DATA-READY

Empowering Education through Data Literacy Integration in Compulsory Education

DATA READY

Project's Reference Number: 101195801

DATA-READY Self-Assessment Tool User Guide

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1. Introduction

1.1 Purpose of this guide

This user guide explains how to use the DATA-READY Self-Assessment Tool, from account creation to completing assessments and reviewing results. It covers the workflows for in-service teachers, higher education (HE) students, survey creators, and students in compulsory education.

Platform address: tool.data-ready.eu

1.2 What the tool does

The DATA-READY Self-Assessment Tool helps users reflect on their data literacy competences, receive immediate feedback, identify strengths and areas for improvement, and monitor progress over time. The assessment is organised around seven data literacy competence areas:

- Awareness, Ethics & Agency
- Questioning & Problem Framing
- Data Acquisition & Management
- Representation & Visualisation
- Analysis & Interpretation
- Modelling & Automation
- Communication & Action

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1.3 User types at a glance

User type	Registration	Main entry point	Main purpose
Teacher	Yes	Survey for teachers	Complete a teacher self-assessment and review personal reports.
HE student	Yes	Survey for students	Complete the HE student self-assessment and review personal reports.
Survey creator	Yes	My Surveys	Create and manage compulsory-education survey campaigns and view class/individual results.
Student in compulsory education	No	Campaign link + unique code	Complete an age-appropriate survey without creating an account or providing name/email details.

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2. Accessing the platform and creating an account

2.1 Pre-login home page

Before logging in, the home page provides an overview of the platform, including its main features, the seven competence areas, reasons for taking the assessment, the intended user groups, an outline of how the tool works, and general information about the DATA-READY project.

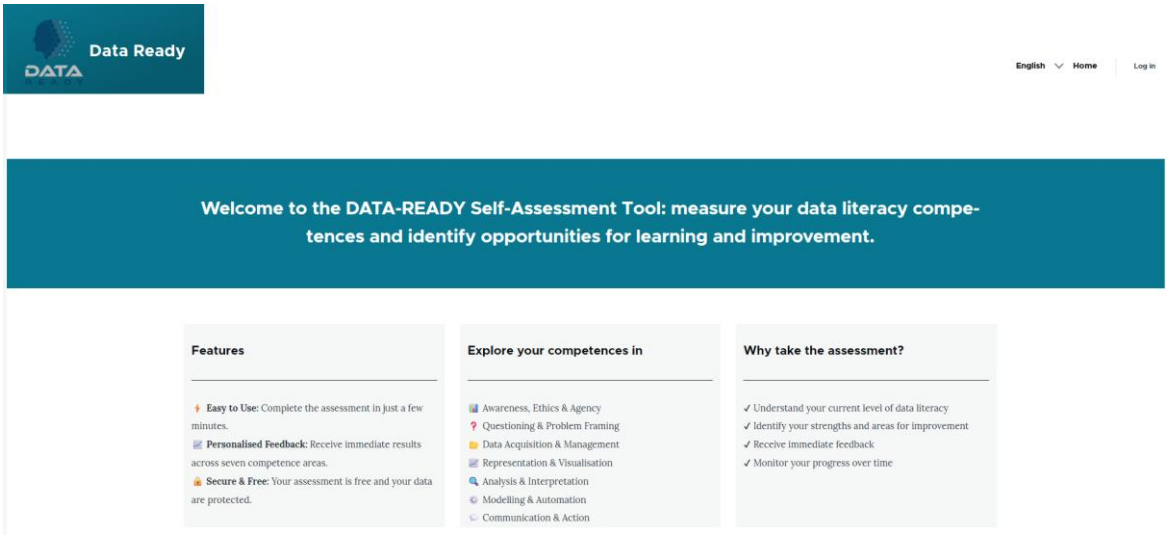

Figure 1. DATA-READY Self-Assessment Tool home page before login.

2.2 Creating a new account

Step 1. Select Log in in the upper-right corner of the home page. On the login screen, open the Create new account tab.

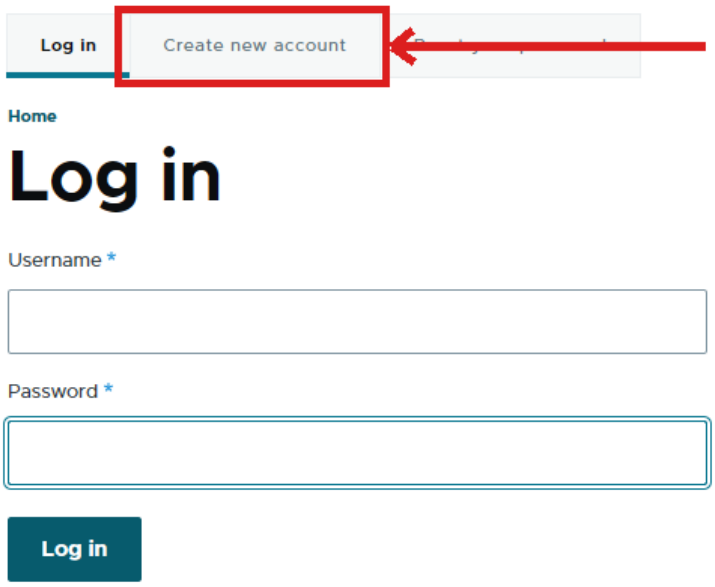

Figure 2. Select Create new account from the login page.

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Step 2. In Register as, select the appropriate role: Teacher, HE student, or Survey creator.

Step 3. Enter your email address, choose a username, enter your password twice, and select Create new account.

