

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT Skill Category and Description of Skills	Maryland ELA: Voluntary State Curriculum 2004		
	Course/ Level	Standard	Standard ID
<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Tenth Grade	a. Use context to determine the meanings of words Grade-appropriate idioms, colloquialisms, and figurative expressions	1.D.3.a.4
	Tenth Grade	a. Analyze the organizational patterns of texts Repetition and variation of sentence structure to indicate an organizational pattern	2.A.3.a.3
	Tenth Grade	b. Comparisons between and among organizational patterns in multiple texts Connections between the organizational pattern and the author's/text's purpose	2.A.3.b.2
	Tenth Grade	b. Comparisons between and among organizational patterns in multiple texts Appropriateness of an organizational pattern to accomplish the author's/text/s purpose	2.A.3.b.3
	Tenth Grade	a. Analyze and interpret the author's/text's purpose and intended audience Purpose of the author or the text or a portion of the text	2.A.4.a.1
	Tenth Grade	b. Analyze the author's argument, viewpoint, or perspective Texts or portions of texts in which the author's viewpoint is evident	2.A.4.b.2
	Tenth Grade	b. Analyze the author's argument, viewpoint, or perspective Texts or portions of texts in which the author's perspective is evident	2.A.4.b.3
	Tenth Grade	a. Analyze and evaluate specific word choice and its contribution to meaning and style Significant words and phrases with a specific effect on meaning or style	2.A.5.a.1
	Tenth Grade	a. Analyze and evaluate specific word choice and its contribution to meaning and style Figurative language	2.A.5.a.2
	Tenth Grade	a. Analyze and evaluate specific word choice and its contribution to meaning and style Idioms and colloquialisms	2.A.5.a.3
	Tenth Grade	a. Analyze and evaluate specific word choice and its contribution to meaning and style Connotations of grade-appropriate words	2.A.5.a.4

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<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Tenth Grade	a. Analyze and evaluate specific word choice and its contribution to meaning and style Technical or content vocabulary	2.A.5.a.5
	Tenth Grade	a. Analyze and evaluate specific word choice and its contribution to meaning and style Discernible styles, such as persuasive, informal, formal, etc.	2.A.5.a.6
	Tenth Grade	b. Analyze and evaluate specific language choices to determine tone Specific words or phrases that create tone	2.A.5.b.1
	Tenth Grade	b. Analyze and evaluate specific language choices to determine tone Tone in the text or a portion of the text	2.A.5.b.2
	Tenth Grade	c. Analyze and evaluate the appropriateness of tone or shift in tone Portions of text in which there is a clear shift in tone	2.A.5.c.1
	Tenth Grade	c. Analyze and evaluate the appropriateness of tone or shift in tone Connections between tone and the main idea of the text or a portion of the text	2.A.5.c.2
	Tenth Grade	d. Connections between tone and the main idea of the text or a portion of the text Repetition of word and phrases for emphasis	2.A.5.d.1
	Tenth Grade	d. Analyze and evaluate the author's argument or position for clarity and/or bias Evidence of bias in the author's argument, position, or treatment of opposing views	2.A.6.d.2
	Tenth Grade	f. Analyze and evaluate the effectiveness of persuasive techniques to sway the reader to a particular point of view Elements such as rhetorical questions, repetition, hyperbole, understatement, parallelism, antithesis	2.A.6.f.1
	Tenth Grade	g. Analyze and evaluate the effect of elements of style on meaning Formal versus informal language and its effect on meaning	2.A.6.g.1
	Tenth Grade	g. Analyze and evaluate the effect of elements of style on meaning Sentences v non-sentences and their effect on meaning	2.A.6.g.3

