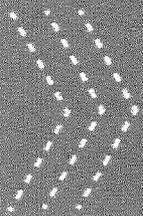




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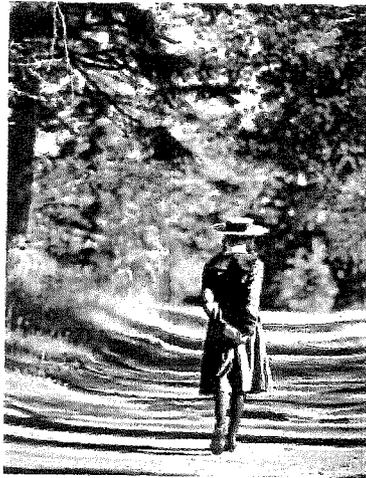
2014 GED® TEST ITEM SAMPLER

Reasoning Through Language Arts

START

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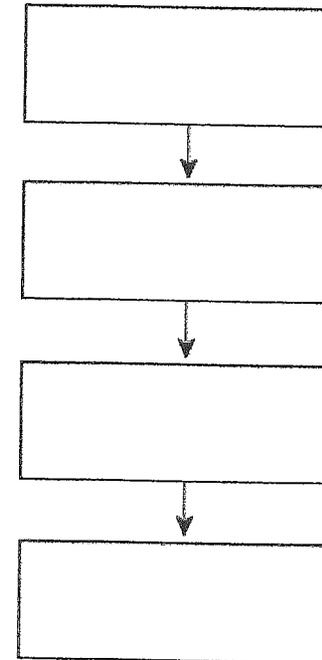
Excerpt from *Anne of Green Gables*
by L. M. Montgomery



- 1 Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.
- 2 "Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"
- 3 "There wasn't any boy," said Matthew wretchedly. "There was only *her*."

Drag and drop the events into the chart to show the order in which they occur in the excerpt.

Order of Events



Marilla tells Anne not to cry.

Matthew explains Anne's presence.

Answer Answer Explanation

Review

page

Drag and Drop Item

1 point value

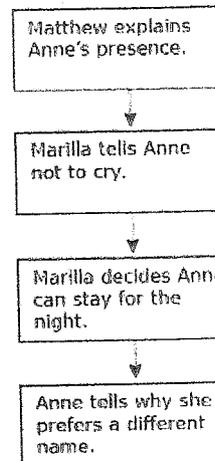
RLA Indicator R.3.1: Order sequences of events in texts.

Answer Rationale:

The test-taker must place all 4 events into the sequence chart "Order of Events" in correct order from first to last:

1. **Matthew explains Anne's presence.** This occurs early in the story immediately after Matthew and Anne arrive at the door. In paragraph 6, Matthew tells Marilla, "She brought her. I asked the stationmaster. And I had to bring her home."
2. **Marilla tells Anne not to cry.** Following Matthew and Marilla's discussion of why she is there, Anne "burst into tears" (paragraph 10). Marilla, taken aback, tells her that "there's no need to cry so about it." (paragraph 11)
3. **Marilla decides Anne can stay for the night.** After telling Anne to stop crying, Marilla attempts to comfort her further by saying that "you'll have to stay here until we can investigate this affair." (Paragraph 14)
4. **Anne tells why she prefers a different name.** As she considers Marilla's decision to allow her to stay for the night, Anne asks Marilla to "please call me Cordelia?" (Paragraph 16) She further explains that she is not ashamed of her given name, but says, "I like Cordelia better. I've always imagined that my name was Cordelia." (Paragraph 22)

Order of Events



part to the

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the boy?"

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"There wasn't any boy," said Matthew wretchedly. "There was only *her*."

Marilla tells Anne not to cry.

Matthew explains Anne's presence.

Close

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RLA - Candidate Name

Question 4 of 10

Answer Explanation

Flag for Review

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- 18 "No-o-o, it's not exactly my name, but I would love to be called Cordelia. It's such a perfectly elegant name."
- 19 "I don't know what on earth you mean. If Cordelia isn't your name, what is?"
- 20 "Anne Shirley," reluctantly faltered forth the owner of that name, "but oh, please do call me Cordelia. It can't matter much to you what you call me if I'm only going to be here a little while, can it? And Anne is such an unromantic name."
- 21 "Unromantic fiddlesticks!" said the unsympathetic Marilla. "Anne is a real good plain sensible name. You've no need to be ashamed of it."
- 22 "Oh, I'm not ashamed of it," explained Anne, "only I like Cordelia better. I've always imagined that my name was Cordelia—at least, I always have of late years. When I was young I used to imagine it was Geraldine, but I like Cordelia better now. But if you call me Anne please call me Anne spelled with an e."
- 23 "What difference does it make how it's spelled?" asked Marilla with another rusty smile as she picked up the teapot.
- 24 "Oh, it makes *such* a difference. It *looks* so much nicer."

In the excerpt, Marilla meets Anne for the first time. Describe the interaction between Marilla and Anne using multiple pieces of evidence from the excerpt to support your response.

Type your response in the box. This task may require approximately 10 minutes to complete.

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Answer Answer Explanation

Review

page Scoring Guide Example 1 Example 2 Example 3

3-Point Response

Test-taker Response

When Anne and Marilla meet for the first time it is disappointing for both of them. It seems to me that Anne was excited to meet Marilla and she was quiet when Matthew and Marilla were discussing her because she wanted to make a good impression. However, once she realized that she was not wanted by Marilla and Matthew she no longer could keep herself quiet and her personality comes out. Anne was disappointed because she is a orphan who had been found a home but there seems to be a misunderstanding between the orphanage and Matthew and Marilla because they wanted a boy and Anne is not a boy. Anne is disappointed in that she was excited to finally have a home only to realize that it wasn't going to work out. Marilla was disappointed because Marilla and Matthew wanted a boy most likely to help out around the house. Marilla is disappointed because she was waiting for a boy to come and instead she found girl. After the initial shock of realizing that these people don't want her, Anne's true personality comes out and is shown through her curiosity and unusual desires. Marilla has little patience for Anne's quirks but the child also amuses her which can be seen when she smiles and it is described as rusty or unused. Marilla and Anne begin the conversation both disappointed as the realized that the different relationships they were

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"There wasn't any boy," said Matthew wretchedly. "There was only *her*."