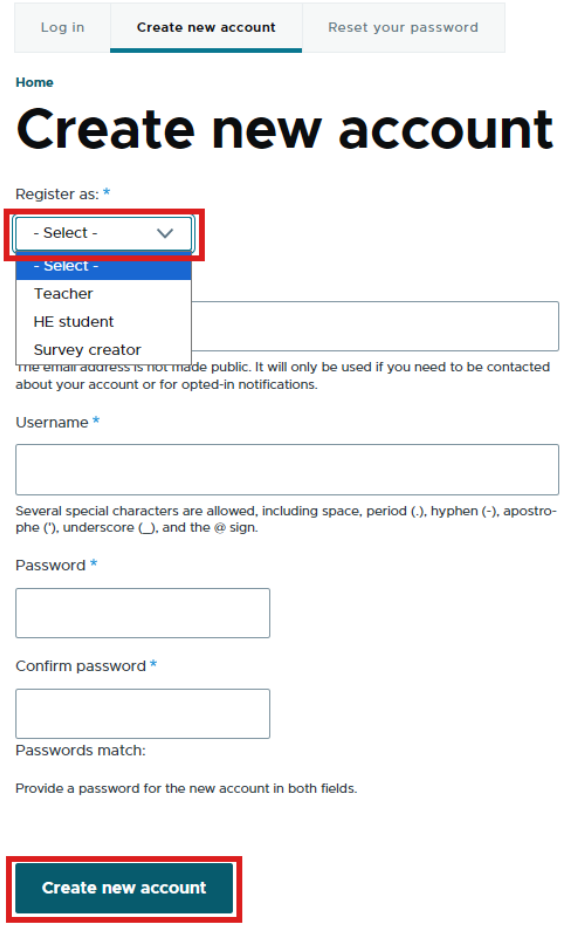

Figure 3. Account creation form, including the user-role selector and Create new account button.

Important: Students in compulsory education do not create accounts. Their participation uses a campaign link and a unique code, as explained in Section 5.

2.3 Successful registration and login

After successful registration, the user is logged in automatically. A confirmation message appears: “Registration successful. You are now logged in.”



Figure 4. Successful registration confirmation.

Returning users can use the Log in tab and enter their username and password.

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3. Teacher self-assessment

3.1 Opening the teacher survey

Step 1. Log in with a Teacher account.

Step 2. Select Survey for teachers from the upper-right navigation menu.



Figure 5. Survey for teachers in the teacher navigation menu.

3.2 Completing the seven assessment areas

The teacher survey is divided into seven thematic areas, shown in a progress line directly below the page heading. Each area contains a set of statements. For every statement, the teacher selects one response that best reflects their current level of familiarity or independence.

The four standard response options in the teacher survey are:

- Not yet
- With support
- Independently
- Flexibly and confidently

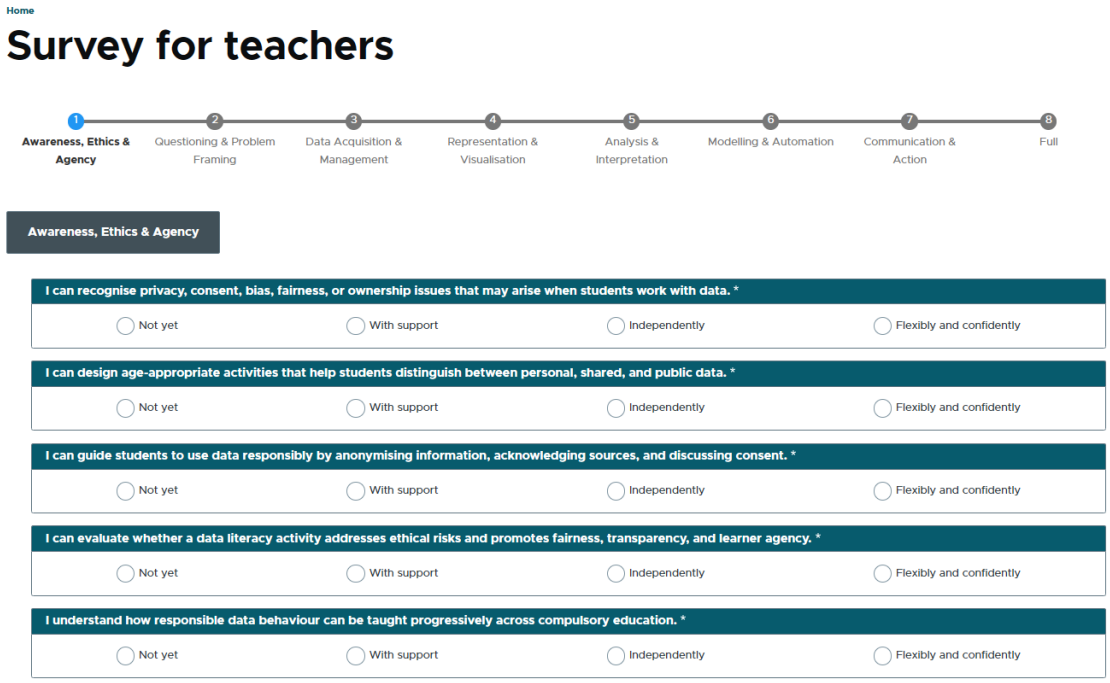

Figure 6. Teacher survey: progress line, thematic area and self-reflection statements.

Step 1. Answer every statement in the current thematic area.

Step 2. Select Next > at the bottom of the page to continue to the next area.

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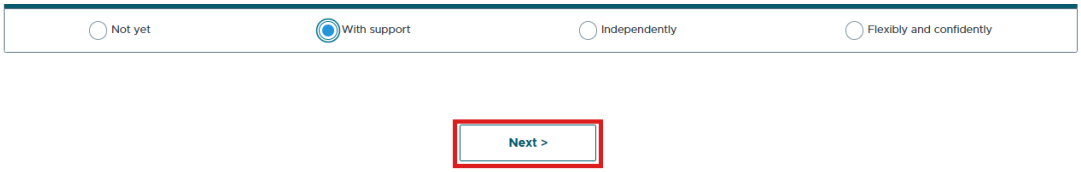

Figure 7. Use Next > after completing all statements in an area.

