ICT (Information Communication Technology) Literacy Skill Areas: During the iSkills assessment, students are asked to complete information problem-solving tasks in seven main skills areas that measure their abilities to (ETS 2003):

Perfect for our "I CAN" Statements (Robin's idea!):

Define: [I CAN] Formulate a research statement to facilitate the search for information.

Access: [I CAN] Find and retrieve information from a variety of sources.

Evaluate: [I CAN] Judge the usefulness and sufficiency of information for a specific purpose.

Manage: [I CAN] Manage information safely, efficiently, responsibly, and ethically.

Integrate: [I CAN] Summarize or otherwise synthesize information from a variety of sources.

Create: [I CAN] Generate or adapt online (?) information to express and support a point.

Communicate: [I CAN] Adapt information for an audience or for delivery via a different medium (for example, e-mail, slide presentation, word-processed document, and spreadsheet)

Envisioning the Future ETS is proud to announce that continuous administration of both academic versions of the iSkills assessment began August 15, 2006. Colleges and high schools can now order and administer the assessment any time that is convenient for them, as long as it is delivered in a proctored environment. Score reports are issued online, usually within one week of testing. TITLE: Thinking beyond

Technology: Using the iSkills
Assessment as Evidence to Support Instituional ICT
Literacy Initiatives
SOURCE: Knowl Quest 35 no5 My/Je 2007

Just for fun, I took all of the standards we wrote and "plugged" them into

the Strands and Clusters that would work well with the "I Can" statements above.

North Dakota Library and Technology Content Standards Grades 6-8

Strand: Define, Access, and Evaluate		
Cluster: Formulate a research statement to facilitate the search for information.		
Code	**Standards**	**Annotation**
6-8.IAI.1	Identify a problem or need using current knowledge as context for new learning.	Example Determine the problems faced while being stranded in a snow storm. Resources • Problem-solving strategies (Big6*) • Problem-based learning activities
6-8.IAI.2	Develop questions based on a problem or need	Example Brainstorm ideas for student-generated questions about fast-food nutrition. Display the questions using graphic organizers.
Cluster: Find and retrieve information from a variety of sources.		
Code	**Standards**	**Annotation**
6-8.IAI.3	Select most appropriate library print, digital, and subscription resources from a known list.	Example Identify a preferred career option and decide which library database would be the most helpful for researching that career choice.
6-8.IAI.4	Use basic search strategies with limiters to locate resources.	Example Use search strategies with limiters to locate specific information about Viking explorers. Resources • Dewey Decimal System*, keywords, Faceted Searching*, Boolean*, truncation*, full text, year published
6-8.IAI.5	Retrieve identified information resources with some adult guidance.	Example Create bibliographic note-cards for each resource selected about an historical figure. Resources • Tags*, bookmarks*, holds*, email •
6-8.PLG.1	Engage with people of other cultures to develop cultural understanding and global awareness.	Example Become pen pals with a class from another state or country, to share elements of the local culture. Resources • Email
6-8.PLG.2	Use tools to seek out different perspectives to inform thinking and decision-making.	Example Identify positive and negative effects of off shore oil drilling. Resources • Library databases and card catalog searches • Internet search engine
6-8.PLG.4	Demonstrate appreciation and self-motivation as a reader by seeking information for personal learning and enjoyment.	Example Identify a chosen hobby and find resources. Resources • Library database and card catalog • Internet search engine
6-8.PLG.8	Display curiosity by pursuing interests through multiple resources.	Example Do research on a favorite childhood object using multiple resources.

Cluster: Judge the usefulness and sufficiency of information for a specific purpose.		
Code	**Standards**	**Annotation**
6-8.IAI.6	Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, and detail.	Example Use a teacher-generated checklist to evaluate three websites that feature information about the United States President. Resources • CARS*, RADCAB*
6-8.IAI.7	Modify and implement new search strategies based on information gaps.	Example Develop research questions about Pluto and conduct Internet research to answer the questions. Review information found about Pluto to determine if it answers the initial questions. Modify and implement new search strategies to locate the missing information.
6-8.PLG.9	Determine and select materials appropriate to personal abilities and interests.	Example Use various strategies to determine appropriateness and readability of a specific resource.

