

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT Skill Category and Description of Skills	Alabama ELA: Course of Study 2007		
	Course/ Level	Standard	Standard ID
Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Tenth Grade	2. Identify and interpret literary elements and devices, including analogy, personification, and implied purpose. Identifying and interpreting figurative language and imagery, including symbolism and metaphors	2.1
	Tenth Grade	2. Identify and interpret literary elements and devices, including analogy, personification, and implied purpose. Interpreting tone from author's word choice	2.2
	Eleventh Grade	1. Analyze authors' use of literary elements including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present. Evaluating author technique	1.2
	Eleventh Grade	2. Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages. Analyzing use of analogies for meaning	2.2
	Eleventh Grade	2. Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages. Interpreting irony	2.3
	Eleventh Grade	3. Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage. Drawing conclusions to determine author intent	3.4
	Eleventh Grade	5. Evaluate twentieth and twenty-first century American authors' use of language, including length and complexity of sentences, diction, and Standard English versus dialect.	5
Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	Eleventh Grade	3. Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage. Applying advanced knowledge of context clues and structural analysis to determine word meaning	3.5
	Eleventh Grade	6. Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues.	6

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Manage Grammatical Structures Used to Modify or Compare Understand correct use of adjectives and adverbs, comparative structures (such as <i>neither</i> and <i>nor</i>) and phrases used to modify or compare.	Tenth Grade	14. Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.	14
	Eleventh Grade	10. Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases; subjects with collective nouns; subjects with indefinite pronouns when the verb form depends on the rest of the sentence; and subjects in sentences with correlative conjunctions or in inverted order. Editing writings for mechanics, usage, grammar, and style	10.1
Manage Phrases and Clauses in a Sentence Use well-formed sentence structures (e.g., parallelism, connectives and relative clauses) to indicate relationships between and among sentence elements.	Tenth Grade	11. Demonstrate correct use of commas with parenthetical expressions and after introductory adverbial clauses and correct use of semicolons before conjunctive adverbs and in compound sentences with no conjunction.	11
	Tenth Grade	14. Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.	14
	Eleventh Grade	10. Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases; subjects with collective nouns; subjects with indefinite pronouns when the verb form depends on the rest of the sentence; and subjects in sentences with correlative conjunctions or in inverted order. Editing writings for mechanics, usage, grammar, and style	10.1
Manage Word Choice and Grammatical Relationships Between Words Understand relationships between and among words, including subject-verb agreement, pronoun reference, and verb form and tense.	Tenth Grade	12. Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms; pronoun-antecedent agreement in number and gender; and nominative, objective, and possessive pronoun cases.	12
	Tenth Grade	13. Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular in meaning and subjects plural in form and singular in meaning; intervening prepositional and appositive phrases; and correlative conjunctions.	13
	Tenth Grade	14. Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.	14

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<p>Manage Word Choice and Grammatical Relationships Between Words</p> <p>Understand relationships between and among words, including subject-verb agreement, pronoun reference, and verb form and tense.</p>	Eleventh Grade	10. Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases; subjects with collective nouns; subjects with indefinite pronouns when the verb form depends on the rest of the sentence; and subjects in sentences with correlative conjunctions or in inverted order. Editing writings for mechanics, usage, grammar, and style	10.1
	Eleventh Grade	11. Differentiate between the use of active and passive voice.	11
<p>Organization and Ideas</p> <p>Understand the organization of a reading passage, and identify the main and supporting ideas.</p>	Tenth Grade	1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts. Identifying sequences to enhance understanding	1.3
	Tenth Grade	1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts. Summarizing passages to share main ideas or events	1.4
	Tenth Grade	3. Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions. Determining main idea and supporting details in informational and functional reading materials	3.5
	Tenth Grade	3. Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions. Determining sequence of events	3.7
	Tenth Grade	4. Recognize fallacious or illogical thought in essays, editorials, and other informational texts. Evaluating strength of argument in informational texts	4.1
	Eleventh Grade	3. Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage. Recognizing fallacies in logic	3.3

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Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	Tenth Grade	1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts. Using context clues to determine meaning	1.2
	Tenth Grade	1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts. Identifying sequences to enhance understanding	1.3
	Tenth Grade	1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts. Summarizing passages to share main ideas or events	1.4
	Tenth Grade	3. Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions. Summarizing passages of informational and functional reading materials	3.6
	Tenth Grade	3. Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions. Determining sequence of events	3.7
Recognize Correctly Formed Sentences Recognize correct sentence structure.	Tenth Grade	14. Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.	14
Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	Tenth Grade	1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts. Using context clues to determine meaning	1.2
	Tenth Grade	1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts. Identifying sequences to enhance understanding	1.3

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<p>Understanding Literary Elements</p> <p>Understand literary elements such as plot, setting and characterization.</p>	Eleventh Grade	1. Analyze authors' use of literary elements including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present. Evaluating author technique	1.2
	Eleventh Grade	4. Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda.	4

PSAT/NMSQT Skills Insight™ Alignment to State Standards

Executive Summary, July 2010

Purpose

PSAT/NMSQT *Skills Insight*™ is a free online tool designed to help students and educators gain a better understanding of how PSAT/NMSQT® scores relate to specific academic skills. It provides a description of the academic skills that are typical of students scoring at each score band, suggestions for improvement, and practice test questions. Learn more by visiting www.collegeboard.com/psatskills.

