



Highlights
From the 2003



|| Maryland



State Assessment of Adult Literacy





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Highlights From the 2003 Maryland State Assessment of Adult Literacy was prepared by the American Institutes for Research under funding from the State of Maryland. The National Center for Education Statistics (NCES) supported the design of the assessment. Sampling and data collection were conducted by Westat, under the direction of Martha Berlin. Design and layout of the report was executed by Heather Block and Sanjay Seth and editorial support was provided by Holly Baker. Additional assistance in preparing the report was provided by Rachel Greenberg.

The authors wish to thank all those who contributed to this report. Special thanks go to Dr. Mark Kutner, who provided valuable input at critical stages of the project, Dr. Stéphane Baldi, who served as the project's Technical Advisor, and to Dr. Sheida White of the National Center for Education Statistics (NCES), the Project Officer for the 2003 National Assessment of Adult Literacy (NAAL).



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Introduction

This report summarizes key findings from the 2003 Maryland State Assessment of Adult Literacy (SAAL). Administered in Maryland in 2003 and early 2004, the assessment measures the prose, document, and quantitative literacy of Maryland's adults. The Maryland SAAL was conducted in conjunction with the National Assessment of Adult Literacy (NAAL), a national literacy assessment sponsored by the National Center for Education Statistics of the United States Department of Education.

This introduction provides an overview of the 2003 Maryland SAAL, including the relationship between NAAL and SAAL, the definition of literacy used by SAAL and NAAL, a description of the literacy levels used in the report, and the design of the SAAL assessment. The following section compares the literacy of adults in Maryland with the literacy of adults in the nation across six important background characteristics: race/ethnicity, gender, age, language spoken before starting school, educational attainment, and employment status. A subsequent Maryland SAAL report will explore the literacy of Maryland's adults across workplace, family, and community settings, as well as health literacy.

Relationship Between NAAL and SAAL

The National Assessment of Adult Literacy (NAAL) measures the English literacy of America's adults for the first time since the 1992 National Adult Literacy Survey. The NAAL was administered to a representative sample of adults age 16 and older residing in households or prisons in 2003 and early 2004. Prior to the administration of the NAAL, all states were invited to participate in the 2003 State Assessment of Adult Literacy (SAAL). Just as the NAAL was designed to provide literacy estimates of the national population, the SAAL was designed to provide literacy estimates of state populations.

Maryland, along with Kentucky, Massachusetts, Missouri, New York, and Oklahoma, elected to participate in the 2003 SAAL. A sample of Maryland adults was selected for the Maryland literacy assessment, which was administered concurrently with

the national assessment.¹ Maryland adults selected for the SAAL took the same assessment as adults selected for the national sample (described below). The sole difference between the NAAL and the Maryland SAAL was that the Maryland sample was limited to adults residing in households, while the NAAL sampled adults in households or prisons. To allow appropriate comparisons between Maryland and the nation, the national literacy results presented in this report are based only on the national household sample.²

Although the NAAL is representative of the U.S. population and many population groups within the nation, it is not designed to provide state-level estimates of literacy. Only Maryland and the other five states that participated in the SAAL have literacy data that are representative of the adults in their states. These data provide a powerful tool for assessing the current literacy of Maryland's adults, as well as for making comparisons between Maryland and the nation.

Defining Literacy

The NAAL and SAAL define 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 table 1 for details):

- **Prose Literacy:** The knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts). Prose examples include editorials, news stories, brochures, and instructional materials.
- **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). Document examples include job applications, payroll forms, transportation schedules, maps, tables, and drug and food labels.

- **Quantitative Literacy:** The knowledge and skills required to perform quantitative literacy tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Examples include balancing a checkbook, figuring out a tip, completing an order form, or determining from an advertisement the amount of interest on a loan.

Description of Literacy Levels

Literacy scores from the NAAL and SAAL are reported in two formats: (1) as averages and (2) as the percentage of adults within different literacy levels. The literacy levels divide adults into different groups on the basis of their performance on the assessment, providing a context for interpreting the literacy scores.

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 national assessment. The state assessments use the same literacy levels as the national study. Drawing on recommendations from BOTA's Committee on Performance Levels for Adults, NCES decided to report the assessment results using four literacy levels. Descriptions of the abilities associated with each level and the types of tasks that adults in the levels could complete are presented in table 1.

Assessment Design

Unlike indirect measures of literacy, which rely on self-reports or educational attainment, the NAAL and the SAAL measure 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 assessments

¹ Adults from Maryland who were selected as part of the NAAL sample were added to the Maryland SAAL sample to increase the power of the analyses, resulting in a total sample size of 1,006 Maryland adults.

² Thus, the national results presented in this report are slightly different from the national results presented in the NAAL reports, which include both the household and prison samples.

Table 1 Overview of the literacy levels

Level and definition	Key abilities associated with level	Sample tasks typical of level
<p>Below Basic indicates no more than the most simple and concrete literacy skills.</p> <p>Score ranges for <i>Below Basic</i>: Prose: 0–209 Document: 0–204 Quantitative: 0–234</p>	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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
<p>Basic indicates skills necessary to perform simple and everyday literacy activities.</p> <p>Score ranges for <i>Basic</i>: Prose: 210–264 Document: 205–249 Quantitative: 235–289</p>	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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
<p>Intermediate indicates skills necessary to perform moderately challenging literacy activities.</p> <p>Score ranges for <i>Intermediate</i>: Prose: 265–339 Document: 250–334 Quantitative: 290–349</p>	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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
<p>Proficient indicates skills necessary to perform more complex and challenging literacy activities.</p> <p>Score ranges for <i>Proficient</i>: Prose: 340–500 Document: 335–500 Quantitative: 350–500</p>	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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: Adults at the *Below Basic* level range from being unable to read and understand any written information in English to having the abilities listed and typically succeeding at the types of tasks listed. For each of the other levels, the abilities and tasks listed are typical of adults at that level. 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.

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, and respondents wrote their answers directly in their assessment booklets.

A total of 152 prose, document, and quantitative literacy tasks were included in the NAAL and SAAL assessments. Asking each respondent to complete all the tasks would have been too time-consuming and tiring, so the tasks were organized into 13 unique blocks of tasks. Each block included approximately 11 literacy tasks distributed across the prose, document, and quantitative scales. Respondents were asked to complete an assessment booklet that included seven literacy screening tasks common to all booklets, followed by three blocks of tasks. Respondents who completed the assessment attempted approximately 40 literacy tasks in about 50 minutes.

Interpreting Results

The average scores and percentages presented in this report are estimates based on a sample of Maryland's adults. Like all

samples, the results are subject to a measure of uncertainty (i.e., sampling error), reflected in the standard errors of the estimates. Standard errors for the prose, document, and quantitative scale scores and the percentage of adults in each literacy level are presented in Appendix C.

The discussion of results in the following section takes into account the standard errors associated with the estimates. All differences discussed in this report, whether between Maryland and the nation or between members of a population group (e.g. men and women), are statistically significant at the .05 level. This means that observed differences between groups are unlikely to be due to chance factors associated with sampling variability. Hence, the term "significant" does not reflect any judgment about the absolute magnitude of differences.

