

**Appendix B**

**INSTRUCTIONS ON USING AM SOFTWARE  
TO ANALYZE THE 2003 NAAL DATA**

## **Appendix B: Instructions on Using AM Software to Analyze the 2003 NAAL Data**

As indicated in Chapter 16, NAAL used a complex assessment design that allowed maximum coverage of the broad domain of literacy, while minimizing the time burden on any one participant (see Chapter 14). Under this design, participants did not receive enough literacy tasks to provide reliable information about individual performance and therefore traditional test scores for individual participants were not appropriate to use for estimates of population statistics. To obtain consistent estimates of population statistics from data collected under such design, statistical procedures based on the method of marginal maximum likelihood (MML) need to be used. The usual statistical software packages such as SAS, SPSS or STATA can not implement MML procedures and therefore special analysis tools, such as the AM software, are needed. This appendix describes how to use AM software to analyze the 2003 NAAL data.

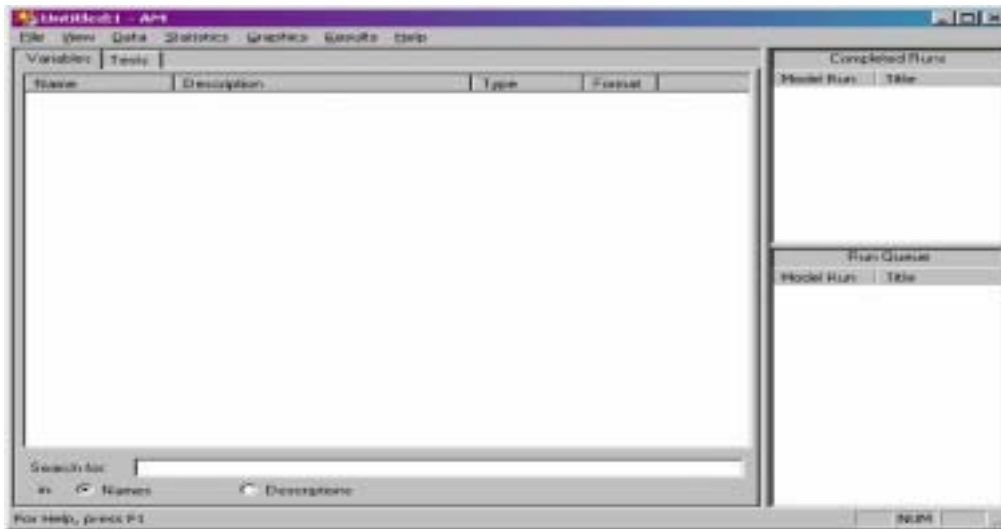
### **Starting AM**

To open the program, simply double-click the AM software icon. The AM program has a main menu bar and three windows:

- The Variables List appears on the left-hand side of the screen. Use the Variables List to view and manage the variables in your data file. You can use the AM View menu to select the types of variables to be displayed in the Variables List.
- The Run Queue appears in the bottom-right quadrant. Statistical models that you are preparing appear here until it is their turn to run.
- The Completed Runs Queue holds statistical runs once they are complete. Most statistical models allow you to conduct post-hoc analysis by right-clicking icons in the completed run queue.

The program looks like figure B-1 when it first opens:

**Figure B-1. AM program starting window: 2003**



SOURCE: Cohen, J., Jiang, T. Gaidurguis, A., & Hollender, D. (2000). AM (Software for marginal maximum likelihood and other statistical analyses of data from complex samples), Washington: American Institutes for Research. See website at <http://am.air.org>.

### **Getting Data Into The Program**

The first step to using AM is getting data into the program. There are two ways to getting data into AM, depending on the type of the data files.

1. If your data file is an AM file with an extension of .am in the file name, then:
  - a. Under the AM File menu, select “Open Database”.
  - b. Locate the 2003 NAAL AM data file and click “Open”.
2. If your data file is an SPSS file, then:
  - a. Under the AM File menu, select “Import” and then in the pull-down menu, select “SPSS.sav File”.
  - b. Locate the SPSS data file and click “Open”.
  - c. In addition to importing the SPSS data file, you will also need to upload the AM dictionary file that contains information on item parameters (see 16.1.3). To upload the AM dictionary file:
    - i. Under the AM File menu, select “Update Metadata”.
    - ii. Locate the dictionary file and click “Open”.

3. If your data file is in other file types such as SAS or STATA, then:
  - a. Under the AM File menu, select “Import” and then in the pull-down menu, select “General Import”.
  - b. Select the appropriate file type using the pull down menu for “Files of type”. Locate the data file and click “Open”.
  - c. Repeat 2.c above.

### **Analyzing 2003 NAAL Data In AM**

Literacy scores from the NAAL are reported in two formats: 1) as means and 2) as the percentage of adults within each of four literacy levels. Two procedures in AM generate mean literacy scores and the percentage of adults within the literacy levels.

For both types of analyses, you will need to select an **independent variable(s)** and a **dependent variable**.

**Independent variables:** These variables describe attributes or characteristics of people, such as gender, race/ethnicity, or educational attainment. Use the 2003 NAAL Electronic Codebook to identify independent variables of interest.

**Dependent variable:** The dependent variable is the literacy scale for which you want results. Select prose, document, quantitative, or health.

### **Assigning Sampling Design Variables**

If you use the 2003 NAAL AM data file, AM will automatically account for the NAAL sampling design and includes strata, cluster, and weight variables necessary to obtain more precise estimates for analyses. If you use SPSS or other types of the 2003 NAAL data file, you need to specify the strata, cluster, and weight variables. The strata, cluster, and weight variables are: VARSTRAT, VARUNIT and WEIGHT, respectively. To specify these sampling design variables:

1. Find one of the above variables from the “Variables” window on the left-hand side of the screen and right click the variable.
2. Select “Edit Metadata”.
3. In the pop-up window, select the appropriate “Design Role” for the variable.

These sampling design variables will be automatically included in any analyses that follow.

### **Calculating Mean Literacy Scores**

1. Once you have opened the 2003 NAAL data file in AM, go to the “Statistics” menu, select “MML Procedures for Test Data,” and then select “MML Means (Separate Variances).”
2. Select the independent variable you would like to analyze (e.g., race/ethnicity, educational attainment, gender). You can enter independent variables in two ways:
  - a. Type the variable name in the small box beneath the Independent Variables box. Click “Enter” after you type the name to move it to the list of Independent Variables.
  - b. Drag the variable from the Variables List window to the Independent Variables box.
3. Select the literacy scale for which you would like results (prose, document, quantitative, or health). You can select the scale in two ways:
  - a. Type the scale name in the small box beneath the Dependent Variables box. Click “Enter” after you type the name to move it to the list of Dependent Variables.
  - b. Click the Tests window on the left side of the screen. Expand the “NAAL2003” icon and drag the scale of interest to the Dependent Variables box.
4. Select the format in which you would like the results to appear. The default setting is “Web browser.” If you would like the results to be outputted as a text file or a spreadsheet, select “Plain Text” or “Spreadsheet” output.
5. Click “OK.” AM will execute the command and display the results in the output format you specified.

## Figure B-2. Example of calculating mean prose literacy scores for men and women: 2003

The following example generates mean prose literacy scores for men and women. The results match the literacy estimates presented in Figure 4 of the first NAAL report, *A First Look at the Literacy of America's Adults in the 21st Century*.<sup>1</sup>

1. From the “Statistics” menu, select “MML Procedures for Test Data.”
2. Select “MML Means (Separate variances).”
3. As noted in the 2003 NAAL codebook, the variable capturing gender is *DSEX*. To estimate the literacy of men and women, drag the variable *DSEX* from the Variables List window to the Independent Variables box (you can also type *DSEX* in the small box beneath the Independent Variables box and click enter).
4. To estimate prose literacy scores, drag the Prose test from the Tests window to the Dependent Variables box (you can also type “Prose” in the small box beneath the Dependent Variables box and click enter).
5. For the *First Look Report*, some of the advanced specifications were changed to get more precise estimates. For example, the number of iterations was increased to 1,000 and the convergence criterion was decreased to .0000001. You can change these settings by clicking the “Advanced Parameters” tab. However, for general secondary analyses, the default settings should suffice.
6. Click “OK” and the mean prose literacy scores for men and women will appear in the output format you selected.

To estimate means for document, quantitative and health literacy for men and women, replace Prose in step 4 with the Document, Quantitative, or Health test variables. To estimate means for a different population group (e.g., country of birth), replace *DSEX* in the Independent Variables box with the variable of interest.

SOURCE: U.S. Department of Education. National Center for Education Statistics. Technical Report and Data File User's Manual For the 2003 National Assessment of Adult Literacy.

### Calculating the Percentage of Adults Within Literacy Levels

The 2003 NAAL also reports results by using four literacy levels: *Below Basic*, *Basic*, *Intermediate*, and *Proficient*. As shown in Figure B-3, each of the literacy scales (prose, document, quantitative, and health) has unique cutpoints for the literacy levels.

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<sup>1</sup> Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21<sup>st</sup> Century* (NCES 2006-470). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

**Figure B-3. NAAL cutpoints, by literacy scale and literacy level: 2003**

Prose		Document		Quantitative		Health	
Below Basic:	0–209	Below Basic:	0–204	Below Basic:	0–234	Below Basic:	0–184
Basic:	210–264	Basic:	205–249	Basic:	235–289	Basic:	185–225
Intermediate:	265–339	Intermediate:	250–334	Intermediate:	290–349	Intermediate:	226–309
Proficient:	340–500	Proficient:	335–500	Proficient:	350–500	Proficient:	310–500

SOURCE: Kutner, M., Greenberg, E., Jin, Y., Boyle, B., Hsu, Y., Paulsen, C. (2006). *Literacy in Everyday Life: Results From the 2003 National Assessment of Adult Literacy* (NCES 2006–477). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

1. Once you have opened the 2003 NAAL data file in AM, go to the “Statistics” menu, select “MML Procedures for Test Data,” and then select “NALS Table.”<sup>2</sup>
2. Select the independent variable you would like to analyze (e.g., race/ethnicity, educational attainment, gender). You can enter independent variables in two ways:
  - a. Type the variable name in the small box beneath the Independent Variables box. Click “Enter” after you type the name to move it to the list of Independent Variables.
  - b. Drag the variable from the Variables List window to the Independent Variables box.
3. Select the literacy scale for which you would like results (prose, document, quantitative or health). You can select the scale in two ways:
  - a. Type the scale name in the small box beneath the Dependent Variables box. Click “Enter” after you type the name to move it to the list of Dependent Variables.
  - b. Click the Tests window on the left side of the screen. Expand the “NAAL2003” icon and the scale of interest to the Dependent Variables box.
4. Enter the appropriate cut scores for the literacy scale you have selected. The cut scores for the scales are as follows:

<sup>2</sup> The procedure is called “NALS Table” after the 1992 National Adult Literacy Survey (NALS), the precursor to the 2003 National Assessment of Adult Literacy (NAAL).

**Figure B-4. NAAL cut scores, by literacy scale: 2003**

<b>Prose</b>	<b>Document</b>	<b>Quantitative</b>	<b>Health</b>
Cut 1: 210	Cut 1: 205	Cut 1: 235	Cut 1: 185
Cut 2: 265	Cut 2: 250	Cut 2: 290	Cut 2: 226
Cut 3: 340	Cut 3: 335	Cut 3: 350	Cut 3: 310

SOURCE: Kutner, M., Greenberg, E., Jin, Y., Boyle, B., Hsu, Y., Paulsen, C. (2006). Literacy in Everyday Life: Results From the 2003 National Assessment of Adult Literacy (NCES 2006-477). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

- a. To enter cut scores, double-click “Cut 1” in the Cut Scores box. Type the first cut score for the appropriate scale in the box. For example, if you select prose as your dependent variable, type “210” for Cut 1. Click “OK” after entering the cut score.
  - b. Enter the remaining two cut scores for the scale you have selected, following the same steps used to set the first cut score. Double-click “Cut 2,” enter the appropriate score (e.g., 265 for prose), and click “OK.” Enter the last cut score by double-clicking “Cut 3,” enter the cut score (e.g., 340 for prose), and then click “OK.”
5. Select the format in which you would like the results to appear. The default setting is “Web browser.” You can also select “Spreadsheet” or “Plain Text” output.
  6. Click “OK.” AM will execute the command and display the results in the output format you specified.
  7. In the output file, you’ll see that the column headings correspond to the cut scores you specified. These labels correspond to the 2003 NAAL literacy levels. For example, if you entered cut scores for the prose scale, the column headings will be the following:

**Figure B-5. Column headings in AM output file, by NAAL prose scale cut scores: 2003**

<b>Weighted N</b>	<b>Percent in 210.000</b>	<b>(Standard Error)</b>	<b>Percent in 265.000</b>	<b>(Standard Error)</b>	<b>Percent in 340.000</b>	<b>(Standard Error)</b>	<b>Percent above 340.000</b>	<b>(Standard Error)</b>
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SOURCE: Cohen, J., Jiang, T., Gaidurguis, A., & Hollender, D. (2000). AM (Software for marginal maximum likelihood and other statistical analyses of data from complex samples), Washington: American Institutes for Research. See website at <http://am.air.org>.



The labels correspond to the 2003 NAAL literacy levels as in figure B-6:

**Figure B-6. Column headings in AM output file, by NAAL literacy levels: 2003**

Weighted N	Percent <i>Below Basic</i>	(Standard Error)	Percent <i>Basic</i>	(Standard Error)	Percent <i>Intermediate</i>	(Standard Error)	Percent <i>Proficient</i>	(Standard Error)
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SOURCE: Cohen, J., Jiang, T., Gaidurguis, A., & Hollender, D. (2000). AM (Software for marginal maximum likelihood and other statistical analyses of data from complex samples), Washington: American Institutes for Research. See website at <http://am.air.org>.

**Figure B-7. Example of calculating the percentage of men and women within document literacy levels: 2003**

The following example calculates the percentage of men and women in each of the four NAAL literacy levels (*Below Basic, Basic, Intermediate, and Proficient*). The results match the literacy estimates presented in Figure 6 of the first NAAL report, *A First Look at the Literacy of America's Adults in the 21st Century*.

