Literacy, Numeracy, and Problem Solving in Technology-Rich Environments Among U.S. Adults:

Results from the Program for the International Assessment of Adult Competencies 2012

First Look

Appendix D: Standard Error Tables

October 2013

Table D-1. Standard errors for figure 1-A:

Average scores on the PIAAC literacy scale for adults age 16 to 65, by participating country and region: 2012

Country/region	All adults	
	Average score	S.E.
PIAAC international average	273	(0.2)
Australia	280	(0.9)
Austria	269	(0.7)
Flanders-Belgium	275	(0.8)
Canada	273	(0.6)
Cyprus	269	(0.8)
Czech Republic	274	(1.0)
Germany	270	(0.9)
Denmark	271	(0.6)
Spain	252	(0.7)
Estonia	276	(0.7)
Finland	288	(0.7)
France	262	(0.6)
England and Northern Ireland-United Kingdom	272	(1.0)
Ireland	267	(0.9)
Italy	250	(1.1)
Japan	296	(0.7)
Republic of Korea	273	(0.6)
Netherlands	284	(0.7)
Norway	278	(0.6)
Poland	267	(0.6)
Slovak Republic	274	(0.6)
Sweden	279	(0.7)
United States	270	(1.0)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-2. Standard errors for figure 1-B:
Average scores on the PIAAC numeracy scale for adults age 16 to 65, by participating country and region: 2012

Country/region	All adults	
	Average score	S.E.
PIAAC international average	269	(0.2)
Australia	268	(0.9)
Austria	275	(0.9)
Flanders-Belgium	280	(0.8)
Canada	265	(0.7)
Cyprus	265	(0.8)
Czech Republic	276	(0.9)
Germany	272	(1.0)
Denmark	278	(0.7)
Spain	246	(0.6)
Estonia	273	(0.5)
Finland	282	(0.7)
France	254	(0.6)
England and Northern Ireland-United Kingdom	262	(1.1)
Ireland	256	(1.0)
Italy	247	(1.1)
Japan	288	(0.7)
Republic of Korea	263	(0.7)
Netherlands	280	(0.7)
Norway	278	(0.8)
Poland	260	(0.8)
Slovak Republic	276	(0.8)
Sweden	279	(0.8)
United States	253	(1.2)

Table D-3. Standard errors for figure 1-C:

Average scores on the PIAAC problem solving in technology-rich environments scale for adults age 16 to 65, by participating country and region: 2012

Country/region	All adults	
	Average score	S.E.
PIAAC international average	283	(0.2)
Australia	289	(0.9)
Austria	284	(0.7)
Flanders-Belgium	281	(0.8)
Canada	282	(0.7)
Czech Republic	283	(1.1)
Germany	283	(1.0)
Denmark	283	(0.7)
Estonia	278	(1.0)
Finland	289	(0.8)
England and Northern Ireland-United Kingdom	280	(0.9)
Ireland	277	(1.0)
Japan	294	(1.2)
Republic of Korea	283	(0.8)
Netherlands	286	(0.8)
Norway	286	(0.6)
Poland	275	(1.3)
Slovak Republic	281	(0.8)
Sweden	288	(0.6)
United States	277	(1.1)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-4. Standard errors for figure 2-A:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by participating country and region: 2012

Country/region	TOTAL									
	All adults									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	3	(0.1)	12	(0.1)	34	(0.2)	39	(0.2)	12	(0.1)
Australia	3	(0.3)	10	(0.6)	30	(0.7)	40	(0.9)	17	(0.8)
Austria	2	(0.3)	13	(0.7)	38	(0.9)	38	(0.9)	9	(0.5)
Flanders-Belgium	3	(0.3)	12	(0.6)	31	(0.8)	41	(1.0)	13	(0.6)
Canada	4	(0.2)	13	(0.5)	32	(0.7)	38	(0.7)	14	(0.5)
Cyprus	2	(0.3)	13	(0.6)	40	(1.1)	39	(1.1)	7	(0.5)
Czech Republic	2	(0.3)	10	(0.7)	38	(1.6)	42	(1.4)	9	(0.8)
Germany	3	(0.4)	14	(0.7)	34	(1.0)	37	(1.0)	11	(0.6)
Denmark	4	(0.3)	12	(0.6)	34	(0.9)	40	(0.8)	10	(0.5)
Spain	7	(0.5)	20	(0.9)	39	(0.7)	28	(0.7)	5	(0.4)
Estonia	2	(0.2)	11	(0.5)	34	(0.7)	41	(0.9)	12	(0.5)
Finland	3	(0.2)	8	(0.5)	27	(0.9)	41	(0.8)	22	(0.6)
France	5	(0.3)	16	(0.5)	36	(0.8)	34	(0.7)	8	(0.4)
England and Northern Ireland-United Kingdom	3	(0.4)	13	(0.7)	34	(1.0)	36	(1.0)	13	(0.7)
Ireland	4	(0.4)	13	(0.8)	38	(0.9)	36	(0.9)	9	(0.5)
Italy	6	(0.6)	22	(1.0)	42	(1.0)	27	(1.0)	3	(0.4)
Japan	1	(0.2)	4	(0.4)	23	(0.8)	49	(1.0)	23	(0.7)
Republic of Korea	2	(0.2)	11	(0.5)	37	(0.9)	42	(0.9)	8	(0.5)
Netherlands	3	(0.3)	9	(0.5)	27	(0.7)	42	(0.8)	19	(0.7)
Norway	3	(0.3)	9	(0.6)	31	(0.8)	43	(0.9)	14	(0.6)
Poland	4	(0.3)	15	(0.6)	37	(0.9)	35	(0.9)	10	(0.5)
Slovak Republic	2	(0.2)	10	(0.5)	36	(1.0)	45	(0.9)	7	(0.5)
Sweden	4	(0.3)	10	(0.6)	29	(1.0)	42	(0.9)	16	(0.6)
United States	4	(0.5)	14	(0.7)	34	(1.2)	36	(1.0)	12	(0.7)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-5. Standard errors for figure 2-B:
Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by participating country and region: 2012

