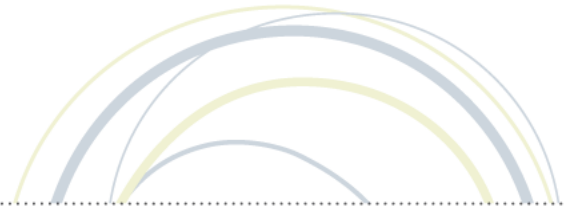




# ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

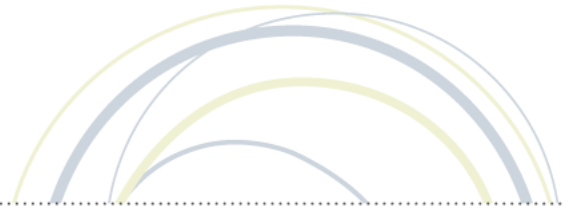
*Digital Literacy Assessments*

FEBRUARY 2018



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## ABOUT

### **ABOUT ISTE**

The International Society for Technology in Education (ISTE) is the premier nonprofit membership organization serving educators and education leaders. ISTE is committed to empowering connected learners in a connected world and serves more than 100,000 education stakeholders throughout the world.

As the creator and steward of the definitive education technology standards, our mission is to empower learners to flourish in a connected world by cultivating a passionate professional learning community, linking educators and partners, leveraging knowledge and expertise, advocating for strategic policies, and continually improving learning and teaching.

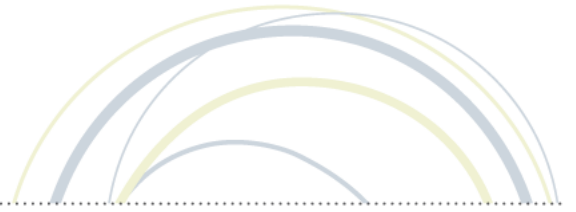
### **ISTE SEAL OF ALIGNMENT**

Resources and products designed with the ISTE Standards in mind are choosing to demonstrate their commitment to support critical digital age learning skills and knowledge. Regardless of a solution's intended grade level, purpose or content area, by addressing the ISTE Standards and earning a Seal of Alignment, a solution is shown to consciously, purposefully and meaningfully support best practices for digital age teaching and learning.

ISTE considers a solution aligned to the ISTE Standards only after an extensive review conducted by trained ISTE Seal of Alignment reviewers, and it has been determined to meet all critical elements of a particular standard indicator in accordance with specific review criteria.

By earning a Seal of Alignment, ISTE verifies that this product:

- Promotes critical technology skills
- Supports the use of technology in appropriate ways
- Contributes to the pedagogically robust use of technology for teaching and learning
- Aligns to the ISTE Standards in specific ways as described in the review finding report



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## RESOURCE DESCRIPTION

### WHAT ARE THE DIGITAL LITERACY ASSESSMENTS?

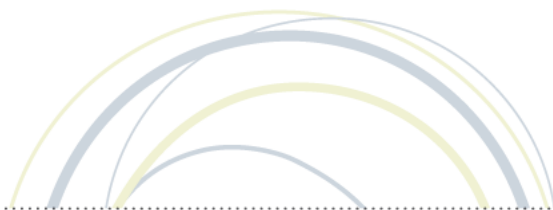
Learning.com’s Digital Literacy Assessments are assessments designed to test foundational technology skills of 5<sup>th</sup> and 8<sup>th</sup> grade students. The assessments are accessed and completed online using Learning.com’s customized testing interface and each test is intended to offer an equally difficult experience appropriate for the target grade level.

The Digital Literacy Assessments are intended to be completed within a single class period, and question types include both multiple choice and “performance based” questions. The multiple-choice items include a variety of answer strategies including radio button, drag and drop, visual and verbal. The “performance based” items include strategies such as selecting, sorting and ordering tasks performed by choosing from a list of possible answers provided.

### HOW ARE THE DIGITAL LITERACY ASSESSMENTS IMPLEMENTED?

The Digital Literacy Assessments available through the Learning.com platform include a number of features designed to support both student and teacher interaction with and use of the assessments. Teachers have access to management features including organizing and administering assessments for individuals and class groups, and the ability to generate various reports based on the results of the assessments.

The tests can easily be used as pre-test/intervention/post-test strategy, and additional materials such as a student preparation curriculum and sample tests could support a wide range of possible uses including formative and summative assessments as well as a variety of instructional and learning goals.



