

Rhode Island Modified UDL Educator Checklist – Version 1.2 (11/08/09)
 (Adapted from CAST UDL Guidelines: <http://udlguidelines.wordpress.com/introduction/>)

To analyze a lesson or unit for UDL features, use this checklist to identify which components are present (Y), not present (N), or not sure (?).

UDL Checklist <i>(Examples in italics)</i>	Y ? N	Comments
I. Provide multiple means of representation <i>(Knowledge Networks)</i>		
1. Provide options for perception		Your response
1.1 Vary ways to display information <i>Visual information: size, contrast, color, layout, spacing, etc. Auditory information: amplitude, speed, timing, cueing, etc.</i>		
1.2 Alternatives for auditory information <i>Text provided for spoken language, voice recognition-to-text, visual symbols for emphasis, sound alerts, etc.</i>		
1.3 Alternatives for visual information <i>Text or spoken equivalents for graphics/video/animation, tactile supports for visuals, Use of physical objects or spatial models, etc.</i>		
2. Provide options for language and symbols		Your response
2.1 Alternative access to key vocabulary & language <i>Pre-teach vocabulary & symbols, highlight components of complex words, embed vocabulary supports in text – hyperlinks, footnotes, definitions, etc.</i>		
2.2 Clarify language structure & rules <i>Make rules & relationships explicit, clarify links between concepts, use less complex vocabulary or language structures, etc.</i>		
2.3 Alternatives for text symbols & mathematical symbols <i>Text-to-speech programs for digital text, use digital math notations (Math ML) with voicing, use text alternatives (tapes, DVD, digital text) with human voicing, etc</i>		
2.4 Provides connections across different languages <i>Key information in dominant and second languages, vocabulary definitions & pronunciations in both languages, shared/related roots identified, syntax/grammar links & differences identified</i>		
2.5 Use non-language alternatives for concepts <i>Present complementary representations (e.g. text with animation/graphics, etc.), link illustrations and verbal enhancements, make text-to-chart or diagram links explicit, etc.</i>		
3. Provide options for comprehension		Your response
3.1 Access background knowledge <i>Activate prior knowledge with imagery, concepts, etc., use organizers (KWL, concept maps, etc.), pre-teach concepts, “bridge” ideas with analogies & metaphors, etc.</i>		
3.2 Highlight essential information & “big ideas” <i>Emphasize key elements, use organizer, prompts & cues to identify & connect key elements, use multiple examples and non-examples, mask or reduce extraneous elements, etc.</i>		
3.3 Guide information selection & processing <i>Use interactive models, explicit prompts and scaffolds, develop multiple points-of-entry & pathways for content, chunk information, release information progressively, etc.</i>		
3.4 Support memory & knowledge transfer <i>Checklists, sticky notes, electronic reminders, mnemonic devices, space out reviews, organizers for note-taking, connect new information & prior knowledge, embed analogies & metaphors, etc.</i>		

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II. Provide multiple means for engagement (Affective Networks)		
4. Provide options for recruiting interest	Your response	Comments
4.1 Support individual choice & autonomy <i>Challenge levels, types of recognition used, vary content or context for learning, choice of information tools, design of products, timing & sequence of tasks, etc.</i>		
4.2 Make learning personally relevant & valuable <i>Activities personalized to students' lives, socially relevant, age & ability appropriate, culturally & racially appropriate, active participation, authentic & purposeful outcomes, use of self-reflection, etc.</i>		
4.3 Reduce distractions and perceived threats <i>Vary novelty & risk-taking in activities & transitions (predictability, scheduling, routines, novel events, etc.), vary sensory stimulation levels (background noise, # of items, etc.), vary pace & length of work sessions, vary social demands required for activities, etc.</i>		
5. Provide options for sustaining effort and persistence	Your response	
5.1 Strengthen connection to goals and objectives <i>Develop explicit goals, restate goals for clarity, clearly display goals, develop short-term objectives for long-term goals, use prompts to visualize & clarify outcomes, etc.</i>		
5.2 Vary levels of challenge & support <i>Vary difficulty in core activities, use tools & scaffolds to provide alternatives, use collaboration, vary ranges for acceptable work, emphasize process, effort & improvement, etc.</i>		
5.3 Support collaboration & communication with peers <i>Cooperative learning groups, clarify roles & responsibilities, positive behavioral supports, differentiated supports, peer tutoring & support systems, connect to virtual communities, etc.</i>		
5.4 Focus feedback on effort, practice, and mastery <i>Encourage perseverance, self-awareness & self-efficacy, emphasize effort & improvement, give frequent, on-going, & substantive feedback, model evaluation strategies, etc.</i>		
6. Provide options for self-regulation	Your response	
6.1 Support and guide personal goal-setting <i>Model goal-setting process, coach or mentor students in goal-setting, use prompts, rubrics, checklists, etc. to support self-regulatory goals, on-task behaviors, and self-reinforcements, etc.</i>		
6.2 Develop individualized coping skills <i>Use differentiated models & feedback to develop skills e.g managing frustration, seeking emotional support, and developing internal controls, etc.</i>		
6.3 Support self-monitoring and self-assessment <i>Use tools & models to collect & determine own behaviors (e.g. charts, recording devices, peers, etc.), build student self-awareness (and reduce scaffolds) over time, etc.</i>		

