

## Sample Assessment Questions

Respondents who participated in the 2003 assessment were asked to complete prose, document, and quantitative literacy tasks of varying levels of difficulty. The sample questions on the following pages illustrate the types of tasks used to measure the literacy of America's adults. These questions were originally developed for the 1992 survey and reused in 2003.

Consistent with the design of the assessment, each sample question appears before the text or document needed to answer the question. The percentage of respondents who answered the question correctly is reported, as well as the percentage of correct responses for each of the four literacy assessment levels.

More information about the sample assessment questions can be found on the Internet at <http://nces.ed.gov/naal>.

## Prose Literacy Question

Refer to the article on the next page to answer the following question.

According to the brochure, why is it difficult for people to know if they have high blood pressure?

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### Correct answer

Any statement such as the following:  
Symptoms are not usually present  
High blood pressure is silent

### Percentage of adults who answered the question correctly, prose literacy scale: 2003

All Adults	<i>Below Basic</i>	<i>Basic</i>	<i>Intermediate</i>	<i>Proficient</i>
74	11	70	96	100

NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## TOO MANY BLACK ADULTS DIE FROM THE EFFECTS OF HIGH BLOOD PRESSURE

### DID YOU KNOW?

More than one out of every four Black adults has high blood pressure, according to a two-year survey by Public Health Service in the 1960's. Other studies show as many as one out of three Black adults has high blood pressure.

High blood pressure is the most common chronic disease treated by practitioners in the Black community.

More Black people die as a result of high blood pressure than any other disease.

For every Black person who dies of sickle-cell anemia, at least 100 others die from the effects of high blood pressure.

The rate of death from the effects of high blood pressure for Black people is nearly one and one-half times the rate for White people.

High blood pressure, along with cigarette smoking, contributes greatly to the apparent increased number of heart attacks among Black adults.

If high blood pressure is controlled, strokes, heart attacks and kidney disease can be substantially reduced.

**YES, HIGH BLOOD PRESSURE CAN BE TREATED... AND CONTROLLED.**

### WHAT YOU CAN DO

#### Have your blood pressure checked regularly

Unfortunately, high blood pressure is a silent killer and crippler. At least half of the people who have high blood pressure don't know it because symptoms usually are not present. The only way you can be sure is to have the doctor check your blood pressure. You should have your blood pressure checked at least once a year, especially if: (1) you are Black, (2) if you are over 40, (3) if members of your family or close relatives have had high blood pressure or the complications of high blood pressure (stroke, heart attack, or kidney disease), or (4) if you have frequent headaches, dizziness, or other symptoms that may occasionally be related to high blood pressure.

#### Follow your doctor's instructions

High blood pressure can't be cured, but it can be kept under control. Control means keeping your blood pressure as close to normal as possible. That's very important to you — it can prevent a crippling stroke or other serious illness in the future.

The doctor will find a way to control your blood pressure that's most comfortable for you. Then it will be up to you — to take the medicine and follow the prescribed diet, to follow the instructions carefully and to come back regularly for checkups.

Yes, high blood pressure can be controlled, but only if *you* cooperate fully with your doctor.

## Prose Literacy Question

Refer to the article on the next page to answer the following question.

What is the purpose of the *Se Habla Español* expo?

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### Correct answer

Any statement such as the following:

To enable people to better serve and sell to the Hispanic community

To improve marketing strategies to the Hispanic community

To enable people to establish contacts to serve the Hispanic community

### Percentage of adults who answered the question correctly, 2003

All Adults	Below Basic	Basic	Intermediate	Proficient
16	#	3	16	60

# Rounds to zero.

NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## MARKETING

# **S**e Habla Español Hits Chicago

*September 25, 26, and 27 are three days that will change your marketing.*

"To some advertisers, the Hispanic market's like the weather—you hear a lot about it, but you can't do much about it," says veteran marketer Tony Martinez. "And other companies think Hispanics will buy their products anyway, so they don't need to do anything special.

"Both attitudes are way off base," Mr. Martinez says briskly, "and they'll both make the competition ecstatic. Because there's a lot of money to be made in the Hispanic market. Its spending power will be \$160 billion this year, and that's growing maybe \$1.4 billion a month," he exclaims, peering intensely over his glasses. "For example, we Hispanics buy 9 percent of all new automobiles.

"This is definitely a special market...you do have to have a special understanding of it," Mr. Martinez goes on, "because as one research firm said, it's 'a market with currents that are going in many directions.' But the rewards will be fantastic. Hispanics are very brand conscious and they tend to become brand loyal very quickly."

It's Mr. Martinez's job—his mission in life—to make sure companies learn how they can serve and sell to America's Hispanics. He has been marketing to the community for many years, working with the best in the business, including Coca-Cola and the advertising firm of Castor GS&B. Now his staff is organizing the largest annual Hispanic market trade show in the business—*Se Habla Español*.

The three-day *Se Habla Español* expo, put on by HISPANIC BUSINESS magazine, is in Chicago this year, at the Hyatt Regency. As in the two previous years in New York and Los Angeles, this conference will host a "big top"-like mix of activities.

The show draws thousands of the country's top marketers, media people, advertisers, researchers, and Hispanic contractors—all intent on gathering as much information as possible, and all hoping to explore new business opportunities. As in any really good big-top show, a hundred different things are happening all at once.

More than 60 Hispanic market specialists conduct fact-heavy seminars. Companies promoting everything from cars to demographic information to career opportunities for Hispanic professionals display and discuss their products in 30,000 square feet of exhibit space. Major exhibitors this year include Ford Motor Co., Lincoln-Mercury, Chevrolet, American Airlines, Telemundo, the Bureau of the Census, and many, many more.

"It's all contacts . . . contacts . . . contacts!" Mr. Martinez exclaims in his best marketing ringmaster style.

Each of the major media hosts its own luncheon or reception, playing to sold-out crowds. Leading participants in last year's Print Reception, for example, included *La Opinion* of Los Angeles, *Vista* magazine, *The Miami Herald*, and the *Los Angeles*

*Times*. Some participants in the 1989 Radio Luncheon included Katz Hispanic Radio and Caballero Spanish Media. "We still have a few events open to corporate sponsors," Mr. Martinez mentions, not without interest. "They'll be able to count on considerable media play both in preliminary press coverage and during the events themselves."

Another opportunity for sponsor visibility is the *Se Habla Español* Scholarship Fund, which will publicly award scholarships to talented Hispanic students in the various communications fields.

A grand finale black tie banquet spotlights the leading figures in America's Hispanic media world, recognizing outstanding work in each medium with the *Se Habla Español Awards in Communication*. In 1989, Mr. Martinez recalls, almost 400 entries were submitted. Publicidad Siboney swept the top honors for "Ad of the Year" and "TV Ad of the Year" with its commercial for Pepsi-Cola.

One problem attendees find is that the conference offers more information than any one person can gather during just three days. "They should know their priorities," Mr. Martinez advises, "to ensure they focus on the events that will be of most value to their employers."

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## Document Literacy Question

Seventy-eight percent of what specific group agree that their school does a good job of encouraging parental involvement in educational areas?

**Parents and Teachers Evaluate Parental Involvement at Their School**

*Do you agree or disagree that...?*

	Total	Level of School		
		Elementary	Junior High	High School
<i>percent agreeing</i>				
Our school does a good job of encouraging parental involvement in sports, arts, and other nonsubject areas				
<b>Parents</b>	77	76	74	79
<b>Teachers</b>	77	73	77	85
Our school does a good job of encouraging parental involvement in educational areas				
<b>Parents</b>	73	82	71	64
<b>Teachers</b>	80	84	78	70
Our school only contacts parents when there is a problem with their child				
<b>Parents</b>	55	46	62	63
<b>Teachers</b>	23	18	22	33
Our school does not give parents the opportunity for any meaningful roles				
<b>Parents</b>	22	18	22	28
<b>Teachers</b>	8	8	12	7

Source: The Metropolitan Life Survey of the American Teacher, 1987

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### Correct answer

Junior high teachers

Percentage of adults who answered the question correctly, 2003

All Adults	Below Basic	Basic	Intermediate	Proficient
36	#	4	47	98

# Rounds to zero.


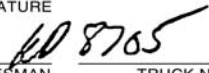
NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## Quantitative Literacy Question

Suppose that you had your oil tank filled with 140.0 gallons of oil, as indicated on the bill, and you wanted to take advantage of the five cents (\$.05) per gallon deduction.

- Figure out how much the deduction would be if you paid the bill within 10 days. Enter the amount of the deduction on the bill in the space provided.

		<b>ASHLAND OIL, INC.</b>		18609			
Ashland, Kentucky		41114 (606) 392-3333		DATE		2/2/02	
ROBERT NELSON		DIVERTY ROAD		CUSTOMER NO.		002316	
ASHLAND, KY 41114		P/R 4TH HOUSE ON LEFT					
FILL REAR IN DRIVEWAY							
TANK SIZE	GALLONS	ZONE	STOP LOC.	DELIVERY TYPE	DEGREE DAYS	K. FACTOR	PRODUCT CODE
275	180	28	0	AU HO	3247	8.30	2
CUSTOMER'S SIGNATURE							
							
TANK TRUCK SALESMAN						TRUCK NO.	
METER READING - BEFORE AND AFTER DELIVERY							
A A 0 0 3				0 0 1 4 0 <sup>0</sup>			
A A 0 0 2				0 0 0 0 0 <sup>0</sup>			
PRODUCT	PRICE	GALLONS	10TH	AMOUNT			
FUEL OIL	97.9	140	0	137	06		
SAVE if no outstanding balance due and you pay within 10 days				DEDUCT \$.05 per gal.			
				NET TOTAL ↓			
WEMOFORMS • (800) 221-1209 • (201) 636-0080							

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### Correct answer

\$7.00

### Percentage of adults who answered the question correctly, 2003

All Adults	Below Basic	Basic	Intermediate	Proficient
52	1	40	92	100

NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## Document and Quantitative Literacy Questions

This is an example of a task that was scored in three separate parts and treated as three separate questions. The first two questions were included on the document scale and the third question was included on the quantitative scale.

Refer to the form on the next page to answer the following question.

Use the following information to fill in the receipt for certified mail. Then fill in the “TOTAL Postage and Fees” line.

- You are sending a package to Doris Carter.
- Her address is 19 Main Street, Augusta, GA 30901.
- The postage for the package is \$1.86.
- The fee for certified mail is \$0.75.

### Correct answer

**Question 1 (Document):** Enters name and address correctly. No penalty for misspelling.

Percentage of adults who answered the question correctly, 2003

All Adults	<i>Below Basic</i>	<i>Basic</i>	<i>Intermediate</i>	<i>Proficient</i>
65	8	54	86	97

NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

### Correct answer

**Question 2 (Document):** Enters \$1.86 and \$0.75 on the postage and certified fees lines respectively.

Percentage of adults who answered the question correctly, 2003

All Adults	<i>Below Basic</i>	<i>Basic</i>	<i>Intermediate</i>	<i>Proficient</i>
76	13	73	96	100

NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

### Correct answer

**Question 3 (Quantitative):** Either of the following:

Correctly totals postage and fees: \$2.61

Correctly totals incorrect fees entered on form

Percentage of adults who answered the question correctly, 2003

All Adults	<i>Below Basic</i>	<i>Basic</i>	<i>Intermediate</i>	<i>Proficient</i>
78	33	88	96	99

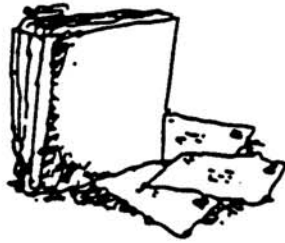
NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.



## What may be Certified?

Only items of no intrinsic value such as letters, files, records, etc., that are sent Priority First-Class Mail may be sent by certified mail. No insurance coverage is provided against loss or damage for this service. (For valuables and irreplaceable items, you should use insured or registered mail.)



## How to use Certified Mail.

Simply fill out Form 3800, *Receipt for Certified Mail*, and attach (to the address side of the mail) the numbered label portion and the required postage and fee. You may obtain these forms at post offices or from rural carriers. Many customers find it convenient and a “time-saver” to have the form completed before approaching the window. Certified mail, with proper postage and fees affixed, may be dropped in a mailbox unless an official dated receipt is required.

## Restricted Delivery

If you want to restrict the delivery of certified mail, you must endorse the mail “Restricted Delivery.” This service is available for a \$1.00 fee and can only be used for items addressed to specific individuals by name. However, the addressee can and often does authorize an agent to receive his or her restricted mail.

## Fees

The fee for certified mail is 75 cents (in addition to your postage). For an additional fee, you also may purchase a return receipt which provides you proof of delivery.

P 138 573 931

**RECEIPT FOR CERTIFIED MAIL**  
NO INSURANCE COVERAGE PROVIDED  
NOT FOR INTERNATIONAL MAIL

Sent to	
Street and No.	
P.O., State and ZIP Code	
Postage	\$
Certified Fee	
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt showing to whom and Date Delivered	
Return Receipt showing to whom, Date, and Address of Delivery	
TOTAL Postage and Fees	\$
Postmark or Date	

PS FORM 3800, June 1985

*Fold at line over top of envelope to the right of the return address.*

**CERTIFIED**

P 138 573 931

**MAIL**



## Definitions of All Subpopulations and Background Variables Reported

Some background variables were included in the analyses in more than one chapter. Those variables are listed under the chapter where they first appeared. For the exact wording of background questions, see <http://nces.ed.gov/naal>.

### Chapter 2

#### Total Population

The 2003 National Assessment of Adult Literacy included two samples: (1) adults ages 16 and older living in households and (2) inmates ages 16 and older in federal and state prisons. The household sample also included adults in six states that chose to participate in a concurrent State Assessment of Adult Literacy: Kentucky, Maryland, Massachusetts, Missouri, Oklahoma, and New York. Each sample was weighted to represent its share of the total population of the United States (99 percent for the household sample and 1 percent for the prison sample). The household and prison samples were combined to create a nationally representative sample of America's adults. Household data collection was conducted from March 2003 through February 2004; prison data collection was conducted from March through July 2004.

## Gender

Interviewers recorded the gender of each respondent.

## Race and Ethnicity

In 2003, all respondents were asked two or three questions about their race and ethnicity. The first question asked them to indicate whether they were Hispanic or Latino.

If a respondent answered that he or she was Hispanic or Latino, the respondent was asked to choose one or more of the following groups to describe his or her Hispanic origin:

- Mexican, Mexican American, or Chicano
- Puerto Rican or Puerto Rican American
- Cuban or Cuban American
- Central or South American
- Other Hispanic or Latino background

Respondents who identified more than one of the groups to describe their Hispanic origin were classified as “Other Hispanic or Latino background.”

Then, all respondents, including those who indicated they were Hispanic or Latino, were asked to choose one or more of the following groups to describe themselves:

- White
- Black or African American
- Asian
- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander

Individuals who responded yes to the first question were coded as Hispanic, regardless of their answer to the second question. Individuals who identified more than one group on the second question were coded as Multiracial. Respondents of Native

Hawaiian or Pacific Islander origin were grouped with those of Asian origin. The White, Black, and Hispanic groups are reported separately. The interviewer recorded the race/ethnicity of respondents who refused to answer the question.

In 1992, the race and ethnicity questions were somewhat different. Respondents were first asked to choose one race from among the following:

- White
- Black (African American)
- American Indian
- Alaska Native
- Asian
- Other

They were then asked whether they were of Spanish or Hispanic origin or descent. If they indicated they were, they were asked to choose from among the same groups as on the 2003 survey to describe their Hispanic ethnicity.

Because respondents in 2003 were not offered an “other” category to describe their race and respondents in 1992 were limited to choosing one race, caution should be exercised when comparing 1992 and 2003 results.

## Language Spoken Before Starting School

All respondents were asked what language or languages they learned to speak before starting school. Their responses were then used to divide respondents into five groups: English only, English and Spanish, English and other language, Spanish only, Other language(s). The English and Spanish category includes adults who spoke languages in addition to both English and Spanish. The Spanish category includes adults who spoke Spanish and additional non-English languages.

## Age Learned English

Respondents who spoke a language other than English before starting school were asked their age when they learned to speak English. They were classified into one of the following categories: 10 or younger, 11 to 15, 16 to 20, 21 or older.

## Age

All respondents were asked to report their birthdates, and this information was used to calculate their age. Age groups reported are 16 to 18, 19 to 24, 25 to 39, 40 to 49, 50 to 64, and 65 and older. Age groups were selected to correspond to key life stages of many adults:

16–18: Completion of secondary education

19–24: College or job training

25–39: Early career

40–49: Mid career

50–64: Late career

65 and older: Retirement

## Learning Disability

Adults were asked if they had ever been diagnosed or identified as having a learning disability.

## Household Income

Respondents were asked to provide their family's total income from all sources, including jobs, investments, Social Security or retirement, and public assistance. Household income categories were developed based on the income categories used by the U.S. Census and were combined as needed to reflect the NAAL's sample size. Respondents were coded into the following household income categories: less than \$10,000, \$10,000–\$14,999, \$15,000–\$19,999, \$20,000–\$29,999, \$30,000–\$39,999, \$40,000–\$59,999, \$60,000–\$99,999, \$100,000 or greater.

## Chapter 3

### Highest Educational Attainment

All respondents were asked to indicate the highest level of education they had completed. The following options were provided:

- Still in high school
- Less than high school
- Some high school
- GED or high school equivalency
- High school graduate
- Vocational, trade, or business school after high school
- College: less than 2 years
- College: Associate's degree (A.A.)
- College: 2 or more years, no degree
- College graduate (B.A. or B.S.)
- Postgraduate, no degree
- Postgraduate degree (M.S., M.A., Ph.D., M.D., etc.)

Respondents who reported less than high school or some high school were asked how many years of education they had completed. For certain analyses, some of these groups were collapsed. For example, respondents who had completed postgraduate studies but had not received a degree were generally combined with those who had completed a postgraduate degree.

### Age Obtained High School Diploma/GED

Respondents were asked to provide the year they graduated high school or obtained their GED. Their age was calculated on the basis of their birthday and the assumption that they obtained their degree in June. Respondents were grouped into the following categories: 19 or younger, 20 to 24, 25 or older, did not graduate.

### Year Obtained College Degree

Respondents were asked what year they graduated college. Responses were coded into the following categories: 1997 or later, 1992–96, 1977–91, 1962–76, 1961 or earlier.

### Participation in English as a Second Language Instruction

Respondents who spoke a language other than English before starting school were asked whether they were currently enrolled in or had ever taken part in an English as a Second Language class in the United States. Respondents were then asked how long ago they last took a class to improve their English: within the last two years, 2 to 5 years ago, more than 5 years ago, currently taking an English as a Second Language class.

