



## Arts Standards Audit Process

**Overview:** This process is NOT intended to be a tool that is used to evaluate educators. This document is intended to serve the curriculum review process by highlighting strengths and areas for improvement in the art education system. This tool can help facilitate strategic vision for determining priorities, shifts for curriculum development, and as an indicator for determining where support is needed.

### Directions:

- 1) Look through the standards document that you have for your arts area, and select one grade level that you teach to focus on for this exercise. (If you get through one grade in the time allotted, feel free to add a second grade and repeat the process.)
- 2) Use **green highlighting** to indicate all benchmarks that:
  - a) Do have embedded curriculum in place to address the benchmark
  - b) Have assessment practices in place to assess for student learning for the associated benchmarkExample: (green = good to go; to paraphrase: *I teach content that supports this standard benchmark and I have a solid assessment for it*)
- 3) Use **yellow highlighting** to indicate all benchmarks that:
  - a) Do have embedded curriculum in place to address the benchmark
  - b) Lack authentic assessment practices to truly assess the benchmark and/or the assessment process for this particular benchmark is weak and in need of substantial improvementExample: (yellow = you have curriculum, but no valid assessment or the assessment practice is in need of moderate to significant improvement, to paraphrase: *I teach content that supports this standard benchmark, but I could use help in assessing it.*)
- 4) Use **light red/pink highlighting** to indicate benchmarks that:
  - a) Do not have embedded curriculum to address the benchmark
  - b) Lack authentic assessment practices to truly assess the benchmarkExample: (red/pink = no embedded curriculum or assessments to address the benchmark, to paraphrase: *I simply do not teach or assess in this area*)