3.3 Submitting the teacher survey

At the end of the seventh area, Communication & Action, the Next button is replaced by Submit. The < Previous button can still be used to return to the preceding area before the final submission.



Figure 8. Select Submit after completing the final thematic area.

After submission, the progress indicator reaches 8 – Full and the platform confirms that a new submission has been added.

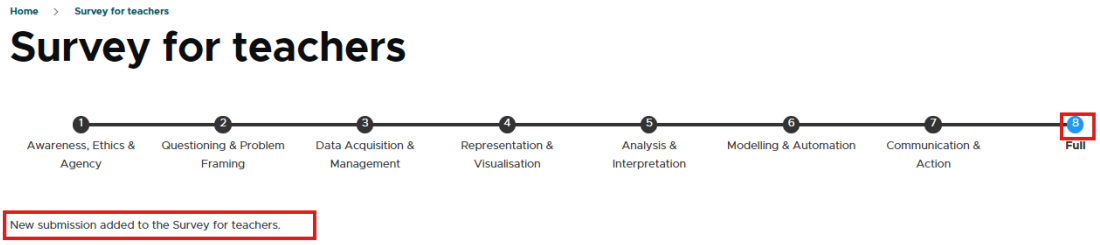

Figure 9. Confirmation that the teacher survey has been submitted.

3.4 Viewing previous submissions

Step 1. Select My Reports from the upper-right navigation menu.

Step 2. The page lists the teacher surveys already submitted, including the submission number and creation date.

Step 3. Select the submission number to open the detailed report for that attempt.

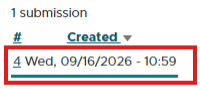

Figure 10. Submission history; select a submission to open its detailed report.

3.5 Understanding the teacher report

The detailed report provides a visual overview of performance across the seven competence areas and displays a Total Score. Below the chart, each competence area appears as an accordion section.

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Open an accordion section to review the statements in that area and the score obtained for each statement. The interface displays statement-level scores such as 1/3, 2/3, and 3/3, as well as the total percentage for the thematic area.

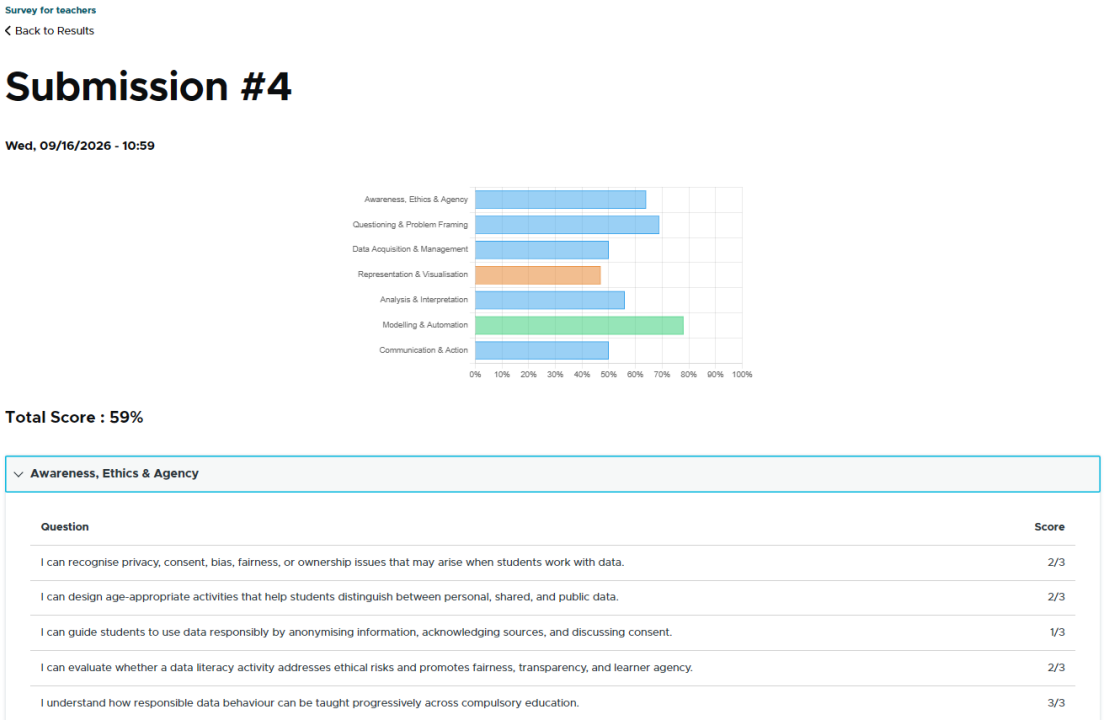

Figure 11. Detailed teacher report with overall chart, Total Score and an expanded competence area.

3.6 Comparing the two latest attempts

In-service teachers who complete the self-assessment more than once can compare their two most recent submissions. This allows them to monitor their progress over time and identify changes in their strengths and areas for further improvement.

When two or more attempts are available, the Survey results page displays a comparison chart showing the scores of the two latest submissions across the seven competence areas. The page also presents the two submissions separately, including their Total Scores and expandable competence areas with statement-level results.

