**UDL LESSON PLAN**

**Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard Statement/Content Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard Statement/Content Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| **Pre-Assessment of Standards**  **Pre/Post-Assessment**  Generally prior knowledge data is taken from an assessment or assignment on a day, **before** the completion of your plan and start of your instruction.  Data should measure the student’s knowledge of each indicator. ***(Focus on the verb and content in the standard)***  Name type of assessment(s) you will use to collect individual student baseline data \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Can every student independently complete the assessment you have designed? If so**, describe your universally designed assessment  **If not** complete tiered assessments  What are there differences in how you will collect data from each student? | | | | | |
| **Pre-Assessment Data Results**  *(add student names below)* | | | | | |
| **Some** | | **Most** | | **Few** | |
|  | |  | |  | |
| **Universal Design for Learning** | | | | | |
| **Universal Design for Learning (Multiple Means: representation, engagement, expression)**  (Instruction that the whole group receives)  Offer step-by-step directions:  1. | | | | | |
|  | | | | | |
| Verbal -Linguistic | Intrapersonal | | Musical | | Bodily-Kinesthetic |
| Math-Logical | Interpersonal | | Visual-Spatial | | Naturalist |
| **Multiple means of Engagement**  Anticipatory Set / Modeling | |  | | | |
| **Multiple means of Representation**  Modeling / Guided Practice | |  | | | |
| **Multiple means of Expression**  Independent Practice / Assessment | |  | | | |
| **Differentiated Instruction** | | | | | |
| **Some**  **(students who have skill/knowledge gaps)** | | **Most**  **(See UDL Plan)** | | **Few**  **(students who already know the indicators)** | |
| **Assistive Technology**  (Student Specific)  Should come from the IEP | | | | | |
| **Intensive**  **Modifications/Tools** | | **Moderate**  **Accommodations/Tools** | | **Mild**  **Scaffolds/Tools** | |
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