Attachment C

Revised 2016 GED® Test Performance Level Descriptors: Level 1 (Below Passing: 100-144)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
Test-takers who score at the Below Pass level are typically able to comprehend and analyze **simple** passages similar to those found in L.M. Montgomery's *Anne of Green Gables*, Joy Hakim's *A History of US*, and Colin A. Ronan's "Telescopes," and 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, 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, at a limited and/or inconsistent level. • 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 at a limited and/or inconsistent level. • 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 at a limited and/or inconsistent level. • Make sentence-level inferences about details that support main ideas at a limited and/or inconsistent level. • Determine which details support a main idea at a limited and/or inconsistent level. • Identify a theme, or identify which element(s) in a text support a theme at a limited and/or inconsistent level. **Applying knowledge of English language conventions and usage** • Edit to correct errors involving frequently confused words at a limited and/or inconsistent level. • Edit to correct errors in straightforward subject-verb agreement at a limited and/or inconsistent level. • Edit to eliminate run-on sentences, fused sentences, or sentence fragments at a limited and/or inconsistent level. • Edit to ensure correct use of punctuation at a limited and/or inconsistent level.	Test-takers at the Below Pass level typically demonstrate the following skills: **Quantitative problem solving with rational numbers** • Apply number properties involving multiples and factors at a limited and inconsistent level. • Solve real-world problems using rational numbers at a limited and inconsistent level. • Compute unit rates at a limited and inconsistent level. **Quantitative problem solving in measurement** • Compute the area and perimeter of triangles and rectangles at a limited and inconsistent level. • Determine side lengths of triangles and rectangles when given area or perimeter at a limited and inconsistent level. • Represent, display, and interpret categorical data in circle and bar graphs. • Represent, display, and interpret categorical data in tables and scatter plots **Algebraic problem solving with expressions and equations** • Evaluate linear expressions. • Write linear expressions to represent context at a limited and inconsistent level. • Evaluate polynomial expressions at a limited and inconsistent level. • Write rational expressions to represent context at a limited and inconsistent level. • Solve real-world problems involving linear equations at a limited and inconsistent level. • Solve algebraic and real-world problems involving systems of equations. **Algebraic problem solving with graphs and functions** • Locate and plot points in the coordinate plane. • Interpret unit rate as the slope in a proportional relationship at a limited and inconsistent level. • For a linear or nonlinear relationship, sketch graphs and interpret key features of graphs and tables in terms of quantities. • Compare two different proportional relationships, each represented in different ways, at a limited and inconsistent level. • Represent or identify a function in a table or graph as having exactly one output for each input at a limited and inconsistent level. • Evaluate linear and quadratic functions at a limited and inconsistent level.	Test-takers at the Below Pass level typically demonstrate the following skills: **Analyze scientific and technical arguments, evidence and text- based information** • Cite specific textual evidence to support a finding or conclusion at a limited and/or inconsistent level **Applying scientific processes and procedural concepts** • Identify and refine hypotheses for scientific investigations at a limited and/or inconsistent level • Reason from data or evidence to a conclusion at a limited and/or inconsistent level • Identify the strength and weaknesses of one or more scientific investigations (i.e. experimental or observational) designs at a limited and/or inconsistent level **Reasoning quantitatively and interpreting data in scientific contexts** • Describe a data set statistically at a limited and/or inconsistent level • Understand and explain non-textual scientific presentations at a limited and/or inconsistent level • Express scientific information or findings numerically or symbolically limited and/or inconsistent level • Express scientific information or findings visually at a limited and/or inconsistent level	Test-takers at the Below Pass level typically demonstrate the following skills: **Analyzing and creating text features in a social studies context** • Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence at a limited and/or inconsistent level. • Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence at a limited and/or inconsistent level. • At a limited or inconsistent level, 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. • Distinguish between fact and opinion in a primary or secondary source document at a limited and/or inconsistent level. **Applying social studies concepts to the analysis and construction of arguments** • At a limited and/or inconsistent level, 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. • Describe people, places, environments, processes, and events, and the connections between and among them at a limited and/or inconsistent level. • At a limited and/or inconsistent level, analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas. **Reasoning quantitatively and interpreting data in social studies contexts** • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text at a limited and/or inconsistent level. • At a limited and/or inconsistent level, 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. • 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 at a limited and/or inconsistent level. • Interpret, use, and create graphs including proper labeling. Predict trends within a reasonable limit, based on the data, at a limited and/or inconsistent level. • Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related at a limited and/or inconsistent level. • Distinguish between causation and correlation at a limited and/or inconsistent level. • Calculate the mean, median, mode, and range of a data set, at a limited and/or inconsistent level.

