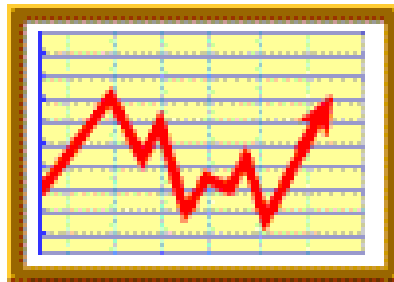


**CONNECTICUT ADULT LEARNERS:  
A PORTRAIT OF ENTRY – LEVEL SKILLS**



**1996 - 1998**

*Report prepared by the Comprehensive Adult Student  
Assessment System for the Connecticut Department of Education*

# Background

Adult education is rapidly changing as the challenges and demands of the workplace, community and family environment increase. More than ever, functional literacy skills such as reading, math, listening, and writing are necessary for successful integration into today's society. Connecticut's adult education programs are designed to promote literacy skills at all levels so that all residents are afforded the opportunity to acquire the skills necessary for self-sufficiency and social promotion.

This report documents functional skills levels associated with Connecticut's adult learner population enrolled in various programs from 1996 to 1998 at the time of program entry. More specifically, this report includes selected learner demographics, key findings, reading, math, and listening appraisal score distributions, sample test items and functional skill descriptors at each of six proficiency levels, and data highlights representing learners scoring at each proficiency level.

The purpose of this report is to present to legislators, policy makers, employers, and relevant state agency personnel—indeed all of Connecticut's stakeholders—a better understanding of the skills levels of individuals served in a variety of adult education programs. It is also designed to provide examples of the kind of tasks individuals can typically perform at different skills levels. Student populations are subdivided into some of the major categories served through support from the Connecticut State Department of Education. Each category is explained below.

## Who Is Included in the Study?

- This report details the *functional* reading, math, and listening skills of Connecticut's adult learners accessing program services who have taken a basic skills assessment between the fall of 1996 and the spring of 1998.
- The tables include adults from the following learning environments:
  1. **Local school districts** provide English as a second language (ESL), basic skills, secondary completion and citizenship courses.
  2. **Department of Correction** offers instruction in basic skills, ESL and secondary completion programs to incarcerated adults.
  3. **Coordinated Employment and Training Opportunities (CETO)** is a multiple agency, multiple-funded initiative connecting the State Department of Education and Connecticut's eight regional workforce development boards. This initiative provides employability-focused basic skills, high school completion, ESL, and employment and training services for adults.
  4. **State welfare** in this study represents clients who are receiving state assistance and are participating in adult education or training activities.
  5. **City welfare/General Assistance** in this study represents clients who are receiving city or general assistance benefits and are participating in adult education or training activities.
  6. **Family literacy** programs enable adults to become full partners in the education of their children through an integration of adult education, early childhood, parenting, and interactive literacy activities between parents and children.
  7. **Workplace literacy** programs are designed to provide basic skills instruction tailored to specific skills needed for a job in order to improve the productivity of the workforce.
- The pie charts represent all Connecticut adult learners enrolled in adult basic education, ESL, high school completion, citizenship and employment and training programs.

## Overview of Appraisal Testing in Connecticut

Each new student is required to take a CASAS<sup>1</sup> appraisal (placement) test at program entry. Appraisal tests are designed to help place students at appropriate instructional levels given the skill sets they bring to the learning experience.

### Appraisal Testing for Limited English Proficient

- All incoming students receive an oral interview and a Listening Appraisal test. Students who score *less* than 215 on the Listening Appraisal are not required to take a Reading Appraisal. Students scoring 215 or above are required to take a Reading Appraisal.

### Appraisal Testing for English Proficient

- All new students receive a Reading and Math Appraisal test. These tests are appropriate primarily for students who wish to enroll in basic skills and secondary completion programs. Listening Appraisal tests are not administered to English proficient adults.

## Key Findings

- Nearly fifty-seven percent of learners enrolled between 1996 and 1998 were female.
- Nearly one-third of those tested are between 21 and 30-years-old.
- Connecticut adult learners report an average of 9.7 years of education.
- More than sixty percent of all learners are ethnic minorities.
- Overall, Connecticut's adult learners' reading skills tend to be stronger than their math skills.
- Adults reporting more years of schooling before leaving high school performed at higher levels in reading, math and listening overall.

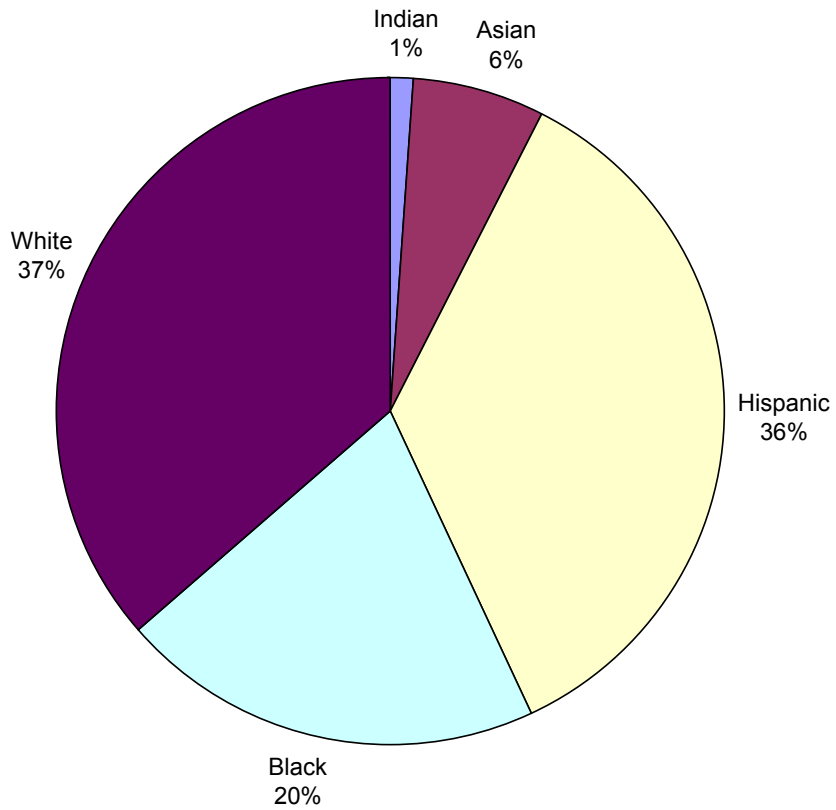
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<sup>1</sup> CASAS has a 20-year history of successfully assessing the basic skills of adults within a functional context and is used extensively throughout the United States in adult education programs. The CASAS system has been validated and approved for national dissemination by the U.S. Department of Education's National Diffusion Network in the area of adult education.

