

## Standards Audit Team Protocol

***This is a collaborative group effort. Seven or eight teachers are needed to successfully conduct a Standards Audit.***

***✓ One teacher presents the collection of student work***

***✓ Four teachers act as the Standards Audit team***

***✓ One teacher facilitates of the process***

***✓ Two to three teachers observe and document the process.***

<p>1. The teacher offers a collection of student work and announces the grade level.</p>	<p><b><i>The teacher does not offer any description of curriculum, assignments or assessments that produced the student work nor should team members ask for this information.</i></b></p>
<p>2. Together the audit team describes aloud the learning (what the student knows and is able to do) they see in the collection of student work</p>	<p><b><i>Team members use reflective coaching techniques to question and clarify what each member of the group is offering as evidence of the student learning they see in the work.</i></b></p>
<p>3. As the audit team agrees to the learning they are able to see in the student work, they align it to the standard(s) using the list of benchmarks. They identify the benchmarks they can see in the evidence of learning and record that evidence for each identified benchmark.</p>	<p><b><i>Team members must come to consensus about the learning that they see in the collection of student work. Reaching consensus will help teams from "over" or "under" reading what they are able to see in the student work.</i></b></p>
<p>4. When the audit team has finished describing and aligning the student learning to the benchmarks, the teacher offers his/her standard benchmark list (curriculum and assessment maps) for the student work). The team and teacher reconcile any differences and reach agreement about the alignment of student learning to the benchmarks.</p>	<p><b><i>Team members and the teacher are encouraged to use the questioning techniques of reflective coaching to reconcile differences between what they saw and the teacher's curriculum and assessment map.</i></b></p>
<p>5. The observer(s) report what they saw and heard during the audit process.</p>	<p><b><i>The observer(s) watch, document and report on three questions:</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Were all team members listened to and heard?</i></b></li> <li><b><i>2. Was the discussion rich, deep and an authentic sharing of expertise?</i></b></li> <li><b><i>3. Was an honest consensus reached or did individuals dominate?</i></b></li> </ol>

**The facilitator's role is to:**

- **Maintain the protocol and keep the team on task, directing attention to the student work and standard benchmarks as necessary**
- **Ask clarifying questions, summarize discussion and paraphrase comments to refine the group's understanding of the evidence of learning and requirements of the standard and its benchmarks**
- **Record the team's descriptions of student learning aligned to the benchmarks**