

Alignments of PSAT/NMSQT Skill Categories and State Standards

PAT/NMSQT Skill Category and Description of Skills	Delaware ELA: Grade Level Expectations 2006		
	Course/ Level	Standard	Standard ID
<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Grade 10	Identify common figures of speech (e.g., similes, metaphors, personification, hyperbole, allusion) and describe how writers use them to achieve specific effects and use them appropriately	1.6.9
	Grade 10	Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, symbols, imagery, mood, allusion, puns, irony, and tone)	2.4c.1
	Grade 10	Analyze how figurative language and literary devices extend meaning	2.4c.2
	Grade 10	Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	2.4f.1
	Grade 10	Analyze how the author's purposes shape the content	2.4f.4
	Grade 10	Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	2.4g.2
	Grade 10	Evaluate how an author's use of literary devices (figurative language, dialogue and description) and nonliteral expressions (idioms, double meanings, puns, irony) in a text affects readers	2.5e.1
	Grade 10	Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text	2.5e.2
	Grade 10	Evaluate an author's decision to use specific figurative and non-literal (idiomatic) expressions in a text	2.5e.3
	Grade 10	Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	2.5f.2
	Grade 10	Identify and describe propaganda techniques (e.g., name calling, exaggeration/ hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	2.5i, 2.5j.1
	Grade 10	Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	2.5i, 2.5j.2
	Grade 10	Evaluate how propaganda and persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	2.5i, 2.5j.5

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<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Grade 10	Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	4.2a.1
	Grade 10	Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	4.2a.2
	Grade 10	Evaluate the effect of author's choices (word and content) on the reader	4.2c.1
	Grade 10	Analyze how the author's writing style influences the reader	4.2c.2
	Grade 10	Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective	4.2f.3
	Grade 11	Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, puns, symbols, imagery, mood, allusion, puns, irony, tone and satire)	2.4c.1
	Grade 11	Analyze how figurative language and literary devices extend meaning	2.4c.2
	Grade 11	Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	2.4f.1
	Grade 11	Analyze how the author's purposes shape the content	2.4f.3
	Grade 11	Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	2.4g.2
	Grade 11	Evaluate how an author's use of literary devices (figurative language, dialogue and description) and nonliteral expressions (idioms, double meanings, puns, irony) in a text affects readers	2.5e.1
	Grade 11	Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text	2.5e.2
	Grade 11	Evaluate an author's decision to use specific figurative and non-literal (idiomatic) expressions in a text	2.5e.3

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	Course/ Level	Standard	Standard ID
<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Grade 11	Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	2.5f.2
	Grade 11	Identify and describe propaganda techniques (e.g., name calling, exaggeration/ hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	2.5i.1
	Grade 11	Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	2.5i.2
	Grade 11	Evaluate how propaganda and persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	2.5i.5
	Grade 11	Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	4.2a.1
	Grade 11	Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	4.2a.2
	Grade 11	Evaluate the effect of author's choices (word and content) on the reader	4.2c.1
	Grade 11	Analyze how the author's writing style influences the reader	4.2c.2
	Grade 11	Analyze how irony, tone, mood, style, syntax, and sound of language are used for a rhetorical purpose	4.2c.4
<b>Determining the Meaning of Words</b> Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	Grade 10	Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words	1.6.7
	Grade 10	Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by Looking for and using context clues provided by synonyms and antonyms	2.2a.1.c
	Grade 10	Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by Using word cues (e.g., metaphors, similes)	2.2a.1.e

