

WISCONSIN STANDARDS FOR

# Information Technology Literacy



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December 2025



**Wisconsin Department of Public Instruction**  
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**Madison, Wisconsin**

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# Foreword



In 2025, I formally adopted the Wisconsin Standards for Information and Technology Literacy (ITL). This revised set of academic standards provides a foundational framework identifying what students should know and be able to do as digital learners and citizens.

The academic standards are the result of a statewide effort led by Wisconsin educators, library media specialists, and technology leaders across K–12 and higher education. Through Wisconsin’s standards review and revision process, the public and the Wisconsin legislature offered feedback for the writing committee to consider and refine the final recommendations.

Information and technology literacy is an essential part of a comprehensive PK–12 education. The knowledge, skills, and habits of mind students develop through ITL—evaluating information, practicing digital citizenship, collaborating ethically, creating with technology, and engaging with emerging tools such as artificial intelligence—support the Wisconsin Department of Public Instruction’s vision of engaging learners and creating a better Wisconsin together. The Wisconsin Standards for ITL also aim to ensure that:

- Wisconsin students develop deep digital fluency, critical thinking, and the confidence to learn, create, and share responsibly.
- Wisconsin students apply proven practices for information literacy, media analysis, and safe, ethical technology use.
- Wisconsin students flexibly integrate technology across content areas to understand the world, question it productively, and solve real-world problems.
- Wisconsin students are prepared for civic participation and for a wide range of college, career, and life opportunities in a connected, evolving digital landscape.

The Department of Public Instruction will continue to support implementation with resources for the field, including professional learning, instructional examples, and guidance that centers equity and access for all learners. I am proud to share the Wisconsin Standards for Information and Technology Literacy—future-ready, grounded in Wisconsin’s values, and designed to build skills, knowledge, and engagement opportunities for every student in our state.

Jill K. Underly, PhD  
State Superintendent of Public Instruction

# Acknowledgements

This document was developed through the collaborative efforts of Wisconsin educators, library media specialists, instructional coaches, technology integrators, curriculum directors, and other stakeholders committed to preparing students for success in a digitally connected world. We extend our deep appreciation to the individuals and organizations who contributed time, expertise, and insight throughout the revision process.

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# Purpose of the Document

The purpose of the 2025 Wisconsin Standards for information and technology literacy (ITL) is to improve information and technology literacy education for Wisconsin students and communities by offering a clear, flexible, and developmentally appropriate framework for integrating information, media, and digital literacy across PK–12 content areas. These standards identify what students should know and be able to do—think critically and solve problems with technology, communicate effectively, act ethically and responsibly online, and adapt in an AI-driven world—while supporting districts in embedding these competencies within existing instruction rather than creating a standalone curriculum.

This publication provides a vision for student success and is grounded in standards-based instruction as articulated by [WestEd/CSAI](#). That approach emphasizes transparency and consistency across curriculum, instruction, assessment, grading, and reporting; clarifies that standards describe the “what” (learning goals) while curriculum is the “how”; and calls for focus, rigor, and coherence with a continuous teach–assess–reflect–revise cycle so every student can reach mastery.

Program leaders and educators will find this guide useful for decisions related to:

- Program structure and interdisciplinary integration of ITL across subjects (including AI, media analysis, and digital citizenship).
- Curriculum alignment to clearly articulated standards, with depth over breadth and coherent progressions across grades.
- Assessment and reporting practices that provide actionable evidence of learning and support continuous improvement.
- Professional learning, staffing, and coaching to build capacity for standards-based teaching with technology.
- Scheduling, student grouping, and learning environments—including digital infrastructure and resources—that enable equitable access.
- Resource allocation, accountability, and collaboration with families, community partners, and regional agencies to support implementation.

In summary, the ITL standards set shared expectations for digital fluency and responsible participation in connected communities, provide a common language for teaching and learning, and guide coherent, equitable implementation across Wisconsin schools.

# What Are the Academic Standards?

Wisconsin Academic Standards define what students should know and be able to do. They set clear goals for teaching and learning so students, families, educators, and communities understand the knowledge and skills expected at key points in a student’s K–12 journey. In Wisconsin, all state standards serve as a model; locally elected school boards adopt academic standards in each subject area to best serve their communities. Districts may use the standards to guide local curricula, instruction, assessment, and professional learning, with an emphasis on equitable access to high-quality educational programs.

