

NATIONAL ASSESSMENT OF ADULT LITERACY

NATIONAL ASSESSMENT OF ADULT LITERACY STANDS AS A CRITICAL MEASURE OF THE LITERACY LEVELS AMONG ADULTS IN THE UNITED STATES, PROVIDING VALUABLE DATA THAT INFORMS POLICYMAKERS, EDUCATORS, AND RESEARCHERS. THIS ASSESSMENT EVALUATES THE ABILITY OF ADULTS TO UNDERSTAND AND USE INFORMATION FROM VARIOUS TEXTS, IMPACTING THEIR DAILY LIVES AND WORKFORCE PARTICIPATION. THE NATIONAL ASSESSMENT OF ADULT LITERACY (NAAL) SERVES AS A BENCHMARK FOR IDENTIFYING LITERACY PROFICIENCY ACROSS DIVERSE POPULATIONS, HIGHLIGHTING DISPARITIES AND GUIDING INTERVENTIONS. UNDERSTANDING THE SCOPE, METHODOLOGY, AND IMPLICATIONS OF THIS ASSESSMENT IS ESSENTIAL FOR ADDRESSING LITERACY CHALLENGES AT A NATIONAL SCALE. THIS ARTICLE EXPLORES THE HISTORY, STRUCTURE, RESULTS, AND SIGNIFICANCE OF THE NAAL, AS WELL AS ITS INFLUENCE ON EDUCATIONAL PROGRAMS AND POLICY DECISIONS. ADDITIONALLY, IT DISCUSSES THE BROADER CONTEXT OF ADULT LITERACY AND THE ONGOING EFFORTS TO IMPROVE LITERACY RATES IN THE U.S. THE FOLLOWING SECTIONS PROVIDE A COMPREHENSIVE OVERVIEW OF THESE KEY ASPECTS.

- OVERVIEW OF THE NATIONAL ASSESSMENT OF ADULT LITERACY
- METHODOLOGY AND COMPONENTS OF THE ASSESSMENT
- KEY FINDINGS AND LITERACY PROFICIENCY LEVELS
- IMPLICATIONS FOR EDUCATION AND WORKFORCE DEVELOPMENT
- CHALLENGES AND LIMITATIONS OF THE NAAL
- FUTURE DIRECTIONS IN ADULT LITERACY ASSESSMENT

OVERVIEW OF THE NATIONAL ASSESSMENT OF ADULT LITERACY

THE NATIONAL ASSESSMENT OF ADULT LITERACY IS A LARGE-SCALE SURVEY CONDUCTED TO EVALUATE THE LITERACY SKILLS OF ADULTS AGED 16 AND OLDER ACROSS THE UNITED STATES. FIRST ADMINISTERED IN 1992, WITH SUBSEQUENT ASSESSMENTS IN 2003 AND 2012, THE NAAL PROVIDES DETAILED INSIGHTS INTO HOW ADULTS READ, COMPREHEND, AND USE PRINTED INFORMATION IN EVERYDAY LIFE. THE ASSESSMENT CAPTURES DATA ON PROSE LITERACY, DOCUMENT LITERACY, AND QUANTITATIVE LITERACY, REFLECTING THE BROAD SPECTRUM OF LITERACY SKILLS NECESSARY FOR FUNCTIONING EFFECTIVELY IN SOCIETY. BY ESTABLISHING A COMPREHENSIVE LITERACY PROFILE OF THE ADULT POPULATION, THE NAAL HELPS IDENTIFY GROUPS WITH LIMITED LITERACY PROFICIENCY AND INFORMS TARGETED EDUCATIONAL INTERVENTIONS.

HISTORICAL CONTEXT AND PURPOSE

THE NAAL WAS DEVELOPED IN RESPONSE TO GROWING CONCERNS ABOUT ADULT LITERACY LEVELS AND THEIR EFFECTS ON ECONOMIC AND SOCIAL OUTCOMES. PRIOR TO THE NAAL, THERE WAS A LACK OF STANDARDIZED DATA ON ADULT LITERACY IN THE U.S., WHICH HINDERED EFFORTS TO ADDRESS LITERACY DEFICIENCIES. THE ASSESSMENT WAS DESIGNED TO FILL THIS GAP BY PROVIDING RELIABLE, NATIONALLY REPRESENTATIVE DATA THAT COULD BE USED TO FORMULATE POLICY, IMPROVE EDUCATIONAL PROGRAMS, AND ALLOCATE RESOURCES EFFICIENTLY. THE RESULTS OF THE NAAL HAVE BEEN INSTRUMENTAL IN RAISING AWARENESS OF LITERACY ISSUES AND SHAPING FEDERAL AND STATE LITERACY INITIATIVES.

