PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism.	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the effects of author's craft and style.	1.03.i
	English II	4.02 Analyze thematic connections among literary works by: examining how elements such as irony and symbolism impact theme.	4.02.c
	English II	4.03 Analyze the ideas of others by identifying the ways in which writers: introduce and develop a main idea.	4.03.a
	English II	4.03 Analyze the ideas of others by identifying the ways in which writers: choose and incorporate significant, supporting, relevant details.	4.03.b
	English II	4.03 Analyze the ideas of others by identifying the ways in which writers: relate the structure/organization to the ideas.	4.03.c
	English II	4.03 Analyze the ideas of others by identifying the ways in which writers: achieve a sense of completeness and closure.	4.03.e
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the effects of author's craft and style.	4.05.i
	English II	5.01 Read and analyze selected works of world literature by: analyzing literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, situational irony, and imagery and explaining their effect on the work of world literature.	5.01.c
	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the effects of author's craft and style.	5.03.i
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the effects of author's craft and style.	1.03.i

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism.	English III	4.01 Interpret meaning for an audience by: interpreting the effect of figures of speech (e.g., personification, oxymoron) and the effect of devices of sound (e.g., alliteration, onomatopoeia).	4.01.b
	English III	4.01 Interpret meaning for an audience by: analyzing stylistic features such as word choice and links between sense and sound.	4.01.c
	English III	4.01 Interpret meaning for an audience by: identifying ambiguity, contradiction, irony, parody, and satire.	4.01.d
	English III	4.02 Develop thematic connections among works by: examining how representative elements such as mood, tone, and style impact the development of a theme.	4.02.c
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the effects of author's craft and style.	4.04.i
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the effects of author's craft and style.	5.03.i
Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	English II	6.01 Demonstrate an understanding of conventional written and spoken expression by: using word recognition strategies to understand vocabulary and exact word choice (Greek, Latin roots and affixes, analogies, idioms, denotation, connotation).	6.01.c
	English II	6.01 Demonstrate an understanding of conventional written and spoken expression by: using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases.	6.01.d
	English III	6.01 Demonstrate an understanding of the conventions of language by: decoding vocabulary using knowledge of Anglo-Saxon, Greek, and Latin bases and affixes.	6.01.a

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	English III	6.01 Demonstrate an understanding of the conventions of language by: using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases.	6.01.b
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.	English III	6.01 Demonstrate an understanding of the conventions of language by: revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres.	6.01.d
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.	English II	6.02 Edit for: subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences.	6.02.a
	English II	6.02 Edit for: appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks).	6.02.b
	English II	6.02 Edit for: parallel structure.	6.02.c
	English III	6.02 Discern and correct errors in speaking and writing at a level appropriate to eleventh grade by: reviewing and refining purposeful use of varying sentence types with correct punctuation.	6.02.a
	English III	6.02 Discern and correct errors in speaking and writing at a level appropriate to eleventh grade by: extending effective use of phrases and clauses.	6.02.d
	English III	6.02 Discern and correct errors in speaking and writing at a level appropriate to eleventh grade by: editing for correct spelling and mechanics.	6.02.f

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Manage Word Choice and Grammatical Relationships Between Words Understand relationships between and among words, including subject-verb agreement, pronoun reference, and verb form and tense.	English II	6.02 Edit for: subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences.	6.02.a
	English III	6.02 Discern and correct errors in speaking and writing at a level appropriate to eleventh grade by: reviewing and refining correct pronoun usage, antecedents, and case.	6.02.b
	English III	6.02 Discern and correct errors in speaking and writing at a level appropriate to eleventh grade by: refining subject/verb agreement and choice of tense.	6.02.c
Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	1.03.b
	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	1.03.c
	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: demonstrating comprehension of main idea and supporting details.	1.03.d
	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	1.03.f
	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making connections between works, self and related topics.	1.03.h

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	1.03.j
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	4.05.b
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	4.05.c
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: demonstrating comprehension of main idea and supporting details.	4.05.d
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	4.05.f
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	4.05.j
	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	5.03.b
	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	5.03.c

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
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	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	5.03.f
	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	5.03.j
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	1.03.b
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	1.03.c
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: demonstrating comprehension of main idea and supporting details.	1.03.d
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	1.03.f
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making connections between works, self and related topics.	1.03.h

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	1.03.j
	English III	4.02 Develop thematic connections among works by: using specific references to validate connections.	4.02.b
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	4.04.b
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	4.04.c
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: demonstrating comprehension of main idea and supporting details.	4.04.d
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	4.04.f
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making connections between works, self and related topics.	4.04.h
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	4.04.j

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	5.03.b
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	5.03.c
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: demonstrating comprehension of main idea and supporting details.	5.03.d
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	5.03.f
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making connections between works, self and related topics.	5.03.h
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	5.03.j
Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	1.03.c
	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: summarizing key events and/or points from text.	1.03.e

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	1.03.f
	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making connections between works, self and related topics.	1.03.h
	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	1.03.j
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	4.05.c
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: summarizing key events and/or points from text.	4.05.e
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	4.05.f
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	4.05.j
	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	5.03.c
	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: summarizing key events and/or points from text.	5.03.e

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	5.03.f
	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	5.03.j
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	1.03.c
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: summarizing key events and/or points from text.	1.03.e
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	1.03.f
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making connections between works, self and related topics.	1.03.h
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	1.03.j
	English III	4.02 Develop thematic connections among works by: using specific references to validate connections.	4.02.b
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	4.04.c

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: summarizing key events and/or points from text.	4.04.e
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	4.04.f
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making connections between works, self and related topics.	4.04.h
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	4.04.j
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: providing textual evidence to support understanding of and reader's response to text.	5.03.c
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	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making inferences, predicting, and drawing conclusions based on text.	5.03.f
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: making connections between works, self and related topics.	5.03.h
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	5.03.j

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	1.03.b
	English II	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	1.03.j
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	4.05.b
	English II	4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	4.05.j
	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	5.03.b
	English II	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	5.03.j
	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	1.03.b

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PSAT/NMSQT Skill Category and Description of Skills	North Carolina ELA: Standard Course of Study 2004 Course/ Level	Standard	Standard ID
Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	English III	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	1.03.j
	English III	4.01 Interpret meaning for an audience by: examining the functions and the effects of narrative strategies such as plot, conflict, suspense, point of view, characterization, and dialogue.	4.01.a
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	4.04.b
	English III	4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	4.04.j
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	5.03.b
	English III	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	5.03.j

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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) report[1]. 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.