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

Reasoning Through Language Arts

Test-takers who score at the Pass level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Pass level as well as to comprehend and analyze **challenging** passages similar to Sandra Cisneros' "Eleven," John Steinbeck's *Travels With Charley: In Search of America*, and Donald Mackay's *The Building of Manhattan*. Test-takers who score in this Performance Level are typically able to demonstrate the following skills:

Analyzing and creating text features and technique

- Order sequences of events in texts at a satisfactory level.
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level.
- 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 idea; or how a setting or context shapes structure and meaning.
- Analyze the roles that details play in complex literary or informational texts at a satisfactory level.
- Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.
- Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level.
- 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 a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
- Analyze the structural relationship between adjacent sections of text at a satisfactory level.
- Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level.
- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.
- Determine an author's point of view or purpose in texts, at a satisfactory level.
- Infer an author's implicit as well as explicit purposes based on details in a text, at a satisfactory level.
- Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose.

(continued on following page)

Mathematical Reasoning

Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the Below Pass level at a satisfactory level as well as the following skills:

Quantitative problem solving with rational numbers

- Order fractions and decimals, including on a number line.
- Apply number properties involving multiples and factors at a satisfactory level.
- Simplify numerical expressions with rational exponents at a satisfactory level.
- Identify absolute value of a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line, at a satisfactory level.
- Perform computations with rational numbers.
- Compute numerical expressions with squares and square roots of positive, rational numbers at a satisfactory level.
- Compute numerical expressions with cubes and cube roots of positive, rational numbers.
- Determine when a numerical expression is undefined at a satisfactory level.
- Solve real-world problems using rational numbers at a satisfactory level.
- Compute unit rates at a satisfactory level.
- Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings.
- Solve arithmetic and real-world problems involving ratios and proportions a satisfactory level.
- Solve multi-step arithmetic and real-world problems involving percents.

Quantitative problem solving in measurement

- Compute the area and perimeter of triangles and rectangles at a satisfactory level.
- Determine side lengths of triangles and rectangles when given area or perimeter at a satisfactory level.
- Compute the area and circumference of circles.
- Determine the radius and diameter of circles when given area or circumference.
- Compute the area and perimeter of polygons.
- Determine side lengths of polygons when given area or perimeter.
- Compute the area and perimeter of composite figures.
- Use the Pythagorean theorem to determine unknown side lengths in a right triangle at a satisfactory level.
- Compute volume and surface area of rectangular prisms.
- Determine side lengths and height of rectangular prisms when given volume or surface area.
- Compute volume and surface area of cylinders at a satisfactory level.

(continued on following page)

Science

Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the Below Pass level at a satisfactory level as well as the following skills:

Analyze scientific and technical arguments, evidence and text- based information

- Understand and explain textual scientific presentations at a satisfactory level.
- Express scientific information or findings verbally at a satisfactory level.
- Determine the meaning of symbols, terms and phrases as they are used in scientific presentations at a satisfactory level.
- Reconcile multiple findings, conclusions, or theories at a satisfactory level.

Applying scientific processes and procedural concepts

- Make a prediction based on data or evidence at a satisfactory level.
- Identify possible sources of error and alter the design of an investigation to ameliorate that error at a satisfactory level.
- Identify and interpret independent and dependent variables in scientific investigations at a satisfactory level.
- Understand and apply scientific models, theories and processes at a satisfactory level.
- Design a scientific investigation at a satisfactory level.
- Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence at a satisfactory level.

Reasoning quantitatively and interpreting data in scientific contexts

- Apply formulas from scientific theories at a satisfactory level.
- Determine the probability of events at a satisfactory level.
- Use counting and permutations to solve scientific problems at a satisfactory level.

Social Studies

Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the Below Pass level at a satisfactory level, as well as the following skills:

Analyzing and creating text features in a social studies context

- Identify aspects of a historical document that reveal an author's point of view or purpose at a satisfactory level.
- Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources at a satisfactory level.

Applying social studies concepts to the analysis and construction of arguments

- Identify the chronological structure of a historical narrative and sequence steps in a process at a satisfactory level.
- At a satisfactory level, compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
- Identify instances of bias or propagandizing at a satisfactory level.
- Analyze how a historical context shapes an author's point of view at a satisfactory level.