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<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Tenth Grade	g. Analyze and evaluate the effect of elements of style on meaning Contribution of style to meaning	2.A.6.g.4
	Tenth Grade	h. Analyze and evaluate the author's approach to issues of time Flashback	3.A.3.h.1
	Tenth Grade	h. Analyze and evaluate the author's approach to issues of time Foreshadowing	3.A.3.h.2
	Tenth Grade	i. Analyze and evaluate the point of view and its effect on meaning Connections between point of view and meaning	3.A.3.i.2
	Tenth Grade	a. Analyze and evaluate specific language choices and their contribution to meaning and/or style Significant words and phrases with a specific effect on meaning	3.A.7.a.1
	Tenth Grade	a. Analyze and evaluate specific language choices and their contribution to meaning and/or style Connotations of grade-appropriate words and phrases in context	3.A.7.a.2
	Tenth Grade	a. Analyze and evaluate specific language choices and their contribution to meaning and/or style Patterns of words and phrases that create a specific style, such as humorous, reflective, sarcastic, etc.	3.A.7.a.3
	Tenth Grade	b. Analyze and evaluate language choices that create tone Specific words and phrases that create tone	3.A.7.b.1
	Tenth Grade	b. Analyze and evaluate language choices that create tone Tone in the text or a portion of the text	3.A.7.b.2
	Tenth Grade	c. Analyze and evaluate the appropriateness of a tone or shift in tone Connections between tone and other narrative elements	3.A.7.c.1

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<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Tenth Grade	c. Analyze and evaluate the appropriateness of a tone or shift in tone Specific words and phrases that indicate a shift in tone	3.A.7.c.2
	Tenth Grade	d. Analyze and evaluate figurative language and its contribution to meaning and/or style Figurative language in increasingly complex text	3.A.7.d.1
	Tenth Grade	d. Analyze and evaluate figurative language and its contribution to meaning and/or style Connections between figurative language and meaning	3.A.7.d.2
	Tenth Grade	e. Analyze imagery and evaluate its contribution to meaning and/or style Specific words and phrases that create sensory imagery	3.A.7.e.1
	Tenth Grade	e. Analyze imagery and evaluate its contribution to meaning and/or style Connections among sensory language, images, and meaning	3.A.7.e.2
	Tenth Grade	e. Analyze imagery and evaluate its contribution to meaning and/or style Symbolism, irony, and allusions	3.A.7.e.5
	Tenth Grade	f. Analyze elements of style and evaluate their contribution to meaning Common elements of style, such as repetition, hyperbole, parallelism, understatement, rhetorical questions, and colloquialisms	3.A.7.f.1
	Tenth Grade	f. Analyze elements of style and evaluate their contribution to meaning Connection between elements of style and meaning	3.A.7.f.2
	High School Core Learning Goals	Focusing on similarities or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within or across texts	1.1.2.e
	High School Core Learning Goals	Determining the significance of the following as each contributes to the meaning of a text the perspective of the author or speaker as well as the effects of first or third person narration and multiple narrators within and across text(s)	1.2.1.a.5

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<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	High School Core Learning Goals	Identifying and/or explaining the significance of the following as each contributes to the author's purpose a particular speaker in a text	1.2.2.a.1
	High School Core Learning Goals	Identifying and/or explaining the significance of the following as each contributes to the author's purpose the arrangement of ideas in a particular way	1.2.2.a.2
	High School Core Learning Goals	Identifying and/or explaining the significance of the following as each contributes to the author's purpose words that convey author's purpose	1.2.2.a.4
	High School Core Learning Goals	Identifying and/or explaining the significance of the following as each contributes to the author's purpose implied meaning or particular image associated with a particular word or phrase	1.2.2.a.6
	High School Core Learning Goals	Identifying and/or explaining the effect and/or effectiveness of the following as each contributes to the author's purpose Repetition	1.2.3.a.1
	High School Core Learning Goals	Identifying and/or explaining the effect and/or effectiveness of the following as each contributes to the author's purpose Exaggeration	1.2.3.a.2
	High School Core Learning Goals	Identifying and/or explaining the effect and/or effectiveness of the following as each contributes to the author's purpose Analogy	1.2.3.a.5
	High School Core Learning Goals	Identifying and/or explaining the effect and/or effectiveness of the following as each contributes to the author's purpose figurative language	1.2.3.a.6
	High School Core Learning Goals	Identifying and/or explaining the effect and/or effectiveness of the following as each contributes to the author's purpose choice of details	1.2.3.a.8

