



UDL Progression Rubric

Katie Novak & Kristan Rodriguez



Design multiple means of Engagement

Design options for welcoming interests and identities (7)

	Building accessible learning environments	Collaborating with learners	Embracing learner agency
Design to optimize choice and autonomy (7.1)	Design choices in what students learn (e.g., “choose a country to study” rather than “study France”), how they learn (e.g., use books, videos, and/or teacher instruction to build understanding), and how they express what they know (e.g., create an infographic or write a response) while encouraging them to connect these choices to their personal or cultural backgrounds.	Design opportunities for students to choose from multiple options that reflect their identities, interests, and experiences to determine what they learn (guided by standards), how they learn, and how they express what they know. Encourage students to suggest additional options that align with their backgrounds while still meeting grade-level standards.	Design opportunities to 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 ways that are meaningful and authentic to their own identities. Facilitate self-monitoring and reflection on their choices as they work toward grade-level standards with clear success criteria.
Design to optimize relevance, value, and authenticity (7.2)	Design activities and content that engage students by highlighting their relevance and value to learners' interests, goals, and communities. For example, provide choices in topics for projects (e.g., "choose a historical event that interests you") or use relatable scenarios that connect to students' personal experiences or cultural backgrounds.	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.	Enhance authenticity by designing projects that involve family input, community participation, or presentations to real audiences. Facilitate projects where students tackle community issues (e.g., a community garden or a local history podcast) and offer opportunities for learners to present their work to real audiences, such as the school board or local community members, creating meaningful connections beyond the classroom.
Design to nurture joy and play (7.3)	Design learning environments that spark joy and nurture opportunities for play, understanding that play is essential for learning at all ages. Incorporate a variety of playful approaches, such as gamification, storytelling, outdoor experiences, and sensory activities to engage curiosity and wonder.	Encourage students to suggest and participate in playful activities connected to learning goals, integrating both physical and digital forms of play. For example, use virtual reality to allow students to “visit” a historical site or gamify a math lesson with digital escape rooms.	Design environments where students lead in creating joyful learning opportunities connected to their interests, identities, and communities. Use advanced technologies like augmented reality and student-designed games to foster creativity, imagination, and engagement.



Design multiple means of Engagement

Design options for welcoming interests and identities (7) - *continued*

Building accessible learning environments		Collaborating with learners	Embracing learner agency
Design to address biases, threats, and distractions (7.4)	Establish a learning environment that values and supports all students by creating shared agreements that encourage diverse perspectives and dialogue. Use tools like charts, schedules, and timers to increase predictability and reduce anxiety. Provide options to manage sensory needs (e.g., noise buffers, quiet spaces) and create flexible routines to accommodate different learning paces and preferences.	Facilitate opportunities for students to openly discuss biases, threats, and distractions they may encounter in the learning environment. Foster a culture where mistakes are seen as a natural part of learning. Implement strategies that balance predictability with novelty (e.g., previews and alerts for changes, varying levels of risk in activities). Continuously adjust social demands and offer support to reduce subtle threats and distractions.	Empower students to lead efforts in identifying and addressing biases, threats, and distractions through collaborative practices. Facilitate restorative practices to build trust and repair relationships. Encourage students to co-create shared agreements, develop self-regulation strategies, and advocate for their needs. Support students in leading initiatives to maintain a safe, inclusive environment, fostering a community where all learners feel empowered and engaged.

Design options for sustaining effort and persistence (8)

Building accessible learning environments		Collaborating with learners	Embracing learner agency
Design to clarify the meaning and purpose of goals (8.1)	Design clear reminders of both goals and their value to help students understand what they are working towards. For example, display learning goals and success criteria in visible locations (e.g., on the board or at the top of assignments) and refer to them regularly to build a sense of purpose.	Encourage students to engage with the goals by discussing their own interests and motivations. Design opportunities for students to set their own goals or milestones and create opportunities where they reflect on their progress and adjust as needed.	Design environments where students take ownership of their goal-setting process. Facilitate student-led goal-setting sessions where they create personal and group learning goals, identify success criteria, and develop action plans to achieve them. Incorporate peer feedback sessions where students share progress, challenges, and strategies.
Design to optimize challenge and support (8.2)	Design tasks with varying levels of challenge, allowing all learners to experience growth. Offer differentiated activities with multiple entry points or pathways, and provide scaffolds like graphic organizers or sentence starters to help learners engage with challenging content. Remind students that facing challenges is part of the learning process and helps them grow academically and emotionally.	Encourage students to reflect on their own learning needs and choose the level of challenge that best suits them. Design activities that provide multiple ways to access content and demonstrate understanding, such as tiered projects with options for complexity. Provide a supportive environment that encourages students to step out of their comfort zones, offering guidance and emotional support to build resilience and persistence.	Empower students to create their own challenges based on their learning goals and interests. Encourage them to design personalized projects or select resources that match their desired level of challenge, reminding them that overcoming challenges builds both academic skills and emotional resilience. Foster a collaborative environment where students engage in problem-solving, peer mentoring, and support each other in their growth journeys.

