Universal Design for Learning (UDL) Guidelines
Lesson Plan Analysis

Instructions

- Review: Universal Design for Learning

- If your lesson plan DOES NOT use the standard, put an "X" in the "No" column.

- If your lesson plan DOES use the standard, put an "X" in the "Yes" column and explain how your lesson uses the standard.

Student Name:

I. Provide Multiple Means of Representation:			
1. Provide options for perception	**No**	**Yes**	**Provide Example**
1.1 Offer ways of customizing the display of information		x	Readability tool by decreasing distractions when reading the Dragonfly's Tale
1.2 Offer alternatives for auditory information		x	Utilizing tools such as speech to text
1.3 Offer alternatives for visual information		x	Text to Audio- Voki or DCMP
2. Provide options for language, mathematical expressions, and symbols	**No**	**Yes**	**Provide Example**
2.1 Clarify vocabulary and symbols		x	Cast UDL editions- defining text so students will be able to use this when they are researching their focus questions.
2.2 Clarify syntax and structure		x	Incorporated when they write out 2-3 sentences about the body of the dragonfly
2.3 Support decoding of text, mathematical notation, and symbols	x		
2.4 Promote understanding across language		x	When using instructional games to reinforce and support the lesson
2.5 Illustrate through multiple media		x	Implemented when searching educational websites on the dragonfly
3. Provide options for comprehension	**No**	**Yes**	**Provide Example**
3.1 Activate or supply background knowledge		x	Most students have a background in some kind of technology. This is how they will be motivated for this lesson.
3.2 Highlight patterns, critical features, big ideas, and relationships	x		
3.3 Guide information processing, visualization, and manipulation		x	When they are provided with Instructional software.
3.4 Maximize transfer and generalization		x	Information they learn from researching and reading about the topic can be transferred to real life situations around them.

x			
4. Provide options for physical action	**No**	**Yes**	**Provide Example**
4.1 Vary the methods for response and navigation		x	When students are asking questions and when they are motivating each other during assignments.
4.2 Optimize access to tools and assistive technologies		x	When they have access to learning software
5. Provide options for expression and communication	**No**	**Yes**	**Provide Example**
5.1 Use multiple media for communication		x	Use of Instructional software and when researching through educational websites
5.2 Use multiple tools for construction and composition	x		
5.3 Build fluencies with graduated levels of support for practice and performance		x	Through drill and practice and instructional software. When this is completed, pairs of students can practice reading to each other what they have learned.
6. Provide options for executive functions	**No**	**Yes**	**Provide Example**
6.1 Guide appropriate goal setting	x		
6.2 Support planning and strategy development	x		
6.3 Facilitate managing information and resources	x		
6.4 Enhance capacity for monitoring progress		x	When students are being provided immediate feedback for increase in motivation. Students will also be given a checklist to go through to self monitor and keep on task.

III. Provide Multiple Means for Engagement:			
7. Provide options for recruiting interest	**No**	**Yes**	**Provide Example**
7.1 Optimize individual choice and autonomy		x	Involving all learners to set their own goals and to choose how they should answer the focus questions. Choosing what they want to write about.
7.2 Optimize relevance, value, and authenticity		x	Choose sentences that are relevant to the topic being discussed.
7.3 Minimize threats and distractions		x	With a checklist to help students stay on task and when they are working in pairs to help stay focused and help each other out.
8. Provide options for sustaining effort and persistence	**No**	**Yes**	**Provide Example**
8.1 Heighten salience of goals and objectives		x	With my reminders and support as well as the checklist, they can achieve goals and cannot fail.
8.2 Vary demands and resources to optimize challenge	x		
8.3 Foster collaboration and community		x	Students will be motivating each other when working in pairs.
8.4 Increase mastery-oriented feedback		x	Motivation is the key when feedback is given immediately in a timely manner.
9. Provide options for self-regulation	**No**	**Yes**	**Provide Example**
9.1 Promote expectations and beliefs that optimize motivation		x	Increase length of time on on-task learning, Students will support each other
9.2 Facilitate personal coping skills and strategies		x	Encourage positive statements throughout the coming weeks and feeling comfortable enough to talk about what they don't understand.
9.3 Develop self-assessment and reflection		x	Check list