

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT Skill Category and Description of Skills	Indiana ELA: Academic Standards 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	10.2.1 Structural Features of Informational and Technical Materials: Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.	10.2.1
	Grade 10	10.2.4 Expository (Informational) Critique: Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.	10.2.4
	Grade 10	10.3.11 Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.	10.3.11
	Grade 10	10.3.13 Analysis of Grade-Level-Appropriate Literary Text: Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.	10.3.13
	Grade 10	10.3.6 Analysis of Grade-Level-Appropriate Literary Text: Evaluate an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	10.3.6
	Grade 10	10.3.7 Analysis of Grade-Level-Appropriate Literary Text: Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.	10.3.7
	Grade 10	10.3.8 Analysis of Grade-Level-Appropriate Literary Text: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.	10.3.8
	Grade 10	10.3.9 Analysis of Grade-Level-Appropriate Literary Text: Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	10.3.9
	Grade 11	11.3.3 Analysis of Grade-Level-Appropriate Literary Text: Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.	11.3.3
Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes, and suffixes to determine the meaning of words.	Grade 10	10.1.2 Vocabulary and Concept Development: Distinguish between what words mean literally and what they imply, and interpret what words imply.	10.1.2

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Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes, and suffixes to determine the meaning of words.	Grade 10	10.1.4 Vocabulary and Concept Development: Identify and use the literal and figurative meanings of words and understand origins of words.	10.1.4
	Grade 11	11.1.2 Vocabulary and Concept Development: Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.	11.1.2
Manage Grammatical Structures Used to Modify or Compare Understand correct use of adjectives and adverbs, comparative structures (such as neither and nor), and phrases used to modify or compare.	Grade 10	10.4.12 Evaluation and Revision: Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.	10.4.12
	Grade 10	10.6.2 Grammar and Mechanics of Writing: Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.	10.6.2
	Grade 11	11.4.10 Evaluation and Revision: Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.	11.4.10
	Grade 11	11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	11.6.1
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	10.4.12 Evaluation and Revision: Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.	10.4.12
	Grade 11	11.4.10 Evaluation and Revision: Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.	11.4.10
	Grade 11	11.4.12 Evaluation and Revision: Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.	11.4.12
	Grade 11	11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	11.6.1
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.	Grade 10	10.4.12 Evaluation and Revision: Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.	10.4.12

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<p>Manage Phrases and Clauses in a Sentence</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	10.6.1 Grammar and Mechanics of Writing: Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.	10.6.1
	Grade 10	10.6.2 Grammar and Mechanics of Writing: Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.	10.6.2
	Grade 11	11.4.10 Evaluation and Revision: Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.	11.4.10
	Grade 11	11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	11.6.1
	Grade 11	11.6.4 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.	11.6.4
<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>	Grade 10	10.4.12 Evaluation and Revision: Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.	10.4.12
	Grade 10	10.6.2 Grammar and Mechanics of Writing: Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.	10.6.2
	Grade 11	11.4.10 Evaluation and Revision: Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.	11.4.10
	Grade 11	11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	11.6.1
<p>Organization and Ideas</p> <p>Understand the organization of a reading passage, and identify the main and supporting ideas.</p>	Grade 10	10.2.1 Structural Features of Informational and Technical Materials: Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.	10.2.1
	Grade 10	10.2.4 Expository (Informational) Critique: Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.	10.2.4

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Organization and Ideas Understand the organization of a reading passage, and identify the main and supporting ideas.	Grade 10	10.2.5 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	10.2.5
	Grade 11	11.1.3 Vocabulary and Concept Development: Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	11.1.3
	Grade 11	11.2.4 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.	11.2.4
	Grade 11	11.2.5 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Analyze an author's implicit and explicit assumptions and beliefs about a subject.	11.2.5
Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	Grade 10	10.2.5 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	10.2.5
	Grade 11	11.1.3 Vocabulary and Concept Development: Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	11.1.3
	Grade 11	11.2.4 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.	11.2.4
	Grade 11	11.2.5 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Analyze an author's implicit and explicit assumptions and beliefs about a subject.	11.2.5
Recognize Correctly Formed Sentences Recognize correct sentence structure.	Grade 10	10.6.2 Grammar and Mechanics of Writing: Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.	10.6.2
Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	Grade 10	10.3.3 Analysis of Grade-Level-Appropriate Literary Text: Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.	10.3.3
	Grade 10	10.3.4 Analysis of Grade-Level-Appropriate Literary Text: Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	10.3.4

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Skill Category and Description of Skills	Course/ Level	Standard	Standard ID
<p>Understanding Literary Elements</p> <p>Understand literary elements such as plot, setting and characterization.</p>	Grade 10	10.3.6 Analysis of Grade-Level-Appropriate Literary Text: Evaluate an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	10.3.6
	Grade 10	10.3.9 Analysis of Grade-Level-Appropriate Literary Text: Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	10.3.9

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.