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

(continued)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
(continued from previous page) **Using evidence to understand, analyze, and create arguments** • Comprehend explicit details and main ideas in a text at a satisfactory level. • Summarize details and ideas in text at a satisfactory level. • Make sentence-level inferences about details that support main ideas at a satisfactory level. • Infer implied main ideas in paragraphs and whole texts at a satisfactory level. • Determine which details support a main idea at a satisfactory level. • Identify a theme, or identify which element(s) in a text support a theme at a satisfactory level. • Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations, at a satisfactory level. • Draw conclusions or make generalizations that require synthesis of multiple main ideas at a satisfactory level. • Identify specific pieces of evidence an author uses in support of claims or conclusions at a satisfactory level. • Evaluate the relevance and sufficiency of evidence offered in support of a claim at a satisfactory level. **Applying knowledge of English language conventions and usage** • Edit to correct errors involving frequently confused words at a satisfactory level. • Edit to correct errors in pronoun usage at a satisfactory level. • Edit to eliminate dangling or misplaced modifiers or illogical word order at a satisfactory level. • Edit to correct errors in subject-verb or pronoun-antecedent agreement in more complicated situations at a satisfactory level. • Edit to eliminate wordiness or awkward sentence construction at a satisfactory level. • Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity, at a satisfactory level. • Edit to ensure correct use of capitalization at a satisfactory level. • Edit to eliminate run-on sentences, fused sentences, or sentence fragments at a satisfactory level. • Edit to ensure correct use of apostrophes with possessive nouns at a satisfactory level. • Edit to ensure correct use of punctuation at a satisfactory level.	(continued from previous page) • Determine radius, diameter, and height of cylinders, when given volume or surface area, at a satisfactory level. • Compute volume and surface area of right prisms. • Determine side lengths and height of right prisms when given volume or surface area. • Compute volume and surface area of right pyramids and cones. • Determine side lengths, radius, diameter, and height of right pyramids and cones when given volume or surface area. • Compute volume and surface area of spheres. • Determine radius and diameter of spheres when given volume or surface area. • Compute volume and surface area of composite figures at a satisfactory level. • Represent, display, and interpret categorical data in dot plots, histograms, and box plots. • Calculate the median, mode, and weighted average, and calculate a missing data value, given the average and all the missing data values but one. • Use counting techniques to solve problems and determine combinations and permutations at a satisfactory level. **Algebraic problem solving with expressions and equations** • Compute with linear expressions. • Write linear expressions to represent context at a satisfactory level. • Compute with polynomials at a satisfactory level. • Evaluate polynomial expressions at a satisfactory level. • Factor polynomial expressions at a satisfactory level. • Write polynomial expressions to represent context. • Evaluate rational expressions. • Write rational expressions to represent context at a satisfactory level. • Solve linear equations in one variable. • Solve real-world problems involving linear equations at a satisfactory level. • Write linear equations to represent context. • Solve linear inequalities in one variable at a satisfactory level. • Identify or graph the solution to a one variable linear inequality on a number line. • Solve real-world problems involving inequalities at a satisfactory level. • Write linear equations to represent context at a satisfactory level. • Solve quadratic equations in one variable at a satisfactory level. • Write quadratic equations to represent context. (continued on following page)	N/A – see above	N/A – see above

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

(continued)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
N/A – see above	(continued from previous page) **Algebraic problem solving with graphs and functions** • Determine the slope of a line from a graph, equation, or table at a satisfactory level. • Interpret unit rate as the slope in a proportional relationship at a satisfactory level. • Graph two-variable linear equations at a satisfactory level. • Write the equation of a line with a given slope through a given point at a satisfactory level. • Write the equation of a line passing through two given distinct points. • Use slope to identify parallel and perpendicular lines and to solve geometric problems at a satisfactory level. • Compare two different proportional relationships, each represented in different ways, at a satisfactory level. • Represent or identify a function in a table or graph as having exactly one output for each input at a satisfactory level. • Evaluate linear and quadratic functions at a satisfactory level. • Compare two different linear or quadratic functions, each represented in different ways, at a satisfactory level.	N/A – see above	N/A – see above