The information provided by PSAT/NMSQT *Skills Insight* is organized by skill category. There are five skill categories for the critical reading section, nine for the mathematics section (4 content skill categories; 5 process skill categories), and 5 for the writing skills section. This report shows the alignment between state standards in English Language Arts and Mathematics and the content and skills measured by the PSAT/NMSQT.

Using Alignment Results with PSAT/NMSQT Reports

Schools and districts that administer the PSAT/NMSQT have access to the *Summary of Answers and Skills* (SOAS) report¹. SOAS reports summarize performance on test sections, skill categories, and individual test questions, and compare local results to the state or nation. Using SOAS and the alignment information provided in this report, schools and districts can develop remediation strategies to help students improve their college readiness skills, future SAT scores, and performance on state assessments.

Mathematics: Alignment Approach and Findings

- There are nine Skills Categories in Mathematics, representing both content and process skills: *Number and Operations; Algebra and Functions; Geometry and Measurement; Data, Statistics and Probability; Problem Solving; Representation; Reasoning; Connections and Communication*.
- Only standards for grades 9-12 were considered for these alignments. Within grades 9-12, the areas with the greatest concentration of alignments are the Number and Operations, Algebra and Geometry strands of the state standards. In most cases, Precalculus and Trigonometry were excluded from the alignment study.
- The organization and hierarchy of standards varies on a state-by-state basis. During the alignment process, the College Board aligned the PSAT/NMSQT skills to the most specific level of the state's standards.
- States often integrate process and content standards. In such cases, the state standard received an alignment to both a process skill category and a content skill category.
- Generally, there is strong correspondence between the PSAT/NMSQT Skills Categories in Mathematics and state standards. Coverage of the Skills Categories across a state standards document is dependent upon the specific state standards and on the degree of specificity of language employed within the standards.
- The PSAT/NMSQT is administered to students in grades 10 and 11; consequently, the strongest areas of alignment are in the content categories of *Number and Operations, Algebra and Functions* and *Geometry and Measurement* and in the process categories of *Problem Solving, Reasoning* and *Representations*. Considering the design and purpose of the PSAT/NMSQT, extensive alignments in upper levels of high school mathematics standards, including Trigonometry, are not intended or expected.

¹ Using the access code printed on the PSAT/NMSQT *Roster of Student Scores and Plans*, SOAS reports can be downloaded from www.collegeboard.com/reports beginning in the first week of January.

- The College Board content specialists who conducted the alignments have a deep understanding of the PSAT/NMSQT test specifications. Therefore, although multiple Skills Categories might link to a particular standard, these alignments display only the strongest and most appropriate matches.

English Language Arts: Alignment Approach and Findings

- Reading and Writing each have five PSAT/NMSQT Skills Categories. In Reading, the categories are *Determining the Meaning of Words*, *Author’s Craft*, *Reasoning and Inferencing*, *Organization and Ideas* and *Understanding Literary Elements*. In Writing, the categories are *Manage Word Choice and Grammatical Relationships Between Words*, *Manage Grammatical Structures Used to Modify or Compare*, *Manage Phrases and Clauses in a Sentence*; *Recognize Correctly Formed Sentences* and *Manage Order and Relationships of Sentences and Paragraphs*.
- The PSAT/NMSQT is administered to students in grades 10 and 11, and the College Board targeted the English Language Arts alignments at these specific grade levels. In states where the standards are organized by grade band (grades 9-10, 11-12) or by one high school band (grades 9-12), the College Board aligned to all high school grade levels.
- Given the purpose and design of the PSAT/NMSQT, the English Language Arts alignment is focused on the areas of reading and writing and does not include state standards in speaking, listening, or media literacy. Additionally, these alignments excluded genre-specific state standards (such as those related to American, British, or World literature), although the essential PSAT/NMSQT skills in Reading can be used to support instruction in literature.
- The organization and hierarchy of standards varies on a state-by-state basis. During the alignment process, the College Board aligned the PSAT/NMSQT skills to the most specific level of the state’s standards. Coverage of the Skills Categories across a state standards document is dependent upon the specific state standards and on the degree of specificity of language employed within the standards.
- In Writing, generally there is strong correspondence between the PSAT/NMSQT Skills Categories and state standards that focus on grammar, usage, language conventions, and the role of editing and revising in writing.
- In Reading, there is strong correspondence between the PSAT/NMSQT Skills Categories and state standards in the essential areas of vocabulary development (determine the meaning of unfamiliar words or of words with multiple meanings by understanding context and by analyzing roots, prefixes, and suffixes) and reading comprehension (determine the main idea and supporting details; understand the organization of passages; analyze the various elements of an author’s craft, including purpose, perspective, word choice, and use of rhetorical and literary devices and understand literary elements such as plot, characterization, and setting).

Summary

In summary, the PSAT/NMSQT Skills Categories correspond well to state standards. Educators can use these alignments to connect the PSAT/NMSQT to their local curricula and state standards to monitor student learning and to build a coherent instructional plan for their students.