**UDL Educator Anchor Checklist**

To analyze a lesson or unit for UDL features, use this checklist to identify which components are present (Y), not present (N), or not sure (?). **Highlight what you have used in your lesson.**

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| **UDL Checklist** *(examples in italics)* | **Y,N,?** |  |
| **I. Provide multiple means of representation (**Knowledge Networks) | | |
| **1. Provide options for perception** | **Your**  **response** | **Comments** |
| 1.1 Vary ways to display information  *Visual information, size contrast, color, layout, spacing, etc.*  *Auditory information, amplitude, speed, timing, cueing, etc.* |  |  |
| 1.2 Alternatives for auditory information  *Text provided for spoken language, voice recognition-to-text visual symbols for*  *emphasis, sound alerts, etc.* |  |  |
| 1.3 Alternatives for visual information  *Text or spoken word equivalents for graphics/video/animation,* *Key information in*  *dominant and second languages, etc. tactile supports for visuals*  *Use of physical objects or spatial models, etc.* |  |  |
| **2. Provide options for language and symbols** | **Your**  **response** |  |
| 2.1 Alternatives access to key vocabulary & language  *Pre-teach vocabulary & symbols, highlight components of complex words, embed*  *vocabulary supports in text – hyperlinks, footnotes, definitions, etc.* |  |  |
| 2.2 Clarify language structure & rules  *Make rules & relationships explicit, clarify links between concepts, use less complex*  *vocabulary or language structures, etc.* |  |  |
| 2.3 Alternatives for text symbols & mathematical symbols  *Text to speech programs for digital text, use digital math notations (Math ML) with*  *voicing, use text alternatives (tapes, DVD, digital text) with human voicing, etc.* |  |  |
| 2.4 Provides connections across different languages  *Key information in dominant and second language,vocabulary definitions &*  *pronunciations in both languages, shared/related roots identified, syntax/grammar*  *links & differences identified* |  |  |
| 2.5 Use non-language alternatives for concepts  *Present complementary representations (e.g. text with animation/graphics, etc.), link*  *illustrations and verbal enhancements, make text-to-chart or diagram links explicit* |  |  |
| **3. Provide options for comprehension** | **Your**  **response** |  |
| 3.1 Access background knowledge  *Activate prior knowledge with imagery, concepts, etc., use organizers (KWL, concept*  *maps, etc.), pre-teach concepts, “bridge” ideas with analogies & metaphors, etc.* |  |  |
| 3.2 Highlight essential information & “big ideas”  *Emphsize key elements, use organizer, prompts, cues to identify & connect key*  *elements, use multiple examples and non-examples, mask or reduce extraneous*  *elements, etc.* |  |  |
| 3.3 Guide information selection & processing  *Use interactive models, explicit prompts & scaffolds, develop multiple points-of-entry,*  *& pathways for content, chunk information, release information progressively, etc.* |  |  |
| 3.4 Support memory & knowledge transfer  *Checklists, sticky notes, electronic reminders, mnemonic devices, space out*  *reviews, organizers for note-taking, connect new information & prior knowledge,*  *embed analogies & metaphors, etc.* |  |  |
| **I. Provide multiple means for engagement (**Affective Networks) | | |
| **4. Provide options for recruiting interest** | **Your**  **response** | **Comments** |
| 4.1 Support individual choice & autonomy  *Challenge levels, types of recognition used, vary content or context for learning,*  *choice of information tools, design of products, timing & sequencing of tasks, etc.* |  |  |
| 4.2 Make learning personally relevant & valuable  *Activities personalized to students’ lives, socially relevant, age & ability appropriate,*  *culturally & racially appropriate, active participation, authentic & purposeful*  *outcomes, use of self-reflection, etc.* |  |  |
| 4.3 Reduce distractions and perceived threats  *Vary novelty & risk-taking in activities, transitions (predictability, scheduling,*  *routines, novel events, etc.), vary sensory stimulation levels (background, noise, # of*  *items, etc.), vary pace & length of work sessions, vary social demands for activities* |  |  |
| **5. Provide options for sustaining effort and persistence** | **Your**  **response** |  |
| 5.1 Strengthen connection to goals & objectives  *Develop explicit goals, restate goals for clarity, clearly display goals, develop*  *Short-term objectives for long term goals, use prompts to visualize & clarify*  *outcomes, etc.* |  |  |
| 5.2 Vary levels of challenge & support  *Vary difficulty in core activities, use tools and scaffolds to provide alternatives, use*  *collaboration, vary ranges for acceptable work, emphasize process, effort &*  *improvement, etc.* |  |  |
| 5.3 Support collaboration & communication with peers  *Cooperative learning groups, clarify roles & responsibilities, positive behavior*  *supports, differentiated supports, peer tutoring & support systems, connect to virtual*  *communities etc.* |  |  |
| 5.4 Focus on feedback on effort, practice, and mastery  *Encourage perseverance, self-awareness & self-efficacy, emphasize effort &*  *improvement, give frequent, on-going, & substantive feedback, model evaluation*  *strategies, etc.* |  |  |
| **6. Provide options for self-regulation** | **Your**  **response** |  |
| 6.1 Support and guide personal goal setting  *Model goal-setting process, coach or mentor students in goal setting, use prompts,*  *rubrics, checklists, etc. to support self-regulatory goals, on-task behaviors, and self*  *reinforcements, etc.* |  |  |
| 6.2 Develop individualized coping skills  *Use differentiated models & feedback to develop skills, e.g. managing frustration,*  *seeking emotional support, and developing internal controls, etc.* |  |  |
| 6.3 Support self-monitoring and self-assessment  *Use tools & models to collect and determine own behaviors (e.g. charts, recording*  *devices, peers, etc.) build student self-awareness (&reduce scaffolds) over time, etc.* |  |  |

