

UDL FLOWCHART

START

Is there a clear learning objective, aligned to state standards, for the lesson, with transparent success criteria that describe what students should know or be able to do?

Yes

No

You're not quite there yet. UDL requires a clearly defined goal and transparent success criteria before flexible options and choices can be designed with purpose.

Have learner variability and possible barriers been anticipated and proactively planned for? Are barriers related to prior knowledge, misconceptions, academic, social-emotional, or behavioral needs addressed with scaffolds, supports, and extensions that help all learners meet the goal?

Yes

No

You're not quite there yet. Once goals and success criteria are clear, UDL calls for proactive planning. Anticipate barriers and design supports that expand access without lowering rigor.

At the beginning of the lesson, is there a welcoming start that ensures all students participate and prepares them for learning by helping them understand the purpose and activate background knowledge (for example, a math launch, community building, reviewing success criteria or exemplars, or structured academic conversation)?

Yes

No

You're not quite there yet! Engagement is the gateway to learning. UDL begins with a welcoming start that ensures all students participate, activate background knowledge, understand the purpose, and prepare to take ownership of their learning.

Before we ask learners to make choices about their learning pathways and materials, have we backward designed formative and summative assessments and shared with students how they will be assessed so they can make strategic decisions while they work toward the success criteria?

Yes

No

You're not quite there yet! Students need to see the destination before choosing the path. When expected demonstrations of learning and success criteria are visible, choices become strategic and aligned to the goal. Without this clarity, options can become preference-based instead of construct-relevant and purpose-driven.

Do students have options for the methods and materials they will use to learn the content and/or skills, aligned to the success criteria and assessment expectations? Examples may include multiple methods (books, digital tools, teacher instruction, collaboration), multiple materials (exemplars, reference sheets, peer review, rubrics), and accessible technologies.

Yes

No

You're not quite there yet! If all students must learn the same way, the design is one-size-fits-all. Provide options for methods and materials that respond to anticipated barriers and support every learner in meeting the success criteria and assessment expectations.

Are there numerous opportunities for students to monitor their progress, reflect on their learning, and access real-time support so they can set goals for improvement, ask questions in ways that feel safe, and optimize challenge while they work toward the goal?

Yes

No

You're not quite there yet! The goal of UDL is to help all students build learner agency. Students need ongoing opportunities to reflect on their progress, give and receive feedback, and monitor whether their strategies and choices are helping them move toward the learning objective. Inviting student questions, feedback, and co-creation strengthens ownership and motivation and helps students take an active role in shaping the learning experience.

Is there an intentional close that summarizes learning, reinforces the success criteria, and supports transition to what comes next?

Yes

No

You're not quite there yet! A strong close reinforces progress toward mastery, celebrates effort, and helps students reset for what comes next. An intentional routine that values reflection, feedback, and community strengthens transfer and prepares students for future learning.

Did all students meet or exceed the learning objective and success criteria established at the beginning of the lesson?

Yes

No

Don't worry - you're getting close! Use assessment data to plan your next steps. Identify which students need differentiated instruction, and consider what barriers may have limited their access to learning. This reflection helps you refine Tier 1 design by adding purposeful options, scaffolds, or challenges in the next lesson so more students can succeed the first time.

Woohoo! It looks like the lesson reflects universal design. Next, maximize generalization and transfer to determine if students can apply the skill on a more standardized measure. If they know the content and can apply the skill, and they understand themselves as learners, they should be able to transfer that knowledge! If not, consider which barriers prevented the transfer and design a lesson with a goal to eliminate those barriers.