OPTION TWO: Questions to Ask/UDL Considerations for Planning a Lesson, Unit, or Assessment

II. Provide Multiple Means for Action and Expression III. Provide Multiple Means of Engagement I. Provide Multiple Means of Representation **Provide options of perception** Provide options for physical action 7. **Provide options for recruiting interest** Should information be formatted and displayed 4.1. How will I reduce barriers to learning required 7.1. What choices are provided for students to ensure in a modality that enhances readability? (e.g., by motor demands of a task, response, selection, engagement, within tasks of the lesson or text or graph size, color-contrast options) and composition? (e.g., physical manipulatives assessment skills? (e.g. level of challenges, and technologies, marking with pen and pencil, 1.2. How will you provide alternatives for auditory rewards and recognitions, completion of task) information? (e.g., voice recognition, sign mouse control, joystick, keyboard) 7.2. Are classroom activities and materials language, transcripts) 4.2. How will I ensure access to tools and assistive personalized culturally and ethnically relevant as well as age appropriate? (e.g., invite personal 1.3. What visual information is effective for this technologies to provide support to navigate both lesson? (e.g., tactile graphic, text to speech, physical space and curriculum? (e.g., keyboard response, foster imagination to solve problems, make sense of ideas in creative ways) commands for mouse action, customize overlays Provide options for language, mathematical for touch screens and keyboard, build switch and 7.3. Does the classroom reflect a safe and distraction expressions, and symbols scanning options) free learning environment for students? How will I clarify important vocabulary or 5. Provide options for expression and communication (accepting and supportive climate, routines, 2.1. syntax? (e.g., embedded support, highlight terms) To reduce media-specific barriers to expression, variation of background noise, breaks, length of 5.1. 2.2. How will I clarify important vocabulary or how will I ensure students have alternative media work sessions) syntax? (e.g., embedded support, highlight terms) for expression? (e.g., compose using text, speech, 8. Provide options for sustaining effort and persistence 2.3. *How will I reduce the barriers for decoding?* illustration, music) 8.1. What strategies will I employ to foster and (e.g., text to speech, digital text) sustain student motivation, effort, and 5.2. Would alternative or contemporary media tools? concentration? (e.g., goal formulation, 2.4. What are alternative ways to promote (e.g., spell-checkers, calculators, manipulatives) restatement, posting; hand-held or computer-based understanding language? (e.g., dominant increase students' ability to express knowledge scheduling tools; prompts or scaffolds) language, link key vocabulary, electronic tools) What will I do to ensure learners develop 5.3. 8.2. How will I accommodate the varying levels of 2.5. How will I incorporate multiple media, fluencies—audio, visual, mathematical, reading, challenge by providing a range of demands illustrations, simulations, images, or interactive etc.? (e.g., different models, approaches, and resources that optimally motivate all images to ensure text is more comprehensible? strategies; prompts for categorizing; checklists) students? (e.g., differentiate the degree of (e.g., animation, storyboard) **Provide options for executive functions** complexity or difficulty, provide alternatives **Provide options for comprehension** 6.1. How will I support students with setting in the permissible tools or scaffolds) 3.1. How might I activate prior knowledge required appropriate goals to guide their work? (e.g., What will I do to foster and promote 8.3. for assimilating new information? (e.g., graphic prompts, scaffold efforts, model examples of opportunities for students to communicate and organizers or maps, cross-curricular analogies, process and product, checklists) collaborate within a community of learners? visual imagery) 6.2. What are the tools a student will need to reach (e.g., cooperative learning groups, peer In what ways will I help or guide students to goals? (e.g., embed prompts to stop and think, 3.2. interaction and supports, establish norms for distinguish between relevant and irrelevant or show and explain work, portfolio review, group work) non-important content? (e.g., cues and prompts, checklists, templates) How will I provide master-oriented feedback? 8.4. *multiple examples and non-examples,* 6.3. How will I support students with keeping (e.g., emphasize effort, improvement, and *emphasizing* key *elements*) information organized and "in mind"? (e.g., achievement of standard; encourage perseverance and use of specific supports) 3.3. How will I ensure all learners are able to graphic organizers and templates, prompts for 9. Provide options for self-regulation process and translate content into useable categorizing, checklists) What will I do to help students self-regulate and *In what ways will I provide explicit, informative,* knowledge? (e.g., prompts for sequence, 6.4. effectively deal with frustration in order to and timely feedback that will assist learners with organization options, graduated scaffolds) amplify and augment motivation? (e.g., self-*3.4.* What will I do to ensure all students sustain monitoring their progress and guiding their regulatory goals, frequency of self-reflection and memory of new information in order to efforts and practices? (e.g., questions, progress self-reinforcements) generalize and transfer knowledge to new reporting/documenting, rubrics) 9.2 How will students utilize coping skills? (Managing situations? (e.g., checklists, mnemonic strategies, frustration, seeking emotional support, phobias, concept maps, explicit review) provide feedback) 9.3 What different models and scaffolds of self assessment techniques are provided so that students

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