## Learner Demographics and Sample Sizes

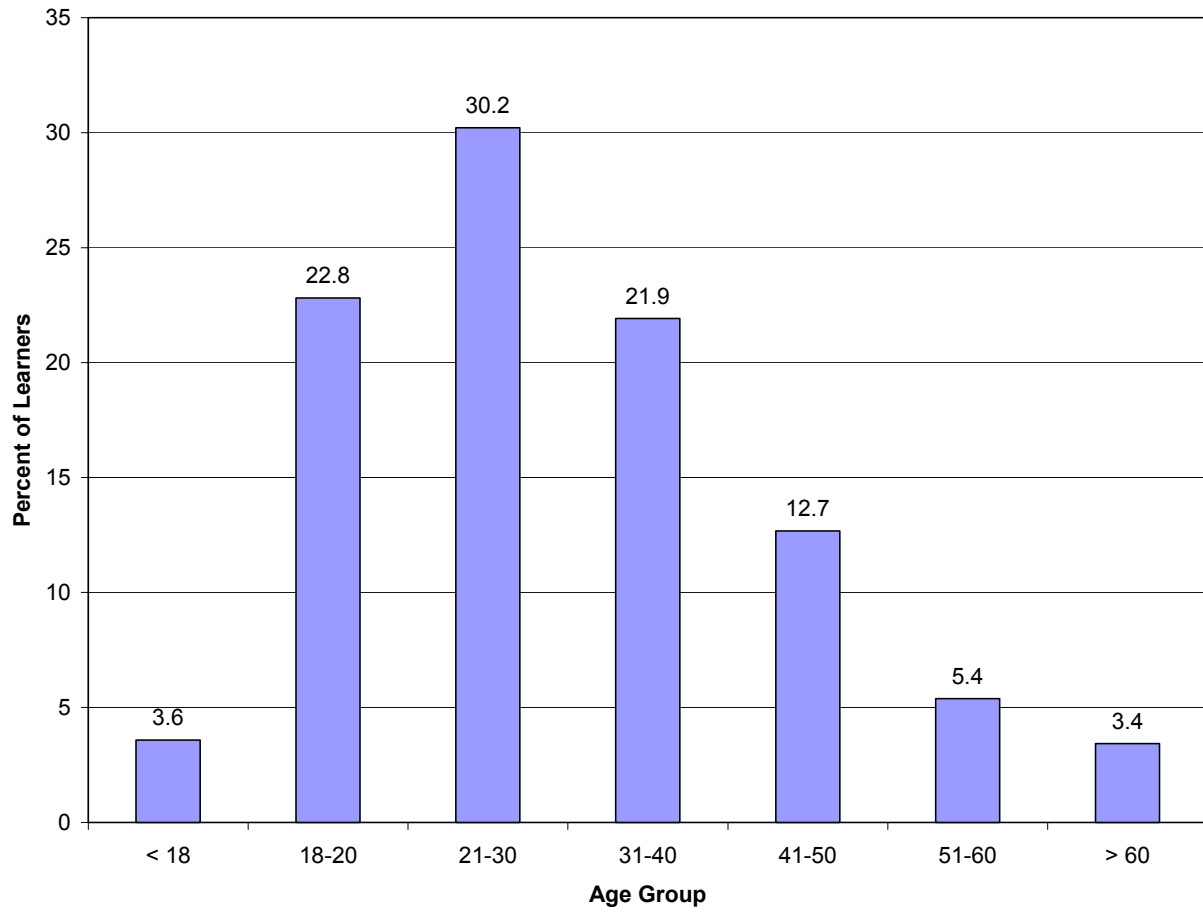
- A slight majority of Connecticut's adult learners (56.9%) were female.
- Adults enrolled in Connecticut's adult education programs represent a diverse population. Sixty-three percent (63%) of all Connecticut adult learners represent ethnic minorities (See Figure 1). The two largest minority groups enrolled in adult education programs between 1996 and 1998 were Hispanics (36%) and Blacks (20%).

**Figure 1 - Percentage of Learners by Ethnic Group**



- The majority (53.0%) of learners were between 18 and 30 years of age (see Figure 2).
- The average age of adult learners enrolled between 1996 and 1998 was 31.2.
- The average number of years of education completed for Connecticut adult learners from 1996 to 1998 was 9.7 years.

**Figure 2 - Percentage of Learners by Age Group**



## Number of Reading, Math, And Listening Appraisal Test Results Broken by CASAS Scaled Score Ranges

(1996-97 and 1997-98)

<b>Reading</b>							
Score Range	Local School Districts	Dept. of Correction	CETO	State Welfare / AFDC	City Welfare / GA	Family Lit	Workplace Lit
	N	N	N	N	N	N	N
<201	3,130	132	150	298	103	16	87
201-210	4,345	165	259	600	134	41	108
211-220	8,394	270	545	1,247	351	97	183
221-235	27,023	295	1,280	3,947	797	196	555
236-245	14,885	81	738	1,937	345	138	327
>245	8,371	31	355	620	107	69	188
<b>TOTAL</b>	<b>66,148</b>	<b>974</b>	<b>3,327</b>	<b>8,649</b>	<b>1,837</b>	<b>557</b>	<b>1,448</b>
<b>Math</b>							
Score Range	Local School Districts	Dept. of Correction	CETO	State Welfare / AFDC	City Welfare / GA	Family Lit	Workplace Lit
	N	N	N	N	N	N	N
<201	2,185	145	222	378	115	25	41
201-210	11,378	278	770	2,148	449	90	226
211-220	18,899	366	952	2,936	532	151	360
221-235	15,636	160	698	1,449	300	138	424
236-245	3,246	22	133	156	23	22	68
>245	616	5	32	27	4	11	26
<b>TOTAL</b>	<b>51,960</b>	<b>976</b>	<b>2,807</b>	<b>7,094</b>	<b>1,423</b>	<b>437</b>	<b>1,145</b>
<b>Listening</b>							
Score Range	Local School Districts	Dept. of Correction	CETO	State Welfare / AFDC	City Welfare / GA	Family Lit	Workplace Lit
	N	N	N	N	N	N	N
<201	6,802	10	246	476	261	97	141
201-210	7,187	11	315	660	320	76	156
211-220	6,163	7	278	568	151	72	116
221-235	2,179	1	62	76	25	60	25
236-245	0	0	0	0	0	0	0
>245	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>22,331</b>	<b>29</b>	<b>901</b>	<b>1,780</b>	<b>757</b>	<b>305</b>	<b>438</b>

- The table above illustrates the total sample size within each category, including sample sizes at each proficiency level.
- Totals for each category (in **bold** type) were used to determine the percentage of learners scoring at each proficiency level as indicated in the tables throughout the report.
- Row totals are not calculated because learners in one category may also be counted in other categories.

## How To Read This Report

This report is divided by proficiency levels ranging from Beginning Literacy/Pre-Beginning (lowest) to Advanced Adult Secondary (highest). In addition, Listening Appraisal results are presented separately from Reading and Math. Listening skills are conceptually different from the problem solving skills common in both math and reading and consequently are reported separately.

The proficiency level for each student is determined by his or her appraisal score obtained at the time of entry to the program using one of three CASAS appraisal tests (reading, math or listening). These performance evaluations are designed to assess functional skills that a learner possesses prior to instruction. A description of Connecticut adult learners' performance at each level is illustrated across three pages. These pages are designed to show:

**1. The number and proportion of adults in each category that performed at each level in reading, math, and listening.**

Categories making up these tables are not mutually exclusive. In other words, learners may be represented in more than one category. For example, someone could be enrolled in a local school district program and receiving state welfare. This individual would be represented in both the local school districts category and the state welfare category. **Consequently, table entries should be compared from one proficiency level to the next within each category, not across categories.**

In the table below, it can be seen that five times as many math scores among local school district learners are at the Beginning Basic Level than at Beginning Literacy/Pre-Beginning Level in math. It is not appropriate, however, to state that a higher percentage of state welfare recipients scored at the Beginning Basic Level in math than did local school district learners, as these groups may contain the same individuals.