Statistically significant differences between Maryland's adults and adults in the nation are noted in the tables and figures in this report. Differences between population groups are not identified in the tables or figures, but are discussed in the text. Although average scores are presented for each population group, space limitations prevented displaying results by literacy levels for all three scales. Full results for all literacy scales, with estimates and standard errors, can be found in Appendix C.



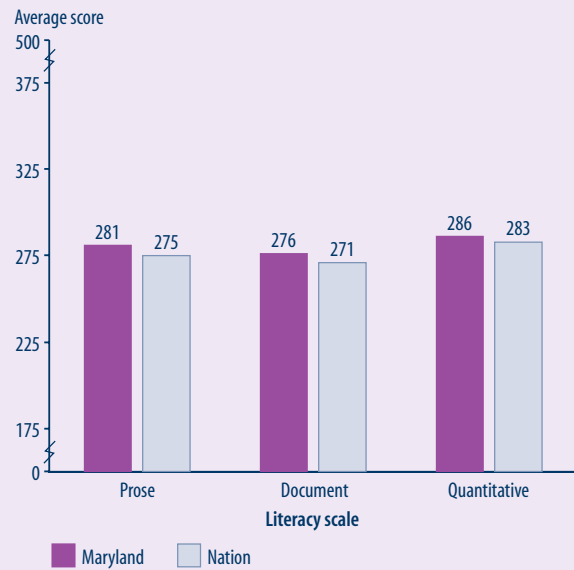
Adult Literacy in Maryland and the Nation, 2003

This section examines the relationship between important demographic characteristics, including education and employment, and literacy. Specifically, the analyses compare the literacy of adults in Maryland and the nation across different demographic groups, providing a glimpse of the state's relative performance on prose, document, and quantitative literacy.

Adult Literacy in Maryland Similar to Adult Literacy in the Nation

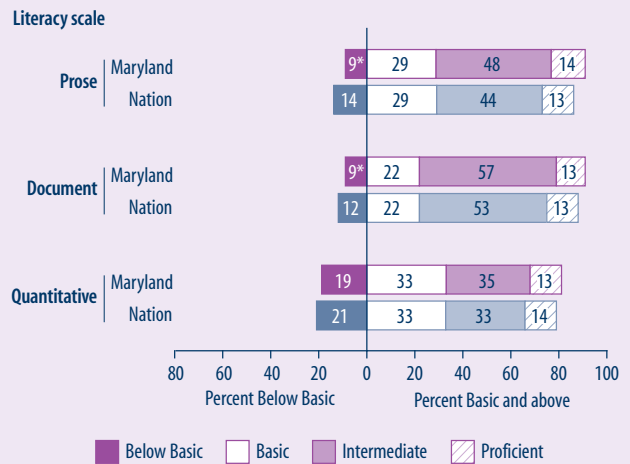
The average prose, document, and quantitative literacy of adults in Maryland did not differ significantly from the average literacy of the nation's adults. Although the average literacy of Maryland's adults was similar to the nation's, the percentage of adults in Maryland with *Below Basic* prose and document literacy was lower than the percentage of adults in the nation with *Below Basic* prose and document literacy.

Figure 1. Average prose, document, and quantitative literacy of adults in Maryland and the nation: 2003



Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 2. Percentage of adults in Maryland and the nation in each prose, document, and quantitative literacy level: 2003



* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

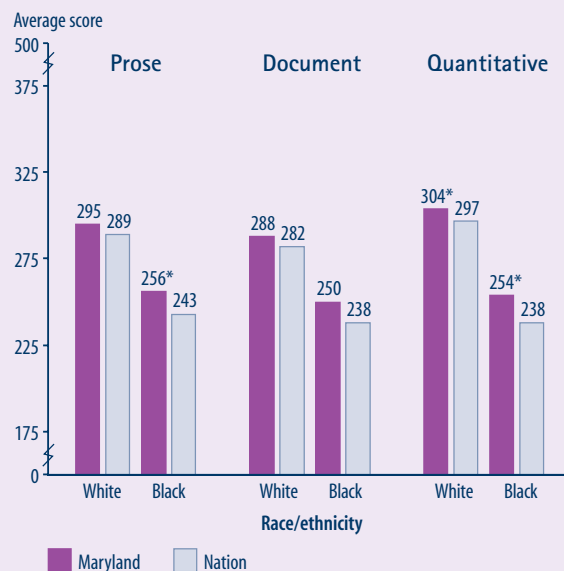
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Average Prose and Quantitative Literacy for Blacks in Maryland Higher Than for Blacks in the Nation

The average prose and quantitative literacy of Blacks in Maryland was higher than the average literacy of Blacks in the nation. For both Whites and Blacks in the state, the percentage with *Below Basic* prose literacy was lower than the percentage of Whites and Blacks in the nation with *Below Basic* literacy (the literacy of Hispanics and Asians/Pacific Islanders in Maryland could not be estimated because of the small sample sizes). On the quantitative scale, for example, nearly 50 percent of Blacks in the nation had *Below Basic* literacy compared with one-third of Blacks in the state.

Similar to in the nation, the average prose, document, and quantitative literacy of Whites in Maryland was significantly higher than the average literacy of Blacks in the state.

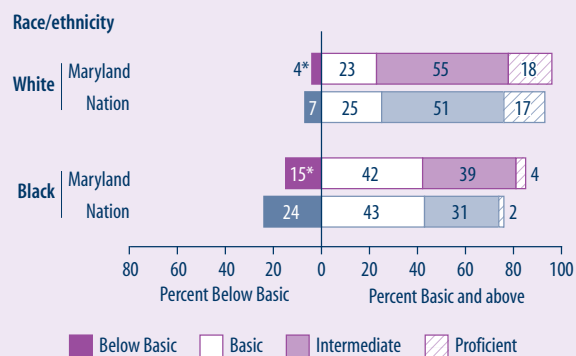
Figure 3. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by race/ethnicity: 2003



* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 4. Percentage of adults in Maryland and the nation in each prose literacy level, by race/ethnicity: 2003



* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

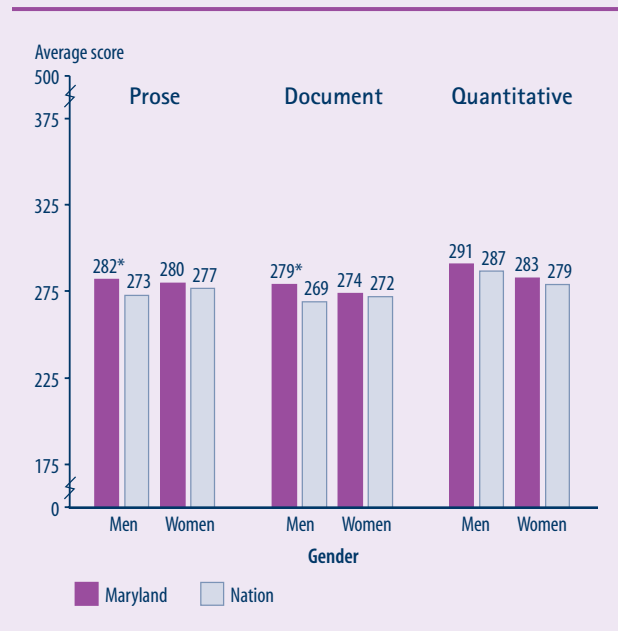
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Average Prose and Document Literacy for Men in Maryland Higher Than for Men in the Nation

The average prose and document literacy of men in Maryland was significantly higher than the average prose and document literacy of men across the nation. However, the average literacy of women in Maryland did not significantly differ from the average literacy of women in the nation. The percentage of men in Maryland with *Below Basic* literacy was significantly lower than the percentage of men in the nation with *Below Basic* literacy. On the prose scale, for example, the percentage of men with *Below Basic* literacy in Maryland was 5 percentage points lower than in the nation. Differences in the percentage of women with *Below Basic*, *Basic*, *Intermediate*, and *Proficient* literacy in Maryland and the nation were not significant.

In the nation, women outperformed men on the prose literacy scale, while men outperformed women on the quantitative literacy scale. In Maryland, however, differences in average prose and quantitative literacy between men and women were not significant. Differences in the percentage of men and women with *Below Basic* prose, document, and quantitative literacy were also not significant.

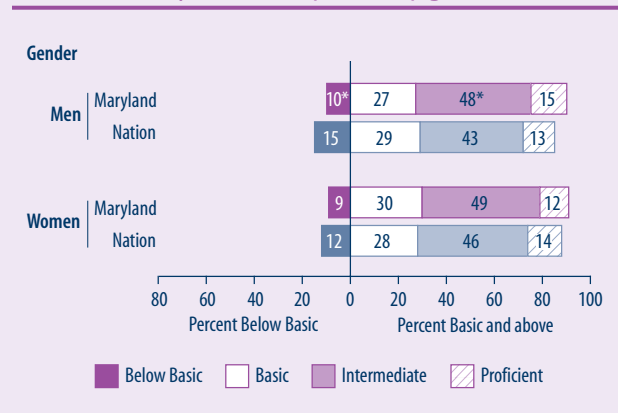
Figure 5. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by gender: 2003



* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 6. Percentage of adults in Maryland and the nation in each prose literacy level, by gender: 2003



* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

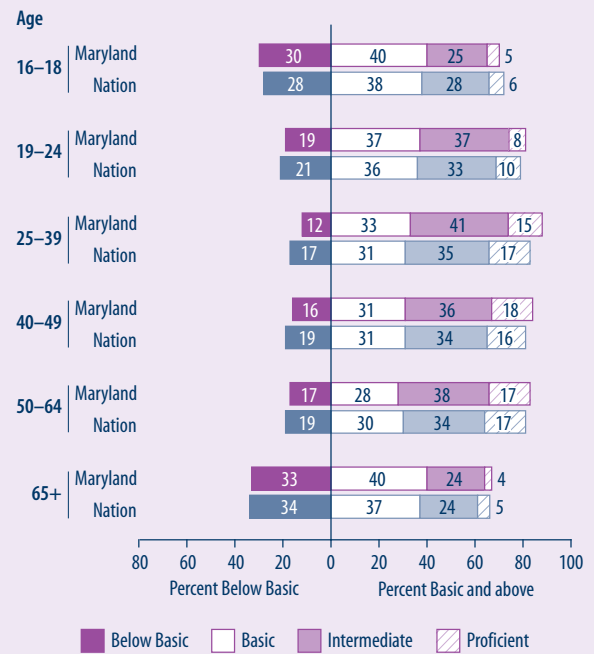
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Average Literacy in Maryland and the Nation Lowest for the Oldest Adults

The average prose, document, and quantitative literacy of adults in Maryland did not differ significantly from the literacy of adults in the nation for any age groups. Similar to adult literacy in the nation, Maryland adults age 65 or older had the lowest average literacy, while adults age 25 to 39 had the highest average prose, document, and quantitative literacy.

The percentage of Maryland adults in two of the youngest age groups (19 to 24 and 25 to 39) with *Below Basic* prose literacy was lower than the percentage of adults in the same age groups in the nation with *Below Basic* prose literacy. The youngest adults (aged 16 to 18) struggled with quantitative literacy both in Maryland and in the nation. Approximately 30 percent of the oldest adults and 30 percent of the youngest adults in the state had *Below Basic* quantitative literacy.

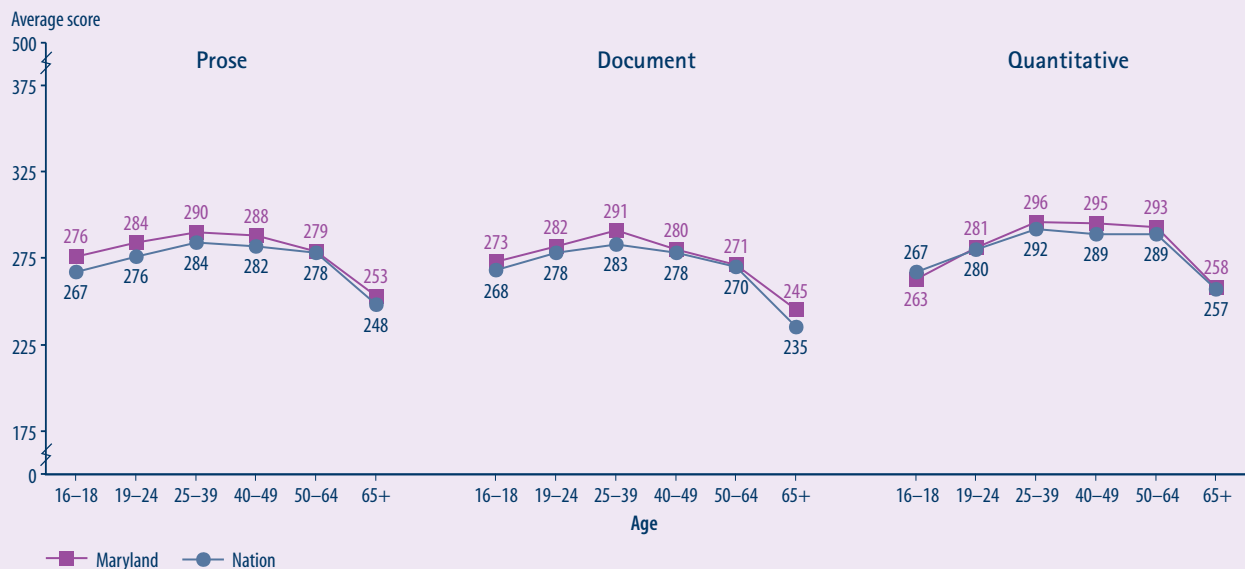
Figure 8. Percentage of adults in Maryland and the nation in each quantitative literacy level, by age: 2003



Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 7. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by age: 2003



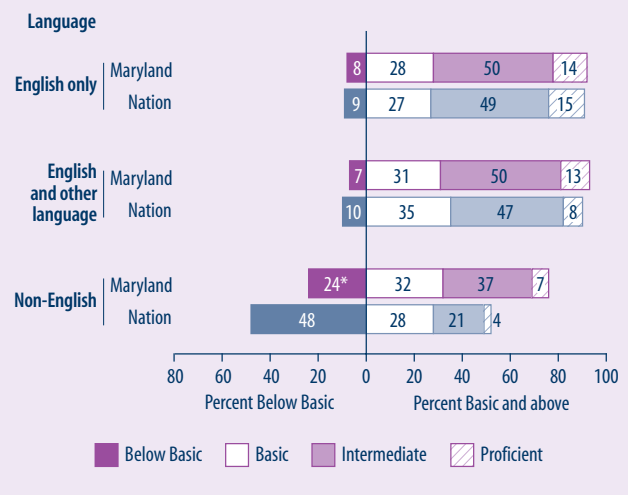
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Average Prose and Document Literacy Higher in Maryland for Adults Who Spoke a Non-English Language Before Starting School

The average prose and document literacy of adults in Maryland who spoke a non-English language before starting school was significantly higher than the prose and document literacy of adults with the same language background in the nation. On the prose scale, for example, the average literacy of adults in Maryland with a non-English language background was 40 points higher than the average prose literacy of similar adults in the nation.

