



iSkills™

Listening. Learning. Leading.

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Princeton, NJ 08541

Announcement of product name change:

The *ICT Literacy Assessment* is now called the *iSkills™* assessment.
All references to the *ICT Literacy Assessment* in the following document
apply to the *iSkills* assessment.



2006 ICT Literacy Assessment Preliminary Findings

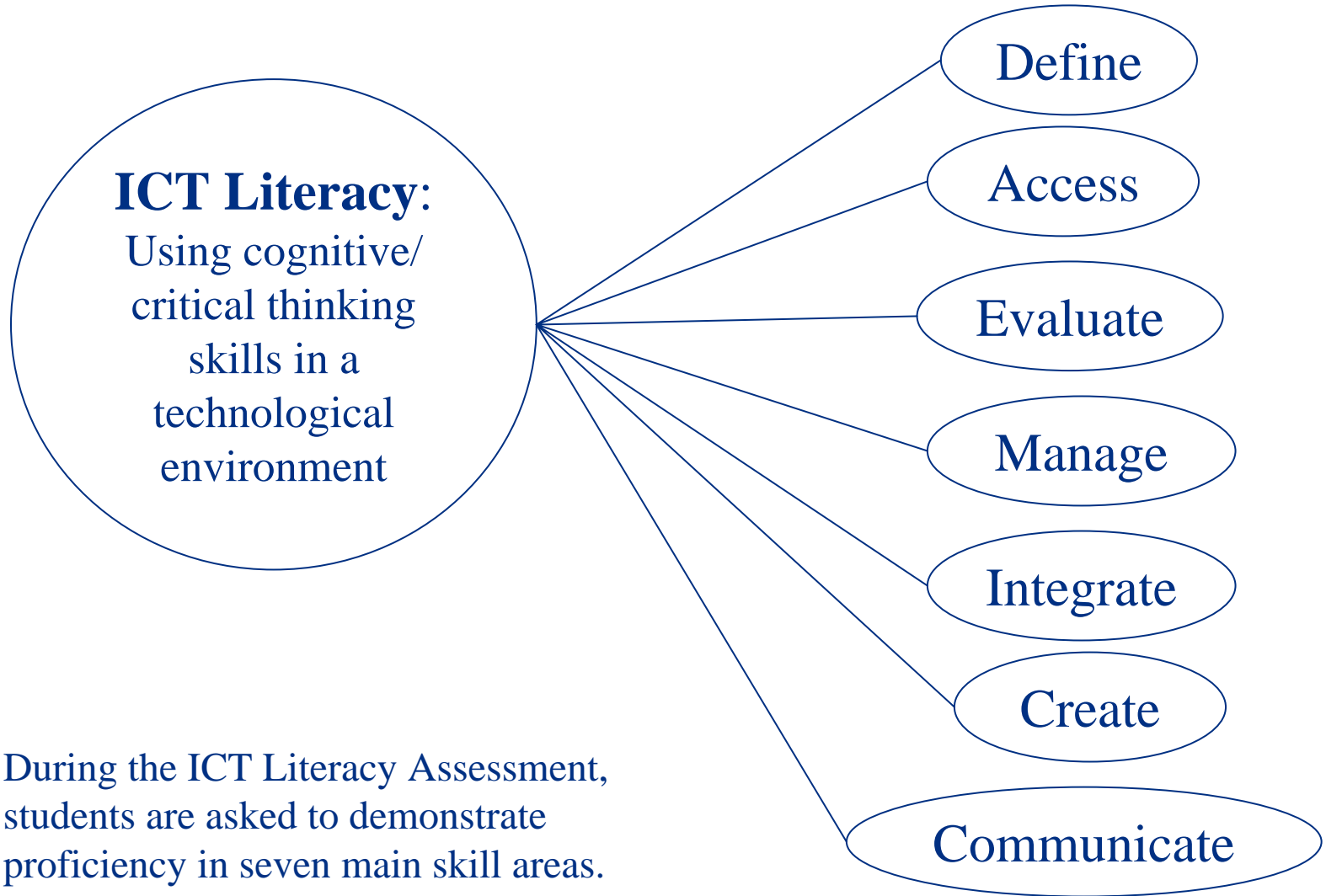
www.ets.org/ictliteracy



What is "ICT Literacy"?