Beginning Literacy/Pre-Beginning Level				
	Local School Districts		State Welfare	
	N	%	N	%
<b>Reading</b>	2,009	10.0	120	4.8
<b>Math</b>	4,000	4.0	150	6.0

Beginning Basic Level				
	Local School Districts		State Welfare	
	N	%	N	%
<b>Reading</b>	4,445	22.2	150	6.0
<b>Math</b>	20,000	20.0	208	8.3

**2. The types of tasks that adults scoring at the upper end of each proficiency level can do.**

Functional skills are defined as skill sets or abilities that individuals can typically perform when scoring at the upper end of each defined proficiency level. For purposes of this report, these descriptors are separated by functional skill, i.e., reading, math, and listening.

<b>Examples of functional skills at the upper end of Advanced Basic Proficiency Level:</b>	<b>Score Range: 221-235</b>
<b>READING</b>	
<ul style="list-style-type: none"> <li>• Can interpret simple charts, graphs, and labels.</li> </ul>	
<b>MATH</b>	
<ul style="list-style-type: none"> <li>• Can reconcile a bank statement and maintain a family budget.</li> </ul>	
<b>LISTENING</b>	
<ul style="list-style-type: none"> <li>• Has some ability to understand and communicate on the telephone on familiar topics.</li> </ul>	

**3. A sample item from each category (reading, math, and listening) at each proficiency level.**

Examples of items used on CASAS tests are provided at each proficiency level. The italicized text associated with listening items indicates that which is heard on a tape cassette. There are different types of listening items. Some listening items require the learner to pick the appropriate picture that corresponds to the taped statement, while others require the learner to complete dialogue or answer specific questions.

SAMPLE READING ITEM AT BEGINNING LITERACY/PRE-BEGINNING LEVEL: <201

<b>STORE HOURS</b>			
<b>MON-FRI</b>	<b>9:00</b>	<b>–</b>	<b>7:00</b>
<b>SAT</b>	<b>9:00</b>	<b>–</b>	<b>6:00</b>
<b>SUN</b>	<b>11:00</b>	<b>–</b>	<b>4:00</b>

What time does the store close on Saturday?

- A. 4:00
- B. 6:00
- C. 7:00
- D. 9:00



## Adults Performing at Beginning Literacy/Pre-Beginning Level in Reading and Math

	Local School Districts		Dept. of Correction		CETO		State Welfare / AFDC		City Welfare / GA		Family Literacy		Workplace Literacy	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Reading</b>	3,130	4.73	132	13.55	150	4.51	298	3.45	103	5.61	16	2.87	87	6.01
<b>Math</b>	2,185	4.21	145	14.86	222	7.91	378	5.33	115	8.08	25	5.72	41	3.58

**Examples of functional skills at the upper end of Beginning Literacy/Pre-Beginning Proficiency Level:**

**Score Range: Below 201**

**READING**

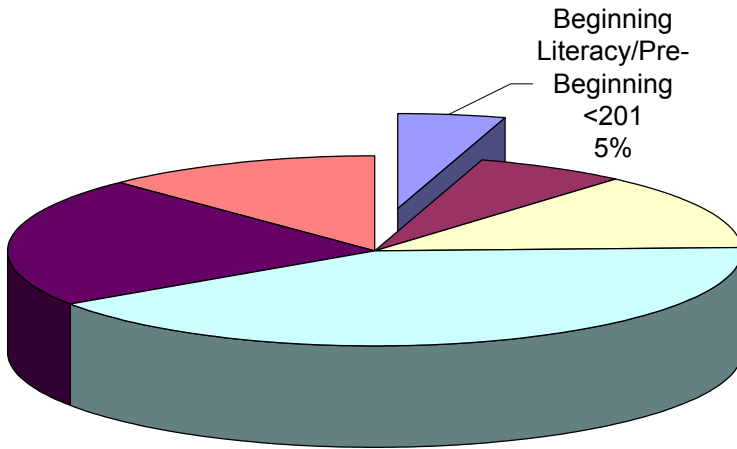
- Very limited ability to read and write; able to read and write letters and simple words and phrases related to immediate needs.
- Can handle routine entry-level jobs that require only basic written communication.
- Can provide very basic personal identification in written form such as on job applications.

**MATH**

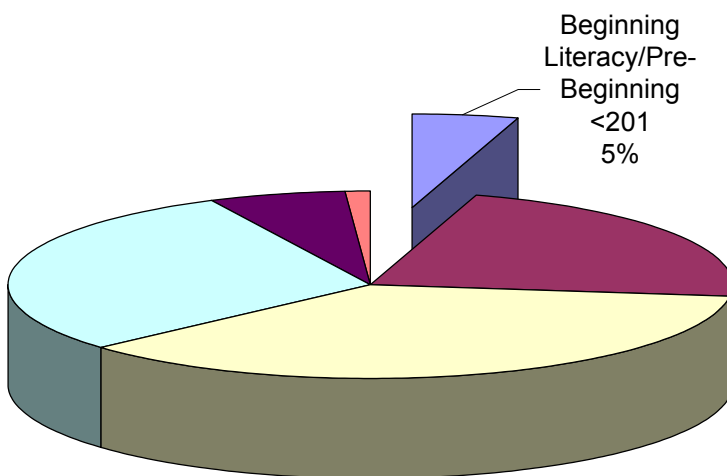
- Can read and write numbers.
- Can locate specific numbers in a chart or table.

# A Picture of those Adults Performing at Beginning Literacy/Pre-Beginning Level in Reading and Math

Adults Performing at Beginning Literacy/Pre-Beginning Level in Reading



Adults Performing at Beginning Literacy/Pre-Beginning Level in Math



## DATA HIGHLIGHTS

- Adults scoring at this level often have limited ability to read and write but can usually complete simple forms requiring personal information such as address and phone number.
- Only 5% of Connecticut's learners scored at or below Beginning Literacy/Pre-Beginning Level in math and reading.
- With the exception of Dept. of Correction learners (13.6%), less than 7% of learners in any other category scored at Beginning Literacy/Pre-Beginning Level in reading. According to the National Adult Literacy Survey (NALS), about seventy percent of prisoners in America read at the lowest levels. Additionally, learning disabilities are almost four times more prevalent in incarcerated populations than in the general population. Therefore, the fact that a higher proportion of DOC learners read at a lower level than the general population is to be expected.

**SAMPLE ITEMS – Beginning Literacy/Pre-Beginning Level: <201**

**READING**

<p>CASHIER MUST BE 21 APPLY IN PERSON 3 - 5 P.M. 214 16TH STREET</p>
--

How do you apply for this job?

- A. write a letter
- B. send a friend
- C. call on the telephone
- D. go to 214 16th Street

**MATH**

**SWEATER SALE**

Regular Price	Sale Price	YOU SAVE
\$19.95	\$14.50	\$5.45
\$24.95	\$18.50	\$6.45
\$29.95	\$22.50	\$7.45

What is the sale price of a \$24.95 sweater?