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III. Provide multiple means for action & expression (Strategic Networks)		
7. Provide options for physical actions	Your response	Comments
7.1 Varied & alternative physical responses <i>Alternatives in rate, timing, amplitude, range-of-motion, materials, manipulatives, & technologies, allow response alternatives from standard means (e.g. computer response vs paper & pencil), etc.</i>		
7.2 Varied ways to interact with materials <i>Use multiple means of navigating materials (e.g. by hand, by voice, by switch, by keyboard, etc.)</i>		
7.3 Use assistive technologies for access to learning <i>Determine appropriate technologies (physical, sensory, cognitive, communication) needed to access instruction, integrate training to support & enhance learning and goal achievement, etc.</i>		
8. Provide options for expressive skills and fluency	Your response	
8.1 Vary choices for expression of knowledge <i>Choices may include text, speech, illustration, physical models, film, video, pictures, music, art, etc.</i>		
8.2 Vary tools for composition & problem solving <i>Choices may include spell checks, grammar checks, word prediction, speech-to-text software, dictation, recording, sentence starters, story webs, concept webs, outlining tools, calculators, graphing calculators, software for problem solving skills, Computer-Aided Design (CAD), etc.</i>		
8.3 Vary ways to support practice and performance <i>Differentiated approaches, strategies, skills to achieve same outcomes, use diverse mentors to guide differentiation processes, gradual release of supports to increase independence, etc.</i>		
9. Provide options for executive functions	Your response	
9.1 Guide & support effective goal setting <i>Use a variety of tools (e.g. prompts, scaffolds, models, guides, checklists) to support process of individualized and appropriate goal-setting, etc.</i>		
9.2 Support goal-related planning and strategy development <i>Use “stop & think” prompts, use checklists and templates to prioritize & sequence, model “think-aloud” process, guide transition from long-term goals to short-term objectives, etc.</i>		
9.3 Use tools to manage information & resources <i>Keep information organized and accessible with graphic organizers, templates, embedded prompts, checklists, note-taking guides, software tools, etc.</i>		
9.4 Enhance capacity for formative progress self-monitoring <i>Develop self-monitoring through guided questions, frequent representations of progress, self-reflection templates, differentiated self-assessment strategies, etc.</i>		

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IV. Use multiple means of assessment of student understanding (All Networks)		
10. Assessment for outcome determination (student understanding)	Your response	Comments
10.1 Options for methods <i>Discrete vs elaborative response (ie multiple choice vs essay), varied time allowance, individualized vs group or peer-supported, location varies w/in the curriculum, embedding assessment opportunities, etc.</i>		
10.2 Options for formats <i>Visual information: photographs, pictures, picture-symbols, written, computer text, computer text-to-speech, video, kinesthetic supports (w low-tech), etc.</i> <i>Auditory information: Oral, technology-supported (taped, computer speech-to-text, voiced word processing, kinesthetic supports (w low-tech), etc.</i>		
10.3 Options for scope/range/level <i>Choice in number of items, type of items. Choice in focus. Deconstructs grade-level expectations. Connects across grade levels. Tiered assessments - from "big idea"(all learners) to complex details (some learners), Multiple levels of understanding- concrete through synthesis, etc.</i>		
10.4 Options for product & outcome <i>Consider formative vs summative assessment. Consider authentic assessments with "real-world" products. Include differentiated products (e.g. plays, video productions, essays, point-of-view "rafts", "tic-tac-toes", debates, artistic productions, student-driven assessments, etc.)</i>		
10.5 Options for feedback <i>Teacher: acknowledgement, probing, challenging questions, positive feedback, detained response, real-time vs delayed, etc.</i> <i>Student: journals, writing, prompts, reflection, peer feedback, self-evaluation, self awareness, etc.</i>		

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