## ISTE SEAL OF ALIGNMENT REVIEW

**Product:** Digital Literacy Assessments

**Company:** Learning.com

**Date of Award:** February 2018

### REVIEW METHODOLOGY

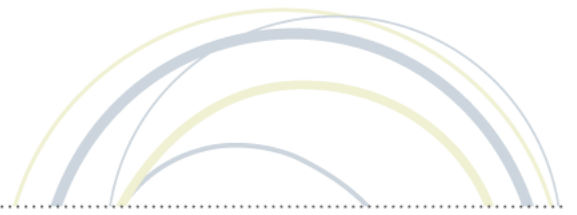
ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used by reviewers to collect data on potential alignment across all resource materials. Alignment is determined based on the extent to which all or some of specific elements are addressed within the materials. Reviewers conduct regular calibrations to assure the validity and reliability of the results and final review findings are combined for an overall score for alignment on each individual indicator.

The Digital Literacy Assessments were reviewed for alignment against the ISTE Standards for Students, at the Readiness level. Readiness level reviews examine how a resource instructs and/or assesses specific skills and knowledge that have been identified as foundational to the elements of the ISTE Standards.

### SCOPE OF REVIEW

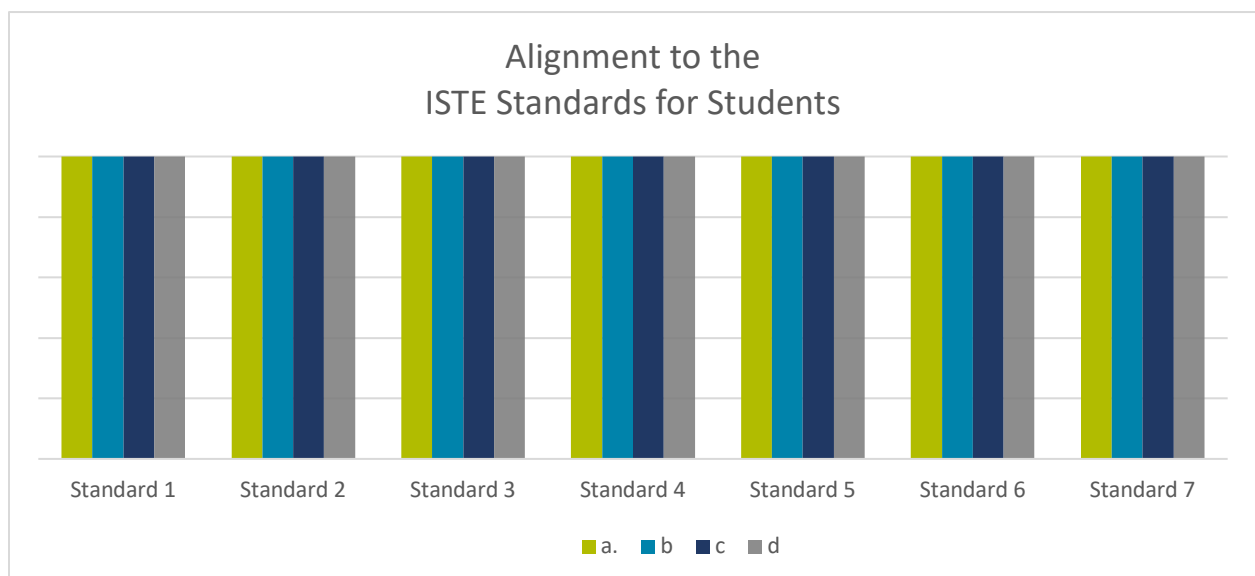
During the review process for the Digital Literacy Assessments, reviewers:

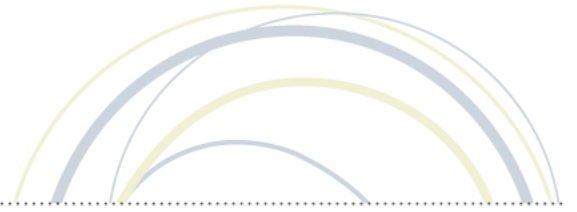
- collected data on when and how test items addressed specific skills and knowledge described in the ISTE Standards for Students.
- compiled findings to determine overall alignment across all ISTE Standards for Students and indicators.
- used aggregate findings to form the basis of the overall alignment results.



