NCES
National Center for Education Statistics
U.S. Department of Education
Institute of Education Sciences
NCES 2006-470

National Assessment of Adult Literacy (NAAL)

A First Look at the Literacy of America's Adults in the 21st Century

INSIDE THIS ISSUE

Description of Literacy Levels
Assessment Design
Defining Literacy
Changes in Adult Literacy
Literacy and Education
Nonnative English Speakers
Profile of Adult Literacy
Below Basic Prose Literacy
Literacy by Gender
Literacy by Race/Ethnicity
Literacy by Age
Literacy by Language Spoken before Starting School
Literacy by Education Attainment
Literacy by Employment Status
Population and Sample Size and Data Collection Procedures
Validity
Variable Definitions
Sample Assessment Questions
Future NAAL Reports
NAAL on the Web

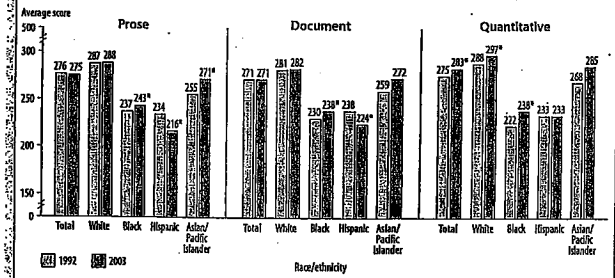
NAAL National Assessment of Adult Literacy

Average Prose and Document Literacy Scores Rise for Blacks and Asians But Decrease Among Hispanics

The 2003 National Assessment of Adult Literacy (NAAL) measures the English literacy of America's adults (people age 16 and older living in households or prisons). The average quantitative literacy scores of adults increased 8 points between 1992 and 2003, though average prose and document literacy did not differ significantly from 1992 (figure 1).

Among Blacks, average prose literacy scores increased by 6 points and average document literacy scores rose by 8 points between 1992 and 2003 (figure 1). The average prose scores of Asians/Pacific Islanders increased as well, rising 16 points between 1992 and 2003. The average prose literacy scores of Hispanics fell 18 points from 1992 to 2003, while average document literacy scores decreased by 14 points. Average prose and document literacy scores among Whites did not change significantly. (Differences are discussed in this report only if they were found to be statistically significant at the .05 level. Standard errors for all tables and figures in this report are available on the NAAL website.)

Figure 1. Average prose, document, and quantitative literacy scores of adults, by race/ethnicity: 1992 and 2003



* Significantly different from 1992.

NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this figure. In 1992, respondents were allowed to identify only one race. In 2003, respondents were allowed to identify multiple races. In 2003, 2 percent of respondents identified multiple races and are not included in the White, Black, or Asian/Pacific Islander categories in this figure. All adults of Hispanic origin are classified as Hispanic, regardless of race. The Asian/Pacific Islander category includes Native Hawaiians. Total includes White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Multiracial/Other. Although not reported separately, American Indians/Native Alaskans are included.

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.

Description of Literacy Levels

The National Center for Education Statistics (NCES) asked the National Research Council's Board on Testing and Assessment (BOTA) to recommend a set of literacy levels for the 2003 assessment that would permit comparisons with results from the 1992 assessment.

Drawing on recommendations from BOTA's Committee on Performance Levels for Adult Literacy, NCES has decided to report the assessment results by using four literacy levels. Descriptions of the abilities associated with each level and the types of tasks that adults at each level could complete are presented in table 1 on the following page. The complete BOTA report explaining their methodology in setting levels is available on the Web at http://books.nap.edu/catalog/11267.html.

Defining Literacy

The assessment defines literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Results are reported on three literacy scales (see Sample Assessment Questions section of the report):

Prose Literacy

The knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts).

Document Literacy

The knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats).

Quantitative Literacy

The knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials).

Assessment Design

Unlike indirect measures of literacy, which rely on self-reports of literacy skills or educational attainment, the assessment measures literacy by asking respondents to demonstrate that they understand the meaning of information found in texts they are asked to read.

The literacy tasks in the assessment were drawn from actual texts and documents, which were either used in their original format or reproduced in the assessment booklets. Each question appeared before the materials needed to answer it, thus encouraging respondents to read with purpose.

Respondents could correctly answer many assessment questions by skimming the text or document for the information necessary to perform a given literacy task. All tasks were open-ended.

A total of 152 prose, document, and quantitative literacy tasks were included in the 2003 assessment. Sixty-five of the tasks were taken from the 1992 survey and 87 were developed for the 2003 assessment. Tasks from the 1992 survey were included in the 2003 assessment to measure changes in literacy between 1992 and 2003.

Asking each respondent to complete all the tasks would be too time-consuming, so the tasks were organized into 13 unique blocks. Respondents were asked to complete an assessment booklet that included seven literacy screening tasks (with questions asked in either English or Spanish but based upon written materials presented in English only) common to all booklets, followed by three blocks of tasks.

Adults who were unable to answer a minimum number of literacy screening tasks, but who were able to communicate in either English or Spanish, were administered an alternative assessment with questions asked orally in either English or Spanish based upon printed materials presented in English only. Adults who were not screened into the alternative assessment and completed the main assessment attempted approximately 40 literacy tasks (administered in English only). To compare results between 1992 and 2003, the 1992 results were rescaled using the criteria and methods established for the 2003 assessment.

The assessment also included a background questionnaire that was used to collect data about the relationship between literacy and various demographic and background characteristics. The background questionnaire was administered before the assessment and the questions were asked orally in either English or Spanish.

See Population and Sample Size, and Data Collection Procedures section of this report for more information about the assessment.

