

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT Skill Category and Description of Skills	Texas ELA: Essential Knowledge and Skills 2008		
	Course/ Level	Standard	Standard ID
<b>Author's Craft</b> Understand how authors use tone, style and writing devices such as metaphor or symbolism.	English II	(6) Reading/Comprehension of Literary Text/Literary Nonfiction.: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	6
	English II	(7) Reading/Comprehension of Literary Text/Sensory Language.: Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.	7
	English II	(8) Reading/Comprehension of Informational Text/Culture and History.: Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	8
	English III	(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	10.A
	English III	(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	5.A
	English III	(B) analyze the internal and external development of characters through a range of literary devices;	5.B
	English III	(6) Reading/Comprehension of Literary Text/Literary Nonfiction.: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	6
	English III	(7) Reading/Comprehension of Literary Text/Sensory Language.: Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	7

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<p><b>Determining the Meaning of Words</b></p> <p>Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.</p>	English II	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	1.A
	English II	(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	1.B
	English II	(C) infer word meaning through the identification and analysis of analogies and other word relationships;	1.C
	English III	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	1.A
	English III	(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	1.B
	English III	(C) infer word meaning through the identification and analysis of analogies and other word relationships;	1.C
	English III	(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	1.D
<p><b>Manage Grammatical Structures Used to Modify or Compare</b></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>	English II	(D) edit drafts for grammar, mechanics, and spelling; and	13.D
	English III	(D) edit drafts for grammar, mechanics, and spelling; and	13.D

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<p><b>Manage Order and Relationships of Sentences and Paragraphs</b></p> <p>Identify how to order the elements of a sentence or paragraph to improve clarity, meaning and the progression of ideas.</p>	English III	(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	17.A
	English II	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	13.C
	English III	(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	13.C
<p><b>Manage Phrases and Clauses in a Sentence</b></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	(D) edit drafts for grammar, mechanics, and spelling; and	13.D
	English II	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);	17.A.i
	English II	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  (ii) restrictive and nonrestrictive relative clauses; and	17.A.ii
	English III	(D) edit drafts for grammar, mechanics, and spelling; and	13.D
	English III	(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	17.A
	<p><b>Manage Word Choice and Grammatical Relationships Between Words</b></p> <p>Understand relationships between and among words, including subject-verb agreement, pronoun reference, and verb form and tense.</p>	English II	(D) edit drafts for grammar, mechanics, and spelling; and

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<p><b>Manage Word Choice and Grammatical Relationships Between Words</b></p> <p>Understand relationships between and among words, including subject-verb agreement, pronoun reference, and verb form and tense.</p>	English II	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  (iii) reciprocal pronouns (e.g., each other, one another);	17.A.iii
	English II	(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	17.B
	English III	(D) edit drafts for grammar, mechanics, and spelling; and	13.D
<p><b>Organization and Ideas</b></p> <p>Understand the organization of a reading passage and identify the main and supporting ideas.</p>	English II	(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and	10.A
	English II	(A) compare and contrast differences in similar themes expressed in different time periods;	2.A
	English II	(6) Reading/Comprehension of Literary Text/Literary Nonfiction.: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	6
	English II	(8) Reading/Comprehension of Informational Text/Culture and History.: Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	8
	English II	(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	9.C
	English II	(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	9.D

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	English III	(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	9.C
	English III	(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	9.D
<b>Reasoning and Inferencing</b> Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	English II	(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and	10.A
	English II	(A) compare and contrast differences in similar themes expressed in different time periods;	2.A
	English II	(6) Reading/Comprehension of Literary Text/Literary Nonfiction.: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	6
	English II	(7) Reading/Comprehension of Literary Text/Sensory Language.: Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.	7
	English II	(8) Reading/Comprehension of Informational Text/Culture and History.: Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	8

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<b>Reasoning and Inferencing</b> Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	English II	(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	9.C
	English II	(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	9.D
	English II	(B) make complex inferences about text and use textual evidence to support understanding.	B
	English III	(6) Reading/Comprehension of Literary Text/Literary Nonfiction.: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	6
	English III	(8) Reading/Comprehension of Informational Text/Culture and History.: Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	8
	English III	(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	9.A
	English III	(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	9.C
	English III	(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	9.D
<b>Recognize Correctly Formed Sentences</b> Recognize correct sentence structure.	English II	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	17.A.i
		(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);	

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	English II	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  (iii) reciprocal pronouns (e.g., each other, one another);	17.A.iii
	English II	(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	17.B
	English III	(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	17.A
<b>Understanding Literary Elements</b> Understand literary elements such as plot, setting and characterization.	English II	(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;	5.A
	English II	(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	5.B
	English III	(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	5.A
	English III	(B) analyze the internal and external development of characters through a range of literary devices;	5.B
	English III	(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and	5.C

# 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](http://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<sup>1</sup>. 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.

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<sup>1</sup> 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](http://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.