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About Education & Skills Online

Education & Skills Online is an assessment tool designed to provide individual-level results that are linked to the OECD Survey of Adult Skills (PIAAC) measures of literacy, numeracy and problem solving in technology-rich environments. All results are comparable to the measures used in PIAAC and can be benchmarked against the national and international results available for the participating countries. In addition, the assessment contains noncognitive measures of skill use, career interest, and health and well-being.

Who can take the test?

Education & Skills Online has been developed as an assessment relevant to young and adults of all ages. Institutions, organisations or local governments can use the online tool to assess the skills of a particular population with the goal of providing training or for research purposes

In what languages is the test available?

Education & Skills Online is available in the following country-specific language versions:

- Czech
- English (Australia, Canada, Ireland and US)
- Estonian
- French (Canada)
- Italian
- Japanese
- Russian (Russia and Estonia)
- Slovak
- Slovenian
- Spanish (Chile, Spain, and US)

Who are the potential users?

- Organisations providing adult literacy and numeracy training that wish to have information that can help diagnose the strengths and weaknesses of learners and evaluate the results of training against national and international benchmarks.
- Educational institutions such as Universities, vocational education and training centres that can use Education & Skills Online as a diagnostic tool for incoming students to help determine their need for literacy/numeracy courses.

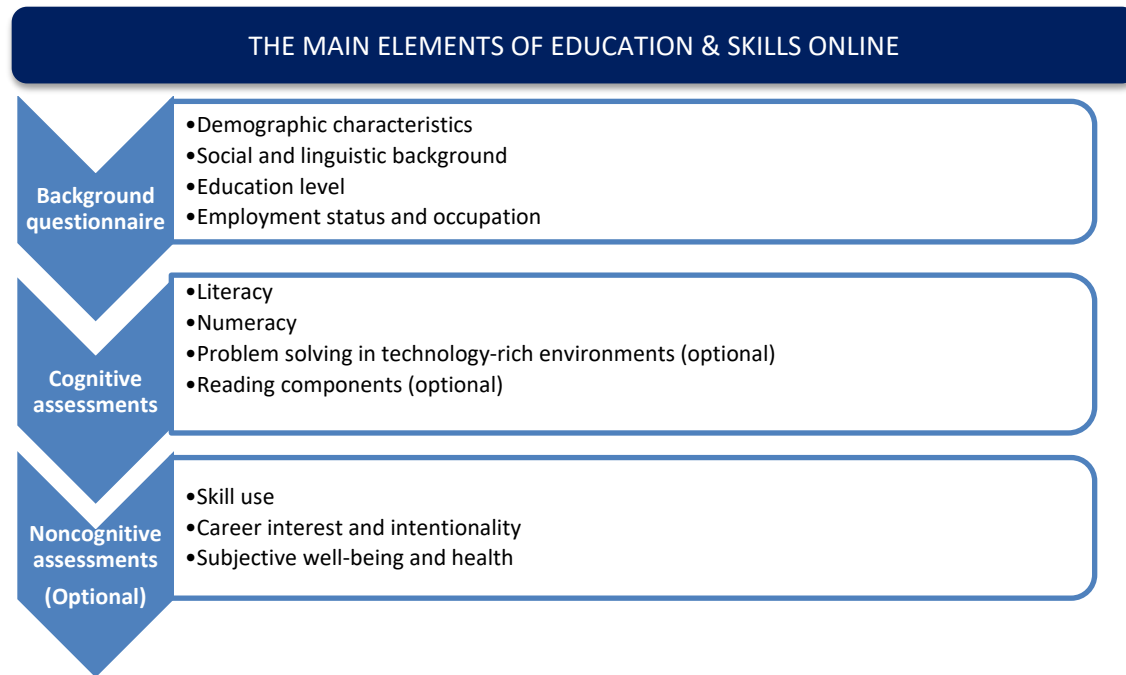
- Researchers who would like to have access to tests that are benchmarked to PIAAC results.
- Government organisations interested in assessing the learning needs of unemployed adults, at risk groups or economically disadvantaged adults.
- Public or private companies that want to use the results to help them identify the training needs related to literacy and numeracy for their workforce.

How is the test administered?

The test is available only in computer-based format. The test can be taken on any computer, including home computers, that is connected to the internet and meets the system requirements for the test.

Test takers receive a code they must enter in order to start the test.

Skills Assessed



Education & Skills Online measures a set of cognitive and non-cognitive skills that individuals need for full participation in modern societies.

Background Questionnaire

Education & Skills Online includes a short background questionnaire with nine questions covering demographic characteristics, social and linguistic background, education, and employment status. All test takers complete the background questionnaire.

Cognitive Assessments

The **Education & Skills Online** measures of literacy, numeracy, reading components, and problem solving in technology-rich environments are based on the [frameworks](#) used for the OECD Survey of Adult Skills (PIAAC). The literacy and numeracy assessments contain a combination of items from the PIAAC survey and new items developed for **Education & Skills Online**. The Reading Components and Problem Solving in Technology-Rich Environments assessments contain only items from the PIAAC survey.



The Skills assessed by Education & Skills Online

Literacy

Literacy is defined in **Education & Skills Online** as understanding, evaluating, using and engaging with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential.