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| **III. Provide multiple means for action & expression (**Strategic Networks) | | |
| **7. Provide options for physical actions** | **Your**  **response** | **Comments** |
| 7.1 Varied & alternative physical responses  *Alternatives in rate, timing, amplitude, range-of-motion, materials, manipulatives &*  *technologies, allow response alternatives from standard means (e.g. computer*  *response vs paper & pencil) etc.* |  |  |
| 7.2 Varied ways to interact with materials  *Use multiple means of navigating materials (e.g. by hand, by voice, by switch, by*  *keyboard etc.)* |  |  |
| 7.3 Use assistive technologies for access to learning  *Determine appropriate technologies (physical, sensory, cognitive, communication)*  *needed to access instruction, integrate training to support & enhance learning and*  *goal achievement, etc.* |  |  |
| **8. Provide options for expressive skills and fluency** | **Your**  **response** |  |
| 8.1 Vary choices for expression of knowledge  *Choices may include, text , etc.* |  |  |
| 8.2 Vary tools for composition & problem solving  *Choices may include spell checks, grammar checks, word prediction, speech-to-text*  *software, dictation, recording, sentence starters, story webs, concept webs, outlining*  *tools, calculators, graphing calculators, software for problem solving skills,*  *Computer-Aided- Design(CAD), etc.* |  |  |
| 8.3 Vary ways to support practice and performance  *Differentiated approaches, strategies, skills to achieve same outcomes, use diverse*  *mentors to guide differentiation processes, gradual release of supports to increase*  *independence. .* |  |  |
| **9. Provide options for executive functions** | **Your**  **response** |  |
| 9.1 Guide & support effective goal setting  *Use a variety of tools (e.g. prompts, scaffolds, models, guides, checklists) to support*  *process of individualized and appropriate goal-setting, etc.* |  |  |
| 9.2 Support goal-related planning and strategy development  *Use “stop & think” prompts, use checklists and templates to prioritized & sequence,*  *model “think-aloud” process, guide transition from long-term goals to short term*  *objectives, etc. .* |  |  |
| 9.3 Use tools to manage information & resources  *Keep information organized and accessible with graphic organizers, templates,*  *embedded prompts, checklists, note-taking guides, software tools, etc.* |  |  |
| 9.4 Enhance capacity for formative progress self-monitoring  *Develop self-monitoring through guided questions, frequent representations of*  *progress, self-reflection templates, differentiated self-assessment strategies, etc.* |  |  |

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| **IV. Use multiple means of assessment of student understanding (**All Networks) | | |
| **10. Assessment for outcome determination (student understanding)** | **Your**  **response** | **Comments** |
| 10.1 Options for methods  *Discrete vs elaborative response (ie. Multiple choice vs essay), varied tim allowance,*  *individualized vs group or peer-supported, location varies with the curriculum,*  *embedding assessment opportunities, etc.* |  |  |
| 10.2 Options for formats  *Visual information: photographs, pictures, picture-symbols, written, computer text,*  *computer text-to-speech, video, kinesthetic supports (with low tech), etc.*  *Auditory information: Oral, technology-supported (taped, computer speech-to-text, voiced word processing, kinesthetic supports (with low tech) etc.* |  |  |
| 10.3 Options for scope/range/level  *Choice in number of items, type of items. Choice in focus. Deconstructs grade-level*  *expectations. Connects across grade levels. Tiered assessments – from “big idea”*  *(all learners) to complex details (some learners). Multiple levels of understanding –*  *concrete through synthesis, etc.* |  |  |
| 10.4 Options for product & outcome  *Consider formative vs summative assessment. Consider authentic assessments with*  *“real-world” products. Include differentiated products (e.g. plays, video*  *productions, essays, point-of-view “rafts”, “tic-tac-toes”, debates, artistic*  *productions, student driven assessments.* |  |  |
| 10.5 Options for feedback  *Teacher: acknowledgement, probing, challenging questions, positive feedback,*  *detained response, real-time vs delayed etc.*  *Student: journals, writing, prompts, reflection, peer feedback, self-evaluation, self-*  *awareness, etc.* |  |  |

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