### Information Technology (IT) Certification

All respondents were asked whether they had received any type of information technology skill certification sponsored by a hardware or software manufacturer or an industry or professional association and whether they had passed a test to get the certification. Those who answered yes to both questions were counted as receiving IT certification.

## Chapter 4

### Labor Force Participation

Household respondents were asked to report what they were doing during the week before the assessment was administered:

1. working a full-time job for pay or profit (35 hours or more)
2. working for pay or profit part-time (1 to 34 hours)

3. working two or more part-time jobs for pay, totaling 35 or more hours
4. unemployed, laid off, or looking for work
5. with a job but not at work because of temporary illness, vacation, or work stoppage
6. with a job but on family leave (maternity or paternity leave)
7. in school
8. keeping house
9. retired
10. doing volunteer work

For analysis, respondents were divided into four groups: adults working full-time (or working two or more part-time jobs); those working part-time; those unemployed, laid off, or looking for work; those out of the labor force. Adults in categories 1 and 2 were counted as being employed full-time; those in category 3 were counted as being employed part-time; those in category 4 were counted as unemployed; those in categories 5 and 6 were counted as not at work (and therefore omitted from the analyses of labor force participation); and those in categories 7 through 10 were counted as being out of the labor force. Adults in categories 5 and 6 (temporarily not at work) could not be coded into one of the employment categories because they were not asked if they usually worked full-time or part-time. Respondents could pick as many responses as were applicable, but they were coded for analysis on the basis of the response highest in the list (e.g., if they said they were working full-time and also doing volunteer work, they were coded as working full-time; if they said they were unemployed, laid off, or looking for work and also keeping house, they were coded as unemployed).

### Occupation

Respondents who had held a job within the past 3 years were asked to provide the title of their occu-

pation and its most important activities and duties. This information was used to assign each occupation a 2000 Census Bureau code. The occupations were then collapsed into eight major occupational groups:

- Management, business, and financial
- Professional and related
- Service
- Sales and related
- Office and administrative support
- Construction and extraction
- Installation, maintenance, and repair
- Production

The occupational classification system used by the Census Bureau and other government agencies underwent substantial changes with the introduction of the 2000 Standard Occupational Classification (SOC). Therefore, the 1992 occupational codes/groups could not be directly compared with the 2003 occupations/groups. The Census Bureau developed a crosswalk as a way to connect the 1992 and 2003 occupational codes. This crosswalk provides the percentage of people in a 1992 occupation that would be redistributed to various 2003 occupations. For example, 73 percent of the 1992 occupation “Library clerks” would be reclassified in 2003 as “Library Technicians” while 27 percent would be coded into “Library assistants, clerical.”

Two steps were used to code the 1992 occupations into the 10 occupational groups used for the 2003 data. First, occupations that were at least 90 percent comparable according to the crosswalk were directly coded into the 2003 occupational group. Second, if fewer than 90 percent of the people in a 1992 occupation could be categorized into a single 2003 occupational group, then individuals in that occupation were randomly assigned to groups according to the percentages provided in the crosswalk. For

example, for the 1992 occupational group “Insurance adjusters, examiners, and investigators,” 76 percent were classified in 2003 as “Claims adjusters, appraisers, examiners, and investigators” while 24 percent were classified as “Insurance claims and policy processing clerks.” Therefore, the same percentages of the 1992 respondents in this occupation were randomly assigned into two different occupational groups: “Management, business, and financial,” which includes claims adjusters, and “Office and administrative support,” which contains insurance claims clerks.

### Weekly Wage or Salary

Respondents who were employed were asked to report their gross weekly wage or salary (before deductions) during the previous week. Some respondents were unable to report their weekly wage or salary before deductions. In these cases, the interviewers asked them to report their take-home pay and noted that fact. Some respondents reported their pay per hour, day, 2-week period, month, or year, rather than per week as requested. This was also noted by the interviewers, who asked a follow-up question to clarify the time frame the respondents were using.

All reported pay was adjusted to approximate gross weekly wages or salaries. For respondents who reported their earnings in units other than weekly (e.g., per hour or per day), information on the number of hours worked per week (collected in a separate question) was used to compute weekly earnings. For respondents who reported take-home pay rather than gross pay, adjustments were made to the wage or salary they reported by adding a FICA adjustment at a flat rate of 7.65 percent and an additional adjustment based on IRS withholding tables for single taxpayers in 2003. An additional 10 percent was added as a proxy for state taxes and miscellaneous deductions.

### **Extent to Which Reading, Mathematics, and Computer Skills Limit Job Opportunities**

Respondents were asked in separate questions how much they thought their reading, mathematics, and computer skills limited their job opportunities—for example, to get a promotion or a (different) job they would like to have. They could respond with a lot, some, a little, or not at all.

### **Participation in Public Assistance**

Respondents were asked whether they or anyone in their household had received Temporary Assistance for Needy Families (TANF), public assistance, or public welfare payments from the state or local welfare office during the previous 12 months or whether they had ever received public assistance in the past. Respondents were identified as never, past, or current participants in welfare.

### **Time Receiving Public Assistance**

Respondents were asked about how long, in total, they had received welfare payments in their lifetime: less than 6 months, 6 months to 1 year, more than 1 year but less than 2 years, 2 to 3 years, more than 3 years.

### **Participation in Reading-, Mathematics-, and Computer-Related Job Training**

Respondents were asked in separate questions whether during the past year they had participated in any training or education, including courses, workshops, formal on-the-job training, or apprenticeships, intended to improve their English reading skills, arithmetic or mathematics skills, or computer skills.

## **Chapter 5**

All respondents were asked how many children under 18 had lived in their household for 10 or more days during the past month. Those respondents who

indicated that children had lived in their household were asked how they were related to each of the children. Their responses to these two questions were used to target the family literacy questions to adults with children of the appropriate ages.

### **Reading to or with Children**

Respondents with a child or grandchild living in their home who was under the age of 8 were asked whether or not they had read to the child during the past week. If they answered yes, they were asked to indicate how often they had read to the child: every day, 5 or 6 days, 3 or 4 days, 1 or 2 days.

### **Teaching Children the Letters of the Alphabet/Child Already Knows Alphabet**

Respondents with a child or grandchild living in their house who was under the age of 8 were asked how often they tried to teach their child the letters of the alphabet: every day, a few times a week, once a week, less than once a week, never, or child (children/grandchild/grandchildren) already knows the letters of the alphabet. Results are presented in this report for parents with children ages 3 through 5.

### **Teaching Children to Read Words**

Respondents with a child or grandchild living in their house who was under the age of 8 were asked how often they pointed out words to their child and asked him or her what they said: every day, a few times a week, once a week, less than once a week, never, and child (children/grandchild/grandchildren) already reads well.

### **Rhyming Activities**

Respondents with a child or grandchild living in their house who was under the age of 8 were asked how often they sang songs, recited poems or nursery rhymes, or engaged in other activities that included



rhyiming words with their child: every day, a few times a week, once a week, less than once a week, never.

### Talking About School

Respondents with a child or grandchild living in their house who was 5 or older were asked how often during a typical school month they talked to the child about things he or she studied in school: every day, a few times a week, once a week, less than once a week, never.

### Helping or Working with Children on Homework

Respondents with a child or grandchild living in their house who was 5 or older were asked how often during a typical school month they helped or worked with the child on homework: every day, a few times a week, once a week, less than once a week, never.

### Reading Materials in the Home

Respondents were asked two true or false questions about reading materials at home: whether they had 25 books or more at home at the time of interview and whether there was a variety of magazines and other reading materials at home. Respondents who answered true to both questions were classified as having many reading materials at home; those who answered true to one of the questions were classified as having some reading materials; and those who answered false to both questions were classified as having no reading materials at home.

### Child Sees Adults Reading

Respondents were asked a true or false question about whether their child (children/grandchild/grandchildren) over age 2 living in the household often saw them read.

### Child Has Own Books

Respondents were asked a true or false question about whether their child (children/grandchild/grandchildren) over age 2 living in the household had his or her own books.

### Computer with Word Processor in Home

Respondents were asked how many computers they had at home that could be used for word processing. They were classified as having at least one computer that could be used for word processing or having no computers that could be used for word processing.

### Computer with Internet Access

Respondents were asked how many computers they had at home that could access the Internet or World Wide Web. They were classified as having at least one computer that could access the Internet or having no computers that could access the Internet.

### School Involvement

Respondents were asked four questions to indicate the number of different types of activities they were involved in at their child's or grandchild's school. They were asked whether during the past year they had done the following:

- Volunteered to help out at their child's (one of their children's/grandchild/grandchildren) school(s), including in the classroom, on a field trip, or at school event such as a party or school fair?
- Gone to a PTA or other type of parent meeting at their child's (one of their children's/grandchild/grandchildren) school(s)?
- Spoken individually with their child's (one of their children's/grandchild/grandchildren) teacher(s) to see how he or she was doing in school?

- Sent food, or other items to share in their child's (one of their children's/grandchild/grandchildren) classroom(s)?

Respondents were grouped according to the number of questions that they answered "yes" as none, one, two, three, or four.

## Chapter 6

### Voting

All respondents who either were born in the United States or indicated in response to a separate question (that was asked only of people not born in the United States) that they were citizens of the United States were asked whether they remembered whether or not they voted in the 2000 presidential election. If they said they remembered whether or not they voted in the election, they were asked whether they voted. Respondents who did not remember whether they voted were treated as missing data for this question.

### Sources of Information About Current Events, Public Affairs, and the Government

Respondents were asked how much information about current events, public affairs, and the government they usually got from each of the following sources: newspapers, magazines, the Internet, radio and television, books or brochures, and family members, friends, or coworkers. They were given the following response options: a lot, some, a little, none.

### Volunteering

Respondents were asked whether they gave any unpaid time as a volunteer to a group or an organization during the past year.

### Online Communities

Respondents were asked about how often they sent or received an e-mail message and found information on the Internet. They were given the following response options: every day, a few times a week, once a week, less than once a week, never.

## Technical Notes

This appendix describes the sampling, data collection, weighting and variance estimation, scaling, and statistical testing procedures used to collect and analyze the data for the 2003 National Assessment of Adult Literacy (NAAL). Household data collection was conducted from March 2003 through February 2004; prison data collection was conducted from March through July 2004.

### Sampling

The 2003 National Assessment of Adult Literacy included two samples: (1) adults ages 16 and older living in households (99 percent of the sample weighted) and (2) inmates ages 16 and older in federal and state prisons (1 percent of the sample weighted). Each sample was weighted to represent its share of the total population of the United States, and the samples were combined for reporting.

### Household Sample

The 2003 National Assessment of Adult Literacy household sample included a nationally representative probability sample of 35,365 households. The household sample was selected on the basis of a four-stage, stratified area sample: (1) primary sampling units (PSUs) consisting of counties or groups of contiguous counties; (2) secondary sampling units (referred to as segments) consisting of area blocks; (3) housing units containing households; and (4) eligible persons within households. Person-level data were collected through a screener,

a background questionnaire, the literacy assessment, and the oral module. Of the 35,365 sampled households, 4,671 were either vacant or not a dwelling unit, resulting in a sample of 30,694 households.<sup>1</sup> A total of 25,123 households completed the screener, which was used to select survey respondents. The final screener response rate was 81.2 percent weighted.

On the basis of the screener data, 23,732 respondents ages 16 and older were selected to complete the background questionnaire and the assessment; 18,186 actually completed the background questionnaire. Of the 5,546 respondents who did not complete the background questionnaire, 355 were unable to do so because of a literacy-related barrier, either the inability to communicate in English or Spanish (the two languages in which the background questionnaire was administered) or a mental disability.

The final response rate for the background questionnaire, which included respondents who completed the background questionnaire and respondents who were unable to complete the background questionnaire because of language problems or a mental disability, was 76.6 percent weighted. Of the 18,186 adults ages 16 and older who completed the background questionnaire, 17,178 completed at least one question on each of the three scales—prose, document, and quantitative—measured in the adult literacy assessment. An additional 149 were unable to answer at least one question on each of the three scales for literacy-related reasons.<sup>2</sup> The final response rate for the literacy assessment, which included

respondents who answered at least one question on each scale plus the 149 respondents who were unable to do so because of language problems or a mental disability, was 96.6 percent weighted.

Cases were considered complete if the respondent completed the background questionnaire and at least one question on each of the three scales or if the respondent was unable to answer any questions because of language issues (an inability to communicate in English or Spanish) or a mental disability. All other cases that did not include a complete screener, a background questionnaire, and responses to at least one question on each of the three literacy scales were considered incomplete or missing. Before imputation, the overall response rate for the household sample was 60.1 percent weighted.

For respondents who did not complete any literacy tasks on any scale, no information is available about their performance on the literacy scale they were missing. Completely omitting these individuals from the analyses would have resulted in unknown biases in estimates of the literacy skills of the national population because refusals cannot be assumed to have occurred randomly. For 859 respondents<sup>3</sup> who answered the background questionnaire but refused to complete the assessment for reasons other than language issues or a mental disability, regression-based imputation procedures were applied to impute responses to one assessment item on each scale by using the NAAL background data on age, gender, race/ethnicity, education level, country of birth, census region, and metropolitan statistical area status.

On the prose and quantitative scales, a response was imputed for the easiest task on each scale. On the

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<sup>1</sup>To increase the number of Black and Hispanic adults in the NAAL sample, segments with moderate to high concentrations of Black and Hispanic adults were given a higher selection probability. Segments in which Blacks or Hispanics accounted for 25 percent or more of the population were oversampled at a rate up to three times that of the remainder of the segments.

<sup>2</sup> Of the 149 respondents who were unable to answer at least one question on each of the three scales for literacy-related reasons, 65 respondents answered at least one question on one scale. The remaining 84 respondents did not answer any questions on any scale.

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<sup>3</sup> Of the 18,186 household respondents who completed the background questionnaire, 17,178 completed at least one question on each of the three scales and 149 were unable to answer at least one question on one or more of the scales for literacy-related reasons. The remaining 859 respondents completed the background questionnaire but refused to complete the assessment.

document scale, a response was imputed for the second easiest task because that task was also included on the health literacy scale. In each of the logistic regression models, the estimated regression coefficients were used to predict missing values of the item to be imputed. For each nonrespondent, the probability of answering the item correctly was computed and then compared with a randomly generated number between 0 and 1. If the probability of getting a correct answer was greater than the random number, the imputed value for the item was 1 (correct). Otherwise it was 0 (wrong). In addition, a wrong response on each scale was imputed for 65 respondents who started to answer the assessment but were unable to answer at least one question on each scale because of language issues or a mental disability.<sup>4</sup>

The final household reporting sample—including the imputed cases—consisted of 18,102 respondents. These 18,102 respondents are the 17,178 respondents who completed the background questionnaire and the assessment, plus the 859 respondents who completed the background questionnaire but refused to do the assessment for non-literacy-related reasons and have imputed responses to one item on each scale, plus the 65 respondents who started to answer the assessment items but were unable to answer at least one question on each scale because of language issues or a mental disability. After including the cases for which responses to the assessment questions were imputed, the weighted response rate for the household sample was 62.1 percent (18,102 cases with complete or imputed data and an additional 439 cases that had no assessment data because of language issues or a mental disability).<sup>5</sup>

<sup>4</sup>For a more detailed discussion of imputation see Little and Rubin (2002).

<sup>5</sup>The 439 cases that had no assessment data because of language issues or a mental disability include the 355 respondents who were unable to complete the background questionnaire for one of these reasons, plus the 84 respondents who did not answer any questions on any scale because of language issues or a mental disability.

The household sample was subject to unit nonresponse from the screener, background questionnaire, literacy assessment, and oral module and to item nonresponse to background questionnaire items. Although all background questionnaire items had response rates of more than 85 percent, two stages of data collection—the screener and the background questionnaire—had unit response rates below 85 percent and thus required an analysis of the potential for nonresponse bias.

Table C-1 presents a summary of the household response rate.

**Table C-1. Weighted and unweighted household response rate, by survey component: 2003**

Survey component	Weighted Response rate (percent)	Unweighted Response rate (percent)
Screener	81.2	81.8
Background questionnaire	76.6	78.1
Literacy assessment	96.6	97.2
Overall response rate before imputation	60.1	62.1
Overall response rate after imputation	62.1	63.9

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## Prison Sample

The 2003 assessment also included a nationally representative probability sample of inmates in federal and state prisons. A total of 114 prisons were selected to participate in the adult literacy assessment. Of these 114 prisons, 107 agreed to participate, 3 refused, and 4 were ineligible. The final prison response rate was 97.3 percent weighted. From among the inmates in those prisons, 1,298 inmates ages 16 and older were randomly selected to complete the background questionnaire and assessment. Of those 1,298 selected inmates, 1,161 completed the background questionnaire. Of the 137 who did not complete the background questionnaire, 12 were unable to do so because of a literacy-related barrier, either the inability

ity to communicate in English or Spanish (the two languages in which the background questionnaire was administered) or a mental disability.

The final response rate for the prison background questionnaire, which included respondents who completed the background questionnaire and respondents who were unable to complete the background questionnaire because of language problems or a mental disability, was 90.6 percent weighted. Of the 1,161 inmates who completed the background questionnaire, 1,125 completed at least one question on each of the three scales—prose, document, and quantitative—measured in the adult literacy assessment. An additional 8 were unable to answer at least one question on each of the three scales for literacy-related reasons. The final response rate for the literacy assessment, which included respondents who answered at least one question on each scale or were unable to do so because of language problems or a mental disability, was 98.9 percent weighted.

The same definition of a complete case used for the household sample was also used for the prison sample, and the same rules were followed for imputation. Before imputation, the final response rate for the prison sample was 87.2 percent weighted.

One response on each scale was imputed on the basis of background characteristics for 28 inmates who completed the background questionnaire but had incomplete or missing assessments for reasons that were not literacy related. The statistical imputation procedures were the same as for the household sample. The background characteristics used for the missing data imputation for the prison sample were prison security level, region of country/prison type, age, gender, educational attainment, country of birth, race/ethnicity, and marital status. A wrong response on each scale was imputed for the 3 inmates who started to answer the assessment but were unable to answer at least one question on each scale because of language issues or a mental disability. The final prison

reporting sample—including the imputed cases—consisted of 1,156 respondents. After the cases for which responses to the assessment questions were imputed were included, the weighted response rate for the prison sample was 88.3 percent (1,156 cases with complete or imputed data and an additional 17 cases that had no assessment data because of language issues or a mental disability).

Table C-2 presents a summary of the prison response rate.

**Table C-2. Weighted and unweighted prison response rate, by survey component: 2003**

Survey component	Weighted Response rate (percent)	Unweighted Response rate (percent)
Prison	97.3	97.3
Background questionnaire	90.6	90.4
Literacy assessment	98.9	98.8
Overall response rate before imputation	87.2	86.8
Overall response rate after imputation	88.3	87.9

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

### Nonresponse Bias

NCES statistical standards require a nonresponse bias analysis when the unit response rate for a sample is less than 85 percent. The nonresponse bias analysis of the household sample revealed differences in the background characteristics of respondents who participated in the assessment compared with those who refused.

