**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?
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| **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?
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| **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?
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| **Technology aligns w/ UDL guidelines of action & expression** |  |  |  |
| **Physical action*** Are there options for physical response, ways to navigate, and access tools/assistive technologies?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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