To analyze a lesson or unit for UDL features, use this checklist to identify which components are present (Y), not present (N), or not sure (?).

UDL Checklist (Examples in italics)	Y N ?	Comments
I. Provide multiple means of representation (Knowledge Networks)		
1. Provide options for perception	Your response	
1.1 Vary ways to display information Visual information: size, contrast, color, layout, spacing, etc. Auditory information: amplitude, speed, timing, cueing, etc.		
1.2 Alternatives for auditory information Text provided for spoken language, voice recognition-to-text, visual symbols for emphasis, sound alerts, etc.		
1.3 Alternatives for visual information Text or spoken equivalents for graphics/video/animation, tactile supports for visuals, Use of physical objects or spatial models, etc.		
2. Provide options for language and symbols	Your response	
2.1 Alternative access to key vocabulary & language Pre-teach vocabulary & symbols, highlight components of complex words, embed vocabulary supports in text – hyperlinks, footnotes, definitions, etc.	•	
2.2 Clarify language structure & rules Make rules & relationships explicit, clarify links between concepts, use less complex vocabulary or language structures, etc.		
2.3 Alternatives for text symbols & mathematical symbols Text-to-speech programs for digital text, use digital math notations (Math ML) with voicing, use text alternatives (tapes, DVD, digital text) with human voicing, etc		
2.4 Provides connections across different languages Key information in dominant and second languages, vocabulary definitions & pronunciations in both languages, shared/related roots identified, syntax/grammar links & differences identified		
2.5 Use non-language alternatives for concepts Present complementary representations (e.g. text with animation/graphics, etc.), link illustrations and verbal enhancements, make text-to-chart or diagram links explicit, etc.		
3. Provide options for comprehension	Your response	
3.1 Access background knowledge Activate prior knowledge with imagery, concepts, etc., use organizers (KWL, concept maps, etc.), pre-teach concepts, "bridge" ideas with analogies & metaphors, etc.		
3.2 Highlight essential information & "big ideas" Emphasize key elements, use organizer, prompts & cues to identify & connect key elements, use multiple examples and non-examples, mask or reduce extraneous elements, etc.		
3.3 Guide information selection & processing Use interactive models, explicit prompts and scaffolds, develop multiple points-of-entry & pathways for content, chunk information, release information progressively, etc.		
3.4 Support memory & knowledge transfer Checklists, sticky notes, electronic reminders, mnemonic devices, space out reviews, organizers for note-taking, connect new information & prior knowledge, embed analogies & metaphors, etc.		

Modifications to original CAST Educator Checklist made by RI-UDL Workgroup @ Rhode Island College, Providence, RI & University of Rhode Island, Kingston, RI (2009). Inquiries should be made to jdyson@ric.edu at the Paul V. Sherlock Center on Disabilities @ RIC.

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4. Provide options for recruiting interest	Your response	Comments
4.1 Support individual choice & autonomy Challenge levels, types of recognition used, vary content or context for learning, choice of information tools, design of products, timing & sequence of tasks, etc.		
4.2 Make learning personally relevant & valuable Activities personalized to students' lives, socially relevant, age & ability appropriate, culturally & racially appropriate, active participation, authentic & purposeful outcomes, use of self-reflection, etc.		
4.3 Reduce distractions and perceived threats Vary novelty & risk-taking in activities & transitions (predictability, scheduling, routines, novel events, etc.), vary sensory stimulation levels (background noise, # of items, etc.), vary pace & length of work sessions, vary social demands required for activities, etc.		
5. Provide options for sustaining effort and persistence	Your response	
5.1 Strengthen connection to goals and objectives Develop explicit goals, restate goals for clarity, clearly display goals, develop sort-term objectives for long-term goals, use prompts to visualize & clarify outcomes, etc.		
5.2 Vary levels of challenge & support Vary difficulty in core activities, use tools & scaffolds to provide alternatives, use collaboration, vary ranges for acceptable work, emphasize process, effort & improvement, etc.		
5.3 Support collaboration & communication with peers Cooperative learning groups, clarify roles & responsibilities, positive behavioral supports, differentiated supports, peer tutoring & support systems, connect to virtual communities, etc.		
5.4 Focus feedback on effort, practice, and mastery Encourage perseverance, self-awareness & self-efficacy, emphasize effort & improvement, give frequent, on-going, & substantive feedback, model evaluation strategies, etc.		
6. Provide options for self-regulation	Your response	
6.1 Support and guide personal goal-setting Model goal-setting process, coach or mentor students in goal-setting, use prompts, rubrics, checklists, etc. to support self-regulatory goals, on-task behaviors, and self-reinforcements, etc.		
6.2 Develop individualized coping skills Use differentiated models & feedback to develop skills e.g managing frustration, seeking emotional support, and developing internal controls, etc.		
6.3 Support self-monitoring and self-assessment Use tools & models to collect & determine own behaviors (e.g. charts, recording devices, peers, etc.), build student self- awareness (and reduce scaffolds) over time, etc.		