Close

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Scoring Guide

Example 1

Example 2

Example 3

2-Point Response

Test-taker Response

Well the interaction was shocking beacuse Marilla was not expectin to see Anne, and that made her a bit upset because she wanted a boy, not a girl. And when Anne over herd that conversation she felt disown, she even got a bit emotional which i gave her no wrong, being an orphan. but went Marilla saw that Anne was sad she tried to console her by starting a conversation, Meeting an orphan for the first time and the child you did not wanted being a girl show up not nice but I think they will get along.

Annotation

The writer of this 2-point response describes the interaction between Marilla and Anne as "shocking." This description is supported with one relevant and specific detail from the excerpt: "...Marilla was not expectin to see Anne, and that made her a bit upset because she wanted a boy, not a girl." While the response does provide additional details from the excerpt ("And when Anne over herd that conversation she felt disown, she even got a bit emotional..."), these details highlight the emotional aspect of Anne's character rather than support the idea that the interaction was "shocking."

1

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the boy?"

3

"There wasn't any boy," said Matthew wretchedly. "There was only *her*."

Close

Redo

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RLA - Candidate Name

Question 5 of 10

Answer Explanation

Flag for Review

sentence.

Ellen Gardner, CEO
Skyview PC, Inc.
888 Pyle Rd.
San Marte, CA 94656

Dear Ms. Gardner:

My wife and I have been loyal owners of Skyview computers for over 10 years. We are currently on our third Skyview laptop computer, which we purchased three months ago. We appreciate your competitive prices that allow us to upgrade every few years. Also, we have always been delighted with the compatibility of Skyview products with software we use for our home-based business. The speed and power of our Skyview products have been

Select... Just last week, however, our new laptop began to freeze almost every time we logged on. My wife called the Skyview help desk and received advice from five different advisors. She followed their recommendations, but the computer continues to freeze.

I researched the problem and found that Skyview laptops in our serial number range have a history of freezing up, just as ours is doing. None of the advisors with whom my wife spoke acknowledged this problem. Each asked for the serial number of our machine but never mentioned that there is an ongoing problem which needs to be resolved.

I called Skyview again this morning.

- Select... The representative
- Select... re. I mentioned the
- The phone call lasted about 20 minutes asking for help with my problem. ause of this
- Asking for help with my problem the phone call lasted about 20 minutes. ct business from
- The phone call lasted about 20 minutes as I asked for help with my problem.
- Asking for help on the phone call about my problem lasted about 20 minutes.

We believe it is unreasonable for Skyview to ask us to transport our computer at our expense for repairs that could take weeks when the problem is obviously not our fault. We are also disappointed that we had to

Select... before we learned the

Answer Explanation

Review

Dropdown Item 1 | Dropdown Item 2 | Dropdown Item 3 | Dropdown Item 4

RLA Indicator 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*.)

Dropdown Items

1 point each

Answer Rationale:

Option 1



Incorrect

Option 1 is incorrect. Although this sentence begins with a logical subject, "the phone call," the verb phrase "asking for help with my problem" is a dangling modifier without a clear antecedent.

Option 2



Incorrect

Option 2 is incorrect. Although it is true, based on the context of the passage, that the phone call was placed in order for the author to ask for help, the construction of this sentence forces "Asking for help" to modify "the phone call," which is illogical. A phone call cannot ask for help.

Option 3



Correct

Option 3 is correct. In this sentence, the phrases appear in an appropriate order with no dangling modifiers or unclear antecedents.

Option 4



Incorrect

Option 4 is incorrect. Although this sentence begins with a logical idea "Asking for help," the placement of the following phrases creates problems with logic. "Asking for help" modifies "on the phone call." The author's problem is the laptop, not difficulty in asking for help.

Close

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Next →

Article 2: A Discussion of Eleanor Roosevelt's 1948 Speech on Human Rights

- 6 In 1948, during Eleanor Roosevelt's tenure as chairman of the United Nations Commission on Human Rights, she gave a speech, "The Struggle for Human Rights," at the Sorbonne in Paris, France.
- 7 She began her speech by informing her audience that her purpose was to talk with them about the preservation of human freedom. Throughout the course of her talk, she tackled several topics, including the commission's Universal Declaration of Human Rights and the difficulties she and the members of the United Nations faced during the drafting process.
- 8 In the speech, the former First Lady outlined the two components of the International Bill of Rights. The first part, Roosevelt explained, served as a declaration of the basic human rights that any individual is entitled to no matter where he or she lives. The second part, unfinished during the time she spoke, was a covenant on human rights that would be presented to every nation. It was intended that, once ratified by each nation, the bill would be used as a reference to reshape any national laws that did not conform to the bill's principles.

Drag and drop the sentences into the correct location on the chart.

President Truman's Speech	Eleanor Roosevelt's Speech

- America should remain united in spite of social obstacles.
- All nations should adhere to the principles of protecting human freedoms.
- Racial tensions should be used as a catalyst for promoting positive change.
- The International Bill

RLA

 Answer Explanation on 7 of 10Drag and
Drop Item1 point
value

RLA Indicator R.9.1: 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).

