

**Michigan Workforce Development Agency
Education and Career Success
Digital Literacy Standards for Adults
Technical Assistance Paper**

Introduction

The mission of the Curriculum Practitioners' Task Force is to provide content standards as a guide to instruction for Michigan practitioners. This Digital Literacy Content Standards is designed to help today's students take advantage of the power of technology. It provides a set of guidelines for schools, describing what students should know and be able to do in order to use technology effectively for learning.

Technology/Computer Content Standards

Technology/Computer skills represent a new “basic”, i.e., a new “adult basic skill”. When acquisition and enhancement of technology/computer skills is integrated into the adult basic skills curriculum, these skills enable students to improve and enhance their learning of the other basic skills. The Digital Literacy Content Standards identify the essential knowledge and skills that all students need to be active, lifelong learners in a technology-intensive environment. Technology is undergoing rapid change, and new and improved technological advances appear almost daily. These content standards are designed to form the foundation for continuous learning and to be applicable to ever-changing innovations.

The teaching and learning of these skills should be integrated into the general curriculum, not taught in isolation. As students develop technology skills, they should apply these skills in their classroom, school, and life so that they will understand why these skills are important. An essential benefit of integrating the appropriate use of technology into the curriculum is that it can enhance the learning of the content without overburdening an already full curriculum.

The curriculum is intended to be a living document and may be revised accordingly.

Terminology

Educational Functioning Levels (EFLs)

The National Reporting System (NRS) in cooperation with the US Department of Education - Division of Adult Education and Literacy revised a system (Effective July 1, 2006) that identifies participant performance at six EFLs. (See Appendix A.)

The curriculums have been renamed to correlate with the six EFLs.

- *Grades 0 - 1.9 = Beginning ABE Literacy*
- *Grades 2 - 3.9 = Beginning Basic Education*
- *Grades 4 - 5.9 = Low Intermediate Basic Education*
- *Grades 6 - 8.9 = High Intermediate Basic Education*
- *Grades 9 – 10.9 = Low Adult Secondary Education*
- *Grades 11 – 12.9 = High Adult Secondary Education*

Resources

Minnesota Standards

<http://www2.spclc.org/programs/digital-literacy-standards>

Massachusetts Standards

<http://www.doe.mass.edu/edtech/standards.html>

Maryland's Standards

http://mdk12.org/instruction/curriculum/technology_literacy/vsc_technology_literacy_standards.pdf

North Carolina's standards

<http://ncbsonline.net/Technology%20Content%20StandardsFinal%201-10.pdf>, starts on 2-1

West Virginia's computer literacy benchmarks

<http://wvde.state.wv.us/abe/on-button/BenchmarkTasksComputerLiteracyEssentialIGOS.html>

Other Resources

<http://www.passged.com/educators/computer-skills.php>

<http://www.digitalliteracyassessment.org/standards.php>

<http://wvde.state.wv.us/abe/documents/ComputerLiteracyVerificationChecklist.pdf>