument is valid.
R.8.6	Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.	Identify the main assumptions and underlying premises in an argument and evaluate the support for that belief.
R.9.1 R.7.1	Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).	Compare two different written sources.
R.9.2	Compare two passages in similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.	Compare two different passages and focus on the perspective, tone, style, structure, purpose, or impact.
R.9.3	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.	Compare two argumentative written sources for how they interpret and use evidence differently.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
R.7.2	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.	Analyze how data, graphs, or pictures work in a written source or support an argument at an outstanding level.
R.7.3	Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.	Compare two different types of written sources so that you can look at the differences in scope, purpose, emphasis, audience, and impact.
R.7.4	Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.	Compare two different types of written sources so that you can pull together ideas, draw conclusions or apply the information to new situations.
L.1.1	Edit to correct errors involving frequently confused words and homonyms, including contractions (e.g., passed, past; two, too, to; there, their, they're; knew, new; it's its).	Correct errors with frequently confused words.
L.1.2	Edit to correct errors in straightforward subject-verb agreement.	Correct errors with subject-verb agreement in straightforward sentences.
L.1.3	Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.	Correct errors with pronouns.
L.1.4	Edit to eliminate non-standard or informal usage (e.g., correctly use try to win the game instead of try and win the game).	Eliminate words or phrases that are informal or not standard.
L.1.5	Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements.)	Eliminate dangling or misplaced modifiers or illogical word order.
L.1.6	Edit to ensure parallelism and proper subordination and coordination.	Edit to correct parallelism, subordination, and coordination to ensure proper sentence construction.
L.1.7	Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).	Make sure that subjects and verbs, or pronouns and antecedents agree in more complicated sentences.
L.1.8	Edit to eliminate wordiness or awkward sentence construction.	Eliminate wordiness or awkward sentence structure.
L.1.9	Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.	Make sure transitional words and phrases (for example: however, nevertheless, etc.) are used effectively to make points clearly.
L.2.1	Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).	Make sure the correct words are capitalized.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
L.2.2	Edit to eliminate run-on sentences, fused sentences, or sentence fragments.	Eliminate run-on sentences, fused sentences, or sentence fragments.
L.2.3	Edit to ensure correct use of apostrophes with possessive nouns.	Edit to correct use of apostrophes with possessive nouns.
L.2.4	Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation).	Edit to correct use of punctuation.