Answer Rationale:

The test-taker must determine which speech addressed the point in each dragger. The test-taker must then drag each sentence into the correct location on the chart. Draggers may be placed in either the top or bottom cells as long as they are placed under the correct speech.

- **President Truman's Speech:**

In his speech, President Truman "urged Americans to work together to repair racial schisms." (Paragraph 2) He also quoted President Abraham Lincoln asking the nation to "remain united—despite class or conditional barriers..." (Paragraph 5).

In paragraph 3, President Truman discussed some examples of difficulties facing the nation after World War II, including racial tensions. He "cited the issues as fuel for promoting change."

- **Eleanor Roosevelt's Speech:**

Eleanor Roosevelt outlined the two components of the International Bill of Rights in her speech, emphasizing that the bill "was a covenant on human rights that would be presented to every nation." (Paragraph 8)

Also in paragraph 8, Roosevelt stated that "once ratified by each nation" the bill would be used to reshape any national laws that did not conform to its principles.

President Truman's Speech	Eleanor Roosevelt's Speech
America should remain united in spite of social obstacles.	The International Bill of Rights should be used to reshape the laws of all nations.
Racial tensions should be used as a catalyst for promoting positive change.	All nations should adhere to the principles of protecting human freedoms.

 Close

The International Bill

← Previous Next →

- 9 Cloud seeding uses chemicals to increase rain and snowfall. Some of these chemicals are poisonous to humans and the planet. Private corporations such as the Weather Modification Association have conducted studies and found the level of exposure to silver iodide and ammonium nitrate is safe. One study from the University of Michigan suggested that, though there appears to be little short-term risk from these chemicals, it will be important to monitor the levels of chemical build-up over time. Unfortunately, there are no long-term studies that do this. An Australian study from 2010 suggested that the long-term environmental buildup of silver iodide and indium trioxide was both crucial and unknown. If the poison is in the dose, no one yet knows what the dose of harmful chemicals from cloud seeding is.
- 10 Cloud seeding can sometimes provide a short-term remedy to water shortages. Given the lack of long-term studies on human and environmental safety, however, cloud seeding may not be a practice we can afford to pursue.

While Dr. Silverton's speech outlines the benefits of cloud seeding, the editorial identifies drawbacks of this process.

In your response, analyze both the speech and the editorial to determine which position is best supported. Use relevant and specific evidence from both sources to support your response.

Type your response in the box. This task may require approximately 45 minutes to complete.

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RLA - Candidate Name

Question 10 of 10

Answer Answer Explanation View

page **Rubric** Trait Descriptions Trait 1 Trait 2 Trait 3

Extended Response Scoring Rubric

Score	Description	Extended Response Item
12 point value		
Trait 1: Analysis of Arguments and Use of Evidence		
4	<ul style="list-style-type: none"> cites relevant, specific and sufficient evidence from source text(s) to support argument(s) or explanation(s) thoroughly assesses validity of arguments in all of the available source text(s) (e.g., distinguishes between supported and unsupported claims, makes logical inferences about underlying premises or assumptions, identifies fallacious reasoning, evaluates the credibility of sources, etc.) presents purposeful argument(s) with fluid integration of ideas that square with evidence from source text(s) 	
3	<ul style="list-style-type: none"> cites relevant and specific evidence from source text(s) that adequately supports argument(s) or explanation(s) (may include few irrelevant pieces of evidence or unsupported claims) adequately assesses validity of arguments in source text(s) presents focused argument containing ideas that square with evidence from the source text(s), but may lack fluidity or citations may not be fully integrated 	
2	<ul style="list-style-type: none"> cites some evidence from source text(s) (may include a mix of relevant and irrelevant citations or a mix of textual and non-textual references) attempts to assess validity of arguments in source text(s), but demonstrates inconsistent understanding of valid reasoning and ability to make logical inferences based unsupported evidence presents an argument that may contain simplistic use of evidence, some information not derived from the source text(s), and/or a lack of integration of textual citations 	

Close

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RLA - Candidate Name Question 10 of 10

Answer Answer Explanation view

page Rubric Trait Descriptions Trait 1 Trait 2 Trait 3

Reasoning Through Language Arts
Extended Response Scoring Rubric Trait Descriptions

Trait 1 – Analysis of Arguments and Use of Evidence

1 A response that earns four points on Trait 1 clearly identifies which of the two positions presented in the given source text(s) is better supported and then argues this idea fully. The response does not merely state which position the test-taker agrees with, but rather, it analyzes which position stated in the passage(s) is most thoroughly argued and best supported. The response may identify valid arguments or fallacious reasoning, distinguish between supported and unsupported claims, and/or make inferences based upon assumptions made by the author(s). A four-point response also offers multiple reasons in support of a central stance and uses specific evidence drawn from all given source text(s) to support these reasons. Additionally, the response fully engages with the topic given in the prompt and maintains focus throughout. Both the ideas and the evidence supporting them are fully integrated into a purposeful argument that accurately reflects the information given in the source text(s).

2 With specific regard to this prompt about cloud seeding, a response earning four points would clearly articulate why the test-taker believes that the speech or the editorial is better argued. The test-taker's argument would cite multiple text-based reasons that support this position. Each of these reasons would be explained logically and be elaborated upon, using relevant evidence from the source texts to bolster each point and the test-taker's overall position. Taken as a whole, the response offers a complete and focused analysis of the arguments presented in the source texts.