The percentage of adults with *Below Basic* prose literacy in Maryland who spoke a non-English language before starting school was 24 percentage points lower than the percentage of similar adults in the nation. The percentage of adults in Maryland with *Proficient* prose, document, and quantitative literacy who spoke only English before starting school was not significantly higher than the percentage of adults from any other language background with *Proficient* literacy.

Figure 10. Percentage of adults in Maryland and the nation in each prose literacy level, by language spoken before starting school: 2003

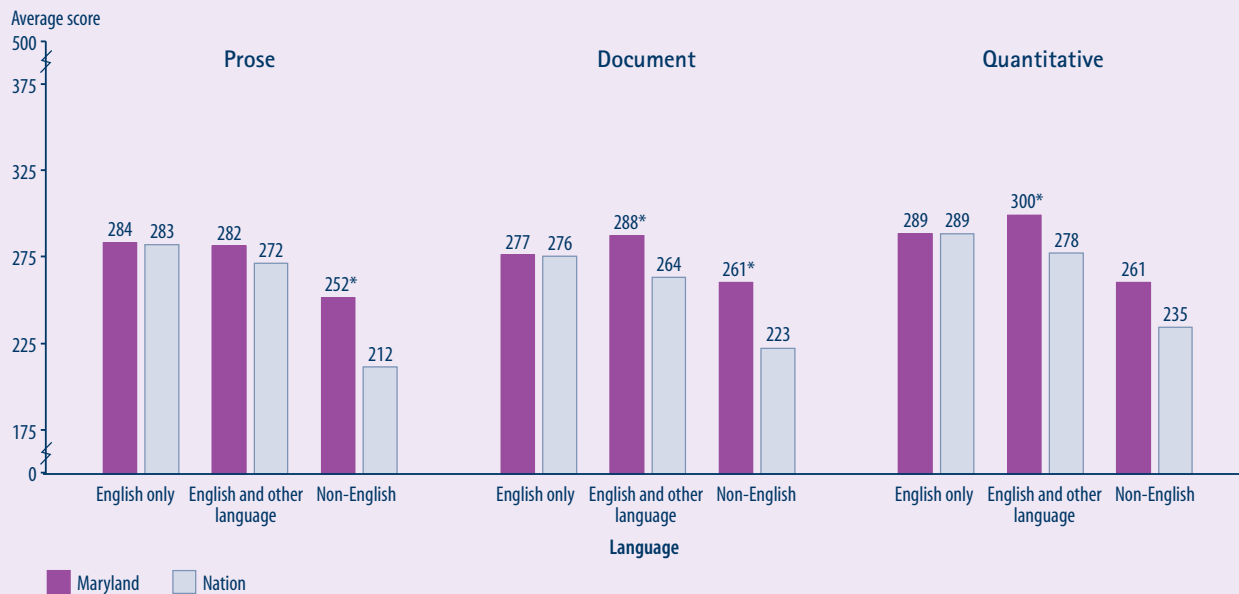


* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 9. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by language spoken before starting school: 2003



* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Average Document and Quantitative Literacy of Adults With Low Educational Attainment Higher in Maryland Than in the Nation

In both Maryland and the nation, increasing educational attainment was associated with higher average prose, document, and quantitative literacy. Across the three scales, literacy in Maryland was lowest for adults who did not complete high school and highest for adults who graduated college or took graduate classes (differences between college graduates and adults who attended graduate school were not signifi-

cant). Although literacy was lowest for adults who did not graduate high school, the average document and quantitative literacy of these adults in Maryland was significantly higher than the average document and quantitative literacy of adults in the nation with the same educational background.

Similar to adults in the nation, more than half of Maryland adults with educational attainment less than a high school degree had *Below Basic* quantitative literacy. Across the literacy scales, most adults who received a GED or who stopped their education after completing high school had either *Basic* or *Intermediate* literacy.

Table 1. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by educational attainment: 2003

Educational attainment	Prose		Document		Quantitative	
	Maryland	Nation	Maryland	Nation	Maryland	Nation
Less than/some high school	221	206	229*	208	229*	211
GED/high school equivalency	262	260	270	257	269	266
High school graduate	264	262	257	258	268	269
Some college	288	287	286	280	293	295
Associate's/2-year degree	293	298	291	291	305	305
College graduate	308	314	299	303	319	323
Graduate studies/degree	316	327	304	311	323	332

* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table 2. Percentage of adults in Maryland and the nation in each prose, document, and quantitative literacy level, by educational attainment: 2003

Literacy scale and educational attainment	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
Prose								
Less than/some high school	39	51	38	32	23	16	0	1
GED/high school equivalency	10	11	44	45	41	42	4	3
High school graduate	9	13	43	39	44	44	4	4
Some college	3	5	27	25	62	59	9	12
Associate's/2-year degree	6	4	23	20	53	56	19	19
College graduate	1	3	17	14	58	53	24	31
Graduate studies/degree	2	1	14	10	52	48	32	41
Document								
Less than/some high school	31	45	34	29	34	25	1	2
GED/high school equivalency	5	13	25	30	65	53	5	4
High school graduate	12	13	33	29	52	52	4	5
Some college	4	5	15	19	70	65	12	11
Associate's/2-year degree	6	3	18	15	55*	66	22	16
College graduate	4	2	12	11	60	62	24	25
Graduate studies/degree	3	1	12	9	58	59	28	31
Quantitative								
Less than/some high school	54	64	37	25	9	10	0	1
GED/high school equivalency	22	26	47	43	28	28	3	3
High school graduate	24	24	42	42	29	29	4	5
Some college	11	10	34	36	46	43	9	11
Associate's/2-year degree	10	7	29	30	41	45	20	18
College graduate	3	4	23	22	48	44	25	31
Graduate studies/degree	5	3	20	18	45	43	30	36

* Significantly different from the nation.

