***What might this mean for you? If we think of these practices as falling on a spectrum, where do your practices fall? Does it depend on the course, hour, grade, or some other variable? Who might be someone that is on the far right side of the spectrum that you know?***

* **‘Easy’ Pre/Post Assessment. Often identical tests, canned/standard or textbook made assessments.**
* **Low ‘bar’ for growth for fear of failure… uncomfortable-unwilling to risk. Amount of growth is driven by teacher or district or set arbitrarily or for ease of attainment (not by, for or based on understanding students).**
* **Mental outlook of teacher indicates choices are based on the understanding this big picture is about accountability, ‘hoop jumping for the state/legislation’ and basically functioned for efficiency and ease (teacher centric).**
* **Knowledge and/or reflection on practice is not often or always applied into visible action.**
* **Use of assessment system generated mass amounts of data but no evidence of proactive, positive student-centered use. Created reactive reports, but not proactive or instructional change.**
* **Only generated tangible summative data and used ‘gut’ to interpret formative data rather than applying formative tangible data practices to create a documentation trail and link it intentionally to summative assessment.**
* **Variety of formative assessment pre-planned and based on quality practices such as standards driven, tailored to students, very small amounts of information (mapped explicitly and aligned to)🡪 a robust summative assessment created/adapted by individual teachers for specific students based on clear and well-crafted expectations (or objectives) .**
* **Assessment system and data practices evolve over the year to scaffold practice (Q1/Q2/Q3/Q4) and gain in level of risk. (Shift in practices take time and are not overnight).**
* **Using data, analysis, reflection and collaboration to deepen teacher knowledge and best pedagogical practices for current students.**
* **Identify clear and real ‘try-able’ actions, actually do each action and generate tangible reflection/evidence on the experience. (Not stopping at the teacher accountability step but instead keep the focus on the big picture of student learning).**

PAST & CURRENT FUTURE & NEW

*(Past & current trends researched and documented across the state of Michigan and similarly legislated states like Ohio, Illinois and Wisconsin.*

*Future and new trends reflective of researchers and documented teachers’ practice in states including but not limited*

*to Florida, NY, Colorado, Washington, Tennessee, and Kentucky.)*