**for Technology (ICT) Literate Students**

A major component of the NETS Project is the development of a general set of profiles describing technology (ICT) literate students at key developmental points in

their precollege education. These profiles are based on ISTE’s core belief that all students

must have regular opportunities to use technology to develop skills that encourage personal

productivity, creativity, critical thinking, and collaboration in the classroom and in daily life.

Coupled with the standards, the profiles provide a set of examples for preparing students to be lifelong learners and contributing members of a global society.

The profiles highlight a few important types of learning activities in which students might engage as the new NETS•S are implemented. These examples are provided in an effort to bring

the standards to life and demonstrate the variety of activities possible. Space limitations and the

realities of the constantly evolving learning and technology landscapes make it impossible to provide a

comprehensive collection of examples in this document, and consequently, students and teachers should

not feel constrained by this resource. Similarly, because this represents only a sampling of illuminating

possibilities, the profiles cannot be considered a comprehensive curriculum, or even a minimally

adequate one, for achieving mastery of the rich revised National Educational Technology Standards for Students. Educators are encouraged to stay connected to the ISTE NETS Refresh Project and contribute their best examples to expand this resource.

The profiles are divided into the following four grade ranges. Because grade-level designations vary in different countries, age ranges are also provided.

  Grades PK–2 (ages 4–8)

  Grades 3–5 (ages 8–11)

  Grades 6–8 (ages 11–14)

  Grades 9–12 (ages 14–18)

It’s important to remember that the profiles are *indicators of achievement at certain stages* in primary, elementary, and secondary education, and that success in meeting the indicators is predicated on

students having regular access to a variety of technology tools. Skills are introduced and reinforced over multiple grade levels before mastery is achieved. If access is an issue, profile indicators will need to be adapted to fit local needs.

The standards and profiles are based on input and feedback provided by instructional technology experts and educators from around the world, including classroom teachers, administrators,

teacher educators, and curriculum specialists. Students were also given opportunities to provide input and feedback. In addition, these refreshed documents reflect information collected from

professional literature.

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**for Technology (ICT) Literate Students Grades 6–8 (Ages 11–14)**

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8 (ages 11–14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

**The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.**

**The categories are:**

* 1. Creativity and Innovation
	2. Communication and Collaboration
	3. Research and Information Fluency
	4. Critical Thinking, Problem Solving, and Decision Making
	5. Digital Citizenship
	6. Technology Operations and Concepts

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