From the "Statistics" menu, select "MML Procedures for Test Data."

1. Select "NALS Table."
2. As noted in the 2003 NAAL codebook, the variable capturing gender is *DSEX*. To estimate the literacy of men and women, drag the variable *DSEX* from the Variables List window to the Independent Variables box (you can also type *DSEX* in the small box beneath the Independent Variables box).
3. To estimate Document literacy scores, drag the Document test from the Tests window to the Dependent Variables box (you can also type "Document" in the small box beneath the Dependent Variables box).
4. In the Cut Scores window, enter the appropriate cut scores for the Document scale. Double-click "Cut 1," type "205," and then click "OK." Enter "250" and "335" as the second and third cut scores, respectively.
5. Click "OK" and the weighted percentage of men and women in each Document literacy level will appear in the output format you selected. The results are presented as proportions, so you must multiply each proportion and its corresponding standard error by 100 to convert the numbers to percentages.

To estimate the percentage of men and women in each prose, quantitative and health literacy level, replace Document in step 4 with the Prose, Quantitative or Health test variables. You will also need to change the cut scores to match the cut scores for the literacy scale you have selected. To estimate means for a different population group (e.g., country of birth), replace *DSEX* in the Independent Variables box with the variable of interest.

SOURCE: U.S. Department of Education. National Center for Education Statistics. *Technical Report and Data File User's Manual For the 2003 National Assessment of Adult Literacy*.

## TIPS AND SHORTCUTS

### Modifying and Rerunning Models in Current Session

After you execute a procedure in AM, the model appears in the Completed Runs window. You can rerun a model by right-clicking a model and selecting “Copy model to modify and rerun.” The specifications for the model will appear. You can change any of the specifications (e.g., change the dependent and independent variables) and then rerun the model by clicking “OK.”

### Saving and Rerunning Model Specifications

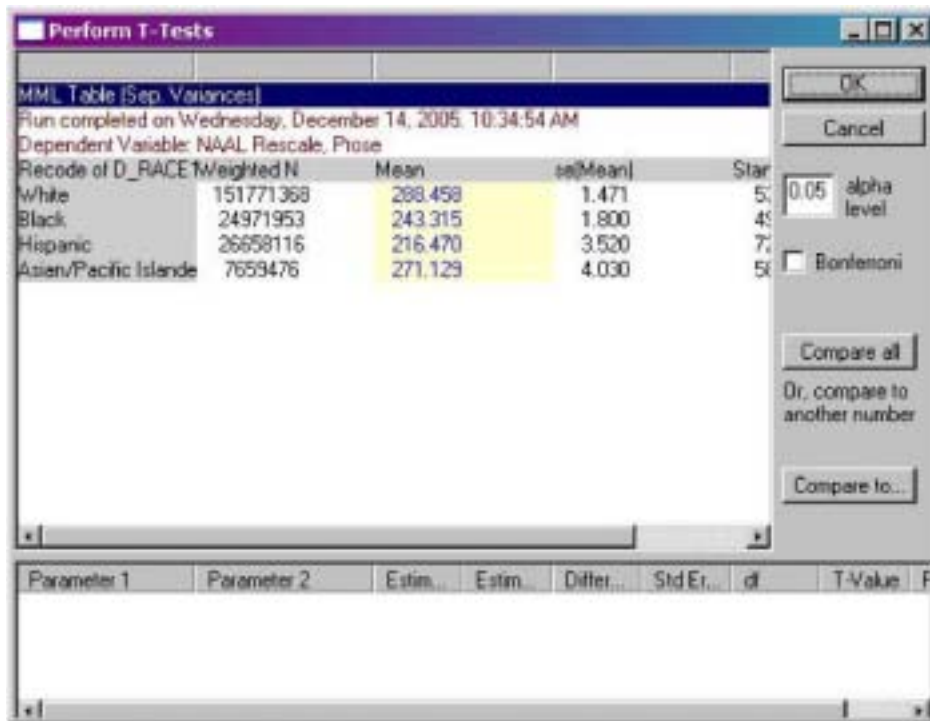
AM allows you to save the specifications for a statistical run to a file and to reload and run the models specified. To save a file, right-click the model in the Completed Runs Queue and select “Save specification to disk.” You can either create a new file or add the specification to an existing specification file. We recommend that you store procedures in files with other related models that were originally run on the same data sets. When you rerun them, they will run properly only on data files with variables of the same name.

If you use this feature, it is beneficial to give all your runs informative titles.

### *t* Tests

To access the *t* test dialog box, right-click an icon next to the menu of the Model Run for which you want *t* tests in the Completed Runs Queue and select “T-Tests.” That will bring up a dialog box much like figure B-8:

**Figure B-8. AM t test dialog box: 2003**



SOURCE: Cohen, J., Jiang, T., Gaidurguis, A., & Hollender, D. (2000). AM (Software for marginal maximum likelihood and other statistical analyses of data from complex samples), Washington: American Institutes for Research. See website at <http://am.air.org>.

Notice that some parameter estimates are highlighted in yellow. These are available for  $t$  testing.

To conduct a  $t$  test:

1. Move the cursor over the estimate for the first item in the comparison. The cursor will turn into a hand.
2. Click the highlighted item. A blue outline should appear around that cell. This is now the “anchored parameter.” Any other cells you click will be compared with the outlined cell.
3. Move the cursor over the parameter to be compared. Again, it should turn into a hand.
4. Click the cell to be compared. The results of the  $t$  test will appear in the window at the bottom of the dialog box. Significant results will be highlighted in yellow.
5. To unanchor the anchored parameter (i.e., to conduct tests not involving the specified parameter), simply click the anchored parameter.
6. When you have completed your  $t$  tests, click “OK” and the results will be sent to the output format you have selected (e.g., web browser or spreadsheet file).

## Flip Table (Reversing the Independent and Dependent Variables)

Most analyses using literacy levels present the percentage of adults in a certain group (e.g., gender, race/ethnicity) within each of the four literacy levels. For example, the NAAL *First Look* report shows the percentage of men in each of the four literacy levels as well as the percentage of women in each of the levels.

As noted in the instructions above, these analyses use a population group (e.g., gender, race/ethnicity) as the independent variable and the literacy levels for a particular scale (prose, document, or quantitative) as the dependent variable.

AM can reverse, or “flip,” these analyses to show the percentage of adults in a certain literacy level (e.g., *Below Basic* prose literacy) by population groups. For example, the results for employment status summarized in figure 16 (page 10) of the NAAL *First Look* report show the percentage of adults with *Below Basic* prose literacy who were employed full time, employed part time, unemployed, or not in the labor force. The pool of adults for this analysis is the group of adults with *Below Basic* prose literacy; this group is divided across the four employment categories on the basis of their performance on the prose items.

To “flip” results for literacy levels, follow these steps:

1. Run the NALS Table procedure, following the usual procedures. For example, if you wanted to “flip” prose results for employment status, start by selecting prose as the dependent variable and DLFORCE as the independent variable.
2. Once AM has executed the procedure, right-click the completed model in the Completed Runs window. Select “Flip Table.”
3. AM will “flip” the results and write the output to the same file.

**Appendix C**

**ELECTRONIC CODEBOOK FOR WINDOWS USER'S MANUAL**

## Appendix C: Electronic Codebook for Windows User's Manual

The NAAL public use data for the Household Study and the Prison Study are available from the National Center for Education Statistics (NCES) and can be accessed with the Electronic Codebook for Windows (ECBW) produced by NCES staff. The electronic codebook provides the option of producing SPSS, SAS and STATA control statements that can be used to create SPSS, SAS and STATA data files. This appendix describes how to use the ECBW.

When the ECBW is opened, the user will see the main window containing variable names and label names for the 2003 National Assessment of Adult Literacy. At the top of the table are a menu and several buttons, which allow users to move through the ECBW and obtain the information needed. All the menu options are described below. Shortcuts and toolbar buttons are underlined and described within the menu text.

### File Menu

The File menu options give the user the ability to move and export information about the variables selected from the main window.

- **Output.** The Output option of the File menu allows the user to export the codes that have been selected from the table. The user may export this information to one of the following types of files:
  1. *SAS-PC Code*—Allows the user to create a file that tells a SAS program how to read the data.
  2. *SPSS*—Allows the user to create a file that tells a SPSS program how to read in the data. Data in this file are compressed.
  3. *STATA*—Allows the user to create a file that tells a STATA program how to read in the data.
  4. *Codebook Text*—Allows the user to create a file that contains information about the variables selected (frequency, labels, etc.).
  5. *Tag File*—Allows the user to create a file that contains the variables selected so that items do not have to be re-selected each time the user enters the program.
  6. *AccessDB*—Allows the user to create an Access database file that contains the variables selected.
- **View Output.** The View Output option allows the user to look at the output file created.

- **Import Tag Files.** The Import Tag Files option allows the user to recall a previously created tag file.
- **Set Up.** The Set Up option tells the user what directory the files are in and where the files are located.
- **Exit.** This allows the user to exit the ECBW.

## Move Menu

The Move menu allows the user to move between variable names and labels within the ECBW. The menu options follow:

- Top of List
- Prev Section (previous section)
- Next Section
- Bottom of List
- Prev File (previous file)
- Next File

The six black arrow buttons on the toolbar can also be used to move within ECBW without accessing the Move menu.

### Move Button Options:

Arrow Button	Function
Left/Right arrows with double lines:	Move to top of list/bottom of list
Left/Right arrows with single line:	Move to previous file/next file
Left/Right single arrows:	Move to previous section/next section

## Tag Menu

The Tag menu provides options for selecting and deselecting items.

- **Tag/Untag Items.** The Tag Items option in the Tag menu allows the user to select variables within the ECBW once they are highlighted with the mouse. The Untag Items

option allows the user to deselect individual items. The user may also select a variable by simply clicking the box next to each variable. To deselect, the user must click the box a second time.

- **Clear All Tags.** The Clear All Tags option erases all the checked boxes so that the user can make a new selection of items.
- **Previous Tag/Next Tag.** The Previous Tag and Next Tag options allow the user to move back and forth between the selected variables. The user may also move between tags by clicking the blue and red arrow buttons on the toolbar.

## View Menu

Once a variable is selected, the user may choose to obtain a more detailed description of the variable. The View menu provides this information.

- **Description.** When chosen, this option produces a Description/Frequency Window. The user may also reach the Description/Frequency Window by double-clicking the selected variable.
- **Description/Frequency Window.** This window has two options.
  1. *View Description*—The header over the window provides the user with information about the survey and where the information came from. The text inside the window describes the variable (parameters, how it was derived, etc.).
  2. *View Frequency*—This provides the user with the code, frequency, and percent category label of the variable selected.

To exit the window, the user must click the X button in the top right corner of the Description/Frequency Window.
- **Tagged Items.** This option in the View menu allows the user to create a list of the items that have been tagged/checked from the main window. The user may also create a list of tagged items by clicking the toolbar button that looks like a sheet of paper.

## Search Menu

When the Search menu is selected, a search window will appear. This window allows the user to search the Codebook by variable, label, or description in a forward or backward direction. To exit this window, the user must click the X button in the top right corner of the search window. This window can also be accessed by clicking the magnifying glass button on the toolbar.



## Help Menu

The Help menu (in the far right corner of the main window) provides the user with information pertaining to the ECBW.

- **Contents.** The user may search for information on a certain topic by selecting the Contents option. Once selected, a new window will appear, which allows the user to select a topic of interest.

### Help topics include these:

- System overview
  - The ECB Main Window
  - System Requirements
  - How to Tag/Untag a Variable
  - How to View Descriptions/Frequencies
  - How to Create SAS/SPSS Program Code, Codebook Text, Tag and Access Database Files
  - How to Navigate Through Variables
  - How to View Tagged Variables
  - How to Import Tag Files
  - How to Search for Text
  - How to Change the System Setup
- **Search.** If the user is unsure of which topic to select, or would prefer to search for specific words and phrases in the Help feature, the user must click the Search button at the top of the Help screen and follow the given instructions. The user may choose to perform either an Index search or a Find search by clicking the tabs at the top left of the Search Window.
  - **Back.** The Back button brings the user back to the main topics page, once a topic has been selected and viewed.
  - **Print.** The user can print selections of the Help Manual in hard copy.
  - **Other Menu Options: File, Edit, Bookmark, Options, Help.** These features allow the user to further manipulate the information in the Help Manual. Certain pages may be copied, saved to another file, bookmarked, or annotated, if needed.

To exit the Help window, the user must click the X button in the top right corner of the Help window. The user can keep this window open while working within the ECBW by shrinking it on the desktop. To minimize the window, the user must click the dashed line button, also in the top right corner of the Help window (to the left of the X). To enlarge the window, the user must click the view window button, which is to the left of the close window (X) button when minimized at the bottom of the screen.

## **Appendix D**

### **NAAL ITEM DESCRIPTIONS AND PARAMETERS**

**Table D-1. Prose literacy item description and parameters for the NAAL, by ID: 2003**

ID	Item description	A	SE	B1	SE	B2	SE
CC003	Chinese New Year: How many celebrate?	0.41	0.023	-1.73	0.102	--	--
CC004	Chinese New Year: Underline what Nian was afraid of	0.90	0.038	-1.85	0.062	--	--
N010101	Marketing: List two facts	0.84	0.041	0.36	0.033	--	--
N010201	Marketing: Underline sentence explaining action	1.02	0.043	-0.76	0.036	--	--
N010301	Marketing: Give purpose of event	0.76	0.039	1.64	0.068	--	--
N011001	Trend chart: Determine least # of points needed	0.65	0.033	-0.67	0.044	--	--
C020401	How did that get there? Explain why toy was thrown away	1.90	0.172	-1.15	0.047	--	--
C020501	How did that get there? Determine meaning of metaphor	1.72	0.155	-0.92	0.041	--	--
C020901	BMI Chart: List three health risks	1.41	0.120	-1.88	0.101	-1.39	0.067
C030101	Colon Cancer: List two reasons to get tested	1.26	0.108	-1.90	0.107	-1.23	0.064
C030201	Colon Cancer: How often tested?	1.12	0.092	-2.04	0.116	--	--
C030301	Colon Cancer: Describe purpose of pamphlet	0.76	0.061	-1.47	0.089	--	--
C040101	Program for at-risk students: Who provides funding?	2.55	0.280	-1.19	0.065	--	--
C040201	Program for at-risk students: How do parents/teacher communicate?	1.79	0.155	-0.88	0.050	--	--
C040301	Program for at-risk students: List benefits of program	1.49	0.117	-0.90	0.055	--	--
C040701	Olympics article: Describe how women paved way for future athletes	0.53	0.042	0.15	0.065	--	--
C050401	First Farmer's Bank: Give required work experience	0.87	0.048	-1.92	0.104	-0.42	0.041
C050801	Advance directives: Find two types	0.85	0.082	-1.73	0.116	--	--
C050901	Advance directives: Explain benefits of advance directive	0.92	0.066	0.07	0.046	--	--
C051001	Advance directives: Compare two types of advance directives	0.66	0.055	0.75	0.070	--	--
C051101	Advance directives: Why redo living will?	0.42	0.047	-0.48	0.100	--	--
C060101	Teen saves dog: How many minutes was dog in lake?	1.15	0.136	-1.91	0.128	--	--
C060201	Teen saves dog: Explain why dog fell	1.37	0.080	-1.25	0.055	--	--

See notes at end of table.

