UDL Matrix Planning Sheet

Lesson Goal:

ENGAGEMENT (Why?)	REPRESENTATION (What?)	ACTION/EXPRESSION (How?)

ENGAGEMENT (Why?)

Options to care, value and find relevance
- Have I offered choice in meeting the objective?
- Have I made topics relevant to my students?
- Is the learning environment save and free from distractions?
- Have I simplified directions?

Options to vary challenge, support, collaborate, give feedback
- Have I given feedback about effort level, improvement in a timely manner?
- Have I provided a range of possible resources?
- How can I provide opportunities for students to collaborate with others?
- Have I differentiated the degree of difficulty with which activities can be completed?
- Have I fostered a collaborative environment?

Options to set goals and self-regulate affect
- Have I provided checklists and rubrics to be self-reflective?
- What skills must my students learn to develop internal controls and coping skills?
- How can I teach students to collect data on their behaviors to motivate themselves?

REPRESENTATION (What?)

Options to see, hear and perceive information
- Can I present this information in a different modality?
- Can this information be represented through vision, hearing or touch?
- Can the font be enlarged?
- Can sound be amplified?

Options to decode language, math, symbols
- Do I need to clarify this graphic representation or use multiple representations?
- Have I pre-taught essential terms?
- Have I made explicit connections between previously learned concepts?
- Am I providing manipulatives?

Options to make sense and understand knowledge
- Do my students have prior knowledge?
- Do my students have strategies to make the knowledge useable?
- Have I provided clues/prompts to identify elements for comprehension?
- Have I modeled transference of skills in isolation to contextual situations?
- Have I provided instruction on compare/contrast?
- Do my students have strategies to find big ideas and critical features?

ACTION/EXPRESSION (How?)

Options to interact, access tools, respond
- What options exist to allow students to navigate material and show what they know in multiple ways?
- Are there multiple methods for response?
- Have I provided training with tools (no, low, or high tech)?
- Have I considered alternatives to pencil/paper?

Options for expression and communication of knowledge
- Are there multiple ways for students to show what they know and can do?
- Have I provided access to tools to support creation of products?
- Have I provided scaffolding, examples and models to improve student performance?

Options to plan, set goals, manage info, monitor progress
- Have I allowed students to set their own goals?
- Have I taught the skills to help students set realistic goals?
- What supports are in place for students to "stop & think" about meeting goals?
- Have I honored working memory?
- Have I given timely/informative feedback?

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Options to care, value and find relevance	*Options to see, hear & perceive information*	*Options to interact, access tools, respond*

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Options to vary challenge, support, collaborate, give feedback

Options to decode language, math, symbols

Options for expression &communication of knowledge

Options to set goals and self-regulate affect

Options to make sense & understand knowledge

Options to plan, set goals, manage info, monitor progress