In bivariate unit-level analyses at the screener and background questionnaire stages, estimated percentages for respondents were compared with those for the total eligible sample to identify any potential bias owing to nonresponse. Although some statistically significant differences existed, the potential for bias was small because the absolute difference between estimated percentages was less than 2 percent for all domains considered. Multivariate analyses were con-

ducted to further explore the potential for nonresponse bias by identifying the domains with the most differential response rates. These analyses revealed that the lowest response rates for the screener were among dwelling units in segments with high median income, small average household size, and a large proportion of renters. The lowest response rates for the background questionnaire were among males ages 30 and older in segments with high median income. However, the variables used to define these areas and other pockets with low response rates were used in weighting adjustments. The analysis showed that weighting adjustments was highly effective in reducing the bias. The general conclusion was that the potential amount of nonresponse bias attributable to unit nonresponse at the screener and background questionnaire stages was likely to be negligible.

## Data Collection

Household interviews took place in respondents' homes; prison interviews generally took place in a classroom or library in the prison. Whenever possible, interviewers administered the background questionnaire and assessment in a private setting. Unless there were security concerns, a guard was not present in the room when inmates were interviewed.

Interviewers used a computer-assisted personal interviewing (CAPI) system programmed into laptop computers. The interviewers read the background questions from the computer screen and entered all responses directly into the computer. Skip patterns and follow-up probes for contradictory or out-of-range responses were programmed into the computer.

After completing the background questionnaire, respondents were handed a booklet with the assessment questions. The interviewers followed a script that introduced the assessment booklet and guided the respondent through the assessment.

Each assessment booklet began with the same seven questions. After the respondent completed those questions, the interviewer asked the respondent for the book and used an algorithm to determine on the basis of the responses to the first seven questions whether the respondent should continue in the main assessment or be placed in the Adult Literacy Supplemental Assessment (ALSA). Three percent of adults weighted (5 percent unweighted) were placed in the ALSA.

ALSA was a performance-based assessment that allowed adults with marginal literacy to demonstrate what they could and could not do when asked to make sense of various forms of print. The ALSA started with simple identification tasks and sight words and moved to connected text, using authentic, highly contextualized material commonly found at home or in the community. Respondents placed in the ALSA are included in the NAAL sample based on their responses to the seven questions. Because the ALSA respondents got most or all of the seven questions at the beginning of the assessment wrong, they would have been classified into the *Below Basic* level on the health scale.

A respondent who continued in the main assessment was given back the assessment booklet, and the interviewer asked the respondent to complete the tasks in the booklet and guided the respondent through the tasks. The main assessment consisted of 12 blocks of tasks with approximately 11 questions in each block, but each assessment booklet included only 3 blocks of questions. The blocks were spiraled so that across the 26 different configurations of the assessment booklet, each block was paired with every other block and each block appeared in each of the three positions (first, middle, last) in a booklet.

For ALSA interviews, the interviewer read the ALSA script from a printed booklet and classified the respondent's answers into the response categories in

the printed booklet. ALSA respondents were handed the materials they were asked to read

Following the main assessment or ALSA, all respondents were administered the oral fluency assessment (not discussed in this report). Respondents were handed a booklet with passages, number lists, letter lists, word lists, and pseudoword lists to read orally. Respondents read into a microphone that recorded their responses on the laptop computer.

### Weighting and Variance Estimation

A complex sample design was used to select assessment respondents. The properties of a sample selected through a complex design could be very different from those of a simple random sample in which every individual in the target population has an equal chance of selection and in which the observations from different sampled individuals can be considered to be statistically independent of one another. Therefore, the properties of the sample for the complex data collection design were taken into account during the analysis of the data. Standard errors calculated as though the data had been collected from a simple random sample would generally underestimate sampling errors. One way of addressing the properties of the sample design was by using sampling weights to account for the fact that the probabilities of selection were not identical for all respondents. All population and subpopulation characteristics based on the NAAL data used sampling weights in their estimation.

The statistics presented in this report are estimates of group and subgroup performance based on a sample of respondents, rather than the values that could be calculated if every person in the nation answered every question on the instrument. It is therefore important to have measures of the degree of uncertainty of the estimates. Accordingly, in addition to providing estimates of percentages of respondents

and their average scale score, this report provides information about the uncertainty of each statistic.

Because the assessment used clustered sampling, conventional formulas for estimating sampling variability that assume simple random sampling and hence independence of observations are inappropriate. For this reason, the NAAL assessment uses a Taylor series procedure based on the *sandwich estimator* to estimate standard errors (Binder 1983).

### Scaling

As discussed above, each respondent to the NAAL received a booklet that included 3 of the 13 assessments blocks. Because each respondent did not answer all of the NAAL items, item response theory (IRT) methods were used to estimate average scores on the prose, document, and quantitative literacy scales; a simple average percent correct would not allow reporting results that are comparable for all respondents. IRT models the probability of answering a question correctly as a mathematical function of proficiency or skill. The main purpose of IRT analysis is to provide a common scale on which performance on some latent trait can be compared across groups, such as those defined by sex, race/ethnicity, or place of birth (Hambleton and Swaminathan 1985).

IRT models assume that an examinee's performance on each item reflects characteristics of the item and characteristics of the examinee. All models assume that all items on a scale measure a common latent ability or proficiency dimension (e.g., prose literacy) and that the probability of a correct response on an item is uncorrelated with the probability of a correct response on another item given fixed values of the latent trait. Items are measured in terms of their difficulty as well as their ability to discriminate among examinees of varying ability.



The assessment used two types of IRT models to estimate scale scores. The two-parameter logistic (2PL) model, which was used for dichotomous items (that is, items that are scored either right or wrong) takes the form

$$P(x_{ij}=1 | \theta_j, a_i, b_i) = \frac{1}{1 + e^{-1.7a_i(\theta_j - b_i)}},$$

where  $x_{ij}$  is the response of person  $j$  to item  $i$ ,  $\theta_j$  is the proficiency of person  $j$ ,  $a_i$  is the *slope* or *discrimination* parameter for item  $i$ , and  $b_i$  is the *location* or *difficulty* parameter for item  $i$ .

For the partial credit items, the graded response logistic (GRL) model was used. This model follows the 2PL model for the probability of a score of 1 (at least partially correct):

$$P(x_{ij} \geq 1 | \theta_j, a_i, b_{i1}) = \frac{1}{1 + e^{-1.7a_i(\theta_j - b_{i1})}}.$$

It also follows the 2PL model for the probability of a score of 2 (completely correct):

$$P(x_{ij}=2 | \theta_j, a_i, b_{i2}) = \frac{1}{1 + e^{-1.7a_i(\theta_j - b_{i2})}}.$$

In the equations above,  $b_{i1}$  and  $b_{i2}$  are the step parameters corresponding to the response categories of partially or fully correct.

The scale indeterminacy was solved by setting an origin and unit size to the reported scale means and

standard deviations from the 1992 assessment.<sup>6</sup> Linear transformation was performed to transform the original scale metric to the final reporting metric.

Levels were set and items were mapped to scales based on the scores corresponding to a 67 percent success rate on the tasks.

## Statistical Testing

The statistical comparisons in this report were based on the  $t$  statistic. Statistical significance was determined by calculating a  $t$  value for the difference between a pair of means, or proportions, and comparing this value with published tables of values at a certain level of significance, called alpha level. The alpha level is an a priori statement of the probability of inferring that a difference exists when, in fact, it does not. The alpha level used in this report is .05, based on a two-tailed test. The formula used to compute the  $t$  statistic was as follows:

$$t = \frac{(P_1 - P_2)}{\sqrt{(SE_1^2 + SE_2^2)}},$$

where  $P_1$  and  $P_2$  are the estimates to be compared and  $SE_1$  and  $SE_2$  are their corresponding standard errors.

<sup>6</sup> The means for the 1992 assessment were 276 for prose, 271 for document, and 275 for quantitative. The standard deviations for the 1992 assessment were 61 for prose, 61 for document, and 66 for quantitative. The standard deviations for the 2003 assessment were 59 for prose, 57 for document, and 61 for quantitative.



## Estimates and Standard Errors for Tables and Figures

**Table D2-1. Estimates and standard errors for Table 2-1. Percentage of adults in selected population groups: 1992 and 2003**

Characteristic	1992	2003
<b>Gender</b>		
Male	48 (0.5)	49 (0.5)
Female	52 (0.5)	51 (0.5)
<b>Race/ethnicity</b>		
White	77 (0.8)	70 (1.3)*
Black	11 (0.4)	12 (0.8)
Hispanic	8 (0.5)	12 (1.2)*
Asian/Pacific Islander	2 (0.2)	4 (0.5)*
American Indian/Alaska Native	1 (0.3)	1 (0.1)
Multiracial	—	2 (0.2)
<b>Language spoken before starting school</b>		
English only	86 (0.6)	81 (1.1)*
English and Spanish	2 (0.2)	2 (0.3)
English and other	3 (0.2)	4 (0.3)
Spanish	5 (0.3)	8 (0.8)*
Other language	4 (0.2)	5 (0.4)
<b>Age learned English</b>		
Native Language English Only	86 (0.6)	81 (1.1)*
10 or younger	8 (0.5)	10 (0.6)*
11 to 15	2 (0.1)	2 (0.2)*
16 to 20	1 (0.1)	2 (0.2)
21 or older	2 (0.1)	3 (0.2)*
Does not speak English	1 (0.1)	3 (0.4)*
<b>Age</b>		
16–18	6 (0.2)	6 (0.3)
19–24	13 (0.4)	11 (0.4)*
25–39	33 (0.5)	28 (0.5)*
40–49	17 (0.3)	20 (0.5)*
50–64	16 (0.3)	21 (0.4)*
65 and older	15 (0.5)	15 (0.6)
<b>Household income</b>		
Less than \$10,000	—	10 (0.5)
\$10,000–\$14,999	—	7 (0.3)
\$15,000–\$19,999	—	6 (0.3)
\$20,000–\$29,999	—	12 (0.5)
\$30,000–\$39,999	—	11 (0.4)
\$40,000–\$59,999	—	19 (0.5)
\$60,000–\$99,999	—	22 (0.7)
\$100,000 or greater	—	13 (0.7)

— Not available.

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. In 1992, respondents were allowed to identify only one race but could identify "other" as their race. In 2003, respondents were allowed to identify multiple races but could not choose "other" as their race. All adults of Hispanic origin are classified as Hispanic, regardless of race. The Asian/Pacific Islander category includes Native Hawaiians. The English and Spanish category includes adults who spoke languages in addition to both English and Spanish. The Spanish category includes adults who spoke Spanish and additional non-English languages. Results for adults who identified "other" as their race in 1992 are not included in this table. The percentage of the population that identified "other" as their race in 1992 rounds to 0. Household income data were not available for 1992.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-2. Estimates and standard errors for Figure 2-1. Average prose, document, and quantitative literacy scores of adults: 1992 and 2003**

Literacy scale	1992	2003
Prose	276 (1.1)	275 (1.3)
Document	271 (1.1)	271 (1.2)
Quantitative	275 (1.1)	283 (1.2)*

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-3. Estimates and standard errors for Figure 2-2. Percentage of adults in each prose, document, and quantitative literacy level: 1992 and 2003**

Literacy scale	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose	14 (0.4)	14 (0.6)	28 (0.4)	29 (0.6)	43 (0.5)	44 (0.7)	15 (0.4)	13 (0.5)*
Document	14 (0.5)	12 (0.5)*	22 (0.4)	22 (0.5)	49 (0.5)	53 (0.7)*	15 (0.4)	13 (0.6)*
Quantitative	26 (0.6)	22 (0.6)*	32 (0.4)	33 (0.5)	30 (0.4)	33 (0.5)*	13 (0.4)	13 (0.5)

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-4. Estimates and standard errors for Figure 2-3. Average prose, document, and quantitative literacy scores of adults, by gender: 1992 and 2003**

Gender	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Male	276 (1.2)	272 (1.5)*	274 (1.2)	269 (1.5)*	283 (1.4)	286 (1.3)
Female	277 (1.3)	277 (1.4)	268 (1.2)	272 (1.2)*	269 (1.2)	279 (1.3)*

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-5. Estimates and standard errors for Figure 2-4. Percentage of adults in each prose, document, and quantitative literacy level, by gender: 1992 and 2003**

Literacy scale and gender	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>								
Male	15 (0.4)	15 (0.6)	27 (0.5)	29 (0.7)	42 (0.5)	43 (0.7)	16 (0.5)	13 (0.6)*
Female	13 (0.5)	12 (0.6)	29 (0.5)	29 (0.6)	44 (0.6)	46 (0.8)	14 (0.5)	14 (0.6)
<b>Document</b>								
Male	14 (0.5)	14 (0.6)	21 (0.4)	23 (0.5)*	49 (0.6)	51 (0.8)*	17 (0.5)	13 (0.6)*
Female	14 (0.6)	11 (0.6)*	23 (0.4)	22 (0.6)	50 (0.7)	54 (0.8)*	13 (0.5)	13 (0.6)
<b>Quantitative</b>								
Male	24 (0.7)	21 (0.6)*	29 (0.4)	31 (0.5)*	31 (0.5)	33 (0.5)*	17 (0.5)	16 (0.6)
Female	28 (0.7)	22 (0.8)*	34 (0.5)	35 (0.7)	28 (0.6)	32 (0.7)*	9 (0.4)	11 (0.6)*

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-6. Estimates and standard errors for Figure 2-5. Average prose, document, and quantitative literacy scores of adults, by race/ethnicity: 1992 and 2003**

Race/ethnicity	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
White	287 (1.2)	288 (1.5)	281 (1.2)	282 (1.5)	288 (1.1)	297 (1.3)*
Black	237 (1.4)	243 (1.8)*	230 (1.4)	238 (2.1)*	222 (1.6)	238 (2.1)*
Hispanic	234 (2.3)	216 (3.5)*	238 (1.8)	224 (3.6)*	233 (2.3)	233 (3.2)
Asian/Pacific Islander	255 (6.1)	271 (4.0)*	259 (6.1)	272 (5.0)	268 (7.8)	285 (5.1)
American Indian/Alaska Native	254 (4.2)	264 (9.5)	247 (6.2)	258 (6.6)	245 (5.5)	265 (10.8)
Multiracial	—	273 (4.6)	—	269 (3.9)	—	270 (4.1)

— Not available.

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. In 1992, respondents were allowed to identify only one race but could identify "other" as their race. In 2003, respondents were allowed to identify multiple races but could not choose "other" as their race. All adults of Hispanic origin are classified as Hispanic, regardless of race. The Asian/Pacific Islander category includes Native Hawaiians. Results for adults who identified "other" as their race in 1992 are not included in this table. The percentage of the population that identified "other" as their race in 1992 rounds to 0.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-7. Estimates and standard errors for Figures 2-6a, 2-6b, and 2-6c. Percentage of adults in each prose, document, and quantitative literacy level, by race/ethnicity: 1992 and 2003**

Literacy scale and race/ethnicity	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>								
White	9 (0.4)	7 (0.5)*	25 (0.6)	25 (0.8)	48 (0.6)	51 (0.9)*	18 (0.6)	17 (0.9)
Black	30 (1.1)	24 (1.4)*	41 (0.9)	43 (1.2)	27 (0.9)	31 (1.4)*	2 (0.3)	2 (0.4)
Hispanic	35 (1.2)	44 (1.8)*	33 (0.8)	30 (1.0)*	28 (0.9)	23 (1.1)*	5 (0.5)	4 (0.4)*
Asian/Pacific Islander	25 (3.4)	14 (2.0)*	30 (2.2)	32 (2.2)	36 (2.8)	42 (2.5)	9 (1.7)	12 (1.8)
American Indian/Alaska Native	17 (3.1)	19 (4.2)	43 (3.3)	29 (4.0)*	35 (3.7)	41 (4.5)	5 (1.6)	10 (3.6)
Multiracial	—	7 (3.2)	—	35 (5.5)	—	54 (5.8)	—	4 (3.0)
<b>Document</b>								
White	10 (0.5)	8 (0.5)*	19 (0.4)	19 (0.7)	53 (0.6)	58 (1.0)*	18 (0.6)	15 (1.0)*
Black	31 (1.1)	24 (1.7)*	33 (0.8)	35 (1.4)	34 (1.0)	40 (1.9)*	2 (0.3)	2 (0.5)
Hispanic	28 (1.1)	36 (1.6)*	29 (0.8)	26 (0.8)*	38 (0.9)	33 (1.2)*	5 (0.5)	5 (0.5)
Asian/Pacific Islander	19 (3.0)	11 (2.2)*	23 (2.1)	22 (2.1)	48 (3.3)	54 (3.0)	10 (2.0)	13 (2.3)
American Indian/Alaska Native	19 (4.0)	16 (3.8)	31 (4.6)	27 (3.9)	47 (5.7)	51 (4.8)	3 (2.0)	6 (2.8)
Multiracial	—	9 (2.0)	—	27 (2.8)	—	55 (3.5)	—	9 (2.6)
<b>Quantitative</b>								
White	19 (0.6)	13 (0.7)*	32 (0.5)	32 (0.7)	34 (0.6)	39 (0.8)*	15 (0.5)	17 (0.8)
Black	57 (1.1)	47 (1.8)*	30 (0.8)	36 (1.3)*	12 (0.6)	15 (1.1)*	1 (0.2)	2 (0.4)
Hispanic	50 (1.4)	50 (1.7)	31 (0.9)	29 (0.9)	16 (0.8)	17 (0.9)	3 (0.4)	4 (0.5)
Asian/Pacific Islander	31 (3.7)	19 (3.0)*	29 (2.3)	34 (2.9)	28 (2.4)	35 (2.8)	12 (2.5)	12 (2.5)
American Indian/Alaska Native	43 (4.0)	32 (5.8)	35 (2.6)	31 (3.8)	19 (2.5)	27 (4.2)	4 (1.4)	10 (3.6)
Multiracial	—	27 (3.1)	—	37 (2.7)	—	29 (2.6)	—	7 (1.7)

— Not available.