CARDELS 800-783-0399
GOVERNMENT EXHIBIT
U.S. EX 19

Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 1 of 14

Table 1. Overview of the literacy levels

Level and definition	Key abilities associated with level	Sample tasks typical of level
Below Basic indicates no more than the most simple and concrete literacy skills. Score ranges for *Below Basic*: Prose: 0–209 Document: 0–204 Quantitative: 0–234	Adults at the *Below Basic* level range from being nonliterate in English to having the abilities listed below: ▪ locating easily identifiable information in short, commonplace prose texts ▪ locating easily identifiable information and following written instructions in simple documents (e.g., charts or forms) ▪ locating numbers and using them to perform simple quantitative operations (primarily addition) when the mathematical information is very concrete and familiar	▪ searching a short, simple text to find out what a patient is allowed to drink before a medical test ▪ signing a form ▪ adding the amounts on a bank deposit slip
Basic indicates skills necessary to perform simple and everyday literacy activities. Score ranges for *Basic*: Prose: 210–264 Document: 205–249 Quantitative: 235–289	▪ reading and understanding information in short, commonplace prose texts ▪ reading and understanding information in simple documents ▪ locating easily identifiable quantitative information and using it to solve simple, one-step problems when the arithmetic operation is specified or easily inferred	▪ finding in a pamphlet for prospective jurors an explanation of how people were selected for the jury pool ▪ using a television guide to find out what programs are on at a specific time ▪ comparing the ticket prices for two events
Intermediate indicates skills necessary to perform moderately challenging literacy activities. Score ranges for *Intermediate*: Prose: 265–339 Document: 250–334 Quantitative: 290–349	▪ reading and understanding moderately dense, less commonplace prose texts as well as summarizing, making simple inferences, determining cause and effect, and recognizing the author's purpose ▪ locating information in dense, complex documents and making simple inferences about the information ▪ locating less familiar quantitative information and using it to solve problems when the arithmetic operation is not specified or easily inferred	▪ consulting reference materials to determine which foods contain a particular vitamin ▪ identifying a specific location on a map ▪ calculating the total cost of ordering specific office supplies from a catalog
Proficient indicates skills necessary to perform more complex and challenging literacy activities. Score ranges for *Proficient*: Prose: 340–500 Document: 335–500 Quantitative: 350–500	▪ reading lengthy, complex, abstract prose texts as well as synthesizing information and making complex inferences ▪ integrating, synthesizing, and analyzing multiple pieces of information located in complex documents ▪ locating more abstract quantitative information and using it to solve multistep problems when the arithmetic operations are not easily inferred and the problems are more complex	▪ comparing viewpoints in two editorials ▪ interpreting a table about blood pressure, age, and physical activity ▪ computing and comparing the cost per ounce of food items

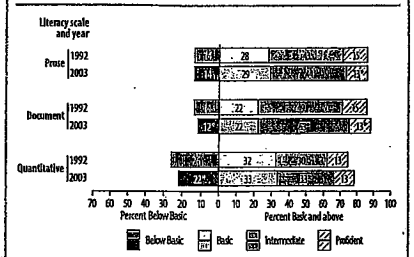
NOTE: Although the literacy levels share common names with the NAEP levels, they do not correspond to the NAEP levels.

SOURCE: Hauser, R.M., Edley, C.F. Jr., Koenig, J.A., and Elliott, S.W. (Eds.). (2005). *Measuring Literacy: Performance Levels for Adults, Interim Report*. Washington, DC: National Academies Press; White, S. and Dillow, S. (2005). *Key Concepts and Features of the 2003 National Assessment of Adult Literacy* (NCES 2006-471). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Changes in Adult Literacy

The percentage of adults (people age 16 and older living in households or prisons) with *Below Basic* document literacy decreased 2 percentage points between 1992 and 2003 and the percentage of adults with *Below Basic* quantitative literacy decreased by 4 percentage points (figure 2). The percentage of adults with *Basic* literacy did not change significantly between 1992 and 2003 on any of the three scales. The percentage of adults with *Intermediate* document literacy increased by 4 percentage points and the percentage of adults with *Intermediate* quantitative literacy increased by 3 percentage points. The percentage of adults with *Proficient* prose and document literacy decreased 2 percentage points between 1992 and 2003.

Figure 2. Percentage of adults in each literacy level: 1992 and 2003



* Significantly different from 1992.

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

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.

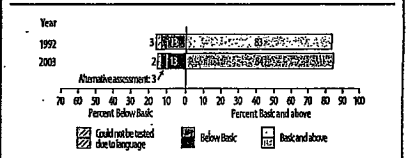
Nonliterate in English

An additional component of the adult population (defined as people age 16 and older living in households or prisons) is not shown in figure 2. Field interviewers determined that 2 percent of adults in 2003 and 3 percent in 1992 could not be tested because they spoke a language other than English or Spanish and were unable to communicate in English or Spanish. These adults are included in the population that is the basis for the percentages in figure 3, but not in the population of adults that is the basis for figure 2 and the other figures in this report, because there is little or no background data on adults who could not be tested.

In 2003, about 3 percent of adults took an alternative assessment because they were unable to complete a minimum number of simple literacy screening questions. These adults also performed in the *Below Basic* category in figure 2. Questions on the alternative assessment were asked in either English or Spanish, but all written materials were in English only. While some of these individuals were able to identify letters, numbers, and simple words and phrases, most were unable to read and understand connected text in English. These adults are also nonliterate in English.

For 2003, these two groups of adults who were nonliterate in English—the 2 percent who could not be tested because they could not communicate in English or Spanish and the 3 percent who received the alternative assessment—account for 5 percent of the population (11 million). For 1992, the corresponding percentage could not be estimated. An unknown proportion of the *Below Basic* population in that year would have required such an alternative assessment, but it was not available then. In addition to the adults who could not be tested because of a language difficulty (3 percent in 1992 and 2 percent in 2003), other adults could not be tested because of a cognitive or mental disability that precluded conducting the interview (1 percent in 1992 and 1 percent in 2003).

Figure 3. Percentage of adults in selected prose literacy levels, including adults who could not be tested: 1992 and 2003



NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Results do not add to 100 percent; adults who could not be interviewed because of cognitive or mental disabilities are not included in the totals.

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.

Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 2 of 14

Profile of Adults With *Below Basic* Prose Literacy

In 2003, 14 percent of American adults (defined as people age 16 and older living in households or prisons) had Below Basic prose literacy (figure 2). Examining the characteristics of these adults provides a profile of the adults with the lowest prose literacy performance.

Hispanics, who represent 12 percent of the NAAL population, accounted for 39 percent of the adults with *Below Basic* prose literacy (table 2). Twenty percent of adults with *Below Basic* prose literacy were Black. In contrast, while 70 percent of the NAAL population is White, 37 percent of adults with *Below Basic* prose literacy were White.

Adults age 65 or older represent 15 percent of the NAAL population but 26 percent of adults in the lowest prose literacy level (table 2). Although 35 percent of adults with *Below Basic* prose literacy spoke Spanish or Spanish and another non-English language before starting school, these individuals account for 8 percent of the population.