METHODOLOGY AND COMPONENTS OF THE ASSESSMENT

THE NATIONAL ASSESSMENT OF ADULT LITERACY EMPLOYS A RIGOROUS METHODOLOGY TO ENSURE ACCURATE MEASUREMENT OF LITERACY SKILLS ACROSS A DIVERSE ADULT POPULATION. THE ASSESSMENT UTILIZES A COMBINATION OF BACKGROUND QUESTIONNAIRES AND PERFORMANCE-BASED TASKS TO GATHER COMPREHENSIVE DATA ON LITERACY. PARTICIPANTS ARE

SELECTED THROUGH A STRATIFIED, MULTISTAGE PROBABILITY SAMPLING APPROACH TO REPRESENT THE U.S. ADULT CIVILIAN, NON-INSTITUTIONALIZED POPULATION.

ASSESSMENT DOMAINS

NAAL MEASURES LITERACY ACROSS THREE PRIMARY DOMAINS:

- **PROSE LITERACY:** THE ABILITY TO UNDERSTAND AND USE INFORMATION FROM CONTINUOUS TEXTS SUCH AS EDITORIALS, NEWS STORIES, AND INSTRUCTIONAL MATERIALS.
- **DOCUMENT LITERACY:** THE CAPACITY TO LOCATE AND USE INFORMATION IN NON-CONTINUOUS TEXTS, INCLUDING FORMS, SCHEDULES, MAPS, AND CHARTS.
- **QUANTITATIVE LITERACY:** THE SKILL TO APPLY ARITHMETIC OPERATIONS TO NUMBERS EMBEDDED IN PRINTED MATERIALS LIKE BILLS, RECIPES, AND TIMETABLES.

DATA COLLECTION AND SCORING

PARTICIPANTS COMPLETE TASKS THAT SIMULATE REAL-WORLD LITERACY DEMANDS, AND THEIR PERFORMANCE IS SCORED TO CLASSIFY LITERACY PROFICIENCY LEVELS. BACKGROUND INFORMATION COLLECTED INCLUDES DEMOGRAPHIC CHARACTERISTICS, EDUCATION, EMPLOYMENT, AND LITERACY PRACTICES, WHICH HELP CONTEXTUALIZE THE RESULTS. THE ASSESSMENT EMPLOYS SCALED SCORES TO CATEGORIZE PROFICIENCY INTO FOUR LEVELS: BELOW BASIC, BASIC, INTERMEDIATE, AND PROFICIENT, ENABLING DETAILED ANALYSIS OF LITERACY CAPABILITIES.

KEY FINDINGS AND LITERACY PROFICIENCY LEVELS

RESULTS FROM THE NATIONAL ASSESSMENT OF ADULT LITERACY REVEAL SIGNIFICANT VARIATIONS IN LITERACY PROFICIENCY AMONG ADULTS IN THE UNITED STATES. THE DATA HIGHLIGHT DISPARITIES LINKED TO FACTORS SUCH AS AGE, EDUCATION, RACE, AND SOCIOECONOMIC STATUS. UNDERSTANDING THESE PROFICIENCY LEVELS IS CRUCIAL FOR RECOGNIZING THE SCOPE OF LITERACY CHALLENGES AND DEVELOPING EFFECTIVE RESPONSES.

PROFICIENCY LEVEL DESCRIPTIONS

THE NAAL CATEGORIZES LITERACY SKILLS INTO FOUR PROFICIENCY LEVELS:

1. **BELOW BASIC:** INDICATES NO MORE THAN THE MOST SIMPLE AND CONCRETE LITERACY SKILLS. ADULTS AT THIS LEVEL MAY STRUGGLE WITH TASKS SUCH AS READING SIMPLE DIRECTIONS OR LOCATING INFORMATION IN SHORT TEXTS.
2. **BASIC:** REPRESENTS THE ABILITY TO PERFORM SIMPLE EVERYDAY LITERACY ACTIVITIES, SUCH AS READING INSTRUCTIONS OR FILLING OUT UNCOMPLICATED FORMS.
3. **INTERMEDIATE:** INVOLVES SKILLS NECESSARY TO PERFORM MODERATELY CHALLENGING LITERACY TASKS, INCLUDING READING AND INTERPRETING TEXTS WITH MULTIPLE PIECES OF INFORMATION.
4. **PROFICIENT:** REFLECTS ADVANCED SKILLS ENABLING ADULTS TO PERFORM COMPLEX AND CHALLENGING LITERACY ACTIVITIES, SUCH AS SYNTHESIZING INFORMATION FROM MULTIPLE SOURCES.