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Design multiple means of Engagement

Design options for sustaining effort and persistence (8) - *continued*

Building accessible learning environments		Collaborating with learners	Embracing learner agency
Design to foster collaboration, interdependence, and collective learning (8.3)	Design opportunities for structured collaborative work that helps students learn to work effectively with others. For example, create cooperative learning groups with clearly defined roles, goals, and responsibilities. Use group reflection activities to build teamwork and communication skills.	Encourage students to create their own groups, establish group norms, and determine their roles and responsibilities. Create peer feedback and reflection opportunities to build a collective sense of accountability and learning.	Design environments where students lead in building a culture of collaboration and collective learning. Facilitate student-led groups that co-create learning experiences, solve problems together, and provide action-oriented feedback to one another. Encourage students to organize their own in-person and virtual learning communities to support each other's growth.
Design to foster belonging and community (8.4)	Design classroom activities that promote a sense of belonging and community, such as team-building exercises and inclusive discussions. Use welcoming activities, group challenges, and culturally responsive materials to help build connections among learners. Include activities that invite family participation, such as family nights or collaborative projects that extend beyond the classroom.	Encourage students to contribute to building a positive classroom community by co-creating class norms and inclusive practices. Facilitate regular check-ins or community circle discussions where students—and their families—can share experiences, goals, and feedback, strengthening connections between the classroom and home.	Empower students to lead in creating a classroom community that reflects their diverse identities and needs. Encourage them to organize community-building activities, such as events that engage families, peer support groups, or collaborative projects that connect with local organizations.
Design to offer action-oriented feedback (8.5)	Provide feedback that is specific, timely, and focused on the process rather than the product. Use formative assessments and check-ins to guide learners toward mastery, providing actionable steps for improvement. Conduct regular one-on-one conferences or provide written feedback that highlights strengths and areas for growth. Encourage students to reflect on the feedback they receive and consider how it aligns with their personal goals.	Encourage a two-way feedback process by inviting student input on their progress and the learning environment. Design opportunities for students to self-assess, share their perspectives on feedback, and suggest ways to further their learning. Facilitate peer feedback sessions where students practice giving and receiving constructive, action-oriented feedback, using tools like rubrics or checklists to support both self-assessment and peer feedback.	Create environments where students are actively involved in co-creating feedback processes. Facilitate student-led feedback sessions where learners present their work, reflect on their progress, and seek input from peers and teachers. Empower students to provide feedback on teaching practices, classroom activities, and materials, fostering a collaborative culture where feedback is continuously shared and valued by all.



Design multiple means of Engagement

Design options for emotional capacity (9)

	Building accessible learning environments	Collaborating with learners	Embracing learner agency
Design to recognize expectations, beliefs, and motivations (9.1)	Design activities that emphasize perseverance and a growth mindset, using language and feedback that help all students see themselves as capable learners. Share stories of diverse individuals who have overcome challenges to achieve their goals, and use affirming language that reinforces positive beliefs about learning.	Encourage students to explore their own motivations and beliefs about learning by designing reflection activities that help them identify what motivates them and understand how their beliefs shape their learning experiences.	Create a classroom culture where students co-develop norms that reflect a growth mindset and positive expectations. Facilitate regular opportunities for students to reflect on their learning beliefs and motivations, and collaboratively create strategies that support their own and their peers' growth. Ensure the learning environment respects individual experiences and provides a safe space for all learners.
Design to develop awareness of self and others (9.2)	Design opportunities for students to learn and practice emotional regulation and social awareness skills. For example, use stories, role-playing, or simulations to demonstrate coping strategies and empathetic responses. Introduce tools such as emotion charts or mindfulness exercises to help students identify and manage their feelings.	Encourage students to develop self-awareness and empathy by engaging in activities requiring them to consider different perspectives and reflect on their own experiences (i.e., organize discussions that promote understanding of diverse viewpoints).	Design environments where students lead initiatives to build emotional awareness and social understanding. Facilitate student-led workshops or projects on topics like empathy, mindfulness, or conflict resolution.
Design to promote individual and collective reflection (9.3)	Design structured opportunities for students to reflect on their learning experiences, such as using reflection journals, exit tickets, or guided discussion prompts. Introduce collective reflection through simple group activities, such as sharing reflections in pairs or small groups.	Encourage students to take ownership of their reflective practices by designing their own reflection tools or methods (e.g., digital portfolios, video diaries). Facilitate group reflection activities, like community circles or group discussions, where students reflect on their own growth while also supporting their peers. Promote dialogue about how individual and collective reflection can enhance learning processes and relationships.	Create a classroom culture where students actively co-create reflective practices, such as leading community circles or group reflections. Make reflection a regular, integral part of the classroom routine, emphasizing its role in both individual and collective development.