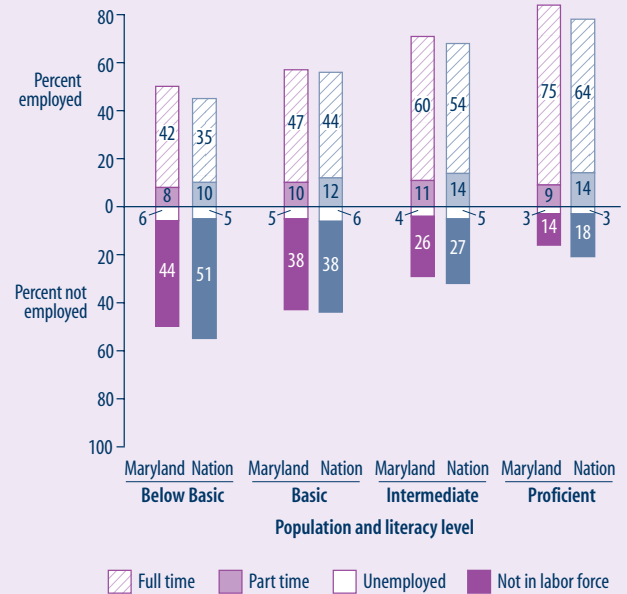
Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy

Literacy of Adults in Maryland Similar to Literacy of Adults in the Nation by Employment Status

The average literacy of Maryland's adults both in and out of the labor force was comparable to the average literacy of adults in the nation. Similar to adults in the nation, the average literacy of adults in Maryland employed full time was significantly higher than the average literacy of adults who were not in the labor force. Differences in the average literacy of full- and part-time workers in Maryland were not significant. Among adults in Maryland with *Below Basic* prose, document, and quantitative literacy, just under half were not in the labor force.

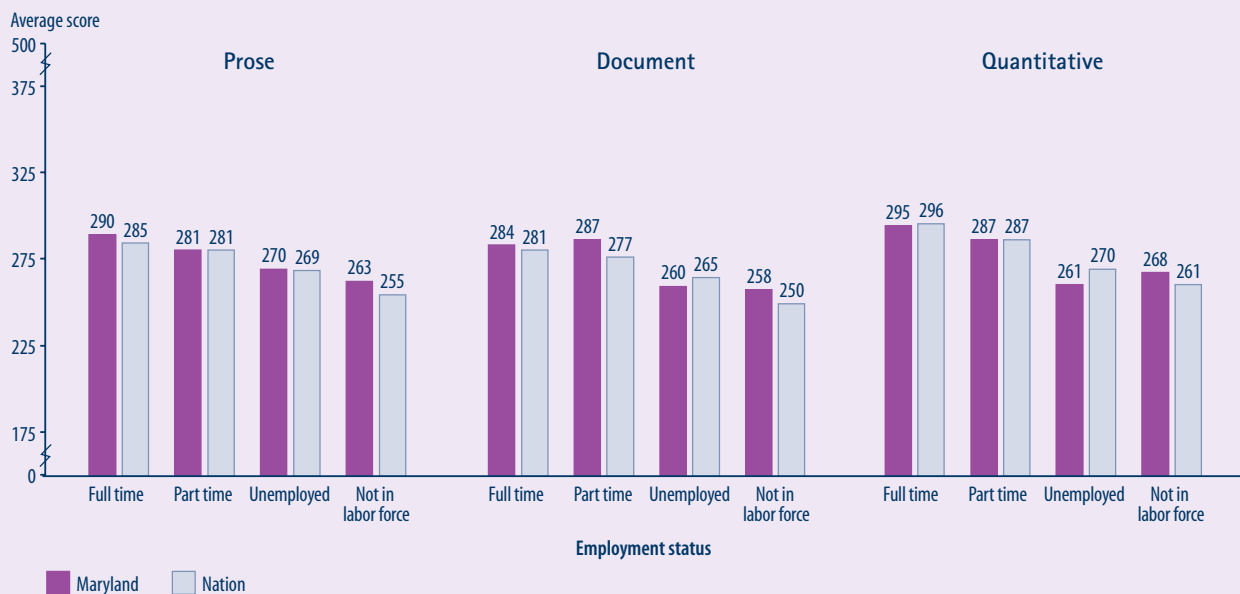
Figure 12. Percentage of adults in Maryland and the nation in each employment category, by prose literacy level: 2003



Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 11. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by employment status: 2003



Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.



Appendix A: Technical Notes

This section provides an overview of key technical aspects of the Maryland SAAL, including sample size and data collection procedures, statistical testing, and the definition of variables used in this report. Further information about the design, administration, and analysis of the NAAL and SAAL can be found in the forthcoming *2003 National Assessment of Adult Literacy Technical Report*.¹

Sample Size and Data Collection Procedures

As noted in the Introduction, the Maryland State Assessment of Adult Literacy (SAAL) was administered concurrently with the National Assessment of Adult Literacy (NAAL). The 2003 NAAL was administered to a nationally representative sample of 19,714 adults ages 16 and older residing in households or prisons. In Maryland, 1,276 adults residing in households were originally sampled to participate in the Maryland SAAL. Valid assessment data were collected from 1,006 adults. This sample includes adults in the national NAAL sample, as well as adults selected specifically for the Maryland SAAL sample. Adults in Maryland who were selected as part of the NAAL sample were added to the Maryland SAAL sample to increase the power of the analyses. Data collection was conducted between May 2003 and February 2004.

The final household sample response rate for the NAAL and SAAL was 62 percent. The National Center for Education Statistics (NCES), which sponsored the NAAL, requires a nonresponse bias analysis when the unit response rate for a sample is less than 85 percent. The nonresponse bias analysis revealed differences in the background characteristics of respondents who participated in the assessment compared with those who refused. 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 analyses presented in this report are based on data from the corrected household sample.

¹ U.S. Department of Education, National Center for Education Statistics. (forthcoming). *2003 National Assessment of Adult Literacy Technical Report*. Washington, DC: U.S. Government Printing Office.

Statistical Testing

All comparisons discussed in this report are *statistical* comparisons based on the t statistic, using a 95 percent confidence interval (two-tailed). The formula used to compute the t statistic was

$$t = \frac{(P_1 - P_2)}{\sqrt{(SE_1^2 + SE_2^2)}}, \text{ where } P_1 \text{ and } P_2 \text{ are the estimates to be compared and } SE_1 \text{ and } SE_2 \text{ are their corresponding standard errors.}$$

Variable Definitions

Age

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 key life stages of adults, although stages will vary from person to person:

- 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+: Retirement

Educational Attainment

All respondents were asked to indicate the highest level of education they had completed in the United States. Respondents who went to school outside the United States were probed for the equivalent level of educational attainment. The following options were provided:

- Still in high school
- Less than high school
- Some high school
- GED or high school equivalency
- High school graduate
- Attended a 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 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.

Employment Status

Employment status was coded as one of the following:

- Full time or working two or more part time jobs
- Part time
- Unemployed, laid off, or looking for work
- Not in the labor force (retired, in school, keeping house, or doing volunteer work)

Language Spoken Before Starting School

All respondents were asked what language or languages they learned to speak before starting school. For the SAAL reports, responses to this question were coded into one of three categories:

- English only
- English and other language
- Non-English language

Race/ethnicity

All respondents were asked two questions about their race and ethnicity. The first question asked them to indicate whether they were Hispanic or Latino. The second question asked them to choose one or more of the following groups to describe themselves:

- White
- Black or African American
- Asian
- American Indian or Alaskan 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.

If the respondent was non-Hispanic and indicated only one race, then he or she was grouped as the race indicated. If the respondent was non-Hispanic and indicated multiple races, then he or she was coded as "other/multiracial." For reporting purposes, "Asian" and "Native Hawaiian or other Pacific Islander" were collapsed into one category. There were too few cases in the "other/multiracial" category to reliably estimate their literacy proficiencies.