STATISTICAL HIGHLIGHTS

ACCORDING TO THE MOST RECENT NAAL DATA, APPROXIMATELY ONE IN SIX ADULTS IN THE U.S. PERFORMS AT THE BELOW BASIC LEVEL, INDICATING LIMITED LITERACY SKILLS. THIS PREVALENCE POSES CHALLENGES FOR EMPLOYMENT OPPORTUNITIES, HEALTH LITERACY, AND CIVIC ENGAGEMENT. CONVERSELY, A SMALLER PERCENTAGE ACHIEVE PROFICIENT LEVELS, HIGHLIGHTING THE NEED FOR CONTINUED EFFORTS TO ELEVATE LITERACY ACROSS THE POPULATION. THE ASSESSMENT ALSO UNDERSCORES DISPARITIES AMONG DEMOGRAPHIC GROUPS, WITH LOWER LITERACY LEVELS MORE COMMON AMONG OLDER ADULTS, INDIVIDUALS WITH LESS FORMAL EDUCATION, AND CERTAIN MINORITY POPULATIONS.

IMPLICATIONS FOR EDUCATION AND WORKFORCE DEVELOPMENT

THE NATIONAL ASSESSMENT OF ADULT LITERACY HAS PROFOUND IMPLICATIONS FOR EDUCATIONAL POLICY AND WORKFORCE DEVELOPMENT PROGRAMS. LITERACY SKILLS ARE FOUNDATIONAL TO EMPLOYMENT, CAREER ADVANCEMENT, AND LIFELONG LEARNING, MAKING NAAL INSIGHTS VITAL FOR SHAPING EFFECTIVE STRATEGIES TO IMPROVE ADULT EDUCATION.

INFORMING ADULT EDUCATION PROGRAMS

EDUCATIONAL INSTITUTIONS AND COMMUNITY ORGANIZATIONS UTILIZE NAAL DATA TO TAILOR ADULT LITERACY PROGRAMS THAT ADDRESS SPECIFIC SKILL GAPS. THE ASSESSMENT HIGHLIGHTS CRITICAL AREAS WHERE ADULTS STRUGGLE, ALLOWING EDUCATORS TO DEVELOP TARGETED CURRICULA THAT IMPROVE READING COMPREHENSION, DOCUMENT INTERPRETATION, AND QUANTITATIVE REASONING. FURTHERMORE, NAAL FINDINGS SUPPORT THE INTEGRATION OF LITERACY INSTRUCTION WITH VOCATIONAL TRAINING TO ENHANCE EMPLOYABILITY.

WORKFORCE READINESS AND ECONOMIC IMPACT

EMPLOYERS INCREASINGLY SEEK WORKERS WITH STRONG LITERACY AND COMMUNICATION SKILLS. THE NAAL IDENTIFIES WORKFORCE LITERACY DEFICIENCIES THAT CAN HINDER PRODUCTIVITY AND ECONOMIC GROWTH. BY ADDRESSING THESE GAPS THROUGH WORKFORCE DEVELOPMENT INITIATIVES, BUSINESSES AND POLICYMAKERS CAN IMPROVE JOB PERFORMANCE, REDUCE TRAINING COSTS, AND ENHANCE COMPETITIVENESS. MOREOVER, IMPROVED LITERACY CORRELATES WITH HIGHER EARNINGS AND JOB STABILITY, BENEFITING INDIVIDUALS AND THE BROADER ECONOMY.

CHALLENGES AND LIMITATIONS OF THE NAAL

WHILE THE NATIONAL ASSESSMENT OF ADULT LITERACY PROVIDES VALUABLE INSIGHTS, IT FACES CERTAIN CHALLENGES AND LIMITATIONS THAT AFFECT INTERPRETATION AND APPLICATION OF ITS FINDINGS. RECOGNIZING THESE FACTORS IS ESSENTIAL FOR A BALANCED UNDERSTANDING OF THE ASSESSMENT'S ROLE.