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. In 1992, respondents were allowed to identify only one race but could identify "other" as their race. In 2003, respondents were allowed to identify multiple races but could not choose "other" as their race. All adults of Hispanic origin are classified as Hispanic, regardless of race. The Asian/Pacific Islander category includes Native Hawaiians. Results for adults who identified "other" as their race in 1992 are not included in this table. The percentage of the population that identified "other" as their race in 1992 rounds to 0.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-8. Estimates and standard errors for Figure 2-7. Average prose, document, and quantitative literacy scores of adults, by Hispanic ethnicity: 1992 and 2003**

Hispanic ethnicity	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Hispanic/Mexican	224 (2.6)	204 (5.6)*	230 (2.1)	207 (6.2)*	227 (2.5)	223 (4.5)
Hispanic/Puerto Rican	230 (5.0)	242 (6.0)	231 (4.1)	249 (5.7)*	221 (5.1)	244 (5.6)*
Hispanic/Cuban	233 (10.0)	207 (18.1)	247 (11.1)	227 (23.6)	249 (19.5)	257 (14.6)
Hispanic/Central or South American	229 (5.4)	204 (8.3)*	239 (4.5)	220 (7.7)*	229 (4.9)	234 (6.6)
Hispanic/Other	269 (5.4)	242 (5.4)*	268 (5.3)	250 (7.6)	261 (5.4)	254 (5.7)

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. All adults of Hispanic origin are classified as Hispanic, regardless of race. Because adults provided their income in ranges rather than by precise dollar figures, adults could not be exactly matched to a poverty category. The categories shown in this table represent the best matches possible based upon the categorical data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-9. Estimates and standard errors for Table 2-2. Percentage of Hispanic adults, by Hispanic ethnicity: 1992 and 2003**

Hispanic ethnicity	1992	2003
Hispanic/Mexican	55 (2.5)	58 (4.3)
Hispanic/Puerto Rican	12 (1.5)	10 (1.3)
Hispanic/Cuban	5 (0.6)	4 (1.6)
Hispanic/Central or South American	11 (1.0)	16 (2.1)*
Hispanic/Other	17 (1.9)	12 (1.4)*

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. All adults of Hispanic origin are classified as Hispanic, regardless of race.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-10. Estimates and standard errors for Figures 2-8a, 2-8b, and 2-8c. Percentage of adults in each prose, document, and quantitative literacy level, by Hispanic ethnicity: 1992 and 2003**

Literacy scale and Hispanic ethnicity	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>								
Hispanic/Mexican	40 (1.4)	49 (2.5)*	32 (0.9)	27 (1.4)*	24 (1.0)	20 (1.4)*	4 (0.4)	4 (0.6)
Hispanic/Puerto Rican	34 (3.8)	28 (3.8)	40 (3.2)	38 (3.0)	24 (3.2)	31 (3.5)	2 (1.0)	3 (1.2)
Hispanic/Cuban	37 (4.2)	49 (8.0)	29 (2.6)	22 (3.7)	26 (3.4)	24 (5.4)	8 (2.0)	5 (1.7)
Hispanic/Central or South American	38 (3.0)	50 (3.5)*	32 (2.1)	27 (2.0)*	26 (2.5)	19 (1.8)*	4 (1.1)	4 (1.0)
Hispanic/Other	14 (2.2)	28 (3.4)*	32 (2.8)	36 (2.5)	44 (3.0)	33 (3.2)*	10 (2.4)	4 (1.1)*
<b>Document</b>								
Hispanic/Mexican	33 (1.4)	42 (2.3)*	29 (0.9)	24 (0.9)*	35 (1.1)	29 (1.4)*	4 (0.5)	5 (0.6)*
Hispanic/Puerto Rican	31 (3.1)	19 (4.1)*	32 (2.9)	32 (3.6)	34 (2.5)	45 (4.7)*	4 (1.2)	4 (2.1)
Hispanic/Cuban	25 (5.0)	40 (6.9)	28 (3.0)	15 (2.2)*	37 (3.8)	30 (3.6)	10 (4.0)	15 (4.2)
Hispanic/Central or South American	24 (4.5)	37 (3.1)*	36 (3.6)	27 (1.8)*	38 (4.7)	31 (2.6)	2 (1.5)	5 (1.0)
Hispanic/Other	14 (2.0)	21 (3.4)	23 (2.1)	26 (2.3)	50 (2.7)	45 (3.5)	13 (2.3)	8 (2.0)
<b>Quantitative</b>								
Hispanic/Mexican	54 (1.6)	55 (2.2)	29 (1.1)	27 (1.3)	15 (0.9)	15 (1.1)	3 (0.4)	3 (0.5)
Hispanic/Puerto Rican	59 (4.2)	44 (4.5)*	30 (3.1)	34 (2.9)	10 (2.1)	20 (3.4)*	1 (0.6)	2 (1.2)
Hispanic/Cuban	40 (10.2)	36 (5.3)	33 (5.6)	28 (2.6)	20 (6.0)	25 (3.4)	6 (4.5)	11 (3.5)
Hispanic/Central or South American	53 (4.1)	49 (4.0)	34 (3.0)	31 (2.2)	12 (2.2)	17 (2.5)	1 (0.7)	3 (1.1)
Hispanic/Other	31 (3.3)	39 (3.8)	36 (2.6)	33 (2.3)	28 (2.7)	23 (2.6)	5 (1.5)	6 (1.7)

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. All adults of Hispanic origin are classified as Hispanic, regardless of race. Because adults provided their income in ranges rather than by precise dollar figures, adults could not be exactly matched to a poverty category. The categories shown in this table represent the best matches possible based upon the categorical data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.



**Table D2-11. Estimates and standard errors for Figure 2-9. Average prose, document, and quantitative literacy scores of adults, by language spoken before starting school: 1992 and 2003**

Language spoken before starting school	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
English only	282 (1.2)	283 (1.4)	275 (1.2)	276 (1.3)	280 (1.2)	289 (1.2)*
English and Spanish	255 (2.9)	262 (3.1)	253 (3.6)	259 (3.4)	247 (4.6)	261 (3.8)*
English and other	273 (4.0)	278 (3.1)	260 (4.5)	268 (3.2)	271 (5.6)	289 (4.1)*
Spanish	205 (2.9)	188 (3.8)*	216 (2.8)	199 (4.6)*	212 (3.3)	211 (4.6)
Other language	239 (3.4)	249 (4.6)	241 (3.7)	257 (4.2)*	246 (4.3)	270 (4.3)*

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. English and Spanish category includes adults who spoke languages in addition to both English and Spanish. Spanish category includes adults who spoke Spanish and additional non-English languages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-12. Estimates and standard errors for Figures 2-10a, 2-10b, and 2-10c. Percentage of adults in each prose, document, and quantitative literacy level, by language spoken before starting school: 1992 and 2003**

Literacy scale and language spoken before starting school	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>								
English only	11 (0.4)	9 (0.5)*	27 (0.5)	27 (0.7)	46 (0.6)	49 (0.8)*	16 (0.5)	15 (0.7)
English and Spanish	19 (2.1)	14 (2.1)	38 (2.1)	38 (2.2)	39 (2.3)	42 (2.4)	4 (1.0)	6 (1.3)
English and other	15 (1.8)	7 (1.5)*	30 (1.7)	33 (2.8)	43 (2.1)	51 (3.1)*	13 (1.6)	9 (2.1)
Spanish	52 (1.5)	61 (1.8)*	30 (0.9)	25 (1.1)*	16 (1.0)	13 (0.9)*	2 (0.4)	1 (0.3)*
Other language	32 (2.0)	26 (2.2)	35 (1.3)	33 (2.0)	29 (1.7)	34 (2.3)	5 (0.8)	7 (1.3)
<b>Document</b>								
English only	12 (0.5)	9 (0.5)*	21 (0.4)	21 (0.6)	51 (0.6)	56 (0.8)*	16 (0.5)	13 (0.7)*
English and Spanish	18 (1.8)	12 (2.5)	30 (2.1)	29 (3.0)	45 (2.3)	54 (3.8)*	7 (1.4)	5 (1.8)
English and other	19 (2.4)	10 (2.0)*	24 (1.4)	25 (2.3)	46 (2.4)	57 (2.9)*	11 (1.5)	8 (2.0)
Spanish	41 (2.0)	49 (2.0)*	30 (1.1)	25 (1.0)*	27 (1.6)	23 (1.3)	2 (0.5)	3 (0.4)
Other language	29 (1.9)	20 (1.9)*	26 (1.2)	24 (1.3)	39 (1.8)	46 (2.0)*	7 (0.9)	10 (1.2)*
<b>Quantitative</b>								
English only	23 (0.6)	18 (0.6)*	32 (0.4)	33 (0.6)	32 (0.5)	35 (0.6)*	13 (0.5)	15 (0.6)
English and Spanish	43 (2.6)	31 (3.3)*	31 (1.8)	39 (2.6)*	21 (1.8)	26 (2.8)	6 (1.3)	4 (1.3)
English and other	31 (2.7)	15 (2.7)*	29 (1.4)	38 (2.7)*	27 (1.7)	34 (3.0)*	14 (1.7)	14 (2.6)
Spanish	62 (1.8)	62 (2.2)	25 (1.1)	25 (1.2)	11 (1.0)	11 (1.1)	2 (0.4)	2 (0.5)
Other language	42 (2.1)	28 (2.3)*	31 (1.3)	33 (1.7)	20 (1.4)	29 (1.9)*	7 (1.1)	10 (1.5)

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. English and Spanish category includes adults who spoke languages in addition to both English and Spanish. Spanish category includes adults who spoke Spanish and additional non-English languages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-13. Estimates and standard errors for Figure 2-11. Average prose, document, and quantitative literacy scores of adults who spoke a language other than or in addition to English before starting school, by age learned English: 1992 and 2003**

Age learned English	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
10 or younger	263 (2.1)	274 (1.9)*	257 (2.2)	267 (1.9)*	260 (2.4)	278 (2.5)*
11–15	235 (5.2)	242 (4.9)	248 (4.9)	251 (6.4)	251 (6.0)	265 (6.3)
16–20	205 (6.2)	208 (5.8)	211 (5.4)	229 (5.5)*	218 (6.9)	238 (5.0)*
21 or older	187 (5.2)	191 (3.7)	203 (4.3)	206 (3.5)	196 (5.5)	223 (4.0)*

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-14. Estimates and standard errors for Figures 2-12a, 2-12b, and 2-12c. Percentage of adults in each prose, document, and quantitative literacy level who spoke a language other than or in addition to English before starting school, by age learned English: 1992 and 2003**

Literacy scale and age learned English	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>								
10 or younger	18 (1.0)	10 (0.9)*	33 (0.9)	34 (1.3)	39 (1.0)	47 (1.5)*	10 (0.8)	10 (1.0)
11–15	34 (3.0)	28 (3.0)	34 (2.1)	38 (3.1)	27 (2.2)	30 (3.4)	4 (1.2)	4 (1.3)
16–20	53 (3.6)	51 (3.3)	30 (2.2)	31 (2.6)	15 (2.4)	16 (1.9)	2 (0.9)	3 (1.1)
21 or older	65 (3.3)	62 (2.2)	25 (2.2)	26 (1.6)	10 (1.9)	12 (1.4)	# (0.2)	# (0.2)
<b>Document</b>								
10 or younger	19 (1.1)	10 (1.0)*	26 (0.8)	26 (1.4)	46 (1.2)	57 (1.8)*	9 (0.8)	8 (1.2)
11–15	23 (2.6)	24 (2.9)	26 (2.0)	25 (2.0)	43 (2.8)	41 (2.7)	7 (1.6)	10 (1.9)
16–20	45 (3.4)	34 (3.6)*	29 (2.0)	29 (2.2)	25 (2.5)	34 (3.0)*	2 (0.8)	3 (1.1)
21 or older	51 (3.9)	45 (2.5)	31 (2.4)	32 (1.5)	18 (2.8)	22 (1.8)	1 (0.4)	1 (0.4)
<b>Quantitative</b>								
10 or younger	35 (1.3)	22 (1.6)*	32 (0.9)	36 (1.4)*	25 (0.9)	32 (1.4)*	9 (0.8)	10 (1.2)
11–15	39 (3.1)	31 (3.0)	33 (2.1)	33 (2.6)	21 (2.1)	25 (2.1)	6 (1.6)	10 (2.1)
16–20	59 (3.6)	48 (3.0)*	26 (2.1)	30 (2.3)	13 (1.9)	17 (1.9)	2 (1.0)	5 (1.3)
21 or older	70 (2.5)	57 (2.5)*	21 (1.8)	27 (1.6)*	7 (1.1)	14 (1.5)*	2 (1.1)	2 (0.6)

# Rounds to zero.

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-15. Estimates and standard errors for Figure 2-13. Average prose, document, and quantitative literacy scores of adults, by age: 1992 and 2003**

Age	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
16–18	270 (2.3)	267 (2.8)	270 (2.2)	268 (2.9)	264 (2.5)	267 (3.1)
19–24	280 (2.0)	276 (2.4)	282 (2.2)	277 (2.5)	277 (2.0)	279 (2.3)
25–39	288 (1.3)	283 (1.7)*	286 (1.2)	282 (1.8)	286 (1.3)	292 (1.8)*
40–49	293 (2.0)	282 (2.3)*	284 (1.9)	277 (1.8)*	292 (1.8)	289 (1.9)
50–64	269 (1.4)	278 (1.9)*	258 (1.4)	270 (2.1)*	272 (1.8)	289 (1.9)*
65 and older	235 (1.7)	248 (2.0)*	221 (2.2)	235 (2.0)*	235 (2.7)	257 (2.2)*

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. Age was calculated based on the birth date information provided by respondents and grouped according to key life stages as described in appendix B.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-16. Estimates and standard errors for Figures 2-14a, 2-14b, and 2-14c. Percentage of adults in each prose, document, and quantitative literacy level, by age: 1992 and 2003**

Literacy scale and age	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>								
16–18	10 (1.4)	11 (1.7)	35 (2.0)	37 (2.5)	49 (2.2)	48 (2.7)	6 (1.3)	5 (1.4)
19–24	10 (0.8)	11 (1.1)	29 (1.2)	29 (1.3)	49 (1.3)	48 (1.5)	13 (1.1)	12 (1.1)
25–39	10 (0.5)	12 (0.6)*	24 (0.5)	25 (0.7)	46 (0.6)	45 (0.7)	20 (0.6)	18 (0.8)
40–49	9 (0.5)	11 (0.9)	23 (0.8)	27 (1.1)*	45 (0.8)	47 (1.2)	23 (1.0)	15 (1.1)*
50–64	16 (0.7)	13 (0.8)*	31 (0.7)	27 (0.9)*	43 (0.8)	44 (1.1)	11 (0.6)	15 (0.8)*
65+	33 (1.2)	23 (1.3)*	37 (0.8)	38 (1.2)	27 (1.0)	34 (1.4)*	3 (0.4)	4 (0.6)
<b>Document</b>								
16–18	10 (1.1)	11 (1.4)	24 (1.5)	24 (1.8)	57 (1.7)	56 (2.4)	10 (1.2)	9 (1.7)
19–24	7 (0.7)	9 (1.1)	19 (1.0)	20 (1.2)	58 (1.4)	58 (1.7)	15 (1.4)	13 (1.5)
25–39	9 (0.4)	8 (0.7)	18 (0.4)	19 (0.7)	53 (0.6)	56 (1.1)*	21 (0.6)	17 (1.1)*
40–49	10 (0.7)	10 (0.7)	18 (0.6)	20 (0.8)*	52 (0.9)	54 (1.1)	20 (0.9)	15 (0.9)*
50–64	17 (0.8)	12 (0.9)*	27 (0.6)	23 (0.9)*	48 (1.0)	54 (1.2)*	9 (0.5)	12 (1.1)*
65+	38 (1.7)	27 (1.5)*	31 (1.0)	33 (1.0)	29 (1.4)	38 (1.4)*	2 (0.3)	3 (0.4)
<b>Quantitative</b>								
16–18	30 (1.8)	28 (2.3)	38 (1.5)	38 (2.1)	27 (1.5)	28 (2.1)	6 (0.9)	6 (1.3)
19–24	22 (1.3)	21 (1.4)	37 (1.3)	36 (1.3)	33 (1.4)	33 (1.4)	9 (1.0)	10 (1.1)
25–39	21 (0.7)	17 (0.8)*	31 (0.5)	31 (0.8)	33 (0.6)	35 (0.8)	15 (0.5)	17 (0.9)
40–49	19 (0.9)	19 (0.9)	28 (0.6)	32 (0.8)*	33 (0.7)	34 (0.8)	20 (0.7)	16 (0.9)*
50–64	27 (1.1)	19 (1.0)*	34 (0.7)	30 (0.8)*	29 (0.9)	34 (0.9)*	10 (0.6)	17 (0.8)*
65+	49 (1.5)	34 (1.6)*	29 (0.8)	37 (1.2)*	18 (0.9)	24 (1.2)*	5 (0.5)	5 (0.6)

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. Age was calculated based on the birth date information provided by respondents and grouped according to key life stages as described in appendix B.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D2-17. Estimates and standard errors for Figure 2-15. Average prose, document, and quantitative literacy scores of adults, by learning disability status: 2003**

Disability status	Prose	Document	Quantitative
Learning disability	252 (3.5)	247 (3.3)	254 (3.8)
No learning disability	276 (1.3)	272 (1.1)	284(1.1)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D2-18. Estimates and standard errors for Figure 2-16. Percentage of adults in each prose, document, and quantitative literacy level, by learning disability status: 2003**

Literacy scale and disability status	Below Basic	Basic	Intermediate	Proficient
<b>Prose</b>				
Learning disability	24 (1.8)	34 (1.7)	35 (2.0)	7 (1.1)
No learning disability	13 (0.6)	28 (0.6)	45 (0.7)	14 (0.6)
<b>Document</b>				
Learning disability	24 (1.8)	28 (1.2)	42 (1.9)	7 (1.0)
No learning disability	12 (0.5)	22 (0.5)	53 (0.7)	13 (0.6)
<b>Quantitative</b>				
Learning disability	38 (2.0)	32 (1.3)	23 (1.4)	7 (1.1)
No learning disability	20 (0.6)	33 (0.5)	33 (0.5)	14 (0.5)

Note: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D2-19. Estimates and standard errors for Figure 2-17. Average prose, document, and quantitative literacy scores of adults, by household income: 2003**

Literacy scale and household income	Average score
<b>Prose</b>	
Less than \$10,000	229 (2.5)
\$10,000–\$14,999	237 (2.9)
\$15,000–\$19,999	244 (3.7)
\$20,000–\$29,999	257 (2.3)
\$30,000–\$39,999	268 (2.6)
\$40,000–\$59,999	282 (1.7)
\$60,000–\$99,999	303 (1.7)
\$100,000 or greater	316 (2.0)
<b>Document</b>	
Less than \$10,000	225 (3.6)
\$10,000–\$14,999	232 (2.6)
\$15,000–\$19,999	240 (3.3)
\$20,000–\$29,999	256 (2.4)
\$30,000–\$39,999	263 (2.0)
\$40,000–\$59,999	278 (1.6)
\$60,000–\$99,999	297 (1.5)
\$100,000 or greater	304 (2.5)
<b>Quantitative</b>	
Less than \$10,000	223 (3.0)
\$10,000–\$14,999	237 (2.7)
\$15,000–\$19,999	244 (3.4)
\$20,000–\$29,999	261 (2.3)
\$30,000–\$39,999	271 (2.2)
\$40,000–\$59,999	286 (1.5)
\$60,000–\$99,999	303 (1.2)
\$100,000 or greater	314 (1.8)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D2-20. Estimates and standard errors for Table 2-3. Percentage of adults in each household income category, by prose, document, and quantitative literacy level: 2003**