Numeracy

Numeracy is defined in **Education & Skills Online** as the ability to access, use, interpret and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of a range of situations in adult life. Test takers will answer 20 questions that are divided into two stages.

Reading Components

To provide more detailed information about adults with poor literacy, the assessment of literacy administers an additional test of "reading component" skills to those where it is appropriate. Reading components are the building blocks of literacy and the basic reading component skills that are needed for effective reading such as word recognition, decoding skills, vocabulary knowledge and fluency. This module helps distinguish between those who lack basic reading component skills from those who have mastered the mechanics of reading but are not skilled at comprehension.

Problem Solving in Technology-Rich Environments

Problem solving in technology-rich environments refers to the ability to use technology to solve problems and accomplish complex tasks. It is not a measure of "computer literacy", but rather of the capacity to operate within a digital environment to solve the types of problem that adults face in their everyday life as users of digital technologies.

Non-cognitive Modules

Education & Skills Online includes non-cognitive skills modules that allow individuals or organizations to obtain information on the use of skills at work and at home, the career interests of respondents, and respondents' health and well-being. These categories of questions assess various factors that can have a direct impact on training and success in the workplace. They are:

Skill Use

The skill use assessment utilizes items from PIAAC to assess the specific skills that respondents use in both their work and daily lives as important drivers of skill acquisition as well as critical outcomes affecting their lives. The questions in this module focused on skills associated with reading, writing, use of mathematical information and ideas, and information and communications technology (ICT).

Career Interest and Intentionality

This assessment measures an individual's preferences for different types of work activities and environments and the level of an individual's intention to seek out new job opportunities and career- and job-related training.

Subjective Well-Being and Health

This assessment examines the main components of subjective well-being: life evaluation and positive and negative affect, in addition to subjective health and well-being indicators.

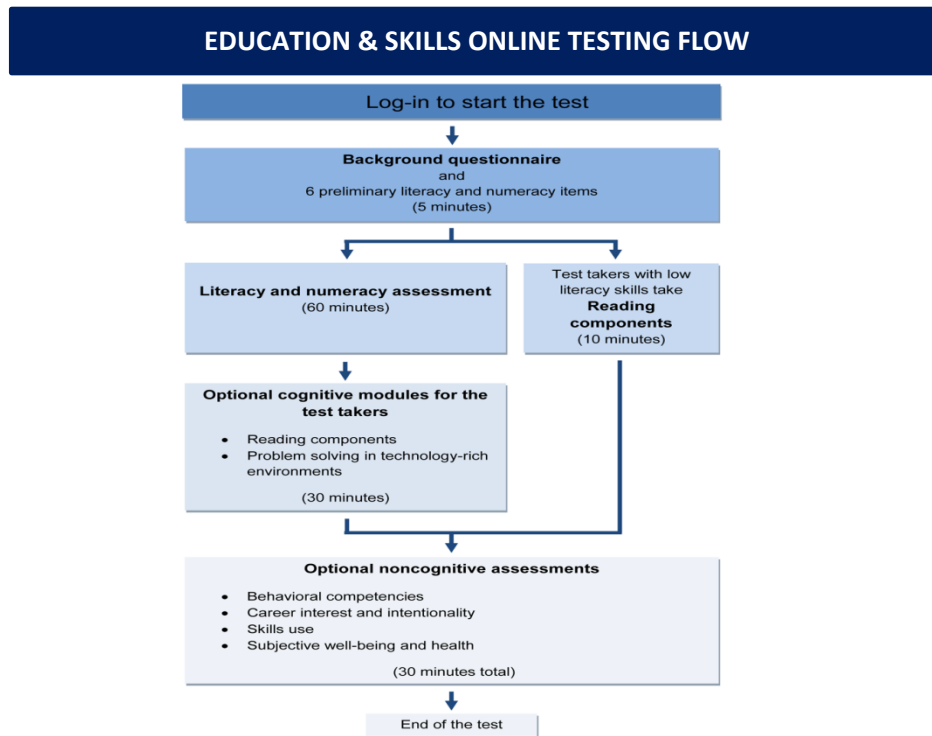


Assessment Design

Education & Skills Online is a fully computerized measure of cognitive and noncognitive skills. It is delivered on demand over the Internet. Test takers may take the test from any computer, including their home computers, that meets the system requirements for the test. It is a flexible test, adapting to the skills of the user to provide measures of critical skills associated with work, home and the community.

Testing Flow

The entire test is expected to take 120 minutes (including the core literacy and numeracy assessments, reading components and problem solving in technology-rich environments, and the noncognitive assessments). However, the estimated time need to take the core modules is 65 minutes. The core test consists of the background questionnaire and the literacy and numeracy assessment. All of the other modules are optional. The test taker should take the literacy and numeracy assessments in one sitting, but the other assessments do not need to be taken at the same time as the literacy and numeracy assessment. The test taker may use the test authorization code to log into the test system and complete additional modules at a different time. The test taker will take the assessments in the following order if he or she has a code that gives access to all the modules:



Cognitive Assessments

The cognitive assessment includes background questions and modules measuring core cognitive skills (literacy and numeracy) as well as optional modules to assess reading components and problem solving in technology-rich environments.