The 2025 Wisconsin Standards for Information and Technology Literacy (ITL) articulate expectations for the knowledge, skills, and habits of mind students need to evaluate information, practice digital citizenship, create with media and technology, and engage emerging tools—such as artificial intelligence—responsibly. The standards include learning priorities and performance indicators organized across a developmental continuum (exploring, developing, implementing) to support coherent, scaffolded learning and flexible local implementation.

For clarity, standards describe the “what” of learning while curriculum is the locally designed “how” (courses, materials, and instructional approaches) used to help students meet the standards.

## Relating the Academic Standards to All Students

Academic standards should allow **all** students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This includes students with individualized education programs (IEPs), English learners, and gifted and talented learners, consistent with all other students. Standards provide a foundation for individualized programming decisions and for setting concrete, meaningful goals for each learner’s progress and demonstration of proficiency. Students with IEPs receive specially designed instruction matched to individual needs; alternate standards are available only for students with the most significant cognitive disabilities. Gifted and talented students may progress beyond grade-level expectations into advanced coursework.

The ITL standards advance digital equity by ensuring every learner can access meaningful, technology-rich experiences; build digital and media literacy across disciplines; and navigate an increasingly complex information landscape. Implementation emphasizes inclusivity, cultural responsiveness, and personalized pathways so technology expands—not limits—student opportunity.

### Connection to DPI Vision and Mission.

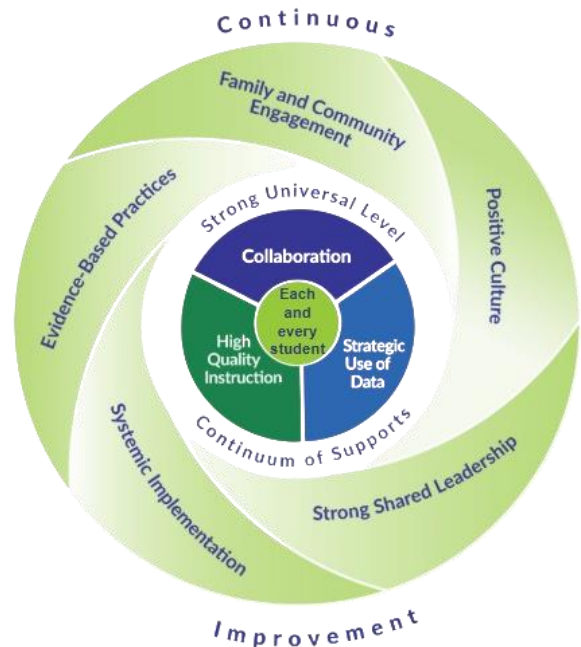
This work is anchored in DPI’s current statements:

- **Our Vision:** *Engaged learners creating a better Wisconsin together.*
- **Our Mission:** *To advance equitable, transformative, and sustainable educational experiences that develop learners, schools, libraries, and communities in Wisconsin.*

These standards, implemented locally with coherence and care, support that vision and mission by preparing every student to participate responsibly and effectively in Wisconsin's connected, evolving digital world.

## Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing [Wisconsin's Framework for Multi-Level Systems of Supports \(2025\)](#) means providing equitable services, practices, and resources to every learner based on responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of support with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.



## Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multilevel system of support, the standards can help to ensure that every child will graduate college and career ready.

## Wisconsin's Approach to ITL Standards

### Why Information and Technology Literacy Education?

Information and technology literacy education helps students and educators learn how to find, evaluate, use, create, and share information responsibly and effectively using digital tools and technology. This education builds the skills needed to think critically, solve problems, and communicate in a digital world.

### Vision for Information and Technology Literacy

In today's interconnected, digital world, information and technology literacy is not optional—it is essential. Wisconsin's vision is for every student in our state to become a confident, capable, and ethical user of information and technology. We believe that information and technology literacy is foundational to lifelong learning, civic engagement, college and career readiness, and personal empowerment.

Through these revised standards, we commit to equipping students with the skills to:

- Access, analyze, and evaluate information critically and responsibly

- Use digital tools creatively and collaboratively to solve problems and express ideas
- Navigate technology safely and ethically as informed digital citizens
- Adapt to emerging technologies with curiosity, flexibility, and resilience

This vision supports a learning environment where students and educators are empowered to harness technology for deeper understanding, innovative thinking, and equitable opportunities. It reflects our dedication to preparing learners not just for the challenges of today, but for the possibilities of tomorrow.

Together—with educators, families, and communities—we strive to ensure that every student has the opportunity to thrive in a digital age.

