

Similarities between National Information Literacy and Technology Standards

| ICT Literacy Proficiencies (ETS, 2002) | Standards for the 21st-Century Learner (AASL, 2007) | NETS-S (ISTE, 2007) |
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| Define: the ability to use ICT tools to identify and appropriately represent an information need. | 1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. | 3a. plan strategies to guide inquiry. 4a. identify and define authentic problems and significant questions for investigation. |
| Access: the ability to collect and retrieve information in digital environments. | 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. | 4c. collect and analyze data to identify solutions and/or make informed decisions. |
| Manage: the ability to apply an existing organizational or classification scheme for digital information. | 2.1.2 Organize knowledge so that it is useful. | 1a. apply existing knowledge to generate new ideas, products, or processes. 4b. plan and manage activities to develop a solution or complete a project. |
| Integrate: the ability to use ICT tools to synthesize, summarize, compare and contrast information from multiple digital sources. | 2.1.1 Apply critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge. 2.1.4 Use technology and other information tools to analyze and organize information. | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3d. process data and report results. |
| Evaluate: the ability to judge the quality, relevance, authority, point of view/bias, currency, coverage or accuracy of digital information. | 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, | 3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. |

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| | conflicting information, and point of view or bias. | |
| Create: the ability to generate information by adapting, applying, designing or inventing information in ICT environments. | 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. | 1b. create original works as a means of personal or group expression. 2a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media. |
| Communicate: the ability to communicate information properly in its context ... for a particular audience ... and in the appropriate venue. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.6 Use information and technology ethically and responsibly. | 2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. 5a. advocate and practice safe, legal, and responsible use of information and technology. |

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