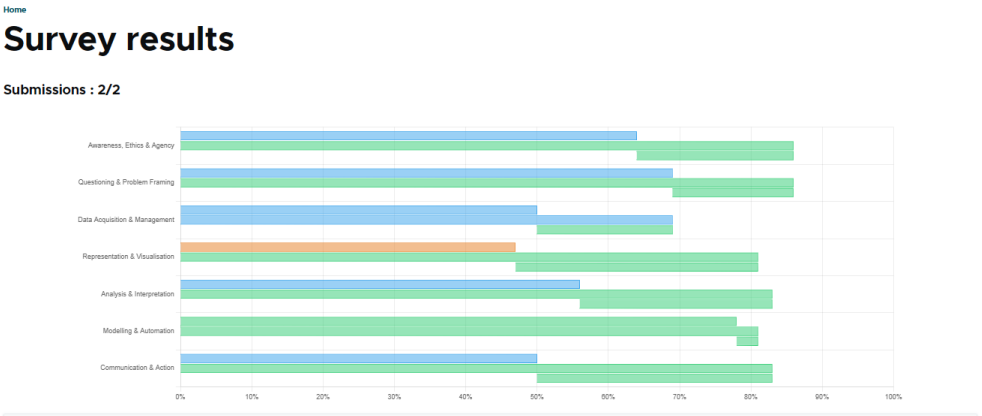

Figure 12. Comparison of the two latest teacher submissions across the seven competence areas.

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4. Higher Education (HE) student self-assessment

4.1 Opening and completing the HE student survey

Step 1. Log in with an HE student account.

Step 2. Select Survey for students from the upper-right navigation menu.

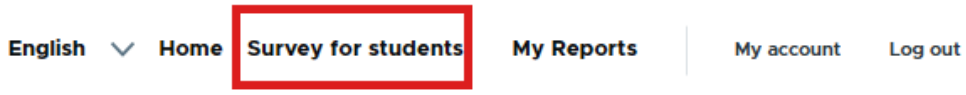

Figure 13. Survey for students in the HE student navigation menu.

The Survey for HE students follows the same overall structure as the teacher survey: seven thematic areas, statements within each area, navigation with Next, and final submission with Submit. The statements are adapted to HE students.

The four response levels shown in the HE student survey are:

- Not yet developed
- Emerging
- Developing
- Professionally ready

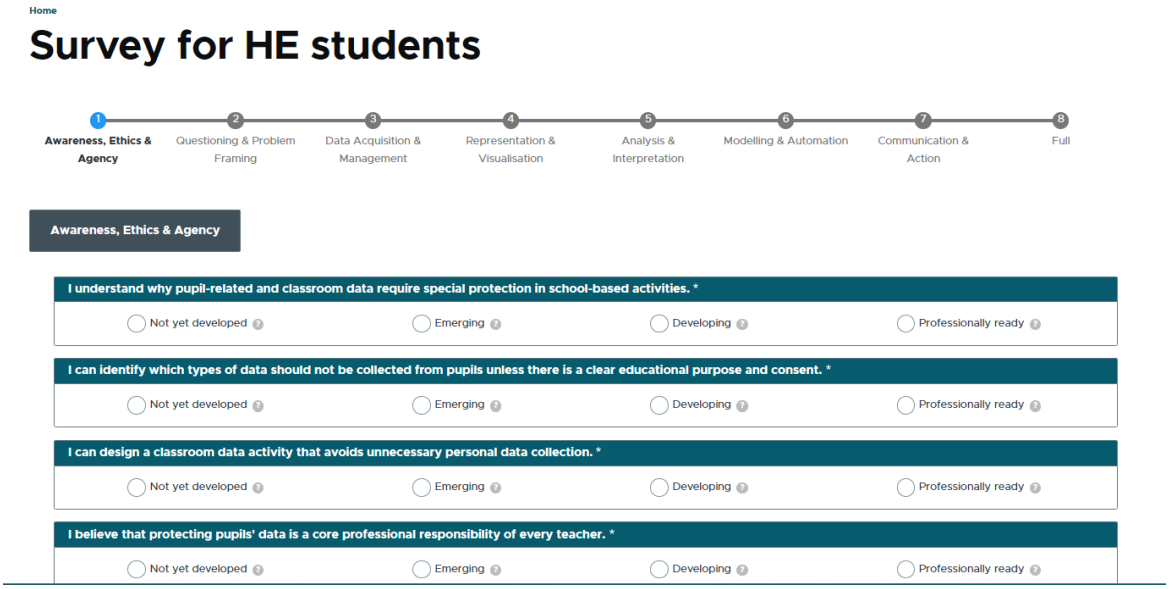

Figure 14. HE student survey with the same seven-area structure and HE-specific response levels.

4.2 HE student results

HE students access their previous attempts through My Reports. Results are presented in the same way as teacher results: an overall score, a chart showing performance across the seven competence areas, and expandable sections with statement-level scores.

Tip: The report can be used to compare attempts over time and identify areas of strength and areas that may benefit from further development.

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4.3 Comparing the two latest attempts

Higher Education students who complete the self-assessment more than once can compare their two most recent submissions. This feature allows students to monitor how their data literacy competences develop over time and to identify areas in which they have improved, as well as areas that may require further development.

When at least two submissions are available, the **Survey results** page displays a comparison of the two most recent attempts across the seven data literacy competence areas. The comparison chart provides a visual overview of how the student's scores have changed between the two attempts.

The page also displays the two submissions separately. Each submission includes its date, the **Total Score**, and the seven competence areas in expandable sections. By opening a competence area, the student can review the detailed score obtained for each individual statement.

Comparing the two attempts can help students reflect on their progress, recognise their strengths and identify competences that could benefit from further development.