**Table D-1. Prose literacy item description and parameters for the NAAL, by ID: 2003—Continued**

ID	Item description	A	SE	B1	SE	B2	SE
C061001	What determination can buy: How to build true wealth	1.10	0.124	-1.78	0.122	--	--
C061101	What determination can buy: How would author define true wealth?	0.53	0.070	1.67	0.196	--	--
C070101	X-ray preparation: What can you drink before your X-ray?	0.94	0.086	-2.50	0.153	--	--
C070201	Making a web page: List one way computers are being used	1.42	0.122	-1.16	0.051	--	--
C070401	Making a web page: How can parents benefit from the service?	1.24	0.082	-0.60	0.041	--	--
C070701	Orioles tickets: Describe how to pick up tickets	0.94	0.060	-1.40	0.068	-0.31	0.040
C070901	Depression symptoms: Explain why person would fill out checklist	1.03	0.098	-1.76	0.111	--	--
C071101	Medicare & You: Explain meaning of term	0.72	0.056	-0.93	0.088	1.52	0.123
C080301	Found Gloves: Explain why author changed what she collects	0.75	0.056	-0.80	0.058	--	--
C080401	Found Gloves: What does collection symbolize to the author?	1.36	0.117	-1.33	0.064	--	--
C080601	Democracy article: Describe how senators were formerly elected	1.07	0.081	-0.57	0.053	--	--
C080701	Democracy article: Compare election systems	1.52	0.120	0.17	0.035	0.61	0.041
N090601	Face off: What group will mandate safe cars?	1.77	0.097	-1.02	0.037	--	--
N090701	Face off: Find correct information in article	1.70	0.107	-1.04	0.039	--	--
N090801	Contrast views on fuel-efficiency vs. size of car	1.32	0.058	0.78	0.033	--	--
N100101	“Growing up”: Find first buyer’s name	1.60	0.092	-1.43	0.045	--	--
N100201	“Growing up”: Determine correct day of delivery	1.38	0.065	-0.65	0.030	--	--
N100301	“Growing up”: What reason given to stop selling?	1.26	0.052	-0.67	0.032	--	--
N100401	“Growing up”: Compare approaches to selling mags	0.88	0.039	-0.34	0.033	1.05	0.051
N110101	Blood pressure: Why difficult to know if high	1.03	0.049	-1.27	0.045	--	--
N110401	Jury: Length of time served by a juror	0.89	0.039	-0.44	0.030	--	--
N110501	Jury: Underline sentence explaining action	1.11	0.055	-0.83	0.040	--	--
N110601	Two challenges attorneys use to jurors	1.05	0.049	0.90	0.035	1.62	0.055
N120301	Ida Chen: What experience turned Ida toward law?	1.32	0.062	-0.17	0.025	--	--

See notes at end of table.

**Table D-1. Prose literacy item description and parameters for the NAAL, by ID: 2003—Continued**

ID	Item description	A	SE	B1	SE	B2	SE
N120401	Two things Chen did to resolve discrimination conflicts	1.23	0.055	-0.69	0.032	-0.03	0.027
N120501	Ida Chen: Interpret phrase from article	0.89	0.049	1.71	0.062	--	--
N120901	Susan Butcher: Find number of wins of sled race	0.97	0.060	-2.13	0.089	--	--
N130201	Fueled: Determine phrase meaning	1.18	0.049	0.04	0.027	--	--
N130301	Fueled: Give diff and similarity between events	1.21	0.049	-0.05	0.025	0.76	0.035
N130401	Fueled: Give suggestion about good value change	1.96	0.105	0.57	0.026	--	--
N130801	Cost to raise child: Find information from article	0.83	0.039	-1.34	0.055	--	--

NOTE: For items fitting two-parameter logistic (2PL) model, the A parameter represents the slope or discrimination parameter and the B parameter represents the location or difficulty parameter. For items fitting Graded Response Logistic (GRL) model, the A parameter represents the slope or discrimination parameter; the B1 parameter represents the step parameter from score point 0 to score point 1; and the B2 parameter represents the step parameter from score point 1 to score point 2. SE means standard error.

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

**Table D-2. Document literacy item description and parameters for the NAAL, by ID: 2003**

ID	Item description	A	SE	B1	SE	B2	SE
CC001	Snider's Super Foods: Sign name on line	0.58	0.181	-6.34	1.596	--	--
CC002	Appointment slip: Circle date of appointment	0.62	0.048	-3.36	0.213	--	--
CC007	Medicare pamphlet: Find frequency of vaccination	0.41	0.065	-6.07	0.882	--	--
N010401	Vehicle chart: Find correct information	1.00	0.053	-2.08	0.076	--	--
N010801	Trend chart: Mark information on chart	0.90	0.048	-1.26	0.054	--	--
N010901	Trend chart: Put information on chart	0.70	0.038	0.77	0.047	--	--
C020101	Smithsonian map: Mark correct intersection	1.13	0.097	-1.55	0.092	--	--
C020201	Smithsonian map: Follow directions	0.90	0.075	-0.37	0.050	--	--
C021001	BMI chart: Categorize height and weight	0.92	0.081	-1.26	0.088	--	--
C021101	BMI chart: Find range for weight	0.98	0.073	0.34	0.046	--	--
C030501	Almanac: Locate page with information	1.05	0.070	-0.66	0.060	0.01	0.044
C030601	Almanac: Find table with information	1.15	0.081	-0.97	0.061	--	--
C030701	Catalogue order form: Enter quantities of products	1.77	0.179	-1.72	0.105	-0.47	0.045
C030702	Catalogue order form: Enter product descriptions	0.76	0.057	-2.00	0.123	0.89	0.077
C030703	Catalogue order form: Enter quantity of product sold in multiple units	2.02	0.180	-1.81	0.083	-1.60	0.074
C030705	Catalogue order form: Enter prices for each product	1.75	0.172	-2.01	0.129	-0.44	0.041
C030708	Catalogue order form: Enter shipping and handling price	0.99	0.096	-1.60	0.126	-0.85	0.068
C040501	CHIP application: Enter information	1.34	0.084	-1.33	0.079	0.64	0.046
C040502	CHIP application: Check boxes in second column	1.07	0.077	-0.18	0.044	--	--
C040503	CHIP application: Check boxes in third column	1.17	0.100	-0.30	0.044	--	--
C040504	CHIP application: Enter information	1.94	0.186	-1.03	0.063	--	--
C050101	Television schedule: Find program	0.80	0.076	-1.20	0.089	--	--
C050201	Television schedule: What time does program end?	0.99	0.064	-1.44	0.083	-0.53	0.048
C050501	First Farmer's Bank: Find phone number to get directions	1.05	0.101	-1.82	0.110	--	--

See notes at end of table.

**Table D-2. Document literacy item description and parameters for the NAAL, by ID: 2003—Continued**

ID	Item description	A	SE	BI	SE	B2	SE
C060301	Ohio weather: Find two cities with likely flight delays	0.87	0.062	-2.03	0.125	-0.48	0.051
C060501	Vaccination schedule: Find number of vaccines for age	0.78	0.073	-0.67	0.070	--	--
C060601	Vaccination schedule: Find age to receive specific vaccine	0.76	0.065	-0.17	0.060	--	--
C060901	Gas stove ratings: Compare stoves	0.94	0.086	-0.69	0.057	--	--
C070501	Wal-marting of music: Find percentage of market share	0.75	0.080	-2.55	0.195	--	--
C071001	Depression symptoms: What to do	1.11	0.111	-2.31	0.147	--	--
C080201	Alladryl label: Underline substances associated with side effect	0.75	0.056	-0.91	0.071	--	--
C080501	Electric bill: Write amount of check in numbers	1.84	0.260	-1.49	0.094	--	--
C080502	Electric bill: Written amount of check in words	1.33	0.159	-1.19	0.077	--	--
C080503	Electric bill: Write date on check	0.80	0.060	-1.55	0.099	--	--
C080504	Electric bill: Include name of electric company	1.59	0.200	-1.64	0.108	--	--
N090301	Essence: Determine page certain article begins on	1.17	0.066	-1.93	0.065	--	--
N090401	Essence: Determine topic of given article	0.99	0.048	-1.21	0.042	--	--
N090501	Essence: Determine topic of section of magazine	0.69	0.038	-1.04	0.056	--	--
N100501	Opinions table: Mark sentence explaining action	1.11	0.050	-0.40	0.029	--	--
N100601	Opinions table: Find correct group for given info	1.18	0.057	0.35	0.028	--	--
N100701	Summarize views of parents and teachers	1.04	0.058	1.52	0.064	--	--
N110301	Certified mail rec't: Enter name and address	0.75	0.041	-1.32	0.054	--	--
N110302	Certified mail rec't: Enter postage and fee	0.85	0.046	-1.65	0.067	--	--
N110701	Credit card table: Find correct bank	0.43	0.029	-0.97	0.078	--	--
N110901	Credit card table: Give 2 differences	0.86	0.038	-0.63	0.048	1.16	0.045
N120101	Campus map: Mark map for given info	0.97	0.062	-1.59	0.069	--	--
N120201	Campus map: Find correct room for given dean	0.95	0.047	-1.23	0.048	--	--
N120601	Middle class: Find projected percent	0.79	0.055	-2.34	0.112	--	--
N130101	S.S. card application: Identify and enter info(1)	1.61	0.090	-0.73	0.030	--	--

See notes at end of table.



**Table D-2. Document literacy item description and parameters for the NAAL, by ID: 2003—Continued**

ID	Item description	A	SE	B1	SE	B2	SE
N130102	S.S. card application: Identify and enter info(3)	1.40	0.075	-1.27	0.046	--	--
N130103	S.S. card application: Identify and enter info(2)	2.63	0.249	-1.01	0.042	--	--
N130104	S.S. card application: Identify and enter info(4)	2.56	0.240	-0.86	0.034	--	--

NOTE: For items fitting two-parameter logistic (2PL) model, the A parameter represents the slope or discrimination parameter and the B parameter represents the location or difficulty parameter. For items fitting Graded Response Logistic (GRL) model, the A parameter represents the slope or discrimination parameter; the B1 parameter represents the step parameter from score point 0 to score point 1; and the B2 parameter represents the step parameter from score point 1 to score point 2. SE means standard error.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D-3. Quantitative literacy item description and parameters for the 2003 NAAL, by ID:2003**

ID	Item description	A	SE	B1	SE	B2	SE
CC005	ATM deposit: Calculate total amount	0.72	0.053	-2.82	0.166	--	--
CC006	Magazine subscription: Calculate difference	0.49	0.028	-1.62	0.086	--	--
N010501	Vehicle chart: Find sum of percentages	0.91	0.044	-0.88	0.037	--	--
N010601	Vehicle chart: Describe solution to percent problem	1.21	0.060	0.64	0.032	--	--
N010701	Vehicle chart: Find magnitude of difference	1.05	0.045	0.27	0.028	--	--
N011101	Gas gauge: Use info to answer question-show calcs	1.05	0.054	0.06	0.029	--	--
C020301	Washington Post subscription: Calc total amt for subscription	0.85	0.067	-1.08	0.065	--	--
C020601	Texas BBQ menu: Calc total cost of two items	1.00	0.084	-1.10	0.070	--	--
C020701	Texas BBQ menu: Calc cost for 40 people	0.74	0.064	-0.90	0.085	--	--
C020801	Life insurance: Calc yearly cost of insurance	0.91	0.053	0.12	0.046	0.74	0.053
C030401	Taxicab receipt: Calc change from \$20 bill	0.75	0.090	-2.17	0.210	--	--
C030704	Catalogue order form: Calculate quantity	1.50	0.092	-1.02	0.052	0.17	0.028
C030706	Catalogue order form: Calculate total price for each product	4.60	0.879	-1.35	0.046	0.20	0.022
C030707	Catalogue order form: Calculate subtotal	1.32	0.120	-1.05	0.063	--	--
C030709	Catalogue order form: Calculate grand total	4.53	0.744	-1.12	0.061	0.23	0.020
C040401	Long distance rates: Calc difference between two countries	1.00	0.069	-0.61	0.051	--	--
C040601	Fitness center: Find least expensive way to join	0.76	0.044	0.16	0.044	--	--
C040801	Health insurance table: Calc insurance costs	0.34	0.038	1.77	0.197	--	--
C050301	First Farmer's Bank: Calculate weekly salary	0.74	0.053	-1.76	0.115	-0.93	0.073
C050601	Staples order form: Calculate total cost of two items	0.85	0.074	-1.42	0.093	--	--
C050701	Bus schedule: Find latest bus to arrive on time	0.91	0.074	0.96	0.070	--	--
C060701	Pillow coupon: Find price with discount coupon	0.79	0.059	-0.78	0.058	--	--
C060801	Gas stove ratings: Calc price difference between two stoves	0.85	0.076	-1.49	0.099	--	--
C070301	Making a web page: Calculate total number with terminals	0.93	0.054	-1.33	0.081	-0.28	0.045

See notes at end of table.

