HANDOUT Title: **UDL Progression Rubric Page 8** Handout #: **12h**

Content:

Provide multiple means of
Action & Expression

	Emerging	Proficient	Progressing Toward Expert Practice
Provide options for executive functions (6)			
Guide appropriate goal-setting (6.1)	Provide clear goals to students so it's clear what they must do to meet or exceed expectations. For example, post standards on the board and on assignments, and articulate those standards and goals throughout the lesson.	Create conditions for learners to develop goal-setting skills. For example, provide students with standards on the board and on assignments, but also provide models or examples of the process and product of goal setting so all students can develop personalized goals while working toward standards.	Encourage students to create personalized learning plans that include goals that align to identified standards as well as action plans and strategies that optimize personal strengths while addressing individualized areas of challenge.
Support planning and strategy develop-ment (6.2)	Facilitate the process of strategic planning. For example, provide all students with checklists for tasks, due dates, and planning templates to keep students organized.	Facilitate the process of strategic planning. For example, provide students not only with organizational tools but with scaffolds they need to create personalized strategies to meet their goals.	Empower students to self-reflect, self-assess, and create personalized action plans to achieve their identified goals. For example, encourage students to reflect on how much time and resources they need to perform selected tasks and then encourage them to make personal due dates and task lists to reach their goals.
Facilitate managing information and resources (6.3)	Provide scaffolds and supports to act as organizational aids for students. For example, provide all students with templates for note-taking.	Provide exposure to multiple scaffolds, supports, and resources that act as organization aids, such as a variety of graphic organizers or different strategies for note-taking.	Empower students to self-reflect, self-assess, and independently choose the most appropriate supports and resources that will allow them to organize information and resources so they can achieve their identified goal(s).
Enhance capacity for monitoring progress (6.4)	Provide formative feedback tools to students so they can monitor their own progress. For example, provide students with assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples.	Provide multiple opportunities for students to receive feedback from the teacher, peers, and themselves using a variety of tools such as assessment checklists, scoring rubrics, and exemplars.	Empower students to use multiple resources, including teachers and peers, to consistently reflect on their performance, collect feedback, and revise their work to promote and highlight growth.

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