

UDL Guidelines - Educator Checklist	Solar Wars Lesson
I. <u>Provide Multiple Means of Representation</u>	Your notes
1. <u>Provide options for perception</u>	
1.1 Customize the display of information	Feature: Information will be given with use of document camera and orally in addition to in-app directions.
1.2 Provide alternatives for auditory information	Feature: Information will be given orally, visually, and in writing.
1.3 Provide alternatives for visual information	Feature: Information will be given orally, visually, and in writing.
2. <u>Provide options for language and symbols</u>	
2.1 Define vocabulary and symbols	<p>Barrier: Lesson plan calls for basic understanding of economics. No mention of vocabulary is mentioned in lesson plan.</p> <ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge • Provide graphic symbols with alternative text descriptions
2.2 Clarify syntax and structure	<p>Barrier: Lesson plan does not make explicit provisions.</p> <p>*Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions or narratives) through alternatives</p>
2.3 Decode text or mathematical notation	<p>Barrier: Lesson plan does not make explicit provisions.</p> <p>*Offer clarification of notation through lists of key terms</p>
2.4 Promote cross-linguistic understanding	<p>Barrier: Lesson plan makes no provisions</p> <ul style="list-style-type: none"> • Make all key information in the dominant language (e.g., English) also available in first languages (e.g., Spanish) for learners with limited-English proficiency and in ASL for learners who are deaf • Link key vocabulary words to definitions

	<p>and pronunciations in both dominant and heritage languages</p> <ul style="list-style-type: none"> • Define domain-specific vocabulary (e.g., “map key” in social studies) using both domain-specific and common terms • Provide electronic translation tools or links to multilingual glossaries on the web • Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc)
2.5 Illustrate key concepts non-linguistically	Feature: Information will be given with use of document camera and orally in addition to in-app directions.
3. Provide options for comprehension	
3.1 Provide or activate background knowledge	Feature: Pre-teach critical prerequisite concepts through demonstration or models
3.2 Highlight critical features, big ideas, and relationships	Feature: Highlight or emphasize key elements in text, graphics, diagrams, formulas. Previously learned skills that can be used to solve unfamiliar problem
3.3 Guide information processing	<p>Feature: Give explicit prompts for each step in a sequential process</p> <p>*Introduce graduated scaffolds that support information processing strategies</p> <p>*Progressively release information (e.g., sequential highlighting)</p>
3.4 Support memory and transfer	Feature: Incorporate explicit opportunities for review and practice

II. Provide Multiple Means of Action and Expression	Your notes
4. Provide options for physical action	
4.1 Provide varied ways to respond	<p>Feature: Multile ways to input informationProvide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies</p>
4.2 Provide varied ways to interact with	Barrier: Using Palm devices, this opportunity is

materials	limited. Students will be working with partners
4.3 Integrate assistive technologies	Barrier: Using Palm devices, this opportunity is limited. Students will be working with Partners.
5. Provide options for expressive skills and fluency	
5.1 Allow choices of media for communication	Barrier: Specific device and app are critical to goal
5.2 Provide appropriate tools for composition and problem solving	Feature: Teacher provides proper materials
5.3 Provide ways to scaffold practice and performance	Feature: Provides different models, and mentors. Scaffolds are released as skill increases
6. Provide options for executive functions	
6.1 Guide effective goal setting	Barrier: No goals are set for learners Solution: Post goals, objectives, and schedules in an obvious place
6.2 Support planning and strategy development	Barrier: Not mentioned in Lesson Plan Solution: Embed prompts to “stop and think” before acting as well as adequate space Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps
6.3 Facilitate managing information and resources	Barrier: Not mentioned in Lesson Plan solution Provide graphic organizers and templates for data collection and organizing information
6.4 Enhance capacity for monitoring progress	Feature: Students discuss results and strategies

III. Provide Multiple Means of Engagement	Your notes
7. Provide options for recruiting interest	
7.1 Increase individual choice and autonomy	Barrier: Assignment is device and app specific
7.2 Enhance relevance, value and authenticity	Feature: Fun game trying to acquire as much money as possible.
7.3 Reduce threats and distractions	Feature: Novel lesson in safe environment
8. Provide options for sustaining effort and persistence	

8.1 Heighten salience of goals and objectives	<p>Barrier: not addressed in original lesson</p> <ul style="list-style-type: none"> • Use prompts or scaffolds for visualizing desired outcome
<div></div> <p>8.2 Vary levels of challenge and support</p>	<p>Feature:</p> <ul style="list-style-type: none"> • Vary the degrees of freedom for acceptable performance • Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition
8.3 Foster collaboration and communication	<p>Feature</p> <p>Create cooperative learning groups with clear goals, roles, and responsibilities</p> <p>Construct communities of learners engaged in common interests or activities</p>
8.4 Increase mastery-oriented feedback	<p>Feature</p> <p>Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge</p>
9. Provide options for self-regulation	
9.1 Guide personal goal-setting and expectations	<p>Barrier: not addressed in lesson plan</p>
9.2 Scaffold coping skills and strategies	<p>Barrier: not addressed in lesson plan</p> <p>Provide differentiated models, scaffolds and feedback for:</p> <ul style="list-style-type: none"> • Managing frustration
9.3 Develop self-assessment and reflection	<p>Feature:</p> <p>activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely</p>