

Designing an Assessment

Using the Principles of UDL

Before you design your assessment, you may want to review the following resource which helps you to create an assessment that is goal-directed, accessible, and universally designed.

STEP 1

Choose a specific standard or goal. What should all students be able to know and do as a result of the learning experiences in the lesson/unit? Be crystal clear and determine if the standard is knowledge, skills, or both.

Additionally, determine if you are assessing what students know before instruction (diagnostic), during instruction (formative), or after instruction (summative).

STEP 2

Create the rubric or grading criteria. Based on the goal, what EXACTLY do you need to see to be confident that they “know” or can “do” what is outlined in Step 1. If you are providing numerous options and choices, it may be helpful to design a holistic rubric. Also, you may want to ask yourself these three questions from [CAST's 10 UDL Tips for Assessments](#):

- Does the rubric align to the intended skills or knowledge?
- Have components that are not tied to the goal been removed or reduced in my rubric?
- Are there opportunities for choice within the rubric to engage learners in the assignment?

STEP 3

What are the possible ways you COULD measure if students “know” or can “do” what was outlined in Step 1. For example, when addressing an essential question, perhaps students could write an essay, create an infographic with a written explanation, or create a video response. Additional possibilities follow. Choose 2-5 and then provide an additional prompt, “If you have another idea of how you can meet the grading criteria and meet/exceed the standard, please let me know.”



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Assessment Options

- As students are watching videos, you can embed quiz questions using [Edpuzzle](#).
- With an online platform such as [Socrative](#), you can write questions that correspond with your lessons, pre-scheduling them or sending them to students on-the-spot.
- There are numerous free platforms where you can check on student understanding including [Peardeck](#), [Nearpod](#), and [Flipgrid](#).
- Research reports
- Journalistic products, such as feature articles
- Formal letters, as to a State official or a mathematician
- Lab reports
- Manuals/brochures or newsletters using templates provided by [Canva](#) or [S'more](#)
- Create a video (set a limit on length!) using youtube, Screen recording software, [Powtoon](#), etc.. to share how you solved problems, teach other students, etc...
- Record a podcast (set a limit on length!). [Podbean](#) is a free software for podcasts.
- Problem sets (provide scaffolds like formulas, calculators, etc...)
- Create a presentation (Google Slides, [Prezi](#), [Animoto](#), etc..) [Flipsnack](#) is an application that helps make a presentation into a flipbook.

STEP 4

Determine what materials they are encouraged to use as scaffolds. Do they need formulas? Word banks? Links to online texts? Exemplars?

Scaffolds are critical to ensure that you aren't measuring irrelevant constructs. If your standard is focused on solving math equations and you have word problems, it requires students to read fluently. The ability to read fluently is construct irrelevant so it's important to have the option to "listen" to the word problem and have a visual model.

[UDL on Campus](#) notes, "Construct-irrelevant factors include motor coordination, short-term and working memory, organization and time management, attention, and the ability to work under pressure. The additional measurement of these many factors can prevent gaining an accurate picture of a student's Biology content knowledge."



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STEP 5

Design the student handout. Make it quick and dirty. Offer the four headings below.

Objective: In this assessment, you will express that you know/can [insert standard].

Grading criteria: Insert link to the rubric, grading expectations, a checklist etc.. Be clear about what students need to include to meet or exceed the standard. For example, do they need to show their work? Use specific vocabulary? Cite textual evidence? Make it crystal clear.

Assessment Options: Create a list of their options. In math, could they choose from a list of problems? Or maybe they choose how they want to share their understanding of how to solve a problem. In science, could they choose the scientific text they respond to, or how they respond to it?

Scaffolds: Provide links to whatever they can use to support their learning. Note: they have access to the internet and phones so it makes sense to lead them to high-quality scaffolds! For example, you may want to like to exemplars