Sex

Interviewers recorded the sex of each respondent.



Appendix B: Sample Assessment Questions

Respondents who participated in the 2003 Maryland State Assessment of Adult Literacy and the 2003 National Assessment of Adult Literacy 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 National Adult Literacy 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 questions 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?

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		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
84 (4.0)	76 (1.0)	20 (12.7)	14 (2.0)	72 (9.7)	71 (1.9)	97 (3.3)	95 (0.6)	100 (0.9)	99 (0.4)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 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?

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		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
18 (2.0)	17 (0.8)	1 (3.0)	0 (0.3)	3 (2.6)	3 (0.7)	19 (4.6)	16 (1.4)	56 (14.2)	60 (2.9)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

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 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."

Reprinted by permission of *Hispanic Business Magazine*.

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

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

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Correct answer

Junior high teachers

Percentage of adults who answered the question correctly, 2003

All Adults		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
42 (3.8)	37 (1.2)	3 (7.4)	0 (0.4)	7 (5.3)	4 (2.1)	43 (12.2)	46 (3.4)	99 (6.6)	97 (1.4)



Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 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.

		ASHLAND OIL, INC.		18609			
Ashland, Kentucky		41114 (606) 392-3333		DATE			
ROBERT NELSON		P/R 4TH HOUSE ON LEFT		2/2/02			
DIVERTY ROAD		FILL REAR IN DRIVEWAY		CUSTOMER NO.			
ASHLAND, KY 41114				002316			
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 ⁰ / ₀			
A A 0 0 2				0 0 0 0 0 ⁰ / ₀			
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	
Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
60 (5.2)	54 (1.1)	5 (20.8)	1 (1.2)	48 (27.1)	39 (5.1)	92 (9.4)	91 (1.7)	100 (2.6)	100 (0.5)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 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>	
Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
77 (3.7)*	68 (1.3)	28 (20.6)	12 (2.7)	56 (12.9)	50 (3.0)	85 (7.0)	83 (1.3)	99 (6.1)	97 (0.9)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 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>	
Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
87 (2.4)*	78 (1.1)	25 (16.7)	18 (3.1)	74 (9.8)	70 (2.5)	97 (3.0)	94 (0.7)	100 (1.8)	99 (0.4)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 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>	
Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
86 (2.2)*	81 (0.9)	39 (10.2)	41 (2.5)	92 (3.0)*	85 (1.1)	98 (1.3)*	94 (0.7)	100 (0.5)*	98 (0.6)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 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



Appendix C: Standard Errors for Tables and Figures

Table C1. Average prose, document, and quantitative literacy of adults in Maryland and the nation: 2003

Literacy scale	Maryland	Nation
Prose	281 (3.6)	275 (1.3)
Document	276 (3.2)	271 (1.2)
Quantitative	286 (2.7)	283 (1.2)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C2. Percentage of adults in Maryland and the nation in each prose, document, and quantitative literacy level: 2003

Literacy scale	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
Prose	9 (1.4)*	14 (0.6)	29 (1.9)	29 (0.6)	48 (2.0)	44 (0.7)	14 (1.9)	13 (0.5)
Document	9 (1.7)*	12 (0.5)	22 (1.7)	22 (0.5)	57 (2.5)	53 (0.7)	13 (2.1)	13 (0.6)
Quantitative	19 (1.7)	21 (0.6)	33 (1.7)	33 (0.5)	35 (1.6)	33 (0.5)	13 (1.5)	14 (0.5)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C3. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by race/ethnicity: 2003

Race/ethnicity	Prose		Document		Quantitative	
	Maryland	Nation	Maryland	Nation	Maryland	Nation
White	295 (5.0)	289 (1.5)	288 (4.4)	282 (1.5)	304 (3.3)*	297 (1.3)
Black	256 (4.5)*	243 (1.8)	250 (6.3)	238 (2.2)	254 (6.1)*	238 (2.2)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C4. Percentage of adults in Maryland and the nation in each prose, document, and quantitative literacy level, by race/ethnicity: 2003

Literacy scale and race/ethnicity	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
Prose								
White	4 (1.4)*	7 (0.5)	23 (3.3)	25 (0.8)	55 (3.7)	51 (0.9)	18 (3.9)	17 (0.9)
Black	15 (3.1)*	24 (1.4)	42 (3.4)	43 (1.2)	39 (4.5)	31 (1.4)	4 (1.8)	2 (0.5)
Document								
White	5 (1.5)	8 (0.5)	17 (2.3)	19 (0.7)	60 (3.4)	58 (1.0)	17 (3.7)	15 (1.0)
Black	15 (5.9)	24 (1.8)	35 (6.6)	35 (1.4)	48 (8.2)	40 (1.9)	2 (2.7)	2 (0.5)
Quantitative								
White	10 (1.6)	13 (0.7)	29 (2.0)	32 (0.8)	42 (2.3)	39 (0.8)	20 (2.6)	17 (0.8)
Black	33 (8.7)	47 (1.8)	46 (7.4)	36 (1.3)	20 (6.4)	15 (1.1)	1 (1.9)	2 (0.4)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C5. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by gender: 2003

Gender	Prose		Document		Quantitative	
	Maryland	Nation	Maryland	Nation	Maryland	Nation
Female	280 (4.6)	277 (1.4)	274 (4.3)	272 (1.2)	283 (4.2)	279 (1.3)
Male	282 (3.6)*	273 (1.6)	279 (2.7)*	269 (1.5)	291 (2.3)	287 (1.3)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C6. Percentage of adults in Maryland and the nation in each prose, document, and quantitative literacy level, by gender: 2003

Literacy scale and gender	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
Prose								
Female	9 (1.9)	12 (0.6)	30 (2.6)	28 (0.6)	49 (3.0)	46 (0.8)	12 (2.5)	14 (0.6)
Male	10 (1.2)*	15 (0.6)	27 (1.9)	29 (0.7)	48 (2.0)*	43 (0.7)	15 (1.9)	13 (0.6)
Document								
Female	9 (2.1)	11 (0.6)	22 (2.3)	22 (0.6)	57 (3.2)	54 (0.8)	11 (2.7)	13 (0.6)
Male	8 (1.7)*	14 (0.6)	22 (1.5)	23 (0.5)	56 (2.5)	51 (0.8)	15 (1.9)	13 (0.6)
Quantitative								
Female	20 (2.6)	22 (0.8)	35 (2.7)	35 (0.7)	35 (2.6)	32 (0.7)	11 (2.3)	11 (0.6)
Male	17 (1.5)*	21 (0.6)	32 (1.7)	31 (0.5)	36 (1.6)	33 (0.5)	16 (1.3)	16 (0.6)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C7. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by age: 2003