- A. \$14.50
- B. \$18.50
- C. \$22.50
- D. \$6.45

## Adults Performing at Beginning Basic Level in Reading and Math

	Local School Districts		Dept. of Correction		CETO		State Welfare / AFDC		City Welfare / GA		Family Literacy		Workplace Literacy	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Reading</b>	4,345	6.57	165	16.94	259	7.78	600	6.94	134	7.29	41	7.36	108	7.46
<b>Math</b>	11,378	21.9	278	28.48	770	27.43	2,148	30.28	449	31.55	90	20.59	226	19.74

**Examples of functional skills at the upper end of Beginning Basic Proficiency Level:**

**Score Range: 201-210**

**READING**

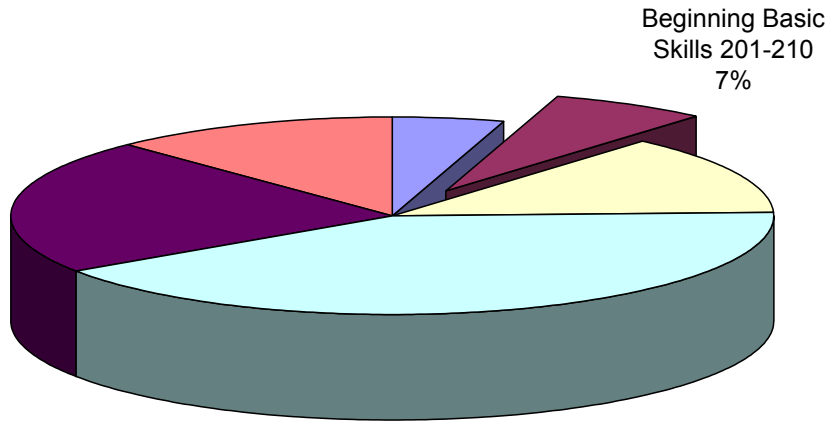
- Can read and interpret simple sentences on familiar subjects.
- Able to read simple schedules, signs, maps, and menus.
- Can handle entry-level positions that require some basic written communication.

**MATH**

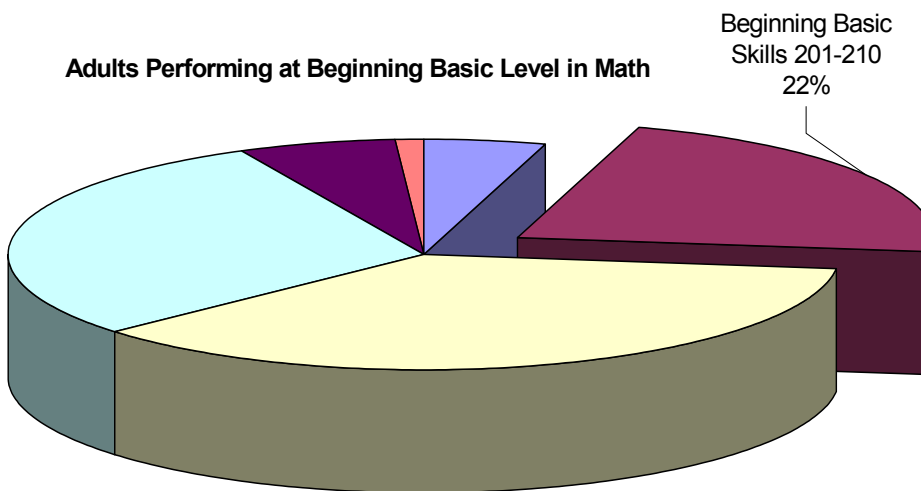
- Can calculate a single simple operation such as addition or subtraction when numbers are given.
- Able to make simple change.

# A Picture of those Adults Performing at Beginning Basic Level in Reading and Math

Adults Performing at Beginning Basic Level in Reading



Adults Performing at Beginning Basic Level in Math



## DATA HIGHLIGHTS

- While still challenged by complex tasks, adults at this level can handle entry-level jobs requiring basic written communication.
- Overall, 12% of learners scored at or below Beginning Basic Level in reading; and 27% scored at or below this level in math.
- A large percentage of learners tested by the Department of Correction (28.5%) scored at Beginning Basic Level in math.
- The average math scores for adults completing 5-6 years of education fall into this range.

**SAMPLE ITEMS - BEGINNING BASIC LEVEL: 201-210**

**READING**

<b>JUNE</b>						
SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Today is June 6. You have an appointment at the dentist for the day after tomorrow. What day is your appointment?

- A. Monday
- B. Tuesday
- C. Wednesday
- D. Thursday

**MATH**

**Work Schedule – March 6-11**

Angela Costello

<b>DAY</b>	<b>HOURS WORKED</b>
Mon	6
Tue	8
Wed	8
Thu	4
Fri	6
Sat	4

How many hours did Angela work this week?

- A. 34
- B. 36
- C. 38
- D. 40

## Adults Performing at Intermediate Basic Level in Reading and Math

	Local School Districts		Dept. of Correction		CETO		State Welfare / AFDC		City Welfare / GA		Family Literacy		Workplace Literacy	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Reading</b>	8,394	12.69	270	27.72	545	16.38	1,247	14.42	351	19.11	97	17.41	183	12.64
<b>Math</b>	18,899	36.37	366	37.5	952	33.92	2,936	41.39	532	37.39	151	34.55	360	31.44

**Examples of functional skills at the upper end of Intermediate Basic Proficiency Level:      Score Range: 211-220**

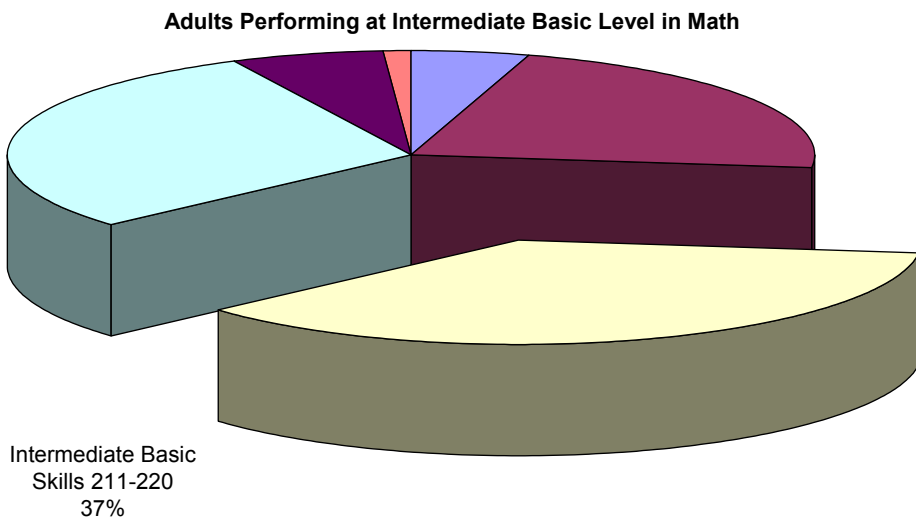
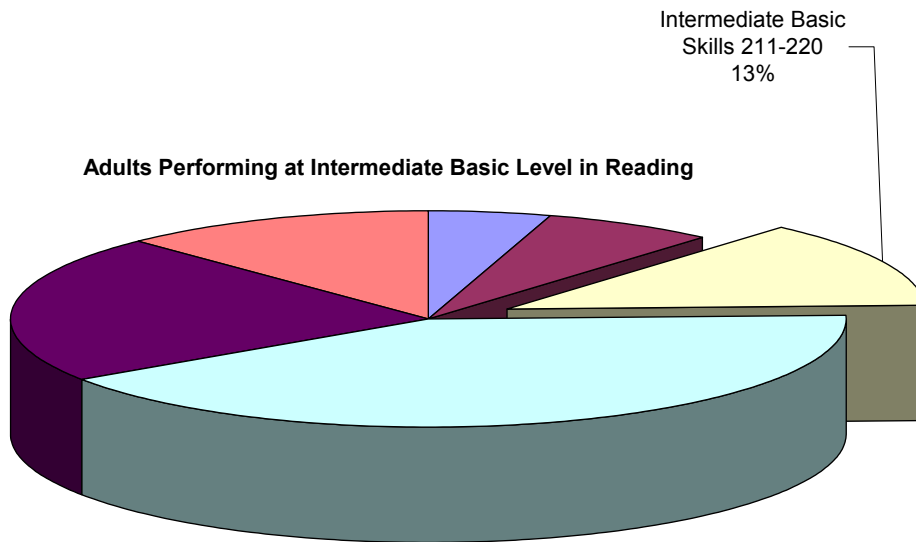
**READING**

- Able to read and follow basic written instructions and diagrams.
- Able to complete medical forms and job applications.