Adults without a high school degree or GED represent 15 percent of the total NAAL population but 55 percent of the adults in the lowest prose literacy level (table 2). Fifty-two percent of adults in the total NAAL population completed at least some education beyond high school, compared to 14 percent of adults with *Below Basic* prose literacy.

Forty-six percent of adults with *Below Basic* prose literacy had one or more disabilities, compared to 30 percent of adults in the NAAL population (table 2). The percentage of adults with multiple disabilities in the *Below Basic* prose level (21 percent) was significantly higher than the percentage of adults with multiple disabilities in the NAAL population (9 percent).

Table 2. Percentage of adults with selected characteristics in the *Below Basic* prose literacy level and in the total NAAL population: 2003

Characteristic	*Below Basic*	Total NAAL population
Race/ethnicity		
White	37	70
Black	20	12
Hispanic	39	12
Asian/Pacific Islander	4	4
Gender		
Male	46	49
Female	54	51
Age		
16–18	5	6
19–24	9	11
25–39	25	28
40–49	16	20
50–64	20	21
65+	26	15
Language spoken before starting school		
English only	52	81
English and Spanish	2	2
English and other language	2	4
Spanish	35	8
Other language	9	5
Educational attainment		
Less than/some high school	55	15
GED/high school equivalency	4	5
High school graduate	23	26
Vocational/trade/business school	4	6
Some college	4	11
Associate's/2-year degree	3	12
College graduate	2	12
Graduate studies/degree	1	11
Disability status		
Vision problem only	7	5
Hearing problem only	4	5
Learning disability only	4	3
Other disability only	10	8
Multiple disabilities	21	9
No disabilities	54	70

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to 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. In 2003, respondents were allowed to identify multiple races. In 2003, 2 percent of respondents identified multiple races and are not included in the White, Black, or Asian/Pacific Islander categories in this table. 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 only English and Spanish, as well as adults who spoke English, Spanish, and another non-English language. The Spanish category includes adults who spoke only Spanish, as well as adults who spoke Spanish and another non-English language. The Other language category includes only adults who did not speak English or Spanish.

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

Literacy by Gender

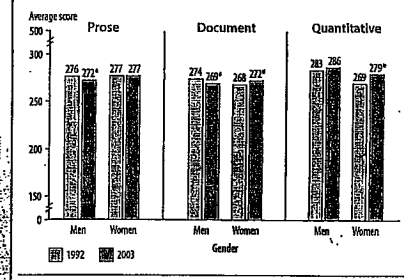
In 2003, average prose literacy and average document literacy were higher for women than for men, while average quantitative literacy was higher for men than for women (figure 4).

Between 1992 and 2003, the average prose score for women remained at 277, while the average prose score for men decreased by 4 points (figure 4). On the document literacy scale, women gained 4 points between 1992 and 2003, while the average score for men dropped by 5 points.

In 2003, the average quantitative literacy score for women increased 10 points from 1992, while average quantitative literacy for men was not significantly different from 1992 (figure 4).

The distribution of men and women across the literacy levels also changed between 1992 and 2003 (figures 5, 6, and 7).

Figure 4. Average prose, document, and quantitative literacy scores of adults, by gender: 1992 and 2003



* Significantly different from 1992.

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

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.

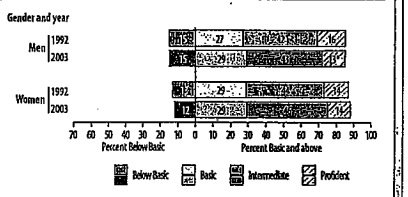
Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 3 of 14

On the quantitative scale, for example, the percentage of men and women with *Below Basic* literacy decreased between 1992 and 2003 (figure 7). For men, the percentage with *Below Basic* quantitative literacy declined by 3 percentage points, while the percentage of women with *Below Basic* quantitative literacy fell by 6 percentage points.

The percentage of women with *Below Basic* document literacy also decreased, from 14 percent in 1992 to 11 percent in 2003 (figure 6).

Despite the overall gain made by women in quantitative literacy, in 2003, the percentage of men with *Proficient* quantitative literacy was 5 percentage points higher than the percentage of women (figure 7). For the prose and document scales, there were no significant differences between the percentage of men and women with *Proficient* literacy (figures 5 and 6).

Figure 5. Percentage of adults in each prose literacy level, by gender: 1992 and 2003

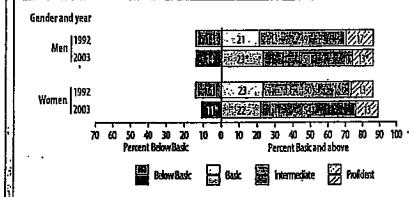


* Significantly different from 1992.

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

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.

Figure 6. Percentage of adults in each document literacy level, by gender: 1992 and 2003

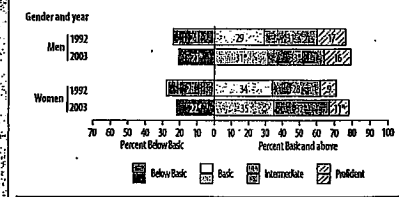


* Significantly different from 1992.

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

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.

Figure 7. Percentage of adults in each quantitative literacy level, by gender: 1992 and 2003



* Significantly different from 1992.

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

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.

Literacy by Race/Ethnicity

The percentage of Whites, Blacks, and Asians/Pacific Islanders with *Below Basic* literacy decreased between 1992 and 2003 on the prose, document, and quantitative scales (figures 8, 9, and 10). Among Hispanics, the percentage with *Below Basic* prose literacy increased 9 percentage points between 1992 and 2003, while the percentage with *Below Basic* document literacy increased 8 percentage points (figures 8 and 9). The percentage of Hispanics with *Below Basic* quantitative literacy was 50 percent in both 1992 and 2003 (figure 10).

