HANDOUT Title: **UDL Progression Rubric Page 2** Handout #: **12b**

Content:

Provide multiple means of
Engagement

Provide options for sustaining effort and persistence (8)	Emerging	Proficient	Progressing Toward Expert Practice
Heighten salience of goals and objectives (8.1)	Build in "reminders" of both goals and their value. For example, write standards on the board and/or at the top of assessments and projects.	Encourage students to collaboratively discuss goals in light of students' own passions and interests and to choose from various options to reach the goals.	When given the learning standard, have students create personal goals for how they will learn the content, express the content, and challenge themselves throughout the process.
Vary demands and resources to optimize challenge (8.2)	Provide options for students to learn content with clear degrees of difficulty. For example, "Explore one of the following resources to learn about the Civil War..." and there may be a rigorous primary source document and a video.	Provide multiple options for students to learn content with clear degrees of difficulty which will require them to reflect on the standard and their own strategy for learning. For example, "Choose two of the following six resources to learn about the Civil War..." and there may be rigorous primary source documents, summary documents, videos, and/or a podcasts from a professor.	Empower students to select their own content and/or own assessments, based on standards, and encourage them to collaborate to add to the multiple options offered to challenge themselves and identify appropriate resources that connect to their interests and passions.
Foster collaboration and community (8.3)	Provide opportunities for students to learn how to work effectively with others. For example, create cooperative learning groups with clear goals, roles, and responsibilities.	Develop a classroom that values collaborative groupwork. Students construct their own groups and create their own group norms, responsibilities, etc. and students often seek out and work with diverse partners.	Create a classroom culture where students work together to define goals, create strategies, provide feedback to each other and push each other with mastery-oriented feedback while building integrative thinking.
Increase mastery-oriented feedback (8.4)	Provide feedback that guides learners toward mastery rather than a fixed notion of performance or compliance. For example, provide feedback that encourages the use of specific supports and strategies in the face of challenge.	In addition to providing emerging feedback, empower students to provide mastery-oriented feedback to each other to support specific improvement and increased effort and persistence.	Implement proficient practice and also empower students to use mastery-oriented feedback independently to self-reflect, self-direct, and pursue personal growth in areas of challenge.

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