Adult Contexts/Content

Adults do not read written materials in a vacuum. Rather, they read these materials within a particular context, or for a particular purpose. Materials were selected for the assessment that represents a variety of contexts and content.

Contexts were defined to include the following:

- Work and occupation
- Personal uses (home and family, health and safety, consumer economics, and leisure and recreation)
- Community and citizenship
- Education and training

Aspects of Tasks

Tasks from the PIAAC assessment and those developed for Education & Skills Online were developed to address the broad categories of skills outlined in the [PIAAC framework](#)



Items Selected and Developed for Education & Skills Online

Cognitive items

The cognitive items in Education & Skills Online include existing items from the OECD Survey of Adult Skills (PIAAC) as well as newly developed items for the domains of literacy and numeracy. The existing PIAAC items were required so the Education & Skills Online and PIAAC results could be linked and to establish comparable scales across the two measures. The newly developed items were field tested in spring 2013 to determine their reliability for the Education & Skills Online language versions.

Literacy

The Education & Skills Online literacy items were developed and selected to represent three major aspects of processing continuous and non-continuous texts and documents: accessing and identifying, integrating and interpreting, and reflecting on and evaluating information.

The **Literacy** questions measure how well a person understands and uses information found in materials such as newspapers, brochures, manuals or websites. They also measure how well one finds and uses information in forms, schedules, charts or tables of information

- *Access and identify* tasks
- *Integrate and interpret* tasks
- *Evaluate and reflect* tasks

Reading components are the skills that work together to help individuals understand what they read. There are many different reading components. In this test, there are three sections: vocabulary, sentence comprehension, and passage comprehension.

Numeracy

The **Numeracy** questions measure how well a person is able to interpret, communicate, or use mathematical information to solve a problem or understand a situation. One may find mathematical information in materials such as tables, graphs, maps, product labels or advertisements.

Numeracy tasks were developed to cover a range of difficulty as a result of combining variables that include:

- the kind and degree of interpretation and reflection required by the problem
- representation skills required
- mathematical skill required
- mathematical argumentation required

- degree of familiarity with the context
- extent to which tasks require test takers to perform known procedures and steps or present novel situations requiring more creative responses

Problem Solving in Technology-Rich Environments

The Problem Solving in Technology-Rich Environments assessment is organized around three core dimensions: the cognitive strategies and processes a person uses to solve a problem, the tasks or problem statements that trigger and condition problem solving, and the technologies through which the problem solving is conducted. The three dimensions are described as follows:

- technology features – types of applications, amount of navigation required, use of tools required
- task features – number of steps involved, number of individuals dealt with in the task
- cognitive processes – whether a goal is defined, use of criteria, demands for monitoring progress, evaluation of relevance, level of reasoning

Variations within and across all of the dimensions contribute to the overall difficulty of the problems presented in the assessment. For example, a problem is likely to be more complex if it is ill-defined as opposed to explicitly stated, if it requires complex problem solving strategies such as defining goals and resolving impasses, and/or if it requires the use of multiple technology environments (e.g., respondents must utilize both emails and spreadsheets).

The **problem solving in technology-rich environments** questions measure how well a person uses different types of technology to solve everyday problems and complete tasks to successfully meet goals. They also measure how well one understands and uses information in different environments, such as email, Web pages, or spreadsheets. In this test, a problem is any situation where one doesn't already have a good idea about how to achieve a goal. This may be because the strategy use does not appear obvious or because one has never tried such a task in the past.

Noncognitive Modules

There are three noncognitive modules :

Career Interest and Intentionality

Skill Use

Subjective Well-Being and Health



Career Interest and Intentionality

This assessment measures an individual's preferences for different types of work activities and environments and the level of an individual's intention to seek out new job opportunities and career- and job-related training. Research suggests that career interests not only drive individuals' choices in educational and occupational development but also are key predictors of achievement including educational attainment, job performance, occupational prestige, and income. This assessment provides a career interest profile across six dimensions, a career fit index and identifies gaps between an individual's level of intentionality for finding a job and action taken to do so.

Skill Use

The Skill Use assessment utilizes items from PIAAC to gain information concerning the specific skills that respondents use in both their work and daily lives as important drivers of skill acquisition as well as critical outcomes affecting their lives. The questions in this module focus on skills associated with reading, writing, use of mathematical information and ideas, and information and communications technology (ICT). These activities are important for building and maintaining skills in literacy, numeracy, and problem solving in technology-rich environments. This assessment can be linked to the PIAAC skill use scales.

Subjective Well-Being and Health

Online assessment of subjective well-being is an important information source to policymakers who examine the well-being of the adult population and subpopulations, including workers and those seeking work. Measures of subjective health and well-being offer policymakers a valuable tool in assessing both the impact of policy as well as progress made toward short- and long-term goals. Questions cover the main components of subjective well-being: life evaluation and positive and negative affect, in addition to subjective health and well-being. The health indicators include measures of subjective health, sleep quality, body mass index (BMI), smoking, diet, and exercise.



