

**List of Data Literacy Skills: Workplace Decisions Scenario**

<b>Skill/Knowledge/Disposition</b>	<b>Tapped in Scenario</b>
<b>IDENTIFY PROBLEMS/FRAME QUESTIONS</b>	2/5
Articulate the problem/frame question	Y
Understand contextual issues - student	N
Understand contextual issues - school	Y
Involve other participants	N
Understand student privacy	N
<b>USE DATA</b>	18/27
Understand assessment	N
Develop sound assessment design and implementation	N
Understand data properties	N
Use qualitative and quantitative data	Y
Understand the specificity of data to problem/question	Y
Understand statistics and psychometrics	N
Identify possible data sources	Y
Understand the purposes of different data sources	Y
Use multiple measures/sources of data	Y
Understand how to generate data	N
Understand how to analyze data	Y
Understand how to prioritize data	Y
Understand how to integrate data	Y
Understand how to examine data	Y
Understand how to manipulate data	Y
Understand how to organize data	Y
Understand how to manage data	Y
Understand how to drill down into data	N
Understand how to aggregate data	N
Understand how to disaggregate data	N
Use formative and summative assessments	N
Understand aspects of data quality	Y
Understand data accuracy, appropriateness, and completeness	Y
Understand the appropriate level of data	Y
Understand how to access data	Y
Find, locate, retrieve data	Y
Use technologies to support data use	Y

<b>Skill/Knowledge/Disposition</b>	<b>Tapped in Scenario</b>
<b>TRANSFORM DATA INTO INFORMATION</b>	7/11
Consider impact and consequences (intended or unintended)	Y
Test assumptions	Y
Generate hypothetical connections to instruction	N
Understand how to interpret data	Y
Predict possible or likely consequences	N
Understand and use data displays and representations	Y
Assess patterns and trends	Y
Summarize data	Y
Synthesize diverse data	Y
Probe for causality	N
Use statistics	N
<b>TRANSFORM INFORMATION INTO A DECISION</b>	1/5
Apply understanding of context for the decision	Y
Determine next instructional steps	N
Monitor student performance	N
Diagnose what students need	N
Make instructional adjustments	N
<b>EVALUATE OUTCOMES</b>	0/5
Consider need for iterative decision cycle	N
Re-analyze original question or decision	N
Compare data pre- and post-decisions	N
Monitor for student changes	N
Monitor for classroom practice changes	N
<b>DISPOSITIONS AND HABITS OF MIND</b>	1/5
Belief in data/think critically	Y
Belief in improvement in education requires a continuous iterative cycle	N
Ethical use of data	N
Collaboration	N
Communication	N