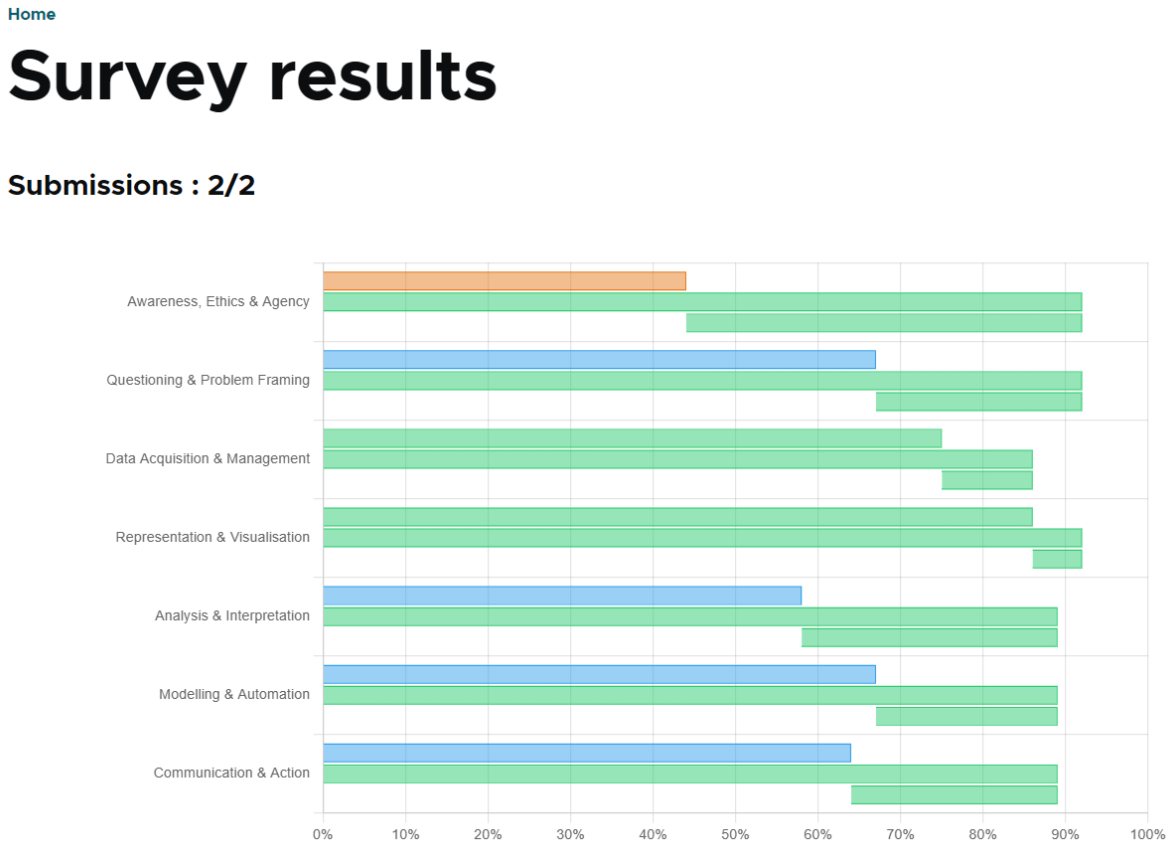

Figure 15. Comparison of the two latest HE student submissions across the seven competence areas.

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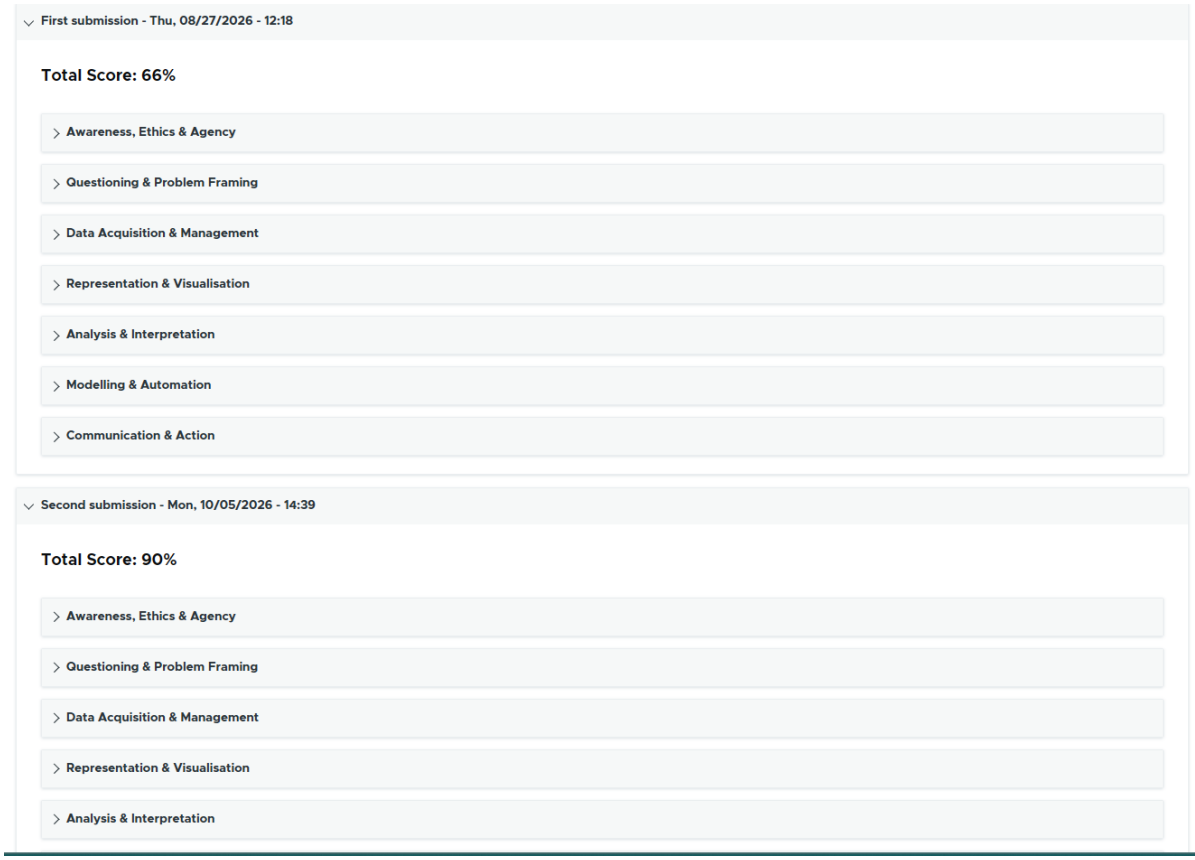

Figure 16. Detailed results of the two latest HE student submissions.