Literacy scale and literacy level	Less than \$10,000	\$10,000 to \$14,999	\$15,000 to \$19,999	\$20,000 to \$29,999	\$30,000 to \$39,999	\$40,000 to \$59,999	\$60,000 to \$99,999	\$100,000 or greater
<b>Prose</b>								
Below Basic	26 (1.5)	16 (1.1)	12 (1.0)	16 (1)	12 (1.1)	12 (1.1)	5 (0.9)	2 (0.5)
Basic	14 (0.8)	10 (0.6)	8 (0.5)	15 (0.7)	13 (0.7)	19 (0.8)	15 (1.0)	6 (0.6)
Intermediate	5 (0.4)	5 (0.4)	4 (0.3)	11 (0.6)	11 (0.6)	21 (0.7)	27 (1.0)	16 (1.0)
Proficient	2 (0.3)	1 (0.3)	2 (0.4)	5 (0.7)	7 (0.9)	18 (1.4)	35 (2.0)	30 (2.0)
<b>Document</b>								
Below Basic	27 (1.6)	17 (1.3)	11 (1.1)	16 (1.3)	11 (1.1)	11 (1.1)	5 (0.8)	3 (0.7)
Basic	13 (0.8)	12 (0.7)	8 (0.6)	15 (0.8)	14 (0.8)	18 (1.0)	13 (1.0)	6 (0.9)
Intermediate	6 (0.4)	5 (0.4)	4 (0.3)	11 (0.6)	11 (0.5)	21 (0.7)	26 (1.0)	16 (1.0)
Proficient	3 (0.5)	1 (0.3)	2 (0.4)	6 (0.9)	6 (0.9)	19 (1.7)	36 (2.4)	27 (2.8)
<b>Quantitative</b>								
Below Basic	26 (1.3)	16 (0.9)	11 (0.8)	16 (1.1)	11 (1.0)	12 (1.0)	7 (0.7)	2 (0.5)
Basic	9 (0.5)	8 (0.5)	6 (0.5)	14 (0.8)	14 (0.7)	21 (0.9)	19 (0.9)	9 (0.9)
Intermediate	4 (0.4)	4 (0.3)	3 (0.3)	10 (0.7)	11 (0.7)	22 (0.9)	28 (1.0)	18 (1.2)
Proficient	2 (0.4)	2 (0.3)	2 (0.4)	5 (0.9)	6 (1.0)	18 (1.6)	37 (2.0)	29 (2.3)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D3-1. Estimates and standard errors for Table 3-1. Percentage of adults, by highest educational attainment: 1992 and 2003**

Educational attainment	1992	2003
Still in high school	4 (0.2)	3 (0.2)*
Less than/some high school	21 (0.5)	15 (0.6)*
GED/high school equivalency	4 (0.2)	5 (0.3)*
High school graduate	27 (0.5)	26 (0.6)*
Vocational/trade/business school	5 (0.2)	6 (0.3)
Some college	9 (0.3)	11 (0.4)*
Associate's/2-year degree	11 (0.3)	12 (0.4)*
Bachelor's degree	10 (0.3)	12 (0.5)*
Graduate studies/degree	9 (0.3)	11 (0.5)*

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D3-2. Estimates and standard errors for Table 3-2. Average prose, document, and quantitative literacy scores of adults, by highest educational attainment: 1992 and 2003**

Educational attainment	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Still in high school	268 (2.5)	262 (3.7)	270 (2.4)	265 (4.3)	263 (3.2)	261 (4.2)
Less than/some high school	216 (1.4)	207 (2.4)*	211 (1.5)	208 (2.6)	209 (2.1)	211 (2.2)
GED/high school equivalency	265 (2.2)	260 (2.1)	259 (2.3)	257 (2.5)	265 (2.3)	265 (3.1)
High school graduate	268 (1.0)	262 (1.3)*	261 (1.4)	258 (1.5)	267 (1.2)	269 (1.6)
Vocational/trade/business school	278 (2.1)	268 (2.7)*	273 (2.0)	267 (2.5)	280 (2.2)	279 (2.2)
Some college	292 (1.4)	287 (1.6)*	288 (1.6)	280 (1.7)*	295 (1.7)	294 (1.7)
Associate's/2-year degree	306 (1.9)	298 (2.4)*	301 (1.9)	291 (2.0)*	305 (2.0)	305 (2.1)
Bachelor's degree	325 (1.9)	314 (2.1)*	317 (1.9)	303 (2.2)*	324 (1.8)	323 (1.8)
Graduate studies/degree	340 (2.0)	327 (2.8)*	328 (1.9)	311 (2.2)*	336 (2.1)	332 (2.1)

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D3-3. Estimates and standard errors for Figures 3-1a, 3-1b, and 3-1c. Percentage of adults in each prose, document, and quantitative literacy level, by highest educational attainment: 1992 and 2003**

Literacy scale and educational attainment	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>								
Still in high school	11 (1.6)	14 (2.5)	36 (2.3)	37 (2.8)	47 (2.5)	45 (3.1)	6 (1.4)	4 (1.5)
Less than/some high school	45 (1.2)	50 (1.4)*	38 (0.8)	33 (1.0)*	17 (0.8)	16 (0.9)	1 (0.2)	1 (0.2)
GED/high school equivalency	9 (1.9)	10 (1.8)	42 (3.2)	45 (2.9)	46 (3.5)	43 (3.0)	3 (1.4)	3 (1.1)
High school graduate	11 (0.7)	13 (1.0)	37 (1.0)	39 (1.2)	48 (1.1)	44 (1.3)*	5 (0.5)	4 (0.6)
Vocational/trade/business school	9 (1.1)	10 (1.8)	29 (1.7)	36 (2.6)*	53 (1.9)	49 (2.7)	9 (1.3)	5 (1.5)*
Some college	4 (0.6)	5 (0.7)	23 (1.4)	25 (1.4)	59 (1.7)	59 (1.7)	14 (1.4)	11 (1.4)
Associate's/2-year degree	2 (0.5)	4 (0.7)*	16 (1.3)	20 (1.5)*	58 (1.9)	56 (2.0)	23 (2.0)	19 (2.0)
Bachelor's degree	2 (0.4)	3 (0.5)	10 (0.8)	14 (1.0)*	49 (1.6)	53 (1.7)	40 (1.8)	31 (1.8)*
Graduate studies/degree	1 (0.3)	1 (0.4)	6 (0.8)	10 (1.2)*	43 (2.0)	48 (2.3)	51 (2.2)	41 (2.6)*
<b>Document</b>								
Still in high school	10 (1.1)	13 (2.3)	24 (1.6)	24 (2.2)	57 (2.0)	54 (3.0)	9 (1.4)	9 (1.9)
Less than/some high school	44 (1.3)	45 (1.4)	32 (0.7)	29 (0.7)*	23 (1.0)	25 (1.0)	1 (0.2)	2 (0.3)
GED/high school equivalency	9 (1.8)	13 (1.9)	31 (2.9)	30 (2.3)	58 (3.4)	53 (2.8)	3 (1.2)	4 (1.2)
High school graduate	12 (0.8)	13 (1.0)	28 (0.9)	29 (1.1)	54 (1.2)	52 (1.4)	6 (0.7)	5 (0.7)
Vocational/trade/business school	8 (1.0)	9 (1.5)	22 (1.3)	26 (2.3)	60 (1.8)	59 (2.7)	10 (1.3)	7 (1.7)
Some college	4 (0.6)	5 (0.8)	15 (1.1)	19 (1.3)*	67 (1.7)	65 (1.8)	14 (1.6)	10 (1.5)
Associate's/2-year degree	3 (0.5)	3 (0.7)	12 (1.0)	15 (1.5)	60 (1.7)	66 (2.3)*	25 (1.8)	16 (2.2)*
Bachelor's degree	2 (0.3)	2 (0.6)	9 (0.7)	11 (1.2)	52 (1.6)	62 (2.5)*	37 (1.7)	25 (2.7)*
Graduate studies/degree	1 (0.2)	1 (0.4)	5 (0.6)	9 (1.1)*	48 (1.9)	59 (2.6)*	45 (2.0)	31 (2.8)*
<b>Quantitative</b>								
Still in high school	31 (2.2)	31 (2.9)	37 (1.8)	38 (2.5)	27 (1.8)	25 (2.3)	6 (1.1)	5 (1.4)
Less than/some high school	65 (1.3)	64 (1.3)	25 (0.8)	25 (0.8)	9 (0.6)	10 (0.7)	1 (0.2)	1 (0.2)
GED/high school equivalency	25 (2.9)	26 (3.1)	46 (2.8)	43 (3.1)	26 (2.6)	28 (2.9)	3 (1.2)	3 (1.2)
High school graduate	26 (1.1)	24 (1.4)	41 (1.0)	42 (1.3)	29 (1.0)	29 (1.3)	5 (0.5)	5 (0.7)
Vocational/trade/business school	18 (1.8)	18 (2.1)	39 (2.0)	41 (2.3)	35 (2.0)	35 (2.3)	8 (1.4)	6 (1.4)
Some college	11 (1.1)	10 (1.2)	34 (1.6)	36 (1.8)	42 (1.7)	43 (1.8)	13 (1.4)	11 (1.5)
Associate's/2-year degree	8 (1.1)	7 (1.1)	29 (1.8)	30 (1.9)	45 (1.9)	45 (2.1)	18 (1.9)	18 (2.1)
Bachelor's degree	5 (0.7)	4 (0.6)	21 (1.2)	22 (1.2)	44 (1.5)	43 (1.5)	31 (1.8)	31 (1.9)
Graduate studies/degree	2 (0.5)	3 (0.6)	15 (1.3)	18 (1.5)	43 (2.0)	43 (2.1)	39 (2.4)	36 (2.6)

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.



**Table D3-4. Estimates and standard errors for Table 3-3. Average prose, document, and quantitative literacy scores of adults, by highest educational attainment and race/ethnicity: 1992 and 2003**

Literacy scale and educational attainment	White		Black		Hispanic		Asian/Pacific Islander	
	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>								
Still in high school	280 (3.0)	278 (4.0)	243 (3.1)	236 (5.8)	243 (7.4)	226 (10.0)	264 (16.7)	274 (12.4)
Less than high school/some high school	227 (1.7)	231 (2.9)	199 (2.1)	202 (3.3)	183 (3.2)	161 (4.3)*	184 (14.6)	212 (28.1)
High school graduate/GED/vocational classes	276 (1.0)	271 (1.2)*	236 (1.5)	241 (1.9)*	243 (2.8)	231 (4.2)*	239 (12.7)	230 (7.4)
Some college/associate's degree	306 (1.5)	300 (2.0)*	270 (2.6)	266 (2.2)	281 (3.8)	265 (2.6)*	279 (7.8)	284 (7.0)
College degree or higher	339 (1.6)	328 (1.8)*	288 (3.3)	280 (3.0)	294 (7.4)	283 (7.3)	282 (5.3)	292 (6.5)
<b>Document</b>								
Still in high school	283 (3.3)	279 (4.6)	242 (4.0)	241 (6.0)	241 (5.0)	223 (12.8)	261 (18.2)	279 (14.0)
Less than high school/some high school	220 (1.8)	229 (3.5)*	192 (2.0)	197 (3.9)	193 (3.3)	171 (4.2)*	200 (14.5)	207 (19.5)
High school graduate/GED/vocational classes	269 (1.3)	266 (1.6)	230 (1.7)	234 (2.3)	244 (2.9)	239 (3.6)	234 (9.8)	240 (9.8)
Some college/associate's degree	301 (1.7)	292 (1.7)*	261 (2.4)	259 (2.5)	280 (3.5)	265 (3.0)*	279 (6.7)	280 (8.3)
College degree or higher	328 (1.7)	313 (1.7)*	277 (3.3)	272 (3.4)	292 (7.1)	281 (5.4)	287 (6.9)	291 (5.7)
<b>Quantitative</b>								
Still in high school	279 (3.5)	279 (5.2)	225 (5.0)	227 (7.5)	233 (8.1)	218 (10.2)	254 (31.7)	270 (17.3)
Less than high school/some high school	224 (2.5)	235 (3.0)*	169 (3.3)	190 (4.2)*	178 (3.8)	177 (4.2)	191 (17.4)	205 (20.9)
High school graduate/GED/vocational classes	278 (1.1)	280 (1.3)	225 (1.8)	235 (2.3)*	242 (3.5)	245 (3.2)	245 (13.0)	243 (9.7)
Some college/associate's degree	308 (1.6)	309 (1.7)	261 (2.7)	262 (2.6)	278 (2.9)	275 (3.4)	281 (7.3)	291 (6.1)
College degree or higher	335 (1.5)	334 (1.2)	279 (2.2)	280 (3.6)	299 (7.6)	302 (5.8)	305 (9.3)	313 (3.5)

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D3-5. Estimates and standard errors for Figure 3-2. Average prose, document, and quantitative literacy scores of adults, by age obtained high school diploma or GED: 2003**

Age	Prose	Document	Quantitative
19 or younger	290 (1.2)	283 (1.1)	297 (1.0)
20–24	252 (2.8)	251 (3.6)	257 (3.4)
25 or older	256 (2.6)	244 (3.5)	266 (3.6)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D3-6. Estimates and standard errors for Figure 3-3. Average prose, document, and quantitative literacy scores of adults, by age obtained college degree: 2003**

Age	Prose	Document	Quantitative
23 or younger	325 (2.0)	313 (1.8)	332 (1.5)
24–29	310 (3.6)	294 (2.6)	317 (3.5)
30 or older	311 (4.1)	293 (3.6)	322 (4.1)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D3-7. Estimates and standard errors for Table 3-4. Percentage of adults in the *Below Basic* and *Basic* prose literacy levels who learned English at 16 years of age or older, by enrollment status in an adult English as a Second Language class: 2003**

Literacy level	Currently enrolled	Took class less than 2 years ago	Took class 2-5 years ago	Took class more than 5 years ago	Never took class
Below Basic	4 (0.9)	9 (1.2)	9 (1.1)	17 (1.5)	61 (2.0)
Basic	5 (1.7)	13 (3.0)	11 (1.9)	34 (3.4)	36 (3.9)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D3-8. Estimates and standard errors for Figure 3-4. Percentage of adults in each prose literacy level who learned English at 16 years of age or older, by enrollment status in an adult English as a Second Language class: 2003**

Enrollment status	Below Basic	Basic	Intermediate	Proficient
Never enrolled	82 (2.2)	12 (1.6)	6 (1.1)	1 (0.4)
Previously enrolled	63 (2.6)	26 (1.9)	10 (1.5)	# (0.2)
Currently enrolled	69 (8.8)	24 (5.8)	8 (4.9)	# (0.4)

# Rounds to zero.  
NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D3-9. Estimates and standard errors for Figure 3-5. Average document and quantitative literacy scores of adults, by whether they had received information technology certification: 2003**

Certification status	Document	Quantitative
Certification	285 (2.7)	302 (2.4)
No certification	269 (1.3)	281 (1.2)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D3-10. Estimates and standard errors for Figure 3-6. Average document and quantitative literacy scores of adults who had received information technology certification, by highest educational attainment: 2003**

Educational attainment	Document	Quantitative
Less than/some high school	252 (10.6)	255 (12.5)
High school graduate/GED	273 (4.6)	284 (5.1)
Some college/associate's degree	284 (4.0)	301 (4.1)
College graduate/postsecondary	303 (5.1)	327 (4.1)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D4-1. Estimates and standard errors for Figures 4-1a, 4-1b, and 4-1c. Percentage of adults in each employment status category, by prose, document, and quantitative literacy level: 1992 and 2003**

Literacy scale and literacy level	Not in labor force		Unemployed		Part time		Full time	
	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>								
Below Basic	57 (1.3)	51 (1.8)*	6 (0.5)	5 (0.6)	8 (0.6)	10 (0.9)	29 (1.3)	35 (1.8)*
Basic	40 (0.8)	38 (1.1)	6 (0.4)	6 (0.4)	12 (0.5)	12 (0.6)	42 (0.8)	44 (1.1)
Intermediate	26 (0.6)	27 (0.9)	5 (0.3)	5 (0.3)	15 (0.5)	14 (0.6)	54 (0.7)	54 (0.9)
Proficient	17 (0.9)	18 (1.3)	3 (0.4)	3 (0.5)	14 (0.9)	14 (1.1)	66 (1.2)	64 (1.6)
<b>Document</b>								
Below Basic	60 (1.4)	55 (1.9)*	5 (0.5)	5 (0.6)	9 (0.6)	9 (1.0)	27 (1.4)	32 (1.7)*
Basic	41 (0.9)	40 (1.1)	7 (0.4)	6 (0.5)	12 (0.5)	12 (0.7)	40 (0.9)	42 (1.1)
Intermediate	27 (0.6)	27 (0.8)	6 (0.3)	5 (0.3)	14 (0.4)	14 (0.6)	54 (0.7)	55 (0.9)
Proficient	15 (1.0)	19 (1.5)*	3 (0.4)	4 (0.7)	15 (0.9)	15 (1.4)	68 (1.3)	63 (1.9)*
<b>Quantitative</b>								
Below Basic	53 (1.1)	50 (1.4)	7 (0.4)	7 (0.5)	10 (0.5)	10 (0.8)	31 (1.0)	34 (1.3)
Basic	32 (0.7)	34 (1.0)	5 (0.3)	5 (0.4)	15 (0.5)	14 (0.7)	48 (0.8)	47 (1.0)
Intermediate	23 (0.7)	25 (0.9)	5 (0.3)	4 (0.3)	14 (0.5)	14 (0.7)	58 (0.8)	57 (1.0)
Proficient	18 (1.1)	17 (1.3)	3 (0.4)	4 (0.6)	12 (0.9)	13 (1.2)	67 (1.4)	66 (1.6)

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D4-2. Estimates and standard errors for Table 4-2. Percentage of adults in each occupational group: 1992 and 2003**

Occupational group	1992	2003
Management, Business, and Financial	8 (0.3)	12 (0.5)
Professional and related	17 (0.4)	20 (0.5)
Service	20 (0.5)	19 (0.6)
Sales and related	12 (0.4)	11 (0.4)
Office and Administrative Support	17 (0.4)	14 (0.4)
Farming, Fishing, and Forestry	1 (0.2)	1 (0.1)
Construction and Extraction	5 (0.3)	7 (0.3)
Installation, Maintenance, and Repair	4 (0.2)	4 (0.2)
Production	10 (0.5)	8 (0.6)
Transportation and Material Moving	6 (0.3)	6 (0.3)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. The 1992 and 2003 occupational groups were coded using different classifications. For the analyses presented in this report, 1992 results were recoded into 2003 categories using a crosswalk developed by the U.S. Census Bureau. However, some occupations could not be precisely linked between 1992 and 2003, and there was some sampling error in how other occupations were linked. Therefore, all comparisons between 1992 and 2003 occupational groups should be made with caution.