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<b>Determining the Meaning of Words</b> Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	Grade 10	Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by Selecting the correct definition of words that have multiple meanings	2.2a.1.g
	Grade 11	Vocabulary: Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g.: bio, derm, anti, graph, tele)	2.1.1.a
	Grade 11	Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by Looking for and using context clues provided by synonyms and antonyms	2.2a.1.c
	Grade 11	Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by Using word cues (e.g., metaphors, similes)	2.2a.1.e
	Grade 11	Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by Selecting the correct definition of words that have multiple meanings	2.2a.1.g
<b>Manage Order and Relationships of Sentences and Paragraphs</b> Identify how to order the elements of a sentence or paragraph to improve clarity, meaning and the progression of ideas.	Grade 10	Organization Persuasive Writing Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace, tracing development of the perspective and/or logic of the argument)	1.3.5.a.4
	Grade 11	Organization Persuasive Writing Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace, tracing development of the perspective and/or logic of the argument)	1.3.5.a.4
	Grade 11	Organization Expressive Writing Use transition words/phrases that show and make connections	1.3.5.c.4
<b>Manage Phrases and Clauses in a Sentence</b> Use well-formed sentence structures (e.g., parallelism, connectives and relative clauses) to indicate relationships between and among sentence elements.	Grade 10	Conventions (& Style/Voice) Use standard punctuation (commas, colons, hyphens, dashes, italics, and ellipses) correctly	1.3.8.b

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<p><b>Manage Phrases and Clauses in a Sentence</b></p> <p>Use well-formed sentence structures (e.g., parallelism, connectives and relative clauses) to indicate relationships between and among sentence elements.</p>	Grade 10	<p>Conventions (&amp; Style/Voice)</p> <p>In addition to standard punctuation</p> <p>use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, appositives; semi-colon; colon to show relationships, parentheses)</p>	1.3.8.c.1
	Grade 10	<p>Conventions (&amp; Style/Voice)</p> <p>Use active and passive voice appropriately and consistently</p>	1.3.8.e
	Grade 10	<p>Conventions (&amp; Style/Voice)</p> <p>Use purposeful parallel structure</p>	1.3.8.g
	Grade 11	<p>Conventions (&amp; Style/Voice)</p> <p>Precisely use standard punctuation (commas, colons, hyphens, dashes, italics, and ellipses)</p>	1.3.8.b
	Grade 11	<p>Conventions (&amp; Style/Voice)</p> <p>In addition to standard punctuation</p> <p>use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, appositives; semi-colon; colon to show relationships, parentheses)</p>	1.3.8.c.1
	Grade 11	<p>Conventions (&amp; Style/Voice)</p> <p>Use active and passive voice appropriately and consistently</p>	1.3.8.e
	Grade 11	<p>Conventions (&amp; Style/Voice)</p> <p>Use purposeful parallel structure</p>	1.3.8.g
	<p><b>Manage Word Choice and Grammatical Relationships Between Words</b></p> <p>Understand relationships between and among words, including subject-verb agreement, pronoun reference, and verb form and tense.</p>	Grade 10	<p>Conventions (&amp; Style/Voice)</p> <p>Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex)</p> <p>agreement of subject/verb, pronoun/antecedent</p>

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	Course/ Level	Standard	Standard ID
<b>Manage Word Choice and Grammatical Relationships Between Words</b> Understand relationships between and among words, including subject-verb agreement, pronoun reference, and verb form and tense.	Grade 10	Conventions (& Style/Voice) Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) verb use (tense)	1.3.8.d.2
	Grade 10	Conventions (& Style/Voice) Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) pronoun use (number, gender)	1.3.8.d.3
	Grade 11	Conventions (& Style/Voice) Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) agreement of subject/verb, pronoun/antecedent	1.3.8.d.1
	Grade 11	Conventions (& Style/Voice) Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) verb use (tense)	1.3.8.d.2
	Grade 11	Conventions (& Style/Voice) Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) pronoun use (number, gender)	1.3.8.d.3
	<b>Organization and Ideas</b> Understand the organization of a reading passage and identify the main and supporting ideas.	Grade 10	Analyze text structures in informative/technical texts (sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect) to make meaning of text
Grade 10		Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	2.4bL.6
Grade 10		Distinguish between main plot and multiple subplots	2.4bL.7

