

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT Skill Category and Description of Skills	Arkansas ELA: Curriculum Framework 2006		
	Course/ Level	Standard	Standard ID
Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Grade 10	R.10.10.23 Recognize the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology	R.10.10.23
	Grade 10	R.10.10.25 Analyze the use of irony in a text	R.10.10.25
	Grade 10	R.9.10.10 Examine author's purpose in choosing a point of view (e.g., humor, suspense, satire, etc.)	R.9.10.10
	Grade 10	R.9.10.13 Identify and categorize figures of speech and sound devices, including extended metaphor, personification, hyperbole, understatement, oxymoron, paradox, and pun	R.9.10.13
	Grade 10	R.9.10.2 Interpret specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audience	R.9.10.2
	Grade 10	R.9.10.9 Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context	R.9.10.9
	Grade 11	R.10.11.22 Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology	R.10.11.22
	Grade 11	R.10.11.24 Analyze the impact of irony on a text	R.10.11.24
	Grade 11	R.9.11.11 Analyze and compare the author's use of figures of speech and sound devices	R.9.11.11
	Grade 11	R.9.11.2 Analyze style and diction to determine author's purpose	R.9.11.2
Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	Grade 10	R.11.10.2 Use context clues, Greek and Latin roots, prefixes, suffixes, and cognates to determine meanings	R.11.10.2
	Grade 11	R.11.11.1 Recognize and apply specialized vocabulary	R.11.11.1
	Grade 11	R.11.11.2 Analyze roots and word parts to draw inferences about meaning	R.11.11.2

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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.	Grade 10	W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	W.4.10.10
	Grade 10	W.6.10.2 Apply usage rules appropriately in all formal writing: Misplaced modifiers	W.6.10.2.c
	Grade 11	W.4.11.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	W.4.11.11
	Grade 11	W.6.11.2 Apply usage rules appropriately in all formal writing: Misplaced modifiers	W.6.11.2.c
Manage Order and Relationships of Sentences and Paragraphs Identify how to order the elements of a sentence or paragraph to improve clarity, meaning and the progression of ideas.	Grade 10	W.4.10.7 Revise content of writing for central idea, elaboration, unity, and organization	W.4.10.7
	Grade 10	W.4.10.8 Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice	W.4.10.8
	Grade 11	W.4.11.7 Revise content of writing for central idea, elaboration, unity, and organization	W.4.11.7
	Grade 11	W.4.11.8 Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice	W.4.11.8
Manage Phrases and Clauses in a Sentence Use well-formed sentence structures (parallelism, connectives and relative clauses) to indicate relationships between and among sentence elements.	Grade 10	W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	W.4.10.10
	Grade 10	W.4.10.11 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	W.4.10.11
	Grade 10	W.4.10.9 Revise sentence formation in writing for completeness, coordination, subordination, standard word order and absence of fused sentences	W.4.10.9
	Grade 10	W.6.10.3 Demonstrate appropriate use of active and passive voice	W.6.10.3
	Grade 10	W.6.10.6 Apply the punctuation rules appropriately in writing	W.6.10.6
	Grade 11	W.4.11.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	W.4.11.11
	Grade 11	W.4.11.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	W.4.11.12

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Manage Phrases and Clauses in a Sentence	Grade 11	W.4.11.9 Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences	W.4.11.9
Use well-formed sentence structures (parallelism, connectives and relative clauses) to indicate relationships between and among sentence elements.	Grade 11	W.6.11.2 Apply usage rules appropriately in all formal writing:Active and passive voice	W.6.11.2.d
	Grade 11	W.6.11.5 Apply the punctuation rules appropriately in writing	W.6.11.5
Manage Word Choice and Grammatical Relationships Between Words	Grade 10	W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	W.4.10.10
Understands relationships between and among words, including subject-verb agreement, pronoun reference, and verb form and tense.	Grade 10	W.6.10.2 Apply usage rules appropriately in all formal writing: Subject verb agreement	W.6.10.2.a
	Grade 10	W.6.10.2 Apply usage rules appropriately in all formal writing: Pronoun agreement	W.6.10.2.b
	Grade 10	W.6.10.2 Apply usage rules appropriately in all formal writing: Pronoun case	W.6.10.2.d
	Grade 11	W.4.11.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	W.4.11.11
	Grade 11	W.6.11.2 Apply usage rules appropriately in all formal writing: Subject verb agreement	W.6.11.2.a
	Grade 11	W.6.11.2 Apply usage rules appropriately in all formal writing: Pronoun agreement	W.6.11.2.b
	Grade 11	W.6.11.2 Apply usage rules appropriately in all formal writing: Indicative and subjunctive mood	W.6.11.2.e
Organization and Ideas	Grade 10	R.10.10.2 Interpret and use information in practical, informational and technical texts to: Identify the main ideas and determine the essential elements that support the main ideas	R.10.10.2.b
Understand the organization of a reading passage and identify the main and supporting ideas.	Grade 10	R.10.10.2 Interpret and use information in practical, informational and technical texts to: Identify interrelationships between and among ideas and concepts within a text	R.10.10.2.f