**MATH**

- Can complete a simple order form and do calculations (e.g., multiplication).
- Able to handle basic computational tasks related to life situations, such as making cash transactions.

# A Picture of those Adults Performing at Intermediate Basic Level in Reading and Math



## DATA HIGHLIGHTS

- Adult learners at Intermediate Basic Level can usually perform basic reading, writing and computational tasks. Adults at this level are capable of handling jobs and/or job training that involve following basic written and oral instruction.
- While 25% of reading scores were at or below Intermediate Basic Level, 64% of math scores were at or below this level.
- The highest percentage of Connecticut adult learners scored at Intermediate Basic Level in math.
- The majority of learners enrolled in local school district, Department of Correction, and/or state/city welfare programs scored at Intermediate Basic Level in math. This suggests that higher order math skills are deficient among these populations.
- The mean reading scores for participants who report having 6-7 years of education fall within this range.



**SAMPLE ITEMS – INTERMEDIATE BASIC LEVEL: 211-220**

**READING**

**School Policy on Safety for Auto Shop Class**

All students are required to receive safety instruction before they begin auto shop training. They must pass a written examination on safety rules and then sign a statement stating that they received safety instruction. Instruction in safety is required by law and by the school's insurance policy.

When must a student sign the safety instruction statement?

- A. After reading the law
- B. After getting insurance
- C. After passing the safety test
- D. After beginning auto shop training

**MATH**

Jose earns \$14.00 per hour. Last week he worked  $37\frac{1}{2}$  hours. How much did he earn?

- A. \$515.00
- B. \$518.50
- C. \$523.20
- D. \$525.00

## Adults Performing at Advanced Basic Level in Reading and Math

	Local School Districts		Dept. of Correction		CETO		State Welfare / AFDC		City Welfare / GA		Family Literacy		Workplace Literacy	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Reading</b>	27,023	40.85	295	30.29	1,280	38.47	3,947	45.64	797	43.39	196	35.19	555	38.33
<b>Math</b>	15,636	30.09	160	16.39	698	24.87	1,449	20.43	300	21.08	138	31.58	424	37.03

**Examples of functional skills at the upper end of Advanced Basic Proficiency Level:**

**Score Range: 221-235**

**READING**

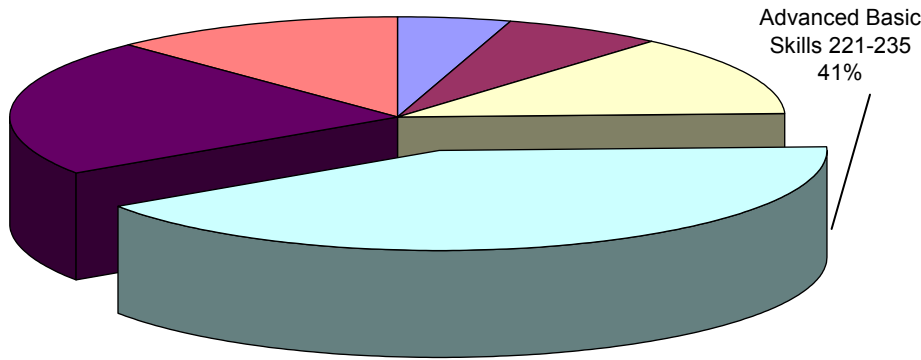
- Can read common informational materials on general subjects.
- Can follow multi-step diagrams and written instructions.
- Can read and interpret payroll stubs.

**MATH**

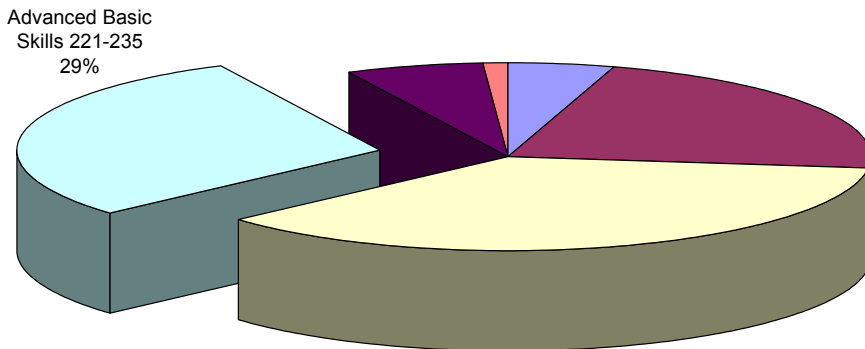
- Can make two-step calculations, e.g., calculating net pay from gross wages.
- Can interpret charts and graphs.
- Can reconcile a bank statement and maintain a family budget.

# A Picture of those Adults Performing at Advanced Basic Level in Reading and Math

Adults Performing at Advanced Basic Level in Reading



Adults Performing at Advanced Basic Level in Math



## DATA HIGHLIGHTS

- Adults performing at this level can handle most reading, writing and computational tasks related to their life roles.
- Overall, the highest percentage of reading scores within each program were evidenced at Advanced Basic Level.
- Learners with average reading scores (227.9) report at least 8 years of education.
- Ninety-three percent of Connecticut adult learners scored at or below Advanced Basic Level in math.
- 34% of all appraisal scores among GED prep learners fell below the advanced level. Individuals scoring below this level may not be ready to benefit from GED prep instruction. This speaks to the need for more field training regarding appraisal score interpretation and learner placement.

**SAMPLE ITEMS – ADVANCED BASIC LEVEL: 221-235**

**READING**

People smoke for a variety of reasons. However, smoking is dangerous to your health. If you want to quit smoking, there are many programs available to help you, some of them free. Use community resources to help you find the way that is best for you. Your local hospital, doctor, or your local chapter of the American Cancer Society or the American Lung Association can assist you.

What kind of program for quitting smoking should people choose?

- A. one which offers the best method of quitting for themselves
- B. one which has the lowest price and the most meetings
- C. one which is run by a local hospital or doctor
- D. one which is connected with the American Cancer Society

**MATH**

Electrical power use is measured in watts and is figured by this formula:

$$\text{volts} \times \text{amps} = \text{watts}$$

How many amps of current does a 100-watt light bulb draw on a 120-volt line?

