HANDOUT Title: **UDL Progression Rubric Page 6** Handout #: **12f**

Content:

Provide multiple means of
Representation

		Emerging	Proficient	Progressing Toward Expert Practice
Provide options for comprehension (3)	Activate or supply background knowledge (3.1)	Provide all students with background information on content using direct instruction with options for visuals, audio, etc.	Provide students with options that supply or activate relevant prior knowledge, or link to the prerequisite information elsewhere. For example, use advanced organizers (e.g., KWL methods, concept maps) and then encourage students to select resources that will allow them to build appropriate background knowledge.	Empower students to determine gaps in their own background knowledge and then select appropriate resources to build that knowledge in order to achieve the goals of a lesson. For example, begin with a diagnostic assessment and ask students to reflect and create a strategy for filling in gaps in learning.
	Highlight patterns, critical features, big ideas, and relationships (3.2)	Provide explicit cues or prompts to help students recognize the most important features in information. For example, teach students to use outlines, graphic organizers, highlighters, etc.	Provide students with options and multiple strategies to support recognition of the most important features in information. For example, allow them to use outlines, graphic organizer, highlighter, word cloud apps, and other organizing tools.	Empower students to self-reflect to determine the most effective strategies for highlighting critical information and independently select the strategies that allow them to support recognition of patterns, critical features, big ideas, and relationships.
	Guide information processing, visualization, and manipulation (3.3)	Provide all students with materials, strategies, and tools to support processing and visualization. Tools include manipulatives (i.e, counting cubes), glossaries, graphic organizers, and more.	Provide students with options of multiple materials, strategies, and tools to use to support processing and visualization, such as the option to make visual notes, use technology to locate images, and/or select and use manipulatives, etc.	Empower students to self-reflect and independently choose the most appropriate materials, strategies, and tools to guide information processing, visualization, and manipulation, searching for additional tools and strategies, if necessary.
	Maximize transfer and generalization (3.4)	Model explicit strategies students can use to transfer the information they have to other content areas and situations. For example, show how the knowledge could be used in another class or be used to make comparisons across content in the class (such as text to text comparisons).	Provide options for meaningful transfer, such as interdisciplinary projects, where students can make authentic connections and apply knowledge in meaningful ways in other content areas and in authentic situations.	Encourage students to apply knowledge and skills learned in class to enhance their understanding of content, design of their own authentic projects, and express their knowledge and understanding in authentic, real-world scenarios.