

Word Processing Skills

Instrument: Digital Literacy Self-Assessment

Scale/Subscale Name: Word Processing Skills

Developers: Original developer unknown; this version listed on Dept. of Health Services, University of Washington website; contact: Debra Revere

Source: <http://sph.washington.edu/>

Year: 2005 (current version)

Target Audience(s): College Students, transitioning high school students

Language other than English available: No information available

Type: Knowledge

Data collected: Quantitative

Data collection format: Self-report – Pre/post

Reading Level: Flesch-Kincaid Grade level: 7.6

Existence of test/technical manuals, user guides, supplemental materials: None

Level of training necessary for administration/scoring/interpretation: None necessary for administration, scoring or interpretation.

Widespread Use/Professional Endorsements: This version listed as a recommended high school transition resource on numerous transition related websites/resource lists.

Cost of Use: No cost is associated with the use of this instrument, *but developer must be contacted.*

Description:

- The Digital Literacy Self-Assessment is designed to help students determine if they need additional training or practice to meet the computer-related requirements of an educational program or work.
- The easy to use and score assessment is divided into 9 parts: General Computer Knowledge, File Management Knowledge, System Maintenance and Security Knowledge, Word Processing Skills Communications Skills (email, listservs), Web Skills, Databases, Searching and Information Integrity, Spreadsheets, Presentation Skills.
- 90 items (divided into 9, 10-item sections), 3-point Likert scale, paper; could be pre/post.
- Word Processing Skills subscale contains 10 items.

Psychometrics:

Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as "no information provided." It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

Reliability: *A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument.*

Internal Consistency: No information provided

Alternative Item/Form: No information provided

Test-Retest: No information provided

Validity: *The extent to which a measure captures what it is intended to measure.*

Content/Face Validity: No information provided

Criterion Validity: No information provided

Construct Validity: No information provided

References:

The University of Washington, Department of Human Services website:
http://sph.washington.edu/faculty/fac_bio.asp?url_ID=Revere_Debra