Although the percentage of Hispanics with *Below Basic*

NAAL Population, 1992 and 2003

Table 3. Percentage of adults, by race/ethnicity: 1992 and 2003

Race/ethnicity	1992	2003
White	77	70*
Black	11	12
Hispanic	8	12*
Asian/Pacific Islander	2	4*

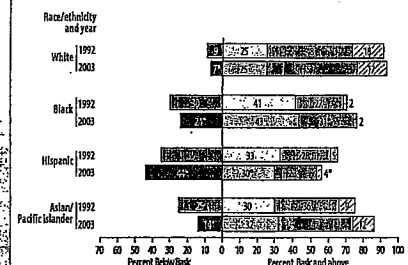
* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older. Adults who could not be interviewed due to 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. In 2003, respondents were allowed to identify multiple races. In 2003, 2 percent of respondents identified multiple races and are not included in the White, Black, or Asian/Pacific Islander categories in this table. All adults of Hispanic origin are classified as Hispanic, regardless of race. The Asian/Pacific Islander category includes Native Hawaiians.

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.

The percentage of Whites decreased between 1992 and 2003, while the percentage of Hispanics and Asians/Pacific Islanders increased. The percentage of Hispanics rose 4 percentage points and the percentage of Asians/Pacific Islanders increased 2 percentage points. The percentage of Blacks did not differ significantly between 1992 and 2003.

Figure 8. Percentage of adults in each prose literacy level, by race/ethnicity: 1992 and 2003



* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this figure. In 1992, respondents were allowed to identify only one race. In 2003, respondents were allowed to identify multiple races. In 2003, 2 percent of respondents identified multiple races and are not included in the White, Black, or Asian/Pacific Islander categories in this figure. All adults of Hispanic origin are classified as Hispanic, regardless of race. The Asian/Pacific Islander category includes Native Hawaiians.

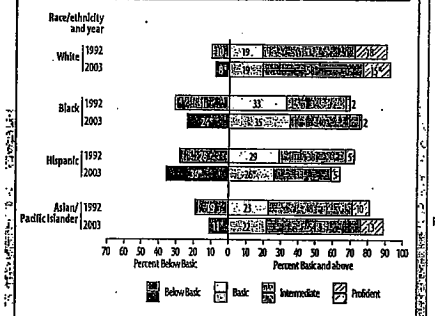
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 4 of 14

document literacy increased between 1992 and 2003, the percentage of Hispanics with *Below Basic* document literacy was lower than the percentage of Hispanics with *Below Basic* prose or quantitative literacy (figures 8, 9, and 10).

For prose, document, and quantitative literacy in 2003, the percentage of Whites and Asians/Pacific Islanders with *Proficient* literacy was significantly higher than the percentage of Blacks and Hispanics (figures 8, 9, and 10). A higher percentage of Whites than Asians/Pacific Islanders had *Proficient* prose literacy (figure 8). On all three scales, Hispanics were more likely than Blacks to have *Proficient* literacy (figures 8, 9, and 10).

Figure 9. Percentage of adults in each document literacy level, by race/ethnicity: 1992 and 2003

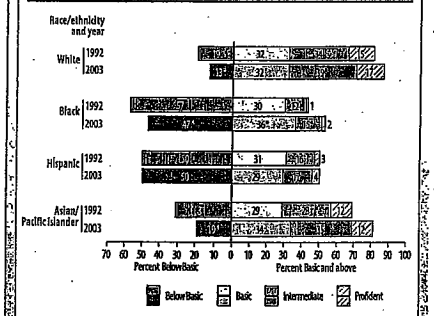


* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this figure. In 1992, respondents were allowed to identify only one race. In 2003, respondents were allowed to identify multiple races. In 2003, 2 percent of respondents identified multiple races and are not included in the White, Black, or Asian/Pacific Islander categories in this figure. All adults of Hispanic origin are classified as Hispanic, regardless of race. The Asian/Pacific Islander category includes Native Hawaiians.

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.

Figure 10. Percentage of adults in each quantitative literacy level, by race/ethnicity: 1992 and 2003



* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this figure. In 1992, respondents were allowed to identify only one race. In 2003, respondents were allowed to identify multiple races. In 2003, 2 percent of respondents identified multiple races and are not included in the White, Black, or Asian/Pacific Islander categories in this figure. All adults of Hispanic origin are classified as Hispanic, regardless of race. The Asian/Pacific Islander category includes Native Hawaiians.

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.

Literacy by Age

The average prose, document, and quantitative literacy of adults in the oldest age groups (50 to 64 and 65 and older) increased between 1992 and 2003 (figure 11). For the same groups of adults, the percentage with *Below Basic* literacy fell across the literacy scales (figures 12 and 13; results for the quantitative scale are not shown here but are available on the NAAL website).

Although the average literacy of adults age 65 and older increased between 1992 and 2003, adults in this age group had the lowest average literacy in 2003 and accounted for the largest percentage of adults with *Below Basic* prose, document, and quantitative literacy in 2003 (figures 11, 12, and 13; quantitative levels not shown). Among adults age 65 and older, 23 percent had *Below Basic* prose literacy, 27 percent had *Below Basic* document literacy, and

NAAL Population, 1992 and 2003

Table 4. Percentage of adults, by age groups: 1992 and 2003

Age	1992	2003
16–18	6	6
19–24	13	11*
25–39	33	28*
40–49	17	20*
50–64	16	21*
65+	15	15

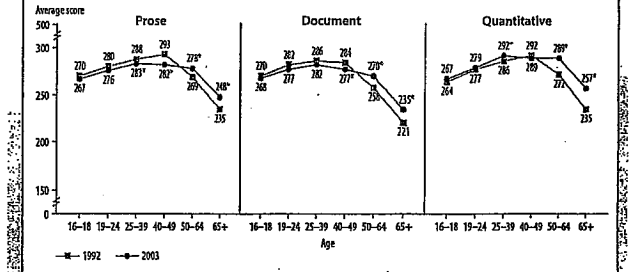
* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to 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.

The aging of America's adults is reflected in the increase in the percentage of adults between the ages of 40 and 49 and between the ages of 50 and 64. While the percentage of adults in these age groups rose between 1992 and 2003, the percentage of adults between the ages of 19 and 24 and between 25 and 39 decreased.

Figure 11. Average prose, document, and quantitative literacy scores of adults, by age: 1992 and 2003



* Significantly different from 1992.

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

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.

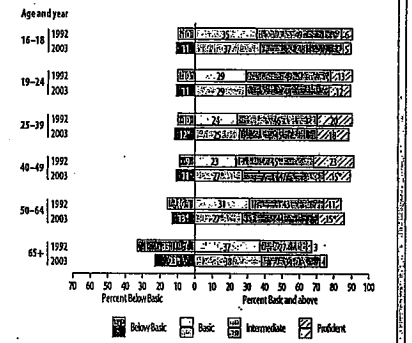
Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 5 of 14

34 percent had *Below Basic* quantitative literacy.