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<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	High School Core Learning Goals	Analyzing the effects of certain words and phrases on the tone or voice of a text or across texts	1.3.3.a
	High School Core Learning Goals	Identifying similarities or differences in the overall tone created by language choices throughout a text or across texts	1.3.3.b
	High School Core Learning Goals	Evaluating author's choice of words, phrases, sentences, and word order for a particular audience or effect	4.2.1.a.1
	High School Core Learning Goals	Evaluating author's choice of words, phrases, sentences, and word order for a given purpose	4.2.1.a.2
	High School Core Learning Goals	Evaluating author's choice of words, phrases, sentences, and word order to extend meaning in a context	4.2.1.a.3
	High School Core Learning Goals	Evaluating author's choice of words, phrases, sentences, and word order to provide emphasis	4.2.1.a.4
<b>Determining the Meaning of Words</b> Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	Tenth Grade	a. Use context to determine the meanings of words Words with multiple meanings	1.D.3.a.2
	Tenth Grade	a. Use context to determine the meanings of words Connotations versus denotations	1.D.3.a.3
	Tenth Grade	b. Use word structure to determine the meaning of words Prefixes and suffixes	1.D.3.b.1
	Tenth Grade	b. Use word structure to determine the meaning of words Idioms	1.D.3.b.2
	Tenth Grade	b. Use word structure to determine the meaning of words Cognates	1.D.3.b.3

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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.	Tenth Grade	b. Use word structure to determine the meaning of words Literal and figurative language	1.D.3.b.4	
	Tenth Grade	b. Use word structure to determine the meaning of words Grade-appropriate roots and base words	1.D.3.b.5	
	Tenth Grade	b. Use word structure to determine the meaning of words Word origins	1.D.3.b.6	
	High School Core Learning Goals	Identifying the appropriate meaning of multiple-meaning words as they are used in context		1.1.2.g
	High School Core Learning Goals	Identifying the meaning of phrases as they are used in context		1.1.2.h
<b>Manage Grammatical Structures Used to Modify or Compare</b> 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.	High School Core Learning Goals	Controlling language structures clear placement of modifiers	2.2.3.c.1	
	High School Core Learning Goals	Controlling language structures misplaced and dangling modifiers	2.2.3.c.3	
<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.	High School Core Learning Goals	Completing or expanding ideas logical coordination of ideas	2.2.3.a.1	
	High School Core Learning Goals	Completing or expanding ideas sequence of ideas in a sentence for effectiveness and emphasis	2.2.3.a.5	
	High School Core Learning Goals	Attending to audience elaboration or support sentences	2.2.3.b.1	

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<p><b>Manage Order and Relationships of Sentences and Paragraphs</b></p> <p>Identify how to order the elements of a sentence or paragraph to improve clarity, meaning and the progression of ideas.</p>	High School Core Learning Goals	Attending to audience transitional devices between sentences and paragraphs	2.2.3.b.2
	High School Core Learning Goals	Attending to audience coherence (focusing on a central idea)	2.2.3.b.3
	High School Core Learning Goals	Attending to audience clear connectors	2.2.3.b.4
	High School Core Learning Goals	Combining sentences through the use of logical coordination	3.1.6.a.1
	High School Core Learning Goals	Combining sentences through the use of logical and effective subordination	3.1.6.a.2
	High School Core Learning Goals	Combining sentences through the use of logical sequencing of ideas	3.1.6.a.3
<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>	High School Core Learning Goals	Completing or expanding ideas logical coordination of ideas	2.2.3.a.1
	High School Core Learning Goals	Completing or expanding ideas subordination to replace excessive coordination	2.2.3.a.2
	High School Core Learning Goals	Completing or expanding ideas logical or succinct subordination	2.2.3.a.3
	High School Core Learning Goals	Completing or expanding ideas subordination to show space or time, cause or effect, condition, or concession	2.2.3.a.4