3

Trait 2 – Development of Ideas and Organizational Structure

A response that earns four points on Trait 2 employs an effective organizational structure within which ideas are purposefully and logically sequenced. It makes clear and understandable connections between ideas, establishing a progression in which one idea logically leads into the next. Main points in the response are fully elaborated upon and closely tied to relevant and specific evidence from the text(s). Transitional words or phrases are used efficiently and appropriately to cohesively link sentences, paragraphs, and ideas. Advanced vocabulary is consistently applied with accuracy, and, in general, the language is selected thoughtfully to enhance clarity and convey a message. Additionally, these responses apply an appropriate level of formality necessary for communicating in both workplace and academic settings, while also keeping in mind the purpose of the task, which is

Extended Response Item
12 point value

Close
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Mathematical Reasoning



A scientist is studying red maple tree growth in a state park. She measured the trunk diameters of a sample of trees in the same month every other year. The tables show the data for two of the trees.

Tree 1

Year	Trunk Diameter (inches)
1	18.6
3	19.2
5	19.8
7	20.4
9	21.0
11	21.6
13	22.2

Tree 2

Year	Trunk Diameter (inches)
1	11.4
3	12.0
5	12.6
7	13.2
9	13.8
11	14.4
13	15.0

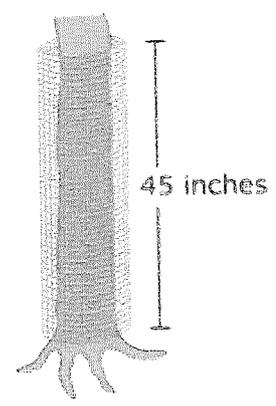
This is the final year in which she will collect data. When her data collection is complete, she will predict future red maple tree growth.

Formula Sheet

Calculator Reference

In year 13, the scientist will put tree wrap around tree 1 to protect it from the winter snow. The height of the tree wrap needs to be 45 inches.

Tree Wrap



The wrap is priced by the square foot. To the nearest square foot, how many square feet of wrap does she need?

- A. 22
- B. 44
- C. 121
- D. 261

Answer Explanation

 Review

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Multiple
Choice
Item

1 point
value

Mathematics Indicator Q.5.b: When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius, or diameter when given volume or surface area.

Answer Rationale:

Option A



Correct

Option A is correct. The tree wrap is in the shape of a cylinder. The area of the tree wrap is represented by the lateral area of the cylinder. The lateral surface area of a cylinder is a rectangle, where the base of the rectangle equals the circumference of the cylinder and the height of the rectangle equals the height of the cylinder.

The test-taker must subtract the area of the two circular bases, from the formula for the surface area of a cylinder. The result is the formula for lateral area of a cylinder, $LA = 2\pi rh$ or $LA = \pi dh$. In the table for Tree 1, the diameter in year 13 is 22.2 inches. Using 3.14 as the value for π , the test-taker must substitute these into the formula, which yields $LA = (3.14)(22.2)(45) = 3,136.86$. Because tree wrap measurements are priced by square foot, the test-taker must convert the lateral surface area measurement from square inches to square feet. There are 144 square inches in 1 square foot; therefore, dividing the lateral area by the number of square inches in 1 square foot finds the lateral area in square feet:

$$\frac{3,136.86}{144} = 22 \text{ square feet.}$$

Option B



Incorrect

Option B is incorrect. The test-taker used the diameter instead of the radius, which results in $LA = 2(22.2)(3.14)(45) = 6,273.72$, which is then converted to square feet correctly.

Option C

Option C is incorrect. The test-taker uses the volume formula instead of the lateral

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B. 44

C. 121

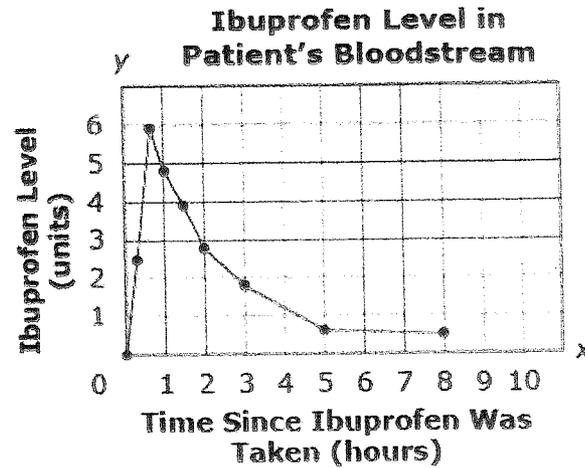
D. 261

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Formula Sheet

Calculator Reference

The graph shows the level of ibuprofen, y units, in a patient's bloodstream x hours after the ibuprofen was taken.



The level of ibuprofen in the patient's bloodstream increased from hours to hours.

Math Answer Explanation 7 of 12

Dropdown 1 Dropdown 2

Review

Mathematics Indicator A.12.a: 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.

Dropdown Item

1 point total

Answer Rationale:

Option 1



Correct

The correct answer is 0. This number represents the x -coordinate of the starting point of the only line segment that increases from left to right. The x -coordinates on the graph indicate the time.

Option 2



Incorrect

4 is incorrect. This number represents the x -coordinate of the ending point instead of the starting point of the only line segment that increases from left to right.

Option 3



Incorrect

24 is incorrect. This number represents the y -coordinate of a point on the only line segment that increases from left to right. The y -coordinates indicate ibuprofen level rather than time.

Option 4



Incorrect

5 is incorrect. This number represents the x -coordinate of the starting point of the last line segment on the graph. The last line segment is decreasing rather than increasing.

Option 5



Incorrect

8 is incorrect. This number represents the x -coordinate of the ending point instead of the starting point of the last line segment on the graph. The last line segment is decreasing rather than increasing.

