

Alignments of PSAT/NMSQT Skill Categories and State Standards

PSAT/NMSQT Skill Category and Description of Skills	West Virginia ELA: Standards and Objectives 2006		
	Course/ Level	Standard	Standard ID
Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Grade 10	RLA.O.10.1.05 evaluate the author's use of specific information in text (e.g., author's purpose/perspective, main/supporting details, specific facts, statistics, definition, figurative/nonfigurative words).	RLA.O.10.1.05
	Grade 10	RLA.O.10.1.07 interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: Symbolism	RLA.O.10.1.07.a
	Grade 10	RLA.O.10.1.07 interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: Imagery	RLA.O.10.1.07.b
	Grade 10	RLA.O.10.1.07 interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: Satire	RLA.O.10.1.07.d
	Grade 10	RLA.O.10.1.07 interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: Flashback	RLA.O.10.1.07.g
	Grade 10	RLA.O.10.1.07 interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: Foreshadowing	RLA.O.10.1.07.h
	Grade 11	RLA.O.11.1.05 analyze characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.	RLA.O.11.1.05
	Grade 11	RLA.O.11.1.07 demonstrate knowledge of and analyze the use of rhetorical and literary devices: Satire	RLA.O.11.1.07.g
	Grade 11	RLA.O.11.1.07 demonstrate knowledge of and analyze the use of rhetorical and literary devices: Flashback	RLA.O.11.1.07.j

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Author's Craft Understand how authors use tone, style and writing devices such as metaphor or symbolism.	Grade 11	RLA.O.11.1.07 demonstrate knowledge of and analyze the use of rhetorical and literary devices: Foreshadowing	RLA.O.11.1.07.k
	Grade 11	RLA.O.11.1.08 analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.	RLA.O.11.1.08
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.	Grade 11	RLA.O.11.2.09 revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: Adjectival phrases	RLA.O.11.2.09.d
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.	Grade 10	RLA.O.10.2.09 revise sentences to create specific effects, variety and more precise and concise language: Gerund phrase	RLA.O.10.2.09.a
	Grade 10	RLA.O.10.2.09 revise sentences to create specific effects, variety and more precise and concise language: Participle phrase	RLA.O.10.2.09.b
	Grade 10	RLA.O.10.2.09 revise sentences to create specific effects, variety and more precise and concise language: Infinitive phrase	RLA.O.10.2.09.c
	Grade 10	RLA.O.10.2.09 revise sentences to create specific effects, variety and more precise and concise language: Clauses	RLA.O.10.2.09.d
	Grade 11	RLA.O.11.2.09 revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: Gerunds	RLA.O.11.2.09.a
	Grade 11	RLA.O.11.2.09 revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: Infinitives	RLA.O.11.2.09.b

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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.	Grade 11	RLA.O.11.2.09 revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: Subordinate clauses	RLA.O.11.2.09.c
	Grade 11	RLA.O.11.2.09 revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: Adjectival phrases	RLA.O.11.2.09.d
	Grade 11	RLA.O.11.2.09 revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: Passive/active voice	RLA.O.11.2.09.f
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.	Grade 11	RLA.O.11.2.09 revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: Word usage/choice variations	RLA.O.11.2.09.e
Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	Grade 10	RLA.O.10.1.05 evaluate the author's use of specific information in text (e.g., author's purpose/perspective, main/supporting details, specific facts, statistics, definition, Figurative/nonfigurative words).	RLA.O.10.1.05
	Grade 10	RLA.O.10.1.06 create supportable predictions, generalizations, opinions, inferences and conclusions based upon an analysis of textual information.	RLA.O.10.1.06
	Grade 10	RLA.O.10.1.09 analyze the organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.	RLA.O.10.1.09
	Grade 11	RLA.O.11.1.06 formulate supportable conclusions, summarize events and ideas, construct inferences and generalizations, and critique character traits in a written/oral literary interpretation.	RLA.O.11.1.06
	Grade 11	RLA.O.11.1.08 analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.	RLA.O.11.1.08

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Organization and Ideas Understand the organization of a reading passage and identify the main and supporting ideas.	Grade 11	RLA.O.11.1.09 evaluate and justify the effectiveness of organizational patterns (e.g., problem-solution, cause-and-effect), textual features, graphical representations (e.g., tables, timelines, captions, maps, photographs) and ideas in informational and literary texts for intent and purpose.	RLA.O.11.1.09
Reasoning and Inferencing Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.	Grade 10	RLA.O.10.1.06 create supportable predictions, generalizations, opinions, inferences and conclusions based upon an analysis of textual information.	RLA.O.10.1.06
	Grade 11	RLA.O.11.1.06 formulate supportable conclusions, summarize events and ideas, construct inferences and generalizations, and critique character traits in a written/oral literary interpretation.	RLA.O.11.1.06
Understanding Literary Elements Understand literary elements such as plot, setting and characterization.	Grade 10	RLA.O.10.1.07 interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: Flashback	RLA.O.10.1.07.g
	Grade 10	RLA.O.10.1.07 interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: Foreshadowing	RLA.O.10.1.07.h
	Grade 10	RLA.O.10.1.08 interpret and explain the relationships of the literary elements (e.g., setting, plot, point of view, theme, conflict, characterization, voice, tone, mood) within specific genres.	RLA.O.10.1.08
	Grade 11	RLA.O.11.1.05 analyze characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.	RLA.O.11.1.05
	Grade 11	RLA.O.11.1.07 demonstrate knowledge of and analyze the use of rhetorical and literary devices: Flashback	RLA.O.11.1.07.j
	Grade 11	RLA.O.11.1.07 demonstrate knowledge of and analyze the use of rhetorical and literary devices: Foreshadowing	RLA.O.11.1.07.k

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.