HANDOUT Title: **UDL Progression Rubric Page 1** Handout #: **12a**

Content:

UDL Progression Rubric

Katie Novak & Kristan Rodriguez

Provide multiple means of
Engagement

		Emerging	Proficient	Progressing Toward Expert Practice
Provide options for recruiting interest (7)	Optimize individual choice and autonomy (7.1)	Offer choices in what students learn (e.g., "choose a country to study" rather than "study France"), how students learn (e.g., use books, videos, and/or teacher instruction to build understanding), and how they express what they know (e.g., "you can create poster or write paragraph").	Encourage students to choose from multiple options to determine what they learn (guided by standards), how they learn, and how they express what they know. Encourage students to suggest additional options if they can still meet the standard.	Empower students to make choices or suggest alternatives for what they will learn, how they will learn, and how they will express what they know in authentic ways. Free them to self-monitor and reflect on their choices with teacher facilitation and feedback but not explicit direction.
	Optimize relevance, value, and authenticity (7.2)	Offer options that highlight what your learners deem relevant, valuable, and meaningful. For example, you may conduct a student survey and then make instructional decisions based on areas of interest.	Encourage students to share what is relevant, valuable and authentic to them and encourage them to suggest teaching and assessment options that would allow them to meet a defined standard, tying in their interests, culture, and personal strengths. This may be done in a weekly exit ticket, or class discussion, for example.	Empower students to make connections between the content, their own interests, and then push them to link their understanding to authentic real-world scenarios and authentic assessments so they can design their own learning experiences with coaching from the teacher. For example, instead of assigning a lab or giving students the choice of two labs, empower them to design their own lab based on the standard and their scientific interests.
	Minimize threats and distractions (7.3)	Offer options that reduce threats and negative distractions for everyone to create a safe space in which learning can occur. For example, have choices for seating, collaborative work, and clear PBIS expectations.	Collaborate with students to define classroom norms and PBIS expectations and encourage students to help to design the classroom so there are multiple options for seating, collaboration, etc..	Empower students to self-advocate and collaborate to identify threats and distractions and then create creative solutions that will allow them to excel. Student voice drives the environment.

Novak & Rodriguez | ©2018

CAST | Until learning has no limits™