Occupational information is available only for adults who were employed at some point during the 3 years prior to the assessment.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D4-3. Estimates and standard errors for Figures 4-2a, 4-2b, and 4-2c. Average prose, document, and quantitative literacy scores of adults, by occupational group: 1992 and 2003**

Occupational group	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Management, Business, and Financial	316 (2.3)	306 (2.3)*	308 (2.1)	297 (2.3)*	322 (1.9)	318 (2.1)
Professional and related	321 (1.7)	317 (1.7)*	316 (1.6)	305 (1.8)*	320 (1.7)	321 (1.6)
Service	266 (1.6)	262 (2.3)	262 (1.7)	259 (2.4)	261 (1.7)	263 (1.9)
Sales and related	288 (2.0)	279 (2.3)*	282 (1.7)	281 (2.3)	287 (2.0)	293 (2.3)
Office and Administrative Support	292 (1.5)	287 (1.7)*	287 (1.6)	284 (1.6)	289 (1.4)	293 (2.0)
Farming, Fishing, and Forestry	254 (7.7)	219 (12.8)*	251 (6.0)	225 (11.7)	260 (6.9)	241 (15.3)
Construction and Extraction	261 (3.1)	255 (3.4)	261 (3.7)	251 (3.4)*	271 (3.7)	265 (3.4)
Installation, Maintenance, and Repair	273 (2.8)	279 (3.7)	272 (3.1)	280 (4.6)	280 (3.8)	293 (3.8)*
Production	257 (2.5)	255 (3.0)	253 (2.4)	253 (2.7)	257 (2.8)	267 (3.2)*
Transportation and Material Moving	261 (2.8)	252 (3.2)*	259 (2.9)	250 (3.3)*	263 (3.1)	263 (3.4)

\*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. The 1992 and 2003 occupational groups were coded using different classifications. For the analyses presented in this report, 1992 results were recoded into 2003 categories using a crosswalk developed by the U.S. Census Bureau. However, some occupations could not be precisely linked between 1992 and 2003, and there was some sampling error in how other occupations were linked. Therefore, all comparisons between 1992 and 2003 occupation groups should be made with caution. Occupational information is available only for adults who were employed at some point during the 3 years prior to the assessment.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D4-4. Estimates and standard errors for Table 4-3. Percentage of adults in each occupational group, by prose, document, and quantitative literacy level: 1992 and 2003**

Literacy scale and literacy level	Management, Business, and Financial		Professional and related		Service		Sales and related		Office and administrative support	
	1992	2003	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>										
Below Basic	3 (0.5)	3 (0.9)	3 (0.6)	4 (0.7)	32 (1.6)	30 (1.9)	6 (1.0)	8 (1.1)	8 (0.9)	8 (1.0)
Basic	5 (0.4)	8 (0.8)*	8 (0.5)	10 (0.6)*	25 (0.9)	24 (1.0)	12 (0.8)	12 (0.8)	15 (0.7)	14 (0.8)
Intermediate	9 (0.4)	15 (0.8)*	18 (0.6)	21 (0.7)*	18 (0.6)	16 (0.7)	14 (0.6)	12 (0.6)*	20 (0.6)	16 (0.6)*
Proficient	17 (1.0)	19 (1.7)	36 (1.4)	42 (1.8)*	10 (0.8)	10 (1.0)	9 (1.1)	7 (1.0)	15 (1.1)	13 (1.2)
<b>Document</b>										
Below Basic	3 (0.5)	3 (1.0)	4 (0.6)	5 (0.8)	33 (1.6)	35 (2.1)	7 (0.9)	6 (1.1)	8 (0.9)	6 (1.2)
Basic	5 (0.4)	7 (1.0)*	8 (0.5)	10 (0.9)*	25 (0.9)	24 (1.1)	12 (0.7)	10 (0.9)	15 (0.8)	13 (1.0)
Intermediate	9 (0.4)	15 (0.8)*	17 (0.5)	20 (0.8)*	18 (0.6)	16 (0.6)*	13 (0.5)	12 (0.6)*	19 (0.6)	17 (0.7)*
Proficient	15 (1.0)	17 (2.4)	36 (1.3)	39 (2.4)	11 (0.9)	12 (1.3)	9 (0.9)	9 (1.4)	15 (1.1)	12 (1.7)
<b>Quantitative</b>										
Below Basic	3 (0.3)	3 (0.6)	5 (0.5)	5 (0.7)	32 (1.2)	33 (1.5)	9 (0.8)	8 (0.8)	10 (0.9)	10 (1.1)
Basic	6 (0.4)	9 (0.7)*	12 (0.6)	14 (0.8)*	22 (0.7)	22 (0.9)	13 (0.6)	12 (0.6)	19 (0.8)	16 (0.8)*
Intermediate	10 (0.5)	15 (0.9)*	21 (0.7)	23 (0.9)*	15 (0.6)	14 (0.7)	13 (0.6)	11 (0.6)	20 (0.8)	16 (0.8)*
Proficient	19 (1.2)	22 (1.8)	36 (1.6)	37 (1.9)	9 (0.8)	7 (0.9)	9 (1.1)	10 (1.1)	11 (1.3)	12 (1.4)
Literacy scale and literacy level	Farming, Fishing, and Forestry		Construction and Extraction		Installation, Maintenance, and Repair		Production		Transportation and Material Moving	
	1992	2003	1992	2003	1992	2003	1992	2003	1992	2003
<b>Prose</b>										
Below Basic	4 (0.6)	3 (0.6)	10 (0.9)	15 (1.2)*	5 (0.7)	2 (0.7)*	19 (1.5)	15 (1.6)	12 (1.0)	11 (1.2)
Basic	2 (0.2)	1 (0.1)*	7 (0.5)	9 (0.5)	5 (0.4)	4 (0.6)	13 (0.8)	11 (0.8)*	8 (0.5)	9 (0.6)
Intermediate	1 (0.2)	# (0.1)*	5 (0.3)	5 (0.3)	4 (0.3)	4 (0.4)	8 (0.5)	7 (0.6)	5 (0.3)	4 (0.3)
Proficient	1 (0.2)	# (0.2)	3 (0.4)	3 (0.5)	2 (0.4)	2 (0.6)	3 (0.5)	3 (0.5)	3 (0.4)	2 (0.4)*
<b>Document</b>										
Below Basic	3 (0.7)	3 (0.6)	9 (1.0)	15 (1.5)*	5 (0.7)	2 (0.8)*	17 (1.5)	15 (1.7)	11 (1.1)	10 (1.5)
Basic	2 (0.3)	1 (0.2)*	7 (0.5)	9 (0.6)*	5 (0.4)	4 (0.7)	14 (0.9)	12 (1.0)	8 (0.6)	9 (0.8)
Intermediate	1 (0.2)	# (0.1)*	5 (0.3)	6 (0.4)	4 (0.3)	4 (0.4)	8 (0.5)	7 (0.5)*	6 (0.3)	5 (0.4)
Proficient	1 (0.2)	1 (0.2)	3 (0.5)	3 (0.6)	3 (0.4)	3 (1.1)	3 (0.5)	3 (0.7)	3 (0.5)	1 (0.5)*
<b>Quantitative</b>										
Below Basic	2 (0.5)	2 (0.4)	8 (0.7)	12 (1.0)*	5 (0.5)	2 (0.6)*	16 (1.1)	13 (1.2)	11 (0.7)	10 (0.9)
Basic	2 (0.3)	1 (0.1)*	5 (0.4)	8 (0.5)*	4 (0.3)	4 (0.5)	11 (0.6)	9 (0.7)	6 (0.4)	7 (0.5)
Intermediate	1 (0.2)	# (0.1)*	5 (0.4)	5 (0.4)	4 (0.3)	4 (0.5)	7 (0.5)	6 (0.6)	5 (0.3)	4 (0.4)
Proficient	1 (0.2)	1 (0.2)	4 (0.5)	3 (0.6)	4 (0.5)	3 (0.8)	4 (0.6)	4 (0.7)	4 (0.5)	2 (0.5)*

# Rounds to zero.

\*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. The 1992 and 2003 occupational groups were coded using different classifications. For the analyses presented in this report, 1992 results were recoded into 2003 categories using a crosswalk developed by the U.S. Census Bureau. However, some occupations could not be precisely linked between 1992 and 2003, and there was some sampling error in how other occupations were linked. Therefore, all comparisons between 1992 and 2003 occupation groups should be made with caution. Occupational information is available only for adults who were employed at some point during the 3 years prior to the assessment.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

**Table D4-5. Estimates and standard errors for Figures 4-3a, 4-3b, and 4-3c. Percentage of full-time employed adults in each weekly gross earnings category, by prose, document, and quantitative literacy level: 2003**

Literacy scale and literacy level	Less than \$300	\$300–\$499	\$500–\$649	\$650–\$849	\$850–\$1149	\$1150–\$1449	\$1450–\$1949	\$1950 or more
<b>Prose</b>								
Below Basic	18 (1.9)	41 (2.9)	18 (2.2)	12 (1.6)	7 (1.3)	3 (0.8)	1 (0.5)	2 (0.8)
Basic	12 (1.0)	31 (1.5)	19 (1.2)	16 (1.2)	12 (1.0)	5 (0.6)	2 (0.5)	4 (0.7)
Intermediate	8 (0.6)	19 (1.0)	17 (0.8)	18 (0.9)	17 (0.9)	8 (0.6)	6 (0.7)	8 (0.8)
Proficient	4 (0.7)	10 (1.3)	11 (1.4)	17 (1.7)	20 (1.9)	13 (1.4)	13 (1.7)	12 (1.7)
<b>Document</b>								
Below Basic	18 (2.1)	41 (3.0)	16 (2.4)	11 (2.1)	8 (1.6)	3 (1.2)	1 (1.0)	3 (1.2)
Basic	11 (1.0)	32 (1.6)	19 (1.5)	16 (1.6)	11 (1.2)	5 (0.9)	3 (1.1)	4 (0.9)
Intermediate	8 (0.6)	19 (0.9)	17 (0.8)	19 (1.0)	16 (0.9)	8 (0.7)	7 (1.0)	7 (0.8)
Proficient	6 (1.0)	14 (1.6)	10 (1.8)	14 (2.3)	22 (2.4)	12 (2.1)	10 (3.1)	12 (2.2)
<b>Quantitative</b>								
Below Basic	17 (1.7)	42 (2.3)	17 (1.9)	12 (1.6)	7 (1.1)	2 (0.7)	2 (0.8)	2 (0.7)
Basic	11 (0.9)	27 (1.3)	19 (1.1)	18 (1.2)	13 (0.9)	6 (0.8)	3 (0.6)	5 (0.7)
Intermediate	7 (0.7)	17 (1.0)	17 (1.1)	18 (1.1)	17 (1.0)	10 (0.9)	7 (0.9)	8 (0.9)
Proficient	3 (0.7)	10 (1.3)	10 (1.5)	16 (1.9)	22 (2.0)	13 (1.9)	13 (2.0)	14 (2.0)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D4-6. Estimates and standard errors for Figure 4-4. Percentage of adults who thought their reading skills limited their job opportunities, by prose and document literacy level: 2003**

Literacy scale and literacy level	Not at all	A little	Some	A lot
<b>Prose</b>				
Below Basic	30 (2.0)	13 (1.2)	22 (1.4)	35 (2.0)
Basic	62 (1.2)	14 (0.8)	15 (0.8)	9 (0.7)
Intermediate	85 (0.7)	7 (0.4)	6 (0.4)	3 (0.3)
Proficient	96 (0.6)	2 (0.4)	1 (0.3)	1 (0.2)
<b>Document</b>				
Below Basic	33 (2.0)	13 (1.3)	20 (1.5)	34 (2.0)
Basic	62 (1.3)	12 (0.7)	16 (0.9)	11 (0.8)
Intermediate	81 (0.7)	8 (0.4)	7 (0.4)	4 (0.3)
Proficient	92 (0.9)	4 (0.7)	2 (0.5)	2 (0.4)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D4-7. Estimates and standard errors for Figure 4-5. Percentage of adults who thought their mathematics skills limited their job opportunities, by quantitative literacy level: 2003**

Literacy level	Not at all	A little	Some	A lot
Below Basic	40 (1.6)	16 (1.0)	19 (1.2)	25 (1.4)
Basic	66 (1.0)	13 (0.6)	13 (0.7)	8 (0.6)
Intermediate	80 (0.8)	11 (0.6)	7 (0.5)	3 (0.3)
Proficient	89 (1.0)	8 (0.8)	3 (0.6)	1 (0.3)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D4-8. Estimates and standard errors for Figure 4-6. Percentage of adults who thought their computer skills limited their job opportunities, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Not at all	A little	Some	A lot
<b>Document</b>				
Below Basic	28 (1.8)	9 (1.1)	12 (1.2)	51 (2.1)
Basic	45 (1.4)	14 (0.8)	14 (0.8)	27 (1.3)
Intermediate	58 (1.1)	17 (0.6)	13 (0.5)	13 (0.7)
Proficient	67 (1.9)	18 (1.6)	9 (1.1)	6 (0.8)
<b>Quantitative</b>				
Below Basic	32 (1.5)	11 (0.8)	14 (0.9)	43 (1.7)
Basic	50 (1.2)	15 (0.7)	14 (0.7)	20 (1.0)
Intermediate	61 (1.2)	17 (0.7)	12 (0.6)	11 (0.7)
Proficient	70 (1.6)	18 (1.3)	8 (0.9)	5 (0.7)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D4-9. Estimates and standard errors for Figure 4-7. Percentage of adults in each prose and document literacy level who thought their reading skills limited their job opportunities "a lot" or "some," by whether or not they participated in job training that emphasized reading: 2003**

Literacy scale and participation	Below Basic	Basic	Intermediate	Proficient
<b>Prose</b>				
Participated	27 (3.7)	41 (3.4)	30 (3.6)	2 (1.1)
Did not participate	42 (1.7)	35 (1.1)	22 (1.1)	2 (0.3)
<b>Document</b>				
Participated	23 (3.9)	33 (3.4)	40 (4.2)	3 (1.8)
Did not participate	35 (1.6)	29 (0.8)	33 (1.3)	3 (0.5)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D4-10. Estimates and standard errors for Figure 4-8. Percentage of adults in each quantitative literacy level who thought their mathematics skills limited their job opportunities “a lot” or “some,” by whether or not they participated in job training that emphasized mathematics: 2003**

Participation	Below Basic	Basic	Intermediate	Proficient
Participated	38 (4.5)	34 (3.6)	23 (3.6)	4 (1.7)
Did not participate	47 (1.7)	33 (1.2)	17 (1.0)	3 (0.5)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D4-11. Estimates and standard errors for Figure 4-9. Percentage of adults in each quantitative literacy level who thought their computer skills limited their job opportunities “a lot” or “some,” by whether or not they participated in job training that emphasized computers: 2003**

Participation	Below Basic	Basic	Intermediate	Proficient
Participated	20 (2.4)	37 (2.3)	33 (2.5)	10 (1.8)
Did not participate	38 (1.2)	35 (0.8)	22 (0.8)	5 (0.5)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D4-12. Estimates and standard errors for Figures 4-10a, 4-10b, and 4-10c. Percentage of women who were currently receiving public assistance or had received public assistance in the past, by prose, document, and quantitative literacy level: 2003**

Literacy scale and literacy level	Never	Past participation	Current participation
<b>Prose</b>			
Below Basic	86 (1.5)	10 (1.4)	4 (0.6)
Basic	86 (0.9)	11 (0.9)	3 (0.4)
Intermediate	91 (0.6)	8 (0.6)	1 (0.2)
Proficient	97 (0.8)	3 (0.8)	# (0.1)
<b>Document</b>			
Below Basic	86 (1.8)	11 (1.7)	4 (0.7)
Basic	87 (1.0)	10 (1.0)	3 (0.4)
Intermediate	91 (0.6)	8 (0.6)	2 (0.2)
Proficient	96 (1.1)	4 (1.1)	# (0.2)
<b>Quantitative</b>			
Below Basic	83 (1.4)	13 (1.3)	4 (0.5)
Basic	89 (0.8)	10 (0.8)	2 (0.2)
Intermediate	93 (0.7)	6 (0.7)	1 (0.2)
Proficient	98 (0.8)	2 (0.8)	# (0.1)

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.



