

Alignments of PSAT/NMSQT Skill Categories and State Standards

| PSAT/NMSQT | Vermont ELA: Grade Level Expectations 2004 | | |
|--|--|--|-------------|
| Skill Category and Description of Skills | Course/ Level | Standard | Standard ID |
| Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism. | High School | Identifying literary devices as appropriate to genre: rhyme schemes, dialogue, imagery, metaphors, personification, hyperbole, symbolism, foreshadowing, or soliloquy | RHS:11.1 |
| | High School | Determining how the author's purpose (e.g., to entertain, inform, persuade), message/theme, or underlying beliefs are supported within the text | RHS:13.5 |
| | High School | Demonstrating knowledge of use of author's style or use of literary elements and devices (i.e., imagery, repetition, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, rhyme scheme, soliloquy, dialogue, or use of punctuation) to analyze literary works | RHS:14.1 |
| | High School | Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; explaining how purpose may affect the interpretation of the text; or forming and supporting warranted opinions/judgments and assertions about the text that are relevant | RHS:16.3 |
| Determining the Meaning of Words Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words. | High School | Identifying multisyllabic words by using knowledge of sounds, syllables, derivational roots and affixes, including foreign language derivations | RHS:3.1 |
| | High School | Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, common roots, or word origins; context clues; other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) | RHS:5.1 |
| | High School | Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, literary allusions, or word origins, including words from dialects and other languages that have been adopted into English | RHS:6.1 |
| | High School | Selecting appropriate words or explaining the use of words in context, including connotation and denotation; or use of precise or technical vocabulary, including content-specific vocabulary; or use of words with multiple meanings | RHS:6.2 |
| Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas. | High School | Using information from the text to answer questions or to state the central idea or provide supporting key details | RHS:12.2 |
| | High School | Making inferences about cause/effect, internal and/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 between characters and evolving plots) | RHS:13.3 |
| | High School | Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) | RHS:16.2 |

Alignments of PSAT/NMSQT Skill Categories and State Standards

| PSAT/NMSQT | Vermont ELA: Grade Level Expectations 2004 | | |
|--|--|--|-------------|
| Skill Category and Description of Skills | Course/ Level | Standard | Standard ID |
| <p>Organization and Ideas</p> <p>Understand the organization of a reading passage and identify the main and supporting ideas.</p> | High School | Evaluating the clarity and accuracy of information (e.g., author's bias, use of persuasive strategies, consistency, effectiveness of organizational pattern, logic of arguments, expertise of author, propaganda techniques, authenticity, appeal to friendly or hostile audience, or faulty modes of persuasion) | RHS:16.4 |
| | High School | Making inferences about causes or effects | RHS:16.5 |
| | High School | using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support) | RHS:7.1 |
| <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> | High School | WHS:2 In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors | WHS:2.1 |
| <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> | High School | WHS:4 Students demonstrate command of the structures of the English language by identifying organizational structures within paragraphs or within texts | WHS:4.3 |
| <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> | High School | WHS:2 In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors | WHS:2.1 |
| <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> | High School | WHS:2 In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors | WHS:2.1 |

Alignments of PSAT/NMSQT Skill Categories and State Standards

| PSAT/NMSQT Skill Category and Description of Skills | Vermont ELA: Grade Level Expectations 2004 | | |
|---|--|--|-------------|
| | Course/ Level | Standard | Standard ID |
| Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions. | High School | Paraphrasing or summarizing, with major events sequenced, as appropriate to text | RHS:10.2 |
| | High School | Making inferences about cause/effect, internal and/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 between characters and evolving plots) | RHS:13.3 |
| | High School | Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) | RHS:16.2 |
| | High School | Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; explaining how purpose may affect the interpretation of the text; or forming and supporting warranted opinions/judgments and assertions about the text that are relevant | RHS:16.3 |
| | High School | Making inferences about causes or effects | RHS:16.5 |
| | High School | using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support) | RHS:7.1 |
| Understanding Literary Elements Understand literary elements such as plot, setting and characterization. | High School | Identifying, describing, or making logical predictions about character, setting, problem/solution, or plot/subplots; identifying any significant changes in character over time; identifying where action rises and falls; identifying protagonist or antagonist | RHS:10.1 |
| | High School | Paraphrasing or summarizing, with major events sequenced, as appropriate to text | RHS:10.2 |
| | High School | Identifying literary devices as appropriate to genre: rhyme schemes, dialogue, imagery, metaphors, personification, hyperbole, symbolism, foreshadowing, or soliloquy | RHS:11.1 |
| | High School | Analyzing characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters' personalities or their changes over time | RHS:13.2 |

Alignments of PSAT/NMSQT Skill Categories and State Standards

| PSAT/NMSQT | Vermont ELA: Grade Level Expectations 2004 | | |
|---|--|---|-------------|
| 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> | High School | Making inferences about cause/effect, internal and/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 between characters and evolving plots) | RHS:13.3 |
| | High School | Demonstrating knowledge of use of author's style or use of literary elements and devices (i.e., imagery, repetition, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, rhyme scheme, soliloquy, dialogue, or use of punctuation) to analyze literary works | RHS:14.1 |

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.