

Alignments of PSAT/NMSQT Skill Categories and State Standards

| PSAT/NMSQT Skill Category and Description of Skills | Oklahoma ELA: Priority Academic Student Skills 2007 | | |
|--|---|---|-------------|
| | Course/ Level | Standard | Standard ID |
| Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism. | Tenth Grade | 1. Literal Understanding a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose. | A.2.1.a |
| | Tenth Grade | 1. Literal Understanding b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language). | A.2.1.b |
| | Tenth Grade | 4. Analysis and Evaluation c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes. | A.2.4.c |
| | Tenth Grade | 4. Analysis and Evaluation d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions. | A.2.4.d |
| | Tenth Grade | 2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved. | A.3.2.a |
| | Tenth Grade | 2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. e. Evaluate the author's purpose and the 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). | A.3.2.e |
| | Tenth Grade | 3. Figurative Language and Sound Devices: Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work. a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile. | A.3.3.a |
| | Eleventh Grade | 3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. | A.1.3 |

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| | Course/ Level | Standard | Standard ID |
| Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism. | Eleventh Grade | 1. Literal Understanding a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose. | A.2.1.a |
| | Eleventh Grade | 4. Analysis and Evaluation c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text. | A.2.4.c |
| | Eleventh Grade | 2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. b. Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both. | A.3.2.b |
| | Eleventh Grade | 2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal. | A.3.2.d |
| | Eleventh Grade | 2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. e. Evaluate the author's purpose and the 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). | A.3.2.e |
| | Eleventh Grade | 3. Figurative Language and Sound Devices: Identify figurative language and sound devices and analyze how they affect the development of a literary work. a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile. | A.3.3.a |
| Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words. | Tenth Grade | 1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings. | A.1.1 |
| | Tenth Grade | 4. Discriminate between connotative and denotative meanings and interpret the connotative power of words. | A.1.4 |

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| <p>Determining the Meaning of Words</p> <p>Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.</p> | Tenth Grade | <p>2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.</p> <p>d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.</p> | A.3.2.d |
| | Eleventh Grade | <p>4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.</p> | A.1.4 |
| <p>Manage Grammatical Structures Used to Modify or Compare</p> <p>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.</p> | Tenth Grade | <p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.</p> | B.1.1.e |
| | Tenth Grade | <p>1. Standard English Usage: The student will demonstrate correct use of Standard English in speaking and writing.</p> <p>f. Use correct forms of comparative and superlative adjectives.</p> | B.3.1.f |
| | Tenth Grade | <p>3. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.</p> <p>b. Correct dangling and misplaced modifiers.</p> | B.3.3.b |
| | Eleventh Grade | <p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p> | B.1.1.e |
| | Eleventh Grade | <p>1. Standard English Usage: Demonstrate correct use of Standard English in speaking and writing.</p> <p>f. Use correct forms of comparative and superlative adjectives.</p> | B.3.1.f |
| | Eleventh Grade | <p>3. Sentence Structure: Demonstrate appropriate sentence structure in writing.</p> <p>b. Correct dangling and misplaced modifiers.</p> | B.3.3.b |

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| | Course/ Level | Standard | Standard ID |
| <p>Manage Order and Relationships of Sentences and Paragraphs</p> <p>Identify how to order the elements of a sentence or paragraph to improve clarity, meaning and the progression of ideas.</p> | Tenth Grade | 1. Use a writing process to develop and refine composition skills. Students are expected to: d. proofread writing for appropriateness of organization, content, and style. | B.1.1.d |
| | Tenth Grade | 1. Use a writing process to develop and refine composition skills. Students are expected to: e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling. | B.1.1.e |
| | Tenth Grade | 6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing). | B.1.6 |
| | Eleventh Grade | 1. Use a writing process to develop and refine composition skills. Students are expected to: d. proofread writing for appropriateness of organization, content and style. | B.1.1.d |
| | Eleventh Grade | 1. Use a writing process to develop and refine composition skills. Students are expected to: e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling. | B.1.1.e |
| | Eleventh Grade | 6. Evaluate own writing and others' writing 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. | B.1.6 |
| <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> | Tenth Grade | 1. Use a writing process to develop and refine composition skills. Students are expected to: e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling. | B.1.1.e |
| | Tenth Grade | 1. Standard English Usage: The student will demonstrate correct use of Standard English in speaking and writing. d. Distinguish active and passive voice. | B.3.1.d |
| | Tenth Grade | 2. Mechanics and Spelling: The student will demonstrate appropriate language mechanics in writing. c. Demonstrate correct use of punctuation and recognize its effect on sentence structure. | B.3.2.c |