2014 GED® Test – Mathematical Reasoning

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
Q.1.a	Order fractions and decimals, including on a number line.	Place fractions and decimals in order, including when using a number line.
Q.1.b	Apply number properties involving multiples and factors, such as using the least common multiple, greatest common factor, or distributive property to rewrite numeric expressions.	Apply number properties that involve multiples and factors.
Q.1.c	Apply rules of exponents in numerical expressions with rational exponents to write equivalent expressions with rational exponents.	Simplify numerical expressions with rational exponents.
Q.1.d	Identify absolute value or a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line, including using the absolute value of their difference.	Identify the absolute value of a rational number as its distance from 0 on the number line and find the distance between two rational numbers on the number line.
Q.2.a Q.2.e	Perform addition, subtraction, multiplication, and division on rational numbers. Solve one-step or multi-step arithmetic, real world problems involving the four operations with rational numbers, including those involving scientific notation.	Compute with and solve problems using rational numbers.
Q.2.b Q.2.c	Perform computations and write numerical expressions with squares and square roots of positive. Perform computations and write numerical expressions with cubes and cube roots of positive, rational numbers.	Write and compute with numerical expressions with squares, square roots, cubes, and cube roots of positive, rational numbers.
Q.2.d	Determine when a numerical expression is undefined.	Determine when a numerical expression is undefined.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
Q.3.a	Compute unit rates. Examples include but are not limited to: unit pricing, constant speed, persons per square mile, BTUs per cubic foot.	Compute unit rates.
Q.3.b	Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.	Use scale factors to find the magnitude of a size change and convert between actual drawings and scale drawings.
Q.3.c Q.3.d	Solve multistep, arithmetic, real-world problems using ratios or proportions including those that require converting units of measure. 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.	Solve two-step, arithmetic, real-world problems that involve ratios, proportions, and percents.
Q.4.a Q.4.c	Compute the area and perimeter of triangles and rectangles. Determine side lengths of triangles and rectangles when given area or perimeter. Compute the perimeter of a polygon. Given a geometric formula, compute the area of a polygon. Determine side lengths of the figure when given the perimeter or area.	Find the side lengths of triangles, rectangles, and polygons when given the area or perimeter, in a limited or inconsistent way.
Q.4.a Q.4.c Q.4.d	Compute the area and perimeter of triangles and rectangles. Determine side lengths of triangles and rectangles when given area or perimeter. Compute the perimeter of a polygon. Given a geometric formula, compute the area of a polygon. Determine side lengths of the figure when given the perimeter or area. Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.	Compute the area and perimeter of various shapes: triangles, rectangles, polygons, and composite figures.
Q.4.b	Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference	Compute the area and circumference of circles and find the radius or diameter when given the area or circumference.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
Q.4.e	Use the Pythagorean Theorem to determine unknown side lengths in a right triangle.	Use the Pythagorean Theorem ($a^2 + b^2 = c^2$) to determine unknown side lengths in a right triangle.
Q.5.a Q.5.b Q.5.c Q.5.d Q.5.e Q.5.f	When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface area. When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius, or diameter when given volume or surface area. When given geometric formulas, compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area. When given geometric formulas, compute volume and surface area of right pyramids and cones. Solve for side lengths, height, radius, or diameter when given volume or surface area. When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area. Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.	Compute volume and surface area of right prisms and pyramids, cylinders, spheres, cones, and composite figures.
Q.6.a Q.6.b Q.6.c	Represent, display, and interpret categorical data in bar graphs or circle graphs. Represent, display, and interpret data involving one variable plots on the real number line including dot plots, histograms, and box plots. Represent, display, and interpret data involving two variables in tables and the coordinate plane including scatter plots and graphs.	Represent, display, and interpret categorical data in bar graphs, circle graphs, dot plots, histograms, box plots, tables, and scatter plots.
Q.7.a	Calculate the mean, median, mode and range. Calculate a missing data value, given the average and all the missing data values but one, as well as calculating the average, given the frequency counts of all the data values, and calculating a weighted average.	Calculate the mean, median, mode, and range.
Q.8.a	Use counting techniques to solve problems and determine combinations and permutations.	Use counting techniques to solve problems and find combinations and permutations.
Q.8.b	Determine the probability of simple and compound events.	Find the probability of simple and compound events.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
A.1.a	Add, subtract, factor, multiply and expand linear expressions with rational coefficients.	Compute with linear expressions.
A.1.b A.1.e A.1.i	Evaluate linear expressions by substituting integers for unknown quantities. Evaluate polynomial expressions by substituting integers for unknown quantities. Evaluate rational expressions by substituting integers for unknown quantities.	Evaluate linear, polynomial, and rational expressions, in a limited or inconsistent way.
A.1.c A.2.c A.3.d A.4.b	Write linear expressions as part of word-to-symbol translations or to represent common settings. Write one-variable and multi-variable linear equations to represent context. Write linear inequalities in one variable to represent context. Write one-variable quadratic equations to represent context.	Create quadratic equations and linear expressions, equations, and inequalities in a limited or inconsistent way, with written descriptions you have been given.
A.1.d A.1.f	Add, subtract, multiply polynomials, including multiplying two binomials, or divide factorable polynomials. Factor polynomial expressions.	Compute with and factor polynomials.
A.1.g	Write polynomial expressions as part of word-to-symbol translations or to represent common settings.	Create polynomial expressions with written descriptions you have been given.
A.1.h	Add, subtract, multiply, and divide rational expressions.	Compute with rational expressions.
A.1.j	Write rational expressions as part of word-to-symbol translations or to represent common settings.	Create rational expressions with written descriptions you have been given.
A.2.a A.2.b	Solve one-variable linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms or equations with coefficients represented by letters. Solve real-world problems involving linear equations.	Solve algebraic and real-world problems that involve linear equations.
A.2.d	Solve a system of two simultaneous linear equations by graphing, substitution, or linear combination. Solve real-world problems leading to a system of linear equations.	Solve algebraic and real-world problems that involve a system of two linear equations.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
A.3.a A.3.b A.3.c	Solve linear inequalities in one variable with rational number coefficients. Solve linear inequalities in one variable with rational number coefficients. Identify or graph the solution to a one variable linear inequality on a number line. Solve real-world problems involving inequalities.	Solve arithmetic and real-world problems with inequalities and graph solutions on a number line, in a limited or inconsistent way.
A.4.a	Solve quadratic equations in one variable with rational coefficients and real solutions, using appropriate methods (e.g., quadratic formula, completing the square, factoring, inspection).	Solve quadratic equations in one variable.
A.5.a A.5.d	Locate points in the coordinate plane. Graph two-variable linear equations.	Locate points and graph linear equations on the coordinate place.
A.5.b	Determine the slope of a line from a graph, equation, or table.	Find the slope of a line from a graph, equation or table.
A.5.c	Interpret unit rate as the slope in a proportional relationship.	Understand that a unit rate is equivalent to slope in a proportional relationship.
A.5.e	For a function that models a linear or nonlinear relationship between two quantities, interpret key features of graphs and tables in terms of quantities, and sketch graphs showing key features of graphs and tables in terms of quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	For a linear or nonlinear relationship, sketch graphs and interpret key features of graphs and tables in terms of quantities.
A.6.a	Write the equation of a line with a given slope through a given point.	Write the equation of a line with a given slope through a given point.
A.6.b	Write the equation of a line passing through two given distinct points.	Write the equation of a line passing through two given distinct points.
A.6.c	Use slope to identify parallel and perpendicular lines and to solve geometric problems.	Use slope to identify parallel and perpendicular lines, and to solve geometric problems.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
A.7.a A.7.d	Compare two different proportional relationships represented in different ways. Examples include but are not limited to: compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed. Compare properties of two linear or quadratic functions each represented in a different way (algebraically, numerically in tables, graphically or by verbal descriptions). Examples include but are not limited to: given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	Compare two different proportional relationships OR two linear or quadratic functions when each is represented in different ways.
A.7.b	Represent or identify a function in a table or graph as having exactly one output (one element in the range) for each input (each element in the domain).	Using a table or graph, represent or identify a function as having exactly one output for each input.
A.7.c	Evaluate linear and quadratic functions for values in their domain when represented using function notation.	Evaluate linear and quadratic functions.