### **Information and Technology Literacy Education in Wisconsin**

The purpose of Information and technology literacy in our state is to ensure that all students develop the essential skills to learn, create, collaborate, and thrive in a digitally connected world. These standards are designed not as a standalone curriculum, but as an integrated framework that enhances learning across all content areas.

Rather than focusing solely on learning *about* technology, these standards emphasize learning *with* information and technology. They support students in using digital tools purposefully to explore ideas, solve problems, communicate effectively, and engage as responsible digital citizens. By embedding these skills within core academic subjects and real-world contexts, we promote meaningful, authentic learning experiences that prepare students for success in school, career, and life.

This integrated approach empowers educators to enrich instruction and foster critical thinking, creativity, and digital fluency at every grade level.

### **Wisconsin’s Approach to Standards for Information & Technology Literacy**

With the release of the revised Wisconsin Standards for Information and technology literacy, educators statewide have clear and updated guidance on the knowledge and skills needed to prepare students for college and careers. Each of the five strands includes targeted learning priorities and performance indicators. The five strands include:

- Information Architecture (IA)
- Digital Citizenship (DC)
- Innovative Design (ID)
- Effective Communication (EC)
- Global Collaboration (GC)

The Wisconsin Standards for Information and Technology Literacy (ITL) are essential for today’s learners, as they embed critical knowledge, skills, and mindsets that transcend all content areas. In an increasingly digital and interconnected world, these standards prepare students for success in both postsecondary education and a dynamic workforce by fostering adaptability, ethical

technology use, and lifelong learning. The revised ITL standards emphasize meaningful integration across all subject areas, empowering students to engage in inquiry, apply critical thinking, and use emerging technologies—including artificial intelligence—with intention and responsibility. Grounded in a unified framework of information, media, and technology literacy, these standards promote student agency through collaboration, creativity, and effective communication in authentic, real-world contexts.

Numerous existing sets of standards and standards-related documents have been used in developing the Wisconsin Standards for Information and Technology Literacy. These include:

American Association of School Librarians (AASL). 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA Editions.

Wisconsin Department of Public Instruction. *Wisconsin Standards for English Language Arts*. Madison, WI: Wisconsin Department of Public Instruction, May 2020.  
<https://dpi.wi.gov/ela>.

Common Sense Education. n.d. *Digital Citizenship Curriculum*. Common Sense Media. Accessed June 12, 2025. <https://www.commonsense.org/education/digital-citizenship>.

Common Sense Media. "What Is Generative AI?" *Common Sense Education*, 2023.  
<https://www.commonsense.org/education/articles/what-is-generative-ai>.

International Society for Technology in Education (ISTE). 2016. *ISTE Standards for Students*. Arlington, VA: ISTE. <https://www.iste.org/standards/iste-standards-for-students>.

International Society for Technology in Education (ISTE). *AI Explorations and Their Practical Use in Schools*. Arlington, VA: ISTE, 2023. <https://www.iste.org/learn/ai>.

Organisation for Economic Co-operation and Development (OECD). *Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development*. Paris: OECD Publishing, 2023. <https://www.oecd.org/education/ai-in-education.htm>.

Partnership for 21st Century Learning (P21). 2019. *Framework for 21st Century Learning Definitions*. Battelle for Kids. <https://www.battelleforkids.org/networks/p21>.

U.S. Department of Education, Office of Educational Technology. *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations*. Washington, D.C.: U.S. Department of Education, 2023. <https://tech.ed.gov/ai>.

Utah State Board of Education. 2024. *Utah's K–12 Artificial Intelligence (AI) Framework*. Salt Lake City: Utah State Board of Education.  
<https://schools.utah.gov/file/17cc2574-2c6e-4e47-b2e4-19ac3db315d6>.

Wisconsin Department of Public Instruction. 2017. *Wisconsin Standards for Information and technology literacy*. Madison, WI: DPI.

The Wisconsin Standards for Information and technology literacy are designed to be integrated across diverse content areas and learning experiences. Each district, school, and program is encouraged to determine the most effective pathways for students to engage with and demonstrate these standards. Developed through broad stakeholder collaboration, these foundational standards support high-quality, future-ready information and technology literacy instruction throughout Wisconsin's K–12 education system.

## How to Read the Wisconsin Academic Information and technology literacy (ITL) Standards

The Wisconsin Information and technology literacy (ITL) Standards are organized to support clarity, coherence, and instructional integration across all grade levels and subject areas. These standards reflect current educational practices, emphasize real-world applications, and incorporate emerging technologies, including artificial intelligence (AI), to ensure that students are prepared for success in a rapidly changing digital landscape.

