# UDL Progression Rubric
## Katie Novak & Kristan Rodriguez

Provide multiple means of
## Engagement

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| **Provide options for recruiting interest (7)** | Optimize individual choice and autonomy (7.1) | Offer choices in what students learn (e.g., "choose a country to study" rather than "study France"), how students learn (e.g., use books, videos, and/or teacher instruction to build understanding), and how they express what they know (e.g., "you can create poster or write paragraph"). | Encourage students to choose from multiple options to determine what they learn (guided by standards), how they learn, and how they express what they know. Encourage students to suggest additional options if they can still meet the standard. | Empower students to make choices or suggest alternatives for what they will learn, how they will learn, and how they will express what they know in authentic ways. Free them to self-monitor and reflect on their choices with teacher facilitation and feedback but not explicit direction. |
| | Optimize relevance, value, and authenticity (7.2) | Offer options that highlight what your learners deem relevant, valuable, and meaningful. For example, you may conduct a student survey and then make instructional decisions based on areas of interest. | Encourage students to share what is relevant, valuable and authentic to them and encourage them to suggest teaching and assessment options that would allow them to meet a defined standard, tying in their interests, culture, and personal strengths. This may be done in a weekly exit ticket, or class discussion, for example. | Empower students to make connections between the content, their own interests, and then push them to link their understanding to authentic real-world scenarios and authentic assessments so they can design their own learning experiences with coaching from the teacher. For example, instead of assigning a lab or giving students the choice of two labs, empower them to design their own lab based on the standard and their scientific interests. |
| | Minimize threats and distractions (7.3) | Offer options that reduce threats and negative distractions for everyone to create a safe space in which learning can occur. For example, have choices for seating, collaborative work, and clear PBIS expectations. | Collaborate with students to define classroom norms and PBIS expectations and encourage students to help to design the classroom so there are multiple options for seating, collaboration, etc.. | Empower students to self-advocate and collaborate to identify threats and distractions and then create creative solutions that will allow them to excel. Student voice drives the environment. |

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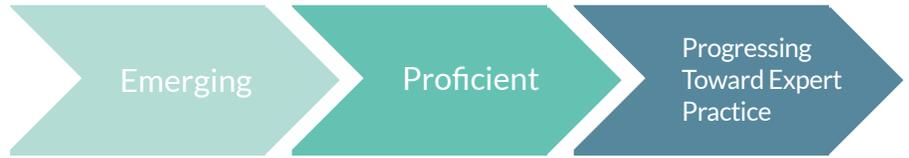| | | Emerging | Proficient | Progressing Toward Expert Practice |
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| **Provide options for sustaining effort and persistence (8)** | Heighten salience of goals and objectives (8.1) | Build in "reminders" of both goals and their value. For example, write standards on the board and/or at the top of assessments and projects. | Encourage students to collaboratively discuss goals in light of students' own passions and interests and to choose from various options to reach the goals. | When given the learning standard, have students create personal goals for how they will learn the content, express the content, and challenge themselves throughout the process. |
| | Vary demands and resources to optimize challenge (8.2) | Provide options for students to learn content with clear degrees of difficulty. For example, "Explore one of the following resources to learn about the Civil War..." and there may be a rigorous primary source document and a video. | Provide multiple options for students to learn content with clear degrees of difficulty which will require them to reflect on the standard and their own strategy for learning. For example, "Choose two of the following six resources to learn about the Civil War..." and there may be rigorous primary source documents, summary documents, videos, and/or a podcasts from a professor. | Empower students to select their own content and/or own assessments, based on standards, and encourage them to collaborate to add to the multiple options offered to challenge themselves and identify appropriate resources that connect to their interests and passions. |
| | Foster collaboration and community (8.3) | Provide opportunities for students to learn how to work effectively with others. For example, create cooperative learning groups with clear goals, roles, and responsibilities. | Develop a classroom that values collaborative groupwork. Students construct their own groups and create their own group norms, responsibilities, etc. and students often seek out and work with diverse partners. | Create a classroom culture where students work together to define goals, create strategies, provide feedback to each other and push each other with mastery-oriented feedback while building integrative thinking. |
| | Increase mastery-oriented feedback (8.4) | Provide feedback that guides learners toward mastery rather than a fixed notion of performance or compliance. For example, provide feedback that encourages the use of specific supports and strategies in the face of challenge. | In addition to providing emerging feedback, empower students to provide mastery-oriented feedback to each other to support specific improvement and increased effort and persistence. | Implement proficient practice and also empower students to use mastery-oriented feedback independently to self-reflect, self-direct, and pursue personal growth in areas of challenge. |

