HANDOUT Title: **UDL Progression Rubric Page 7** Handout #: **12g**

Content:

Provide multiple means of
Action & Expression

		Emerging	Proficient	Progressing Toward Expert Practice
Provide options for physical action (4)	Vary the methods for response and navigation (4.1)	Provide more than one option for the methods used for response and navigation within the same assignment. For example, some students may use IPads while others write by hand.	Provide multiple options for the methods used for response and navigation within the same assignment. For example, some students may use IPads, different writing utensils, keyboards, voice recognition software, etc.	Empower students to use their own devices to respond to and interact with materials for all assignments (e.g., options to use headphones, keyboards, manipulatives, joysticks, etc.).
	Optimize access to tools and assistive technologies (4.2)	Allow some students to use assistive technologies for navigation, interaction, and composition if required by an IEP or 504.	Provide multiple options for all students to use assistive technology like IPads, voice recognition, and 1:1 devices regardless of variability.	Empower students to assess the need for and choose technologies that work for them to provide additional, personalized options to express their knowledge and skills.
Provide options for expression and communication (5)	Use multiple media for communication (5.1)	Provide more than one way to answer on assessments so students can express their understanding without barriers. Taking a traditional test may be one option, but so, too, could be an oral presentation or writing an essay.	Provide students with multiple options to express their understanding--and let them suggest some ways of being assessed, so they understand that showing what they know is the point rather than how well they perform on a particular kind of test. Students may choose to express their understanding in text, audio, video, multimedia, live presentations, and many other ways.	Let students reflect on a standard or a set of competency or proficiency-based rubrics, and then independently create authentic and innovative products that allow them to demonstrate their mastery of the standard.
	Use multiple tools for construction and composition (5.2)	Provide the choice of more than one tool or strategy to help students express their knowledge. For example, allow students to compose a response using traditional pen and paper or allow them to create a multimedia presentation on their device.	Provide multiple tools and strategies to help students express their knowledge. For example, allow students to compose a response using traditional written methods, blogging software, or multimedia tools such as ThingLink or Emaze.	When provided with a task, or when independently creating an authentic product, students are empowered to self-reflect and select tools and materials that will support their learning and challenge them to strive for rigorous options to express knowledge and skills in accessible, engaging ways using, and then building upon, the tools they were exposed to in class.
	Build fluencies with graduated levels of support for practice and performance (5.3)	Implement a scaffolding model from teacher-directed to collaborative groups to independent work, slowly releasing responsibility to students. For example, in collaborative work, assign team members specific tasks and monitor their progress before moving to independent work or move from teacher-directed instruction to Socratic seminars.	Provide options for support and scaffolding throughout the learning process and encourage students to choose resources that allow them to build their own knowledge while working in collaborative groups and working independently. In collaborative groups, for example, encourage students to self-select roles; in class discussions, have students collaborate to design the rules and structures.	Empower students to create challenges that let them productively struggle to reach rigorous goals and use supports as tools to help them to make improvements rather than making things "easier." Encourage students to provide feedback and drive teacher instruction; encourage them to define roles and expectations for group work that include routine monitoring and reflection.

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