### ITL Standard Structure

Each of the five ITL Standards—**Information Architecture, Digital Citizenship, Innovative Design, Effective Communication, and Global Collaboration**—is broken down into:

- **Standards:** Broad, overarching expectations describing what students should know and be able to do.
- **Learning Priorities:** Key concepts within each standard that group related knowledge and skills into purposeful areas of learning.
- **Performance Indicators:** Observable and measurable student behaviors that represent a continuum of learning from early exploration to advanced implementation.

Each performance indicator is organized into three **learning progression levels** to guide instruction and assessment:

- **Exploring:** Students are introduced to foundational skills and concepts, often with educator support.
- **Developing:** Students demonstrate growing independence and deepen their understanding through guided application.
- **Implementing:** Students independently apply complex skills in authentic and meaningful contexts.

This progression supports educators in scaffolding instruction to meet learners where they are and guide them toward mastery.

This approach honors local control, allowing districts and educators to determine the most appropriate timing and instructional setting for each performance indicator based on student readiness and curricular context.

### **Standard Coding Example**

Each performance indicator includes a unique code for easy reference. A typical code looks like this:

### **IA2.b.d**

This can be read as:

- **IA** = Information Architect (standard area)
- **2** = Standard number within that area
- **b** = Learning priority
- **d** = Developing level of learning

### **Integration Across Content Areas**

The ITL standards are intended to be embedded across disciplines and learning environments. They are not confined to a single course or subject. Rather, they are meant to enhance instruction in areas such as English language arts, science, social studies, career and technical education, library media programs, and more.

### **Contemporary Focus**

The 2025 revision reflects shifts in the educational landscape, particularly the impact of digital media, data, and AI technologies. Standards explicitly address ethical use, digital wellness, and the role of AI in communication, problem-solving, and learning, ensuring that students are prepared not just to consume technology but to use it critically and responsibly.

## Content Area: Information Architecture

Standard: IA1- Wisconsin students investigate emerging technologies to customize their digital learning environment.

### Performance Indicators: By Level of Understanding

Learning Priority	Exploring	Developing	Implementing
<b>IA1.a:</b> Investigate emerging technologies by exploring their purpose, impact, advantages and limitations, and how they can be applied in real-world and academic environments.	IA1.a.e Identify examples of emerging technologies and describe their general purpose and possible uses in academic and real-world settings with guidance from an educator.	IA1.a.d Examine and compare emerging technologies by analyzing their purpose, potential impact, advantages and limitations, and begin exploring real-world and academic applications through guided inquiry.	IA1.a.i Investigate emerging technologies through independent inquiry, evaluate their relevance and implications, and propose thoughtful applications to real-world and academic applications, demonstrating awareness of both benefits and limitations.
<b>IA1.b:</b> Customize their learning environment by selecting and adapting tools, resources, or strategies to support their learning needs, preferences, or goals.	IA1.b.e Identify tools, resources, or strategies with guidance and begin to make choices based on their learning preferences or needs.	IA1.b.d Select and adapt tools, resources, or strategies based on their learning goals and preferences, demonstrating growing independence in customizing their learning environment.	IA1.b.i Independently evaluate, select, and adapt tools, resources, or strategies to optimize their learning environment and achieve personal learning goals.

**Standard: IA2- Wisconsin students critically select a variety of information from multiple sources.**

**Performance Indicators: By Level of Understanding**

<b>Learning Priority</b>	<b>Exploring</b>	<b>Developing</b>	<b>Implementing</b>
<b>IA2.a:</b> Determine a need for information and select a variety of sources using effective research strategies.	IA2.a.e Form questions and locate appropriate sources with assistance.	IA2.a.d Use a guided inquiry-based process to generate questions and demonstrate a variety of search strategies to access information in multiple formats.	IA2.a.i Effectively utilize inquiry-based strategies to deepen knowledge, make connections beyond the classroom, and select information for independent pursuits.
<b>IA2.b:</b> Employ strategies to evaluate information from all types of sources for accuracy and validity, bias, and credibility.	IA2.b.e Explore a variety of information sources on a topic, noting similarities, differences, and perspectives, followed by evaluation guided by an educator.	IA2.b.d Demonstrate the ability to evaluate a variety of information sources for accuracy and validity, bias, and credibility, recognizing the need for multiple viewpoints.	IA2.b.i Effectively assess information by identifying potential biases in media sources, digital platforms, and algorithms. Use strategies such as lateral reading and cross-checking with multiple sources to evaluate credibility and fairness.
<b>IA2.c:</b> Organize and attribute information, using accepted citation practices.	IA2.c.e Identify, categorize, and share the information sources used for work.	IA2.c.d Organize and cite selected information independently, utilizing a recognized format and demonstrating an understanding of attribution.	IA2.c.i Update and share student-selected information while demonstrating an understanding of intellectual property and copyright by seeking permissions when needed.

