**Abstract**

This paper describes the implementation of a one-to-one tablet computer program based in a South Los Angeles public high school, focusing in particular on the responses of teachers and students to dataveillance regimes meant to control specific behaviors. Over a period of two years, newly deployed tablet computers supported the integration of dataveillance regimes with previously established modes of pursuing teacher and student accountability. As tablets achieved ubiquity, students, teachers, and administrators manipulated the ambiguous relationship between digital data and the behavior of subjects putatively described by these data. I use a theoretical framework based on the performativity of digital data to think through the implications of observed contestations around representation. Performativity conceptualizes digital data not as a set of objective, value-neutral observations, but as the ability to produce statuses of norm and deviance. Negotiations over digital data — what data could mean and what they could stand in for, what could be deemed normal or aberrant — emerged as a zone of conflict between authorities and targets of dataveillance, a “politics” centered on representational claims. Where school authorities often depicted their own surveillance capabilities as immediate, inescapable, and predictive, contests over interpretation of data attenuated this power, showing it to be partial, negotiated, and retroactive, a dynamic I name *interpretive resistance*.