Revised 2016 GED® Test Performance Level Descriptors: Level 3 (GED® College Ready: 165-174)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
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 Below Pass and Pass levels, 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. (continued on following page)	Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the Below Pass and the Pass levels, as well as the following skills: **Quantitative problem solving with rational numbers** • Simplify numerical expressions with rational exponents at a strong level. • Identify absolute value of a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line, at a strong level. • Compute numerical expressions with squares and square roots of positive, rational numbers at a strong level. • Determine when a numerical expression is undefined at a strong level. • Solve arithmetic and real-world problems involving ratios and proportions a strong level. • Solve arithmetic and real-world problems involving ratios and proportions at a strong level. **Quantitative problem solving in measurement** • Use the Pythagorean theorem to determine unknown side lengths in a right triangle at a strong level. • Compute volume and surface area of cylinders at a strong level. • Determine radius, diameter, and height of cylinders, when given volume or surface area, at a strong level. • Compute volume and surface area of composite figures at a strong level. • Use counting techniques to solve problems and determine combinations and permutations at a strong level. • Determine the probability of simple and compound events at a strong level. **Algebraic problem solving with expressions and equations** • Compute with polynomials at a strong level. • Factor polynomial expressions at a strong level. • Compute with rational expressions. • Solve linear inequalities in one variable at a strong level. • Solve real-world problems involving inequalities at a strong level. • Write linear inequalities to represent context at a strong level. • Solve quadratic equations in one variable at a strong level. (continued on following page)	Test-takers are generally able to demonstrate strong knowledge of and ability with the skills identified in the Below Pass and the Pass levels, as well as the following skills: **Analyze scientific and technical arguments, evidence and text- based information** • Reconcile multiple findings, conclusions, or theories at a strong level. **Applying scientific processes and procedural concepts** • Apply formulas from scientific theories at a strong level. • Identify possible sources of error and alter the design of an investigation to ameliorate that error at a strong level. • Make a prediction based on data or evidence at a strong level. • Design a scientific investigation at a strong level. • Understand and apply scientific models, theories and processes at a strong level. • Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence at a strong level. **Reasoning quantitatively and interpreting data in scientific contexts** • Determine probability of events at a strong level.	Test-takers are generally able to demonstrate strong knowledge of and ability with the skills identified in the Below Pass and the Pass levels, as well as the following skills: **Analyzing and creating text features in a social studies context** • Determine how authors reveal their points of view or purposes in historical documents at a strong level. • Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources at a strong level. **Applying social studies concepts to the analysis and construction of arguments** • Identify the chronological structure of a historical narrative and sequence steps in a process at a strong level. • At a strong level, analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas. • At a strong level, compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions at a strong level. • Analyze how a historical context shapes an author's point of view at a strong level. **Reasoning quantitatively and interpreting data in social studies contexts** • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text at a strong level. • Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related at a strong level. • Distinguish between correlation and causation at a strong level.

Revised 2016 GED® Test Performance Level Descriptors: Level 3 (GED® College Ready: 165-174)

(continued)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
(continued from previous page) **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.	(continued from previous page) • Algebraic problem solving with graphs and functions • Determine the slope of a line from a graph, equation, or table at an outstanding level. • Graph two-variable linear equations at an outstanding level. • Write the equation of a line with a given slope through a given point at an outstanding level. • Use slope to identify parallel and perpendicular lines and to solve geometric problems at an outstanding level. • Compare two different linear or quadratic functions, each represented in different ways, at an outstanding level.	N/A – see above	N/A – see above

Revised 2016 GED® Test Performance Level Descriptors: Level 4 (GED® College Ready + Credit: 175-200)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
Some institutions may confer one (1) general humanities credit on students who score at the **GED® College Ready + Credit** level. Test-takers who score at this level are typically able to comprehend and analyze complex passages similar to that of 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* and generally demonstrate outstanding proficiency with the skills identified in the previous performance levels as well as the following skills: **Analyzing and creating text features and technique** • Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship) at an outstanding level. • Infer an author's implicit as well as explicit purposes based on details in text at an outstanding level. • Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats at an outstanding level. • Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or impact at an outstanding level. **Using evidence to understand, analyze, and create arguments** • Infer implied main ideas in paragraphs or whole texts at an outstanding level. • 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, at an outstanding level. • Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided, at an outstanding level. • 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, at an outstanding level. **Applying knowledge of English language conventions and usage** • 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) at an outstanding level. • Edit to eliminate wordiness or awkward sentence construction at an outstanding level.	Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the previous performance levels as well as the following skills: **Quantitative problem solving in measurement** • Compute volume and surface area of composite figures at an outstanding level. • Use counting techniques to solve problems and determine combinations and permutations at an outstanding level. • Determine the probability of simple and compound events at an outstanding level. **Algebraic problem solving with expressions and equations** • Write linear inequalities to represent context at an outstanding level. • Solve quadratic equations in one variable at an outstanding level. **Algebraic problem solving with graphs and functions** • Graph two-variable linear equations at an outstanding level. • Use slope to identify parallel and perpendicular lines and to solve geometric problems at an outstanding level. • Compare two different linear or quadratic functions, each represented in different ways, at an outstanding level.	Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the previous performance levels as well as the following skills: **Analyze scientific and technical arguments, evidence and text- based information** • Reconcile multiple findings, conclusions, or theories at an outstanding level. **Applying scientific processes and procedural concepts** • Design a scientific investigation at an outstanding level. • Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence at an outstanding level. • Understand and apply scientific models, theories and processes at an outstanding level. **Reasoning quantitatively and interpreting data in scientific contexts** • Determine probability of events at an outstanding level.	Test-takers are generally able to demonstrate outstanding knowledge of and ability with the skills identified in the previous performance levels as well as the following skills: **Analyzing and creating text features in a social studies context** • Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence at an outstanding level. • Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources at an outstanding level. **Applying social studies concepts to the analysis and construction of arguments** • At an outstanding level, analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas. • At an outstanding level, compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions. • Analyze how a historical context shapes an author's point of view at an outstanding level. **Reasoning quantitatively and interpreting data in social studies contexts** • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text at an outstanding level. • 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 at an outstanding level.