Standard: IA3- Students create artifacts and build knowledge from selected resources.

Performance Indicators: By Level of Understanding

Learning Priority	Exploring	Developing	Implementing
<b>IA3.a:</b> Analyze and combine information from various sources to deepen their understanding of a topic.	IA3.a.e Identify the main idea(s) from educator- selected information and express them in their own words with support, using digital tools (e.g., highlighting, annotation software) as needed.	IA3.a.d Analyze information from different educator & student selected sources to develop a deeper understanding of a topic using digital tools as needed.	IA3.a.i Synthesize and interpret complex information from student-selected sources, drawing inferences and conclusions with the aid of digital tools (e.g., advanced search functions, data analysis tools).
<b>IA3.b:</b> Use selected information to create artifacts that communicate knowledge.	IA3.b.e Use digital tools with guidance to create a simple artifact (e.g., a basic presentation, a short written summary, a collection of images) using educator-selected information.	IA3.b.d Independently use digital tools to create a clear and organized artifact (e.g., a multi-slide presentation, a report, a website) incorporating relevant information from educator & student selected resources.	IA3.b.i Use a variety of digital tools to create a complex and original artifact (e.g., a research project, a multimedia presentation, a digital portfolio) that effectively communicates a sophisticated understanding of a topic through the use of student- selected information, leveraging a variety of digital tools.
<b>IA3.c:</b> Create digital artifacts that follow accessibility principles.	Identify basic accessibility features (e.g., alt-text, readable fonts, simple layout) in digital content and explain their purpose.	Apply accessibility techniques with support when creating digital artifacts (e.g., adding alt-text, using structured headings, selecting appropriate color contrast).	Independently design and produce digital artifacts that incorporate accessibility best practices, and justify how the design supports diverse users.

## Content Area: Digital Citizenship

Standard: DC1- Wisconsin students navigate the digital world safely and responsibly.

### Performance Indicators: By Level of Understanding

Learning Priority	Exploring	Developing	Implementing
<b>DC1.a:</b> Engage in responsible online interactions, including those involving AI technologies.	DC1.a.e Describe principles of online safety and responsible use of generative AI, recognizing the human impact of digital interactions.	DC1.a.d Demonstrate responsible online behaviors by evaluating information (including AI-generated) and protecting personal data.	DC1.a.i Analyze the ethical implications of digital interactions and apply responsible practices in diverse online environments.
<b>DC1.b:</b> Critically evaluate online content, including information and media generated by AI.	DC1.b.e Identify types and creators of online content, and question the authenticity of basic digital information.	DC1.b.d Compare sources of online content and evaluate their purpose, authorship, and potential bias.	DC1.b.i Analyze credibility and bias in digital content, synthesize findings, and evaluate the societal impact of AI-generated information.
<b>DC1.c:</b> Employ informed, safe and balanced choices about technology to promote emotional well-being, and healthy digital habits.	DC1.c.e Recognize the importance of balance in screen use and identify strategies for healthy digital habits.	DC1.c.d Demonstrate awareness of emotional and social impacts of digital engagement, using tools and strategies for self-regulation.	DC1.c.i Evaluate personal digital habits, reflect on their impact on well-being, and advocate for healthy digital practices in peer communities.