Assessment Administration

The Assessment is available only in computer-based format. Test takers may take the test from any computer, including their home computers, that meets the system requirements for the test. Test takers receive a code they must enter in order to start the test. Test takers will need access to the internet to complete the assessment.

Purchasing Education & Skills Online

Education & Skills Online is available to purchase by institutions. An institution is a user who is interested in purchasing multiple access codes for test takers in order to conduct a research study about the skills level of a particular subpopulation e.g. university students, adults literacy programs, municipalities, etc.

Test packages available for purchase

Institutions may purchase a cognitive or a noncognitive assessment package, or a bundled package that includes both packages.

The cognitive assessment package contains:

- the background questionnaire
- literacy and numeracy assessments
- the optional problem solving and reading components measures

The noncognitive assessment package contains:

- the background questionnaire
- skill use assessment
- subjective well-being and health assessment
- career interest and intentionality assessment

The bundled package contains:

- the background questionnaire
- literacy and numeracy assessment
- the optional problem solving and reading components measures
- skill use assessment
- subjective well-being and health assessment
- career interest and intentionality assessment

By purchasing the cognitive assessments together with the noncognitive assessments, the customer is able to generate authorization codes that will be used by test takers across the modules. That is, the test administration and results for each module for an individual will be linked through the unique authorization code. In a bundled package, the test taker will first complete the core background

questionnaire and the Literacy and Numeracy assessments, followed by either or both of the problem solving and reading components measures (depending on the individual’s skill level), and then will be able to take each noncognitive module either immediately following the core cognitive assessment or at a later date, provided they are completed before the codes expire.

Alternatively, the cognitive and non-cognitive packages may be purchased separately. In this case, the authorization codes will not be unique across the packages. In other words, should the decision be made at a later time to purchase the non-cognitive package, the purchasing institution will need to assign separate authorization codes for the cognitive and non-cognitive packages to a test taker. It will then be the responsibility of the institution to devise and maintain a system for linking the codes for an individual test taker and later for merging the results for the two codes in order to conduct analyses using both cognitive and non-cognitive results.

Cost

The price per Education & Skills Online Core package is based on the number of packages purchased at any one time and the modules included in the package.

Pricing Schedule			
Quantity of Packages	Price/Unit (in Euros)		
	Core Assessment Package	Noncognitive Assessment Package	Bundled Core and Noncognitive Assessment Package
<5,000	€9.00	€2.00	€11.00
5,000 – 10,000	€8.25	€2.00	€10.25
10,001 – 25,000	€7.75	€2.00	€9.75
25,001 – 75,000	€7.00	€2.00	€9.00
75,001 – 149,999	€6.00	€2.00	€8.00
150,000 +	€5.00	€2.00	€7.00

Purchases may be made in Euros or US Dollars (at the prevailing Euro exchange rate).

After purchasing **Education & Skills Online**, purchasers will be given access to an online administration portal where they can manage their test inventory and view test results.



The online administration portal allows institutions to:

- Monitor test completion
- Download test result data in an Excel spreadsheet for analysis
- Search for and view score reports for tests that have been taken
- Create additional administration portal users for their organization
- Create up to two organizational levels below the purchasing institution to organize their test codes
- Read technical documentation

Assessment Data

Institutions will be able to download assessment results on demand and do not need to request data from ETS or ITS. When downloading data, purchasers can use search features to specify a date range.

Note: The authorization code is the unique identifier of the individual test-taker. No personal information (names, email addresses, phone numbers) is collected by **Education & Skills Online**; therefore, no personal information is stored in the system.

The purchaser will own the data and therefore has the responsibility of notifying individuals of their rights and obtaining any permission necessary for sharing the data that has been collected.

The following data fields will be included in the data download spreadsheet:

General Information Data Fields (for all package types)

- Authorization Code
- Institution Name & ID
- Language
- Background questionnaire answers (9)
- Start date and time (for each module)
- Last accessed date and time (for each module)

Core Cognitive Data Fields

- Literacy and Numeracy scale scores
- Reading Components scores (rate & accuracy) for vocabulary, sentence comprehension, and passage comprehension
- Problem solving scale score



Noncognitive Data Fields

Subjective Well-Being and Health

- Life Satisfaction, Positive Affect, and Negative Affect levels (low/medium/high)
- Subjective Health level (good/fair/poor)
- BMI class
- Sleep, Diet, Smoking, and Physical Activity levels

Skill Use

- Levels for Reading, Writing, Numeracy, and ICT at work and at home (8 scores)
- Responses to 6 questions about computer use

Career Interest & Intentionality

- Scores for each of the 6 interest categories
- ISCO-08 codes and job fit level for current and intended jobs
- ISCO-08 codes for the 20 best-fitting jobs
- ISCO-08 codes for the 10 poorest-fitting jobs
- Levels for questions about intention of finding a new job/seeking training

Customization

Purchasers of the test may also customize certain aspects of the test administration system.

