Reading Components: Sample Sentence Processing Items

For Sentence Processing items, respondents are asked to make a sensibility judgment about a sentence with respect to the real world or the internal logic of the sentence. The respondent reads the sentence and selects YES if the sentence makes sense or NO if the sentence does not make sense.

Sample Sentences:

Three girls ate the song.	**YES**	**NO**
The man drove the green car.	**YES**	**NO**
The lightest balloon floated in the bright sky.	**YES**	**NO**
A comfortable pillow is soft and rocky.	**YES**	**NO**
A person who is twenty years old is older than a person who is thirty years old.	**YES**	**NO**

Reading Components: Sample Passage Comprehension Items

For Passage Comprehension items, respondents are asked to read a passage and select the word in each presented pair that makes each sentence in the passage make sense.

Sample Passage:

To the editor: Yesterday, it was announced that the cost of riding the bus will increase. The price will go up by twenty percent starting next wife / month. As someone who rides the bus every day, I am upset by this foot / increase. I understand that the cost of gasoline / student has risen. I also understand that riders have to pay a fair price / snake for bus service. I am willing to pay a little more because I rely on the bus to get to object / work. But an increase / uncle of twenty percent is too much.

This increase is especially difficult to accept when you see the city's plans to build a new sports stadium. The government will spend millions on this project even though we already have a science / stadium. If we delay the stadium, some of that money can be used to offset the increase in bus fares / views. Then, in a few years, we can decide if we really do need a new sports cloth / arena. Please let the city council know you care about this issue by attending the next public meeting / frames.

Numeracy Components: Sample "How many" item

Respondents are asked to identify the quantity of real-life objects pictured in the stimulus.

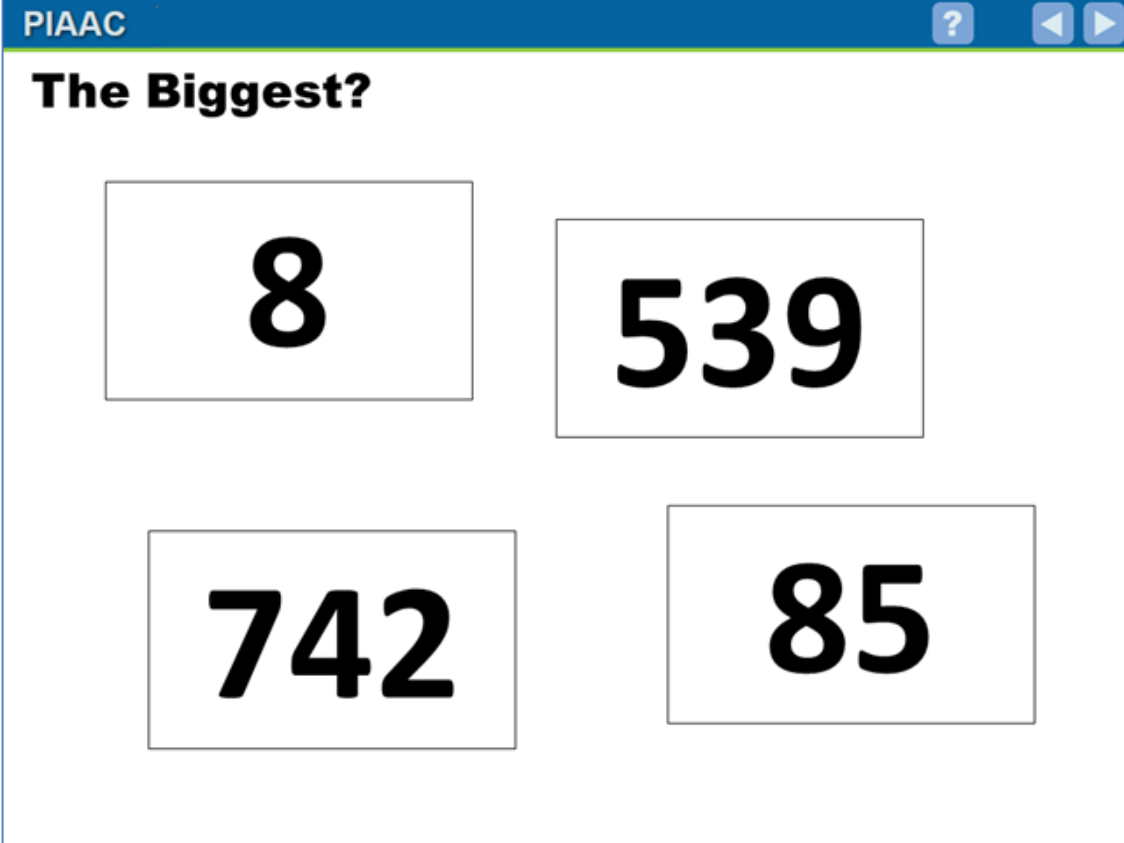**Numeracy Components: Sample "Which is biggest" item**

Respondents are asked to compare the presented numerical representations and identify the biggest number in the set.

Literacy – Sample Item 1

This first literacy sample focuses on the following aspects of the literacy construct:

Cognitive Process	*Access and identify*
Context	*Personal*
Medium	*Print*

For PIAAC, item difficulty is reported along a five-level scale with Level 1 being the easiest items and Level 5 being the hardest. This sample is a Level 3 item. Respondents are asked to answer the question shown in the left pane by highlighting information in the list of rules for a preschool.

Literacy – Sample Item 2

Sample 2 focuses on these aspects of the literacy construct:

Cognitive Process	*Access and identify*
Context	*Personal*
Medium	*Print*

For PIAAC, item difficulty is reported along a five-level scale with Level 1 being the easiest items and Level 5 being the hardest. This sample is a Level 2 item. In this sample item, respondents are asked to click on the chart with information about exercise equipment to mark their response. Each of the cells and all of the images are "clickable" and multiple responses can be selected.