**Standard: DC2- Wisconsin students ethically explore digital spaces.**

**Performance Indicators: By Level of Understanding**

<b>Learning Priority</b>	<b>Exploring</b>	<b>Developing</b>	<b>Implementing</b>
<b>DC2.a:</b> Demonstrate the ethical use of digital tools and intellectual property, including generative AI applications.	DC2.a.e Explain why respecting ownership and fair use of digital tools—including generative AI—is important.	DC2.a.d Apply ethical behavior when using digital tools by giving credit and avoiding plagiarism, including with AI generated content.	DC2.a.i Analyze ethical dilemmas related to generative AI and apply academic integrity in digital environments.
<b>DC2.b:</b> Explain the impact of generative AI, machine learning, and large language models as well as their role in society.	DC2.b.e Identify everyday examples of generative AI, machine learning, and large language models as well as describe how they assist people in simple ways.	DC2.b.d Explain how generative AI, machine learning, and large language models function in various sectors and discuss its potential societal impacts.	DC2.b.i Evaluate the ethical and societal implications of generative AI, machine learning, and large language models including risks and benefits in shaping the future.
<b>DC2.c:</b> Recognize the rights and responsibilities of intellectual freedom in a democratic society.	DC2.c.e Participate in respectful discussions about diverse viewpoints and basic concepts of censorship.	DC2.c.d Explain intellectual freedom and describe examples of censorship in society.	DC2.c.i Analyze censorship's impact on access to information and advocate for equitable access to information.

## Content Area: Innovative Design

Standard: ID1- Wisconsin students apply critical thinking and human-centered thinking throughout the design process.

### Performance Indicators: By Level of Understanding

Learning Priority	Exploring	Developing	Implementing
<b>ID1.a:</b> Identify and solve authentic problems while leveraging the design process.	ID1.a.e Identify a real-world problem, describe its impact on people, and propose a basic solution using input from others.	ID1.a.d Define an authentic, user-centered problem and develop a prototype solution through iterative testing and feedback.	ID1.a.i Apply human-centered design to develop, test, and refine a solution, analyzing its broader impact on users and society.
<b>ID1.b:</b> Leverage resources and emerging technologies to navigate the design process while evaluating constraints and risks.	ID1.b.e Use available materials to create a solution within given constraints, adjusting based on feedback and identified risks.	ID1.b.d Evaluate and adapt resources and strategies to address design constraints, incorporating a structured design approach.	ID1.b.i Justify resource choices and design adaptations while evaluating and mitigating risks through reflective practice.
<b>ID1.c:</b> Develop, test, and refine prototypes as part of a cyclical design process to create innovative solutions.	ID1.c.e Construct and revise a simple prototype based on feedback, documenting changes and their purpose.	ID1.c.d Use systematic testing and analysis to improve prototype performance and clearly communicate the design process.	ID1.c.i Apply an iterative design process using data to justify design choices that balance innovation, user needs, and feasibility.
<b>ID1.d:</b> Demonstrate resilience when faced with challenges as they engage with complex, open-ended problems.	ID1.d.e Attempt multiple solutions to a problem, reflect on setbacks, and revise ideas using feedback.	ID1.d.d Persist through setbacks by adapting strategies, incorporating diverse perspectives, and improving solutions through collaboration.	ID1.d.i Engage with complex challenges by iterating and refining solutions while reflecting on past experiences to strengthen future problem-solving.

## Content Area: Effective Communication

In these standards, the terms “message” and “communication” refer to any digital exchange of information, including emails, documents, slideshows, infographics, spreadsheets, videos, and collaborative platforms. The focus is on purposeful, audience-aware use of tools—not the format itself.

**Standard: EC1: Wisconsin students communicate effectively and purposefully utilizing appropriate digital tools and platforms to achieve their goals.**

### Performance Indicators: By Level of Understanding

Learning Priority	Exploring	Developing	Implementing
<b>EC.1.a:</b> Identify the purpose of the communication.	EC.1.a.e State the main message to be shared digitally.	EC.1.a.d Explain the purpose of the digital communication that needs to be shared.	EC.1.a.i Differentiate between multiple purposes of digital communication around the same topic (inform, persuade, entertain, etc.).
<b>EC.1.b:</b> Choose the best digital tool or platform to share the message.	EC.1.b.e Identify one simple digital tool that could be used.	EC.1.b.d Choose an appropriate digital tool or platform, providing a basic reason for the selection with limited guidance.	EC.1.b.i Strategically select and effectively utilize multiple digital tools and platforms to create and share communications.

**Standard: EC2: Wisconsin students present or publish content leveraging a variety of developmentally appropriate digital media tools through a lens of critical thinking.**

**Performance Indicators: By Level of Understanding**

Learning Priority	Exploring	Developing	Implementing
<p><b>EC.2.a:</b> Use collaborative digital tools to examine issues and problems from multiple perspectives.</p>	<p>EC.2.a.e Recognize that different people might have different ideas about a topic they see online, and name one simple digital way to examine or share these ideas.</p>	<p>EC.2.a.d Use a collaborative digital tool to gather different perspectives on a problem and describe how these perspectives contribute to understanding the issue with limited guidance.</p>	<p>EC.2.a.i Independently select and effectively use collaborative digital tools to investigate a problem from multiple perspectives, synthesize findings, and explain how considering these diverse viewpoints informs potential solutions.</p>
<p><b>EC.2.b:</b> Use collaborative digital tools to investigate and develop solutions.</p>	<p>EC.2.b.e Explore issues using shared digital tools to select and compare peer perspectives.</p>	<p>EC.2.b.d Investigate issues by synthesizing diverse perspectives through collaborative platforms (e.g., shared docs, discussion forums).</p>	<p>EC.2.b.i Design and evaluate solutions to problems by integrating cross-cultural or interdisciplinary perspectives via digital collaboration.</p>

**Standard: EC3: Students examine and analyze feedback on their digital communication to guide their own efforts and practice.**

**Performance Indicators: By Level of Understanding**

Learning Priority	Exploring	Developing	Implementing
<p><b>EC.3.a:</b> Analyze feedback on digital communication to identify strengths and areas for improvement.</p>	<p>EC.3.a.e Examine one source of feedback received about digital communication and identify one strength and one area for improvement.</p>	<p>EC.3.a.d Utilize multiple sources of feedback to determine trends in areas of strength and areas that need improvement.</p>	<p>EC.3.a.i Discern which sources of feedback are useful and synthesize the strengths and areas of improvement brought forward in those sources.</p>
<p><b>EC.3.b:</b> Evaluate how a message is received by others and revise it to improve clarity and effectiveness.</p>	<p>EC.3.b.e Determine if the digital communication was effective overall and identify one way that the communication can improve.</p>	<p>EC.3.b.d Analyze feedback to assess how the message was received, identify patterns in the responses, and propose specific revisions to enhance clarity or effectiveness.</p>	<p>EC.3.b.i Evaluate feedback from credible sources, determine the impact of the communication, and refine the message to optimize its effectiveness for the intended audience.</p>

## Content Area: Global Collaboration

**Standard: GC1: Wisconsin students use digital tools to collaborate with others from a variety of backgrounds, recognizing diverse viewpoints and demonstrating a broadened mutual understanding.**

### Performance Indicators: By Level of Understanding

Learning Priority	Exploring	Developing	Implementing
<b>GC1.a:</b> Use digital tools to connect with a learning network from a variety of backgrounds.	GC1.a.e Use digital tools and resources to compare similarities and differences of others in the classroom and beyond.	GC1.a.d Use digital tools to connect and interact with others to develop a richer understanding of diverse perspectives and cultures.	GC1.a.i Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
<b>GC1.b:</b> Contribute constructively within and beyond a learning network.	GC1.b.e Explore and participate in a variety of roles within a team to cooperate and build an authentic learning network.	GC1.b.d Contribute and commit to team goals and determine role on the team based on knowledge of digital tools and content, as well as personal preference, to support learning processes and outcomes.	GC1.b.i Identify and pursue online networks and build a professional online presence to enhance learning, achieve shared goals, and support future growth.

**Standard: GC2: Wisconsin students leverage digital tools to examine issues and problems from multiple perspectives and when needed work with others to investigate solutions.**

**Performance Indicators: By Level of Understanding**

Learning Priority	Exploring	Developing	Implementing
<p><b>GC2.a:</b> Use collaborative digital tools to examine issues and problems from multiple perspectives.</p>	<p>GC2.a.e Use pre-selected digital tools to communicate with others and to look at problems from diverse local and global perspectives.</p>	<p>GC2.a.d Select and utilize collaborative digital tools to connect with others to explore diverse local and global perspectives.</p>	<p>GC2.a.i Leverage collaborative digital tools to work with others—including peers, experts, and community members—to learn about issues and problems and to solicit diverse local and global perspectives on improvements and solutions.</p>
<p><b>GC2.b:</b> Use collaborative digital tools to investigate and develop solutions.</p>	<p>GC2.b.e Use pre-selected digital tools to work together to understand issues and recommend solutions.</p>	<p>GC2.b.d Select and use collaborative digital tools to work with others to explore local and global issues and investigate solutions.</p>	<p>GC2.b.i Explore and analyze local and global issues and leverage collaborative digital tools to work with others to investigate, develop, and actualize solutions.</p>

# Glossary of Terms

This glossary provides definitions of key terms used throughout the 2025 Wisconsin Standards for Information and Technology Literacy (ITL). These terms are intended to support a common understanding and consistent implementation across K–12 educators, administrators, and curriculum developers. Terms reflect the language of digital learning, emerging technologies, and contemporary instructional practices.