2014 GED® Test - Science

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
SP.1.a	Understand and explain textual scientific presentations.	Understand and explain written scientific presentations.
SP.1.b	Determine the meaning of symbols, terms, and phrases as they are used in scientific presentations.	Determine the meaning of symbols, terms, and phrases as they are used in scientific presentations.
SP.1.c	Understand and explain a non-textual scientific presentation.	Understand and explain visual and numerical scientific presentations (for example, tables, diagrams, etc.).
SP.2.a	Identify possible sources of error and alter the design of an investigation to ameliorate that error.	Identify possible sources of error and alter the design of an investigation to remove the error.
SP.2.b	Identify and refine hypotheses for scientific investigations.	Identify and refine hypotheses for scientific investigations.
SP.2.c	Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs.	Identify the strengths and weaknesses of one or more scientific investigation designs.
SP.2.d	Design a scientific investigation.	Design a scientific investigation.
SP.2.e	Identify and interpret independent and dependent variables in scientific investigations.	Identify and interpret independent and dependent variables in scientific investigations.
SP.3.a	Cite specific textual evidence to support a finding or conclusion.	Pull specific evidence from a written source to support a finding or conclusion.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
SP.3.b	Reason from data or evidence to a conclusion.	Use data or evidence to arrive at a conclusion.
SP.3.c	Make a prediction based upon data or evidence.	Make a prediction based on data or evidence.
SP.3.d	Using sampling techniques to answer scientific questions.	Use sampling techniques to answer scientific questions.
SP.4.a	Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.	Make judgments about whether theories or conclusions are supported or challenged by data or evidence.
SP.5.a	Reconcile multiple findings, conclusions, or theories.	Bring together and make sense of multiple findings, conclusions, or theories.
SP.6.a	Express scientific information or findings visually.	Express scientific information or findings visually (for example, placing data in a chart).
SP.6.b	Express scientific information or findings numerically or symbolically.	Express scientific information or findings using numbers or symbols.
SP.6.c	Express scientific information or findings verbally.	Express scientific information or findings in words.
SP.7.a	Understand and apply scientific models, theories, and processes.	Understand and apply scientific models, theories and processes.
SP.7.b	Apply formulas from scientific theories.	Apply formulas from scientific theories.
SP.8.a	Describe a data set statistically.	Describe a data set statistically.
SP.8.b	Using counting and permutations to solve scientific problems.	Use counting techniques to solve scientific problems.
SP.8.c	Determine the probability of events.	Determine the probability of events.