- The test taker log-in screen may be customized to include the purchasing organization's name and logo
- The test administrator can turn off the score report functionality so that test takers do not receive a score report after completing each module

Results

Education & Skills Online will provide score reports that include the following:

- Descriptive reports that characterize strengths and weaknesses in the skill areas assessed
- Scores that will be reported in terms of described proficiency levels that capture the progression of task complexity and difficulty for the cognitive domains
- Summary information for each of the non-cognitive areas

- Comparative information for both the cognitive and non-cognitive areas that will benchmark results against selected national and international PIAAC results

Purchasers of the test will also be able to download results spreadsheets for results analysis.

Core Cognitive Assessments

Scores will be provided in an easy-to-read score report after test takers complete each assessment in the test. The score reports provide the test taker with a numerical score on the PIAAC scale, a description of their strengths and weaknesses in the area tested, and a comparison to scores of similar test takers in their country or internationally.

How the Scales Are Divided into Levels

The proficiency scales range from 0 to 500 and are designed so the scores represent degrees of proficiency in a particular aspect of literacy, numeracy or problem solving in technology-rich environments. There are easier and harder tasks for each proficiency scale. Each scale is divided into proficiency levels based on the knowledge and skills required to complete the tasks within those levels.

Respondents at a particular level not only demonstrate knowledge and skills associated with that level but also the proficiencies required at lower levels. Thus, respondents scoring at Level 2 are also proficient at Level 1.

What the Levels Mean

Scores on each of the three scales are characterized in terms of levels that capture the progression of complexity and difficulty of the tasks in the tests. Below Level 1 represents the lowest level of proficiency, while each succeeding Level represents higher proficiency.

How the Levels Are Determined

To create the scales, expert groups in literacy, numeracy and problem solving in technology-rich environments met with psychometricians and test developers and reviewed data, looked at the tasks along the 500-point scales, and determined the requisite skills and knowledge to complete those tasks progressively increased along the scale.

Score Range

For **literacy and numeracy**, scores will be given in 10-point increments ranging from 0 to 500 for each of the scales measured. Each score will fall into one of five levels based on the knowledge and skills required to complete the tasks within those levels.

- Below Level 1 – 0 to 175
- Level 1 – 176 to 225
- Level 2 – 226 to 275



- Level 3 – 276 to 325
- Level 4/5 – 326 and above

For problem solving in technology-rich environments, your score will be given in 10-point increments from 0 to 500. Each score will fall into one of four levels:

- Below Level 1 – 0 to 240
- Level 1 – 241 to 290
- Level 2 – 291 to 340
- Level 3 – 341 and above

How to Interpret a Score

To adequately measure the skills of adults with differing educational backgrounds and life experiences, **Education & Skills Online** includes tasks that range from very easy to very challenging. The **Education & Skills Online** texts and tasks are based on several features that affect difficulty:

Literacy

- transparency of information in the text as it relates to the presented task or question
- degree of complexity necessary to make required inferences
- complexity of the text and/or question
- amount of text that must be processed
- prominence of needed information in the text
- other information in the text that competes for a test taker's attention
- text features that help or hinder understanding relationships among parts of the text

Numeracy

- the kind and degree of interpretation and reflection required by the problem
- representation skills required
- mathematical skill required
- mathematical argumentation required
- degree of familiarity with the context
- extent to which tasks require test takers to perform known procedures and steps or present novel situations requiring more creative responses

Problem solving in technology-rich environments

- technology features – types of applications, amount of navigation required, use of tools required
- task features – number of steps involved, number of individuals dealt with in the task
- cognitive processes – whether a goal is defined, use of criteria, demands for monitoring progress, evaluation of relevance, level of reasoning



Literacy

Below Level 1

Adults in this level are able to locate specific information from a text with a few sentences or paragraphs about familiar topics. For example, they are likely able to:

- Locate a phone number or address of a store from a newspaper advertisement
- Locate the date and time of a community art show from a flyer
- Identify the winner of an employee contest from a company announcement
- Identify key ingredients from a food package label

They might sometimes have trouble using literacy skills to understand longer unfamiliar texts or to complete a form. For example, they might find it challenging to:

- Complete a short form to order a magazine subscription
- Submit a vote for or against a new workplace dress code on an employer's Web page
- Locate the link on a theater's website that would be used to find information about the theater
- Use a table in a newspaper article to identify the top three companies with the most employees
- Name two reasons stated in a newspaper article for an increase in local food prices.
- Use a music store's Web page to compare and contrast several reviews to determine which song to download based on the price and the type of music you like

Level 1

Adults in this level are typically able to understand longer texts about familiar topics. For example, they are likely able to:

- Identify key ingredients from a food package label
- Complete a short form to order a magazine subscription
- Submit a vote for or against a new workplace dress code on an employer's Web page
- Locate the link on a theater's website that would be used to find information about the theater
- Use a table in a newspaper article to identify the three companies with the most employees

They might sometimes have trouble understanding longer and more complicated texts. For example, they might find it challenging to:

- Determine what forms are needed to return a damaged telephone according to instructions in the warranty brochure
- Identify information in a camera store's single Web page that explains how this year's photo contest rules differ from those in previous years
- Name two reasons stated in an employee newsletter for an increase in company sales

- Use a music store's Web page to compare and contrast several reviews to determine which song to download based on the price and the type of music one likes

Level 2

Adults in this level are typically able understand longer and more complicated texts about unfamiliar topics. For example, they are likely able to:

- Submit a vote for or against a new workplace dress code on an employer's Web page
- Determine what forms are needed to return a damaged telephone according to instructions in the warranty brochure
- Identify information in a camera store's single Web page that explains how this year's photo contest rules differ from those in previous years
- Name two reasons stated in an employee newsletter for an increase in company sales

They might sometimes experience frustration understanding longer and more complicated digital and printed texts with a variety of text features. For example, they might find it challenging to:

- Find out whether a utility company accepts the same type of payment if paid by mail or online using information from a monthly billing statement
- Use a music store's Web page to compare and contrast several reviews to determine which song to download based on the price and the type of music you like
- Search several Web pages of a national health organization for evidence supporting the claim that exercise can lead to greater work productivity
- Determine which parents in a childcare discussion forum share a similar viewpoint by comparing their comments

Level 3

Adults in this level are typically able to understand longer and more complicated digital and print texts with a variety of text features. For example, they are likely able to:

- Name two reasons stated in an employee newsletter for an increase in company sales
- Find out whether a utility company accepts the same type of payment if paid by mail or online using information from a monthly billing statement
- Use a music store's Web page to compare and contrast several reviews to determine which song to download based on the price and the type of music you like
- Search several Web pages of a national health organization for evidence supporting the claim that exercise can lead to greater work productivity

They might find it challenging to:

- Use online search results for books on alternative energy to identify a book that includes arguments both for and against solar energy
- Evaluate posts in a discussion forum on health remedies by comparing the information they provide against that in a website from a well-known medical center

- Use several links in a city's transportation Web page to locate information about special fares or services on holidays
- From a list of workplace safety suggestions, determine which a company will be likely to adopt based on a complex chart showing the company's existing policies and procedures.

Level 4/5

Adults at this level are able to use literacy skills to understand longer and more complicated texts from a number of different sources. For example, they are likely able to:

- Find out whether a utility company accepts the same type of payment if paid by mail or online using information from a monthly billing statement
- Use a music store's Web page to compare and contrast several reviews to determine which song to download based on the price and the type of music you like
- Search several Web pages of a national health organization for evidence supporting the claim that exercise can lead to greater work productivity
- Evaluate posts in a discussion forum on health remedies by comparing the information they provide against that in a website from a well-known medical center
- Use several links in a city's transportation Web page to locate information about special fares or services on holidays
- Determine which claims in a newspaper article about the benefits of sleep are supported by information and graphs in two long research article

Reading Components

Scores are measured in terms of accuracy and rate. For each, results are measured in terms of low, medium and high skills.

- High accuracy and fast rate: Basic reading skills are good. The focus can be on building comprehension skills.
- High accuracy and low or medium rate: Basic reading skills are good. The focus can be on building comprehension skills and increasing rate.
- Low or medium accuracy and fast rate: The individual might be trying to go too fast. The individual needs to build basic skills.
- Low or medium accuracy and low or medium rate: Work is needed on basic skills and getting faster.

Numeracy

Below Level 1

Adults at this level are typically able to do simple arithmetic in familiar situations. For example, they are likely able to:

- Figure out how much money it will cost to buy a few common items in the grocery store
- Identify the amount that corresponds to an unlabeled mark on a measuring cup



- Find the range in daily temperatures by subtracting the lowest from the highest temperature

They may have trouble using numeracy skills that require computing with percents and decimal numbers, or understanding mathematical information in a table. For example, they might find it challenging to:

- Figure out the price of a shirt that will be discounted by 25 percent
- Determine the price of a single bottle of water when given the cost of an entire case of bottles
- Look at a weekly timesheet to find out which employee worked the most hours in a single day

Level 1

Adults at this level are typically able to compute with percents and decimal numbers, or understand mathematical information in a table. For example, they are likely able to:

- Identify the amount that corresponds to an unlabeled mark on a measuring cup
- Find the range in daily temperatures by subtracting the lowest from the highest temperature
- Figure out the price of a shirt that will be discounted by 25 percent
- Determine the price of a single bottle of water when given the cost of an entire case of bottles

They may have trouble using numeracy skills that require performing an intermediate computation before being able to answer a question, having to interpret a graph, or using ratios. For example, some adults with scores similar to yours might find it challenging to:

- Determine how many months in a year had sales above the mean sales for the year from a table of monthly sales
- Identify which predicted monthly gasoline price was most accurate based on line graphs of predicted and actual gasoline prices for a year
- Determine the amount of concentrated lemonade flavoring and water needed to make a large container of lemonade that is in the same ratio of flavoring to water as a smaller amount of lemonade

Level 2

Adults at this level are typically able to perform an intermediate computation before being able to answer a question, understand mathematical information in a table, or interpret a simple graph. For example, they are likely able to:

- Figure out the price of a shirt that will be discounted by 25 percent
- Determine the price of a single bottle of water when given the cost of an entire case of bottles



- Determine how many months in a year had sales above the mean sales for the year from a table of monthly sales
- Identify which predicted monthly gasoline price was most accurate based on line graphs of predicted and actual gasoline prices for a year

They may have trouble using numeracy skills that require using ratios, reading a complex graph, or comparing changes in percentages. For example, they might find it challenging to:

- Determine the amount of concentrated lemonade flavoring and water needed to make a large container of lemonade that is in the same ratio of flavoring to water as a smaller amount of lemonade
- Read a complex graph, comparing the amount of salt, sugar, and fat in a typical diet for men and a typical diet for women, to determine the amount of sugar consumed by men
- Convert the number of students enrolled in a university each year into percentages, and then compute the change in the percentage of students enrolled each year

Level 3

Adults at this level are typically able to use ratios, understand mathematical information in a table, or read a complex graph. For example, they are likely able to:

- Determine the price of a single bottle of water when given the cost of an entire case of bottles
- Determine how many months in a year had sales above the mean sales for the year from a table of monthly sales
- Identify which predicted monthly gasoline price was most accurate based on line graphs of predicted and actual gasoline prices for a year
- Determine the amount of concentrated lemonade flavoring and water needed to make a large container of lemonade that is in the same ratio of flavoring to water as a smaller amount of lemonade
- Read a complex graph, comparing the amount of salt, sugar, and fat in a typical diet for men and a typical diet for women, to determine the amount of sugar consumed by men

They may have trouble using numeracy skills that require using percentages, using rates, or understanding how quantities are related. For example, they might find it challenging to:

- Convert the number of students enrolled in a university each year into percentages, and then compute the change in the percentage of students enrolled each year
- Determine how much medicine to give to a child when the dosage is based on the child's body weight
- Calculate profit from a table containing lists of income and expense sources

Level 4/5

Adults at this level are typically able to use percentages and rates, interpret information presented in various ways, or understand how quantities are related. For example, they are likely able to:



- Identify which predicted monthly gasoline price was most accurate based on line graphs of predicted and actual gasoline prices for a year
- Determine the amount of concentrated lemonade flavoring and water needed to make a large container of lemonade that is in the same ratio of flavoring to water as a smaller amount of lemonade
- Convert the number of students enrolled in a university each year into percentages, and then compute the change in the percentage of students enrolled each year
- Read a complex graph, comparing the amount of salt, sugar, and fat in a typical diet for men and a typical diet for women, to determine the amount of sugar consumed by men
- Determine how much medicine to give to a child when the dosage is based on the child's body weight
- Calculate profit from a table containing lists of income and expense sources

Problem-solving in technology-rich environments

Below Level 1

Adults at this level are typically able to complete tasks that are quite routine for them using familiar technology programs. For example, they are likely able to:

- Use a familiar email program to open and read emails
- Write a short summary of a club meeting using a word processing program they know well
- Enter the name of a local store into a search engine they have used in the past to find the store's phone number

They might sometimes have trouble using technology to solve more complex problems. For example, they might find it challenging to:

- Open and read email using an unfamiliar email program similar to one they regularly use
- Select a website from the results of a search and locate specific information on the homepage of that website
- Organize a small set of emails into one or two folders

Level 1

Adults at this level are typically able to use unfamiliar software programs that work like ones they have used in the past to solve problems where the goal is clear and a limited number of steps are required. For example, they are likely able to:

- Open, read, and respond to email using an unfamiliar email program
- Locate specific information on the homepage of a website that a friend has recommended
- Set up a system of folders that allow files or emails to be organized and easily retrieved

They might sometimes have trouble using technology to solve more complex problems. For example, they might find it challenging to:

- Figure out how to send an email message to a number of contacts using an unfamiliar bulk email function

- Use a sorting tool to make it easier to locate sales numbers for a specific product in a company spreadsheet
- Conduct a web search to find out how to solve a problem with other software, such as how to view a column that won't display properly in a spreadsheet
- Find an email message or file that has been "lost" somewhere on a computer hard drive

Level 2

Adults at this level are typically able to use software they have never seen before to solve more complex problems, even when unexpected impasses/outcomes occur. For example, they are likely able to:

- Figure out how to send an email message to a number of contacts using an unfamiliar bulk email function
- Use a sorting tool to make it easier to locate sales numbers for a specific product in a company spreadsheet
- Conduct a web search to find out how to solve a problem with other software, such as how to view a column that won't display properly in a spreadsheet
- Find an email message or file that has been "lost" somewhere on a computer hard drive

They might sometimes have trouble using technology to solve more complex problems. For example, they might find it challenging to:

- Establish criteria for narrowing a Web search, documenting results using a spreadsheet, and communicating the results to others through email
- Evaluate a number of Web search results to determine which has the most relevant and reliable information. Part of this process includes evaluating and refining a search to determine if additional or different types of websites should be considered
- Use a software program that they have never seen before with limited or unclear directions based on general experience with technology or by consulting other online resources including websites or user blogs
- Select from among a number of choices the best software to use for a particular task.