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7. Provide options for physical actions	Your response	Comments
7.1 Varied & alternative physical responses Alternatives in rate, timing, amplitude, range-of-motion, materials, manipulatives, & technologies, allow response alternatives from standard means (e.g. computer response vs paper & pencil), etc.		
7.2 Varied ways to interact with materials Use multiple means of navigating materials (e.g. by hand, by voice, by switch, by keyboard, etc.)		
7.3 Use assistive technologies for access to learning Determine appropriate technologies (physical, sensory, cognitive, communication) needed to access instruction, integrate training to support & enhance learning and goal achievement, etc.		
8. Provide options for expressive skills and fluency	Your response	
8.1 Vary choices for expression of knowledge Choices may include text, speech, illustration, physical models, film, video, pictures, music, art, etc.		
8.2 Vary tools for composition & problem solving Choices may include spell checks, grammar checks, word prediction, speech-to-text software, dictation, recording, sentence starters, story webs, concept webs, outlining tools, calculators, graphing calculators, software for problem solving skills, Computer-Aided Design (CAD), etc.		
8.3 Vary ways to support practice and performance Differentiated approaches, strategies, skills to achieve same outcomes, use diverse mentors to guide differentiation processes, gradual release of supports to increase independence, etc.		
9. Provide options for executive functions	Your response	
9.1 Guide & support effective goal setting Use a variety of tools (e.g. prompts, scaffolds, models, guides, checklists) to support process of individualized and appropriate goal-setting, etc.		
9.2 Support goal-related planning and strategy development Use "stop & think" prompts, use checklists and templates to prioritize & sequence, model "think- aloud" process, guide transition from long-term goals to short-term objectives, etc.		
9.3 Use tools to manage information & resources Keep information organized and accessible with graphic organizers, templates, embedded prompts, checklists, note-taking guides, software tools, etc.		
9.4 Enhance capacity for formative progress self-monitoring Develop self-monitoring through guided questions, frequent representations of progress, self- reflection templates, differentiated self-assessment strategies, etc.		

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10. Assessment for outcome determination (student understanding)	Your response	Comments
10.1 Options for methods Discrete vs elaborative response (ie multiple choice vs essay), varied time allowance, individualized vs group or peer-supported, location varies w/in the curriculum, embedding assessment opportunities, etc.		
10.2 Options for formats Visual information: photographs, pictures, picture-symbols, written, computer text, computer text-to-speech, video, kinesthetic supports (w low-tech), etc. Auditory information: Oral, technology-supported (taped, computer speech-to-text, voiced word processing, kinesthetic supports (w low-tech), etc.		
10.3 Options for scope/range/level Choice in number of items, type of items. Choice in focus. Deconstructs grade-level expectations. Connects across grade levels. Tiered assessments - from "big idea"(all learners) to complex details (some learners), Multiple levels of understanding- concrete through synthesis, etc.		
10.4 Options for product & outcome		
Consider formative vs summative assessment. Consider authentic assessments with "real-world" products. Include differentiated products (e.g. plays, video productions, essays, point-of-view "rafts", "tic-tac-toes", debates, artistic productions, student-driven assessments, etc.)		
10.5 Options for feedback Teacher: acknowledgement, probing, challenging questions, positive feedback, detained response, real-time vs delayed, etc. Student: journals, writing, prompts, reflection, peer feedback, self-evaluation, self awareness, etc.		

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