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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> | Tenth Grade | 3. Sentence Structure: The student will demonstrate appropriate sentence structure in writing. a. Use parallel structure. | B.3.3.a |
| | Tenth Grade | 3. Sentence Structure: The student will demonstrate appropriate sentence structure in writing. c. Correct run-on sentences. | B.3.3.c |
| | Tenth Grade | 3. Sentence Structure: The student will demonstrate appropriate sentence structure in writing. d. Correct fragments. | B.3.3.d |
| | Eleventh Grade | 1. Use a writing process to develop and refine composition skills. Students are expected to: e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling. | B.1.1.e |
| | Eleventh Grade | 1. Standard English Usage: Demonstrate correct use of Standard English in speaking and writing. d. Distinguish active and passive voice. | B.3.1.d |
| | Eleventh Grade | 2. Mechanics and Spelling: Demonstrate appropriate language mechanics in writing. c. Demonstrate correct use of punctuation and recognize its effect on sentence structure. | B.3.2.c |
| | Eleventh Grade | 3. Sentence Structure: Demonstrate appropriate sentence structure in writing. a. Use parallel structure. | B.3.3.a |
| | Eleventh Grade | 3. Sentence Structure: Demonstrate appropriate sentence structure in writing. c. Correct run-on sentences. | B.3.3.c |
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| | Course/ Level | Standard | Standard ID |
| <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> | Tenth Grade | 1. Use a writing process to develop and refine composition skills. Students are expected to: e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling. | B.1.1.e |
| | Tenth Grade | 1. Standard English Usage: The student will demonstrate correct use of Standard English in speaking and writing. a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect). | B.3.1.a |
| | Tenth Grade | 1. Standard English Usage: The student will demonstrate correct use of Standard English in speaking and writing. b. Use correct verb forms and tenses. | B.3.1.b |
| | Tenth Grade | 1. Standard English Usage: The student will demonstrate correct use of Standard English in speaking and writing. c. Use correct subject-verb agreement. | B.3.1.c |
| | Tenth Grade | 1. Standard English Usage: The student will demonstrate correct use of Standard English in speaking and writing. e. Use correct pronoun/antecedent agreement and clear pronoun reference. | B.3.1.e |
| | Eleventh Grade | 1. Use a writing process to develop and refine composition skills. Students are expected to: e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling. | B.1.1.e |
| | Eleventh Grade | 1. Standard English Usage: Demonstrate correct use of Standard English in speaking and writing. a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect). | B.3.1.a |
| | Eleventh Grade | 1. Standard English Usage: Demonstrate correct use of Standard English in speaking and writing. b. Use correct verb forms and tenses. | B.3.1.b |

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| | 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. | Eleventh Grade | 1. Standard English Usage: Demonstrate correct use of Standard English in speaking and writing. c. Use correct subject-verb agreement. | B.3.1.c |
| | Eleventh Grade | 1. Standard English Usage: Demonstrate correct use of Standard English in speaking and writing. e. Use correct pronoun/antecedent agreement and clear pronoun reference. | B.3.1.e |
| Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas. | Tenth Grade | 1. Literal Understanding a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose. | A.2.1.a |
| | Tenth Grade | 2. Inferences and Interpretation a. Use elements of the text to defend responses and interpretations. | A.2.2.a |
| | Tenth Grade | 3. Summary and Generalization a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages. | A.2.3.a |
| | Tenth Grade | 3. Summary and Generalization b. Use text features and elements to support inferences and generalizations about information. | A.2.3.b |
| | Tenth Grade | 4. Analysis and Evaluation b. Evaluate deceptive and/or faulty arguments in persuasive texts. | A.2.4.b |
| | Tenth Grade | 4. Analysis and Evaluation c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes. | A.2.4.c |
| | Tenth Grade | 4. Analysis and Evaluation d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions. | A.2.4.d |

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| | Course/ Level | Standard | Standard ID |
| Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas. | Eleventh Grade | 1. Literal Understanding a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose. | A.2.1.a |
| | Eleventh Grade | 2. Inferences and Interpretation d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations. | A.2.2.d |
| | Eleventh Grade | 3. Summary and Generalization a. Determine the main idea, locate and interpret minor subtly stated details in complex passages. | A.2.3.a |
| | Eleventh Grade | 3. Summary and Generalization b. Use text features and elements to support inferences and generalizations about information. | A.2.3.b |
| | Eleventh Grade | 4. Analysis and Evaluation a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts. | A.2.4.a |
| | Eleventh Grade | 4. Analysis and Evaluation b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes. | A.2.4.b |
| | Eleventh Grade | 4. Analysis and Evaluation c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text. | A.2.4.c |
| Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions. | Tenth Grade | 2. Inferences and Interpretation a. Use elements of the text to defend responses and interpretations. | A.2.2.a |
| | Tenth Grade | 2. Inferences and Interpretation b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience. | A.2.2.b |

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| | Course/ Level | Standard | Standard ID |
| Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions. | Tenth Grade | 3. Summary and Generalization b. Use text features and elements to support inferences and generalizations about information. | A.2.3.b |
| | Tenth Grade | 3. Summary and Generalization c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures. | A.2.3.c |
| | Eleventh Grade | 3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. | A.1.3 |
| | Eleventh Grade | 2. Inferences and Interpretation d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations. | A.2.2.d |
| | Eleventh Grade | 3. Summary and Generalization b. Use text features and elements to support inferences and generalizations about information. | A.2.3.b |
| | Eleventh Grade | 3. Summary and Generalization c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures. | A.2.3.c |
| | Eleventh Grade | 4. Analysis and Evaluation a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts. | A.2.4.a |
| Understanding Literary Elements Understand literary elements such as plot, setting and characterization. | Tenth Grade | 2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved. | A.3.2.a |
| | Tenth Grade | 2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves). | A.3.2.c |

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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> | Tenth Grade | <p>2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.</p> <p>e. Evaluate the author's purpose and the 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).</p> | A.3.2.e |
| | Eleventh Grade | <p>2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.</p> <p>c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p> | A.3.2.c |
| | Eleventh Grade | <p>2. Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.</p> <p>e. Evaluate the author's purpose and the 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).</p> | A.3.2.e |

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.