## REVIEW FINDINGS

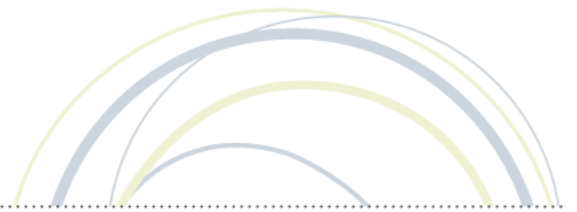
The Digital Literacy Assessments support the following indicators of the ISTE Standards for Students:





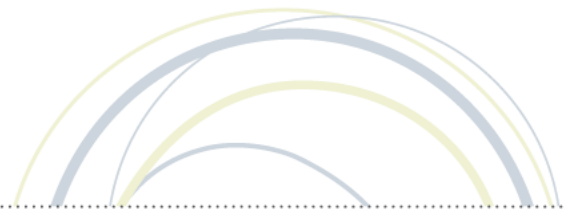
The Digital Literacy Assessments address the ISTE Standards for Students in the following ways:

ISTE Standard	Finding Statement
<b>1. Empowered Learner</b>	
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	One or more test items address how to leverage/apply tools to achieve learning goals.
1.b. Build networks and customize their learning environments in ways that support the learning process.	One or more test items address how to leverage/apply tools to find experts and build networks.
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	One or more test items address how to leverage/apply tools for the purpose of attaining feedback.
1.d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	One or more test items address problem solving strategies.
<b>2. Digital Citizen</b>	
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	One or more test items address online privacy.
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	One or more test items address safe and appropriate practices with social media.
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	One or more test items address obligations for using intellectual property.

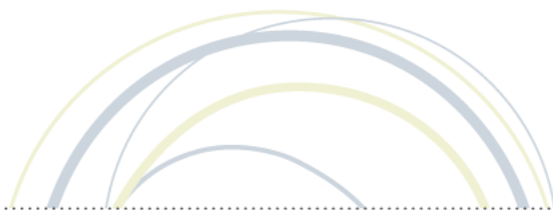


2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	One or more test items address management of personal data and online activity.
<b>3. Knowledge Constructor</b>	
3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	One or more test items address techniques for searching for information.
3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	One or more test items address methods for evaluating credibility of sources.
3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	One or more test items address gathering and organizing information to make connections.
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	One or more test items address making inferences from data.
<b>4. Innovative Designer</b>	
4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	One or more test items address scientific thinking and scientific method.
4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	One or more test items address the design process.
4.c. Develop, test and refine prototypes as part of a cyclical design process.	One or more test items address prototypes as part of the design cycle process.
4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	One or more test items address perseverance as part of the problem solving process.
<b>5. Computational Thinker</b>	





5.a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	One or more test items address interpreting visual information.
5.b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	One or more test items address methods for displaying data.
5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	One or more test items address methods for breaking problems down into components.
5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	One or more test items address algorithmic thinking.
<b>6. Creative Communicator</b>	
6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	One or more test items address selection of best media for a specific purpose.
6.b. Create original works or responsibly repurpose or remix digital resources into new creations.	One or more test items address how to repurpose and integrate creativity into works.
6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	One or more test items address how to select best visuals to communicate ideas.
6.d. Publish or present content that customizes the message and medium for their intended audiences.	One or more test items address considerations for impacting intended audience.
<b>7. Global Collaborator</b>	
7.a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	One or more test items address how to select most effective tool for communication



7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	One or more test items address how to select the most effective tool for information gathering and collaboration.
7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	One or more test items address how to select best tools for working effectively in groups.
7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.	One or more test items address tools how to select tools for effective global collaboration.

## CONCLUSION

Both the 5th grade and 8th grade assessments were clearly tailored to and appropriate for their age bands. The user interface is polished, visually appealing and easy to use, again appropriate for the target audiences. The test items themselves succeeded at the challenging task of assessing both how well students have “learned to use technology” and how they can potentially “use technology to learn.”

The Learning.com Digital Literacy Assessments address all of the ISTE Standards for Students at the Readiness level and provide both students and teachers with useful data about the readiness of students to move forward in their application of the ISTE Standards. Along with the instructional and reporting features of the Learning.com website, these materials provide a strong support environment for those interested in implementing the ISTE Standards for Students.