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## **Artifact**

A product or creation—digital or physical—that demonstrates understanding, such as a presentation, video, report, portfolio, or prototype.

## **Authentic Problem**

A real-world issue or challenge that has relevance to students' lives, communities, or global contexts.

## **Bias**

A tendency to present information in a partial or prejudiced manner, not acknowledging and often omitting alternative viewpoints.

## **Collaborative Digital Tools**

Platforms or applications that allow multiple users to communicate, contribute, and create together (e.g., Google Docs, discussion forums, Padlet).

## **Curation (of Information)**

The process of gathering, organizing, evaluating, and citing information from multiple sources for a specific purpose.

## **Data Privacy**

The protection of personal or sensitive information shared or stored digitally; includes understanding how data is collected, used, and protected.

## **Design Thinking**

A cyclical, user-centered approach to problem solving that includes empathizing, defining, ideating, prototyping, and testing.

## **Digital Citizenship**

Responsible, ethical, and safe behavior when engaging in digital environments, including respect for others and understanding the impact of online actions.

## **Digital Tools**

Technological platforms, software, apps, or devices used to access, create, or communicate information (e.g., video editing software, spreadsheets, learning management systems).

**Digital Wellness**

The practice of maintaining a healthy balance in the use of digital technology, including managing screen time and emotional responses to online content.

**Emerging Technologies**

Innovative tools or platforms that are newly developed or gaining widespread use (e.g., virtual reality, artificial intelligence, blockchain applications).

**Empowered Learner**

A student who takes ownership of their learning process by leveraging technology to set goals, monitor progress, and personalize learning experiences.

**Ethical Use**

Using digital tools and content in ways that are legal, respectful, and aligned with community norms and values, including giving credit and avoiding plagiarism.

**Feedback**

Constructive responses from peers, educators, or digital sources intended to guide improvement or refinement of work or ideas.

**Generative Artificial Intelligence (AI)**

Type of artificial intelligence that can create new content, such as text, images, audio, or code based on patterns it has learned from large datasets.

**Human-Centered Design**

A design process that prioritizes the needs, behaviors, and experiences of people who are affected by a problem or product.

**Implementation Level**

The highest level of performance in the learning progression, indicating independent application of knowledge and skills.

**Information Literacy**

The ability to recognize when information is needed and to locate, evaluate, and use that information effectively and ethically.

**Innovative Design**

The process of developing original, impactful solutions by combining creativity, critical thinking, and technology where appropriate. Innovative design challenges learners to explore new ideas, take risks, iterate on their work, and solve authentic problems in ways that reflect diverse perspectives and evolving tools.

**Intellectual Freedom**

The right to seek, access, and express information and ideas across all contexts — including print, library, community, and digital spaces — while upholding the responsibilities that support these freedoms in a democratic society.

**Intellectual Property**

Creative work or ideas that are legally recognized as belonging to an individual or group; includes copyright, trademarks, and patents.

**Large Language Model**

Advanced type of machine learning model trained on vast amounts of text data to understand and generate human-like language.

**Machine Learning**

Subset of artificial intelligence (AI) that enables computers to learn from data and improve their performance over time without being explicitly programmed.

**Media Literacy**

The ability to access, analyze, evaluate, and create messages in a variety of forms including text, images, and multimedia.

**Performance Indicator**

A specific, observable behavior or skill that demonstrates a student's progress in mastering a learning priority.

**Plagiarism**

Using someone else's words, ideas, or work without appropriate credit, whether intentionally or unintentionally.

**Prototype**

An early model or version of a product used to test a concept or process.

**Reflection**

The act of thinking critically about one's learning, process, or decisions in order to improve or make informed choices.

**Resilience**

The ability to recover from setbacks, adapt to change, and persist in the face of challenges.

**Responsible AI Use**

The ethical, informed, and thoughtful use of artificial intelligence technologies, with attention to fairness, transparency, and societal impact.

**Stakeholder**

Anyone affected by or involved in a project, design, or decision—including peers, educators, users, and community members.

**Structured Design**

A systematic, iterative process used to solve problems or create solutions by applying logical steps and design thinking. This approach typically includes identifying a problem, researching and brainstorming, developing and testing prototypes, evaluating results, and refining solutions.

**Synthesis (of Information)**

Combining ideas from multiple sources to form a new understanding or construct a well-supported conclusion.

**User-Centered**

An approach to design or communication that focuses on the audience's needs, preferences, and experiences.