

ICS 35.240.99

CCS L 67



**NATIONAL STANDARD OF THE  
PEOPLE'S REPUBLIC OF CHINA**

**GB/T 43466-2023**

---

**Information technology-Learning, education and  
training-Evaluation guide for information literacy of primary and  
secondary school students**

信息技术 学习、教育和培训 中小学生信息素养评价指南

**Issued on: December 28, 2023**

**Implemented on: July 1, 2024**

---

**Issued by: State Administration for Market Regulation;  
Standardization Administration of the PRC**

## Table of Contents

|                                                                                          |   |
|------------------------------------------------------------------------------------------|---|
| Preface                                                                                  | 1 |
| 1 Scope                                                                                  | 1 |
| 2 Normative references                                                                   | 1 |
| 3 Terms and Definitions                                                                  | 1 |
| 4 Evaluation Framework for Information Literacy of Primary and Secondary School Students | 1 |
| 5 Information Awareness                                                                  | 2 |
| 5:1 Overview                                                                             | 2 |
| 5:2 Information perception awareness                                                     | 2 |
| 5:3 Information application awareness                                                    | 2 |
| 5:4 Information security awareness                                                       | 2 |
| 5:5 Information awareness evaluation dimension                                           | 2 |
| 6 Information knowledge                                                                  | 3 |
| 6:1 Overview                                                                             | 3 |
| 6:2 Information background knowledge                                                     | 3 |
| 6:3 Knowledge of information principles                                                  | 3 |
| 6:4 Information skills knowledge                                                         | 3 |
| 6:5 Information knowledge evaluation dimension                                           | 4 |
| 7 Information skills                                                                     | 4 |
| 7:1 Overview                                                                             | 4 |
| 7:2 Information application ability                                                      | 4 |
| 7:3 Information fusion capability                                                        | 5 |
| 7:4 Information innovation capability                                                    | 5 |
| 7:5 Dimensions of information capability evaluation                                      | 5 |
| 8 Information Ethics                                                                     | 5 |
| 8:1 Overview                                                                             | 5 |
| 8:2 Information Ethics                                                                   | 6 |
| 8:3 Information Law                                                                      | 6 |
| 8:4 Dimensions of information ethics evaluation                                          | 6 |
| Reference                                                                                | 7 |

## Foreword

This document complies with the provisions of GB/T 1:1-2020 "Standardization Work Guidelines Part 1: Structure and Drafting Rules of Standardization Documents" Drafting:

This document is proposed and coordinated by the National Information Technology Standardization Technical Committee (SAC/TC28):

This document was drafted by: Central China Normal University, Educational Technology and Resource Development Center of the Ministry of Education (Central Audio-visual Education Center), East China Normal University School, Beijing Normal University, Southwest University, Fujian Huayu Education Technology Co., Ltd., China Electronics Technology Standardization Institute, Beijing University of Posts and Telecommunications School, Capital Normal University, Peking University, Ningxia Hui Autonomous Region Education Information Management Center:

The main drafters of this document: Wu Di, Zhu Sha, Yang Zongkai, Wang Meiqian, Xu Lin, Zeng Xiangyi, Song Lingqing, Qian Dongming, Wu Yonghe, Yu Yuntao, Tang Shu, Zhang Zejin, Li Yi, Liu Dejian, Yu Biao, Zeng Haijun, Wu Chen, Rao Jingyang, Li Qing, Ma Yan, Fang Haiguang, Shang Junjie, Wang Zhuzhu, Xu Jian, Wei Xiaorong, Shi Guang, Lei Ping, Xia Li, Wang Cheng, Li Yongtao, Zou Ying:

Information technology learning, education and training Information literacy assessment guide for primary and secondary school students

## 1 Scope

This document gives a framework of information literacy for primary and secondary school students, including four dimensions: information awareness, information knowledge, information ability and information ethics:

This document is suitable for information literacy assessment activities for primary and secondary school students:

## 2 Normative reference documents

This document has no normative references:

## 3 Terms and definitions

The following terms and definitions apply to this document: 3:1 informationinformation Knowledge about objects (such as facts, events, things, processes or ideas, including concepts) has specific meaning in certain situations:

[Source: GB/T 5271:1-2000,01:01:01] 3:2 information literacyinformationliteracy Individuals

appropriately use information technology to obtain, process, manage and evaluate information, promote the understanding, construction and creation of knowledge, discover, analyze and Awareness, ability, thinking and cultivation to solve problems: 3:3 Information literacy among primary and secondary school students (3:2):

#### **4 Evaluation framework for information literacy of primary and secondary school students**

The information literacy evaluation framework for primary and secondary school students is shown in Figure 1: Among them, the first-level dimensions include: information awareness, information knowledge, information capabilities and information ethics:

reason: Each first-level dimension is composed of several second-level dimensions, and each second-level dimension is composed of several third-level dimensions: See Table 1 to Table 4 for details of the third-level dimensions:

Chapter 5~Chapter 8 respectively stipulate the specific content of each first-level dimension: