*ACES Lesson Audit*

*This tool was designed to be used as a self-reflection guide by teachers when thinking about how they implement ACES and the TIF. Please direct any questions, comments or suggestions to Stephanie Sommers, ACES Coordinator (Stephanie.Sommers@mpls.k12.mn.us).*

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| **ACES Lesson Elements** | **Yes** | **Not yet** | **If not yet, what are next steps to strengthen element** |
| **1a:** Learning objectives are directly connected to a unit/course/program/student outcome. |  |  |  |
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| **1b:** ACES skills or subskills are included in the aforementioned learning objectives *list skills:*  |  |  |  |
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| **2a:** The ACES process was used in the selection of instructional materials.***A –*** *Assess the lesson or resource****C –*** *Complement the lesson or resource****E –*** *Evaluate the lesson or resource****S –*** *Study the outcomes*  |  |  |  |
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| **2b:** The plan for this lesson or unit included a variety of learning task formats to build students’ ACES skills. (check all that apply) \_\_\_\_ Venn diagram \_\_\_\_ student survey  \_\_\_\_ KWL chart \_\_\_\_ T-chart \_\_\_\_ exit slip/ticket \_\_\_\_ partner interview \_\_\_\_ dictation \_\_\_\_ other: *list*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
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| **3a:** This lesson includes modeling, teaching, and/or the reinforcement of language reflective of the target environment.*Example:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
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| **3b:** This lesson includes routines and norms that are reflective of the target environment. \_\_\_\_ sign in/sign out \_\_\_\_ report absence  \_\_\_\_ group work \_\_\_\_ presentations \_\_\_\_ other: *list*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
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