Average prose literacy scores for adults in the 25 to 39 and 40 to 49 age groups fell from 1992 to 2003 (figure 11). Average document literacy decreased for adults ages 40 to 49, while the average quantitative literacy of adults ages 25 to 39 increased. Average literacy for adults in the 16 to 18 and 19 to 24 age groups was not significantly different in 1992 and 2003 across the literacy scales (figure 11).

Among adults ages 50 to 64, the percentage with *Proficient* prose, document, and quantitative literacy increased between 1992 and 2003 (figures 12 and 13; quantitative data not shown). The percentage of adults age 65 and older with *Proficient* literacy did not change on any of the three scales between 1992 and 2003.

Figure 12. Percentage of adults in each prose literacy level, by age: 1992 and 2003

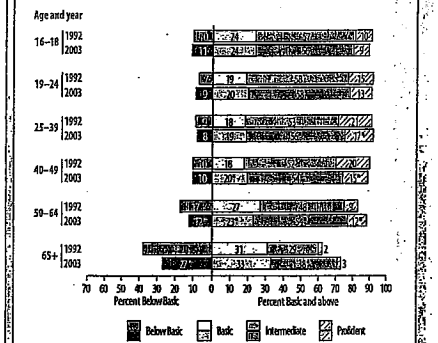


* Significantly different from 1992.

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

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.

Figure 13. Percentage of adults in each document literacy level, by age: 1992 and 2003



* Significantly different from 1992.

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

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.

Literacy by Language Spoken Before Starting School

NAAL Population, 1992 and 2003

Table 5. Percentage of adults, by language spoken before starting school: 1992 and 2003

Language spoken before starting school	1992	2003
English only	86	81*
English and Spanish	2	2
English and other language	3	4
Spanish	5	8*
Other language	4	5

* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this table. The English and Spanish category includes adults who spoke only English and Spanish, as well as adults who spoke English, Spanish, and another non-English language. The Spanish category includes adults who spoke only Spanish, as well as adults who spoke Spanish and another non-English language. The Other language category includes only adults who did not speak English or Spanish.

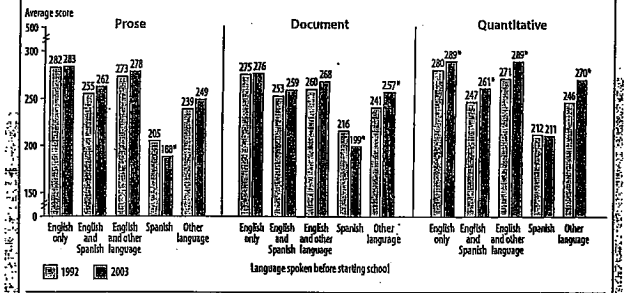
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

The language background of America's adults changed between 1992 and 2003. The percentage of adults who spoke English before starting school decreased, while the percentage of adults who spoke Spanish or Spanish and another non-English language before starting school increased.

Scores for adults who spoke Spanish or Spanish and another non-English language before starting school dropped 17 points from 1992 to 2003 for prose and document literacy but did not change significantly for quantitative literacy (figure 14). The average prose and document literacy of adults who spoke English before starting school (English only, English and Spanish, English and other language) did not change significantly between 1992 and 2003, although their average quantitative literacy increased.

Fewer adults who spoke English only or English and a non-Spanish language before starting school had *Below Basic* prose, document, and quantitative literacy in 2003 than in 1992 (figures 15 and 16; results for the quantitative scale are not

Figure 14. Average prose, document, and quantitative literacy scores of adults, by language spoken before starting school: 1992 and 2003



* Significantly different from 1992.

NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this figure. The English and Spanish category includes adults who spoke only English and Spanish, as well as adults who spoke English, Spanish, and another non-English language. The Spanish category includes adults who spoke only Spanish, as well as adults who spoke Spanish and another non-English language. The Other language category includes only adults who did not speak English or Spanish.

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.

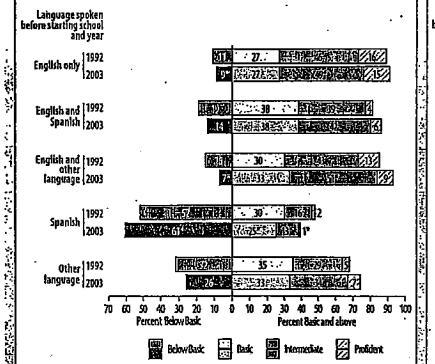
Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 6 of 14

shown here but are available on the NAAL website). Among adults who spoke Spanish or Spanish and another non-English language before starting school, the percentage with *Below Basic* prose and document literacy increased between 1992 and 2003 (figures 15 and 16).

Average document literacy in 2003 was highest for the English-language-only group (figure 14). Prose and quantitative literacy did not differ significantly between the English-language-only and the English and other language groups.

In 2003, among adults who spoke Spanish or Spanish and another non-English language before starting school, 61 percent had *Below Basic* prose literacy, 49 percent had *Below Basic* document literacy, and 62 percent had *Below Basic* quantitative literacy (figures 15 and 16; quantitative data not shown).

Figure 15. Percentage of adults in each prose literacy level, by language spoken before starting school: 1992 and 2003

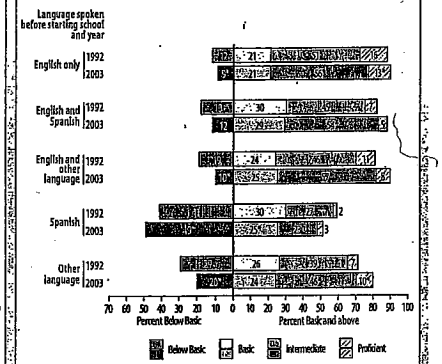


* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this figure. The English and Spanish category includes adults who spoke only English and Spanish, as well as adults who spoke English, Spanish, and another non-English language. The Spanish category includes adults who spoke only Spanish, as well as adults who spoke Spanish and another non-English language. The Other language category includes only adults who did not speak English or Spanish.

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.