Design multiple means of Engagement

Design options for emotional capacity (9) - *continued*

Building accessible learning environments



Collaborating with learners



Embracing learner agency

Cultivate empathy and restorative practices (9.4)

Use simple empathy-building activities like emotion check-ins or structured discussions where learners share personal experiences. Introduce basic restorative practices, such as class discussions that focus on understanding others' feelings when conflicts arise. Establish clear expectations for respectful dialogue to ensure students know that their voices are valued.

Involve students in co-creating classroom agreements that promote empathy and mutual respect. Help them understand the importance of upholding these agreements. When conflicts occur, use restorative circles or peer-led discussions to resolve issues. Encourage students to reflect on how their actions impact others and work together to find solutions that repair relationships.

Empower students to take the lead by initiating peer mediation or empathy-building activities, actively taking responsibility for maintaining the classroom community. Support students to regularly engage in self-reflection to better understand how their beliefs and behaviors affect others and co-design solutions when conflicts arise. Restorative practices, like community building circles or student-led empathy workshops, become part of the classroom routine.



Design multiple means of **Representation**

Design options for perception (1)

Building accessible learning environments > Collaborating with learners > Embracing learner agency			
Design to support opportunities to customize the display of information (1.1)	Design resources and materials that are easy for all learners to see and understand. For example, use digital tools that let students change things like font size, colors, or the way the page is arranged to fit their needs.	Design materials in formats that students can easily customize to suit their individual preferences and needs. Encourage students to experiment with different settings and advocate for what works best for their learning.	Empower students to take ownership of their learning by selecting and using digital and assistive technologies that help to customize their learning experience and increase their agency in the learning environment.
Design to support multiple ways to perceive information (1.2)	Design materials that offer both visual and non-visual options. For example, provide text or spoken descriptions for images and videos, and offer written or visual alternatives for audio content.	Provide multiple alternatives for both visual and auditory information, such as captions for videos, text-to-speech options, or visual diagrams to explain audio content.	Empower students to select and use the formats that best meet their needs, whether text, audio, or tactile resources. Encourage them to advocate for additional options (e.g., written transcripts or culturally relevant examples) if necessary.
Design to represent a diversity of perspectives and identities in authentic ways (1.3)	Design learning materials that include authors and creators with diverse identities. Ensure these materials represent a variety of cultures, histories, and worldviews to validate and affirm all learners.	Encourage students to explore and discuss diverse perspectives and identities within the curriculum. Design activities that involve students in critically examining how people and cultures are portrayed in learning materials.	Empower students to contribute materials and examples that reflect diverse perspectives. Facilitate opportunities for students to share their stories and experiences, listen to their peers, and engage in meaningful dialogue that promotes understanding and respect.



Design multiple means of Representation

Design options for language and symbols (2)