Age	Prose		Document		Quantitative	
	Maryland	Nation	Maryland	Nation	Maryland	Nation
16–18	276 (8.2)	267 (2.8)	273 (9.7)	268 (2.9)	263 (7.8)	267 (3.1)
19–24	284 (5.2)	276 (2.4)	282 (7.8)	278 (2.5)	281 (6.0)	280 (2.3)
25–39	290 (5.0)	284 (1.7)	291 (4.7)	283 (1.8)	296 (6.2)	292 (1.8)
40–49	288 (6.8)	282 (2.3)	280 (7.0)	278 (1.8)	295 (5.2)	289 (1.9)
50–64	279 (7.0)	278 (1.9)	271 (4.3)	270 (2.1)	293 (6.5)	289 (1.9)
65+	253 (4.1)	248 (2.0)	245 (6.3)	235 (2.0)	258 (5.8)	257 (2.2)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C8. Percentage of adults in Maryland and the nation in each prose, document, and quantitative literacy level, by age: 2003

Literacy scale and age	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
Prose								
16–18	7 (5.1)	11 (1.7)	30 (9.5)	37 (2.5)	59 (9.9)	48 (2.7)	5 (5.7)	5 (1.4)
19–24	5 (2.5)*	11 (1.1)	31 (4.5)	29 (1.3)	52 (5.7)	48 (1.5)	12 (4.0)	12 (1.2)
25–39	7 (1.7)*	12 (0.6)	26 (2.8)	25 (0.7)	47 (3.3)	45 (0.8)	19 (3.1)	18 (0.8)
40–49	9 (2.9)	11 (0.9)	24 (2.9)	26 (1.1)	49 (3.2)	47 (1.2)	18 (3.5)	16 (1.1)
50–64	12 (2.3)	13 (0.8)	27 (2.8)	27 (0.9)	48 (2.6)	44 (1.1)	14 (3.3)	15 (0.8)
65+	13 (5.3)	23 (1.3)	49 (6.7)	38 (1.2)	37 (7.1)	34 (1.4)	1 (1.6)	4 (0.6)
Document								
16–18	6 (5.0)	11 (1.4)	24 (9.2)	24 (1.8)	61 (12.1)	56 (2.4)	8 (8.4)	9 (1.7)
19–24	5 (3.0)	9 (1.1)	21 (5.8)	20 (1.2)	61 (7.5)	58 (1.7)	14 (6.7)	14 (1.5)
25–39	5 (1.7)	8 (0.7)	16 (2.4)	19 (0.7)	60 (4.2)	56 (1.1)	19 (4.1)	17 (1.1)
40–49	10 (3.0)	10 (0.7)	20 (2.7)	20 (0.8)	54 (4.0)	54 (1.1)	17 (4.0)	16 (0.9)
50–64	8 (2.4)	12 (0.9)	24 (3.6)	23 (0.9)	60 (4.6)	54 (1.3)	8 (3.0)	12 (1.1)
65+	21 (4.5)	27 (1.5)	33 (3.9)	33 (1.0)	42 (5.2)	38 (1.4)	4 (2.4)	3 (0.4)
Quantitative								
16–18	30 (6.6)	28 (2.3)	40 (6.1)	38 (2.1)	25 (5.2)	28 (2.1)	5 (3.5)	6 (1.3)
19–24	19 (5.0)	21 (1.4)	37 (5.1)	36 (1.3)	37 (5.4)	33 (1.4)	8 (3.8)	10 (1.1)
25–39	12 (3.3)	17 (0.8)	33 (4.6)	31 (0.8)	41 (4.3)	35 (0.8)	15 (4.5)	17 (1.0)
40–49	16 (2.8)	19 (1.0)	31 (2.7)	31 (0.8)	36 (3.2)	34 (0.9)	18 (3.0)	16 (0.9)
50–64	17 (3.1)	19 (1.0)	28 (3.0)	30 (0.8)	38 (3.3)	34 (0.9)	17 (3.4)	17 (0.8)
65+	33 (5.6)	34 (1.6)	40 (4.3)	37 (1.2)	24 (4.1)	24 (1.2)	4 (2.1)	5 (0.6)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C9. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by language spoken before starting school: 2003

Language	Prose		Document		Quantitative	
	Maryland	Nation	Maryland	Nation	Maryland	Nation
English only	284 (3.8)	283 (1.4)	277 (3.5)	276 (1.3)	289 (3.1)	289 (1.2)
English and other language	282 (12.9)	272 (2.2)	288 (9.2)*	264 (2.4)	300 (6.4)*	278 (3.1)
Non-English	252 (16.5)*	212 (3.5)	261 (14.5)*	223 (3.9)	261 (13.8)	235 (4.0)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C10. Percentage of adults in Maryland and the nation in each prose, document, and quantitative literacy level, by language spoken before starting school: 2003

Literacy scale and language	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
Prose								
English only	8 (1.2)	9 (0.5)	28 (2.1)	27 (0.7)	50 (2.2)	49 (0.8)	14 (2.2)	15 (0.7)
English and other language	7 (6.2)	10 (1.2)	31 (9.2)	35 (1.9)	50 (11.4)	47 (2.0)	13 (8.8)	8 (1.2)
Non-English	24 (9.7)*	48 (1.7)	32 (5.4)	28 (1.1)	37 (8.8)	21 (1.1)	7 (3.4)	4 (0.5)
Document								
English only	8 (1.6)	9 (0.5)	22 (1.9)	21 (0.6)	58 (2.6)	56 (0.8)	13 (2.4)	14 (0.7)
English and other language	5 (3.3)	11 (1.6)	19 (4.6)	27 (1.8)	58 (7.6)	56 (2.4)	18 (7.8)	6 (1.4)
Non-English	19 (8.3)*	37 (1.7)	23 (4.1)	25 (0.8)	45 (8.6)	32 (1.2)	12 (5.1)	6 (0.6)
Quantitative								
English only	17 (1.7)	18 (0.6)	34 (2.0)	33 (0.6)	36 (2.0)	35 (0.6)	13 (1.9)	15 (0.6)
English and other language	11 (4.2)*	21 (2.1)	31 (5.4)	38 (1.9)	42 (6.1)	31 (2.0)	16 (5.3)	10 (1.6)
Non-English	36 (8.8)	49 (1.8)	29 (5.6)	28 (0.9)	27 (5.4)	18 (1.1)	9 (3.6)	6 (0.7)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C11. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by educational attainment: 2003

Educational attainment	Prose		Document		Quantitative	
	Maryland	Nation	Maryland	Nation	Maryland	Nation
Less than/some high school	221 (10.7)	206 (2.4)	229 (9.6)*	208 (2.6)	229 (7.2)*	211 (2.3)
GED/Equivalency	262 (8.3)	260 (2.2)	270 (7.0)	257 (2.6)	269 (8.1)	266 (3.2)
High school graduate	264 (2.9)	262 (1.3)	257 (3.8)	258 (1.5)	268 (5.4)	269 (1.6)
Some college	288 (5.8)	287 (1.6)	286 (6.0)	280 (1.7)	293 (6.0)	295 (1.7)
Associate's/2-year degree	293 (7.0)	298 (2.4)	291 (6.1)	291 (2.0)	305 (3.4)	305 (2.1)
College graduate	308 (6.1)	314 (2.1)	299 (5.8)	303 (2.2)	319 (4.4)	323 (1.8)
Graduate studies/degree	316 (5.8)	327 (2.8)	304 (4.1)	311 (2.2)	323 (4.9)	332 (2.1)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C12. Percentage of adults in Maryland and the nation in each prose, document, and quantitative literacy level, by educational attainment: 2003