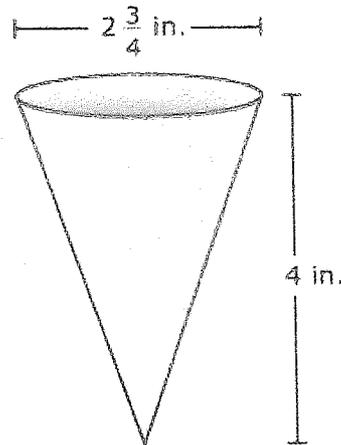
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Formula Sheet

Calculator Reference

An office uses paper drinking cups in the shape of a cone, with dimensions as shown.



To the nearest tenth of a cubic inch, what is the volume of each drinking cup?

- A. 2.5
- B. 7.9
- C. 23.7
- D. 31.7

Answer Explanation

 Review


An

**Multiple
Choice
Item**
1 point
value

Mathematics Indicator Q.6.a: 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.

Answer Rationale:

Option A



Incorrect

Option A is incorrect. The value of π was omitted from the calculation, resulting in $V = \frac{1}{3}(2\frac{1}{4})^2(4)$, which is equal to approximately 2.5 cubic inches.

Option B



Correct

Option B is correct. The paper drinking cup is in the shape of a cone. The formula for the volume of a cone is $V = \frac{1}{3}\pi r^2 h$. The diameter of the base of the cone is $2\frac{1}{4}$ or $\frac{5}{2}$ inches. Because the radius is half of the diameter, the radius is $\frac{5}{4}$ inches. The height of the cone is 4 inches. The test-taker must substitute these measurements into the formula, which results in the expression $V = \frac{1}{3}\pi(\frac{5}{4})^2(4)$. This expression is equal to approximately 7.9 cubic inches.

Option C



Incorrect

Option C is incorrect. The π was omitted from the calculation, resulting in $V = 3.14(\frac{5}{4})^2(4)$, which is equal to approximately 23.7 cubic inches.

Option D



Incorrect

Option D is incorrect. The diameter was used in the calculation instead of the radius, resulting in $V = \frac{1}{3}\pi(2\frac{1}{4})^2(4)$, which is approximately 31.7 cubic inches.

 Close

[Formula Sheet](#)[Calculator Reference](#)

There are s steps from the pedestal to the head of the Statue of Liberty. The number of steps in the Washington Monument is 27 less than 6 times the number of steps in the Statue of Liberty. Which expression represents the number of steps in the Washington Monument in terms of s ?

- A. $27 < 6s$
- B. $6(s - 27)$
- C. $6s - 27$
- D. $6s < 27$

Answer Explanation

 Review

Multiple
Choice
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D

Mathematics Indicator A.1.c: Write linear expressions as part of word-to-symbol translations or to represent common settings.

Answer Rationale:

Option A



Incorrect

Option A is incorrect. In this response, "less than" is misrepresented as "is less than." This misinterpretation of the question results in an inequality instead of an expression.

Option B



Incorrect

Option B is incorrect. This response misapplies the order of operations. If the test-taker places the parentheses in this location, s/he would then multiply the quantity 27 less than the number of steps by 6, rather than multiplying only the number of steps by 6.

Option C



Correct

Option C is correct. The term "times" indicates multiplication, and "less than" indicates subtraction. The test-taker must write the phrase "27 less than 6 times the number of steps, with s representing the number of steps," as $6s - 27$.

Option D



Incorrect

Option D is incorrect. In this response, "less than" is misrepresented as "is less than." Also, the test-taker reversed the order of the terms $6s$ and 27 . The result of this error is an inequality, not an expression.

Close

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2014 GED® TEST ITEM SAMPLER

Science

START

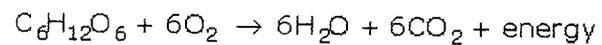
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Science - Candidate Name

Question 1 of 12

 Answer Explanation Flag for Review

The general chemical equation for cellular respiration is shown below.



Which statement describes the process in the equation?

- A. Glucose and oxygen combine to produce energy.
- B. Glucose and oxygen combine to produce water and carbon dioxide.
- C. Glucose is broken down in the presence of oxygen to release energy.
- D. Glucose is broken down into water and carbon dioxide to store energy.

Next 

Answer Explanation

 For Review

Multiple
Choice
Item
1 point
value

Science Indicator SP.6.b: Translate quantitative or technical information expressed in words in a stimulus into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Science Content Subtopic L.b.1: Energy for life functions (e.g. photosynthesis, respiration, fermentation)

Answer Rationale:

Option A



Incorrect

Option A is incorrect. Although this response does correctly identify glucose and oxygen as reacting, the given equation does not show that glucose and oxygen combine to form a single product. Rather, in cellular respiration, oxygen breaks down glucose to form the products, CO_2 and H_2O and releases energy.

Option B



Incorrect

Option B is incorrect. Although it is true that water (H_2O) and carbon dioxide (CO_2) are the products of this chemical equation, they are not combined. Also, energy is a product in cellular respiration.

Option C



Correct

Option C is correct. This option correctly describes the process occurring in the equation. Though it does not specifically identify the products of the reaction (CO_2 and H_2O), it does describe the chemical reaction correctly by stating that energy is released as glucose is "broken down" in the presence of oxygen.

Option D



Incorrect

Option D is incorrect. Although this response correctly identifies that glucose is broken down and the products of the chemical equation are water and carbon dioxide, the given equation does not show energy as a stored product. Rather, the given equation shows that energy is a product that is released from glucose.