**Table D-3. Quantitative literacy item description and parameters for the 2003 NAAL, by ID: 2003—Continued**

ID	Item description	A	SE	B1	SE	B2	SE
C070601	Wal-marting of music: Calculate difference in sales between stores	0.91	0.061	-0.52	0.050	--	--
C070801	Orioles tickets: Calculate total cost of three tickets	0.79	0.064	-0.47	0.054	--	--
C080101	Medicine label: How early can patient take medicine?	0.85	0.060	-0.82	0.066	-0.32	0.040
C080801	Boat schedule: Find latest boat to arrive on time	1.00	0.070	-0.19	0.049	--	--
N090101	Get discount if oil bill paid in 10 days	1.49	0.077	-0.20	0.024	--	--
N090201	Get net total owed after deduction	1.74	0.111	-0.48	0.025	--	--
N090901	Carpet ad: Get diff in reg and sale price	0.83	0.039	-1.21	0.054	--	--
N091001	Carpet ad: Get total cost to carpet room	0.62	0.036	1.29	0.064	--	--
N100801	Salt River: Determine difference in costs	0.68	0.041	-1.64	0.082	--	--
N100901	Salt River: Determine miles between stops	0.62	0.038	-0.46	0.040	--	--
N101001	Salt River: Determine hours between points	1.09	0.054	-0.91	0.040	--	--
N110201	Blood pressure: Calculate death rate from info	1.08	0.044	0.40	0.032	--	--
N110303	Certified mail rec't: Calculate postage and fees	0.74	0.041	-1.95	0.087	--	--
N110801	Credit card table: Determine difference in rates	0.98	0.058	-0.73	0.043	--	--
N120701	Calc percent diff black & white middle class-1980	0.97	0.041	-0.99	0.035	--	--
N120801	Middle class: Find difference in magnitude of pct	1.14	0.055	0.53	0.031	--	--
N121001	Calc miles/day Butcher went in this year's race	1.02	0.044	-0.05	0.033	--	--
N121101	Susan Butcher: Calc diff in times for completion	0.95	0.056	1.40	0.055	--	--
N130501	Rec room: Calculate feet of molding needed	0.70	0.036	0.61	0.039	--	--
N130601	Rec room: Calculate number of wall panels needed	1.17	0.059	-0.29	0.026	--	--
N130701	Rec room: Describe solution of calculation needed	0.94	0.051	1.51	0.056	--	--
CN130901	Raise child: Calc money needed to raise child	1.09	0.077	-0.16	0.041	--	--

NOTE: For items fitting two-parameter logistic (2PL) model, the A parameter represents the slope or discrimination parameter and the B parameter represents the location or difficulty parameter. For items fitting Graded Response Logistic (GRL) model, the A parameter represents the slope or discrimination parameter; the B1 parameter represents the step parameter from score point 0 to score point 1; and the B2 parameter represents the step parameter from score point 1 to score point 2. SE means standard error. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

**Table D-4. Health literacy item description and parameters for the 2003 NAAL, by ID: 2003**

ID	Item description	A	SE	B1	SE	B2	SE
CC002	Appointment slip: Circle date of appointment	0.56	0.049	-3.55	0.236	--	--
CC007	Medicare pamphlet: Find frequency of vaccination	0.34	0.060	-7.11	1.139	--	--
C020901	BMI Chart: List three health risks	1.21	0.122	-2.07	0.129	-1.52	0.081
C021001	BMI chart: Categorize height and weight	0.93	0.080	-1.29	0.082	--	--
C021101	BMI chart: Find range for weight	0.94	0.085	0.38	0.045	--	--
C030101	Colon Cancer: List two reasons to get tested	1.56	0.153	-1.76	0.100	-1.13	0.060
C030201	Colon Cancer: How often tested?	1.65	0.203	-1.76	0.102	--	--
C030301	Colon Cancer: Describe purpose of pamphlet	0.84	0.074	-1.36	0.094	--	--
C040501	CHIP application: Enter information	1.48	0.100	-1.36	0.069	0.66	0.041
C040502	CHIP application: Check boxes in second column	1.12	0.084	-0.16	0.044	--	--
C040503	CHIP application: Check boxes in third column	1.14	0.093	-0.31	0.043	--	--
C040504	CHIP application: Enter information	2.57	0.333	-1.05	0.045	--	--
C040601	Fitness center: Find least expensive way to join	0.56	0.043	0.09	0.063	--	--
C040801	Health insurance table: Calc insurance costs	0.39	0.039	1.52	0.144	--	--
C050801	Advance directives: Find two types	0.84	0.089	-1.82	0.131	--	--
C050901	Advance directives: Explain benefits of advance directive	0.78	0.076	0.04	0.054	--	--
C051001	Advance directives: Compare two types of advance directives	0.59	0.057	0.78	0.087	--	--
C051101	Advance directives: Why redo living will?	0.34	0.050	-0.67	0.137	--	--
C060501	Vaccination schedule: Find number of vaccines for age	0.84	0.078	-0.66	0.065	--	--
C060601	Vaccination schedule: Find age to receive specific vaccine	0.82	0.079	-0.15	0.052	--	--
C070101	X-ray preparation: What can you drink before your X-ray?	1.01	0.100	-2.38	0.147	--	--
C070901	Depression symptoms: Explain why person would fill out checklist	1.15	0.126	-1.71	0.113	--	--
C071001	Depression symptoms: What to do	1.61	0.251	-2.04	0.130	--	--
C071101	Medicare & You: Explain meaning of term	0.64	0.063	-1.09	0.109	1.64	0.153

See notes at end of table.

**Table D-4. Health literacy item description and parameters for the 2003 NAAL, by ID: 2003 NAAL, by ID: 2003—Continued**

ID	Item description	A	SE	B1	SE	B2	SE
C080101	Medicine label: How early can patient take medicine?	0.77	0.059	-0.97	0.066	-0.43	0.049
C080201	Alladryl label: Underline substances associated with side effect	0.71	0.061	-0.97	0.071	--	--
N110101	Blood pressure: Why difficult to know if high	1.01	0.092	-1.31	0.079	--	--
N110201	Blood pressure: Calculate death rate from info	0.95	0.091	0.21	0.050	--	--

NOTE: For items fitting two-parameter logistic (2PL) model, the A parameter represents the slope or discrimination parameter and the B parameter represents the location or difficulty parameter. For items fitting Graded Response Logistic (GRL) model, the A parameter represents the slope or discrimination parameter; the B1 parameter represents the step parameter from score point 0 to score point 1; and the B2 parameter represents the step parameter from score point 1 to score point 2. SE means standard error.

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

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**Appendix E**

**P-VALUES OF NAAL 2003 ITEMS**

**Table E-1. P-values of NAAL items: 2003**

Item	P-value
CC001	0.956
CC002	0.903
CC003	0.690
CC004	0.847
CC005	0.930
CC006	0.725
CC007	0.945
N010101	0.348
N010201	0.636
N010301	0.162
N010401	0.826
N010501	0.660
N010601	0.267
N010701	0.396
N010801	0.711
N010901	0.301
N011001	0.567
N011101	0.435
C020101	0.791
C020201	0.534
C020301	0.695
C020401	0.745
C020501	0.691
C020601	0.711
C020701	0.643
C020801	0.357
C020901	0.768
C021001	0.678
C021101	0.340
C030101	0.792
C030201	0.836
C030301	0.726
C030401	0.820
C030501	0.524
C030601	0.682
C030701	0.691
C030702	0.496

See notes at end of table.



**Table E-1. P-values of NAAL items: 2003—Continued**

Item	P-value
C030703	0.802
C030704	0.555
C030705	0.691
C030706	0.588
C030707	0.675
C030708	0.646
C030709	0.540
C040101	0.778
C040201	0.696
C040301	0.687
C040401	0.625
C040501	0.515
C040502	0.495
C040503	0.530
C040504	0.742
C040601	0.417
C040701	0.402
C040801	0.248
C050101	0.692
C050201	0.669
C050301	0.712
C050401	0.672
C050501	0.811
C050601	0.749
C050701	0.237
C050801	0.734
C050901	0.412
C051001	0.280
C051101	0.441
C060101	0.818
C060201	0.751
C060301	0.681
C060501	0.580
C060601	0.477
C060701	0.628
C060801	0.737
C060901	0.586

See notes at end of table.

**Table E-1. P-values of NAAL items: 2003—Continued**

Item	P-value
C061001	0.749
C061101	0.173
C070101	0.851
C070201	0.736
C070301	0.634
C070401	0.601
C070501	0.824
C070601	0.585
C070701	0.624
C070801	0.558
C070901	0.780
C071001	0.825
C071101	0.365
C080101	0.596
C080201	0.641
C080301	0.609
C080401	0.764
C080501	0.811
C080502	0.743
C080503	0.742
C080504	0.814
C080601	0.565
C080701	0.314
C080801	0.467
N090101	0.522
N090201	0.600
N090301	0.812
N090401	0.692
N090501	0.624
N090601	0.695
N090701	0.701
N090801	0.210
N090901	0.629
N091001	0.176
N100101	0.800
N100201	0.635
N100301	0.639

See notes at end of table.

**Table E-1. P-values of NAAL items: 2003—Continued**

Item	P-value
N100401	0.340
N100501	0.561
N100601	0.357
N100701	0.106
N100801	0.698
N100901	0.523
N101001	0.656
N110101	0.735
N110201	0.400
N110301	0.654
N110302	0.757
N110303	0.780
N110401	0.536
N110501	0.617
N110601	0.149
N110701	0.567
N110801	0.627
N110901	0.312
N120101	0.773
N120201	0.737
N120301	0.499
N120401	0.533
N120501	0.113
N120601	0.820
N120701	0.693
N120801	0.343
N120901	0.775
N121001	0.462
N121101	0.136
N130101	0.618
N130102	0.764
N130103	0.752
N130104	0.714
N130201	0.420
N130301	0.347
N130401	0.268
N130501	0.322

See notes at end of table.

**Table E-1. P-values of NAAL items: 2003—Continued**

Item	P-value
N130601	0.522
N130701	0.155
N130801	0.694
N130901	0.458

NOTE: P-value for a dichotomous item was calculated as the ratio of the number of respondents who answered the item correctly to the total number of respondents who were administered the item. P-value for a partial-credit item was calculated as the ratio of half of the number of respondents with partially correct response plus the number of respondents with fully correct response to the total number of respondents who were administered the item. All numbers were weighted.

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

**Appendix F**

**NAAL HOUSEHOLD BACKGROUND QUESTIONNAIRE**

## **Instructions for Reading NAAL English Background Questionnaire**

The NAAL background questionnaire is designed to be administered using a Computer Assisted Personal Interviewing (CAPI) system. Interviewers read the questions aloud to respondents from the screens of laptop computers, and they record respondents' answers directly on the computers. The interviewers read aloud response options that are written in lower-case letters, but do not read aloud the response options that are written in upper-case letters.

Administering the background questionnaire using a CAPI system allows for the inclusion of complex skip patterns that target questions only at respondents in a particular subgroup. However, these complex skip patterns make the background questionnaire difficult to follow on paper. Skip patterns are indicated on the paper version of the background questionnaire in two different ways.

For some items where a respondent's choice indicates that he or she should skip to a particular item, the skip pattern is indicated in parenthesis following the response item. For example, if a respondent answers "No" to question A-9, "Have you ever taken a class in the United States to learn English-as-a-second-language, sometimes called an ESL class?," the respondent skips to question A-11, since the question is about how long ago he or she took the class is not relevant for this respondent. If the respondent answers "Yes" to question A-9, the respondent continues to question A-10.

When skip patterns are based on responses to one or more earlier questions in the survey, the skip patterns are indicated in a box that appears before the item that some respondents may skip. For example, question A-4 is skipped by some respondents based on their answer to A-1. The box inserted before question A-4 describes the skip pattern.

For all questions, interviewers had the option to code responses "Don't Know" or "Refused" when appropriate.

# National Study Of America's Adults

## BACKGROUND QUESTIONNAIRE

**IF R IS NOT SCREENER R:**

Hello, I am (NAME) from Westat. My organization is helping the United States Department of Education with a very important survey about how adults use printed materials. Recently, another member of your household told me who lives here. Based on this information, you were selected at random to take part in the survey.

**IF R IS SCREENER R:**

You have been selected to participate in the survey.

I will ask you a short set of questions about your background, education, and work experiences. Then, I will give you a booklet containing exercises based on printed materials, such as newspapers, maps, stories, brochures, forms, and advertisements. Others who have completed these exercises found them interesting and fun. The entire survey will take approximately 90 minutes to complete, and you will be paid \$30 for your participation.

Your participation in this survey is voluntary and very important. All of your answers will be kept strictly confidential. All information will be reported for a group as a whole and your responses will not be linked to your name. You do not have to answer any questions you do not want to answer.

**IF R REQUESTS MORE INFORMATION ABOUT PURPOSE OF SURVEY:**

Today, adults increasingly are expected to use printed information in our society, but there is very little information available on whether or not they are well prepared. This survey will provide information about the reading and writing experiences, activities, and skills of adults in the United States. Information will be used by educators, policymakers, and business leaders to design programs in order to improve the literacy skills of adults.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0654 and will expire on **06/30/04**. The time required to complete these forms is estimated to average .45 hours per respondent, including the time to review instructions and complete the survey. **If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to:** U.S Department of Education, Washington, DC 20202-4651. **If you have any comments or concerns regarding the status of your individual submission of this form, write directly to:** NCES, U.S. Department of Education, 1990 K Street, NW, Washington, DC 20006.

**Section A. General and Language Background**

**Interviewer: Code gender of respondent. 1 = Male; 2 = Female**

A-1. In what country were you born?  
 Look up table .....

**If answered U.S.A. for A-1, go to A-3; otherwise continue.**

A-1A. How old were you when you moved to the United States?

\_\_\_\_\_ Age

A-2. How many years have you lived in the United States?