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5. Survey campaigns for students in compulsory education

5.1 Opening My Surveys

Users registered as Survey creators manage class survey campaigns through My Surveys.

Step 1. Log in with a Survey creator account.

Step 2. Select My Surveys from the upper-right navigation menu.



Figure 17. My Surveys in the Survey creator navigation menu.

Step 3. If no campaigns exist yet, select CREATE NEW SURVEY.

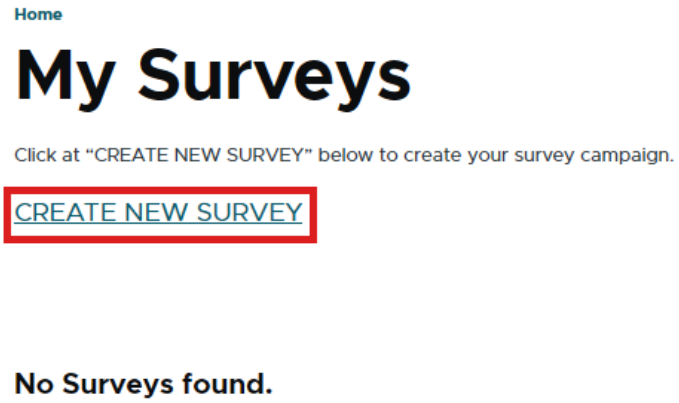

Figure 18. Create a new survey campaign from My Surveys.

5.2 Creating a campaign

The Create new survey page collects three pieces of information:

- Title – a name for the campaign.
- Number of Students – the number of students who will participate.
- Student level – the school level to which the campaign applies.

The Student level selector contains the following options: Grades 1–3 (P1), Grades 4–6 (P2), Grades 7–9 (LS), and Test.

Step 1. Enter the campaign title.

Step 2. Enter the number of students.

Step 3. Select the appropriate student level.

Step 4. Select Save.

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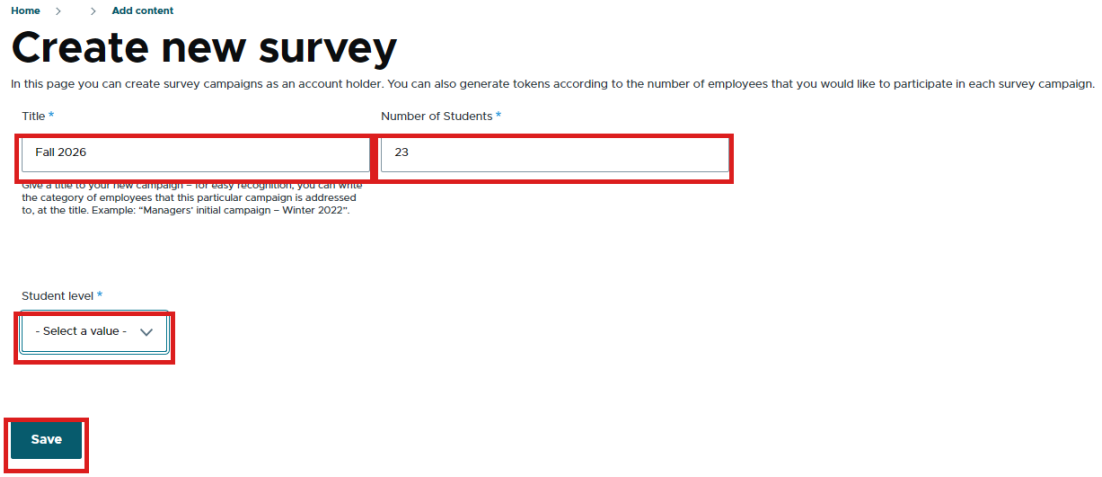

Figure 19. Enter the campaign title, number of students and student level, then select Save.

5.3 Campaign list, participation link and student codes

After saving, the platform returns to My Surveys and confirms that the campaign has been created. The campaign is added to the list, where its title, number of respondents, creation date and a Go to the survey results link are displayed.

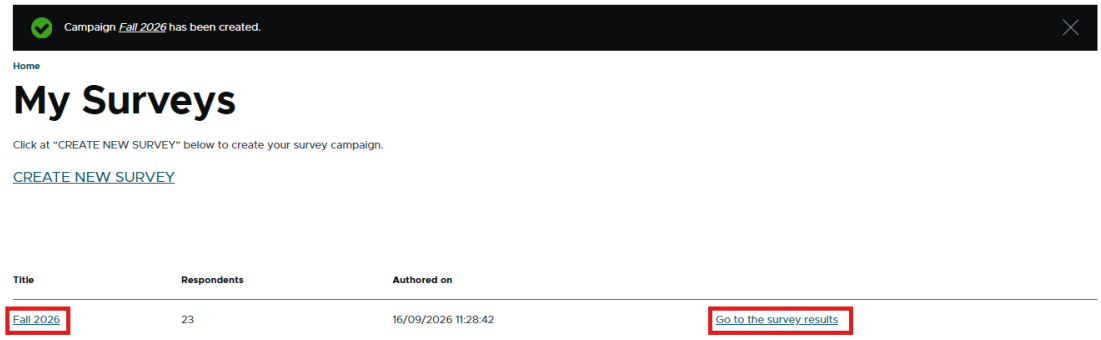

Figure 20. A newly created campaign in My Surveys. The campaign title and results link are highlighted.