Country/region	TOTAL									
	All adults									
	Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	5	(0.1)	14	(0.1)	34	(0.2)	35	(0.2)	12	(0.1)
Australia	6	(0.4)	15	(0.7)	33	(0.9)	33	(0.9)	14	(0.7)
Austria	3	(0.3)	11	(0.6)	34	(0.9)	38	(1.0)	14	(0.6)
Flanders-Belgium	3	(0.3)	11	(0.6)	29	(0.8)	39	(1.0)	18	(0.7)
Canada	6	(0.3)	17	(0.5)	32	(0.5)	33	(0.7)	13	(0.4)
Cyprus	4	(0.4)	15	(0.8)	39	(1.1)	35	(1.0)	8	(0.5)
Czech Republic	2	(0.3)	11	(0.8)	35	(1.2)	41	(1.3)	12	(0.8)
Germany	5	(0.4)	14	(0.7)	31	(0.8)	35	(0.9)	14	(0.6)
Denmark	3	(0.3)	11	(0.5)	31	(0.8)	38	(0.7)	17	(0.5)
Spain	10	(0.5)	21	(0.7)	40	(0.9)	25	(0.7)	4	(0.3)
Estonia	2	(0.2)	12	(0.5)	36	(0.6)	38	(0.6)	11	(0.4)
Finland	3	(0.3)	10	(0.5)	29	(0.7)	38	(0.8)	19	(0.6)
France	9	(0.4)	19	(0.6)	34	(0.7)	29	(0.6)	8	(0.3)
England and Northern Ireland-United Kingdom	6	(0.5)	18	(0.9)	34	(1.0)	30	(1.0)	11	(0.7)
Ireland	7	(0.5)	18	(0.8)	38	(0.9)	29	(0.9)	8	(0.6)
Italy	8	(0.6)	24	(1.0)	39	(1.1)	25	(1.0)	5	(0.4)
Japan	1	(0.2)	7	(0.5)	28	(0.8)	44	(0.8)	19	(0.7)
Republic of Korea	4	(0.3)	15	(0.6)	39	(1.0)	35	(0.9)	7	(0.6)
Netherlands	4	(0.3)	10	(0.6)	29	(0.8)	40	(0.9)	17	(0.7)
Norway	4	(0.3)	10	(0.5)	29	(0.8)	38	(0.8)	18	(0.6)
Poland	6	(0.4)	18	(0.6)	38	(0.9)	30	(0.9)	8	(0.5)
Slovak Republic	3	(0.3)	10	(0.6)	32	(0.9)	41	(1.0)	13	(0.7)
Sweden	4	(0.4)	10	(0.7)	29	(1.1)	38	(1.1)	19	(0.7)
United States	10	(0.6)	20	(0.8)	34	(1.0)	27	(0.9)	9	(0.6)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-6. Standard errors for figure 2-C:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by participating country and region: 2012

Country/region	TOTAL							
	All adults							
	Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	16	(0.2)	39	(0.3)	37	(0.2)	8	(0.1)
Australia	12	(0.8)	38	(1.0)	42	(1.2)	8	(0.7)
Austria	14	(0.7)	42	(1.2)	38	(1.1)	6	(0.5)
Flanders-Belgium	19	(0.7)	38	(1.0)	36	(0.9)	7	(0.5)
Canada	18	(0.5)	37	(0.8)	36	(0.6)	9	(0.5)
Czech Republic	17	(1.2)	38	(1.7)	35	(1.4)	9	(0.8)
Germany	18	(0.9)	38	(0.9)	36	(1.0)	8	(0.7)
Denmark	16	(0.6)	38	(0.9)	38	(0.9)	7	(0.5)
Estonia	20	(0.8)	41	(1.0)	33	(0.8)	6	(0.6)
Finland	14	(0.6)	35	(0.9)	41	(0.9)	10	(0.7)
England and Northern Ireland-United Kingdom	18	(1.0)	40	(1.2)	35	(1.0)	7	(0.6)
Ireland	19	(1.0)	44	(1.2)	33	(1.2)	5	(0.5)
Japan	12	(0.9)	32	(1.2)	43	(1.1)	13	(0.8)
Republic of Korea	14	(0.7)	42	(1.2)	38	(1.1)	5	(0.5)
Netherlands	14	(0.6)	38	(0.8)	40	(0.9)	8	(0.5)
Norway	14	(0.7)	38	(0.9)	41	(1.0)	7	(0.4)
Poland	24	(1.2)	38	(1.4)	31	(1.3)	8	(0.6)
Slovak Republic	14	(0.8)	45	(1.3)	36	(1.1)	5	(0.5)
Sweden	15	(0.6)	35	(0.8)	40	(1.0)	10	(0.6)
United States	20	(1.0)	41	(1.2)	33	(1.1)	6	(0.5)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-7. Standard errors for figure 3-A:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by 10-year age intervals: 2012

	10-year age intervals											
	16-24											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	17	(0.0)	2	(0.1)	9	(0.3)	32	(0.4)	44	(0.5)	12	(0.3)
United States	18	(0.4)	2	(0.8)	12	(1.5)	39	(3.1)	37	(2.6)	10	(1.5)

