

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT Skill Category and Description of Skills	Rhode Island ELA: Grade Level and Grade Span Expectations 2006		
	Course/ Level	Standard	Standard ID
Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Grades: 9-10	R-10-4 Demonstrate initial understanding of elements of literary texts by R-10-4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view)	R-10-4.5
	Grades: 9-10	R-10-6 Analyze and interpret author's craft, citing evidence where appropriate by R-10-6.1 Demonstrating knowledge of author's style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, or use of punctuation) to analyze literary works	R-10-6.1
	Grades: 9-10	R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant	R-10-8.3
	Grades: 11-12	R-12-4 Demonstrate initial understanding of elements of literary texts by R-12-4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view)	R-12-4.5
	Grades: 11-12	R-12-6 Analyze and interpret author's craft within or across texts, citing evidence where appropriate by R-12-6.1a Demonstrating knowledge of author's style or use of literary elements and devices (e.g., simile, metaphor, point of view, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, genre, or bias, or use of punctuation, etc.) to analyze literary works	R-12-6.1a
	Grades: 11-12	R-12-6 Analyze and interpret author's craft within or across texts, citing evidence where appropriate by R-12-6.1b Examining author's style or use of literary devices to convey theme	R-12-6.1b
	Grades: 11-12	R-12-8 Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by R-12-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant	R-12-8.3

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Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	Grades: 9-10	R-10-2 Students identify the meaning of unfamiliar vocabulary by R-10-2.1a Using strategies to unlock meaning (e.g., knowledge of word structure including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)	R-10-2.1a
	Grades: 9-10	R-10-2 Students identify the meaning of unfamiliar vocabulary by R-10-2.1b Using strategies to unlock meaning including base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words; or prior knowledge	R-10-2.1b
	Grades: 9-10	R-10-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by R-10-3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English	R-10-3.1
	Grades: 9-10	R-10-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by R-10-3.2 Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary	R-10-3.2
	Grades: 11-12	R-12-2 Students identify the meaning of unfamiliar vocabulary by R-12-2.1a Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)	R-12-2.1a
	Grades: 11-12	R-12-2 Students identify the meaning of unfamiliar vocabulary by R-12-2.1b Using strategies to unlock meaning including base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words; or prior knowledge	R-12-2.1b

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Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	Grades: 11-12	R-12-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by R-12-3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects, or other languages that have been adopted into standard English	R-12-3.1
	Grades: 11-12	R-12-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by R-12-3.2 Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary	R-12-3.2
Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	Grades: 9-10	R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by R-10-5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)	R-10-5.3
	Grades: 9-10	R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams.	R-10-7.2
	Grades: 9-10	R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)	R-10-8.2
	Grades: 9-10	R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant	R-10-8.3
	Grades: 9-10	R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts	R-10-8.4

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Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	Grades: 9-10	R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.5 Making inferences about causes and/or effects	R-10-8.5
	Grades: 9-10	R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)	R-10-8.6
	Grades: 11-12	R-12-5 Analyze and interpret literary elements within or across texts, citing evidence where appropriate by R-12-5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text(s) (e.g., describing the interaction among plot/subplots, theme/setting, symbolism/characterization)	R-12-5.3
	Grades: 11-12	R-12-7 Demonstrate initial understanding of informational texts (expository and practical texts) by R-12-7.2 Using information from the text to answer questions, perform specific tasks, or solve problems; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or to interpret maps, charts, timelines, tables, or diagrams	R-12-7.2
	Grades: 11-12	R-12-8 Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by R-12-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)	R-12-8.2
	Grades: 11-12	R-12-8 Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by R-12-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant	R-12-8.3
	Grades: 11-12	R-12-8 Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by R-12-8.5 Making inferences about causes and effects	R-12-8.5

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<p>Organization and Ideas</p> <p>Understand the organization of a reading passage and identify the main and supporting ideas.</p>	Grades: 11-12	<p>R-12-8 Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by</p> <p>R-12-8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</p>	R-12-8.6
<p>Reasoning and Inferencing</p> <p>Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.</p>	Grades: 9-10	<p>R-10-4 Demonstrate initial understanding of elements of literary texts by</p> <p>R-10-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</p>	R-10-4.2
	Grades: 9-10	<p>R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by</p> <p>R-10-5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)</p>	R-10-5.3
	Grades: 9-10	<p>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by</p> <p>R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)</p>	R-10-8.2
	Grades: 9-10	<p>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by</p> <p>R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant</p>	R-10-8.3
	Grades: 9-10	<p>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by</p> <p>R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts</p>	R-10-8.4
	Grades: 9-10	<p>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by</p> <p>R-10-8.5 Making inferences about causes and/or effects</p>	R-10-8.5
	Grades: 11-12	<p>R-12-4 Demonstrate initial understanding of elements of literary texts by</p> <p>R-12-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</p>	R-12-4.2

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Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	Grades: 11-12	R-12-5 Analyze and interpret literary elements within or across texts, citing evidence where appropriate by R-12-5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text(s) (e.g., describing the interaction among plot/subplots, theme/setting, symbolism/characterization)	R-12-5.3
	Grades: 11-12	R-12-8 Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by R-12-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)	R-12-8.2
	Grades: 11-12	R-12-8 Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by R-12-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant	R-12-8.3
	Grades: 11-12	R-12-8 Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by R-12-8.5 Making inferences about causes and effects	R-12-8.5
Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	Grades: 9-10	R-10-4 Demonstrate initial understanding of elements of literary texts by R-10-4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action	R-10-4.1
	Grades: 9-10	R-10-4 Demonstrate initial understanding of elements of literary texts by R-10-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text	R-10-4.2
	Grades: 9-10	R-10-4 Demonstrate initial understanding of elements of literary texts by R-10-4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view)	R-10-4.5

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Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	Grades: 9-10	R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by R-10-5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)	R-10-5.1
	Grades: 9-10	R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by R-10-5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time	R-10-5.2
	Grades: 9-10	R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by R-10-5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)	R-10-5.3
	Grades: 9-10	R-10-6 Analyze and interpret author's craft, citing evidence where appropriate by R-10-6.1 Demonstrating knowledge of author's style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, or use of punctuation) to analyze literary works	R-10-6.1
	Grades: 11-12	R-12-4 Demonstrate initial understanding of elements of literary texts by R-12-4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action	R-12-4.1
	Grades: 11-12	R-12-4 Demonstrate initial understanding of elements of literary texts by R-12-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text	R-12-4.2
	Grades: 11-12	R-12-4 Demonstrate initial understanding of elements of literary texts by R-12-4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view)	R-12-4.5

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Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	Grades: 11-12	R-12-5 Analyze and interpret literary elements within or across texts, citing evidence where appropriate by R-12-5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)	R-12-5.1
	Grades: 11-12	R-12-5 Analyze and interpret literary elements within or across texts, citing evidence where appropriate by R-12-5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time	R-12-5.2
	Grades: 11-12	R-12-5 Analyze and interpret literary elements within or across texts, citing evidence where appropriate by R-12-5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text(s) (e.g., describing the interaction among plot/subplots, theme/setting, symbolism/characterization)	R-12-5.3
	Grades: 11-12	R-12-6 Analyze and interpret author's craft within or across texts, citing evidence where appropriate by R-12-6.1a Demonstrating knowledge of author's style or use of literary elements and devices (e.g., simile, metaphor, point of view, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, genre, or bias, or use of punctuation, etc.) to analyze literary works	R-12-6.1a

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.