SAMPLING AND REPRESENTATION ISSUES

ALTHOUGH THE NAAL EMPLOYS A RIGOROUS SAMPLING METHOD, CERTAIN POPULATIONS ARE EXCLUDED, SUCH AS INSTITUTIONALIZED INDIVIDUALS AND NON-ENGLISH SPEAKERS, WHICH MAY UNDERREPRESENT SEGMENTS WITH POTENTIALLY LOWER LITERACY LEVELS. THIS LIMITATION AFFECTS THE GENERALIZABILITY OF RESULTS TO THE ENTIRE ADULT POPULATION.

ASSESSMENT SCOPE AND FORMAT

THE NAAL FOCUSES PRIMARILY ON PRINTED LITERACY TASKS AND MAY NOT FULLY CAPTURE DIGITAL LITERACY SKILLS INCREASINGLY RELEVANT IN CONTEMPORARY SOCIETY. ADDITIONALLY, THE ASSESSMENT'S PAPER-BASED FORMAT AND TASK TYPES MAY NOT REFLECT ALL FORMS OF LITERACY ENCOUNTERED BY ADULTS IN DIVERSE CONTEXTS, SUCH AS MULTIMEDIA OR INTERACTIVE DIGITAL ENVIRONMENTS.

FUTURE DIRECTIONS IN ADULT LITERACY ASSESSMENT

ADVANCES IN TECHNOLOGY AND EVOLVING LITERACY DEMANDS NECESSITATE ONGOING DEVELOPMENT OF ADULT LITERACY ASSESSMENTS BEYOND THE SCOPE OF THE NAAL. FUTURE INITIATIVES AIM TO INCORPORATE DIGITAL LITERACY, PROBLEM-SOLVING, AND CRITICAL THINKING SKILLS TO PROVIDE A MORE COMPREHENSIVE EVALUATION OF ADULT CAPABILITIES.

INTEGRATING DIGITAL AND MEDIA LITERACY

AS DIGITAL PLATFORMS BECOME UBIQUITOUS, ASSESSMENTS ARE EXPANDING TO MEASURE ADULTS' ABILITY TO NAVIGATE, EVALUATE, AND CREATE INFORMATION USING TECHNOLOGY. THIS BROADER APPROACH ADDRESSES THE CHANGING NATURE OF LITERACY IN THE 21ST CENTURY AND ALIGNS WITH WORKFORCE REQUIREMENTS.

ENHANCED DATA COLLECTION AND REPORTING

FUTURE ASSESSMENTS ARE EXPECTED TO LEVERAGE COMPUTER-BASED TESTING AND ADAPTIVE TECHNOLOGIES TO IMPROVE ACCURACY AND PARTICIPANT ENGAGEMENT. ENHANCED DATA ANALYTICS WILL ALLOW FOR MORE NUANCED UNDERSTANDING OF LITERACY TRENDS AND THE EFFECTIVENESS OF LITERACY PROGRAMS.

POLICY AND PROGRAMMATIC INNOVATIONS

BUILDING ON NAAL FINDINGS, POLICYMAKERS AND EDUCATORS ARE DEVELOPING INNOVATIVE STRATEGIES TO CLOSE LITERACY GAPS. THESE INCLUDE INTEGRATING LITERACY WITH CAREER TRAINING, EXPANDING ADULT EDUCATION ACCESS, AND PROMOTING LIFELONG LEARNING INITIATIVES THAT ADAPT TO DIVERSE ADULT LEARNERS' NEEDS.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE NATIONAL ASSESSMENT OF ADULT LITERACY (NAAL)?

THE NATIONAL ASSESSMENT OF ADULT LITERACY (NAAL) IS A LARGE-SCALE ASSESSMENT CONDUCTED IN THE UNITED STATES TO MEASURE THE ENGLISH LITERACY SKILLS OF ADULTS AGED 16 AND OLDER. IT EVALUATES PROSE, DOCUMENT, AND QUANTITATIVE LITERACY LEVELS TO UNDERSTAND THE POPULATION'S LITERACY PROFICIENCY.

WHEN WAS THE NATIONAL ASSESSMENT OF ADULT LITERACY (NAAL) LAST CONDUCTED?