	Building accessible learning environments	Collaborating with learners	Embracing learner agency
Design to clarify vocabulary, symbols, and language structures (2.1)	Connect key vocabulary, symbols, and expressions to learners' experiences, cultural contexts, and prior knowledge. Provide graphic symbols with text descriptions, and embed supports such as hyperlinks or footnotes to enhance understanding and accessibility.	Encourage students to analyze complex terms by breaking them down into simpler components. Embed supports for unfamiliar references within learning materials, and use visual aids or text highlighting to clarify relationships. Promote connections between vocabulary and students' own cultural and linguistic backgrounds for deeper relevance.	Empower students to use their cultural and linguistic knowledge to explore and define vocabulary, symbols, and language structures. Facilitate the creation of collaborative glossaries, visual representations, or concept maps reflecting diverse perspectives. Encourage student-led discussions that challenge and expand understanding of language and structures.
Design to support decoding of text, mathematical notation, and symbols (2.2)	When foundational reading skills are the focus, ensure students receive explicit phonics instruction to strengthen their decoding abilities. However, when foundational skills are not the focus, provide options like text-to-speech, human voice recordings, or translations to help students access the content without relying solely on decoding.	Work alongside students to identify their preferred strategies and tools for decoding and understanding content when foundational reading skills are not the focus. Encourage them to use text-to-speech, digital dictionaries, and translation tools as needed, and collaborate with them to find strategies that enhance their learning experience.	Empower students to take charge of how they access content when foundational reading skills are not the target of instruction. Provide opportunities for them to choose the tools that support their decoding and comprehension, such as text-to-speech or translations, and encourage them to advocate for what helps them learn best.
Design to cultivate understanding and respect across languages and dialects (2.3)	Design curriculum materials that provide multiple linguistic representations for key information, such as translations in both dominant and heritage languages. Use visual supports like pictures or videos to clarify vocabulary, and integrate multilingual glossaries to make content accessible.	Promote activities that celebrate linguistic diversity and build a sense of identity and belonging. Encourage students to engage in translanguaging, using their full linguistic repertoire, and incorporate diverse literary works, historical perspectives, and cultural practices from various backgrounds.	Empower students to choose how they access and use language supports, fostering autonomy and inclusivity. Facilitate student-led activities, such as creating bilingual glossaries or presenting projects in multiple languages.

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Design multiple means of **Representation**

Design options for language and symbols (2) - *continued*

Building accessible learning environments > Collaborating with learners > Embracing learner agency			
Design to address biases in the use of language and symbols (2.4)	Design environments that facilitate understanding and appreciation of diverse languages and dialects. For example, use closed captioning and sign languages, label classroom items in multiple languages, and include closed captioning in more than one language. Welcome communication in multiple languages and dialects, both spoken and written.	Facilitate discussions that critically reflect on systemic biases in language use and how certain dialects or languages are privileged over others. Provide opportunities for students to use various languages in class activities and assignments, and challenge hierarchical positioning by promoting the understanding that learning standard languages is about inclusion, not assimilation.	Empower students to advocate for linguistic diversity and inclusivity by leading classroom initiatives that promote the use of multiple languages and dialects. Encourage students to co-create a classroom culture that values and respects all languages and dialects, ensuring that all voices are heard and fostering a sense of belonging. Engage students in critical reflections on language biases and support them in developing strategies to promote linguistic equity.
Design to illustrate through multiple media (2.5)	Design learning experiences that present key concepts using various formats beyond text, such as illustrations, diagrams, videos, animations, or physical models. Provide options for students to explore content through different media to support varied ways of understanding.	Encourage students to choose from multiple media resources to explore and interpret content. Facilitate activities that help students connect information across different representations, such as comparing text with visual models or simulations, to enhance comprehension.	Empower students to select and engage with the media that best supports their learning. Provide opportunities for them to explore diverse resources, reflect on how each media contributes to their understanding, and make connections between different representations to construct deeper meaning.

Design options for building knowledge (3)

Building accessible learning environments > Collaborating with learners > Embracing learner agency			
Design to connect prior knowledge to new learning (3.1)	Connect new learning to what students already know. Use tools like KWL charts, concept maps, or graphic organizers to help them activate their background knowledge and make connections to new content. Highlight key ideas ahead of time to help them engage with the lesson.	Encourage students to connect new information to their own lives, culture, and community. Use simple strategies like making comparisons, sharing stories, or linking the content to other subjects. Help students see how their experiences outside of school relate to classroom learning.	Guide students in recognizing where they have gaps in understanding and choosing ways to fill them. Support them in using diverse resources, such as community interviews, peer discussions, or multimedia tools, to connect new learning to their personal, cultural, and community experiences.