Literacy scale and educational attainment	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
Prose								
Less than/some high school	39 (7.8)	51 (1.5)	38 (5.3)	32 (1.0)	23 (5.1)	16 (0.9)	0 (0.6)	1 (0.2)
GED/Equivalency	10 (7.6)	11 (1.9)	44 (10.1)	45 (2.9)	41 (11.1)	42 (3.0)	4 (5.3)	3 (1.1)
High school graduate	9 (2.3)	13 (1.0)	43 (4.3)	39 (1.2)	44 (4.4)	44 (1.3)	4 (1.9)	4 (0.6)
Some college	3 (2.4)	5 (0.7)	27 (6.8)	25 (1.4)	62 (7.8)	59 (1.7)	9 (6.4)	12 (1.4)
Associate's/2-year degree	6 (2.6)	4 (0.7)	23 (3.6)	20 (1.6)	53 (4.8)	56 (2.0)	19 (4.4)	19 (2.0)
College graduate	1 (1.1)	3 (0.5)	17 (4.3)	14 (1.0)	58 (6.6)	53 (1.7)	24 (6.7)	31 (1.8)
Graduate studies/degree	2 (1.0)	1 (0.4)	14 (3.0)	10 (1.2)	52 (4.1)	48 (2.3)	32 (5.0)	41 (2.6)
Document								
Less than/some high school	31 (9.5)	45 (1.4)	34 (6.6)	29 (0.7)	34 (8.6)	25 (1.1)	1 (1.6)	2 (0.3)
GED/Equivalency	5 (9.4)	13 (2.0)	25 (17.2)	30 (2.4)	65 (20.3)	53 (2.9)	5 (10.7)	4 (1.3)
High school graduate	12 (3.4)	13 (1.0)	33 (4.0)	29 (1.1)	52 (4.9)	52 (1.4)	4 (2.2)	5 (0.7)
Some college	4 (2.9)	5 (0.8)	15 (5.2)	19 (1.3)	70 (7.4)	65 (1.8)	12 (7.1)	11 (1.5)
Associate's/2-year degree	6 (2.1)	3 (0.7)	18 (2.5)	15 (1.5)	55 (4.0)*	66 (2.3)	22 (4.3)	16 (2.2)
College graduate	4 (1.7)	2 (0.6)	12 (2.4)	11 (1.2)	60 (5.4)	62 (2.5)	24 (5.2)	25 (2.7)
Graduate studies/degree	3 (1.0)	1 (0.4)	12 (2.1)	9 (1.1)	58 (4.3)	59 (2.6)	28 (4.0)	31 (2.8)
Quantitative								
Less than/some high school	54 (9.1)	64 (1.3)	37 (7.6)	25 (0.8)	9 (4.5)	10 (0.7)	0 (0.8)	1 (0.2)
GED/Equivalency	22 (16.8)	26 (3.2)	47 (16.1)	43 (3.1)	28 (15.1)	28 (3.0)	3 (7.1)	3 (1.3)
High school graduate	24 (5.0)	24 (1.4)	42 (4.9)	42 (1.3)	29 (4.6)	29 (1.4)	4 (2.7)	5 (0.7)
Some college	11 (5.0)	10 (1.2)	34 (7.0)	36 (1.8)	46 (7.1)	43 (1.8)	9 (5.7)	11 (1.6)
Associate's/2-year degree	10 (1.8)	7 (1.1)	29 (3.2)	30 (1.9)	41 (2.7)	45 (2.1)	20 (2.7)	18 (2.1)
College graduate	3 (2.1)	4 (0.6)	23 (4.7)	22 (1.2)	48 (5.9)	44 (1.5)	25 (6.4)	31 (1.9)
Graduate studies/degree	5 (1.9)	3 (0.6)	20 (3.3)	18 (1.5)	45 (4.4)	43 (2.1)	30 (5.4)	36 (2.6)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C13. Average prose, document, and quantitative literacy of adults in Maryland and the nation, by employment status: 2003

Employment	Prose		Document		Quantitative	
	Maryland	Nation	Maryland	Nation	Maryland	Nation
Employed full time	290 (4.8)	285 (1.5)	284 (3.7)	281 (1.2)	295 (3.9)	296 (1.1)
Employed part time	281 (6.0)	281 (2.2)	287 (6.5)	277 (2.2)	287 (5.2)	287 (2.2)
Unemployed	270 (9.4)	269 (2.8)	260 (10.6)	265 (3.3)	261 (13.3)	270 (3.6)
Not in labor force	263 (4.0)	255 (1.7)	258 (5.3)	250 (1.9)	268 (5.2)	261 (1.8)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C14. Percentage of adults in Maryland and the nation in each employment category, by prose, document, and quantitative literacy level: 2003

Literacy scale and literacy level	Not in labor force		Unemployed		Part time		Full time	
	Maryland	Nation	Maryland	Nation	Maryland	Nation	Maryland	Nation
Prose								
<i>Below Basic</i>	44 (7.3)	51 (1.8)	6 (2.4)	5 (0.6)	8 (3.4)	10 (0.9)	42 (7.9)	35 (1.8)
<i>Basic</i>	38 (3.7)	38 (1.1)	5 (1.1)	6 (0.4)	10 (1.7)	12 (0.6)	47 (4.1)	44 (1.1)
<i>Intermediate</i>	26 (2.8)	27 (0.9)	4 (0.8)	5 (0.3)	11 (1.7)	14 (0.6)	60 (3.3)	54 (0.9)
<i>Proficient</i>	14 (3.9)	18 (1.3)	3 (1.4)	3 (0.5)	9 (2.8)	14 (1.1)	75 (5.1)	64 (1.6)
Document								
<i>Below Basic</i>	46 (8.0)	55 (1.9)	6 (3.3)	5 (0.6)	9 (3.4)	9 (1.0)	39 (7.8)	32 (1.7)
<i>Basic</i>	38 (4.3)	40 (1.1)	5 (1.6)	6 (0.5)	7 (1.4)*	12 (0.7)	50 (4.4)	42 (1.1)
<i>Intermediate</i>	27 (2.9)	27 (0.8)	4 (0.9)	5 (0.3)	10 (1.6)*	14 (0.6)	59 (3.3)	55 (0.9)
<i>Proficient</i>	14 (5.3)	19 (1.5)	2 (1.7)	4 (0.7)	15 (4.0)	15 (1.4)	69 (6.5)	63 (1.9)
Quantitative								
<i>Below Basic</i>	45 (5.0)	50 (1.4)	8 (1.8)	7 (0.5)	8 (2.2)	10 (0.8)	39 (5.5)	34 (1.3)
<i>Basic</i>	30 (3.3)	34 (1.0)	4 (0.7)*	5 (0.4)	11 (1.9)	14 (0.7)	55 (3.8)*	47 (1.0)
<i>Intermediate</i>	23 (2.9)	25 (0.9)	3 (0.7)	4 (0.3)	11 (1.8)	14 (0.7)	63 (3.5)	57 (1.0)
<i>Proficient</i>	21 (5.0)	17 (1.3)	4 (1.7)	4 (0.6)	8 (3.2)	13 (1.2)	68 (6.2)	66 (1.6)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.