## Universal Design for Learning Guidelines

<table>
<thead>
<tr>
<th>Objectives &amp; Benchmarks</th>
<th>Instructional Materials</th>
<th>Teaching Methods</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide optimal challenge for all students:</td>
<td>To ensure equal access for all students:</td>
<td>To provide effective instruction for all students:</td>
<td>To accurately measure progress for all students:</td>
</tr>
</tbody>
</table>

### 1. Representation

**Use Multiple means of representation**
- Alternative representations of objectives
- Alternative examples of success

**Instructional Materials**
- Perceptual options
- Linguistic options
- Cognitive and background knowledge options

**Teaching Methods**
- Highlight critical features
- Highlight “big ideas”
- Highlight critical relationships
- Multiple examples and non-examples

**Assessment Methods**
- Presentation options to accurately measure knowledge
- Presentation options to optimally inform instruction

### 2. Expression

**Set objectives that every student can reach**
- Specify ends, not means
- Alternative entry points and paths to success
- Identify appropriate tools and scaffolds

**Instructional Materials**
- Motor skills required for action
- Tools and media for expression
- Levels of scaffolding for learning

**Teaching Methods**
- Multiple models and mentors
- Gradually realizable supports and scaffolds
- Options in the contexts required for performance

**Assessment Methods**
- Response options to accurately measure learning
- Scaffolding options to optimally inform instruction

### 3. Engagement

**Set objectives that can motivate every student to learn**
- Alternative levels of challenge and support
- Alternative contexts for performance
- Articulate long-term goals into reachable objectives

**Instructional Materials**
- Alternatives for recruiting interest
- Alternatives for sustaining engagement
- Alternatives for rewarding achievement

**Teaching Methods**
- Alternative models of emotional competence
- Graduated supports for developing self-regulation
- Comprehensive systems of positive behavior supports

**Assessment Methods**
- Motivational options to accurately measure learning
- Motivational options to optimally inform instruction

### Optimizing UDL in the Classroom

**Use flexible materials to increase opportunities for individualization**
- Individualized display
- Individualized selection
- Individualized sequences

**Use classroom strategies to increase opportunities for individualization**
- Use flexible grouping
- Encourage peer support
- Practice collaborative teaching
- Use customizable instructional media and materials

**Use assessments to optimally inform individualized instruction**
- Assess early and often to monitor progress
- Provide timely feedback
- Provide feedback on instructional options

© 2005 by CAST. All rights reserved.
I. Representation

Use multiple means of representation

1. Provide options for perception
   - Options that customize the display of information
   - Options that provide alternatives for auditory information
   - Options that provide alternatives for visual information

2. Provide options for language and symbols
   - Options that define vocabulary and symbols
   - Options that clarify syntax and structure
   - Options for decoding text or mathematical notation
   - Options that promote cross-linguistic understanding
   - Options that illustrate key concepts non-linguistically

3. Provide options for comprehension
   - Options that provide or activate background knowledge
   - Options that highlight critical features, big ideas, and relationships
   - Options that guide information processing
   - Options that support memory and transfer

II. Expression

Use multiple means of expression

4. Provide options for physical action
   - Options in the mode of physical response
   - Options in the means of navigation
   - Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency
   - Options in the media for communication
   - Options in the tools for composition and problem solving
   - Options in the scaffolds for practice and performance

6. Provide options for executive functions
   - Options that guide effective goal-setting
   - Options that support planning and strategy development
   - Options that facilitate managing information and resources
   - Options that enhance capacity for monitoring progress

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest
   - Options that increase individual choice and autonomy
   - Options that enhance relevance, value, and authenticity
   - Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence
   - Options that heighten salience of goals and objectives
   - Options that vary levels of challenge and support
   - Options that foster collaboration and communication
   - Options that increase mastery-oriented feedback

9. Provide options for self-regulation
   - Options that guide personal goal-setting and expectations
   - Options that scaffold coping skills and strategies
   - Options that develop self-assessment and reflection

© 2008 by CAST. All rights reserved.