

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: Sean Armijo

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	Magazine can be customized in any way possible according to student group.
1.2 Offer alternatives for auditory information	X		
1.3 Offer alternatives for visual information		X	Publisher can help present short story in multiple visual ways.
2. Provide options for language, mathematical expressions, and symbols	No	Yes	Provide Example
2.1 Clarify vocabulary and symbols		X	Mini lesson to teach use of Publisher.
2.2 Clarify syntax and structure		X	Lesson on using Publisher clarifies syntax and structure.
2.3 Support decoding of text, mathematical notation, and symbols	X		
2.4 Promote understanding across language		X	Assignment can be provided in other languages.
2.5 Illustrate through multiple media		X	Combines written word with desktop publishing software.
3. Provide options for comprehension	No	Yes	Provide Example
3.1 Activate or supply background knowledge		X	Teaches basics of Microsoft Publisher.
3.2 Highlight patterns, critical features, big ideas, and relationships		X	Demonstrating the key components needed for a successful project.
3.3 Guide information processing, visualization, and manipulation		X	This is achieved by teaching the basics of Publisher and through collaboration with peers.
3.4 Maximize transfer and generalization		X	Students are given a checklist for what the magazine must have.

II. Provide Multiple Means for Action and Expression:			
4. Provide options for physical action	No	Yes	Provide Example
4.1 Vary the methods for response and navigation		X	Assignment done on computer.
4.2 Optimize access to tools and assistive technologies	X		
5. Provide options for expression and communication	No	Yes	Provide Example
5.1 Use multiple media for communication		X	Mixture of creative writing and expression using media.
5.2 Use multiple tools for construction and composition		X	Voice recognition and word prediction software provided.
5.3 Build fluencies with graduated levels of support for practice and performance		X	Students work both individually and collaboratively.
6. Provide options for executive functions	No	Yes	Provide Example
6.1 Guide appropriate goal setting		X	Mini lesson provided to detect proficiency in software usage.
6.2 Support planning and strategy development		X	Previous class years' projects shown and students present their work when finished.
6.3 Facilitate managing information and resources		X	Checklist for magazine provided to keep students focused.
6.4 Enhance capacity for monitoring progress		X	Students learn through collaboration with peers in this regard.

III. Provide Multiple Means for Engagement:			
7. Provide options for recruiting interest	No	Yes	Provide Example
7.1 Optimize individual choice and autonomy		X	Completely open ended as to how project is completed.
7.2 Optimize relevance, value, and authenticity		X	Allows plenty exploration while providing ample freedom of expression.
7.3 Minimize threats and distractions		X	Anything less than positive language during collaboration will not be tolerated.
8. Provide options for sustaining effort and persistence	No	Yes	Provide Example
8.1 Heighten salience of goals and objectives		X	Have each group create a schedule.
8.2 Vary demands and resources to optimize challenge		X	Modifications to assignment can be made to accommodate lower students.
8.3 Foster collaboration and community		X	A collaborative assignment in nature.
8.4 Increase mastery-oriented feedback		X	Peers will provide feedback as well as me.
9. Provide options for self-regulation	No	Yes	Provide Example
9.1 Promote expectations and beliefs that optimize motivation		X	Promoting a positive environment by showing examples of exceptional group member behavior and language. Show ways to help group members.
9.2 Facilitate personal coping skills and strategies		X	Help teach students how to use group members to help fight through frustration.
9.3 Develop self-assessment and reflection		X	Their peers will evaluate their final product.