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| Provide options for self-regulation (9) | | Emerging | Proficient | Progressing Toward Expert Practice |
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| | Promote expectations and beliefs that optimize motivation (9.1) | Teach students about the power of perseverance and use language and feedback that will allow all students to see themselves as capable learners. | Foster conversations with students to develop relationships and make authentic connections and use their personal passions and interests to help inspire them and push them toward success. | Create a classroom culture where students are empowered and able to support their own self-talk and support one another's positive attitudes toward learning. |
| | Facilitate personal coping skills and strategies (9.2) | Offer reminders, models, and tools, to assist learners in managing and directing their emotional responses. For example, use stories or simulations to demonstrate coping skills. Offer options for stress release such as alternate seating, fidget tools, mindfulness breaks, etc. | Empower students to deal with difficult challenges by allowing them to choose from multiple strategies to regulate their learning (e.g., a relaxation corner, put on headphones, take a walk). | Encourage students to self-reflect, accurately interpret their feelings, and use appropriate coping strategies and skills to foster learning for themselves and their classmates. |
| | Develop self-assessment and reflection (9.3) | Provide students with tools so they are reflecting on their learning through rubrics, self-assessment, etc. | Offer multiple models and scaffolds of different self-assessment techniques so students can identify and choose ones that are optimal. For example, these might include ways to collect, measure, and display data from their own behavior and academic performance for the purpose of monitoring growth. | Create a culture where students consistently reflect on the learning process and assessments so they become self-directed learners who grow over time. |

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| **Provide options for perception** (1) | Offer ways of customizing the display of information (1.1) | Create resources and materials that address variability and meet the needs of more students (e.g., large size print, additional white space, visuals). | Create resources and materials that students can access electronically. Allow students to use their devices to interact with textual, visual and audio information so they can personalize, take notes, increase/decrease size/volume, etc. | Empower students to choose resources and materials that best meet their needs (e.g., watch a video OR explore a handout) so they can personalize their learning themselves without explicit direction from a teacher. |
| | Offer alternatives for auditory information (1.2) | Provide an embedded option for any information presented aurally. For example, use closed-captions when playing a video. | Provide multiple options for students to choose alternatives to learn content so they don't have to rely on auditory information (e.g., closed captions for video or the choice of reading a text). | Empower students to select auditory alternatives as well as provide them with a framework to locate additional, reputable resources to build their understanding (e.g., resources on how to determine if a website or author is credible). |
| | Offer alternatives for visual information (1.3) | Provide an embedded option for students so they don't have to rely on visual information. For example, reading aloud to the class while they read along. | Provide multiple options for students to choose alternatives to learn content so they don't have to rely on visual information (e.g., listen to audiobook instead of reading or choose to work with teacher for short presentation). | Empower students to select alternatives to visual information as well as provide them with a framework to locate additional, reputable resources to build their understanding (e.g., resources on how to determine if a website or author is credible). |