Select the campaign title to open the campaign details. The platform generates a participation link and a set of unique codes. The number of codes corresponds to the number of students entered when the campaign was created.

Step 1. Share the participation link with the students.

Step 2. Give each student one unique code from the campaign code list.

Step 3. Each student opens the link and enters their assigned code to access the questionnaire.

Privacy for minors: This code-based workflow is used so students in compulsory education do not need to register and do not need to provide names or email addresses. It therefore limits the collection of directly identifying information from minors and supports the project's GDPR/privacy approach.

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5.4 Compulsory-education student questionnaire

After entering a valid code, the student completes an age-appropriate questionnaire. It follows the same seven-area progression used elsewhere in the tool, but the statements and response wording are adapted to younger students. The response wording can vary by statement type, and the interface also provides an "I don't understand this question" option.

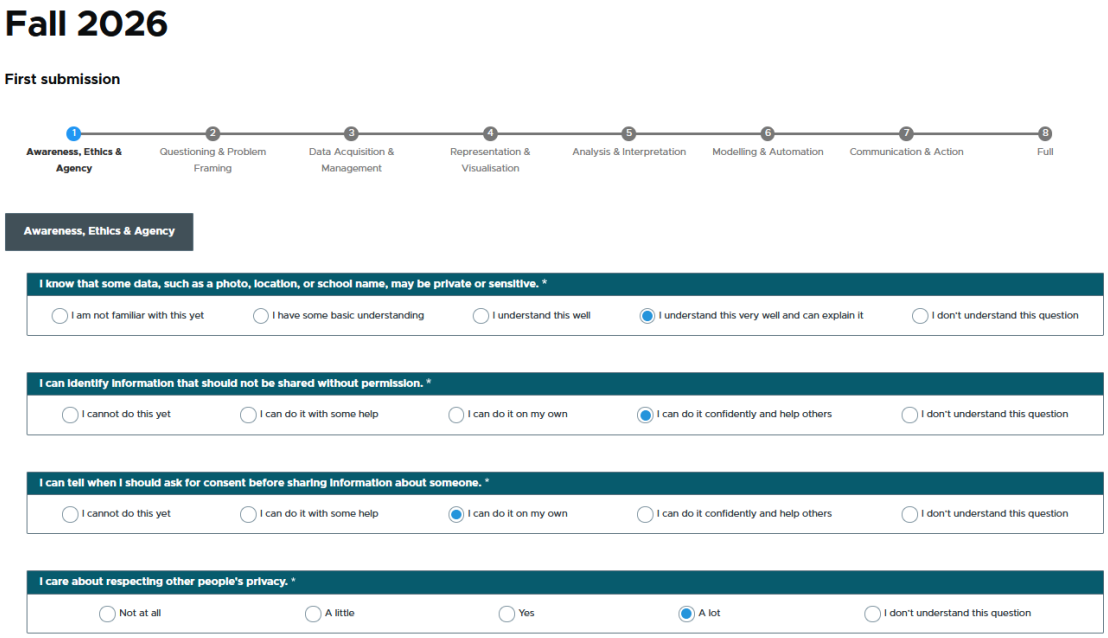

Figure 21. Example of the questionnaire for students in compulsory education.

5.5 Round 1 and Round 2

A student code can be used for a second completion of the survey. When the same code is used again, the new submission is recorded as Round 2 rather than as a new respondent.

The intended use is to capture a baseline in Round 1, deliver DATA-READY learning activities, and then repeat the survey with the same students. Round 2 enables a direct before/after comparison of their results.

5.6 Viewing campaign results

Campaign results can be opened either from the campaign list using Go to the survey results or from the campaign details page. The results page offers two views: Class Overview and Individual Results.

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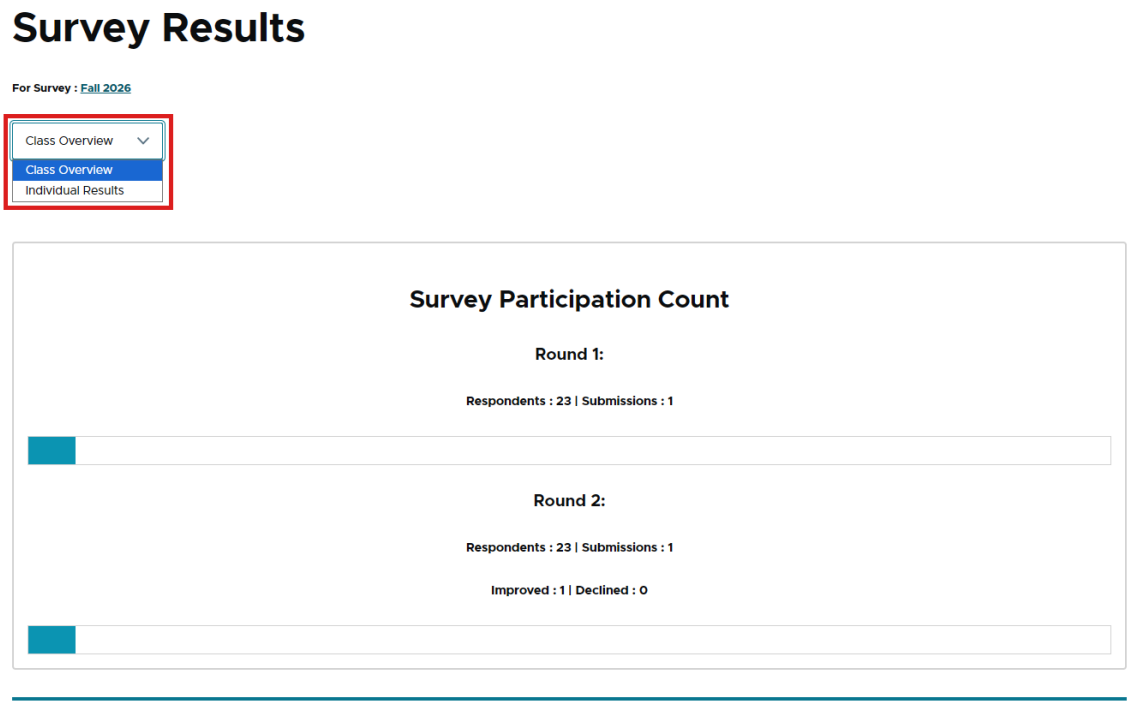

