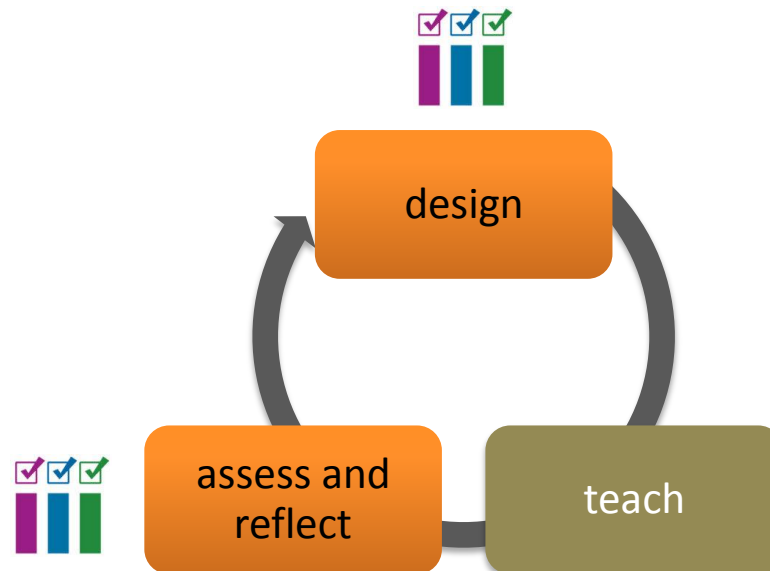


Using the UDL Guidelines to Inform Curriculum Decision-Making



I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
Perception	Physical action	Recruiting interest
Language and symbols	Expressive skills and fluency	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation



Make Your Curriculum More *Universally Designed for Learning*

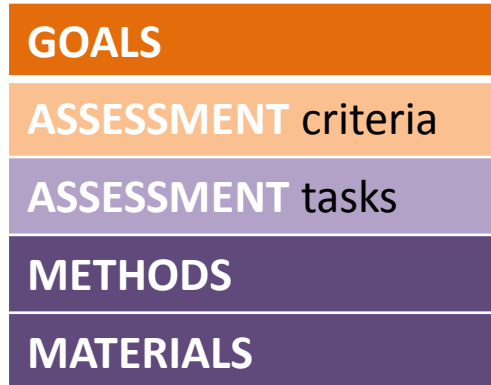
- 1. Begin with High-Quality Curriculum Design:** Design aligned, coherent curriculum around meaningful, worthwhile content and standards.
- 2. Design for Inclusion and Access:** Design engaging, meaningful, flexible, and culturally responsive curriculum.



Goals and assessment criteria are similar for everyone.

1 Desired Results

Acceptable Evidence
Learning Plan



Assessment tasks, methods, and materials can be flexible and varied.



2

UDL Curricular Review

- Clarify goals and make salient.
 - Do not embed the means in the goals.
- Align assessment with goal.
 - Do not embed *means* in assessment.
 - Make sure assessment is construct relevant.
 - Be sure to monitor progress and provide mastery-oriented feedback.
- Use the UDL Guidelines to inform the design, selection, and evaluation of assessment tasks, methods, and materials.

Learn More

- Tomlinson and McTighe. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, VA: ASCD.
- Rose and Meyer. (2002), *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria VA: ASCD.