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# Representation

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| **Provide options for language, mathematical expressions, and symbols (2)** | Clarify vocabulary and symbols (2.1) | Translate idioms, archaic expressions, culturally exclusive phrases, and slang. For example, explicitly teach vocabulary to students using definitions, visuals, explanations, and examples. | In addition to emerging practice, provide students with explicit instruction in context clues so they can independently learn words unfamiliar to them. | Empower students to use available resources to work collaboratively to determine authentic ways to use relevant vocabulary. |
| | Clarify syntax and structure (2.2) | Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions or narratives). For example, highlight the transition words in an essay. | Provide students with resources that will allow they themselves to clarify syntax and structure (such as dictionaries, math reference sheets, thesaurus, etc.) | Empower students to preview material under study, highlight areas in need of clarification, and choose appropriate resources to build knowledge and understanding. |
| | Support decoding of text, mathematical notation, and symbols (2.3) | Provide direct instruction, prompts, and scaffolded materials for students who struggle to comprehend information. Or provide alternatives, such as visuals, to support this understanding. | Provide strategies and materials (e.g., math reference sheets, context clue strategies, and so forth) that lower barriers to understand and help students figure out notations, symbols, or problems. | Empower students to independently utilize learned strategies to decode text, mathematical notation, and symbols. |
| | Promote understanding across languages (2.4) | Provide alternative presentations of material, especially for key information or vocabulary. For example, make key information in the dominant language (e.g., English) also available in the first languages of learners with limited-English proficiency. Also, use images AND words, show opposites, etc. | Provide students with access to tools such as apps, websites, and dictionaries to translate material under study and to collaboratively build understanding. | Empower students to independently utilize options to translate material under study, collaborate to build understanding using tools, apps, etc. |
| | Illustrate through multiple media (2.5) | Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, diagram, video, etc.) | Present students with multiple options and symbolic representations to make meaning and allow them to choose options to build comprehension. | Empower students to choose effective resources from multiple options with multiple representations so not all students are required to learn from the same resources. |

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| **Provide options for comprehension** (3) | Activate or supply background knowledge (3.1) | Provide all students with background information on content using direct instruction with options for visuals, audio, etc. | Provide students with options that supply or activate relevant prior knowledge, or link to the prerequisite information elsewhere. For example, use advanced organizers (e.g., KWL methods, concept maps) and then encourage students to select resources that will allow them to build appropriate background knowledge. | Empower students to determine gaps in their own background knowledge and then select appropriate resources to build that knowledge in order to achieve the goals of a lesson. For example, begin with a diagnostic assessment and ask students to reflect and create a strategy for filling in gaps in learning. |
| | Highlight patterns, critical features, big ideas, and relationships (3.2) | Provide explicit cues or prompts to help students recognize the most important features in information. For example, teach students to use outlines, graphic organizers, highlighters, etc. | Provide students with options and multiple strategies to support recognition of the most important features in information. For example, allow them to use outlines, graphic organizer, highlighter, word cloud apps, and other organizing tools. | Empower students to self-reflect to determine the most effective strategies for highlighting critical information and independently select the strategies that allow them to support recognition of patterns, critical features, big ideas, and relationships. |
| | Guide information processing, visualization, and manipulation (3.3) | Provide all students with materials, strategies, and tools to support processing and visualization. Tools include manipulatives (i.e, counting cubes), glossaries, graphic organizers, and more. | Provide students with options of multiple materials, strategies, and tools to use to support processing and visualization, such as the option to make visual notes, use technology to locate images, and/or select and use manipulatives, etc. | Empower students to self-reflect and independently choose the most appropriate materials, strategies, and tools to guide information processing, visualization, and manipulation, searching for additional tools and strategies, if necessary. |
| | Maximize transfer and generalization (3.4) | Model explicit strategies students can use to transfer the information they have to other content areas and situations. For example, show how the knowledge could be used in another class or be used to make comparisons across content in the class (such as text to text comparisons). | Provide options for meaningful transfer, such as interdisciplinary projects, where students can make authentic connections and apply knowledge in meaningful ways in other content areas and in authentic situations. | Encourage students to apply knowledge and skills learned in class to enhance their understanding of content, design of their own authentic projects, and express their knowledge and understanding in authentic, real-world scenarios. |