**Table D4-13. Estimates and standard errors for Table 4-4. Percentage of women who received public assistance for varying lengths of time, by prose, document, and quantitative literacy level: 2003**

Literacy scale and literacy level	Never	Less than 6 months	6 months to 1 year	1–2 years	2–3 years	More than 3 years
<b>Prose</b>						
Below Basic	87 (1.4)	2 (0.5)	1 (0.6)	3 (0.7)	2 (0.4)	6 (0.9)
Basic	87 (0.9)	2 (0.3)	2 (0.4)	2 (0.4)	2 (0.4)	5 (0.5)
Intermediate	91 (0.6)	2 (0.2)	2 (0.3)	1 (0.2)	2 (0.2)	3 (0.3)
Proficient	97 (0.7)	1 (0.2)	1 (0.4)	1 (0.4)	# (0.3)	1 (0.2)
<b>Document</b>						
Below Basic	86 (1.6)	2 (0.6)	1 (0.7)	2 (0.7)	2 (0.7)	7 (0.9)
Basic	87 (1.0)	2 (0.4)	2 (0.4)	2 (0.4)	2 (0.6)	5 (0.5)
Intermediate	91 (0.6)	2 (0.3)	2 (0.3)	2 (0.2)	2 (0.3)	3 (0.3)
Proficient	96 (1.0)	1 (0.4)	1 (0.5)	1 (0.3)	# (0.4)	1 (0.4)
<b>Quantitative</b>						
Below Basic	84 (1.3)	2 (0.5)	2 (0.6)	3 (0.5)	2 (0.6)	7 (0.7)
Basic	89 (0.8)	2 (0.3)	2 (0.4)	2 (0.3)	2 (0.4)	4 (0.4)
Intermediate	93 (0.7)	1 (0.3)	1 (0.4)	1 (0.2)	1 (0.3)	2 (0.3)
Proficient	98 (0.7)	1 (0.4)	# (0.3)	1 (0.3)	# (0.3)	1 (0.3)

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-1. Estimates and standard errors for Figure 5-1. Percentage of parents who read to or with their children under age 8 during the previous week, by prose literacy level: 2003**

Literacy level	Never	1 to 2 days	3 to 4 days	5 or more days
Below Basic	41 (2.6)	14 (1.7)	18 (2.1)	27 (2.4)
Basic	25 (1.6)	19 (1.3)	21 (1.5)	36 (1.9)
Intermediate	17 (1.0)	18 (1.1)	21 (1.3)	44 (1.7)
Proficient	14 (1.7)	14 (1.5)	22 (2.3)	50 (2.7)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-2. Estimates and standard errors for Figure 5-2. Percentage of parents whose children between the ages of 3 and 5 knew the letters of the alphabet, by prose literacy level: 2003**

Literacy level	Child already knows letters
Below Basic	12 (2.7)
Basic	21 (2.2)
Intermediate	27 (2.1)
Proficient	31 (3.8)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-3. Estimates and standard errors for Figure 5-3. Percentage of parents with children who did not already know the letters of the alphabet who tried to teach their children between the ages of 3 and 5 the letters of the alphabet during the previous month, by prose literacy level: 2003**

Literacy level	Never	Less than once a week	Once a week	Every day/a few times a week
Below Basic	19 (3.2)	10 (2.3)	10 (2.2)	62 (3.9)
Basic	7 (1.3)	10 (1.7)	10 (1.5)	73 (2.6)
Intermediate	7 (1.1)	11 (1.6)	10 (1.3)	73 (2.2)
Proficient	8 (2.2)	14 (2.9)	12 (2.5)	66 (4.0)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-4. Estimates and standard errors for Table 5-1. Percentage of parents who tried to teach their children under the age of 8 to read words during the previous month, by prose literacy level: 2003**

Literacy level	Child already reads well	Never	Less than once a week	Once a week	Every day/a few times a week
Below Basic	5 (1.0)	25 (2.5)	9 (1.3)	8 (1.4)	53 (2.7)
Basic	4 (0.8)	22 (1.6)	8 (0.9)	7 (0.8)	59 (1.8)
Intermediate	4 (0.6)	20 (1.2)	8 (0.7)	7 (0.7)	61 (1.4)
Proficient	4 (1.0)	20 (2.1)	11 (1.5)	8 (1.3)	57 (2.6)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-5. Estimates and standard errors for Figure 5-4. Percentage of parents who engaged in rhyming activities with their children under the age of 8 during the previous month, by prose literacy level: 2003**

Literacy level	Never	Less than once a week	Once a week	Every day/a few times a week
Below Basic	19 (1.9)	9 (1.5)	11 (1.5)	62 (2.5)
Basic	13 (1.2)	8 (1.0)	11 (0.9)	68 (1.7)
Intermediate	10 (0.9)	8 (0.8)	10 (0.8)	71 (1.4)
Proficient	10 (1.4)	7 (1.2)	11 (1.3)	73 (2.2)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-6. Estimates and standard errors for Figure 5-5. Percentage of parents who talked to their school-age children about things they studied in school, by prose literacy level: 2003**

Literacy level	Never	Once a week or less	A few times a week	Every day
Below Basic	11 (1.6)	13 (1.8)	21 (2.2)	56 (2.8)
Basic	2 (0.4)	12 (1.2)	21 (1.4)	65 (1.7)
Intermediate	2 (0.3)	8 (0.8)	21 (1.2)	69 (1.3)
Proficient	2 (0.5)	5 (1.2)	22 (2.2)	71 (2.4)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-7. Estimates and standard errors for Figure 5-6. Percentage of parents who helped or worked with their school-age child on homework, by prose literacy level: 2003**

Literacy level	Never	Once a week or less	A few times a week	Every day
Below Basic	25 (2.2)	17 (2.1)	19 (2.1)	39 (2.5)
Basic	14 (1.0)	19 (1.3)	26 (1.6)	42 (1.7)
Intermediate	11 (0.8)	22 (1.1)	30 (1.3)	38 (1.3)
Proficient	8 (1.0)	27 (2.3)	32 (2.4)	34 (2.4)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-8. Estimates and standard errors for Figure 5-7. Percentage of parents whose children ages 2 through 17 often saw them reading, by prose literacy level: 2003**

Literacy level	Often sees adult reading
Below Basic	60 (2.7)
Basic	73 (1.5)
Intermediate	81 (1.2)
Proficient	90 (1.5)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-9. Estimates and standard errors for Figure 5-8. Percentage of adults who lived with children under age 18 and had reading materials in the home, by prose literacy level: 2003**

Literacy level	None	Some	Many
Below Basic	19 (1.8)	28 (1.9)	54 (2.5)
Basic	3 (0.4)	14 (1.0)	83 (1.1)
Intermediate	1 (0.2)	8 (0.6)	92 (0.6)
Proficient	# (0.1)	4 (0.6)	96 (0.7)

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-10. Estimates and standard errors for Figure 5-9. Percentage of parents whose children ages 2 through 17 had their own books, by prose literacy level: 2003**

Literacy level	Child has own books
Below Basic	93 (1.2)
Basic	98 (0.4)
Intermediate	99 (0.2)
Proficient	100 (0.3)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-11. Estimates and standard errors for Figure 5-10. Percentage of all adults and adults living in households with children under age 18 who had a computer in their home with word processing capability or Internet access, by prose literacy level: 2003**

Computer capability and literacy level	All adults	Adults living with children
<b>Computer with word processing capability</b>		
Below Basic	40 (2.0)	50 (2.6)
Basic	66 (1.2)	75 (1.4)
Intermediate	84 (0.7)	89 (0.8)
Proficient	94 (0.7)	96 (0.7)
<b>Computer with Internet access</b>		
Below Basic	33 (1.9)	39 (2.7)
Basic	59 (1.3)	67 (1.6)
Intermediate	78 (0.8)	83 (1.0)
Proficient	90 (1.0)	93 (1.1)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D5-12. Estimates and standard errors for Figure 5-11. Percentage of parents who were involved in one to four activities in their children's schools, by prose literacy level: 2003**

Literacy level	None	One	Two	Three	Four
Below Basic	15 (2.3)	16 (2.0)	18 (2.2)	28 (2.4)	23 (2.1)
Basic	11 (1.3)	14 (1.2)	23 (1.5)	28 (1.5)	25 (1.6)
Intermediate	9 (1.0)	11 (0.8)	21 (1.1)	29 (1.2)	29 (1.3)
Proficient	7 (1.5)	9 (1.5)	15 (1.7)	29 (2.3)	40 (2.5)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D6-1. Estimates and standard errors for Figure 6-1. Percentage of adult citizens of voting age who voted in the 2000 presidential election, by prose and document literacy level: 2003**

Literacy level	Prose	Document
Below Basic	53 (2.2)	57 (2.2)
Basic	62 (1.3)	63 (1.4)
Intermediate	73 (1.0)	71 (1.0)
Proficient	84 (1.4)	84 (1.7)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D6-2. Estimates and standard errors for Figure 6-2. Percentage of adults who got information about current events, public affairs, and the government from each of the following sources: newspapers, magazines, books or brochures, the Internet, by prose literacy level: 2003**

Source and literacy level	None	A little	Some	A lot
<b>Newspapers</b>				
Below Basic	29 (1.4)	25 (1.3)	26 (1.3)	20 (1.3)
Basic	12 (0.6)	23 (0.8)	35 (0.9)	30 (0.9)
Intermediate	8 (0.5)	23 (0.6)	36 (0.7)	33 (0.8)
Proficient	7 (0.7)	26 (1.5)	32 (1.5)	35 (1.7)
<b>Magazines</b>				
Below Basic	42 (1.6)	23 (1.4)	25 (1.4)	9 (0.8)
Basic	25 (0.8)	30 (0.9)	34 (1.0)	12 (0.6)
Intermediate	18 (0.6)	35 (0.8)	37 (0.8)	10 (0.5)
Proficient	16 (1.1)	37 (1.7)	37 (1.7)	10 (0.9)
<b>Books or brochures</b>				
Below Basic	44 (1.6)	23 (1.3)	25 (1.4)	8 (0.7)
Basic	26 (0.9)	30 (1.0)	33 (1.0)	11 (0.6)
Intermediate	20 (0.7)	34 (0.8)	35 (0.8)	11 (0.5)
Proficient	21 (1.3)	39 (1.7)	30 (1.7)	9 (0.8)
<b>Internet</b>				
Below Basic	77 (1.5)	6 (0.8)	9 (1.0)	8 (0.8)
Basic	53 (1.2)	13 (0.7)	17 (0.8)	17 (0.9)
Intermediate	31 (1.0)	18 (0.6)	25 (0.8)	26 (0.8)
Proficient	16 (1.3)	22 (1.4)	31 (1.7)	31 (1.7)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D6-3. Estimates and standard errors for Figure 6-3. Percentage of adults who got information about current events, public affairs, and the government from each of the following sources: family members, friends, or coworkers, radio and television, by prose literacy level: 2003**

Source and literacy level	None	A little	Some	A lot
<b>Family, friends, or coworkers</b>				
Below Basic	21 (1.2)	24 (1.4)	33 (1.5)	23 (1.3)
Basic	10 (0.5)	25 (0.8)	42 (1.0)	23 (0.8)
Intermediate	6 (0.3)	29 (0.7)	44 (0.8)	21 (0.7)
Proficient	4 (0.5)	34 (1.6)	44 (1.7)	18 (1.2)
<b>Radio and television</b>				
Below Basic	5 (0.5)	14 (0.9)	26 (1.5)	56 (1.7)
Basic	2 (0.2)	9 (0.5)	27 (0.9)	62 (1.0)
Intermediate	1 (0.1)	7 (0.3)	30 (0.8)	62 (0.9)
Proficient	1 (0.2)	9 (0.7)	32 (1.6)	58 (1.7)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D6-4. Estimates and standard errors for Figure 6-4. Percentage of adults who volunteered during the past year, by prose and document literacy level: 2003**

Literacy scale and literacy level	Never	Less than once a week	Once a week or more
<b>Prose</b>			
Below Basic	83 (1.2)	8 (0.8)	10 (0.9)
Basic	69 (1.0)	16 (0.8)	15 (0.8)
Intermediate	55 (0.9)	25 (0.8)	20 (0.7)
Proficient	43 (1.8)	32 (1.7)	25 (1.6)
<b>Document</b>			
Below Basic	82 (1.4)	9 (0.9)	10 (1.1)
Basic	69 (1.1)	16 (0.8)	14 (0.9)
Intermediate	57 (0.9)	24 (0.7)	19 (0.7)
Proficient	47 (2.1)	29 (1.8)	24 (2.0)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D6-5. Estimates and standard errors for Figure 6-5. Percentage of adults who sent or received e-mail messages and found information on the Internet, by prose literacy level: 2003**

Source and literacy level	Never	Less than once a week	Once a week	A few times a week	Every day
<b>E-mail</b>					
Below Basic	80 (1.4)	4 (0.6)	3 (0.5)	5 (0.6)	8 (1.0)
Basic	52 (1.3)	9 (0.6)	5 (0.4)	11 (0.6)	24 (1.2)
Intermediate	24 (1.0)	10 (0.5)	5 (0.3)	14 (0.6)	48 (1.1)
Proficient	8 (0.9)	6 (0.9)	4 (0.7)	15 (1.2)	67 (1.8)
<b>Internet</b>					
Below Basic	77 (1.4)	6 (0.7)	3 (0.5)	7 (0.7)	7 (0.9)
Basic	46 (1.3)	14 (0.7)	7 (0.5)	14 (0.7)	20 (1.1)
Intermediate	20 (0.9)	14 (0.6)	8 (0.4)	22 (0.7)	35 (1.0)
Proficient	6 (0.7)	11 (1.1)	9 (1.1)	24 (1.5)	49 (2.1)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D6-6. Estimates and standard errors for Figure 6-6. Percentage of adults who sent or received e-mail messages and found information on the Internet, by document literacy level: 2003**

Source and literacy level	Never	Less than once a week	Once a week	A few times a week	Every day
<b>E-mail</b>					
Below Basic	82 (1.4)	4 (0.7)	2 (0.4)	5 (0.6)	8 (1.1)
Basic	55 (1.4)	9 (0.8)	4 (0.5)	10 (0.6)	22 (1.3)
Intermediate	26 (0.9)	10 (0.5)	5 (0.3)	14 (0.5)	46 (1.1)
Proficient	9 (1.0)	6 (1.2)	4 (1.0)	16 (1.4)	65 (2.3)
<b>Internet</b>					
Below Basic	79 (1.4)	6 (0.8)	3 (0.5)	7 (0.8)	6 (0.9)
Basic	50 (1.4)	12 (0.8)	6 (0.6)	14 (0.8)	18 (1.1)
Intermediate	21 (0.9)	15 (0.6)	9 (0.5)	20 (0.6)	35 (1.0)
Proficient	8 (0.9)	12 (1.6)	9 (1.4)	26 (1.9)	46 (2.5)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.



**Table D6-7. Estimates and standard errors for Figure 6-7. Percentage of adults who sent or received e-mail messages and found information on the Internet, by quantitative literacy level: 2003**

Source and literacy level	Never	Less than once a week	Once a week	A few times a week	Every day
<b>E-mail</b>					
Below Basic	74 (1.3)	6 (0.7)	3 (0.4)	6 (0.6)	10 (0.9)
Basic	41 (1.2)	11 (0.6)	5 (0.4)	12 (0.6)	32 (1.1)
Intermediate	21 (1.0)	9 (0.6)	5 (0.4)	15 (0.6)	51 (1.1)
Proficient	9 (1.0)	5 (0.9)	3 (0.6)	14 (1.2)	69 (1.8)
<b>Internet</b>					
Below Basic	69 (1.4)	8 (0.7)	5 (0.5)	9 (0.7)	9 (0.8)
Basic	36 (1.2)	14 (0.7)	8 (0.5)	18 (0.7)	25 (1.0)
Intermediate	18 (0.9)	15 (0.7)	9 (0.5)	22 (0.8)	37 (1.0)
Proficient	8 (0.9)	10 (1.2)	8 (1.0)	25 (1.6)	50 (1.9)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.





# Additional Analyses

## Additional Tables for Chapter 3: Education and Literacy

**Table E-1. Percentage of adults in the *Below Basic* and *Basic* quantitative literacy levels who learned English at 16 years of age or older, by enrollment status in an adult English as a Second Language class: 2003**

Literacy level	Currently enrolled	Took class less than 2 years ago	Took class 2–5 years ago	Took class more than 5 years ago	Never took class
Below Basic	4 (0.9)	8 (1.1)	10 (1.2)	18 (1.5)	60 (2.0)
Basic	4 (1.2)	14 (2.1)	13 (2.0)	28 (2.5)	41 (2.8)

NOTE: This table is an extension of table 3-4 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Results are not reported for the document scale because the model did not converge for this scale.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-2. Percentage of adults in each quantitative literacy level who learned English at 16 years of age or older, by enrollment status in an adult English as a Second Language class: 2003**

Enrollment status	Below Basic	Basic	Intermediate	Proficient
Never enrolled	73 (2.1)	15 (1.2)	9 (1.0)	3 (0.6)
Previously enrolled	58 (2.2)	28 (1.5)	12 (1.2)	3 (0.6)
Currently enrolled	68 (7.9)	22 (4.6)	10 (3.9)	1 (0.7)

NOTE: This table is an extension of figure 3-4 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Results are not reported for the document scale because the model did not converge for this scale.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-3. Average prose literacy scores of adults, by whether they had received information technology certification: 2003**

Certification status	Average score
Certification	291 (2.0)
No certification	273 (1.4)

NOTE: This table is an extension of figure 3-5 in the text. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-4. Average prose literacy scores for adults who had received information technology certification, by highest educational attainment: 2003**

Educational attainment	Average score
Less than/some high school	255 (10.4)
High school graduate/GED	274 (3.9)
Some college/associate's degree	292 (3.1)
College graduate/postsecondary	313 (4.0)

NOTE: This table is an extension of figure 3-6 in the text. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## Additional Tables for Chapter 4: Employment, Earnings, and Job Training

**Table E-5. Percentage of adults who thought their reading skills limited their job opportunities, by quantitative literacy level: 2003**

Literacy level	Not at all	A little	Some	A lot
Below Basic	40 (1.6)	15 (1.0)	21 (1.2)	25 (1.5)
Basic	72 (1.0)	10 (0.6)	11 (0.7)	7 (0.5)
Intermediate	86 (0.7)	6 (0.5)	5 (0.5)	3 (0.3)
Proficient	94 (0.8)	4 (0.6)	1 (0.4)	1 (0.3)

NOTE: This table is an extension of figure 4-4 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-6. Percentage of adults who thought their mathematics skills limited their job opportunities, by prose and document literacy level: 2003**

Literacy scale and literacy level	Not at all	A little	Some	A lot
<b>Prose</b>				
Below Basic	38 (1.9)	15 (1.1)	18 (1.3)	30 (1.8)
Basic	61 (1.2)	14 (0.7)	15 (0.8)	10 (0.7)
Intermediate	76 (0.8)	11 (0.5)	8 (0.5)	4 (0.4)
Proficient	87 (1.0)	9 (0.8)	3 (0.5)	2 (0.4)
<b>Document</b>				
Below Basic	39 (2.1)	15 (1.3)	16 (1.4)	31 (2.0)
Basic	60 (1.3)	14 (0.8)	15 (0.9)	11 (0.8)
Intermediate	75 (0.8)	11 (0.5)	9 (0.5)	5 (0.4)
Proficient	84 (1.4)	9 (1.0)	4 (0.8)	3 (0.4)

NOTE: This table is an extension of figure 4-5 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-7. Percentage of adults who thought their computer skills limited their job opportunities, by prose literacy level: 2003**

Literacy level	Not at all	A little	Some	A lot
Below Basic	28 (1.8)	8 (0.9)	13 (1.1)	51 (2.0)
Basic	46 (1.4)	14 (0.7)	15 (0.7)	26 (1.2)
Intermediate	58 (1.1)	18 (0.7)	12 (0.6)	12 (0.7)
Proficient	72 (1.6)	15 (1.2)	8 (0.9)	5 (0.6)

NOTE: This table is an extension of figure 4-6 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-8. Percentage of adults in each quantitative literacy level who thought their reading skills limited their job opportunities “a lot” or “some,” by whether or not they participated in job training that emphasized reading: 2003**

Participation	Below Basic	Basic	Intermediate	Proficient
Participated	46 (5.2)	33 (3.8)	19 (3.8)	2 (1.2)
Did not participate	53 (1.6)	31 (1.1)	14 (0.8)	2 (0.4)