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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>	High School Core Learning Goals	Completing or expanding ideas conciseness (eliminating redundancy, superfluous words and phrases, and awkward constructions)	2.2.3.a.6
	High School Core Learning Goals	Attending to audience clear connectors	2.2.3.b.4
	High School Core Learning Goals	Identifying sentence fragments	3.1.4.a
	High School Core Learning Goals	Identifying run-on sentences, including fused sentences and comma splices	3.1.4.b
	High School Core Learning Goals	Completing inappropriate sentence fragments	3.1.4.c
	High School Core Learning Goals	Using internalized knowledge to identify and correct errors semicolons between closely-related main clauses	3.3.1.a.4
	High School Core Learning Goals	Using internalized knowledge to identify and correct errors semicolon and comma in compound sentence with a conjunctive adverb	3.3.1.a.5
	High School Core Learning Goals	Using a resource for all punctuation or capitalization skills not internalized or for rules that may be in flux	3.3.2.a
<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>	Tenth Grade	c. Analyze and evaluate the appropriateness of a tone or shift in tone Connections between tone and other narrative elements	3.A.7.c.1
	High School Core Learning Goals	Completing or expanding ideas conciseness (eliminating redundancy, superfluous words and phrases, and awkward constructions)	2.2.3.a.6

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<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.	High School Core Learning Goals	Attending to audience word choice	2.2.3.b.5
	High School Core Learning Goals	Controlling language structures shifts in person, number, and tone	2.2.3.c.2
<b>Organization and Ideas</b>  Understand the organization of a reading passage and identify the main and supporting ideas.	Tenth Grade	a. Identify and explain the main idea or argument Main ideas in the text or a portion of the text	1.E.4.a.1
	Tenth Grade	b. Identify and explain information directly stated in the text Main ideas, supporting details and other information stated in the text or a portion of the text	1.E.4.b.1
	Tenth Grade	a. Analyze the organizational patterns of texts Organizational patterns	2.A.3.a.1
	Tenth Grade	a. Analyze the organizational patterns of texts Transition or signal words and phrases that indicate the organizational pattern of the text or a portion of the text	2.A.3.a.2
	Tenth Grade	a. Analyze the organizational patterns of texts Repetition and variation of sentence structure to indicate an organizational pattern	2.A.3.a.3
	Tenth Grade	a. Analyze the organizational patterns of texts Comparisons between and among organizational patterns in multiple texts	2.A.3.a.4
	Tenth Grade	b. Comparisons between and among organizational patterns in multiple texts Connections between the organizational pattern and meaning	2.A.3.b.1
	Tenth Grade	b. Comparisons between and among organizational patterns in multiple texts Connections between the organizational pattern and the author's/text's purpose	2.A.3.b.2
	Tenth Grade	b. Comparisons between and among organizational patterns in multiple texts Appropriateness of an organizational pattern to accomplish the author's/text/s purpose	2.A.3.b.3

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<b>Organization and Ideas</b> Understand the organization of a reading passage and identify the main and supporting ideas.	Tenth Grade	b. Analyze the author's argument, viewpoint, or perspective Texts or portions of texts in which the author's argument is evident	2.A.4.b.1
	Tenth Grade	c. State and support main ideas and messages Main idea of the text or a portion of the text	2.A.4.c.1
	Tenth Grade	c. State and support main ideas and messages Important messages or arguments in the text	2.A.4.c.2
	Tenth Grade	d. Summarize the text or a portion of text Main ideas and supporting details across the text or a portion of the text	2.A.4.d.1
	Tenth Grade	f. Analyze and evaluate relationships between and among ideas Relationships between and among ideas within a text or across multiple texts	2.A.4.f.1
	Tenth Grade	g. Synthesize ideas from text to form new understanding Conclusions, inferences, and generalizations from one text or across multiple texts	2.A.4.g.1
	Tenth Grade	c. Analyze and evaluate the appropriateness of tone or shift in tone Connections between tone and the main idea of the text or a portion of the text	2.A.5.c.2
	Tenth Grade	b. Analyze and evaluate the extent to which the structure and features of the text clarify the purpose and the information Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text	2.A.6.b.2
	Tenth Grade	d. Analyze and evaluate the author's argument or position for clarity and/or bias Evidence of bias in the author's argument, position, or treatment of opposing views	2.A.6.d.2
	Tenth Grade	e. Analyze and evaluate relationships between and among characters and events Cause-effect relationships between characters' actions and the results of those actions	3.A.3.e.3
Tenth Grade	e. Analyze and evaluate relationships between and among characters and events Cause-effect relationships between and among events	3.A.3.e.4	

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<b>Organization and Ideas</b> Understand the organization of a reading passage and identify the main and supporting ideas.	Tenth Grade	f. Analyze and evaluate the relationship between characters' actions and the plot and its resolution  Connections between the actions of the characters and the outcome of the plot	3.A.3.f.1
	Tenth Grade	a. Analyze main central ideas and universal themes  Ideas central to the whole text	3.A.6.a.1
	Tenth Grade	a. Analyze main central ideas and universal themes  Literal versus interpretive meanings of a text or a portion of text	3.A.6.a.2
	High School Core Learning Goals	Making connections between ideas within the text	1.1.2.b
	High School Core Learning Goals	Identifying the organizational pattern of the text	1.1.2.d
	High School Core Learning Goals	Focusing on similarities or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within or across texts	1.1.2.e
	High School Core Learning Goals	Summarizing or synthesizing significant ideas across texts and drawing conclusions based on the information in more than one text	1.1.3.b
	High School Core Learning Goals	Drawing conclusions based upon information from the text	1.1.3.c
	High School Core Learning Goals	Identifying and/or explaining the significance of the following as each contributes to the author's purpose  the arrangement of ideas in a particular way	1.2.2.a.2
	High School Core Learning Goals	Identifying and/or explaining the effect and/or effectiveness of the following as each contributes to the author's purpose  organizational patterns	1.2.3.a.10
	High School Core Learning Goals	Identifying and/or explaining the effect and/or effectiveness of the following as each contributes to the author's purpose  Transitions	1.2.3.a.7

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<b>Organization and Ideas</b> Understand the organization of a reading passage and identify the main and supporting ideas.	High School Core Learning Goals	Analyzing the similarities or differences in themes of two or more texts	1.2.4.b
	High School Core Learning Goals	Analyzing the ways in which different texts illustrate a similar theme	1.2.4.c
<b>Reasoning and Inferencing</b> Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	Tenth Grade	c. Draw inferences and/or conclusions and make generalization Inferences, conclusions and generalizations based on implied or stated information from the text or a portion of the text	1.E.4.c.1
	Tenth Grade	e. Summarize or paraphrase the text Main idea and supporting information across the text or a portion of the text	1.E.4.e.1
	Tenth Grade	f. Analyze and evaluate relationships between and among ideas Relationships between and among ideas within a text or across multiple texts	2.A.4.f.1
	Tenth Grade	g. Synthesize ideas from text to form new understanding Conclusions, inferences, and generalizations from one text or across multiple texts	2.A.4.g.1
	Tenth Grade	a. Analyze main central ideas and universal themes Literal versus interpretive meanings of a text or a portion of text	3.A.6.a.2
	High School Core Learning Goals	Making connections between ideas within the text	1.1.2.b
	High School Core Learning Goals	Summarizing, comparing, contrasting, and synthesizing significant ideas in a text	1.1.3.a
	High School Core Learning Goals	Summarizing or synthesizing significant ideas across texts and drawing conclusions based on the information in more than one text	1.1.3.b
	High School Core Learning Goals	Drawing conclusions based upon information from the text	1.1.3.c
	High School Core Learning Goals	Analyzing the similarities or differences in themes of two or more texts	1.2.4.b

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<p><b>Reasoning and Inferencing</b> Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.</p>	High School Core Learning Goals	Analyzing the ways in which different texts illustrate a similar theme	1.2.4.c
<p><b>Understanding Literary Elements</b> Understand literary elements such as plot, setting and characterization.</p>	Tenth Grade	<p>e. Summarize or paraphrase the text Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution</p>	1.E.4.e.2
	Tenth Grade	<p>b. Analyze and evaluate the relationship between the conflict and the events of the plot Narrative text with exposition, rising action, climax, and resolution</p>	3.A.3.b.1
	Tenth Grade	<p>b. Analyze and evaluate the relationship between the conflict and the events of the plot Conflicts between or within characters or between and external forces</p>	3.A.3.b.2
	Tenth Grade	<p>b. Analyze and evaluate the relationship between the conflict and the events of the plot Connections between the resolution of the conflict and the development of the plot</p>	3.A.3.b.3
	Tenth Grade	<p>b. Analyze and evaluate the relationship between the conflict and the events of the plot Subplots</p>	3.A.3.b.4
	Tenth Grade	<p>c. Analyze and evaluate details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text Immediate time and place of the action as well as its larger context</p>	3.A.3.c.1
	Tenth Grade	<p>c. Analyze and evaluate details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text Connections among the characters, the setting, and the mood</p>	3.A.3.c.2
	Tenth Grade	<p>c. Analyze and evaluate details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text Connections between setting and theme</p>	3.A.3.c.3
	Tenth Grade	<p>d. Analyze and evaluate the characterization Characters' traits</p>	3.A.3.d.1