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# Action & Expression

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| **Provide options for physical action (4)** | Vary the methods for response and navigation (4.1) | Provide more than one option for the methods used for response and navigation within the same assignment. For example, some students may use IPads while others write by hand. | Provide multiple options for the methods used for response and navigation within the same assignment. For example, some students may use IPads, different writing utensils, keyboards, voice recognition software, etc. | Empower students to use their own devices to respond to and interact with materials for all assignments (e.g., options to use headphones, keyboards, manipulatives, joysticks, etc.). |
| | Optimize access to tools and assistive technologies (4.2) | Allow some students to use assistive technologies for navigation, interaction, and composition if required by an IEP or 504. | Provide multiple options for all students to use assistive technology like IPads, voice recognition, and 1:1 devices regardless of variability. | Empower students to assess the need for and choose technologies that work for them to provide additional, personalized options to express their knowledge and skills. |
| **Provide options for expression and communication (5)** | Use multiple media for communication (5.1) | Provide more than one way to answer on assessments so students can express their understanding without barriers. Taking a traditional test may be one option, but so, too, could be an oral presentation or writing an essay. | Provide students with multiple options to express their understanding--and let them suggest some ways of being assessed, so they understand that showing what they know is the point rather than how well they perform on a particular kind of test. Students may choose to express their understanding in text, audio, video, multimedia, live presentations, and many other ways. | Let students reflect on a standard or a set of competency or proficiency-based rubrics, and then independently create authentic and innovative products that allow them to demonstrate their mastery of the standard. |
| | Use multiple tools for construction and composition (5.2) | Provide the choice of more than one tool or strategy to help students express their knowledge. For example, allow students to compose a response using traditional pen and paper or allow them to create a multimedia presentation on their device. | Provide multiple tools and strategies to help students express their knowledge. For example, allow students to compose a response using traditional written methods, blogging software, or multimedia tools such as ThingLink or Emaze. | When provided with a task, or when independently creating an authentic product, students are empowered to self-reflect and select tools and materials that will support their learning and challenge them to strive for rigorous options to express knowledge and skills in accessible, engaging ways using, and then building upon, the tools they were exposed to in class. |
| | Build fluencies with graduated levels of support for practice and performance (5.3) | Implement a scaffolding model from teacher-directed to collaborative groups to independent work, slowly releasing responsibility to students. For example, in collaborative work, assign team members specific tasks and monitor their progress before moving to independent work or move from teacher-directed instruction to Socratic seminars. | Provide options for support and scaffolding throughout the learning process and encourage students to choose resources that allow them to build their own knowledge while working in collaborative groups and working independently. In collaborative groups, for example, encourage students to self-select roles; in class discussions, have students collaborate to design the rules and structures. | Empower students to create challenges that let them productively struggle to reach rigorous goals and use supports as tools to help them to make improvements rather than making things "easier." Encourage students to provide feedback and drive teacher instruction; encourage them to define roles and expectations for group work that include routine monitoring and reflection. |

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| **Provide options for executive functions** (6) | Guide appropriate goal-setting (6.1) | Provide clear goals to students so it's clear what they must do to meet or exceed expectations. For example, post standards on the board and on assignments, and articulate those standards and goals throughout the lesson. | Create conditions for learners to develop goal-setting skills. For example, provide students with standards on the board and on assignments, but also provide models or examples of the process and product of goal setting so all students can develop personalized goals while working toward standards. | Encourage students to create personalized learning plans that include goals that align to identified standards as well as action plans and strategies that optimize personal strengths while addressing individualized areas of challenge. |
| | Support planning and strategy development (6.2) | Facilitate the process of strategic planning. For example, provide all students with checklists for tasks, due dates, and planning templates to keep students organized. | Facilitate the process of strategic planning. For example, provide students not only with organizational tools but with scaffolds they need to create personalized strategies to meet their goals. | Empower students to self-reflect, self-assess, and create personalized action plans to achieve their identified goals. For example, encourage students to reflect on how much time and resources they need to perform selected tasks and then encourage them to make personal due dates and task lists to reach their goals. |
| | Facilitate managing information and resources (6.3) | Provide scaffolds and supports to act as organizational aids for students. For example, provide all students with templates for note-taking. | Provide exposure to multiple scaffolds, supports, and resources that act as organization aids, such as a variety of graphic organizers or different strategies for note-taking. | Empower students to self-reflect, self-assess, and independently choose the most appropriate supports and resources that will allow them to organization information and resources so they can achieve their identified goal(s). |
| | Enhance capacity for monitoring progress (6.4) | Provide formative feedback tools to students so they can monitor their own progress. For example, provide students with assessment checklists, scoring rubrics, and multiple examples of annotated student work/ performance examples. | Provide multiple opportunities for students to receive feedback from the teacher, peers, and themselves using a variety of tools such as assessment checklists, scoring rubrics, and exemplars. | Empower students to use multiple resources, including teachers and peers, to consistently reflect on their performance, collect feedback, and revise their work to promote and highlight growth. |

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