THE MOST RECENT NATIONAL ASSESSMENT OF ADULT LITERACY WAS CONDUCTED IN 2003. SINCE THEN, THERE HAVE BEEN DISCUSSIONS ABOUT UPDATING THE ASSESSMENT TO REFLECT CURRENT LITERACY DEMANDS, BUT NO NEW NATIONAL ASSESSMENT HAS BEEN RELEASED AS OF 2024.

WHAT TYPES OF LITERACY SKILLS DOES THE NAAL ASSESS?

NAAL ASSESSES THREE TYPES OF LITERACY SKILLS: PROSE LITERACY (UNDERSTANDING AND USING INFORMATION FROM TEXTS SUCH AS NEWSPAPERS AND BROCHURES), DOCUMENT LITERACY (LOCATING AND USING INFORMATION IN FORMS, CHARTS, AND MAPS), AND QUANTITATIVE LITERACY (PERFORMING ARITHMETIC OPERATIONS USING NUMBERS EMBEDDED IN PRINTED MATERIALS).

WHY IS THE NATIONAL ASSESSMENT OF ADULT LITERACY IMPORTANT?

THE NAAL PROVIDES VALUABLE DATA ON ADULT LITERACY LEVELS, HELPING POLICYMAKERS, EDUCATORS, AND RESEARCHERS UNDERSTAND LITERACY CHALLENGES IN THE POPULATION. IT INFORMS THE DEVELOPMENT OF EDUCATION PROGRAMS, WORKFORCE

TRAINING, AND PUBLIC POLICY TO IMPROVE ADULT LITERACY AND ECONOMIC OUTCOMES.

HOW ARE THE RESULTS OF THE NAAL USED?

RESULTS FROM THE NAAL ARE USED TO IDENTIFY LITERACY SKILL GAPS IN THE ADULT POPULATION, GUIDE RESOURCE ALLOCATION FOR ADULT EDUCATION PROGRAMS, SHAPE LITERACY IMPROVEMENT INITIATIVES, AND TRACK CHANGES IN LITERACY PROFICIENCY OVER TIME TO MONITOR THE EFFECTIVENESS OF INTERVENTIONS.

WHAT POPULATIONS ARE INCLUDED IN THE NAAL ASSESSMENT?

THE NAAL ASSESSES A NATIONALLY REPRESENTATIVE SAMPLE OF ADULTS IN THE UNITED STATES AGED 16 AND OLDER, INCLUDING VARIOUS DEMOGRAPHIC GROUPS SUCH AS DIFFERENT AGES, EDUCATION LEVELS, ETHNICITIES, AND SOCIOECONOMIC BACKGROUNDS TO PROVIDE COMPREHENSIVE LITERACY DATA.

ADDITIONAL RESOURCES

1. *MEASURING ADULT LITERACY: THE NATIONAL ASSESSMENT OF ADULT LITERACY (NAAL) REPORT*

THIS COMPREHENSIVE REPORT PROVIDES AN IN-DEPTH ANALYSIS OF THE NAAL SURVEY RESULTS, OFFERING INSIGHTS INTO THE LITERACY SKILLS OF AMERICAN ADULTS. IT DISCUSSES THE METHODOLOGY USED FOR ASSESSMENT AND PRESENTS DATA ON PROSE, DOCUMENT, AND QUANTITATIVE LITERACY. THE BOOK SERVES AS A FUNDAMENTAL RESOURCE FOR POLICYMAKERS AND EDUCATORS AIMING TO IMPROVE ADULT LITERACY PROGRAMS.

2. *ADULT LITERACY IN AMERICA: A FIRST LOOK AT THE NATIONAL ASSESSMENT OF ADULT LITERACY*

THIS BOOK PRESENTS THE INITIAL FINDINGS FROM THE NAAL, HIGHLIGHTING THE LITERACY LEVELS OF ADULTS ACROSS DIFFERENT DEMOGRAPHIC GROUPS. IT EXPLORES THE IMPLICATIONS OF THESE FINDINGS FOR WORKFORCE DEVELOPMENT AND EDUCATION POLICY. THE TEXT IS ACCESSIBLE TO A BROAD AUDIENCE INTERESTED IN LITERACY AND SOCIAL EQUITY.