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Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	Grade 10	R.10.10.2 Interpret and use information in practical, informational and technical texts to: Identify and compare information from multiple source	R.10.10.2.g
	Grade 10	R.10.10.2 Interpret and use information in practical, informational and technical texts to: Draw conclusions based on evidence from texts	R.10.10.2.h
	Grade 10	R.9.10.2 Interpret specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audience	R.9.10.2
	Grade 10	R.9.10.8 Use logic to evaluate deceptive and/or faulty arguments in persuasive texts	R.9.10.8
	Grade 10	R.9.10.9 Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context	R.9.10.9
	Grade 11	R.10.11.2 Interpret and use information in practical, informational, and technical texts to: Identify the main ideas and determine the essential elements that support the main ideas	R.10.11.2.b
	Grade 11	R.10.11.2 Interpret and use information in practical, informational, and technical texts to: Identify interrelationships between and among ideas and concepts within a text	R.10.11.2.f
	Grade 11	R.10.11.2 Interpret and use information in practical, informational, and technical texts to: Draw conclusions based on evidence from texts	R.10.11.2.h
	Grade 11	R.10.11.2 Interpret and use information in practical, informational, and technical texts to: Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose	R.10.11.2.i
	Grade 11	R.10.11.26 Evaluate the credibility of an author's argument or defense	R.10.11.26
Grade 11	R.9.11.7 Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts	R.9.11.7	

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Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	Grade 10	R.10.10.2 Interpret and use information in practical, informational and technical texts to: Summarize the texts and explain the relationship of visual components to the texts	R.10.10.2.c
	Grade 10	R.10.10.2 Interpret and use information in practical, informational and technical texts to: Identify interrelationships between and among ideas and concepts within a text	R.10.10.2.f
	Grade 10	R.10.10.2 Interpret and use information in practical, informational and technical texts to: Identify and compare information from multiple source	R.10.10.2.g
	Grade 10	R.10.10.2 Interpret and use information in practical, informational and technical texts to: Draw conclusions based on evidence from texts	R.10.10.2.h
	Grade 10	R.9.10.5 Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence	R.9.10.5
	Grade 11	R.10.11.2 Interpret and use information in practical, informational, and technical texts to: Summarize the texts and explain the relationship of visual components to the texts	R.10.11.2.c
	Grade 11	R.10.11.2 Interpret and use information in practical, informational, and technical texts to: Identify interrelationships between and among ideas and concepts within a text	R.10.11.2.f
	Grade 11	R.10.11.2 Interpret and use information in practical, informational, and technical texts to: Draw conclusions based on evidence from texts	R.10.11.2.h
	Grade 11	R.9.11.5 Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence	R.9.11.5
	Grade 11	R.9.11.7 Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts	R.9.11.7
Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	Grade 10	R.10.10.24 Identify and explain literary elements such as setting, plot, theme, characterization, and narration in a work	R.10.10.24
	Grade 10	R.9.10.9 Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context	R.9.10.9

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Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	Grade 11	R.10.11.23 Analyze literary elements such as setting, plot, theme, characterization, and narration in a work	R.10.11.23
	Grade 11	R.9.11.8 Analyze point of view and its influence on elements of the text (e.g., tone, theme, and purpose)	R.9.11.8

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.