

UDL Guidelines - Educator Checklist	
I. Provide Multiple Means of Representation	Your notes
1. Provide options for perception	
1.1 Customize the display of information	Feature: PowerPoint Presentation allows for a variety of ways in which information is presented
1.2 Provide alternatives for auditory information	Barrier: Only auditory information is presented by teacher
1.3 Provide alternatives for visual information	Feature: PowerPoint presentation and visual on board
2. Provide options for language and symbols	
2.1 Define vocabulary and symbols	Feature: Graphics and descriptions given throughout the presentation; underlined and bold
2.2 Clarify syntax and structure	Feature: Identifying text structures and connecting this to previous learned lessons
2.3 Decode text or mathematical notation	Feature: Text is read aloud by teacher Barrier: Could have a text read aloud function so that kids can listen to it being read aloud
2.4 Promote cross-linguistic understanding	Feature: Students will be able to apply this knowledge across curriculum and terms are defined
2.5 Illustrate key concepts non-linguistically	Barrier: No visual arts or video to help present information
3. Provide options for comprehension	
3.1 Provide or activate background knowledge	Feature: Prior knowledge is addressed in order to enhance the knowledge of the new concepts presented
3.2 Highlight critical features, big ideas, and relationships	Feature: Helps students identify critical features and text structures in nonfiction text
3.3 Guide information processing	Feature: Identify relationship between fiction and nonfiction texts; allow some time to process comprehension strategy
3.4 Support memory and transfer	Feature: Interactive sample sentence activity creates visual thinking models for all students
II. Provide Multiple Means of Action and Expression	Your notes
4. Provide options for physical action	Feature: Group activity at the whiteboard

4.1 Provide varied ways to respond	Barrier: Lesson encourages only verbal answers from students
4.2 Provide varied ways to interact with materials	Feature: Interactive group activity with sample sentences allow hands-on learning
4.3 Integrate assistive technologies	Barrier: Does not allow for integration of assistive technologies; I could print off copies of the PowerPoint slideshow for each group
5. Provide options for expressive skills and fluency	
5.1 Allow choices of media for communication	Barrier: Verbal communication only, instead this lesson could use Book Builder as mentor texts to emphasize this lesson
5.2 Provide appropriate tools for composition and problem solving	Feature: Group interaction and matching sample sentences with correct text
5.3 Provide ways to scaffold practice and performance	Feature: Gives examples of key words to look for when identifying text structures
6. Provide options for executive functions	
6.1 Guide effective goal setting	Feature: States lesson objective in beginning of PowerPoint presentation and launch
6.2 Support planning and strategy development	Barrier: Could give students more time to brainstorm and process new ideas
6.3 Facilitate managing information and resources	Barrier: Sample sentences are read aloud and used in interactive group work, but could use a graphic organizer to help reach all students
6.4 Enhance capacity for monitoring progress	Feature: Asking open-ended questions and calling on students using sticks help to monitor, as well as having kids present their findings

III. Provide Multiple Means of Engagement	Your notes
7. Provide options for recruiting interest	
7.1 Increase individual choice and autonomy	Feature: Offers students choice in roles in group activity
7.2 Enhance relevance, value and authenticity	Feature: Concept is used across the curriculum in multiple subject areas; Scholastic News current events
7.3 Reduce threats and distractions	Feature: Group work to bounce ideas off one another first, and then individual activity
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	Feature: Goals and objectives are meaningful to students and clearly defined

8.2 Vary levels of challenge and support	Barrier: Examples, keywords clearly stated, but no offer of extensions until individual work time
8.3 Foster collaboration and communication	Feature: Interactive group work and activity
8.4 Increase mastery-oriented feedback	Feature: Open-ended questioning leads to higher-order thinking among students
9. Provide options for self-regulation	
9.1 Guide personal goal-setting and expectations	Barrier: Relate lesson to their own life, but gives no opportunity for personal goal setting
9.2 Scaffold coping skills and strategies	Feature: Teamwork skills and expectations are addressed before group activity occurs
9.3 Develop self-assessment and reflection	Feature: After each group presents, questions like, “How do you know that? What makes you say that?” are asked. Give students time to reflect on what they have learned and key words to identify for each text