	10-year age intervals											
	25-34											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	20	(0.1)	2	(0.1)	9	(0.3)	28	(0.4)	43	(0.4)	18	(0.3)
United States	20	(0.4)	4	(0.8)	13	(1.6)	31	(2.2)	37	(2.2)	16	(1.7)

	10-year age intervals											
	35-44											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	21	(0.1)	3	(0.1)	10	(0.3)	31	(0.4)	41	(0.4)	15	(0.3)
United States	20	(0.3)	3	(0.9)	14	(1.6)	32	(2.4)	36	(2.0)	15	(1.4)

	10-year age intervals											
	45-54											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	21	(0.1)	4	(0.2)	14	(0.3)	36	(0.4)	37	(0.4)	9	(0.2)
United States	22	(0.4)	6	(1.1)	15	(1.4)	33	(1.9)	36	(1.9)	11	(1.2)

	10-year age intervals											
	55-65											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	20	(0.0)	5	(0.2)	19	(0.3)	41	(0.4)	30	(0.4)	5	(0.2)
United States	19	(0.2)	5	(1.0)	16	(1.5)	35	(2.3)	34	(1.8)	9	(1.0)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-8. Standard errors for figure 3-B:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by 10-year age intervals: 2012

	10-year age intervals											
	16-24											
	Row Percent		**Below Level 1**		**Level 1**		**Level 2**		**Level 3**		**Level 4/5**	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	17	(0.0)	3	(0.2)	13	(0.3)	35	(0.4)	37	(0.5)	11	(0.3)
United States	18	(0.4)	7	(1.3)	23	(2.0)	39	(2.5)	24	(2.3)	6	(1.2)

	10-year age intervals											
	25-34											
	Row Percent		**Below Level 1**		**Level 1**		**Level 2**		**Level 3**		**Level 4/5**	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	20	(0.1)	4	(0.2)	11	(0.3)	29	(0.4)	39	(0.4)	17	(0.3)
United States	20	(0.4)	8	(1.1)	17	(1.7)	33	(2.2)	29	(1.6)	12	(1.4)

	10-year age intervals											
	35-44											
	Row Percent		**Below Level 1**		**Level 1**		**Level 2**		**Level 3**		**Level 4/5**	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	21	(0.1)	4	(0.2)	12	(0.3)	31	(0.4)	37	(0.4)	16	(0.3)
United States	20	(0.3)	9	(1.3)	20	(1.8)	31	(1.7)	29	(1.8)	11	(1.4)

	10-year age intervals											
	45-54											
	Row Percent		**Below Level 1**		**Level 1**		**Level 2**		**Level 3**		**Level 4/5**	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	21	(0.1)	6	(0.2)	15	(0.3)	34	(0.4)	33	(0.4)	11	(0.3)
United States	22	(0.4)	11	(1.2)	20	(1.5)	34	(1.7)	26	(1.6)	9	(1.2)

	10-year age intervals											
	55-65											
	Row Percent		**Below Level 1**		**Level 1**		**Level 2**		**Level 3**		**Level 4/5**	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	20	(0.0)	8	(0.2)	20	(0.4)	38	(0.4)	27	(0.4)	7	(0.2)
United States	19	(0.2)	11	(1.2)	22	(1.9)	34	(2.1)	26	(1.8)	7	(1.0)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-9. Standard errors for figure 3-C:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by 10-year age intervals: 2012

Country/region	10-year age intervals									
	16-24									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	21	(0.1)	8	(0.3)	36	(0.5)	46	(0.5)	10	(0.3)
United States	20	(0.5)	12	(2.0)	44	(2.7)	36	(2.6)	8	(1.3)

Country/region	10-year age intervals									
	25-34									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	23	(0.1)	10	(0.3)	33	(0.5)	44	(0.5)	12	(0.3)
United States	22	(0.4)	17	(1.6)	38	(2.6)	37	(2.5)	8	(1.4)

Country/region	10-year age intervals									
	35-44									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	23	(0.1)	15	(0.4)	38	(0.5)	39	(0.5)	8	(0.3)
United States	21	(0.3)	21	(1.5)	37	(2.3)	34	(2.1)	7	(1.2)

Country/region	10-year age intervals									
	45-54									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	19	(0.1)	22	(0.5)	44	(0.6)	30	(0.5)	4	(0.2)
United States	21	(0.4)	24	(1.9)	43	(2.3)	29	(2.2)	4	(1.0)

Country/region	10-year age intervals									
	55-65									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	14	(0.1)	32	(0.6)	46	(0.7)	20	(0.6)	2	(0.2)
United States	17	(0.4)	27	(2.4)	45	(2.5)	25	(2.7)	4	(1.2)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-10. Standard errors for figure 4-A:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by gender: 2012

Country/region	Gender											
	Male											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	50	(0.0)	3	(0.1)	12	(0.2)	33	(0.3)	39	(0.3)	13	(0.2)
United States	49	(0.2)	4	(0.6)	15	(1.0)	33	(1.7)	35	(1.4)	13	(1.0)

Country/region	Gender											
	Female											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	50	(0.0)	3	(0.1)	12	(0.2)	35	(0.3)	39	(0.3)	11	(0.2)
United States	51	(0.2)	4	(0.6)	13	(0.9)	35	(1.4)	36	(1.3)	11	(0.9)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories (e.g., male and female) in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-11. Standard errors for figure 4-B:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by gender: 2012

