**UDL Checklist**

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| **Criteria** | **Unacceptable** | **Needs Improvement** | **Meets Criteria** |
| **Technology aligns w/ UDL guidelines of representation** |  |  |  |
| **Perception**   * Can display of information be customized? * Are there auditory / visual options? |  |  |  |
| **Language, expression and symbols**   * Does technology meets specific learner needs: sensory, visual, learning, language, cultural barriers. * Are symbols, language, syntax, concepts defined/decoded for learners? |  |  |  |
| **Comprehension**   * Is memory guidance and information processing built into the technology? * Is background knowledge able to be tapped? * Are overarching ideas, connections made visible to learner? |  |  |  |
| **Technology aligns w/ UDL guidelines of action & expression** |  |  |  |
| **Physical action**   * Are there options for physical response, ways to navigate, and access tools/assistive technologies? |  |  |  |
| **Expression and communication**   * Are there options for the mode of communication? * Are there options for tools for composition and problem-solving? * Is there scaffolding for practice/performance? |  |  |  |
| **Executive function**   * Consider learners at varying levels of familiarity with the material. * Are there multiple entry points or instructional speeds? * Are there options to help guide goal-setting? * Are there options that support planning and strategy development? * Are there options that make managing information / resources easier? * Does this technology make monitoring progress easier? |  |  |  |
| **Website aligns w/ UDL guidelines of engagement** |  |  |  |
| **Recruiting interest**   * Does this technology offer ways to expand individual choice and autonomy? * Does this technology add to the relevance, value and authenticity of the learning experience? * Does this technology reduce threats to and distractions to learning? |  |  |  |
| **Sustaining effort and persistence**   * Visibility of goals and objectives is pronounced through this technology * Levels of support and challenge are tiered? * Is collaboration and communication encouraged with this technology? * Are there options to improve mastery-oriented feedback? |  |  |  |
| **Self-regulation**   * Can students recognize their own strengths and weaknesses? * Are there options for students to guide their own goal-setting and expectations? * Does this technology foster coping skills and strategies? * Can students self-regulate and self-assess? |  |  |  |