Literacy – Sample Item 2, continued

Most of the literacy items have more than one question associated with each stimulus. A second item in the Exercise Equipment set, shown below in Figure 3, focuses on the following aspects of the literacy construct:

Cognitive Process	Integrate and interpret
Context	Personal
Medium	Print

For PIAAC, item difficulty is reported along a five-level scale with Level 1 being the easiest items and Level 5 being the hardest. This sample is a Level 2 item.

PIAAC

Physical Exercise Equipment

Look at the exercise equipment chart. Click on the chart to answer the question below.

Which piece of equipment listed received the largest number of "Ineffective" ratings?

How to choose?

1. Decide what effect you want the exercise to have on your body.
2. Assess the space you have available at home.
3. Choose the equipment that suits your objectives. If necessary ask a specialist for advice.

For example:

OBJECTIVE	STRATEGY	EQUIPMENT
Burn off calories	Cardiovascular exercises	Rowing machine, Bicycle, Skimachine, Treadmill, Stairs, …
Strengthen your muscles	Endurance exercises	Bench for Press-ups, Weights and Dumbbells, Elastic Tubes, ….

Effects on…	Cardio-Training					Muscle Building							
	Exercise bicycle	Rowing machine	Stepper	Tread-mill	Air trainer	Dumb-bells, weights	Elastic	Gym bench	Muscle-building bench	Multi-trainer	AB trimmer	AB shaper	AB roller
Arm strength	Ineffective	Good	Average	Ineffective	Good	Very good	Very good	Good	Good	Good	Very good	Good	Good
Leg strength	Good	Very good	Average	Very good	Good	Ineffective	Good	Average	Good	Good	Ineffective	Good	Good
Abdominal muscles	Average	Very good	Good	Good	Average	Ineffective	Good	Very good	Good	Average	Very good	Very good	Very good
Overall muscle building	Ineffective	Very good	Ineffective	Average	Ineffective	Average	Good	Good	Good	Average	Good	Good	Good
Heart/arteries	Very good	Good	Very good	Very good	Good	Ineffective	Average	Average	Average	Good	Average	Average	Average
Flexibility	Ineffective	Good	Ineffective	Ineffective	Average	Average	Average	Good	Ineffective	Ineffective	Average	Good	Good
Joints	Good	Very good	Good	Good	Good	Good	Average	Average	Good	Good	Average	Average	Average
Slimming	Good	Average	Very good	Good	Good	Ineffective	Average	Good	Average	Average	Good	Good	Good
Dangers	None	Back	None	Legs		It is best to learn to use these types of apparatus properly before you make a major effort							

Numeracy – Sample Item 1

This sample item focuses on the following aspects of the numeracy construct:

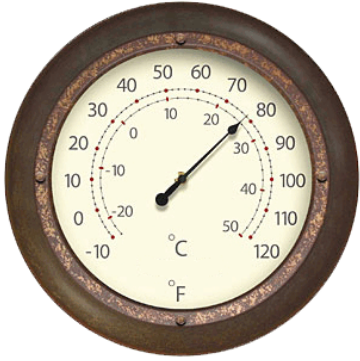|	
Content	*Data and chance*
Process	*Interpret, evaluate*
Context	*Community and society*

For PIAAC, item difficulty is reported along a five-level scale with Level 1 being the easiest items and Level 5 being the hardest. This sample is a Level 3 item. Respondents are asked to respond by clicking on one or more of the time periods provided in the left pane on the screen.

Correct Response: 1957 - 1967 AND 1967 – 1977

Numeracy – Sample Item 2

This sample item focuses on the following aspects of the numeracy construct:

Content	Dimension and shape
Process	Act upon, use (estimate)
Context	Every day or Work

For PIAAC, item difficulty is reported along a five-level scale with Level 1 being the easiest items and Level 5 being the hardest. This sample is a Level 3 item. Respondents are asked to type in a numerical response based on the graphic provided.
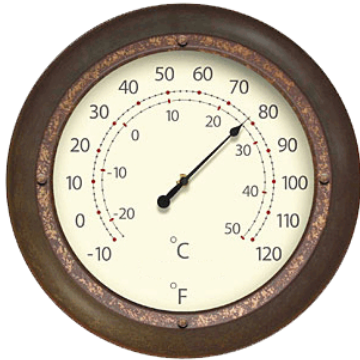

Correct Response: Any value between 77.7 and 78.3

Numeracy – Sample Item 3

This second item in the set focuses on the following aspects of the numeracy construct:

Content	Dimension and shape
Process	Act upon, use (measure)
Context	Every day or Work

For PIAAC, item difficulty is reported along a five-level scale with Level 1 being the easiest items and Level 5 being the hardest. This sample is a Level 3 item. Again, respondents are asked to type in a numerical response based on the graphic provided.

Correct Response: Any value between -4 and -5

Numeracy – Sample Item 4

This sample item focuses on the following aspects of the numeracy construct:

Content	Quantity and Number
Process	Act upon, use (compute)
Context	Community and society

For PIAAC, item difficulty is reported along a five-level scale with Level 1 being the easiest items and Level 5 being the hardest. This sample is a Level 5 item.

Correct Response: Any value between 23 and 24

Adaptive Problem Solving – Draft Task

This draft item begins with a static planning task. Respondents need to use an interactive map to find the fastest route to accomplish three presented goals, keeping time constraints in mind.

Adaptive Problem Solving – Sample Task, continued

In the second item, the situation becomes dynamic as the respondent must deal with new circumstances that interfere with the initial problem solution. An impasse must be overcome and additional constraints need to be taken into consideration when adapting the initial problem solution.