Country/region	Gender											
	Male											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	50	(0.0)	4	(0.1)	13	(0.2)	31	(0.3)	36	(0.3)	16	(0.2)
United States	49	(0.2)	8	(0.7)	19	(1.1)	32	(1.6)	29	(1.2)	12	(0.9)

Country/region	Gender											
	Female											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	50	(0.0)	6	(0.1)	16	(0.2)	36	(0.3)	33	(0.2)	9	(0.1)
United States	51	(0.2)	11	(0.9)	22	(1.1)	36	(1.3)	25	(1.1)	6	(0.7)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories (e.g., male and female) in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-12. Standard errors for figure 4-C:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by gender: 2012

	Gender									
	Male									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	50	(0.1)	15	(0.3)	37	(0.3)	38	(0.3)	9	(0.2)
United States	48	(0.4)	20	(1.4)	39	(1.6)	34	(1.6)	8	(0.9)

	Gender									
	Female									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	50	(0.1)	17	(0.3)	41	(0.4)	36	(0.3)	6	(0.2)
United States	52	(0.4)	20	(1.3)	44	(1.5)	32	(1.4)	5	(0.7)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories (e.g., male and female) in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-13. Standard errors for figure 5-A:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by whether they were born in the United States: 2012

	Whether born in the United States											
	Yes											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	85	(0.5)	2	(0.3)	12	(0.7)	34	(1.2)	38	(1.1)	13	(0.8)

	Whether born in the United States											
	No											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	15	(0.5)	15	(2.4)	25	(2.2)	31	(2.7)	22	(1.9)	6	(1.2)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in
the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-14. Standard errors for figure 5-B:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by whether they were born in the United States: 2012

	Whether born in the United States											
	Yes											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	85	(0.5)	7	(0.6)	20	(0.9)	35	(1.1)	29	(1.0)	9	(0.7)

	Whether born in the United States											
	No											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	15	(0.5)	23	(2.7)	25	(2.2)	27	(2.5)	18	(1.7)	6	(1.0)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in
the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-15. Standard errors for figure 5-C:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by whether they were born in the United States: 2012

	Whether born in the United States									
	Yes									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	89	(0.4)	18	(1.0)	42	(1.2)	34	(1.2)	7	(0.6)

	Whether born in the United States									
	No									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	11	(0.4)	37	(3.6)	39	(3.4)	22	(2.5)	2	(0.8)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in
the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-16. Standard errors for figure 6-A:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by highest level of educational attainment: 2012

	Highest level of educational attainment											
	Below high school											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	24	(0.1)	9	(0.2)	23	(0.4)	40	(0.4)	25	(0.4)	3	(0.2)
United States	15	(0.3)	15	(2.2)	31	(2.3)	37	(2.2)	15	(1.5)	2	(0.9)

	Highest level of educational attainment											
	High school credential											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	46	(0.1)	2	(0.1)	12	(0.2)	38	(0.3)	40	(0.3)	8	(0.2)
United States	50	(0.5)	3	(0.5)	17	(1.0)	41	(1.8)	33	(1.3)	6	(0.8)

	Highest level of educational attainment											
	Associate's degree											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	11	(0.1)	1	(0.1)	6	(0.3)	31	(0.7)	48	(0.7)	14	(0.5)
United States	9	(0.5)	1	(0.6)	6	(1.4)	34	(3.4)	46	(3.6)	14	(2.4)

	Highest level of educational attainment											
	Bachelor's degree											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	11	(0.1)	1	(0.1)	4	(0.3)	22	(0.7)	50	(0.8)	24	(0.6)
United States	16	(0.5)	1	(0.3)	4	(0.8)	22	(1.6)	50	(2.1)	24	(1.9)

	Highest level of educational attainment											
	Graduate or professional degree											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	10	(0.1)	1	(0.1)	2	(0.2)	16	(0.5)	49	(0.8)	32	(0.7)
United States	10	(0.5)	#	†	2	(0.8)	15	(1.8)	50	(3.0)	33	(3.1)

Rounds to zero.

† Not applicable.

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-17. Standard errors for figure 6-B:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by highest level of educational attainment: 2012

	Highest level of educational attainment										
	Below high school										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	24	(0.1)	13	(0.3)	26	(0.4)	37	(0.4)	21	(0.3)	3	(0.2)
United States	15	(0.3)	30	(2.2)	33	(2.5)	28	(2.2)	8	(1.3)	1	(0.5)

	Highest level of educational attainment										
	High school credential										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	46	(0.1)	3	(0.1)	14	(0.2)	38	(0.3)	36	(0.3)	9	(0.2)
United States	50	(0.5)	9	(0.8)	26	(1.2)	40	(1.5)	21	(1.4)	4	(0.6)

	Highest level of educational attainment										
	Associate's degree										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	11	(0.1)	1	(0.1)	8	(0.4)	32	(0.7)	44	(0.7)	15	(0.6)
United States	9	(0.5)	3	(0.9)	13	(2.2)	42	(3.0)	34	(3.1)	8	(2.0)

	Highest level of educational attainment										
	Bachelor's degree										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	11	(0.1)	1	(0.1)	5	(0.3)	24	(0.7)	46	(0.8)	24	(0.7)
United States	16	(0.5)	1	(0.5)	8	(1.1)	27	(1.7)	46	(2.0)	18	(1.6)

	Highest level of educational attainment										
	Graduate or professional degree										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	10	(0.1)	1	(0.1)	3	(0.3)	17	(0.5)	44	(0.7)	36	(0.7)
United States	10	(0.5)	1	(0.4)	4	(1.1)	20	(2.3)	47	(3.2)	29	(3.1)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-18. Standard errors for figure 6-C:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC problem solving and technology-rich environments scale, by highest level of educational attainment: 2012

