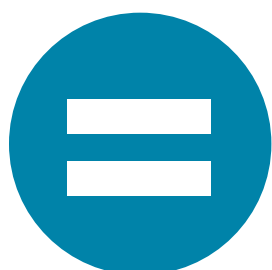**GED** TESTING SERVICE®

THE CROSSWALK

College & Career Readiness Standards for Adult Education and the 2014 GED® Test

This Crosswalk presents the direct alignment between the 2014 GED® test content areas and critical college and career readiness standards presented by the U.S. Department of Education Office of Vocational and Adult Education (OVAE). The adult education standards are based on the Common Core State Standards adopted by the majority of U.S. states. Review the crosswalk and then visit our website to learn more about how the 2014 GED® testing program is helping build the educated and employed communities of tomorrow.

"The CCSS differ in one noteworthy respect from earlier state standards efforts: the CCSS are anchored by empirical evidence of what employers and educators actually demand of prospective employees and students."

—College and Career Readiness Standards for Adult Education

Tahisha, 1994 graduate   Cesar, 2012 graduate   Eunice, 2012 graduate

CCR → GED® Test: Reasoning Through Language Arts

The 2014 GED® test targets align to the CCR Standards in Reading and Language while the Multi-Trait Scoring Rubric aligns to the CCR Standards in Writing.

Critical College and Career Readiness Standards

College and Career Readiness Standards for Adult Education	2014 GED® RLA Assessment Targets
Reading Standards	**Reading Assessment Targets/Indicators**
CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R.2.1 Comprehend explicit details and main ideas in text. R.2.3 Make sentence level inferences about details that support main ideas. 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. R.2.8 Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.
CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	R.5 Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.	R.6 Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.
CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	R.8.1 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.	*The 2014 GED Test will include complex literary and informational texts
Language Standards	**Language Assessment Targets**
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	R.4.2/L.4.2 Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.
Writing Standards	**GED Writing Assessment Targets/Indicators**
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.2 Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.
CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	*On the 2014 GED Test, test-takers will use computers to produce their essays.
CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Cite relevant and specific evidence from source text(s) to support an argument

*CCR Standards in Speaking and Listening are not included because these are beyond the scope of what is measurable on a large-scale standardized assessment. Reading Foundational Skills are not included because these are skills at the K-5 level, and are subsumed in the GED® RLA Reading Assessment Targets.

CCR → GED® Test: Mathematical Reasoning

The College and Career Readiness Standards and the 2014 GED® test Mathematical Practices both support deep understanding of mathematical concepts, the development of procedural fluency, and rigorous problem-solving applications. Most of the standards alignment occurs at levels D (grade 6-8) and E (9-12) of the College and Career Readiness Standards.

Critical College and Career Readiness Standards

College and Career Readiness Standards for Adult Education (Math)	2014 GED® Mathematical Practices
1 Make sense of problems and persevere in solving them 3 Construct viable arguments and critique the reasoning of others 4 Model with mathematics 5 Use appropriate tools strategically	MP.1 Building Solution Pathways
2 Reason abstractly and quantitatively 4 Model with mathematics	MP.2 Abstracting Problems
3 Construct viable arguments and critique the reasoning of others	MP.3 Furthering Lines of Reasoning
2 Reason abstractly and quantitatively 4 Model with mathematics 6 Attend to precision	MP.4 Mathematical Fluency
3 Construct viable arguments and critique the reasoning of others	MP.5 Evaluating Reasoning and Solution Pathways

*Some College and Career Readiness Standards are not included because they address a skill at a lower level than is addressed in the GED® Mathematical Practices and Assessment Targets.

CCR → GED® Test: Social Studies

"The third key shift [for RLA] is a focus not only on English language arts, but also on literacy across the disciplines of science, social studies, and technical subjects." (College and Career Readiness Standards for Adult Education). At least one sub-skill of all the GED® Social Studies Practices are directly aligned to the College and Career Readiness Standards.

Critical College and Career Readiness Standards

College and Career Readiness Standards (English Language Arts)	2014 GED® Social Studies Practices
CCR Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	SSP.1 Drawing Conclusions and Making Inferences: Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
CCR Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SSP.2 Determining Central Ideas, Hypotheses and Conclusions: Determine the central ideas or information of primary or secondary source document, corroborating or challenging conclusions with evidence.
CCR Reading Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	SSP.3 Analyzing Events and Ideas: Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later events or simply preceded them. Analyze cause-and-effect relationships and multiple causation. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
CCR Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text	SSP.5 Analyzing Purpose and Point of View: Identify aspects of a historical document that reveal an author's point of view or purpose; Identify instances of bias or propagandizing. Evaluate the credibility of an author in historical and contemporary political discourse.
CCR Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	SSP.8 Analyzing Relationships between Texts: Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

CCR → GED® Test: Science

"The third key shift [for RLA] is a focus not only on English language arts, but also on literacy across the disciplines of science, social studies, and technical subjects." (College and Career Readiness Standards for Adult Education). Literacy standards are part of the 2014 GED® Science test, aligning it to the College and Career Readiness Standards available today.

NGSS → GED® Test: Science

The Next Generation Science Standards (NGSS) draw from the three major content domains of Physical Science, Life Science, and Earth and Space Science and align with the 2014 GED® Science Practices.

Critical College and Career Readiness Standards

Next Generation Science Standards (NGSS)	2014 GED® Science Practices
Practice 1: Asking questions (for science)	SP.2.b Identify and refine hypotheses for scientific investigations
Practice 2: Developing and Using Models	SP.7.a Understand and apply scientific models, theories, and processes
Practice 3: Planning and carrying out investigations	SP.2.a Identify possible sources of error and alter the design of an investigation to ameliorate that error
	SP.2.b 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
	SP.2.d Design a scientific investigation
	SP.2.e Identify and intepret independent and dependent variables in scientific investigations
Practice 4: Analyzing and Interpreting Data	SP.1.c Understand and explain non-textual scientific presentations
	SP.3.a Cite specific textual evidence to support a finding or conclusion
	SP.3.b Reason from data or evidence to a conclusion
	SP.3.c Make a prediction based upon data or evidence
	SP.3.d Using sampling techniques to answer scientific questions
	SP.4.a Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence
	SP.5.a Reconcile multiple findings, conclusions, or theories.
Practice 5: Using Mathematics and Computational Thinking in Scientific Applications	SP.3.b Reason from data or evidence to a conclusion
	SP.3.c Make a prediction based upon data or evidence
	SP.3.d Using sampling techniques to answer scientific questions
	SP.6.b Express scientific information or findings numerically or symbolically
	SP.7.b Apply formulas from scientific theories
	SP.8.a Describe a data set statistically
	SP.8.b Use counting and permutations to solve scientific problems
	SP.8.c Determine the probability of events