

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT Skill Category and Description of Skills	Tennessee ELA: Performance Indicators State 2008		
	Course/ Level	Standard	Standard ID
Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism.	English II	SPI 3002.3.12 Determine the writer's purpose in a writing sample.	SPI 3002.3.12
	English II	SPI 3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.	SPI 3002.5.9
	English II	SPI 3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.	SPI 3002.8.1
	English II	SPI 3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).	SPI 3002.8.13
	English II	SPI 3002.8.3 Identify and analyze an author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).	SPI 3002.8.3
	English III	SPI 3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.	SPI 3003.5.9
	English III	SPI 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.	SPI 3003.8.1
	English III	SPI 3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.	SPI 3003.8.13
Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.	English II	SPI 3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.	SPI 3002.1.14
	English III	SPI 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.	SPI 3003.1.5
Manage Grammatical Structures Used to Modify or Compare Understand correct use of adjectives and adverbs, comparative structures (such as <i>neither</i> and <i>nor</i>) and phrases used to modify or compare.	English II	SPI 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.	SPI 3002.1.1

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<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>	English II	SPI 3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.	SPI 3002.1.3
	English II	SPI 3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.	SPI 3002.3.15
	English II	SPI 3002.3.2 Choose the most effective order of sentences in a paragraph.	SPI 3002.3.2
	English II	SPI 3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.	SPI 3002.3.3
	English II	SPI 3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.	SPI 3002.3.8
	English III	SPI 3003.1.2 From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.	SPI 3003.1.2
	English III	SPI 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.	SPI 3003.3.10
	English III	SPI 3003.3.2 Choose the most effective order of sentences in a paragraph.	SPI 3003.3.2
	English III	SPI 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.	SPI 3003.3.5
English III	SPI 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.	SPI 3003.3.8	
<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>	English II	SPI 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.	SPI 3002.1.1
	English II	SPI 3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.	SPI 3002.1.4
	English II	SPI 3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.	SPI 3002.1.7

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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 III	SPI 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.	SPI 3003.1.1
	English III	SPI 3003.3.6 Revise to correct a nonparallel construction.	SPI 3003.3.6
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	SPI 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.	SPI 3002.1.1
	English II	SPI 3002.1.10 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).	SPI 3002.1.10
	English II	SPI 3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.	SPI 3002.1.11
	English II	SPI 3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.	SPI 3002.1.9
	English III	SPI 3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.	SPI 3003.1.10
Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	English II	SPI 3002.5.1 Make inferences and draw conclusions based on evidence in text.	SPI 3002.5.1
	English II	SPI 3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.	SPI 3002.5.11
	English II	SPI 3002.5.14 Distinguish the strongest or weakest point of a given argument.	SPI 3002.5.14
	English II	SPI 3002.5.4 Analyze cause-effect relationships in text.	SPI 3002.5.4
	English II	SPI 3002.5.7 Differentiate between the stated and implied evidence of a given argument.	SPI 3002.5.7
	English II	SPI 3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.	SPI 3002.6.1
	English II	SPI 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).	SPI 3002.6.4
English II	SPI 3002.6.5 Synthesize information across two or more informational or technical texts.	SPI 3002.6.5	

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	English III	SPI 3003.5.14 Distinguish the strongest or weakest point of a given argument.	SPI 3003.5.14
	English III	SPI 3003.5.4 Analyze cause-effect relationships in text.	SPI 3003.5.4
	English III	SPI 3003.5.7 Differentiate between the implied and stated evidence of a given argument.	SPI 3003.5.7
	English III	SPI 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.	SPI 3003.6.1
	English III	SPI 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.	SPI 3003.6.3
	English III	SPI 3003.6.4 Synthesize information across multiple complex informational or technical texts.	SPI 3003.6.4
Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	English II	SPI 3002.5.1 Make inferences and draw conclusions based on evidence in text.	SPI 3002.5.1
	English II	SPI 3002.5.7 Differentiate between the stated and implied evidence of a given argument.	SPI 3002.5.7
	English II	SPI 3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.	SPI 3002.6.1
	English II	SPI 3002.6.5 Synthesize information across two or more informational or technical texts.	SPI 3002.6.5
	English III	SPI 3003.5.1 Make inferences and draw conclusions based on evidence in text.	SPI 3003.5.1
	English III	SPI 3003.5.7 Differentiate between the implied and stated evidence of a given argument.	SPI 3003.5.7
	English III	SPI 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.	SPI 3003.6.1
	English III	SPI 3003.6.4 Synthesize information across multiple complex informational or technical texts.	SPI 3003.6.4

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Recognize Correctly Formed Sentences Recognize correct sentence structure.	English II	SPI 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.	SPI 3002.1.1
	English II	SPI 3002.1.8 Recognize correct subject-verb agreement with intervening elements.	SPI 3002.1.8
Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	English II	SPI 3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).	SPI 3002.8.13
	English II	SPI 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).	SPI 3002.8.15
	English II	SPI 3002.8.3 Identify and analyze an author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).	SPI 3002.8.3
	English II	SPI 3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).	SPI 3002.8.4
	English II	SPI 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone.)	SPI 3002.8.7
	English III	SPI 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).	SPI 3003.8.15
	English III	SPI 3003.8.3 Analyze the effect of literary point-of-view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.	SPI 3003.8.3
	English III	SPI 3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).	SPI 3003.8.4
	English III	SPI 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).	SPI 3003.8.6
English III	SPI 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.	SPI 3003.8.7	

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.