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Design options for building knowledge (3) - continued

Building accessible learning environments		Collaborating with learners	Embracing learner agency
Design to highlight and explore patterns, critical features, big ideas, and relationships (3.2)	Design learning experiences that guide students toward the most important information by using explicit cues, prompts, and multiple examples. Use graphic organizers and visual aids to highlight key ideas and relationships.	Design opportunities for students to recognize and reflect on the most important features of what they're learning. Use strategies like concept mapping or reviewing previously learned skills to solve new problems. Facilitate discussions and reflection prompts that encourage students to explore how different ideas are interconnected, supporting deeper understanding.	Design tools and opportunities for students to explore patterns, key features, and relationships on their own. Facilitate student-led activities where they create their own graphic organizers, share examples, or make connections between ideas. This fosters inquiry and helps students deepen their understanding
Design to cultivate multiple ways of knowing and making meaning (3.3)	Design learning environments that incorporate different ways of understanding, such as explaining ideas through stories, looking at the big picture, or breaking things down into smaller steps. Provide explicit instruction and modeling to help students understand these different approaches, using prompts and supports as needed.	Design activities that allow students to engage with content in different ways, such as using stories, visuals, or step-by-step methods. Incorporate hands-on experiences, arts, and discussions that help students connect new ideas to their personal ways of thinking and understanding.	Empower students to explore concepts using their preferred methods. Facilitate discussions where they reflect on how they learn best, and encourage them to experiment with different approaches. This helps students take ownership of their learning and appreciate diverse ways of understanding.
Design to maximize transfer and generalization (3.4)	Design activities that use checklists, organizers,, and scaffolds to support memory, generalization, and transfer. Provide explicit opportunities to review and practice new concepts or skills in various contexts, including tasks that occasionally mirror standardized assessments, ensuring students can make connections between flexible tasks and formal measures	Encourage students to apply their learning to new situations by incorporating opportunities for them to generalize concepts through different types of problems, real-world applications, and interdisciplinary projects. Periodically show them how these skills can transfer to standardized measures, without placing an overemphasis on those formats.	Empower students to independently identify and use strategies that help them transfer and generalize their learning. Facilitate opportunities for students to design and explore new scenarios where they can apply their knowledge, such as through problem-based learning or project-based activities while also providing occasional opportunities to connect these flexible tasks to more formal assessments.



Design multiple means of **Action & Expression**

Design options for interaction (4)

Building accessible learning environments > Collaborating with learners > Embracing learner agency			
Design to vary and honor the methods for response, navigation, and movement (4.1)	Offer students multiple ways to interact with materials, such as typing, using voice commands, or adaptive tools. Adjust the rate, timing, and speed of activities to meet different learners' needs. Provide flexible seating, allowing students to choose a setup that best supports their comfort and physical engagement.	Encourage students to select flexible methods that match their strengths and physical needs, such as using voice commands, alternative keyboards, or gestures. Offer flexible seating that accommodates a range of needs and ensures all students can participate comfortably	Empower students to take ownership of their learning environment. Give them the freedom to personalize their physical space with flexible seating and adaptive tools, and encourage them to advocate for the setups and interaction methods that help them learn best.
Design to optimize access to accessible materials and assistive technologies and tools (4.2)	Design environments where accessible materials and assistive technologies are readily available. Provide tools such as text-to-speech, screen readers, or alternative keyboards. Ensure that digital and physical materials meet accessibility standards.	Encourage students to use assistive technologies and accessible materials in ways that meet their needs and preferences. Facilitate learning experiences that promote exploration of different tools, such as collaborative workshops on using digital accessibility features or hands-on sessions with assistive devices.	Empower students to identify, request, and advocate for the assistive technologies and accessible materials that best support their learning. Facilitate opportunities for them to share knowledge and experiences with peers, creating a culture of shared learning around accessible tools and resources.

Design options for expression & communication (5)

Building accessible learning environments > Collaborating with learners > Embracing learner agency			
Design to use multiple media for communication (5.1)	Design learning tasks that provide diverse media options for communication, such as text, audio, video, or digital storytelling. Introduce students to a range of forms like infographics, podcasts, or blogs to help them express ideas and demonstrate learning aligned with grade-level standards.	Encourage students to experiment with different media to communicate their understanding, including forms that may be historically silenced or underrepresented, such as oral histories, poetry, or storytelling, when appropriate for the grade-level standard.	Empower students to independently select and use the media that best represents their understanding, valuing diverse communication styles as they share their learning in alignment with grade-level standards and personal identities. Facilitate opportunities for students to share their chosen media and expertise with peers, encouraging collaborative learning and student-led discussions.

