UDL Progression Rubric
Katie Novak & Kristan Rodriguez

Provide multiple means of
Engagement

		Emerging	Proficient	Progressing Toward Expert Practice
Provide options for recruiting interest (7)	Optimize individual choice and autonomy (7.1)	Offer choices in what students learn (e.g., "choose a country to study" rather than "study France"), how students learn (e.g. use books, videos, and/or teacher instruction to build understanding), and how they express what they know (e.g., "you can create poster or write paragraph").	Encourage students to choose from multiple options to determine what they learn (guided by standards), how they learn, and how they express what they know. Encourage students to suggest additional options if they can still meet the standard.	Empower students to make choices or suggest alternatives for what they will learn, how they will learn, and how they will express what they know in authentic ways. Free them to self-monitor and reflect on their choices with teacher facilitation and feedback but not explicit direction.
	Optimize relevance, value, and authenticity (7.2)	Offer options that highlight what your learners deem relevant, valuable, and meaningful. For example, you may conduct a student survey and then make instructional decisions based on areas of interest.	Encourage students to share what is relevant, valuable and authentic to them and encourage them to suggest teaching and assessment options that would allow them to meet a defined standard, tying in their interests, culture, and personal strengths. This may be done in a weekly exit ticket, or class discussion, for example.	Empower students to make connections between the content, their own interests, and then push them to link their understanding to authentic real-world scenarios and authentic assessments so they can design their own learning experiences with coaching from the teacher. For example, instead of assigning a lab or giving students the choice of two labs, empower them to design their own lab based on the standard and their scientific interests.
	Minimize threats and distractions (7.3)	Offer options that reduce threats and negative distractions for everyone to create a safe space in which learning can occur. For example, have choices for seating, collaborative work, and clear PBIS expectations.	Collaborate with students to define classroom norms and PBIS expectations and encourage students to help to design the classroom so there are multiple options for seating, collaboration, etc..	Empower students to self-advocate and collaborate to identify threats and distractions and then create creative solutions that will allow them to excel. Student voice drives the environment.

CAST | Until learning has no limits™

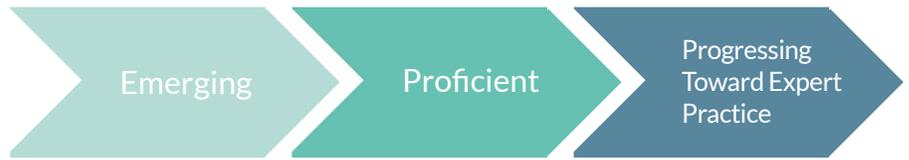|		Emerging	Proficient	Progressing Toward Expert Practice
Provide options for sustaining effort and persistence (8)	Heighten salience of goals and objectives (8.1)	Build in "reminders" of both goals and their value. For example, write standards on the board and/or at the top of assessments and projects.	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.

CAST | Until learning has no limits™

		Emerging	Proficient	Progressing Toward Expert Practice
Provide options for self-regulation (9)	Promote expectations and beliefs that optimize motivation (9.1)	Teach students about the power of perseverance and use language and feedback that will allow all students to see themselves as capable learners.	Foster conversations with students to develop relationships and make authentic connections and use their personal passions and interests to help inspire them and push them toward success.	Create a classroom culture where students are empowered and able to support their own self-talk and support one another's positive attitudes toward learning.
	Facilitate personal coping skills and strategies (9.2)	Offer reminders, models, and tools, to assist learners in managing and directing their emotional responses. For example, use stories or simulations to demonstrate coping skills. Offer options for stress release such as alternate seating, fidget tools, mindfulness breaks, etc.	Empower students to deal with difficult challenges by allowing them to choose from multiple strategies to regulate their learning (e.g., a relaxation corner, put on headphones, take a walk).	Encourage students to self-reflect, accurately interpret their feelings, and use appropriate coping strategies and skills to foster learning for themselves and their classmates.
	Develop self-assessment and reflection (9.3)	Provide students with tools so they are reflecting on their learning through rubrics, self-assessment, etc.	Offer multiple models and scaffolds of different self-assessment techniques so students can identify and choose ones that are optimal. For example, these might include ways to collect, measure, and display data from their own behavior and academic performance for the purpose of monitoring growth.	Create a culture where students consistently reflect on the learning process and assessments so they become self-directed learners who grow over time.

