Universal Design for Learning Guidelines

CAST — Universal Design for Learning

		Objectives & Benchmarks	Instructional Materials	Teaching Methods	Assessment Methods
		To provide optimal challenge for all students:	To ensure equal access for all students:	To provide effective instruction for all students:	To accurately measure progress for all students:
❶ Representation	Use Multiple means of representation	**Describe objectives in ways that every student can understand**	**Provide options in the way information is presented**	**Provide options in scaffolds for building knowledge**	**Use assessments that accurately measure knowledge development**
		Alternative representations of objectives / Alternative examples of success	Perceptual options / Linguistic options / Cognitive and background knowledge options	Highlight critical features / Highlight "big ideas" / Highlight critical relationships / Multiple examples and non-examples	Presentation options to accurately measure knowledge / Presentation options to optimally inform instruction
❷ Expression	Use multiple means of expression	**Set objectives that every student can reach**	**Provide options in the way that students can express what they know**	**Provide options in scaffolds for building skills and strategies**	**Use assessments that accurately measure skill development**
		Specify ends, not means / Alternative entry points and paths to success / Identify appropriate tools and scaffolds	Motor skills required for action / Tools and media for expression / Levels of scaffolding for learning	Multiple models and mentors / Gradually realizable supports and scaffolds / Options in the contexts required for performance	Response options to accurately measure learning / Scaffolding options to optimally inform instruction
❸ Engagement	Use multiple means of engagement	**Set objectives that can motivate every student to learn**	**Provide options in the ways that students are motivated or engaged**	**Provide options for scaffolding emotional skills development**	**Use methods that accurately measure emotional development**
		Alternative levels of challenge and support / Alternative contexts for performance / Articulate long-term goals into reachable objectives	Alternatives for recruiting interest / Alternatives for sustaining engagement / Alternatives for rewarding achievement	Alternative models of emotional competence / Graduated supports for developing self-regulation / Comprehensive systems of positive behavior supports	Motivational options to accurately measure learning / Motivational options to optimally inform instruction
Optimizing UDL in the Classroom			**Use flexible materials to increase opportunities for individualization**	**Use classroom strategies to increase opportunities for individualization**	**Use assessments to optimally inform individualized instruction**
			Individualized display / Individualized selection / Individualized sequences	Use flexible grouping / Encourage peer support / Practice collaborative teaching / Use customizable instructional media and materials	Assess early and often to monitor progress / Provide timely feedback / Provide feedback on instructional options