3. *ASSESSING LITERACY IN ADULT POPULATIONS: METHODS AND CHALLENGES*

FOCUSING ON THE TECHNICAL ASPECTS OF LITERACY ASSESSMENT, THIS BOOK EXAMINES THE CHALLENGES ENCOUNTERED IN NATIONAL SURVEYS LIKE NAAL. IT DISCUSSES TEST DESIGN, SAMPLING TECHNIQUES, AND DATA INTERPRETATION. RESEARCHERS AND ASSESSMENT PROFESSIONALS WILL FIND VALUABLE GUIDANCE ON CONDUCTING LARGE-SCALE LITERACY EVALUATIONS.

4. *LITERACY AND LIFE IN THE UNITED STATES: RESULTS FROM THE NATIONAL ASSESSMENT OF ADULT LITERACY*

THIS PUBLICATION LINKS ADULT LITERACY LEVELS WITH VARIOUS LIFE OUTCOMES, SUCH AS EMPLOYMENT, HEALTH, AND CIVIC PARTICIPATION. IT USES NAAL DATA TO ILLUSTRATE HOW LITERACY IMPACTS EVERYDAY LIFE AND SOCIAL MOBILITY. THE BOOK IS AN IMPORTANT RESOURCE FOR ADVOCATES WORKING TO REDUCE LITERACY-RELATED INEQUALITIES.

5. *IMPROVING ADULT LITERACY: INSIGHTS FROM THE NATIONAL ASSESSMENT OF ADULT LITERACY*

THIS BOOK SYNTHESIZES FINDINGS FROM NAAL TO RECOMMEND EFFECTIVE STRATEGIES FOR ADULT LITERACY IMPROVEMENT. IT DISCUSSES EDUCATIONAL INTERVENTIONS, COMMUNITY PROGRAMS, AND POLICY INITIATIVES THAT HAVE DEMONSTRATED SUCCESS. EDUCATORS AND POLICYMAKERS WILL FIND PRACTICAL ADVICE FOR ENHANCING LITERACY EDUCATION.

6. *THE NATIONAL ASSESSMENT OF ADULT LITERACY: BACKGROUND, IMPLEMENTATION, AND IMPACT*

OFFERING A BEHIND-THE-SCENES LOOK, THIS BOOK DETAILS THE HISTORY AND DEVELOPMENT OF NAAL. IT COVERS THE ASSESSMENT'S GOALS, DESIGN PROCESS, AND ITS INFLUENCE ON LITERACY RESEARCH AND PRACTICE. THE TEXT IS VALUABLE FOR THOSE INTERESTED IN THE EVOLUTION OF NATIONAL LITERACY ASSESSMENTS.

7. *ADULT LITERACY AND THE WORKFORCE: EVIDENCE FROM THE NATIONAL ASSESSMENT OF ADULT LITERACY*

THIS WORK EXPLORES THE RELATIONSHIP BETWEEN LITERACY SKILLS AND LABOR MARKET OUTCOMES USING NAAL DATA. IT ANALYZES HOW LITERACY AFFECTS EMPLOYMENT STATUS, EARNINGS, AND JOB TRAINING OPPORTUNITIES. THE BOOK PROVIDES INSIGHTS FOR WORKFORCE DEVELOPMENT PROFESSIONALS AND ECONOMIC POLICYMAKERS.

8. *EQUITY AND ACCESS IN ADULT LITERACY: FINDINGS FROM THE NATIONAL ASSESSMENT OF ADULT LITERACY*

FOCUSING ON DISPARITIES IN LITERACY ACHIEVEMENT, THIS BOOK EXAMINES HOW FACTORS SUCH AS RACE, ETHNICITY, AND SOCIOECONOMIC STATUS INFLUENCE ADULT LITERACY LEVELS. IT DISCUSSES POLICY IMPLICATIONS FOR CREATING MORE EQUITABLE ACCESS TO LITERACY RESOURCES. THE BOOK IS ESSENTIAL FOR SOCIAL JUSTICE ADVOCATES AND EDUCATORS.

9. *TRENDS IN ADULT LITERACY: COMPARATIVE PERSPECTIVES FROM NATIONAL ASSESSMENTS*

THIS COMPARATIVE STUDY SITUATES NAAL FINDINGS WITHIN A GLOBAL CONTEXT BY EXAMINING LITERACY TRENDS IN OTHER COUNTRIES. IT HIGHLIGHTS SIMILARITIES AND DIFFERENCES IN ADULT LITERACY CHALLENGES WORLDWIDE. RESEARCHERS INTERESTED IN INTERNATIONAL LITERACY ASSESSMENT WILL FIND THIS BOOK INFORMATIVE AND THOUGHT-PROVOKING.

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