

UDL Lesson Plan Review Template

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UDL lesson plans consider four curriculum components, which make up a complete learning experience. Educators have many options and choices for how to format their lesson design. Below is only one example. Regardless of the format you use, all UDL lesson plans consider goals, methods, materials, and assessments. You will notice that in the sample below, you design the lesson by first considering goals, and then designing assessments before considering methods and materials. This backwards design relates to the [Understanding by Design \(UbD\) framework](#). Using UDL and UbD together ensures that the backwards design of curriculum meets the needs of all learners.

Before you design your lesson, you may want to review the following resource which defines the four curriculum components through the UDL Lens. The Lesson Template follows.

	UDL Definition	Considerations	Reflection questions
 Goals	UDL lessons start with a clear learning goal, based on state standards. Goals include verbs that foster multiple means of action and expression.	Instead of, “Student will write an argument essay,” revise to “Students will craft an argument.”	• What is the goal of your lesson? • Does it connect explicitly to the state standards? • Does the goal allow for multiple means of representation and/or action and expression?
 Methods	There are multiple ways that students can learn content, build background information and explore the knowledge and skills under study. In UDL, students have a choice of which methods they will use to learn.	Instead of lecturing to all students and then requiring the whole class to watch a video, revise to, “After a mini-lesson, students will choose to participate in small group instruction, watch a video on Google Classroom, read a chapter in the course text, or listen to an audio version of the text.”	• Do students have a choice about how they will build knowledge and access resources?

	UDL Definition	Considerations	Reflection questions
 Materials	Materials are the resources used to present learning content and what the learner uses to demonstrate knowledge	Set up a buffet of resources for students to choose from. Offer a buffet of graphic organizers, Chromebooks, math reference sheets, exemplars, etc..	Do students have a choice about the materials they will use to learn the material or complete the assessment?
 Assessments	Assessments gather information about a learner's performance		Throughout the lesson, is there an opportunity for diagnostic, formative, and summative assessments?

Goals	Assessments
What specifically do all students need to know, or do, at the end of the lesson. Align to state standard.	How will you measure if students “know” or can “do” what was outlined in the goal? Be sure to design for an informal diagnostic or formative assessment so students can self-reflect on their current understanding or progress and set goals for the summative. Diagnostic Assessments Formative Assessments Summative Assessment

Learning Connections	Materials, scaffolds, and resources that will be provided as options
How do the goals of the lesson build on learning that has already occurred? Authentic application? Or learning in other content areas? How will you help students make those connections?	
Methods	
Before the lesson	What choices will students have to build background knowledge, reflect on diagnostic assessments or create their own personalized goals?
During the lesson	What choices will students have to learn the material under study?
After the lesson	What choices will students have to reflect?