2014 GED® Test - Social Studies

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
SSP.1.a	Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.	Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid claims.
SSP.1.b	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.	Pull specific evidence from a document or other source to support inferences or analyses of given processes, events, or concepts.
SSP.2.a	Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.	Determine the central ideas or information from a primary or secondary source document.
SSP.2.b	Describe people, places, environments, processes, and events, and the connections between and among them.	Describe people, places, environments, processes, and events, and describe the connections between them.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
SSP.3.a	Identify the chronological structure of a historical narrative and sequence steps in a process.	Put historical events in chronological order and understand the order of steps in social studies processes (for example, how a bill becomes a law).
SSP.3.b	Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.	Analyze a written document for how events, processes, and ideas develop and interact. Determine whether earlier events actually caused later ones or simply occurred before them.
SSP.3.c	Analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas.	Analyze cause-and-effect relationships, including those with multiple factors.
SSP.3.d	Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.	Compare different sets of social-studies-related ideas and make judgments about how those ideas create meaning in different arguments.
SSP.4.a	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.	Determine the meaning of words and phrases used in a social studies context.
SSP.5.a	Identify aspects of a historical document that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Determine how authors reveal their points of view or purposes in historical documents.
SSP.5.b	Identify instances of bias or propagandizing.	Identify bias and propaganda.
SSP.5.c	Analyze how a historical context shapes an author's point of view.	Analyze how historical circumstances shape an author's point of view.
SSP.5.d	Evaluate the credibility of an author in historical and contemporary political discourse.	Make judgments about how believable an author is in historical and modern-day documents.
SSP.6.a	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Analyze numerical and technical materials (for example, charts, research data) and written materials on a common topic.
SSP.6.b	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.	Analyze information presented visually, for example, in maps, tables, charts, photographs, political cartoons, etc.
SSP.6.c	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.	Put numerical information found in a written source into tables, graphs and charts, and express numerical information in words.
SSP.7.a	Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.	Determine the difference between fact and opinion in a primary or secondary source document.
SSP.7.b	Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.	Determine whether claims and hypotheses are supported or not supported by evidence.

INDICATOR CODE	INDICATOR LANGUAGE FOR EDUCATORS	INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS
SSP.8.a	Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.	Compare two sources on the same social studies topic, paying special attention to the differences between them.
SSP.9.a	Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents.	(Measured through the Extended Response item only)
SSP.9.b	Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.	(Measured through the Extended Response item only)
SSP.9.c	Write clearly and demonstrate sufficient command of standard English conventions.	(Measured through the Extended Response item only)
SSP.10.a	Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).	Interpret, use and create graphs with appropriate labeling, and use the data to predict trends.
SSP.10.b	Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.	Show how dependent and independent variables are represented on a graph. Analyze and communicate how the variables are related to each other.
SSP.10.c	Distinguish between correlation and causation.	Recognize the difference between when one event or action causes another and when two or more events or actions are correlated with each other.
SSP.11.a	Calculate the mean, median, mode, and range of a dataset.	Calculate the mean, median, mode, and range of a set of data.