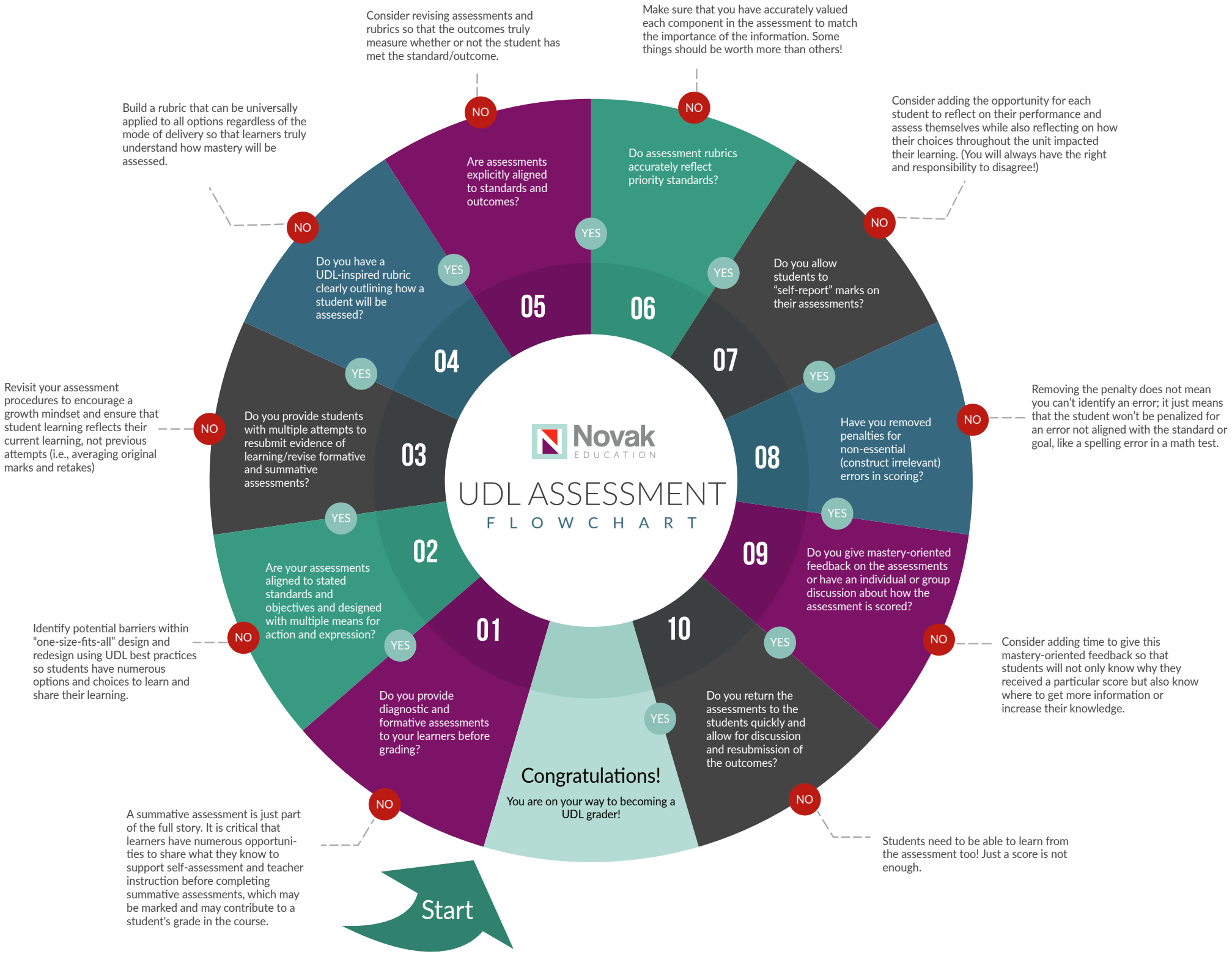
Consider revising assessments and rubrics so that the outcomes truly measure whether or not the student has met the standard/outcome.
Make sure that you have accurately valued each component in the assessment to match the importance of the information. Some things should be worth more than others!
Build a rubric that can be universally applied to all options regardless of the mode of delivery so that learners truly understand how mastery will be assessed.
Consider adding the opportunity for each student to reflect on their performance and assess themselves while also reflecting on how their choices throughout the unit impacted their learning. (You will always have the right and responsibility to disagree!)
NO
Are assessments explicitly aligned to standards and outcomes?
YES
05
NO
Do assessment rubrics accurately reflect priority standards?
YES
06
NO
Do you have a UDL-inspired rubric clearly outlining how a student will be assessed?
YES
04
NO
Do you allow students to "self-report" marks on their assessments?
YES
07
Revisit your assessment procedures to encourage a growth mindset and ensure that student learning reflects their current learning, not previous attempts (i.e., averaging original marks and retakes)
NO
Do you provide students with multiple attempts to resubmit evidence of learning/revise formative and summative assessments?
YES
03
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UDL ASSESSMENT
FLOWCHART
NO
Have you removed penalties for non-essential (construct irrelevant) errors in scoring?
YES
08
Removing the penalty does not mean you can't identify an error; it just means that the student won't be penalized for an error not aligned with the standard or goal, like a spelling error in a math test.
YES
02
Are your assessments aligned to stated standards and objectives and designed with multiple means for action and expression?
NO
09
Do you give mastery-oriented feedback on the assessments or have an individual or group discussion about how the assessment is scored?
YES
Identify potential barriers within "one-size-fits-all" design and redesign using UDL best practices so students have numerous options and choices to learn and share their learning.
NO
01
Do you provide diagnostic and formative assessments to your learners before grading?
YES
10
Do you return the assessments to the students quickly and allow for discussion and resubmission of the outcomes?
YES
Consider adding time to give this mastery-oriented feedback so that students will not only know why they received a particular score but also know where to get more information or increase their knowledge.
NO
Congratulations!
You are on your way to becoming a UDL grader!
A summative assessment is just part of the full story. It is critical that learners have numerous opportunities to share what they know to support self-assessment and teacher instruction before completing summative assessments, which may be marked and may contribute to a student's grade in the course.
NO
Students need to be able to learn from the assessment too! Just a score is not enough.
NO
Start