Information and Communication Technology literacy is the ability to use digital technology, communication tools and networks appropriately to solve information problems in order to function in an information society. ICT literacy includes the ability to use technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

ICT Literacy Skill Areas



During the ICT Literacy Assessment, students are asked to demonstrate proficiency in seven main skill areas.



Technology Introduces Several Information Challenges for Students

The ICT literacy challenges that students typically have, according to recent articles, discussions and presentations by faculty and administrators at colleges and universities, fall into three main categories:

- Identifying trustworthy and useful information
- Managing overabundant information
- Communicating information effectively



The ETS® ICT Literacy Assessment

To help institutions measure the ICT literacy proficiency of their students, ETS worked with faculty, librarians and administrators to create the ICT Literacy Assessment

– Test Structure

- 14 short (3-5 min) tasks, each targeting one performance area (e.g., Define, Access)
- One long (15 min) task targeting both the Access and Evaluate performance areas

– Reliability

The estimated reliability of ICT Literacy Assessment scores is .88, which is a measure of the test score's consistency across various administrations. This is comparable to the reliability of many other respected content-based assessments, such as the Advanced Placement exams.



Preliminary Findings

Please see slide 15 of this presentation for more information about the methodology and a description of why the results are “preliminary” at this point.



Student Performance Summary

- Few test takers demonstrated key ICT literacy skills
- On average, students earned about half the points that they could have earned on the test
- Female and male test takers earned similar scores



When selecting a research statement for a class assignment . . .

- 8% picked statements that did not address the assignment
- 48% picked a reasonable, but too broad statement
- Only 44% identified a statement that captured the demands of the assignment.



When asked to evaluate a set of Web sites for objectivity, authority and timeliness . . .

- 52% judged the objectivity of the sites correctly
- 65% judged the authority of the sites correctly
- 72% judged the timeliness of the site correctly
- Overall, only 49% of test-takers identified the one website that met all criteria



When asked to narrow an overly broad search . . .

- Only 35% of students selected the correct revision.
- 35% selected a revision that only marginally narrowed the search results.



When constructing a presentation slide designed to persuade . . .

- 80% included irrelevant points with relevant points
- Just 12% used only points directly related to the argument
- 8% used entirely irrelevant points



Positive Findings

- Test takers recognized that .edu and .gov sites are less likely to contain biased material than .com sites.
- 80% of test takers correctly completed an organizational chart based on e-mailed personnel information
- Across several tasks, most test takers correctly categorized emails and files into folders
- When presented with an unclear assignment 70% of test takers selected the best question to help clarify the assignment.



Negative findings

- Across several tasks, we observed that only a few test takers could accurately adapt material for a new audience
- In a web search task, only 40% entered multiple search terms to narrow the results
- When asked to organize a large amount of information efficiently, more than half the students failed to sort the information to clarify related material
- When searching a large database, only 50% of test takers used a strategy that minimized irrelevant results



Student Feedback

- Through a survey afterward, the 1,400 students who piloted the assessment said that they found the test to be challenging and that it required both thinking and technical skills.
- These students enjoyed the real-world storylines, and felt that the tasks reflected activities they had encountered at school, work or home.



Why are the results “preliminary”?

Information was gathered from 6,300+ test takers at 63 four-year colleges and universities, community colleges and high schools (seniors), who took the ICT Literacy Assessment in 2006. Institutions selected the students that would take the assessment. Some chose to test students enrolled in a particular course, some used a random sampling process, and still others issued an open invitation and offered gift certificates as incentives. Because the data is not a random sample and is not representative of all US institutions or all higher education institutions, ETS urges caution in using these results to generalize to the greater population of college-age students.

ETS will continue to gather result data and feedback and is conducting additional validity studies.



More Information

- For more information about the ICT Literacy Assessment, please visit www.ets.org/icliteracy
- To request a media interview with an ETS product expert or researcher, please call Julia Weede at 212-715-2222 or Karen Bogan at 609-683-2902.