

An Overview of ICT Literacy Assessment for School Education

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Purpose: Information and communications technology (ICT) literacy skills reflect 21st Century requirements for searching and communicating information and help to bridge a cognitive gap in ICT literacy existing among various populations in low and middle income countries. A problem-based, scenario-based assessment instrument is being developed under the World Bank project to establish standards for performance of ICT literacy proficiencies for basic school graduates in low and middle income countries. This presentation discusses the assessment results and potentials.

Approach: In 2009 the World Bank and National Training Foundation (NTF) consultants in ICT literacy have started designing a computer based assessment instrument that measures high school students' abilities to search, organize and communicate information using digital technology. This presentation reviews ICT assessment development process, including an example of tasks and some assessment results.

Methodology/Findings: A complex approach based on different methods is used to collect and analyze pretest data for high school students. Findings are intended to inform decision-makers, school principals, teachers, educational community and general public about the decisions necessary for introducing information literacy program. The program goals include developing an understanding of how information-processing skills are acquired and assessing the impact of ICT skills on overall academic achievements.

Practical Implications: ICT literate students are generally better at problem-solving, more creative and can communicate ideas more efficiently. Therefore, school should facilitate developing ICT literacy skills.