Level 3

Adults at this level are typically able to use one or more complex software programs to solve ill-defined problems with multiple goals. For example, they are likely able to:

- Conduct a web search to find out how to solve a problem with other software, such as how to view a column that won't display properly in a spreadsheet
- Figure out how to send an email message to a number of contacts using an unfamiliar bulk email function
- Evaluate a number of web search results to determine which has the most relevant and reliable information. Part of this process includes evaluating and refining a search to determine if additional or different types of websites should be considered
- Use a software program that they have never seen before with limited or unclear direction. Success may be based on a user's general experience with technology or information may be gathered by consulting other online resources including websites or user blogs
- Select from among a number of choices the best software to use for a particular task



Tasks with Similar Levels of Difficulty

Levels may have some shared properties. Tasks were placed along each scale so that someone at that point on the scale would have a 67 percent chance of answering that item correctly. Stated another way, the average person within each level would be expected to get 67 percent of the items within that level correct.

Scores for Noncognitive Assessments

After each noncognitive module, the test-takers scores and an explanation of what they mean will be provided in a score report.

Career Interest and Intentionality

The Career Interest and Intentionality module measures adults' preferences for different types of work activities and environments, how well their interests match their current or intended job and the level of their intention to seek out new job opportunities and career- and job-related training. Test takers receive scores in three areas:

- Career Interest helps test takers identify the type of work they like to do by giving them an interest score in six areas: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
- Career Fit uses the test taker's interests identified during the test to determine how well their interests align with their current job or desired job. It also provides a list of 20 careers that are the best match for the individual's interests and the 10 careers that are the worst match for the individual's interests.
- Career Intentionality compares test takers' intention to seek a new job and/or additional training, confidence in seeking a new job, and intention to seek a new job to other Education & Skills Online test takers and assigns a score of high, moderate, or low.

Skill Use

The Skill Use module assesses how often adults use the skills associated with reading, writing, numeracy, and information and communication technology (ICT) in their home and work lives, for a total of eight scores. The score report for this module will tell adults whether their use of skills in each of the eight skill use areas is low, moderate, or high. Test takers who report never using any of the skills in an area will receive a score of not applicable.

The scores reported in the score have the following definitions:

- **Not Applicable:** The test taker reported that he or she never engaged in any of the activities involving this skill.



- **Low:** The test taker reported that he or she rarely engaged in most of the activities involving this skill.
- **Moderate:** The test taker reported that his or her engagement in activities varied in terms of how many activities you did and how often you did them.
- **High:** The test taker reported that he or she engaged in most activities most days or every day.

Subjective Well-Being and Health

Subjective Well-Being refers to how people think and feel about their lives. In general, people who have a positive view of their own lives are hopeful for the future and have more positive experiences. They are likely to have higher *Subjective Well-Being*. Researchers have found that people with higher subjective well-being are usually more productive and more successful in their personal and professional lives. They are more likely to live longer, healthier lives. The questions in this test have been used in many research studies worldwide. The score report describes test takers' results in three major areas of Subjective Well-Being: Life Satisfaction, Positive Affect, and Negative Affect.

The Life Satisfaction aspect of Subjective Well-Being refers to how people think about their lives overall. How people feel about their lives is shown by such things as moods and emotions experienced day to day. The experience of positive emotions, such as joy or excitement, is called Positive Affect. The experience of negative emotions, such as anger, distress, or shame, is called Negative Affect. The test taker receives a high, moderate, or low score for life satisfaction, positive affect, and negative affect.

Leading a healthy lifestyle is important for adults to reach their best physical and mental health and well-being. A healthy lifestyle includes having a positive outlook on health, maintaining a healthy weight, and adopting healthy behaviors and habits. This module summarizes health attitudes and behaviors of the test taker, including health outlook, body mass index, diet and nutrition, smoking, exercise, and sleep.



FAQ

How to purchase tests

A test administrator will manage the purchasing process. Codes can be purchased by submitting a purchase order form to the test administrator via email at ESonline-support@ets.org. The Purchase Order form can be downloaded [here](#). After receiving the completed form, the test administrator will contact the purchaser with information on how to submit payment for the purchase and sign the terms and conditions of use.

Once the payment has been received, the test administrator will send the log-in information for the online administration portal where the tests can be managed. From that portal, a list of test authorization codes can be downloaded to distribute to test takers.

How far in advance of administering the test do I need to purchase the test?

It is recommended to purchase test codes at least one month in advance of the anticipated testing date to ensure that there is sufficient time to complete the purchasing process and become familiar with the Administration Portal that test administrators will use to download test codes.

Do test codes expire?

After purchasing the codes, Institutions will have up to one year to use and distribute the codes.

How long do I have to complete the test?

An individual test code will expire 60 calendar days after the test taker answers the first question in the test. This means that test takers will have 60 days to complete all the modules. Once an authorization code has expired, the test taker will not be able to access Education & Skills Online.

Do I have to purchase different language versions separately?

It is not required to specify the language version of the codes upon purchase; they can all be used with any language.



Take the Test

In order to take the test, you will need an authorization code from.

System Requirements

To take the test, you must have a computer that meets the following requirements:

- Operating Systems:
 - Windows 7 and higher
 - OSX 10.11 version and higher
- Internet Access
- Browser
 - Firefox 40 or higher

Please note that in addition to having a computer that supports the required browser, you will need to have a color monitor capable of a screen resolution of 1024 x 768.

Contact Us

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Test Administrator:

Educational Testing Service

- ESOnline-Support@ets.org for technical questions
- cbt-support@etsglobal.org to submit a purchase order