CAST | Until learning has no limits™

		Emerging	Proficient	Progressing Toward Expert Practice
Provide options for perception (1)	Offer ways of customizing the display of information (1.1)	Create resources and materials that address variability and meet the needs of more students (e.g., large size print, additional white space, visuals).	Create resources and materials that students can access electronically. Allow students to use their devices to interact with textual, visual and audio information so they can personalize, take notes, increase/decrease size/volume, etc.	Empower students to choose resources and materials that best meet their needs (e.g., watch a video OR explore a handout) so they can personalize their learning themselves without explicit direction from a teacher.
	Offer alternatives for auditory information (1.2)	Provide an embedded option for any information presented aurally. For example, use closed-captions when playing a video.	Provide multiple options for students to choose alternatives to learn content so they don't have to rely on auditory information (e.g., closed captions for video or the choice of reading a text).	Empower students to select auditory alternatives as well as provide them with a framework to locate additional, reputable resources to build their understanding (e.g., resources on how to determine if a website or author is credible).
	Offer alternatives for visual information (1.3)	Provide an embedded option for students so they don't have to rely on visual information. For example, reading aloud to the class while they read along.	Provide multiple options for students to choose alternatives to learn content so they don't have to rely on visual information (e.g., listen to audiobook instead of reading or choose to work with teacher for short pre-sentation).	Empower students to select alternatives to visual information as well as provide them with a framework to locate additional, reputable resources to build their un-derstanding (e.g., resources on how to determine if a website or author is credible).

CAST | Until learning has no limits™

Provide multiple means of
Representation

		Emerging	Proficient	Progressing Toward Expert Practice
Provide options for language, mathematical expressions, and symbols (2)	Clarify vocabulary and symbols (2.1)	Translate idioms, archaic expressions, culturally exclusive phrases, and slang. For example, explicitly teach vocabulary to students using definitions, visuals, explanations, and examples.	In addition to emerging practice, provide students with explicit instruction in context clues so they can independently learn words unfamiliar to them.	Empower students to use available resources to work collaboratively to determine authentic ways to use relevant vocabulary.
	Clarify syntax and structure (2.2)	Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions or narratives). For example, highlight the transition words in an essay.	Provide students with resources that will allow they themselves to clarify syntax and structure (such as dictionaries, math reference sheets, thesaurus, etc.)	Empower students to preview material under study, highlight areas in need of clarification, and choose appropriate resources to build knowledge and understanding.
	Support decoding of text, mathematical notation, and symbols (2.3)	Provide direct instruction, prompts, and scaffolded materials for students who struggle to comprehend information. Or provide alternatives, such as visuals, to support this understanding.	Provide strategies and materials (e.g., math reference sheets, context clue strategies, and so forth) that lower barriers to understand and help students figure out notations, symbols, or problems.	Empower students to independently utilize learned strategies to decode text, mathematical notation, and symbols.
	Promote understanding across languages (2.4)	Provide alternative presentations of material, especially for key information or vocabulary. For example, make key information in the dominant language (e.g., English) also available in the first languages of learners with limited-English proficiency. Also, use images AND words, show opposites, etc.	Provide students with access to tools such as apps, websites, and dictionaries to translate material under study and to collaboratively build understanding.	Empower students to independently utilize options to translate material under study, collaborate to build understanding using tools, apps, etc.
	Illustrate through multiple media (2.5)	Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, diagram, video, etc.)	Present students with multiple options and symbolic representations to make meaning and allow them to choose options to build comprehension.	Empower students to choose effective resources from multiple options with multiple representations so not all students are required to learn from the same resources.

CAST | Until learning has no limits™