

Glossary

- **Assessment:** The process of gathering evidence of student learning to inform education-related decisions (National Task Force on Assessment Education, 2018).
- **Assessment Literacy:** The ability to know how, when, and why to assess student learning (Stiggins, Arter, & Chappuis, 2004). Assessment literate educators choose, design, and use a variety of assessment types that are reliable and gather the right collection of evidence that supports an understanding of what students know in order to guide them where they need to go next (Evans & Thompson, 2020).
- **Balanced and Comprehensive Assessment Systems:** Assessment systems provide results that can be interpreted and used in a particular way. Assessment systems are balanced when the various assessments in the system are coherently linked through a clear specification of the learning targets. Assessment systems are comprehensive when they provide multiple sources of evidence to support educational decision-making and they continuously document student progress over time (NRC, 2001). (MnMTSS Component 4)
- **Culturally Responsive Data Literacy:** The ability to transform information about students' brilliance, cultural wealth, and intellectual potential (Safir & Dugan, 2021) into actionable instructional knowledge that helps determine next steps in developing culturally responsive instruction. This is an approach to using student data to help diagnose root causes of inequities and make changes to systems that are in the control of teachers and leaders, as facilitators of student learning (Mandinach & Lacireno-Paquet, 2020).
- **Data:** Any information (both quantitative and qualitative) that helps educators know more about their students and can be codified in some manner. Examples include statewide standardized tests, interim or benchmark assessments, locally developed periodic assessments, tests, quizzes, disciplinary information, parental information, teacher observations, and school policies (Jimerson and Wayman, 2015).
- **Data Inquiry:** An iterative process for using a focus question or protocol of questions to guide collaborative sense making of data and interpretations (Gummer & Mandinach, 2015).
- **Data Literacy:** The ability to continuously, effectively, and ethically access, interpret, act on, and communicate multiple types of data from classroom, local, state and other sources to improve outcomes for students in a manner appropriate to the user's professional roles and responsibilities (Data Quality Campaign, 2016).
- **Data Literacy for Teachers:** The ability to transform information into actionable instructional knowledge and practices by collecting, analyzing, and interpreting all types of data (assessment, school climate, behavioral, snapshot, longitudinal, and so on) to help determine next steps for instruction. This combines an understanding of data with academic standards, disciplinary knowledge and practices, curricular knowledge, pedagogical content knowledge, and how children learn (Gummer & Mandinach, 2015).