	Highest level of educational attainment									
	Below high school									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	17	(0.1)	26	(0.5)	41	(0.6)	29	(0.6)	4	(0.3)
United States	10	(0.3)	32	(3.2)	45	(3.2)	20	(2.5)	3	(1.0)

	Highest level of educational attainment									
	High school credential									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	47	(0.2)	19	(0.3)	42	(0.4)	34	(0.4)	6	(0.2)
United States	49	(0.6)	26	(1.5)	44	(1.7)	26	(1.4)	4	(0.6)

	Highest level of educational attainment									
	Associate's degree									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	13	(0.1)	13	(0.6)	41	(0.8)	40	(0.8)	7	(0.4)
United States	10	(0.5)	15	(2.5)	44	(3.4)	34	(3.8)	7	(1.9)

	Highest level of educational attainment									
	Bachelor's degree									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	13	(0.1)	8	(0.6)	32	(1.0)	47	(1.0)	13	(0.7)
United States	18	(0.6)	9	(1.4)	36	(2.0)	44	(2.2)	12	(1.5)

	Highest level of educational attainment									
	Graduate or professional degree									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	13	(0.1)	6	(0.3)	28	(0.7)	49	(0.8)	16	(0.6)
United States	12	(0.6)	5	(1.4)	32	(3.1)	50	(2.7)	12	(2.3)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the
problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-19. Standard errors for figure 7-A:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by race/ethnicity: 2012

	Race/ethnicity											
	White											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	65	(0.9)	1	(0.3)	9	(0.6)	32	(1.3)	42	(1.3)	16	(1.0)

	Race/ethnicity											
	Black											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	13	(0.1)	7	(1.7)	28	(2.9)	41	(2.9)	22	(2.3)	3	(0.9)

	Race/ethnicity											
	Hispanic											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	14	(0.4)	15	(2.5)	28	(2.3)	36	(2.8)	18	(2.8)	3	(1.2)

	Race/ethnicity											
	Other											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	8	(0.8)	3	(1.4)	14	(2.4)	35	(4.0)	34	(3.1)	14	(2.6)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Black includes African American, and
Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-20. Standard errors for figure 7-B:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by race/ethnicity: 2012

	Race/ethnicity											
	White											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	65	(0.9)	4	(0.4)	15	(0.9)	36	(1.2)	34	(1.1)	12	(0.8)

	Race/ethnicity											
	Black											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	13	(0.1)	24	(2.6)	35	(2.2)	31	(2.5)	9	(1.4)	1	(0.5)

	Race/ethnicity											
	Hispanic											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	14	(0.4)	25	(2.7)	31	(3.2)	29	(2.9)	13	(2.4)	2	(0.9)

	Race/ethnicity											
	Other											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	8	(0.8)	8	(1.8)	19	(2.4)	34	(3.9)	28	(3.7)	11	(2.0)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Black includes African American, and
Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-21. Standard errors for figure 7-C:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by race/ethnicity: 2012

	Race/ethnicity									
	White									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	69	(1.0)	14	(0.9)	41	(1.4)	37	(1.4)	8	(0.7)

	Race/ethnicity									
	Black									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	12	(0.3)	38	(3.9)	45	(3.6)	15	(2.5)	2	(1.0)

	Race/ethnicity									
	Hispanic									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	11	(0.4)	37	(4.4)	41	(3.5)	21	(3.0)	2	(1.1)

	Race/ethnicity									
	Other									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	8	(0.9)	21	(3.0)	42	(4.3)	32	(4.3)	5	(1.8)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Black includes African American, and
Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-22. Standard errors for figure 8-A:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by frequency with which reading skills are used at work: 2012

	Frequency with which reading skills are used at work										
	Bottom quintile										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	20	(0.1)	5	(0.2)	17	(0.4)	39	(0.5)	33	(0.5)	7	(0.3)
United States	17	(0.7)	7	(1.4)	18	(2.3)	40	(3.2)	28	(2.5)	7	(1.5)

	Frequency with which reading skills are used at work										
	Lower middle quintile										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	19	(0.1)	2	(0.2)	12	(0.3)	37	(0.5)	39	(0.5)	10	(0.3)
United States	19	(0.7)	3	(1.0)	15	(2.3)	37	(2.5)	35	(2.3)	10	(1.7)

	Frequency with which reading skills are used at work										
	Middle quintile										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	18	(0.1)	1	(0.1)	8	(0.3)	32	(0.5)	44	(0.5)	14	(0.3)
United States	18	(0.7)	2	(0.7)	11	(1.5)	33	(2.4)	40	(2.5)	14	(1.7)

	Frequency with which reading skills are used at work										
	Upper middle quintile										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	18	(0.1)	1	(0.1)	6	(0.3)	27	(0.5)	47	(0.6)	18	(0.4)
United States	19	(0.6)	1	(0.5)	7	(1.1)	27	(2.0)	45	(2.4)	20	(1.9)

	Frequency with which reading skills are used at work										
	Top quintile										
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	18	(0.1)	1	(0.1)	6	(0.3)	27	(0.5)	48	(0.6)	19	(0.4)
United States	23	(0.9)	1	(0.6)	9	(1.3)	28	(1.9)	45	(2.1)	17	(1.8)

