

UDL Lesson Checklist

| The lesson plan form should focus on UDL instruction, including goals, methods, assessment and materials. | | | |
|--|-----------------|---------------------|----------------|
| Provide information in multiple formats and media (Recognition Networks) | | | |
| | Included | Not Included | Barrier |
| Provide multiple examples, Show the range of examples, provide examples and counter-examples. | | | |
| Represent information in multiple media and formats (e.g., text version of book, online or digital resources) | | | |
| Highlights critical features (e.g., teacher tone of voice, marker underline, etc.) | | | |
| Provide supports for limited background knowledge, and establish a context for learning | | | |
| Provide multiple pathways for students' action, expression (Strategic Networks) | | | |
| | Included | Not Included | Barrier |
| Provide flexible models of skilled performance | | | |
| Provide ongoing, relevant feedback (e.g., (a) questions and answers in classroom) | | | |
| Provide flexible opportunities for demonstrating skill. (e.g., written, oral , or visual presentation, explanations, word process) | | | |
| Provide novel problems to solve (e.g., unique problems outside the initial instructional set to promote generalization and transfer) | | | |
| Provide multiple ways to engage students (Affective Networks) | | | |
| | Included | Not Included | Barrier |
| Offer choices of content and tools (e.g., choice of books to study literature) | | | |
| Provide adjustable levels of challenge: (e.g., range of materials at different reading difficulties) | | | |
| Offer choices of rewards | | | |
| Offer choices of learning context (option to work in study carrel v. open classroom, student use headphones) | | | |