

UDL Guidelines – Educator Checklist

I. Provide Multiple Means of Representation:	Your notes
1. Provide options for perception	
1.1 Offer ways of customizing the display of information	Feature: Information displayed using PowerPoint which provides flexibility for customization
1.2 Offer alternatives for auditory information	Barrier: Wrong assumption that there are no students with hearing disabilities. PowerPoint should include alternatives
1.3 Offer alternatives for visual information	Feature: Information delivered through speech
2. Provide options for language, mathematical expressions, and symbols	
2.1 Clarify vocabulary and symbols	Feature: Key vocabulary words are defined clearly during content presentation by instructor
2.2 Clarify syntax and structure	
2.3 Support decoding of text, mathematical notation, and symbols	
2.4 Promote understanding across language	Barrier: No consideration was taken for students whose primary language is not English.
2.5 Illustrate through multiple media	Feature: Information is provided through PowerPoint, which includes graphics and animations.
3. Provide options for comprehension	
3.1 Activate or supply background knowledge	Barrier: No attempt to allow students recall prior knowledge is made
3.2 Highlight patterns, critical features, big ideas, and relationships	Feature: Multiple examples are provided and key elements are highlighted during content presentation by instructor
3.3 Guide information processing, visualization, and manipulation	
3.4 Maximize transfer and generalization	Barrier: Vocabulary quiz is given, however no method of helping with memorization is provided
II. Provide Multiple Means for Action and Expression:	Your notes
4. Provide options for physical action	
4.1 Vary the methods for response and navigation	
4.2 Optimize access to tools and assistive technologies	
5. Provide options for expression and communication	
5.1 Use multiple media for communication	Barrier: final presentation could be done using different technologies. Some student should have the opportunity to express their learning in other methods
5.2 Use multiple tools for construction and composition	Feature: using various we applications such as Google Docs and Prezi
5.3 Build fluencies with graduated levels of support for practice and performance	
6. Provide options for executive functions	
6.1 Guide appropriate goal setting	Feature: Examples are used as demonstration which could be help students set their goals in fulfilling all requirements
6.2 Support planning and strategy development	
6.3 Facilitate managing information and resources	Barrier: Rubric only provides requirements, however no specific checklists are provided to help student be organized
6.4 Enhance capacity for monitoring progress	Feature: Scoring rubrics and formative assessment in the form of a quiz is provided
III. Provide Multiple Means for Engagement:	Your notes
7. Provide options for recruiting interest	
7.1 Optimize individual choice and autonomy	Barrier: Students are given two choices for their presentation, but they should be given more choice and autonomy to use a

	technology tool they prefer.
7.2 Optimize relevance, value, and authenticity	Feature: Students are given freedom to chose the topic of their choice for the experiment, one that they find relevant to their lives
7.3 Minimize threats and distractions	
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	Barrier: Using a rubric to set goals and objectives; however, students should be required to restate goals
8.2 Vary demands and resources to optimize challenge	Barrier: Using technology tools such Google Docs and Prezi. Other appropriate tools should be found for students who have little or no knowledge of using the internet
8.3 Foster collaboration and community	Feature: Final project is a collaborative work
8.4 Increase mastery-oriented feedback	Barrier: Feedback is provided, but it needs to be meaningful.
9. Provide options for self-regulation	
9.1 Promote expectations and beliefs that optimize motivation	Feature: a rubric is provided for the fulfillment of goals and objectives
9.2 Facilitate personal coping skills and strategies	Barrier: feedback is used to make sure student is meeting the requirements. But more than that support is needed for those who are lost or feel frustrated in not achieving the requirements
9.3 Develop self-assessment and reflection	

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