- |                     |   |
|---------------------|---|
| A. 1 TO 5.....      | 1 |
| B. 6 TO 10.....     | 2 |
| C. 11 TO 15.....    | 3 |
| D. 16 TO 20.....    | 4 |
| E. 21 TO 30.....    | 5 |
| F. 31 TO 40.....    | 6 |
| G. 41 TO 50.....    | 7 |
| H. 51 OR MORE ..... | 8 |

A-3. What is your date of birth?

\_\_\_\_\_ Month      \_\_\_\_\_ Day      \_\_\_\_\_ Year

**If answered U.S.A. for A-1, go to A-5; otherwise continue.**

A-4. What was the highest level of education you completed before coming to the United States?  
 (If response does not fit categories, probe for equivalent.)

- |   |     |
|---|-----|
| A. DID NOT ATTEND SCHOOL BEFORE COMING TO U.S. .... | 1   |
| B. PRIMARY (GRADES K-3).....                        | 2   |
| C. ELEMENTARY (GRADES 4-8).....                     | 3   |
| D. SECONDARY (GRADES 9-12).....                     | 4   |
| E. VOCATIONAL (POSTSECONDARY).....                  | 5   |
| F. COLLEGE/UNIVERSITY .....                         | 6   |
| G. OTHER (SPECIFY) .....                            | 910 |

A-5. When you were growing up, what language or languages were usually spoken in your home?  
 (Select all that apply.)

Look up table .....



A-6. What language or languages did you learn to speak before you started school?  
(Select all that apply.)

Look up table .....

**If English only for both A-5 and A-6, go to A-11; otherwise continue.**

A-7. What language did you first learn to read and write?

Look up table .....

A-8. How old were you when you learned to speak English?

- |                                 |    |
|---------------------------------|----|
| A. 1-4 YEARS OLD .....          | 1  |
| B. 5-10 YEARS OLD .....         | 2  |
| C. 11-15 YEARS OLD .....        | 3  |
| D. 16-20 YEARS OLD .....        | 4  |
| E. 21 YEARS OR OLDER .....      | 5  |
| F. DOES NOT SPEAK ENGLISH ..... | 95 |

**If English only in A-6, go to A-11; otherwise continue.**

A-9. Have you ever taken a class in the United States to learn English-as-a-second-language, sometimes called an ESL class?

- |              |   |        |
|--------------|---|--------|
| A. YES ..... | 1 | (A-10) |
| B. NO .....  | 2 | (A-11) |

A-10. How long ago did you last take an English-as-a-second-language or ESL class in the United States? Was it...

- |   |   |
|---|---|
| A. Within the last two years, .....       | 1 |
| B. 2 to 5 years ago, .....                | 2 |
| C. More than 5 years ago, or .....        | 3 |
| D. Are you taking an ESL class now? ..... | 4 |

A-11. Which language do you usually speak now?

Look up table .....

A-12. What other language do you often speak now?

- |                                   |    |
|-----------------------------------|----|
| A. Look up table .....            |    |
| B. No other language spoken ..... | 95 |

A-13. Other than English, what language do you speak best?

- |                        |   |
|------------------------|---|
| A. None .....          | 1 |
| B. Look up table ..... |   |

**If English only in A-6, A-11, A-12, and A-13, go to A-15; otherwise, repeat item A-14 for each non-English language identified in questions A-6, A-11, A-12, and A-13.**

A-14. With regard to **(non-English language in A-6, A-11, A-12, and A-13)**, how well do you...

	Would you say...				
	Very well	Well	Not well	or	Not at all
A. Understand it when it is spoken to you? .....	1	2	3		4
B. Speak it?.....	1	2	3		4
C. Read it? .....	1	2	3		4
D. Write it? .....	1	2	3		4

A-15. With regard to the English language, how well do you...

	Would you say...				
	Very well	Well	Not well	or	Not at all
A. Understand it when it is spoken to you? .....	1	2	3		4
B. Speak it?.....	1	2	3		4
C. Read it? .....	1	2	3		4
D. Write it? .....	1	2	3		4

**If English only for A-6, go to B-1; otherwise continue.**

A-16. **[HAND CARD.]** How difficult is it for you to **(item)** in English?

**HAND  
CARD  
1**

	Would you say you have...					
	No difficulty	Some difficulty	Moderate difficulty	or a	Great deal of difficulty	NEVER TRIED
A. Understand people having a conversation with you? .....	1	2	3		4	5
B. Understand television, movies, or videos? .....	1	2	3		4	5
C. Understand a telephone conversation?.....	1	2	3		4	5

**If answered 1 to A-15C and A-15D, go to B-1. If answered 1 to A-15C, but A-15D was not answered 1, go to A-18; otherwise continue.**

A-17. **[HAND CARD.]** How difficult is it for you to **(item)** written in English?

Would you say you have...

		No difficulty	Some difficulty	Moderate difficulty	or a	Great deal of difficulty	NEVER TRIED
<b>HAND CARD 1</b>	A. Understand a utility bill, such as telephone or electric? .....	1	2	3		4	5
	B. Understand the dosage information on over-the-counter medicines? .....	1	2	3		4	5
	C. Look up information in dictionaries, encyclopedias, phone books, or other reference books? .....	1	2	3		4	5

A-18. **[HAND CARD.]** How difficult is it for you to fill out forms in English, such as at the doctor's office or at school? Would you say you have...

<b>HAND CARD 1</b>	A. No difficulty, .....	1
	B. Some difficulty, .....	2
	C. Moderate difficulty, or a.....	3
	D. Great deal of difficulty? .....	4
	E. NEVER TRIED .....	5

**Section B. Educational Background and Experiences**

B-1. **[HAND CARD.]** I'd like to ask you about your educational background and experiences. What is the highest level of public or private education you completed? [If respondent went to school outside United States, probe for equivalent.]

HAND  
CARD  
**2**

- |   |    |       |
|---|----|-------|
| A. STILL IN HIGH SCHOOL .....   | 1  | (B-9) |
| B. LESS THAN HIGH SCHOOL (0-8 YEARS) (SPECIFY GRADE) .....                      | 2  | (B-2) |
| C. SOME HIGH SCHOOL (9-12 YEARS BUT DID NOT GRADUATE) (SPECIFY GRADE) .....     | 3  | (B-2) |
| D. GED OR HIGH SCHOOL EQUIVALENCY .....   | 4  | (B-2) |
| E. HIGH SCHOOL GRADUATE (12 YEARS; ACCELERATED OR EARLY GRADUATE PROGRAM) ..... | 5  | (B-2) |
| F. ATTENDED A VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL .....     | 6  | (B-2) |
| G. COLLEGE: LESS THAN TWO YEARS .....   | 7  | (B-2) |
| H. COLLEGE: ASSOCIATE'S DEGREE (A.A.) .....                                     | 8  | (B-2) |
| I. COLLEGE: TWO YEARS OR MORE, NO DEGREE.....                                   | 9  | (B-2) |
| J. COLLEGE GRADUATE (B.S. OR B.A.) .....  | 10 | (B-2) |
| K. POSTGRADUATE/NO DEGREE.....  | 11 | (B-2) |
| L. POSTGRADUATE/DEGREE (M.S., M.A., PH.D., M.D., ETC.).....                     | 12 | (B-2) |

B-2. What year did you (**graduate from high school/receive your GED/attend your last year of school**)?  
Year \_\_\_\_\_

**If answered 2, 3 or 4 for B-1, go to B-4; otherwise continue.**

B-3. What type of high school diploma did you receive? Was it a regular high school diploma from a school in the United States; a regular high school diploma from a school outside the United States run by the United States government, such as a Department of Defense school; a regular high school diploma from a school outside the United States, not run by the United States government; a GED or high school equivalency degree; a certificate of completion that was different from a regular high school diploma; or something else?

- |  |     |
|--|-----|
| A. REGULAR HIGH SCHOOL DIPLOMA FROM A SCHOOL IN THE UNITED STATES .....  | 1   |
| B. REGULAR HIGH SCHOOL DIPLOMA FROM A SCHOOL OUTSIDE THE UNITED STATES RUN BY THE UNITED STATES GOVERNMENT, SUCH AS A DEPARTMENT OF DEFENSE SCHOOL ..... | 2   |
| C. REGULAR HIGH SCHOOL DIPLOMA FROM A SCHOOL OUTSIDE THE UNITED STATES, NOT RUN BY THE UNITED STATES GOVERNMENT.....                                     | 3   |
| D. GED.....  | 4   |
| E. CERTIFICATE OF COMPLETION .....   | 5   |
| F. DID NOT RECEIVE HIGH SCHOOL DIPLOMA.....  | 6   |
| G. OTHER (SPECIFY) .....   | 910 |

**If answered 10, 11, or 12 for B-1, go to box before B-5; otherwise continue.**

B-4. What was the main reason you stopped your public or private schooling when you did? Please listen to me read all the answer categories, and then tell me which one best describes the reason you stopped your schooling. Was it...

- |  |    |
|--|----|
| A. You are currently in school, .....  | 1  |
| B. Financial problems, .....   | 2  |
| C. Did not do well in school, .....  | 3  |
| D. Did not like school or was bored in school, .....                         | 4  |
| E. Expelled from school or asked to leave, .....                             | 5  |
| F. Wanted to work, .....   | 6  |
| G. Wanted to go into the military, .....                                     | 7  |
| H. Personal illness, disability, or pregnancy, .....                         | 8  |
| I. Family reasons such as the illness or death of one of your parents, ..... | 9  |
| J. School not available or not accessible, .....                             | 10 |
| K. Did not feel safe in school, or .....                                     | 11 |
| L. Other? .....  | 12 |

**If answered 2 or 3 for B-3, go to box before B-6; otherwise continue. If answered 2 or 3 for B-1, read "attended your last year of school" for B-5; if answered 4 for B-1 or 4 for B-3 read "received your GED" for B-5; otherwise read "graduated from high school" for B-5.**

B-5. When you (**graduated from high school/received your GED/attended your last year of school**), what state did you live in?

Look up table .....

**If answered 1, 2, 3, 4, 5, or 6 for B-1, go to B-9; otherwise continue. If answered 7 or 9 for B-1, read "attend your last year of college" for B-6. If answered 11 or 12 for B-1, read "receive your undergraduate degree" for B-6. If answered 8 for B-1, read "receive your associate's degree" for B-6. If answered 10 for B-1, read "graduate from college" for B-6.**

B-6. What year did you (**attend your last year of college/receive your undergraduate degree/receive your associate's degree/graduate from college**)?

Year \_\_\_\_\_

**If answered 7 or 9 to B-1, go to B-9; otherwise continue.**

B-7. Did you receive your degree from a college in the United States?

- |              |   |       |
|--------------|---|-------|
| A. YES ..... | 1 | (B-8) |
| B. NO .....  | 2 | (B-9) |

B-8. In what state was the college where you received your college degree located?

Look up table .....

B-9. How long have you lived in **(this state)**? Would you say...

- |                             |   |
|-----------------------------|---|
| A. Since birth.....         | 1 |
| B. Less than one year ..... | 2 |
| C. 1 to 5 years.....        | 3 |
| D. 6 to 10 years .....      | 4 |
| E. 11 to 15 years.....      | 5 |
| F. 16 to 20 years.....      | 6 |
| G. More than 20 years.....  | 7 |

**If answered 1 for B-1, go to B-11; otherwise continue.**

B-10. Are you currently enrolled in school or college, either full-time or part-time?

- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO .....  | 2 |

B-11. Are you currently enrolled in or have you ever taken part in a program other than in regular school in order to improve your *basic skills*, that is, basic reading, writing and arithmetic skills?

- |              |   |        |
|--------------|---|--------|
| A. YES ..... | 1 | (B-12) |
| B. NO .....  | 2 | (B-14) |

B-12. How long ago did you last take a class to improve your basic skills? Was it...

- |   |   |
|---|---|
| A. Within the last two years,.....                      | 1 |
| B. 2 to 5 years ago, .....                              | 2 |
| C. More than 5 years ago, or .....                      | 3 |
| D. Are you currently taking a basic skills class? ..... | 4 |

**If answered 2 to A-9, go to B-14; otherwise continue.**

B-13. Was the basic skills class part of the English-as-a-second-language or ESL class you took, or was it a separate class?

- |                           |   |
|---------------------------|---|
| A. PART OF ESL CLASS..... | 1 |
| B. SEPARATE CLASS.....    | 2 |

B-14. Have you received any type of information technology skill certification sponsored by a hardware or software manufacturer or an industry or professional association?

- |              |   |        |
|--------------|---|--------|
| A. YES ..... | 1 | (B-15) |
| B. NO .....  | 2 | (B-17) |

B-15. Did you have to pass a test to get the certification?

- |              |   |        |
|--------------|---|--------|
| A. YES ..... | 1 | (B-16) |
| B. NO .....  | 2 | (B-17) |

B-16. How did you prepare for the test? Was it...

	YES	NO
A. A class offered by a four-year college or university? .....	1	2
B. A class offered by a community college? .....	1	2
C. A class offered by a technical school or private vendor? .....	1	2
D. A class offered by a high school or vocational secondary school? .....	1	2
E. A class offered directly by a hardware or software manufacturer, such as Microsoft, Oracle, Novell, or Cisco? .....	1	2
F. On the job training or apprenticeship? .....	1	2
G. Independent study? .....	1	2
H. Other? (Specify) .....	1	2

B-17. Other than information technology, have you ever received any type of job-related skill certification recognized by a licensing board or an industry or professional association?

A. YES .....	1	(B-18)
B. NO .....	2	(C-1)

B-18. Did you have to pass a test to get the certification?

A. YES .....	1	(B-19)
B. NO .....	2	(C-1)

B-19. How did you prepare for the test? Was it...

	YES	NO
A. A class offered by a four-year college or university? .....	1	2
B. A class offered by a community college? .....	1	2
C. A class offered by a technical school or private vendor? .....	1	2
D. A class offered by a high school or vocational secondary school? .....	1	2
E. On the job training or apprenticeship? .....	1	2
F. Independent study? .....	1	2
G. Other? (Specify) .....	1	2

**Section C. Political and Social Participation**

C-1. **[HAND CARD.]** I'd like to find out how you usually get information about current events, public affairs, and the government. How much information about current events, public affairs and the government do you get from...

**HAND  
CARD  
3**

		Would you say...				
		A lot	Some	A little	or	None
A.	Newspapers?.....	1	2	3		4
B.	Magazines? .....	1	2	3		4
C.	Internet? .....	1	2	3		4
D.	Radio and television? .....	1	2	3		4
E.	Books or brochures? .....	1	2	3		4
F.	Family members, friends, or co-workers?.....	1	2	3		4

**If English only for A-6, go to C-3; otherwise continue.**

C-2. How much of the information you get about current events, public affairs, and the government is presented in **(non-English language in A-6, A-11, A-12, or A-13)**? Would you say...

A.	All,.....	1
B.	Most,.....	2
C.	Some, or .....	3
D.	None? .....	4

C-3. During the past year, did you give any **UNPAID** time as a volunteer to a group or organization?

A.	YES .....	1	(C-4)
B.	NO.....	2	(C-5)

C-4. How often do you volunteer? Would you say...

A.	Most days, .....	1
B.	A few days a week,.....	2
C.	About once a week, or .....	3
D.	Less than once a week? .....	4



C-5. How many hours do you usually watch television, videotapes, or DVDs each day?

- |                         |   |
|-------------------------|---|
| A. NONE .....           | 0 |
| B. 1 HOUR OR LESS ..... | 1 |
| C. 2 HOURS.....         | 2 |
| D. 3 HOURS.....         | 3 |
| E. 4 HOURS.....         | 4 |
| F. 5 HOURS.....         | 5 |
| G. 6 OR MORE HOURS..... | 6 |

C-6. How often do you use the services of a library for any reason? Would you say...

- |                                  |   |                  |
|----------------------------------|---|------------------|
| A. Daily,.....                   | 1 | (C-7)            |
| B. Weekly, .....                 | 2 | (C-7)            |
| C. Monthly, .....                | 3 | (C-7)            |
| D. Once or twice a year, or..... | 4 | (C-7)            |
| E. Never?.....                   | 5 | (Box before C-8) |

C-7. During the past month, did you borrow any materials from a library?

- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO.....   | 2 |

**If answered (born in U.S.A.) or (U.S. territory) to A-1, go to C-9; otherwise continue.**

C-8. Are you a citizen of the United States?

- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO.....   | 2 |

C-9. Did you ever serve on active duty in the U.S. Armed Forces?

- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO.....   | 2 |

**If answered 2 to C-8, go to D-1; otherwise continue.**

C-10. In 2000, Al Gore ran on the Democratic ticket against George W. Bush for the Republicans. Do you remember for sure whether or not you voted in that election?

- |                                      |   |        |
|--------------------------------------|---|--------|
| A. YES, I REMEMBER FOR SURE .....    | 1 | (C-11) |
| B. NO, DON'T REMEMBER FOR SURE ..... | 2 | (C-12) |
| C. YES, I VOTED .....                | 3 | (C-12) |
| D. NO, I DIDN'T VOTE.....            | 4 | (C-12) |

C-11. Did you vote in that election?

- A. YES .....
- B. NO.....

1
2

C-12. Are you currently registered to vote?

- A. YES .....
- B. NO.....

1
2

**Section D. Labor Force Participation**

D-1. **[HAND CARD.]** Now I'd like to ask you some questions about what you were doing last week. Last week were you...(Select all that apply.)

**HAND  
CARD  
4**

- |  |     |
|--|-----|
| A. Working a full-time job for pay or profit, that is, 35 hours or more? .....                   | 1   |
| B. Working for pay or profit part-time, that is, 1 to 34 hours? .....                            | 2   |
| C. Working two or more part-time jobs for pay, totaling 35 or more hours? ..                     | 3   |
| D. Unemployed, laid off, or looking for work? .....  | 4   |
| E. With a job but not at work because of temporary illness, vacation,<br>or work stoppage? ..... | 5   |
| F. With a job but on family leave (maternity or paternity leave)? .....                          | 6   |
| G. In school? .....  | 7   |
| H. Keeping house? .....  | 8   |
| I. Retired? .....  | 9   |
| J. Doing volunteer work? .....   | 10  |
| K. OTHER (SPECIFY) .....   | 910 |

**If answered 1, 5 or 6 to D-1, go to D-3; otherwise continue.**

D-2. Have you looked for a job at any time during the past four weeks?

- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO .....  | 2 |

**If answered 4, 7, 8, 9, 10 or 910 only to D-1, go to D-5; otherwise continue.**

D-3. Last week, what was your total weekly wage or salary from all jobs *before* any deductions? Include tips and commissions. (Write in dollar amount *and* select appropriate code.)

- \$ \_\_\_\_\_ . \_\_\_\_\_
- |                              |     |
|------------------------------|-----|
| A. PER HOUR .....            | 1   |
| B. PER DAY .....             | 2   |
| C. PER WEEK .....            | 3   |
| D. PER TWO-WEEK PERIOD ..... | 4   |
| E. PER MONTH .....           | 5   |
| F. PER YEAR .....            | 6   |
| G. OTHER (SPECIFY) .....     | 910 |

**If answered "\$0" for D-3, go to D-4; otherwise continue.**

D-3A. Was that take-home pay or gross pay?

- |                        |   |
|------------------------|---|
| A. TAKE-HOME PAY ..... | 1 |
| B. GROSS PAY .....     | 2 |

D-4. How many hours or days did you work last week?

HOURS: \_\_\_\_\_  
DAYS: \_\_\_\_\_

D-5. Now I'd like to ask you some questions about your work during the past 12 months. Including weeks of paid leave, such as vacation and sick leave, how many weeks did you work for pay or for profit during the past 12 months?

- A. NONE (0)..... 1 (D-6)
- B. LESS THAN 52 WEEKS (SPECIFY NUMBER OF WEEKS):..... 2 (D-6)
- C. 52 WEEKS (FOR THE LAST 12 MONTHS)..... 3 (D-7)

D-6. Of the weeks you were not employed, what were you doing? Were you...  
(Select all that apply.)

- A. Ill, or disabled and unable to work, ..... 1
- B. Retired,..... 2
- C. Taking care of home or family, ..... 3
- D. Going to school, ..... 4
- E. Could not find work, or ..... 5
- F. Doing something else? (Specify)..... 6

**If answered 1 to D-5, go to D-9; otherwise continue.**

D-7. For the past 12 months, what was your average weekly wage or salary *before* any deductions? Include tips and commissions. (Write in dollar amount *and* select appropriate code.)

- \$ \_\_\_\_\_ . \_\_\_\_\_
- A. PER HOUR..... 1
  - B. PER DAY..... 2
  - C. PER WEEK..... 3
  - D. PER TWO-WEEK PERIOD..... 4
  - E. PER MONTH..... 5
  - F. PER YEAR..... 6
  - G. OTHER (SPECIFY)..... 910

**If answered 3 for D-5, go to D-8; otherwise continue.**

D-7A. Is that your average wage or salary for the entire year, or just for the weeks you worked?

- A. ENTIRE YEAR..... 1
- B. JUST WEEKS WORKED..... 2

D-8. On average, how many hours or days did you work each week during the past 12 months?

HOURS: \_\_\_\_\_  
DAYS: \_\_\_\_\_

**If answered 3 for D5, go to D9; otherwise continue.**

D-8A. Is that your average for the entire year or just for the weeks you worked?

- A. ENTIRE YEAR..... 1
- B. JUST WEEKS WORKED..... 2

D-9. Which of the following describes your work history? Have you...

- |  |   |                  |
|--|---|------------------|
| A. Held a paying job within the last three years, .....            | 1 | (D-10)           |
| B. Held a paying job, but not within the last three years, or..... | 2 | (Box before E-1) |
| C. Never been employed for pay full-time or part-time?.....        | 3 | (Box before E-1) |

D-10. Now I'd like to ask you some questions about your current full-time or part-time job or your most recent full-time or part-time job. For what kind of business or industry (do/did) you work? (For example, television and radio manufacturing, retail shoe store, state labor department, farm, etc.) (If R is working two or more jobs, probe: Tell me about the job you work the most hours or the job you consider your primary employment.)

BUSINESS OR INDUSTRY: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

D-11. What (is/was) your occupation, that is, what (is/was) your job called? (For example, electrical engineer, stock clerk, typist, farmer, etc.)

OCCUPATION: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

D-12. What (are/were) the most important activities or duties at this job? (For example, typing, keeping account books, filing, selling cars, operating a printing press, finishing concrete, etc.)

ACTIVITIES OR DUTIES: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

D-13. (Are/were) you employed by government, by a **PRIVATE** employer, or (are/were) you self-employed or working in a family business?

- |                                       |   |
|---------------------------------------|---|
| A. GOVERNMENT .....                   | 1 |
| B. PRIVATE EMPLOYER.....              | 2 |
| C. SELF-EMPLOYED.....                 | 3 |
| D. WORKING IN A FAMILY BUSINESS ..... | 4 |

**If answered 1 to D-5, go to box before E-1. Otherwise, if answered 3 to D-13, continue to D-14; if answered 1, 2, or 4 to D-13, go to D-15.**

D-14. Were you self-employed for all of the past 12 months or did you have any other jobs?

- |                                 |   |                  |
|---------------------------------|---|------------------|
| A. SELF-EMPLOYED ALL YEAR ..... | 1 | (Box before E-1) |
| B. HAD OTHER JOBS .....         | 2 | (D-15)           |

D-15. For how many employers did you work during the past 12 months?

- |                                 |   |
|---------------------------------|---|
| A. ONE EMPLOYER.....            | 1 |
| B. TWO EMPLOYERS.....           | 2 |
| C. THREE EMPLOYERS.....         | 3 |
| D. FOUR EMPLOYERS.....          | 4 |
| E. FIVE OR MORE EMPLOYERS ..... | 5 |

**Section E. Literacy Practices**

If answered 1, 2, or 3 to C-1C, go to E-2; otherwise continue.

E-1. Do you ever use a computer?

- A. YES ..... 1  
 B. NO ..... 2

E-2. **[HAND CARD.]** Now I'd like to talk to you about what you read in English. How often do you read **(item)** in English?

Would you say...

**HAND  
CARD**  
**5**

	Every day	A few times a week	Once a week	Less than once a week	or	Never
A. Newspapers or magazines ...	1	2	3	4		5
B. Books.....	1	2	3	4		5
C. Letters and notes.....	1	2	3	4		5

If English only in A-6, go to E-4A; otherwise continue.

E-3. **[HAND CARD.]** How often do you read **(item)** in **(non-English language in A-6, A-11, A-12, or A-13)?**

Would you say...

**HAND  
CARD**  
**5**

	Every day	A few times a week	Once a week	Less than once a week	or	Never
A. Newspapers or magazines ...	1	2	3	4		5
B. Books.....	1	2	3	4		5
C. Letters and notes.....	1	2	3	4		5

E-4A. How often do you read the nutritional information on food labels written in English? Would you say...

- A. Every time I buy a food I never bought before, ..... 1  
 B. Most of the time when I buy a food I never bought before, ..... 2  
 C. Sometimes when I buy a food I never bought before, or ..... 3  
 D. Never? ..... 4

E-4B. **[HAND CARD.]** How often do you look up a schedule in a movie or TV guide written in English? Would you say...

<b>HAND CARD</b>  <b>5</b>	A. Every day,.....	1
	B. A few times a week,.....	2
	C. Once a week,.....	3
	D. Less than once a week, or .....	4
	E. Never? .....	5

**If answered 2 or 3 to D-9, go to box before E-6; otherwise continue.**

**If answered 1 to E-1, display "other than email" for E-5A.**

E-5. **[HAND CARD.]** Now, I'd like to ask you some questions about what you read at work. How often (do/did) you read or use information from **(Item)** as part of your (current/most recent) job?

Would you say...

	Every day	A few times a week	Once a week	Less than once a week	or	Never
A. Letters or memos (other than e-mail).....	1	2	3	4		5
B. Reports, articles, magazines, or journals.....	1	2	3	4		5
C. Manuals or reference books, including catalogs or parts lists .....	1	2	3	4		5
D. Directions or instructions for medicines, recipes, or other products.....	1	2	3	4		5
E. Diagrams or schematics .....	1	2	3	4		5
F. Bills, invoices, spreadsheets, or budget tables.....	1	2	3	4		5
G. Health and safety information in postings or booklets .....	1	2	3	4		5

**If answered 2 to E-1, go to E-7; otherwise continue.**



E-6. **[HAND CARD.]** Now I'd like to ask you about how you use the computer. How often do you **(item)**?

Would you say...

**HAND  
CARD  
5**

	Every day	A few times a week	Once a week	Less than once a week	or	Never
A. Send or receive an e-mail message? .....	1	2	3	4		5
B. Write using a word processing program? .....	1	2	3	4		5
C. Use a spreadsheet program or use a financial program, such as an electronic check-book, money management, or tax program? .....	1	2	3	4		5
D. Look up information on a CD-ROM? .....	1	2	3	4		5
E. Find information on the Internet? .....	1	2	3	4		5
F. Talk in chat groups or with other people who are logged onto the Internet at the same time you are? .....	1	2	3	4		5

**If answered 1 to E-1, display "and email" for E-7C.**

E-7. **[HAND CARD.]** How much help do you get from family members or friends with...

Would you say...

**HAND  
CARD  
3**

	A lot	Some	A little	or	None
A. Filling out forms? .....	1	2	3		4
B. Reading or explaining newspaper articles or other written information? .....	1	2	3		4
C. Writing notes, letters (and email?) .....	1	2	3		4
D. Using basic arithmetic, that is, adding, subtracting, multiplying, or dividing, such as filling out order forms or balancing a checkbook? .....	1	2	3		4

**If answered 1 to D5, go to F1-C; otherwise continue.**

**Section F. Job Training and Skills**

F-1. During the past year, did you participate in any training or education, including courses, workshops, formal on-the-job training or apprenticeships to:

	YES	NO
A. [Employed within past year only.] Help you do your job better? .....	1	2
B. [Employed within past year only.] Help you get a promotion or a new job? .....	1	2
C. [Not employed for entire past year only.] Help you get a job? .....	1	2

**If answered 2 to all parts of F-1, go to box before F-7; otherwise continue.**

F-2. Did this training or education include instruction intended to:

	YES	NO
A. Improve your English reading skills? .....	1	2
B. Improve your English writing skills? .....	1	2
C. Improve your arithmetic or mathematics skills? .....	1	2
D. Improve your computer skills? .....	1	2
E. Help you communicate or work better with co-workers? .....	1	2

**If answered 1 to D-5, go to box before F-7; otherwise continue.**

F-3. Did your employer require you to participate in this training or education?