- A. 0.083
- B. 0.12
- C. 0.83
- D. 1.20

## Adults Performing at Adult Secondary Level in Reading and Math

	Local School Districts		Dept. of Correction		CETO		State Welfare / AFDC		City Welfare / GA		Family Literacy		Workplace Literacy	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Reading</b>	14,885	22.50	81	8.32	738	22.18	1,937	22.40	345	18.78	138	24.78	327	22.58
<b>Math</b>	3,246	6.25	22	2.25	133	4.74	156	2.2	23	1.62	22	5.03	68	5.94

**Examples of functional skills at the upper end of Adult Secondary Proficiency Level:**

**Score Range: 236-245**

### **READING**

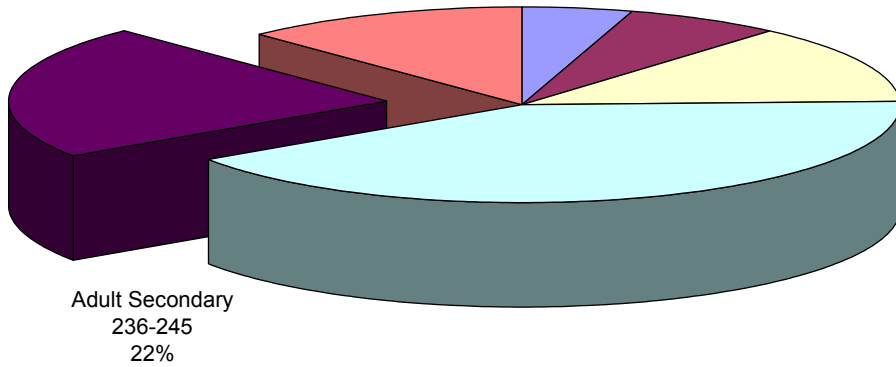
- Can compare and contrast written materials.
- Can read and follow multi-step directions.
- Can read and understand common legal forms and manuals.
- Can read newspaper and magazine articles on a range of subjects.

### **MATH**

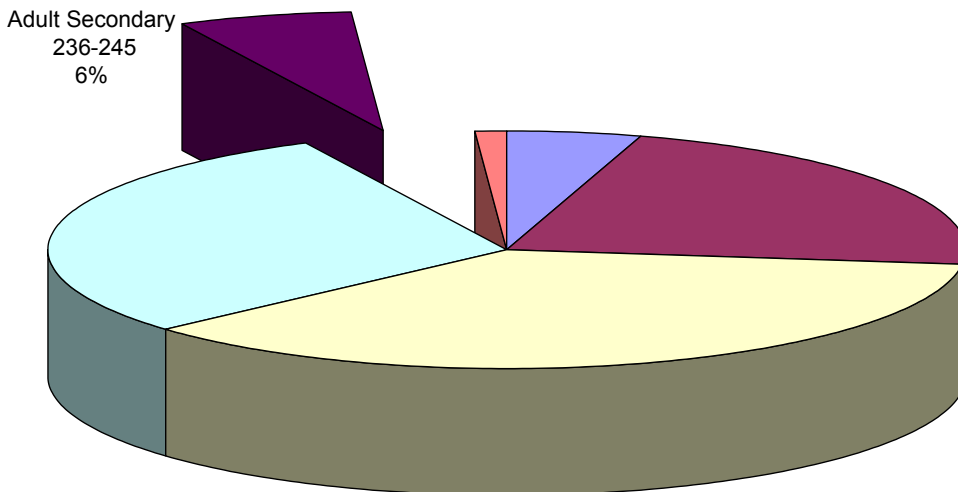
- Can perform multiple arithmetic functions relating to common problems.
- Able to compute percentages (e.g., discounts, taxes, fees, etc.).
- Can apply common formulas.
- Understands concepts involving unknowns (i.e.,  $x$ ).

# A Picture of those Adults Performing at Adult Secondary Level in Reading and Math

Adults Performing at Adult Secondary Level in Reading



Adults Performing at Adult Secondary Level in Math



## DATA HIGHLIGHTS

- Adults performing at Adult Secondary Level can read and interpret technical manuals, can integrate and synthesize materials as well as evaluate and organize information.
- Individuals functioning at Adult Secondary Level should be able to complete GED test preparation relatively quickly.
- A higher percentage of learners scored at Adult Secondary Level in reading than in math suggesting an overall strength in this area.
- About 22% of state welfare learners scored at Adult Secondary Level on reading appraisal tests.

SAMPLE ITEMS – ADULT SECONDARY LEVEL: 236-245

READING

MEMO

DATE: December 1  
 TO: Bill, Jennifer, Sarah, Tito, Ray, Kelly  
 FROM: Sonia Velasco, Personnel Manager  
 RE: Employee of the Year Nominating Committee Meeting

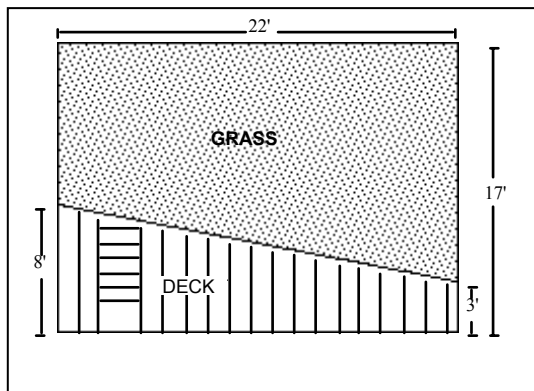
Thank you for serving on the Nominating Committee for the Employee of the Year. We will meet in the conference room on Friday, December 9, at 9:30 a.m.

We will not be nominating candidates for Employee of the Year at this initial meeting. Committee members will be informed of the selection process and the criteria on which employees should be nominated. At a follow-up meeting on Tuesday, December 13, at 9:30 a.m., each member of the committee will nominate one co-worker for Employee of the Year. Names of the nominees will appear in the company newsletter, and all employees will vote on the nominations in an election. The CEO will announce the Employee of the Year at the next general staff meeting.

What is an objective of the December 9 meeting?

- A. to decide on and establish the selection process
- B. to prepare committee members to make nominations
- C. to plan and organize the follow-up nomination meeting
- D. to inform committee members about the employees to be chosen

MATH



A customer wants to put grass in his back yard, as shown in the diagram below. The larger shaded portion will be grass, the smaller area will be a wooden deck.

Use this formula to help you answer the question:

$$\text{area of triangle} = 1/2 \text{ base} \times \text{height}$$

What is the total area of the grass, in square feet?

- A. 154
- B. 253
- C. 308
- D. 318

## Adults Performing at Advanced Adult Secondary Level in Reading and Math

	Local School Districts		Dept. of Correction		CETO		State Welfare / AFDC		City Welfare / GA		Family Literacy		Workplace Literacy	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Reading</b>	8,371	12.65	31	3.18	355	10.67	620	7.17	107	5.82	69	12.39	188	12.98
<b>Math</b>	616	1.19	5	0.51	32	1.14	27	0.38	4	0.28	11	2.52	26	2.27

**Examples of functional skills at the upper end of Advanced Adult Secondary Proficiency Level: Score Range: >245**

**READING**

- Can read and interpret most newspaper and magazine articles.
- Can understand some college-level texts and more advanced manuals.

