

**List of Data Literacy Skills: Formative Assessment Scenario**

<b>Skill/Knowledge/Disposition</b>	<b>Tapped in Scenario</b>
<b>IDENTIFY PROBLEMS/FRAME QUESTIONS</b>	2/5
Articulate the problem/frame question	N
Understand contextual issues - student	Y
Understand contextual issues - school	N
Involve other participants	N
Understand student privacy	Y
<b>USE DATA</b>	24/27
Understand assessment	Y
Develop sound assessment design and implementation	Y
Understand data properties	Y
Use qualitative and quantitative data	Y
Understand the specificity of data to problem/question	Y
Understand statistics and psychometrics	Y
Identify possible data sources	N
Understand the purposes of different data sources	Y
Use multiple measures/sources of data	Y
Understand how to generate data	Y
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	Y
Understand how to aggregate data	Y
Understand how to disaggregate data	Y
Use formative and summative assessments	Y
Understand aspects of data quality	Y
Understand data accuracy, appropriateness, and completeness	N
Understand the appropriate level of data	Y
Understand how to access data	Y
Find, locate, retrieve data	N
Use technologies to support data use	Y

<b>Skill/Knowledge/Disposition</b>	<b>Tapped in Scenario</b>
<b>TRANSFORM DATA INTO INFORMATION</b>	11/11
Consider impact and consequences (intended or unintended)	Y
Test assumptions	Y
Generate hypothetical connections to instruction	Y
Understand how to interpret data	Y
Predict possible or likely consequences	Y
Understand and use data displays and representations	Y
Assess patterns and trends	Y
Summarize data	Y
Synthesize diverse data	Y
Probe for causality	Y
Use statistics	Y
<b>TRANSFORM INFORMATION INTO A DECISION</b>	5/5
Apply understanding of context for the decision	y
Determine next instructional steps	y
Monitor student performance	Y
Diagnose what students need	Y
Make instructional adjustments	Y
<b>EVALUATE OUTCOMES</b>	5/5
Consider need for iterative decision cycle	Y
Re-analyze original question or decision	Y
Compare data pre- and post-decisions	Y
Monitor for student changes	Y
Monitor for classroom practice changes	Y
<b>DISPOSITIONS AND HABITS OF MIND</b>	2/5
Belief in data/think critically	Y
Belief in improvement in education requires a continuous iterative cycle	Y
Ethical use of data	N
Collaboration	N
Communication	N