A. YES .....	1
B. NO .....	2

F-4. Did your employer pay at least part of the cost of this training or education?

A. YES .....	1
B. NO .....	2

F-5. Did your employer pay for any of your time when you participated in this training or education?

A. YES .....	1
B. NO .....	2

F-6. Was any of this training or education provided through a union or trade association agreement?

A. YES .....	1
B. NO .....	2

**If age 66 or older (based on A-3) and answered 9 to D-1, go to G-1; otherwise continue.**

- F-7. How much do you think your reading skills limit your job opportunities—for example, to get a promotion or a (different) job you would like to have? Would you say a lot, some, a little, or not at all?
- |                     |   |
|---------------------|---|
| A. A LOT .....      | 1 |
| B. SOME .....       | 2 |
| C. A LITTLE .....   | 3 |
| D. NOT AT ALL ..... | 4 |
- F-8. How much do you think your writing skills limit your job opportunities—for example, to get a promotion or a (different) job you would like to have? Would you say a lot, some, a little, or not at all?
- |                     |   |
|---------------------|---|
| A. A LOT .....      | 1 |
| B. SOME .....       | 2 |
| C. A LITTLE .....   | 3 |
| D. NOT AT ALL ..... | 4 |
- F-9. How much do you think your math skills limit your job opportunities—for example, to get a promotion or a (different) job you would like to have? Would you say a lot, some, a little, or not at all?
- |                     |   |
|---------------------|---|
| A. A LOT .....      | 1 |
| B. SOME .....       | 2 |
| C. A LITTLE .....   | 3 |
| D. NOT AT ALL ..... | 4 |
- F-10. How much do you think your computer skills limit your job opportunities—for example, to get a promotion or a (different) job you would like to have? Would you say a lot, some, a little, or not at all?
- |                     |   |
|---------------------|---|
| A. A LOT .....      | 1 |
| B. SOME .....       | 2 |
| C. A LITTLE .....   | 3 |
| D. NOT AT ALL ..... | 4 |

**Section G. Demographic Information**

Now I'm going to ask you some questions about your family.

G-1. In what country was your mother (stepmother or female guardian) born?

A. Look up table .....

G-2. What was the highest level of education your mother (stepmother or female guardian) completed?  
(If went to school outside U.S., probe for equivalent)

- |  |    |
|--|----|
| A. LESS THAN HIGH SCHOOL (0-8 YEARS ) (SPECIFY GRADE) .....                        | 1  |
| B. SOME HIGH SCHOOL (9-12 YEARS BUT DID NOT GRADUATE)<br>(SPECIFY GRADE) .....     | 2  |
| C. GED OR HIGH SCHOOL EQUIVALENCY .....  | 3  |
| D. HIGH SCHOOL GRADUATE (12 YEARS; ACCELERATED OR EARLY<br>GRADUATE PROGRAM) ..... | 4  |
| E. ATTENDED A VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER<br>HIGH SCHOOL .....     | 5  |
| F. COLLEGE: LESS THAN TWO YEARS .....  | 6  |
| G. COLLEGE: ASSOCIATE'S DEGREE (A.A.) .....  | 7  |
| H. COLLEGE: TWO YEARS OR MORE, NO DEGREE.....                                      | 8  |
| I. COLLEGE GRADUATE (B.S. OR B.A.) .....   | 9  |
| J. POSTGRADUATE/NO DEGREE.....   | 10 |
| K. POSTGRADUATE/DEGREE (M.S., M.A., Ph.D., M.D., ETC.) .....                       | 11 |

G-3. In what country was your father (stepfather or male guardian) born?

A. Look up table .....

G-4. What was the highest level of education your father (stepfather or male guardian) completed?  
(If went to school outside U.S., probe for equivalent.)

- |  |    |
|--|----|
| A. LESS THAN HIGH SCHOOL (0-8 YEARS ) (SPECIFY GRADE) .....                        | 1  |
| B. SOME HIGH SCHOOL (9-12 YEARS BUT DID NOT GRADUATE)<br>(SPECIFY GRADE) .....     | 2  |
| C. GED OR HIGH SCHOOL EQUIVALENCY .....  | 3  |
| D. HIGH SCHOOL GRADUATE (12 YEARS; ACCELERATED OR EARLY<br>GRADUATE PROGRAM) ..... | 4  |
| E. ATTENDED A VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER<br>HIGH SCHOOL .....     | 5  |
| F. COLLEGE: LESS THAN TWO YEARS .....  | 6  |
| G. COLLEGE: ASSOCIATE'S DEGREE (A.A.) .....  | 7  |
| H. COLLEGE: TWO YEARS OR MORE, NO DEGREE.....                                      | 8  |
| I. COLLEGE GRADUATE (B.S. OR B.A.) .....   | 9  |
| J. POSTGRADUATE/NO DEGREE.....   | 10 |
| K. POSTGRADUATE/DEGREE (M.S., M.A., Ph.D., M.D., ETC.) .....                       | 11 |

**Section H. Family Literacy**

**If respondent is under age 18, add parentheses to H-1.**

H-1. During the past month, how many children (other than you) under 18 lived in this household for 10 or more days?

Number of children \_\_\_\_\_

**If answered "0" or "none" go to H-13; otherwise continue.**

H-2. What are their ages? \_\_\_\_\_

**Repeat H-3 for every child under 18.**

H-3. How are you related to the [age of child] year old?

- |   |   |
|---|---|
| A. PARENT/GUARDIAN/STEP-PARENT .....                    | 1 |
| B. GRANDPARENT/STEP-GRANDPARENT/GREAT GRANDPARENT ..... | 2 |
| C. SIBLING/STEP-SIBLING/HALF SIBLING .....              | 3 |
| D. OTHER RELATIVE .....                                 | 4 |
| E. NOT RELATED .....                                    | 5 |

**If answered 3, 4 or 5 for H-3, go to H-13, otherwise continue.**

H-4. During the past year, have you participated in any parenting groups or classes?

- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO .....  | 2 |

**If no children under age 8, go to instructions before H-10.**

Now I'd like to ask you some questions with regard to your child (children/grandchild/grandchildren) who is (are) under 8. [Please answer these questions only with regard to that (these) child (children/grandchild/grandchildren) not your older child (children/grandchild/grandchildren.)]

H-5. Since last [insert the current day of the week], have you read to or with your child (children/grandchild/grandchildren)?

- |              |   |       |
|--------------|---|-------|
| A. YES ..... | 1 | (H-6) |
| B. NO .....  | 2 | (H-7) |

H-6. Since last [insert the current day of the week], on how many different days did you read to or with your child (children/grandchild/grandchildren)? Would you say it was...

- |                         |   |
|-------------------------|---|
| A. Every day,.....      | 1 |
| B. 5 or 6 days,.....    | 2 |
| C. 3 or 4 days, or..... | 3 |
| D. 1 or 2 days? .....   | 4 |

H-7. **[HAND CARD.]** During the past month, about how often did you try to teach your child (children/grandchild/grandchildren) the letters of the alphabet? Would you say every day, a few times a week, once a week, less than once a week, never, or does (do) your child (children/grandchild/grandchildren) already know the letters of the alphabet?

HAND CARD  <b>5</b>
------------------------------

- |   |   |
|---|---|
| A. EVERY DAY .....  | 1 |
| B. A FEW TIMES A WEEK .....   | 2 |
| C. ONCE A WEEK .....  | 3 |
| D. LESS THAN ONCE A WEEK .....  | 4 |
| E. NEVER .....  | 5 |
| F. CHILD (CHILD/GRANDCHILD/GRANDCHILDREN) ALREADY KNOWS THE LETTERS OF THE ALPHABET ..... | 6 |

H-8. **[HAND CARD.]** During the past month, how often did you point out words to your child (children/grandchild/grandchildren) and ask him (her/them) what they say? Would you say every day, a few times a week, once a week, less than once a week, never, or does (do) your child (children/grandchild/grandchildren) already read well?

HAND CARD  <b>5</b>
------------------------------

- |  |   |
|--|---|
| A. EVERY DAY .....   | 1 |
| B. A FEW TIMES A WEEK .....  | 2 |
| C. ONCE A WEEK .....   | 3 |
| D. LESS THAN ONCE A WEEK .....                                     | 4 |
| E. NEVER .....   | 5 |
| F. CHILD (CHILD/GRANDCHILD/GRANDCHILDREN) ALREADY READS WELL ..... | 6 |

H-9. **[HAND CARD.]** During the past month, about how often did you sing songs, recite poems or nursery rhymes, or engage in other activities that included rhyming words with your child (children/grandchild/grandchildren)? Would you say...

HAND CARD  <b>5</b>
------------------------------

- |                                    |   |
|------------------------------------|---|
| A. Every day,.....                 | 1 |
| B. A few times a week,.....        | 2 |
| C. Once a week, .....              | 3 |
| D. Less than once a week, or ..... | 4 |
| E. Never? .....                    | 5 |

**[If no child age 5 or older, go to H-13.]** Now I'd like to ask you some questions about your school-age child (children/grandchild/grandchildren).

H-10. **[HAND CARD.]** During a typical school month, how often do you talk to your school-age child (children/grandchild/grandchildren) about things they have studied in school? Would you say...

**HAND  
CARD  
5**

- |                                    |   |
|------------------------------------|---|
| A. Every day,.....                 | 1 |
| B. A few times a week,.....        | 2 |
| C. Once a week, .....              | 3 |
| D. Less than once a week, or ..... | 4 |
| E. Never?.....                     | 5 |

H-11. **[HAND CARD.]** During a typical school month, how often do you help or work with your school-age child (children/grandchild/grandchildren) on homework? Would you say...

**HAND  
CARD  
5**

- |                                    |   |
|------------------------------------|---|
| A. Every day,.....                 | 1 |
| B. A few times a week,.....        | 2 |
| C. Once a week, .....              | 3 |
| D. Less than once a week, or ..... | 4 |
| E. Never?.....                     | 5 |

H-12. During the past year, have you **(item)**

	YES	NO
A. Volunteered to help out at your child's (one of your children's/ grandchildren/grandchild) school(s), including in the classroom, on a field trip, or at a school event such as a party or school fair? .....	1	2
B. Gone to a PTA or other type of parent meeting at your child's (one of your children's/grandchildren/grandchild) school(s)? .....	1	2
C. Spoken individually with your child's (one of your children's/ grandchildren/grandchild) teacher(s) to see how he or she was doing in school? .....	1	2
D. Sent food, or other items to share in your child's (one of your children's/grandchildren/grandchild) classroom(s)?.....	1	2

H-13. Now I'm going to read you a series of statements. Please tell me if each of the following statements is true or false.

	TRUE	FALSE
A. There are 25 or more books in your home right now. ....	1	2
B. There is a variety of magazines and other reading materials in your home.....	1	2
C. [Read only if there are children over age 2 in the household]. The child (children/grandchild/grandchildren) living in your home often see you reading. ....	1	2
D. [Read only if there are children over age 2 in the household.] The child (children/grandchild/grandchildren) living in your home have their own books.....	1	2

H-14. How many computers do you have in your household that can be used for word processing, that is, writing letters or other documents?

\_\_\_\_\_

Computers

H-15. How many computers do you have in your household that can access the Internet or World Wide Web?

\_\_\_\_\_

Computers



**Section I. Household Income and Welfare Participation**

I would like to ask you some questions about your household.

I-1. **[HAND CARD.]** First, which letter on this card describes your current marital status?

**HAND  
CARD  
6**

- |  |   |
|--|---|
| A. NEVER MARRIED.....                    | 1 |
| B. MARRIED, LIVING WITH SPOUSE.....      | 2 |
| C. MARRIED, SPOUSE LIVING ELSEWHERE..... | 3 |
| D. LIVING AS MARRIED.....                | 4 |
| E. SEPARATED OR DIVORCED.....            | 5 |
| F. WIDOWED.....                          | 6 |

I-2. Including yourself, how many people in your household are employed or work for pay or wages?

- |                       |   |
|-----------------------|---|
| A. NONE.....          | 0 |
| B. ONE.....           | 1 |
| C. TWO.....           | 2 |
| D. THREE OR MORE..... | 3 |

I-3. Did you or anyone in your household receive any of the following during the past 12 months? [Do not read the words in parentheses. They are there for clarification if the respondents ask. For each question to which a respondent answers "Yes," ask, "Is that you, someone else, or both you and someone else in your household?"]

	Yes, me	Yes, someone else	Yes, someone else and me	No
A. Social Security or Railroad Retirement payments .....	1	2	3	4
B. Supplemental Security Income (SSI).....	1	2	3	4
C. Other retirement, survivor, or disability payments (other than Social Security or Railroad Retirement) ....	1	2	3	4
D. Food stamps.....	1	2	3	4
E. WIC supplemental nutrition benefits (Women, infants, and children supplemental nutrition benefits).....	1	2	3	4
F. Rent subsidy, such as Section 8 or public housing.....	1	2	3	4
G. Temporary Assistance for Needy Families (TANF), public assistance, or public welfare payments from the state or local welfare office.....	1	2	3	4
H. Interest from savings or other bank accounts (other than dividends).....	1	2	3	4
I. Dividend income from stocks or mutual funds or income from rental property, royalty, estates, or trusts.....	1	2	3	4

**If answered 1 or 3 to I-3G, go to I-4. If answered 1 or 3 to I-3B, go to I-8B; otherwise, go to I-8.**

- I-4. In the past 12 months, was there a time when you did not receive welfare payments?
- |              |   |       |
|--------------|---|-------|
| A. YES ..... | 1 | (I-5) |
| B. NO.....   | 2 | (I-6) |

I-5. In the past 12 months, how long were you off welfare?

