

Data Literate Culture Rating Instrument

Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning.

This rating instrument is designed to help us assess the level of data literacy in our school's culture. The goal is to improve, so please be as honest as possible. Please observe one of the following types of interactions:

1. A meeting among school leadership.
2. A meeting between school leadership and teachers (rate actions according to evidence of teacher actions and/or thinking).
3. A meeting among teachers.
4. A class (rate actions according to evidence of student actions and/or thinking).

Type of meeting observed (see above): _____ | **Date:** _____ | **Time:** _____

To what degree do you see evidence of the following actions and/or thinking?

0 = No evidence | 1 = Little evidence | 2 = Some evidence | 3 = Great deal of evidence

Gather – Actions/Thinking					
1	Participants question the accuracy of assumptions made from assessments.	0	1	2	3
2	Participants view data as more than standardized test scores.	0	1	2	3
3	Participants ask questions about student learning.	0	1	2	3
4	Participants have gathered data needed to answer their questions.	0	1	2	3
5	(Teachers only) Participants have designed assessments that everyone agrees are on-target with intended learning.	0	1	2	3
6	Participants identify which data are most relevant or actionable to them.	0	1	2	3
7	Participants identify potentially game-changing data.	0	1	2	3
Interpret – Actions/Thinking					
8	Participants analyze data productively.	0	1	2	3
9	Participants reflect on analysis and interpretation.	0	1	2	3
10	Participants engage in two-way dialogue about data.	0	1	2	3
Use – Actions/Thinking					
11	Participants use multiple data sources.	0	1	2	3
12	Participants use student learning data.	0	1	2	3
13	Participants use demographic data.	0	1	2	3
14	Participants use perceptions data.	0	1	2	3
15	Participants use process data.	0	1	2	3
Improve – Actions/Thinking					
16	Participants set goals and/or priorities.	0	1	2	3
17	Participants measure progress.	0	1	2	3
18	Participants have used data to improve student learning.	0	1	2	3
19	Participants reflect on improvement or lack of improvement.	0	1	2	3