

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT Skill Category and Description of Skills	Michigan ELA: Grade Level and High School Content Expectations 2005		
	Course/ Level	Standard	Standard ID
Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Grades: 9-12	CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.	CE 3.1.1
	Grades: 9-12	CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	CE 3.1.4
Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	Grades: 9-12	CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.	CE 2.1.3
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.	Grades: 9-12	CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	CE 1.1.7
	Grades: 9-12	CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	CE 4.1.5
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.	Grades: 9-12	CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text-deleting and/or reorganizing ideas, and addressing potential readers' questions.	CE 1.1.5
	Grades: 9-12	CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	CE 1.1.6
	Grades: 9-12	CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	CE 1.1.7
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.	Grades: 9-12	CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	CE 1.1.7

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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>	Grades: 9-12	CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	CE 4.1.5
<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>	Grades: 9-12	CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	CE 1.1.7
	Grades: 9-12	CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	CE 4.1.5
<p>Organization and Ideas</p> <p>Understand the organization of a reading passage and identify the main and supporting ideas.</p>	Grades: 9-12	CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	CE 2.1.4
	Grades: 9-12	CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	CE 2.1.5
	Grades: 9-12	CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	CE 2.1.6
	Grades: 9-12	CE 3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.	CE 3.1.5
<p>Reasoning and Inferencing</p> <p>Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.</p>	Grades: 9-12	CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	CE 2.1.6
	Grades: 9-12	CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	CE 2.1.7

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<p>Reasoning and Inferencing</p> <p>Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.</p>	Grades: 9-12	CE 3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.	CE 3.1.5
<p>Understanding Literary Elements</p> <p>Understand literary elements such as plot, setting and characterization.</p>	Grades: 9-12	CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	CE 3.1.2
	Grades: 9-12	CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.	CE 3.1.3

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.