 Close

Next →

Science - Candidate Name

Question 7 of 12

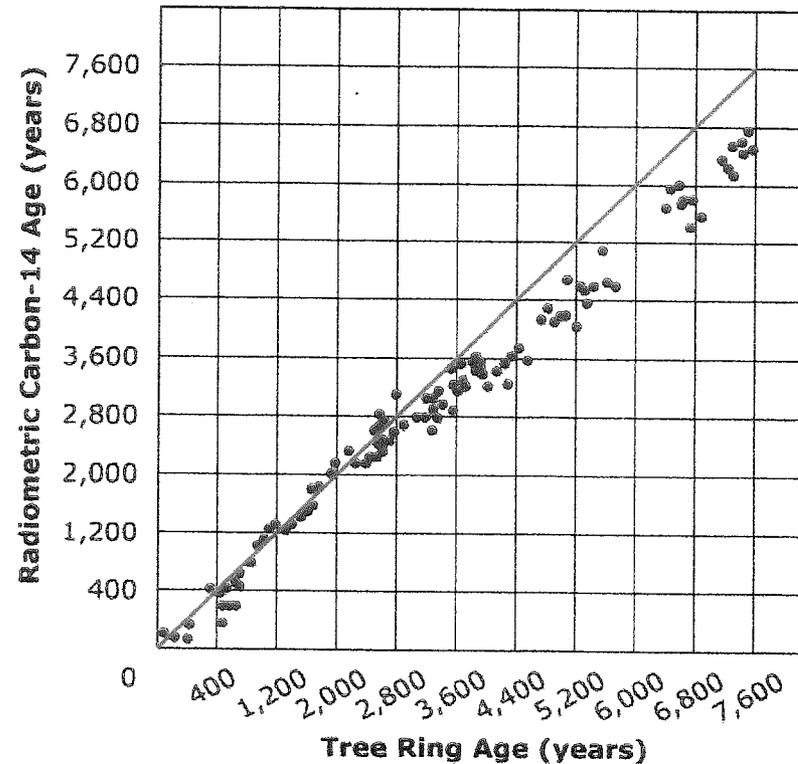
 Answer Explanation Flag for Review

Carbon-14 is a radioactive isotope of carbon that decays at a known rate. Plants take in both carbon-14 and carbon-12 for use in photosynthesis. However, when the plant dies, it can no longer take in carbon and over time the radioactive carbon-14 decays while the carbon-12 remains. This process results in the ratio of carbon-14 to carbon-12 decreasing. By measuring the amounts of carbon-12 and carbon-14 in a sample, it is possible to determine the age of the sample. The age of the sample is inversely related to the amount of carbon-14 present in the sample.

Since some tree species live for thousands of years, it is possible to count annual tree rings to determine the accuracy of radio carbon dating by measuring samples removed from a particular ring in a tree.

In the graph, the dots represent the comparison of one sample measured with both carbon-14 and tree ring dating. The line represents a perfect match between the two measurements.

Comparison of Radiometric Carbon-14 and Tree Ring Ages



Source: National Institute of Standards and Technology

While the two age measurements agree for more recent dates, they

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Answer Answer Explanation

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Science Indicator SP.3.d: Analyze key issues and assumptions in scientific models, theories, or experiments.

Science Content Subtopic ES.c.3: The age of the Earth, including radiometrics, fossils, and landforms

Answer Rationale:

Option A

Incorrect

Option A is incorrect. Although the radiometric dates are too young, there is an inverse relationship between carbon-14 and the age of the sample. That relationship means that radiometric dates that are too young result from more carbon-14 being present at the time the organism was alive.

Option B

Incorrect

Option B is incorrect. Although the implication of the stimulus is that there was less carbon-14 more than 3000 years ago, the dates on the graph are too low, not too high. The inverse relationship between carbon-14 and age means that a lower amount of carbon-14 would result in an older radiometric age of the sample.

Option C

Correct

Option C is correct. The age of a sample has an inverse relationship with the amount of carbon-14 in the sample. Because the radiometric dates on the graph are too low, there must be more carbon-14 than expected in the organism at the time of its death.

Option D

Incorrect

Option D is incorrect. Although the implication that there was more carbon-14 in the atmosphere more than 3000 years ago is correct. The inverse relationship between carbon-14 and radiometric age indicates that this results in carbon-14 ages that are too young, not too old.

 Close

Science - Candidate Name

Question 8 of 12

 Answer Explanation Flag for Review

A farmer purchased 30 acres of farmland. The farmer calculated that the average topsoil thickness on the farmland is about 20 centimeters.

The farmer wants to maintain the thickness of the soil on this farmland by reducing erosion. The farmer plans to test the effectiveness of two different farming methods for reducing soil erosion.

Method 1 : No-till (planting crops without plowing the soil)

Method 2 : Winter cover crop (growing plants during the winter that are plowed into the soil in spring)

The farmer hypothesizes that using either method will reduce erosion compared to using traditional farming methods (plowing and no cover crop).

Design a controlled experiment that the farmer can use to test this hypothesis. Include descriptions of data collection and how the farmer will determine whether his hypothesis is correct.

Type your response in the box. This task may require approximately 10 minutes to complete.

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Answer Answer Explanation Review

Scoring Guide Example 1 Example 2 Example 3

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Test-taker Response

Annotation

3-Point Response

The farmer would have to set up 3 experiments. The first would be a years worth of traditional farming methods (plowing and no cover crop) on 5 x 5 acres of land. He would have to measure the top soil in every month throughout the year and record it in a data table. For the second experiment the farmer would have to farm a plot of land 5x5 acres using a no-till plan. He would have to measure the top soil every month for a year and record it in a data table. Finally the farmer would farm a 5x5 acres of land with winter cover crop and measure the top soil every month and record it in a lab table. At the end of the year the farmer would have to compare the 2 methos agaisnt the traditional methid and determine ifhe is correct

The response earns all three points because it includes a complete description of the experiment and includes the controlled variable, "The farmer would have to set up 3 experiments. The first would be a years' worth of traditional farming methods (plowing and no cover crop) on 5 x 5 acres of land." The response also describes data collection methods for the control group and experimental group by stating that the farmer "...would have to measure the top soil in every month throughout the year and record it in a data table." Finally, the response provides an explanation of how the farmer will determine if his hypothesis is correct, "At the end of the year the farmer would have to compare the 2 methos agaisnt the traditional methid and determine ifhe is correct."