Figure 16. Percentage of adults in each document literacy level, by language spoken before starting school: 1992 and 2003



* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this figure. The English and Spanish category includes adults who spoke only English and Spanish, as well as adults who spoke English, Spanish, and another non-English language. The Spanish category includes adults who spoke only Spanish, as well as adults who spoke Spanish and another non-English language. The Other language category includes only adults who did not speak English or Spanish.

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.

Literacy by Educational Attainment

Average prose literacy decreased for all levels of educational attainment between 1992 and 2003, with the exception of adults who were still in high school or completed a GED (table 7). Average document literacy also decreased among adults who completed education above a vocational, trade, or business school. Differences in document literacy in 1992 and 2003 were not significant for adults with educational attainment less than some college. There were no significant differences in average quantitative literacy between 1992 and 2003 for any educational attainment level.

In 2003, literacy was lowest across the three scales for adults who did not complete high school; these adults also accounted for the largest group with *Below Basic* prose, document, and quantitative literacy (tables 7 and 8). On the quantitative scale, for example, over 60 percent of adults without a high school degree had *Below Basic* literacy.

NAAL Population, 1992 and 2003

Table 6. Percentage of adults, by educational attainment: 1992 and 2003

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

* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to 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.

The educational attainment of America's adults increased between 1992 and 2003. The percentage of adults with less than a high school degree or GED/Equivalency decreased by 6 percentage points, while more adults completed an associate's degree or more education.

Table 7. Average prose, document, and quantitative literacy scores of adults, by educational attainment: 1992 and 2003

Literacy scale and educational attainment	1992	2003
Prose		
Still in high school	268	262
Less than/some high school	216	207*
GED/high school equivalency	265	260
High school graduate	268	262*
Vocational/trade/business school	278	268*
Some college	292	287*
Associate's/2-year degree	306	298*
College graduate	325	314*
Graduate studies/degree	340	327*
Document		
Still in high school	270	265
Less than/some high school	211	208
GED/high school equivalency	259	257
High school graduate	261	258
Vocational/trade/business school	273	267
Some college	288	280*
Associate's/2-year degree	301	291*
College graduate	317	303*
Graduate studies/degree	328	311*
Quantitative		
Still in high school	263	261
Less than/some high school	209	211
GED/high school equivalency	265	265
High school graduate	267	269
Vocational/trade/business school	280	279
Some college	295	294
Associate's/2-year degree	305	305
College graduate	324	323
Graduate studies/degree	336	332

* Significantly different from 1992.

NOTE: Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to 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.

Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 7 of 14

In 2003, prose, document, and quantitative literacy rose with successive levels of educational attainment beginning with the completion of high school (table 7). Average prose, document, and quantitative literacy for adults who completed a GED was not significantly different from that of adults who stopped their education after graduating high school.

The declining performance of adults with higher educational attainment was reflected in the decrease between 1992 and 2003 in the percentage of adults with postsecondary degrees with *Proficient* prose and document literacy (table 8). On the prose scale, the percentage of college graduates with *Proficient* literacy decreased from 40 percent in 1992 to 31 percent in 2003. For adults who took graduate classes or completed a graduate degree, the percentage with *Proficient* prose literacy fell 10 percentage points between 1992 and 2003.

The distribution of adults across the four literacy levels on the quantitative scale did not change significantly between 1992 and 2003 within any of the educational attainment categories.

Table 8. Percentage of adults in each prose, document, and quantitative literacy level, by educational attainment: 1992 and 2003

Literacy scale and educational attainment	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose								
Still in high school	11	14	36	37	47	45	6	4
Less than/some high school	45	50*	38	33*	17	16	1	1
GED/high school equivalency	9	10	42	45	46	43	3	3
High school graduate	11	13	37	39	48	44*	5	4
Vocational/trade/business school	9	10	29	36*	53	49	9	5*
Some college	4	5	23	25	59	59	14	11
Associate's/2-year degree	2	4*	16	20*	58	56	23	19
College graduate	2	3	10	14*	49	53	40	31*
Graduate studies/degree	1	1	6	10*	43	48	51	41*
Document								
Still in high school	10	13	24	24	57	54	9	9
Less than/some high school	44	45	32	29*	23	25	1	2
GED/high school equivalency	9	13	31	30	58	53	3	4
High school graduate	12	13	28	29	54	52	6	5
Vocational/trade/business school	8	9	22	26	60	59	10	7
Some college	4	5	15	19*	67	65	14	10
Associate's/2-year degree	3	3	12	15	60	66*	25	16*
College graduate	2	2	9	11	52	62*	37	25*
Graduate studies/degree	1	1	5	9*	48	59*	45	31*
Quantitative								
Still in high school	31	31	37	38	27	25	6	5
Less than/some high school	65	64	25	25	9	10	1	1
GED/high school equivalency	25	26	46	43	26	28	3	3
High school graduate	26	24	41	42	29	29	5	5
Vocational/trade/business school	18	18	39	41	35	35	8	6
Some college	11	10	34	36	42	43	13	11
Associate's/2-year degree	8	7	29	30	45	45	18	18
College graduate	5	4	21	22	44	43	31	31
Graduate studies/degree	2	3	15	18	43	43	39	36

* Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to 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.

Literacy by Employment Status

The ability to complete different literacy tasks may influence employability, so it is useful to look at the distribution of adults by literacy levels across the four categories of employment. Among adults with *Below Basic* prose literacy, 51 percent were not in the labor force in 2003, while 35 percent were employed full time (figure 17; results for the document and quantitative scales are not shown here but are available on the NAAL website).

The percentage of adults with *Below Basic* prose literacy who were employed full time increased 6 percentage points between 1992 and 2003, and the percentage with *Below Basic* document literacy who were employed full time increased 5 percentage points (figure 17; document and quantitative results not shown). For adults with *Basic* prose literacy, 38 percent were not in the labor force and 6 percent were unemployed.

Sixty-four percent of adults with *Proficient* prose literacy and 54 percent of adults with *Intermediate* prose literacy were employed full time (figure 17). Eighteen percent

NAAL Population, 1992 and 2003

Table 9. Percentage of adults, by employment status: 1992 and 2003

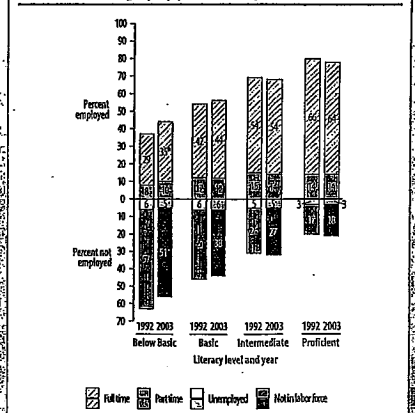
Employment status	1992	2003
Full time	49	50
Part time	13	13
Unemployed	5	5
Not in labor force	33	32

NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age or older living in households. Adults who could not be interviewed due to 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.