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Design multiple means of **Action & Expression**

Design options for expression & communication (5) - *continued*

	Building accessible learning environments	Collaborating with learners	Embracing learner agency
Design to use multiple tools for construction, composition, and creativity (5.2)	Design tasks that provide multiple tools for constructing and composing ideas, including digital platforms, graphic organizers, creative software, and AI-based tools. Include options for both traditional (e.g., pen and paper) and digital tools.	Encourage students to explore, experiment, and use a variety of tools, including AI applications, to create and compose their work. Provide guidance and feedback on effectively leveraging these tools, and facilitate activities where learners can identify which tools best support their creative expression.	Empower students to choose and utilize their preferred tools, including AI, for construction and composition. Facilitate opportunities for them to lead creative projects, share tool preferences, collaborate with peers, and explore new technologies, including AI-powered tools and methods, to enhance their learning and creativity.
Design to build fluencies with graduated support for practice and performance (5.3)	Design learning environments that provide a variety of scaffolds to support learners in developing different fluencies through exploration, experimentation, and practice. Use formative assessments to gauge understanding and adjust scaffolds as needed to meet individual learner needs.	Utilize differentiated scaffolds that are gradually released as learners gain independence and confidence. Incorporate diverse models and feedback methods to support the development of fluencies. Facilitate student choice in selecting the scaffolds and support tools that best help them achieve their learning goals.	Empower learners to create, adapt, and use their own scaffolding strategies. Facilitate peer collaboration where students lead discussions, develop, and share their own scaffolding approaches.
Design to address biases related to modes of expression and communication (5.4)	Design activities that recognize and address biases related to preferred modes of communication, ensuring all forms are valued equally as long as they align to grade-level standards.	Facilitate critical discussions and activities where students examine and challenge biases related to different modes of expression. Encourage learners to explore how various cultural groups communicate and to create assignments that require multiple modes of expression, while aligning to grade-level standards.	Empower students to reflect on and challenge biases related to communication modes in their learning environment. Facilitate opportunities for learners to advocate for diverse expression forms, in alignment with grade-level standards.



Design multiple means of **Action & Expression**

Design options for strategy development (6)

Building accessible learning environments

Collaborating with learners

Embracing learner agency

Design to set meaningful goals (6.1)	Design activities that guide students in setting clear and achievable learning goals. Provide templates, models, or checklists to help them create meaningful goals.	Encourage students to connect their goals to their identities, interests, strengths, and learning needs. Facilitate regular check-ins where students can assess their progress, make necessary adjustments, and reflect on how their goals align with their personal experiences.	Empower students to set and refine their own meaningful learning goals that are closely tied to their personal interests and identities. Facilitate opportunities for students to lead goal-setting sessions to ensure their goals are relevant both academically and within their lives.
Design to anticipate and plan for challenges (6.2)	Design supports that help students anticipate potential challenges and plan strategies to overcome them. Provide tools such as planning templates, checklists, and guided discussions to identify barriers and solutions.	Encourage students to analyze possible obstacles in their learning and develop proactive plans. Facilitate activities that build problem-solving skills and resilience, such as group brainstorming or scenario-planning exercises.	Empower students to take ownership of their learning journey by developing personalized plans to navigate challenges. Facilitate peer coaching and mentoring opportunities, where students share strategies and support each other in overcoming difficulties.
Design to organize information and resources (6.3)	Design tasks that include scaffolds and supports for organizing information, such as graphic organizers, templates, and digital tools. Provide examples of effective organizational strategies.	Encourage students to explore and choose organizational methods that work best for them. Facilitate activities that build skills in organizing resources, including creating project outlines, developing time management plans, and using digital tools for tracking assignments and deadlines.	Empower students to develop their own organizational strategies and share them with peers. Facilitate opportunities for students to create personalized toolkits or resource banks that support their learning needs.
Design to enhance capacity for monitoring progress (6.4)	Design tools and strategies that help students monitor their progress, such as rubrics, self-assessment checklists, and formative assessments.	Encourage students to track their own progress and set milestones. Facilitate activities that support self-monitoring, such as reflective journals, progress tracking charts, or peer feedback sessions.	Empower students to develop and implement their own progress-monitoring tools. Facilitate opportunities for students to lead progress-sharing sessions, set personal growth targets, and collaboratively reflect on outcomes with peers and educators.
Design to challenge exclusionary practices (6.5)	Facilitate discussions that encourage students to share their experiences and perspectives about exclusionary practices in the learning environment.	Collaborate with students to identify, name, and explore exclusionary practices. Work together to develop specific, concrete actions to address these practices and build a more inclusive community.	Empower students to take the lead in discussions and initiatives to identify and challenge exclusionary practices. Facilitate collaboration in developing and implementing inclusive solutions, ensuring all voices are heard and valued.