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	Course/ Level	Standard	Standard ID
<b>Organization and Ideas</b> Understand the organization of a reading passage and identify the main and supporting ideas.	Grade 10	Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of Importance, cause/effect, classification)	2.4bL.9
	Grade 10	Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	2.4g.2
	Grade 10	Use criteria to evaluate the author's use of logic	2.4j.5.a
	Grade 10	Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	2.5f.3
	Grade 10	Evaluate strengths and weaknesses of text(s) sources, format and argument	2.5i, 2.5j.6
	Grade 10	Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	4.2a.2
	Grade 11	Analyze text structures in informative/technical texts (sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect) to make meaning of text	2.4bl/T.2
	Grade 11	Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	2.4bL.6
	Grade 11	Distinguish between main plot and multiple subplots	2.4bL.7
	Grade 11	Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of importance, cause/effect, classification)	2.4bL.9
	Grade 11	Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	2.4g.2
	Grade 11	Use criteria to evaluate the author's use of logic	2.4j.5.a
	Grade 11	Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	2.5f.3
	Grade 11	Evaluate strengths and weaknesses of text(s) sources, format and argument	2.5i.6

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<p><b>Organization and Ideas</b></p> <p>Understand the organization of a reading passage and identify the main and supporting ideas.</p>	Grade 11	Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	4.2a.2
<p><b>Reasoning and Inferencing</b></p> <p>Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.</p>	Grade 10	Use "During Reading" strategies by Summarizing	2.3a.1.d
	Grade 10	Use "During Reading" strategies by Inferring information	2.3a.1.g
	Grade 10	Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	2.4d.1
	Grade 10	Summarize the main ideas and supporting details in an informative/technical text	2.4d.3
	Grade 10	Summarize a text capturing the most important parts of the original piece	2.4e.4
	Grade 10	Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	2.4g.2
	Grade 10	Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	2.4i.1
	Grade 10	Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	4.2a.1
	Grade 10	Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	4.2a.2
	Grade 11	Use "During Reading" strategies by Summarizing	2.3a.1.d
	Grade 11	Use "During Reading" strategies by Inferring information	2.3a.1.g
	Grade 11	Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	2.4d.1
	Grade 11	Summarize the main ideas and supporting details in an informative/technical text	2.4d.3

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<b>Reasoning and Inferencing</b> Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	Grade 11	Summarize a text capturing the most important parts of the original piece	2.4e.4
	Grade 11	Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	2.4g.2
	Grade 11	Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	2.4i.1
	Grade 11	Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	4.2a.1
	Grade 11	Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text	4.2a.2
<b>Understanding Literary Elements</b> Understand literary elements such as plot, setting and characterization.	Grade 10	Identify conflict(s), climax(s)/turning point(s) and resolution(s)	2.4bL.5
	Grade 10	Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	2.4bL.6
	Grade 10	Identify point of view (first person, third person limited, third person objective, omniscient)	2.4bL.8
	Grade 10	Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of importance, cause/effect, classification)	2.4bL.9
	Grade 10	Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	2.4d.1
	Grade 10	Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	2.4g.2
	Grade 10	Analyze subtle changes in characters (e.g., change in attitude, situation)	2.4g.3
<b>Understanding Literary Elements</b> Understand literary elements such as plot, setting and characterization.	Grade 10	Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	4.2a.1
	Grade 10	Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective	4.2f.3

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	Grade 11	Identify conflict(s), climax(s)/turning point(s) and resolution(s)	2.4bL.5
	Grade 11	Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	2.4bL.6
	Grade 11	Identify point of view (first person, third person limited, third person objective, omniscient)	2.4bL.8
	Grade 11	Identify the story structure/organizational pattern in a literary text (e.g., time order, geographic order, order of importance, cause/effect, classification)	2.4bL.9
	Grade 11	Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	2.4d.1
	Grade 11	Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	2.4g.2
	Grade 11	Analyze subtle changes in characters (e.g., change in attitude, situation)	2.4g.3
	Grade 11	Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	4.2a.1

# 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](http://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) report<sup>1</sup>. 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.

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<sup>1</sup> 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](http://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.