NOTE: A scale of "skill use at work" was created from information that adults age 16-65 reported about the frequency with which they used particular skills at work. For each of the skills asked about, respondents who are currently employed could report using it "never," "less than once a month," "less than once a week but at least once a month," "at least once a week but not every day," or "every day" at work. Based on these responses, a scale was created using a generalized partial credit model (GPCM) to quantify the distribution of skill use at work. The top quintile of this scale indicates adults whose skill use at work is at the highest reported levels; the bottom quintile of this scale indicates adults whose skill use at work is at the lowest reported levels. Percentages of adults age 16-65 who fall into each of the quintiles are reported in parentheses to the right of the quintile labels. The quintile boundaries are based on the international PIAAC database, so they do not contain exactly 20 percent in each of the countries. Respondents who reported that they never used a skill on any of the items that formed part of the set of reading skills used at work, numeracy skills used at work, or ICT skills used at work constitute a separate category not shown here. For a list of the skills in each of these three sets of skills used at work, see Appendix C. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-23. Standard errors for figure 8-B:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by frequency with which numeracy skills are used at work: 2012

	Frequency with which numeracy skills are used at work											
	Bottom quintile											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	16	(0.1)	4	(0.2)	14	(0.4)	37	(0.6)	36	(0.5)	9	(0.3)
United States	13	(0.6)	8	(1.8)	22	(2.4)	37	(2.9)	25	(2.5)	7	(1.5)

	Frequency with which numeracy skills are used at work											
	Lower middle quintile											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	16	(0.1)	3	(0.2)	13	(0.4)	36	(0.6)	37	(0.6)	11	(0.3)
United States	13	(0.7)	6	(1.3)	18	(2.3)	37	(2.7)	30	(3.2)	9	(1.8)

	Frequency with which numeracy skills are used at work											
	Middle quintile											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	16	(0.1)	1	(0.1)	9	(0.3)	32	(0.5)	42	(0.6)	16	(0.4)
United States	17	(0.7)	5	(1.0)	16	(1.8)	33	(2.4)	34	(2.8)	13	(1.8)

	Frequency with which numeracy skills are used at work											
	Upper middle quintile											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	15	(0.1)	1	(0.1)	8	(0.3)	28	(0.5)	43	(0.6)	20	(0.4)
United States	20	(0.8)	5	(1.0)	14	(1.9)	36	(2.6)	34	(2.2)	11	(1.6)

	Frequency with which numeracy skills are used at work											
	Top quintile											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	15	(0.1)	1	(0.1)	5	(0.2)	22	(0.5)	45	(0.6)	28	(0.5)
United States	21	(0.6)	3	(0.8)	14	(2.0)	31	(2.3)	36	(2.2)	16	(1.8)

NOTE: A scale of "skill use at work" was created from information that adults age 16-65 reported about the frequency with which they used particular skills at work. For each of the skills asked about, respondents who are currently employed could report using it "never," "less than once a month," "less than once a week but at least once a month," "at least once a week but not every day," or "every day" at work. Based on these responses, a scale was created using a generalized partial credit model (GPCM) to quantify the distribution of skill use at work. The top quintile of this scale indicates adults whose skill use at work is at the highest reported levels; the bottom quintile of this scale indicates adults whose skill use at work is at the lowest reported levels. Percentages of adults age 16-65 who fall into each of the quintiles are reported in parentheses to the right of the quintile labels. The quintile boundaries are based on the international PIAAC database, so they do not contain exactly 20 percent in each of the countries. Respondents who reported that they never used a skill on any of the items that formed part of the set of reading skills used at work, numeracy skills used at work, or ICT skills used at work constitute a separate category not shown here. For a list of the skills in each of these three sets of skills used at work, see Appendix C. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-24. Standard errors for figure 8-C:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by frequency with which information and communication technology (ICT) skills are used at work: 2012

	Frequency with which ICT skills are used at work									
	Bottom quintile									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	17	(0.2)	21	(0.6)	43	(0.8)	31	(0.7)	5	(0.3)
United States	19	(0.8)	23	(2.5)	47	(3.8)	26	(2.9)	3	(1.4)

	Frequency with which ICT skills are used at work									
	Lower middle quintile									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	19	(0.2)	15	(0.5)	43	(0.8)	35	(0.7)	6	(0.3)
United States	16	(0.8)	18	(2.4)	44	(3.5)	32	(2.8)	6	(1.5)

	Frequency with which ICT skills are used at work									
	Middle quintile									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	19	(0.2)	10	(0.4)	37	(0.7)	43	(0.7)	10	(0.4)
United States	16	(1.0)	11	(2.2)	40	(3.5)	39	(3.3)	10	(1.7)

	Frequency with which ICT skills are used at work									
	Upper middle quintile									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	20	(0.2)	7	(0.4)	33	(0.7)	48	(0.7)	13	(0.5)
United States	18	(0.9)	9	(1.9)	37	(3.3)	43	(3.8)	10	(2.2)

	Frequency with which ICT skills are used at work									
	Top quintile									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	19	(0.2)	6	(0.3)	30	(0.6)	50	(0.7)	14	(0.5)
United States	25	(1.0)	8	(1.4)	33	(2.5)	47	(2.8)	12	(1.5)

NOTE: A scale of "skill use at work" was created from information that adults age 16-65 reported about the frequency with which they used particular skills at work. For each of the skills asked about, respondents who are currently employed could report using it "never," "less than once a month," "less than once a week but at least once a month," "at least once a week but not every day," or "every day" at work. Based on these responses, a scale was created using a generalized partial credit model (GPCM) to quantify the distribution of skill use at work. The top quintile of this scale indicates adults whose skill use at work is at the highest reported levels; the bottom quintile of this scale indicates adults whose skill use at work is at the lowest reported levels. Percentages of adults age 16-65 who fall into each of the quintiles are reported in parentheses to the right of the quintile labels. The quintile boundaries are based on the international PIAAC database, so they do not contain exactly 20 percent in each of the countries. Respondents who reported that they never used a skill on any of the items that formed part of the set of reading skills used at work, numeracy skills used at work, or ICT skills used at work constitute a separate category not shown here. For a list of the skills in each of these three sets of skills used at work, see Appendix C. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-25. Standard errors for figure 9-A:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by employment status: 2012

	Employment status											
	Employed											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	69	(0.1)	2	(0.1)	11	(0.1)	33	(0.2)	41	(0.2)	13	(0.2)
United States	73	(0.8)	4	(0.5)	12	(0.8)	32	(1.4)	39	(1.3)	14	(0.9)

	Employment status											
	Unemployed											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	6	(0.1)	4	(0.4)	15	(0.6)	36	(0.9)	35	(0.9)	9	(0.6)
United States	8	(0.4)	3	(1.1)	20	(2.4)	40	(3.4)	31	(3.3)	6	(1.2)

	Employment status											
	Out of the labor force											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country/region	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	25	(0.1)	6	(0.2)	17	(0.3)	37	(0.4)	33	(0.4)	8	(0.2)
United States	19	(0.7)	6	(1.3)	19	(2.0)	40	(1.9)	27	(1.9)	9	(1.2)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). The unemployed comprise all persons above a specified age who during the reference period were in the following categories: without work, that is, were not in paid employment or self-employment during the reference period; currently available for work, that is, were available for paid employment or self-employment during the reference period; and seeking work, that is, had taken specific steps in a specified recent period to seek paid employment or self-employment. Out of the labor forces comprise all persons not classified as either employed or unemployed. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-26. Standard errors for figure 9-B:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by employment status: 2012

	Employment status											
	Employed											
Country/region	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	69	(0.1)	3	(0.1)	12	(0.2)	33	(0.2)	38	(0.2)	14	(0.2)
United States	73	(0.8)	7	(0.6)	18	(0.8)	33	(1.2)	30	(1.0)	11	(0.8)

	Employment status											
	Unemployed											
Country/region	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	6	(0.1)	7	(0.4)	19	(0.7)	37	(0.9)	29	(0.9)	8	(0.5)
United States	8	(0.4)	11	(2.2)	31	(3.6)	39	(3.5)	16	(2.8)	3	(1.0)

	Employment status											
	Out of the labor force											
Country/region	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	25	(0.1)	9	(0.2)	19	(0.3)	36	(0.4)	29	(0.3)	7	(0.2)
United States	19	(0.7)	17	(1.5)	26	(2.1)	34	(2.4)	18	(1.7)	4	(0.8)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). The unemployed comprise all persons above a specified age who during the reference period were in the following categories: without work, that is, were not in paid employment or self-employment during the reference period; currently available for work, that is, were available for paid employment or self-employment during the reference period; and seeking work, that is, had taken specific steps in a specified recent period to seek paid employment or self-employment. Out of the labor forces comprise all persons not classified as either employed or unemployed. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-27. Standard errors for figure 9-C:

Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by employment status: 2012

Country/region	Employment status									
	Employed									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	74	(0.1)	15	(0.2)	39	(0.3)	38	(0.3)	8	(0.2)
United States	76	(0.7)	19	(1.1)	41	(1.4)	34	(1.3)	7	(0.6)

Country/region	Employment status									
	Unemployed									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	5	(0.1)	18	(0.9)	42	(1.1)	34	(1.1)	6	(0.5)
United States	8	(0.4)	25	(3.4)	42	(3.9)	28	(3.5)	4	(1.4)

Country/region	Employment status									
	Out of the labor force									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
PIAAC international average	21	(0.1)	20	(0.4)	39	(0.5)	34	(0.5)	6	(0.3)
United States	16	(0.7)	23	(1.9)	44	(2.6)	29	(2.6)	5	(1.2)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). The unemployed comprise all persons above a specified age who during the reference period were in the following categories: without work, that is, were not in paid employment or self-employment during the reference period; currently available for work, that is, were available for paid employment or self-employment during the reference period; and seeking work, that is, had taken specific steps in a specified recent period to seek paid employment or self-employment. Out of the labor forces comprise all persons not classified as either employed or unemployed. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-28. Standard errors for figure 10-A:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by self-reported health status: 2012

	Self-reported health status											
	Excellent											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	24	(0.8)	2	(0.7)	11	(1.2)	31	(1.9)	39	(1.8)	17	(1.7)

	Self-reported health status											
	Very good											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	33	(0.8)	2	(0.5)	9	(1.0)	31	(1.8)	41	(1.8)	16	(1.2)

	Self-reported health status											
	Good											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	28	(0.9)	5	(1.0)	17	(1.2)	38	(1.5)	33	(1.5)	7	(1.0)

	Self-reported health status											
	Fair											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	11	(0.6)	10	(2.0)	25	(2.9)	37	(3.1)	23	(2.2)	5	(1.0)

	Self-reported health status											
	Poor											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	4	(0.2)	13	(3.1)	25	(4.2)	40	(4.6)	20	(3.3)	2	(1.2)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-29. Standard errors for figure 10-B:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by self-reported health status: 2012

	Self-reported health status											
	Excellent											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	24	(0.8)	6	(0.9)	17	(1.5)	32	(2.1)	32	(1.9)	13	(1.5)

	Self-reported health status											
	Very good											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	33	(0.8)	5	(0.7)	17	(1.2)	35	(1.7)	32	(1.5)	11	(1.0)