NOTE: This table is an extension of figure 4-7 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-9. Percentage of adults in each prose and document literacy level who thought their mathematics skills limited their job opportunities “a lot” or “some,” by whether or not they participated in job training that emphasized mathematics: 2003**

Literacy scale and participation	Below Basic	Basic	Intermediate	Proficient
<b>Prose</b>				
Participated	20 (3.2)	40 (3.2)	35 (3.6)	6 (1.7)
Did not participate	32 (1.6)	35 (1.1)	29 (1.2)	4 (0.5)
<b>Document</b>				
Participated	18 (3.4)	27 (3.3)	49 (4.3)	6 (2.3)
Did not participate	28 (1.5)	28 (0.9)	38 (1.3)	6 (0.7)

NOTE: This table is an extension of figure 4-8 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-10. Percentage of adults in each prose and document literacy level who thought their computer skills limited their job opportunities “a lot” or “some,” by whether or not they participated in job training that emphasized computers: 2003**

Literacy scale and participation	Below Basic	Basic	Intermediate	Proficient
<b>Prose</b>				
Participated	11 (1.9)	29 (2.2)	49 (2.6)	12 (1.9)
Did not participate	27 (1.2)	35 (0.9)	33 (1.0)	5 (0.5)
<b>Document</b>				
Participated	7 (1.8)	25 (2.8)	62 (3.5)	7 (2.2)
Did not participate	24 (1.1)	27 (0.7)	42 (1.0)	7 (0.5)

NOTE: This table is an extension of figure 4-9 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. Adults who reported they were retired are not included in these analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## Additional Tables for Chapter 5: Literacy and the Family

**Table E-11. Percentage of parents who read to or with their children under age 8 during the previous week, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Never	1 to 2 days	3 to 4 days	5 or more days
<b>Document</b>				
Below Basic	47 (3.3)	15 (2.4)	16 (2.6)	22 (3.1)
Basic	26 (1.7)	18 (1.6)	21 (1.8)	36 (2.3)
Intermediate	18 (1.0)	18 (1.1)	21 (1.3)	43 (1.7)
Proficient	16 (2.0)	15 (2.2)	20 (2.9)	49 (3.7)
<b>Quantitative</b>				
Below Basic	33 (2.2)	17 (1.6)	19 (1.8)	31 (2.4)
Basic	23 (1.3)	18 (1.2)	20 (1.4)	39 (1.9)
Intermediate	18 (1.2)	17 (1.2)	22 (1.4)	44 (1.9)
Proficient	16 (2.0)	15 (1.8)	22 (2.4)	48 (3.2)

NOTE: This table is an extension of figure 5-1 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-12. Percentage of parents whose children between the ages of 3 and 5 knew the letters of the alphabet, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Child already knows letters
<b>Document</b>	
Below Basic	11 (3.4)
Basic	20 (2.9)
Intermediate	26 (2.1)
Proficient	30 (5.2)
<b>Quantitative</b>	
Below Basic	12 (2.2)
Basic	23 (2.2)
Intermediate	27 (2.3)
Proficient	36 (4.4)

NOTE: This table is an extension of figure 5-2 in the text. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-13. Percentage of parents with children who did not already know the letters of the alphabet who tried to teach their children between the ages of 3 and 5 the letters of the alphabet during the previous month, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Never	Less than once a week	Once a week	Everyday/a few times a week
<b>Document</b>				
Below Basic	24 (4.5)	7 (4.0)	11 (2.9)	59 (5.6)
Basic	7 (1.2)	11 (2.8)	9 (1.5)	73 (3.3)
Intermediate	6 (1.0)	12 (1.9)	9 (1.2)	72 (2.4)
Proficient	12 (3.0)	9 (4.2)	15 (3.0)	65 (5.2)
<b>Quantitative</b>				
Below Basic	14 (2.4)	8 (2.4)	10 (1.9)	68 (3.5)
Basic	8 (1.3)	12 (2.1)	9 (1.3)	72 (2.6)
Intermediate	6 (1.3)	12 (2.1)	10 (1.3)	72 (2.7)
Proficient	9 (2.7)	11 (3.8)	15 (3.0)	66 (4.9)

NOTE: This table is an extension of figure 5-3 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.



**Table E-14. Percentage of parents who tried to teach their children under the age of 8 to read words during the previous month, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Child already reads well	Never	Less than once a week	Once a week	Everyday/ a few times a week
<b>Document</b>					
Below Basic	4 (1.5)	27 (3.0)	8 (1.9)	8 (1.8)	53 (3.6)
Basic	4 (0.8)	20 (1.5)	7 (1.1)	8 (1.0)	61 (2.1)
Intermediate	4 (0.6)	20 (1.2)	9 (0.8)	7 (0.7)	60 (1.4)
Proficient	4 (1.2)	24 (2.3)	9 (1.7)	7 (1.5)	56 (3.3)
<b>Quantitative</b>					
Below Basic	4 (0.9)	21 (2.1)	7 (1.1)	8 (1.3)	59 (2.4)
Basic	3 (0.6)	23 (1.5)	8 (0.8)	7 (0.8)	60 (1.7)
Intermediate	4 (0.7)	21 (1.4)	8 (0.8)	7 (0.8)	59 (1.6)
Proficient	6 (1.2)	19 (2.3)	11 (1.7)	8 (1.5)	57 (3.0)

NOTE: This table is an extension of table 5-1 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-15. Percentage of parents who engaged in rhyming activities with their children under the age of 8 during the previous month, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Never	Less than once a week	Once a week	Everyday/ a few times a week
<b>Document</b>				
Below Basic	22 (2.6)	10 (1.8)	10 (2.0)	58 (3.4)
Basic	14 (1.3)	8 (0.9)	9 (1.1)	69 (1.9)
Intermediate	11 (0.8)	7 (0.7)	11 (0.8)	71 (1.3)
Proficient	10 (1.6)	10 (1.5)	12 (2.0)	68 (2.9)
<b>Quantitative</b>				
Below Basic	16 (1.6)	10 (1.3)	11 (1.1)	64 (2.2)
Basic	10 (0.9)	8 (0.8)	10 (0.9)	72 (1.5)
Intermediate	11 (1.0)	7 (0.8)	10 (0.8)	71 (1.5)
Proficient	14 (1.9)	9 (1.5)	12 (1.6)	66 (2.7)

NOTE: This table is an extension of figure 5-4 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-16. Percentage of parents who talked to their school-age children about things they studied in school, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Never	Once a week or less	A few times a week	Every day
<b>Document</b>				
Below Basic	10 (1.6)	13 (2.0)	24 (2.8)	54 (3.2)
Basic	3 (0.5)	12 (1.2)	21 (1.6)	64 (1.9)
Intermediate	2 (0.3)	9 (0.7)	21 (1.1)	69 (1.2)
Proficient	2 (0.5)	5 (1.2)	21 (2.3)	72 (2.6)
<b>Quantitative</b>				
Below Basic	5 (0.9)	13 (1.5)	23 (1.8)	59 (2.2)
Basic	3 (0.4)	10 (1.0)	20 (1.2)	67 (1.4)
Intermediate	2 (0.3)	8 (0.9)	21 (1.3)	69 (1.4)
Proficient	2 (0.6)	6 (1.4)	24 (2.1)	68 (2.4)

NOTE: This table is an extension of figure 5-5 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-17. Percentage of parents who helped or worked with their school-age child on homework, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Never	Once a week or less	A few times a week	Every day
<b>Document</b>				
Below Basic	28 (2.5)	20 (2.4)	17 (2.2)	36 (2.8)
Basic	14 (1.1)	19 (1.4)	25 (1.7)	42 (1.8)
Intermediate	10 (0.7)	21 (1.0)	30 (1.2)	39 (1.2)
Proficient	10 (1.2)	27 (2.4)	31 (2.8)	33 (2.7)
<b>Quantitative</b>				
Below Basic	19 (1.6)	17 (1.7)	21 (1.8)	43 (2.1)
Basic	12 (0.9)	19 (1.1)	28 (1.4)	40 (1.5)
Intermediate	10 (0.8)	22 (1.2)	31 (1.4)	37 (1.4)
Proficient	11 (1.4)	28 (2.4)	30 (2.5)	31 (2.5)

NOTE: This table is an extension of figure 5-6 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-18. Percentage of parents whose children ages 2 through 17 often saw them reading, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Often sees adult reading
<b>Document</b>	
Below Basic	61 (2.8)
Basic	73 (1.5)
Intermediate	80 (1.0)
Proficient	89 (1.5)
<b>Quantitative</b>	
Below Basic	67 (2.0)
Basic	76 (1.3)
Intermediate	82 (1.2)
Proficient	87 (1.7)

NOTE: This table is an extension of figure 5-7 in the text. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-19. Percentage of adults who lived with children under age 18 and had reading materials in the home, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	None	Some	Many
<b>Document</b>			
Below Basic	19 (1.9)	25 (2.1)	56 (2.7)
Basic	4 (0.5)	16 (1.1)	80 (1.3)
Intermediate	2 (0.2)	9 (0.6)	90 (0.7)
Proficient	1 (0.1)	5 (0.9)	94 (0.9)
<b>Quantitative</b>			
Below Basic	13 (1.2)	23 (1.4)	65 (1.9)
Basic	2 (0.3)	11 (0.7)	87 (0.9)
Intermediate	1 (0.2)	7 (0.6)	92 (0.6)
Proficient	# (0.1)	6 (1.0)	94 (1.0)

# Rounds to zero.

NOTE: This table is an extension of figure 5-8 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-20. Percentage of parents whose children ages 2 through 17 had their own books, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	Child has own books
<b>Document</b>	
Below Basic	92 (1.3)
Basic	97 (0.4)
Intermediate	99 (0.2)
Proficient	100 (0.2)
<b>Quantitative</b>	
Below Basic	95 (0.8)
Basic	98 (0.3)
Intermediate	99 (0.3)
Proficient	100 (0.2)

NOTE: This table is an extension of figure 5-9 in the text. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-21. Percentage of all adults and adults living in households with children under age 18 who had a computer in their home with word processing capability or Internet access, by document and quantitative literacy level: 2003**

Computer capability, literacy scale, and literacy level	All adults	Adults living with children
<b>Computer with word processing capability</b>		
<b>Document</b>		
Below Basic	39 (1.9)	51 (2.9)
Basic	63 (1.3)	73 (1.5)
Intermediate	83 (0.7)	87 (0.8)
Proficient	93 (0.8)	94 (1.0)
<b>Quantitative</b>		
Below Basic	45 (1.5)	56 (2.0)
Basic	73 (1.0)	81 (1.1)
Intermediate	87 (0.7)	92 (0.7)
Proficient	94 (0.7)	97 (0.6)
<b>Computer with Internet access</b>		
<b>Document</b>		
Below Basic	32 (1.8)	40 (2.9)
Basic	56 (1.3)	65 (1.8)
Intermediate	77 (0.8)	81 (1.0)
Proficient	88 (1.2)	89 (1.5)
<b>Quantitative</b>		
Below Basic	38 (1.5)	13 (0.7)
Basic	66 (1.1)	32 (0.8)
Intermediate	81 (0.9)	39 (0.8)
Proficient	90 (1.0)	17 (0.9)

NOTE: This table is an extension of figure 5-10 in the text. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-22. Percentage of parents who were involved in one to four activities in their children's schools, by document and quantitative literacy level: 2003**

Literacy scale and literacy level	None	One	Two	Three	Four
<b>Document</b>					
Below Basic	18 (2.7)	18 (2.3)	22 (2.7)	22 (2.7)	21 (2.5)
Basic	11 (1.3)	14 (1.3)	22 (1.6)	28 (1.7)	25 (1.7)
Intermediate	9 (0.9)	11 (0.8)	20 (1.1)	30 (1.2)	30 (1.3)
Proficient	9 (1.6)	8 (1.4)	18 (2.3)	30 (2.8)	36 (2.9)
<b>Quantitative</b>					
Below Basic	13 (2.0)	17 (1.6)	21 (1.9)	27 (1.8)	23 (1.9)
Basic	11 (1.1)	11 (1.0)	21 (1.2)	29 (1.4)	28 (1.4)
Intermediate	9 (1.0)	10 (0.9)	20 (1.3)	29 (1.3)	31 (1.5)
Proficient	9 (1.8)	11 (1.4)	20 (2.0)	28 (2.2)	33 (2.3)

NOTE: This table is an extension of figure 5-11 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table. *Parents* includes parents, grandparents, and guardians who had a child living with them 10 or more days a month.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## Additional Tables for Chapter 6: Community and Civic Involvement

**Table E-23. Percentage of adult citizens of voting age who voted in the 2000 presidential election, by quantitative literacy level: 2003**

Literacy level	Percent
Below Basic	53 (1.7)
Basic	66 (1.1)
Intermediate	75 (1.0)
Proficient	84 (1.3)

NOTE: This table is an extension of figure 6-1 in the text. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-24. Percentage of adults who got information about current events, public affairs, and the government from each of the following sources: newspapers, magazines, books or brochures, the Internet, by document and quantitative literacy level: 2003**

Source, literacy scale, and literacy level	None	A little	Some	A lot
<b>Newspapers</b>				
<b>Document</b>				
Below Basic	27 (1.5)	24 (1.4)	27 (1.4)	23 (1.4)
Basic	12 (0.6)	21 (0.8)	35 (1.0)	31 (1.0)
Intermediate	9 (0.4)	23 (0.6)	35 (0.7)	33 (0.7)
Proficient	10 (0.8)	30 (1.7)	32 (1.7)	29 (1.8)
<b>Quantitative</b>				
Below Basic	21 (1.1)	23 (1.0)	31 (1.1)	25 (1.1)
Basic	10 (0.5)	23 (0.7)	36 (0.8)	31 (0.8)
Intermediate	9 (0.5)	24 (0.7)	35 (0.8)	33 (0.8)
Proficient	9 (0.8)	26 (1.4)	31 (1.4)	35 (1.6)
<b>Magazines</b>				
<b>Document</b>				
Below Basic	40 (1.7)	24 (1.5)	26 (1.4)	10 (0.9)
Basic	25 (0.9)	28 (1.0)	35 (1.0)	13 (0.7)
Intermediate	19 (0.6)	34 (0.8)	36 (0.8)	10 (0.5)
Proficient	20 (1.2)	40 (1.9)	33 (1.7)	7 (1.0)
<b>Quantitative</b>				
Below Basic	35 (1.3)	24 (1.1)	29 (1.2)	12 (0.7)
Basic	21 (0.7)	32 (0.9)	36 (0.9)	11 (0.5)
Intermediate	18 (0.7)	36 (0.9)	36 (0.9)	10 (0.5)
Proficient	20 (1.3)	37 (1.6)	34 (1.6)	9 (0.8)
<b>Books or brochures</b>				
<b>Document</b>				
Below Basic	41 (1.7)	24 (1.4)	26 (1.4)	9 (0.9)
Basic	25 (0.9)	28 (1.0)	35 (1.0)	13 (0.7)
Intermediate	21 (0.7)	34 (0.8)	35 (0.8)	11 (0.5)
Proficient	27 (1.6)	39 (1.9)	27 (1.7)	7 (0.9)
<b>Quantitative</b>				
Below Basic	35 (1.3)	25 (1.1)	30 (1.2)	11 (0.7)
Basic	23 (0.8)	31 (0.9)	35 (0.9)	12 (0.6)
Intermediate	21 (0.8)	35 (0.9)	34 (0.9)	10 (0.5)
Proficient	24 (1.4)	41 (1.7)	29 (1.6)	7 (0.8)
<b>Internet</b>				
<b>Document</b>				
Below Basic	78 (1.5)	6 (0.8)	8 (0.9)	7 (0.9)
Basic	56 (1.3)	12 (0.8)	16 (0.9)	16 (1.0)
Intermediate	32 (1.0)	18 (0.6)	24 (0.7)	26 (0.8)
Proficient	17 (1.5)	21 (1.8)	33 (2.0)	29 (2.1)
<b>Quantitative</b>				
Below Basic	70 (1.3)	8 (0.7)	10 (0.9)	11 (0.8)
Basic	45 (1.1)	15 (0.6)	20 (0.8)	20 (0.8)
Intermediate	29 (1.0)	19 (0.7)	27 (0.9)	26 (0.8)
Proficient	17 (1.4)	22 (1.4)	29 (1.7)	33 (1.6)

NOTE: This table is an extension of figure 6-2 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-25. Percentage of adults who got information about current events, public affairs, and the government from each of the following sources: family members, friends, or coworkers, radio and television, by document and quantitative literacy level: 2003**

Source, literacy scale, and literacy level	None	A little	Some	A lot
<b>Family, friends, or co-workers</b>				
<b>Document</b>				
Below Basic	20 (1.3)	23 (1.4)	33 (1.7)	23 (1.4)
Basic	11 (0.6)	26 (0.9)	41 (1.1)	22 (0.8)
Intermediate	6 (0.3)	29 (0.7)	44 (0.8)	21 (0.6)
Proficient	5 (0.6)	31 (1.9)	45 (2.0)	19 (1.4)
<b>Quantitative</b>				
Below Basic	17 (0.9)	23 (1.0)	36 (1.3)	24 (1.0)
Basic	8 (0.4)	26 (0.7)	43 (0.9)	23 (0.7)
Intermediate	6 (0.4)	30 (0.7)	44 (0.9)	20 (0.7)
Proficient	6 (0.6)	36 (1.5)	43 (1.6)	15 (1.1)
<b>Radio and television</b>				
<b>Document</b>				
Below Basic	5 (0.6)	13 (1.0)	25 (1.6)	57 (1.8)
Basic	2 (0.2)	9 (0.5)	27 (1.0)	63 (1.1)
Intermediate	1 (0.1)	7 (0.3)	30 (0.7)	62 (0.8)
Proficient	2 (0.3)	10 (0.8)	32 (1.9)	57 (2.0)
<b>Quantitative</b>				
Below Basic	4 (0.4)	11 (0.7)	25 (1.1)	60 (1.3)
Basic	2 (0.2)	8 (0.4)	28 (0.8)	62 (0.9)
Intermediate	1 (0.2)	8 (0.4)	30 (0.8)	61 (0.9)
Proficient	1 (0.2)	9 (0.8)	33 (1.6)	57 (1.7)

NOTE: This table is an extension of figure 6-3 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table E-26. Percentage of adults who volunteered during the past year, by quantitative literacy level: 2003**

Literacy level	Never	Less than once a week	Once a week or more
Below Basic	80 (1.0)	9 (0.8)	12 (0.8)
Basic	64 (0.9)	20 (0.8)	17 (0.8)
Intermediate	53 (1.0)	27 (0.9)	20 (0.8)
Proficient	47 (1.8)	29 (1.7)	24 (1.6)

NOTE: This table is an extension of figure 6-4 in the text. Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in households. Adults who could not be interviewed because of language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.





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