iSkills Webinar 04/04/2012 Questions and Answers:

For additional information also see: http://www.ets.org/iskills/about

Question: What is the current cost per student?
Answer: The test cost is $20 per student. The test is administered and scored online.

Question: Are there background papers on the testing of the validity of the iSkills test?
Answer: Yes there are many peer-reviewed papers on the validity of the iSkills test, written both by ETS researchers and by iSkills customers. Some papers are at http://www.ets.org/iskills/about/research/. References to additional papers are below.

Question: What age range is the test reliable and valid for?
Answer: The iSkills test was validated on a group of 10th grade through professionals. It would be inappropriate to use for anyone below the 10th grade reading level.

Question: Has the test changed much since the name changed from iCritical Thinking?
Answer: Although the test changed names from iCritical Thinking to iSkills, the content and skills that the test covers did not change.

However, since it was originally created, the test has gone through some radical changes over time. One version of the test was up to two hours in length and the current test is only one hour with the same reliability.

Question: Is the iSkills test a timed test?
Answer: The test is a timed test, but not a speeded test. The test can be delivered in two separate thirty minute sessions. Field trials were performed to ensure time was not an issue (i.e., that students had sufficient time to complete the test). The test was created to authenticate conditions to real life and to assure reliability.

Question: Can we see which questions relate to which skills in the test results after administering the test?
Answer: Both the Individual Score Report and the Aggregated Performance Feedback Report describe the seven types of tasks (typically two tasks per type on a test) as well as some details about the specific tasks completed by students.

Articles concerned with validity:

Katz, I.R. (2007). Testing information literacy in digital environments: ETS's iSkills Assessment. *Information Technology and Libraries, 26*(3), 3-12. http://www.ala.org/lita/ital/sites/ala.org.lita.ital/files/content/26/3/katz.pdf

Describes the ICT literacy assessment framework that underlies iSkills, providing an overview of the assessment and it's development. Additional details are located in the earlier (unpublished) paper: Williamson, D., Katz, I. R., Kirsch, I. (unpublished). An overview of the higher education ICT Literacy Assessment. Princeton, NJ: Educational Testing Service. http://www7.nationalacademies.org/bose/ICT%20Fluency_Assessment_Overview_Article.pdf.

Katz, I.R. and Smith-Macklin, A. (2007). Information and communication technology (ICT) literacy: Integration and assessment in higher education. *Journal of Systemics, Cybernetics, and Informatics, 5*(4), 50-55. Available at http://www.iiisci.org/Journal/SCI/Abstract.asp?var=&id=P890541.

Relates iSkills scores to academic measures.

Katz, I. R., Haras, C. M., & Blaszczynski, C. (2010). Does business writing require information literacy? *Business Communication Quarterly*, 73(2), 135-144.

Contains a predictive validity study relating iSkills scores to performance in a business communications course.

Katz, I.R., Elliot, N., Attali, Y., Scharf, D., Powers, D., Huey, H., Joshi, K., Briller, V. (2009). Multiple methods of assessing information literacy: A case study. *ETS Research Spotlight* Issue 2, 21-27. http://www.ets.org/Media/Research/pdf/SPOTLIGHT2.pdf

Relates iSkills scores to academic measures. As compared with the business communication study above, this study shows the distinction between what iSkills measures compared with writing portfolios as assigned in humanities courses.

Snow, E., & Katz, I. R. (2009). Using cognitive interviews to validate an interpretive argument for the ETS iSkills™ assessment. *Communications in Information Literacy*, *3*(2), 99-127.

Investigates one type of task---evaluating information sources---by comparing responses on iSkills tasks to more naturalistic tasks that are similar to class assignments.

Other articles about iSkills:

Egan, T. M., & Katz, I. R. (2007). Thinking beyond technology: Using the *iSkills*™ assessment as evidence to support institutional ICT literacy initiatives. *Knowledge Quest, 35(*4), 36-42.

Katz, I. R. (2005). Beyond technical competence: Literacy in information and communication technology. *Educational Technology Magazine*, *45*(6), 44-47.

Katz, I. R. (2007). ETS research finds college students fall short in demonstrating ICT literacy: National Policy Council to create national standards. *College and Research Libraries News, 68*(1), 35-37. Also available at: http://crln.acrl.org/content/68/1/35.full.pdf.