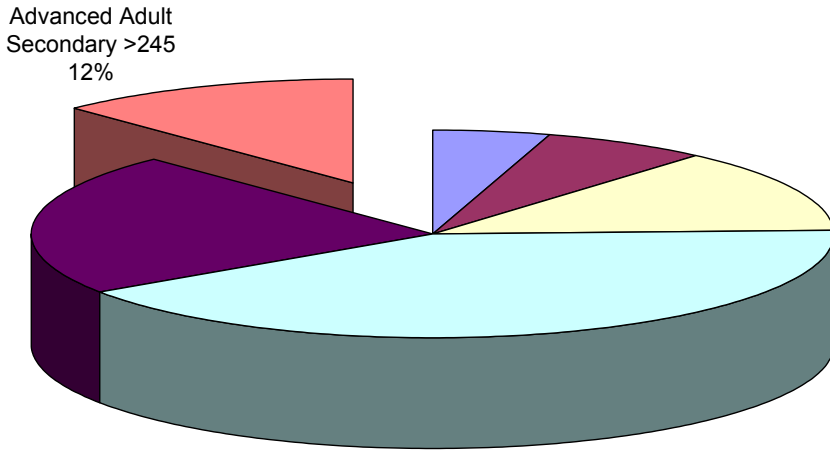
**MATH**

- Able to use applied mathematical formulas.
- Understands how to apply basic mathematical knowledge to everyday situations.

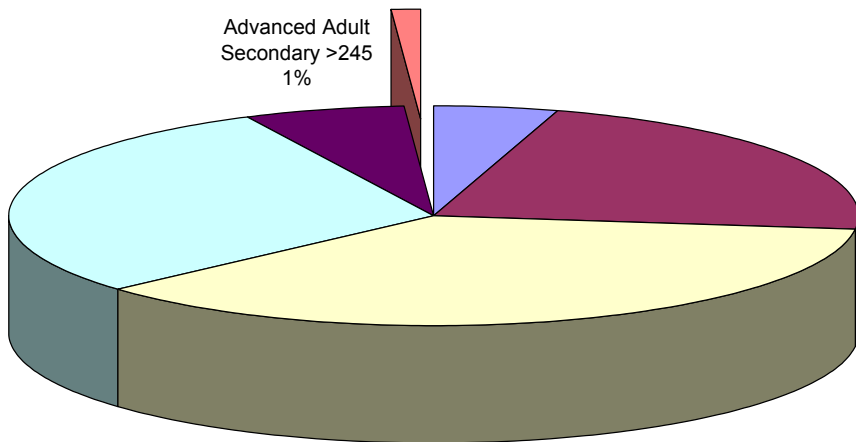


# A Picture of those Adults Performing at Advanced Adult Secondary Level in Reading and Math

**Adults Performing at Advanced Adult Secondary Level in Reading**



**Adults Performing at Advanced Adult Secondary Level in Math**



## DATA HIGHLIGHTS

- Adult learners at this level can typically read and interpret some college textbooks and complex technical manuals. In addition, they are able to meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
- The percentage (12%) of individuals scoring at Advanced Adult Secondary Level in reading is equivalent to the proportion scoring at or below Beginning Basic Level.
- Only a small percentage of learners in any category scored at Advanced Adult Secondary Level in math (percentages ranged from .28% to 2.52%).

**SAMPLE ITEMS - ADVANCED ADULT SECONDARY LEVEL: >245**

<b>READING</b>	<b>MATH</b>																																
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 2px;">IDENTIFICATION OF HEALTH HAZARD</th> </tr> <tr> <th style="width: 10%;"></th> <th style="text-align: center; padding: 2px;">Type of Possible Injury</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-weight: bold; padding: 5px;">Level</td> <td></td> </tr> <tr> <td style="text-align: center; font-weight: bold; padding: 5px;">4</td> <td style="padding: 2px;">Materials which on very short exposure could cause death or major residual injury even though prompt medical treatment were given.</td> </tr> <tr> <td style="text-align: center; font-weight: bold; padding: 5px;">3</td> <td style="padding: 2px;">Materials which on short exposure could cause serious temporary or residual injury even though prompt medical treatment were given.</td> </tr> <tr> <td style="text-align: center; font-weight: bold; padding: 5px;">2</td> <td style="padding: 2px;">Materials which on intense or continued exposure could cause temporary incapacitation or possible residual injury unless prompt medical treatment is given.</td> </tr> <tr> <td style="text-align: center; font-weight: bold; padding: 5px;">1</td> <td style="padding: 2px;">Materials which on exposure would cause irritation but only minor residual injury even if no treatment is given.</td> </tr> <tr> <td style="text-align: center; font-weight: bold; padding: 5px;">0</td> <td style="padding: 2px;">Materials which on exposure under fire conditions would offer no hazard beyond that of ordinary combustibles.</td> </tr> </tbody> </table> </div> <p>Which of the following best describes the purpose of this information?</p> <p>A. It is a listing of common health hazards and possible injuries.</p> <p>B. It is a set of precautions that should be taken when hazardous materials are handled.</p> <p>C. It is a system for classifying materials according to the health risk they present.</p> <p>D. It is a table identifying the medical treatment indicated for various levels of exposure to hazardous materials.</p>	IDENTIFICATION OF HEALTH HAZARD			Type of Possible Injury	Level		4	Materials which on very short exposure could cause death or major residual injury even though prompt medical treatment were given.	3	Materials which on short exposure could cause serious temporary or residual injury even though prompt medical treatment were given.	2	Materials which on intense or continued exposure could cause temporary incapacitation or possible residual injury unless prompt medical treatment is given.	1	Materials which on exposure would cause irritation but only minor residual injury even if no treatment is given.	0	Materials which on exposure under fire conditions would offer no hazard beyond that of ordinary combustibles.	<p>Wilma Santos works in a company that manufactures electrical equipment. She does the final assembly on regulator units. She keeps a log of the number of units she completes each day. She works five days a week. Below is her log for the week of August 2 through August 6.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center"><b>PRODUCTION LOG</b></p> <p>Name: Wilma Santos</p> <p>Week: 8/2 - 8/6</p> <table style="width: 100%; margin-top: 5px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="text-align: center;">No. units assembled</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">8/2</td> <td style="text-align: center;">12</td> </tr> <tr> <td style="text-align: center;">8/3</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">8/4</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">8/5</td> <td style="text-align: center;">17</td> </tr> <tr> <td style="text-align: center;">8/6</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Weekly total</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Daily average</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table> </div> <p>The total for 8/6 is how much higher than the total for 8/2?</p> <p>A. 4%</p> <p>B. 13.3%</p> <p>C. 25%</p> <p>D. 33%</p>		No. units assembled	8/2	12	8/3	15	8/4	18	8/5	17	8/6	16	Weekly total	_____	Daily average	_____
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## Limited English Proficient Adults Performing at Various Levels of Listening Proficiency

	Local School Districts		Dept. of Correction		CETO		State Welfare / AFDC		City Welfare / GA		Family Literacy		Workplace Literacy	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Beginning Proficiency Level</b>	6,802	30.5	10	34.5	246	27.3	476	26.7	261	34.5	97	31.8	141	32.2
<b>Low Intermediate Proficiency Level</b>	7,187	32.2	11	37.9	315	35.0	660	37.1	320	42.3	76	24.9	156	35.6
<b>High Intermediate Proficiency Level</b>	6,163	27.6	7	24.2	278	30.8	568	31.9	151	20.0	72	23.6	116	26.5
<b>Advanced Proficiency Level</b>	2,179	9.7	1	3.4	62	6.9	76	4.3	25	3.2	60	19.7	25	5.7

**Examples of functional skills at the upper end of Beginning Proficiency Level:**

**Score Range: Below 201**

- Recognizes familiar spoken words in situations relating to immediate needs.
- Understands basic learned phrases, with some difficulty.

