How to read the Wisconsin Academic Information and Technology Literacy (ITL) Standards?

ITL Standard Structure, Development and Language of the ITL Standards

The new Wisconsin standards across all disciplines are formatted from a common template to support educators in reading and interpreting them. The **discipline**, Information and Technology Literacy, is clearly stated at the top of each templated section. There are seven cross-cutting **content strands** that define the foundational knowledge and skills for the ITL standards. This working definition of Information and Technology Literacy draws upon the seven cross-cutting content strands from the International Society for Technology in Education (ISTE) student learning framework: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator and Global Collaborator. The figure below (figure 1) shows a sample standard from the Empowered Learning content area.

(Figure 1)

Content Area:
Empowered Learner (EL)

Discipline: Information and Technology Literacy (ITL)
Content Area: Empowered Learner (EL)
Standard: EL1 - Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.

The standard is a broad statement that begins with the statements "Students _____" which explains what students are expected to know or be able to do. Contained within each content area strand standard are **learning priorities** which break down the broad standard statement into manageable learning pieces. The learning priorities are further broken down into **performance indicators** which provide a measurable learning progression from grade band to grade band. The ITL performance indicators reflect the learning progression of skills across developmentally appropriate grade bands in content, skills and performance indicators to college and career readiness level.

Standards Formatting
- **Standard**: Broad statement that tells what students are expected to know or be able to do.
- **Learning Priority**: Breaks down the broad statement into manageable learning pieces.
- **Performance Indicator by Grade Band**: Measurable degree to which a standard has been developed or met.

Grade Bands

Grade bands of K-2, 3-5, 6-8 and 9-12 align to typical elementary, middle and high school levels.
- Grade bands K-2 and 3-5 performance indicators represent knowledge and skills that should be integrated throughout the elementary curriculum. These are represented in the standards coding with "e" and "i" respectively as there is no recommended grade level associated with each performance indicator.
- Performance indicators for the middle school and high school grade bands are also not associated with suggested grade levels, so the grade level codes for these grade bands are "m" for middle school and "h" for high school. Some districts may choose an integrated course format while others may choose to organize classes by discipline. There is not a recommended method.
- Information and Technology Literacy should be a core addition in all curricular areas at the middle level to enhance content and learning. Awareness, exploration, and building foundational skills should occur at the middle level.
- Information and Technology Literacy, at the high school level, must go beyond the basic foundational skills and knowledge. Students should be building skills and knowledge that are transferable across all content areas as well as extend to the workplace environment to ensure students are college and career ready.

With local control, districts can define performance indicators to grade levels that fit their needs. It should be noted that there are no performance indicators listed for 4K ITL standards. Our committee suggests that educators use the Wisconsin Model Early Learning Standards to guide their work and make connections with the natural information, media and digital literacy experiences that come up every day in the effective 4K learning experience.

The figure below (figure 2) shows shows a sample standard from the Empowered Learning content area with the learning priority and performance indicators by grade bands.

(Figure 2)

Discipline: Information and Technology Literacy (ITL)				
Content Area: Empowered Learner (EL)				
Standard: EL1 - Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.				
	Performance Indicators (By Grade Band)			
Learning Priority	**K-2 (e)**	**3-5 (i)**	**6-8 (m)**	**9-12 (h)**
EL1.a: Set goals and reflect.	EL1.a.1.e: Identify the purpose of and set personal learning goals with educator guidance.	EL1.a.3.i: Create personal learning goals and select digital tools to achieve them.	EL1.a.5.m: Create personal learning goals and select and manage appropriate digital tools to achieve those goals.	EL1.a.7.h: Create and articulate personal learning goals and develop strategies leveraging the most effective digital tools to achieve those goals.
	EL1.a.2.e: Utilize appropriate digital tools to reflect on the learning process with guidance.	EL1.a.4.i: Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals with educator support.	EL1.a.6.m: Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals.	EL1.a.8.h: Utilize digital tools to reflect on the learning process, including successes, areas of improvement, and then make necessary revisions and adjust goals for future learning.

Standard Coding

Each content standard code can be broken into parts to identify specific content area, standard number, learning priority, performance indicator, and grade band (as demonstrated below). The seven ITL cross-cutting content strands are headed by one or two standard statements that extend across all grade bands. The figure below represents a sample standard coded to include the discipline (Information and Technology Literacy), content area (Empowered Learner), standard (#1 - Students leverage digital tools and strategies to take active role in choosing and achieving their learning goals), learning priority (Set Goals and reflect), performance indicator, and grade band. So the figure (figure 3) below code refers to the "Identify the purpose of and set personal learning goals with guidance from an educator" performance indicator in the K-2 grade band.

(Figure 3)