Figure 22. Survey Results view selector and class participation overview.

In Class Overview, the teacher can review participation and aggregated results for both rounds. The page shows the number of respondents and submissions for Round 1 and Round 2 and can indicate how many students improved or declined.

The results also include a comparison chart across the seven competence areas, allowing the teacher to compare First Round and Second Round performance.

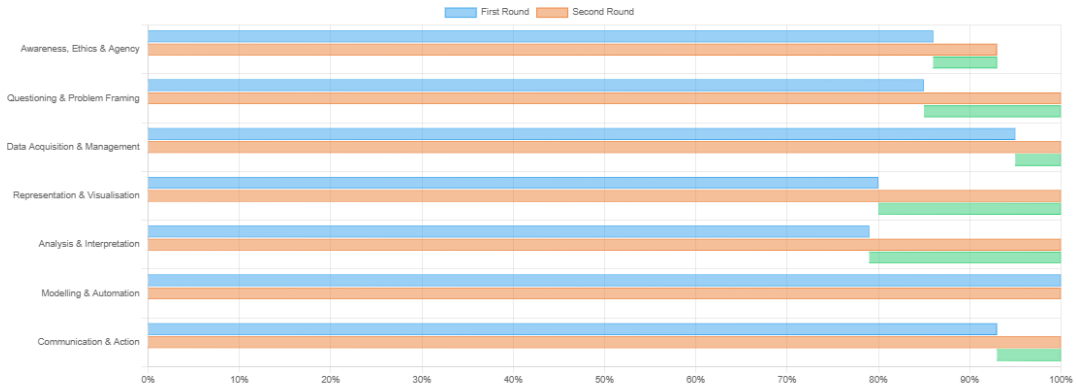

Figure 21. Class-level comparison of First Round and Second Round scores across the seven competence areas.

Further down, the platform displays Total Scores for Round 1 and Round 2, the change between rounds, and the highest- and lowest-scoring questions for each round. These details help identify both overall progress and specific skills that may need additional attention.

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Total Scores:

Round 1	Round 2
87%	99% (+12%)

Highest Scoring Questions (Round 1)

- ***1.1*** I know that some data, such as a photo, location, or school name, may be private or sensitive. — **100%**
- ***1.2*** I can identify information that should not be shared without permission. — **100%**
- ***1.4*** I care about respecting other people's privacy. — **100%**
- ***1.6*** I can explain a simple privacy rule for using or sharing information. — **100%**
- ***1.8*** I try to use information in a fair and careful way. — **100%**

Lowest Scoring Questions (Round 1)

- ***5.10*** I can draw a conclusion from the data that links back to the question. — **0%**
- ***4.10*** I can compare two representations of the same data. — **33%**
- ***4.11*** I can judge which representation is more effective and explain why. — **33%**
- ***1.3*** I can tell when I should ask for consent before sharing information about someone. — **67%**
- ***1.5*** I know that sharing data can affect how people feel or how others treat them. — **67%**

Highest Scoring Questions (Round 2)

- ***1.2*** I can identify information that should not be shared without permission. — **100%**
- ***1.6*** I can explain a simple privacy rule for using or sharing information. — **100%**
- ***1.7*** I can use a fairness rule when working with information about people or groups. — **100%**
- ***1.11*** I can choose and justify a responsible action when using or sharing data. — **100%**
- ***2.1*** I know that a good data question should be clear and answerable. — **100%**

Figure 23. Total Scores and highest/lowest-scoring questions by round.

Switch to Individual Results to review the results of individual students rather than the aggregated class view. The same Round 1/Round 2 logic allows progress to be reviewed at student level.

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6. Quick reference: user journeys

6.1 Teacher

Create account as Teacher → Log in → Survey for teachers → Complete seven areas → Submit → My Reports → Review results → Compare the two latest attempts when multiple submissions are available.

6.2 HE student

Create account as HE student → Log in → Survey for students → Complete seven areas → Submit → My Reports → Review results → Compare the two latest attempts when multiple submissions are available.

6.3 Survey creator

Create account as Survey creator → Log in → My Surveys → CREATE NEW SURVEY → Enter campaign details → Save → Open campaign → Share participation link and unique codes → View Survey Results.

6.4 Student in compulsory education

Receive participation link and unique code → Open link → Enter code → Complete the age-appropriate questionnaire → Use the same code again later for Round 2 when instructed by the teacher.

6.5 Key points to remember

- Teachers and HE students create accounts and access their own self-assessments and reports.
- In-service teachers and HE students can compare their two most recent self-assessment attempts to monitor their progress over time.
- Survey creators manage class campaigns for students in compulsory education.
- Students in compulsory education participate without registration, using a link and unique code.
- The same student code links a second completion to Round 2, enabling before/after comparison.
- Class Overview provides aggregated results; Individual Results provides student-level results.

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