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<b>Understanding Literary Elements</b> Understand literary elements such as plot, setting and characterization.	Tenth Grade	d. Analyze and evaluate the characterization Characters' motivations	3.A.3.d.2
	Tenth Grade	d. Analyze and evaluate the characterization Characters' personal growth and development	3.A.3.d.3
	Tenth Grade	e. Analyze and evaluate relationships between and among characters and events Connections between and among characters	3.A.3.e.1
	Tenth Grade	e. Analyze and evaluate relationships between and among characters and events Connections between and among situations	3.A.3.e.2
	Tenth Grade	e. Analyze and evaluate relationships between and among characters and events Cause-effect relationships between characters' actions and the results of those actions	3.A.3.e.3
	Tenth Grade	e. Analyze and evaluate relationships between and among characters and events Cause-effect relationships between and among events	3.A.3.e.4
	Tenth Grade	f. Analyze and evaluate the relationship between characters' actions and the plot and its resolution Connections between the actions of the characters and the outcome of the plot	3.A.3.f.1
	Tenth Grade	g. Analyze and evaluate conflicts that motivate characters and those that advance the plot Conflicts that affect characters' actions	3.A.3.g.1
	Tenth Grade	g. Analyze and evaluate conflicts that motivate characters and those that advance the plot Conflicts that advance the action of the plot	3.A.3.g.2
	Tenth Grade	h. Analyze and evaluate the author's approach to issues of time Flashback	3.A.3.h.1

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<b>Understanding Literary Elements</b> Understand literary elements such as plot, setting and characterization.	Tenth Grade	h. Analyze and evaluate the author's approach to issues of time Foreshadowing	3.A.3.h.2
	Tenth Grade	i. Analyze and evaluate the point of view and its effect on meaning First versus third person limited or omniscient point of view	3.A.3.i.1
	Tenth Grade	i. Analyze and evaluate the point of view and its effect on meaning Connections between point of view and meaning	3.A.3.i.2
	Tenth Grade	j. Analyze and evaluate the interactions among narrative elements and their contribution to meaning Connections among all narrative elements that create meaning	3.A.3.j.1
	Tenth Grade	a. Analyze and evaluate the plausibility of the plot and the credibility of the characters Connections among the events in the plot, the actions of the characters, and the plausibility of the conflict and/or outcome	3.A.8.a.1
	Tenth Grade	b. Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions Questions about characters and/or situations not fully developed in the text	3.A.8.b.1
	High School Core Learning Goals	Determining the significance of the following as each contributes to the meaning of a text plot sequence of events (including foreshadowing and flashback), cause-and-effect relationships, and events that are exposition, climax or turning point, resolution (Students will not be asked to label events.)	1.2.1.a.1
	High School Core Learning Goals	Determining the significance of the following as each contributes to the meaning of a text characters' defining traits, motivations, and developments throughout the text	1.2.1.a.2
	High School Core Learning Goals	Determining the significance of the following as each contributes to the meaning of a text details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text	1.2.1.a.3
High School Core Learning Goals	Determining the significance of the following as each contributes to the meaning of a text conflicts that motivate characters and those that serve to advance the plot	1.2.1.a.4	

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT	Maryland ELA: Voluntary State Curriculum 2004		
Skill Category and Description of Skills	Course/ Level	Standard	Standard ID
<b>Understanding Literary Elements</b> Understand literary elements such as plot, setting and characterization.	High School Core Learning Goals	Determining the significance of the following as each contributes to the meaning of a text the perspective of the author or speaker as well as the effects of first or third person narration and multiple narrators within and across text(s)	1.2.1.a.5
	High School Core Learning Goals	Identifying and/or explaining the significance of the following as each contributes to the author's purpose a particular speaker in a text	1.2.2.a.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.