	Self-reported health status											
	Good											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	28	(0.9)	10	(1.2)	24	(1.9)	36	(1.9)	24	(1.5)	6	(1.0)

	Self-reported health status											
	Fair											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	11	(0.6)	23	(2.5)	28	(3.1)	31	(3.0)	15	(1.7)	3	(1.1)

	Self-reported health status											
	Poor											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	4	(0.2)	22	(3.6)	30	(4.4)	34	(4.2)	13	(2.9)	2	(1.1)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-30. Standard errors for figure 10-C:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by self-reported health status: 2012

	Self-reported health status									
	Excellent									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	26	(1.0)	15	(1.6)	38	(2.4)	38	(1.9)	9	(1.3)

	Self-reported health status									
	Very good									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	36	(1.0)	17	(1.5)	40	(1.6)	36	(2.0)	7	(0.9)

	Self-reported health status									
	Good									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	28	(0.9)	23	(1.7)	45	(2.0)	28	(1.8)	4	(0.9)

	Self-reported health status									
	Fair									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	8	(0.6)	31	(3.0)	43	(3.3)	23	(2.9)	4	(1.5)

	Self-reported health status									
	Poor									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	2	(0.3)	34	(7.1)	47	(6.9)	18	(4.0)	1	(1.5)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-31. Standard errors for figure 11-A:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale, by their responses to a question about whether they have ever been diagnosed or identified as having a learning disability: 2012

	Whether being diagnosed or identified as having a learning disability											
	Yes											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	8	(0.5)	9	(2.0)	26	(3.4)	37	(4.0)	23	(2.7)	6	(1.6)

	Whether being diagnosed or identified as having a learning disability											
	No											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	92	(0.5)	4	(0.5)	13	(0.7)	34	(1.2)	37	(1.1)	13	(0.8)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-32. Standard errors for figure 11-B:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC numeracy scale, by their responses to a question about whether they have ever been diagnosed or identified as having a learning disability: 2012

	Whether being diagnosed or identified as having a learning disability											
	Yes											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	8	(0.5)	21	(2.6)	28	(3.1)	30	(2.5)	16	(2.8)	5	(1.6)

	Whether being diagnosed or identified as having a learning disability											
	No											
	Row Percent		Below Level 1		Level 1		Level 2		Level 3		Level 4/5	
Country	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	92	(0.5)	8	(0.6)	20	(0.9)	34	(1.1)	28	(1.0)	9	(0.7)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-33. Standard erros for figure 11-C:

Percentage of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by their responses to a question about whether they have ever been diagnosed or identified as having a learning disability: 2012

Country	Whether being diagnosed or identified as having a learning disability									
	Yes									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	7	(0.5)	28	(4.2)	47	(4.3)	21	(3.0)	5	(1.6)

Country	Whether being diagnosed or identified as having a learning disability									
	No									
	Row Percent		Below Level 1		Level 1		Level 2		Level 3	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
United States	93	(0.5)	19	(1.0)	41	(1.3)	33	(1.2)	6	(0.6)

NOTE: Due to differences in the sampling and data collection, the percentage distribution for the categories in the problem solving in technology-rich environments scale may differ from the percentages for the same categories in the literacy and numeracy scales (see Appendix C for more detailed information). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-34. Standard errors for table 1-A:

Average scores on the IALS, ALL, and PIAAC literacy scales for adults aged 16 to 65, by participating country: Various years, 1994–2012

IALS (1994–1998)			ALL (2003–2008)			PIAAC (2012)		
Country	Scale score	S.E.	Country	Scale score	S.E.	Country	Scale score	S.E.
Norway	294 *	(1.1)	Norway	295 *	(0.8)	Netherlands	284	(0.7)
Netherlands	286	(0.9)	Netherlands	281 *	(1.0)	Australia	280	(0.9)
Canada	279 *	(2.7)	Canada	280 *	(0.7)	Norway	278	(0.6)
United States	273 *	(1.4)	Australia	277 *	(0.7)	Canada	273	(0.6)
Australia	272 *	(1.0)	United States	268	(1.4)	United States	270	(1.0)
Italy	243 *	(1.9)	Italy	226 *	(1.7)	Italy	250	(1.1)

[blue] Score is significantly higher than the U.S. average score

[white] Score is not significantly different from the U.S. average score

[orange] Score is significantly lower than the U.S. average score

* Significantly different (*p* < .05) from PIAAC (2012).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics Canada and Organization for Economic Cooperation and Development (OECD), International Adult Literacy Survey (IALS), 1994–98, Adult Literacy and Lifeskills Survey (ALL), 2003–08, Program for the International Assessment of Adult Competencies (PIAAC), 2012.

Table D-35. Standard errors for table 1-B:

Average scores on the ALL and PIAAC numeracy scales for adults aged 16 to 65, by participating country: Various years, 2003–12

ALL (2003–2008)			PIAAC (2012)		
Country	Scale score	S.E.	Country	Scale score	S.E.
Netherlands	287 *	(1.1)	Netherlands	280	(0.7)
Norway	286 *	(0.9)	Norway	278	(0.8)
Canada	272 *	(0.6)	Australia	268	(0.9)
Australia	272 *	(0.7)	Canada	265	(0.7)
United States	262 *	(1.4)	United States	253	(1.2)
Italy	231 *	(1.5)	Italy	247	(1.1)

▧	Score is significantly higher than the U.S. average score
▨	Score is significantly lower than the U.S. average score

* Significantly different (*p* < .05) from PIAAC (2012).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills Survey (ALL), 2003–08, Program for the International Assessment of Adult Competencies (PIAAC), 2012.