\_\_\_\_\_ WEEKS

\_\_\_\_\_ MONTHS

- I-6. About how long, in total, have you received welfare payments in your lifetime?
- |  |   |
|--|---|
| A. Less than 6 months, .....                     | 1 |
| B. 6 months to one year, .....                   | 2 |
| C. More than 1 year but less than 2 years, ..... | 3 |
| D. 2 to 3 years, or.....                         | 4 |
| E. More than 3 years?.....                       | 5 |

- I-7. During the past year, did you take any classes sponsored by a program to help you get a job and get off welfare?
- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO.....   | 2 |

**If answered 4 to I-3B, go to I-8A. If answered 4 to I-3D, go to I-8B. If answered 4 to I-3E, go to I-8C. If answered 4 to I-3G, go to I-8D.**

- I-8. Have you ever received...
- |   | YES | NO |
|---|-----|----|
| A. Supplemental Security Income (SSI)? .....  | 1   | 2  |
| B. Food stamps? .....   | 1   | 2  |
| C. WIC supplemental nutrition benefits? .....   | 1   | 2  |
| D. Temporary Assistance to Needy Families (TANF), Aid to Families with Dependent Children (AFDC), public assistance or public welfare payments? ..... | 1   | 2  |

**If answered 2 to I-8D go to J-1; otherwise continue.**

- I-9. How long has it been since you last received welfare payments?
- |  |   |
|--|---|
| A. More than 1 year but less than 2 years, ..... | 1 |
| B. 2 to 3 years, or.....                         | 2 |
| C. More than 3 years?.....                       | 3 |

- I-10. About how long, in total, have you received welfare payments in your lifetime?
- |  |   |
|--|---|
| A. Less than 6 months, .....                     | 1 |
| B. 6 months to one year, .....                   | 2 |
| C. More than 1 year but less than 2 years, ..... | 3 |
| D. 2 to 3 years, or.....                         | 4 |
| E. More than 3 years?.....                       | 5 |

I-11. Why did you stop getting welfare payments? Was it because you...

	YES	NO
A. Reached the time limit set by welfare?.....	1	2
B. Were discontinued for non-compliance? .....	1	2
C. Got a job? .....	1	2
D. Got a raise and earned too much money? .....	1	2
E. Got married?.....	1	2
F. Got child support? .....	1	2
G. Received too much income from a source other than a job or child support? .....	1	2
H. Moved?.....	1	2

**If answered 2 for I-11A through I-11H, go to I-12; otherwise, go to J-1.**

I-12. Was there some other reason you stopped receiving welfare? \_\_\_\_\_

**Section J. Health Questions**

- J-1. In general, how would you rate your overall health? Would you say it is...
- |                     |   |
|---------------------|---|
| A. Excellent, ..... | 1 |
| B. Very Good, ..... | 2 |
| C. Good, .....      | 3 |
| D. Fair, or .....   | 4 |
| E. Poor? .....      | 5 |
- J-2. Do you have any difficulty seeing the words and letters in ordinary newspaper print even when wearing glasses or contact lenses, if you usually wear them?
- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO .....  | 2 |
- J-3. Do you have any difficulty hearing what is said in a normal conversation with another person even when using a hearing aid, if you usually wear one?
- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO .....  | 2 |
- J-4. Have you ever been diagnosed or identified as having a learning disability?
- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO .....  | 2 |
- J-5. Do you have any other health problem, impairment, or disability now that keeps you from participating fully in work, school, housework, or other activities?
- |              |   |
|--------------|---|
| A. YES ..... | 1 |
| B. NO .....  | 2 |
- J-6. Do you have any kind of medical insurance or are you enrolled in any kind of program that helps to pay for your health care?
- |              |   |       |
|--------------|---|-------|
| A. YES ..... | 1 | (J-7) |
| B. NO .....  | 2 | (J-8) |

**If answered 1 for B-10, display "school" in J-7A.**

J-7. Is your program...

	YES	NO
A. Health insurance through your work (school) or a family member's work?	1	2
B. Medicare (Medicare is the health insurance for people 65 or older or people with disabilities)? .....	1	2
C. Health insurance you or someone else in your family purchased directly from an insurance company or other organization that is not related to past or current employment? .....	1	2
D. Health insurance provided as part of military service? .....	1	2
E. Medicaid or [if applicable, fill in state name]? .....	1	2
F. Other? (Specify) .....	1	2

State names for Medicaid:

Alaska	Medical Assistance Program
Arizona	AHCCCS, Acute Care Program or Long Term Care System (ALTCS)
California	Medi-Cal
Connecticut	Connecticut Access (CONNECT CARD)
D.C.	Medical Assistance
Florida	MediPass
Georgia	Better Health Care Program or Medical Assistance
Hawaii	Med-QUEST, Maluhia or Medical Assistance
Idaho	Healthy Connections or Medical Assistance
Illinois	MediPlan
Indiana	Hoosier Healthwise
Iowa	MediPAS (Medical Assistance)
Kansas	PrimeCare, Community Care Kansas (CCK) or HealthConnect
Kentucky	Kentucky Patient Access and Care System (KenPAC) or Medical Assistance
Louisiana	CommunityCARE Program
Maine	PrimeCare
Maryland	Maryland Access to Care (MAC) or Medical Assistance
Massachusetts	MassHealth
Minnesota	Prepaid Medical Assistance Program (PMAP) or Health Care Programs
Mississippi	HealthMACS
Missouri	MC Plus
Montana	Passport to Health
Nebraska	Primary Care Plus (+) or Health Connection
Nevada	MAPnet
New Jersey	New Jersey Care 2000
New Mexico	Primary Care Network
New York	MAX
North Carolina	Carolina Access
North Dakota	North Dakota Access to Care (No DAC)
Ohio	Accessing Better Care (ABC) Program
Oklahoma	SoonerCare
Oregon	Oregon Health Plan (OHP), Kaiser-S/HMO or Medical Assistance
Pennsylvania	HealthPASS, Family Care Network (FCN), Lancaster Community Health Plan, Blue Card or Green Card or ACCESS
Rhode Island	Rite Care or Medical Assistance
South Carolina	South Carolina Health Access Plan (SCHAP)
South Dakota	Primary Care Provider Program
Tennessee	TennCare
Texas	LoneSTAR (State of Texas Access Reform)
Vermont	Dr. Dynosaur, Vermont Health Access Program (VHAP) or AIM
Virginia	Medallion, Options or Medical Assistance
Washington	Health Access Spokane, Kaiser-S/HMO or Healthy Options
West Virginia	West Virginia Physician Assured Access System (PAAS)
Wisconsin	Medical Assistance Program

J-8. [Ask only of people with children other than the respondent under age 18 living in the home.] Do the children living in this household have any type of medical insurance or health care coverage?

- |   |   |
|---|---|
| A. YES .....  | 1 |
| B. NO.....  | 2 |
| C. AT LEAST ONE CHILD (BUT NOT ALL THE CHILDREN) HAS MEDICAL INSURANCE..... | 3 |

J-9. **[HAND CARD.]** Now I'd like to find out how you usually get information about health issues, such as diet, exercise, disease prevention, or a specific disease or health condition. How much information about health issues do you get from...

**HAND  
CARD**

**3**

Would you say...

	A lot	Some	A little	or	None
A. Newspapers.....	1	2	3		4
B. Magazines .....	1	2	3		4
C. Internet .....	1	2	3		4
D. Radio and television .....	1	2	3		4
E. Books or brochures .....	1	2	3		4
F. Family members, friends, or co-workers.....	1	2	3		4
G. Talking to health care professionals, such as doctors, nurses, therapists, or psychologists .....	1	2	3		4

J-10. I would like to ask you about some topics related to maintaining health. In the past year, have you...

	YES	NO
A. Gotten a flu shot? .....	1	2
B. [If female age 40 or older] Had a mammogram? .....	1	2
C. [If female between 18 and 65] Had a pap smear?.....	1	2
D. [If age 50 or older] Been screened for colon cancer? .....	1	2
E. Had your vision checked?.....	1	2
F. [If male] Been screened for prostate cancer? .....	1	2
G. [If age 50 or older] Been screened for osteoporosis? .....	1	2
H. [If age 65 or older] Had the pneumonia shot or pneumonia vaccine?.....	1	2
I. Visited a dentist? .....	1	2

**Section K. Additional Demographics**

K-1. **[HAND CARD.]** Which number on this card corresponds to your approximate total *personal* income for the past 12 months? Please include all your personal income, including income from your job, investments, Social Security or retirement, and welfare.

<b>HAND CARD 7</b>	A. LESS THAN \$5,000.....	1
	B. \$5,000 to \$ 7,499 .....	2
	C. \$7,500 to \$9,999 .....	3
	D. \$10,000 to \$12,499.....	4
	E. \$12,500 to \$14,999.....	5
	F. \$15,000 to \$19,999.....	6
	G. \$20,000 to \$29,999.....	7
	H. \$30,000 to \$39,999.....	8
	I. \$40,000 to \$49,999.....	9
	J. \$50,000 to \$59,999.....	10
	K. \$60,000 to \$74,999.....	11
	L. \$75,000 to \$99,999.....	12
	M. \$100,000 OR MORE .....	13
	N. NO PERSONAL INCOME .....	95

K-2. **[HAND CARD.]** Which letter on this card corresponds to your approximate *total household* income for the past 12 months? Please include all income for people living in your household, including income from jobs, investments, Social Security or retirement, and welfare. (If undergraduate college student living away from family home, please provide household income for your permanent residence.)

<b>HAND CARD 8</b>	A. LESS THAN \$5,000.....	1
	B. \$5,000 to \$ 7,499 .....	2
	C. \$7,500 to \$9,999 .....	3
	D. \$10,000 to \$12,499.....	4
	E. \$12,500 to \$14,999.....	5
	F. \$15,000 to \$19,999.....	6
	G. \$20,000 to \$29,999.....	7
	H. \$30,000 to \$39,999.....	8
	I. \$40,000 to \$49,999.....	9
	J. \$50,000 to \$59,999.....	10
	K. \$60,000 to \$74,999.....	11
	L. \$75,000 to \$99,999.....	12
	M. \$100,000 to \$149,999 .....	13
	N. \$150,000 or more.....	14
	O. NO HOUSEHOLD INCOME .....	95

**Note: Follow-up probes were asked of respondents who refused to answer K-1 and/or K-2. These probes were designed to get a broad range for the respondent's income.**

K-3. Are you Hispanic or Latino?

A. YES .....	1	(K-4)
B. NO .....	2	(K-5)

K-4. **[HAND CARD.]** Which of the groups on this card describes your Hispanic or Latino origin?  
Choose one or more.

<b>HAND CARD 9</b>	A. MEXICAN, MEXICAN AMERICAN, OR CHICANO .....	1
	B. PUERTO RICAN OR PUERTO RICAN AMERICAN .....	2
	C. CUBAN OR CUBAN AMERICAN .....	3
	D. CENTRAL OR SOUTH AMERICAN.....	4
	E. OTHER HISPANIC OR LATINO BACKGROUND .....	5

K-5. **[HAND CARD.]** Which of the groups on this card best describes you? Choose one or more.

<b>HAND CARD 10</b>	A. WHITE .....	1
	B. BLACK OR AFRICAN AMERICAN.....	2
	C. ASIAN.....	3
	D. AMERICAN INDIAN OR ALASKA NATIVE .....	4
	E. NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER .....	5

**Interviewer: Code language in which interview was conducted. 1 = English; 2 = Spanish.**



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***HAND CARD #1***

No difficulty

Some difficulty

Moderate difficulty

Great deal of difficulty

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## ***HAND CARD #2***

Still in high school

Less than high school (0-8 years)

Some high school (9-12 years but did not graduate)

GED or high school equivalency

High school graduate (12 years; accelerated or early graduate program)

Attended a vocational, trade, or business school after high school

College: less than two years

College: Associate's degree (A.A.)

College: two years or more, no degree

College graduate (B.S. or B.A.)

Postgraduate/No degree

Postgraduate/degree (M.S., M.A., Ph.D., M.D., etc.)

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***HAND CARD #3***

A lot

Some

A little

None

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## **HAND CARD #4**

Working a full-time job for pay or profit, that is, 35 hours or more?

Working for pay or profit part-time, that is, 1 to 34 hours?

Working two or more part-time jobs for pay, totaling 35 or more hours?

Unemployed, laid off, or looking for work?

With a job but not at work because of temporary illness, vacation, or work stoppage?

With a job but on family leave (maternity or paternity leave)?

In school?

Keeping house?

Retired?

Doing volunteer work?

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***HAND CARD #5***

Every day

A few times a week

Once a week

Less than once a week

Never

---

**HAND CARD #6**

- A. Never married
- B. Married, living with spouse
- C. Married, spouse living elsewhere
- D. Living as married
- E. Separated or divorced
- F. Widowed

---

**HAND CARD #7**

- A. Less than \$5,000
- B. \$5,000 to \$ 7,499
- C. \$7,500 to \$9,999
- D. \$10,000 to \$12,499
- E. \$12,500 to \$14,999
- F. \$15,000 to \$19,999
- G. \$20,000 to \$29,999
- H. \$30,000 to \$39,999
- I. \$40,000 to \$49,999
- J. \$50,000 to \$59,999
- K. \$60,000 to \$74,999
- L. \$75,000 to \$99,000
- M. \$100,000 or more

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## **HAND CARD #8**

- A. Less than \$5,000
- B. \$5,000 to \$ 7,499
- C. \$7,500 to \$9,999
- D. \$10,000 to \$12,499
- E. \$12,500 to \$14,999
- F. \$15,000 to \$19,999
- G. \$20,000 to \$29,999
- H. \$30,000 to \$39,999
- I. \$40,000 to \$49,999
- J. \$50,000 to \$59,999
- K. \$60,000 to \$74,999
- L. \$75,000 to \$99,000
- M. \$100,000 to \$149,999
- N. \$150,000 or more



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***HAND CARD #9***

Mexican, Mexican American, or Chicano

Puerto Rican or Puerto Rican American

Cuban or Cuban American

Central or South American

Other Hispanic or Latino background

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***HAND CARD #10***

White

Black or African American

Asian

American Indian or Alaska Native

Native Hawaiian or other Pacific Islander