**Examples of functional skills at the upper end of Low Intermediate Proficiency Level:**

**Score Range: 201-210**

- Can satisfy basic listening survival needs and very routine social demands.
- Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition.

**Examples of functional skills at the upper end of High Intermediate Proficiency Level:**

**Score Range: 211-220**

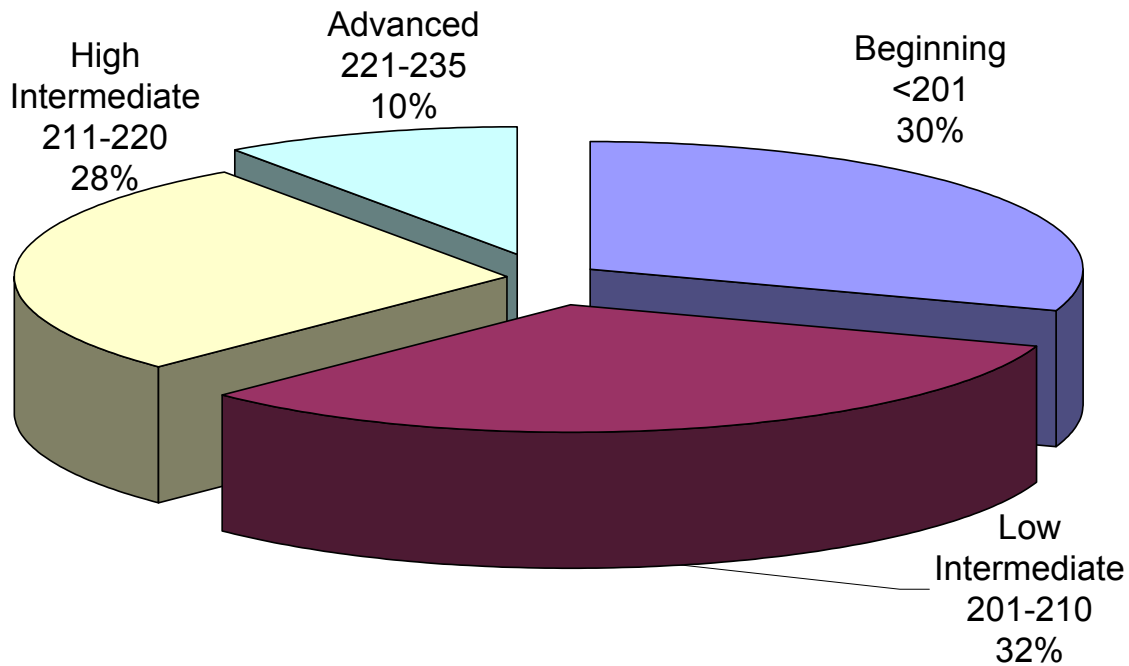
- Can follow oral directions in familiar contexts.
- Can follow basic conversation with some difficulty.

**Examples of functional skills at the upper end of Advanced Proficiency Level:**

**Score Range: 221-235**

- Can satisfy most survival needs and social demands related to listening.
- Understands common conversational language in various contexts.

## A Picture of Limited English Proficient Adults Performing at Various Levels of Listening Proficiency

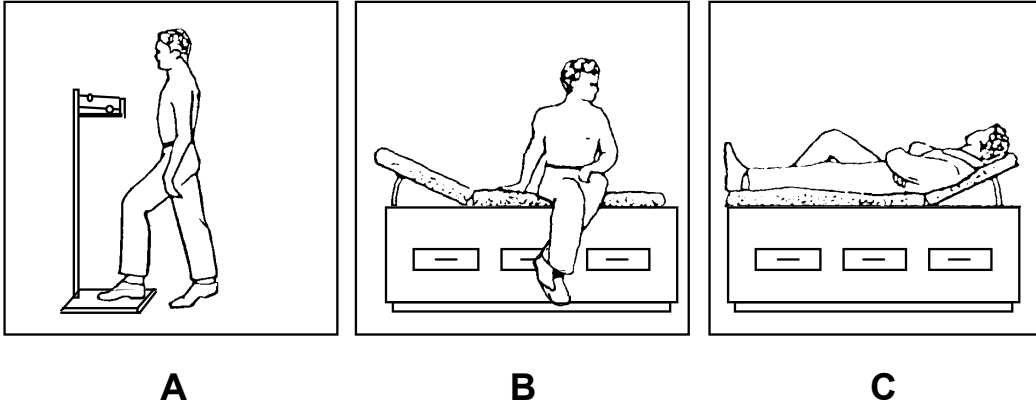


### DATA HIGHLIGHTS

- Thirty percent of Connecticut's learners scored at or below Beginning Proficiency Level in listening.
- Of those learners who participated through their local school district, a large percentage (30.5%) scored at Beginning Proficiency Level in listening.
- Overall, 62% of learners scored at or below Low Intermediate Proficiency Level in listening.
- Overall average listening scores were within the Low Intermediate Proficiency Level range.
- More than a third (37.1%) of state welfare recipients scored at the Low Intermediate Proficiency Level on listening appraisals, while over 42% of city welfare recipients scored at the Low Intermediate Proficiency Level on listening appraisals.
- Ninety percent of listening scores were at or below High Intermediate Proficiency Level.
- One hundred percent of listening scores fell at or below Advanced Proficiency Level.

# SAMPLE LISTENING ITEMS

## BEGINNING PROFICIENCY LEVEL: <201



*Please step up on the scale.*

## LOW INTERMEDIATE PROFICIENCY LEVEL: 201-210

*I just finished.*

- A. I finished quickly.
- B. I'll be finished soon.
- C. I finished a little while ago.

**HIGH INTERMEDIATE PROFICIENCY LEVEL: 211-220**

- *I'd like to ask about the office assistant position that was advertised in the newspaper.*
- *That job has been filled. You can call us again next month. We may have other job openings then.*
- -----

- A. OK. I'll do that.
- B. Good. I'll take the job.
- C. Thank you very much. I'll be there.

**ADVANCED PROFICIENCY LEVEL: 221-235**

*After you clear out the assembly area, sweep, then replace the benches.*

- A. The worker should replace the benches first.
- B. The worker should sweep the assembly area first.
- C. The worker should move everything from the assembly area first.

## Conclusions

The data in this report help illustrate the population served by Connecticut's adult education system. Findings suggest that educational services in the state are being accessed by learners who demonstrate deficiencies in basic literacy skills, especially math and listening. One observation in the report is that much higher proportions of learners are scoring at the lowest levels in listening than in reading or math. This is partly explained by the particularly high number of minority learners enrolled in adult education programs across the state. The majority of those scoring at the Pre-Beginning and Beginning levels in listening are non-native speakers of English enrolled in ESL classes and, consequently, are challenged more significantly than native speakers enrolled in similar programs.

Overall, it appears that Connecticut's adult education programs are effectively serving the populations most in need of services and are helping to improve the level of literacy and self-sufficiency among residents. As the challenges of the workplace, our communities and our families increase, so too must the efforts of our educational programs to ensure that life long learning opportunities exist for everyone.