Close

Science - Candidate Name

Question 8 of 12

 Answer Answer Explanation View

Scoring Guide | Example 1 | Example 2 | Example 3

Science Indicator SP.7.e: Design an experiment to test a given hypothesis.**Science Content Subtopic ES.a.3:**

Interactions of matter between living and non-living things (e.g. cycles of matter) and the location, uses, and dangers of fossil fuels

Scoring Guide**3-Point Response**

- Includes a complete description of the experiment, including the controlled variable.

AND

- Describes data collection methods for both control and experimental groups

AND

- Explains how the farmer will determine if his hypothesis is correct.

2-Point Response

- Includes a complete description of the experiment, including the controlled variable AND describes data collection methods for both control and experimental groups.

OR

- Includes a complete description of the experiment, including the controlled variable AND explains how the farmer will determine if his hypothesis is correct.

1-Point ResponseShort
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2014 GED® TEST ITEM SAMPLER

Social Studies

START

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Social Studies - Candidate Name

Question 10 of 12

 Answer Explanation

Flag for Review

The excerpt below is from the U.S. Supreme Court decision in *Youngstown Sheet & Tube Company et al. v. Sawyer* (1952).

MR. JUSTICE BLACK delivered the opinion of the Court.

We are asked to decide whether the President was acting within his constitutional power when he issued an order directing the Secretary of Commerce to take possession of and operate most of the Nation's steel mills. . . .

The President's power, if any, to issue the order must stem either from an act of Congress or from the Constitution itself. . . .

[W]e cannot with faithfulness to our constitutional system hold that the Commander in Chief of the Armed Forces has the ultimate power as such to take possession of private property in order to keep labor disputes from stopping production. This is a job for the Nation's lawmakers, not for its military authorities.

This excerpt is taken from the public domain.

Based on this excerpt, what did the court want to prevent?

- A. judicial interference with legislative powers
- B. executive interference with legislative powers
- C. congressional interference with judicial powers
- D. congressional interference with executive powers

Answer Answer Explanation

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Multiple Choice Item

1 point value

Social Studies Indicator 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.

Social Studies Content Subtopic CG.b.6: Separation of powers

Answer Rationale

Option A



Incorrect

Option A is incorrect. Although the primary source is taken from a Supreme Court finding and explicitly states that "This is a job for the Nation's lawmakers," the primary source does not state that the Court's intention was to interfere with legislative powers. Therefore, this option represents a misinterpretation of a detail from a primary source.

Option B



Correct

Option B is correct. The primary source explicitly states that "This is a job for the Nation's lawmakers, not for its military authorities." Because the issue in question was if the president, as commander in chief of the U.S. military, had the power to seize private property, this option is a logical inference based on evidence.

Option C



Incorrect

Option C is incorrect. The primary source does state that "the order must stem either from an act of Congress or from the Constitution itself." However, this response contains an incorrect inference: there is no valid evidence in the primary source that the legislature intended to interfere with judicial powers.

Option D



Incorrect

Option D is incorrect. The primary source explicitly states, "We are asked to decide whether the President was acting within his constitutional power when he issued an order." However, this document is from the U.S. Supreme Court and the "we" referenced is not Congress. Therefore, this response reflects a misreading of the introductory sentence in the stimulus.

Bas

A

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C

D

Close

Social Studies - Candidate Name

Question 12 of 12

Answer Explanation

Flag for Review

page 1 page 2 page 3 page 4

Weather Modification Debate

This excerpt is from the 1958 Texas Court of Civil Appeals decision in the case of *Southwest Weather Research v. Joe Rounsaville et al.*

We believe that under our system of government the landowner is entitled to such precipitation as Nature deigns [allows] to bestow. . . . It follows, therefore, that this enjoyment of or entitlement to the benefits of Nature should be protected by the courts if interfered with improperly and unlawfully.
This excerpt is taken from the public domain.

Though the Texas Court of Civil Appeals ruled against weather modification in *Southwest Weather Research v. Joe Rounsaville et al*, not everyone agrees with the decision.

In your response, analyze the passage to determine which position is best supported. Use relevant and specific evidence from the passage, as well as your own understanding of the U.S. Constitution, to support your response.

Type your essay in the box. This task may require approximately 25 minutes to complete.

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Answer Explanation

Flag for Review

page 1 page 2 page 3 page 4

**"Court's Decision on Cloud Seeding Misses the Mark"
West Texas Daily News Editorial Page
December 10, 2011**

Cloud seeding is an innovation in which particular chemicals are spread over clouds in order to force them to produce rain. This process can be used for many purposes. A critical process known as hail suppression or containment, one aspect of cloud seeding, is far more important than most people realize. Yearly flooding causes many injuries and deaths to humans, and is therefore widely reported, but hail damage generally causes much more widespread damage to property and crops. For example, in 2001, flooding costs totaled \$43 million in crop damage and an additional \$1.2 billion in property damage. Destruction from hail that same year cost almost double in property damage and five times more in crop damage!

So when the court decided in 1958 to limit the ability of communities to suppress hail in nearby clouds that threatened to devastate homes and livelihoods, it was wrong. They allowed destruction to occur just so others could take their chances with whatever form of moisture nature decided to bestow on them. Today, farmers and ranchers living in the shadow of hail-heavy clouds are forced to call public hearings and apply for permits before they can hire cloud-seeding companies to defend against this devastating force of nature. These steps take time, delaying preventive action or putting a stop to it entirely.

