Příloha č. 4

**Vzorový text k provedení odborné adaptace včetně jeho překladu z anglického do českého jazyka**

#### Literacy and numeracy

Five proficiency levels are defined for the domains of literacy and numeracy; three levels are defined for problem solving in technology rich environments. The score-point ranges defining each level and the descriptors of the characteristics of tasks located at each of the levels can be found in Tables 4.2 and 4.3. In the case of literacy and numeracy, the score-point ranges associated with each proficiency level are the same as those that apply in IALS and ALL for document and prose literacy and in ALL for numeracy. However, the descriptors that apply to the proficiency levels in the domains of literacy and numeracy differ between the OECD Survey of Adult Skills and IALS and ALL. This is because the domain of *literacy* in the OECD survey replaces the previously separate domains of prose and document literacy used in IALS and ALL, and because the OECD survey defines proficiency levels differently than the other surveys do. An explanation of these changes and their impact is provided in Annex A.

Table 4.2 Proficiency levels: Literacy and numeracy

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| --- | --- | --- | --- |
| Level | Score range | Literacy | Numeracy |
| 1 | 176-225 | Most of the tasks at this level require the respondent to read relatively short digital or print continuous, non-continuous, or mixed texts to locate a single piece of information that is identical to or synonymous with the information given in the question or directive. Some tasks may require the respondent to enter personal information onto a document, in the case of some non-continuous texts. Little, if any, competing information is present. Some tasks may require simple cycling through more than one piece of information. Knowledge and skill in recognising basic vocabulary, evaluating the meaning of sentences, and reading paragraph text is expected. | Tasks in this level require the respondent to carry out basic mathematical processes in common, concrete contexts where the mathematical content is explicit, with little text and minimal distractors. Tasks usually require one-step or simple processes involving, for example, counting, sorting, performing basic arithmetic operations, understanding simple percents such as 50%, and locating and identifying elements of simple or common graphical or spatial representations. |
| 2 | 226-275 | At this level texts are more complex. The medium of texts may be digital or printed, and texts may comprise continuous, non-continuous, or mixed types. Tasks at this level require respondents to match the text with information, and may require paraphrasing or low-level inferences. Some competing pieces of information may be present. Some tasks require the respondent to   * cycle through or integrate two or more pieces of information based on criteria; * compare and contrast or reason about information requested in the question; or * navigate within digital texts to access and identify information from various parts of a document. | Tasks at this level require the respondent to identify and act upon mathematical information and ideas embedded in a range of common contexts where the mathematical content is fairly explicit or visual, with relatively few distractors. Tasks tend to require the application of two or more steps or processes involving, for example, calculation with whole numbers, common decimals, percents and fractions; simple measurement and spatial representation; estimation; interpretation of relatively simple data; and statistics in texts, tables and graphs. |
| 3 | 276-325 | Texts at this level are often dense or lengthy, including continuous, non-continuous, mixed, or multiple pages. Understanding text and rhetorical structures becomes more central to successfully completing tasks, especially in navigating complex digital texts. Tasks require the respondent to identify, interpret, or evaluate one or more pieces of information, and often require varying levels of inference. Many tasks require the respondent to construct meaning across larger chunks of text or perform multi-step operations in order to identify and formulate responses. Often tasks also demand that the respondent disregard irrelevant or inappropriate text content to answer accurately. Competing information is often present, but it is not more prominent than the correct information. | Tasks in this level require the respondent to understand mathematical information that may be less explicit, embedded in contexts that are not always familiar, and represented in more complex ways. Tasks require several steps and may involve the choice of problem-solving strategies and relevant processes. Tasks tend to require applying number and spatial sense; recognising and working with mathematical relationships, patterns, and proportions expressed in verbal or numerical form; and interpreting and analysing data and statistics in texts, tables and graphs. |