

Summary of assessment domains in the Survey of Adult Skills (PIAAC)

	Literacy (<i>Reading Components</i>)	Numeracy	Problem solving in technology-rich environments
Definition	Ability to understand, evaluate, use and engage with <i>written texts</i> to participate in society, to achieve one's goals, and to develop one's knowledge and potential.	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.	Ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others, and perform practical tasks.
Content	<p>Texts are characterised by :</p> <p>Medium</p> <ul style="list-style-type: none"> ▶ <i>Print-based</i> ▶ <i>Digital</i> <p>Format:</p> <ul style="list-style-type: none"> ▶ <i>Continuous or prose texts</i> (narration, argumentation or descriptions) ▶ <i>Non-continuous or document texts</i> (tables, lists, graphs) ▶ <i>Mixed texts</i> (combination of prose and document elements) ▶ <i>Multiple texts</i> (juxtaposition or linking of independently generated elements) 	<p>Mathematical content, information and ideas:</p> <ul style="list-style-type: none"> ▶ <i>Quantity and number</i> ▶ <i>Dimension and shape</i> ▶ <i>Pattern, relationships, change</i> ▶ <i>Data and chance</i> <p>Representations of mathematical content:</p> <ul style="list-style-type: none"> ▶ <i>Objects and pictures</i> ▶ <i>Numbers and symbols</i> ▶ <i>Diagrams, maps, graphs, tables</i> ▶ <i>Texts</i> ▶ <i>Technology-based displays</i> 	<p>Technology:</p> <ul style="list-style-type: none"> ▶ <i>Hardware devices</i> ▶ <i>Software applications</i> ▶ <i>Commands and functions</i> ▶ <i>Representations</i> (text, graphics, video) <p>Nature of problems:</p> <ul style="list-style-type: none"> ▶ <i>Intrinsic complexity</i> (number of steps, alternatives required for solution, complexity of computation and/or transformation, number of constraints) ▶ <i>Explicitness of the problem statement</i> (largely unspecified or described in detail)
Cognitive strategies	<ul style="list-style-type: none"> ▶ Access and identify ▶ Integrate and interpret (relating parts of text to one another) ▶ Evaluate and reflect on 	<ul style="list-style-type: none"> ▶ Identify, locate or access ▶ Act upon and use (order, count, estimate, compute, measure, model) ▶ Interpret, evaluate and analyse ▶ Communicate 	<ul style="list-style-type: none"> ▶ Setting goals and monitoring progress ▶ Planning ▶ Acquiring and evaluating information ▶ Using information
Contexts	<ul style="list-style-type: none"> ▶ Personal ▶ Work-related ▶ Community ▶ Education 	<ul style="list-style-type: none"> ▶ Everyday life ▶ Work-related ▶ Society & Community ▶ Education 	<ul style="list-style-type: none"> ▶ Personal ▶ Work-related ▶ Community