Though the Texas Court of Civil Appeals ruled against weather modification in *Southwest Weather Research v. Joe Rounsaville et al*, not everyone agrees with the decision.

In your response, analyze the passage to determine which position is best supported. Use relevant and specific evidence from the passage, as well as your own understanding of the U.S. Constitution, to support your response.

Type your essay in the box. This task may require approximately 25 minutes to complete.

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Social Studies - Candidate Name

Question 12 of 12

 Answer Explanation

Flag for Review

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Farmers and ranchers put food on our tables. They work hard to provide for us, and they deserve any assistance they can obtain. The court was wrong to make it harder for them back in 1958, and the hurdles they must still jump over today show that the problem is far from resolved.

"All Property Owners Deserve Protection"
***El Paso Statesman* Editorial Page**
December 15, 2011

If your neighbor wanted to protect his home from the Sun's harmful rays and installed a huge shield that left your house in permanent darkness, would you mind? What if he worried about wind damage and built a giant dome that also cut off your home from the fresh summer breeze? That, in effect, is what hail suppression often does to nearby communities, and it is why public hearings and permits, required for decades now, are an absolutely necessary process.

Though the Texas Court of Civil Appeals ruled against weather modification in *Southwest Weather Research v. Joe Rounsaville et al*, not everyone agrees with the decision.

In your response, analyze the passage to determine which position is best supported. Use relevant and specific evidence from the passage, as well as your own understanding of the U.S. Constitution, to support your response.

Type your essay in the box. This task may require approximately 25 minutes to complete.

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When the courts heard the *Southwest Weather Research* case, residents of Fort Stockton, Texas, were attempting to reduce hail damage by altering the weather far to the west. They decided to suppress clouds in the Davis Mountain region, which often had the effect of eliminating all moisture. Since the Davis Mountain region is extremely dry, most of its residents were happy to receive any moisture they could. Hail suppression efforts reduced the available moisture, and residents' crops and livestock began to suffer accordingly.

And that wasn't the worst part. The company (paid by the people of Fort Stockton) seeding the clouds over the Davis Mountain region did not inform people in that area about what it was doing. And it was all perfectly legal. There were no laws sorting out who had a right to receive the moisture from the clouds or who had a right to try and keep it up there. It was not until after the long court battle that policy and regulations began to be discussed.

Though the Texas Court of Civil Appeals ruled against weather modification in *Southwest Weather Research v. Joe Rounsaville et al*, not everyone agrees with the decision.

In your response, analyze the passage to determine which position is best supported. Use relevant and specific evidence from the passage, as well as your own understanding of the U.S. Constitution, to support your response.

Type your essay in the box. This task may require approximately 25 minutes to complete.

Extended Response Scoring Rubric

Score Description

Trait 1: Analysis of Arguments and Use of Evidence

- | | |
|---|--|
| 4 | <ul style="list-style-type: none"> • demonstrates a sophisticated understanding of the relationships among ideas, events, and figures as presented in the source text(s) and the contexts from which they are drawn • cites relevant, specific evidence from primary and/or secondary source text(s) to support arguments or explanations • fully engages with both prompt and source text(s) and maintains focus throughout |
| 3 | <ul style="list-style-type: none"> • demonstrates an understanding of the relationships among ideas, events, and figures as presented in the source text(s) and the contexts from which they are drawn • cites relevant and specific evidence from primary and secondary source texts that adequately supports an argument (may include a few irrelevant pieces of evidence or unsupported claims) • engages with both prompt and source text(s) (may contain occasional deviations of focus) |
| 2 | <ul style="list-style-type: none"> • demonstrates an understanding of the relationships among ideas, events, and figures as presented in the source text(s) • cites some evidence from primary and secondary source texts in support of an argument (may include a mix of relevant and irrelevant textual references) • is minimally connected to both the prompt and the source text(s) |
| 1 | <ul style="list-style-type: none"> • demonstrates minimal or no understanding of the ideas, events and figures presented in the source texts or the contexts from which these texts are drawn |

Extended
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Answer Explanation Review

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Rubric | Trait Descriptions | Trait 1 | Trait 2 | Trait 3

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Extended Response Scoring Rubric Trait Descriptions****Trait 1 – Analysis of Arguments and Use of Evidence**

A response that earns four points on Trait 1 clearly identifies which of the two positions presented in the given source text(s) is better supported and then argues this idea fully. The response does not merely state which position the test-taker agrees with, but rather, it analyzes which position stated in the passage(s) is most thoroughly argued and best supported. A four-point response gives multiple reasons in support of a central stance and uses specific evidence, drawn from all given source texts to support these reasons. Additionally, the response draws upon the test-taker's own understanding of the historical and civics-related contexts from which the source texts were drawn. The response both demonstrates that the test-taker has fully engaged with the topic given in the prompt and maintains its focus throughout.

With specific regard to this prompt about weather modification, a response earning four points would clearly articulate why the test-taker believes that one editorial is better argued than the other. The test-taker's argument would cite multiple text-based reasons that support this position. Each of these reasons would be explained logically and be elaborated upon, using relevant evidence from the source texts. The chosen evidence would bolster each point as well as the test-taker's overall position. Additionally, the test-taker would demonstrate an understanding of the role that the United States Constitution plays in the issue of weather modification. Such an understanding would be incorporated into the response through an explanation (with relevant textual evidence as support) of how the better-argued editorial adheres to key principles found in the Constitution. Taken as a whole, the response offers a complete and focused analysis of the arguments presented in the source texts.

Trait 2 – Development of Ideas and Organizational Structure

Responses that earn two points on Trait 2 make clear and understandable connections between ideas, establishing a progression in which one idea logically leads into the next.

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