Strand: Manage and Integrate

Cluster: Manage information safely and efficiently.		
Code	**Standards**	**Annotation**
6-8.RU.10	Practice safe and ethical behaviors in personal electronic communication and interaction.	Example Create an online persona in a controlled environment and explore the pitfalls of cyber space*. Resources • Virtual reality* or social network*
6-8.RU.11	Apply safe practices for sharing personal information and explain the implications of unsafe practices.	Example Create a brochure for people in the community to provide them with ideas on how to protect their identity online.
6-8.RU.12	Promote cyber bullying* awareness and apply prevention strategies.	Example Participate in an open discussion after watching a movie about cyber bullying. Resources • School policy on bullying • Information on trolling* • Movie about cyber bullying*
6-8.MTL.1	Define and use grade-appropriate media and technology terminology in context.	Example Play a vocabulary game that includes media and technology terminology learned in class. Resources • Student-response devices
6-8.MTL.2	Select the appropriate technology to accomplish a goal.	Example Create a podcast* about a favorite book. Resources • Recording tools and editing software
6-8.MTL.3	Perform appropriate operations using technology to accomplish a goal.	Example Attach a document to an email.
6-8.MTL.4	Use a variety of strategies to troubleshoot systems and applications with guidance.	Example Brainstorm solutions for troubleshooting technology issues as they arise.
6-8.MTL.5	Adapt current knowledge to the learning of new	Example

	technologies.	Update an old document using a new application or program. Resources • Cloud computing

Cluster: Manage information responsibly and ethically.

Code	Standards	Annotation
6-8.RU.6	Identify personal acts of piracy and discuss the possible consequences.	Example Create a presentation about the consequences of piracy. Resources • Presentation software
6-8.RU.7	Explain the past, present, and possible future impact of technology on society.	Example Research the evolution of an invention and predict how it will change in the future.
6-8.RU.8	Demonstrate respect for intellectual freedom.	Example Discuss how and why the Internet is filtered.
6-8.RU.9	Determine and use appropriate digital etiquette for a variety of situations.	Example Participate in skits where students model good and bad digital etiquette.

Cluster: Summarize or otherwise synthesize information from a variety of sources.

Code	Standards	Annotation
6-8.IAI.8	Interpret information and apply new knowledge to curricular areas and real world situations.	Example Discuss how the spring weather affects the North Dakota growing season after referencing online resources for accessing information. Resources • NDSU Extension Service website • Farmer's Almanac*
6-8.IAI.10	Collaborate with others to exchange ideas and develop new understandings.	Example Write a short story with a pen pal from a different school collaborating via video conferences and email.
6-8.PLG.5	Identify and respond to a variety of formats and genres of literature.	Example Play genre BINGO. Resources • Interactive white board.
6-8.PLG.6	Read widely and fluently to make connections with self, the world, and previous learning.	Example Participate in a school summer reading program. Resources • e-Reader* • Social networking sites
6-8.PLG.7	Transfer current knowledge to new learning.	Example Transfer knowledge of basic search strategies to more complex searches. Resources • Databases • Internet search engine

Strand: Create and Communicate		MTL

Cluster: Generate or adapt (online?) information to express and support a point.

Code	Standards	Annotation
6-8.IAI.11	Explain how information and ideas support a decision or solution.	Example Show results of a science experiment via electronic presentation. Resources • Presentation software
6-8.MTL.6	Adapt current knowledge to generate new ideas, products, or processes.	Example Create a family tree. Resources • Scanner • Photo editing software
6-8.MTL.7	Create unique products and processes by selecting digital resources, tools, and formats for a real-world task.	Example Create a North Dakota tourism brochure. Resources • Desktop publishing software
6-8.MTL.8	Use models and simulations to investigate and explain systems and issues.	Example Explore the circulatory system of frogs. Resources • Virtual dissection simulation
6-8.MTL.9	Investigate technology trends and forecast possibilities.	Example Create a timeline of telephone technology and predict future trends. Resources • Internet search engine • Online Graphic Organizer

Cluster: Adapt information for an audience or for delivery via a different medium (for example, e-mail, slide presentation, word-processed document, and spreadsheet.

Code	Standards	Annotation
6-8.MTL.10	Use technology to participate and collaborate as a member of a social and intellectual network of learners.	Example Communicate with a favorite living author. Resources • Social networking websites
6-8.MTL.11	Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	Example Develop a class or school blog. Create a web presence to advertise information about an upcoming school event.
6-8.PLG.3	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.	Example Create a digital presentation for a variety of audiences demonstrating Hello Kitty's influence on Japan. Resources • Presentation software • Internet search engine