The employment status of America's adults did not change significantly between 1992 and 2003. Over 60 percent of all adults were employed either full or part time.

Figure 17. Percentage of adults in each employment category, by prose literacy level: 1992 and 2003



* Significantly different from 1992.

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

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.

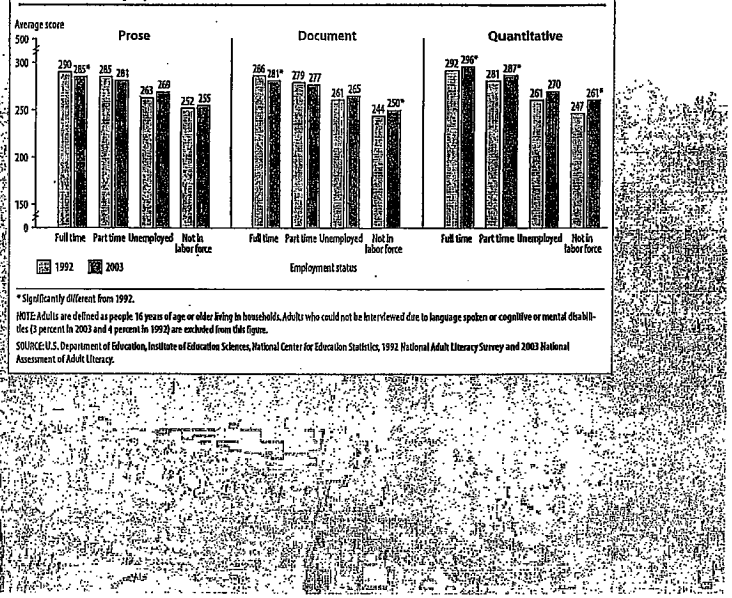
Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 8 of 14

of adults with *Proficient* prose literacy and 27 percent of adults with *Intermediate* prose literacy were not in the labor force; 3 percent of adults with *Proficient* prose literacy and 5 percent of adults with *Intermediate* prose literacy were unemployed.

Among adults employed full time, average prose and document literacy scores decreased by 5 points between 1992 and 2003, while average quantitative scores rose by 4 points (figure 18). Average quantitative literacy also increased between 1992 and 2003 for adults employed part time and those not in the labor force.

In 2003, average prose and document literacy was highest among adults employed full or part time (the differences between these groups were not statistically significant), and average quantitative literacy was highest for adults employed full time (figure 18). Literacy was lowest across the three scales for adults who were not in the labor force.

Figure 18. Average prose, document, and quantitative literacy scores of adults, by employment status: 1992 and 2003



* Significantly different from 1992.

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

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.

Population and Sample Size, and Data Collection Procedures

The 2003 assessment was administered to a nationally representative sample of 19,714 adults ages 16 and older residing in households or prisons.

A smaller number of respondents (1,173) were selected for the prison sample and were interviewed in the facilities where they were incarcerated. Sampled adults residing in households, but temporarily in jail—where the median stay is about two weeks—would have been interviewed at some other time during the ten month period of data collection.

The household sample is representative of the 221,020,000 adults in households, while the prison sample is representative of the 1,380,000 adults in prisons in 2003.

Data collection for the household sample was conducted between May 2003 and February 2004 and for the prison sample between March 2004 and July 2004. The household and prison samples were combined to create a national sample representative of the 222,400,000 American adults in households or prisons.

Administration procedures for the 2003 assessment were changed to provide more accurate data about English literacy levels of adults. One change was designed to increase the number of Spanish speaking adults who could participate in the study. In 1992, the easy literacy tasks at the beginning of the assessment were presented in English only. In 2003, the corresponding tasks were presented in either English or Spanish, although the materials to be read were presented only in English. As a result, fewer adults had to be excluded due to the language of the interview.

A second change was designed to make the assessment more like the demands of everyday life. In 1992, respondents were not allowed to use a calculator for most quantitative literacy questions. In 2003, respondents had access to a calculator. Allowing respondents to use calculators is consistent with the assessment's functional definition of literacy. Both of these changes require some caution in interpreting the changes in literacy levels from 1992 to 2003, but result in the ability of the 2003 assessment to provide more accurate data about the English literacy levels of adults.

The final household sample response rate was 62 percent and the final prison sample response rate was 88 percent. 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 to those who refused. Detailed information about the nonresponse bias analysis is available on the NAAL website.

A nonresponse bias adjustment was performed to reduce the bias due to respondent refusal. The adjustment corrected for the initial nonresponse bias, resulting in negligible bias for the household sample. The adjustment procedures are discussed in detail in the forthcoming 2003 NAAL Technical Report. The analyses presented in this report are based on data from the corrected household sample and the prison sample.

Variable Definitions

Definitions of all population groups presented in this report are available on the NAAL website. Literacy results for adults who indicated they were American Indian/Alaska Native or Multiracial/Other are not reported separately but are included in the total population literacy estimates.

Comparisons between 1992 and 2003 for multiracial adults are not possible because respondents were allowed to identify only one race in 1992. In 2003, about 2 percent of respondents identified multiple races. Due to small sample sizes, the Multiracial and Other categories were combined. Results for Multiracial/Other and American Indian/Alaska Native adults, as well as results by Hispanic origin, will be included in future NAAL reports.

All respondents were asked to report their birth dates, 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 the key life stages of many adults (though not all adults enter the stages at the ages specified):

- 16 to 18: Completion of secondary education
- 19 to 24: College or job training
- 25 to 39: Early career
- 40 to 49: Mid career
- 50 to 64: Late career
- 65 and older: Retirement

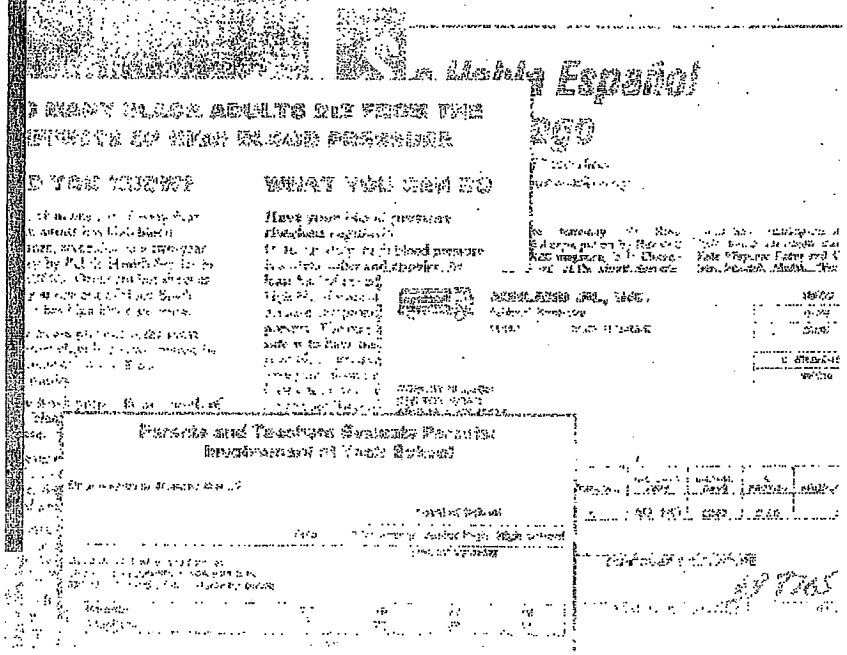
Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 9 of 14

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 were 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 Web 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?

_____

_____

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, 2003

All adults	Below basic	Basic	Intermediate	Proficient
100%				

Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 10 of 14

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.

Reduced from original copy

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?

_____

_____

_____

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	Advanced
51%	7%	34%	82%	97%

Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 11 of 14

MARKETING

Se 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 Opinión* 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."

Reprinted by permission of *Hispanic Business Magazine*.

Reduced from original copy.

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

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

Reduced from original copy.

Correct answer:

Junior high teachers

Percentage of adults who answered the question correctly, 2003:

All Adults	Below Basic	Basic	Intermediate	Proficient
9%	1%	4%	47%	98%

[illegible] as people 16 years of age or older living in households or prisons who could not [illegible] and who were not [illegible] during the survey period. [illegible]

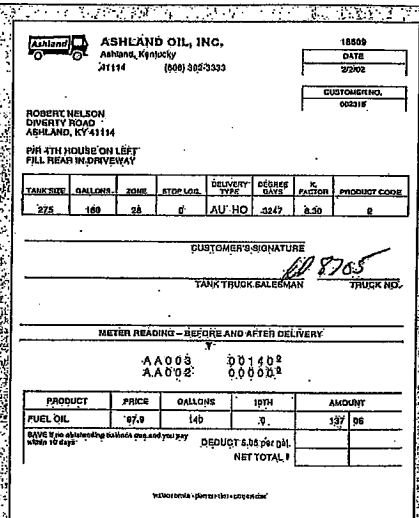
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Case 2:06-cv-00481-GLL Document 70-24 Filed 04/25/2006 Page 12 of 14

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.

1. 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.



ASHLAND OIL, INC.
Ashland, Kentucky
41114 (606) 302-3333

18509
DATE 2/2/02
CUSTOMER NO. 002315

ROBERT NELSON
DIVERTY ROAD
ASHLAND, KY 41114

P/R 4TH HOUSE ON LEFT
FILL REAR IN DRIVEWAY

TANK SIZE	GALLONS	ZONE	STOP LOG	DELIVERY TYPE	DEGREE DAYS	K FACTOR	PRODUCT CODE
275	160	28	0	AU HO	3247	8.30	0

CUSTOMER'S SIGNATURE

TANK TRUCK SALESMAN 8705 TRUCK NO.

METER READING – BEFORE AND AFTER DELIVERY

AA003 00140
AA002 00000

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 5.05 per gal.
NET TOTAL $

Reduced from original copy

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 due to 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 & 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	Below Basic	Basic	Intermediate	Proficient
65	18	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 due to 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	Below Basic	Basic	Intermediate	Proficient
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 due to 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

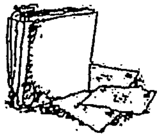
Percentage of adults who answered the question correctly, 2003

All Adults	Below Basic	Basic	Intermediate	Proficient
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 due to 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 mail-box 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

Reduced from original copy

Future NAAL Reports

In addition to providing estimates of the literacy of America's adults the 2003 assessment collected extensive information about characteristics of the adult population and literacy activities among adults. Future NAAL reports will cover a variety of topics, including:

- Literacy in workplace, family and community settings including the use of technology and health literacy
- Fluency and basic reading skills including the literacy of America's least literate adults
- Literacy of incarcerated adults
- Technical issues associated with the assessment and instructions for using the data file
- Analysis of different dimensions of literacy

NAAL on the Web: http://nces.ed.gov/naal

The National Assessment of Adult Literacy website provides easy access to:

- Overview of the 2003 National Assessment of Adult Literacy
- Results from the 2003 and 1992 literacy assessments, including previously published reports
- Technical information about the 2003 assessment, including definitions of reporting groups, sampling and data collection, and methods for estimating literacy scores
- Prose, document, and quantitative literacy estimates (means and percentage in each literacy level) and standard errors for the population groups summarized in this report
- Downloadable fact sheets on the components and new features of the 2003 assessment
- Searchable questions tool featuring released items from the 2003 and 1992 assessments
- Webcast presentations on the 2003 assessment
- Major government, national, and international adult literacy websites
- Public-use data files to facilitate secondary analysis

Visit the NAAL website to learn more about upcoming reports, news, and events.

This report was prepared by Mark Kutner, Elizabeth Greenberg, and Justin Baer at the American Institutes for Research. For further information, contact Sheida White, NAAL Project Officer, NCES at sheida.white@ed.gov.

U.S. Department of Education
ED Pubs
8242-B Sandy Court
Jessup, MD 20794-1398

Official Business
Penalty for Private Use, $300

U.S. POSTAGE PAID
U.S. DEPARTMENT OF EDUCATION
PERMIT NO. G-17

DEPARTMENT OF EDUCATION • UNITED STATES OF AMERICA